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Consumers Brand Loyalty and Its Effects on grocery Trade

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Abstract
India's retail revolution is at last getting started. India is positioned as the leading destination For retail investment. India's retail industry accounts for 10% of its GDP and 8% of its Employment. The structural shifts in consumption pattern due to rapid income growth, favorable Demographic, increasing urbanization, international exposure due to fast changing IT and Communication technologies, have contributed to the growing importance of retailing in India. The modern retail formats are showing robust growth in the form of departmental stores, Supermarkets and hypermarkets. A majority of 20 giant retailers' worldwide have plans to increase sourcing from India. As India's retail sector opens up on a large scale, the Indian logistics sector is at the beginning of a strong growth path. Domestic logistics companies are planning significant investments to expand their portfolio of services. It is expected that in the next two years, the logistics sector will have undergone major changes, offering a wide spectrum of services.

Key Words: *Urbanization, Demographics, Hypermarket, Global sourcing.*

Introduction

India's retail revolution is at last getting started. India is positioned as the leading destination for retail investment. India's retail industry accounts for 10% of its GDP and 8% of its employment.

The structural shifts in consumption pattern due to rapid income growth, favorable demographics, increasing urbanization, international exposure due to fast changing IT and communication technologies, have contributed to the growing importance of retailing in India. The modern retail formats are showing robust growth in the form of departmental stores, supermarkets and hypermarkets. The Government regulations allow 100 per cent FDI in cash and carry through automatic route. The franchise route is also available for big operators. In Feb.2006, The Government of India permitted 51% FDI is single brand retail. After the announcement, many of the top global retailers have obtained approvals for trading. Some of them are already present in India for the last six to seven years now. After the end of the quota regime more than three-fourth of the goods by retailers has gone to few countries instead many of them.

After China, India has a big advantage. A majority of 20 giant retailers worldwide have plans to increase sourcing from India. As India's retail sector opens up on a large scale, the Indian logistics sector is at the beginning of a strong growth path. Domestic logistics companies are planning significant investments to expand their portfolio of services. It is expected that in the next two years, the logistics sector will have undergone major changes, offering a wide spectrum of services.

Review

There are many approaches to understanding and defining retailing. It can be defined as "Any business that directs its marketing efforts towards satisfying the final consumer based upon, the organization of selling goods and services as a means of distribution."

The concept assumed within this definition is quite important. The final consumer within the distribution chain is a key concept here as retailers are at the end of the chain and are involved in a direct interface with the consumer. In demand-led western economies retailing is considered as providing a necessary service and a positive contribution to the economy. This is due to the effectiveness of the retailer in supporting manufacturing by buying in bulk (either directly from the manufacturer or through a wholesaler) on the basis of knowing what the consumer required. However, in supply-led economies such as the former centrally planned economics (CPES) of eastern and central Europe, retailing has traditionally been viewed as an unnecessary and unproductive link in the channel of distribution (Myers and Alexander, 1997), Jack (2001).

Important Role of Brand in retailing:

In book title "Brand Management" Author Harish varma writes that there are three components of brand i.e. structure secondly conduct and thirdly performance. Brands are linked with uniformity (30). Branding is important aspect of marketing. The brand concept involves in eighteenth century .The identity of the product lies with its salient feature and it is brand. The real boost to branding comes in the middle of the twentieth century. A product is anything that can be offered to market to satisfy a want or need.

A brand is name, symbol, design or a combination. Thereof, the brands are view myopically.

Brand must make the product meaningful for the target costumer. Customers choice behavior is influenced by five steps of values which they tend to satisfy. The first functional value is physical or functional performance of product or service. Second value is social values mean the satisfaction that the consumer seeks by association with certain social groups of society. Thirdly emotional value which means the ability of the product or service to satisfy the customers by creating feeling like Joy, love, respect etc. Fourth, the epistemic value which means the need to know or learn something new. Finally, Situational value which refers to the ability of the product to satisfy situational needs (36). Brands are valued for their equity. Brand adds value (88). Brands equity can be through of as additional cash flow achieved by associating brand with underlying product or service Brand equity consists of differential attributes underpinning brand which gives increased value to the firm's balance sheet. Brand equity is defined in terms of marketing effects uniquely attributable to the brands (89). The key concept between the brand and its equity is the brand image. The perception of brand can adjust brand value upwards or downwards. Brand awareness is second brand equity asset .It includes brand recognition and brand recall.

Brand loyalty is not dichotomous construct. It may operate of different levels.

Brands and consumers

Author further describes about the Economical Value of the product and consumers perception about it. Economical perception associated with advantages and disadvantages and consequently they are able to identify the best possible alternative. (59).Author further states that "Passive – perspective" that the consumer's from psychological angle. He further states that consumers are emotional driven i.e. the role of brand was critical and emotions of consumers plays dominant role in selecting particular brand (61).Author further states that the cognitive perspective i.e. customer are capable of thinking. A consumer plays an active role in locating and buying solutions to their problems. Cognitive perspective falls in between economic perspective and passive perspective. The consumers employ their cognitive processes to solve problems. Author further states that about the Brand selection (66) and its relation with attribute association. Author descriptive features which are used to charities a product or the service (103). The product related attributes are ingredients necessary for a product performance. Author further speak about assets and liabilities (108) Brand equity is based upon Brand loyalty, brand awareness, perceived quality, Brand association (108).Brand loyalty is not the dichotomous construct. There are five levels of brand loyalty can be distinguished from committed buyer at one extreme to the switcher or indifferent buyer of the other extreme. Indifferent buyers do not provide the importance for the brand (109). The third category of buyers is satisfied with the brand and they have switching costs in terms of time money and risk. In the book with title "Strategic Brand Management" published by Jean-Noe Kapferer.Author states that brand is invisible contract through persistency and repetition. This contract can be extended by creating the satisfaction and loyalty. The brand is to be Judged over the long terms (38).The brand identity refer to the six different facts, they are physique, personality, culture, self image, reflection and relationship.

Consumers and prospects are often asked what their ideal brand would be and what attribute it would need in order to get universally (106) approved. Author further described the 3 layer of brand. They are brand themes brand style and brand kernel (81). Author further mentions the principal of brand awareness, brand identity and brand association. Author further states that brand are the conveyors of company.

Author, Dr. S.L.Gupta in the book of "Brand Management". Published by Himalaya publishing house, States that distinctiveness is the parameter which separates the one product from the other and subsequently one brand from another. Author describes two basic models of the business and they are product management and brand management models (13). Author further describes the sale of satisfaction and dissatisfaction which includes overall effectiveness, strategic skills, innovation, risk profile and speed. (14). Brand development goes through different stage which includes understanding of brand. Which brand names can be stretched, died which are the new brands and what would be the brand development plan (16).Author further describes the "Brand equity" which consists of awareness, brand loyalty, Brand association and perceived quality if brand are the ingredient of the brand equity. (39).The paper describes about the brand and consumers (66) and different Brand building tools and consumers.

Author describes about the brand loyalty which include the involvement and the brand superficially loyal (71) further author describes about the creating a brand and building brands (95)

Further author describes the meaning of the prediction and prediction behavior about the customer.(11). The paper author states that segmentation analysis needs to be done of the customer so as to understand their future behavior .At the same time the CRM initiatives need to be taken by the organizations (29).

In paper title acceptance of brand extensions, Author colleen Collins- Dodd and JordanJ. Louviers in the magazine 1997(1-13), author describes about brand equity and its significance. Author states that well known brands needs to spent lower expenses on advertising, trade deals, price promotions and slotting allowances to generate awareness and obtain distribution than in case of new brands (2).Author further states that brand equity Provides leverage of trade level that not only increase product acceptance but also reduces the cost of introduction .

Author further gives the reference of the relationship between brand the relationship between brand names and other mix variables such as trade promotion and consumer advertising would lead to more effective and efficient strategies (2). Author further states that merchandising and advertising count for newly launched product. or brands (2). Author describes that brands are directly related with marketing mix strategies (2) . Retailer needs to spend time and money for the acceptance of the brands. Newness and uniqueness are some of the parameters of brand (4).

"Author further states that there is no literature available on retailers branding strategies"(4).Author described about the importance of " Wholesale price" and its importance because retailer can have the flexibility in formulating the pricing strategy only when the wholesale price is fixed.(4).Author described another important parameter for promotion and branding i.e. consumer advertising Author further describes the category of the brand as 'strange brand and weak brand'. Author lastly suggests that there is scope for future research in understanding the relationship between the brand and whole sale price'.

In paper title "Do brand personality sales really "author Jean Noelkadfrer from the journal of branding June-2003, Author states that brand personality is certainly a key factor of brand identity (1). Author further states that Use of roll models and famous people has the impact on the minds of the shoppers. Author further states that consciousness, orderliness.

Positive emotion creature is joining of the elements such as kindness is important in making brand personalize.

Paper author further described about five factor modules of the brands (14). Author further states that brands are the partners of the business.(15).Author states that future research needs to be done in case of various aspects of the branding like brand extension and branding potential.

In guest editorial writes the professor of Marketing 'Randal D. Raggio in paper with title "Drivers of brand value, estimation" 2009 in journal of branding management 2009, Author further states that two levels of brand value are important, they are current and appropriate can vary based on the company owning the brand Author further states that firms ability to leverage the brand equity of that brand, appropriate brand value represent the theoretical value that could be reached if all existing brand equity were optimally leveraged.

They being by describing the four primary uses for brand valuation Firstly treatment of risk, determination of the income attributable to the brand audience that the model addresses. Origin of the model, Usage of the method is some of the elements.

Objectives of the study:

The main objective is to study the state of retail trade in Kolhapur city.

Scope of the study:

a. Geographical scope- The study is carried out in Kolhapur city.
b. The customers shopping only from both small grocery shops are taken for the study. The customers shopping only from small grocery shops are taken for the study so as to review the difference between shopping behaviors.

Research Methodology -

In first phase of the study, observational analysis is made regarding growth of the hypermarkets in Kolhapur city .In second phase, the exploratory study is done. The formal instrument in form of questionnaire is developed so as to test the state of grocery retail trade and different problems associated with retailers, hypermarkets, customers and wholesalers.

a. Research methods –

Primary data – Primary data will be gathered from customers, small grocery shop owners and hypermarket authorities.

Secondary Data – Secondary data will be gathered mainly from research articles, books on retail management, magazines and other publications from conference proceedings. The details are mentioned in bibliography.

Organized and Unorganized Retailing

The retail industry in India is largely unorganized and predominantly consists of small, independent, owner-managed shops that have dominated Indian retailing over the decades and are present in every village and local community or street corner stores, addressing the needs of the population in the area and being the point of contact with the consumer. There are about 12 million retail outlets in the country; only about 4 per cent of them are larger than 500 sq.ft in size. This is in comparison to 0.9 million outlets only in USA, catering to more than 13 times of the total retail market size as compared to India. India has one of the highest density of retail outlets per capita in the world with a widely spread retail network but with the lowest per capita retail space @ 2 sq.ft person. The distribution networks of brands extend right up to this point to stay in touch with customer needs and preferences. A good example of this is Coca-Cola, wherein it could penetrate each and every village in the country. India like most other countries has a very large network of local stores spread all across India. It is not really a network since each store is individual or family owned and has no connection with the other. It does however represent a network since large consumer product companies like Unilever, Procter & Gamble, Colgate-Palmolive, Cadbury, Coca-Cola, Pepsi and ITC uses them as their final point of retail to the consumer.

These small stores are very personal and have built strong relationship with the local population. They are points of news and connection. They offer credit to the local population and help out in Fourth Asia Pacific Retail Conference. Do not quote without permission of the author/s times of crisis. They also have a very good understanding of requirement of the local population and have very low overheads enabling them to offer the best price for their products. However, it is believed that the new retail chains will drive these small stores out of business. The big Indian retailers have undergone an experimentation phase during late 1990s.New formats (department stores like Shoppers' Stop & Pantaloon) and product categories (like consumer durables retailing etc) have been introduced. The organized retailing scenario is stabilized for some time now as players like Big Bazaar, Barista, Pizza Hut, Shoppers' Stop, McDonald's, Subway etc have became successful in establishing a national footprint. The international retailers have adopted a mix of global and India-specific strategies in order to entice the local population. The trend is likely to continue. Some of the examples of International organized retailers operating in India through various entry modes are Wal-Mart, Carrefour, Royal A hold, Metro AG, Tesco, Marks and Spencer etc. In India, apart from Pantaloon, some of the well-known retailers include the RPG group, K Raheja (Shoppers' Stop), Tata (Trent, Westside and Star India Bazaar), and the Landmark group.

Recently, Reliance has also joined. Organized retailing is more visible in urban areas because of people's high aspirations, their high purchasing power and splurging habits due to rising incomes. Availability of everything under one roof has fueled the growth of organized retailing – the *one stop shop* concept has revolutionized the retailing sector. Quality, building trust, genuine material, good customer care, and prompt after-sales service are some of the main reasons, which differentiate traditional stores from modern retail stores. The services, ambience and product of shoppers' stop and Lifestyle have influenced the expectations of customers to new levels. Similarly, Giant, Subhiksha and Big Bazaar have recreated the value of low price, which are being expected by the customers in the recent past. Some of the retailing formats adopted by retailers operating in India are given in Table 2. In case of India, there is a huge opportunity in retail sourcing. The end of the quota regime in the beginning of 2005 or, in other words, the end of the Multi Fibre Agreement, has set pace to the already huge volumes that retailers source from India. There is an increase in demand from the big foreign retailers for various products. A majority of the top 20 giant retailers worldwide have plans to increase sourcing from India. Until now, many of them just had third-party buying offices in India but now they are setting up closely held sourcing and buying offices. About 60 to 80 per cent of the market consists of textiles/apparels/garment exports and cotton made-ups (terry towels).

Table No.1: Customers' opinion about purchasing branded product

Particulars	No of respondents	% of response
Yes	194	97.0
No	06	03.0
Can't say	00	00
Total	**200**	**100**

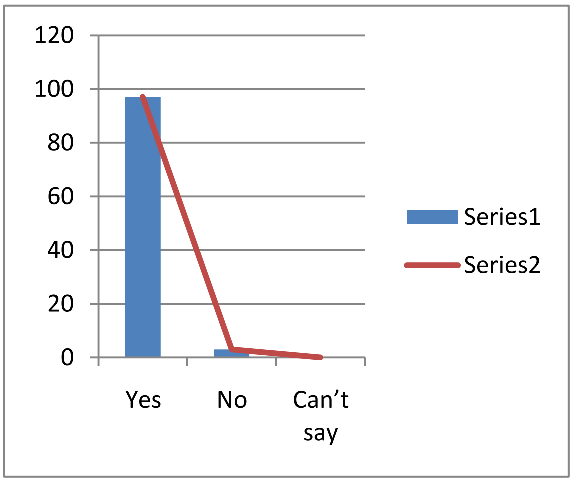


Table No.2: Customers awareness about different brands in grocery

Particulars	No of respondents	% of response
Yes	170	85.0
No	30	15.0
Can't say	00	00
Total	**200**	**100**

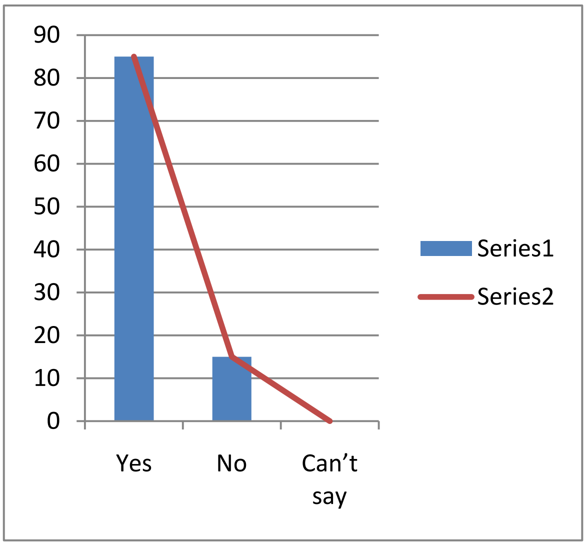


Table No.3: Customers opinion about products trustworthiness in small grocery shop

Particulars	No of respondents	% of response
Yes	176	88.0
No	24	12.0
Can't say	00	00
Total	**200**	**100**

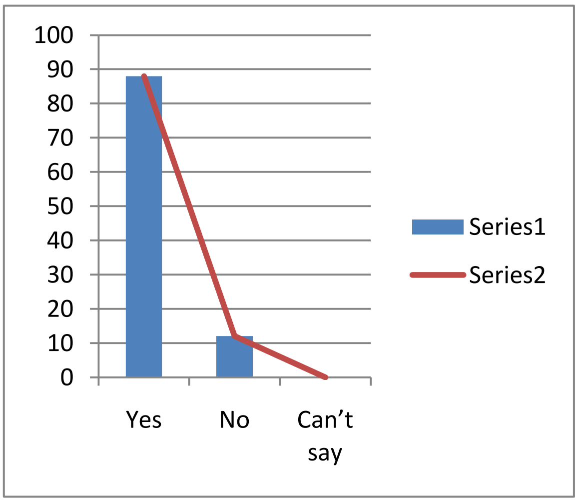


Table No.4: Better package for branded grocery product

Particulars	No of respondents	% of response
Yes	31	15.5
No	169	84.5
Can't say	00	00
Total	**200**	**100**

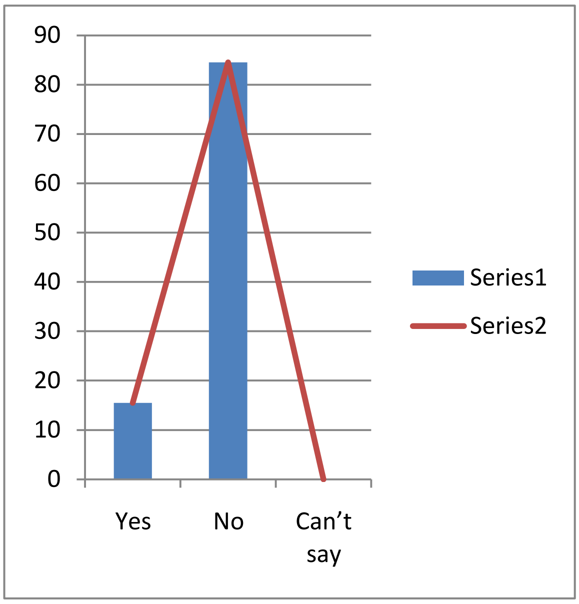


Table No.5: Customers habits to try different brands every time

Particulars	No of respondents	% of response
Yes	159	79.5
No	41	20.5
Can't say	00	00
Total	**200**	**100**

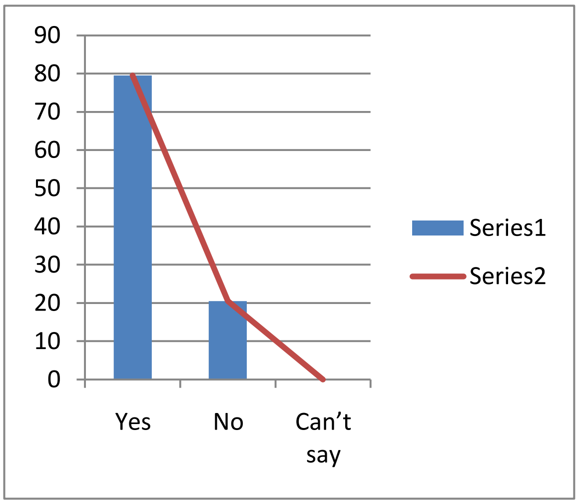


Table No.6: Advertisement effects on customer about brands

Particulars	No of respondents	% of response
Yes	23	11.5
No	177	88.5
Can't say	00	00
Total	**200**	**100**

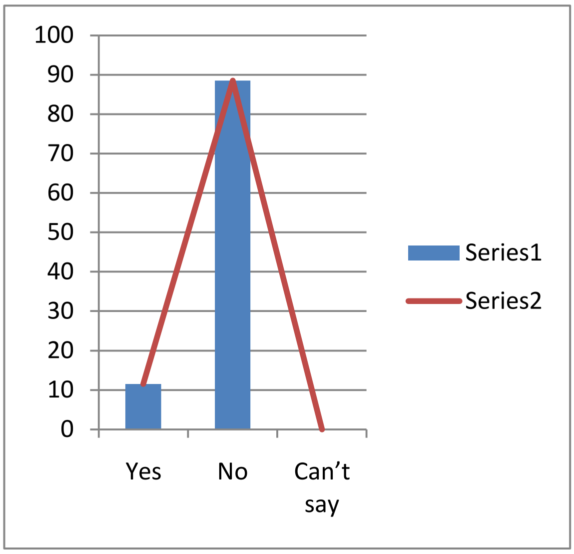


Table No.7: Knowledge of material on the logo of brands to customers

Particulars	No of respondents	% of response
Yes	173	86.5
No	27	13.5
Can't say	00	00
Total	**200**	**100**

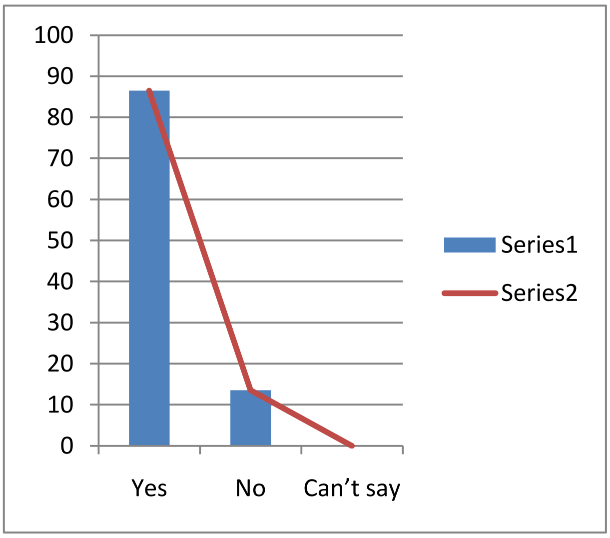


Table No.8: Customers preference to purchase one brand every time

Particulars	No of respondents	% of response
Yes	182	91.0
No	18	09.0
Can't say	00	00
Total	**200**	**100**

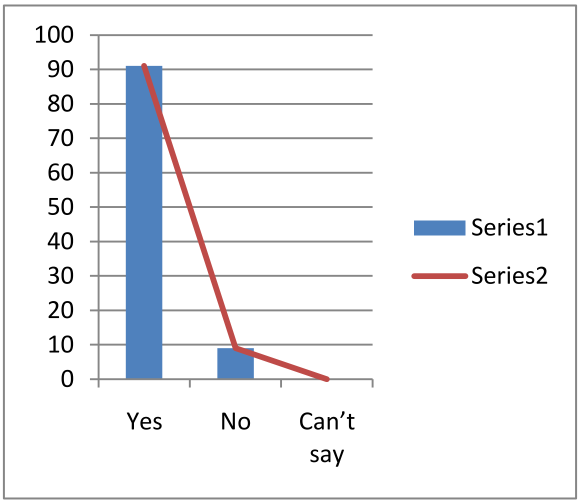
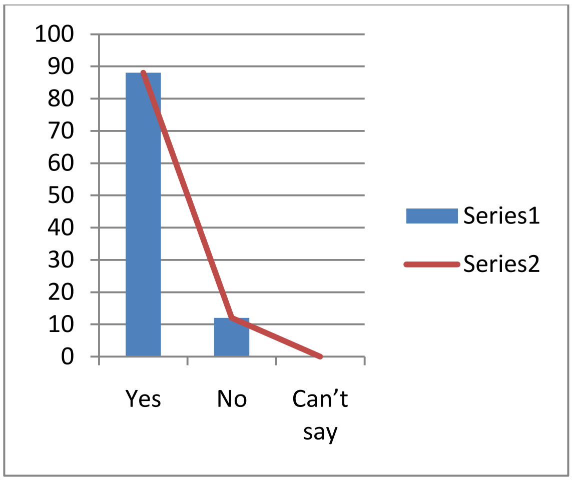


Table No.9: Customers planning about purchasing same brand for next three months

Particulars	No of respondents	% of response
Yes	176	88.0
No	24	12.0
Can't say	00	00
Total	**200**	**100**



Conclusion:

India's economic growth is an exciting new playing field for the retail industry and for Entrepreneurs looking to get in on the ground level, Ordinary people are buying what the rich can afford, a surprising number of consumers have accepted private label brands in a country where small, individual stores selling no-name goods have been the rule for decades. New formats like super markets, hypermarkets, large discount and department stores have come up.

Huge investment is pouring in by the top domestic and global retailers.

Impact of Price and Taste on Brand

The researcher has come to the finding that the customers are influenced more by price and taste of the grocery product than the brand. The Chi-square test method was used for arriving at this result.

Purchasing of grocery is the daily need of the customers. So the branding strategies for the groceries from hypermarket's point of view are entirely different than in case of other goods. The brand, price and taste are the parameters interrelated with each other. The various factors related with the brand are studied in order to inter relate the role of brand and its impact on customers buying behavior. The factors such as brand awareness, trustworthiness, brand loyalty, taste, and price of brand, flavors, appearance and better packaging are considered. All these factors are important in understanding customer's views towards role of brand in grocery retailing. The factors such as price, taste, trustworthiness appearance are affects the customer's buying decision. For the customers of Kolhapur city, price and taste are important than brand.

The present study has concentrated upon the analysis of the brands, their impact on customer's demand and brand awareness amongst customers. In the process of completing the analysis, the researcher has found that the concept of brand has assumed greater significance in fast changing situation. It is true that brand awareness is increasing amongst the customers. But still, price and taste are preferred to different brands of commodities. Thus, the present study becomes unique as it has considered several aspects of branding of commodities.

While collecting the data, the researcher has found that there are certain private brands of grocery introduced in the market by retailers. However the percentage of these brands is not more that 3%. So the researcher has decided not to consider them in detail. A notable feature of the changing scenario is that the brand awareness amongst customers belonging to all income groups is increasing. So in the near future, there will be a shift in the customer's demand. However, at present, there is no noticeable shift in customer's demand due to the impact of brands. The researcher has found that prices and tastes still enjoy greater customer's preference than the brand of the grocery product. This has helped the retailers to attract the customers on the basis of comparatively lower price and better taste of the grocery.

Role of brand

They are aware about different brands of grocery products available in these shops. They are satisfied reasonably with the verities available with small grocery shop keepers. Flavor, appearance, package don't play an important role in purchasing grocery products for the customers. Customers are use to buying a specific brand of the grocery products.

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Field Work Training in Youth Mental Health

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Abstract
Field work is a soul of social work education. It is much concerned with the skills, techniques, attitudes and values which help learners of social work. Giving exposures to social work theories in a class room is significantly different than field work training. Learners are exposed to diverse realities of society which enable them widen their understanding about perceived society and human sufferings. Women empowerment, beggary, village development, specific programs of NGOs, welfare policies are some of the issues that the learners are dealing with in their fieldwork practicum. Developing fields for fieldwork practice is a challenging task, because it demands more concentration, time, energy, resources and institutional support. Rendering field work training in mental health is somehow by its nature and magnitude is unique. The present article is an outcome of employing an innovative pedagogy in the fieldwork practicum of Medical and Psychiatric Social Work Specialization.

Key words: psychiatric social work, field work, training, youth mental health.

Introduction

Being practicing profession, field work training is inevitable part of social work education. It has immense importance in the course of social work. Field work training in social work education has always been centric to develop knowledge, skills, values and attitudes in learners (UGC, 1980; Krumber N. M. et. al., 2009).

Merely explaining the theories and constructs of social work, human sufferings, mass psychology, human rights, mental disorders etc. is inadequate until learner experiments, modify, and face the shortcomings of such experiments. To support such practical learnings about society, common concerns of people and tragedies fieldwork is must or else learners will be in dilemma about pragmatic value of theories, knowledge of social work which may latter questions the existence of social work profession as a whole.

Every social concern demands peculiar knowledge, skills and techniques to handle or overcome it. This understanding has paced with the era of specialization like other natural and social sciences; social work education has five specializations one of which is Medical & Psychiatric Social Work.

When we talk about the ‘training’, it is understood that there is one who desired to be trained and one who is eligible and competent to train. It involves three possible perspectives of learner, trainer and reality. If we could not lessen the discrepancy among these three perspectives; field work training would not be fruitful and therefore it requires great amount of concentration, energy. Psychiatric social work is an area where supervisors, teachers, field instructors find difficulties in practice setting i.e. local contexts.

Present article has a fair purpose to share the experiment, experiences we had in field work training in local context which has significant bearing on pedagogy of teaching-learning process as found by Toohey (Toohey, 1999). Here we have included the multi-lingual background of students, availability of resources, institutional arrangements and educator’s wisdom etc. as local context that limits the evidence based practice of social work (Adams K. B. et.al., 2009).

Fieldwork training as Holistic Approach

Fieldwork training in social work has immense importance because it has a holistic approach of development includes integration of skills, intellectual, emotional experiences within the classroom and in field (De Anda D., 2008; Lundy M., 2008). People have diverse spectrum of meaning about social work education and training. Muller Burkhard (2009) has remarked teaching students to read between the lines of their own texts is regarded as a way to make them understand the inter-subjective dimension of social work. Fieldwork training is more than an objective task needing technical skills and professional competence is not just about problem-solving capability. It includes an ability to question already given answers, and work through the insecurity linked to this questioning.

Learners are expected to follow the theoretical input given to them in fields. They are expected to try to use social work methods to encounter individual, groups or community concerns though collective learning's, broadening understandings about the diverse realities about people, pain, sufferings, values, needs, culture, religion and forcing environments prevailed in society in the context of social work (Carbtree S. A.; Teigiser K. S., 2009). Cultural diversities should be understood within the purview of social work that it is essential and have its own place in human societies which leads them towards 'a spirit of mutuality' one amongst the value of humanity (Borrmann S. et.al., 2007). They must distinguish social reform from social work (Gore M. S., 1965) while getting fieldwork training.

Mooradian John K (2008) believed in simulations in learning experiences of students through role plays and observing peers conduct simulated sessions can be effective and valued learning experience to improve their skills. Psychosocial theories are also helpful to learners to build 'relationship-based practice' to make evidences for future practices (Frost L., 2008).

Fieldwork training has many dimensions which caters active listening skills (Rogers A., 2009), social work and spirituality (Crisp B. R, 2008), multidisciplinary role and responsibilities (Frost N. and Robinson M., 2004), integrated approach, theory with practice, thinking with doing, philosophy with action, understanding people and method of helping, technical knowledge with functional knowledge (Maurya M.R., 1962) science that stresses more on art of social care (Cnaan R. A. and Dichter M. A., 2008), communication and wisdom.

Concerns of fieldwork training

Social work education has strong theoretical foundations but great concerns with fieldwork. Fieldwork is a process of learning activities which is purposefully planned, monitored meticulously to enhance the abilities of learner to practice professional social work.

The setup (field) where social work fieldwork can be performed is not much prepared; initially it was considered as apprenticeship and had dichotomy of administrative skills and non-administrative skills which was not fair (Singh R.R., 1985). It poses limitations in agency placements. Fieldwork placement in many institutions is painstaking activity. There is lack of professionally functioning organizations, NGOs where students can be availed their practical experiences through fieldwork due to not focusing on evidence based knowledge and research (Blom B., 2009; Hall R., 2008). Considering intake and available resource to train students has been a debatable issue since long back that indicate the structural problem with social work education and training.

There is absolute lack in planning of fieldwork, so students can not understand the phases of doing fieldwork, even termination of fieldwork (Gelman C. R, 2009) is also an experience and raise dilemma about perceived and actual professional social work (Lawani B.T.; Subhedar I.S., 2006). Students are more dependent on the supervisors instructions and wisdom on one hand and students are finding difficulties in observing how their supervisors are working in the field and learn through modelling good practice established by educators on other (Mallick A., 2007) and how much quantitative and qualitative time spent by educator for enabling supervision (Tsang N. M., 2008; Lawani B.T., 2002) is also one determinant of students experiences.

Natural social situations are very complex and have many ambiguities for its manifestations with which social worker has to deal with while practice, Payne Malcolm (2008) argued that social work theory does not adequately guide social workers practice in such complex situations therefore, the need to incorporate a range of additional knowledge and skills to make good use of practice theory becomes necessary.

Fieldwork training in youth mental health

Local context (linguistic diversity, socio-political, educational milieu), which matters more for imparting any education due to its inseparable value in peoples life. Solapur is a city of multi-cultural, multi-linguistic and variety of people, still fertile ground for social work. Walchand College has its social work department since 1970 and started Medical & Psychiatric Social Work Specialization from 2007 for pacing with demand of time.

Department has organized this course in such a fashion that every activity of each student should positively support the field of social work in general and specialization in particular. We have developed systematic fieldwork syllabus (*Annexure-I*) for the group and derived placement strategies for learners in sequential manner for complete year to understand both knowledge, value and practice perspectives of social work (Peters H.I., 2008).

Medical & Psychiatric Social Work is specialized area working with those who are in situations of medical or psychiatric emergencies with peculiar knowledge, attitude and more importantly skills. We have developed a rapport with the local private practitioners of psychiatry, counsellors and government and cooperative hospitals and made placements of students.

Fieldwork practicum – a Case of Walchand College

In our college, certain well defined procedure, process and framework is followed to equip the students of medical and psychiatric social work in order to acquaint, orient, expose, inculcate, explicit, monitor, reflect, evaluate and follow up, all through the fieldwork process.

Though first year of MSW course is more generic, comprehensive, theory based we group and groom them according to their liked specialization for next year which gives more space for educators to concentrate, guide and prepare them for a particular specialization. MSW part-II students have series of activities (as below given) as part of their fieldwork practicum.

Orientation workshop

We arrange orientation workshop for new batch in which we orient them about content of syllabus, specific knowledge set up, units and required time schedule. Students are exposed to the field of medical and psychiatric social work, psychiatry, mental health and mental ill health, brain, behaviour, personality theories and rights of challenged etc. It also involves film screenings on health and mental health issues. It helps students to have an outline, depth of specialization and possible engagements further in a year.

Skills workshop

Orientation workshop will be followed by skills workshop. Working with mentally ill, challenged, disturbed is bit tough and students are likely to have fear about such persons. In this workshop they will availed the various skills ranging from listening, questioning, planning visits, verbal-non verbal communication, process recording etc. that helps them to grow in documentation part of the course.

Exposure visits

It is very important part in the course. We arrange exposure visits for students after aforesaid workshop where they can be in a position to understand and indentify with the work of various organizations working in the field of health and mental health. These exposure visits are arranged in and around city and sometime out of state also. These visits are helpful for students to observe the practical work of relevant organizations.

Fieldwork placement

Government, cooperative hospital and private hospitals are our field work agencies where students have to follow their given syllabus for fieldwork. Relation of agency supervisor and department is key factor for learning's of students. For fieldwork students are placed in hospitals where medical social worker, in-charge doctors facilitates their practical learning's. Fieldwork in open communities is also a part of student's fieldwork they have to adopt a community for a year where they are expected to work on preventive, curative and promotive health aspect with regard to medical and psychiatric illness. Arranging various assessment (Sawyer A.M., 2008) and service camps is part of their fieldwork experience.

Case conference

Case conference is unique method we follow for students of medical and psychiatric social work specialization, in-spite of regular two days fieldwork in a week; students are also placed in psychiatric OPD and ward in rotating basis. We divide them in two groups about 6-7 members in each and they are expected to visit psychiatry OPD and ward in morning from 8.30 am to 11.00 am. on rest of the days for six months. This morning fieldwork has become identity mark of specialization.

Case conference has its unique objectives; to share what one did with patient professionally, case discussion, signs and symptoms, personal experiences, fear and anxieties, perceived and real obstacles in interviewing patients and recording. Simulation games, short role plays are part of it.

Faculty member also visits psychiatry OPD and ward each day to supervise this morning fieldwork, and be part of daily case conferences where he gives his remarks, observations, guidance, and facilitates further readings and actions of students to improvise clinical skills required in psychiatric social work.

These conferences helps learners to know their own personality, feelings, strengths, weaknesses, inhibitions and gives platform to encounter irrational parts of their thoughts and behaviour.

Fieldwork conference

This fieldwork conference is based on student's regular fieldwork. Fieldwork conference is a place where students are free to ask, counter their understandings about theory and practical. Students have given fieldwork syllabus so they have to prepare themselves accordingly and present their work before concerned faculty and students. Here individual experiences are expressed in group learning's.

Guest talk/ self exploration

Department have good rapport with the consultant psychiatrists, counsellors, medical and psychiatric social workers working in and around city and frequently invited to have personal and professional dialogue with students and meet queries of students. This activity enhances learner's abilities to understand the health and mental health issues and develop required knowledge set up and functional skills.

Giving assess to ones knowledge

Mental health is the area people tend to overlook. Students are immensely exposed to the lives of medical and psychiatric patients and have understood the illness, prognosis, diagnosis and possible treatment so they are motivated to write their fieldwork experiences and reflections with mentally ill, required understanding, services available, disorders and their social implications etc. in local news papers and even journals.

Outcomes of morning fieldwork

Authorities of civil hospital and Medical College are kind enough to support us to start morning fieldwork in psychiatry ward and out-patient department. Based on discussions and while observation we find following outcomes of morning fieldwork it has helped them;

- To believe on theory for field work.
- To understand the Bio-psycho-social aspects of health and mental health.

- To encounter their own fear and anxieties to deal with mentally ill.
- To identify themselves with great concern of mental health.
- To enhance skills like communication, listening, questioning and recording.
- To excel in clinical interviewing, managing minor neurosis clients and presenting skills.
- To take research studies with regard to health and mental health issues.
- To believe on multi-disciplinary approach, team work, professional mutual interdependence for betterment of client.
- To work further with expert teams like NIMHANS Bangalore, Dignity Foundation Pune, Basic needs India Bangalore, TISS Mumbai, MIMH Pune etc. after completion of course.

Limitations

Though the morning fieldwork gives fair fruits for development of specialization but student's genuineness, institutional arrangements, rapport with practitioners and educator's wisdom may pose several limitations to provide this opportunity if inadequate. Considering local context to experiment and experience matters more therefore it may not be applicable as it is for replication. Fieldwork syllabus is purely based on educator's wisdom and has not approved by any authority therefore people may have second opinion about it.

Conclusion

To impart social work education what we need prominently is fields of social work and every specialization need to make required adjustments, engage in developing respective fields where students and educators practice their specialization. This is one find experiment that encounters the teaching pedagogy and an attempt to learn from diversity to achieve common goal to make students become thinking, wondering, excited, proud yet humble social workers, always open to new idea and perceptions.

Schools of social work have ample scope to inculcate local context in their teaching and training pedagogy of social work and provide genuine fieldwork setting for the learners. Use diversity in fieldwork training gives professional satisfaction in teaching and training students in the area of medical and psychiatric social work.

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(Annexure – I)

Fieldwork syllabus* for MSW part-II (MPSW) students

Month	Objective	Work/ Activities	Recordings
July	Orientation about the field of Medical and Psychiatric social wok	-Orientation workshops -Orientation visits -Primary readings on the field -Group meetings/ conferences -Writings on OVs -Participation in organizations activities -Celebrating important days	-Workshop reports -O Visits reports -Individual reports on readings -Meeting minutes -Article on OV experiences
August	To study the multi-disciplinary approach of medicine	-Visit each department -Attend patients and families -Taking case histories -Clinical interviews -Case conferences -Compilation of disease information -Writings on FW -Participation in organizations activities -Celebrating important days -Interaction with doctors	-Fieldwork reports -Case history documents -Attendance of case conferences -Individual compilations on disease/disorders -Article on FW experiences
September	To study the social, cultural, economic and political environment of the patients	-Planned home visits -Hospitalization process -Taking family histories -Help MSWr's/PSWr's in their work -Writings on FW -Fieldwork/ case conferences -Participation in organizations activities -Celebrating important days -Interactions with practitioners	-Fieldwork reports -Activity reports -Article on FW experiences -Conference reports
October	To study the legal implications related to the illness	- Intervene in MLC cases -Intervene in MTP cases -intervene in burned cases -Mental patients involved in law -Writings on FW -Interaction with doctors/ Para-medical staff -Participation in organizations activities -Fieldwork/ case conferences -Celebrating important days -Preparation of study tour (finalization of place, NGOs and railway reservation)	-Fieldwork reports -Case records -Conference reports -Article on FW experiences
November	To evolve social work research issues in fieldwork	-Contemporary reading assignment -Psychiatric assessments -Family interviews -Preparing tool of research for individual/ group/ community -Participation in organizations activities -Issue based interaction with practitioners -Celebrating important days -Writings on FW	-Fieldwork reports -References list -Fieldwork reports -Tools of research -Article on FW experiences

		-Fieldwork/ case conferences	
December	Applying social work research (Diwali Holidy's in Solapur University)	-Finalization of tools -Data collection -Data feeding & processing -Writings on research issue	-Filled schedules -At least two chapters of research -Article on research
January	To study the role and responsibilities of social worker in hospital and community	-Help MSWr/PSWr in their work -Community health assessment -Compilation of hospital information (what is available where) -Participation in organizations activities -Celebrating important days -Writings on FW -Fieldwork conferences -Study tour report writing	-Fieldwork reports -Case records -Article on FW experiences -Study tour report
February	To study the personal & community mental health	-Help MSWr/PSWr in their work -Independent individual counselling sessions -Family education/ psychoeducation -Application of different therapies -Conducting health/mental health programs in community -Fieldwork/ case conferences -Writings on FW -Celebrating important days -Writing research project report	-Fieldwork reports -Case records of counselling sessions -Article on FW experiences -FC reports
March	To integrate social work theories into practice	-Help MSWr/PSWr in their work -Fieldwork/ case conferences -Writings on FW -Organizing health camps -Celebrating important days -Complete research study -Student research seminar -Participation in organizations activities	-Fieldwork reports -Article on FW experiences -FC reports
April	To enhance functional abilities to work in health field	-Help MSWr/PSWr in their work -Fieldwork/ case conferences -Writings on FW -Organizing health camps -Celebrating important days -Participation in organizations activities	-Fieldwork reports -Article on FW experiences -FC reports

**Fieldwork syllabus is subject matter of variations in fieldwork agencies/ settings.*

Managing Different Generations at Workplace

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Abstract

For the first time in history, we have four distinct generations in our workplace and this creates an interesting, and challenging, dilemma for us: how on earth can we have some vastly different perspectives and experiences, yet stay focused and committed to a common vision?

Different experts and authors call them by different names, and there are several variations, but the characteristics are basically the same. I relate best to the "Four Generations" model, so characterized by Thom Ranier and Gary McIntosh, which are:
***Veteran** - born between 1922 and 1945*
***Boomers** - born between 1946 and 1964*
***Gen X** - born between 1965 and 1980*
***Gen Y** - born between 1981 and 2000*

Each generation has distinct attitudes, behaviors, expectations, habits and motivational buttons.

Each generation brings its own perspectives, experiences, and value systems, and each one needs to be understood and celebrated for what it brings to the table. The challenge comes, obviously, when what one generation brings is vastly different than another, and neither can understand, much less value, the other.

Introduction:

There is a serious new problem in the workplace, and it has nothing to do with downsizing, global competition, pointy-haired bosses, stress or greed. Instead, it is the problem of distinct generations — the Veterans, the Baby Boomers, Gen X and Gen Y — working together and often colliding as their paths cross. Individuals with different values, different ideas, different ways of getting things done and different ways of communicating in the workplace have always existed. So, why is this becoming a problem now?

There are many generations at work, interacting with each other on a daily basis.
Sometimes this gives rise to frustration, conflict and misunderstanding. Yet each generation has something worthwhile and exciting to offer.

It’s helpful for managers to not only identify their own work style but also the style of those they manage. One way to do so is to take a “generational” view. The following are some typical characteristics of each generation.

Traditional Generation members (Veteran- born between 1922–1945) tend to:

- believe in conformity, authority and rules
- have a very defined sense of right and wrong
- be loyal, disciplined, logical, detail-oriented
- view an understanding of history as a way to plan for the future
- dislike conflict
- seek out technological advancements
- prefer hierarchical organizational structures

Baby boomers (born between 1946-1964) are drawn to:

- Long hours at the office, including evenings and weekends
- building their career over the long term and loyalty to their employer
- viewing themselves and their career as one and the same

- commitment to quality and doing a good job
- "hanging tough" through difficult work situations and policies
- finding solutions to problems
- being in charge and respecting authority

Members of Generation X (born between 1965-1980) tend to:

- prefer high-quality end results over quantity
- set and meet goals and are very productive
- multitask
- balance work and life; like flexible working hours, job sharing
- see themselves as free agents and marketable commodities
- be comfortable with authority but not impressed with titles
- be technically competent
- value ethnic diversity
- love independence

Members of Generation Y (born between 1981-2000) tend to prefer:

- effecting change and making an impact
- expressing themselves rather than defining themselves through work
- multitasking all the time
- active involvement
- flexibility in work hours and appearance; a relaxed work environment
- teamwork
- on-the-job training
- getting everything immediately
- a balance of work and life

Generational tensions could provide very interesting platforms for brands to exploit and sell themselves upon. In this context, it may be interesting to look at defining events in different eras and understand the values they could foster in the generation living through them to get a more insightful understanding of these different generations.

Lifestyle: Material comforts change from generation to generation. Every new generation is born into and grows accustomed to quite a few products and services that were rare to the previous generation and so their roles get redefined. Luxuries for one become necessities for the next, desires become needs, niche and class products become mass and common. It's human to want more and better things all the time, and that is what pushes marketers and R&D scientists alike to keep innovating and creating new products that constantly redefine the category. Personal communication has evolved from "pigeons" to "horsebacks" to "postal services" to "telexes" to "electronic mail" and will keep changing generation to generation. This creates new standards for luxury, new status symbols and new icons of self-identity. And thus, creates new generational expectations.

Environmental events: While the first two influences are fairly evolutionary and their impact direct, what's happening in the environment a generation grows up in can more subliminally affect its outlook to life. These can shape the inner angst and hopes and build values unique to a generation. If some significant event occurs it can give a step change in mindsets from one generation to another. In India, the "Midnight's children" who lived through the partition and the creation of an independent India would see life very differently from the "Emergency" generation that saw their freedom threatened and lived through a period of "dictatorship". And the latest, born since the economic liberalisation in 1990, would see both the Independence struggle and the Emergency as just events mentioned in history text books.

Literature Review

In their book, When Generations Collide authors Lynne Lancaster and Daniel Stillman outline the implications of and complications in employee management when different generations co-exist at the same work space in the US. They talk of four generations (and hence mindsets) co-existing for the first time:

- The traditionalist who values loyalty and believes in the "chain of command"
- The baby boomer who is driven by optimism and the competitive spirit and believes in "change of command"

- The generation Xer who is fundamentally a sceptic and wants to work on “self command”
- The Millennial who is a realist and believes in “collaboration”.

The outlook to work across these generations varies from “looking for job security” to “seeking career security”; from being comfortable doing “one job for life” to wanting to do “many jobs in one life”; from being “dedicated to a job” to “doing a meaningful job”.

Lancaster and Stillman predict and see growing conflicts in such a scenario — especially since historically employers have been comfortable in managing just two generations.

Research indicates that people communicate based on their generational backgrounds. Each generation has distinct attitudes, behaviors, expectations, habits and motivational buttons. Learning how to communicate with the different generations can eliminate many major confrontations and misunderstandings in the workplace and the world of business.

Let’s try an analogy to help understand the issue. What often happens when a family gets together for a holiday or a vacation? Four generations — you (let’s assume you’re a Boomer); your children (Xers); your grandchildren (Gen Y); your brothers and sisters (Boomers); and your parents (Veterans) — all trying to get along together. How long does it take before someone mentions “the good old days” and another says “I remember when … ?” Is that when things become testy?

How many times is so much friction created that family members leave the gathering saying never again? Do you usually attribute this to “your family” or do you find yourself saying, “that’s just what we’re like whenever we get together?” Could this be due to generational differences and not just be “the way the family is?”

Whether at a family gathering or in the workplace, how do you manage intergenerational groups with conflicting work ethics, dissimilar values and idiosyncratic styles? How do you get them to stop snarling at each other? How do you motivate them to get along or work together?
Every generation has created its own commotion as it has entered into the adult working world. And, every generation says the same things about other generations — “They don’t get it” or “They have it so much easier than we did.”

The Power of Four

This is the first time in India, that we have had *four* different generations working side-by-side in the workplace. Remember, if you are old enough, when older workers were the bosses and younger workers did what was asked of them, no questions asked. There were definite rules as to how the boss was treated and how younger workers treated older workers. No longer: Roles today are all over the place and the rules are being rewritten daily.
At work, generational differences can affect everything, including recruiting, building teams, dealing with change, motivating, managing, and maintaining and increasing productivity. Think of how generational differences, relative to how people communicate, might affect misunderstandings, high employee turnover, difficulty in attracting employees and gaining employee commitment.

Unlocking the Mystery

To begin to understand how individuals in different generations act and react, one must first start with understanding oneself. Begin by seeing where you fall on the “Generation Timeline” above. Since this timeline represents a conglomeration of many views, the starting and ending dates (birth years) of the generations are subjective, not scientific or fully agreed-on time spans. However, this subjectivity poses no real problems since the variation of years is not significant enough to impact the big picture of a generation’s description.

The first thing to consider is the individual and his or her underlying values, or personal and lifestyle characteristics, which seem to correspond with each generation, as shown in the following table

GENERATION TIMELINE

1922-1945	1946-1964	1965-1980	1981-2000
Veterans, Silent, Traditionalists	Baby Boomers	Generation X, Gen X, Xers	Generation Y, Gen Y, Mill Echo Boomers

The characteristics listed in the table are but a very few of those that have been studied and reported by various authors. Not every person in a generation will share all of the various characteristics shown in this or the next table with others in the same generation. However, these examples are indicative of general patterns in the relationships between and among family members, friends and people in the workplace. Individuals born at one end of the date range or the other may see overlapping characteristics with the preceding or succeeding generation.

From the above table, you can easily see why Generation X cannot understand what their grandparents mean by the traditional family or what fun it was to spend Christmas together as a family. Are you worried about the possibility of your Baby Boomer children being unable to retire or having to move in with you or their children as they reach the latter years of their lives? Possibly you should be.

Do you now see why your view of education might differ from your children's views? Do you understand why your children may not want to go to a movie with you? Can you see how generational issues, like what to do for entertainment, can create friction on those family vacations or at holiday get-togethers?

Understanding these characteristics about individuals makes it easier to look at workplace characteristics and how they manifest themselves in business (see Workplace Characteristics below).

PERSONAL AND LIFESTYLE CHARACTERISTICS BY GENERATION

	Veterans (1922–1945)	Baby Boomers (1946–1964)	Generation X (1965–1980)	Generation Y (1981–2000)
Core Values	Respect for authority Conformers Discipline	Optimism Involvement	Skepticism Fun Informality	Realism Confidence Extreme fun Social
Family	Traditional Nuclear	Disintegrating	Latch-key kids	Merged families
Education	A dream	A birthright	A way to get there	An incredible expense
Communication Media	Rotary phones One-on-one Write a memo	Touch-tone phones Call me anytime	Cell phones Call me only at work	Internet Picture phones E-mail
Dealing with Money	Put it away Pay cash	Buy now, pay later	Cautious Conservative Save, save, save	Earn to spend

At the beginning of any team formation, an effective leader should consider spending time learning how team members wish to communicate.

An example, based on these traits, would be to think about how words are received differently. When a Boomer says to another Boomer, "We need to get the report done," it is generally interpreted by the Boomer as an order, it must be done and done now. However, when a Boomer says to an Xer, "This needs to be done," the Xer hears an observation, not a command, and may or may not do it immediately.

With the above observations in mind, let's look at a few work situations and how one might handle them.

• At annual appraisal time, a manager from the Veterans generation gives out a nice bonus for a project well done. The Generation X employee is ungrateful and says, "Why didn't I get this six months ago, when the project was completed?" Gen X wants instant gratification, whereas a person in the Veterans generation is happy to get money anytime. The solution here may be for the company to explore reward plans geared to the different generations, or things like monetary rewards and recognition given at the time when it is earned.

• A Generation X manager tells a Boomer he has been working too hard and should take time off to take the family on vacation. Instead of saying thanks, the Boomer replies, "I work to get ahead, to get a promotion, not for a vacation." The next time that situation comes up, the manager might elect to give this particular employee a bonus, rather than suggest a vacation.

• A top-notch, cross-functional team with individuals from several different generations has been set up to recommend a solution to a nasty manufacturing problem. After a couple of weeks, the manager responsible for the team cannot understand why there is constant bickering and nothing is getting done. If the manager were aware of just one characteristic of each individual relating to communication needs, he or she might understand the stalemate. The Veterans on the team are looking for handwritten notes and direct, specific requests for work to be done. The Boomers do not like to work independently, and they expect to have meetings any time, any place — and it is fine if they are called day or night. Xers do not want to hear about the project outside of work, and don't dare call them at home. And the Yers don't want any meetings at all, they only communicate via voice mail and e-mail. Is it any wonder that the team is having trouble getting motivated toward the goal? At the beginning of any team formation, an effective leader should consider spending time learning how team members wish to communicate.

• A Boomer is working for a Generation Y individual, and there is nothing but animosity between the two. Why? Generation Y individuals, born since 1980, have many of the traits of the Veterans. They are not like their parents. They are curious, goal-oriented and loyal. Solution, consider having Boomers work for Veterans rather than Gen Ys.

There are more pronounced differences between the generations today than ever before. What can one expect with the dramatic changes in our world in the last 60 years? Being aware of these differences can help individuals tailor their message for maximum effect, regardless of the task, or the relationship — family, friends, workplace peers. Good business is based on understanding others. The majority of us think the correct way, and the only way, is our way. In business, as well as in personal life, that is just not true. To work effectively and efficiently, to increase productivity and quality, one needs to understand generational characteristics and learn how to use them effectively in dealing with each individual.

Techniques for managing different generations

Managing the mixture of ages, faces, values and views is an increasingly difficult task.
Ron Zemke, Claire Raines and Bob Filipczak in their book Generations at Work:
Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace describe it as "diversity management at its most challenging."

How do successful companies handle this dilemma? According to Generations at Work, they build nontraditional workplaces, exhibit flexibility, emphasize respectful relationships and focus on retaining talented employees. Zemke, Raines and Filipczak recommend five ways to avoid confusion and conflict at work:

• Accommodate employee differences. Treat your employees as you do your customers. Learn all you can about them, work to meet their specific needs and serve them according to their unique preferences. Make an effort to accommodate personal scheduling needs, work/life balance issues and nontraditional lifestyles.

• Create workplace choices. Allow the workplace to shape itself around the work being done, the customers being served and the people who work there. Shorten the chain of command and decrease bureaucracy.

• Operate for a sophisticated management style. Give those who report to you the big picture, specific goals and measures. Then turn them loose. Give them feedback, rewards and recognition as appropriate.

• Respect competence and initiative. Treat everyone, from the newest recruit to the most seasoned employee, as if they have great things to offer and are motivated to do their best. Hire carefully to assure a good match between people and work.

• Nourish retention. Keeping valuable employees is every bit as important in today's economy as finding and retaining customers. Offer lots of training—from one-on-one coaching sessions, to interactive computer-based classes, to an extensive and varied classroom curriculum. Encourage lots of lateral movement and broader assignments.

WORKPLACE CHARACTERISTICS

	Veterans (1922–1945)	Baby Boomers (1946–1964)	Generation X (1965–1980)	Generation Y (1981–2000)
Work Ethic and Values	Hard work Respect authority Sacrifice Duty before fun Adhere to rules	Workaholics Work efficiently Crusading causes Personal fulfillment Desire quality Question authority	Eliminate the task Self-reliance Want structure and direction Skeptical	What's next Multitasking Tenacity Entrepreneuria Tolerant Goal oriented
Work Is ...	An obligation	An exciting adventure	A difficult challenge A contract	A means to an e Fulfillment
Leadership Style	Directive Command-and-control	Consensual Collegial	Everyone is the same Challenge others Ask why	*TBD
Interactive Style	Individual	Team player Loves to have meetings	Entrepreneur	Participative
Communications	Formal Memo	In person	Direct Immediate	E-mail Voice mail
Feedback and Rewards	No news is good news Satisfaction in a job well done	Don't appreciate it Money Title recognition	Sorry to interrupt, but how am I doing? Freedom is the best reward	Whenever I wa it, at the push of button Meaningful wo
Messages That Motivate	Your experience is respected	You are valued You are needed	Do it your way Forget the rules	You will work with other brig creative people
Work and Family Life	Ne'er the twain shall meet	No balance Work to live	Balance	Balance

*As this group has not spent much time in the workforce, this characteristic has yet to be determi

So what? How can this knowledge of the characteristics of the generations help you as a leader of all of them?

First, what is offered here is a tiny splattering of information about each one, and much more is available from many sources. Leaders of multi-generational staff should educate themselves deeply with the values, strengths and weaknesses of each generation. Learn what each one needs, how they define work, how they plan for the future, etc. Read what others write; contact me for further information and training on the topic or, most importantly, ask each generation in your workplace key questions and compare their answers.

Second, it's important for leaders to know that the Boomers are about to make a mass exodus. By the year 2018, 60% of our current leadership will be gone. So it's critical that intentional succession planning is taking place, and that current leaders learn how to participate in knowledge management and transfer strategies, which is much more than writing up a procedures manual.

Third, recognize there are similarities in each generation, i.e., none of us really like change, especially when we don't choose it; the element of trust is critical regardless of the generation; everyone wants to be treated with respect, and everyone wants to feel like they are significant to the larger vision.

Fourth, personalize your leadership style as you begin to understand the differences in the generations you supervise. For example, Builders prefer the one-on-one, personal touch; Boomers like rewards and recognition; Busters need constructive feedback; Builders benefit from mentoring relationships. Adjust your approach to each one to 'speak the same language.' Build on the strengths of each generation and minimize the weaknesses.

And **fifth**, don't promote conformity, trying to put all generations in the same box. Ask yourself these questions: "Are the people who fit in best today the people who will help the organization survive tomorrow?" "What will tomorrow's organization need?" "How can we, as leaders, make sure we prepare for tomorrow?" The answers to those questions will give you a great roadmap into how to capitalize on and celebrate the multiple generations in your workplace.

Leadership Development guru Teresa Gilbert, "The Emerging Leader's Champion," publishes the 'Emerging Leadership' weekly ezine. If you are ready to rise to excellence as a leader, get your FREE tips now at

At the age of six, a kid is most often asking "Why". That's the age of curiosity

At 12, the question becomes "Why not". Teenage is the age of defiance. At 18, the response is most likely to be "because…" — this is the age of independence.

These behaviours interestingly correlate with the physical development of the human brain. It is the right side of the brain — the imaginative part — that develops first between the ages of three and seven, stimulating inquiry. The left brain develops next between the ages of eight and 12, enabling the mind to evaluate things and classify them as right and wrong. This is what makes the mind feel uncomfortable with established norms and question them.

Finally, the frontal brain develops between 13 and 15, giving a teenager the ability to deal with abstractions and form judgements of his own. By 18, the brain has a mind of its own and thus is able to take independent decisions.

Through this cycle of development, every new generation goes through the process of learning, questioning and then redefining the rules and paradigms created by the preceding generation. And this leads to the creation of a new paradigm — the difference between the two generations' paradigms being what is normally called "generation gap".

The sequential development of the human brain is nature's contribution to generational differences. However, nurturing too has an active role in building generation differences. And there are three interesting influences of "nurture"

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Management of Stress in Life: A Need of the Time

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Abstract

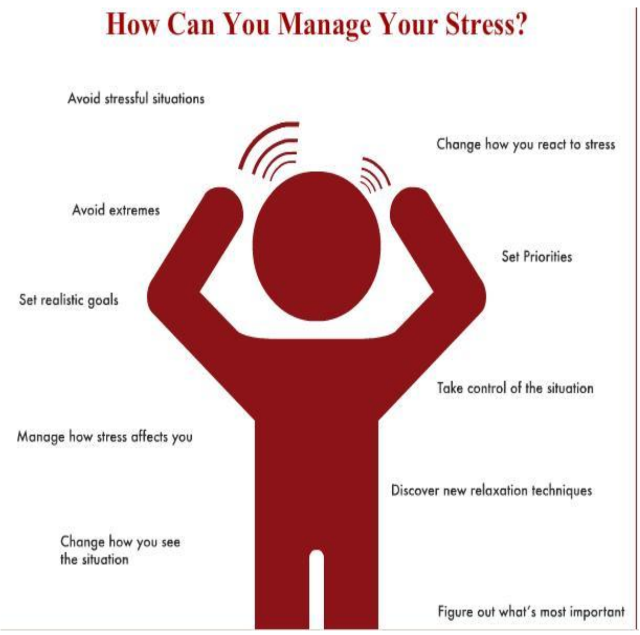
The need for stress reduction operations in place of work has increased recently because of the quick rate of modification, time stress, corporate restructuring and globalization. Stress supervision training, by means of its very interactive studying programs, provides many methods that increase the organizational knowledge of a man or woman. These online classes help agencies to cope up with the stress related problems more effectively and efficiently.

Stress management techniques and education targets aiding people who find them being affected by anxiety and stress. The load management education programs in addition benefit men and women struggling with alcoholic beverages and other substance addictions, major depression, and other types of physical conditions. This training could be discovered as a small course or perhaps for an on-going beneficial activity.

Strain management training curriculum mainly specializes in controlling very real problem, mastering the option challenge, lowering stress via better organization and cutback occasion with improved listening. This system also works as a device for remaining calm and managing stress in addition to avoid well-known anxiety "traps."

The particular contents contained in stress operations training course are usually psychophysiology of anxiety, recognizing the actual physical, emotional and mental signs and symptoms of strain, performance enlargement, multiple tension management times and training technology, affect of force on a staff, preventive steps to deal with conflict and also anger at the office, and educating about bad and good stress which includes their signs or symptoms.

Various classes are offered inside stress supervision training. On the internet stress operations courses works



on areas like management, authority skills, interaction skills, assertiveness, as well as relaxation strategies. Stress operations training is offered whilst distant studying programs. Would seem impossible to includes a collection of rehabilitative techniques along with skills which can be targeted at which allows the person to deal with stress in an effective fashion. Nowadays, diploma or degree courses inside stress administration training along with organizational strain management are offered also.

Day by day with increased amount of workload, we are gradually becoming a victim to stress disorders. This might cause headaches, depression etc at small levels and can even lead to suicidal attempts in higher levels. So stress shouldn't be ignored but proper stress management classes should be attended to decrease the stress levels. In a personal level stress can cause a decrease in productivity or affect relationships in a negative way.

It may seem that there's nothing you can do about stress. The bills won't stop coming, there will never be more hours in the day, and your career and family responsibilities will always be demanding. But you have more control than you might think. In fact, the simple realization that you're in control of your life is the foundation of stress management. Managing stress is all about taking charge: of your thoughts, emotions, schedule, and the way you deal with problems

❖ Identify the sources of stress in your life

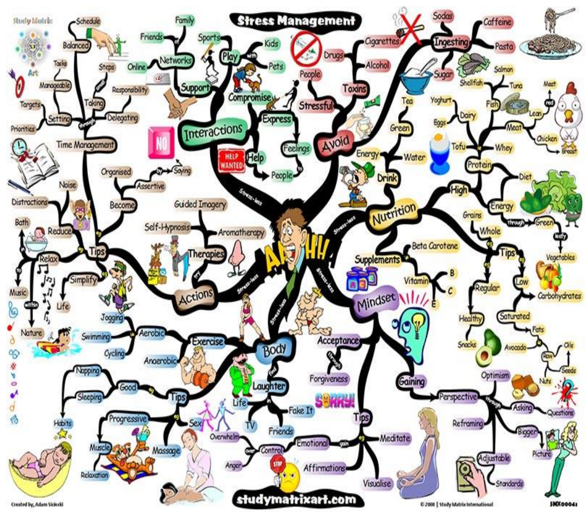
Learn about hidden sources of stress

Stress management starts with identifying the sources of stress in your life. This isn't as easy as it sounds. Your true sources of stress aren't always obvious, and it's all too easy to overlook your own stress-inducing thoughts, feelings, and behaviors. Sure, you may know that you're constantly worried about work deadlines. But maybe it's your procrastination, rather than the actual job demands, that leads to deadline stress.

To identify your true sources of stress, look closely at your habits, attitude, and excuses:

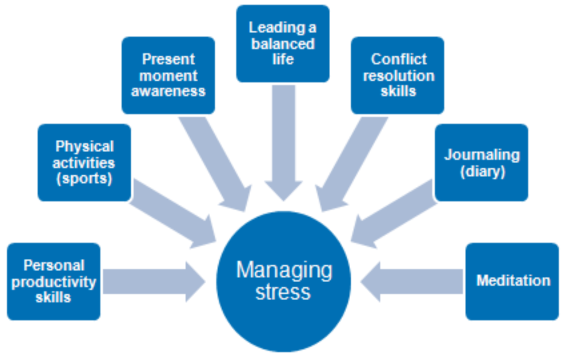
- Do you explain away stress as temporary even though you can't remember the last time you took a breather?
- Do you define stress as an integral part of your work or home life ("Things are always crazy around here") or as a part of your personality ("I have a lot of nervous energy, that's all").
- Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?

Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control.



Start a stress journal

A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and



common themes. Write down:

- What caused your stress (make a guess if you're unsure).
- How you felt, both physically and emotionally.
- How you acted in response.
- What you did to make yourself feel better.

❖ Look at how you currently cope with stress

Think about the ways you currently manage and cope with stress in your life. Your stress journal can help you identify them. Are your coping strategies healthy or unhealthy, helpful or unproductive? Unfortunately, many people cope with stress in ways that compound the problem.

Unhealthy ways of coping with stress

These coping strategies may temporarily reduce stress, but they cause more damage in the long run:

- Smoking
- Drinking too much
- Over eating or under eating
- Zoning out for hours in front of the TV or computer
- Withdrawing from friends, family, and activities
- Using pills or drugs to relax
- Sleeping too much
- Procrastinating
- Filling up every minute of the day to avoid facing problems
- Taking out your stress on others (lashing out, angry outbursts, physical violence)

Learning healthier ways to manage stress

If your methods of coping with stress aren't contributing to your greater emotional and physical health, it's time to find healthier ones. There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction. When deciding which option to choose, it's helpful to think of the four As: avoid, alter, adapt, or accept.

Since everyone has a unique response to stress, there is no "one size fits all" solution to managing it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

Dealing with Stressful Situations: The Four A's

Change the situation:	Change your reaction:
• Avoid the stressor. • Alter the stressor.	• Adapt to the stressor. • Accept the stressor.

Stress management strategy #1: Avoid unnecessary stress

Not all stress can be avoided, and it's not healthy to avoid a situation that needs to be addressed. You may be surprised, however, by the number of stressors in your life that you can eliminate.

- **Learn how to say "no" –** Know your limits and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities when you're close to reaching them. Taking on more than you can handle is a surefire recipe for stress.
- **Avoid people who stress you out** – If someone consistently causes stress in your life and you can't turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
- **Take control of your environment** – If the evening news makes you anxious, turn the TV off. If traffic's got you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore, do your grocery shopping online.
- **Avoid hot-button topics** – If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it up or excuse yourself when it's the topic of discussion.
- **Pare down your to-do list** – Analyze your schedule, responsibilities, and daily tasks. If you've got too much on your plate, distinguish between the "shoulds" and the "musts." Drop tasks that aren't truly necessary to the bottom of the list or eliminate them entirely.

Stress management strategy #2: Alter the situation

If you can't avoid a stressful situation, try to alter it. Figure out what you can do to change things so the problem doesn't present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.

- **Express your feelings instead of bottling them up.** If something or someone is bothering you, communicate your concerns in an open and respectful way. If you don't voice your feelings, resentment will build and the situation will likely remain the same.
- **Be willing to compromise.** When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you'll have a good chance of finding a happy middle ground.
- **Be more assertive.** Don't take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them. If you've got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk.
- **Manage your time better.** Poor time management can cause a lot of stress. When you're stretched too thin and running behind, it's hard to stay calm and focused. But if you plan ahead and make sure you don't overextend yourself, you can alter the amount of stress you're under.

Stress management strategy #3: Adapt to the stressor

If you can't change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

- **Reframe problems.** Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.
- **Look at the big picture.** Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.
- **Adjust your standards.** Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with "good enough."
- **Focus on the positive.** When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.

Adjusting Your Attitude

How you think can have a profound effect on your emotional and physical well-being. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation. If you see good things about yourself, you are more likely to feel good; the reverse is also true. Eliminate words such as "always," "never," "should," and "must." These are telltale marks of self-defeating thoughts.

Stress management strategy #4: Accept the things you can't change

Some sources of stress are unavoidable. You can't prevent or change stressors such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.

- **Don't try to control the uncontrollable.** Many things in life are beyond our control particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
- **Look for the upside.** As the saying goes, "What doesn't kill us makes us stronger." When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.
- **Share your feelings.** Talk to a trusted friend or make an appointment with a therapist. Expressing what you're going

through can be very cathartic, even if there's nothing you can do to alter the stressful situation.

- **Learn to forgive.** Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

Stress management strategy #5: Make time for fun and relaxation

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. If you regularly make time for fun and relaxation, you'll be in a better place to handle life's stressors when they inevitably come.

Healthy ways to relax and recharge

- Go for a walk.
- Spend time in nature.
- Call a good friend.
- Sweat out tension with a good workout.
- Write in your journal.
- Take a long bath.
- Light scented candles.
- Savor a warm cup of coffee or tea.
- Play with a pet.
- Work in your garden.
- Get a massage.
- Curl up with a good book.
- Listen to music.
- Watch a comedy.

Don't get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury.

- **Set aside relaxation time.** Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.
- **Connect with others.** Spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress.
- **Do something you enjoy every day.** Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.
- **Keep your sense of humor.** This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

Stress management strategy #6: Adopt a healthy lifestyle

You can increase your resistance to stress by strengthening your physical health.

- **Exercise regularly.** Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.
- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.
- **Reduce caffeine and sugar.** The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you'll feel more relaxed and you'll sleep better.
- **Avoid alcohol, cigarettes, and drugs.** Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.
- **Get enough sleep.** Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

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Managing Change from Traditional Library to Digital Library

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INTRODUCTION:

Change is the only constant in the world. That is to say expect the principles of change almost everything in the world changes & thus organization can not be exception and so also the libraries.

In the present scenario technology is literally changing @ of thought. The libraries are to under go this transition phase; and they are passing through it. It is paradoxical to note that at one end there is rapid advancement in use of information technology systems and on the other hand we are also operating libraries in a traditional way. It is worth while to note that there is a huge digital data available through E-resources and yet we are having rich heritage of traditional material in the form of books, Historical documents and books having antique valued etc; these are equally important to preserved and referred

The present article aims to study the challenges of present modern libraries and to suggest measures for implementation of the 'change process' smoothly.

TYPES OF LIBRARIES

It is worthwhile to have a look at various types of libraries. It is sorry sate of affair to note that in India there are very few research libraries and reference libraries.

Sr. No.	Name of the Libraries	Examples
1	Public Libraries	Delhi Public Libraries, Khuda Baksh Oriental public Library, Patna
2	Academic Libraries	Delhi Public School Library, Jawahar lal Nehur University Library (Kurushektra University)
3	National Libraries	National Library, Calcutta (India)
4	Special Libraries	Parliament Library Delhi, HRD Ministry's Library Delhi
5	Reference Libraries	British Library in India, Bodleian Library oxford university
6	Research Libraries	Association of Research Libraries (ARL) in US and Canada

In fact there is an urgent need to have an association of research libraries as that of ARL in US and Canada

STATUS OF LIBRARIES TODAY

Libraries today have assumed more importance in today's increasingly globalized world. Libraries are in a process of change brought about by radical change in technology. They are in the state of transition from traditional library to electronic library. Traditional libraries offer support in way of personnel providing information delivery. The electronic libraries are growing fast in parallel to the traditional libraries. Libraries today are under a lot of pressures to achieve their goals much faster than ever before. They face the challenge of adopting new technologies to compete with others in managing the tremendous growth of information and to be able to lead.

DIGITAL VS. TRADITIONAL IBRARIES

Mr. G.B. Devchoudhary in his article ICT and electronic library brings about practices difference between traditional libraries & electronic libraries with following illustration:

- Traditional libraries are based upon centralized control and relatively few access locations electronic libraries can be distributed and ubiquitous.(meaning- existing or saving to exist everywhere at once, -omnipresent)
- Traditional libraries support one way, loosely coupled interaction while electronic libraries support two way communications with tight, fast interaction.
- Traditional libraries are based upon a model of one way search while electronic libraries support systematic search :
- In the traditional libraries structured text queries are used to aid intellectual access: in electronic libraries complex interactions of query navigation / browsing and social filtering can be used.

The shift from traditional libraries to the digital is not merely a technological evolution, but requires a change in the paradigm by which people access and interact with information.

A TRADITIONAL LIBRARY IS CHARACTERIZED BY THE FOLLOWING:

- emphasis on storage and preservation of physical items, particularly books and periodicals
- cataloging at a high level rather than one of detail, e.g., author and subject indexes as opposed to full text
- browsing based on physical proximity of related materials, e.g., books on sociology are near one another on the shelves
- passivity; information is physically assembled in one place; users must travel to the library to learn what is there and make use of it

By contrast, a digital library differs from the above in the following ways:

- Emphasis on access to digitized materials wherever they may be located, with digitization eliminating the need to own or store a physical item
- Cataloging down to individual words or glyphs (a picture or carving representing an idea)
- Browsing based on hyperlinks, keyword, or any defined measure of relatedness; materials on the same subject do not need to be near one another in any physical sense
- Broadcast technology; users need not visit a digital library except electronically; for them the library exists at any place they can access it, e.g., home, school, office, or in a car

THE NATURE OF CHANGE PROCESS

The Change is an inevitable aspect of any organization whether your accept or not, its is going to be operative. Let us have look at the model of change process suggested by Burke- Letwin

The Burke- Letwin model of organizational change

This model shows how to create first order and second order change (which the authors call transactional change and transformation change) in first order change same features of the organization change but the fundamental nature of the organization remains the same. First order change goes by many different levels: transitional, evolutionary, adaptive, incremental, or continuous change. In second order change the nature of the organization is fundamentally and substantially altered, the organization is transformed totally Second order change goes by many different labels: transformational, revolutionary, radical, or discontinuous change.

Organizational Development (OD) programs are directed towards both first and second order change with an increasing emphasis on second order transformational change.

The model distinguishes between organizational climate and organizational culture. Organizational climate is defined as people's perceptions and attitudes about the organization whether it is a good or bad place to work, friendly or unfriendly, hardworking or easy going and so forth these perceptions are relatively easy to change because they are built on employees reactions to current managerial and organizational practices. On the other hand, organizational culture is defined as deep-seated assumptions, values, and beliefs that are enduring, often unconscious, and difficult to change. Changing culture is much more difficult than changing climate. The premise of the Burke-Litwin model is this: OD interventions directed toward structure, management practices, and systems (policies and procedures) result in first order change, interventions directed toward mission and strategy, leadership, and organizational culture result in second order change.

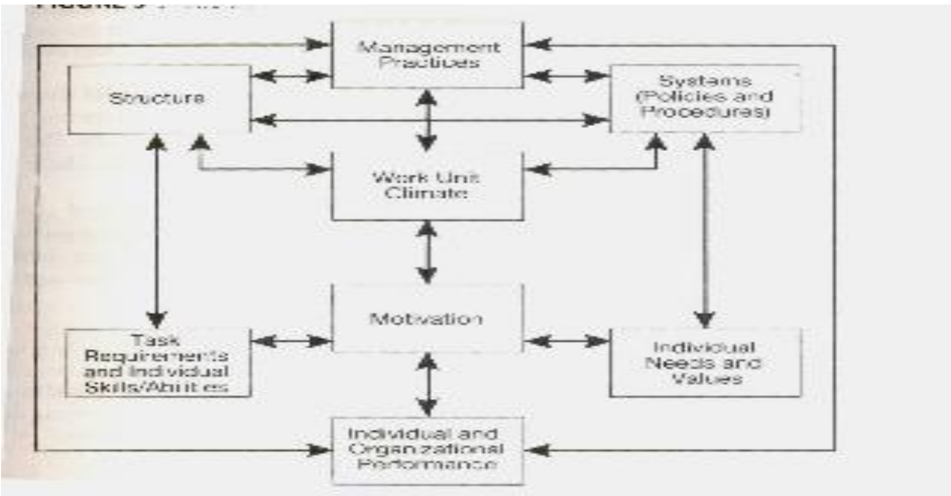
The model also makes a distinction between transactional and transformational leadership styles. These two concepts come from leadership research which found that some leaders are capable of obtaining extraordinary performance from followers while other leaders are not. Transformational leaders are leaders who inspire followers to transcend their own self interest for the good of the organization and who are capable of having profound and extraordinary effect on their followers. Transformational leadership embodies inspiration which leads to new heights of performance. Transactional leaders are leaders who guide or motivate their followers in the direction of established goals by clarifying role and task requirements. Transactional leadership embodies a fair exchange between leader and follower that leads to normal performance. Transactional leadership is sufficient for causing first order change. Transformational leadership is required for causing second order change.

Now let us look at the Burke-Letwin model. . Figure-1 shows the factors involved in first order (transactional) change. Changing structure, management practices, and systems causes changes in work unit climate, which changes motivation and in turn, individual and

Organizational performance. Transactional leadership is required to make this change in organizational climate. Which changes motivation and in turn individual and organizational performance. Transactional leadership is required to make this change in organizational climate.

The Transactional factor involved in first- order change

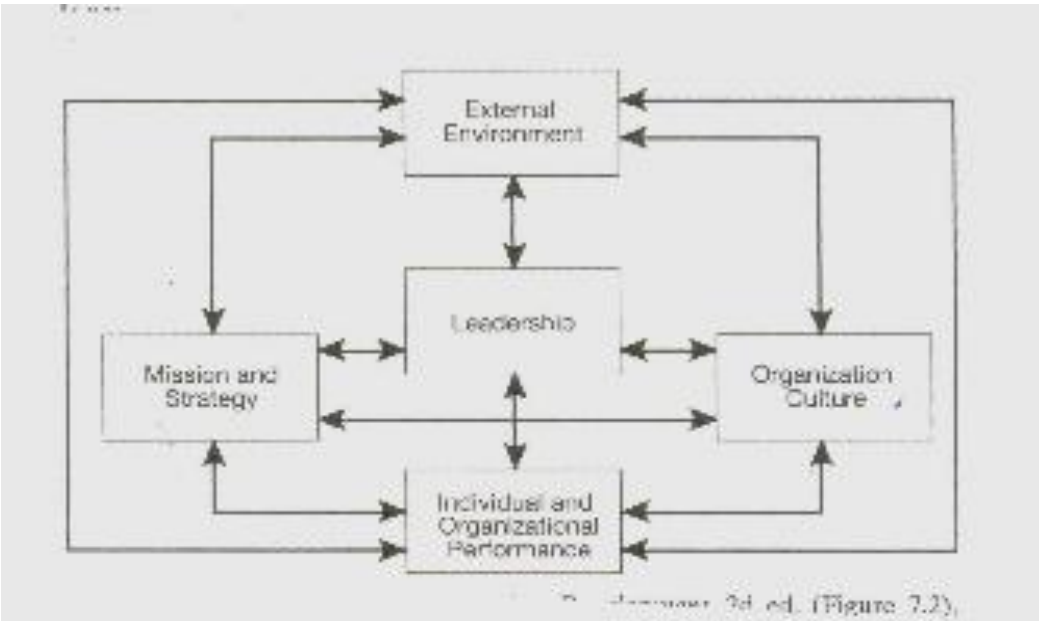
Figure: - 1



Source:- W.Warmer ,Bruke, Organization Development 2d,ed.

On the other hand if we want to cause second order (transformational) change, we must change mission and strategy leadership styles and organization culture, as shown in figure 2. Interventions directed toward these factors transform the organization and cause a permanent change in organization culture, which produces changes in individual and organizational performance.

Figure.2



Source: - W.Warmer ,Bruke, Organization Development 2d,ed.

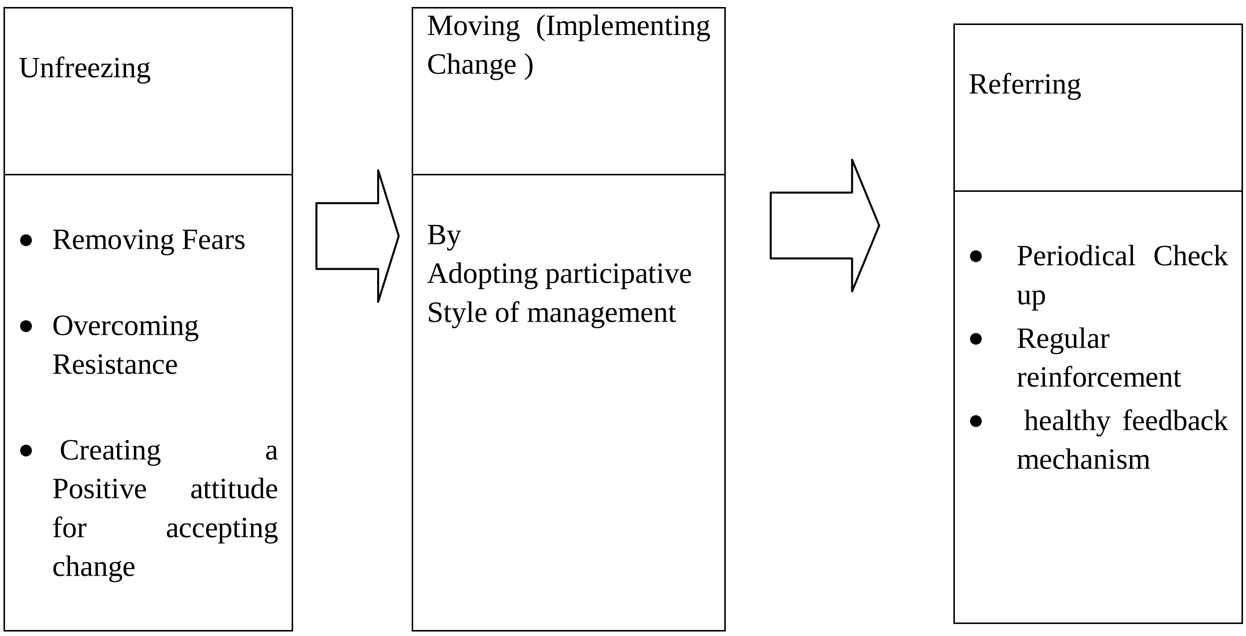
In the case of libraries who intend to transform themselves into electronic libraries form traditional ones, the change process is not a merely a 'change phenomenon' but it is got to be a 'planned change' which often is referred to as 'Organizational Development' 'Planned change' differs from 'the change in' the sense that there is a crystal clear and well defined objective of having an intense intention to bring about change. It is not all about changing or adopting new technologies but is about creating a healthy attitude amongst the employees so that they can embrace new norms of behavior not only voluntarily but happily.

This is most desired because it is human tendency to resist change. People do resist change for various reasons may be for fear of losing importance status or power of may be out of fear of losing economic benefits. It is therefore very much essential to make employees realise that the change is going to beneficial not only to the organization but for employees benefits also. Kurt Lewin calls this phase of making up minds of employees as unfreezing phase. This psychological state of mind is a most essential for successful implementation of change process. This can be achieved by series of counseling/ guidance sessions with employees. When the right environment to accept or welcome the change is achieved, one should go for implementing the change process.

Implementating phase does requires to have employees involvement and participation

The third phase according for Kurt Lewin should be refreezing. It is tendency of human nature to go back to original norms of behavior, therefore the planned change process should always be periodically assessed, regular follow up and constant feed back is essential and there should be constant or regular effort to achieve excellence. In the wake of new situations, demands and need, the planed change process is to be recycled as per the changed environmental requirements.

Figure- 2



STEPS FOR IMPLEMENTATION OF PLANEED CHANGE PROCESS FOR LIBRARIES

Step- I – Organizational diagnosis for change

Step-II – Assessing technology requirements

Step-III- Anticipation of manpower requirements

Step- IV- Training the staff

Step -V- Implementation

Step:-VI – Training to the users

Step:-VII- Follow up

STEP: - 1 - ORGANIZATION DIAGNOSIS FOR CHANGE

The starting point of a planned organizational change is having accurate diagnosis of the organizational problems and its functioning. Organizational diagnosis involves following four basic steps.

- Recognition and interpretation of the organizational problems and then assess the need for change
- Determine the organizational readiness and capability for change
- Identify managerial and employees resources and motivational factors for implementing change.
- Determine the new or 'change goals' and 'change strategy'.

STEP: - 2 ASSESSING TECHNOLOGY REQUIREMENTS:

By its nature, digital collection development requires extensive use of technological resources. In the early days of digital library development, when collections were typically small and experimental, a wide variety of hardware and software was utilized today, the leading digital library developers are putting substantial collections are being planned that will require storage measured in pet bytes – the equivalent of more than 50,000 desktop computer with 20-gigabyte hard drives.

As digital libraries scale in size and functionality, it is critical for the underlying technology platform to deliver the performance and reliability required. Many digital libraries are considered 'mission critical" to the overall institution. In addition, patrons expect high service level which means that downtime and poor response time are not tolerable. Moreover, because cost is a foremost concern, scalability and efficiency with a low total cost of ownership are also key requirements, this type of digital library implantation requires a scalable enterprise level technology solution with built in reliability, availability and serviceability (RAS) features.

Storage capacity also must be scalable to adapt to rapid growth in demand, and must be adapted to the mix of media types that may be stored in a digital library, such as

- text, which is relatively compact
- Graphics, which can be data- intensive
- Audio, which is highly dynamic
- Video, which is highly dynamic and data intensive

Storage capacity should be expandable in economical increments and should not require redesign or re-engineering of the system design as requirements grow.

An open systems architecture provides both a robust platform and the best selection of digital media management solutions and development tools, The inherent reliability and scalability of open platforms have made them the most popular choice of IT professional for internet computing .This computing model feature an architecture that is oriented totally around internet protocols and stresses the role of web sites for a vast and diverse array of services that follow a utility model.

KEY COMPONENTS OF A DIGITAL LIBRARY

As shown in figure 4. a fully developed digital library environment involves the following elements:

- Initial conversion of content from physical to digital form
- The extraction or creation of metadata or indexing information describing the content to facilitate searching and discovery as well as administrative and structural metadata to assist in object viewing management and preservation.
- Storage of digital content and metadata in an appropriate multimedia repository the repository will include rights management capabilities to enforce intellectual property rights if required E-commerce functionality may also be present if needed to handle accounting and billing
- Client services for the browser including repository querying and workflow.
- Content delivery via file transfer or streaming media
- Patron access through a browser or dedicated client
- A prative or public network

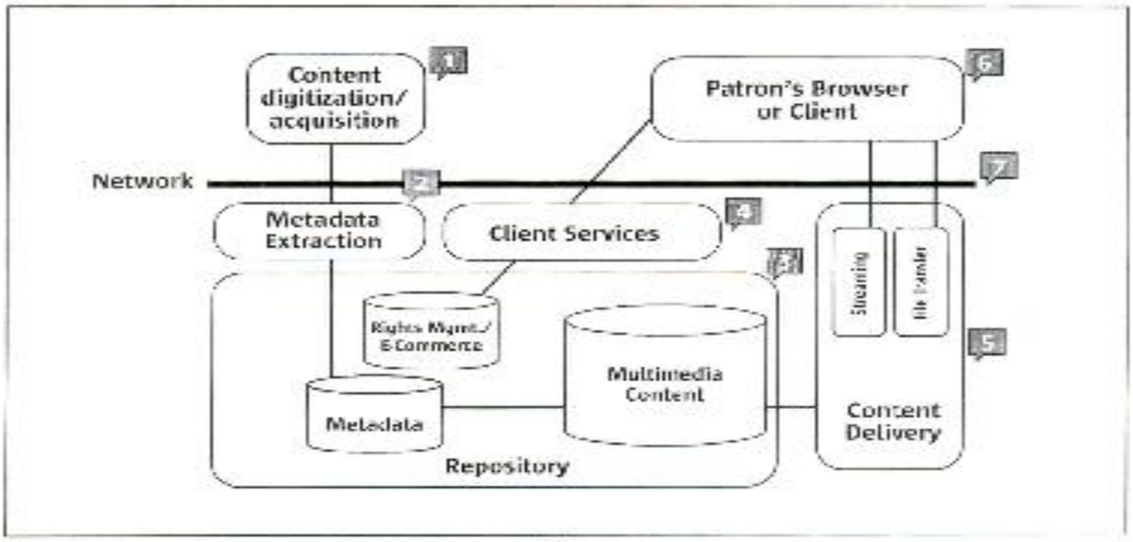


Figure: 4 Functional components of digital library
Courtesy: Brochure of SUN MICROSYSTEM, INC

STEP: - 3 ANTICIPATION OF MANPOWER REQUIREMENT

The most important aspect of digital library is skilled personnel, Traditional skills are of no use, and employees are needed to posses new technical skills. If you have technical qualified staff – then it is ok, fine! But you are required to train them to attain perfection. If you do not have, either you are required to train them or hire new personnel. Your personnel policy is required to be not only 'development friendly' but it is got you to be 'employee friendly' also, so that employees are self motivated to accept planned change.

STEP: - 4 IMPLEMENTATION

Implementation phase apart from techcalties does require to have participative approach, Employee participation is needed to have right environment. The healthy organizational climate is a prerequisite for effective functioning.

STEP: - 5 TRAINING TO THE USERS

The users of libraries are needed to be trained they are needed to be educated as to how to use new technology. User's manual, display boards, instructions boards are needed to be displayed

STEP: - 6 FOLLOW UP

There should be regular follow up and periodical assessment regarding upgrading the learning resources and yet there should be constant reinforcement to ensure healthy practice

Infact the follow up step is not the last step. Follow up should lead to discover new ways of attaining excellence as excellence is not end of journey.

CONCLUSION

Libraries today are in the state of transition, they are required to adopt new technologies to cater to the requirements of the users. To stand in competition and to attain sustained development, they are forced to implement 'change'. This change process necessarily should be a 'planned change'. This change process should be not only development friendly, but it must have to be 'employee friendly' and 'user friendly' also. Managing the change is not simply adoption of new technology but it must include healthy employee policies and practices to create a healthy learning environment. By making use of technology and by application of behavioral models of change (as suggested by behavioral scientist like Kurt Lewin, Lufthans Fred, Burke Litwin,etc.) one can transform a traditional library into a revolutionary e –library, which is now need of the day.

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Usage of ICT for Teaching Purpose by Faculty Members in Engineering Colleges with Special Reference to Shivaji University

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Abstract:
The purpose of this study is to identify use of Information and Communication Technology (ICT) by the faculty members in engineering college for teaching & evaluation purpose. An attempt is made to identify different ICT tools provided by the engineering colleges and used by the faculty members for teaching and evaluation purpose. The research also focuses to study frequency of ICT tools & Internet resources used by the faculty members for teaching purpose. Effectiveness of ICT for teaching purpose is also studied for research purpose. For this study various statistical techniques like percentages, graphs and Z test are used.

Keywords: ICT, higher education, e-learning, Engineering Colleges

1. Introduction

It has widely been recognised that in education, Information and Communication Technology (ICT) holds the promise of transforming learning in new and powerful way. The broad definition of ICT includes technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, computer and networking devices, as well as the equipment and services associated with these technologies, such as videoconferencing and electronic mail (UNESCO,2002) . Use of ICT for teaching and learning activities becomes a widely acceptable way of knowledge transfer because of the flexibility and standardization of the overall educational process they offer (Rozina et. al., 2002). The e-learning concept has been implemented to support teaching-learning activities in higher education (Dawes L, 2001). It is the use of ICT to improve accessibility, quality and efficiency of learning by facilitating collaboration, exchange of information and access to resources. The use of modern technology, computers and networks have been increasing in higher education which acknowledges the potential of e-learning to impact on learning outcomes for all students and faculty members (Mohamad Abu Quadais et. al., 2010). The availability of chat, email, blog, and other similar technologies on the world wide web has the potential to extend instruction beyond traditional class time and to enhance student learning in blended courses (Mackey et.al., 2008).

Government of India, stressed upon to improve the quality of education by using the scheme called Sarva Shiksha Abhiyan (SSA) with the help of ICT. National Knowledge Network (NKN) is set up to bring all stakeholders like Science, Technology, Higher Education, and Research & Development on a single platform. The various programs like voice conferencing, Virtual classroom, Collaborative Mega Science Projects, Virtual Laboratories etc. will work under single umbrella of NKN. About 180 Institutes have been connected to this ambitious project. UGC launched a mega programme called namely ‘UGC INFONET’ a network of Indian Universities and Colleges, by integrating ICT in the process of teaching, learning and education management (Imran Hussain et. al., 2011).

The roles and responsibilities of college and university faculty members are closely tied to the central function of higher education. Broadly defined, faculty fulfils three primary functions at University: teaching, research, and service (James Fairweather, 1996). It is observed that there is a lack of research in the area of usage of ICT by the faculty members for teaching purpose in engineering colleges. In view of the above, the researcher hereby intends to study and investigate the usage of ICT tools in engineering colleges for teaching and evaluation purpose. The rest of this paper is organized as follows: section 2 indicates the objective of the study, section 3 highlights the hypothesis of the study, section 4 describes the research methodology adopted, section 5 discusses analysis of the data , section 6 reports the findings of the study and finally section 7 concludes the paper.

2. Objectives of the Study

1. To study the different ICT tools used by the faculty members in engineering colleges for teaching purpose.
2. To study different areas where ICT is implemented in engineering colleges.
3. To study effectiveness of ICT in engineering colleges.

3. Hypothesis of the Study

The study is undertaken to test the following hypothesis-

1. Use of ICT in engineering colleges is significantly effective for teaching purpose.
2. Implementation of ICT in higher education is significantly effective than traditional tools.

4. Research Methodology Adopted

For the present research work, the researcher has made use of different resources to collect the reliable information.

i. Primary Data : Primary data was collected by administering questionnaire to the faculty members in engineering colleges.

ii. Secondary Data : Details of ICT tools and Internet resources are collected from different reference books and web sites.

iii. Instrument : Data had been collected by administering structured questionnaire to the teaching staff of engineering colleges. The questionnaire is designed in 3 parts : First part provides demographic variables of the faculty, second part provides availability of ICT in engineering colleges and third part provides use of ICT by faculty members for teaching purpose.

iv. Sampling method : Researcher has adopted simple random sampling method to select a random sample. Researcher has randomly selected 6 Engineering colleges in Shivaji University . Faculty members from different departments like electronics, civil, mechanical and Information& communication technology are selected randomly and questionnaire is administered to the selected faculty members. Total 87 respondents (faculty members) are selected for research purpose.

v. List of Variables :

a) Demographic Variables : Table no.1 shows the demographic variables of the selected respondents for the research purpose

Table No. 1: Demographic Variables

Sr. No.	Type	Demographic Variables
1	Respondent Type	Faculty Member
2	Experience	Experience to use ICT tools for teaching and evaluation purpose

b) Research Variables: Table no.2 shows the different research variables used for research purpose

Table No.2 : Details of Research Variables

No.	Variables	Attributes
1	Provision of computers/Laptop to the faculty members by the college	Computers provided to the department or faculty members by the college (2 sub-questions)
2	Types of ICT Tools used for teaching purpose	Different ICT tools used for teaching purpose (10 Sub-questions)
3	Frequency of application softwares used for teaching purpose	Use of Word, Power-point & CD/DVD for teaching purpose (3 Sub-questions)
4	Frequency of Internet resources used by faculty members for teaching purpose	Use of different Internet resources for teaching purpose (10 Sub-questions)
5	Areas where ICT is implemented.	Different Areas where ICT is implemented in engineering colleges (6 sub-questions)
6	Opinion regarding effectiveness of ICT	Opinion of faculty members about effectiveness of ICT for teaching purpose in engineering colleges (6 Sub-questions)

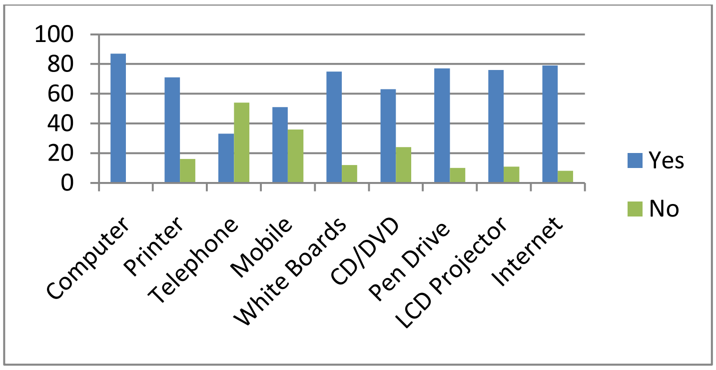
5.Data Analysis :

The basic analytical tools like (tabular analysis) cross tabulation, descriptive statistics (analysis), Percentage & test of Hypothesis (z-test) have been used to analyse the data and interpretation is made.

Table No.3 : Use of ICT Tolls for Teaching Purpose

ICT Tools	Yes	No
Computer	87	0
Printer	71	16
Telephone	33	54
Mobile	51	36
White Boards	75	12
CD/DVD	63	24
Pen Drive	77	10
LCD Projector	76	11
Internet	79	8

Chart -1. Use of ICT Tools for Teaching Purpose

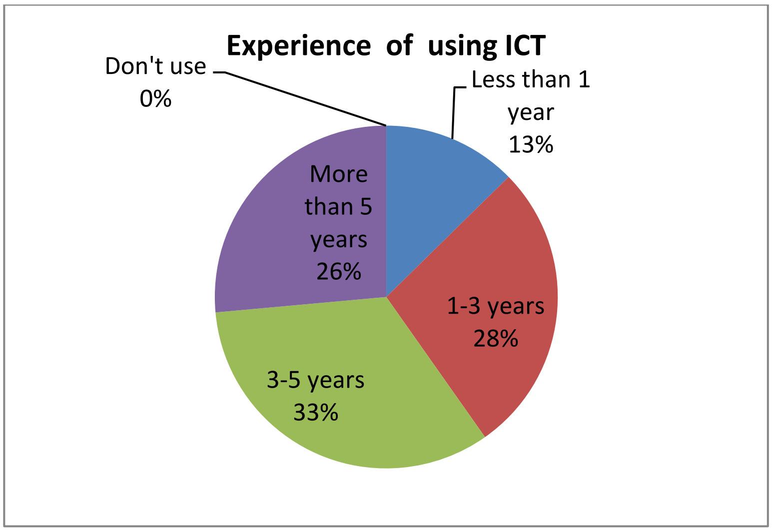


Interpretation : The graph shows different ICT Tools used for teaching purpose. All i..e 87 (100%) faculties make use of computer for teaching purpose. Minimum use of ICT tool is telephone, i.e.33 (38%) faculties make use of telephone for communication in teaching & learning process.

Table No.4 : Experience of Using ICT FOR Teaching Purpose

Question	Answer
Less than 1 year	11
1-3 years	24
3-5 years	29
More than 5 years	23
Don't use	0

Chart 2 :ICT FOR Teaching Purpose

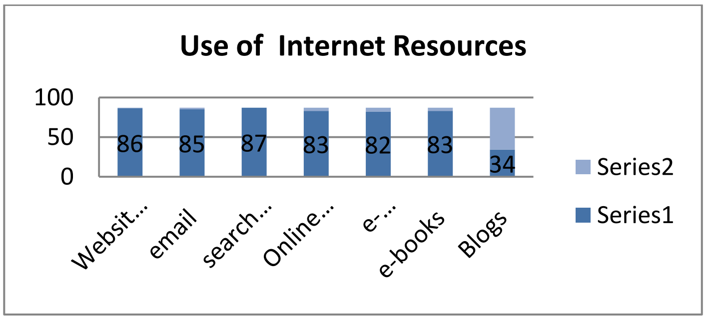


Interpretation : Maximum respondents(33%) are using ICT tools for last 3-5 years and 26% of the respondents are using ICT tools for more than 5 years for teaching purpose.

Table No.5 : Use of Internet Resources for Teaching Purpose

ICT Resources	Yes	No
Websites	86	1
email	85	2
search engine	87	0
Online Dictionaries	83	4
e-Journals	82	5
e-books	83	4
Blogs	34	53

Chart 3 : Internet Resources for teaching

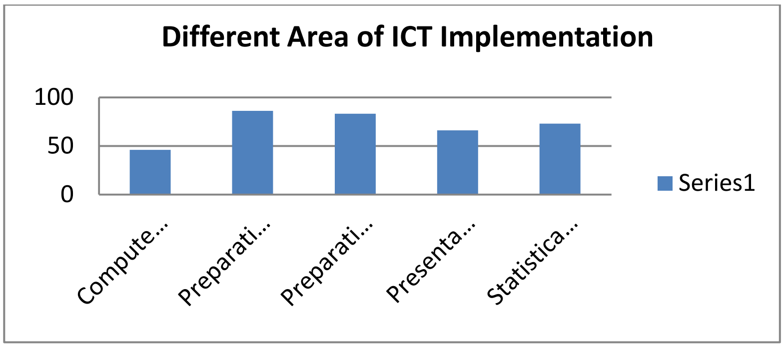


Interpretation : A majority of the respondents use Internet Resources like Websites, email, search engines, Online dictionaries, e-journals, e-books etc. for teaching purpose except blogs i.e. only 34 (39%) repondents use it for teaching purpose.

Table No.6 : Different area where ICT is implemented in Engineering colleges

Area	**Yes**	**No**
Computerised Attendance System	46	41
Preparation of Question Papers using Computer	86	1
Preparation of Time-Table using Computer	83	4
Presentation of Research papers in conference using PPT & LCD Projector	66	21
Statistical Analysis of Examination Result Facultywise Per Subject	73	14

Chart 4 : Area of ICT Implementation



Interpretation : A majority of the respondents use computer for preparation of question papers i.e. 86(99%) and preparation of time table 83(95%) whereas only 46(53%) use it for making computerised attendance system.

Testing of Hypothesis :

a) **Hypothesis1 :** frequency of use of ICT in professional colleges is significant for teaching purpose .

Table No.7 : ICT for teaching Purpose

S.no.	Question	Yes	No
i	Preparation of Study Material using Ms-word & distribute it to the students	82	5
ii	Delivering Lecture using Power-point Presentation	76	11
iii	Use of Educational CD/DVD for Teaching or learning purpose	65	22

Ho: $P = 0.5$ v/s H1: $P > 0.5$, (P: Population proportion = 50%)
Sample proportion = $p = 0.86$,
$Z_0 = 11.62 > Z_{tab} = 1.64$, (one sided test)
Hence reject Ho. That is, frequency of use of ICT for teaching purpose is significantly more by engineering faculty.

b) **Hypothesis 2 :** Implementation of ICT tools in higher education is significantly effective than traditional tools.

Question	Crucial	Imp.	Some what Imp	Not at all imp.	I don't know
Team environment in the college	13	34	29	7	4
Scope to discuss new ideas during formal meeting	12	43	25	6	2
Feel insecure in giving away own sensitive 'know-how' or knowledge	4	28	39	9	7

Staff is reluctant to seek knowledge from the seniors because of status fear	12	34	22	18	1
Rewards and recognition systems that would motivate people to share knowledge	7	39	33	6	2
Involvement and support from higher authorities	18	34	29	4	2

Ho: $\mu = 18$ v/s H1: $\mu > 18$, (μ: Population mean)
Sample mean = 22.25,
Sample variance = 3.05, (σ^2: Population variance is unknown)
$Z_0 = 22.61 > Z_{tab} = 1.64$, (one sided test)

Hence reject Ho,
That is , implementation of ICT tools in Higher education is significantly effective than traditional tools.

6. Findings:

1. All 87(100%) respondents answered that there are more than 100 computers in the college.
2. All 87(100%) respondents says that college provides Computer /Laptop to every department like Civil, Mechanical, Electronics etc.
3. 45 (52%) respondents have opinion that college provides Computer /Laptop to every faculty member.
4. Usage of Internet resources for teaching purpose is significant. More than 95% faculty members use Internet resources for teaching purpose.
5. Different areas where ICT is implemented in engineering colleges are computerised attendance system, preparation of question paper, design of time-table and statistical analysis of examination result faculty-wise per subject. Maximum usage of computer is for the preparation of question papers 86 (99%) and design of time-table 83 (95%) and minimum usage is to maintain computerised attendance system 46 (53%).
6. Faculties are of the opinion that usage of ICT is effective in engineering education .

7. Conclusion:

Faculty members in engineering college are using ICT tools like computer, laptop, Mobile phones, LCD projector, white board, CD/DVD pen drive etc. as a support material for teaching purpose. The dissemination of content through the Internet is changing the traditional way of teaching. Internet provides integration of new services like websites, email, search engines, online dictionaries, e-journals, e-books , blogs etc. Web 2.0 technologies are interactive and come in variety of interactions and interfaces between the user groups or work environment. Today's demand of the institutions in higher education specially in engineering require professors to perform teaching activities , prepare and participate in academic events, conduct research and assume specialised administrative role in the department. To perform all these duties, definitely ICT is useful in this scenario. The increase level of use of the ICT resources may be contributing to the transformation of the pedagogical model, where the faculty members not only has to follow up and support the learning process of the students but also to promote new scenarios for the acquisition of autonomy in the teaching-learning process in the classroom. The research shows that use of ICT in engineering colleges is significantly effective for teaching purpose .

For this Institutions must promote the recognition of the importance of ICT, improving the education levels of faculty already employed, enabling faculty to acquire competencies for the technical knowledge and getting the best use of the new teaching-learning models with more multimedia and hypertexts. More strategies are required to simulate the level of use of ICT at institutional level, so that faculty members can effectively use ICT into the classroom & laboratories to make teaching more effective.

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Understanding e-Contract with respect to IT-Act-2000

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Abstract:
A contract legalizes transactions involving commercial activities. Conventionally contracts are made on paper (sometimes orally also) to enable commerce. With the advent of electronic computers, electronic commerce (e-Commerce) is poised to overshadow the conventional commerce. IT-Act-2000, popularly known as Cyber-Law, was introduced to provide legal recognition for e-Commerce in India, by providing a mechanism to create contracts electronically, popularly known as electronic contracts (e-Contracts).
IT-Act-2000 provides provisions to define tools and techniques to be used in e-Commerce activities. Section 1(4), 11, 12 and 13 are concerned with e-Contract.
This paper presents a critical study of the e-Contract related provisions under IT-Act-2000, and how they coexist with the provisions under Indian-Contract-Act, 1872.

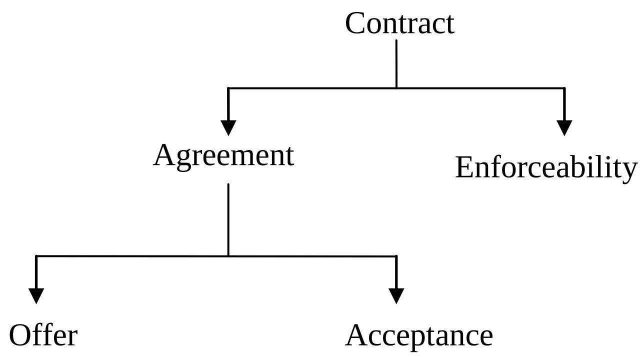
Keywords:
Contract, Indian Contract Act 1872, e-Commerce, IT-Act-2000, Digital Signature, Electronic Contract (e-Contract)

1: Introduction

1.1: Contract

According to Section 2(h) of the Indian Contract Act, 1872, "An agreement enforceable by law is a contract." In other words, an agreement which can be enforced in a court of law is known as a contract. On analyzing this definition of contract, it appears that a contract must have the following two elements:

- An agreement, and
- Enforceability of that agreement



(Figure 1: Concept of Contract)

A contract provides a framework which guides the involved commercial activities. The nature of these activities is drastically changed with the advent of electronic media. To cope up with this new business environment (e-Commerce environment) Government of India had proposed an act termed as 'IT Act 2000'.

1.2: IT Act 2000

The parliament of India has passed on its first cyber law, the Information Technology Act 2000, which provides the legal infrastructure for e-Commerce in India. This act was passed with the principal objective of providing a framework through which *electronic contracts* (valid in the Court of Law) may be entered into. This law contains the clauses as follows:

- Preliminary
- Digital signature
- Attribution, acknowledgement and dispatch of electronic records
- Secure electronic records and secure digital signature
- Regulation of certifying authorities
- Digital signature certificate
- Network service providers not to be liable in certain cases
- Redressal authorities

IT-Act-2000 consists of total 94 sections. Out of them, sections Section 1(4), 11, 12 and 13 are concerned with the e-Contracts. An agreement becomes a contract when it is enforceable by law. It gets this property through certain tools, which identifies its originators. *Signature* is one such tool. In conventional commerce environment it's an on-paper-signature (henceforth to be referred as normal-signature) while in e-Commerce environment it's a *digital signature.*

2: Normal Signature vs. Digital Signature

2.1: Comparison between a Normal Signature and Digital Signature

- A digital signature is a digital code that can be attached to an electronically transmitted message to uniquely identify the stranger.
- Like a written signature, a digital signature confirms the identity of the individual sending the message.
- Unlike handwritten signature, a digital signature binds the content of a message to the signer in such a way that if even one bit in the message changes in route, the signature will not verify at the other end.
- To be effective, digital signature must protect against forgery. A number of different encryption techniques offer this level of security.

Normal Signature	Digital Signature
In the paper based world, since the specimen of a signature is available on many documents, a determined forger can easily forge a signature after adequate practice.	On the other hand, forging of digital signature requires huge resource and special skills.
If the forger is really skilled one, the forgery can be done in such a way that even an expert cannot detect it.	The trails such efforts leave are difficult to erase and will eventually bring the culprits to book.
Normal signature provides authentication.	Digital signature provides authentication as well as integrity.

(Table 1: Comparison between normal-signature and digital-signature)

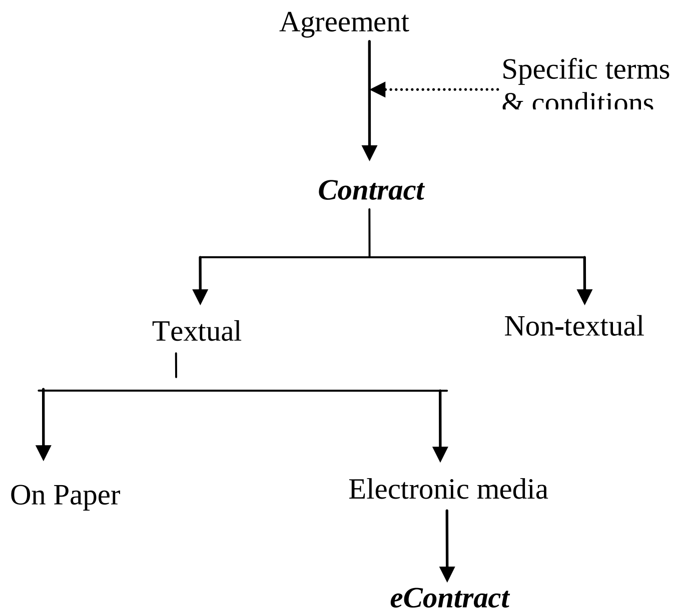
2.2: Legal Recognition of Digital Signatures

Where any law provides that information or any other matter shall be authenticated by affixing the signature or any document shall be signed or bear the signature of any person (hen, notwithstanding anything contained in such law, such requirement shall be deemed to have been satisfied, if such information or matter is authenticated by means of digital signature affixed in such manner as may be prescribed by the Central Government.

This provides a legal recognition to digital signature, under IT-ACT-2000. This enables one to perform e-Commerce activities after realizing an e-Contract.

3: e-Contract

When one creates a contract (agreement which can be legally enforced) using an electronic media, it becomes an e-Contract.



(Figure 2: Concept of e-Contract)

4: IT-Act-2000 and e-Contract

Section 1(4), 11, 12 and 13 are closely related with e-Contract.

4.1: Section 1(4) - Applicability of the act

Nothing in this Act shall apply to,

a) a negotiable instrument as defined in section 13 of the Negotiable Instruments Act,1881;
b) a power-of-attorney as defined in section 1A of the Powers-of-Attorney Act, 1882;
c) a trust as defined in section 3 of the Indian Trusts Act, 1882;
d) a will as defined in clause *(h)* of section 2 of the Indian Succession Act, 1925 including any other testamentary disposition by whatever name called;
e) any contract for the sale or conveyance of immovable property or any interest in such property;
f) any such class of documents or transactions as may be notified by the Central Government in the Official Gazette.

4.2: Section 11 - Attribution of electronic records

An electronic record shall be attributed to the originator -

a) if it was sent by the originator himself;
b) by a person who had the authority to act on behalf of the originator in respect of that electronic record; or
c) by an information system programmed by or on behalf of the originator to operate automatically.

4.3: Section 12 - Acknowledgment of receipt

1) Where the originator has not agreed with the addressee that the acknowledgment of receipt of electronic record be given in a particular form or by a particular method, an acknowledgment may be given by —
    a) any communication by the addressee, automated or otherwise; or
    b) any conduct of the addressee, sufficient to indicate to the originator that the electronic record has been received.

2) Where the originator has stipulated that the electronic record shall be binding only on receipt of an acknowledgment of such electronic record by him, then unless acknowledgment has been so received, the electronic record shall be deemed to have been never sent by the originator.

3) Where the originator has not stipulated that the electronic record shall be binding only on receipt of such acknowledgment, and the acknowledgment has not been received by the originator within the time specified or agreed or, if no time has been specified or agreed to within a reasonable time, then the originator may give notice to the addressee stating that no acknowledgment has been received by him and specifying a reasonable time by which the acknowledgment must be received by him and if no acknowledgment is received within the aforesaid time limit he may after giving notice to the addressee, treat the electronic record as though it has never been sent.

4.4: Section 13 - Time and place of dispatch and receipt of electronic record

1) Save as otherwise agreed to between the originator and the addressee, the dispatch of an electronic record occurs when it enters a computer resource outside the control of the originator.

2) Save as otherwise agreed between the originator and the addressee, the time of receipt of an electronic record shall be determined as follows, namely —
    (a) if the addressee has designated a computer resource for the purpose of receiving electronic records,—
    (b) receipt occurs at the time when the electronic, record enters the designated computer resource; or
    (c) if the electronic record is sent to a computer resource of the addressee that is not the designated computer resource, receipt occurs at the time when the electronic record is retrieved by the addressee;
    (d) if the addressee has not designated a computer resource along with specified timings, if any, receipt occurs when the

electronic record enters the computer resource of the addressee.

3) Save as otherwise agreed to between the originator and the addressee, an electronic record is deemed to be dispatched at the place where the originator has his place of business, and is deemed to be received at the place where the addressee has his place of business.

4) The provisions of sub-section (2) shall apply notwithstanding that the place where the computer resource is located may be different from the place where the electronic record is deemed to have been received under sub-section (3).

5) For the purposes of this section, —
   (a) if the originator or the addressee has more than one place of business, the principal place of business, shall be the place of business;
   (b) if the originator or the addressee does not have a place of business, his usual place of residence shall be deemed to be the place of business;
   (c) "usual place of residence", in relation to a body corporate, means the place where it is registered.

5: Indian-Contract-Act, 1872 and e-Contract

The novelty of e-Contract lies in the way a contract is created (electronically). We use normal signature to provide authentication for conventional contracts, while we use digital signatures to provide authentication for such e-Contracts.

All the provisions under the Indian Contract Act, 1872 are also applicable for e-Contract. As an e-Contract is a means for contract creation, we treat an e-Contract as per the Indian Contract Act, 1872.

6: Conclusion

This paper critically discusses the concept of an e-Contract. It compares it with a conventional contract. This paper also compares a normal signature with a digital signature. A digital signature makes a contract an e-Contract.

IT-Act-2000 provides a legal recognition to an e-Contract. Its provisions well coexist with those under Indian-Contract-Act, 1872. It provides a framework to create an e-Contract. It restricts itself with the tools and technologies to be used to create an e-Contract. Then onwards that contract falls under Indian-Contract-Act, 1872.

7: References

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Book Review

Book Title: Marketing Research: Contemporary Approach
Author Name: Dr. P Narayana Reddy
Dr. G V R K A Acharyulu
ISBN: 978-81-7446-957-1
Pages: 564
Cost: Rs 395/-
Publisher: Excel Books

In today's educational and competitive environment, Marketing Research is a very crucial topic which must be learned and understood as it being an inevitable and essential factor for survival and growth. This book provides a comprehensive framework and discusses about special methods & approaches necessary for an organization to understand consumer preferences and helps in decision making.

The Book has a reader friendly approach and usage of unambiguous language makes it favorable amongst students and researchers to understand the subject.

Structure of the book:

Initial 2 Chapters discuss about the objective, nature scope and basic knowledge related to Marketing Research and it's processes.

Chapters on data collection, scaling techniques and designing of the questionnaire have been written very well by employing numerous examples which makes the concepts easy to understand and clarify the doubts.

Chapters on Sampling, data collection and central tendency not only discuss the theory , tabulation and preparation in detail but also a lot of solved examples have been given which helps the reader to practice the end exercise.

The most important part of the book that is foremost concern for a researcher is Hypothesis testing, Distribution tests, parametric and non parametric analysis have been wonderfully authored by employing graphical and pictorial representation along with data and related questions.

Chapter on report writing covers the preparation of report and various components in report in detail.

Another most likeable part of the book is inclusion of SPSS as a detailed chapter that helps beginners and users of SPSS to analyze the data as a lot of sequential display of the screen have been used for understanding purposes and solving the practical problems.

The book includes appendices of various value charts of distribution tests; a sample project report has been given as annexure and model question paper to practice for examination related to the subject.

In the end a glossary has be compiled that has important terms of the subject listed in alphabetical order.

The book is appreciable as an attempt has been made to help the researchers, students & students to meet their objective of research and teaching.

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