CHAPTER II
THEORETICAL ORIENTATION

2.1 Concept of Role

Role has been the theme of this study. Its conceptual definition vary from discipline to discipline. And in one discipline, the definitions are differentiated from author to author. There are many pieces of literature related to the genesis of the role concept. This section, however includes only a selected few. The immediate concern of this study was the analysis of role of the university as perceived by students, teachers and community members, so a study of literature done on role congruency, role conflict, role performance and short articles presenting personal view points would be discussed in this chapter.

The examination of the literature pertaining to role concept revealed that the concept of role has assumed a key position in the field of cultural anthropology, sociology and social psychology. In the field of role, there are recognizable community of thought, a voluminous and growing literature, a vigorous research endeavor, and an application of knowledge in practical affairs. These developments indicate that the study of role may well be on the threshold of becoming an area of specialized inquiry under the behavioural sciences. But the methods, knowledge and theory in role have not yet evolved into an articulated, defined
and well integrated discipline of study. Despite the existence of rich and wide ranging literature, the field has no consensus on any statement of its concept. However the conceptualization of role contemplated by some prominent authorities are as follows:-

Neiman and Huges (1951) once remarked that "........ the concept of role is at present still rather vague, nebulous and non-definitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve immediate compatible consensus".

Later Gross, Manson and McEachern added that there are many conceptualizations not only of role but also of role conflict which limit the examination of the degree of role consensus and the resolution of role conflict. They noted that

".....not only had there been little systematic research on role consensus but slight attention had been directed to the theoretical implication of differential degrees of consensus on role definition, functioning of social systems, the behaviour of individual or cultural organisation of a society".

Among anthropologists role is treated as an integral part of status, or as a link between culture and social structure.

According to Benedict ".....no man ever looks at the world with pristine eyes. He sees it edited by a definite set of customs and institutions and ways of thinking. Even in his philosophical probings he cannot go behind these stereotypes; his very concept of true and false will have reference to his particular traditional customs".
Linton's "The Study of Man" reflected his great interest in the concepts of status and role. As the basis of his explanation of status and role, Linton concluded a 'Society' as composed of three elements; individuals, an organised society system and espirit de corps. According to him a society functions on the basis of the reciprocal behaviour of individuals. To Linton "a social system is the sum total of the ideal patterns which control the reciprocal behaviour between individuals and between individual and society".

Linton in 1936 proposed a classic distinction between status(position) and role. He wrote "A social status as distinct from the individual who may occupy it, is simply a collection of rights and duties ......A role represents the dynamic aspect of status. The individual is socially assigned to a status and occupies it with relation to other statuses. When puts rights and duties which constitute the status into effects, he is performing a role. Role and status are quite inseparable, and the distinction between them is of academic interest. There are no roles without statuses or statuses without roles....."

Nadel later contended that:

"as an anthropologist, I view roles as modes of acting "alloted to individuals" by the norms of the society. I am concerned also with this very allo-cation and the principles on which it is based, which means that my definition and analysis of role must include their 'basis' the conditions entailing
the 'future' characteristics as much as these characteristics themselves'.

To him role is not dynamic or procedural. It is not a dynamic aspect of status as viewed by Linton. Nadel, suggested "quasi-roles" to be an appropriate term for status. He preferred to think of status, in non-hierarchical "sense", a particular set of rights and obligation. Instead of viewing status and role as two sides of the same coin, Nadel inferred that status is capable of being elaborated into roles while all roles have a foundation in status.

Parsons considered interaction of individuals as social system of action. To him the objective world is composed of social, physical and cultural objects. A social objects is an actor i.e. ego. Physical objects are empirical entities, i.e. means and conditions of action. Cultural objects are symbols of value patterns i.e. ideas and beliefs.

Davis broadened the sociological perspective of role by adding "office" to status. He looked at role as behaviour and treated office and status as definers of obligatory behaviour of the incumbent. In other words, Davis preferred looking at role in action. He amplified the concept as follows:- "How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call his role....The term 'role' is meaningless without the implication that the individual is trying, or is expected to try, to carry out the minimal requirements of his status".
Sarbin emphasized "Self" as the unit of personality. The other two conceptual units included in his role theory are, the unit of culture, position and the unit of society. He viewed role as the result of interaction between series of events. The first is the maturation series and the second is the personal social series of events are the major determinants of psychological variations.

2.2 Role Theory

Role theory is a body of knowledge and principles that at one and the same time constitutes an orientation. It denotes a set of proposition employing a consistent idiom that guides the search of facts.

To achieve the task of organisation, whatever that task may be, requires the combined efforts of a number of people working in a hierarchy of superordinate-subordinate relationship with each other, carrying out varying duties and responsibilities. A significant contribution for an understanding of the nature and operation of the organisational structure is a set of concepts and concepts drawn from role theory, an area of theory which brings together analyses and findings from the fields of Sociology, Anthropology and Psychology.

According to role theory, organisations are social systems made up of people who occupy various "Positions" in the vertical(hierarchical) and horizontal relationship to
each other. Every organisation is composed of the following elements; (i) Persons, (ii) Positions, (iii) Experiences and (iv) Viewers. Any given position implies the location of one individual or class of individuals within a social system, the way people behave in these positions depend partly on how they think (Perception) people expect them to behave (Expectation). These perceptions and expectations are called roles.

A deeper penetration into the concept of 'Role' reveals a number of possible ramification, as follows:-

2.2.1 Role Prescription

Role prescription is a social norm for a role, abstractly defined by culture. Role prescription may be thought as the cultural requirement within a social system. A description of a role prescription is an abstraction drawn from aggregating the behaviour of a number of occupants of comparable positions. Thus it represents some sort of behavioural pattern common among the several positional occupants. Role prescription of a university can be thought to be that generally approved pattern of role which a university is supposed to play. These roles are culturally required. It may be teaching, research, community services and cultural preservation.
2.2.2 Role Performance

Role performance consists of behaviour displayed by the incumbent which are relevant to the particular role which he is currently playing. There may be variation in the manner which different incumbents enact the same role or in which the same incumbent enacts the same role in different situations. The observability of role performance will be related to the structure of the group and the flow of information, to the operation of social control. The structural conditions which make for ready observability or visibility of role performance will of course provide appropriate feed-back when role performance departs from the patterned expectation of the groups. They may be students, teachers and members of the community. Due to the flow of information, the members know what their expectations are, and where it conflicts with their perceptions. Role performance can equally be related to the way a university is currently playing or carrying out its role to meet the expectations of its members.

2.2.3 Role Expectation

Role expectation is an anticipation of a behaviour or a set of behaviours of another person or persons in a role. It means a set of evaluative standards. An expectation may have direction, in that it may be either prescription or proscription, and it may intensify or continue, ranging from
the permissive through the preferential to mandatory. Sarbin has summed up role expectation:

"as comprised of the rights and privileges, the duties and obligations, of an occupant of a social position in relation to persons occupying other positions in the social structure...... The conduct expected of the occupant of the position, the exercise of rights and privileges and the fulfillment of duties and obligations applies to the person who at any time is assigned this role".

Role expectations are simply expectations held by particularized or generalised others for the appropriate behaviour that ought to be exhibited by the person or persons holding a given role. It is what ego is expected to do in a given situation both by himself and by others. Hunt uses the term "role expectation" to refer to "any anticipation of particular behaviour pattern contingent upon another occupant of any given position regardless of any relationship to one's own". On giving his opinion of those who hold expectations of others in a given role. He wrote "persons holding expectation concerning the role performance of others commonly strive to communicate their expectations to the local person in hopes of influencing the later to conform to them". A role is a set of expectations about the behaviour of some-one occupying a given position in a particular unit. This statement can be related to organizational units taken them to be organic beings. Thus when a university is being described as playing well its role, it is because the behaviour (role playing) of the
university is consistent to the expectations of the members on the three or more sets of role it plays. These expectations tend to influence the role performance of the university. Role expectation subtly leads to role prescription.

2.2.4 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 assumed that roles are predetermined and the individuals as a result of constant interactions are in position to anticipate the role performance of the incumbent, university or any other organisation. Perception of role varies from individual to individual according to one's own cultural back-ground and personality make up. Perception depends to a large extent the impression objects made on our senses and conclude to some degree a meaning of these objects. Perception of any object is determined partly by the objective characteristics of the objects and subjective characteristics of the person perceiving (New combs 1959). An individual begins percieving the object with certain individual structure and the function of the sensory equipment is to provide information about the environment; When he sees, hears, touches or smells. The individual reacts with sensory organs to environmental stimulations. The way one perceives is
contingent not only on the capacity of one's physical structure for detecting stimulus configuration but also a product of many psychological conditions. Perception is dependent on a number of factors like previous experiences of the individual.

2.2.5 Role Conflict

Role conflict is a specific form of polarized dissensus. It should be noted that between any dynamic structure and its component parts there is potential conflict as well as substantial identity of goals. Role conflict results when the expectations associated with several positions that an actor might hold are incompatible with one another (intra-role conflict). There can equally be conflict between cultural values and institution. The secondary school principal, for instance, may recognise the place of general cultural values upon a well-balanced programme of education while feeling distinct pressure from school board and the community against public display of activities by the musical and dramatic organisation and the athletic teams.

Conflict within roles and between roles are the most common of role conflict. One kind of conflict occurs when the manner in which a person thinks he is expected to behave (role perception) is different from the manner others really expect him to behave (role expectation). An administrator
may think the board of education wants him to refer most problems to it for consideration during meetings, while the board really thinks its meetings are too cluttered and wishes the administrator himself to make more decisions.

Another kind of conflict occurs when two reference groups have conflicting expectation of a role incumbent, as when a teachers' association expects the superintendents to press for higher salaries, while the school board expects him to keep the school taxes down. Or there may be conflict among members within a particular reference group concerning their expectations of role. One group of teachers may expect their principal to be an ideal man and initiator; but another group may simply want the principal to stay out of their way and be ready to supply the art paper and chalk when needed.

Thomas and Znaniecki believed that conflict between social roles can be reduced by conventionalization and by role-segementation (by assigning each set of role-demands to different situations).

Role theory is a field of study, though not widely recognised. It shares with more mature fields of behavioural sciences. The fact that it possess an identifiable domain of study, perceptsives and language. It has body of knowledge, some rudiments of theory and characteristic methods of inquiry. The field apparently has chosen as its domain to
study nothing more or less than complex real-life behaviour as it is displayed in genuine on-going social situation.

2.3 Role of a University

2.3.1 Theoretical Role

In a modern contemporary world a university has a great role to play. It is a national institution and cannot keep itself aloof from the main currents of national life. It cannot become a recluse in its "ivory tower" of culture. It has to bring its policies and programmes in line with social and national problems. Looking even more broadly and in a more significant sense a university as an academic institution has been actively involved in the development process than previously indicated through it played roles; mainly teaching, research and community services.

Perkin (1966) agrees with the above idea. According to him the three fold mission of a university is the acquisition of knowledge through research, the transmission of knowledge through teaching and transmission of knowledge through public service.

Nkrumah while delivering a speech during a university dinner in Ghana concurred that the role of a university in a country like Ghana is to become the academic focus of national life, reflecting the social, economic, cultural and political aspiration of the people. It must kindle national interest in the youth and uplift the citizens and free them
from ignorance, superstition and indolence. A university does not exist in a vaccum or in outer space. It exists in the context of a society and it is there it has its proper place. A university is supported by society and without the sustenance which it receives from society it will cease to exist. For Nkrumah a university remains the reflection of the society which supports it.

Koesnadi (1974) in his "Problem of Expansion versus Consolidation of Higher Education" observes a university as having to fulfil three prime objectives, teaching, research and service to the society, that is to say to acquire knowledge to preserve and transmit the knowledge and to promote the application of this knowledge to the service of the society. All these are expected to promote the development and modernization of human society. The modern universities are engaged in socio-economic development. They are designed to be development universities.

Madan seemed to agree with the view that a university's main function is teaching, research, manpower development and involvement in contemporary social issues.

Nyerere concurred with other experts on their views regarding the functions of a university. His are put in the following ways:-

"The role of a university in developing nation is to contribute, to give idea, manpower development and service for the furtherence of human equality, human
A university is a community where the future leaders in a society are prepared not only for learned profession and tasks of responsibility in the community but for living a full life. It is an important means for exploring, generating, conserving and transmitting knowledge. A university has to meet the ever increasing demand for every type of higher education, whether it is literacy, scientific, technical and professional. The purpose of university education is to help a person to develop his natural talent to the fullest extent possible. No other means has been involved to achieve the same goal. It goes without saying, that if a person with less natural endowment is educated, other things being equal, he will stand in an infinitely better position economically, politically and socially than another person with much natural talent but without opportunity to education. Every one needs a philosophy of life, a sense of value by which to judge the use of gifts of material civilization. The perfectly educated man would have a standard, a perception of value in every province-physical, aesthetic intellectual, moral, national and international life. He would know the first rate in all of them and run no risk of being deceived by the inferior.

Though the major function of a university is teaching
research and community services. The most important is to instill in all students the ethical and spiritual ideals which all must share in common, if the world's culture is to provide a suitable environment for democracy and free world society, otherwise the end product of education tend to be training individuals to make their profession an end in itself and go ahead accumulating material goods for self centered purpose.

Cournad has given the function of a modern university as follows:-
- a depository of all traditional and acquired knowledge.
- a centre of acquisition of new knowledge; that is research.
- a centre of instruction by trail and experimental methods of pedagogy of humanities and sciences which are halves of one whole culture.
- a centre for development and training for the present day practice of number of professions or technological vocation and
- a culture and civil guide for its students and teachers and also the members of the society at large.

From Hetherington's contribution one can summarize the distinctive features of a university as follows:-
- a university is a community of scholars and students both senior and junior.
it is concerned with knowledge, particularly with the branch of knowledge acquired for the full exercise of a variety of higher professional calling - this variety being an important consideration, since the university is a meeting place of different disciplines.

- its aim is to communicate and advance these disciplines, its objectives being to discover and understand truth.

- therefore, its work, cannot be narrowly utilitarian and sectarian in outlook. It is infused with a liberality of spirit, calculated to encourage scholars by mutual enlightenment and criticism. To look to the unity of knowledge, to be aware of its place in the totality of values of human experience and thereby to contribute to education of the "whole man" and to the maintainance and enrichment of the culture with the university.

Sir Walter in his own contribution has given the following principles as features of a university:-

- The university is a place where an agreement, even passionate agreement, on the conviction that the intellectual pursuit are of utmost worth.

- The university is committed to intellectual thoroughness. It has the fearless courage to follow the truth, however embarrassing may be the out come to previous convictions and vested interests.

- The university takes pride in meticulous accuracy in
matters of empirical evidence embracing hypotheses it corroborates or rejects those it does not.
- In controversial matters the university plays the part of the judge rather than the advocate. It is impartial but not necessarily neutral.
- no matter how unpopular the results of its inquiry, the university insists on freedom of inquiry and publication. Indeed it is so strongly open minded and
- the university has responsibility for following the issues of the day that can be thrashed out and where nonsense can be exposed for what it is.

In summing up the views of the experts on features of a university. The investigator arrived at the conclusion that a university is
- a community where teachers scholars and students meet, with a common goal in mind.
- it is a place where teaching, learning and research are done
- it serves as the "bank" where traditions and values of society are kept for onward transmission to the comming generation.
- it is a place for developing the "ideal man" a centre for manpower creation and diagnosing comptemporary social issues.
2.4 Actual Role Played by a University in India

A university in India can be said to be a development university. Like any other modern university in the world, it has got three major role or functions; that is teaching, research and community services and cultural preservation which includes extension activities. The university has played these basic roles in providing opportunities for development of physical, intellectual and moral faculties of students. In strictly academic sphere, its true function is to impart universal knowledge, in natural and social sciences and humanities (including literature and civilization) and expand the frontiers of knowledge through research. In addition to its intellectual function of scientific inquiry and analysis and its role in policy making, the university provides well educated and trained man-power for the various sectors of the economy—education, medicine, engineering, public administration, private management, commerce and industry. By performing these functions effectively, the university acts as instrument of social and economic change, providing a foundation for industrial and technological transformation and national development. The university also carries out extension services to the community which supports it.
2.4.1 Teaching Role

The basic aim of regular teaching at the university level is the training of highly qualified experts with a sufficiently broad general and technical education for a profession or for a particular branch of learning. Although the type of experts turned out by a faculty is usually determined by the name of the faculty itself, there are departments within faculties, and even sections within departments, which are concerned with a narrower field of specialization. In some cases several independent sections, which are in fact separate departments, or even faculties are organisationally united into one faculty (for example, the faculty of arts consist of education, physical education, languages, fine arts, ancient Indian culture and so on).

Teaching in a university in India is to train men and women for the highest responsibilities of Indian life, to awaken curiosity, promote self-study habits, sharpen intellectual faculties, develop problem-solving abilities, inculcating values and attitudes which commit young men and women to humanism, pursuit of truth and excellence, freedom, equality, justice and mutual interdependence of the individual and society.

The teaching function of a university is carried out through lecturing, tutoring, seminars, workshop, demonstration, leadership, personal and educational counselling of
student, marking, assessing and examining. Teaching should develop the total personality of the individual.

2.4.2 Research Role

The first pre-requisite for continuous scholarly production is the capacity to identify potential profitable areas of study and devise appropriate techniques for investigation.

Research is simply the pursuit of knowledge accompanied by the realization that knowledge is not only something to be acquired but something which both the student and teacher can make contribution. It is a systematic enquiry into a subject in order to discover or revise facts and theories. For the progress of education and the continuous advancement of knowledge; research in all fields of learning and especially in seldom explored areas and between disciplines must be vigorously carried forward.

Research as an important role of the university in the development process is to increase knowledge which has bearing on developmental planning. The knowledge obtained from research activities should be of a practical nature and should be made available to the planners and beneficiaries in due time. Knowledge is a constantly growing and expanding thing requiring revision and reassessment of the inherited stock. In this valuable task only the able researcher can help.
In India, research is not a thing left at the monopoly of a university. Research is carried on in a number of institutions, example autonomous or semi-autonomous organisations like national laboratories, government departments set up specifically for research, for example various defence establishment etc.

The government of India has shown its commitment in research activities by creating many agencies which give fellowship, grants and other financial assistance to university departments, individuals, teachers and research scholars. These agencies are the Council of Scientific and Industrial Research (C.S.I.R); India Council of Agricultural Research (ICAR); the Indian Council of Medical Research (ICMR); the Atomic Energy Commission (AEC); the University Grants Commission (U.G.C.) and the Indian Council of Social Sciences Research (I.C.S.S.R) These Agencies have contributed emensely towards the progress of research in Indian universities.

The role of the university faculties and departments is vital in improving the efficiency of the research function of a university. They should attract as good students, teachers and researchers, giving them resources for scientific and original work and help them get grants and publications.
2.4.3 **Relationship Between Teaching and Research**

Teaching and research are two sides of a coin. Research is vitally important to a university. It provides the university with its driving force and its creative stimulus and protects education from deteriorating by compelling teachers to adopt and renew their teaching. Just as there can be no university without teaching, there can be no valid, up-to-date and dynamic teaching without research. The university graduates cannot be expected to advance in knowledge in their own fields if they are not familiar with the latest developments. In the words of Ludwig von Humbold "a balance between research and teaching is the hallmark of good system of university education". It cannot be contested that teaching at the advance level specialized fields of learning for postgraduate and research are the two most important functions of a university, to meet its academic, social and industrial obligations to the community that pays for its maintenance. Teaching and research must go together to enable a teacher to be up-to-date with the development in his speciality. The absence of one jeopardizes the excellence of the other.

2.4.4 **Cultural Preservation and Community Services**

The Radha Krishna Commission has rightly remarked when it said :-

"We must be critical and selective and use the past to illumine the present. We should not blindly give up the great values of our past nor should we cling to beliefs simply because they were ancient. We should accept so much of ancient thought as is sympathetic to us. No nation is healthy that parts company with its traditions. Social development is an organic process. The continuing influence of the past on the present cannot be ignored. Our art and literature, our now and history belong to the main stream of our culture".

The preservation of the Indian cultural inheritance and its transmission from one generation to another is an important function of a university; preservation must be accompanied by constant re-examination in the light of new discoveries and a university can make contribution to cultural life by showing why older views should be discarded as well as preserving the past. The faculty of Arts is perhaps the faculty of a university that is most concerned with this aspect of a university work, but no faculty can afford to neglect it entirely. It can be achieved by cooperation with libraries, art galleries and museums both inside and outside the university.

In the areas of community services, the university has also a great responsibility to the society as a whole. A university should develop close relationship of mutual services and support with local communities, and all students and teachers must be involved in such programmes as an integral part of education. The National service scheme (N.S.S.) programme should be expanded and improved,
ultimately to cover all students. The fundamental purpose of these and other student programmes should be to implant a spirit of co-operation and social commitment in interrelated moral and community development.

The teaching community are trying to make it obligatory to give extension lectures to interpret recent trends in their fields to the community, creating scientific awareness and encouraging participation in adult education.

University is also helping in the preparation of developmental projects for the community. This involvement is bringing greater relevance into the course at the undergraduate and post-graduate levels and into research programmes.

2.5 Role of the university teacher and university student

The academic community consist of teachers and students. These two groups are very essential for the functioning of any university. It will be a myth to talk about a university without students and teachers. Because of the vital position they occupy their roles needed examination.

Role of the university teacher

Harold Laski once observed "the true epochs in a university's life are not marked by its buildings, its books or even the growth of its members...... they are marked by the great teachers it has possessed" The Education
Commission (1948-49) virtually reiterated the same observation when it described teachers as the "corner stone of the arch of education and as being no less, if not more than the books, curricular, buildings and equipment, administration and the rest". Eminent philosophers and thinkers share the view that the quality of of a university is reflected in direct proportion in the qualities of its teachers.

The prospective teacher should have an imaginative mind and the capacity for critical analysis, must master wide range of subject matter, learn the habit of philosophic synthesis and acquire certain pedagogical skills and professional attitudes. The teacher must acquaint himself with the source of new knowledge, acquire the habit of familiarizing himself with new knowledge and cultivate the faculty of reflective synthesis. The teacher has to be conceived as a person who can stimulate in the students a genuine desire for scholarship by bringing their minds into living contact with his own.

The improvement in the quality of teachers and their professional preparation should help to revolutionize the process of education by the adoption of modern teaching which chief aim is to build up proper interests, attitudes and values and whose accent is on the dignity and freedom of individual.
The U.G.C. Panel Report on central universities have given the following functions of a university teacher.

(1) He shall engage classes regularly and punctually and impart lessons so as to maintain and strengthen standard of academic excellence. His academic duties shall include guidance and instruction to students in the form of tutorials/seminars/practicals and assessment/examination/evaluation.

(2) A teacher shall help the college/university authority in enforcing and maintaining discipline among students.

(3) A teacher shall participate fully and enthusiastically in a co-operative life of the institution and shall perform any other curricular and extra-curricula work related to the institution as may be assigned to him by the competent authorities of the college/university.

In addition the university teacher should promote the pursuit of scholarship and research and up-date himself with new knowledge, develop certain personality traits that are necessary for an effective teacher.

**Role of the University Student**

A student is a person enrolled in school, college or university to follow a particular course of study. He can also be regarded as one who attends an educational institution or a person engaged in serious study both dependent or independent. In this study emphasis is on
university student. The university experiences have a broadening and enriching influence on the student, it is here that the student experience the joy of comradeship and a sense of group identification and loyalty. They develop their special skills and interest and accumulate valuable experience in encountering and solving problems and in meeting and dealing with other people in various situations. The students are part and parcel of the academic community.

Role definition of university students can be given as under.

1 **Conformity to Instructional requirement**
   a) To attend classes regularly
   b) To be punctual in meeting deadlines
   c) To abide by university rules and regulations.

2 **Learning Process**
   a) student involvement
      i) to be willing to express views
      ii) to be independent at work.
   b) possess skill
      i) to write lucidly and correctly
      ii) to have good general knowledge
      iii) to spell correctly.
3 Personality Attributes
a) to seek guidance and help from staff members
b) to mix well with other students.

4 Social Involvement Role
a) to show concern for the society as a whole
b) to participate in extra-curricula activities
c) to take responsibility for organising students activities
d) to be active in social reform movements.

2.6 Objectives, and Philosophies of University Education in India.

The institution of university is a global phenomenon. Every country has a university system of its own, fashioned to take care of the aspiration of her people and attend to the pressing needs of the nation. The end values to be sought through education must be therefore, identified, elaborated and given operational meaning by reference to social conditions and personal experiences, to the efforts and designs of society and to the aims, needs, and aspirations of those who are to be educated.

2.6.1 Objectives

The achievement of India independence hastened the need for a comprehensive inquiry into all aspect of university education in India, as it was imperative and urgent to remould the educational policy as an essential step in national progress. Two notable commissions were appointed for this purpose. First the Radha-Krishna Commission 1948-49
and the Kothari Commission 1964-66. Universities are expected to uphold their scope and functions and to meet the very needs of the society which fund them, be it political, social, economic and scientific advancement.

The Radhakrishna commission appointed in 1948 redefined the aims and objectives of university education in India and stressed for the first time the need to relate education to social and economic needs of the country. The following extracts from its report were well quoted in this study.

"We have now a wider conception of duties and responsibilities of universities. They have to provide leadership in politics and administration, industry and commerce. They have to meet the increasing demand for every type of higher education, literacy and scientific, technical and professional. They must enable the country to attain in a short time as possible, freedom from want, disease and ignorance by the application and development of scientific and technical knowledge".

The Kothari commission (1964-66) emphasised the present age as the age of science and technology pointing out that universities have acquired a new role and a new significance. They are responsible for importing knowledge from where it is abundance and transmit it to the local community and are in much more better position than any other agency to function as the port of commerce in the great ocean of international science. They act as powerful 'pumps' drawing science and technology from advanced countries and creating more in the process and spreading it
wide to irrigate the native soil, close to the poor and the needy. They must be close to the people in their aspiration and close to the government.

The Kothari commission has given the following as the objectives of higher education in India.

- 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 potential to the full by cultivating physical fitness, developing the power of the mind and cultivating right interests 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 individuals, 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 in society generally, the attitudes and values for developing the "good life" in the individual and society.
The university system has an important responsibility to the society as a whole and as well as the educational system itself. The significance or importance of the traditional function of teaching, research, and cultural preservation and community services or the acquisition preservation, dissemination and extension of frontier of knowledge, the balanced education of the individual and the training of high level personnel in all walks of life is obvious. But a modern university in a developing country like India according to the University Grants Commission (1987) has to undertake several other objectives apart from teaching, research and community services it must for instance.

- inculcate and promote basic human values and the capacity to choose between alternatives value system.
- preserve and foster the Indian cultural tradition and blend them with essential elements from other culture and peoples.
- promote a rational and scientific temper
- enrich the Indian languages and promote their use as an important means of communication and for the nation's development and unity.
- promote the development of total personality of students and inculcate a commitment to society through involvement in national service programmes.
act as an objective critic of society and assist in the formulation of national objectives and programmes for their realization.

- promote commitment to the pursuit of excellence.

- promote the development of science and technology and of an indigenous capability to apply effectively with special emphasis on national problem above all.

- contribute to the improvement of entire educational system so as to serve the community.

2.6.2 National Policy on Education (1968) and the University

The national pattern of education, as envisaged in the 1968 policy, aimed at relating education more closely to the life of the people, a continuous effort to expand educational opportunity, a sustained and intensive effort to raise the quality of education at all stages, an emphasis on the development of science and technology and the cultivation of moral and social values.

The investigator is only concerned with that aspect of national policy on education relating to university education. These are given as follows:

a) The number of whole-time students to be admitted to a college or university department should be determined with reference to the laboratory, library and other facilities and to the strength of the staff.
b) Considerable care is needed in establishing new universities. These should be started only after an adequate provision of funds has been made for the purpose and due care has been taken to ensure proper standards.

c) Special attention should be given to the organisation of postgraduate courses and to the improvement of standard of training and research at this level.

d) Centres of advanced study should be strengthened and a small number of "cluster of centres" aiming at the highest possible standards in research and training should be established.

e) There is need to give increase and support to research in universities generally. The institutions for research should as far as possible, function within the fold of universities or in intimate association with them.

2.6.3 University Education Under the Various Five year plan Periods

Immediately after the adoption of India's Constitution in 1950, the government embarked upon the systematic planning for the development of the country. So far the country has completed Seven Five-Year plan and the eighth plan is just beginning.

First Five Plan (1952-1956)

The First Five Year Plan therefore set out to strengthen and improve higher education and some of the
The outstanding features were as follows:

1) University Grants Commission was setup.
2) The gap between the urban and the rural bridged to some extent.
3) Facilities for private study were provided.
4) Provision for scholarship to meritorious students was made.

The Planning Commission recommended the setting up of a University Grant Commission which came into existence in November 1953. The Commission visualised that this organisation (U.G.C.) would advice the Central Government on:

a) the maintenance of high standards of teaching and research in the universities.
b) the establishment of new universities or the expansion of the existing ones; and
c) allocation of funds for grants to the universities.

The first plan emphasised the establishment of one rural university before the close of the plan period.

Second Five-Year Plan (1956-1961)

The outstanding features of the second Five year plan regarding higher education were as follows:

1) Three year degree course was initiated.
2) College teachers' salaries were improved.
3) There was expansion of technical and scientific education.

4) A great importance was given to the improvement of university education and college plants.

Third Five-Year Plan (1961-1966)

The salient features of the Third Five-Year plan regarding higher education were as follows:–

1) Girls' education was greatly emphasised.

2) More scholarships and fee concessions were allowed in universities and colleges. The National Scholarship was instituted.

3) Examination and Research Units were setup in some universities.

4) National Institute of Sports was developed.

Fourth Five-Year Plan (1969-1974)

The plan could not be started in 1966 (There was a plan holiday for three years.)

During the third plan period, there had been a substantial expansion in enrolment at all levels of education in India. But expansion of number had been accompanied by certain measure of deterioration in quality. According to the draft out-line of Fourth Five Year Plan:

"The Indian Educational System has not sufficiently geared to economic development, insufficient attention having paid to vocational and agricultural education, girls
education has still a long way to go before it can catch up with that of boys. The high proportion of failures, the third classes at the university stage especially in regard to pass course bear evidence of the need for improvement in quality".

The Fourth Five-Year plan attempted three major tasks in the field of education i.e.
1) to remove the deficiencies in the existing educational system.
2) to link it more effectively with increasing demands of social and economic development and
3) to remove internal stresses and strain in the education.

Some of the salient features of the Fourth Five-Year plan were:
1) The educational plans began emerging from the grass roots. A new direction was thus given to education.
2) Great emphasis was laid on avoiding wastage and improving quality.
3) Inservice education programmes were boosted.
4) Teacher education became a part of the mainstream of academic life.

Fifth Five-Year Plan (1974-1979)

The trust of the plan was mainly in four directions:
a) Ensuring of equality of educational opportunities: This was to include, besides other measures, scholarships,
freeships and remedial coaching for students from weaker sections and a provision of non-formal education for those who were forced to enter life early.

b) Linkage with employment and development: For this the curriculum was to be reformed and vocational courses were to be introduced as part of general education at the university stage.

c) Quality improvement thereof: The major programmes under this were to include the examination reform, the teacher training including inservice training and improvement in teaching and learning methodologies.

d) Linkage with social environment: To build up social consciousness among the youth, social service was to be an integral part of the curriculum at the undergraduate and postgraduate level.

The following were some outstanding features of the Fifth five-year plan:

1) Remedial coaching and more scholarships for the weaker sections of society.

2) More emphasis on non-formal education and scientific and technical research.

3) Stress on level of excellence in the matter of postgraduate studies.

4) Some selected colleges were to be recognised as autonomous colleges; open university was to be tried.
5) Emphasis was laid on consolidation and improvement of teacher education programmes.

**Sixth Five-Year Plan (1980-1984)**

Efforts were made during the sixth plan for the consolidation of existing institutions and to equip universities and colleges with essential facilities within the limited resources available. Other important programmes taken up during the period included restructuring of undergraduate courses, improvement in standards of teaching of science and humanities, strengthening of postgraduate education and promotion of research within the university system.

Special features of the Sixth five-year plan:
1) Eradication of illiteracy in the age group 15-35.
2) Rural bias to educational programmes.
3) Improvement in the quality of teaching.
4) Restructuring of undergraduate courses.
5) Strengthening of postgraduate education and promotion of research.

**Seventh Five-Year Plan (1985-1990)**

The Seventh five-year plan based on the second volume II published by the Government of India provides for re-orientation of education system so as to prepare the country to meet the challenges of the twenty first century. The main thrust areas in the seventh plan were:
1) Eradication of illiteracy in the age-group 15-35.

2) Vocationalisation and skill training programmes at different levels of education.

3) Up-grading of standards and modernization at all stages of education with effective links with the world of work and with special emphasis on science and environment and on value orientation.

4) Provision of facilities for education of high quality and excellence in every district of the country.

5) Removal of obsolence and modernization of technical education.

The main emphasis on higher education was to be on consolidation, improvement in standards and reforms in the system to make higher education more relevant to natural needs and to forge forward and backward linkages of higher education with employment and economic development.

Expansion of general higher education facilities was to be carefully planned so as to take care of the need to provide larger access to weaker sections and first generation learners from backward areas. In doing so emphases were laid on providing access to existing institution through appropriate reservation, scholarships, provision of hostel facilities, etc. A net work of facilities will be provided through open universities,
correspondence courses, part-time education to meet social demand and the needs of continuing education.

The need and urgency for restructuring of undergraduate courses so as to bring in the necessary concern for relevance and use, application, orientation, flexibility and diversification were well recognised.

In the areas of post-graduate education and research, emphases were placed on promoting quality programmes, interdisciplinary studies and on new emerging frontier. Research within the university was given due emphasis and would be co-ordinated with national research effort under the science and technology programme.

Training of Teachers in higher education was another area which got special attention in the seventh plan. The faculty improvement programmes were designed to impart knowledge of new methods and techniques of teaching, learning and evaluation to develop a national value system and to prepare the teachers for the task of restructuring the undergraduate courses.

Many of the reforms initiated such as the autonomous colleges, examination reforms seemed to have faced obstacles and delays in the process of implementation. The seventh plan gave high priority to the speedy implementation of the various reforms initiated and to the modernization of university administration.
Besides concreted efforts to increase the enrolment of scheduled caste/tribes students, the most significant programme for those students would consist of remedial, preparatory training and special coaching.

Special features of the Seventh Five-Year plan:
1) Eradication of illiteracy in the age-group 15-35.
2) Quality education and modernization at all levels.
3) Provision of facilities for students of scheduled caste/tribes and weaker sections.
4) Emphasis on non-formal education and distance learning.
5) Linkage of higher education with employment and economic development.
6) Linkage of research with institutions of work.

2.6.4 Philosophy of University Education in India

On mentioning educational philosophy, it is often related to other important phases of education such as meaning of education, the aims of education, the method of education, educational policy and educational strategy. In this study some philosophies of higher education in India are as under:

Jawaharlal Nehru while addressing a convocation at Allahabad said that:

"A university stands for humanism, for tolerance, for reason, for progress, for adventure of ideas, and for the search for truth. It stands for the onward march of human race towards even higher objectives. If the universities discharge their duties, then it is well
Other philosophies of Indian higher education were given as follows: The Radha Krishna commission (1948) stated that a university has come to be regarded as the conscience of the nation and assessor of the national way of life and by Shah (1984) who pointed out that a university is nothing more than exotic plant if it has no roots in its history, philosophy and culture and if its teaching and research programmes, reading and reference materials do not draw their examples from local environment. Shah saw it a mistake to begin a study of it on any other than national grounds. What they had in mind were universities that were Indian and not alien implantations. Salunkhe (1982) wanted a free university sans barriers of acquiring knowledge. He wrote "Universities are temples of learning where there should be no barriers in acquiring knowledge by any person, irrespective of his caste, creed, sex, district or state. All should be equal before the seats of learning. If this is achieved then only universities will be worthy to be named as universities".

According to Kaul (1984), "a university is a laboratory of ideas that cross boundaries and extend to the whole universe. The primary concern of universities should be to emphasise the quest of man and his relationship with the universe and they should develop crafts and technologies that promote efficiency and prosperity of all. They should encourage philosophical, ethical and spiritual adventure that enable man to reduce to the vanishing point of the unknowability to what present itself as unknowable".

After studying the philosophies of a university in India, based on books, reports of commissions, speeches and
papers presented. The investigator was able to make out the common elements behind the philosophies of university education in India. These are given as follows

- a university in India, should be Indian in philosophy and culture, and in mode of operation drawing reference materials from Indian environment; reflecting the characteristic and aspiration of the society which supports it.

- an Indian university should develop crafts and technology that promotes efficiency and prosperity of the people.

- an Indian university should promote equality in the acquisition of knowledge irrespective of caste, creed, sex, district and state.

- it should be responsible in supplying to the community and nation well trained manpower and to come out with valuable advice on contemporary social problem affecting the society.

- its function should be primarily teaching, promotion of research and dissemination of knowledge, preserving and transmitting the culture, performing community services and the pursuit of truth and other spiritual values.