CHAPTER 7

THE PROCESSES OF INSTITUTE BUILDING: SOME GENERALISATION

The present study was initiated for examining the three women's polytechnics in the western region. The first chapter deals with the scope, dimension, methodology and boundary parameters of the study.

Three polytechnics from the western zone were considered for the study purpose, each from one state. The Govt. Polytechnic for Girls, Ahmedabad, Govt. Women's Polytechnic, Bhopal and S.K. Somani Polytechnic, Bombay have been taken as samples. The methodology adopted for the study includes data collection, analysis of records, interviews with key personnel and data collection from the faculty members based on internal dimensions of the institution.

The external dimensions visualised are idea origination, resources dependence strategy, location, environment and industrial growth. Internal dimensions considered are potential development, effectiveness and future capabilities. The institution performance variables have been found out. The process mechanisms have been studied. The change in performance has been measured with reference to time.

Review of researches in institution building was taken up, starting from I.S. model developed by Esman in the context of U.S. aid to developing countries up to Pareek's contribution on "beyond management".
The development of general education for women has been discussed in Chapter 2. Education system of developed countries like United Kingdom, United States, USSR, Federal Republic of Germany and Japan have been described in brief. The historic development of women's education in India has been dealt in detail. The special reference was made to the Gujarat State.

Women technical education has been described in Chapter 3. Technical education system in developing countries was discussed w.r.t. its characteristics, programmes and administration. Technical education in India has been reviewed making special reference to programmes, administration. Technical education in India has been reviewed, making special reference to programmes, administration and facilities. The growth of women's polytechnics in India was taken up in detail. Finally women's technical education status model in Gujarat has been examined.

Diffusion of women's technical education studied in different countries like GDR, Poland, Soviet Union, America and Pakistan has been narrated in Chapter 1. Indian efforts for diffusion of education with special reference to the state was taken up. India, Pakistan, Bangladesh, Nigeria are the countries providing the special facilities of technical education to women in the form of women's polytechnics.

In the Indian context, the study reveals that high caste, high placed, rich and well education strata of the
society are taking advantage of professional education. The figures revealed that 57 per cent of girl trainees had completed their courses. The wastage was 43 per cent out of which 37 per cent occurred at the first year itself. The position of employment was found best in the electronics field, followed by architecture and costume designing. It was found that 43 per cent of the successful diploma holders were unemployed. Roughly 20 per cent of the unemployed diploma holders were intermittently employed, but they were required to leave the jobs due to inadequate salary, unsuitable job, leave vacancies etc.

Chapter 5 develops the IB Model having the concepts as context, performance and mechanisms. The context for women's technical education are identified as history, resources strategy, location and environment. The performance in its various dimensions were explored. The main dimensions considered are potential development, effectiveness and future capability. The process mechanism visualised are the contextual Evolutionary & Institutionalisation. A mathematical institution building status model was developed for calculating the Institution Building Status Index.

Chapter 6 evaluates the influences of various process mechanisms. The relation is established between the performance and process mechanism.

The main objective of the study is to find out 1) the institutional performance variables; 2) changes in
performance w.r.t. time; 3) process mechanism which influence the performance; 4) to relate the process with the institutional development.

Table 7.1 gives the rank ordering of performance.

G.P.G. Ahmedabad is rated one for potential development.

Table 7.1
(Theoretical)

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1) Context</td>
<td>GPGA</td>
<td>SPB</td>
<td>GWPB</td>
</tr>
<tr>
<td>2) Potential Development</td>
<td>GPGA</td>
<td>SPB</td>
<td>GWPB</td>
</tr>
<tr>
<td>3) Effectiveness</td>
<td>SPB</td>
<td>GPGA</td>
<td>GWPB</td>
</tr>
<tr>
<td>4) Future Capability</td>
<td>GPGA</td>
<td>GWPB</td>
<td>SPB</td>
</tr>
<tr>
<td>Composite Ranking</td>
<td>GPGA</td>
<td>SPB</td>
<td>GWPB</td>
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Table 7.2
(Practical)

<table>
<thead>
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and future capability while effectiveness is rated as two.

In case of SP Bombay, effectiveness is one, potential development is two and future capability is three. The GWP, Chopal has potential development and effectiveness as three while future capability is rated as two. In case of
educational institutes the relationship between input and output is not well established as it is a non-profit organisation. Hence it can be seen from the above discussions that inputs and outputs are not linearly related. Somani Polytechnic, Bombay has become a vocational centre while G.P.C., Ahmedabad and G.P.G., Bhopal could develop as technical institutes.

The fastest growth took place for Somani Polytechnic, Bombay, while fastest academic advancement took place in Government Polytechnic for Girls, Ahmedabad. The local environment seems to be responsible for such developments. Staff recruitment was found faster in private management like SPB than in Government organisations like GPC, Ahmedabad and GPG, Bhopal.

The performance of these three institutions are visualised in two ways, data collection & records analyses. In case of GPG, Bhopal and GPC, Ahmedabad, there is a difference in actual performance and performance as perceived by the faculty members. This can be seen from Table 7.1 & 7.2.

GPG, Bhopal is not in a position to cope up with the changing technological needs in the technology with respect to time. Hence the courses which were started 18 years back remain the same without any revision of syllabi. SPB has been changing rapidly w.r.t. time, not only in context but also in quality.
Social awareness is of a higher degree in case of GPG, Ahmedabad, while public responsibility is assumed with full seriousness in case of GWP, Bhopal, GPG, Ahmedabad and SP, Bombay both have a good corporate image. Hence the future capability development will be of higher order in these two institutions.

In value changing system GWP, Bhopal, had adopted passive recipient position while SP, Bombay and GPG, Ahmedabad, have adopted the active agent role in major issues of the community. Process mechanism like contextual evolutionary and institutionalization are found strong in case of SP, Bombay and weak in case of GWP, Bhopal.

Pareek offers some propositions on institution buildings. They are as follows:

1) Goals
   A) If the goals of an organization perceived are important for society, then the growth of institution will be smooth.
   B) If the goals are shared amongst the faculty members, then there are good chances of success of institution.

2) People

   Persons in the institution are the back bones of the institution building. Two propositions are visualised for this.
   a) If the key committed persons are identified in the beginning, then better chances exist for the development of the institution.
b) For Institution growth enough trust and autonomy should be provided to the persons working with the institution.

3) Structures

The structure of the Institute determines the resource generation and sustenance of the culture. Four propositions are offered:

a) It is desirable to spend more time in process in the beginning of the institution's life.

b) Matrix organisation is the ideal one.

c) When the mechanism to foster and stabilize the tradition and culture are established, the growth of institution is better.

d) When institution builds linkages with its major client systems, it leads to more healthy growth.

4) Culture

Culture and traditions of an institution are extremely important. Four propositions are offered for this.

a) There is a good chance of success for an institute where institute people sharing common experience and developing homogeneity of thinking in the early life of Institution.

b) Establishment of a mechanism for balancing between autonomy of individual and their collaboration for common goals, helps building an institute.

c) A balance between autonomy of the institute and its strong linkage with the outside, may lead to a better
d) The process of self renewal throughout the life of the institution ensures the institution's development.

6) Leadership

Leadership establishes the culture, helps in becoming self-sufficient and independent. Six propositions are listed below.

a) If the leader is able to pay full attention and time for institute he will be able to contribute the maximum.

b) A noncompetitive leader helps in the process of institution building.

c) A leader who provides autonomy to people to function in the institute will contribute to effective institution building.

d) When the leader is establishing linkages and attending the external affairs properly, chances for the success of institution increases.

e) A flexible leader is desirable for a smooth growth of the institution.

f) The success of an institution will depend upon the extent a leader is able to dispose the institute which he is able to build up.

Based on the study undertaken in the present dissertation, the following propositions are offered for the performance of the institution.
PROPOSITION ON POTENTIAL DEVELOPMENT

1) When culture creation mechanism and control process mechanism are strong, it results in higher potential development.

2) When culture creation mechanism and control process mechanism are weak then lower potential development takes place.

3) Strong identification process mechanism and boundary management mechanism results in higher potential development.

4) Weak identification process mechanism and boundary management mechanism results in lower potential development.

PROPOSITION ON EFFECTIVENESS

1) Strong identification process mechanism and control process mechanism leads to higher effectiveness.

2) Weak identification process mechanism and control process mechanism results in lower effectiveness.

3) When environment interface mechanism and diffusion of innovation mechanism are strong they result in higher effectiveness.

4) When environment interface mechanism and diffusion of innovation mechanism are weak they result in lower effectiveness.

PROPOSITION ON FUTURE CAPABILITY

1) Strong identification process mechanism, culture creation mechanism and instructional process mechanism will result in higher future capability.
2) Weaker identification process mechanism, culture creation mechanism and instructional process mechanism will result in lower capability.

FURTHER RESEARCH

The following aspects can be thought for the future research:

1) Operationalization of potential development, effectiveness and future capability in different social changes.

2) Operationalization of feedback system.

3) To develop testing instrument for propositions.

4) Operationalization of contextual factors in different social changes.