CHAPTER I
INTRODUCTION
The proliferation of universities during the recent past and the diminution of public confidence in the university system call for evaluation of their aims, purpose and functions in the context of their present-day working. A wide gap is discerned between "What is and What ought to be". Besides the variations in organisation, constitution and management, there are certain broad objectives which every university should aspire for and work for its fulfilment. Role Perception, role expectation and role performance regarding the functions of a university have become complicated and blurred as higher education institutions perform their functions. The phenomenal increase in the demand for university education, its ever increasing cost, its management and organisational inertia have generated some problems and consequences. It is not surprising therefore, that universities are under greater scrutiny than ever before and are now generally the focal point of vital significance.
1.1 Development of University Education in India
The history of modern university education in India started in 1857 when three Universities were established at Calcutta, Bombay and Madras. The model adopted for these
presidency universities was that of University of London. A number of colleges had been established before the three universities came into being. These colleges were then affiliated to one of the universities in the region in which they were located. The concept of affiliation was borrowed from the University of London and has remained the key organisational pattern of Indian higher education till date. The essence of it was simple, the actual teaching was done in colleges, but the syllabus was drawn by the university which also conducted examinations. With the passage of time, universities took over another role, that of laying down the conditions for affiliation. In a large number of academic matters, decisions were made centrally by the university.

For the next twenty five years, no new university was established in India. The needs of the entire country were served by these three presidency universities. In 1882 the University of Punjab was established in Lahore (now in Pakistan). Five years later another university was established in Allahabad to look after the needs of Uttar Pradesh(U.P) and Central India. All these universities were affiliating in character following the model that had been established in 1857.

The first university to deviate from this model was Banaras Hindu university which was set up in 1916, the same
year the University of Mysore was established in a Princely state. In 1917 the University of Patna was born and in 1918 Osmania University was founded by the Nizam of Hyderabad.

An important development took place in 1902, when Lord Curzon appointed a University Commission. As a result of its recommendations, the universities were asked to undertake some teaching functions on their own and carry out research as well. Sir Asutosh Mukherji, an influential figure in the University of Calcutta at that time, led the movement for the establishment of Postgraduate department and research in the university. He created the model of teaching university for the first time in India. It was under his inspiration again that an Indian language Bengali came to be studied at the postgraduate level. Some colleges which had been providing postgraduate education for some time were made to share the responsibility of teaching at master's level.

In 1917 the Calcutta University Commission was established with Sir Micheal Sadler as Chairman. The commission took two years to report. Its major recommendations were

i. Intermediate colleges should be established to provide a two year sandwich course between high school and college.

ii. Universities should be made residentials. These recommendations were not implemented by Calcutta University
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i. Intermediate colleges should be established to provide a two year sandwich course between high school and college.

ii. Universities should be made residential. These recommendations were not implemented by Calcutta University
but several other universities did adopt and implement them. Of the universities established within the next decade or so were Aligarh Muslim (1920), Lucknow (1921), Delhi (1922), Nagpur (1923), Andhra (1926), Agra (1927) and Annamalai (1929) universities. Out of these, Nagpur, Andhra and Agra universities are only affiliating. The rest are teaching and residential. Due to the economic slump of 1929 no new university was established till 1937 when the university of Travencore now known as the University of Kerala was founded.

Prior to the transfer of power in the country in 1947, three more universities were established. One was Utkal (1943) to which all colleges in Orissa came to be affiliated. Another was Saugar (Madhya Pradesh (1943) later renamed Doctor Hari Singh Gour Vishwavidyalaya in 1983, the University of Rajasthan (1947) at Jaipur.

When India gained Independence in 1947 its leader came to recognize that university education was not a privilege but a right for every Indian. On this note many more universities were founded and today India can boast of one hundred and seventy six universities*, which include twenty five Agricultural Universities and twenty five Instutions deemed to be universities.

*Stress on expansion of universities (1992 August 27) 
The Hindustan Times p.7.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of universities</th>
<th>Number of Colleges</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979-80</td>
<td>108+11 institutions deemed to be universities</td>
<td>4,558</td>
<td>26,48,579</td>
</tr>
<tr>
<td>1980-81</td>
<td>112+11 institutions deemed to be universities</td>
<td>4,722</td>
<td>27,52,437</td>
</tr>
<tr>
<td>1981-82</td>
<td>118+11 institutions deemed to be universities</td>
<td>4,886</td>
<td>29,52,066</td>
</tr>
<tr>
<td>1982-83</td>
<td>120+11 institutions deemed to be universities</td>
<td>5,039</td>
<td>31,33,093</td>
</tr>
<tr>
<td>1983-84</td>
<td>124+15 institutions deemed to be universities</td>
<td>5,246</td>
<td>33,22,939</td>
</tr>
<tr>
<td>1984-85</td>
<td>125+15 institutions deemed to be universities</td>
<td>5,590</td>
<td>34,04,096</td>
</tr>
<tr>
<td>1985-86</td>
<td>132+17 institutions deemed to be universities</td>
<td>5,816</td>
<td>35,70,897*</td>
</tr>
<tr>
<td>1986-87</td>
<td>136+19 institutions deemed to be universities</td>
<td>6,512</td>
<td>36,81,870*</td>
</tr>
<tr>
<td>1987-88</td>
<td>142+22 institutions deemed to be universities</td>
<td>6,647**</td>
<td>38,14,417*</td>
</tr>
<tr>
<td>1988-89</td>
<td>144+25 institutions deemed to be universities</td>
<td>6,912**</td>
<td>39,47,922*</td>
</tr>
<tr>
<td>*1990-91</td>
<td>176 universities</td>
<td></td>
<td>7,121</td>
</tr>
</tbody>
</table>

**NOTE:** 1. The number of colleges given above excludes junior colleges and those offering diploma/certificate courses.

* Estimated ** Provisional

**SOURCE** Annual Report For The Year 1988-89 University Grants Commission new Delhi.

1.2 **University Location in India**

Indian universities are located mostly in the cities and towns, Union capital, state capitals and Union territories. Indian universities generally adopt the names of the cities in which they are located. All the teaching and affiliating universities have their affiliated colleges scattered in the rural as well as urban areas thereby maintaining their presence. The map showing the geographical locations of Indian universities has been shown on the next page.

1.3 **Types of Universities in India**

Indian Universities can be classified into five main types:

1.3.1 **Affiliating and Teaching Type**

These are university departments which impart instruction at Postgraduate level and undertake research and at the same time they have a large number of colleges affiliated to them. One of their main tasks is to look after these colleges. The Personnel chart of an affiliating and teaching university doing research work is given below.
MAP SHOWING UNIVERSITY LOCATIONS IN INDIA

Source: Commonwealth yearbook, 1989

FIG. I.1
1.3.2 Unitary University

These categories of universities like Aligarh, Allahabad, Banaras Hindu, Baroda, Anamalia, Jadavpur universities etc have no affiliated colleges. In some of
them undergraduate teaching is provided by the universities themselves.

1.3.3 Agricultural Universities

The third group is that of Agricultural universities. Each Agricultural university is managed by the state in which it is located. A substantial part of the funding however comes through the Indian Council of Agricultural Research.

1.3.4 Technical Universities

The fourth category is that of technical universities. The oldest among them is Roorkee (1949). In recent years many more such universities have been founded, among the more notable are the Jawaharlal Nehru Technological University in Hyderabad and the Anna University in Madras.

1.3.5 Open University

The fifth is the Open university which breaks away from so many traditions of the Indian University. It is basically a correspondence university and the students are Independent learners, working largely in their homes. They receive teaching materials, and return their work either by post or by hand. Examination are held at selected centres to test students proficiency in their selected subjects or chosen areas of specializations.
Many universities in India, if not all have a Separate department charged with the responsibility of correspondence or distance education. Wide range of subjects are taught through prepared and printed lectures sent to students and contact programmes are organised to acquaint the students and to help deal with their various academic problems. The most known Open University in India is the recently established Indira Gandhi Open University in Delhi in 1985.

1.4 Institutional Governance and Administration

The internal government of Indian universities conforms to a single pattern, with minor variation. Expect in few cases, the governor of the state is the ex-officio chancellor or nominal head. The chief academic and executive head concerned with the day to day administration is the vice chancellor, who is usually a full time paid officer appointed for a fixed time, varying from three to five years and in most cases eligible for reappointment. The University Commission (1948-49) has recommended that the vice chancellor should be a person who can command the confidence of the teachers and students by his academic reputation and by the strength of his personality. He must be the "Keeper of a university conscience" setting the highest standard by his own example and dealing firmly with indiscipline or malpractices of any kind. He is the liaison officer between the university and the public. Vice chancellors are
normally appointed by chancellors from a panel of names submitted to them by the supreme governing body of such a university where the appointment is to be made, i.e., the Senate or the court as the case may be. In a few universities the chancellor makes the final selection from a panel of three or more persons recommended by the committee. Some very few universities have a Pro-vice chancellor or rector who assists the Vice chancellor by carrying out some of his duties in his absence. In the central universities the vice chancellor is appointed for a period of five years and cannot be reappointed.

Each university has at least three authorities; the Senate or court, the Syndicate or executive council and the faculties. Most universities have academic council although there are no such bodies in the older universities. A few have board of studies e.g. Bombay, Poona, Karnataka, Punjab and so on. The chart below shows the administrative pattern of a university in India.
Chart 1.2

Administrative Pattern of a University in India

Senate

The Senate or Court is the Supreme governing body, with budgetary and appelate powers. It decides broad questions of university policy. Its membership is large and so represents a large variety of interests. This includes college principals and teachers, headmasters, registered graduates, commercial and industrial interests, municipalities, local
boards, provincial legislatures and donors. Heads of certain government departments are included among its ex-officio members. It also includes a certain number of members nominated by the chancellor or government.

**Syndicate**

The syndicate or executive is the pivotal body in the administration of a university. It administers the day-to-day administration. It is comparatively a small body, consisting of the vice-chancellor, the Director of Public instruction and elected representatives of the supreme governing body, the faculties and Principals of colleges.

**Academic Council**

The academic council is directly concerned with learning and research. It is a union of university faculties as well as colleges and institutions connected with the university. The academic council advises and acts on the acceptance of new institutions, methods of instruction, the introduction of research and new specialities, the control of library: laboratories and museums, the composition and expansion of faculties and departments, the subjects they shall include, the qualifications of teachers, prerequisites and electives as well as compulsory papers for the degrees, the minimum conditions for admissions and examination, the equivalence of outside degrees, the creation and abolition of teaching posts, the encouragement
of co-operation and reciprocity among colleges and the granting of exemptions. In all of these, the power is that of proposal. It projects policy and sends ideas for confirmation by the syndicate.

1.5 **Co-ordinating Bodies**

With the expansion of university sector it became necessary to have a number of co-ordinating bodies at various levels to oversee the working of these institutions. These bodies are Association of Indian Universities (A.I.U.), University Grants Commission (U.G.C.) and Indian Council of Agricultural Research (I.C.A.R). There are many co-ordinating bodies supervising and funding different institutions of higher education. In this study the investigator is concerned with those co-ordinating bodies which are directly concerned with the university education in India.

1.5.1 **Association of Indian Universities**

The Association of Indian Universities (A.I.U) was established in 1925, on the initiative of the then government of India. Originally it was known as the inter University Board of India and Ceylon, but after the withdrawal of Srilanka in the early seventies, the organisation adopted its present name. Almost all universities, institutions deemed to be universities and institutions of national importance are members of the A.I.U. The universities are
represented by their vice chancellors and in their absence by members of the syndicate or the executive council. Some of the objectives are co-ordinating of the work of the Indian Universities, acting as a bureau of information, facilitating recognition of their degrees by other universities in India as well as abroad, and in general to speak on behalf of the universities in national as well as international forums.

Another important tasks of the A.I.U. is to collect and disseminate information. Every two years it brings out a 'Bibliography Hand Book' of Doctoral Thesis accepted by the universities in India, information about scholars who have been awarded the doctoral degrees or are currently enrolled for doctoral work. A.I.U. functions through a secretariat.

1.5.2 University Grants Commission

The U.G.C. was established in November 1953. The government of India passed a resolution, setting up a University Grants Commission consisting of a full time chairman and secretary and eight members, to act as a body of expert advisers to the central government on the allocation of funds as grant-in-aid to the universities and disbursement of grants out of the funds placed at its disposal.

By virtue of an Act of parliament, passed in 1956, this Commission became a statutory body with the responsibilities
to determine and co-ordinate standards in higher and professional education.

1.5.3 The Indian Council of Agricultural Research

The Indian Council of Agricultural Research (I.C.A.R.) which is almost half a century old, looks after agricultural education. It maintains a large number of research laboratories and field stations. It also finances research and development in the twenty five Agricultural Universities. These universities which came into being during the last two decades have played a notable role in the growth of agricultural education.

1.6 Relationship With the Government

Of the 176 universities in India, only nine are owned by the central government. These universities are funded by the central government through the U.G.C. for both their maintainance and development. All others are managed by the state. At the centre, the channels for funding are the U.G.C., the I.C.A.R. and the A.I.C.T.E. In the states there are however, hardly any such mechanisms. It is usually the State Ministry of Education that deals with universities. In several states the number of universities is quite large (sometimes as many as fifteen to twenty).

Though the universities are dependent upon the central and the state legislatures for their constitutions and powers, yet they enjoy great autonomy in their internal
administration. The control by the government is more indirect than direct. Thus the head of the state is ordinarily the head of the university. He approves of the appointment of the vice chancellor. Government indirectly influences the decision of the universities through the head of government departments who are ex-officio members of the supreme governing bodies, or through the nominated members, though this influence is indiscernible only on crucial questions which affects government policies in educational matters. University accounts are subject to annual audit by the government and the main source of income of a university is the government grant.

1.7 Enrolment

According to the latest figure so far available, there are now 39,47,922 students at various levels of higher education in India.

The undergraduate level has the bulk of expansion with a total of 34,74,171 students. This is why the number of Arts, Science and Commerce colleges has gone up to more than 7,121. Whereas the total number of colleges in 1947 (Including professional colleges) was 491. Along with the expansion of undergraduate level there has been considerable expansion at the postgraduate level, a large number of which are enrolled in the university teaching departments and the larger rest in colleges that conduct postgraduate courses.
During the last decade the rate of expansion came down. It was around 4 percent a year, this happened for a period of six to seven years, then again showed a tendency to rise. In 1985-86 there was an increase of 4.9 percent. In 1986-87 there was a decrease and the figure 3.1 percent, 1987-88 a small rise to 3.6 percent and still constant in 1988-89 i.e. at 3.6 percent. The tables 1-2 & 1-3 below show the stage wise enrolment in the universities from 1984-85 to 1988-89 and the stage wise enrolment of universities and affiliated colleges for 1988-89.

**TABLE 1-2**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>322541</td>
<td>39235</td>
<td>40500</td>
<td>41958</td>
<td>43427</td>
</tr>
<tr>
<td>Post</td>
<td>2999621</td>
<td>3142389</td>
<td>3240046</td>
<td>3356687</td>
<td>3474171</td>
</tr>
<tr>
<td>Research</td>
<td>43774</td>
<td>49993</td>
<td>51546</td>
<td>53402</td>
<td>55271</td>
</tr>
<tr>
<td>Total</td>
<td>3404096</td>
<td>3560897</td>
<td>3681870</td>
<td>3814417</td>
<td>3947922</td>
</tr>
</tbody>
</table>

(Source: U.G.C. Annual Report 1988-89)
### TABLE 1-3

**Stagewise Enrolment: Universities and Affiliated Colleges**

<table>
<thead>
<tr>
<th>Stage</th>
<th>University College Depts.</th>
<th>Affiliated College Colleges</th>
<th>Total</th>
<th>% in affiliated colleges</th>
</tr>
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<tbody>
<tr>
<td>Graduate</td>
<td>4,23,849</td>
<td>30,50,322</td>
<td>34,74,171</td>
<td>87.8</td>
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<tr>
<td>Post-Graduate</td>
<td>1,62,773</td>
<td>2,12,280</td>
<td>3,75,053</td>
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<tr>
<td>Research</td>
<td>36,913</td>
<td>6,514</td>
<td>43,427</td>
<td>15.0</td>
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<tr>
<td>Diploma/Certificate</td>
<td>31,283</td>
<td>23,988</td>
<td>55,271</td>
<td>43.4</td>
</tr>
<tr>
<td>Total</td>
<td>6,54,818</td>
<td>32,93,104</td>
<td>39,47,922</td>
<td>83.4</td>
</tr>
</tbody>
</table>

(Source: U.G.C. Annual Report 1988-89)

#### 1.7.1 **Academic Staff**

The teaching staff of Indian university departments consists of professors, readers, lecturers and demonstrators. The applied colleges have professors, lecturers and demonstrators but no readers.

The number of teaching staff in universities and affiliated colleges was: Professor 6,432, Readers (Including assistance professors and lecturers) 39,283, Lecturers (Including assistant lecturers) 1,92,343 and tutors/demonstrators 11043 making a total of 2,49,100 staff.
<table>
<thead>
<tr>
<th>Year</th>
<th>Professor</th>
<th>Readers</th>
<th>Lecturers</th>
<th>Tutors/</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrators</td>
<td></td>
</tr>
<tr>
<td>1984-85</td>
<td>5,583</td>
<td>11,842</td>
<td>27,863</td>
<td>1,995</td>
<td>47,382</td>
</tr>
<tr>
<td></td>
<td>(12.0)</td>
<td>(25.0)</td>
<td>(58.8)</td>
<td>(4.2)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>1985-86**</td>
<td>5,792</td>
<td>12,026</td>
<td>29,241</td>
<td>2,029</td>
<td>49,088</td>
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<td></td>
<td>(11.8)</td>
<td>(24.5)</td>
<td>(59.6)</td>
<td>(4.1)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>1986-87**</td>
<td>5,933</td>
<td>12,481</td>
<td>30,588</td>
<td>2,148</td>
<td>51,150</td>
</tr>
<tr>
<td></td>
<td>(11.6)</td>
<td>(24.4)</td>
<td>(59.8)</td>
<td>(4.2)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>1987-88**</td>
<td>6,273</td>
<td>13,079</td>
<td>31,580</td>
<td>2,233</td>
<td>53,165</td>
</tr>
<tr>
<td></td>
<td>(11.6)</td>
<td>(24.6)</td>
<td>(59.4)</td>
<td>(4.2)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>1988-89**</td>
<td>6,432</td>
<td>13,468</td>
<td>32,764</td>
<td>2,309</td>
<td>54,973</td>
</tr>
<tr>
<td></td>
<td>(11.7)</td>
<td>(24.5)</td>
<td>(59.6)</td>
<td>(4.2)</td>
<td>(100.0)</td>
</tr>
</tbody>
</table>

**Note:** Figures in parentheses indicate the percentage of the caders to the total staff in the corresponding year.

*Including Assistant Professors and Assistant Lecturers.

**Estimated.

** TABLE 1-5 **

Number and Distribution of Teaching Staff in the University Departments/University Colleges according to Designation (1984-85 to 1988-89)

<table>
<thead>
<tr>
<th>Year</th>
<th>Senior Teachers</th>
<th>Lecturers**</th>
<th>Tutors/ Demonstrators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(13.0)</td>
<td>(82.5)</td>
<td>(4.5)</td>
</tr>
<tr>
<td>1984-85</td>
<td>22,368</td>
<td>1,42,524</td>
<td>7,827</td>
<td>1,72,719</td>
</tr>
<tr>
<td>1985-86***</td>
<td>23,921</td>
<td>1,46,235</td>
<td>7,745</td>
<td>1,77,901</td>
</tr>
<tr>
<td></td>
<td>(13.4)</td>
<td>(82.2)</td>
<td>(4.4)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>1986-87***</td>
<td>24,371</td>
<td>1,50,621</td>
<td>8,246</td>
<td>1,83,238</td>
</tr>
<tr>
<td></td>
<td>(13.3)</td>
<td>(82.2)</td>
<td>(4.5)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>1987-88***</td>
<td>24,923</td>
<td>1,55,389</td>
<td>8,496</td>
<td>1,88,808</td>
</tr>
<tr>
<td></td>
<td>(13.2)</td>
<td>(82.3)</td>
<td>(4.5)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>1988-89***</td>
<td>25,815</td>
<td>1,59,546</td>
<td>8,734</td>
<td>1,94,095</td>
</tr>
<tr>
<td></td>
<td>(13.3)</td>
<td>(82.2)</td>
<td>(4.5)</td>
<td>(100.0)</td>
</tr>
</tbody>
</table>

**Note:** Figures in parentheses indicate the percentages of the caders to the total staff in the corresponding year.

*Including Principals senior Lecturers/Readers.

**Including Assistant Professors and Assistant Lecturers.

***Estimated.
1.8 The Present Situation

A university in India despite three major commissions has not been able to extricate itself from its own brief history. With few notable exceptions it remains an examining body and its students naturally regard success in examinations as the sole end of an undergraduate career. The academic standards have not improved comparable to those in many advanced countries.

The Indians cannot claim that their own needs have refashioned these institutions established on western pattern. India started with affiliating and examining universities. This character persisted for long, though almost all affiliating Indian universities have assumed considerable teaching and research functions. The accent on universities as examining bodies still continued in spite of a large number of unitary and teaching universities.

In the years of functioning, the U.G.C. could boast of some achievements, its support has largely changed the body of Indian universities. Most Indian universities have now expanded and have modernised physical plants with equipped libraries, laboratories and workshops. The teaching of science and technology as well as medical and agricultural education have improved. The staff-student ratio in most universities have also improved. Teachers' salaries have been raised. They have more incentives and better
opportunities to improve their qualifications, academic and professional competence through advanced training in India and abroad and through programmes of inservice training like summer institute courses, workshops, visits to other educational centres and so on.

The pattern of instruction in classrooms in Indian university teaching departments has not changed over a period of time. Lecturing remains the principle method. Student participation in learning is small and desultory. Independent reading and exercise of mind beyond classroom and outside the prescribed text books are little. The seminars and workshop method of learning are followed at only few universities. Teaching and test are more information oriented.

There has been a phenomenal increase in the number of student enrolment, creating difficulties in the span of control for teachers and university authorities. These have resulted in indiscipline and student unrest in Indian universities. Ineffective selection machinery have made it possible for some disruptive elements to infiltrate into the university. These kind of students have no inclination to learn, they occupy themselves with student politics, fanning strikes, obstructing academic activities and creating chaos in educational institutions. Some teachers are also involved in politics, inciting students and playing the part of
"sympathising fathers". The absence of serious intellectual and pedagogical interest in some of the teachers enhance their pre-occupations with internal university politics.

Examination as they are functioning in Indian universities and colleges are external in nature. Some universities have now taken effective steps to reform some aspects of their evaluation by introducing semester system, internal assessment, grading and credit system.

There is a consensus of opinion with regards to educational pattern in the following manner
- a ten year course of general education;
- a two year course of higher secondary or junior college education;
- a three year course leading to first degree;
- a two year or more leading to post graduate or research degree; and
- a post-doctoral course of one or more years. A schematic diagram of university education in India has been shown on the next page.

1.9 Emergence of the Study

The university has become one of the key institutions in India. It is at the centre of social conflict and the topic of heated debate. It is expected to perform a variety of services to the society despite the fact that many demands of the society are contradictory or simply
FIG. 1.2 SHOWING SCHEMATIC Diagram
OF University EDUCATION IN
INDIA

POST-DOCTORAL STUDIES
2 YEARS & ABOVE
DOCTORAL STUDIES
2 YEARS & ABOVE
POST-GRADUATE STUDIES
2 YEARS COURSE
GRADUATE STUDIES
ARTS SCIENCE & COMMERCE (3 YEARS)
ENGINEERING, MEDICINE, AGRICULTURE
ETC. (5 TO 6 YEARS)
PRE-UNIVERSITY COURSE
(TWO YEARS)
impossible to fulfil, for example, a university is expected to inculcate a commitment to modernization and secularism while functioning in a traditional or sometimes communal setting. The Indian university had undergone many critical changes in the post-independence period, yet it has not altered its basic structure or ethos. It still continues to be dominated by models and value systems adopted during the colonial regimes. The educational system is a gigantic, monolith, very difficult to move or change and in spite of its achievements which are by no means inconsiderable, it has proved itself to be inadequate to meet the national needs and aspiration. A university does not fulfil its mission by stuffing the mind of students with chunks of facts or serve only as an institution legitimizing their degrees. It has got three important functions to perform namely, the transmission of knowledge through teaching, scientific research and community services. It cannot isolate itself from the social fabric of the society, it has to identify itself with the social, economic and political problems of the country, region or community where it has sprung up.

There is confusion as to what the actual role of the university is. Nowadays students revolt, teachers strike, parents demonstrate; there are financial emergencies, court suits and technological changes. These are rather common
things. Soon the university education without one form of these crises or another will be viewed as exception rather than the rule. The pressures on universities to change and resist change are tremendous. There is the need to ascertain the objectives of university education; the functions and the role it performs, the perception and expectation of its members, that is students, teachers and members of the community determined so that the university development programmes may be guided properly. Thus, there is an urgent need to study in depth this problem of university education with reference to its function and the role it plays. So the present problem entitled "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" was undertaken.

1.10 Significance of the Study

The study aims at determining whether there is concurrence between the role of the university and expectations of its clientele i.e., students, teachers and members of the community. In case there is none, the present study will attempt to suggest ways to achieve this concurrence. More over, for any university to be growth-oriented, it is essential to ascertain constant feedback from the role currently being played by it in the service of the community as an instrument of educational change by
introducing modern scientific outlook and other essential measures to suit national needs and aspiration, so that the education of the people becomes not a peripheral pursuit, but a central objective.