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From The Editor's Desk

This is the fifth issue of "ASM Business Review", the referred research journal of the ASM group of Institutes.

ASM Group of Institutes is committed for qualitative research in academics. And this ASM Business Review is a product of its commitment. Audyogik Shikshan Mandal has been playing a pioneering role in the field of creative education ever since its inception in 1983. With a mission "Excellence in Management Education, Training, Consultancy and Research for success", ASM is marching towards excellence having more than 55000 alumni working at all levels of management in all types of industries.

ASM has seven full fledged academic institutions, has earned affiliation to Savitribai Phule Pune University and Mumbai University, Government of India and Government of Maharashtra. ASM has global vision for education and as a part of our academic commitment for excellence, we are in association Savitribai Phule Pune University, AMMI, CETYS Universidad Mexico, Indo European Education Foundation, Poland and City University of Seattle USA, and also our academic partners for various activities. ASM is spreading wings across the border for continuous upgrading academic excellence.

The ASM Business Review is a medium created by ASM to demonstrate the research skills of authors. It is a strong communication link between industry and academia and aims to work as a catalyst for knowledge sharing between various sections of society. ASM Business Review provides a platform for academic scholars and champions from industry to come together for common cause of developing innovative solutions to various problems faced by society and business entities. The present review is a medium to faculty members, research students and they like to present their research findings before the wider audience. The opportunity to publish their research results would provide ample motivation to this type of scholars. The previous issue of the Review received encouraging response from the academic and corporate community as well. Research articles accepted and printed herein are subject to objective editorial processing and are peer reviewed.

ASM Business Review looks forward as a strong link and partner for society and industry to develop workable solution for day to day problems. We believe our success is a team work of various contributions to this journal. ASM BUSINESS REVIEW is always committed to excel academic research and consultancy.

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A New Trend in FDI - India, EU and Poland Perspective

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ABSTRACT:

Global FDI flows has emerged with new trends in recent years, which shows that FDI is not only taking place among developed to developing economies but it has been increased dramatically among developing to developing economies. New trade partnerships are taking places among developed and developing economies and shaping world economy. India and the European Union is also the part of such trend, where one part is gaining (India) inflows but the other one (EU) is losing, and looking forward to establishing a new trade relation among themselves. Globally when foreign direct investment (FDI) inflows is declined by 8% (estimated US\$ 1.26 trillion), India received FDI inflows with high increase of 26% in 2014, at the same time the European Union (EU) has declined by 14%, which shows that there is a huge space for the improvement of trade relations between India and the European Union. At the same time, Poland being one of the strongest member of the European Union may play a wider role to improve trade flow between India and EU.

Keywords: *India, European Union, Poland, Global, Trade.*

Global Trends in FDI Flows

With the rise of globalization concept , the opportunity of going global for companies has become so influential that many companies those are doing well in home countries are starting-up their businesses in other countries to maximize the profit. The trend of investing in other economies has become very popular that's why the trend of foreign direct investment between developed and developing economies has not only been increased but significantly a new trend has emerged for foreign direct investment among developing to developing economies.

Today, emerging economies are considered as attractive destination for foreign direct investment, globally. The important emerging economies including not only the BRICS countries (Brazil, Russia, India, China and South Africa) but also the VISTA countries (Vietnam, Indonesia, South Africa, Turkey and Argentina) , ASEAN (Association of Southeast Asian Nations), are the major factors in the global economy in recent years, which influence emerging economies. The factor of economy growth is an attractive destination for foreign investors to invest in the growing economies to get an adequate return on investments. Around the globe, foreign direct investment is playing a huge role to shape the countries growth as well as strengthen ties between two countries.

The FDI flows at global level and its effects for developed and developing economies are very different than expected. After global financial crisis in 2008, global FDI flows were all most neglected, even for many countries it was in minus (negative) but this trend has ended

in 2013 and it has been noticed that global FDI rose by 11%. What was important to be noticed that this increased global FDI flows was much higher among developing economies rather than developed economies. FDI flows to developed economies went at the lowest scale only 39% share of global total FDI flows (UNCTAD 2014). But at the same time FDI flows to developing economies reached to a new high accounting for 52% of global FDI inflows in 2013.

Similar trend has been followed in 2014, when FDI inflows has been dropped down by 14% for developed economies, and FDI inflows to the emerging economies been increased at historical level with more 4% than 2013 and reached to the global share of 56%. It is also predicted for 2015, 2016 and respectively up to 2020 this trend is going to be continued.

India, EU and Poland as trade partners

In fact, current scenarios and ongoing economic down turns shows that single economy could not exist today without regional or global cooperation in terms of extending trade relations. In this context the latest example can be discussed as European Union and the United States of America. The current ongoing negotiation between EU and the USA on a new Regional Trade Agreement- the “Transatlantic Trade and Investment Partnership (TTIP)” is very important not only for India but also for other emerging economies. As TTIP countries represent 47.3% of the world’s imports, 43.2% of the world’s exports, 35.6% of the world’s total income, and 12.1 percent of the world’s total population.

The TTIP effects between EU-India-USA can be also analyzed by applying the ‘gravity model’ of economics, which states that bilateral trade is larger if the economic size of trading partner is larger and barriers to trade small. Modern variant of the gravity model include price-substitution effects- related to trade diversion/ creation and income effects. Price effects of TTIP are, in general, negative for India because price between EU-USA decline, which adversely affects competitiveness of non participating countries such as India. Income effects are in general positive because TTIP increases income in the USA-EU which stimulates world demand for exports.

For India as non-participating country the estimated economic consequences of deep TTIP are small as there is very little trade creation and there may be some trade diversion due to existing “Regional Trade Agreement” between India and EU, and India and USA. But not that much because even between India-EU, Free Trade Agreement (FTA) is under negotiation since 2007 and expected to be signed by 2016.

If TTIP will be signed, it’ll change the relative “price” in the world economy. If prices between the EU and USA become lower because of TTIP, other countries become ‘relatively’ more expensive. This might be an incentive to divert trade in the direction of the EU-USA.

In the similar pattern the European Union realized to increase the trade relations with India and proposed to create a Free Trade Agreement (FTA) between India and EU. By entering in this agreement expectation for trade volume was 160.6 billion Euros by 2015. But the reached trade volume between India EU in 2014 was 72.5 billion Euros, which is much lower than expected. It is also important to notice that proposal for FTA been proposed in 2006 and started negotiations from 2007, but officially it has not been agreed and signed even till now 2015.

In case of India and Poland- both are two emerging powerful economies in their respective regions. Where India grew with 7.5 per cent GDP growth rate in the 1st quarter of

2015, over taking China's 7.0 per cent growth in the same quarter and identified as fastest growing economy in the world. Also India is the only BRICS country, where growth will accelerate, to 8% in Financial Year 2016 and 8.3% in Financial Year 2017 .

Poland has been seen as the fastest growing economy in Central Europe with expected GDP growth by 3.4- 3.5 percent in this year 2015. Prior to economy transformation of Poland, Poland was the second largest trade partner from central Europe, of India. The economic cooperation and highest trade turnover were observed in power generation, mining of coal, transport, machine tools, ship building and farm equipment in Indian import while consumer goods and agricultural products comprised the Indian export to Poland.

India and Poland being among the world's top twenty economies with the minimal two-way FDIs flow and the trade turnover of \$ 2.2 billion in 2015 do not reveal the true potential of India and Poland. While Polish business concentrates the majority of its activities in the EU and close neighborhoods, Indian experts admitted that Poland was not yet fully recognized in India as a business destination. "Some investors seem more concerned today with the return of their capital as opposed to the return on their capital, which keeps them far from understanding of openness in complex market such as India.

India is importing from Poland- equipment for power stations, arms, railways equipment, steel products and mining equipment's along with other products, and exporting to Poland- coffee, pepper, tea, tobacco, cotton products and fiber as main products along with others. Since 2004, Polish exports to the Asian nations, India inclusive had been rising. It was note that during last three decades the trade volume between India and Poland grown about eleven times from 1991 to 2008. The total bilateral trade in 2006 was US\$675.73 million and in 2007 US\$861.78 million, crossed US\$ 1 billion in 2008. After signing of the new economic agreement in May 2006 this bilateral trade relation been busted and crossed US\$ 2 billion in 2014 from US\$ 1.961 billion 2013.

Increasing role of emerging markets in global FDI flows

This is a very recent phenomenon as shown in figure 1, since 1991 to 2011- developed economies were more attractive for FDI inflows but after 2011 there is constant increasing trend towards emerging economies. One of the important reasons to invest in these economies is the growth and forecast about future development.

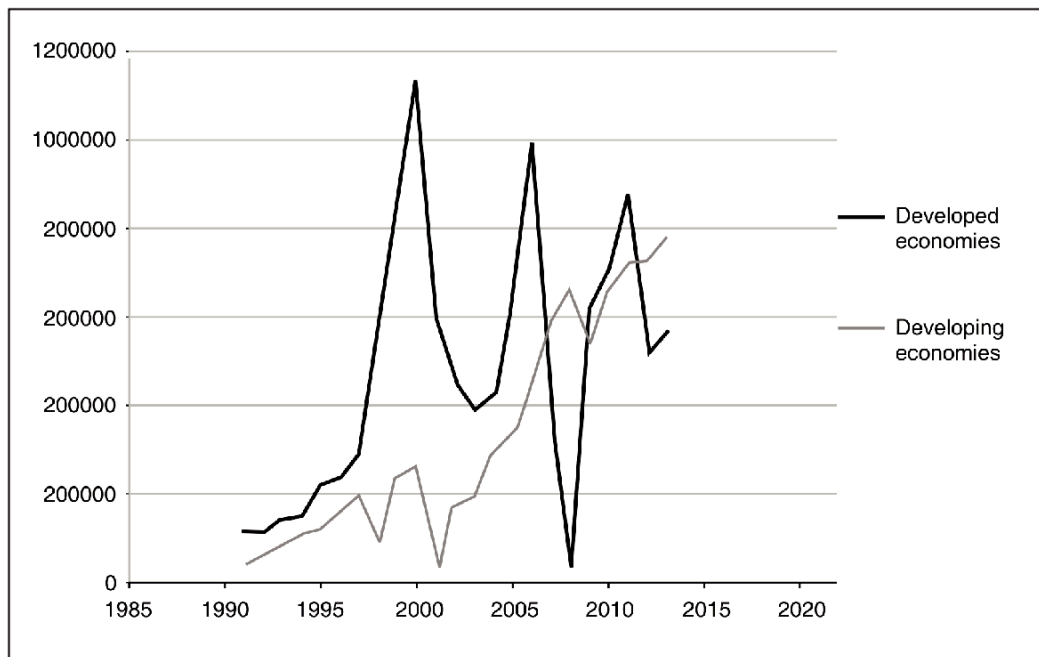


Fig. 1 : Global Inward FDI flows annual 1991-2013

In figure 1, it can be analyzed that the trend of FDI flows to developed economies is in very bad shape and struggling to find investors but at the same time emerging economies are growing constantly. It is also predicted that emerging economies will grow twice or thrice times faster than EU and US.

Figure 2 below explains the latest scenarios of FDI of inflows towards large emerging economies. Counting the economic crisis in 2008, the downfall has been portrayed as decreasing FDI inflows but immediately after 2010 developing economies started to pick up faster than developed economies as EU and US. Developing economies remains the most attractive destination for inflows FDI including countries like China, Indonesia, India, Brazil, Mexico, and South Africa.

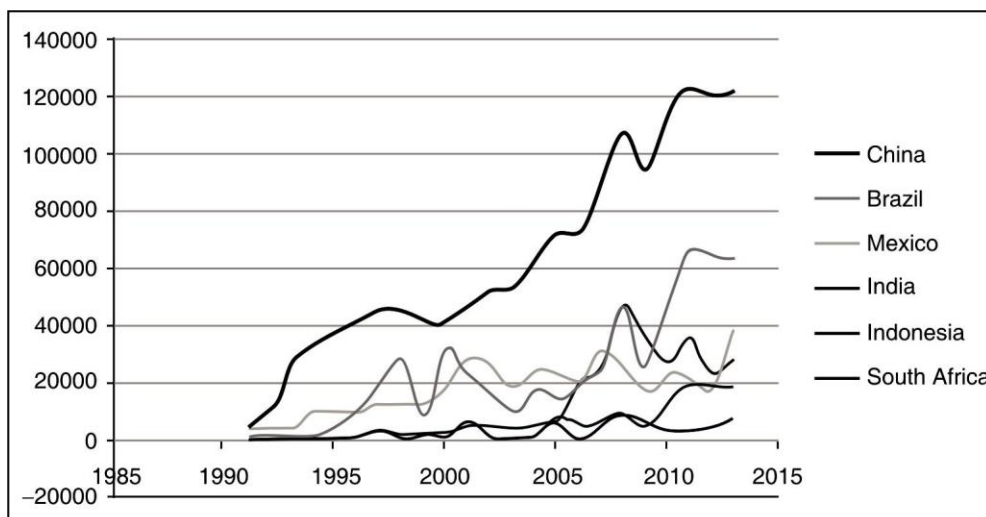


Fig. 2 : FDI inflows to emerging economies (source- UNCTAD Stat 2013)

In case of outwards flow also it has been noticed that developing Asia become the world largest investor region with US\$440 billion in 2014. Hong Kong (China) and China were the second and third largest investors in the world, after the United States. Among 20 largest investors, nine were either from developing or transition economies . This recent data shows that in global FDI flows are setting up a new trend for FDI’s outwards from emerging economies to either transition economies or developing economies.

Earlier trends were followed for FDI’s out flows from developed economies to the developing or transition economies only. This new trends are predicted to be continue in 2015 and respective years up to 2020.

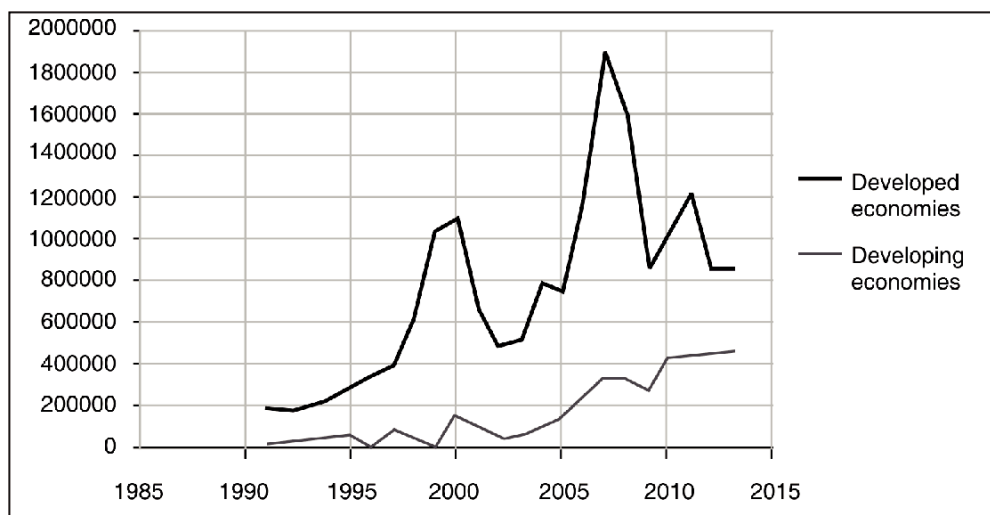


Fig. 3 : Outward FDI flows annual 1991-2013

Source: UNCTAD Stat 2013.

Global FDI flows in table as following

FDI Flows	Increase	Declined	Total amount	Affected Economies
FDI flows to developed countries		14%	US\$ 511 billion	USA and EU
FDI flows to transition economies		50%	US\$ 45 billion	Due to the sanctions on the Russian Federation
Flows to developing economies	4%		US\$ 700 billion	Asia and Africa
Individual Countries				
China	3%		US\$ 128 billion	Mainly in service sector. Manufacturing sector fell
India	26%		US\$ 35 billion	Despite of macroeconomic uncertainties and financial risks

Source: UNCTAD: Global Investment Trends Monitor, No. 18, 29th January 2015

Three Mega Regional Integration Initiatives: TTIP, TPP and RCEP- show diverse trends in 2013-14.

Source: UNCTAD: Global Investment Trends Monitor No. 15 28 January 2014

Free Trade Agreement (FTA): European Union-India Free Trade Area

A free trade pact between the European Union and India was expected to set the momentum for growth of trade relations. Even though the ambitious Free Trade Area planned agreement had been pursued for Nine years between the European Union and India, it was evident that there were some significant obstacles that threatened its materialization. The European Union demands that India reduce tariffs on products such as wine, motor vehicles, milk and dairy products. If India does so, the products from the European Union region were heavily subsidized and hence would sell cheaper in India than the local similar products, and the potential consequence will take place as possible “death” to the local industry producing similar products, especially dairy sector.

It was also noticed that all car manufacturers in India were found to be concerned about reduction of tariff being implemented on finished automobiles otherwise referred to as completely built units (CBU). The study exposed the fact that there was a significant concern that lowering tariffs on Completely Build Units would harm the local industry of car manufacturers. Further possible consequences noted with respect to lowering of tariffs on such cars included reduced investment in automobile industry by the local Indians and loss of employment opportunities. Moreover, India would become dependent on foreign manufactured cars from the European Union countries. If the reduction in tariffs on imported cars would not be managed appropriately, it could result in the reduction in domestic output, massive loss of jobs, substantial revenue tariffs and negative implications on trade balance .

Another issue that would contribute as an obstacle was related to opening up of the Indian banking sector; according to the finding of the study, the European Union wanted India to do away with restriction on its banking licenses and foreign ownership of financial institutions as part of the Free Trade Area deal. The European Union had also requested India to do away with priority sector lending on locally incorporated European Union-based banks and other financial institutions. All these requests were viewed as suspicious by India.

Main aspects of Free Trade Agreement (FTA)

- Projected foreign direct investment (FDI) and Economic growth in India.
- Trade policies in India non-tariff barriers, services and regulatory issues.
- Main obstacles for trade and scope for implications under free trade agreement.
- Implications of free trade agreement (FTA) integration legislative and administrative issues.
- The entire framework deals with the Sussex Framework 2005.
- The main idea is to eliminate the potential problems and issues that affect the trading.
- Preferential Trade liberalization involves a process of shallow (negative) integration. This leads to trade creation and diversion.
- Trade creation leads to removal non-sufficient goods in the domestic market with sufficient imported goods.
- Trade diversion occurs when sources of supply switch away to more non-partners to less efficient non-partner countries.

India already entered with a number of trade agreements. Import licensing system was abolished this led grow of trade from 17 per cent in 1999 to 79 percent in 2005. Export prohibitions are there in certain areas on Health, environmental and moral grounds. These issues will be eased by free trade agreement (FTA) and bring in more cohesiveness between

EU and India. This will also increase from 1.3 percent exports of the European Union to India substantially. For this the free trade agreement (FTA) aims at Deep Integration between the two to remove the barriers.

India-EU Perspective

Today, India becomes a favorite destination among foreign investors. A destination with full of highly skilled professionals and hard working young generation at lower cost which can give them full guarantees of success for their business in India. India is a second largest country of English speakers and best destination for out sourcing as considered largest service provider in the world. Diversity of this country becomes blessings of the continent and keeping continuation economic and political growth on high speed. Middle class people is growing rapidly faster than anywhere else in the world, which makes India as one of the most attractive destination among world community. In spite of the rich heritage and past glories of culture, today the identity of this country has been changed. India was a symbolic country of snake and saints with rich culture and civilization. Today's India is well known for; high budgets capital flows in the country by foreign investors, awareness in middle class societies, dynamic hard working young generations, and sustainable economic growth. The continuation of economic growth and developing middleclass society itself is making strongest position of the country that India is the next meager player in the world economy with the capacity to maintain balance of power in International Relations.

At the same time the structural model of European Union matches to Indian demands when region of Europe has emerged as a global actor. Relation between India and Europe is very old and important. Now, when European Union emerged as a political entity as a regional institutionalized polity towards central power system and Union Federal State; in current scenario the political will for the internal policy of the European Union seems to be very weak and lack of established institutions. The question is how such a polity can be an actor in world politics by balancing relations with emerging giants? The set up of European Union's regional agency and common foreign policy is a new and under researched phenomenon, which has come to life due to the transformation of the European Union from being mainly an instrument for economic co-operation and political actor trying to shape external relations of the member states. The structure of European Union in compare to India is quite similar in first look as one constitution, one central government, secular and democratic society with rule of law based on internal market policy and supported by all political parties and local State governments but EU as a federal system is very different than India.

In fact, European Union is implementing the similar federal model of development increasing EU from 15 to 25 and then to 28 states was a great, unprecedented even in the history of European integration and international relations. After its recent expansion, EU has become the biggest economic zones in the world, which produces 30% of the global GDP and makes 17% of the global trade. The per capita income in the new member states increased from 40% of average income in the "old EU" in 1989 to 52% in 2008. In the most expert's opinions, the recent accessions brought Europe notable benefits and strengthened its position in the world. Today EU is the biggest community in the world, which merges features of developed international organization with a federal structure of a union state.

The current presence of federal EU struggling in political provisional existence with national egoisms and lost its vigor vision as one united Europe. Policies like energy, immigration, fiscal, climate change, defense etc. still stay as national government priority

policies rather than European Union as community. Stronger states are more dominating than weaker members over political and economic policies. Two strongest members state-Germany and France moving away from each other in order to save their national interest.

According to Sławomir Sowiński, “the European Union is a historic experiment and a phenomenon where a quite strong economic and political community is built not on the basis of community of national experiences but in a sense against them. A bond of this supranational political and economic unity shall be not only common interests but also shared values. In other words, the reason why a German pensioner should share their Euro with a Greek student, and a Swedish or French businessman contribute to building roads in Poland or Bulgaria should not only be a common European interest (good holidays in Greece with a comfortable transit through Poland), but also common European identity, responsibility, solidarity and subsidiarity”

Now, the problem with the European Union is that idea of common European home seems to be disappearing and individualism with egoism is growing. Single currency as Euro is in question and member states are returning to the idea of “old good” national times with national color and currency. Thus, it is very necessary for EU policy makers to realize and identify the role of EU for today and for the nearest future by 2020. They need to bring reform in their structural policies immediately as urgent basis in order to create an identity of the European Union as world player. Author believes that the European Union is still in the process to find its presence in international affairs; in one part how to maintain its relations with old alliance such as USA and Russia, and another with arising powers like China, India, Brazil and South Africa.

Comparing with such EU federal model with India that is more stable and reliable with defined goals and objectives. India called a country of contrast with “unity in diversity” since 15th August 1947 (as an independent nation) and practicing successfully democratic society with more than 500 languages with 29 states and 7 Union Territories of India. Today with 1.28 billion people India became largest democratic country in the world with 67 years of federal structural experiences and today considered as fastest growing economy in the world.

India-Poland Perspective

India and Poland share many similarities though both countries are different. Historically, India and Poland has experience of a period of socialist economic system and also enjoyed close relations with the Soviet Union. Most strikingly, both countries had undergone economic transformation whereby both systematically and gradually transitioned their economies from socialist models to capitalist one. In central Europe, Poland had been considered as the main partner of India, in terms of trade and economic cooperation. India viewed Poland as a link between it and the Western Europe.

The relations between India and Poland are friendly and culturally deep-rooted for over centuries. These are exemplifying by peace, and cooperation in the international arena. Poland being one of the largest countries in the Central Europe, and the continuous growth of its economy even in the period of recession in the European Union, both look at each other to augment their economic relations further, in the era globalization and liberalization. In this case, the study also purposed to evaluate the role of the European Union in the relations between Poland and India.

Contemporary Relations between India and Poland

Poland was found to be India's largest trading partner in within the region of Central Europe and again the sixth largest economy in the European Union. Therefore, Poland served as the main "gateway" through which India could easily access the expansive European market. In this case, there were greater incentives of the investors from Europe and also a greater opportunity and chance to realize growth for Poland.

India's economic potential had made it one of the most significant Poland partners within the Asian region. Poland's exports to India mainly constituted equipment for power stations, arms, railways equipment, steel products and mining equipment among others. From the beginning of 2004, Polish exports to the Asian nations, India inclusive, had been rising. It was note that during the initial years of the 21st century, the trade volume between India and Poland rose by about 30 per cent. Poland's main imports from India included coffee, pepper, tea, tobacco, cotton products and fiber. This amounted to approximately \$2.2 billion in 2014 . In the period between 2005 and 2006, the exports from Poland to India amounted to approximately \$89 million. This mainly included military ware and geophysical services. Exports of machines and other equipment during the same period amounted to approximately \$32 million. At the end of 2008, Polish investments in India amounted to approximately €35.6 million while that of India in Poland amounted to approximately €28 million.

However, Poland was found to have recorded serious trade deficit in its commercial relations with India. The relations between India and Poland could have been affected by the ambivalent perception of India toward the European Union. Poland was the sixth biggest economy within the European Union; this was considered in terms of size. It was noted that during the 2009, when the experienced an economic global crisis, Poland was the only nation from the European Union to record an approximate 1.8% growth.

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Aligning Organizational Culture among Hierarchical Levels in the Aerospace Cluster Companies

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ABSTRACT:

Nowadays, competitiveness and globalization are challenges that organizations face and that without a model of strategic management that will ensure competitiveness through certain competitive advantage are unlikely to achieve their permanence and sustainability.

In order to create and maintain a sustainable and enduring competitive advantage companies should invest in their human talent and manage strategically their organizational culture. Organizational culture has a direct impact on the effectiveness of organizations and is necessary to guide change in the culture to align the direction of the organization in order to have a strong corporate culture (Cameron and Quinn, 2006, Rollins and Roberts, 1998, Kotter and Heskett, 1992, Schein, 1999). Strengthening the organizational culture should be a process that must involve the entire organization by taking into account the preferred culture that is affected by environmental changes and by local cultures, in this case, the culture of the different hierarchical levels.

The purpose of this study is to assess the current and the preferred organizational culture among the different hierarchical levels in the Mexicali Aerospace Cluster Companies, to analyze the alignment of their corporate culture, thru the Organizational Culture Assessment Instrument (OCAI) proposed by Cameron and Quinn.

Keywords: *Organizational culture, Human Talent, Aerospace Cluster, OCAI.*

Introduction

Nowadays, competitiveness and globalization are challenges that organizations face and that without a model of strategic management that will ensure competitiveness through certain competitive advantages are unlikely to achieve their permanence and sustainability.

In order to create and maintain a sustainable and enduring competitive advantage companies should invest in their human talent and manage strategically their organizational culture. Organizational culture has a direct impact on the effectiveness of organizations and is necessary to make changes in the culture to align the direction of the organization in order to have a strong corporate culture (Cameron and Quinn, 2006, Rollins and Roberts, 1998, Kotter and Heskett, 1992, Schein, 1999). Strengthening the organizational culture should be a process that must involve the entire organization by taking into account the preferred culture that is affected by environmental changes and by local cultures, in this case, the culture of the different hierarchical levels (Abazi and Kercini, 2013).

Whereas research in academic articles written in the last 10 years and more specifically the last two, we focus this study in the area of Change Management, mainly focusing in organizational culture change so that it will permeate throughout the organizational structure, strengthen their corporate culture and contributes in achieving the company's strategic goals.

This research was focused on the aerospace industry located in Mexicali, B.C., México, as one of the most important in the region and with the greatest growth in the short and medium term among industry sectors; and also, because through literature review it was detected a considerable gap on the subject of this study in this industry despite being one of the most promising international and locally.

The purpose of this study is to assess the current and the preferred organizational culture among the different hierarchical levels in the Mexicali Aerospace Cluster Companies (MACC), to analyze the alignment of their corporate culture, thru the Organizational Culture Assessment Instrument (OCAI) proposed by Cameron and Quinn (1999).

Literature review

"Culture" has been studied from the perspective of different disciplines, including: anthropology, sociology, psychology, social psychology, management, including cognitive sciences. Even when they have identified more than 150 definitions of culture (Cameron and Quinn, 2011, cited Kluckhohn, Kroeber and Meyer, 1952), the two main areas of study of culture are the Anthropological and Sociological.

From the anthropological perspective it is considered that organizations are cultures (Kotter and Heskett, 1992; Cameron and Quinn, 2011). From a sociological perspective, culture is regarded as a property of the organizations, as mentioned by Cameron and Quinn (2011) organizations have cultures. This sociological perspective has predominated.

According to Edgar H. Schein (2008) "the culture of a group can now be defined as a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, in relation to those problems", agreeing with Cameron and Ettington (1988), O'Reilly and Chatman (1996), Schein (2010), Cameron and Quinn (2011) established that organizational culture (OC) 'is a socially constructed attribute of organizations that serves as the social glue binding an organization together' supporting also, that the 'concept of culture refers to the taken-for-granted values, underlying assumptions, expectations and definitions that characterize organizations and their members' (2011, p. 18).

What is important for organizations and their leaders, is to measure and change organizational culture to enable the organization to achieve its strategic goals, improve their performance and effectiveness, this is achieved in a mayor proportion by managing strategically the OC. Rollins and Roberts mentioned it as follows: "Improve the performance - of an organization-may require alignment of other aspects of the organization such as - Strategy, organizational structure, rewards and recognition, work processes, among others with culture existing work" (1998).

Furthermore, Cameron and Quinn (2010) say that in our current turbulent times when the pace of change has been accelerating and the only thing imminent is change, we should be generating the change in the culture of the organization so that it is align to the company desired results; but for that we first must be able to diagnose or measure it. They proposed a measurement instrument based on the Competing Values Framework (CVF) (Quinn y Rohrbaugh, 1983), originally developed as a research to determine the main indicators of organizational effectiveness (Cameron and Quinn, 2011), Starting with the list created by Campbell, Brown, Peterson and Dunnette (1974) on thirty-nine indicators for measuring organizational effectiveness, Quinn and Rohrbaugh analyzed these indicators to determine

possible patterns or clusters (statistical); through a statistical analysis of the thirty-nine indicators they detected two major dimensions and organized into four clusters (statistical).

The first dimension discriminates those effectiveness indicators that emphasize flexibility, discretion and dynamism of those who emphasize stability, order and control; the second dimension differentiates the effectiveness indicators that emphasize the inner guidance, integration, and unity from those who emphasize the external orientation, differentiation and rivalry. These two dimensions form four quadrants, each representing a different set of indicators of organizational effectiveness (Cameron and Quinn, 2011).

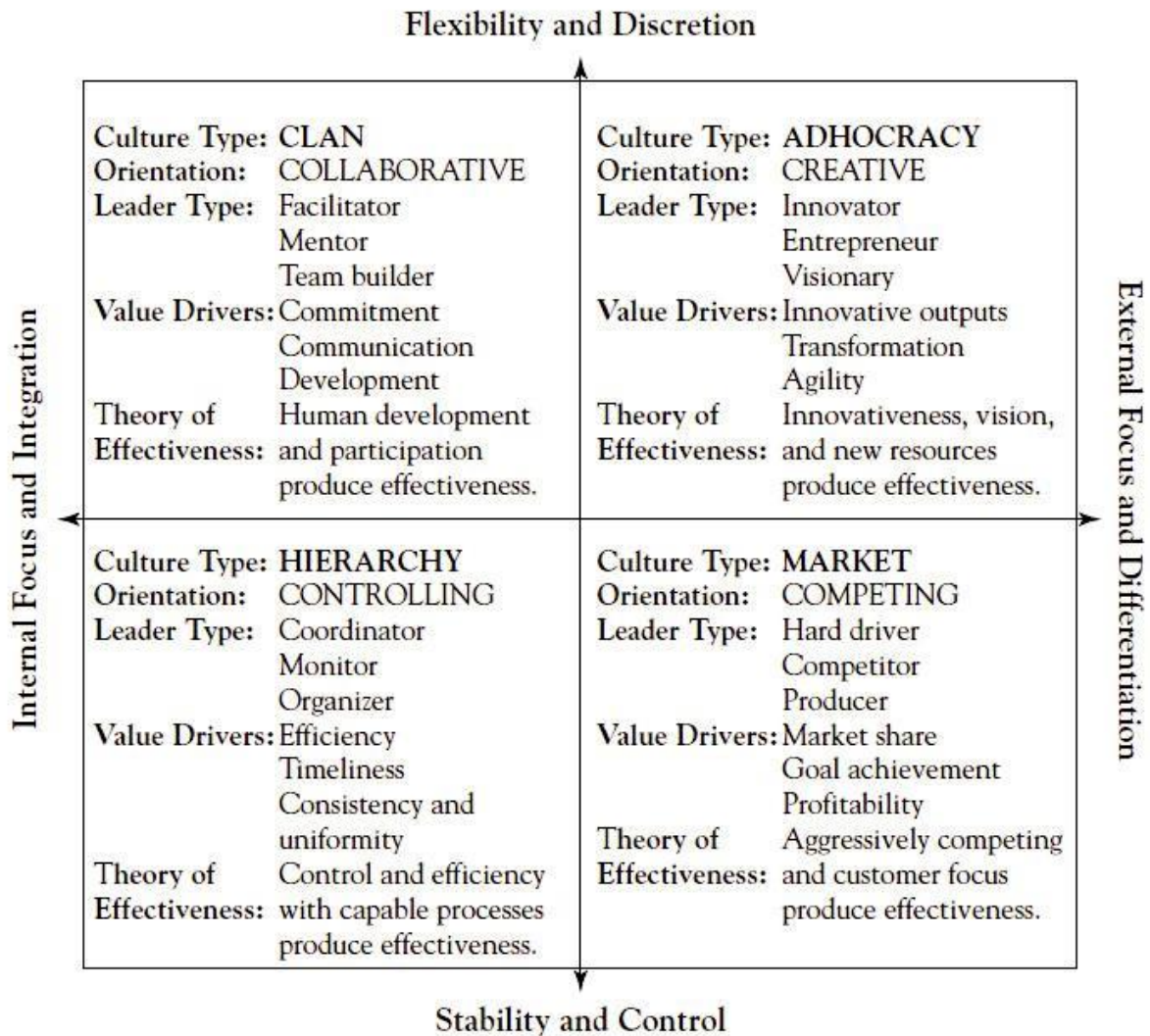


Fig. 1: The Competing Values Framework (Source: Cameron and Quinn 2011)

The four quadrants established and the relationship between them, are shown in Figure 1. These effectiveness indicators represent what people value about the performance of an organization, what they consider right or proper or right, wrong and wrong. The four clusters (statistical) indicators therefore define the fundamental values on which organizations are measured.

It is noteworthy that the CVF has been validated and used in numerous studies and research on various topics both leadership (Zafft, Adams and Matkin, 2009; Latham, 2013), organizational culture (Berrio, 2003; Kangas, 2009; Demir, Ayyildiz and Erturk, 2011; Ubius and Wings, 2009), organizational structures, performance and organizational effectiveness (Acar and Acar, 2014; Hartnell, Ou and Kinicki, 2011), organizational strategy (Panayotopoulou, Bourantas, and Papalexandris 2003; Ruzevicius, Klimas and Veleckaite, 2012) corporate social responsibility (Ubius and Wings, 2009) among others (Reiman and Rollenhagen, 2012).

Cameron and Quinn (2011, p. 173) designed the Organizational Culture Assessment Instrument (OCAI) considering 6 dimensions or factors to assess: 1) Dominant characteristics, 2) Organizational leadership, 3) Management of employees, 4) Organization glue, 5) Strategic emphases, 6) Criteria of success. The authors also added three dimensions that in their opinion prevail in the extensive literature of organizational culture measurement: 1) Strength of culture, 2) Consistency of culture and 3) Type of culture; The first concerns the power exercised by the culture to impact the performance of the organization and what happens in it; the second refers to the degree to which the culture reflected in a part of the organization is similar and consistent with the reflected elsewhere or other level of the organization. And the third refers to the specific type of culture that is reflected in the organization.

Methodology

The research methodology used for this study was to select the most representative companies from Mexicali Aerospace Cluster in terms of number of employees, organizational structure, development and strategic plans described by the Cluster management team. Five organizations, from the aerospace industry, dedicated to manufacturing and design as well, were the subject of research, in which through the (OCAI) their type of OC (current and preferred) was diagnosed, in order to determine the OC alignment among the four senior levels that were selected, that is, the OCAI was applied to Vice presidents of the 5 companies, then to Directors, then Managers and subsequently Coordinators and/or Leaders; the assessment of the organizational culture of each level in each company was conducted quantitatively. It is noteworthy that the sample was not calculated probabilistically, it was based on the Cameron and Quinn (2011) model, the authors suggest an application of 25 OCAI's per organization.

The research model contemplated therefore, the application of 25 OCAI's per company distributed among the four hierarchical Senior levels as mentioned above, one assessment instrument was answered in the first hierarchical level, in the second hierarchical level eight instruments, on the third hierarchical level eight instruments and in the fourth and final hierarchical level the last eight, obtaining the twenty five assessment instruments of organizational culture (OCAI's) per company, and 125 applied in total.

After applying the OCAI's the scores were assigned following the instructions by Cameron and Quinn (2011, pp. 33-34) model, it uses simple arithmetic averages, and afterward plot and interpret organizational culture profiles to analyze the obtained results. The analysis was done by hierarchical level to establish the alignment between levels and alignment and congruence level among the 6 dimensions which the OCAI considers, per company and with the average of the five companies.

Findings

Figure 2 shows the alignment of the current OC (average) between the different hierarchical levels of the Aerospace Cluster of Mexicali, where an important similarity is displayed in profiles of organizational culture obtained between the different levels, this denotes a certain alignment between them, yet it is detected that the hierarchical levels one (N1) and two (N2) are more likely to perceive the current culture as Hierarchy type, the hierarchical level three (N3) perceive an emphasis on Market culture type, while level four (N4) most inclined to the culture type of Clan (Cameron and Quinn, 2011) perceived. The definition of cultural alignment considers the degree to which a culture is shared across different levels of the organization (Bezrukova, Thatcher, Jehn and Spell, 2011), or in other words, organizational levels, or, hierarchical levels.

In Figure 3 we see some level of similarity between the OC profiles of the different hierarchical levels of the MACC (average), where it is shown that the preference of the Directors of the four hierarchical levels favors an increased emphasis on the OC type of Clan within their organizations (Cameron and Quinn, 2011); This is largely reflected in the vision of Vice (N1), even if the other levels are aligned in a certain degree.

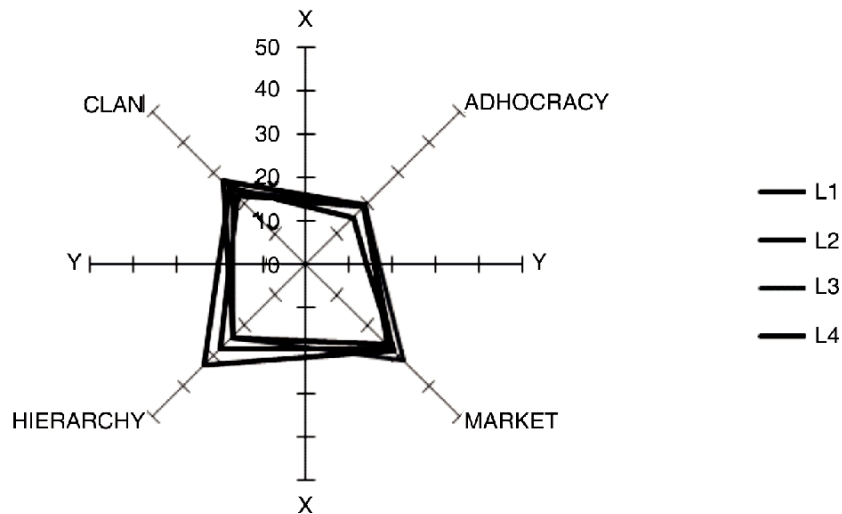


Figure 2: Organizational Culture Profile Plot for the Mexicali Aerospace Cluster (Now)

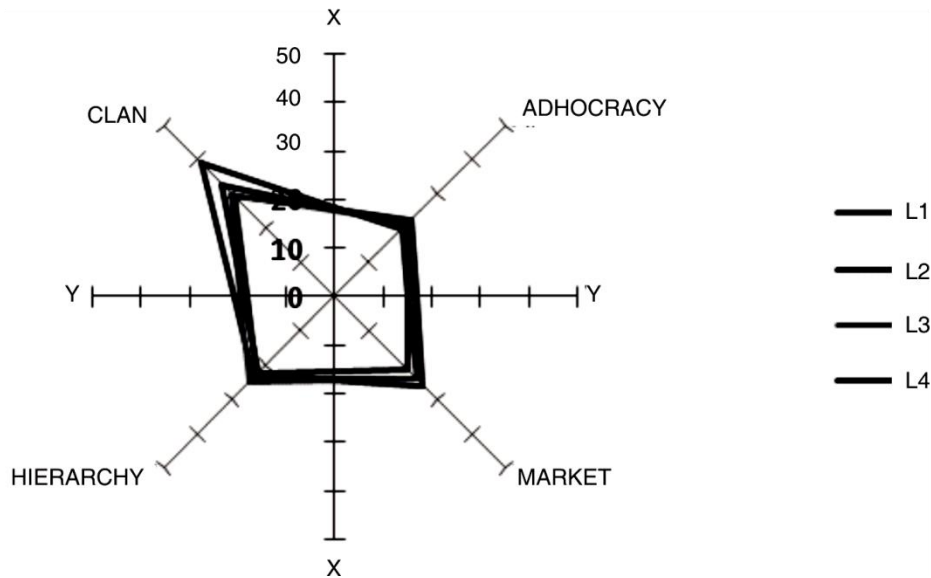


Figure 3: Organizational Culture Profile Plot for the Mexicali Aerospace Cluster (Preferred)

Conclusions

The relevance of this study is based on the information generated for the companies in the Aerospace Cluster and the aerospace industry that will determine whether or not the necessary efforts to generate the organizational culture change needed and identify which hierarchical levels will required more effort, and also, to identify those areas (dimensions) that require more attention on the medium term.

Although the study was conducted in companies in the aerospace industry, the information generated could be useful to other local or regional companies from different industries. Additionally, this research may serve as the basis for other researchers in the study of change management, consultants in organizational development, as well as for providing useful knowledge related to the area of personnel management; in addition to schools, colleges or universities where subjects of strategic management, talent management, organizational development and related subjects are taught. It is possible to establish that the nature of knowledge generated by this research is in the field of strategic management and organizational culture if companies work and guide their efforts to permeate their organizational culture throughout the company and aligned it with the strategy of the organization, they will strengthen and grow in terms of effectiveness and sustainability.

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GREEN REVOLUTION FOR COMPANIES

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ABSTRACT

Leading brand companies are increasingly recognizing that environmental issues have the potential to impact brand value. Green works as a "third button" in marketing-first marketers focus on price and quality, and then grabs the market with green. Consumers passionate about green will remain small, but green products are able to appeal to main stream consumers by offering "non-green" consumer values (such as convenience and performance). Innovate the products, thus become a challenge to the marketers. In this project report we want to show the Eco-innovations, i.e. developing new products and processes that provide customer and business value but significantly decrease environmental impacts, have attracted increased attention. Consumers are buying green products - but not necessarily only for environmental reasons. The market for organic foods and energy-efficient appliances is growing because consumers desire their perceived safety and accrued money savings. From this paper we want to show the increasingly wide varieties of products on the market that support sustainable development include products made from recycled goods; products that can be recycled or reused; efficient products, which save water, energy or gasoline, save money and reduce environmental impact; products with environmentally responsible packaging; organic products which offer promise of quality; a service that rents or loans products -such as toy libraries and certified products, which meet or exceed environmentally responsible criteria. We have touched the areas like how Companies can green themselves, market and non market context, strategies of green marketing, managerial implication, companies adopting green marketing, advantage and disadvantage of green marketing, policies of green marketing, and decision towards green marketing. It believes that there are five actions that define green brand leaders.

Our main objective is to examine issues in understanding the relationship between the marketing discipline, the public policy process and the natural environment.

This paper employs the term green marketing to refer to the strategies to promote products by employing environmental claims either about their attributes or about the systems, policies and processes of the Companies that manufacture or sell them. And lastly to show, green marketing as a corporate strategy. Along with manipulating the traditional marketing mix (product, price, place and promotion), it requires an understanding of public policy processes.

Key Words: Green works, "non-green" consumer values, green marketing.

INTRODUCTION

According to the American Marketing Association, green marketing is the marketing of products that are presumed to be environmentally safe. Thus green marketing incorporates a broad range of activities, including product modification, changes to the production process, packaging changes, as well as modifying advertising. Yet defining green marketing is not a simple task where several meanings intersect and contradict each other; an example of this will be the existence of varying social, environmental and retail definitions attached to this term.

Other similar terms used are Environmental Marketing and Ecological Marketing. Thus "Green Marketing" refers to holistic marketing concept wherein the production, marketing consumption and disposal of products and services happen in a manner that is less detrimental to the environment with growing awareness about the implications of global warming, non-biodegradable solid waste, harmful impact of pollutants etc., both marketers and consumers are becoming increasingly sensitive to the need for switch in to green products and services. While the shift to "green" may appear to be expensive in the short term, it will definitely prove to be indispensable and advantageous, cost-wise too, in the long run. Green marketing subsumes greening products as well as greening Companies. In addition to manipulating the 4Ps (product, price, place, promotion) of the traditional marketing mix, it requires a careful understanding of public policy processes. Green marketing mainly focuses on promoting products by employing claims about their environmental attributes or sell them. Secondly, it focuses on product and pricing issues. Drawing on multiple literatures, it examines issues such as what needs to be greened (products, systems or processes), why consumer purchase/ do not purchase green products.

HOW COMPANIES CAN GREEN THEM SELVES

Companies can green themselves in three ways: Value-addition processes (Company level), management (Company level) systems and products (product level). Greening the value-addition processes could entail redesigning them, eliminating some of them, modifying technology and/or inducting new technology – all with the objective of reducing the environmental impact aggregated for all stages. A steel Company may install a state-of-the-art furnace (new technology), thereby using less energy to produce steel. Companies could adopt management systems that Create conditions for reducing the environmental impact of value-addition processes. A good example is the Responsible Care program the chemical industry, which establishes systems to promote environmental, health and Safety objectives. However, management systems' efficacy for greening value-addition processes is difficult to quantify if they are not accompanied by performance measures. Thus, by having measurable (therefore, easily monitored and understood) performance indicators, Companies can make verifiable claims about the environmental impact of their management systems.

MARKET AND NONMARKET CONTEXTS

Companies may choose to green their systems, policies and products due to economic and non economic pressures from their consumers, business partners (the market environment), regulators, citizen groups and other stakeholders (the non market environment). Market and non market environments impact each other. Thus, Companies need to adopt an integrated approach to their market (in the context of house hold consumers in the discussion below) and non market strategies. For example, in adopting green marketing policies, Companies may encounter many challenges such as disconnect between consumers' attitudes and actual behaviours, and their unwillingness to pay premiums for green products. This may be partially rooted in consumers' scepticism of environmental claims. Thus, regulatory and policy issues on environmental claims (such as labelling or advertising) that arise in the non market arenas may have bearing on Companies' market strategies.

Since the 1960s, environmental issues have gained importance in business as well as public policy discourses. Recent polls report that 87% of U.S. adults are concerned about the condition of the natural environment, 80% believe that protecting the environment will require major changes in current life-styles and 75% consider themselves to be environmentalists. Not surprisingly then, some scholars believe that consumers are willing to pay premiums for green products because consumers often prioritize green attributes over traditional product attributes such as price and quality: 50% of Americans claim to look for environmental labels and to switch brands based on environment-friendliness. Some scholars claim that green policies/products are profitable: green policies can reduce costs; green Companies can shape future regulations and reap first-mover advantages. However, this does not seem to be the norm within and

across most industries. Many believe that green policies are expensive, especially after the initial gains – the ‘low hanging fruit’ – in reducing end-of-the-pipe pollution have been harvested. As result, Companies often need to charge premium prices for green products. Of course, if green products were cheaper than other products, their premium pricing would be less of an issue for consumers. The above discussion raises two issues regarding consumers’ benefit–cost calculus: first, whether consumers regard greenness of products/Companies as ‘hygiene’ or ‘motivating’ factors, and second, to what extent green products create social benefits but impose private costs. Extending Maslow’s (1943) theory, Herzberg (1966) developed a theory of work motivation that focused on two work-related factors: those that motivated employees (motivators) and those that prevented dissatisfaction among them (hygiene). A key challenge for marketers to understand whether consumers view firm/product green in gas motivating factors their presence induces consumers to purchase given product; preference for a product is an increasing function of the greening level) or hygiene factors (their absence may bother consumers but, after a low threshold of greening, the preference for a product is not an increasing function of the greening level).

Green products (for example, the one with a higher percentage of recycled inputs is favoured), green policies/products are motivating factors. Managers, therefore, have economic justification to ensure that their Companies/products are greener than their competitors’. However, if consumers do not care much about who is greener, but they do penalize Companies that violate environmental laws or emit high levels of toxins, greenness is a hygiene variable – 33% of adults claimed to have avoided buying products, at least occasionally, from companies with poor environmental records. If so, then the managerial task then is to obey environmental laws, to stay out of trouble with the regulators and to avoid bad press by undertaking minimal beyond-compliance initiatives.

GREEN MARKETING STRATEGIES

Marketing literature on greening products/ Companies builds on both the societal and social marketing research. Societal marketing implies that organizations (governments, businesses and nonprofits) need to determine the needs of target markets and to deliver the desired satisfactions in a way that enhances the consumer’s and the society’s wellbeing. Social marketing focuses on designing and implementing programs that increase the acceptability of a social idea, cause. Traditionally, marketers focus on individual needs for designing/marketing products to best serve these needs.

This approach is predicated on two assumptions. First, individuals are motivated by the promise that products will satisfy their needs at outlays acceptable to them. Second, individual actions do not have significant externalities (the divergence between public and private costs/benefits), positive or negative. The presence of externalities often instigates actions from the non market environment, mainly in the form of governmental regulations. Unlike traditional marketers, social and societal marketers seek to persuade consumers to alter their behaviours that have significant externalities. However, these behavioural modifications may not directly/sufficiently benefit consumers or the benefits may also be no excludable.

MANAGERIAL IMPLICATIONS

Green marketing subsumes greening products as well as greening Companies. Though normative concerns impact consumers' and Companies' decision making, economic aspects of green marketing should not be neglected. Managers need to identify what ought to be greened: systems, processes or products? Consumer apathy to green products is due to many factors, including inadequate information about levels of greenness, lack of credibility of Companies' claims and the tendency to free ride. It also seems those green products that offer direct excludable benefits to consumers (such as pharmaceuticals with minimum side effect and nutritious and natural foods) would have higher acceptability. Consumer apathy may also be attributed to the belief that individual actions alone cannot impact the macro picture, and collective endeavours are impeded by free riding. To tackle these market-related problems, perhaps initiatives in the non market environment may bear fruit. To curb free riding and to reassure consumers that their actions will have macro impact, some green marketers favour policies/regulations that lead to collective sacrifices. This leads to another set of challenges, because environmental issues are often highly contested in terms of their etiological and solutions. Many such disputes are attributable to ideological and economic factors.

COMPANIES ADOPTING GREEN MARKETING

- VIDEOCON
- COCA- COLA
- PRIUS
- NOKIA

HOW TO TAKE ADVANTAGE OF GREEN MARKETING Use Those Quotation Marks

Did you notice how I put "Green" in quotation marks up there? This is the most important rule for a new "Green" ad campaign to follow. Putting "Green" in quotes has a couple benefits. The first benefit is that it shows people that "Green" is a reference to the environmental movement and not the last name of some football player. Secondly, quotation marks make the word "Green" look like it's sweating from the pure heat of the sun. And things that spend more time in the sun are automatically better than something that spends all his time indoors hunched over a keyboard listening to Our Lady Peace while his lifeguard neighbour has a car.

Work In the Colour Green

This might be hard for companies selling products that aren't already coloured green, but studies have shown that a green-coloured product combined with environmental slang can skyrocket sales. For example, if your company sells lettuce, slapping "Green" on a lettuce ad might sell consumers who initially planned to just find a field full of grass. Let's try a visual example using a popular American product — Coke. Here's how effective a Coke ad is with just the word "Green" added

Open the Rainforest

I don't know about you, but I feel like drinking an entire ocean full of Coke. Coke needs to drain the Atlantic and then refill it with Coke. Based on the above ad, I'm convinced that an ocean full of Coke is the ideal environment for sea life. Now here's a coke ad with both the word "Green" and the colour green.

Flaunt the Use of Natural Ingredients

Environmentalists love products that use natural ingredients. Unfortunately, not many companies stress this in their advertising.

Don't Forget Recycled Materials

Another great tip for successful "Green" advertising is to use recycled materials in your product or product's packaging. "Green" conscious consumers love using recycled objects. There are some places in the country where you can drop a used Q-tip and someone will snatch it up before it even touches the ground. Please don't try this with Q-Tip the rapper, as the results are completely different.

It is possible a "recycled material" strategy to backfire. I think we all remember the failure of Pepsi's Summer Mix. Consumers quickly caught on that Pepsi was just sweeping all their spilt cola into the vat marked "Summer Mix." Most people won't trust something that is 100% recycled, and, in Pepsi's case, no one trusts something that tastes 100% recycled.

ADVANTAGE AND DISADVANTAGE OF GREEN MARKETING **Advantages** - with the proliferation of environmental stories in the press and broadcast media, individuals (whether as a consumer or acting for a company), are more aware of their personal responsibility to try to make a difference. Appealing to this need can increase response rates to marketing executions and build brand loyalty.

Disadvantages - the press are waiting in the wings to pounce on any company that makes unsubstantiated or inflated claims about their greenness. This can result in a consumer backlash.

Effective green marketing targeted at the right audience will make a difference. The corporate realize its importance. Go to Marks and Spencer and read about their 'A Plan'. Smaller businesses are slow to catch on and don't really understand the implications of getting it wrong.

However, some businesses base their whole model on being green, e.g. ecowebhosting.co.uk. Green marketing is very low on the agenda of most businesses and therefore it's still an under-leveraged USP. On a more serious note, if green marketing doesn't have an impact on business process, i.e. becoming green, then chances are the business lacks integrity and is just chasing the 'green pound'.

DECISIONS TOWARDS GREEN MARKETING

Green Responsibility

There is an increasing need for businesses to emphasize on green marketing concerns in their mission statements. Green efforts must also prove to be economically viable for companies to engage in green marketing activities. Green Marketing remains the responsibility of the main stakeholders – consumers, the business and the government. The results show that a serious effort to green up a company's image can yield long-term and even global benefits.

Packaging issues, Legislations, Green marketing practices

Increasing attention is being paid to packaging, a component of product in the marketing mix. It is being recognized that packaging is important not only from a functional viewpoint, but also in terms of marketing to the customer. One of the constraints on packaging is environmental issues. These are becoming increasingly important internationally, from both a legislative and consumer perspective. In this study the perceptions of the members of the packaging value chain as regards the functional, marketing and environmental issues surrounding packaging have been examined. It is found that functional aspects appear to be the most important, followed by marketing aspects.

Segmentation green Buyers

The survey results urge the need to identify members of the population who are likely to be concerned about environmental issues. The main green cluster has been identified as the Pure Greens, the Moderate Greens, the Light Greens, the Poor Greens and the Indifferent Greens. 33.6% of the Buyers are 'Light Greens', that is, with a high potential for moving into an upper level in the green hierarchy. The challenge that is faced now is to institutionalize good systems and procedures that can facilitate the fast transformation of the market into a green one. It is important to create awareness among consumers that there are alternatives and that even small contributions that involve little sacrifice actually make a difference. A debate on the roles of and responsibilities of the various stakeholders and interested parties as well as the right structure and guidelines for the eco-labels is a necessary first step to address the above challenge.

Role of Government towards Green practices

If companies of Mauritius succeed in attracting green-oriented consumers, they will have to continue working to keep them.

To provide good environmental products and sound environmental messages, the Government of Mauritius must play an active role. Government should invest heavily in recycling plants, waste water management and Sensitize the population on general issues about environmental problems and the need to cater for environmental concerns. The use of green bins must be encouraged by Local Councils (Municipalities & District Council) of Mauritius. The government is also urged to make green products tax free so as to encourage green promotion. Investment in green marketing activities should be facilitated.

Green Communication Strategy

In many instances, the environmentally damaging aspect of a product as technical in nature (e.g. mercury on batteries or phosphate in washing powders), consumers need to be educated on the hazards of using such products and the benefits of using their green equivalents. Thus communication is another key factor to the marketing of the marketing of green products. The present suggests that opportunities exist for advertisers to implement successful green appeal campaigns.

Environmental Consumerism

Participants with specific beliefs about the environmental impact of the purchase and use of consumer products are very likely to hold pro-environment attitudes. For instance, people who attached importance to the purchase of products made with recyclable materials or packaged in reusable containers were more likely to care about the quality of the environment and the wise stewardship of natural resources. Women and men were equally likely, however, to attempt to conserve natural resources, to take part in political or organizational activities for environmental reasons, and to consider safety to the environment when buying a product.

Eco Strategic change management concept

Just like any integrated marketing communication approach, green marketing must involve extensive coordination across functional areas to be effective. Strategic greening in one area may or may not be leveraged effectively in others. A firm could make substantial changes in production processes but opt not to leverage them by positioning itself as an environmental leader. So although strategic greening is not necessarily strategically integrated into all marketing activities, it is nevertheless strategic in the product area. To realize these strategic benefits will require an innovative firm with the will to question the very basis of what and how it operates.

Innovative companies choosing to adopt a strategic environmental marketing focus need to continually re-evaluate and improve their overall performance. This is necessary because knowledge and acceptable environmental practices are continually changing.

Marketing and Promotion of organic product

Both consumers and managers have very positive attitudes toward organic produce. However, from the managers' point of view, limited demand and high prices were major concerns. On the other hand, consumers were primarily concerned by the limited availability. In order to increase demand, considerable efforts are needed to increase availability and improve the distribution systems.

Making organic produce an essential part of the product lines of conventional supermarkets will increase availability, thus improving distribution and reducing price differentials. Furthermore, as more organic produce arrives in the marketplace, prices are likely to drop. More demand will lead to more supply and more competition, and, as a result, lower prices. Government policies related to the provision of market information to marketing decision-makers and consumers could also improve the performance of the organic marketing system. Promotional efforts will have to focus on 'educating' consumers on the relationship between organic produce, health and the environment. Lifestyles of Mauritian consumers are changing and, given the increased interest in nutrition and exercise, organic sensibility is likely to be well received by consumers.

Growth of Organic farming and Government support

Furthermore, given managers' concern about the lack of production standards for organic produce, government legislation on standards and labelling would increase their willingness to stock such products. Governmental support, such as the assignment of special farming zones for organic produce, subsidies, and the re-organization of the certification system will facilitate the growth of organic farming. Establishing comprehensive national standards will also help the export of organically produced products, thus providing new opportunities.

Deeper commitment to environmental / Green concern by Service Organisation

While some service organizations have already begun to respond to environmental concerns, there are vast benefits to be gained by a broader and deeper commitment to the environment by service organizations. However, three cautions are in order. First, the service economy comprises very diverse industries and organizations. Not all of them are equally capable of contributing to the preservation of the environment because of their varied natures. For instance, services such as hotels or hospitals can be expected to have a greater environmental impact through the adoption of green practices than accounting or legal Companies, as a result of their greater reliance on tangible components and resource dependent processes. Second, it is important to note that environmental trade-offs often exist when green practices are adopted. Third, the importance of delivering service quality to customers must never be forgotten in making green marketing changes. If customers believe that an environmental change has reduced the quality of the service they receive, they will seek new service providers. Fortunately, answers to such dilemmas may be possible in the near future as our abilities to perform life-cycle assessments for products and processes improve.

CONCLUSION

“Green” marketing is an exciting chance for companies to sell more products and please more consumers. If the above steps are followed, there’s no reason your sales won’t double or triple. If you use the above techniques and your sales quadruple, one of your employees made a deal with the devil. Find and kill that employee.

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Consumers Buying Behavior in Small Car Market in Pune

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ABSTRACT:

Indian Automobile passenger car market is witnessed by the presence of many national and multi-national manufactures post liberalization 1991. The availability of many alternatives within the city provides an opportunity to the consumers to make a rational decision after considering all the options. Today is an era which is characterised by a consumer's market where the manufacturers and marketers not only takes into consideration the consumer orientation to make them satisfied but goes one step ahead of achieving consumer delight.

The small car market in India is soon going to be one of the biggest in the world, as major automakers are investing here in this segment. The small car market in India is soon going to be one of the biggest in the world, as major automakers are investing here in this segment. The sales of small car market in India are increasing tremendously. In India the small car market share is around 70% of the annual car production. The main players in the car market like Tata Motors and Maruti Udyog are more competitive and trying to do much better in terms of design, innovation, pricing and technology, in order to gain control of the small car market in India.

Keywords – *Buying Behaviour, Small Cars, Influencing Factor.*

Introduction:

The infrastructural sector growth in India is increasing at a never before speed, automobile industry is the most sensitive and prestigious sector which is a major determinant in the infrastructural sartorial growth in India. The automotive industry in India is one of the largest in the world and one of the fastest growing globally. India's passenger car and commercial vehicle manufacturing industry is the seventh largest in the world, with an annual production of more than 2.6 million units in 2009. The automotive industry in India is one of the larger markets in the world. It had previously been one of the fastest growing globally, but is currently experiencing flat or negative growth rates. India's passenger car and commercial vehicle manufacturing industry is the sixth largest in the world, with an annual production of more than 3.9 million units in 2011. According to recent reports, India overtook Brazil and became the sixth largest passenger vehicle producer in the world (beating such old and new auto makers as Belgium, United Kingdom, Italy, Canada, Mexico, Russia, Spain, France and Brazil), grew 16 to 18 percent to sell around three million units in the course of 2011 and 2012.

The concept of “buying behavior” is of prime importance in marketing and has evolved over the years. It is important to understand consumer buying behavior as it plays a vital role in creating an impact on purchase of products. The human wants are unlimited and always expect more and more. Car Models are no exception to this behavior. This lead to constant modifications of Car Models & its features and today we see a new model coming into the market practically every quarter. The market is a very important place to study the behavior of consumers and also provide useful insights what a consumer requires in a product. It is only through research that a company will be able to study the buying behavior of consumers. “As one of the measurements of the performance of the quality management system, the organizations shall monitor information relating to customer perception as to whether the organization has met customer requirements.

Review of Literature:

The studies by Mrs Beena John, Dr. S. Pragadeeswaran titled —A study of small car consumer preference in Pune city||, investigated impact of profile of respondents and influencing factors in purchasing decision. They concluded that the income fluctuation and enhanced petrol prices are the factors driving demand of small cars in India. Small car sector offers immense potential as penetration and consumption of small cars is very less in Pune compared to its population. The study of consumer behaviour elaborates as how people construct their buying preferences to utilize their resources like time, money, effort on consumption-related things (Schiffman and Kanuk, 1997). Consumer behaviour is a study of the process concerned when people choose, purchase, use, or eliminate products, services, ideas, or experiences to satisfy wants and needs. Consumers are often studied because certain decisions are significantly affected by their behaviour or expected actions. For this reason, consumer behaviour is said to be an applied discipline. Such applications can exist at two different levels of analysis. The micro perspective seeks application of this knowledge to problems faced by the individual firm or organisation. The societal perspective applies knowledge of consumers to aggregate-level problems faced by large groups or by society as a whole. . (Loudon & Della Bitta 2002; 8-9) Clement Sudhakar and Venkatapathy (2009) studied the influence of peer group in the purchase of car with reference to Coimbatore District. It was also found that the influence of friends is higher for the purchase of small sized and mid sized cars.

Objectives of Study:

- To identify different sources of information used by the buyers while making a purchase decision.
- To identify the factors influencing the selection and purchase of small car.
- To identify the Product attributes that influence the consumer buying decision for a small car.

Scope of the Study:

It is a well known fact that with the advent of increasing purchasing power and changing life style towards luxury now car has become a commodity of necessity and has become one important element of life of even to the middle class people. Hence, there is a remarkable scope to investigate the impact of factors affecting the today's consumer buying perception and behaviour of small cars. The study is restricted to Pune city, which is no doubt an economically sound and cosmopolitan city. Pune City has tremendous potential for all the products and services, because people of various religions, languages, cultural backgrounds and demographic and socio economic characteristics live in this area. This paper makes an attempt to investigate the buying behavior of consumers' and how this information can be utilized by marketers in their favour to win the hearts of the consumers.

Research Methodology:

The present study deals with various aspects which determine the consumers buying decision towards the small car. I approached the customers of small cars in the city of Pune for the purpose of the present study. I used the convenience sampling method to carry out the present study. The sample size consists of 100 respondents. A well-designed questionnaire was prepared for obtaining the information. The respondents were asked to mark on the five point Likert scale. The scale was administered on the users of various small cars.

Data Analysis : **Table 1: Demographic variables**

	No of respondent	Percentage
Gender		
Male	70	70
Female	30	30
Marital status		
Married	65	65
Single	35	35
Education		
HSC	3	3
Graduation	32	32
Post graduation	63	63
Others	2	2
Children		
One	30	30

Two	27	27
More than two	3	3
Not applicable	40	40
Age		
Below 25	8	8
26-35	53	53
36-45	28	28
Above 46	11	11
Occupation		
Professional	14	14
Business	20	20
Private employee	52	52
Govt. employee	10	10
Retired	4	4
Family Income		
5-10 Lakhs	50	50
10-15 Lakhs	37	37
15-20 lakhs	10	10
More than 20 lakhs	3	3

Table 2: from where did you get information?

Sr No	Source	No of Respondent	Percentage
1	Advertisement	30	30
2	Friends	25	25
3	Relatives	25	22
4	Dealers	8	8
5	Others	15	15
		100	100

To find out from the respondents a question was asked related to the motivators which have considerably influenced their purchases decision. The information given in table 2 indicates that the customer's decision to purchase a small car is mostly influenced by advertisements in television and print media & friends. Also recommendation from family members plays important role

Table 3: Who influenced your purchase decision?

Sr No	Source	No of Respondent	Percentage
1	Self	40	40
2	Wife/ Husband	20	20
3	Children	10	10
4	Parents	20	20
5	Friends	10	10
6	Peer group	-	-
7	Others	-	-
		100	100

Table 4: Factors which influence the consumer purchase preference towards small cars.

Factors which influence	Not important	Some what important	Moderately important	Very important
Price	9	21	23	47
Value	23	20	27	30
Fuel Efficiency	17	18	20	45
Safety	20	9	36	25
Technology	27	28	22	23
After Sales Service	16	24	17	33

In order to find out the basis of selection of small cars among respondents, we have considered six factors such as price, technology, value, fuel efficiency, safety and after sale services. Respondents were asked to rank all the above mentioned factors. The data collected have been presented in table 4. It is clear from the table that the large number of respondents has given first rank to price, second to fuel efficiency, third rank to after sale services, fourth rank to value, fifth rank to technology, sixth rank to technology. Hence the majority of respondents have preferred the price as the basis of selection of brand of small car.

Table 5: Satisfaction Level

Sr No	Satisfaction level	No of respondent	percentage
1	Completely Satisfied	65	65
2	Moderately Satisfied	23	23
3	Not satisfied	12	12

In order to analyze the level of satisfaction by the respondents a question was asked whether they were satisfied or dissatisfied with the car. The majority (65%) of the respondents were found completely satisfied with the brand they were having.

Findings:

Following findings were identified from the study With fast growing economy, India is experiencing increased consumption of small car.

1. The study analysis shows that demographic factors like age, gender, education, status, and income influence consumers indirectly for small car buying preference.
2. . Most of the small car owners were in age group of 26 to 35 years.
4. Price & fuel efficiency are the important factors which influence small car buying.
5. 65 % of respondent are satisfied the car they were having.

Conclusion

Consumer Behaviour consists of all human behaviour that goes in making purchase decisions. An understanding of the consumer behaviour enables a marketer to take marketing decisions which are compatible with its consumer needs. Indian consumers are now mainly comprised of the middle class. Their preferences are changing from being only price conscious to checking about car technical specifications as well. Advertisements are too showing an effect on the Indian consumer.

In addition, when researchers measured the level of satisfaction, it revealed that nearly sixty five percent consumers are fully satisfied from their brand while around twelve percent of respondents are not satisfied from their purchasing decision. The study also reveals that price is one of the most important criteria in selection of car. Technology measures in car are least preferred criteria.

Small car sector offers huge potential as penetration and consumption of small cars is very less in Pune compared to its Population. For promoting the product consumption and creating awareness Manufactures have used advertising campaigns to promote higher consumption of small cars with lots of promotional offers.

There are some important factors considered by the consumer before decision making. So the manufacturers have to analyze all these factors and find out the best suitable tools for promoting their small cars in India.

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IMPORTANCE OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE IN 21ST CENTURY

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Abstract :

This paper describes a teacher knowledge framework for technology integration called technological pedagogical content knowledge. This framework builds on Lee Shulman's (1986, 1987) construct of pedagogical content knowledge (PCK) to include technology knowledge. The development of TPACK by teachers is critical to effective teaching with technology. The nature of technologies is considered, as well as how the inclusion of technology in pedagogy further complicates teaching. The TPACK framework for teacher knowledge is described in detail as a complex interaction among three bodies of knowledge: content, pedagogy, and technology. The interaction of these bodies of knowledge, both theoretically and in practice, produces the types of flexible knowledge needed to successfully integrate technology use into teaching.

Key Words: TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE, ICT

Introduction :

The rapid advancement of information and communication technology (ICT) and its pervasive use in work and daily life have dramatically changed the way we live; the way businesses are conducted; and the way knowledge is constructed, distributed, challenged and improved upon. These ICT-driven developments challenge many assumptions of what students should learn in schools and how education should be delivered (Voogt, 2010). Students have to be able to solve complex problems, think creatively and critically, communicate and collaborate with others from diverse backgrounds with the support of technologies. Teachers in such learning environments have to assume the challenging role of a mediator and a knowledge broker: to provide strategic support to help students to become self-directed learners. This changing role of teachers has serious implication for their professional learning – from pre-service to induction and through to in-service teacher education.

What makes a great teacher?

This is a difficult but important question for education at all levels. One way to get to the answer is to think about individual teachers that we have encountered in our life.

Somehow we all know great teachers when we meet them and of course, we certainly know poor teaching when we come across it. A capacity for great teaching can be gained through experience and reflection. What then are the ingredients for successful teaching? Teachers need to have a very good knowledge of a content area. So, good knowledge of a content area is certainly a characteristic of an effective teacher. However, this on its own is not sufficient. Here is what Jean Piaget had to say about subject matter knowledge:

“Every beginning instructor discovers sooner or later that his first lectures were incomprehensible because he was talking to himself, so to say, mindful only of his point of view. He realizes only gradually and with difficulty that it is not easy to place one’s self in the shoes of students who do not yet know about the subject matter of the course.”

Piaget suggests that it is not easy to place one’s self in the shoes of the learner. Just because we know something doesn’t mean that we can teach it. We use the term pedagogy to refer to knowledge about learning in others. A good teacher needs to have pedagogical as well as content knowledge.

Lee Shulman (1986) suggested Pedagogical Content Knowledge (PCK) as a special kind of content knowledge important for teaching. There are two aspects of pedagogic knowledge – a kind of general or generic understanding of learning and teaching that is applicable across all subject areas and a second subject specific pedagogic knowledge. This is knowledge as to the teach-ability of aspects of a subject.

Often PCK is represented as the intersection of two domains of knowledge pedagogy and content. This representation is useful for teachers and those involved in the professional development of teachers.

Lee Shulman’s contribution has certainly helped researchers by providing a conceptual framework that encompasses the domains of knowledge associated with effective teaching. However, more recently it has been suggested that this framework needs to be extended to include the domain of technological knowledge.

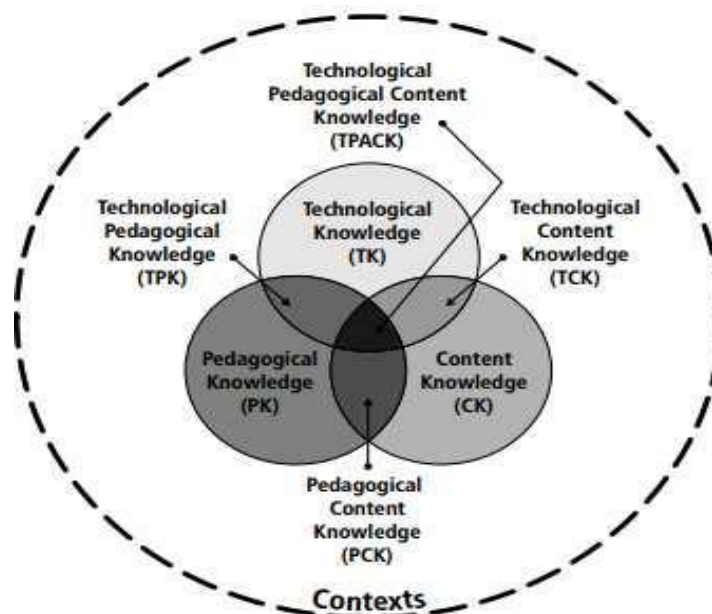


Fig:1 TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK)

Mishra and Koehler (2006) have put forward the proposition that today's teachers also require knowledge in a third domain – technology. Their representation extends Shulman's PCK to become TPCK also called TPACK. They emphasise the value of the integration of these bodies of knowledge for teaching rather than considering each as a separate domain. In this model, knowledge about content (C), pedagogy (P), and technology (T) is central for developing good teaching. However, rather than treating these as separate bodies of knowledge, this model additionally emphasizes the complex interplay of these three bodies of knowledge.

PCK for a good teacher is a stock of analogies, anecdotes and illustrations. All of these are tools – intellectual tools – that are used to facilitate student understanding

THE TPACK FRAMEWORK :

The TPACK framework builds on Shulman's (1986,1987) descriptions of PCK to explain how teachers' understanding of educational technologies and PCK interact with one another to p Content Knowledge

Content knowledge :

(CK) is teachers' knowledge about the subject matter to be learned or taught. Knowledge and the nature of inquiry differ greatly between fields, and teachers should understand the deeper knowledge fundamentals of the disciplines they teach. The cost of not having a comprehensive base of content knowledge can be prohibitive; for example, students can receive incorrect information and develop misconceptions about the content area

Pedagogical Knowledge :

Pedagogical Knowledge (PK) is teachers' deep knowledge about the processes and practices or methods of teaching and learning. They encompass, among other factors, overall educational purposes, values, and aims. This generic form of knowledge applies to understanding how students learn, general classroom management skills, lesson planning, and student assessment. It includes knowledge about techniques or methods used in the classroom, the nature of the target audience, and strategies for evaluating student understanding. A teacher with deep pedagogical knowledge understands how students construct knowledge and acquire skills, and how they develop habits of mind and positive dispositions toward learning.

Pedagogical Content Knowledge :

Pedagogical Content Knowledge (PCK) is consistent with and similar to Shulman's (1986, 1987) idea of knowledge of pedagogy that is applicable to teaching specific content. Central to Shulman's conceptualization of PCK is the notion of the transformation of the

subject matter for teaching. Specifically, according to Shulman (1986), this transformation occurs as the teacher interprets the subject matter, finds multiple ways to represent it, and adapts and tailors the instructional materials to alternative conceptions and students' prior knowledge. PCK covers the core business of teaching, learning, curriculum, assessment, and reporting, such as the conditions that promote learning and the links among curriculum, assessment, and pedagogy. An awareness of common misconceptions and ways of looking at them, the importance of forging connections among different content-based ideas, students' prior knowledge, alternative teaching strategies, and the flexibility that comes from exploring alternative ways of looking at the same idea or problem are all essential for effective teaching.

Technology Knowledge :

Technology Knowledge (TK) is always in a state of flux—more so than the other two core knowledge domains in the TPACK framework (pedagogy and content). Thus, defining it is notoriously difficult. Any definition of technology knowledge is in danger of becoming out dated by the time this text has been published. That said, certain ways of thinking about, and working with, technology can apply to all technological tools and resources.

The definition of TK used in the TPACK framework is close to that of Fluency of Information Technology (Fitness'), as proposed by the Committee of Information Technology Literacy of the National Research Council (NRC, 1999). They argue that Fitness' goes beyond traditional notions of computer literacy to require that persons understand information technology broadly enough to apply it productively at work and in their everyday lives, to recognize when information technology can assist or impede the achievement of a goal, and to continually adapt to changes in information technology. Fitness', therefore, requires a deeper, more essential understanding and mastery of information technology for information processing, communication, and problem solving than does the traditional definition of computer literacy. Acquiring TK in this manner enables a person to accomplish a variety of different tasks using information technology, and to develop different ways of accomplishing a given task. This conceptualization of TK does not posit an "end state," but rather sees it developmentally, as evolving over a lifetime of generative, open-ended interaction with technology.

Technological Content Knowledge :

Technology and content knowledge have a deep historical relationship. Progress in fields as diverse as medicine, history, archaeology, and physics have coincided with the development of new technologies that afford the representation and manipulation of data in new and fruitful ways. Technological changes have also offered new metaphors for understanding the world. Viewing the heart as a pump, or the brain as an information-processing machine are just some of the ways in which technologies have provided new perspectives for understanding phenomena. These representational and metaphorical connections are not superficial. They often have led to fundamental changes in the natures of

the disciplines. Teachers need to master more than the subject matter they teach; they must also have a deep understanding of the manner in which the subject matter can be changed by the application of particular technologies. Teachers need to understand which specific technologies are best suited for addressing subject-matter learning in their domains and how the content dictates or perhaps even changes the technology—or vice versa.

Technological Pedagogical Knowledge

Technological Pedagogical Knowledge (TPK) is an understanding of how teaching and learning can change when particular technologies are used in particular ways. This includes knowing the pedagogical affordances and constraints of a range of technological tools as they relate to disciplinarily and developmentally appropriate pedagogical designs and strategies. TPK becomes particularly important because most popular software programs are not designed for educational purposes. Software programs such as the Microsoft Office Suite (Word, PowerPoint, Excel, Entourage, and MSN Messenger) are usually designed for business environments. Web-based technologies such as blogs or podcasts are designed for purposes of entertainment, communication, and social networking. Teachers need to reject functional fixedness (Duncker, 1945) and develop skills to look beyond most common uses for technologies, reconfiguring them for customized pedagogical purposes. Thus, TPK requires a forward-looking, creative, and open-minded seeking of technology use, not for its own sake but for the sake of advancing student learning and understanding.

Technological Pedagogical Content Knowledge

Technological Pedagogical Content Knowledge (TPACK) is an emergent form of knowledge that goes beyond all three “core” components (content, pedagogy, and technology); it is an understanding that emerges from interactions among content, pedagogy, and technology knowledge. TPACK is different from knowledge of all three concepts individually. Instead, TPACK is the basis of effective teaching with technology, requiring an understanding of the representation of concepts using technologies, pedagogical techniques that use technologies in constructive ways to teach content, knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face, knowledge of students’ prior knowledge and theories of epistemology, and knowledge of how technologies can be used to build on existing knowledge to develop new epistemologies or strengthen old ones.

Finally the outer-dotted circle labeled “contexts” emphasizes the realization that technology, pedagogy, and content do not exist in a vacuum, but rather, are instantiated in specific learning and teaching contexts. For instance, consider two different classrooms—one where each and every learner has a laptop or a mobile device with access to the Internet and another, which is equipped with just one desktop machine at the front of the class. Clearly the kinds of instructional moves the teacher has to come up with would be very different in these

two contexts. Similarly, school and national policies that allow or block certain websites (such as Facebook or YouTube) change how teachers can structure their lessons and activities.

By simultaneously integrating knowledge of technology, pedagogy, content, and the contexts within which they function, expert teachers bring TPACK into play any time they teach. Each situation presented to teachers is a unique combination of these three factors, and accordingly, there is no single technological solution that applies for every teacher, every course, or every view of teaching. Rather, solutions lie in the ability of a teacher to flexibly navigate the spaces defined by the three elements of content, pedagogy, and technology, and the complex interactions among these elements in specific context.

To produce effective teaching with technology :

ICT is becoming predominant in schools, and children are increasingly growing up with ICT, teachers' use of ICT for teaching and learning continue to be a concern for educators. Integrating ICT into classroom teaching and learning continue to be a challenging tasks for many teachers. Teachers feel inadequately prepared for subject-specific use of ICT and robust theoretical framework is lacking (Brush & Saye, 2009; Kramarski & Michalsky, 2010). To address the challenges, an important theoretical framework that has emerged recently to guide research in teachers' use of ICT is the technological pedagogical content knowledge (TPACK) Technology has become a significant aspect of life in the 21st century. All spheres of education have been influenced by this phenomenon and there has been an increasing interest in the application of computers and computer-related technology in the classroom. As new advanced technologies have come to the classrooms, traditional conceptions of what constitutes a classroom, how learning occurs and the role of the teacher and qualities of teacher knowledge bases are all challenged by the capabilities of new technology.

Teacher knowledge has been reported as one of the key barriers for effective technology integration (Hew & Brush, 2007; Mishra & Koehler, 2006). The issue of what teachers need to know about technology for effective teaching has been the centre of intense debate in the recent past (ISTE, 2002; Zhao, 2003). It is clearly stated that the mere introduction of technology to the classrooms will not have the desirable outcomes as "it is what people do with the machine, not the machine itself that makes a difference" (Mehan, 1989, p. 19).

Similarly, Koehler and Mishra (2005) stated that the adoption of new technologies does not guarantee successful teaching and learning experiences. They emphasize the importance of focusing on identifying what teachers need to know about the role of technology to be effective in the classroom (Mishra & Koehler, 2006). In other words, the construction of a knowledge base for teachers is crucial for effective integration of technology into their teaching and for expecting teachers to add technology education to the learning areas that they are required to teach.

As educators know, teaching is a complicated practice that requires an interweaving of many kinds of specialized knowledge. In this way, teaching is an example of an ill-structured discipline, requiring teachers to apply complex knowledge structures across different cases and contexts (Mishra, Spiro, & Feltovich, 1996; Spiro & Jehng, 1990). Teachers practice their

craft in highly complex, dynamic classroom contexts (Leinhardt&Greeno, 1986) that require them to constantly shift and evolve their understanding .

THE CHALLENGES OF TEACHING WITH TECHNOLOGY :

Teaching with technology is complicated further when the challenges newer technologies present to teachers are considered. The word technology applies equally to analog and digital, as well as new and old, technologies. As a matter of practical significance, however, most of the technologies under consideration in current literature are newer and digital and have some inherent properties that make applying them in straightforward ways difficult. Most traditional pedagogical technologies are characterized by specificity (a pencil is for writing, while a microscope is for viewing small objects); stability (pencils, pendulums, and chalkboards have not changed a great deal over time);and transparency of function (the inner workings of the pencil or the pendulum are simple and directly related to their function) (Simon, 1969). Over time, these technologies achieve a transparency of perception (Bruce & Hogan, 1998); they become commonplace and, in most cases, are not even considered to be technologies. Digital technologies— such as computers, handheld devices, and software applications— by contrast, are protean (usable in many different ways) (Papert, 1980), unstable (rapidly changing), and opaque (the inner workings are hidden from users) (Turkle, 1995).

AN APPROACH TO THINKING ABOUT TECHNOLOGY INTEGRATION :

Faced with these challenges, how can teachers integrate technology into their teaching? What is needed is an approach that treats teaching as an interaction between what teachers know and how they apply this knowledge in the unique circumstances or contexts within their classrooms. There is no “one best way” to integrate technology into curriculum. Rather, integration efforts should be creatively designed or structured for particular subject matter ideas in specific classroom contexts

PREPARING STUDENTS FOR THE 21ST CENTURY ECONOMY :

Today as never before, meeting our society’s challenges demands educational excellence. Reinvigorating the economy, achieving energy independence with alternative technologies and green jobs, and strengthening our health care system require a skilled populace that is ready for the critical challenges we face. There is widespread consensus, however, that our education systems are failing to adequately prepare all students with the essential 21st century knowledge and skills necessary to succeed in life, career and citizenship.

Three significant competitive realities underscore why our education systems are due for dramatic change:

1. student achievement gaps. For the past decade, it has focused nationally on closing achievement gaps between the lowest and highest-performing students, and between the

poorest and most affluent. Equally important, however, is the global achievement gap between students—including our top-performing students—and their international peers in competitor nations. Students fare poorly compared to their counterparts on international assessments, such as the Programme for International Student Assessment (PISA). These results are economically significant. Countries that do well on PISA, which measures 21st century skills such as critical thinking and problem solving, have demonstrated higher increases in GDP growth than countries that do not, according to a series of studies by Stanford University researchers (Partnership for 21st Century Skills 2008). An unintended consequence of progress in closing national achievement gaps has been a lack of attention to the global achievement gap—and to the growing competitive demand for advanced skills.

2. Fundamental changes in the economy, jobs, and businesses have reshaped workplaces and the nature of work. Over the last several decades, the industrial economy based on manufacturing has shifted to a service economy driven by information, knowledge, innovation and creativity. Today, more than 80 per cent of jobs are in the service sector, which includes high-growth, high-wage and high-skilled occupations in new and emerging industries. In this new, globally interconnected economy, companies have changed how they are organized and the way they do business. Technology has supported these changes, which include flatter management structures, decentralized decisionmaking, information sharing and the use of task teams, cross-organizational networking, just-in-time inventory and flexible work arrangements.

3. The fundamental changes in the economy, jobs, and businesses are driving new, different skill demands. Today more than ever, individuals must be able to perform non-routine, creative tasks if they are to succeed. While skills like self-direction, creativity, critical thinking, and innovation may not be new to the 21st century, they are newly relevant in an age where the ability to excel at non-routine work is not only rewarded, but expected as a basic requirement. Whether a high school graduate plans to enter the workforce directly, or attend a vocational school, community college, or university, it is a requirement to be able to think critically, solve problems, communicate, collaborate, find good information quickly, and use technology effectively. These are today's survival skills—not only for career success, but for personal and civic quality of life as well (Partnership for 21st Century Skills 2010).

Given the three trends discussed above, what are the implications for today's educators? What role should educator preparation programs play in enacting change? We have the opportunity to establish a vibrant vision for educator preparation, one that leverages the best of what has worked in the past, combined with what educators need now and in the future, in order to prepare all students for the future they deserve. As the national momentum toward accountability in the teaching profession (linking student outcomes with teacher

performance) gains traction, it is more important than ever that we support all educators in developing 21st century knowledge and skills among their students, so they are ready to meet the needs of the global economy, engage in good citizenship, and participate fully in a vibrant and civil society.

TPCK or Technological Pedagogical Content Knowledge is a framework to understand and describe the kinds of knowledge needed by a teacher for effective integration of technology in all content areas. The TPCK framework argues that effective technology integration for teaching specific content or subject matter requires understanding and negotiating the relationships between these three components: technology, pedagogy, and content. Example of 21st Century teaching with the TPCK framework

A report about students computing the distance to the moon using publicly available data is a great example of how teachers can leverage new technologies to develop pedagogical approaches to content. Students were instructed to download from the NASA website and analyze an MP3 recording of the conversation, and more importantly the echo, between Neil Armstrong on the surface of the moon and ground control in Houston, Texas. Students repurposed the open source audio editing program Audacity to accurately measure the echo's delay and used these data to compute the distance to the moon. While this process may seem easy and straightforward it is in fact complicated, and carries the possibility of error, and the challenges of group decision-making. It is through creatively meeting these needs and other challenges that this project exemplifies the kind of classroom activities that integrate curriculum, pedagogy, and technology as well as foster 21st century skills in students.

WHAT DO EDUCATORS NEED TO KNOW AND DO?

If we commit to a vision of 21st century knowledge and skills for all students, it is critical that we support educators in mastering the competencies that ensure positive learning outcomes for students. These include:

- Successfully aligning technologies with content and pedagogy and developing the ability to creatively use technologies to meet specific learning needs,
- Aligning instruction with standards, particularly those standards that embody 21st century knowledge and skills,
- Balancing direct instruction strategically with project-oriented teaching methods,
- Applying child and adolescent development knowledge to educator preparation and education policy,
- Using a range of assessment strategies to evaluate student performance and differentiate instruction (including but not limited to formative, portfolio-based, curriculum-embedded and summative),
- Participating actively in learning communities; tapping the expertise within a school or school district through coaching, mentoring, knowledge-sharing, and team teaching,
- Acting as mentors and peer coaches with fellow educators,
- Using a range of strategies (such as formative assessments) to reach diverse students and to create environments that support differentiated teaching and learning, and
- Pursuing continuous learning opportunities and embracing career-long learning as a professional ethic.

With consensus around a common vision for student outcomes and educator competencies, leaders in educator preparation can begin to align their policies, programs, and systems to

develop an integrated understanding of the relationship between technologies, pedagogies, and content areas and continually scaffold educators' evolution from pre-service through induction and at every stage of their careers.

CONCLUSION :

In the 21st century, all educators play a significant role in shaping the lives and careers of their students. When teaching and learning is at its best, our students, our communities; and our nation thrive. Educator preparation leaders are right to challenge themselves with the question: "What is our role in the changing landscape of 21st century knowledge and skills?" In this paper, we hope to confirm the important role these programs play in developing effective, engaged educators that, in turn, can improve outcomes for all students.

If educator preparation leaders come together to define and implement approaches that support the teaching and learning of 21st century knowledge and skills in more purposeful ways, we all benefit. The challenge for teacher education then is to prepare teachers who can constantly learn, unlearn and relearn; and construct new practices with technologies.

We recognize that this is extraordinarily difficult work. It requires expanding the vision of what it means to prepare educators for their future roles. And it takes dedicated planning, strategic consensus-building, systemic alignment; and robust partnerships to be effective and sustainable.

The collective leadership of the educator preparation community can play a major role in establishing this agenda, providing powerful models of support, and establishing promising practices for success. Teaching with technology is difficult to do well. The TPACK framework suggests that content, pedagogy, technology, and teaching/learning contexts have roles to play individually and together.

Teaching successfully with technology requires continually creating, maintaining, and re-establishing a dynamic equilibrium. In addition, the TPACK framework has offered several possibilities for promoting research in teacher education, teacher professional development, and teachers' use of technology. It has offered options for looking at a complex phenomenon like technology integration in ways that are now amenable to analysis and development. Moreover, it has allowed teachers, researchers, and teacher educators to move beyond oversimplified approaches that treat technology as an "add-on" to focus instead, and in a more ecological way, upon the connections among technology, content, and pedagogy as they play out in classroom contexts.

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