CHAPTER - I

INTRODUCTION

1.1 INTRODUCTION

“Education is not just a serious business, essential for manpower planning, it also holds the key for international benchmarking of our standards” - Suman K. Mukerjee 2007.

Ideally, any existing academic institution must continuously adapt to changing time to meet the aspirations of new generations and to keep pace with new frontiers of knowledge. Particularly professional education in India has come a long way from the 1960s, when there were limited number and types of business schools and engineering colleges in the country. Within the increase in the number and types of business schools and engineering colleges (many of them outside the Government/University system), there are growing concerns about maintaining the quality of professional education in the country. In this study, the researcher has attempted to study mainly the organizational climate of selected professional colleges comparing with the other selected arts and science colleges.

The dilemma in the higher educational institutions is in maintaining the balance between regulation and autonomy. While autonomy is necessary for the institutions to make dynamic adjustments to the changing environment and climate thereby maintain and improve the quality levels as appropriate for the prevailing environment. The regulation is necessary to ensure a minimum level of quality in all academic institutions. Between these two concerns, there has to be greater emphasis on autonomy, as the need of the hour is as dynamic and continuous improvement of quality rather than static non-responsive level of ‘quality’, often prescribed in terms of certain number of faculty, classrooms, computers, books, journals etc., The current emphasis, therefore, is on to maintain better organizational climate to maintain quality. The quality brings the prestige, the good name and thus giving rise to make more admissions leading to profit. Further, it satisfies the stakeholders to the maximum extent and fulfills their expectations. It implies that there are many components to maintain and sustain the quality in the management institutions. Marinating a good and appropriate climate in the organization or in the institutions will certainly result in quality education. There were so many
components involved in the organization climate and the researcher has considered some of the following important components which are appropriate for the educational institutions in this study. In the first instant, it is very appropriate to study what is organization and what is climate. The following may give some explanation about “Organization” and “Climate”.

1.2 ORGANIZATION

Lorsch (1965)\(^2\) conceives an organization as a socio-technical system in which behavior is influenced by a number of inter-related variables, including the individual predispositions of members, social structure, formal organization and the system’s external environment. Stogdill (1967)\(^3\) opines that an organization is an input-output system. The three sets of variables namely inputs, process and outputs, which he describes are concepts assumed to characterize any organization.

1.3 CLIMATE

Climate is the environment, may be internal or external, mostly related to the working conditions of the individual or group in an organization which gives rise to the organization’s development to achieve the stipulated goal of the organization through various drivers relating to shaping or changing the human behavior. The Climate affects organizational and psychological processes, and thus acquires an influence over the results of organizational operations. The climate is an enduring quality of an organization that is (1) experienced by employees, and (2) influences their behavior. Climate is an organizational characteristic – not a characteristic of each individual in the organization. However, individuals are the sources of information on the climate. It is their perception about the organization that should be measured. Climate is often defined as the recurring patterns of behavior, attitudes and feelings that characterize life in the organization.

a. Individual Psychological Climate

At an individual level of analysis the concept is called individual psychological climate. These individual perceptions are often aggregated or collected for analysis and understanding at the team or group level, or the divisional, functional, or overall organizational level.
b. Psychological Organizational Climate

The OC is the psychological climate of the organization. The definition of the psychological climate is precise; it refers to the perceptions held by the individuals about the work situation. The psychological climate is a summary of feeling about actual events based upon the interaction between actual events and the perception of those events. Psychological climate is the description and not the evaluation of experience. Psychological climate refers to the beliefs and attitudes held by individuals about their organization. The OC can be measured as the individual’s perception of the organization’s psychological climate. It is important to realize that from these two approaches, there is no “best” approach and they actually have a great deal of overlap.

1.4 ORGANIZATIONAL CLIMATE

Organization Climate is defined as the patterns of social interaction that characterizes an organization, which according to Halpin and Croft (1963) runs from “openness” at one end of the continuum to the “closeness” at the other.

Many research findings point out the importance of interpersonal relationships in affecting an individual’s development and behavior in organizations. These influences are often very subtle and pervasive. Hence they are hard to identify. It is almost as if they are part of the atmosphere. To take such influences into account, a new construct was needed that in any group or organization there exists a system of subtle and pervasive interpersonal affective relationships. The hypothetical construct known as climate was used to identify this relationship. Climate as used in the organizational context consists of a total affective system of the human group in the organization, including feelings of attitude towards the system, subsystems, super ordinate systems and other systems of the persons, tasks, procedures, and conceptualizations. Climate, thus, refers to the relationships in any situation as the people in that particular situation affectively experience these (Susan Chirayat 2007).

Organizational Climate is a relatively enduring quality of the organization, which is experienced by its members. It has an effect on their behavior, and how the organization functions. Organizational climate, however, proved to be hard to define. There are two especially intractable and related difficulties:
1. How to define climate and

2. How to measure it effectively on different levels of analysis.

Furthermore there are several approaches to the concept of climate, of which two in particular have received substantial patronage: They are (1) cognitive schema approach and (2) shared perception approach.

The Cognitive Schema Approach is the concept of climate as an individual perception and cognitive representation of the work environment. From this perspective climate assessments should be conducted at an individual level. The Shared Perception Approach emphasizes the importance of shared perceptions as underpinning the notion of climate. Keeping the OC in an organization with sustained action wholly depends on the prevailing organization culture in the organization. Even though OC mostly depends on the culture either for good or for bad, both basically differ.

1.5 THE CONCEPTS OF CLIMATE AND CULTURE

Climate and culture are both important aspects of the overall context, environment or situation of an organization or institution. Although culture and climate are related, climate often proves easier to assess and change. They are not the same, nor is one contained in the other. The two concepts of climate and culture are quite distinct.

Culture tends to be shared by all or most members of some social group. It is something that older members usually try to pass on to younger members. It shapes behavior and structures perceptions of the world. Cultures are often studied and understood at a national level, such as the Indian or French culture. Culture is the pattern of behavior, which includes the organizational form. It includes deeply held values, beliefs and assumptions, symbols, and rituals. Organizational cultures are generally deep and stable. To instill a new culture in order to respond to the changes in the external environment and to face the ever increasing challenges due to many reasons, the workforce have to be streamlined and made accommodative to adopt to the new culture. The process Knowledge Management is playing an important role in the above process.
1.6 KNOWLEDGE MANAGEMENT (KM)

The KM is defined by Roberts E., (2000) and Empson L., (2001) as a process of organizing and distributing an organization’s collective wisdom so the right information gets to the right people at the right time.” When KM is done properly, it provides an organization with both a competitive edge and improved organizational performance because it makes its employees smarter (Robbins 2003). Roberts. B (1999) and Ziielinski. D,(2000) observed that, KM is increasingly important to day, for at least three reasons. First, in many organizations, intellectual assets are now as important as physical or financial assets. Organizations that can quickly and efficiently tap into their employees’ collective experience and wisdom are more likely to “outsmart” their competition. Second, as baby boomers begin to leave the work force, there is an increasing awareness that they represent a wealth of knowledge that will be lost if there are no attempts to capture it. And third, a well designed KM system will reduce redundancy and make the organization more efficient. For instance, when employees in a large organization undertake a new project, they need not start from scratch. A knowledge management system can allow them to access what previous employees have learned and cut wasteful time retracing a path that has already been traveled. Therefore the KM system in the process of Organizational Change is felt important.

1.7 ORGANIZATIONAL CULTURE

Becker.H.S (1982) and Schein.E.H (1985), defined culture “as a system of shared meaning held by members that distinguishes the organization from other organization”. This system of shared meaning is, on closer examination, a set of key characteristics that the organization values. The research suggested that there are seven primary characteristics that, in aggregate, capture the essence of an organization’s culture (Robbins 2003; p. 525)

1. Innovation and Risk taking
2. Attention to detail
3. Outcome Orientation
4. People Orientation
5. Team Orientation
6. Aggressiveness

7. Stability

Organizations have uniform culture, because it represents a common perception held by the organization’s members. This was made explicit when it was defined as a system of shared meaning. Therefore, this could be expected that, individuals with different backgrounds or at different levels in the organization would tend to describe the organization’s culture in similar terms (Meyerson, D and Martin, J (1987)\(^9\)).

“Culture is the social glue that helps hold the organization together by providing appropriate standards for what employees should say and do. Finally, culture serves as a sense-making and control mechanism that guides and shapes the attitudes and behavior of employees. It is this last function that is of particular interest to us.” (O’Reilly and Chatman, J.A (1996)\(^10\). Further, Case, J (1996)\(^11\) observed that the role of culture in influencing employee behavior appears to be increasingly important in today’s work place. Schein, E.H (1983)\(^12\) pointed out, that, an organization’s current customs, traditions, and general way of doing things are largely due to what it has done before and the degree of success it has had with those endeavors. This lead to the ultimate source of an organization’s culture: its founders. Schein, E.H. (1996)\(^12\) further described the three ways of creation of culture. First, founders hire and keep only employees who think and feel the same way they do. Second, they indoctrinate and socialize these employees to their way of thinking and feeling, and finally, the founders’ own behavior acts as a role model that encourages employees to identify with them and thereby internalize their beliefs, values, and assumptions. When the organization succeeds, the founders’ vision becomes seen as a primary determinant of that success. At this point, the founders’ entire personality becomes embedded in the culture of the organization.

When necessity arose for changing the culture to face the competition successfully, and to sustain in the market, a drastic change had to be effected in the existing culture. That is called “Organizational Change”.

1.8 ORGANIZATIONAL CHANGE

Robbins (2003; p.571)\(^13\) rightly said that the change refers to making things different. Further, he exclaims that, innovation is more specialized kind of change. According to him innovation is a new idea applied to initiating or improving a product,
process or service. In view of the above, the change is at present warranted to for the
development of the institutions. In the present situation change is considered to be an
important process in any organization particularly the higher educational institution. To
face the ever increasing competition and technological innovation, it is inevitable that the
organizations to change themselves to adapt to the prevailing situation. Moreover, the
globalization made it mandatory to follow suit. “Change or die” situation could be seen in
this dynamic and changing environment. The most involved components in the change
process are the work force (employees). Usually, human beings (the employees) had a set
of mind in the working environment of the organization. Their “fit and set” will not
permit them to adapt to the new conditions or working environment even though it is
better than the previous one. Some times the physical environment where they spent very
long time and also loved by them, made them so attached, even though they experienced
some hardships in their work. At times of changing the physical environment to a better
and beautiful environment, their mind usually would not permit them to accept it.

Change usually occurs due to the following reasons or forces:

1. Changing Nature of the Work Force
2. Technology is changing jobs and organizations
3. Economic shocks
4. Competition
5. Social trend

As an organization, the higher educational institution is also not an exempted one
subject to change. The higher educational institutions thus, have to adapt themselves to
face the external and internal challenges and competitions to raise their status to be an
organization to give quality education. In this process, it is their important duty to
maintain a good and conducive organizational climate within the organization.

When change is effected, it is very important to see that the employees are
satisfied with the change in respect of all the factors which contribute the Quality of
Work Life.
1.9 QUALITY OF WORK LIFE

Quality of work life encompasses working conditions, working time, mode of wages payment, health hazards issue, in a nutshell some of financial and non-financial benefits and management behavior towards workers. The quality of work life is a concept of behavioral scientist, and the term was first introduced by Davis in 1972 (Mathur 1989) and Hian and Einstein 1990. According to Robins (1990), QWL is “a process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work”. The key elements of QWL in the literature include job security, job satisfaction, better reward system, employee benefits, employee involvement and organizational performance (Havlovic, 1991, Scobel, 1975).

Quality of work life is sociological and psychological phenomenon, but sociologists are not putting their interest in industrial sector, where the workers are the core potential resource for organizational performance. Blishe and Atkinson (1978) have shown that there are two kinds of indicators for defining quality of life. One is an objective indicator, for example, money and the other subjective indicator, such as financial status, living standard, job etc., In a nutshell, objective indicators are defined as quality of life in terms of goods, while subjective indicators are defined as quality of life as perceived by individuals. Hankiss (1978) stated that ‘quality of life’ is not a sum of its component units. Quality of life is more than interaction, attitude, aspiration, fears, satisfaction or dissatisfaction thus it creates cross cultural similarities and dissimilarities.

1.10 QWL AND ORGANIZATIONAL FACTORS:

QWL practice involves acquiring, training, developing, motivating and appraising for the best performance of the employees as per organizational objectives. Indeed, core elements of QWL are of working conditions, employee job satisfaction, employees behavioral aspects, and employees’ financial and non financial benefits, growth and development, and supervision (Lau and May 1998; Hackman and Oldham, 1975; Taylor and Bowers, 1972).

Job Satisfaction can be understood by explaining people who want to come to work. Locke (1976) defined job satisfaction as “a positive emotional state resulting from the appraisal of one’s job or job experiences.” Though various researchers identified
it in different ways and conclude that it’s a combination of physiological, psychological and environmental circumstances, the result of this combination is a person’s job satisfaction. Job satisfaction has significant affect on organization performance in terms of wages, salary, incentives, boss-subordinate relationships, company policy, promotion, job itself, co-worker relationship (hygiene factors) (Nash, 1985). Job satisfaction in recent years has become associated with quality of work life movement.

In line of the thoughts drawn from various studies conducted previously, and taking the important dimensions of Organizational Climate, the researcher has selected a few which are more related to the educational organizations for his study. The title of the study being “Organizational Climate of Professional and Non-professional Colleges in Bangalore”, the following dimensions which were more suited to this study were selected.

They are:

1. Job Satisfaction
2. Rewards
3. Organizational Clarity
4. Warmth and Support
5. Leadership
6. Motivation
7. Communication
8. Decision Making
9. Organization Goals
10. Control.

1.11 INSTITUTION (SCHOOL) AS A SOCIAL SYSTEM

Institutions (Schools) as a human organization is a social system with its formal and informal structures interacting with each other. Further the system is made up of a number of sub-systems namely, instruction, supervision and leadership. These sub-systems are again composed of a number of facilitating processes. These components are interrelated within the sub-systems whereas the sub-systems are woven into the system.
Secondly, major part of the operation of the institutional system depends on interaction between the sub-systems and with them.

1.12 AUTONOMY

It goes without saying that autonomy should be coupled with a sense of responsibility for continuously improving the quality of one’s offerings in a dynamic environment/climate. While the primary responsibility for such continuous improvements rests with the school itself, the schools for their part need the support and guidance from specialized agencies having the necessary competencies and broad-based experience in the field. The ideal process for the Higher Learning Institutions (HLIs), therefore, would be to institute a system of continuous self-appraisal and benchmarking of oneself against the best practices in the field. “A Close study of the HLIs shows that the bulk of the performers are the so called “Autonomous schools” which offer an independent MBA programme without recourse to any university, a system that caused such a large number of schools to be established that the government had to ban any new autonomous schools being set up in the wake of the hue and cry over mushrooming of bad quality business schools in the late nineties “(Thothathri Raman, 2006)19.

1.13 THE QUALITY

The systematic assessment based on a variety of dimensions would help them realize the complexity of the quality issue as well as the inter-linkages among these dimensions and focus on the neglected ones. There are two important lessons to be learned from such a realization. (1) Quality of management education is a multidimensional construct and its maintenance and improvement would require simultaneous actions on several fronts; in other words, it is not enough for the school to organize and conduct regular classes around a prescribed syllabus. (2) The inter-linkages in the system are such that the improvement or deterioration in one dimension will have serious implications for the others; in other words, even if the school has attained excellence in one or two dimensions, it is not sustainable if it neglects the other dimensions. It becomes clear that the quality as well as revenues of the business school would, to a large extent, depend on the quantity and variety of activities taken up by the schools (Mathew J. Manimala 2006)20. Major dimensions for assessing the quality of
management education as proposed by the south Asian Quality System (SAQS) –
Modeled on the European Quality Improvement System (EQUIS) are:

1. Context and mission
2. Contribution to the Community
3. Resources
4. Faculty
5. Research and Development
6. Programmes and Activities
7. Students and Participants
8. Personal development of students and participants
9. Alumni relations
10. Executive education(Training for practitioners)
11. Linkages with the practicing world
12. National, regional, international /global relations.

(Adapted from the Documents of the Association of Management Development
Institutions in South Asia (AMDISA).

Thothathri Raman (2006) proposed the following to make a top B-School: (Which
is relevant to all the Higher Educational Institutions also).

1. Good Quality Faculty
2. Suitable investment in faculty development
3. Excellent track record of faculty publishing and conferences
4. Specific admission process attracting best talent
5. Conscious brand building
6. Strong industry interface
7. Good tie ups with universities abroad for curriculum support
8. Student and faculty exchange programmes
9. Processes that tracks the progress of students and supports their all round
development
10. Placement process that focuses on getting the best match for students and not just top Salaries.

11. Highly motivated leadership

12. Good track record of management training, industrial consultancy and active research


14. Accreditation (National and Global)

15. Strong Alumni network and periodic interaction with the campus.

Suman K. Mukerjee(2007) points out that it is an imperative need in monitoring quality Assurance and evaluation of courses in all degree programmes, quality Assurance in Teaching and soft skill development, quality Audit of all academic courses and careful scrutiny of the academic staff.

1.14 FACULTY

Very rarely one can find higher education faculty up to the mark. The statement does not imply non-availability of good faculties; but the available resources are very less to their commensurate requirement. Since the ‘Business Education’ has been transformed in a “dream – selling profitable business”, the proprietors of such business organizations are always effortful to maximize their profit. As a measure of maximizing the profit, proprietors (or trustees by whatsoever names they are called in the dialect) always avoid appointing full-time core faculty and fulfill the requirements by calling visiting lecturers. A low amount of remuneration results into a sub-standard faculty available to the Professional and Non-Professional Education Institutions. Many a times, these institutions appoint faculties purely on personal considerations, which are again a big reason of poor faculties in Higher Educational System (HES). The Higher Educational Institutions that have done well have been characteristically strong on intellectual capital, have had good faculty student ratio, invested heavily in faculty development and have had strong processes for helping faculty on their work. Teacher’s area now expected, by one and all, to be more effective, more efficient, more productive and more accountable these expectations generate enormous amount of pressure on teachers.
While on the one hand they have to keep abreast of discipline, specific knowledge, and related pedagogical processes, on the other hand they have to devise learning opportunities to cater to diverse student population requirements and meet other organizational and societal needs. The vital areas of concern that have a crucial bearing on the continuing professional development of the faculty in higher education ought to include significant areas namely, induction of new entrants to the nuances of a professional career, teaching and learning paradigm shifts, research and innovation as an integral component of professional development, leadership development and engagement of academic professionals with social concerns. So, to keep the faculty in tow to meet all the academic challenges, the Faculty Development Programme was initiated by the Central Government through the constitutional bodies like, University Grants Commission (UGC) and All India Council for Technical Education (AICTE).

1.15 FACULTY DEVELOPMENT PROGRAMMES

The Faculty of the HEIs should have the competency to teach and train the students to suit to the emerging global technological changes due to constant innovations and research. Ved Prakash (2010)\textsuperscript{21} opined that Faculty Development is the most vital but also generally one of the most neglected aspect of higher education in contemporary India. Faculty development initiatives, in proper sense, are expected to help teachers overcome their professional inadequacies besides creating among them the culture of working collegially, collaboratively. Majority of institutions are nowhere close achieving excellence in either teaching-learning, or in discovery and invention or in engagement with social concerns. None would perhaps dispute the contention that in the teaching profession, there has to be an in-built provision for professional development of the academic faculty which should be commensurate with the changing and constantly emerging newer concerns in the frontiers of knowledge in every domain of human learning. It is becoming progressively more and more critical when higher education is facing huge challenges posed by ever increasing demands of various stakeholders. Further, he suggested that The Central Government may identify leading institutions of higher learning and entrust them with the responsibility of conceptualizing the scheme of faculty development in a professional and coordinated manner so that teachers get opportunities to learn about emerging concerns in their curricular areas, teaching strategies, research and innovations, providing differential treatments to diverse student
populations and their responsibilities towards the society, which he believes that this may be the way to transform the institutions into learning organizations which is essentially required to cope with global obligations.

1.16 THE FACULTY APPRAISAL

Systematic review and evaluation of overall system is the sign of good and effective outfit. Barring a few, HEIs are not adopting any mechanism to evaluate the performances of the teachers/faculties/resources persons. As per the Rastogi Pay Commission appointed by the UGC in 1996 to revise the University/College teachers pay, the University Grants Commission has a pre condition, for accepting the new pay scales, of teachers’ appraisal by the students. But, as usual the authorities had to surrender before the protest of teachers union and the appraisal clause was removed from the pay commission recommendations. This means, all University/University affiliated colleges are not bound for any appraisal system. Such reluctances result into extension and continuation of already existing sub-standard/poor faculties to the pity HEIs’ students.

1.17 THE ENTRANCE/ADMISSION

There is no common criterion for admissions for all business education institutions. AICTE approved ones follow different norms (with certain level of variations among themselves) and non-AICTE institutions follow their own norms. The AICTE norm which allows graduates from any discipline to apply for MBA admissions expresses that there in connection between the aptitude and the admission, whereas, it is a well known fact that the candidates are rushing to the MBA degree due to financial fascination but not due to business/Managerial aptitudes. The Universities, Deemed to be Universities and Autonomous Institutions have also their own norms and curriculum and syllabi. Presently, Government of India has evolved a system of having common entrance test to all the Professional Post Graduate degree courses which will be conducted by the Ministry of Human Resources Development (MHRD) of Government of India. But many State Governments have objected to it for their own reasons.

1.18 THE COURSES

There have been tremendous changes in the types of courses offered by the top management institutes of the country e.g. IIM (Kolkata, IIM(Lucknow),IIM(Kozhikode)
ISB (Hyderabad), etc. These institutes have started offering very unique courses like Insurance Business management, Pharmaceutical Industry Management, Information Technology Business Management etc. But, such dynamic course offering institutions can be counted on fingers. The country at present has more than thousand business education institutions offering so called age old traditional courses having no present day demand. The branches of subjects and knowledge are widening and it will further branches out to new subjects and knowledge. In this situation, it is the responsibility of the Universities/AICTE and the affiliated or recognized colleges to adapt to the new situation to give better education for employability. The daring and acute need of course revision is very much needed at this juncture.

1.19 THE CURRICULUM

The curriculum of the schools of management does not require gaining knowledge about development of management education or management thoughts in greater details (Srivastava, 2002), it is something which gives practical ability to finish the task. Curriculum in education is something like fashion in the market. You put old fashioned stock in the market; it is to be sure, you won’t find any customer. Similarly, many of the business education institutions are catering to old syllabus, and therefore, loosing a big number of their intake capacity (Chakrawal, A.K, 2005). Non-updated web sites do not have significance, similarly non-updated knowledge does not have any utility (Jani, Balwant-2002). Therefore, continuous revision of curriculum and syllabi is very much important and a must one for professional and non-professional courses.

1.20 THE PRACTICAL EXPOSURE

As a result of unmanageable student-strength together with inadequate teaching faculty, the management students complete their courses of studies without having both the proper theoretical understanding of the subject areas and the exposure to practical field. One of the factors leading to inadequate practical exposure is the very heavy burden of students for practical training on the business, and industrial units in the country. As such no whole-hearted cooperation is extended to the students and this way not only the management education but also all the other courses tend to get degenerated into simply liberal education just like ordinary education in general subjects in the country (Agarwal, H.N – 2002).
1.21 INDUSTRY – INSTITUTION INTERFACE

The students of MBA or any professional course should attain the practical knowledge in their subject overall particularly in their interested subject. Even though, Industry-Academia collaboration has been included in the MBA curriculum, most of the B-Schools never tried to follow this due to various reasons. Some of the reasons may be, absence of full time Placement Officer, lethargic attitude of the Management or the part-time placement officer, sometimes finding suitable industries may be a task. However, it is the sole responsibility of the Institution to arrange the industry-academia interface. This, apart from giving practical knowledge to students, may help them to get placements easily soon after completion of the course. Chesbrough, et al, (2006) were advocated the open innovation approach. This has again cited by Vrände et al (2009). Chiaroni, et. all., (2009) have pointed out that this is the practice of leveraging the discoveries of others and entailing opening up to or establishing relationship with other organizations with the purpose to access their technical and scientific competencies for improving firm’s innovation performance. It also involves enriching the companies own knowledge has through external integration of suppliers, customers and external knowledge sourcing (Enkel et al 2009). Further, Vinnie Jauhari and Michel Benard (2009) concluded from their study, that attitudes of people reflected through institutional communication plays such a big role in success and failures of the partnerships and the leadership and industry standing influences the strategy. The organization factors such as structure, culture, rewards and resources are a key influencer in realization of the innovation vision of the organization.

1.22 THE PLACEMENT

Placement is a crucial component of Professional and non-professional education, especially the management and engineering education. IIMs offer per students about four to six placements whereas the Universities do not give any consideration to placements, barring a few such institutes namely MDI, XLRI, IMI etc., Most of the AICTE recognized institutes were not able to offer jobs to all their students. This ratio is far worse in the case of the most of Universities (Mishra, R.K-2002). The placement cells in the AICTE recognized management institutions are largely not perceived as a platform for interaction between students and prospective employers (Dhar, Upinder and Dhar Santosh-2000).
1.23 HRD CLIMATE IN HIGHER LEARNING INSTITUTIONS (HLI)

HRD culture is one of the important elements of HRD climate. The elements of HRD climate can be grouped into three broad categories of General Climate, OCTAPACE culture and HRD mechanisms. The General supportive climate not only deals with the importance given to human resource development in general by the top management and line managers but also concerns good personnel policies and positive attitudes towards development. HRD mechanism involve the process of establishing an integrated system of HRD mechanism which include performance appraisal, potential appraisal, career planning, performance rewards, feedback and counseling, training, employee welfare, quality of work life, job rotation etc., HRD mechanism work together in an integrated system and do not offer the synergistic benefits in isolation. As regards OCTAPACE culture, it is depicted in the values that an organization practices. A distinct set of values has come to be identified with the promotion of HRD climate in an organization. Pareek has suggested eight values in this regard, they are Openness; Confrontation; Trust; Authenticity; Pro-action; Autonomy; Collaboration and Experimentation. These values help in fostering a climate of continuous development of human resources (Mufeed.S.A and Gurkoo.F.A -2007). 

Even though, the above related important factors encompass in the process of giving quality education, there are as many as factors under various dimensions act as drivers for maintaining the organizational climate in the institutions imparting higher education that are Universities and Colleges and other Post Graduate Institutes run by the Central and State Governments. These driving forces have to be kept as a living force to sustain the climate of the institutions toward achieving the goal of the institutions.

Some of the main and important forces are, the Organizational Change, Quality of Work Life. These forces have embedded with various supporting critical factors and each of these critical factors (Dependent factors) is interwoven with supporting variables or the independent factors. The above two forces are more related to the organizational climate. Hence, without which, studying the organizational climate will not be fruitful.
Vachhrajani (2008) observed that the concept of TQM is applicable to academics. Many educators believe that the Deming’s concept of TQM provides guiding principles for needed educational reform. He cited from an article, and registered that Bonsting had outlined the TQM principles were the most salient to education reform. He called them the “Four Pillars of TQM’ They are, (1) Synergetic Relationships, (2) Continuous Improvement and Self Evaluation, (3) A system of ongoing process and (4) Leadership. Vachharajani found the following factors that acted as drivers to implement TQM in education:

1. Declining Enrolment
2. Declining Quality
3. Facilitating Change
4. Increasing Private Tuitions
5. Changing Demographics
6. Advancing Technology
7. Intensifying Competition among Institutions
8. Demanding better Quality Graduates by Employers
9. Declining Retention Rates
10. Recording students dissatisfaction with the overall Service Quality
11. Increasing Governmental concern of rising tuition costs.

The potential benefits of TQM in colleges are furnished below:

TQM can help a college provide better service to its primary customers – students and employers. The continuous improvement focus of TQM is a fundamental way of fulfilling the accountability requirements common to education reform. The last one is that operating a no-fear TQM system with a focus on continuous growth and improvement offers more excitement and challenge to students and teachers than a “good-enough” learning environment can provide. Therefore, the climate for learning is improved.
Pal Pandi and Rao, (2007) described that TQM is a continuous learning process, which is a cyclic, iterative and never-ending activity. TQM is an attribute of good and effective management if adopted in practical use. They suggested forming Academic Performance Analysis Cell (APAC) in every college to control the quality.

Dutta (2007) observed that as Chinese philosopher Confucius stated that the goal of education was to produce men of quality who combined competence with virtue. Thus quality is “Multidimensional” and through higher education it strives to develop human resources of global standards. The quality is needed in the developing world for the following three reasons. (1) the incredible growing thirst for knowledge, (2) the growing importance of knowledge in society, and (3) the inexorable and often cruel logic of globalization.

Paul Pandi, Rao and Jeyathilagar (2007) from their study, concluded that in order to improve the quality of engineering education and for attaining excellence in the service of the institute, they must get ISO 9001:2000 certifications. They have also suggested a new concept called Integrated Total Quality Management (ITQM) in Higher Educational Institutions. The ITQM is nothing but the embedded system of TQM, Line Management, Knowledge Management, Six-Sigma (DMAIC) and ISO 9001:2000.

Pal Pandi et al., (2012), concluded that the important role of management institutions is to supply efficient and quality manpower to the corporate. Hence educational service is no longer construed as mere imparting of knowledge, technical or otherwise, but embraces a broad spectrum of services contributing to overall educational excellence.

1.25 HIGHER EDUCATION AT PRESENT – A DEBATE

This country has witnessed many types of educational practice from its ancient times. At last, came the educational system structured by Lord Macaulay during the British regime. Still, the country is following mostly the same system of education amidst facing too many challenges from other developed countries and technological innovative and constantly changing scenario in the knowledge front. So, to keep the higher education abreast to meet the challenge is the foremost responsibility of the Government and the educationists. Even though, the Central and State Governments are taking fruitful steps to revamp the higher education, still it is in the nascent stage. There are hue and cry from
educationists, industrialists and people to make the higher education to meet the social responsibilities and standards of the other prestigious institutions in the world. In this juncture, a debate on the higher education published in “The Hindu” English daily would be immensely helpful.

There was an article “Comparing Harvard Apples with JNU Oranges” written by Ajai Gurudevarthy and Nissim Mannathukkaren, published in “The Hindu” English daily on 27th December, 2012. They have said that, the world rankings of Universities do not give us an accurate picture of higher education in India and elsewhere, an overwhelming majority of top-200 universities are in rich countries and that the solution does not lie in emulating western models. Further, they have lamented the commercialization of education and growing student indebtedness in the United States. They claimed that American students are not trained to become “critical thinkers” but “foot soldiers of the establishment.” Also they have challenged the evaluation process of higher education. On the whole, they came to the conclusion that only wealthy nations scan has good quality in education by establishing prestigious universities.

Their claim was promptly refuted by Pushkar in his article “Wealth does not lead to world-class institutions”, published in the same daily on 24th January 2013. He replied that, India also had done very well in commercializing higher education without emulating the U.S. model. Also he raised a question, when the American training is one way, what is the specific way of training given by Indian institutions to the students Pushkar said, that the country has witnessed high rates of economic growth for over three decades so that it now counts among the largest economies in the world. At least some of that growth has occurred due to the country’s ability to tap into the global knowledge economy. India has the world’s largest poor of college-age young women and men and more women are taking higher education. Also said that the country has lost immense amounts of foreign exchange as thousands of affluent and meritorious students head abroad each year and far too few of the meritorious ones return. Comparing India and China in higher education, he felt that it was not appropriate. China and India belong to a different category of nations not just because they are growing economies but because they are large and populous. They are rich and poor, developed and underdeveloped, modern and traditional and everything else in between in different ways. They are countries that have arrived as global players or will do so in the coming future. Given this
context, the higher education sector has immense relevance and issues of quality and comparison of India’s institutions with those in rich countries would be more than a matter of “time pass”. Further he said that substantial improvements in the quality of higher education are necessary for India’s economic growth and further development in ways that are both interdependent and less dependent on rich countries. It is only with a solid base of higher education that India will be able to design and develop more of its own technologies and prioritize invention and innovation to move forward.

India’s higher education needs to aim much higher than a typical poor country. If global comparisons are fair, other measures of quality dependent of government-created evaluation bodies or the print media – need to be devised. It is not fair to compare India’s universities with those in rich countries, he asked, that how about comparing them with what they were like two or three decades ago? He wanted to compare the Indian institutions with the prestigious institutions in India. He has cited an example, that wealth has not brought democracy or world-class university to oil-rich Middle Eastern Countries. Since the Middle Eastern Countries will never practice democracy it would be impossible to have institutions without the help of Western nations.

A rejoinder has also received for the Pushkar’s article from the later by saying that, their basic intention was that while resources were crucial, they should not become an excuse for the abysmal standards of Indian universities. Also they were very much interested on “academic culture” They concluded that wealth is important, but not the only determinant. They argued that reservations should be used to create new, “new knowledge systems.”

The quality in higher education seemed to be the utmost goal and the priority should be given to the quality in education by establishing fruitful norms and following ethics in imparting the education.

1.26 THE SCOPE OF THE STUDY

The Higher Learning Institutions (HLIs) have to adjust themselves and develop strategies to respond rapidly to the changes in technologies and increasing demands of stakeholders. Unless the quality of the HLIs improved, they will be short of knowledge manpower, and demand will outstrip supply. All educational institutions must go by a caution that they are under the obligation to provide academic standards in delivery of
quality education. Competition may deal and decide the fate of higher educational institutions on worldwide basis on ward. In the situation stated above, the present study may be of great help to the authorities of the HLIs to weed out the unwanted processes and to implement the most wanted ones by taking convincing strategy.

1.27 NEED FOR THE STUDY

The whole field of higher education in India is facing serious challenge and is confronting with conflicting demands both from within and outside. Role of governments, managements, society and most important that of teachers will decide the fate of this fragile system as also will greatly influence the students’ and parents’ aspirations. Powerful economic forces, changing societal needs and rapidly evolving technology are creating powerful market forces. As a result, education represents the most fertile new market for investors.(Bhushan Patwardhan 2007) When market requirements are changing, students, faculty, administration, every component of the education system will have to change to face these new requirements. Global efforts are for systematic conversion of intellectual activity into intellectual capital and hence, intellectual property. Gradually the academic programmes and ‘courses’ are getting transformed into a commodity of ‘courseware’. India is now on a cross road where India needs to increase the literacy level to 95 percent of the population for social mobilization and use technology for creating the best possible skilled manpower for nation building. To build India, economically strong, the students and the faculty should be the innovators, the indigenizes, catalysts as well as originators of ideas to make the country self-sufficient. This will occur only when there are adequate incentives, infrastructures available to those who undergo higher education to contribute towards the endeavor of nation building.

To take up the above endeavor, the persons involved and undergoing in the higher educational institutions should maintain the quality. Quality and innovation will be the major determining factors of the survival of Higher Educational system and its components include are the faculty, the administrators and the rulers. If the climate of the organizations (Institutions imparting Higher Education) is good and congenial then there is no question in survival of the organization. Therefore, the researcher felt the need of the study to improve or to rectify the climate by giving impetus to the selected dimensions of the organizational climate.
1.28 SIGNIFICANCE OF THE STUDY

This study is significant in the context that number of Asians opting for GMAT is increasing every year. Asian women applicants, especially from Vietnam, China and South Korea are providing the single largest boost. As international students come together right now the need is for a global perspective in the degree courses of Higher Learning Institutions. The global challenges from International reputed institutions are growing, as is indeed, the need to retrofit the institutions to face these challenges. The present study may certainly make an avenue to satisfy the international benchmark in the HLIs by maintaining and improving the quality standards and make a road for International Learning.

1.29 RESEARCH GAP

Educational Institutions of higher learning particularly the Business schools, Engineering and Medical institutions must demonstrate great versatility today. Their system and strategy should suit to the ever changing global environment. They should be able to face the challenges and competitions by giving quality education as aspired by the stakeholders. In this juncture, it became imperative necessity to study whether all the HLIs are having the infrastructure to suit to these environments. Bangaluru city is considered to be the important hub of the IT business. Mostly the city is carrying out international businesses of varied kinds. It may be the common perception that the HLIs situated there would have better infrastructure to impart quality education to commensurate to the present need. It was observed that all the HLIs were in the same line except few it holds the key for quality education. Hence, the researcher attempted to know what about the other HLIs. Because, recently, many of the B-Schools have shut down their doors. The reasons were reduced number of admissions. Hence, the reasons for the decrease in admission to certain B-Schools and other non professional colleges had to be analysed. The researcher came to an understanding that the quality of the teaching and training may be the prime reason. Therefore to study in depth what the stakeholders aspire and expect and what such HLIs respond to them in practice was taken up through the perceptions of the stakeholders and the faculty of the HLIs in Bangaluru city.
1.30 ASSUMPTIONS OF THE STUDY

The study was designed with the following assumptions:

1. A desirable organizational climate is one in which it is possible for quality education to emerge easily.

2. If an institution (organization) is to accomplish its tasks, several drivers in the form of interventions must be initiated.

3. An effective group must provide satisfaction to group members in two major respects: (a) it must give sense of accomplishment, and (b) it must provide members with the social satisfaction that come from being part of the group.

4. Climate evaluation must include both measurement of the dimensions which are active in the administration system and specific behaviors among the group members.

5. A random sample of students and faculty members will include a broad variety of organizational climate.

6. The questionnaires will serve the purpose of measuring the prevailing organizational climate in Higher Educational institutions.

7. Fundamental care of the employee as an asset: Institutions or in general, organizations are successful because of the quality of work the employees perform. When employees are cared for, and the right environment is created where there are no barriers to performance, their true value to the organization can be fully realized.

8. Respect for the Dignity of employee and sensitivities of Human beings: Humans have fundamental needs for safety and security, affiliation and acceptance, involvement as well as self actualization. The extent to which, these are satisfied, then the employees work life balance will be in good shape leading to a positive result.
9. Full understanding of the realities of the institutional functions: The factors emphasized and measured in this study are the important levers to optimize employee workplace performance.

10. Embracing optimization and improvement: Continuous improvement is the current trend today. To compete with the other prestigious institutions in relation to maintain quality, these factors may be fixed on the fertile ground, it may increase the level of efficiency and dynamism.

11. Key to motivation and commitment: Rather than identifying potential problem areas to be avoided, this study may focus on areas where human behavior can be leveraged more positively to create employees with higher levels of motivation and commitment.

1.31 STATEMENT OF THE PROBLEM

The Statement of the problem either in question form or as a declarative statement attempts to focus on a goal and thereby gives direction to the research problem. It must be limited in scope make a definite conclusion. A problem suggests a specific answer or conclusion. A cause-effect relationship may suggest upon the basis of personal observation, experience and review of selected studies. In this line of thought the problem of study is stated as under.

The problem of the study is stated in the form of following questions.

1. Do all the Professional and Non-Professional colleges have good organizational climate?

2. Are the colleges have infrastructural facilities according to the specifications as required by the monitoring authorities?

3. Are the ten dimensions of the organizational climate considered in this study are being performed in the Professional and non-professional colleges situated in Bangaluru city and to compare the performance of both categories of colleges?
4. Do the employees of professional and non professional colleges differ on their perceptions in respect of the dimensions of organizational climate stated?

1.3.2 OBJECTIVES OF THE STUDY:

The prime objective of the study is to study the selected components of the Organization Climate existing in the colleges/institutions under study and have been implemented holistically to impart quality education to the students/stakeholders.

The secondary objectives are:

1. To study whether there is any relationship between the perception of the profile variables and the dimensions of the organizational climate

2. To study variation in the perception of students and employees with regard to Organizational Climate of professional and non-professional colleges.

3. To compare the perceptions of profile factors of students and faculty in respect of Organizational Climate in professional and non-professional colleges in Bangaluru city.

4. To find out the dimensions actively participating and mutely lying in the Quality implementing process in the colleges

5. To compare the participating and mute dimensions of the above two categories of colleges

6. To identify the significant dimensions of Organizational Climate as perceived by the profile factors.

7. To suggest and recommend to the appropriate forum or the authorities to improve the quality of education by driving the dimensions in proper way to have good organizational climate in the HEIs.
1.33 HYPOTHESES TESTING

Following null hypotheses were formed for this study.

H0₁: There is no difference of perception within the sub-groups of each of the profile factors of students in respect of the organizational climate dimensions in professional and non-professional colleges.

H0₂: There is no difference of perception within the sub-groups of each of the profile factors of faculty in respect of the organizational climate dimensions in professional and non-professional colleges.

1.34 LIMITATIONS OF THE STUDY

The present study has the following limitations:

1. The perception of the respondents may vary according to their situations.

2. The study was limited to the selected professional and non-professional colleges situated within Bangalore and around the city only.

3. Due to time constraints, the data collection was limited to eight months.

1.35 CHAPTERS SCHEME

This study has been presented in seven chapters as detailed below:

Chapter I: Introduction: where in descriptive statements regarding Organizational Climate, various components in Higher Education, the important forces which activate the Organizational Climate, assumption of the study, statement of the problem, objectives, hypotheses, significance of the study, need for the study and the research gap have been furnished in detail. In the last the chapter design has also been disclosed.

Chapter II: Review of Literature: It comprises as many as studies conducted on the main subject OC and related subjects which were gone through in the books, articles, journals, handbooks and daily news papers.
Chapter III: Concept and Theoretical Framework: Included in this chapter are the concepts of the OC and related subjects with definitions authored by experts in the field.

Chapter IV: Research Methodology and Profile of the Study Area: How the study proceeded has been explained in this chapter.

Chapter V: Analysis of Students’ Perception of professional and non-professional colleges: The primary data collected from the students have been analyzed using various statistical tools and interpreted suitably.

Chapter VI: Analysis of Organizational Climate through Faculty Perception: The primary data collected from the faculties have been analyzed using various statistical tools and interpreted suitably.

Chapter VII: Summary of Findings, Suggestions and Conclusion: From the interpretations of the result of the analysis, suitable findings were arrived at and concluded with suitable suggestions.

1.36 CHAPTER SUMMARY

This first chapter was devoted to explain various components which support the concept of Organizational Climate. Suitable definitions and explanations have been narrated in respect of the components namely, Organization, Climate, Organizational Climate, Knowledge Management, Organizational Culture, Organizational Change and the detailed aspects and concepts in Higher Education and its importance in the present scenario have also been given. Also covered the Assumption, Problem Statements, Scope, Objectives, Hypotheses, Scope, Research Gap and Need for the study in this chapter. In the last, chapter design has been illustrated.
REFERENCES


