A. FORMULATION OF THE RESEARCH PROBLEM

In the 1980’s increased attention was paid to the study of Organization culture and it was considered an important determinant for organizational success. Till now there has not been any single definition of organizational Culture. Organizational culture is generally referred to the values, beliefs and customs of an organization. Culture is defined both in terms of its causes and effect. The organization culture provides behavioral control, encourages stability and provides a source of identity. However culture suffers from different liabilities e.g. the people in the organization are reluctant to change and improve, people come from diverse religions: therefore sometimes people with different religion have no interdepartmental and inter organizational cooperation.

The present era of consumerism demands unprecedented attention and unparalleled performance from modern organization. Consequently, the organization needs to clear to these Demands of customers, whether external or internal, in order to fulfill their expectations up to Considerable extent.

Behavioral scientists have evinced great interest in developing conducive organizational culture and postulated several assumptions along the lines that lead to believe that organization culture somehow could help in producing a potentially charged battery of skilled and properly groomed manpower. The aim is geared to develop manpower that can take real life challenges in the field of Human Resource Management giving paramount importance to customer satisfaction, productivity, efficiency and effectiveness- proven parameter of success in the modern age.

There is no doubt that the study of organizational culture is gaining momentum globally and India is no exception. As culture gives organizations sustainable competitive advantages, organizations have been trying to adopt a
systematic approach to understanding their culture and further to capitalizing upon it for attaining early success.

A strong culture can be attributed to one, which not only emphasizes on shared common values and beliefs but also facilitates coordination, cooperation and communication. In a market characterized by continuous innovation and swift imitation, a strong and productive culture can be an important source of sustainable competitive advantage because it is difficult to imitate.

Modern organizations that emphasize on shared values, relationship, and teamwork sharing of knowledge, ideas and thoughts give equal importance to culture in addition to strategy and structure. Culture here provides for evolving, maintaining and developing a conductive environment favorable for attaining business goals.

Culture in normal managerial parlance, usually refers to how people feel about the organization, the authority system, and the degree of employee involvement and commitment—the soft stuff. Culture, here provides a comprehensive framework for understanding various facts of work behavior around the work place.

Behavioral scientists have raised several perspectives on the issue of organizational culture. While Schein emphasizes on three levels—visual artifacts, value and unconscious; Ouchi and Wilkins provides for the pragmatic view of culture—giving rise to efficient performance under certain conditions. At the same time Martin’s approach calls for deeper understanding because of its being comprehensive: inclusive and insightful as it looks into culture from three possible perspectives—integrated, differentiated and fragmented one.

Though, Schien’s conceptualization of organization culture is the widely accepted one, there is another conceptualization along the line proposed by sathe that holds a different perspective and give prominence to shared beliefs and values. According to sathe beliefs and values, though subconscious, can be altered once they are raised to the level of consciousness. In the opinion of researcher, this movement of sub-consciousness to consciousness is nothing but learning.
Organizational Learning (OL) has gained commendable pace in context of organizations and groups in the modern age. The concept was traditionally confined to individual learning. Learning can be defined in various terms. In empirical terms it generally refers to the change but when seen in normative terms it broadly refers to advancement of humanitarian concerns. Behavioral scientists assume that organizations present different degrees of learning when rated in the continuum of no learning (where they are insensitive or closed to experience realities) and full learning (where they effectively use the experiences gained into action.

To put it in more concrete terms we may describe Organizational Learning as the process by which an organization acquires, retains and uses inputs for its development, and the process results in an enhanced capacity for continued self-learning and self-renewal.

Organizational Learning is a potential area under Human Resource, which challenges the researchers for starting the voyage of search into its domain. Some mechanisms, however, have been devised that are helpful in diagnosing Organizational Learning systems and intervening to make them more effective, but there is a great need to search for newer pastures by either piggybacking on these or treading along totally different lines.

Sathe V. and Davidson (1985);" Towards a New Conceptualization of Culture Change" In its process, Organizational Learning can be perceived as continual series of interlinked activities that bloom in three distinct phases or subsystems - innovation, implementation and stabilization. In the innovation phase the process deals with acquiring and examining an input while the implementation phase is concerned with retaining and integrating it. The stabilization phase is concerned with using and adapting the input in the light of experience gained in its use.

Though the role of outside stimulus is paramount in the process of learning, yet in case of self-learning its involvement is not so important. Internally Organizational Culture can contribute for generating series of such stimulus that induce Organizational Learning. Within the internal environment, Organizational
Culture can be put, predominantly, in the list of expected factors that can be considered as an important stimulus for inducing learning. Conducive and congenial culture can arguably help organizations in evolving and developing certain mechanisms that leads to effective self-learning and further to self-renewal.

Various important concepts discussed under Organizational Culture, e.g. environment, climate, values, ethics, beliefs, ethos etc. are presumably those factors that contribute to providing better learning opportunities and better performance by the organization both in the short and long term.

At this juncture of time it, therefore, becomes necessary to look into Organizational Culture and Organizational Learning process of organizations. Nothing can be a better learning ground here than the professional institutions of two states of Punjab & Haryana. This study revolves round the three important vertices, e.g. professional, educational institutions, Organizational Culture and Organizational Learning will definitely be a challenging venture that will help in developing sound understanding of the subject matter. While it will help in providing a descriptive account of the processes of OC and OL in these institutions of Punjab & Haryana on one hand, it would greatly help in understanding, profiling and comparing these two processes among and within professional institutions of Punjab & Haryana on the other.

### B. OBJECTIVES OF THE STUDY

The present study is aimed at studying and understanding various associations between and within professional institutions. The purpose of research is to discover answers to various questions through the application of scientific procedures and to find out the truth that is hidden and to gain familiarity with Organizational Culture and the phenomenon of Organizational Learning to achieve new insights in the subject matter.

Efforts have been made along the lines of the application of sound HR practices in these professional institutions so as to suggest effective measures
towards developing congenial Organizational Culture and cherishing better values for creating a conducive environment of learning.

The major objectives that motivated the researcher to study and investigate are: The present study is aimed at studying the association between and within Technical education institutions. The purpose of research is to discover answers to various questions through the application of scientific procedures and to find out the truth that is hidden and to gain familiarity with organizational culture and the phenomenon of Organizational learning to achieve new insights in the subject matter. Efforts shall be made along the lines of the application of sound HR practices in these professional technical education institutions so as to suggest effective measures towards developing conducive organizational culture and learning.

**The major objectives of this research work are:**

1. To study the present Technical Education System and the Scenario in India.
2. To study various quality initiatives taken by govt in practices, formal and informal, adopted by various bodies associated with Technical education, institutes imparting Technical education.
3. To evaluate whether the present quality initiatives have achieved the desired goals and its impact on the quality of technical education.
4. To understand the nature and profile of organization culture and organizational learning in Technical Education institutions under study.
5. To find out pattern of organization culture and organizational learning in the Technical Education institutions under Punjab and Haryana Universities.
6. To find out the relationship between the organizational culture and organizational learning across and within such Technical Education Institutions.
In this era of cut-throat competition, it has become necessary for managers, change-agents and scholars to secure better ways of understanding and diagnosing Organizational Culture and to initiate a change in culture, when needed, in order to enhance organizational performance.

It has further become important to measure key dimensions of culture, to develop strategies towards its change and to effect such implementation.

In order to do so, a critical analysis of culture in target organization is necessary to be assessed. This requires introducing an instrument and a method for diagnosing and initiating cultural change, supplemented by a tool for measuring personal competencies and related assessments. Several such frameworks and instruments have been proposed by researchers/practitioners that help profiling the current state of organizational culture and a preferred culture for future. These also help in outlining the process of moving from current state to the desired one by linking personal change methodology to an organizational change methodology.

In order to conduct such a study in the professional educational institutions of Punjab & Haryana, two such frameworks and instruments have been selected to attempt the profiling of the Organizational Culture at the institutions under study. The first is the instrument of Organizational Learning Diagnostic by Prof. Udai Pareek and the other one is Organizational Culture Survey by Prof. Pankaj Kumar.

C. RESEARCH METHODOLOGY

This section presents the description of samples, measures and procedures used in the study.

ORGANIZATIONAL SITES-

The present study aims at investigating the nature of Organizational Culture and Organizational Learning in the professional institutes of Punjab &
Haryana. The study is confined to the affiliated private technical institutes (engineering and management institutes) of the Universities in the state of Punjab & Haryana. In PUNJAB, Punjabi university Patiala and Punjab technical university and in Haryana, Maharishi Dayanand University, Rohtak & Kurukshetra University, Kurukshetra are taken for study. This section presents the samples, measures and procedures used in the study.

**SAMPLE-**

In the present study sample of 150 were selected from the affiliated Private engineering and management Institutions of Punjab & Haryana imparting professional education. While the institutions and their heads were selected on census basis, the faculty, staff and students were selected on the basis of convenience sampling. The entire sample profile and the break-up are being mentioned in table -5
The study imbedded four sets of measures. They are:

1. Personal Information
2. Measure of Organizational Culture
3. Measure of Organizational Learning
4. Interview schedules for interviewing heads of the institutes.

**Measure of Personal Information:**

An attempt was made to collect the personal information about the institutional heads. The bio-data sheet attached with the questionnaire was used for soliciting information regarding the respondents' assignment and his/her interaction with the organization. There were several variables included in it, e.g., the organization he/she belongs to, department, position/designation in the organization, highest educational qualification, duration of stay in the present organization, total work experience (in years), number of training received, nature of training received, age, gender, and number of promotions received.

**Measure of Organizational Culture:**

To study the Organizational Culture, questionnaire developed by Prof. Pankaj Kumar was used. The Questions varied from strongly disagree to strongly agree along five point scale. The questionnaire adopts a quantitative approach to measure cognitive sharing of values, norms, expectations, ideologies etc by the members of organization. This Organizational Culture Measure is based on a configuration or circumplicial model of interpersonal and task related styles. The questionnaire covered the factors given below:

**Factor 1 – Variables:**
1. Credibility & Conservative way of doing things is promoted
2. Growth and Development of employees is considered
3. Unpleasant but valuable criticism is tolerated
4. Authorities function according to their power structure
5. Management facilitates the win-loss frame of work (negative correlation on factor)
6. Management promotes conditions to work against (rather than with members) – (negative correlation)
7. Persistence and hardworking is valued

Name to the factor: Growth oriented culture

Factor 2 – Variables:

1. Members shift their responsibilities to others (Negatively loaded – means they don’t shift the responsibilities on others”).
2. Members enjoy controlling subordinates.
3. Competition among employees is values
4. Members work long hours to attain desired objectives
5. Those members who set and accomplish their own goals are facilitated.
6. Employees openly show their enthusiasm while working
8. Excellence in work and behavior us valued and encouraged.

Suggest your name to the factor: Humanistic culture

Factor 3 – Variables:

1. Feeling, thoughts & experiences with colleagues are shared
2. Colleagues are real friends
3. Members are careful about each other's liking and disliking
4. Latest technologies are encouraged
5. Management makes the job like contest or race

Name to the factor: An Affiliative culture

Factor 4 – Variables:

1. Senior subordinates relationship is maintained at all stages
2. Your ideas and suggestions are welcome
3. Employee are rewarded for their efforts
4. Encouragement is given for initiatives in doing things
5. Quality in work is valued
6. Members think in unique and independent way

Name to the factor: A Competitive Culture

Factor 5 – Variables:
1. Your participation is invited in the management of organization affairs
2. Growth and Development of employee is considered
3. Help is provided in finding the situation for your work related problems
4. Encouragement is given in formation of inter personal relation.
5. Your workgroup members are friendly & open towards you
6. Other social activities are encouraged at the cost of work
7. Only creative members are facilitated

Name to the factor: Achievement Oriented Culture

Factor 6 – Variables:
1. Mistakes are rarely punished (Negative correlation/loading)
2. Members sets challenging but realistic goals
3. Mobility to other organization is encouraged
4. Quality over quantity is valued
5. Employees are encouraged to gain enjoyment from their work

Name to the factor: An Avoidance Culture

Factor 7 – Variables:
1. Work means work and friendship relations has no place
2. Members flatter their seniors to gain favor
3. Decisions are taken by seniors are only
4. Independent decision making is encouraged
5. Fears of authority prevails

Name to the factor: A Dependent Culture

Factor 8 – Variables:
1. Your suggestion is appreciated with open mind and warmth
2. Members prefer not to differ from organization
3. Management encourages doing things by the rule book
4. Dependency is facilitated by the management
5. Encouragement is given for initiatives in doing things

Name to the factor: A Conventional Culture

Factor 9 – Variables:
1. Almost every idea faces some kind of opposition
2. Oppositions views are accommodated in arriving at decisions
3. Members enjoy controlling to the authorities
4. Members are interested in building in their own powerbase

Name to the factor: An Oppositional Culture

Factor 10 – Variables:
1. Confrontation among members prevail
2. Management facilitates both tasks accomplishment and individual growth
3. Members develop themselves and take on new and interesting activities

Name to the factor: A Self Actualization culture

Factor 11 – Variables:
1. Your workgroup members are friendly & open towards you
2. Work means work and friendship relations has no place
3. Members wait for others to act first (Negative factor loading)
4. Members are rewarded for outperforming one another

Name to the factor: open culture

Factor 12 – Variables:
1. Members do not offer conflicting opinion in order to remain safe
2. Management promotes conditions to work against (rather than with members)
3. only those who are perfect at work get reorganization

Name to the factor: A Political Culture

Factor 13 – Variables:
1. Members gain status and influence by being critical
2. Members work long hours to attain desired objectives (Negative factor loading)

Name to the factor: A perfectionist Culture

ORGANIZATIONAL LEARNING DIAGNOSTICS

For Organizational Learning diagnostics, an instrument designed by Prof. Udai Pareek containing 23 items was used, (see Annexure). Respondents were required to rate each item on a 5-point scale, for assessing the value and frequency of its practice in the respondents' organization. The instrument considers that the more frequently these mechanisms are used, the stronger is the
Organizational Learning in concerned organizations. For organization learning diagnostics various variables are clubbed in to 9 factors which are as follows the factors emerged are defined as under:

**Factor 1 – Variables:**
1. Employees are encouraged to experiment
2. Innovations are rewarded
3. Periodic meetings are held for sharing on going experiments
4. Records of experience are maintained

Suggest your name to the factor: Innovation

**Factor 2 – Variables:**
1. Newly proposed practices are linked with known practices
2. Periodic meetings, chaired by top management, are held to review innovations
3. Task groups are created to evaluate and report on plus-minus aspects of Innovations
4. Implementation plans are modified when experience indicated that modifications is needed

Name to the factor: Implementation

**Factor 3 – Variables:**
1. Employees are encouraged to attend external programs
2. Periodic meetings are held to review and share experience
3. Task groups are created to evaluate and report on plus-minus aspects of Innovations

Name to the factor: competency building
Chapter 3: Research Methodology

Factor 4 – Variables:
1. Task groups are created to implement and monitor new projects and experiments
2. Detailed plans reflecting contingency approaches are prepared
3. Relevant existing skills are utilized in implementing change

Name to the factor: skill inventory

Factor 5 – Variables:
1. Relevant existing skills are utilized in implementing change
2. Task groups are created for data-based critiquing of the innovations
3. Realistic appraisal are made of the support needed for continued use of innovations
4. Various groups are encouraged to prepare alternative forms of implementation

Name to the factor: Management support

Factor 6 – Variables:
1. Periodic meetings are held for sharing the results of experiments
2. Task groups are created for data-based critiquing of the innovations
3. Widespread are held on experience of implementation

Name to the factor: Collaboration

Factor 7 – Variables:
1. Experiences and concerns of the organization are shared with other organization
2. Task groups are created to examine common elements between old practices and innovations

**Name to the factor: Business process reengineering**

**Factor 8 – Variables:**
1. Employees’ seminars on new developments are organized

**Name to the factor: Achievement Oriented**

**Factor 9 – Variables:**
1. Experts and creative practitioners are invited to share their ideas (Negative loading).
2. Tasks group are created to follow-up on experiments

**D. IMPORTANCE OF STUDY**

Organizational Culture and Organizational Learning studies are gaining grounds to understand and initiate change in Organizational Culture to secure competing values as well as organizational and personal performance. Several researchers are contributing texts along these lines to share their sets of tools, procedures and experiences in assisting and managing with cultural and personal change in organizations. Management of cultural change is being given high priority and the findings are serving as an information source having frameworks to manage cultural change process and to instigate significant managerial leadership improvement.

It is most commonly accepted now that Organizational Culture has a powerful effect on the performance and long-term effectiveness of the organizations. This have been proved in the findings of Cameron & Ettington: 1988; Denison: 1990; Kotler and Heskett: 1992; and Trice & Beyer: 1993.78
Not only at organizational level, but also at personal or individual level, organizational culture has affected the performance in terms of employee morale, commitment, productivity, physical health and emotional disposition. This has put a check on skyrocketing medical costs, erosion of employee loyalty, sabotage & defections as well as lawsuits.