

Teachers' Expectations from their University

A Study in the Context of University of Lucknow

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Abstract

Teachers' Expectations from various dimensions of the University of Lucknow were studied by descriptive method and classified. Teachers were engaged in open conversational interview which was recorded and afterwards subjected to content analysis which yielded 27 categories of expectations which were further classified on the basis of similarities and dissimilarities into ten broad classes of expectations which have been discussed in this paper. Findings showed that the university teachers expected reforms in admission and examination system. Also, they suggested modifications in the methods of teaching, dealing with indiscipline and the present activities of associations of teachers, students and the employees. They expected upgradation of infrastructure and resources in the university especially in the areas of library, laboratory, hostel, teachers' residences and facilities in the departments. Results indicated the expectations of university teachers' to redefine the role of university in present global scenario and to review the role of vice chancellor, other officers of university, administration and duties of teachers. Several conflicting expectations were also obtained which have been discussed in the paper. The study of Teachers' Expectations from university has indicated need of reforms in the university on which the policy-makers and the stakeholders should focus their attention. The paper has suggested that periodically the study of expectations from the university should be undertaken if the stakeholders desire to make the University of Lucknow capable and useful in the fast changing scenario of Higher education in India and abroad.

A University can obviously not fulfill its role if it is not aware of definite expectations of the society. This makes a study of expectations of stakeholders of the University important for enabling

the universities to fulfill their destined role. Since the teachers are probably the most enlightened class of the stakeholders, and are essential ingredients in the functioning and

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development of the University, it is appropriate to study their expectations. Such a study may provide insight for guiding the university into future operation because Teachers are the key individuals associated with the development of the university not only as mentors of students but also as the custodians of academia. This study presents a pilot investigation of the expectations of the teachers of university of Lucknow from their University.

Till now, in India, no systematic analysis has been done of the extent to which the expectations of its internal members, for example, teachers have been met. Even internationally, a little work has been done in this crucial area. Expectations from the college System has been studied by Blenda (1978) and the obtained expectations have been compared with the present achievements of the Virginia Community College System when it completed 10 years of life. The study yielded prognosis for the future of the college system as highly positive changing community conditions, industrial sector and demography. Jones (2002) conducted research on the Perceptions of University image of East Tennessee State University. The universities themselves keep on surveying the perceptions of their image held by the stakeholders. The focused groups of select members of the internal academy and the external communities were interviewed to examine the extent of congruency between and within two constituencies. Results showed that in congruencies existed between external and internal stakeholders concerning their emphasis on University image. The academy focuses on process and external

constituencies focus on outcomes and products. Both these studies have valuable implications for the research on Universities in India.

Sample and Methodology

The data for this exploratory study was collected from a group of 20 teachers of the University of Lucknow. To make the sample broad based, teachers belonging to different faculties and holding different offices were included in the sample. There were 09 professors, 07 Readers, and 04 lecturers of whom 3 were Heads of the Departments, and 05 held some office of the University and two respondent teachers were the office bearers of University's teachers' association. Teachers' sample was drawn from 13 Departments belonging to 03 faculties of the university.

The objective was to explore the expectations of academicians and teachers belonging to various university disciplines and areas of administration. The respondents were contacted on individual basis to find out their expectations from the University of Lucknow. The respondent-centred, open, free and unstructured conversation was preferred for collection of data to tap the original ideas of the respondents. Whole proceedings of the conversation were tape recorded for subsequent content analysis through which the conversations were converted into audio and written transcripts, which were qualitatively studied with the help of inductive content analysis technique. This led to the distilling out of the major ideas of each respondent pertaining to the expectations. When these individual expectations were thoroughly and

inductively studied and compared together, 27 major categories of teachers' expectations from University of Lucknow emerged, which were regrouped on the basis of similarities and differences.

The juxtaposition, comparison, regrouping and synthesis of 27 categories of expectations led to 10 broad classes of expectations. While synthesising the divergent expectations, every care was taken to safeguard the originality of the idea expressed by the respondents. The act of synthesis of expectations only attempted to bring similar ideas together and to link them with each other to make a text using simple conjunctives. This was done as reliably as possible and the original intent of the respondents was maintained.

Results

The findings of the present study have been stated in terms of the modifications and reforms suggested by the respondents. Area-wise expectations of the teachers, which have been synthesised into 10 broad classes, as follows, have been discussed in this section.

Idea of the University

The University should be a place for learning, largely connected with the rest of the world, helping itself in a more concentrated way to think cohesively, coherently, imaginatively and creatively and then contributing to the society back and forth by helping everybody to reap the benefits. University should also help people to think critically in the sense about issues that concern them. So university's prime purpose must be to

develop social imagination in all its constituents, i.e. teachers and its students. University education should develop skill of analysis, skill of seeking truth beyond immediate, and to dream of things which seem impossible right now. University, the soul of the society, should be a place for lot of self-critical growth and not just a technocratic managerial model of trying to create people who will fit into the group and deliver the goods. Liberation of mind is the goal of the university.

Social Function of University of Lucknow

Expected Social outcome of the University

The main objectives of the University should be the creation of knowledge, students' character building and training of manpower. Universities are not only organs of change but also an organ for developing the attitude of society and the citizens for a better future. University should take up the challenge of bringing desirable social change. University should take up extension and awareness programmes so that the public at large can be served. University needs to interact with public as well as with industry. University should provide leadership to the society. The major social outcome of the university should be to maintain the culture. Social implications of research need to be explored.

University-community interaction

It is the social responsibility of University to address the needs of the community and to improve the quality of life of its people. The students can be used to

survey and enlist the problems of the community and should be mobilised to work for them. There should be some forum for University-community interaction. Students from every department should be involved in some kind of compulsory social service and extension services. Parents should be equally involved in the affairs of the University.

Employment Generation

It was opined by some respondents that Higher Education should not be made a pre-requisite for jobs. Other respondents emphasised that the students should be so educated that they definitely get a placement in the society and is given recognition. Companies should be invited by the university to give campus placements to the students. U-G and P-G, courses need to be developed according to the requirements of the job market. Others felt that University should gear itself to the advancement of knowledge and not just for the production of employment. Generation of jobs should be the concern of vocational institutions.

Admission

To avoid undue wastage of money and manpower, the whole admission process of the University should be completed within one month. It should be planned one year before. University should be objective in admitting the students and should not yield to political pressures. Interview should be introduced somewhere in the admission process. In order to maintain the quality of education, some mechanism should be involved for filtering out the disinterested

and disinclined students. University should provide for the counselling of the aspiring entrants to various classes and faculties.

Examination

Conduct of examinations need to be decentralised and the departments need to be entrusted to conduct the examinations for the courses and programmes they run. The departments should adopt a scientific and objective way to evaluate the abilities and skills of their students. Printing of question papers should be done in proper manner and effort should be made for their safe and secure upkeep. Printing should be economic; question papers should look attractive and crisp. They should be well edited and moderated. For this, the University should have its own printing press and related infrastructure. Appointment of examiners should be done according to the declared policy of the University and the whole system has to be very transparent and fair. The university authorities should hold meetings twice a year to have proper patterns of examinations, which should be changed as per the requirement. The pattern could be like 100 to 60 questions in 3 hrs. It could be a speed-cum-power test. Some subjective questions should also be there to judge the knowledge, skills, language, expression and artistic and creative skills.

Some respondents advocated for a well-controlled and properly administered centralised evaluation system. University administration should ensure secrecy, security and efficiency in the central evaluation of the answer scripts. Whole process should be strictly

monitored and all infrastructures-cum-academic support should be available to the examiners involved in central evaluation. Students' evaluation by the teachers who teach them should be encouraged and the answer scripts of the first three merit holders should be placed in the library where anybody can see them. There should be a good discussion of the teachers with students after the declaration of examination results.

Infrastructure facilities

Library

Library should be well decorated, comfortable and supplied with the entire infrastructure required for academic work and study. Libraries should be the centres for exchange of knowledge between scholars. The university departments should transfer some part of their funds to the library. Books for particular subjects for various courses should be there in the departmental library in enough number and variety. The departmental library should fulfill the local demands of teachers and students. The general and reference books, research literature, educational journals should be there in the central library. All the departmental libraries should be networked together through local area network and ultimately they should be linked to the central library of the University. A significant part of the funds generated from the self-financing courses needs to be siphoned out for the development and upgradation of the university libraries. Central library should also have networking with the libraries of the constituent and associated colleges of the University and

if possible also with, national libraries of India as well as great libraries abroad.

There must be electronic sharing and pooling of documents so that duplication can be avoided. The old book issues should be preserved in a separate store. The whole library should be computerised. New journals and e-journals should be subscribed in the libraries. There must be an information bureau in the library to help students get all information regarding study and employment at home and abroad.

University should have centrally subscribed journals, which will not only reduce the cost of research but also will contribute in updating the research and the researchers. The library should be divided into three components – arts, science and commerce at separate servers. Departments should be encouraged to participate in the library management system. The personnel and staff in the library should be professionally trained and be more cooperative. There is a need for counselling of the library personnel to help them develop positive attitude towards academics. Overall reading culture needs to be developed in teachers and students.

Hostel

There is a need to increase the number of hostels in proportion to the students. In order to restore and maintain academic environment in the hostels, library facility, with more recreative literature and books should be arranged in the hostels. Proper nutritious food should be provided to the students in the hostel mess. Students should get things

at subsidised rates. Every hostel room should have a computer and Internet connectivity. Fees submission, mark sheets, degrees all these facilities should be available in the hostel itself so that the students do not have to run and waste time. Some outdoor and indoor activities should be there to make the youths more active and energetic.

To avoid any misuse of hostels by unwanted elements and students disinclined in studies, rooms should be allotted at the very day of admission on the basis of merit-cum-requirement. Within a week after the examination, hostlers should vacate the hostels. Proper and professional management of the hostels will decrease half of the crime and violence in the campus. It should be made compulsory for the students to complete hostel dues, before they are given the degrees.

Residential Facility

The procedure for allotment of teachers' residences should be open, fair and just. Priority needs to be given to the improvement and maintenance of the residences. Quarters for Class IV employees should have at least 2-bedroom facility. Lastly, every year one flat should be built in the campus and every month at least 2-3 houses should be renovated and maintained. Every residence should be provided with a garage facility. Every block of residences should have a small park for children, a library, canteen and a community room for ladies and children.

Other Infrastructure Facilities

As far as the infrastructure facilities and services are concerned, university

should keep pace with the technological advancements of the nation. While expanding the buildings or constructing new ones the aesthetics should be kept in mind. The infrastructure can be divided into three parts – as per the requirements of U-G, P-G and research students. There should be proper enlistment of all the instruments in various laboratories and it should be available to everyone.

Sports facility needs to be attended to. Minimum infrastructure should be ascertained for each department, for example, Lecture hall, conference rooms, etc. There is a need for local and wide area computer networking in the university. Hostels, departments, teachers' residences, administrative offices, library and canteen all should be networked and connected with the server. There needs to be a drastic scrutiny of non-teaching employees because there is too much overstaffing.

The university should keep pace with the revolution in Information Technology. Publishing work of the university should be done through its own state of art modern technology based publishing house and press. All the departments, units and beneficiaries of the university need global networking, Information Technology, Internet, intranet, and computers.

Vice Chancellor

A Vice Chancellor should be an educationist and an academician, a person with a vision and a mission to give a direction to the society. Vice Chancellor should be bold and an intellectual person with good administrative qualities. He must be a person who is dedicated and

committed, one who believes in the philosophy of simple living and high thinking. He should be concerned with the welfare of university's teachers, students and employees and must make them realise that he is working for their benefit.

Vice Chancellor should be respectable and work to create such congenial environment, where all teachers and students can work freely and comfortably. He must appreciate good work done by the teachers. Resource generation is also an important function of the Vice Chancellor and for that he must have new projects, plans and programmes. In order that the Vice Chancellor can perform the above functions smoothly, it is important that the society and politicians take the appointment of the Vice Chancellor as the most serious matter. The incumbents should be invited to make presentations of their vision for the university concerned and his plans for the improvement of the university.

Administration

Members from different walks of life should be members of the governing body of the university. There should be proper checks and balances in governance, administration and accounting. University administration is the area where people respect and appreciate others and their growth. There should be proper utilisation of resources and rules and University Act should be followed strictly.

Only the persons well-versed with the University's activities should be made the members of Executive Council. The registrar is the custodian of the

University's records. Nature of his work is administrative not academic. Registrar should be a person who can advise the Vice Chancellor regarding the university's traditions, culture, rules, laws, etc. He should be a person who is permanent so that a sense of belongingness is developed. The respondents suggested that there should be scheduling of activities of the university, elections should be reformed, students should be made more accountable to organise certain activities, networking of teaching and non-teaching staff and accountability of teachers, heads, non-teaching staff to perform different activities.

Associated Colleges

The University should play the role of a guide for its associated colleges and the two should work as one community. The basic purpose of affiliation is that the colleges are to be fed by the university for all purposes not just for examination or degree purposes. Some respondents held the view that in order to maintain the quality of education, University should only run post-graduate and research programmes. The under-graduate courses should be either given to the colleges or any parallel university in the city may be established to affiliate U-G. colleges.

Since the university has associated colleges in the city of Lucknow only, it would be better to have some governing body empowered to check, supervise and monitor the standard of under-graduate education in affiliated colleges. There should be proper interaction and exchange of ideas between university and college teachers. University should

frequently run refresher courses and career enhancement programmes for college teachers. The office of Director, College Development Council (DCDC) should be strengthened. The university should remain in touch with college teachers through monthly meetings and other academic programmes.

University Departments

Respondents expected to have some system in the university for assessing its departments on the basis of the academic progress made by the teachers. Every department must arrange at least one seminar every month. Every year, each department should be encouraged to come out with some published work in the form of book, monograph or report. Departments should have a guidance cell not only to counsel their own students but the school students also.

Head of the Department should not be purely an administrative officer but he is a teacher, professor and academician first. The post of the Head should not be given merely on seniority basis, rather it should be work and academic output based. Head of the Department should have a vision, should be a person who has the liability to carry on the department well. This should be made a selection post as some Indian Universities are presently doing.

Autonomy

In addition to the external autonomy, autonomy within the university is also essential. The universities are also expected to set the limits and ethics of their own autonomy. What is required is autonomy with accountability and transparency with social justice. The

universities should not be made accountable to a dictator but to a larger community of people itself. The university should guard against being subservient to the total undemocratic political parties alone. State interference should be less. The government should avoid red tapism to deal with the university. The University should follow a clear-cut policy of financial autonomy. Either the model of purely private universities with high fees or the model of state funded university with moderate fees should be adopted. In case of University of Lucknow, there should be more financial freedom along with accountability. Autonomy and financial autonomy are interrelated. Autonomy will deliver better goods if the University is able to generate more resources and the students' fees are decreased.

Self-financing Courses

Self-sufficiency should be the only goal behind running Self-financing courses in University of Lucknow. These programmes should not be taken as a milch cow. Self-financing courses are important means to raise finances and thereby bringing financial autonomy if funds generated are controlled and managed judiciously for the general benefit and development of the University by the Vice-Chancellor. Other alternative practices should also be employed to generate funds. A part of funds generated by self-financing courses should be utilised in strengthening infrastructure of the university departments. For example, upgradation of laboratories, purchase of equipments required for high profile research, office supplies and infrastructure like

computers, air conditioners, books, CD's, etc. The university should also take steps to discontinue self-financing courses, which are unpopular, obsolete or useless.

Teacher, Teaching and Research

University Teacher

The university should engage itself in an ongoing debate on what makes a good university teacher. How he or she should be different from a school/college teacher or an industry executive? Selection procedures of teachers should be rigorous. He/she may be included in the faculty after a week or months observation after evaluation of his vision, academic credentials and his idea of the academic and examination reforms. The prospective teacher should be required to make presentation of his vision for his discipline and the university along with his academic work, pedagogy, and publications before the selection committee.

Teachers should be updated and must have a broader vision. Orientation and Refresher Programmes should be in-built in the professional enculturation and development of the teachers. The teacher must share with the students his new knowledge and exposure of the world. Benefit of the presentations and lectures from outside experts should be continuously extended to the University's teachers. Seminars, conferences, workshops, such opportunities should be given to the teachers. The university must be liberal in giving sponsorship to the teachers to go abroad to attend workshops and conferences so that they may update themselves in this age of

drastic information explosion. Quality of work should be given more importance. Only then can the teachers work with motivation and commitment. Every teacher must get his/her due timely without complaints.

The university teacher should maintain the dignity of his role. Teachers should set an example for students, should maintain punctuality and should be capable of maintaining the decency and decorum of the class. He must be able to creatively interact with people and exchange ideas.

Quality of Teaching and Teaching Methods

The University and college teachers must contribute to the Higher Education sector and all available information should be conveyed to the students in a proper manner. Along with the lecture method, there should be presentations, discussions, and interactions. There should be more classroom discussions. The new topics should be linked with the traditional topics. Some guest lecturers from abroad should be invited and students must be given opportunity to interact with them. Interactive and case method of teaching and learning should be adopted.

Application aspect of learning should be given more importance to make the students practical and to help them compete in the outside job market. There should be long hours of reading, long hours of stay and leaflets and handouts should be given to the students. Students should be motivated to read journals and e-journals. Curiosity and inquisitiveness of students should be reinforced. University by its nature is an

academic place and the faculty must try to strengthen this aspect because students will not be able to enter good vocations or jobs until their academic base is strong. Academic aspect should supersede the vocational education in the university.

The IIM model of pedagogy should be followed. The content should be transformed into cases and case studies by the teacher and then presented in the class. This will make the subject application-oriented. Prior to teaching, the teacher should give a list of recommended reading material as well as pre-planned case studies and handouts/ brief synopsis. Students should be recommended books at the end of every topic. The teacher is responsible for developing the reading material if it is not available for any topic, chapter, paper or subject. Teacher should also teach what is not available in the textbook. Internal motivation has to be aroused in the students. There should be more and more tutorials to ensure more interaction with teachers and the overall development of the students.

Of the two functions, for example, teaching and research the University of Lucknow should emphasise more on teaching. Curricula need to be revised and updated. University should help to provide opportunity for both students and teachers to enrich from global experiences and increased connectivity.

Research

Research is the most important function of the University. Research must contribute to the growth and development of individual and body and knowledge. It is believed that complete

autonomy is required to generate knowledge and research work. Universities generally emphasise fundamental research, applied and action research. Some longitudinal studies solving institutional problems need our attention. There is an absolute need to conduct theme-based researches. Possibility of open-ended researches must always remain. University should arrange more funding for research. Published research work should constitute an important component of teachers' evaluation. Research is a part and parcel of the university and there should be quality research on new aspects. Teachers from different faculties need to collaborate in studies and researches of interdisciplinary nature.

Collaborations

Interactions and collaborations are important for the growth of University. First the university must enter into inter-university and intra-university collaborations. Sciences and humanities should collaborate more. Related disciplines like Sociology and social work should collaborate more. Longitudinal collaborations should also be done. Most respondents expected inter-departmental collaborations. Collaborations of university with different research and professional institutes are essential. University-college collaborations should also be attempted. Every department has a lot to learn from other departments in the same as well as other universities. Mutual exchange programmes should take place in the departments covered by UGC's Special Assistance Programmes. Groups of the departments

may conduct Inter-departmental quizzes and cultural programmes and other programmes of inter-university nature. There should be more sharing and exchange of views and information.

New Courses and Departments

The respondents expected the University of Lucknow to establish and run several new departments/centers/units, for example, Department of culture, Department of Human Rights, Value education, Gandhian studies, Department of Fashion technology, and Communication and Personality development cell.

Discipline

The problem of indiscipline can be tackled by adhering to the admission policy-based on the sanctioned student strength and selectiveness and devising methods to filter out the undeserving and disinclined students. Indiscipline can be checked by encouraging the faculty to have rich and sufficient interaction with students through various co-curricular and tutorial activities and providing dynamic leadership to students. Students should be motivated to develop reading habits. The university should be very particular in religiously ensuring that all the classes are arranged regularly. University should also find out the social and political roots of indiscipline and devise means and methods to cope with the situation.

Campus Life

For a good campus life students should be made to believe that the campus is safe and secure. Basic amenities have

to be provided like parks, canteens, public libraries, etc. Development of a good work culture in the University will contribute to a rich campus life. A culture of teaching, research, academic freedom, congenial student-teacher relations need to be emphasised for a better campus life. There should be cultural engagements outside the university for teachers and students to create positive environment for teacher community. Enhancement of infrastructure with a sense of aesthetics will also contribute to a better campus life.

Students' Welfare and Student-teacher Relationship

Students' Welfare Services

An information bureau is must for students from where the students, parents and teachers all can get important information at one place. Secondly, there should be an Occupational Information cell where the student can update himself with all the information regarding the vacancies in the job market. There must be a 'Psychological and Career Counselling Cell' to help the students. Separate common room, browsing room with computer and Internet facility, cafeteria and gym for girls in the supervision of any senior lady professor should also be provided in the university campus and in women's hostel.

Student-teacher Relationship

More interaction should be there between students and teachers. Many problems of the University can be solved if student-teacher relationships are desirably strengthened. Teachers should

know their students' interests, aspirations, strengths and weaknesses. The gap between the two has to be reduced. The cooperation between the two needs to be reinforced. Teachers should present themselves before the students with gravity and they should take the students' viewpoints seriously.

Political Aspect

Politics and Political Interference in the Campus of the University

Being headquartered at the State capital of a big north Indian State, the University of Lucknow should guard itself from becoming playground for politicians and bureaucrats. For this the University must not yield to the undue demands and pressures of the politicians and their interference in its routine affairs. The university should discover ways and means to use politics constructively and at what levels students should get involved in politics. Therefore, in this context, there is a need for a sincere political thought and a proactive role of the University. Political awareness should be such which can make students realise what is good and bad for them. Students should be taught to think about serving the society and community, instead of getting entangled with some political party.

University students must be made aware of good corporate life under the supervision of teachers who are hostel provosts and those involved in students' welfare activities. A legal system for election of students union has to be developed after a careful thought and discussion of university administration with the civic authorities. There must be

a check on the student leaders and if any illegal behaviour found, they should be disqualified. University students may try to get acquainted with various political ideologies but they should enter active politics only after completing their studies and after knowing the needs of the society. University should not be used as a political arena. Election of teachers and students should be free from political interference and they should be based on the consideration of interests of students and teachers.

Unions and Associations

The unions and associations in the university are independent democratic agencies and must work for the welfare of its members, i.e. teachers, students and employees. Their energies should be channelised towards the betterment and improvement of the system. Teachers Union should be fairer and should be sensitive towards teachers' genuine needs and must have a constructive and suggestive role to play.

In order to stop political interference in the university the students' associations should not be allowed to become local offices of the political parties and leaders. Student unions should be made more accountable by some awakening sessions by the teachers. There must also be a provision to induct in the student unions a few students who are good in studies. The employees' association should also be made more accountable. A creative suggestion was given by one respondent that the university should have only one association to safeguard the interests of teachers, students and employees. This

will balance the antagonistic interests of the unions of teachers, students and employees.

Discussion

Following generalisations, trends, gaps and conflicting ideas were obtained from the study of the findings in terms of teachers' expectations from their university.

Trends in Teachers' Expectations from University

Most of the respondents expressed expectations from the University by being highly critical of the poor infrastructure of university of Lucknow in the areas like library, labs, hostels, residences and computerisation and campus life and facilities. But they could not give concrete ideas as in what way the University should manage to meet such expectations. Most of the expectations were routine type. The progressive and modern characteristic was missing in the expectations of the teachers from University of Lucknow. In some areas like functions, curriculum, examination, admission, research, role of teachers, Vice Chancellor and administration, no striking expectation was observed.

Most of the expectations appeared dominated mostly by the local considerations. The respondents did not import ideas from the great universities and institutions of higher learning in India and abroad. This might be either due to the limited exposure and interaction of the responding teachers of University of Lucknow or the issues relating to the university did not appear

to be the matter of concern of the respondents.

Neglected Areas

No expectations were expressed on the role of University of Lucknow in the national economy and the development of economic values in the students. The function of the University to provide placements and training in Entrepreneurship has not been reflected.

University education is also something beyond academics, not just meant to infuse bookish knowledge in the minds of the students. It also has a role to develop overall personality of the students (Sodha, 2000; and Varma and Soni, 2005). The respondents did not properly address this expectation

Teachers have no doubt talked a lot about their expectations regarding different important aspects, administration and authorities of University of Lucknow, but no body as such tried to throw light on what were their expectations from themselves. What was their vision about their own role and responsibility as a university teacher, and what targets, aspirations and contributions they fixed for themselves?

Nobody gave any new and creative idea regarding the schemes, modus operandi and the management of Orientation and refresher courses for transforming the teachers of University into effective professionals. The responding teachers have not highlighted the concrete steps the University is expected to follow to make the atmosphere more positive and full of energy, which can infuse the students,

teachers and other authorities with motivation and power.

Neither the respondents expressed dissatisfaction over the old and unrevised university curricula nor did they suggest upgradation of courses and programmes in the light of recent changes and researches and explosion of knowledge triggered by the ICT revolution. Also the expectations regarding innovative admission procedure, which may ensure the intake of willing and motivated students, were not touched upon. Teachers also did not expect from University of Lucknow any wholesome examination reform; rather a few respondents expected some patchwork reforms.

Conflicting Expectations

Some conflicting ideas emerged in the views of the teachers regarding some aspects, for example, examination and evaluation system in University. It was felt by some teachers that semester system of examination would be good and a continuous evaluation system should be followed. Some questioned the objectivity of this system. Another area where the conflict in the views of the teachers came forward was that some preferred objective types of questions in the examination but others were of the opinion that true knowledge can be judged only through subjective questions.

Some teachers held the view that there should be an employment and market orientation of the courses taught in the university. However, some others believed that University is meant only for academic and knowledge pursuit and not

for professional courses or providing jobs or be market driven. It was also felt by some that there is an urgent need to transform the University by restricting the University to only PG studies and research. The undergraduate courses should be totally confined to the affiliated colleges. However, many of the teachers conflicted on this view and said that the University being located in technically and educationally backward region should cater to students from all strata and must continue with undergraduate, postgraduate and research studies.

Reflections from the disturbing and indiscipline role of student leaders and their supporters who are disinterested students made some respondents feel that the elections for the unions of teachers, students and employees should be totally banned in the campus whereas the others strongly rejected this view saying that these associations and unions are important for the welfare of the different groups and are necessary in a democratic setup.

Conclusion

This study on a typical north Indian residential University yielded twenty-seven categories divided into ten broad classes of teachers' expectations from University of Lucknow. Implications of the results for the University's stakeholders are that the expectations have created the need for refinements in the University in the near future so that the University becomes capable in addressing to the positively changing conditions of the community, undercurrents of globalisation of

economy and technological revolution, changes in the State and industrial sector and changing characteristics and size of the population served by the University. The model developed for the University of Lucknow may prove useful for other similar Indian Universities, with some modifications.

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