During the period 1992-1994, when I was a post-graduate student in Applied Psychology, University of Calcutta, I have had the opportunity to come across a number of senior teachers in our Department. As new entrants in the Department, we have heard many a talk from the senior students about them — their versatility, their command over the subjects, their rigidity, flexibility and humour-sense as well as many others. But those 'whispers' apparently painted in our minds as an 'assumed profiles' of them. As time passed on, our participation in the classes increased day by day both theoretical and practical; the cloudy 'assumed profiles' of the teachers were gradually getting shaped, getting more crystallized in my mind and I really perceived some of them as dedicated teachers — their punctuality and disciplined behaviour, classroom management and above all the deliberation of lectures conspicuously reflected time and again their profound scholasticity, knowledge and wisdom. I distinctly remember their kind cooperation and valuable help, advice and thought-provoking ideas during academic discussions, their never-failing smiles even in the informal meetings like Annual Reunion functions with the students — which I always count as an additional fragrance in our formal teaching-learning process.

Such an aura of my early experience as the post-graduate student provided me an initial thinking and thereby encouraged me to undertake my post-graduate dissertation work on a problem like "Organizational Climate and Role Stress — a study on a group of University teachers".
That survey work itself, was an amazing experience although within a very limited scope and opportunity. To my utter surprise I have heard so many things from the university teachers of different departments about the Kaleidoscopic nature of their problems in carrying on the daily routine work including conducting researches with different funding agencies involving financial hazards created by the University Accounts Departments, supervising Ph.D. students, some additional administrative works often given by the University authority and even the teaching-learning process with modern teaching aids as well as many other allied things. The teachers reported that they were getting stressed; often experiencing colossal amount of barriers so that they were getting annoyed; they were undoubtedly suffering from learned helplessness if not becoming alienated from their profession.

Meanwhile another significant incident occurred. Merit Promotion Scheme (MPS) for the Career development of the Senior Readers, which was once introduce by the UGC (as recommended by the Mehrotra Committee ) was suddenly withdrawn again in the year 1987. Such whimsical and unkind bureaucratic decision and consequent order created a significant negative impact on the concerned teachers. Obviously, when the Senior Readers made up their mind to improve their worth and put efforts for their career development, they were virtually made discouraged. Besides, it happened that the posts of Professor ( although very limited, usually 1 or 2 in each department ) were all occupied and there was neither any chance of vacancies for few years to come nor any provision to get any new post of Professor due to non-availability of funds. Hence a climate of demotivation set in among the concerned teachers, which is assumed to act as a negative catalyst in the teaching-learning programme of the university. Because the affected percentage of the stagnated teachers in each university is in no way
less than sixty to seventy percent gravity in regard to far reaching consequences is thus undeniable.

Such a series of significant incidents attracted me, initiated me to think seriously over the matter, encouraged me to carry on a preliminary survey and finally emboldened me to develop an outline plan of a Ph.D. dissertation in consultation with my supervisor, which was then duly approved and accepted by the Ph. D. Committee of the Applied Psychology faculty. This is my untold story to go in for the present Ph.D. programme.

According to the approved outlined plan I conducted the present study. The organization of material in this dissertation work can be summed up as follows:

Chapter One  entitled 'Education in India'
Chapter Two  entitled 'Recruitment and Service conditions of University teachers'
Chapter Three entitled 'Occupational Locking-in and Organizational Stress'
Chapter Four  entitled 'Method'
Chapter Five  entitled 'Results and Discussion'
Chapter Six  entitled 'Summary and Conclusion'.

The picture of many a precious moments of meeting with so many senior teachers of different universities, who gave me best opportunities to know them, flashes off and on in my mind. During data collection their mode of expression about their felt problems, cluster of valuable questions, information, suggestions and inquisitiveness will remain ever fresh in my memory. I must acknowledge my gratefulness to all of them for their kind cooperation, help and active participation in the investigation.
I take the privilege of scrolling my humble and sincere thread of gratitude to my respected teacher Professor Sukumar Bose, not only for his blessings and encouragement during the present investigation but also for his valuable advice in understanding certain critical issues relevant to the present study.

In covering the vast field of my investigation, a host of personalities, officials of the UGC and university authorities, associations like A.I.F.U.C.T.O., West Bengal College and University Teachers’ Association, Calcutta University Teachers’ Association, J.U.T.A., K.U.T.A. I have come across. I must acknowledge my deep sense of gratitude to all, specially to Professor Satyasadhan Chakraborty, Hon’ble Minister of Higher Education, Govt of West Bengal, Prof. Asis Roy, Ex-Vice-Chancellor, Kalyani University, Professor Amaljyoti Sen Gupta, Vice-Chancellor, B.E. College (Deemed University), Professor Dilip Basu, Ex-Vice-Chancellor, Burdwan University, Professor Ajit Banik, Chairman, West Bengal College Service Commission; Prof. N. K. Bhattacharyya, Convener, Ph.D. committee in Applied Psychology, University of Calcutta and Dr. Arun K. Chatterjee, Head of the Department, Applied Psychology, University of Calcutta for their kind cooperation and valuable suggestions, which I shall always count as helpful contribution to my goal.

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With this prelude and admitting my limitations of professional knowledge, I am submitting my present dissertation work to my learned examiners for their valuable opinions about the fruit of my present endeavour for knowing about certain significant problems encountering by our respected university teachers. I beg to be excused for some unforeseen lacunae or redundancy that may be detected by the learned examiners while evaluating the merit of this dissertation. I shall remain ever grateful to the learned examiners if I shall receive their valuable comments, criticism and suggestions in this regards.

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