CHAPTER – VII

CONCLUSION AND SUGGESTIONS

India has been a centre for learning with a strong cultural inclination toward such learning since time immemorial. Thousands of years ago, great scholars have proven their command on subjects such as philosophy, religion, medicine, literature, drama and arts, astrology, mathematics, and sociology and have contributed well renowned pieces of manuscripts in these dimensions. The influence of Buddhist period on the education transgressed virtually into the entire world originating from Indian monasteries at Nalanda, Vikramshila and Takshashila. The mediaeval period extended the interactions to Islamic scholars; and knowledge in theology, religion, philosophy, fine arts, painting, architecture, mathematics, medicine and astronomy were augmented.

The trend went on unabated during British and post-British period, however, the commitment to culture and learning was diluted in the glitter of the post world war materialistic world. Notwithstanding that, Indian universities and institutes of higher education and research today have made significant contribution to transmission of knowledge and enquiry into frontiers of science and technology -In the field of traditional subjects of arts and humanities as well as in pure sciences, applied physics and chemistry, mathematics and in areas of technology, the universities and higher institutes have been playing a leading role to transform the country into a modern, industrialized and technologically advanced one. However, the concept of quality education and its conformance is restricted to only a few institutions while the others are merely engaged in distributing degrees for the sake of doing it.

India accounts for the second-largest higher education system in the world and the third-largest pool of skilled manpower.

Since Independence in 1947, Technical Education System in India has grown into a fairly large-sized system, offering opportunities for education and training in a wide variety of trades and disciplines at certificate, diploma, degree,
postgraduate degree and doctoral levels in institutions located throughout the country. In the year 1947-48, the country had 38 degree level institutions with intake capacity of 2,500 and 53 diploma level institutions with intake capacity of 3,670. The intake for postgraduates was 70. There was rapid expansion of the system in the next 20 years. By 1967-68, the number of degree level institutions had increased to 137 with intake capacity of 25,000; and for diploma to 284 institutions with intake capacity of 47,000. In the next 10 years (in 1977), the system capacity increased only marginally to admit 30,000 students for degree courses, 60,000 for diploma courses and 6,000 for postgraduate courses.

The system capacity increased very rapidly in the next 20 years, with the major role being played by the private sector. By 1997, the system had 547 degree level institutions with admission capacity of about 131,000 and 1,100 diploma institutions with admission capacity of about 184,000. Admission capacity for postgraduate courses had increased to 16,900. Out turn of PhDs were about 370 annually. In the year 2006, the total number of engineering institutions, not including the IITs, NITs and university colleges rose to 1518 with admission capacity of 5,69,283 students; and 1250 engineering diploma institutions with admission capacity of 2,77,576. Approximately, two-thirds of these institutions were in the private sector.

Now in the academic year 2010-11 there are 3241 Engineering colleges, 3858 Management Institutions, 1937 MCA Institutions, and 1102 Pharmacy Institutions, 125 Architecture Institutions with respective total intake capacities as 1324246, 378907, 135173, 103867, and 4933.

Education system in India encompasses now in the academic year 2010-11 there are 3241 Engineering colleges, 3858 Management Institutions, 1937 MCA Institutions, and 1102 Pharmacy Institutions, 125 Architecture Institutions with respective total intake capacities as 1324246, 378907, 135173, 103867, and 4933.

Besides these public and private institutions, the exact number of private colleges, international institutions, and enrolment involved in Indian higher education training and vocational skills cannot be ascertained as the number goes on increasing everyday.
Professional education in India has gained a significant prominence during the past few decades. The competition has been intensified since then. There are business school surveys being conducted by leading business magazines. While the impact of these surveys is far from clear, there is little doubt that they affect the admissions processes. In this rapidly polarizing market, competition for attracting students and recruiters has become intensified. In order to survive in the education market universities as well as affiliated professional educational institutions need to institutionalize professional culture and need to be adept in their moves. Professional institutions of Punjab and Haryana do not bear much to their credit in these surveys.

While the university departments do not show any interest to participate; affiliated institution even if they participate secures very low ratings.

Management graduates became highly coveted in functions like brand management, sales management, market research, consulting and strategic planning. Owing to limited seats in prestigious IIMs, number of B Schools sprouted all over the country to meet the demand supply gap.

The Central Government, States and Union Territories have played an important role in the development of Technical Education System by establishing a large number of fully funded and aided technical institutions, and by providing adequate policy support. At the apex of the Technical Education System in India are the fifteen Indian Institutes of Technology (IITs) located at Bhubaneswar, Chennai, Delhi, Gandhinagar, Guwahati, Hyderabad, Indore, Jodhpur, Kanpur, Kharagpur, Mandi, Mumbai, Patna, Ropar and Roorkee, Established with the objective of imparting world-class education.

Government bodies like the All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC) of UGC and self regulating agencies like All India Management Association had failed to stop the Mushrooming of dubious operators.

While they reflect strong accreditation process on papers, but during implementation they act like charitable institutions distributing accreditation like alms to those who have no competencies in professional education.
The majority opinion in this study is that while the infrastructure and quality of education in the government institutions is satisfactory, they are mostly affected by old syllabi and unprofessional approach, which does not suit to modern demands. Affiliated private institutions even the university departments, however, lack adequate infrastructure and equipments which meet the modern day requirements of professional education. As for private institutions, the view is that most of them are in a poor shape and provide sub-standard education. Most lack the infrastructure and qualified faculty. There are only few institutions in the private sector which may be perceived to be of a good standard; some are rated even higher than government institutions. It can be said that while there are large numbers of degree holders emanating from educational institutions every year, there is a large shortage of qualified people.

India is a country, which has capable and efficient human resource unparalleled to any other part of the world. Therefore, it becomes imperative to manage this human resource and this is only possible through high quality professional education. The quality education ensures moral and social commitment for learning and application. It is here the role of professional institutes becomes the most important. Professional Education is the foundation of a civilized society as without proper professional education society becomes like a rudderless boat. Professional Education not only imparts knowledge but also helps in knowing the practicalities of the aspects required to be successful. Professional Education aims at improving the interpersonal skills and over all development of the student. Organizational Culture and Learning are the two guiders that can facilitate and contain imparting education within the co-domain of relevance and practicality.

Organizational Culture and Learning mechanisms, if cherished scientifically in the organization, makes the task of imparting professional education half done. For, it not only helps in gaining more exposure and happenings around but also in learning and managing things with an added insight, by creating a distinctively developed environment. In the long term, it also helps in applying and cherishing the knowledge, thus secured, towards the
development of the organization which one joins as a professional and in that way professional education, marked by a conducive organizational culture and learning, develops more responsible citizens of future.

**Conclusion**

The selected organizational culture measure embraces quantitative approach to measure cognitive sharing of values, norms, expectations, ideologies, etc. by the members of the professional educational institutions and incorporates variables of organizational culture suggested by Cooke & Reusseau (1983). Altogether, this measure taken for this analysis is based on a configuration or circumplicial model of interpersonal & task related styles, which have already been discussed earlier in Chapter 2.

Based upon the selected measure with variables of Organizational Culture, 60 items were taken with each dimension consisting of 5 items. Each item was followed by a 5-point Liker Scale ranging from strongly disagree (1) to strongly agree (5).

The final form of the organizational culture measure was administered on the HODs, Faculty, Administrative Staffs and Students of the professional institutions of Punjab and Haryana. It was noticed that the instrument adopts scoring mechanism in most of factors to check against the response biases and response distortions.

The analysis of Organizational Cultural Issues reveal mixed pattern of dominance pertaining to various factors of organization culture. Rotated component matrix of Organizational Cultural Issues having crystal clear relationship with each factor has with different variables. As different variables are showing different factor loading some variables are highly correlated with factor while some scores low. Different factor loadings .403, .623, .573 & -.544 are showing that sometimes factor and variable are high correlated as we can see .623 factor loading shows high correlation it means growth oriented culture is provided in the organization as it signifies that employees are considered
valuable in the organization. Credibility & Conservative way of doing things is promoted in the organization and persistence and hardworking is valued in the organization. But factor loading .403 indicates low correlation which shows that authorities function according to their work structure as the don’t seek participation of employees which means organization tend to work on conventional patterns and avoid initiatives.

Rotated component matrix having clear relationship with each factor has with different variables. The correlation between factor humanistic culture and its variables shows different factor loadings i.e. .690,.612,.458,.452. Factor loading .690 & .612 shows that organization believes in excellence with human touch & employees’ openly showing enthusiasm while working. As low scores shows that absence of human touch which indicated that members are not at all interested in performing their responsibilities.

Rotated component matrix having crystal clear relationship with each factor has with different variables. Correlation between factor affiliative culture and its different variables are showing different factor loadings i.e. .668 which is quite high to justify correlation between factor and variables. This signifies that feelings, thoughts & experiences are shared with colleagues and colleagues are real friends in short we can say sense of affiliation and affection exists in the organization.

Rotated component matrix having clear relationship with each factor has with different variables. Correlation between factor competitive culture and its different variables are showing different factor loadings i.e. .483 & .428. It signifies that competition exists in the organization but at moderate level which leads to leniency that may effect performance at times. It also signifies that members of the organization does not gain enjoyment from their work; develops themselves and love to take on new and interesting activities.

Rotated component matrix having crystal clear relationship with each factor has with different variables. Correlation between factor competitive culture and its different variables are showing different factor loadings i.e..537,.623,.657,.519& .605. It signifies that organization value creativity ,
quality over quantity and both task accomplishment and individual growth is promoted in the organization.

Rotated component matrix having crystal clear relationship with each factor has with different variables. Correlation between factor avoidance culture and its different variables are showing different factor loadings i.e., 0.663, 0.416. It signifies that low score indicates that organization is not managed in a participative and relationship-oriented manner and high score signifies that organization tends to avoid mistakes, negativism is not rewarded but winning is valued.

Rotated component matrix having crystal clear relationship with each factor has with different variables. Correlation between factor dependent culture and its different variables are showing different factor loadings i.e., 0.620 & 0.662. This high score signifies that organization is hierarchically controlled, non-participative and structured on the basis of authority inherent in members position.

Rotated component matrix having crystal clear relationship with each factor has with different variables. Correlation between factor conventional culture and its different variables are showing different factor loadings i.e., 0.515 & 0.543. It signifies that conventional culture exists in the organization and organization tends to work on conventional patterns with low opposition among members.

Rotated component matrix having crystal clear relationship with each factor has with different variables. Correlation between factor oppositional culture and its different variables are showing different factor loadings i.e., 0.766 & 0.585. This signifies that conventional culture exists in the organization and organization tends to work on conventional patterns with low opposition among members and oppositions views are accommodated in arriving at decisions.

Rotated component matrix having crystal clear relationship with each factor has with different variables. Correlation between factor self actualization culture and its different variables are showing different factor loadings
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Rotated component matrix having crystal clear relationship with each factor has with different variables. Correlation between factor open culture and its different variables are showing different factor loadings i.e. .499, .677, & .693. This signifies that organization value creativity, quality over quantity and both task accomplishment and individual growth. .499 indicates that organization value quality and creativity and task accomplishment but at moderate level.

Rotated component matrix having crystal clear relationship with each factor has with different variables. Correlation between factor political culture and its different variables are showing different factor loadings i.e. .499, .677, & .693. This signifies that organization value creativity, quality over quantity and both task accomplishment and individual growth. .499 indicates that organization value quality and creativity and task accomplishment but at moderate level.

Rotated component matrix having crystal clear relationship with each factor has with different variables. Correlation between factor perfectionist culture and its different variables are showing different factor loadings i.e. .580. This signifies that organization values perfectionism, persistence and hard work and members are rewarded for excellence.

The analysis of Organizational learning Issues reveal mixed pattern of dominance pertaining to various factors of organization learning.

Rotated component matrix of Organizational Learning Issues having crystal clear relationship with each factor has with different variables. As different variables are showing different factor loading some variables are highly correlated with factor while some scores low. Correlation between factor innovation and its different variables are showing different factor loadings i.e. .619, .688, -.588 & .715. This signifies that employees rated organizations better in terms of
innovation as employees are encouraged to experiment, periodic meetings are held for sharing ongoing experiments. .588 factors loading signify that innovations are not initiated in the organization.

Rotated component matrix of Organizational Learning Issues having crystal clear relationship with each factor has with different variables. As different variables are showing different factor loading some variables are highly correlated with factor while some scores low. Correlation between factor implementation and its different variables are showing different factor loadings i.e. 0.716, 0.693 & 0.418. This low score signifies that periodic meetings, chaired by top management, are not held to review innovations. No task groups are created to evaluate and report on plus-minus aspects of innovation. High score indicates that implementation plans are modified when experience indicated that modifications is needed.

Rotated component matrix of Organizational Learning Issues having crystal clear relationship with each factor has with different variables. As different variables are showing different factor loading some variables are highly correlated with factor while some scores low. Correlation between factor competency building and its different variables are showing different factor loadings i.e. 0.688, 0.519, 0.503 & 0.520. The high score like .688 signifies that employees are encouraged to attend external programs & periodic meetings are held to review and share experience. This also indicates that task forces are created to evaluate and report on plus-minus aspects of innovations.

Rotated component matrix of Organizational Learning Issues having crystal clear relationship with each factor has with different variables. As different variables are showing different factor loading some variables are highly correlated with factor while some scores low. Correlation between factor skill inventory and its different variables are showing different factor loadings i.e. 0.560, 0.414, 0.750 & 0.598. The high score signifies that organizations have created task groups to implement and monitor new projects and experiments and detailed plans reflecting contingency approaches are also prepared. The low score signifies that existing skills are not utilized in implementing change.
Rotated component matrix of **Organizational Learning Issues** having crystal clear relationship with each factor has with different variables. As different variables are showing different factor loading some variables are highly correlated with factor while some scores low. Correlation between factor **management support** and its different variables are showing different factor loadings i.e. 0.560, 0.414, 0.401, 0.409 & 0.785. The high score signifies that relevant existing skills are utilized in implementing change and bringing innovations & realistic appraisals are made of the support needed for continued use of innovations. And low score signifies that no task groups are created for data-based critiquing of the innovations. No Management support is provided to employees in the organization.

Rotated component matrix of **Organizational Learning Issues** having crystal clear relationship with each factor has with different variables. As different variables are showing different factor loading some variables are highly correlated with factor while some scores low. Correlation between factor **collaboration** and its different variables are showing different factor loadings i.e. 0.569 & 0.688. This signifies that periodic meetings are held for sharing the results of experiments and task groups are created for data base critiquing of the innovations. This also shows that high degree of confrontation among members in the organization and organizations are managed in participative and employee centered manner.

Rotated component matrix of **Organizational Learning Issues** having crystal clear relationship with each factor has with different variables. As different variables are showing different factor loading some variables are highly correlated with factor while some scores low. Correlation between factor **business process reengineering** and its different variables are showing different factor loadings i.e. 0.804 & 0.623. This signifies that task groups are created to examine common elements between old practices and innovations.

Rotated component matrix of **Organizational Learning Issues** having crystal clear relationship with each factor has with different variables. As different variables are showing different factor loading some variables are highly correlated with factor while some scores low. Correlation between factor **achievement**
oriented and its different variables are showing different factor loadings i.e. .814. this factor loading signifies that employees are encouraged to gain enjoyment from their work itself and employees have high instincts of competition. And it also indicates that employees are supportive, constructive and open in their dealings.

Rotated component matrix of Organizational Learning Issues having crystal clear relationship with each factor has with different variables. As different variables are showing different factor loading some variables are highly correlated with factor while some scores low. Correlation between factor result oriented and its different variables are showing different factor loadings i.e. .706, .651 & -.568. this signifies that task groups are created to follow up on experiments and experts and creative practitioners are invited to share their ideas. The factor loading -.568 indicates that no proper task groups are created to follow up on experiments.

As descriptive statistics of Organizational Cultural Analysis shows conclusion which is summarized as below:

Your participation is invited in the management of organization affairs This statistics indicates the measure of organizational cultural analysis. As these statistics indicates that only 4.0% employees are sure that participation is invited in the management of organization affairs. It indicates organization avoid initiatives. Conflicts are avoided and interpersonal relationships maintained albeit superficially. The 10.3% employees are sure that organization welcomes participation of employees in the crucial activities of the organization.

Credibility & Constructive way of doing thing is promoted The descriptive statistics indicates that measure of organizational culture analysis at various levels from strongly agree to disagree the percentage ranging from .3 to 4.6. This statistics indicates that few people are not sure that constructive ways of doing things is promoted in the organization. It means organization does not believe in
their work force and works on traditional patterns. This low score indicates that organization does not encourage employees to gain enjoyment from their work itself. But the percentage of 12.4 indicates that the institute encourages employees to gain enjoyment from their work itself and the employees do not generally avoid their responsibilities.

**Your suggestion is appreciated with open mind and warmth** This table depicts the percentage of various employees from strongly agree to strongly disagree. There is mixed proportion of people as 9.8% are sure that suggestions of employees are appreciated with open mind and warmth. It signifies that organization is managed in participative and relationship oriented manner. Members are generally supportive, constructive and open in their dealings but on the other side low score indicates that organization tends to avoid mistakes, negativism is not rewarded but winning is less valued and members are not generally not rewarded for excellence.

**Growth and Development of employee is considered** The descriptive statistics indicates that measure of organizational culture analysis at various levels from strongly agree to disagree. This table indicates that 17.8% employees believe that growth and development of employee is considered in the organization. It signifies that members of the organization believe much in perfectionism, persistence and hard work. Further they intend to do things well and do not encourage members who set and accomplish their own goals. The organization also appears to give high weight to quality, creativity as well as individual growth.

**Help is provided in finding the situation for your work related problems** The descriptive statistics indicates that measure of organizational culture analysis at various levels from strongly agree to disagree.17.5 percentage of employees are agreed and It signifies that organization is participative and employee-centered
manner. Employees are helpful and affectionate to others and institution values perfectionism, persistence and hard work.

**Encouragement is given in formation of inter personal relation** The descriptive statistics indicates that measure of organizational culture analysis at various levels from strongly agree to disagree. This table depicts that 12.9% are totally agree that encouragement is given in formation of interpersonal relations and 9.2% employees clearly disagree that encouragement is given in formation of interpersonal relations. High score indicates that organization believes in excellence with human touch and it also shows that employees are helpful and cordial with others and enjoy their work amidst lesser conflicts.

**As descriptive statistics of Organizational learning Analysis shows conclusion which is summarized as below:-**

**Experts and creative practitioners are invited to share their ideas** As in descriptive statistics of organizational learning analysis, we can easily ascertain that the percentage 44.0 indicates that it is not the mandatory in the organization to invite experts and creative practitioners for sharing their ideas in the organization. This indicates that institutions works on traditional patterns and avoid initiatives.

**Employees are encouraged to attend external programs** This table gives a descriptive account of the organizational learning measure .the statistics indicates that proportion of percentage from 4.0% to 1.3% at various levels. This proportion clearly shows that employees are not encouraging to attend external programs. It signifies that institute encourages employees to gain enjoyment from their work

**Experiences and concerns of the organization are shared with other organization** This table gives a descriptive account of the organizational learning
measure. The statistics indicate that the proportion of percentage from 28.0% to 43.3%. High score signifies that experiences and concerns of the organization are shared with other organizations, and low score signifies that experiences and concerns of the organization are shared with other organizations.

**Employees are encouraged to experiment** This table gives a descriptive account of the organizational learning measure. The statistics indicate that the proportion of percentage from 6.7% to 45.3%. As table shows that 45.3% believes that employees are very much encouraged to do experiments in the organization. 19.3% believes that employees are frequently encouraged to experiment. 6.7% indicates that members of the organization gain enjoyment from their work; develops themselves and love to take on new and interesting activities.

**Innovations are rewarded** This table gives a descriptive account of the organizational learning measure. The statistics indicate that the proportion of percentage from 22.7% to 40.7%. This table shows various statistics at various levels. High scores indicate that 22.7% and 23.3% shows that employees occasionally and frequently think that innovations are invited in the organization and 40.7% employees feel that innovations are sometimes invited in the organization. And 8.7% believes that innovations are always invited in the organization. If innovations are invited it means organization believes in development and growth of employees and provide initiatives to employees so that they can make their work interesting and enjoyable.

**Periodic meetings are held for sharing the results of experiments** This table gives a descriptive account of the organizational learning measure. The statistics indicate that the proportion of percentage from 14.7% to 36.7%. 14.7% employees always think that Periodic meetings are held for sharing the results of experiments. 36.7% employees sometimes believe that Periodic meetings are held for sharing the results of experiments. 36.7% employees sometimes believe that Periodic meetings are held for sharing the results of experiments. 24.7% employees frequently believe that Periodic meetings are held for sharing the results of experiments. It signifies that
organization is hierarchically controlled, participative and structured. Employees
do feel like agreeing with, the approval of and be liked by others.

**From the interpretation of factor analysis of organization culture** it is clear that scale validation is mandatory while doing factor analysis. It is measured through Chrombach alpha. The desired value of Alpha should be above 0.60 from table 5, it can be seen that the alpha value is .712 which is good enough to satisfy the condition and justifies the correctness of the scale used.

Component matrix or factor matrix as contains the coefficients used to express the standardized variables in terms of factors. These coefficients, the factor loading, represent the correlation between factors and variables. A coefficient with large absolute value indicates that the factor and variable are closely related. The coefficient of the factor matrix will be used to interpret the variables.

As we can see in table number 4, factor loading .537 of factor “achievement orientation” with the variable 1 is highly significant. It means in the organization participation is invited in the management of organization affairs. Factor Loading .403 shows competitive factor is correlated with variable 2. It means credibility and constructive ways of doing things is promoted in the organization. Factor loading .477 shows factor the conventional culture is correlated with variable 3, It means encouragement is given for initiatives in doing things but management encourages doing things by the rule book and members not to differ from the organization. Factor loading .623 and .428 shows a significant relationship with variable 4. It means competition among employees is valued in organization and employees are provided with help in finding the solutions for their work related problems and creative members are facilitated in the organization. .657 factor loading shows significant correlation between variable 5 and achievement orientation factor this factor and variable correlation shows that proper help is provided to employees in finding solutions to their work related problems. Growth and development of employees is considered in the organization
Factor loading .710 indicates very significant correlation between variable 5 that is ideas and suggestions are welcomed in organization with the factor a competitive culture. It shows that senior and subordinate relationship is maintained at all stages in the organization and employees are valued and treated as an asset in the organization. And employees are initiated for doing things. This high factor loading .710 also shows that quality in work is also valued in the organization. Members think in unique and independent way in the organization.

As results show that each variable and factor is correlated but we can says the high score like .657, .605,.662,710,.662 and .620 indicates that the correlation between the factor and concerned variable is highly significant as compared to factor loading ..428, .427, .465 & .452 which shows satisfactory correlation between factor and variable.

As interpretation of factor analysis of organization learning clearly shows that Component matrix or factor matrix as given in table 7 contains the coefficients used to express the standardized variables in terms of factors. These coefficients, the factor loading, represent the correlation between factors and variables. A coefficient with large absolute value indicates that the factor and variable are closely related. The coefficient of the factor matrix will be used to interpret the variables.

Table no. 7 shows the different factor loading (correlation between the concerned factor and variable) as in rotated component matrix the variable 1 that is experts and creative practitioners are invited to share their ideas. Shows the factor loading of -.568 with factor 9 that is result orientation, it indicates that experts and creative practitioner are invited to share their ideas (negative loading) and task groups are created to follow up on experiments.

Factor loading .651 in rotated component matrix indicates that factor and variable are closely rotated it indicates competency building is encouraged in organization by providing encouragement to the employees to attend external programs. Coefficient .623 indicates that there is an absolute correlation between
factor and variable, Business process reengineering is encouraged in organization so that experiences and concerns of the organization are shared with other organizations. Factor loading .520 indicates close relationship between factor and variable; it shows innovation is provided in the organization so that employees are encouraged to make experiments. Factor loading .715 shows very significant relationship between factor and variable it means innovations are rewarded and valued in organizations. Factor loading .814 indicates that there is very high and significant between factor and variable. This factor loading indicates relationship between employees and their achievement orientation and it further explains employees seminars on new developments are organized in the organization. Factor loading .785 shows correlation between factor and variable that is also very significant relationship. Collaboration among employees is promoted in order to provide base for continuous innovations. Tasks groups are created for database critiquing of the innovations. A coefficient with large absolute value indicates that the factor and variable are closely related.

And if we talk about status of private institutions we can easily see that 8 factors out of 12 factors have emerged which have close relationship between factor and variable.

In last as we can see in analysis of organization culture and learning in concerned private technical institutions reveal a mixed pattern of dominance pertaining to various factors of organizational culture and amidst high learning conditions in kurukshetra university and Maharishi Dayanand university, Rohtak and Punjab Technical University, Jalandhar. We have taken 13 factors i.e. growth oriented culture, humanistic culture, an affiliative culture, a competitive culture, an achievement oriented culture, an avoidance culture, a dependent culture, a conventional culture, an oppositional culture, a self actualization culture, an open culture, a political culture and perfectionist culture in order to measure organization culture analysis.

Factor wise approach of analysis across targeted institution was developed. The factor wise approach across targeted institutions along with
descriptive statistics revealed that high score on humanistic dimension reveals that organizations

**Testing of Hypothesis**

A null hypotheses approach was taken to state all the hypotheses stating no difference between the gender and variables taken. All these hypotheses were tested using Chi-square test under 95% confidence intervals. Chi Square test is the test of systematic association between Male/Female and Variable. The detailed account of each such test outcome is being presented below:

Finally the summarized account of the testing of hypotheses can be given as under.

**Hypothesis 1**: Management encourages doing things by the rule book shows that the significance level is .025 which is more than .005. Hence results are crystal clear as, ”we fail to reject null hypothesis.”

**Hypothesis 2**: Members shift their responsibilities to others: in hypothesis 2 the significance level is .089 which is more than .005. Hence results are crystal clear as, ”we fail to reject null hypothesis.”

**Hypothesis 3**: Members enjoy controlling to the authorities shows that significance level is .437 and it is more than .005. Hence results are crystal clear as, ”we fail to reject null hypothesis.”

**Hypothesis 4**: Management stresses on keeping on top of everything: hypothesis 4 shows that significance level is .536 and it is more than .005. Hence results are crystal clear as, ”we fail to reject null hypothesis.”

**Hypothesis 5**: Management makes the job like contest or race: hypothesis 5 shows that significance level that is .485 which is more than .005. Hence, ”we fail to reject null hypothesis.”
SUGGESTIONS

The growing pressure mounting upon the present day professional instructions is pertaining to accreditation/validation of education quality, the demand for 'Intangibles' as value drivers, the technological orientation, the growing concern for international compatibilities, and a concern towards the stakeholders. Institutions need to understand certain dimensions of the culture while evolving and nurturing them for conformance to the demands. The following set of suggestions can be extended here in order to attempt fulfilling the demands:

The accreditation agencies in India should enforce conducive Organizational Culture parameters that facilitate learning not only teaching. It has been found that there is a wide disparity in their assessment criteria. There must be clear cut demarcation between accreditation agencies for professional and non-professional education. Various agencies be they in other professions viz. National Assessment and Accreditation Council (NAAC), All India Council of Technical Education (Engineering), Medical Council of India (Medicine), Pharmacy Council of India (Pharmacy), Bar Council of India (Law) etc. should emphasize upon building sound Organizational Culture and better Learning mechanisms. The functions of rating and certifying the universities and affiliated institutions could be done by independent Educational Rating Agencies like CRISIL, ICRA or CARE similar to their ratings of corporate, banks and NBFCs thereby having more confidence.

The course curriculum must be made holistic comprising problem-centered and experiential provisions. Curriculum should become more international; reflecting global standards, and should be benchmarked with focus on business performance. However, Indian cultural heritage must be preserved with the notion of 'Think Global, Act Local'. The words of Sri Aurobindo here can be insightful when he perceives: "The past is our foundation, the present our material, the future our aim and summit".

Appropriate attention should be given to learning skills, group dynamics, behavioral aspects, service orientation, emotional intelligence, and other 'soft
Faculty must act as coaches and mentors and enhance traditional approaches of learning. At the same time they must keep on attempting self improvement and upgrades while parent institutions should provide them all the needed support in this regard. The institutions, faculty and students must be in closer touch with industry and work in commensuration to each others requirements.

Intellectual competitiveness should be encouraged and innovation should be supported. Management education should encourage creating a professional workforce. Not only theoretical concepts should be defined to the students but also practical education should be imparted to them. Curriculum evaluation should be speedy and inculcate the latest concepts prevailing in the world into the syllabus.

Individual learning in the different kinds of environments should be facilitated this means that there should be a shift from teaching to learning and learning to development. Training and supporting the faculty and staff in their role of coach and supervisor should be encouraged. Team learning should be facilitated this means not only to teach to learn collectively but also learn to function in newer ways. The focus should be on long term development of all organizational members. Teaching hours should not be restricted to just one hour but should be based on flexi hour system. As we know that there are three levels of learning viz. individual, group, and organizational so attention should be given to the motivation and development at all three levels.

Employees are the asset of every organization. For becoming and meeting the standards of these institutes the biggest thing that can be done is to look and take care of the employees with due importance to the faculty and administrative staff. Retention and employee motivation should be given utmost importance as these Institutes are facing high turnovers. The confidence of the employees should be boosted so that the performance standards are met.

It is also found in the University departments that the employees are reluctant to change to adopt better practices and norms of behavior. "Culture transformation exercises" should be done so that the employees understand as to
why it is the time for them to change and how this transformation is going to benefit them and their organization in future. There should be a logical flow of strategic information between the upper and lower levels in terms of strategies and tasks, and there should be better measures of accountability along both the ways.

It is alarming to withhold that both the universities utterly lack technological orientation. Surprisingly while they boast of being the centre of excellence in the state, they have not a single website of their own as of now to reflect even their technological affinity leaving apart the online practices. In this era of ICT they are working as a traditional closed system difficult to be reached by emails from outside. However, efforts of most of the private affiliated institutions are creditworthy in this regard. Therefore, a change to this effect is paramount.

The professional institutions should indulge into such research activities that define and measure the values different stakeholders perceive in upcoming professionals. It is unfortunate to note that despite the existence of so many years, many of the private institutions imparting engineering and management education could bring out its Research Journal like other institutions of repute in the country. It is therefore strongly recommended that each institution individually or collectively brings out good quality research journals in different areas of specialization or themes.

The institutions need to improve their recruitment processes for faculties and staff. While the affiliated institutions should aim for qualified faculties and staff against standard compensation, University departments should be fair and prompt in the selection of such faculty and staff. Both the university departments under Punjab & Haryana universities are affected with the shortage of qualified and permanent faculty. Moreover, their recruitment and selection processes do not meet the standard practices across the globe. The very elements of Organizational Learning are either missing or not being practiced.

IIMs are India's best- known management education brands. The Universities and affiliated institutions should attempt to analyze their way of
doing things and should also work on their lines wherever beneficial. The institute should not only concentrate in making them grossly focused into academic activities but also make use of business games simulating practical management i.e. 'learning by doing'.

Private institutes affiliated to universities of Punjab & Haryana today are competing within and beyond boundaries. In the present era, the demands for faculty, students, funds, and research- are met not only from within the nation but also from outside. These private institutes imparting management and engineering education affiliated to two universities of each state of Punjab and Haryana should also work in these directions to seek international collaboration in studies and exchange of students and faculties. However, to encourage such type of activities the overall culture should be overhauled and nurtured. There should be a cordial relationship between employer and employee. Work place practices should be changed. Teaching and Learning methods should be re-fashioned in the main stream with the use of myriad techniques viz. distance education, modularity, work based learning, expanding qualification frameworks, and experiential learning. The latest technology, e-Learning, should be resorted to facilitate better interaction across and within the institutions with multi media, instructor-led and real-time training in a collaborative environment.

The present day scenario of private institutes affiliated to Punjab and Haryana state Universities is a sad tale of woes, for which who is to be blamed one doesn't know. The only remedy which can make these two universities and institutions to meet the standards of the better ones can be changing their culture and adopting newer ways of doing things. The institutions need to stress upon competence/perfection dimension of culture and avoid oppositional and avoidance dimensions.

Professional departments in the Universities are bugged by a serious problem of suitable leadership that leads the junior fellows in a dynamic and coordinated manner. The head of department should be an experienced person, who is skilful and has interaction with the corporate world too, so that the students after the completion of the course are well placed and find no problem
for jobs. Unfortunately, the professional private institutes are poorly staffed in terms of faculty. Moreover the culture they are following is an ad-hoc one that cherishes to appoint faculty on contractual basis and that too with meager salaries. Under these circumstances, good faculties are found missing and the practice makes faculty imperfect in discharging their responsibilities. Affiliated institutes should not at any time cut upon the faculty. Instead it should try to lure best brains from all over the country and induct them into their faculties. This way the organization will enhance practicing newer ways of learning that are internationally accepted and prevailing.

It has been found that the inexperienced persons are always concerned about their achievements and are seen busy pleasing authorities for their promotions; this also becomes a hindrance for the Organizational Learning. Reservation in job is another serious problem. The reservation should be kept away from the professional education as well as from the selection of faculty. Everybody should compete for the job equally and not just avail the reservation privilege time and again. This will improve the quality of education irrespective of the categories of the students.

Another serious problem that is seen in these professional institutes is the link between the politicians and professional education bigwigs. For every appointment from peon to Professor, politicians make strong Sifarish for one or the other, which do not go unheeded. Even the selection of students for the admission falls prey to it. Due to Sifarish, certain academic parameters are at times ignored and the non deserving Sifarashi candidate becomes the winner. The professional educational departments should be kept away from the chains of politics.

The affiliated private institutions should ensure the personality development of students by means of regular conduct of role plays, workshops, extempore, debates and cultural activities. These things must not be confined to the brochure or other publicity materials just for luring the students/parents at the time of admission. The degree to which these exercises are practiced in some
institutions should be increased and others must introduce this with regular schedules.

The mechanisms aimed at developing faculty student interaction must be strengthened to arrive at a common platform. Exposure to industries and real life situations is missing in these institutions except the opportunities for summer training that too if not facilitated or guided properly goes in vain. The placement cell should not only be for name but it should also work for the welfare of the students. It has been found that the placement cells in almost all the institutions are merely for name's sake and most of the institutes don't even have a separate office and necessary equipments for that matter- and work virtually from the so called administrative offices.

The intake of students should be limited to 30 in a class at the most so that the teachers attend to each student well and are able to facilitate learning. Strictness should be maintained for the evaluation of students. It has been found that the private affiliated institutions have been getting permissions to have batches to the tune of 120 by the All India Council for Technical Education, even at the utter absence of the coveted facilities and carrying capacities. This practice should be abandoned if professional education is to stand in itself.

A proper decision making process by which team / participants are required to express affirmation, objections, or any other response to capture and resolve issues, should be established and practiced. Decision making skills amongst the members should be enhanced with appropriate delegation of authority. Accountability should be emphasized with rewards and penalties whichever seems appropriate.

The compliance to rules should be reinforced. Reward systems should be so adapted that the behavior is maneuvered towards the achievement of the organizations' vision. The system should reward rigor and completeness to established mechanisms and discourage process shortcuts and informal chains of command. Each and every employee's participation should be ensured and their suggestions should be appreciated with open mind and warmth.
Chapter – 7: Conclusion And Suggestions

It has been noticed that most of the institutions including the management institutes and engineering colleges imparting professional education are not professional in themselves. There seems to be an utter absence of formal processes that are consistently followed in a similar way for a similar act. The processes followed by these professional institutions are mostly immature and can be ranged at level I to 2 largely if looked from the perspective of Capability Maturity Model (CMM). The institutions should aim to refine their processes to reach the level 5 of the maturity.

Credibility and constructive way of doing things should be promoted among the staff and emphasis should be given to their growth and development. Staff must be motivated to be courteous to the visitors, faculty and students. Problems of the staff should be considered and help should be provided to them in finding the solution to their work related problems.

It has been revealed by most of the faculty in the affiliated private engineering and management institutions that they are neither provided official leave nor any support to attend such development oriented programs and conferences. For establishing better learning mechanisms, faculty and staff should be encouraged and provided with proper resources in order to attend internal and external programs. Innovations should be rewarded if they benefit the organization in any way. Seminars should be organized on the new developments. A balance between teaching activity and others must be formulated in this regard.

Encouragement or respect should be given importance to make the culture harmonic. Having secured that, emphasis must be given on the quality of communication as communication is the lifeblood of any organization. Strong commitment at all levels for clear, concise, civilized, honest and open communication should be enforced.

There should also be a widespread awareness of University processes and rules to the affiliated institutes. Their cooperation and coordination must be sought not only on the issues affecting their interests but also on common interest of the education system. Some exchange programs and resource sharing mechanisms
must be established so as to secure better interactions between and among universities and affiliated institutions.

Values exist in every organization and Organizational Culture is partially the manifestation of values that are practiced within the organization. The values should be such that they create the organization as desired. The institutions must keep on appraising their values and retain those promoting professionalism amidst common good.

The complex global scenario calls for creation of an organizational structure in which each group has an access to opportunity, right to self expression and right to retain and develop one's own culture. However, this culture must fulfill the expectations of its stakeholder’s viz. employees, students, industries etc.

To create better learning grounds and environment, the innovative phase of OL should be given more importance in terms of structure and technology. Innovative ideas should also be encouraged. Experts and experienced practitioners should be invited periodically in the organizations to share their ideas with the Organizational members. Employees should also be motivated to attend external programs so that they are aware of the latest scenario and are able to deliver their best to the students. The faculty should be deputed for teaching and training at the other reputed institutes of the country and as a result improve their pedagogy. The non teaching staff and students should also be given the same opportunity.

The Universities should also share their ideas and concerns with the other Universities and with other private institutes so that they all work as a transparent system. The Universities and Private affiliated institutes should encourage the researchers and innovators. If some experiment has to be tried on then periodical meetings should be held for sharing the results of the experiments. Periodic meetings should also be held for sharing ongoing experiments. Employee seminars on new developments should also be organized.

Talking about the implementation phase, Task groups should be created for implementing and monitoring new projects and experiments. Newly proposed practices should be linked with known practices. Records of experiences should be maintained so that a distinction is made between the seniors and juniors in
terms of authority and incentives, this will make the experienced people committed to the organization. Periodic meetings should be chaired by the experts and they should review the innovations. Relevant existing skill should be utilized in implementing change.

In context to stabilization phase’s Periodic meetings should be held to review and share experiences. Task should also be made to evaluate and report on plus and minus aspects of innovations. Task groups should also be created to follow up on experiments. Widespread debates should be held on experiences of implementation. Realistic appraisals should also be made for the support needed for continued use of innovations. Implementation programs should be modified when the need arises. Various groups should be encouraged to prepare alternative forms of implementation.

A positive, cordial and favorable work environment should be created. There should also be a scope for learning and participation to the faculty and students and the organization should also support and motivate them. Work environment should be created in such a way that the teachers care and help each other and the students should also be encouraged to give their ideas, suggestions and creativity. The environment resembling to OCTAPACE culture reflecting Openness, Collaboration, Trust, Authenticity, Proactivity, Autonomy and Confrontation & Experimentation should be created in the institutions. This will as a result, improve not only the quality of co-operation and development of the individual, but also increase the level of members' commitment towards the organization.

360° or 720° performance appraisal method should be used in order to improve the quality and retain relevance in management education. The faculty, administrative staff should continuously be evaluated by proper authorities. Ironically, the faculty and staff assessment by students and other such committee is completely missing in the Engineering Colleges, management institutions & all the affiliated institutes. However, in the same State, Department of Management Studies practices such assessments regularly. Assessment and feedbacks are sound enablers of professionalism and should be practiced amidst well defined
mechanisms. The faculty should be assessed on parameters such as teaching skills, subject knowledge, punctuality, initiative, responsibility, accountability, co-operation, commitment etc.

The traditional lecture methods should be supplemented by case discussions, presentations, role play, game play, exercises etc. Students should be evaluated by faculty both external and internal on the basis of attendance, presentation skills, participation, seminars, games, role plays etc. Seminars, Symposia, workshops, conferences, panel discussions, training programs, interaction with the industry etc should be organized to improve conceptual, behavioral and application skills. Latest developments in the fields in the area of interpersonal skills, synergy, and motivation need to be amalgamated with such programs from time to time.

Guidance and counseling should also be given to all the faculty, staff & students. This will broaden ones mind along the scientific line of thinking, will remove inferiority complex amongst the students and faculty will promote self Confidence and personality improvements.

A knowledge sharing culture should be developed and nurtured. In order to do this one should make a visible connection between sharing knowledge and practical organizational goals, as well as problems or results. Teaching and research faculties should me motivated and made aware about the need of knowledge sharing environment.

**Remedies to tackle problems**

**Teacher Shortage and Faculty Development:** Teacher shortage is endemic, both in numbers and in quality. As per the Report of High Power Committee for Faculty Development in Technical Institution, AICTE, 2006, the number of teachers required is as large as 118608 in about 1475 institutions with an enrollment capacity of about 5 lacks in 2005-2006. This figure would have further increased in 2006-07. At any given point of time, 30% of vacancy persists in technical institutions. The practice of adhoc or daily-wage teachers is hampering
quality of education badly. Such adhoc arrangements need to be addressed and completely banned. Earlier the attraction for technical graduates was to join the industry at a premium salary but now due to voluminous growth of Institutions in private sector, the private sector itself is attracting teachers on lucrative salaries.

Availability of teachers with doctoral qualifications is low. There are very few institutions offering PG programs, out of which 90% of the institutions do not have any worthwhile programs leading to Doctoral qualifications, resulting in reduced number of students enrolled in different branches. This necessitates the need for more qualified teachers. Some of the important disciplines such as IT and its related areas, availability of teachers is dismal.

The salaries offered to teachers are as per AICTE norms and attracting teachers on higher salary is difficult in public financed institutions. There are no regular training arrangements for the technical education teachers. The teachers are straight away recruited even without assessing their ability to teach. The teachers badly lack communication and pedagogical skills. The systematic approach to faculty development in most of the Institutions is non-existent. The institutions do not pay adequate attention to faculty development. The shortage and lack of training and attention to overall growth of teachers is exerting enormous pressure on the educational delivery system to meet quality benchmarks, largely because the majority of teachers themselves are not familiar with the latest.

This factor is adversely affecting knowledge and skill acquisition by students thereby lowering their employability (only 25% at present). The performance and accountability of teachers should be enforced. Undergraduate teaching-learning processes are dismal in most institutions. The learning is focused towards mere passing examinations. Significant efforts are not made to develop; either self-learning skills or industry needed “soft skills”. With a good undergraduate education only, one can conceive the production of high quality postgraduates and researchers.

In spite of above factors technical education system in the country is growing and many new teachers are joining the system. Efforts are required to be
made to attract better quality of teachers to the system and retain them by providing motivational inputs such as better working conditions, growth opportunities, acquiring higher qualifications, cultivation of research culture and linking them with industries. A scenario is to be created such that the institutional faculty own technology development not merely remain as teachers of borrowed technology.

**Attracting Students to become Teachers:** Due to the existing plight of teachers in technical and other institutions, there is no motivation for the students to opt for this profession. The institutions take pride in placement of students in the industry but none of the institutions make any attempt to place the student in their own campus. The placement is normally taking place in the 5th/7th semester of the engineering course. During such a placement exercise, students may be given an option to become teachers and they may be attracted to undertake PG and Ph D. This will help in increasing the number of teachers to a large extent.

**Attracting Students for PG Education:** Attracting students (other than serving teachers) to post-graduate work would remain elusive unless there is a large-scale demand for them in areas other than education and institutional R&D with visible premium on their emoluments as compared to Bachelor degree holders. Through intensive interaction with industry, the need for employment of PG pass outs may be insisted. This will require a cultural shift for employment of PG pass outs in all sectors of economy. The latest trends to Knowledge Process Outsourcing (KPO) sector and high tech manufacturing may be promoted by the GOI to increase the demand of PG pass outs of engineering.

**Innovation, Intellectual Competition, and Entrepreneurship:** Innovation, intellectual competition, and entrepreneurship are almost totally absent even in many good institutions, as these are not considered integral part of the curriculum and training of young graduates and postgraduates. Innovation demands intellectual challenge that is rarely put before the students. Even conversion of a research result to a useful product needs specialized skills that require not only
nurturing and fostering but also training and repeated exposures to “learning from failures”. While the graduates and postgraduate students are transient and disappear from the scene after receiving their respective degrees, there is no institutional mechanism to convert innovative ideas generated by outgoing students into useful products.

**Creation of Research Culture:** Most of the Research efforts in the country are discipline oriented and there are hardly any interdisciplinary groups even in the top ranking institutions. If the country has to survive in the global competitive market, it is important that in every technology institution the Research culture be promoted.

**Lack of Attention to Private and Unaided Institutions:** There is large variation in the quality of degree level institutions. Upgrading a few institutions may not result in a system wise quality improvement. A minimum of 50% coverage over time alone will make any visible impact. The private sector in this regard has been neglected since their attitude is not focused on institutional development or technology advancement. Their primary objective is profit making and exploiting desire of students and parents to get engineering education for better livelihood. Large number of institutions (85%) exists in the Private Sector and certain policy level changes are needed to bring them under the umbrella of quality conscious institutions.

**Improvements proposed in the sub-components** which need re-emphasis and sharp focus on some of them.

**Institutional Development through Competitive Funding**
Promotion of Academic Excellence:

1. Improving Academic capabilities of institutions to produce high quality technical professionals at all levels.
2. Develop/Improve/Upgrade curriculum (UG & PG) for all disciplines in accordance with latest trends in the world market.

3. Create facilities for production and preparation of effective and capable teachers

4. Start PG education in priority high-tech areas such as Nano technology, Bio-technology, Energy, Disaster Management, Manufacturing etc.

5. Create resource base for research (i.e. PhD, Projects, Consultancy, R&D, Patents, etc.). It is envisaged that approximately 9 Senior Research Fellowships & 55 Junior Research Fellowships for each lead institutions and 7 Senior Research Fellowships & 35 Junior Research Fellowships for each network institutions shall be offered as per the Institutions requirement.

6. Establishment of State of the art labs, technology innovation center and centers of excellence in selected high-tech areas.

7. Establishment and Strengthening of Entrepreneurship Development Centers – providing support to students (more so for PG level)

8. Development of Technology Parks.

9. Explore innovative options such as virtual classrooms/institutions, offering partnership programs.

10. Management Capacity Development at the institution level.

Networking of Institutions:

Networking of Institutions for quality enhancement and resource sharing – Setting up active clusters of Lead and Network institutions to share expertise, teaching and research facilities and to improve teaching learning processes. Networking will be electronic with pre-determined activities and achievable goals. Formal networking between lead and networking institutions with mission mode working on faculty development and develop high quality, high standard teachers.

The lead institutions will be encouraged to have “upstream networking” with 7 IITs and IISc who have credible PG and research Programs. Expertise of
the faculty of these institutions will be effectively used, through a formal institutional arrangement, to guide and mentor the lead institutions on curriculum planning, laboratory development, continuing education programs, joint research, industry/international linkages, student guidance, etc. Upstream networking with International Institutions will also be encouraged to achieve global quality. The IITs in different zones will cater to the Institutions selected under the Project.

**Enhancing Quality and Reach of Services to Community:**

Identifying priority areas of Services to Community and involving faculty and students of institutions in providing services to

1. Community in the vicinity of the institutions
2. Unorganized sector and weaker sections of society.

**Industry Institute Interface:**

Setting specific targets and approaches to establish intense interface with industry for various kinds of collaborations in the field of training, faculty exchange, R&D, projects, Consultancy etc.

**Systems Management Capacity Improvement**

Building capacity of the National/State management to:

a) Adopt modern management practices,
b) Modify current practices and policies
c) Conduct systemic research study at state and institutional levels,
d) Monitor performance of the institution,
e) Pursue Implementation of reforms,
f) Undertake Quality and performance audits,
g) Establish structures to facilitate guide and monitor Project implementation at Central,
State and Institutional levels.

A SWOT analysis provides a glimpse into the national technology education system. The role of the All India Council for Technical Education (AICTE) is highlighted. The recently announced National Mission for Technical Education provides the strategic directions for the future. A SWOT analysis of an Engineering Professional, a comparison of the XX and XXI century Engineers, and the distinctive characteristics of XXI century Learners and Teachers illustrate the challenges ahead.

The globalization and internationalization perspectives and the cultural impact of globalization are next discussed. The national Quality and Accreditation initiatives are described, and the challenge of the Digital Divide is highlighted. The importances of Partnership and Collaboration, in general and of nurturing Alumni-Alma Mater Relationship are stressed. Finally, some recommendations of a recent ATN-IITs Conference are indicated.

The National Mission for Technology Education

The Ministry of Human Resource Development announced this Mission on January 10, 2002, with the main objective “to prepare and implement a long-term strategy for Technical Education in the Country”.

The Terms of Reference of the Mission include: the laying down of policy for expansion of the highest quality of technical and management education in the country; planning for a substantial expansion in the technical manpower, particularly in new and emerging areas; developing India as an internationally acclaimed technical and management center; ensuring balanced regional development of technical and management education in the country; promotion of postgraduate education and research in higher technical institutions; and overseeing the several initiatives of the government such as accreditation and quality assurance.
LIMITATIONS OF STUDY

The study has been undertaken to understand the Organizational Culture and Organizational Learning in the technical Institutes affiliated to various Universities of Punjab and Haryana. Great care has been taken in understanding, profiling, analyzing and interpreting the data. However, the researcher was unable to overcome the following limitations:

The study precisely confines to the professional institutions under the two Universities of each Punjab and Haryana

The study area is limited to the institutes located in Punjab and Haryana affiliated to aforesaid two universities of each state. Other institutes located in Punjab and Haryana affiliated to other universities were not investigated.

The study only includes the study of some private technical institutes affiliated to a University and it does not include all the departments of the professional institutes or of the University.

It was not feasible for the researcher to undertake the study in wider perspective because of some genuine resource constraints.

The study includes preliminary investigations in the institutes under the Universities of Punjab and Haryana so the results of this study may not be generalized.

The information collected from the profile sheet attached with the questionnaire could not be of much help as the institutional heads were found reluctant in terms of providing the desired information. Consequently the impact of psychographic variables on OC & OL could not be found.

The biases on the part of respondents and their inhibitions to give certain responses were the major limitation during the course of study. Moreover, the limitations imposed by the statistical tools used in analyses pertaining to descriptive analyses, factor analyses, and testing of hypotheses cannot be ignored. The output of this research must be considered constrained by all the above cited limitations.
Agenda for future research

1. It was not feasible for the researcher to undertake the study in wider perspective because of some genuine resource constraints. The study precisely confines to the professional institutions under the two Universities of each Punjab and Haryana state. This research can be done with wider perspective as more universities and affiliated private institutions from the state of Punjab and Haryana can be taken.

2. The Organizational Culture and Organizational Learning should be build in such a way that the outcome should be more competent people, better developed roles, higher quality of work, increased commitment & involvement, better utilization of human resources, higher job satisfaction & work motivation, good organizational health, and synergy etc. Even a minor attempt in the aforementioned behavioral aspects can lead to a significant leverage in the area of professionalism, education and learning.

3. The professional institutions should indulge into such research activities that define and measure the values different stakeholders perceive in upcoming professionals. It is unfortunate to note that despite the existence of so many years, many of the private institutions imparting engineering and management education could bring out its Research Journal like other institutions of repute in the country. It is therefore strongly recommended that each institution individually or collectively brings out good quality research journals in different areas of specialization or themes.

4. Most of the Research efforts in the country are discipline oriented and there are hardly any interdisciplinary groups even in the top ranking institutions. If the country has to survive in the global competitive market, it is important that in every technology institution the Research culture be promoted.

5. In spite of above factors technical education system in the country is growing and many new teachers are joining the system. Efforts are required to be made to attract better quality of teachers to the system and
retain them by providing motivational inputs such as better working conditions, growth opportunities, acquiring higher qualifications, cultivation of research culture and linking them with industries. A scenario is to be created such that the institutional faculty own technology development not merely remain as teachers of borrowed technology.

6. Large number of institutions (85%) exists in the Private Sector and certain policy level changes are needed to bring them under the umbrella of quality conscious institutions.