11.1 Introduction

Modern university education in India as it exists today, dates back to 1857 when three Universities were established at Calcutta, Bombay and Madras. The concept of affiliation has remained the key organisational pattern of Indian higher education till date. Though almost all affiliating Indian universities have assumed considerable teaching and research functions, the emphasis on universities as examining bodies still continued in spite of a large number of unitary and teaching universities. Indian universities can be classified into five main types: affiliating and teaching type, unitary type, agricultural, technical and open university types.

As far as the history of higher education in India is concerned, it reveals a close inter-relationship between the nature and functions of the university and the demand placed on it by the society. With the rapid expansion of university education and its increasing demand, the university education in India today is witnessing rapid, multi-directional transformation. In this crucible of change, it becomes imperative to ascertain the role perception and role expectation of university education in India so that the university development programmes can be well streamlined
and steered properly.

11.2 **Theoretical Concept of Role**

The concept of role is at present still rather vague and non definitive. It has assumed a key position in the fields of sociology, socio-psychology and anthropology. Each discipline has a different frame of references.

Role theory is a body of knowledge and principles that at one and the same time constitutes an orientation. It denotes a set of propositions, employing a consistent idoms that guides the search of facts. A significant contribution for an understanding of the nature and operation of the organisational structure is a set of concepts drawn from role theory, an area of theory which bring together analyses and findings from the field of sociology, anthropology and psychology.

**Role Perception**

Role Perception is an awareness of behavioural pattern specific to the expectations attributed to the status as a result of sensory stimulation. It is locating one's self accurately in the role structure.

**Role Expectation**

Role expectation consist of actions or qualities expected of the occupant of a position. It is also the collection of cognitions, beliefs, subjective probabilities and elements of knowledge which specify in relation to
complementary roles, the rights and duties, the appropriate conduct, for persons occupying a particular position.

Role Conflict

Role conflict may stem from a number of sources, i.e., conflict between cultural values and institutions; conflict within roles and between roles, conflict occurs when two reference groups have conflicting expectations of a role incumbent or conflict among members within a particular group concerning their expectations of role; conflict in perception between incumbents of co-ordinate; and conflict can occur over the relative position accorded to two or more concurrent roles at a given time.

11.3 Objectives and Philosophy of University Education in India

A university has always been in transition and so is university education. It has never ceased to change. The process of change has been unending because the university has never failed to respond to the pressure, both internal and external. The objectives are to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and belief in the light of new needs and discoveries; to provide the right kind of leaders in all walks of life, to identify gifted youth and help them develop their potentials to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interest, attitudes and
moral and intellectual values; to provide society with competent men and women trained in agriculture, arts, medicine, science, technology and various other professions, who will also be cultivated individual's imbued with a sense of social purpose; to strive to promote equality and social justice and reduce social and cultural differences through diffusion of education; and to foster in the teachers and students and through them the society in general, the attitudes and values for developing the "good life" in the individual and society.

11.4 Sample

The investigator covered a sample of 1,500 selected by two different methods of sampling for the sub-samples. The university students and university teachers from the various teaching departments of the ten universities were selected by simple random method. Members of the community were selected first by stratification to limit the studies to literate members chosen from government departments, private establishments and other unspecified occupations in districts or areas where the universities were situated or located.

11.5 Statement of the Problem

"Perception and Expectation of Students, Teachers and The Community Regarding The Functions of a University in India; A Base For Developing a Successful Role Theory".
11.6 The Objectives of the Study

The four purposes of this study were first to survey the perceptions and expectations of university students, university teachers and members of the community regarding the role of a university in the country, to find out the congruency or conflict between role perceptions and role expectations of university students, university teachers and members of the community, to find out the degree of relationship between role perceptions and role expectations and to suggest ways of resolving the conflict if any between role perception and role expectation in order to develop sound universities programme.

11.7 Hypotheses

Four hypotheses were formulated in the study: (i) there are no significant differences regarding the role perception of university students, university teachers and members of the community. (ii) there are no significant differences regarding the role expectation of university students, university teachers and members of the community. (iii) there are no significant differences between role perception and role expectation of university students, university teachers and members of the community. (iv) the magnitude of correlation between role perception and role expectation is substantial and significant on all the three roles of the university viz. teaching, research and community services.
11.8 Procedures

This is a descriptive survey research of ten universities of India. Out of these, the study covered a sample of 1,500. Out of which three sub-samples were classified, i.e., 610 university students, 390 university teachers and 500 community members.

A questionnaire was prepared after the investigator had studied the philosophy, objectives and functions of the university education as well as other related literature. In order to find out the adequacy and clarity of the language, the questionnaire was pre-tested twice to establish the reliability and validity of the items. First, item analysis was administered to a sample of forty-two judges which comprised 15 students, 10 university professors, 12 community members and 5 experts from the Ministry of Education. After a period of month, the questionnaire was again administered to those respondents. The Pearson's product-moment co-efficient of correlation was used to establish the reliability. Validity was established on the basis of consensus of the judges.

Finally, the questionnaire was divided into two parts. The first part was concerned with personal information of the respondents. The second part dealt with the three roles of a university, i.e., Teaching role, Research role and the community services role. The questionnaire contained a total
Data were obtained by means of the questionnaire, which was administered by the investigator himself. After the collection of data, these were edited and coded. Then the data were recorded on data sheets and analysed at the Panjab University Computer Centre. In order to test the hypotheses the following statistical techniques were used; Mean, Variance, F-test, Z-test, Pearson's r and Chi-Square test.

11.9 Findings

11.9.1 Role Perception

i. Teaching Role

The Teaching role currently being played by a university in India was perceived as high on making the students achieve the following characteristics, conservatism, general knowledge, cultural elevation, tolerance, modernity, humanism, adaptation, judiciousness, good taste and democratic process. It was perceived as low on ability to think and express, ability to personalise, ability to manage and administer, moral values, creativity, productivity, right attitude to work, good fellowship, specific knowledge and understanding one's duties.

ii. Research Role

The Research role currently being played by a university in India was perceived as high on committing to borrowing and modifying research results, re-evaluating
existing information, acting as data service centres, serving as contributors of ideas, replicating studies to up-date older findings, committing to laboratory research, facilitating research with provisions of better tools and committing to field research. It was perceived as low on making research a compulsory requirement for the students, making science a way of life by committing to research, inventing and discovering new things, to be centre of research by trial and experimentation, making learning more convincing through research, developing theories and discovering tentative generalizations, conducting research based on actual problems in areas of interest to the community and creating knowledge through research.

iii. Community Service Role

The community services role was perceived as high on acting as depository of traditions, training future teachers, organising social ceremonies, contributing constructively to national development process, acting as career training centre, serving the needs of man-power requirement and participating in social ceremonies. It was perceived as low on following up the implementation of research results, satisfy all rather than selected few, giving teachers practical experiences in solving problems of rural development, serving the locality more than the nation, heading as an institution of regional planning,
giving knowledge to the community through radio, television and publications and clarifying the individual's role in the society.

11.9.2 Role Expectation

i. Teaching Role

The teaching role of a university in India was expected as high on making the students achieve the following characteristics: creativity, ability to think and express, productivity, ability to manage and administer, specify knowledge, moral values, right attitudes to work, planning life goal, intelligence and leadership quality while it was expected as low on conservatism, good fellowship, judiciousness, adaptation, group behaviour, loyalty, open mindedness, humanism, wise-consumership and cultural elevation.

ii. Research Role

The Research role of a university in India was expected as high on inventing and discovering new things, creating knowledge through research, developing theories and discovering tentative generalizations, serving as contributors of ideas, making learning more convincing through research, conducting research based on actual problems in areas of interest to the community, providing technical research based advice to the country and training research personnel. It was expected as low on making
research a compulsory requirement for the students, making science a way of life by committing to research, providing facilities for learning research in other allied areas, acting as data clearing house on research findings for the community, providing computerized research facilities, replicating studies to up-date older findings, re-evaluating existing information and committing to documentary studies.

iii. Community Service Role

The community services of a university was expected as high on contributing constructively to manpower require­ments, serving the society by finding solutions to various problems; providing welfare to the community, giving teachers practical experiences in solving problems of rural development, organising a forum where current issues can be thrashed out and training the community in various courses. It was expected low on organising social ceremonies, serving the locality more than the nation, clarifying individual's role in the society, participating in social ceremonies, acting as a depository of traditions, heading as institution of regional planning and not isolating itself as an ivory tower of elites.

11.9.3 Perceptional Conflict

There was no perceptional conflict among university students in different faculties, i.e., faculties of humanities, sciences, social sciences and others. This
occurred in the Teaching role, Research role as well as the Community services role.

There was no perceptional conflict among university teachers in different faculties, i.e., faculties of humanities, sciences, social sciences and others in the three roles of a university, i.e., Teaching role, Research role as well as the Community services role. No perceptional conflict existed among university teachers in different statuses, i.e., Lectures, Readers, Professors regarding the three roles of a university. There was no perceptional conflict of university teachers with different levels of working experiences, i.e., 0-5 years, 6-10 years, 11-15 years and 16 years and above, on the three roles of a university.

There was no perceptional conflict among the community members in different occupational groups, i.e., government officials, businessmen and others on the three roles of a university mainly the Teaching role, Research role and Community services role.

Perceptional conflict occurred among the three sub-samples of university students, university teachers and members of the community on all the three roles of the university, i.e., Teaching role, Research role and Community services role.
There was no expectational conflict among university students in the different faculties, i.e., faculties of humanities, sciences, social sciences and others on the three roles of a university, i.e., Teaching role, Research role as well as the Community services role. No expectational conflict occurred among the university teachers with different levels of working experiences, i.e., 0-5 years, 6-10 years, 11-15 years and 16 years and above, on the three roles of a university, i.e., Teaching role, Research role and Community services role. There was no expectational conflict among university teachers in different statuses on the teaching role and community services role. Expectational conflict occurred on the research role.

There was no expectational conflict among the community members in different occupational groups, i.e., government officials, business men and others on the three roles of a university, i.e., Teaching, Research and Community services roles. Similarly no expectational conflict occurred among community members with different levels of educational qualifications, i.e., undergraduate, graduate and post graduates on the three roles of a university.

There was no expectational conflict among the three sub-samples of university students, university teachers and
members of the community on the Teaching role, and Community services role. Expectational conflict occurred on the Research role of a university.

11.9.5 Role Conflict

The role perception and role expectation was in conflict on all the three roles of a university in each category of the university students, in each category of the university teachers and in each category of the members of the community. Similarly conflict occurred in the university students, in the university teachers and in members of the community as well as in the study group (1,500 ss).

11.10 The Alternative of a University in India

There was a clash among the preferences of the respondents with regard to the role and alternatives of a university in India. However, the majority of the preferences was not absolute majority. It was only a relative one. One third preferred 'to seek new knowledge', as the role and alternative of a university in India. Slightly less than one third opted for 'to serve and to use community resources'. The remaining stated that the role and alternative of the university ought to be 'to develop sharp mind', 'to criticize and solve social problems in groups' and 'to criticize and solve social problems individually' respectively.
Role theory developed in the present study could be described as conflict arising as a result of the incompatibilities in the perceptions and expectations of the groups as a result of the role currently being played by a university. The university could be taken as an organic being or an actor playing three major roles, i.e., teaching, research, and community services respectively for the audience (sample) which comprised university students, university teachers and members of the community. The observability (role perception) of role performance of the university depended much on the structure and composition of the groups or audience and due to constant interactions and flow of information, the groups were able to perceive the roles currently being played and were in position to anticipate (role expectation). Conflict arose when role perception was not satisfying role expectation, i.e., when the role currently being played by a university was in disagreement with the expectation of the audience (students, teachers and members of the community).

Among the audience (students, teachers and members of the community) perceptual conflict occurred when each group perceived according to the group's own cultural background, personality make-up, levels of academic attainment and experiences. Each group observed the roles of
the actor (university) in the groups own way resulting in conflict (perceptional) among the groups. There was no within group perceptional conflict among each group, because each group perceived the role of the actor (university) in the same way.

Role perception could be taken as an observable assessment due to awareness of the roles currently being played by a university. This means that the university students, university teachers and members of the community were able to perceive the roles of a university through observation. Those items perceived as high, showed that the university is currently discharging its duties on them with much emphasis while low perceived items depicted less emphasis on them by the university in its role playing.

Role expectation is a set of evaluative standards. It is what is expected of a university in its role performance by the university students, university teachers and members of the community. Put simply, it is how the university should play its role to the satisfaction of the groups mentioned above. A kind of role-demand in which conformity is expected.

The items expected as high on the three roles of a university showed that the students, teachers and members of the community wanted that these items should be given top priority by the university in its role playing under the
teaching, research and community services roles respectively. Those items expected as low on consensus basis should remain as the same in the role playing of the university.

The conflict in the present study regarding the role currently being played by a university could be reduced through role consensus and by the university developing performance indicators and institutional appraisal and evaluation regarding the roles it play.

11.12 Recommendations

11.12.1 Suggestion to Develop Conflict-Free Role

It could be stated with accuracy that there was lot of conflict between role perception and role expectation of a university in India. Conflict-free role can be developed through the following ways:

i) Seminars should be organised to which the university students, university teachers and members of the community are invited for discussion and understanding of roles of a university.

ii) The objectives, philosophy, functions and roles of a university should bear demonstrably close relation to the purpose and aspirations of the nation which supports it and be reviewed from time to time and if need be bring them up-to-date.
iii) There should be the movement of the university into the community, not only in the interest of perfecting technical equipment of the students but in creating awareness among community members as to the roles of a university and in recognition that a university has an obligation to take its resources to all men.

iv) Exchange of ideas and views with regard to co-operation between the university teachers and university students should be facilitated so that there is a common understanding of the meaning and ideal of a university education.

v) University administrators should perform their work conforming to the Acts of the university to the best of their abilities.

11.12.2 Recommendations for Further Investigation

The present study confines itself to survey of role perception and role expectation of university students, university teachers and members of the community on ten universities and on the three roles of a university, i.e., Teaching, Research and Community services. As the subject is of vital significance, the following recommendations are made for further investigations.

i) This investigation may be carried out on a sample larger than the one studied in this thesis.

ii) The same type of studies may be conducted in other
universities of India and the result may be compared.

iii) Further studies can be planned and conducted to discover the relationship between each role of a university.

iv) A survey on the problems of university education in India can also be conducted.

v) It will also be advisable to conduct a case study on the attitude of Indians towards any university.

vi) The follow-up study on graduate students and alumni is needed.

vii) The administrative structure of the Indian universities needs to be studied.

viii) Studies on the role of a university in the national development planning should be undertaken.

ix) The replication of this study in Nigerian universities and other countries should be done.

x) A study of students perceptions and expectation of the Indian university environment need to be carried out.