

OD Interventions for Sustainable Excellence in Higher Education

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Abstract

Some 25 years ago came the birth of another discipline, called organizational development, the goal of which was to focus on the gap that exists between where a group or organization is and where they would like to be. This paper tries to address the role that organization development can play as an approach for sustainable excellence in higher educational institutions. The first section of the paper addresses the status of higher education in India, exploring the challenges faced by higher education institutions, and suggestions that can improve the quality of higher education. The second section suggests the use of Weisbords' Six-box model as a diagnostic tool for an educational institution. It illustrates how planned and focused organization development interventions can help in understanding of the system and guide the change process in today's unsettled higher education environment.

Introduction

Knowledge is the driving force in the rapidly changing globalised economy and society. Emergence of knowledge as a driving factor results in both challenges and opportunities. The growth of the global economy has increased opportunities for countries with good levels of education (Carnoy, 1999; Tilak, 2001). In today's global environment, an accessible and high quality higher education system is imperative for a nation's economic progress. A sound higher education system supports and enhances the process of economic and social development for a better future. Developing and transition countries are particularly challenged in a highly competitive world economy because their higher education systems are not adequately developed for the creation and use of knowledge. Converting the challenges into opportunities depend on the rapidity with which they adapt to the changing environment (Rani, 2005).

This paper tries to address the role that organization development can play as an approach for sustainable excellence in higher educational institutions.

Higher Education System in India

The primary role of higher education is increasingly to transform students by enhancing their knowledge, skills, attitudes and abilities while simultaneously empowering them as lifelong critical, reflective learners. (Harvey,2000). The higher education system in India grew rapidly after independence. By 1980, there were 132 universities and 4738 colleges in the country enrolling around five per cent of the eligible age group in higher education. Today, in terms of enrolment, India is the third largest higher education system in the world, behind China and the USA, with 17973 institutions (348 universities and 17625 colleges). The number of institutions is more than four times the number in the United States and entire Europe. Higher education in China having the highest enrolment in the world (nearly 23 million), is organized in only about 2,500 institutions. While the average enrolment in a higher education institution in India is about 500-600 students, a higher education institution in the United States and Europe would have 3000-4000 students and in China this would be about 8000-9000 students. This makes the system of higher education in India a highly fragmented one that is far more difficult to manage than any other system of higher education in world. However, other than a handful few institutions of national importance providing high quality higher education, the system is failing to produce wealth creators and creative, intellectual leaders who are much needed in all sectors of the society. India's higher education sector has failed to map the future demand for various skills and

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it has not kept pace with industry's growth (Khemani and Narayanan, 2006). Since higher education in India is an important part of modern Indian society and is intertwined in the political and social systems of the society, this sector is in need of change, development and improvement (Altbach, 1993).

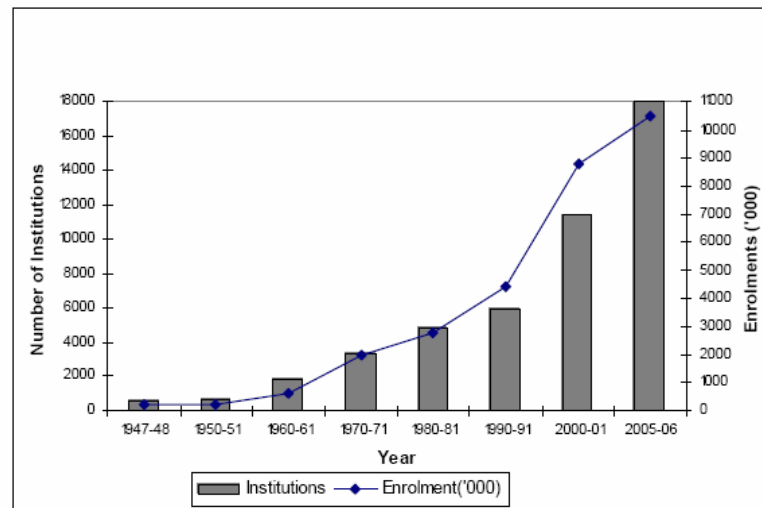


Figure 1: Growth of institutions and enrolment in higher education

Source: Agarwal P (2006). Higher education in India. (working paper) Indian Council for Research on International Economic Relations.

Quality of Education

Education quality is the character of the set of elements in the input process and output of the education system that provides services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations (Cheng, 1995). The literature of educational quality has developed along a distinct path. The definition offered by Gordon and Partington (1993) characterizes the general approach to educational quality as: *“the success with which an institution provides educational environments that enable students effectively to achieve worthwhile learning goals, including appropriate academic standards”*.

The higher education system in India has been of mediocre status for decades (Umashankar and Dutta, 2007). Now, as India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. Like any other business, higher education also needs quality. So far, India's large educated population base and its reservoir of at least moderately well-trained university graduates have permitted India to move ahead. But the competition is fierce. China in particular is heavily investing in improving its best universities with the aim of making a small group of them world class in the coming decade, and making a large number of internationally competitive research universities. Other Asian countries are also upgrading higher education with the aim of building world class-universities. Taiwan, which is a major designer and produce of IT hardware, is considering merging several of its top technological universities to create an “Asian MIT.” To compete successfully in the knowledge-based economy of the 21st century, India needs enough higher educational institutions that not only produce bright graduates for export but can also support sophisticated research in a number of scientific and scholarly fields and produce at least some of the knowledge and technology needed for an expanding economy. How can India build a higher education system that will permit it to join developed economies?

The newly emerging private sector in higher education cannot spearhead academic growth. Several of the well-endowed and well managed private institutions maintain reasonably high standards, but whether these institutions are going to be able to sustain themselves in the long run



remains to be seen. They can help produce well-qualified graduates in such fields as management, but they cannot form the basis for comprehensive research universities. This sector lacks the resources to build the facilities required for quality instruction and research in the sciences. Nor can enough money be earned by providing instruction in the mainstream arts and sciences disciplines. Most of the private institutions do not focus on advanced training in the sciences.

Challenges Faced by Higher Education Institutions in India

The growth in student enrolment worldwide has seen a meteoric rise from 13 million in 1960 to 82 million in 1995 (*source: FICCI, 2006*). In India, the entry of the private sector in higher education has been largely driven by inadequacy in government funding in the education sector, paving way for private investment, due to the liberal policies in the early 90's. With the present growth in GDP it is expected that India's economy will surpass Italy by 2015, France by 2020, Germany by 2025 and Japan by 2035. It has been predicted that India, being driven by knowledge economy, will become the 3rd largest economy by 2050. Higher Education in India is more privatized than any advanced countries. A large number of Institutes are private and self-financed. Most private institutes however concentrate on market driven disciplines such as Medical, Engineering, and Management, and ignore social science and pure science (*source: AICTE, 2007*).

Current Issues

The License Raj continues to flourish in Higher Education sector in India causing confusion and uncertainty in the regulatory environment. Conflicts between multiple regulatory authorities are the standard norm. Major weaknesses are perceived to be bureaucracy, lack of de-regulation or related policies, and lack of autonomy with respect to admissions, course curriculum, among others. Autonomy (instead of affiliation) needs to be provided to Deemed and Private Colleges thereby encouraging flexibility. Public Private Partnerships are required for sustained inputs from Industries to deal with the human resource requirements. Frequent political involvement and infringement of academic processes should be regulated, which results in lowering of academic standards raising the entry barriers for various jobs well above acceptable levels. Another major set back will be withdrawal of tax benefits which characterized the not-for-profit entities and redeployment of funds for creation of capital / infrastructure etc., which will be greatly affected.

Capacity Constraint

Prestigious institutions are not able to accommodate all aspirants when compared to International Universities. As compared to China, investments in building capacity is negligible (AICTE, 2007).

Medium of Delivery

The transition from conventional methods to distance learning and electronic medium (EDUSAT, Virtual Class Rooms) is yet to gain momentum due to resistance to change. The concern is mainly in terms of whether the "Surrogate teacher" can "deliver the goods". Rigid syllabi-based course delivery limits the faculties' scope to improvise and adopt innovative delivery methods and to use internet based assignments in the regular affiliated institutions. Conventional methods will take a period of time to evolve and hence the implementation of more effective methods in the institutions will be prolonged due to adaptability factors and also awareness of the faculty to become well equipped in using these reformed pedagogy.

Faculty Retention and Availability

Due to a strong economy there is job explosion especially in the IT, Construction, Hospitality and Aviation Industry. Salary levels have hiked to International standards in most of these industries.

This is a major constraint in retaining faculty especially in the Entry (Junior) and Middle level (Senior) faculty. Institution will be compelled to pay much higher salary scale to retain the talented pool of qualified faculty or to attract faculty from foreign institutions through different partnerships unless the research programs are offered in wider areas and more seats are created.

Escalating Cost

Affordability is the major concern for private education. In addition, factors such as limited intake of students, quotas for various categories, restriction in attracting NRI / Foreign Students, large and continuous upgradation of Laboratories, equipments, Infrastructure, Lack of public transport etc., puts considerable pressure on the institutions.

Entry of Foreign Universities

This will attract large scale foreign investments into India and also to an extent reverse brain drain. However, the Government will have to create a level playing field for all institutions and also ensure that other factors are considered. Their entry should also increase the capacities in Research areas and so on, rather than focus on undergraduate programs.

Pay Structure Variation

Imbalance in the expertise level within institutions at times results in Pay Structure Variation especially when certain departments have to be rewarded more for research orientation and also due to environmental demands like preference for particular courses depending upon the IT boom and other related reasons.

Multidisciplinary Projects

Within institutions, most of the projects happen on individual basis at the department level rather than involving multi disciplinary aspects which improve the quality and quantity of the projects. While there is a lot the institutions themselves can do to improve the quality of education imparted by them, the government can help considerably through various initiatives as suggested below:

1. Redesign regulatory and accreditation environment to ensure efficient functioning of private sector with high quality.
2. Evolve appropriate pedagogy & curriculum to absorb the emerging trends in the Higher Education and leverage online learning and to create virtual university.
3. Ensure that Industry and User Agencies open their facilities for training and research to Higher Education.
4. Encourage Independent Agencies like FICCI, CII to promote strategy of self regulation for Private sector and to ensure dissemination of accurate information to society.
5. Encourage tax incentives in creating capacities in research across the country and encourage industry with similar benefits to collaborate with institutions.
6. Upgrade Technical institutions to University level.
7. Encourage institutions to have centres of Relevance in Excellence in Key areas of technology.
8. Promote healthy organization climate and culture within the educational institutions which in turn favors quality education and encourages sustainable excellence.

Need for Planned Change in Higher Education

In order to effectively plan for reform and improvement in the higher education sector in India, it is necessary to have a realistic perception of what is possible and what is not.

To propel their nations in this 21st century, higher education institutions (HEIs) should be more sensitive to the current labor market demand, which is changing dramatically. Consequently, HEIs have been urged to engage in change and improvement activities to equip the nation with

sufficient relevant industrial knowledge and skills. Indeed, quality education is being regarded as one of the basic necessities to give the nation the knowledge, skills, and competencies to meet the challenges brought by globalization and information and communication technology (ICT). HEIs play a vital role in producing sufficiently knowledgeable workforce for the growth of the nation. The new knowledge and skills adopted by the future workforce make up the cornerstone of a country's successes in this rapidly changing world. Moreover, high quality of education gives a nation's people more opportunities in their lives, and therefore they have a greater capacity to contribute to the country's social and economic success. Nevertheless, debates on the role of HEIs in developing and providing quality education show that society is concerned about the quality of education. It is clear that HEIs cannot insulate themselves from the dilemmas presented by globalization and ICT (Rose & Kumar, 2006).

There are a variety of factors that have induced structural inertia in Indian higher education. Many higher education institutions are responding to the need for change within the traditional paradigms by effecting incremental change through time-honored processes of deliberate reflection, consensus expansion, contraction, and programmatic reform (Torraco, 2005). The challenges raised in the preface to higher education's purpose and relevance to societal needs can only be addressed through the transformation or planned change of the institution. This is where the concept of organizational development comes in.

Organization Development

Organizational development (OD) is defined as a long-range effort to improve an organization's ability to cope with change and to improve its problem-solving and renewal processes through effective management of organization culture (Harvey & Brown, 1996). It is an approach to effective planned change that is used in the private sector and, more recently; in public, nonprofit and independent (volunteer) organizations.

The definition of organization development adopted for this paper is that of Cummings and Worley (2005); OD is a system wide application and transfer of behavioral science knowledge to the planned development, improvement and reinforcement of the strategies, structures and processes that lead to organization effectiveness.

OD appears to have originated in 1957 as an attempt to apply some of the values and principles learned from laboratory training to the total organization (French, 1969). The theoretical roots of OD are therefore grounded in human relations training (Bennis, 1963), action research (Kolb, 1960; Lewin, 1951), participative management (Likertm 1967; Mohrman & Ledford, 1985), and strategic change (Jelinek & Litterer, 1988). A dominant influence of the philosophy and methods of OD as it is currently practiced is action research (Rothwell, Sullivan, & McLean, 1995).

HEIs must enable all institutional members to collaborate in the processes of creating a dynamic system that changes as the needs of the society change. To be successful, HEIs require the knowledge and information that is central to the organizational direction and decision-making that further helps these institutions achieve the goal of improving students' learning abilities. Due to rapid change in the education industry, HEI leaders must continuously keep track of changes and adapt institutional system for survival in the global arena. OD interventions such as visioning, designing reward systems, conduction problem-solving sessions, and carrying out organizational assessment and diagnosis are a few of the techniques (Waclawski, Church, & Burke, 2001) that HEIs can use to capture and sustain competitive advantage. The primary goals of OD interventions are to make HEIs more effective and efficient in their daily operations. They can also enhance opportunities for institutional members to develop their competencies. OD interventions can play a significant role in improving individual, group, and organizational effectiveness through intensive processes of assessment, goal settings, and evaluation of institutional systems.

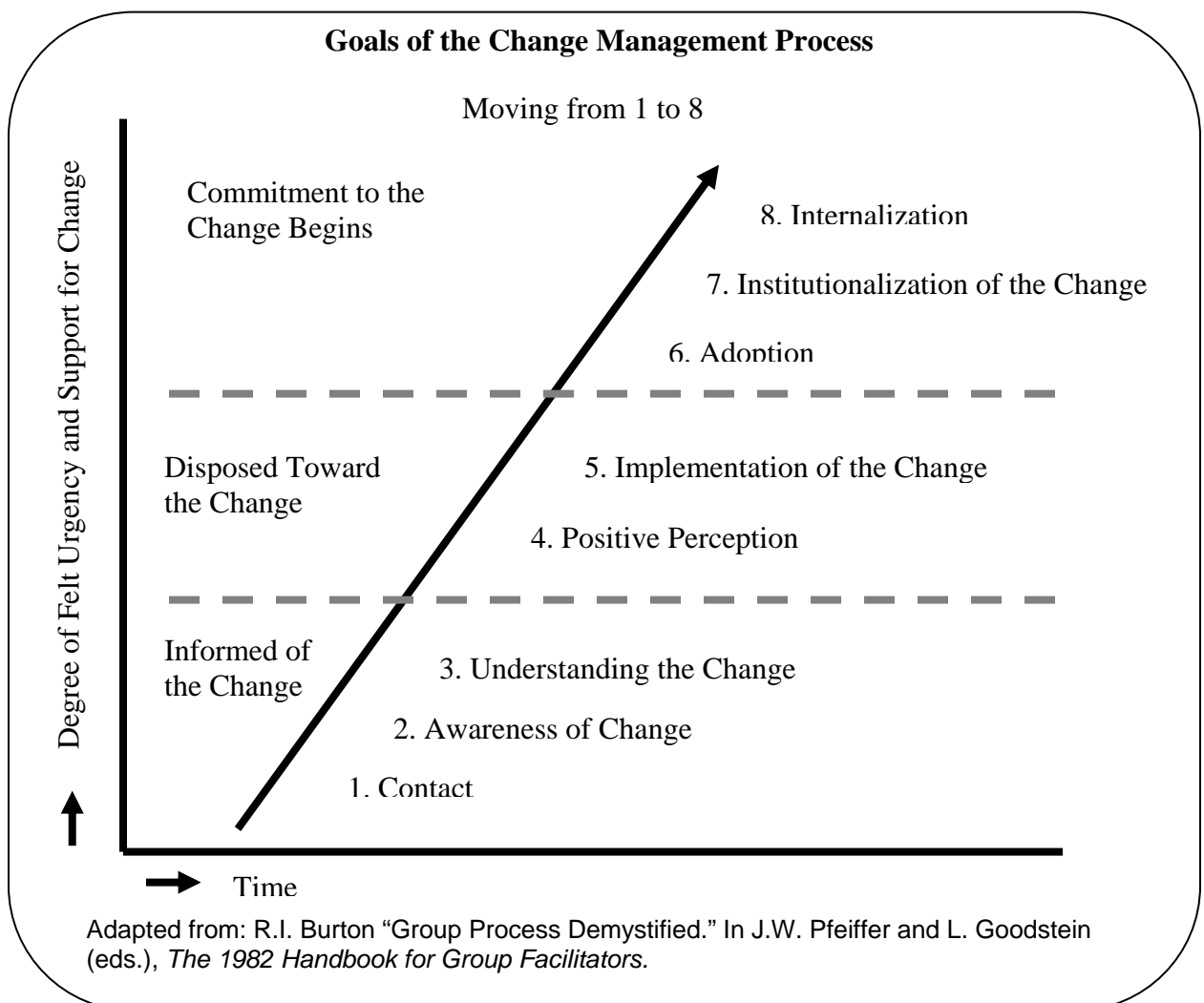
Chin and Benne (1976) describe three types of strategies for managing change. The first type is empirical rational strategies, based on the assumptions that people are rational, will follow their

rational self-interest, and will change if and when they come to realize change is advantageous to them. The second group comprises normative-reeducative strategies, based on the assumptions that norms form the basis for behavior, and change comes through reeducation in which old norms are discarded and supplanted by new ones. The third set i.e. power-coercive strategies - is based on the assumption that change is compliance of those who have less power with the desires of those who have more power. Evaluated against these three change strategies, OD clearly falls within the normative-reeducative category, although OD often represents a combination of the normative-reeducative and empirical-rational strategies.

Managing the Organization Development Process

OD programs may include specific techniques and objectives such as:

1. Process consultation with individuals and groups, team building, and inter-group workshops to build trust and openness among participants, increase interpersonal competence, manage conflict more constructively and facilitate problem-solving (Schein, 1969).
2. Action research programs to diagnose organizational or group problems, identify possible solutions, implement changes, and evaluate the outcome (Lippitt et al 1958); and
3. Goal setting and planning activities to focus on issues, identify demands from the organization's environment, clarify organizational directions, and increase member commitment to improved organizational effectiveness (Clarke and Krone, 1972).



4. Continuous diagnosis is necessary in any planned change effort. Diagnostic activities are those designed to provide an accurate account to things as they really are. The diagnosis identifies strength, opportunities and problem areas. Marvin Weisbord's Six Box model (1976) provides an important diagnostic tool which tells us where to look and what to look for in diagnosing organizational problems. In fact, this paper suggests an organizational analysis of higher education institutions using the six box model (Weisbord, 1989). Weisbord (1986), in his "Third wave consulting" concept, believes that rampant change in all institutions of society requires new paradigms for managing and consulting. He focuses on "wellness", of an organization to help people achieve their desired futures and to create work places that have meaning and community. Weisbord identifies four "useful practices" for the third-wave consultant:
 1. Assess the potential for action.
 2. Get the "whole system" in the room.
 3. Focus on the future.
 4. Structure tasks that people can do for themselves.

This optimistic, goal-oriented view for helping people in higher education institutions is a valuable perspective on diagnosis as well as program management.

Action research is based on an iterative cycle of problem identification, clarification, data collection/analysis, and action planning for systemic change (French, 1969). Change occurs as new data are collected and used to guide further change, thus ensuring that action is based on research. Thus, learning from multiple sources to inform subsequent actions is essential to the progress and success of change. In the process, the organization develops its capabilities to identify and solve its own problems. Through action research, the change process is itself an outcome. The organization develops as it improves its capabilities to initiate and manage change. Although it is termed action research, it is, in essence, an interactive process for problem solving that has become a well-established constituent of OD. Action research is based on assumption that organizational members themselves should be actively engaged in the process of change (Kolb, 1960).

The action research model comprises an eight-phase process of entry, start-up, assessment, action planning, intervention(s), evaluation, adoption and separation.

OD interventions are planned actions and events intended to help an organization improve its performance and effectiveness (Harrison, 1970; Camming & Worley, 2005). Specific interventions are selected and used based on valid information, free and informed choice by the client, and internal commitment to change (Argyris, 1970). Institutionalization of change involves making a particular change a permanent part of the organization's structures and systems so that the benefits of successful change persist over time. Evaluation addresses the need to provide feedback to the client system about the progress and effect of the change effort (Van de Ven & Ferry, 1985). In short, the purpose of OD is to develop the organization's capability to implement strategy and to learn from actions taken to guide further change (i.e., action research). widespread participation in the change process is shared among leaders, employees and the OD consultant.

The Six-Box Model

The elements of the "six-box model" represent and encompassing of organizational processes. Each element or "box" includes analysis of the formal system and informal system. The descriptions make up the diagnosis target areas. The following are the elements of the Organizational Diagnosis.

Purpose

The purpose of the HEI is its mission, goals and objectives. The purpose should be clear to all staff and, even if they don't agree or if they have different philosophies from the institution, they



should be working towards the stated mission. Institutions need to continually check their environment and their functioning to assess whether or not their purposes are still relevant. The important question includes: Is our goal relevant? Are our goals clear? And is there agreement among faculty concerning our goals?

Structure

The structure of an HEI is a picture of the levels of authority and the formal relationships between functioning groups. The structure must be an accurate picture of legitimate authority and it should be formal method for facilitating work and the accomplishment of the institution's goal.

Relationships

Relationships involve people, groups, Students, parents, technology and other functional elements working together successfully. The salient diagnosis point is assessing how conflict in the institution is handled. Conflict is inevitable but the manner it is dealt with results in either a positive or growth outcome or a negative outcome.

Rewards

The reward system, formal and informal, needs to be analyzed. The important data to be collected involves how people are motivated to complete the work, what behavior they feel rewarded for and do the reward relate to accomplishing the institutional goals. The reward system may be in place but there may not be a "fit" between the director's perception of the system's effectiveness and the needs of the individual staff. The rewards need to be assessed for their fairness among faculty. The equality between faculties is critical to perceived benefits and treatment by management.

Helpful Mechanisms

Helpful Mechanisms are the customized vehicles assisting staff to cooperate or to coordinate activities. Examples are policy and procedure manuals, meetings, memos, reports or positions that exist for linking institutional inputs. Helpful mechanisms need to be assessed for their effectiveness and worth.

Leadership

The top management of higher education institutions use the resources of personnel and materials to accomplish institutional goals. Their methods include facilitating the coordination of the various departments to impart quality education. The department head's method includes leadership style, focusing on tasks and relationships, identifying purposes, managing conflict and maintaining accountability. The measure of department head's effectiveness is the amount of influence or power faculty perceives and allows him or her to have.

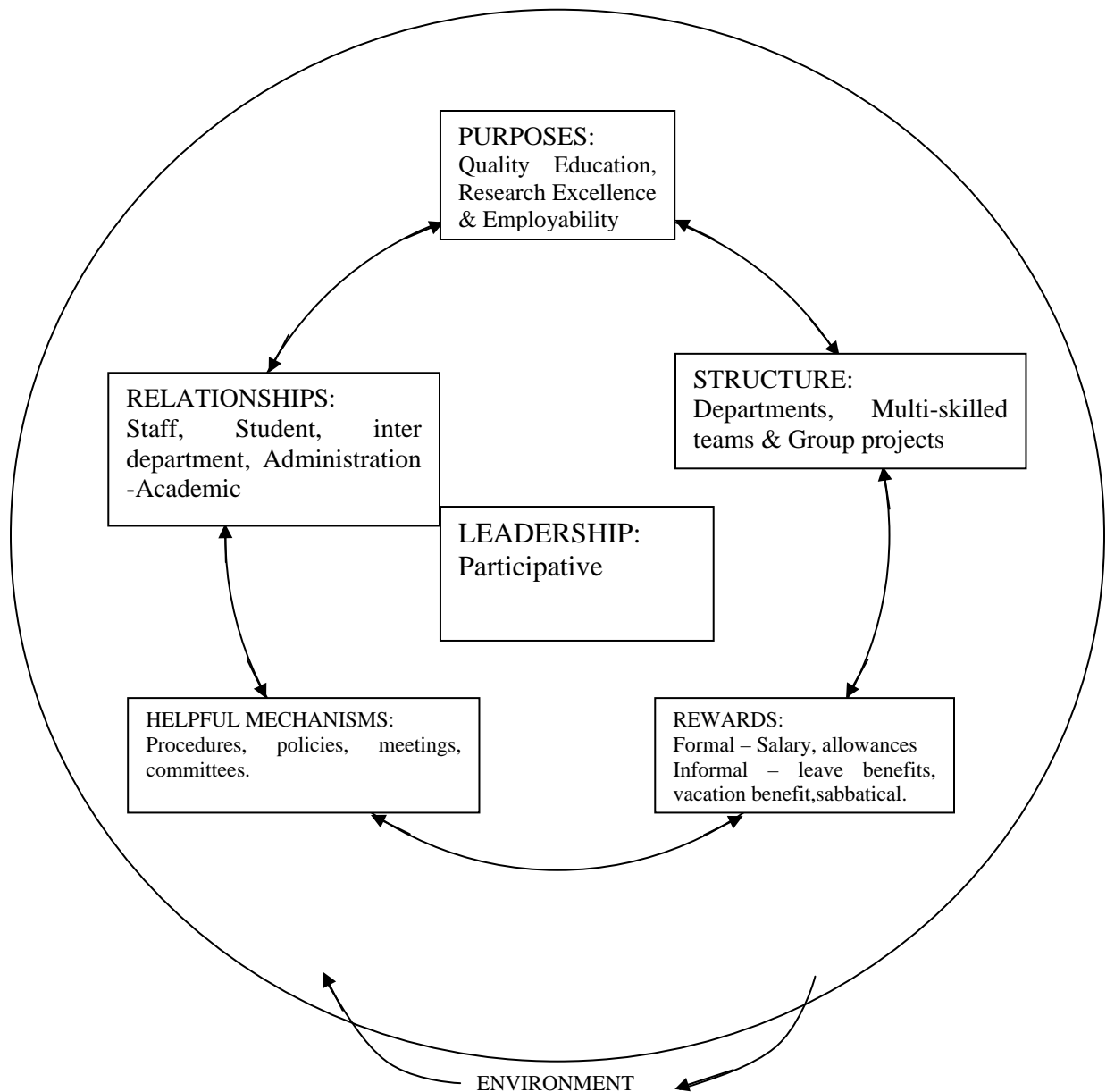
Organizational Diagnosis Elements

Elements	Formal systems	Informal systems
1. Purposes	Goal Clarity, vision mission statements	Goal Agreement
2. Structure	Functional Organizational Chart	How work is actually done or not done ?
3. Relationships	Who should cooperate with whom? & on what? Which technologies should be used for coordination?	How effective is coordination? Quality of relationships Conflict management techniques
4. Rewards	Formal Reward System	Informal Reward System

5. Helpful Mechanisms	Policy Manuals, Budget System, Management Information System, Planning and Control Systems	What are systems actually used for and are they subverted?
6. Leadership	What and how do top people manage? What systems are in use?	What are actual norms and behaviors of the management system? What is the leadership style and is appropriate for the maturity level of faculty?

This Chart was derived in part from Marvin R. Weibord's "Six Box Model"

THE SIX-BOX ORGANIZATION MODEL



Action Research in Education

With the rebirth of interest in action research in education, it has become a widely accepted methodology to hypothesize, interpret and problem-solve while seeking alternate methods for enhancing the understanding of educational issues and dynamics (Kemmis, 1983).

For example, in relation to teaching, action research is trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning. The result is improvement in what happens in the classroom and school, and better articulation and justification of the educational rationale for what goes on. A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on a course of action which leads to improvement, and evaluates results of strategies tried out in practice. (Kemmis & McTaggart, 1982).

According to Carr and Kemmis (1986), for action research as a critical educational science to take control of education, collaborative inquiry for the development and reform of education must be directed by self-critical communities of those directly concerned with education: teachers, parents, students, administrators, and researchers. Action research provides a positive avenue for empowerment, engagement, creativity, and generation of new knowledge for discarding the bonds of restrictive legislation, bureaucratization, and isolation (McKay, 1991).

The potential of action research in education is as yet untapped. However, inroads have been made for initiation of change efforts in teaching and educational policies. According to Carr and Kemmis (1986), critical educational action research must meet five criteria:

1) be dialectical; 2) employ interpretive categories; 3) prove a framework for analyzing influences of ideological conditions; 4) link reflection to action; and 5) analyze the relationship of theory of practice.

Description of OD Activities and Concepts

1. **DIAGNOSTIC ACTIVITIES:** Fact finding activities designed to access the state of the institutions using hard and soft data. The usual method for obtaining data are Interviews, service, diagnostic or “sensing “ meetings
2. **TEAM BUILDING ACTIVITIES:** Activities designed to improve the effectiveness of departments. It includes task related issues such as setting goals and means by which they can be accomplished. Interpersonal issues for improving communications between departments resolving conflicts and developing Interpersonal skills. A role analysis technique helps in role clarifying for the departments.
3. **INTER-GROUP ACTIVITIES:** Activities designed to improve the effectiveness of interdependent groups.
4. **SURVEY FEED BACK ACTIVITIES:** Diagnostic tools utilizing interviews and questionnaires to generate data concerning the state of the institution or a particular problem followed by actively engaging faculty in problem solving based on the data.
5. **EDUCATIONAL TRAINING ACTIVITIES:** To improve the ability skills and knowledge of staffs of various departments especially for multi disciplinary projects or corporate requirements, which in turn needs to be imparted to the students.
6. **STRUCTURAL ACTIVITIES:** Activities designed to improve the organization design job enrichment, socio-technical design, collateral organization etc.
7. **PROCESS CONSULTATION:** A consulting mode in which the Institution is given insight into human process in institution and skills in diagnosing and managing them are taught.
8. **COACHING AND COUNSELING ACTIVITIES:** Basically to define learning goals and how others see their behavior and learn new modes of behavior.
9. **LIFE AND CAREER PLANNING ACTIVITIES:** Enabling the staff to focus on their lives and career objectives and the means to achieve that.

10. OPEN SYSTEMS PLANNING: Structured process for environmental assessment and developing the institution's mission statement. The top management develops present and future expectations and demands of environmental domains.

Organization Development for Education Institution – How Good is the Fit?

Organizational change is a complex phenomenon that has been studied and modeled by organizational scholars for decades. The stark reality is that irrespective of the change model used, approximately two thirds of all organizational change efforts fail (Beer, Eisenstam, & Spector, 1990; Kotter, 1995). Beer and Kotter (2000) have tried to identify the reasons why most change efforts fail. OD may be no more effective as an approach to planned change in higher educational institutions than top management-driven change or other approaches. Indeed, it is possible that neither approach, as presently conceived, provides a satisfactory explanation of how change occurs in complex higher education environments (Torraco, 2005). It is necessary to have good diagnosis and understanding of the system and guide the change process in today's unsettled higher education environment.

In addition, Baldrige and Deal (1983) argue that to understand opportunities for change in universities, one must understand that the external environment is by far the most powerful source of internal change. Toffler (1985) suggests that developed organizations change significantly only when three conditions are met, viz. (1) enormous external pressures, (2) people inside who are strongly dissatisfied with the existing order, and (3) a coherent alternative embodied in a plan, a model, or a vision. The first two of these conditions certainly describe higher education as a system, and they also apply to many institutions emerging in this environment.

Conclusion

As today's leaders take their organizations through uncharted waters again and again, they have recognized the need for a clear strategy for managing both the change itself, and the human side of change, which is referred to as transition. Often, phrases such as 'change is inevitable', 'change is constant', and 'the only thing certain is change itself' are commonly heard when commiserating about the pace of modern life" (Imel, 2000). Organizational issues in educational settings are equally complex, so it is essential that the elements for sound decision-making are present: a sound change management strategy, an appropriate change model, and an environment that invites debate and challenge.

Using a holistic OD diagnostic tool like the six box model, a consultant (internal or external) can make a better diagnosis that will help HEIs in their planning and decision making. It helps to direct organizational change by identifying:

- The strengths and weaknesses (SWOT) of the institution as a whole.
- The future needs of the institution
- The gap between the two and the required action plan.
- The culture of the institution (current and required)
- The strengths and weaknesses in the current competencies of the key staff in the institution.
- The future competencies needed by the HEI, and the gap between the two.

The model presented here describes systematic ways to plan and manage change. However the apparent simplicity of the model belies the complexities associated with the change process. Each HEI is different, which calls for a different approach to change initiatives depending on the climate and culture. The diagnostic tools help to guide thinking, but are not substitutes for the degree of strategic thinking, influencing, and problem solving required in each unique situation.

It is not surprising, at the dawn of the 21st century, that quality of education is becoming more important. Thus, providing quality education is an important tool to remaining competitive in the education industry. Despite struggling with complex change in the world, some HEIs have taken

proactive steps to provide the best for their diverse student population. Competitive pressures have forced HEIs to adopt quality education assurance system, which contribute toward mutual recognition of academic and professional qualifications at the domestic and world level, as also employment and job security at the community level and for the community's competitiveness at the world level.

Scope for Future Research

Implementing this model for the diagnosis of issues and events pertaining to Higher Education institutions is expected to give better insights into key challenges associated with HEIs and the type of interventions which would enhance effectiveness of planned change in HEIs. The six box model adapted for HEIs will help to screen prospective employers, evaluate Management literature in terms of the issues it illuminates, help to write job descriptions and organize research findings. Moreover, this model might help to provide insights into the reason why interventions aimed at HEIs have hitherto failed.

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