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Measuring and Managing Institutional Environment of Institutes of Professional Education

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Measuring and Managing Institutional Environment of Institutes of Professional Education

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Abstract

Questionnaire surveys of perceptions of institutional environment have been found to be a good diagnostic tool to facilitate self-renewal, leading to effective management of institutions of Higher education. Normally, such tools are developed by interviewing multiple stakeholders (faculty, students, staff, etc.). By now, a number of tools have been developed and used. This paper presents four such tools that have been used extensively as diagnostic tools. One of them was developed to predict the adoption of innovations in engineering colleges and polytechnics. The second one was developed as a part of the self-renewal effort of one of the institutes of professional education and used to bring about change. The third one was developed using the Stern's framework based on Henry Murray's need-press model, which attempts to study student preference for activities or student interests (needs) and correlate them with corresponding Institutional environment (press) as perceived by the students. The questionnaires have been found to give more useful data about institutions, in addition to what the theoretical models offer. In using these tools, the authors promote a collaborative approach of Institutions based in the same location or managed by the common stakeholders of these institutions for bench marking, self-renewal and improvements.

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Introduction

Good professionals are the products of good institutions. Good institutions are those that are managed well. Such institutions are vision driven, process sensitive, leadership driven, systems driven, encouraging achievements and at the same time, are value driven. Students and the professionals being prepared there are likely to imbibe the values and qualities promoted by these institutions. For this purpose, an “Institution Building Mind Set” (IBMS) is a prerequisite by the leaders and faculty of these institutions. Institutions that prepare various professionals in Engineering, Technology, Information Technology, Medicine, Law, Chartered Accountancy, Management, Education, Social Work, Design etc. will do well if they understand the kind of environment, they are facilitating. There is a need to periodically assess themselves on the climate they have generated and use such assessment for renewal, rejuvenation and mid-course correction where needed. Perceptions of the institutional environment by various stake holders provide insights for such institution building activities and generate IBMS in the stakeholders.

The first author of this paper has been involved for the last several years in studying the Institutional environment of Educational institutions (Rao, 1974; 1976; Matthai, Pareek and Rao, 1977, Rao, Indiresan and Jomon, 1998 etc.). In a series of studies conducted on Medical colleges, Management Schools, Schools of Social work, Agricultural colleges and Universities, Schools of Education etc, the first author of this paper has used institutional environment questionnaires. Some of these are research studies and others are consulting reports. In many of these cases, survey feedback mechanism has been used as Institution Building or OD interventions, intended to bring about change.

The questionnaires have been improvised in consultation with various stakeholders. The normal strategy in developing the Institutional Environment questionnaire is by meeting various stake holders like the faculty, students, administrative staff, top management like the Board members etc. Later, they are asked to provide their inputs or are asked to do a SWOT of the Institution and then develop a list of times, classify them and shorten the same after a pretesting on a small sample..

This paper presents four such tools. Two of them were extensively used in institution Building programs of IIMA and the others were used for the self-renewal exercises of Institutions. The paper also presents a need-press framework for understanding the gaps in the engagement with the institution by student communities.

The paper also gives states the sample data based on the studies and contribution of studies on institutions of IIM A, IPM and also through the example of a research study on Project IMPACT. The first set of tools are based on the assumption that, an understanding of student behaviour is necessary for the effective planning and management of curricula, institutional structures, process and learning experience. In the changing times, where, there is a pressure on revamping the outlook towards the prevailing practises and systems from every corner of the world, there is a need to identify what students requirements and needs are and to take the steps to address the same.

The paper is presented in three parts: and the appendices¹ present the tools that could be used by researchers, who are interested in this area.

- 1) Students orientations in Professional education (Need – Press Framework Study), A study of 2010 batch of management students from institution in comparison to 1977 batch of the same institution.
- 2) Brief analysis of research study on Project IMPACT(A Institutionalizations of innovation In Higher education, 1999,)
- 3) Institutional Environment for Self Renewal at Institute of Professional Management (IPM)Appendices (Four Questionnaires on institutional environment, Data on analysis of students activity index(Needs)(31- 34) and institutional environment(Press)(35 -37) .

The Institution where one studies, has an unmistakable impact on the professionalization of the students. Unless, the institutional experiences are designed appropriately, the students may not learn the right things. Using the tools, the institutional managers can assess the image of their own institutions, understand the experience offered by their own institutions to students and redesign their institutional policies, procedures, and learning experiences, so that they facilitate student-learning experiences and help enhance the effectiveness of their institution.

One might expect that a significant amount of professionalization occurs in the institutional settings, where , apart from the knowledge and skills imparted, the student is also formally exposed to the professional culture.

In this context, the institutional culture and processes become important, as they influence the values of the student. The questions covered in these tools are comprehensive and relate to academic culture, student – faculty relations, work –facilities, peer relationships, leadership, systems etc. These dimensions constitute significant areas of professionalism in any profession. The questions and its responses would provide insights for academic administrators to make appropriate interventions that would facilitate the development of the student.

Institutional Environment

An institution is any structure or mechanism of social order and cooperation, which governs the behaviour of a set of individuals within a given human community. Institutions are identified with a social purpose and permanence, transcending individual human lives and intentions, and with the making and enforcement of rules governing cooperative human behaviour. The term "institution" is commonly applied to customs and behaviour patterns important to a society, as well as to particular formal organizations of government and public service They are also considered as structures and mechanisms of social order among humans. Institutions are one of the principal objects of study in the social sciences, such as political science, anthropology,

¹ The questionnaires are developed by Prof T.V Rao and they can be used with permissions from the first author (Contact – tvrao@iimahd.ernet.in, tvrao@tvrao.com)

economics, and sociology (the latter being described by Durkheim as the "science of institutions, their genesis and their functioning").(I.G. Patel, 1999).

This concept was more thoroughly defined by Esman and Blaise(1966), Selznik(1963), Perlumutter, (1965). Matthai, Pareek and Rao (1977, 1992), Pareek (1994) etc. This Based on the studies mentioned above,Institutions can be defined as relatively permanent and indispensable organisations which: (1) Reflect society's enduring needs , values and requirements through their functions and services they provide, (2) Embody and protect norms in terms of their internal structure, and (3) Influence the environment in positive ways by making themselves available to other institutions which are linked with them .

Part 1: Institutional Press and Students Needs

Institutional `press' are the different dimensions of the institutions' climate. The term 'press' has been used by Murray (1938) for the environmental conditions that operate on the individual in his psychological field. Murray also developed a list of personality needs and environmental presses. His model reflects that, behaviour is determined by the need for press interactions. Psychologists like Lewin (1935, 1936) have presented theoretical views expressing the importance of person environment interactions as determinants of behaviour. (Murray (1938), Fromm (1941, 1955),Sullivan (1953, 1956) Murray and Wuckhonnee (1953) and Getzels and Thelene (1960)

Hutchins (1962) distinguished between objective situational characteristics and subjective climate variables for colleges. The objective situational characteristics for a college are characteristics like age of the institutions, size, number of faculty with PhDs, funds available etc, which gives no scope for subjective interpretations as they are facts. The subjective climate dimensions are the participants (students, faculty, administrators and community) perceptions of the campus environment (teaching, administration, competition, academic excellence, working conditions library, laboratory etc.).).

Gage's (1963) review of the paradigms for research on teaching indicates that, several researchers have incorporated concepts related to this kind of interaction. Based on a series of research studies, Stern (1964) offered the following conclusions with regard to the need of press research:

- 1) Perceptions of institutional environments are not a function of the personal characteristics of the participant.
- 2) Perception of the environment by experienced participants is consensual.
- 3) The consensual perception of the environment reflects the objective environment.
- 4) The collective needs of selected groups of people reflect their objective personality characteristics.

Stern (1969) has also presented a few instruments to measure the need press dimensions of college students. These have been factorially validated and used in the past few years for the study of college students. The College Characteristic Index (CCI) measured the perceived institutions press on 30 presses needs dimensions. The Activity Index (AI) measures the

students' needs on the same dimension. These scales have been modified and tried out by Mathura and Rao (1974).

The higher education institutions have embraced the marketing concept more than ever and the idea of the student as consumer and the customer, who is involved in the purchase of higher education programs and services has become predominant (Kotler and Levy 1969).

Nowadays, the /The students' search for institutions, that will provide them with unique, memorable, and personal educational experiences. Further, he/she is a customer, who seeks an educational program that will prepare him/her for a successful career and a job.

In an educational institution, students are the main customers of the organization (IWA, 2007; Sakthivel et al., 2005; Hill, 1995; Zairi, 1995). The students' satisfaction should always be considered by the institutions because of the intensive competition among institutions, internationalization spirit(), higher expectation of customers on higher educational institution, an increase in the tuition fee, and the classification of education as a marketable service (Kwek et al., 2010). Letcher and Neves (2010) reported, "Student satisfaction helps build self-confidence, which helps the student develop useful skills, and acquire knowledge ". Based on the explanation, it is important to discuss the factors, which determine students' satisfaction.

Assessing Institutional Environment through Need - Press- Assessment Methodology

In the mid-seventies, the first author developed an Institutional environment measurement tool (Rao, 1974). This questionnaire was (designed) to study the student's needs on a 117-item inventory. This tool was used in 1977 to study the student orientations in Professional education. The objective of the study was to gain insights into the professional behaviour of students in different professions, to assess the extent of differences in the profiles of students and to prepare institutional case studies with strategies of renewal.(BJ Medical College, LD engineering college, Ahmedabad Faculty of engineering and technology, Baroda, Centre of Advanced studies in Education, Baroda, IIM Calcutta, School of social work, Udaipur, NM college of Agriculture Navsari, School of Social Work Baroda,, RNT medical College Udaipur, and IIM Ahmedabad were part of that study).

This tool has two parts: Part 1 consists of an Activities Index (to measure needs) and the second part consists of an Institutional environment questionnaire (environmental press). The items of both the questionnaires centre round the list of 30 needs cited by Henry Murray and used by researchers like Stern. The assumption is that, when a student expresses that he/she likes certain types of activities, the underlying need or motive can be inferred (for example, the need for achievement, aggression, reflectiveness, affiliation, abasement, nurturance, sensuality etc.).

The second part of the questionnaire also attempts to study the extent to which the institute's environment reflects the scope for satisfying these needs by offering a corresponding environment as reflected in the activities or culture promoted by the institution. Both the questionnaires are given in the appendices in two parts – the first part concentrating on the individual aspects of the students life is what has been defined as activity index, which has

questions related to personal experience of students and their personal take on activities, which they may indulge in. The second part, termed as “institutional inventory” is on the various activities that are part of the system and processes at the campus, including the teaching mechanisms, festivals, grievance handling, class discussions, faculty student’s interaction etc. There are 240 items out of which, 117 are for activity index and remaining 123 items are for the institutional inventory. These have been modified for their contemporary use.

This tool was used first in 1977 for studying the institutional environment of various institutions across the country through a project sponsored by the ICSSR for the education systems unit of IIMA. The same questionnaire was administered on 2010 batch during the Golden Jubilee year of IIMA to study the perceived changes in the institutional environment and the student needs.

For the data collector, this can be a tough task, as the daily cycles of student’s differ drastically. Therefore, we converted the whole questionnaire into a Google form, thus enabling the students to respond to it anytime, and it made our life easier as well, as we were looking at real time updates on our data and able to follow up accordingly. We think that it was the prompt responses from the students of PGP, that made this task possible.] They regularly kept coming with suggestions in the questionnaires. We had received 111 responses during the time of the study, which was between September to October 2010.

Profile of Respondents

The respondents were from the PGP batch only. We had 46 respondents from PGP 1 and 65 respondents from PGP II. Respondents had a varied work experience profile: 53 people had a work experience of about 1 to 2 years, 11 people had the work experience between 2 to 3 years, 16 people between 3 to 5 years, 2 people with an experience of 5 years or more and 29 people with no work experience. The profile of experienced students was important for us as many of the questions were on their work experience and their involvement with the institution and the student activities.

Survey Results: What Activities do Students Like? (Needs)

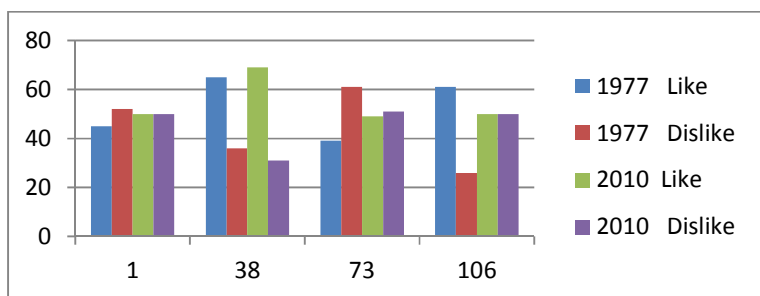
We are giving the analysis of only those dimensions where the gap was found in Need and Press, For details on the responses on each need dimensions and Press dimensions, refer Appendix 2 for Needs and Appendix 3 for Press. The analysis of the student needs is described as :

- 1) Each of Stern’ activity index factor has four or five questions explaining the particular factor. (See **Appendix 2 for detailed questions**).
- 2) Each Graph represents one of Stern’s activity Index factor, which is explained in a box next to it. The items associated to the same are mentioned below the dimensions
- 3) The comparison of each of the four questions and the responses are graphically represented in the chart. X axis shows the question related to the particular factor and the Y-axis represents the number of responses, in true or false.

- 4) As in the case of both the surveys, the number did not exceed 102, a scale representing 100% has been taken on Y Axis.
- 5) The analysis primarily will have the change in percentage of the responses over a particular factor.

Abasement-

(Q 1, 38, 73,106)

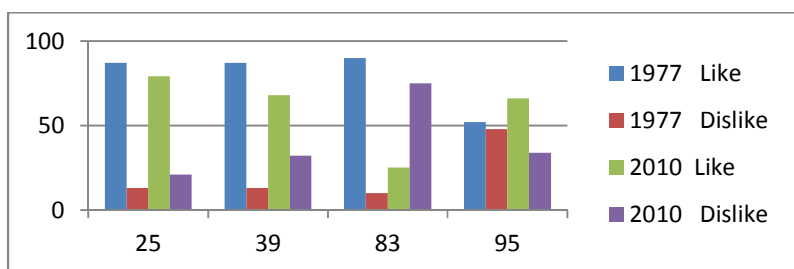


Abasement - Self devaluation as reflected in the ready acknowledgement of inadequacy, ineptitude, or inferiority, the acceptance of humiliation and other forms of self-degradation versus certainty, self-confidence, or self-glorification.

- 1) Generally students don't take blame for something done by someone if they like him/her, but 50% of the 2010 batch liked doing it, that is, an increase of 8% from the 1977 batch.
- 2) 69% of the students from the 2010 batch like to understand why he/she was blamed whenever they go in an argument, which is an increase of 4% from the 1977 batch.
- 3) Students don't like to take feedback or criticism: 69% from the 1977 batch and 51% from 2010 batch dislike it, but 49% of 2010 batch who don't mind taking criticism.
- 4) 61% of the 1977 batch did not mind telling about the mistakes they have committed. It has reduced for the 2010 batch by 11%.

Achievement

(Q 25,39,83,95)



Achievement -: Surmounting obstacles and attaining a successful conclusion in order to prove one's worth, striving for success through personal effort.

- 1) Students try to push themselves to the next level, they set their own standards and like to work for it. 87% from the 1977 batch and 79% from the 2010 batch like it.

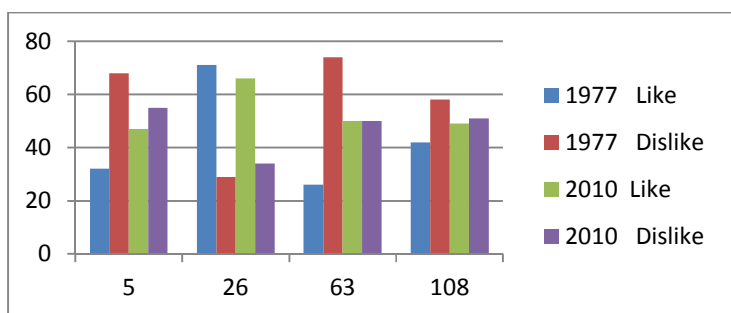
2) IIM A has a competitive work environment and 68 % from the 2010 batch and 87 % from the 1977 batch agree to it. Interestingly there is a reduction of 19 % from 1977 when compared to the 2010 batch.

3) Students from 1977 preferred to take up difficult tasks rather than easier tasks in 1977 (90% of them would like it). Interestingly, 75 % of the 2010 batch would prefer to have an easier task.

4) 66 % students from the 2010 batch would like to sacrifice everything to achieve something outstanding, that is, an increase of 14% from the 1977 batch.

Change

(Q 5, 26, 63,108*)

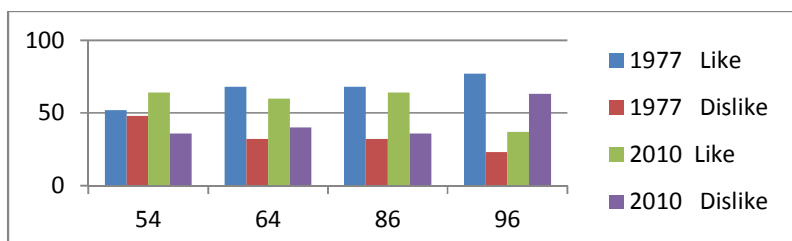


Change- Variable or flexible behavior versus repetition end routine

- 1) 68 % students, from the 1977 batch, and 55 % from the 2010 batch, dislike having clear-cut likes and dislikes.
- 2) 66 % from the 2010 batch, like rearranging the furniture, in the place where they live.
- 3) 74 % from the 1977 batch, disliked having a well – ordered life with regular hours and an estimated routine. That has reduced in 2010, where 50 % would like to have a structured routine.
- 4) 49 % of the students would like to stay with the same group of friends. Only 51 % would dislike being in the same group in case of the 2010 batch, which is lower when compared to the 1977 batch.

Conjunctivity

(Q 54, 64, 86*, 96)

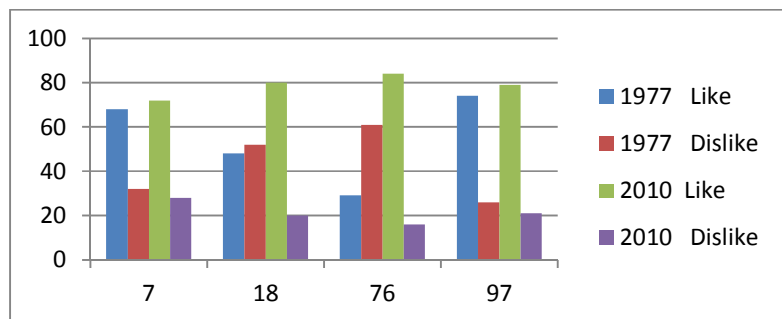


Conjunctivity: Organized, purposeful or planned activity patterns versus uncoordinated, disorganized, diffuse, or self-indulgent behaviour.

- 1) Finishing a task is very important because the output is important for management education. 64 % of the students from the 2010 batch would like to finish off the task, even if it is no longer enjoyable.
- 2) 60 % of the students from the 2010 batch would like to plan so that they know each step.
- 3) 64 % of the students of the 2010 batch would like to do things according to their mood, without any plan.
- 4) 63 % would dislike organizing their work in order to use the time efficiently, which is less, when compared to the 1977 batch, where 77 % would like it.

Dominance

(Q 7, 18, 16, 97)

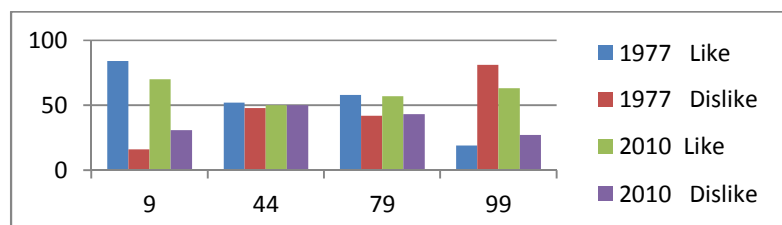


Dominance – Ascendancy over others by means of assertive or manipulative control versus no intervention, forbearance, acceptance, equalitarianism, permissiveness, humility or meekness

- 1) 72 % of the students of the 2010 batch would like pursue their group and do something their way.
- 2) 80 % of the students from the 2010 batch would like to have other people depend on them for ideas or opinions. This is a drastic change of 32 % as compared to the 1977 batch, where only 48 % would like it.
- 3) 84 % students of the 2010 batch, would like to organize a protest meeting which is another change as compared to the 1977 batch, where 29 % had liked it.
- 4) 79 % students of 2010 batch would like to direct/ guide other people's activities.

Energy

(Q 9, 44*, 79, 99*)



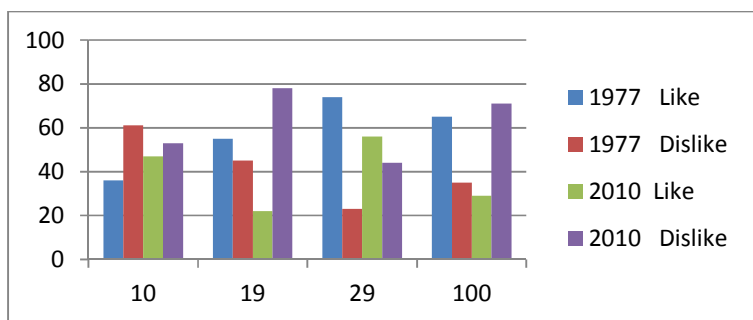
Energy (Derived from Energy – Endurance- Psychasthenia)– Discussions get quite heated with a lot of display of feelings

- 1) 70 % of the students (of the 2010 batch) like taking active part in field games and sports.

- 2) Only 50 % of the students of the 2010 batch, like sleeping many hours every night so that they can have lot of rest. .
- 3) Only 57 % (2010 batch) of the students like to keep doing something every minute of the day
- 4) 81 % of the 1977 batch dislike avoiding things that require intense concentration, where 67 % from the 2010 batch prefer to avoid any such things, which requires lot of concentration.

Exhibitionism

(Q 10*, 19, 29,100)

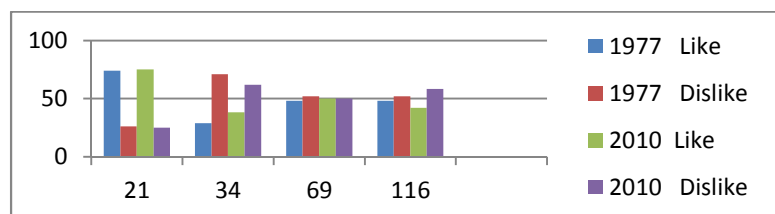


Exhibitionism – Self display and attention seeking versus shyness, embarrassment, self-consciousness, or withdrawal from situations in which the attention of others might be attracted

- 1) 53 % of the students of the 2010 batch would dislike to be kept in the background, when they are with a group of people who are naughty, fun loving and noisy.
- 2) 78 % of the students from the 2010 batch would dislike wearing clothes, which may get them a lot of attention. There is an increase of 33 % who f disliked it in 1977.
- 3) 74 % students from the 1977 batch would have liked to speak at a party or a social gathering. This has reduced to 56 % in the 2010 batch.
- 4) 69 % of the students from the 2010 batch would avoid telling jokes and doing tricks to entertain others at a large social gathering, where 65 % from the 1977 batch would like to do it.

Order

(Q 21, 34, 69,166)

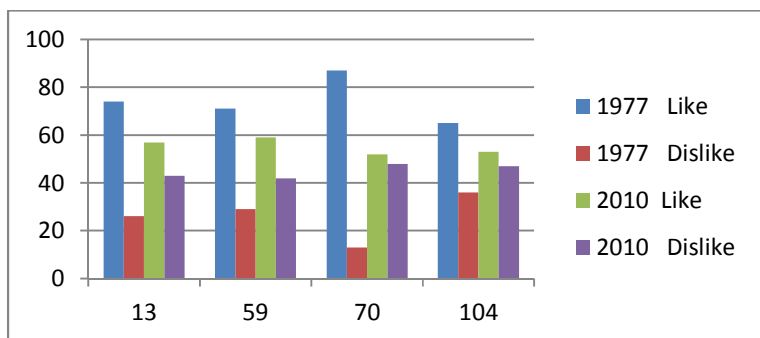


Order : Compulsive organizations of the immediate physical environment, manifested in a preoccupation with neatness, orderliness, arrangement, and meticulous attention to detail versus habitual disorder, confusion, disarray or carelessness

- 1) 75 % of the students from the 2010 batch would like to keep their drawer, desks etc. in perfect order and have cleanliness (74 % for 1977 batch would agree to it).
- 2) 38 % of the 2010 batch would like to keep an accurate record of the money they spent, while 62 % in the 2010 batch and 71 % in the 1977 batch would have disliked it.
- 3) 50 % of the students of the 2010 batch would like to arrange their beds and putting things away every day before they leave the room.
- 4) 58 % would dislike keeping a diary or notebook about things they have done or plan to do (2010 batch). It has marginally increased as compared to the 1977 batch (52 % dislikes).

Practicalness

(Q 13, 59,70,104)

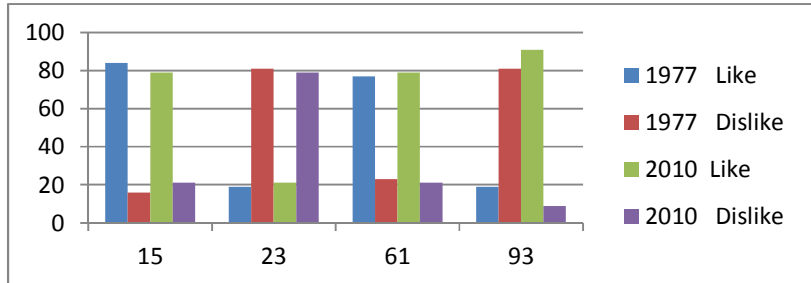


Practicalness – (Derived from exocathection- extraception and pragmatism): Useful tangibly ,productive, business-like applications of skill or experience in manual arts, social affairs or commercial activities versus a speculative, theoretical, whimsical, or indifferent attitude towards practical affairs

- 1) Only 57 % from the 2010 batch would have liked to be good in typewriting, knitting carpentry, repairing or practical skills as compared to 74% of the 1977 batch.
- 2) Only 59 % from the 2010 batch would like to work with mechanical appliances, household equipment tools, and electrical apparatus etc. as compared to 71 % from the 1977 batch.
- 3) Only 52 % from the 2010 batch would like to manage a store or business enterprise as compared to 87 % from the 1977 batch.
- 4) Only 54 % from the 2010 batch would have liked to have an interest in learning how to grow attractive and healthy plants, flowers, and vegetables as compared to 65% from the 1977 batch.

Sensuality

(Q 15, 23, 61, 93)

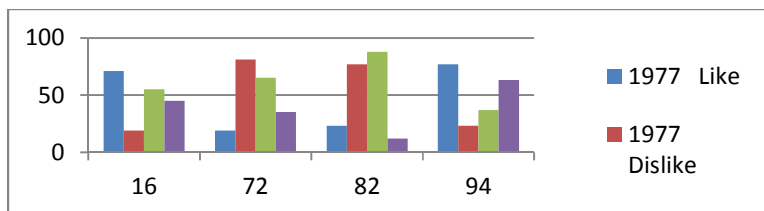


Sensuality(Derived from sentience) – Sensory stimulation and gratification, voluptuousness, hedonism, preoccupation with aesthetic experience versus austerity, self-denial ,temperance or abstinence, frugality, self-

- 1) 79 % students from the 2010 batch would like to hold something very soft and warm against the skin.
- 2) 79 % from the 2010 batch disliked eating food after going to bed: a marginal decrease of 2 % from the 1977 batch .
- 3) 79 % students (2010 batch) would like to listen to the rainfall on the roof, or the wind blowing through the trees.
- 4) 91 % students' from the 2010 batch would like to eat so much so that they cannot eat anything at all. It is totally opposite to the 1977 batch, where 81 % would have disliked it.

Sexuality

(Q 16, 72, 82, 94)



Sexuality (derived from sex superego conflict) Erotic heterosexual interest or activity versus the restraint , denial of inhibition of such impulses, prudishness, priggishness, asceticism

- 1) 55 % students (2010 batch) would like to talk how it feels to fall in love .It has reduced by 16 % as compared to the 1977 batch.
- 2) 65 % of the 2010 batch would like to read novels and magazines about love from, as compared to the 1977 batch where 81 % would dislike it.
- 3) 88% students would like to daydream about love, see a particular movie start or entertainer. This is an increase of 11% from the 2010 batch.
- 4) 37 % students from the 2010 batch would like to listen to the love- life\experiences of their friends as compared to 77% from the 1977 batch.

Need Analysis

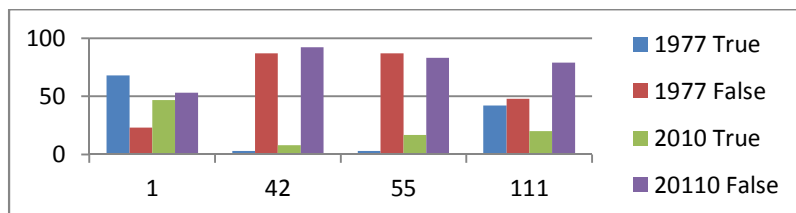
- 1) The degree of abasement in students at IIMA has not changed much, in the years. Students still do not like to take blame, understand the other person's point of view, when criticized. Interestingly, 50 % students from the 2010 batch do not mind taking criticism.
- 2) IIM A has a competitive environment, and it is no different for the current batch as well. Students are more competitive and they try to push themselves for the maximum. The only point of caution for the students from the 2010 batch (75 % of the batch) is that they would prefer easier tasks.
- 3) Students from the 2010 batch are flexible and they are adaptable to changes as compared to the 1977 batch. They would prefer not to have clear-cut likes or dislikes, but they would prefer to have a more structured routine.
- 4) There is an increase in the area of conjunctivity. The students would like to be more organized and work in a more purposeful manner, For the batch of 2010, output is of utmost importance and they would like to plan ahead for each step. Interestingly, 63 % do not like to organize work in order to use the time efficiently.
- 5) A need to dominate has increased in the 2010 batch as compared to the batch of 1977, be it be the need to pursue their group or to follow ideas. They would like people to depend on them for ideas and like guiding other people. These activities clearly indicate. that the students nature to dominate is coming out more prominently.
- 6) In terms of energy dimensions of the students, they are high in cases of enjoying sports, sleeping hours or doing something every minute of the day. However, there is a big variation in the activities that require concentration. A large chunk of the 2010 batch would prefer to avoid such activities.
- 7) There is a reduction in the dimensions of exhibitionism, self-display and attention-seeking behavior. These qualities are generally avoided by the 2010 batch. Interestingly, they would avoid being expressive at social gatherings and would not entertain others in a large social gathering.
- 8) The dimension of keeping order is more applicable for the 2010 batch in arranging things such as managing a diary or a notebook. However, the sense of order has significantly decreased in the case of managing finances.
- 9) Students from the 2010 batch have active interest in learning about new things, or how they may work, but they are not interested in having hands on approach in doing things or doing practicals has to understand the aspects of science by themselves.
- 10) Students from both the batches have a significant preoccupation with aesthetic experience. They would like to eat good food, use things which are soft, like to enjoy the voice of nature. However, one significant difference in the 2010 batch is that they will not mind wasting money also, if it is just for their needs.
- 11) In the dimensions of sexuality, it is a mixed bag of responses for the 2010 batch. They would not prefer to talk openly about love as compared to the 1977 batch, but they

would like to read novels, stories about love and also daydream about being in love, watch a particular movie or entertainer, but they won't like to listen to the love life of their friends.

Students Perception of Institutional Environment measured by Modified College Characteristic Index CCI (Press)

Abasement

(Q 1, 42, 55, 111)

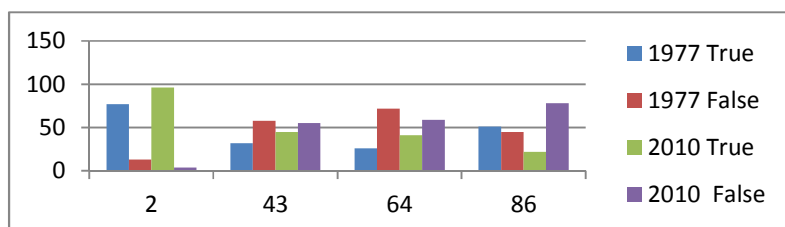


Abasement - self-devaluation as reflected in the ready acknowledgement of inadequacy, ineptitude, or inferiority, the acceptance of humiliation, and other forms of self-degradation versus certainty, self-confidence, or self-glorification

- 1) Students are encouraged to criticize administrative policies, but many students perceived it as 'not so much encouraged' in 2010 (False response increased by 30 %)
- 2) Students irrespective of the years, believe that faculty is not impatient with those who interrupt classes with a question (Change per cent is minimal: 5 % only)
- 3) Newcomers have to take orders from other students (change percentage 14 %, and majority feel it is false, 83 to 87 %)
- 4) 2010 batch feels buttering of teachers around here does not exist here (False % increased by 31%)

Achievement

(Q 2, 43, 64, 86)



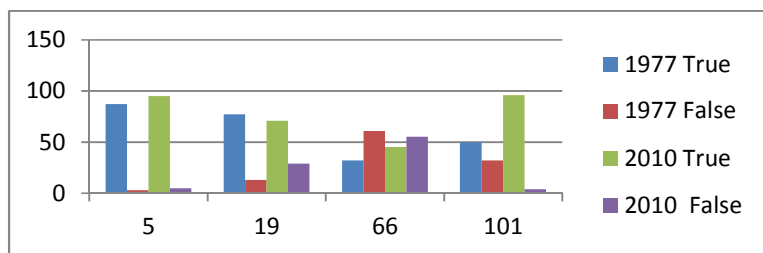
Achievement -: Surmounting obstacles and attaining a successful conclusion in order to prove one's worth. Striving for success through personal effort

- 1) There is an intense sense of competition at IIM: Both, 1977 batch and 2010 batch strongly believed in the nature of it: More than 90 % of the batch(2010) and 78 % in 1977.

- 2) Personality and bluffing can get you through a course does not hold true here: 50 % or more students believed it is a false assumption (1977-58 %, 2010,55 %)
- 3) Students here don't believe that examinations really test their understanding and achievement (72 % in 1977 and 59 % in 2010 have responded it as false)
- 4) The current batch(2010) strongly believe that standards set by professors are not tough to match up to (78 % of 2010 batch consider as false).

Change

(Q 5, 19, 66,101)

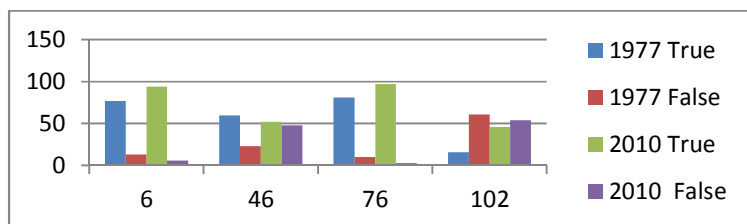


Change- Variable or flexible behavior versus repetition end routine

- 1) Diversity is a part of IIM: 95 % of 2010 batch agree that there is a diversity in campus.
- 2) Students believe that courses, exams are regularly changed here (77 % in 1977, 71 % in 2010).
- 3) Students do not feel that the behaviour, beliefs and attitudes, opinions are similar (55 % in 2010, 61 % in 1977).
- 4) IIM A staff has been here for a long time and it is believed by students as well (96 % of the 2010 batches say it is true.)

Conjunctivity

(Q6, 46, 76,102)



Conjunctivity: Organized, purposeful, or planned activity patters versus uncoordinated, disorganized, diffuse, or self-indulgent behavior

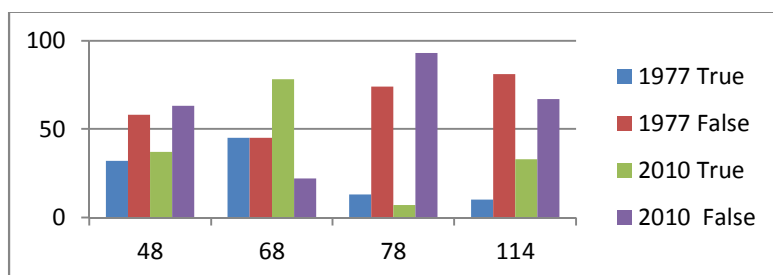
- 1) IIM A offers around 154 courses (PGP 1 and PGP 2). The structuring of the courses becomes very important; and 94 % students (of 2010 batch) believe that courses are well organized and progress systematically.

- 2) The current batch believes that activities are less systematically organized as compared to the earlier times (25 % change in students who think it is false).

As the sessions are well defined, so are the course material. 97 % students (of 2010 batch) agree with this statement. Thanks to networking and changed rules for administration of quizzes, and courses, students are aware of the expectations of professors from them (30 % increase in people who believe it is true

Dominance

(Q 48, 68, 78, 114)

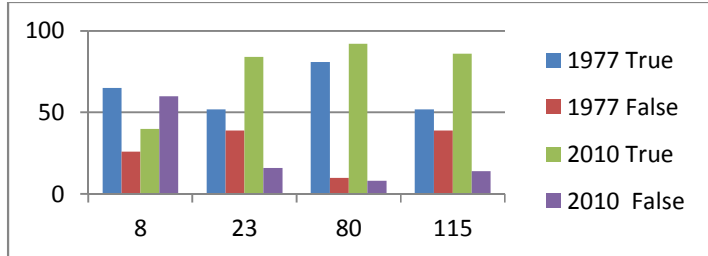


Dominance – Ascendancy over others by means of assertive or manipulative control versus no intervention, forbearance, acceptance, equalitarianism, permissiveness, humility, or meekness

- 1) Personal rivalries are not part of the IIM A culture, The section rivalries are known, but not personal ones (63 % of 2010 batch believe it is false)
- 2) The 2010 batch strongly feels there is no favouritism. (78 % for 2010, a 33 % increase in people, who believe it is true)
- 3) It's purely about merit and performance at IIM A, than the students connections in higher places. 93 % of 2010 batch say it is false to assume that if you know the right people, you will have better chances here.
- 4) The current batch (2010) feels that there might be some advantage on terms of making profile for Placements to the students leaders (club heads) (The percentage who marked it as false has reduced by 14 % and people who think it is true has increased by 23 % for 2010 batch.) (mention which batch finds it true and which false?)

Energy

(Q 8, 23, 80,115)

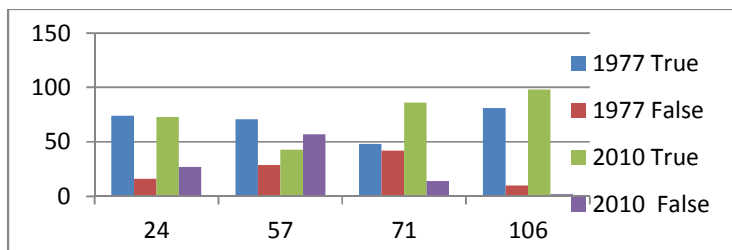


Energy (Derived from Energy-Endurance-Psychasthenia) High activity level, intense, sustained, vigorous effort versus sluggishness or inertia

- 1) Discussions are less heated and have less display of feelings for the 2010 batch (60 % feel it is not like that, a change of 34 % from the 1977 batch).
- 2) 2010 is an enthusiastic crowd and 84 % agree that students put lot of energy in everything they do.
- 3) To manage an energetic batch, even the professors have to put in the same amount of energy. 92 % of the students (which batch?) believe that the professors put in a lot of energy and enthusiasms into their teaching.
- 4) The professors push the student to the maximum limit possible (86 % students of the 2010 batch) feel it to be true: a 34 % increase from the 1977 batch.)

Exhibitionism

(Q 24, 57, 71,106)



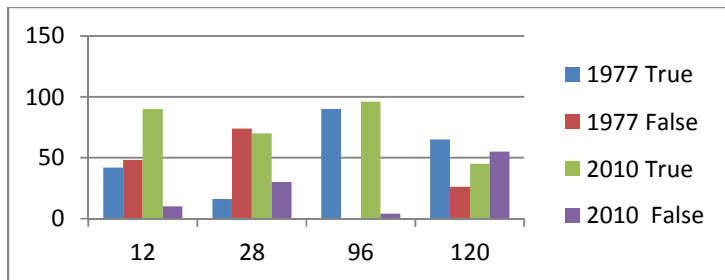
Exhibitionism – Self display and attention seeking versus shyness, embarrassment, self-consciousness, or withdrawal from situations in which the attention of others might be attracted

- 1) When students run a project or put a show and achieve some recognition, everyone knows about it, the achievements are celebrated at IIM A, 74 % (of 2010 batch) students feel it is true.
- 2) As compared to the earlier batch, the students of the 2010 batch don't feel that there are colourful or controversial people who are a part of IIM A staff (57 % students believe it is false: an increase by 28 % when compared to the 1977 batch).
- 3) 86 % students from 2010 feel it is easy to get speakers for clubs, meetings and debates.

4) 98 % students of the 2010 batch agree that institutes avoids any activity, which is undignified. Interestingly, a 17 % decline is seen in people who used to think it is false in 1977

Order

(Q 12, 28, 96,120)

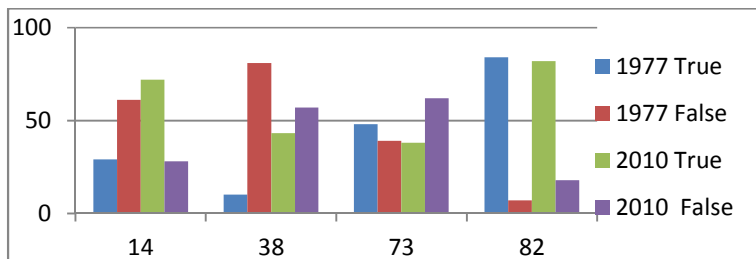


Order: Compulsive organizations of the immediate physical environment, manifested in a preoccupation with neatness, orderliness, arrangement, and meticulous attention to detail versus habitual disorder, confusion, disarray, or carelessness

- 1) The 2010 batch has been assigned a seat in each, class with a name label placed on their seat, so they strongly agree to the point that seats are assigned and fixed (90%).
- 2) The 2010 batch students need to have written permission before leaving a class (70 % students in 2010 say it is true), while for the 1977 batch, a more informal mechanism existed. 74 % students of the 1977 batch did not require a formal permission
- 3) Classroom ambience is kept clean and tidy (96 % students of which batch? say it is true).
- 4) Classes take place on specific times and regularly at a particular place. (the 2010 batch feels it is not true (55 % false), a change of 29 % from 1977.)

Practicalness

(Q14, 38, 73, 82)



Practicalness – Derived from exocathecation-extracception and pragmatism): useful tangibly ,productive, business-like applications of skill or experience in manual arts, social affairs or commercial activities versus a speculative, theoretical, whimsical, or indifferent attitude towards practical affairs

1)To be a member of important club is very important. 72 % students agree to this point., (An increase of 43 % from 1977 , when 61 % students of the 2010 batch felt it is not important.)

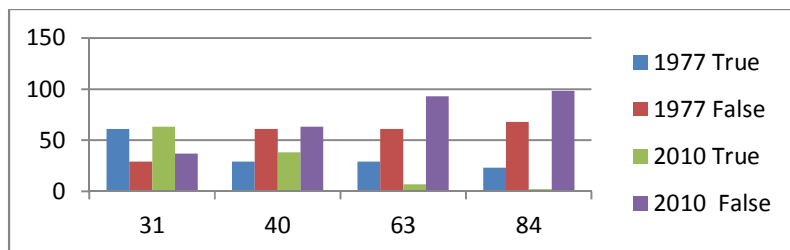
2) 81 % of the students from 1977 batch used to feel that, courses go beyond theoretical aspects, but in the current batch, the perception has changed. Only 57 % students(2010 batch) feel that the courses are based more on practical aspects rather than theoretical aspects.

3) 62 % students of the 2010 batch feel that students are not efficient in making or repairing things or enjoy working with their own hands.

4) Atmosphere at IIM A leads one to have a more practical approach. In its emphasis on efficiency and usefulness, 84 % students of both 1977, and 2010 batch agree to the point.

Sensuality

(Q 31, 40, 63, 84)

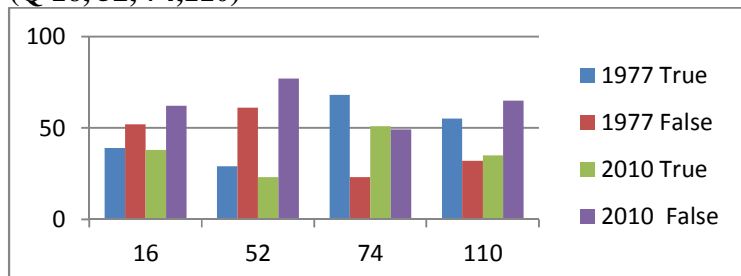


Sensuality (derived from sentience) – Sensory stimulation and gratification, voluptuousness, hedonism, preoccupation with aesthetic experience versus austerity, self-denial, temperance or abstinence, frugality, self-abnegation.

- 1) More than 60 % of students feel that the college has invested very less in drama and dance (61 % of 1977 batch, 63 % of 2010 batch).
- 2) Students feel it is a false assumption that room of students will be decorated with pen and photographs of movie stars, more than 60 % students have said it is false to assume it. (61 % in 1977 batch, 63 % in 2010 batch).
- 3) Students strongly disagree that on a nice day, the class will take place outside in lawn, 93 % of the 2010 batch feels that classes take place at assigned places only. No nude paintings or statues can be seen in the campus. 99 % of the 2010 batch agree with the point as contrasted with 68% in 1977. This is a reflection of changing seriousness in the student hostel culture.

Sexuality

(Q 16, 52, 74, 110)



Sexuality (derived from sex superego conflict) Erotic heterosexual interest or activity versus the restraint, denial of inhibition of such impulses, prudishness, priggishness, asceticism.

- 1) There is not much dating during the weekdays, at the library, canteen and movies. 62 % of the students(2010 batch) agree that it does not happen during a weekday.
- 2) IIM A has a competitive environment, and although students might be in a relationship, they don't spend too much time talking about it . The 2010 batch talks about their relationships when compared to the 1977 batch) There is an increase of 16 % in this area.
- 3) There are sports for both boys and girls.. 51 % of the current batch agree with it , although it has reduced by 17 % compared to the 1977 batch The 1977 batch used to think this is a good place to find a life partner/ someone whom they would like to marry as well(55%) ,but that perception has reduced a lot: 65 % of the 2010 batch disagree to this.

Press Analysis

- 1) The environment at IIM A encourages the students to fulfil the need for abasement , they are open to criticise polices, they are encouraged to interrupt and they believe there is no buttering culture at IIMA.
- 2) There is an intense sense of competition at IIM A.The press of achievement is high in their institute, and students feel that exams measure their understanding of the subject. Interestingly, the students do not feel that the standards set by professors are tough to achieve.
- 3) A strong sense of change mechanism exists at IIM A, students from the 2010 batch also agree that diversity is a part of IIM A: exams keep changing regularly. But they do not feel that attitudes, behaviour, and beliefs of people are similar here.
- 4) The students from the 2010 batch, believe that the activities at IIM A are organized and well planned. The sessions are well defined .but the students feel that the student activities are less planned and they are aware about the expectations about them. (30% increase for 2010 batch).
- 5) The 2010 batch strongly feels there is no dominance or personal rivalries in the institute. (there is an increase of more than 30 % in both cases), and they strongly agree that the only way to be at IIM A is by merit (93% of which batch? agree to this statement).
- 6) A high amount of energy is put in by the students and faculty for the teaching-learning activity. The students give out their 100 % and they believe that the faculty also puts in their 100 % for the lectures etc. , They agree that the professors push them to their maximum limits.
- 7) Self display and attention seeking has increased a bit in the 2010 batch. They try to promote each and every activity, that they are part of, and students want to be part of clubs ,committees etc.
- 8) There is a good sense of order prevalent in the institute. The students have to sit at the same place every time, ambience of class is maintained. Interestingly, the students feel that they are pushed to have written permissions, if they miss a class etc. as compared to the 1977 batch.

9) The press of practicalness has increased a bit as perceived by students. They feel that they have to be members of the right club to grow. There is a lot of emphasis on efficiency and usefulness. The students feel that the current courses have reduced a bit in their practicalness .

10) There is a strong lack in the press of sensuality as the students feel that not much is invested in activities such as drama. The classes will generally take place at the same place, irrespective of the tampons. The rooms are not decorated with pictures of film stars etc.

11) The perception regarding the press of sexuality is also perceived to be less by the students. They don't think that during the weekdays, the students will be going on dates etc. The students don't feel that IIMA is a good place to find a matrimonial match.

Need-Press Congruence

Methodology to Calculate Gap

Formula = Need (Mean of responses For every individual) - Press(Mean of responses(For each individual) = Gap)

Each individuals response on a particular item on need (Like or Dislike) and Press (True or False) was calculated from the response sheet. The Average of the responses in terms of Like/Dislike or True or false were taken for each of the 30 dimensions. They were tabulated for each dimension. Later, the mean (Average) derived from the average of 4 or 5 items for a particular press dimensions was subtracted from the mean (Average) number obtained for the need dimension to assess the extent of congruence.

All the responses were converted into percentages. For example, agreeing with all 34 items of the "need" for abasement will give a 100% need score for a given student and agreeing with only two of the four items as true will give a 50% abasement on the "press" or environment score and the difference on abasement for that student will be 50%. This is the need-press congruence score.

Illustrative Sample calculation for the Abasement Dimension for an individual

		Need				Press				Gap		
		Abasement										
Q		1	38	73	106	Q	1	42	55	111		
Like		50	69	49	50	True	47	8	17	20		
Dislike		50	31	51	50	False	53	92	83	79		
Average (Like) Calculated by taking mean of responses for Q (1,38,73,106)		54.5				Average(True)(Calculated by taking mean of responses for Q (1,42,55,111)		23				31.5

- In case of negative items of a dimension, the values are to be reversed for e.g if we have got 35 % likes for the point of being ready with an excuse or explanation, when criticized(Adaptability),then the value for Need is derived by subtracting 35 from 100 i.e $100-35=65$, So 65 will be taken as value for getting mean

Table 1 ,presents the extent of congruence between the various needs and the correspondence press or institutional environment. The percentage agreeing with each item of the needs scale and the perceived environment characteristic on the same dimension were computed for each individual. For example, if an individual indicates that all the four items as achievement, he gets a score of 100% and if he perceives the environment as only characterising achievement on 2 of the four items, his press score is 50% and the gap score is 50%. The percentage need, press and the gap scores were computed. The results are presented in the table below.

Table 1
Institutional environment scale and student needs and Institutional Environment offerings Gaps (2010 data)
(The scores are converted into percentages.)

	Dimension	Percentage scores from the items under each dimension		
		Extent to which the students express the need	Extent to which the Institute has climate that meets the need	Gap between the need and environment offering
1	Abasement	54.5	23	31.5
2	Achievement	59.5	51	8.5
3	Adaptability	66.5	66	0.5
4	Affiliation	47.75	54.25	-6.5
5	Aggression	58.5	48.75	9.75

6	Change	53	76.75	-23.75
7	Conjunctivity	49.25	72.25	-23
8	Counteraction	63.25	60.75	2.5
9	Difference	63.75	64	-0.25
10	Dominance	78.75	38.75	40
11	Ego Achievement	61	51.75	9.25
12	Emotionality	61	76.5	-15.5
13	Energy	51	75.5	-24.5
14	Exhibitionism	38.5	75	-36.5
15	Fantasied Achievement	75	85	-10
16	Harm Avoidance	75.3	53.5	21.8
17	Humanities	70.25	70.25	0
18	Impulsiveness	60	48.25	11.75
19	Narcissism	48.5	59	-10.5
20	Nurturance	68.5	62.5	6
21	Objectivity	40.33	33	7.33
22	Order	49	75.25	-26.25
23	Play	60	52.75	7.25
25	Practicalness	55.25	75.25	-20
26	Reflectiveness	66.5	58.75	7.75
27	Science	60.25	63.75	-3.5
28	Sensuality	67.5	27.5	40
28	Sexuality	61.25	36.75	24.5
29	Supplication	60	58.75	1.25
30	Understanding	60	77.25	-17.25

The table reveals that, in 20 of the 30 dimensions, the institutional environment seems to meet the individual needs or activity preferences. However, in nine of the dimensions, the gap is more than 22%. The environment seem to offer scope for more change, conjunctivity, energy exhibitionism, order and practicalness as compared to the extent to which the students need it. The campus environment seem to lacking on abasement, dominance, sensuality, and sexuality as compared to the extent to which the students seem to like it.

Sample Items interpretations

- 1) The institution needs to work on the abasement aspect . For example. the students do not like to take blame for someone they like. They do not like to take criticism as well and believe that the staff at the institute is not cooperative and they are not encouraged to oppose against administrative policies or work
- 2) There is a gap between the dominance dimension as perceived by the students and the way the institution is providing it. The students prefer to be independent and would like to do things their own way . They would like to have people depend on them for ideas, whereas the institutional environment discourages favoritism, encourages merit and discourages student rivalries.
- 3) There is a strong need of sensuality among the students. They feel that the institute does not invest in drama. The students suggest that even if it is a nice day, the classes will not take place outside. Although, the students would like to listen to rain falling on the top of the roof or looking at trees
- 4) The need press gaps exist on the dimension of sexuality. Dating does not take place in the campus openly and students avoid talking about their relationships openly., The students feel that they would like to talk about how it feels to be in love and they also like to read about love stories.

Part 2: Institutional Environment Questionnaire(Project IMPACT)

The Project IMPACT(Industry oriented Manpower with Appropriate Competence and Training) was initiated in 1991 jointly by the Swiss agency for Development and Cooperation(SDC), World bank and the Government of India with the objective of improving the quality and relevance of education and training in the field of electronics and computer engineering. The project envisaged achieving the above goal in 14 engineering colleges and 12 polytechnics through the up gradation of laboratory equipment library and other infrastructure, the training of faculty and support staff, development of learning material, interaction of faculty and students and the students through project attachments.

Towards the end of this project, it was observed that some of the institutions were fast in absorbing, utilizing, and even institutionalizing the project inputs, while some others were slow. This study was undertaken to identify the factors affecting the adoption and institutionalization of innovations. It was felt that institutional variables like structure of the PI, its governance,

decision-making structure and institutional process variables like vision, leadership empowerment practices etc. may have an effect on the adoption and institutionalization of the inputs and innovations. This study was undertaken to gain an insight into the institutional factors affecting the adoption and institutionalization of innovations.

The extent of adoption and institutionalization were studied through systematic observation and studies. The Institutional processes and environment were studied through an institutional environment questionnaire, specially developed for the study (Modified form of the same shared in **Appendix 4**). The questionnaire consists of 131 items currently with 15 categories namely (called as dimensions of the institutional process).

These include: 1) Vision 2) Leadership 3) Empowerment 4) Professional initiative 5) Communication 6) Planning culture 7) Participation 8) Decision-making loyalty 9) Team Spirit 10) Learning environment 11) Renewal mechanism, 12) Change proneness 13) Faculty development 14) Support systems 15) Maturity 16) Process Sensitivity 17) Corporate Social Responsibility.

The study indicated that, by the final year of the project, the adoptions were picked up and most of the institutions benefited greatly from the project. Remarkable changes were observed in the PIs due to the project inputs. Although they were different in terms of adoptions and institutionalization, most of them had similar kind of benefits due to the project. Institutions had more autonomy, local governance; industry involvement in governance, flexibility in making curriculum changes and had better managed academic systems and good leadership.

The study recommends the institutions to prepare themselves for enhancing their adoption, innovation absorbing and institutionalization capabilities in terms of strengthening the institutional development capabilities including the need for developing institution vision and investing on building systems and processes.

The modified questionnaire of this study has been given at IIMA as part of a few workshops (as a part of the study). The modified form has an additional dimension of CSR included. (Appendix 4). It can be a helpful instrument in understanding the overall aspects of a growing professional education institute.

Part 3: Institutional Environment for Self-Renewal at Institute of Professional Management (IPM)

IPM is an Institute devoted to professionalizing management in the new sectors of activity in the country, where professional managers are needed and are not easily available. It has a four year integrated curriculum leading to a Bachelor's Degree in Professional Management (BPM) with six month's internship program and skill development projects at every stage. Students are encouraged to undertake projects on a consulting basis under the guidance of the faculty. In

addition, it has several Two-year PG courses in specialized disciplines like Communications and Media Management, Rural Management, Micro Finance and Community Mobilization, Health systems Management, Infrastructure Management, Information Systems Management, Governance and Public Management, Cooperatives management, Logistics Management, Youth leadership and Mobilization etc. The Institute has about 70 faculty members, about 500 students, hostels for all, and its own campus with adequate classrooms and other infrastructure.

The project was commissioned with the following objectives:

1. To understand the current concerns of the faculty, staff and students and study the factors facilitating or inhibiting the development of achievement oriented and entrepreneurial culture at IPM.
2. To suggest appropriate methods and interventions in the light of these concerns to develop more professionalism and entrepreneurial culture at IPM.
3. To take IPM and Professional Management education to new heights through these processes and systems

Methodology: The expert renewal team interviewed about 40 faculty individually. About 90 students and student representatives were interviewed in teams. About 18 technical staff were interviewed in groups and about 15 administrative staff were interviewed individually and in teams. The questionnaire given in Appendix 2 was the outcome of these interviews. The Appendix also presents the percentage of the responses given by another institution on the same questionnaire for illustrative purposes of the use of such data.

The self-renewal expert team presented the diagnosis based on the questionnaire to the Director and faculty in a full day seminar. Based on the diagnosis, an action plan was suggested.. Based on the presentation, Task force teams were formed to prepare action plans on a few areas of concern, identified by the faculty. The faculty teams were asked to meet and prepare action plans and take the institution building and OD intervention forward. The task forces dealt with the following:

- Decentralization and participative decision-making – ownership and belongingness: who to take what types of decisions. Generate checklist or matrix of decision activities with recommendations
- Role clarification (manual): what is expected from faculty, work profile ... to be used for induction also; Second round-Performance Evaluation Balancing quality and quantity of students in IPM: what is the role of faculty and students. benchmarking
- Enhancing transparency and other processes : Task force to revisit old practices which are currently eroded, enquire the relevance of such systems and recommend steps to attain transparency and communication.

- Need to be sensitive to factors causing frustration amongst students, newer and better ways/processes to communicate with students.
- How should the institute be responding to in the present context and scan environment, market, stakeholders? Dealing with specialization of faculty – protecting these interests as well as addressing other issues.
- Facilitating respect for every discipline, safeguarding image of the institute, mutual respect amongst disciplines and faculty ... Task force to look into achieving this, enhance self-worth, dealing with non-Professional Management faculty and staff, identity crisis

How to Use these Tools?

The Climate surveys can be used to initiate and manage changes in the academic and administrative environment of the institutions of Professional education. The following are some of the ways of using them to enhance effectiveness.

1. **Survey feedback to various stake holders-** The data could be feedback with the help of internal or external consultants or change facilitators and used to initiate a change program. The case of IPM as well as the project IMPACT demonstrates this(**Refer Part 3 and 4 of the Appendix**).
 - A) In the IMPACT project, the feedback was given to the respective institutions and they were helped to prepare their project plans for the second phase of the funding to enable them to use the resources appropriately.
 - B) In the case of IPM, the inputs were used to appoint task forces and bring about improvements in off-site retreats and self-renewal laboratories. Based on the findings of such surveys, off sites can be initiated to diagnose and prepare areas of action.
2. **Training and development work shops.** The diagnosis may also indicate the need for competency building through training and other development activities like the field visits to benchmark innovative institutions of excellence and initiating changes.
3. **Policy and system changes** –Often, such interventions result in changes of the appraisal system, organizational restructuring, changes in decision-making, delegation and such other mechanism. In the case of Gujarat Agricultural University, the study has resulted in enhancing the linkages between teaching, research, and extension.
4. **City based inter-institutional collaboration** to enhance effectiveness of institutions and quality of education. Educational Institutions in the same city can form a Network (example Jaipur IPE Network JIPEN, or Ahmedabad IPE Network- AIPEN, or HIPEN or BIPEN, CIPEN, KIPEN etc.). These institutions can have a joint research or action group which can keep modifying the tool and administering it periodically, on their stakeholders, collect data and share with the respective institutions to track their program effectiveness. An IE Progress card can be established. Professional bodies like the NIPM, LMAs, LHRDNs, ISTD chapters etc., may facilitate this kind of interventions.

The results of such interventions can be phenomenal. The Education sector is one such place, where competitiveness can be very healthy and win-win games are possible. If the quality of education improves, everyone gets the benefit and many organizations may come forward to support such innovations, which are aimed at enhancing the quality of professional education.

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Appendices

Appendix 1

Scale Definitions of the 30 needs “Measured by Stern’s Activities Index”

- 1) Abasement (Aba)** - Self devaluation as reflected in the ready acknowledgement of inadequacy , ineptitude, or inferiority , the acceptance of humiliation and other forms of self – degradation versus certainty , self-confidence , or self-glorification.
- 2) Achievement (Ach)** - Surmounting obstacles and attaining a succesful conclusion in order to prove one’s worth . striving for success through personal effort.
- 3) Adaptability (Ada)**- Accepting criticism, advise or humiliation publicly versus resistance to suggestion , guidance, direction, or advice, concealment or justification of failure.
- 4) Affiliation (Aff)**- Gregariousness, group centered friendly, participatory associations with others versus social detachment, social independence, self –isolation or unsocialness.
- 5) Aggression (Agg)** - Indifference or disregard for the feeling of others as manifested in hostility, either overt or covert, direct or indirect, versus the denial or inhibition of such impulses.
- 6) Change (Cha)** - Variable or flexible behavior versus repetition and routine.
- 7) Conjunctivity (Cnj)** - Organized ,purposeful or planned activity patters versus uncoordinated, disorganized , diffuse, or self-indulgent behaviour.
- 8) Counteraction (Ctr)**- Persistent striving to overcome difficult, frustrating and humiliating, or embarrassing experiences and failures versus avoidance or hastily withdrawal from task or situations that might result in such outcomes.
- 9) Difference (Dff)**- Respect for authority ,submission to the opinions and preference of others perceived as superior versus noncompliance ,insubordination , rebelliousness, resistance defiance
- 10) Dominance (Dom)** – Ascendancy over others by means of assertive or manipulative control versus non-intervention , forbearance ,acceptance, equalitarianism, permissiveness , humility or meekness.
- 11) Ego Achievement(E/A)** Derived from exocathection- Interception) : Self-dramatizing, idealistic social action, active or fantasized realization of dominance, power or influence achieved through socio-political activities in the name of social improvement or reform.

- 12) Emotionality (Emo)** : Intense open emotional expression versus solidness , restraint. Control or constriction.
- 13) Energy (Eny) (Derived from Energy- Endurance-Psychasthenia)** – High activity level ,intense, sustained ,vigorous effort versus sluggishness or inertia.
- 14) Exhibitionism(Exh)** – Self display and attention seeking versus shyness, embarrassment, self-consciousness, or withdrawal from situations in which the attention of others might be attracted.
- 15) Fantasized Achievement(F/A) (derived from Ego ideal)** : Daydreams of success in achieving extraordinary public recognition, narcissistic aspirations for fame, personal distinction, or power.
- 16) Harm avoidance (Har)** : Fearfulness, avoidance, withdrawal, or excessive caution in situations that might result in physical pain ,injury, illness, or death versus careless indifference to danger, challenging or provocative disregard for personal safety, thrill seeking, boldness, venturesomeness or temerity
- 17) Humanities (Hum)** : Social science (**derived from Endocathetion Extracception : Social Sciences and Humanities**) : The symbolic manipulation of social objects or artifacts through empirical analysis, reflection, discussion and criticism.
- 18) Impulsiveness (Imp)**: Rash, impulsive, spontaneous or impetuous behavior versus care , caution or reflectiveness.
- 19) Narcissism (Nar)**: Self centered, vain egotistical, pre occupation with self .erotic feeling associated with one’s own body or personality.
- 20) Nurturance(Nur)** – Supporting others by providing love, assistance of protection versus disassociation from others. Indifference, withholding support, friendship or affection.
- 21) Objectivity (Obj)**: Detached, non-magical, unprejudiced, impersonal thinking versus autistic, irrational, paranoid or otherwise egocentric perception and beliefs-superstitions(Activities index), suspicion(Environment indexes).
- 22) Order(Ord)** : Compulsive organizations of the immediate physical environment, manifested in a preoccupation with neatness, orderliness, arrangement, and meticulous attention to detail versus habitual disorder, confusion, disarray or carelessness.
- 23) Play (Ply)**- Pressure - seeking, sustained pursuit of amusement and entertainment versus persistently purposeful, serious, task oriented behavior.

24) Practicalness(derived from exocathection-extracception and pragmatism)(Pra): – Useful tangibly ,productive, business-like applications of skill or experience in manual arts, social affairs or commercial activities versus a speculative, theoretical, whimsical, or indifferent attitude towards practical affairs.

25) Reflectiveness(Ref) : Derived from Endocathection – Intracception): Contemplation, intracception ,introspection, preoccupation with private psychological spiritual aesthetics or metaphysical experience.

26) Science (Sci) (Derived from Endocathection- Extracception : Natural sciences) : The symbolic manipulation of physical objects, empirical analysis ,reflection, discussion and criticism.

27) Sensuality (Sen): (Derived from sentience) – Sensory stimulation and gratification, voluptuousness, hedonism, preoccupation with aesthetic experience versus austerity, self-denial ,temperance or abstinence, frugality, self-abnegation.

28) Sexuality (Sex) (derived from sex superego conflict) Erotic heterosexual interest or activity versus the restraint , denial of inhibition of such impulses, prudishness, priggishness, asceticism.

29) Supplication (Sup): Dependence on others for love, assistance and protection versus detachment, independence , or self-resilience.

30) Understanding (Und)- Detached intellectualization, problem solving analysis, theorizing or abstraction as ends in themselves.

Appendix 2

Activities Index to measure the student needs as a part of the Institutional Environment using need-press framework.

L= Likes, D= Dislikes		1977		2010	
Questions		L	D	L	D
ABASEMENT					
1	Taking the blame for something done by someone whom I like.	45	52	50	50
38	Trying to understand how I was to blame whenever I get into arguments with people.	65	36	69	31
73	Accepting criticism without talking back.	39	61	49	51
106	Telling others about the mistakes I have made and the sins I have committed.	61	26	50	50
ACHIEVEMENT					
25	Setting higher standards for myself than others and working hard to achieve them.	87	13	79	21
39	Competing with others for a prize or to achieve a goal.	87	13	68	32
83	Preferring difficult tasks than easy ones.	90	10	25	75
95	Sacrificing everything else in order to achieve something outstanding.	52	48	66	34
ADAPTABILITY					
2*	Hiding a failure or humiliation from others.	32	68	57	44
40*	Being ready with an excuse or explanation when criticized.	42	55	43	57
52	Being corrected when I am doing something in a wrong way.	68	32	85	15
84	Apologizing when I have done something wrong.	97	3	67	33
AFFILIATION					
3*	Being alone, away from other people.	26	68	42	58
41	Meeting a lot of people.	90	10	70	30
74	Having lots of friends or relatives who come to stay with us for several days during the year.	61	39	55	45
85*	Going to the park or beach or some such place only at times when no one else is there.	42	58	92	8
AGGRESSION					
4	Taking what I deserve even if I have to fight for it.	71	29	73	27
42	Arguing with an instructor or superior.	61	39	32	68
53	Teasing someone who acts too smart.	68	32	82	18
107	Proving that an instructor or superior is wrong.	55	45	47	53
CHANGE					
5	Having clear-cut and fixed likes and dislikes.	32	68	47	55

26	Rearranging the furniture in the place where I live.	71	29	66	34
63*	Leading a well-ordered life with regular hours and an estimated routine.	26	74	50	50
108*	Staying in the same group of friends all the time.	42	58	49	51
	CONJUNCTIVITY				
54	Finishing something I have begun, even if it is no longer enjoyable.	52	48	64	36
64	Planning ahead, so that I know every step of a programme before I start doing it.	68	32	60	40
86*	Doing things according to my mood, without following any plan.	68	32	64	36
96	Organizing my work in order to use any time efficiently.	77	23	37	63
	COUNTERACTION				
6	Working more hard at the problem when I do not know the answer.	77	23	80	21
27	Having to struggle hard for something I want.	65	32	60	41
65*	Avoiding something in which I have failed before.	42	58	44	56
109*	Not doing a problem rather than doing it in a way that may be wrong.	36	65	57	43
	DIFFERENCE				
43	Accepting and following a decision made by a superior or leader rather than starting an argument.	23	77	45	60
66	Giving the leadership of a group to someone who is a better leader than I am.	74	26	83	17
75	Listening to older persons tell about how they did things when they were young.	68	29	53	47
110	Having friends who are superior to me in ability.	81	19	74	31
	DOMINANCE				
7	Persuading a group to do something my way.	68	32	72	28
18	Having other people depend on me for ideas or opinions.	48	52	80	20
76	Organizing a protest meeting.	29	61	84	16
97	Directing (guiding) other people's work.	74	26	79	21
	EGO ACHIEVEMENT				
28	Taking an active part in social academic or political reforms.	77	19	69	31
77	Getting my friends to change their social, political academic or religious beliefs.	55	45	30	70
87	Trying to improve my community/ group by persuading others to do certain things towards improvement.	71	29	71	29
98	Being a foreign ambassador or diplomat.	68	32	74	26
	EMOTIONALITY				
8	Listening to that music which makes me feel very sad.	32	65	30	72
78	Shouting and dancing with excitement at the results of election, foot-ball and hockey matches etc.	58	42	55	45

88*	Being with people who seem always to be calm, controlled unstirred or placid.	55	45	84	16
111	Not controlling my feelings and emotions.	39	61	18	83
	ENERGY				
9	Taking active part in field games (outdoor games) and sports.	84	16	70	31
44*	Sleeping many hours every night so that I can have lots of rest.	52	48	50	50
79	Doing something every minute of the day.	58	42	57	43
99*	Avoiding things that require intense concentration.	19	81	63	27
	EXHIBITIONISM				
10*	Keeping in the background when I am with a group of people who are naughty, fun-loving and noisy. (36	61	47	53
19	Wearing clothes that will attract a lot of attention.	55	45	22	78
29	Speaking at a party, a social gathering or a group meeting.	74	23	56	44
100	Telling jokes or doing tricks to entertain others at a large gathering.	65	35	29	71
	FANTASIED ACHIEVEMENT				
45	Thinking about what I could do that would make me famous.	81	19	72	28
55	Thinking about winning name and fame as a brilliant person.	87	13	81	19
67	Imagining situations in which I am a great hero.	77	23	78	22
89	Doing things to strengthen my mind, body, and will power.	94	6	69	31
	HARM AVOIDANCE				
68*	Driving fast or taking a ride with someone who drives fast.	68	32	73	27
90*	Going for hunting, climbing high mountains, or exploring narrow underground caves.	81	19	91	11
112	Being extremely careful about sports that involve some danger.	29	71	62	38
	HUMANITIES				
46	Comparing the problems and conditions of today with those of times in the past.	55	36	74	26
56	Studying different types of government, such as the Indian, Bangladesh, American, English, Russian, German, etc.	55	45	62	38
91	Learning more about the work of different Indian painters, sculptors or musicians etc.	66	34	66	34
113	Reading editorials or feature articles on major social issues.	79	21	79	22
	IMPULSIVENESS				
30	Being in a situation that requires quick decisions and action.	81	19	74	26
47	Doing whatever I'm in the mood to do.	90	10	87	14
101	Being guided by my feeling rather than by my reasoning and thinking.	45	55	60	40
114*	Making up my mind slowly, after considerable deliberation (a lot of thinking).	65	35	82	19

	NARCISSISM				
31	Stopping and looking at myself in a mirror every time I pass one.	48	52	48	52
48	Daydreaming about what I would do if I could live my life any way I wanted.	58	42	71	29
57	Having lots of time to take care of my hair, hands, face, clothing, etc.	23	77	25	75
102	Making my handwriting decorative or unusual.	29	71	50	50
	NURTURANCE				
11	Feeding a street dog or cat.	26	74	34	66
20	Discussing with younger people what they like to do and how they feel about things.	81	19	77	23
32	Helping to collect money for poor people.	68	32	74	26
49	Comforting someone who is feeling sad.	77	23	89	11
115	Going to a fortune-teller, palm reader or astrologer for advice on something important.	19	81	8	94
	OBJECTIVITY				
33	Paying no attention to omens, signs, and other forms of superstition.	58	42	67	33
58*	Being especially careful for the rest of the day, if a black cat crosses my path.	3	97	5	95
80	Having a close friend who ignores or makes fun of superstitious beliefs.	68	29	49	51
	ORDER				
21	Keeping the drawers, desks, etc., of my room in perfect order and clean.	74	26	75	25
34	Keeping an accurate record of the money I spend.	29	71	38	62
69	Arranging my bed and putting things away every day before I leave the house.	48	52	50	50
116	Keeping a diary or notebook about the things, I have done or plan to do.	48	52	42	58
	PLAY				
12	Doing my work faster, thinking of the enjoyment I can have after the work is done.	74	26	65	36
92	Being with people who are always joking, laughing, and out for a good time.	81	19	36	64
103	Doing something serious in my leisure time, instead of just wasting it with my friends.	58	42	36	64
	PRACTICALNESS				
13	Being good at typewriting, knitting, carpentry, repairing, or other practical skills.	74	26	57	43

59	Working with mechanical appliances, household equipment tools and electrical apparatus, etc.	71	29	59	42
70	Managing a store or business enterprise.	87	13	52	48
104	Learning how to grow attractive and healthy plants, flowers, vegetables, etc.	65	36	53	47
	REFLECTIVENESS				
14	Understanding myself better.	97	3	96	4
22	Thinking about different kinds of unusual behaviour like insanity, drug addition, crime, prostitution, etc.	63	34	49	53
81	Reading stories that try to show what people really think and feel inside themselves.	97	3	70	30
117	Concentrating so hard on art, music or my work, that I don't know what's going on around me.	55	45	51	49
	SCIENCE				
35	Reading articles, which tell about new scientific developments, discoveries or inventions.	74	26	86	14
50	Doing experiments in physics, chemistry or biology in order to test a theory.	65	35	36	64
60	Studying the stars and planets and learning to identify them.	68	32	38	62
71	Going to scientific exhibitions.	81	19	81	19
	SENSUALITY				
15	Holding something very soft and warm against my skin.	84	16	79	21
23	Eating after going to bed.	19	81	21	79
61	Listening to the rainfall on the roof, or the wind blow through the trees.	77	23	79	21
93	Eating so much,that I cannot eat anymore at all.	19	81	91	9
	SEXUALITY				
16	Talking about how it feels to be in love.	71	19	55	45
72	Reading novels and magazine stories about love.	19	81	65	35
82	Daydreaming about being in love with a particular movie star or entertainer.	23	77	88	12
94	Listening to my friends talk about their love-life.	77	23	37	63
	SUPPLICATION				
17	Belonging to a close family group or friendship circle that expects me to bring my problems to them.	61	39	69	31
24	Working for someone, who always tells me exactly what to do and how to do it.	13	87	22	78
36*	Being alone and aloof, free of family and friends.	13	87	28	72

	UNDERSTANDING				
37	Spending any time thinking about and discussing complex problems.	87	13	77	23
51	Working crossword puzzles, figuring out moves in chess and playing Bridge etc.	77	23	67	33
62	Being a philosopher, scientist, or professor.	71	29	66	34
105	Following the development of a theory, even though it has no practical applications.	42	58	30	70

***Indicates negative items for that dimension**

Appendix 3

Institutional Environments inventory to measure the Institutional environment

		1977		2010	
T= True , F= False		T	F	T	F
ABASEMENT					
1	Students are encouraged to criticise administrative policies and teaching practices.	68	23	47	53
42	Faculty members are impatient with students, who interrupt a lecture or discussion with a question.	3	87	8	92
55	For a period of time, newcomers have to take orders from seniors.	3	87	17	83
111	There is a lot of 'buttering up' of teachers around here.	42	48	20	79
ACHIEVEMENT					
2	There is an intense competition for grades here.	77	13	96	4
43	Personality, pull and bluff get a lot of students through many courses.	32	58	45	55
64	Examinations here, really measure a student's achievement and understanding.	26	72	41	59
86	Standards set by the professors here are not very hard to achieve.	51	45	22	78
ADAPTABILITY					
3	In many courses, results are publicly put on the notice board or are announced publicly.	16	74	27	73
32	Student organizations and programmes are closely supervised to guard against mistakes.	29	61	56	44
56	In many courses, there are projects or assignments which require group-work.	87	3	100	0
87	Frequent tests are given in most of the courses.	81	10	81	19
AFFILIATION					
17	There is a lot of group spirit in the students here.	58	32	52	48
33	There are many opportunities for students to get together in extra-curricular activities.	71	19	70	30
44	The professors seem to have little time for conversation with students.	32	58	32	68
88	Students spend a lot of time together at the canteen, teashops and in one another's room.	68	23	63	38
AGGRESSION					
4	Students are conscientious about taking good care of the school's property.	77	13	74	26
18	Most people here seem to be especially considerate and helpful to others.	50	32	52	48
45	The faculty members and administration people are often joked about or criticised in student conversations.	32	50	52	48
65	Students occasionally plot some sort of escapade or rebellion.	16	74	17	83
100	Students pay little attention to rules and regulations.	32	58	11	89

	CHANGE				
5	The students here, come from many different kinds of homes, religion, social status and communities.	87	3	95	5
19	Courses, examinations, assignments and texts are frequently revised and changed.	77	13	71	29
66	Most students here, have similar behaviour, attitudes, opinions and beliefs etc.	32	61	45	55
101	Most members of the staff have been here for many years.	50	32	96	4
	CONJUNCTIVITY				
6	Most courses are very well organised and progress systematically from week to week.	77	13	94	6
46	Activities in most student organisations are carefully and clearly planned.	60	23	52	48
76	In most classes, the presentation of material is well planned and illustrated.	81	10	97	3
102	Students seldom know, what will be expected of them.	16	61	46	54
	COUNTERACTION				
20	When students here disagree with an administrative decision, they really work to get it changed.	74	15	37	63
47	Channels for expressing students' complaints are readily accessible (available).	77	13	59	41
77	Everyone here knows the 'easier' course to take and the tough ones to avoid.	48	42	73	27
112	It is always very difficult to get a group of students to decide something here, without a lot of arguments and discussions.	65	26	74	26
	DIFFERENCE				
21	Many students try to become like people they admire here.	55	32	81	19
67	A lot of students here, will do something even when they know they will be criticised for it.	61	29	45	54
89	Faculty members and administrators see students only during scheduled office hours or by appointment.	36	55	62	38
103	Student magazines never caricature, satire or joke about dignified people and institutions.	55	36	68	32
113	Students feel free to disagree with teachers openly.	77	13	71	29
	DOMINANCE				
48	Personal rivalries are fairly common in this place.	32	58	37	63
68	There are no favourites at this school – everyone gets treated alike.	45	45	78	22
78	Anyone who knows the right people in the staff or in administration have a better chance here.	13	74	7	93
114	The student leaders here, have lots of special privileges.	10	81	33	67
	EGO ACHIEVEMENT				
7	Student-strikes, walkouts, processions or demonstrations occur very rarely, here	77	13	98	2
69	Students are actively concerned about national and international affairs.	45	45	54	46
79	Students are encouraged to take an active part in social reforms or political programs and parties.	84	7	16	83

104	There are a number of prominent faculty members, who play a significant role in national or local politics.	23	65	39	61
	EMOTIONALITY				
22	Most students get extremely tense during exams.	23	68	77	22
49	There is a lot of excitement and restlessness just before holidays.	58	32	80	20
70	An open display of emotion would embarrass most professors.	76	21	64	36
90	Students here can be wildly happy one minute and hopelessly depressed the next.	48	42	78	21
105	Students tend to hide their deeper feelings from each other.	42	48	84	16
8	Discussions here get quite heated, with a lot of display of feeling.	65	26	40	60
23	Students put a lot of energy into everything they do – in class and out.	52	39	84	16
80	Teachers here put a lot of energy and enthusiasm into their teaching and in the directing of their programmes.	81	10	92	8
115	The professors really push the students' capacities to the limit.	52	39	86	14
	EXHIBITIONISM				
24	When students run a project or put on a show (achieve some recognition), everybody knows about it.	74	16	73	27
57	There are a lot of colourful and controversial figures in the staff here.	71	29	43	57
71	It is easy to obtain student speakers for clubs, meetings, debates and seminars etc.	48	42	86	14
106	The college tries to avoid activities and publicity which is undignified.	81	10	98	2
	FANTASIED ACHIEVEMENT				
58	Education here tends to make students more practical and realistic.	87	3	84	16
81	Nearly, all students expect to achieve future fame or wealth.	84	7	91	9
91	Many famous people are brought to the campus for lectures, seminars and student-discussions.	81	10	91	9
107	The future goals for most students emphasize job security, family happiness, and good citizenship.	50	32	74	26
	HARM AVOIDANCE				
25	Class rivalries sometimes get a little rough here.	26	65	36	64
59	Students are frequently reminded to take preventive measures against illness.	32	58	76	24
92	Students rarely get drunk and behave disorderly.	84	7	78	21
116	Rough games and sports are an important part of the inter-department and inter-college athletics.	7	84	24	76
	HUMANITIES				
9	Many professors and students are involved with literary, musical, artistic or dramatic activities outside the classroom.	55	43	64	36
34	A lecture by an outstanding literary critic would have a poor/low attendance here.	32	58	56	44
108	The library is very well equipped with journals, periodicals and books in the social sciences.	87	3	92	8
117	Most students are not interested in programmes dealing with social and political problems.	65	26	69	31

IMPULSIVENESS					
10	In most classes, there is very little joking and laughing.	48	42	34	66
26	New fads, fashions and phrases are continuously adopted by students.	52	39	45	55
35	Many informal student activities are unplanned and spontaneous.	45	42	52	48
60	Students often start projects without trying to decide in advance, how they will develop or where they may end.	29	61	62	38
NARCISSISM					
27	Students take a great deal of pride and interest in their personal appearance.	48	42	33	67
36	Students here, are more concerned about the impression that they make on fellow students and faculty members, than in the learning	36	55	61	39
93	Proper social forms and good manners are important here.	65	26	81	19
118	Students think about dressing appropriately and interestingly for different occasions – classes, social events, sports, and other affairs.	58	32	61	39
NURTURANCE					
11	Many senior students play an active role in helping new students adjust to campus life.	71	19	89	11
50	There is a lot of excitement and restlessness just before the holidays.	13	77	80	19
61	Training people for service to the community is considered as one of the important features of this college.	45	45	40	60
94	Many of the teachers of this college are actively engaged in collecting funds, charity programmes and community service programmes etc.	10	81	41	59
OBJECTIVITY					
62	A good and well reasoned report can get an A grade here, even though its viewpoint is opposed to the professor's.	23	74	61	38
72	Some of the professors react to questions in class, as if the students were criticising them personally.	23	68	22	78
95	The faculty members tend to be suspicious of students' motives and often make the worst interpretations of even trivial incidents.	19	71	25	75
119	Many faculty members here, seem moody unpredictable and hard to figure out.	19	71	24	76
ORDER					
12	Students usually sit in the same seats in each class session.	42	48	90	10
28	Students must have a written excuse for absence from class.	16	74	70	30
96	Classrooms are kept clean and tidy.	90	0	96	4
120	Classes meet only at their regularly scheduled time and place.	65	26	45	55
PLAY					
13	Students really get excited at an athletic contest.	48	42	40	60
37	There are lots of dances, parties, and social activities in the campus here.	39	52	45	55
97	There isn't much to do here except go to classes and study.	45	45	43	56
109	Students are very serious about their work.	74	16	83	17

	PRACTICALNESS				
14	It's important to be a member of a club or group of students.	29	61	72	28
38	Many courses stress more on the theoretical aspects rather than the practical orientation.	10	81	43	57
73	Many students enjoy working with their hands and are pretty efficient about making or repairing things.	48	39	38	62
82	The academic atmosphere is practical, emphasizes efficiency and usefulness.	84	7	82	18
	REFLECTIVENESS				
29	There would be a big audience for a lecture by an outstanding philosopher or scientist here.	77	13	59	41
51	Modern art and music get little attention here.	45	45	58	42
83	Professors here welcome the student's own ideas as serious matters.	84	7	82	18
98	Long and serious intellectual discussions are common among the students.	61	19	56	44
	SCIENCE				
15	The library is very well equipped with journals, periodicals, and books in the natural sciences.	81	10	91	8
30	When students get together, they seldom talk about scientific and technological innovations.	42	40	71	29
39	A lecture by an outstanding scientist will have a poor attendance.	19	71	43	57
121	There is a lot of interest here, in the philosophy, science and methods of science.	29	61	26	74
	SENSUALITY				
31	The college has invested very little in drama and dance.	61	29	63	37
40	Student rooms are more likely to be decorated with pinups and photographs of movies stars than with paintings, carvings or fabrics etc.	29	61	38	63
63	On nice days, classes are held outdoors, on the lawn.	29	61	7	93
84	Nude Paintings and statues can be seen here on this campus.	23	68	2	98
	SEXUALITY				
16	There is a lot of dating here during the weekdays, at the library, canteen and movies etc.	39	52	38	62
52	Students spend a lot of time talking about their boy or girl friends.	29	61	23	77
74	There are several popular spots here, where a crowd of boys and girls can always be found.	68	23	51	49
110	The college's reputation for marriage (for meeting suitable marriage partners) is as good as its reputation for education.	55	32	35	65
	SUPPLICATION				
53	Students here, are encouraged to be independent and individualistic.	84	7	71	29
75	Most of the faculty members here, are not interested in students' personal problems.	61	29	53	47
99	The professors go out of their way to help you.	58	26	67	33

122	There is a student loan fund which is very helpful for minor emergencies.	32	58	44	56
	UNDERSTANDING				
41	Students here, prefer to talk more about motion pictures, politics or inventions and compared to poetry, philosophy or mathematics.	89	8	71	29
54	A lot of students like chess, puzzles, and other abstract games.	42	48	74	26
85	Most of the professors are very through (This word does not fit here) teachers and really probe into the fundamentals of their subjects.	74	16	95	5
123	Careful reasoning and clear logic are valued highly ,while grading student papers, reports, or discussions.	74	16	69	31

Appendix 4

INSTITUTIONAL ENVIRONMENT QUESTIONNAIRE* (for faculty, staff and students of all professional institutions)

Name of the Institution _____

Department _____

Designation (In case of student year) _____

Please indicate your assessment of the institution on each of the statements given below.

1 - The statement is not at all characteristic of this institution					
2 – The statement rarely characterizes the institution					
3- The statement is somewhat characteristic of the institution					
4- The statement is a good representation of the institution. It is by and large true.					
5 - The statement highly characterizes the institution and it is very true					

*Principal means Director ,or any other designated head of the institution.

A .VISION

1	The institute was established with a clear vision.	1	2	3	4	5
2	The institute’s vision is shared by all faculty and staff .	1	2	3	4	5
3	The students are aware of the vision and mission of the institution .	1	2	3	4	5
4	Principals and HODs keep talking about the vision and inspire the students and other participants of the institute.	1	2	3	4	5
5	All Special Occasions are functions like anniversary ,community day etc the vision of the institution is talked about with pride .	1	2	3	4	5

B. LEADERSHIP

6	The institute has faculty, who are leaders in their fields/discipline.	1	2	3	4	5
7	Academic initiatives of the faculty is valued in the institute.	1	2	3	4	5
8	This institute does not have activities (that don’t contribute to learning in some form or the other).	1	2	3	4	5
9	The principal does not interfere normally in the activities of the institute.	1	2	3	4	5
10	The principal provides all support for innovative activities.	1	2	3	4	5
11	The principal respects the opinions of faculty and staff in managing the institution.	1	2	3	4	5
12	Professional freedom is given to the faculty	1	2	3	4	5
13	The principal and HODs are serious about the student learning.	1	2	3	4	5
14	The principal makes effort to build faculty competencies.	1	2	3	4	5
15	Principal respects and acknowledges the academic leadership of the senior faculties.	1	2	3	4	5
16	Non Teaching staff’s contribution is valued and acknowledged.	1	2	3	4	5
17	Administrators do not create hurdles for effective functioning of faculty.	1	2	3	4	5

* Adapted from “ Institutionalization of innovations in Higher education” A research study of project IMPACT by T.V Rao. Jaya indirsen and MG Jomon conducted by Swiss Agency for Development and Cooperation and TV Rao Learning Systems PVT ltd 1999

C. EMPOWERMENT

18	Each member of the institute has the freedom to carry out his or her work with considerable degree of independence and autonomy.	1	2	3	4	5
19	The staff are encouraged to exhibit their initiatives and skills at their work.	1	2	3	4	5
20	Students are encouraged to take initiative in co- curricular and other academic activities.	1	2	3	4	5
21	Heads of departments give necessary guidance to younger faculty members so that they can contribute to the body of knowledge through writing conducting seminars etc.	1	2	3	4	5
22	HODs delegate authority and responsibility to other faculty members to initiate changes and to take-up leadership /responsibilities.	1	2	3	4	5
23	HODs are given adequate autonomy to run the departments effectively.	1	2	3	4	5

D. PROFESSIONAL INITIATIVES AND PRO ACTION LEVELS OF FACULTY

24	Faculty members constantly make effort to acquire new knowledge.	1	2	3	4	5
25	Faculty share with all others in the institute new knowledge , information etc that they come across.	1	2	3	4	5
26	The faculty here initiate a number of debates/discussions on the emerging issues.	1	2	3	4	5
27	The faculty here organize conferences, seminars and workshops frequently.	1	2	3	4	5
28	The faculty here take initiatives to introduce new areas of specialization or courses in there department.	1	2	3	4	5
29	The faculty take interest in updating the library by getting new books, journals etc.	1	2	3	4	5
30	The faculty here, take initiative to acquire the latest equipment.	1	2	3	4	5
31	The faculty here, try out new methods of teaching from time to time.	1	2	3	4	5
32	The faculty here, interact with students freely and involve them all in all innovative activities.	1	2	3	4	5
33	The faculty here, makes the effort to liaise with the industries.	1	2	3	4	5
34	The faculty here, contribute to professional publications in journals or books	1	2	3	4	5
35	The faculty participates in seminars and conferences to share their knowledge and experience	1	2	3	4	5

E. COMMUNICATION

36	Key decisions of the institute are taken in consultation with the faculty members.	1	2	3	4	5
37	There is a good degree of communication among the principal , faculty and HODs.	1	2	3	4	5
38	There is a good degree of communication between faculty and	1	2	3	4	5

	students.					
39	The principal and HODs are transparent in their communication to faculty, staff and students.	1	2	3	4	5
40	There is a good communication system from top to the lowest level.	1	2	3	4	5
41	The faculty and students interact with each other freely.	1	2	3	4	5
42	Information regarding the growth and achievements of the institute is widely shared through popular mediums like newsletters, pamphlets etc.	1	2	3	4	5
43	There is a good understanding and co-operation between academic and administrative staff due to open and free communication.	1	2	3	4	5
44	The principal and HODs keep the channels of communication open to faculty staff and students.	1	2	3	4	5
45	Rumors are not common here.	1	2	3	4	5

F. PLANNING CULTURE

46	There is a well developed calendar year/plan.	1	2	3	4	5
47	All academic activities are planned well in advance at this institution .	1	2	3	4	5
48	Schedules and time tables are made available to all the members of the institute.	1	2	3	4	5
49	The faculty come to the class with adequate preparation.	1	2	3	4	5
50	The curriculum and course content is well planned here.	1	2	3	4	5
51	Examinations ,evaluations and declaration of results are planned well in advance.	1	2	3	4	5
52	Placement activities are well planned here.	1	2	3	4	5
53	Support services are well planned here and students and faculties do not have to waste time getting things done.	1	2	3	4	5
54	Administrative polices and activities are in tune with the academic requirements.	1	2	3	4	5
55	Notices are issued ahead of time, before each activity as per schedule.	1	2	3	4	5

G . PARTICIPATIVE DECISION MAKING

56	There is a participative culture in the institute.	1	2	3	4	5
57	Competent people are consulted before taking any decision,	1	2	3	4	5
58	Faculty are taken into confidence in most academic decisions.	1	2	3	4	5
59	Students are represented in different bodies adequately.	1	2	3	4	5
60	Students are consulted adequately in decisions affecting them.	1	2	3	4	5
61	Key decisions are made known to each and every member though appropriate channel.	1	2	3	4	5
62	All important decisions are taken collectively.	1	2	3	4	5

H. LOYALTY, TEAM SPIRIT AND COLLABORATIVE ATTITUDES

63	There is a high degree of team spirit in the campus among the faculty	1	2	3	4	5
64	Team of faculty, work well on projects, demonstrating team spirit.	1	2	3	4	5
65	Initiatives and new ideas often emerge from project teams.	1	2	3	4	5
66	Members of the institution are helpful to each other .	1	2	3	4	5
67	Interdepartmental collaboration is high in this institution.	1	2	3	4	5
68	There are very few or practically no interdepartmental conflicts in this institution.	1	2	3	4	5
69	All the members of the institute gets united on key issues irrespective of the department they belong to.	1	2	3	4	5
70	There are no politics:	1	2	3	4	5
A	At the faculty level	1	2	3	4	5
B	At the non academic staff level	1	2	3	4	5
C	At the student level	1	2	3	4	5
D	Among the HODs	1	2	3	4	5
71	Students exhibit a high sense of pride and belonging to the institute.	1	2	3	4	5
72	There is a good degree of					
A	Institutional loyalty among					
I	Faculty	1	2	3	4	5
Ii	Staff(Non academic staff)	1	2	3	4	5
III	Students	1	2	3	4	5
B	Department Loyalty					
I	Faculty	1	2	3	4	5
II	Staff(Non academic staff)	1	2	3	4	5
III	Students	1	2	3	4	5

I . LEARNING ENVIRONMENT

73	The culture of the institute facilitates continuous learning.	1	2	3	4	5
74	Faculty and staff in the institute strive continuously to learn from their mistakes.	1	2	3	4	5
75	There is a high emphasis on competency building of faculty and staff.	1	2	3	4	5
76	Faculty , staff and students are encouraged to experiment with new methods and approaches.	1	2	3	4	5
77	Original ideas of the individuals and sharing of the same with new methods and approaches.	1	2	3	4	5
78	People in the institute constantly scan developments in the outside world for information knowledge and for opportunities.	1	2	3	4	5
79	HODs, faculty and students, genuinely believe that they can learn from colleagues and juniors.	1	2	3	4	5
80	Periodic review meetings are organized to aid further growth and development .	1	2	3	4	5

J. RENEWAL MECHANISMS

81	Periodic review studies are conducted by outside experts.	1	2	3	4	5
82	Task forces are appointed to evaluate activities from time to time.	1	2	3	4	5
83	Departments undertake periodic reviews of their functions and activities .	1	2	3	4	5
84	Experts from outside are invited to share their experiences to benchmark and renew the functions of the department and the institute.	1	2	3	4	5
85	The institute undertakes evaluation of its activities /programs once in awhile to renew itself.	1	2	3	4	5

K. WILLINGNESS TO CHANGE

86	Performance of faculty is appraised regularly to help them discover their weak and strong areas and develop themselves.	1	2	3	4	5
87	The administration is open to change and help faculty to bring about positive changes.	1	2	3	4	5
88	Principals and HODs accept suggestions and are willing to effect changes where necessary.	1	2	3	4	5
89	The faculty follow the curriculum and and provide extra information and knowledge etc to make curriculum relevant and dynamic.	1	2	3	4	5
90	The staff do not resist changes and opportunities to do effective work.	1	2	3	4	5
91	The institute is strictly guided by the rules , procedures , value and norms.	1	2	3	4	5
92	Suggestions made for changes are welcomed in the institute .	1	2	3	4	5
93	The top management is committed for continues growth and development of the institute.	1	2	3	4	5

L. FACULTY DEVELOPMENT

94	Faculty members are given enough time for library work and publication.	1	2	3	4	5
95	Faculty are sponsored for higher studies and up gradation of teaching skills.	1	2	3	4	5
96	Faculty are given leave and encouraged to attend seminars and meetings.	1	2	3	4	5
97	Faculty are rewarded for their achievement and good performance.	1	2	3	4	5
98	Faculty are given opportunities to implement and practice what they learned at different forums.	1	2	3	4	5
99	The institute provides an atmosphere for learning and development of the faculty.	1	2	3	4	5

M. SUPPORT SYSTEM MATURITY

100	The library services are excellent.	1	2	3	4	5
101	The library is adequately stocked with recent books.	1	2	3	4	5
102	The laboratory staff are helpful and patient with students.	1	2	3	4	5

103	The laboratories are well equipped here.					
104	The labs are well maintained.	1	2	3	4	5
105	The computer services are excellent in the institute.	1	2	3	4	5
106	Students have access to internet, wi – fi, photocopying and such other facilities in the institute.	1	2	3	4	5
107	The residential facilities are good.	1	2	3	4	5
108	The support staff are helpful to students.	1	2	3	4	5
109	The faculty members get adequate clerical assistance to perform their academic activities.	1	2	3	4	5
110	The HODs and senior faculties do not waste their time in routine administration.	1	2	3	4	5

N. PROCESS SENSITIVITY

111	The principal and HODs are sensitive to the needs of the:	1	2	3	4	5
A	Faculty	1	2	3	4	5
B	Staff	1	2	3	4	5
C	Students					
112	The faculty always keeps in mind , the requirements of the students in teaching.	1	2	3	4	5
113	The institution is sensitive to the overall growth and development of:	1	2	3	4	5
A	Faculty	1	2	3	4	5
B	Staff	1	2	3	4	5
C	Students	1	2	3	4	5
114	The institution takes care of the staff especially in difficulties and problems.	1	2	3	4	5
115	In all major decisions and endeavors, possible human dimensions and issues are considered.	1	2	3	4	5

O. CORPORATE SOCIAL RESPONSIBILITY

116	The institute is sensitive to the changing needs of the country and society.	1	2	3	4	5
117	The institute takes the initiative and gets involved that helps the underprivileged.	1	2	3	4	5
118	The institute contributes in some way or the other to the local needs of the town, village, city where it is located.	1	2	3	4	5
119	The faculty and students participate in planning , policy making and implementation of activities that benefit the neighborhood.					
120	The institute shows concern for the weaker section of the society and promotes activities for their welfare.	1	2	3	4	5

Appendix 5

Questionnaire Survey of Institutional Environment

An Institutional environment questionnaire was designed to survey the climate of IPM. The questionnaire consisted of 76 items was selected in consultation with some of the Academic Administrators of IPM including the Director. The items are also based on similar studies of professional institutions. It required the respondents to answer each item, on the extent to which it characterizes the institutional climate.

A five point scale was used , where 4 = Highly characteristic or strongly agree, 3 = Mostly characteristic, 2 = Somewhat characteristic , 1 = A little characteristic, and 0 = Not at all characteristic the institution.

In all, 80% of the Faculty and a cross section of students from the senior classes responded. The results are presented below. Item wise percentage of faculty and students agreeing with each alternative are presented below in Table

Faculty Perceptions of the IPM Institutional Climate

SL.NO.	ITEMS7	Overall % score	
		Faculty	Students
1	IPM is an institution with a clear vision.	65	52
2	The institute's vision is shared by all faculty and staff.	55	41
3	The students are aware of the vision and mission of the institution.	46	42
4	At special occasions and functions like anniversary, community day etc., the vision of the institution is talked about with pride.	65	64
5	The institute has faculty, who are leaders in their field/ discipline.	73	58
6	Academic initiatives of the faculty is valued in the institute.	60	64
7	The Director provides all the support for innovative activities.	81	55
8	The Director respects the opinions of faculty and staff in managing the institution.	57	45
9	Professional freedom is given to faculty to a high degree.	55	37
10	The Director makes effort to build faculty competencies.	78	41
11	The Director respects and acknowledges the academic leadership of the senior faculties.	72	47
12	Non teaching staff's contribution is valued and acknowledged.	64	56
13	Administrators do not create hurdles and act as facilitators for effective functioning of faculty,	57	41

14	Each member of the institute has the freedom to carry out his or her work with considerable degree of independence and autonomy.	61	46
15	The faculty are encouraged to exhibit their initiatives and skills at their work.	72	46
16	Students are encouraged to take initiative in co-curricular and other academic activities.	81	59
17	HODs give necessary guidance to younger faculty members so that they can contribute to the body of knowledge through writing conducting seminars etc.	57	39
18	HODs delegate authority and responsibility to other faculty members to initiate changes and to take up academic leadership responsibilities.	65	49
19	HODs are given adequate autonomy to run the departments effectively.	61	54
20	Faculty members constantly make effort to acquire new knowledge.	73	54
21	The faculty here, organize conferences, seminars and workshops frequently.	73	59
22	The faculty here, take initiatives to introduce new areas of specialization / courses in their department.	65	55
23	The faculty take interest in updating the Knowledge Management Center by getting new books, journals and other resources etc.	71	66
24	The faculty here take initiative to acquire the latest tools and equipment.	72	54
25	The faculty here try out new methods of teaching and learning from time to time.	71	46
26	The faculty here interacts with students freely and involves them in all innovative activities.	81	63
27	The faculty here makes effort to liaison with the industries, government and other practitioners.	75	58
28	The faculty here contributes to professional publications in journals and books.	50	45
29	The faculty participates in seminars and conferences to share their knowledge and experience.	65	63
30	Key decisions of the institute are taken in consultation with the faculty members.	49	31
31	There is a good degree of communication among the Director, Faculty and the coordinators.	63	33
32	There is a good degree of communication between Faculty and	76	59

	students.		
33	The Institute authorities (Director, HODs etc.) are transparent in their communication to faculty staff and students.	49	23
34	There is a good communication system from top to the lowest level.	64	20
35	Information regarding the growth and achievements of the institute is widely shared through popular mediums like news letter, pamphlets etc.	85	54
36	There is a good understanding and co-operation between Academic and administrative staff.	47	41
37	The institute is free of rumors and the spread of false information.	47	40
38	All academic activities are planned well in advance at this institution.	69	41
39	Schedules and time tables are made available to all the members of the institute.	76	61
40	The faculty conduct sessions with adequate preparation.	68	52
41	The curriculum and course content is well planned here.	70	49
42	Examinations, evaluation and declaration of results are planned well in advance.	76	47
43	Project and placements for projects activities are well planned here.	63	43
44	Support services are well planned here and students and faculties do not have to waste time getting things done.	47	44
45	Administrative policies and activities are in tune with the academic requirements.	56	34
46	Notices are issued ahead of time before each activity as per the schedule.	69	61
47	There is a participative culture in the institute.	69	56
48	Faculty are taken into confidence in most academic decisions.	66	51
49	Students are represented in different bodies adequately.	65	54
50	Key decisions are made known to each and every member through appropriate channel.	66	28
51	There is a high degree of team spirit in this campus among faculty.	54	27
52	Initiatives and new ideas often emerge from project teams.	70	56
53	Members of the institution are helpful to each other.	61	57
54	Interdepartmental collaboration is high in this institution.	64	42
55	All the members of the institute get united on key issues irrespective of the department they belong to.	69	50

56	Students exhibit a high sense of pride and belonging to the institute.	85	68
57	The culture of the institute facilitates continuous learning.	88	63
58	Faculty and staff in the institute strive continuously to learn from their mistakes.	75	49
59	There is a high emphasis on competency building of faculty and staff.	64	42
60	Faculty, staff and students are encouraged to experiment with new methods and approaches.	69	50
61	Original ideas of the individuals and sharing of the same in groups/ meetings is valued.	69	59
62	People in the institute constantly scan developments in the outside world for information, knowledge and for opportunities.	72	57
63	HODs, Co-coordinators, faculty and students genuinely believe that they can learn from colleagues and juniors.	70	55
64	Periodic review meetings are organized to aid further growth and development.	66	42
65	The institute undertakes evaluation of its activities/programmes once in-a- while to renew itself.	71	39
66	Performance of faculty is appraised regularly to help them discover their weak and strong areas and develop themselves.	68	33
67	The Director is open to change and help faculty to bring about positive changes.	76	38
68	Director and Activity Heads accept suggestions and are willing to effect changes where necessary.	67	35
69	Suggestions made for change is welcomed in this institute	63	32
70	Faculty members are given enough time for practical work and dissemination.	48	37
71	Faculty are sponsored for programs and visits for "their specialisation and teaching skills	72	53
72	Faculty are given leave to attend seminars and meetings.	77	34
73	Faculty are given opportunities to implement and practice what they learned at different forums	67	56
74	The institute provides an atmosphere for learning and development of the faculty.	70	58
75	The faculty members get adequate administrative assistance to perform their academic activities.	54	49
76	The HODs and senior faculties do not waste their time in routine administration.	40	34