

CHAPTER - IV

COSMOPOLITAN CHARACTER OF THE UNIVERSITY

- 4.1 Horizontal Cosmopolitanism.
- 4.2 Vertical Cosmopolitanism.
- 4.3 Substantive Cosmopolitanism.
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CHAPTER-IV

COSMOPOLITAN CHARACTER OF THE UNIVERSITY

The present chapter has been devoted to examine the "cosmopolitan character" of the university. It has been operationalized earlier in the first chapter that cosmopolitan character of an institution has three dimensions. They are : horizontal, vertical, and substantive cosmopolitanism. For the sake of convenience of presentation all the three dimensions are examined separately in this chapter. In the end, it has been attempted to draw the conclusion about the cosmopolitan character of MSU by taking into consideration all the three dimensions.

4.1 Horizontal Cosmopolitanism

The domicility of students denotes the horizontal cosmopolitanism of the institution. About the percentages of students from various states of India and abroad at MSU, Table-4 reveals that 77.23% of students were from Gujarat, 21.58% were from other states in India and 1.19% were from foreign countries. It can be seen further from Table-4 that among other states of India, MSU draws comparatively large percentages of students from the neighbouring states viz., Maharashtra (7.42%), Rajasthan (1.14%), and Madhya Pradesh (0.84%). However, comparatively large percentages of students were also found from some distant states viz., Kerala (1.89%), Punjab (1.63%), Andhra Pradesh (1.50%) and Uttar Pradesh (1.93%) at MSU. Comparatively the large percentages of students from Uttar Pradesh was probably because it is the biggest state in India. But Kerala and Punjab though small states, they are educationally developed in India. Probably due to that reason both the

State	Faculty						
	Arts	Science	Commerce	Edu. & Psy.	Law	Fine Arts	Engineering
1.Andhra Pradesh	1.22	5.12	0.67	-	0.96	8.70	0.18.
2.Assam	-	-	-	-	-	2.17	0.18
3.Bihar	-	-	0.50	-	0.96	-	-
4.Gujarat	67.68	66.54	88.91	43.59	80.77	10.86	81.90
5.Haryana	-	0.40	-	-	1.92	-	0.18
6.Jammu & Kashmir	-	0.78	-	-	-	4.35	-
7.Karnatak	-	1.18	1.01	2.56	-	8.70	-
8.Kerala	4.27	5.12	0.17	17.96	2.89	6.52	-
9.Madya Pradesh	-	-	1.35	-	0.96	4.35	0.72
10.Maharashtra	13.41	7.87	3.19	7.69	1.92	8.70	12.36
11.Manipur	0.61	0.40	-	-	-	-	-
12.Meghalaya	-	1.18	-	2.56	-	-	-
13.Punjab	2.44	1.57	1.01	-	2.89	8.70	0.36
14.Rajasthan	1.22	2.36	0.67	2.56	1.92	2.17	0.54
15.Tamilnadu	2.44	0.78	0.84	2.56	-	-	0.36
16.Tripura	-	-	-	-	-	2.17	-
17.Uttar Pradesh	1.83	3.54	0.50	2.56	3.85	4.35	1.07
18.West Bengal	1.22	1.18	0.34	5.13	-	4.35	0.54
19.Delhi	-	0.40	0.67	2.56	0.96	-	1.61
20.Goa, Daman & Div.	-	-	0.17	-	-	-	-
21.Pondichery	-	0.40	-	-	-	-	-
22.Foreign	3.66	1.18	-	10.27	-	23.91	-
Total %	100	100	100	100	100	100	100
Total number of students	164	254	595	39	104	46	558

states had comparatively large percentage of students at MSU. Andhra Pradesh which is not so big and educationally backward also had large percentage of students at MSU. It might be due to the low educational facilities in the state, specially in the science courses in which most of the students from this state were enrolled. However, students from various parts of India (21 states and union territories as listed in Table-4) were found at MSU. Only some of the states viz., Himachal Pradesh, Orissa, Nagaland, Sikkim, and Union Territories viz., Arunachal Pradesh, Andaman Nicobar, Dadra Nagar and Haveli, Chandigarh, Lakshadweep, and Mizoram had no student at MSU. It might be because these states are far off from MSU and most of them are educationally backward. And hence it can not be disputed that MSU draws students from various parts of the country. The number of states from where MSU draws students can also be compared with the number of states from where Jawaharlal Nehru University (JNU) being a central university draws students. MSU draws students from 21 states and union territories of India and JNU had students (in 1985) from 28 states and union territories of India.

The percentage of local students i.e. 77.23% of Gujarati students at MSU can also be compared with that of the local students at a central university viz., Delhi University (DU). At DU the percentages of local students (only from Delhi) in 1950 and 1954 were 62.90% and 69.50% respectively (Rao, 1960). It can be observed here about DU that within a period of four years there was an increment of 6.60% of local students. It might have also happened with MSU because of the fact that during 1950 there were only 26 universities in India compared to the 140 universities today. So it was expected that universities were drawing students from

Table - 5

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Percentages of Students Hall from Different Districts of Gujarat State : Facultywise

Faculty											Total
Arts	Science	Commerce	Edu. & Psy.	Law	Fine Arts	Engineering	Medicine	Applied Science	Social Work	Home Science	
0.90	1.18	0.56	5.89	-	-	11.60	6.03	4.88	14.29	11.11	4.68
-	-	0.18	-	-	-	1.32	0.86	2.44	-	-	0.57
-	-	0.19	-	-	-	0.66	0.86	-	-	-	0.32
88.30	75.74	87.33	82.33	84.52	100	55.80	59.65	78.04	35.72	61.10	72.20
-	0.59	0.76	-	-	-	2.19	4.31	-	-	-	1.28
4.50	1.18	3.02	5.89	2.38	-	3.72	7.76	-	-	-	3.33
0.90	3.55	0.56	-	1.19	-	2.84	6.03	-	-	5.56	2.05
-	-	-	-	-	-	-	-	-	-	-	-
0.90	0.59	-	-	1.19	-	0.21	-	-	-	-	0.26
0.90	0.59	0.19	-	-	-	1.53	-	-	14.29	5.56	0.83
-	1.78	0.85	-	1.19	-	1.75	2.59	4.88	-	11.11	1.54
1.80	3.55	1.32	-	4.76	-	2.84	17.24	2.44	-	-	3.40
0.90	0.59	0.56	-	1.19	-	1.75	0.86	2.44	7.14	-	1.09
-	4.73	0.19	-	1.19	-	2.84	2.59	-	7.14	-	1.73
0.90	1.78	1.51	-	1.19	-	2.63	6.90	-	7.14	-	2.18
-	0.59	0.38	-	1.19	-	2.63	-	-	7.14	-	1.09
-	1.18	0.95	-	-	-	1.53	-	4.88	-	-	1.02
-	1.78	1.13	5.89	-	-	3.72	4.31	-	7.14	5.56	2.18
-	0.59	0.19	-	-	-	0.44	-	-	-	-	0.26

a wide geographical area than today. Although data were not available about any university regarding the percentage of local students, it can be logically argued that most of the students might be local in most of the state universities today. So the 77.23% of local students at MSU is quite fair.

Besides students from various parts of India at MSU, it was expected that being the only English medium university in Gujarat, some students desirous of studying through English medium from all the districts of Gujarat might be enrolled at MSU. In this regard Table-5 reveals that students from all the districts of Gujarat except Danga were found at MSU. There was no student from Danga district, possibly because it was an educationally backward district and perhaps the people there were not aware of the available educational facilities at MSU.

From the analysis of student population of MSU, presented above it was found that students from 21 states, some foreign countries and most of the districts of Gujarat were enrolled. So it can be concluded that MSU was having horizontal cosmopolitan character.

It has been concluded above that MSU had horizontal cosmopolitan character but it may not be true for all its faculties because of the availability of some of the courses at other universities, social demand of the courses which MSU offers, the job prospective of the courses and the courses and the intake capacity of a faculty. It can be seen from Table-4 that the faculties of Science, Commerce, Home Science and Fine Arts had students from 13 to 17 states whereas the faculties of Arts, Engineering, Law, Education & Psychology, Social Work and Applied Science had students from 9 to 12 states and Medicine faculty had students from only 5 states. However, the enrolment of non-Gujarati students in a faculty does not depend solely

on the attractiveness of a course offered by the faculty but on so many other factors. They are the ~~structure of the~~ structure of the population of the locality where the university is situated, the admission policy, medium of instruction, availability of the courses in other universities, future job prospects and the status of the product (alumni) of the course in the society. So taking into consideration the above factors, it can be interpreted that it was solely due to the admission policy that all the seats of Medicine and Engineering faculties are reserved for the Gujarati students and for the wards of central government employees at Gujarat. And therefore in spite of having the potentiality to attract students, both the faculties were having students from small number of states. Some of those students who were actually out-siders are also considered as Gujarati because they have passed through the Gujarat Board of Secondary Education. Hence, though both the faculties had students mostly from Gujarat, it can not be justifiably said that they were not having horizontal cosmopolitan character.

The faculties of Home Science, Fine Arts, and Social Work being some of the small faculties of MSU, also draw students from large number of states (see Table-4). It might be because these courses are available only in some of the Indian universities. Besides these three faculties, the faculties of Science, Commerce, Arts, Law and Education & Psychology also draw students from large number of states although these courses are available in most of the universities. The possible reasons for this phenomenon may be because non-Gujaratis are debarred of admission to the two professional faculties viz., Medicine and Engineering due to the admission policy. But as there was only 70% reservation of seats for Gujarati in all other faculties, the non-Gujaratis may be preferring to continue their study at MSU even if it does not mean the faculties of their choice.

Moreover taking the advantage of English as the medium of instruction and standard of education at MSU, students from other states are attracted. So in all the individual faculties of MSU (except Medical) students from 9 to 17 states were found. Besides students from large number of Indian states, the faculties of Arts (3.66%), Science (1.18%), Education & Psychology (10.27%), and Fine Arts (23.91%) faculties draw students from foreign countries. The foreign countries are mostly the neighbours of India viz., Nepal, Bangladesh, Thailand and Sri Lanka. So it can be concluded here that all the faculties of MSU except Medicine and Engineering were having horizontal cosmopolitan character.

4.2 Vertical Cosmopolitanism

Vertical cosmopolitanism means the composition of the students population of an institution from various sections of the society. The data pertaining to this aspects of MSU are analyzed and interpreted in respect of the variables viz., sex, rural-urban, caste, religion, education and occupation of parents, and per capita income of the family.

4.2.1 Sex

On an ideal basis, it can be expected that university student population consists of 50% male and 50% female students. But it is a fact that in all the courses this phenomenon does not exist. It is because some of the courses are mostly preferred either by male or by female. For example Home Science courses are preferred by female whereas Engineering courses are preferred by male. However no rule exists that a course is only for male or female. About the percentages of male and female students, Table-6 reveals that majority of the students in the faculties of Arts, Education & Psychology, and Home Science were female. In rest of the faculties viz., Science, Commerce, Law,

Fine Arts, Engineering, Medicine and Applied Science, majority were male students. This phenomenon is not typical with MSU. It can also be compared with the percentages of female students in different faculties estimated by UGC. (Annual Report, 1984). The percentages of female students in different faculties of Indian Universities were Arts 42%, Science 29.80%, Commerce 15.30%, Education 59.30%, Engineering 4.30%, and Medicine 28.40%. The total percentage of female students in Indian universities was 29.10%. A comparison of these estimated percentages by UGC (1984) with that of Table-6 reveals that MSU had similar

Table - 6

Facultywise Percentages of Male and Female Students

Faculty	Male	Female	Total
1.Arts	41	59	100(164)
2.Science	63	37	100(254)
3.Commerce	78	22	100(595)
4.Education & Psychology	22	78	100(37)
5.Law	86	14	100(104)
6.Fine Arts	67	33	100(46)
7.Engineering	91	9	100(531)
8.Medicine	82	18	100(120)
9.Applied Science	69	31	100(55)
10.Social Work	57	43	100(30)
11.Home Science	2	98	100(56)

12.Total	73	27	100(1992)
	(1457)	(535)	

Note :

Figures within the parenthesis indicate the total number of students.

percentages of female students. But female students were under-represented at MSU and all other Indian Universities with reference to the population. It might be due to the fact that female are under-represented at primary and secondary level of education. Some other factors like parents' attitude towards girls' education and the attitudinal make-up of girls students themselves are also probably affecting the enrolment of these students. However, the under-representation of female students might not be a fact with all sections of the society. Chitra (1969) found that Brahmin female students were having highest representation in the universities. It might also be true in case of urban areas and high socio-economic class of the society. However, as discussed above it can be concluded that due to a variety of factors female students were under-represented in universities. But the percentage of female students at MSU was fair in comparison to the total Indian university figure.

4.2.2 Rural-Urban Background

It can be seen from Table-7 that majority of the students (63%) of MSU and in most of its faculties were from urban areas. The percentages of university students from urban areas, compared to the 24% of Indian population or even 31% of Gujarat and 37% of Baroda district, it can be said that urban people had more access to university than rural people. ICMR (1972) and Parvatham (1984) also found similar results that majority of the university students were from urban areas. Although Lal (1979) and Haq (1983) found that majority of the students were from rural areas, yet their percentages were much lower than their percentages in the respective societies. In universities, the urban students were found in majority probably because of their positive attitude towards education and

Table - 7

Facultywise Percentages of Rural and Urban Students

Faculty	Rural	Urban	Total
1.Arts	36	64	100(164)
2.Science	39	61	100(254)
3.Commerce	56	44	100(595)
4.Education & Psychology	30	70	100(37)
5.Law	42	58	100(104)
6.Fine Arts	35	65	100(46)
7.Engineering	18	82	100(531)
8.Medicine	44	56	100(120)
9.Applied Science	24	76	100(55)
10.Social Work	13	87	100(30)
11.Home Science	13	87	100(56)
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12.Total	37	63	100
	(735)	(1257)	(1992)

Note : Figures within the parentheses show the total number of students.

availability of educational facilities in their own locality. However, rural students were the majority in Commerce faculty, might be because it was less expensive, less time consuming, less competitive and fetch clerical jobs to the students after their education. From the above interpretation it can be deduced that urban students had more access to MSU and the composition of rural and urban students was just the reverse of their proportion in the society.

4.2.3 SC and ST Students

It can be seen from Table-8 that only in the faculties of Arts and Education & Psychology, comparatively high percentages of SC and ST students were found. It was probably

because these courses were less expensive (Lal and Nahar, 1978). Followed by these two faculties of Arts and Education & Psychology, 10 to 11% of SC and ST students were found in the faculties of Engineering and Medicine. It was probably due to the strict reservation of seats, job-prospectives and social status attached to these two courses by people. It can further be observed from Table-8 that in the faculties of Home Science, Science, Fine Arts, Social Work and Applied Science, very few percentages of students were found from these categories. It might be due to the fact that these courses were less valued by them. It can be seen that the total percentage of ST and SC students was only 8% in the student population of MSU. Compared to the 21% of ST and SC people of India this percentage is very low. These people are under-represented probably because the educational facilities provided by government have not reached to most of these people and they are unaware of the available facilities. It can be concluded from the above that ST and SC people had low representation at MSU. Those who got access to the university were mostly enrolled in Arts, Education & Psychology, Engineering and Medical faculties.

4.2.4 Religion of Students

About the religions of students, Table-9 shows that about 90% or more were Hindus in most of the faculties. Only in two of the faculties viz., Education & Psychology and Fine Arts, 76% students (in both the faculties) were Hindus. It was probably due to the fact that many foreign students who belong to other than Hindu religion were enrolled in these two faculties. So taking only the Indian students probably about 90% will be Hindu students in both the faculties. Comparing the percentages of Hindu students of all the faculties and the total of MSU given in (Table-9), with the percentage of Hindu population of

Table - 8

Facultywise Percentages of High Caste and Low Caste
Students

Faculty	High Caste	Low Caste	Total
1.Arts	83	17	100(164)
2.Science	98	2	100(254)
3.Commerce	93	7	100(595)
4.Education & Psychology	70	30	100(37)
5.Law	93	7	100(104)
6.Fine Arts	98	2	100(46)
7.Engineering	89	11	100(531)
8.Medicine	90	10	100(120)
9.Applied Science	96	4	100(55)
10.Social Work	97	3	100(30)
11.Home Science	100	0	100(56)
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12.Total	92	8	100
	(1823)	(169)	(1992)

Note : Figures within the parentheses show the total number of students.

India (82.7%), it can be said that the students of Hindu religion were over-represented at MSU. Similar findings were also reported by Rudolph and Rudolph (1972) and Parvathamma (1984) in their studies.

Regarding the representation of students from other religions, Table-9 further reveals that except the faculty of Fine Arts, in all other faculties of MSU the percentages of Muslim students were less than 6% and in some of the faculties viz., Social Work and Home Science, it was nil.

In Fine Arts faculty large percentages of Muslim Students were found but most of them were from Bangladesh. Comparing the percentages of Muslim students at MSU with the 11.2% Muslim population in Indian society, it can be said that they were having less access to university. It might be because Muslims were educationally backward than most of the people of other religions of Indian society and also due to their attitudinal make-up, they were enrolled in less percentages.

Table - 9

Facultywise Percentages of Students in Different Religions

Faculty	Hindu	Muslim	Chri- stian	Sikh	Any* other	Total
1.Arts	88.0	5.5	5.5	1.0	0.0	100(164)
2.Science	95.0	2.3	2.3	0.4	0.0	100(254)
3.Commerce	94.5	4.0	1.0	0.5	0.0	100(595)
4.Edu. & Psy.	76.0	5.0	11.0	0.0	8.0	100(37)
5.Law	91.0	4.0	4.0	1.0	0.0	100(104)
6.Fine Arts	76.0	13.0	4.0	7.0	0.0	100(46)
7.Engineering	96.4	3.0	0.2	0.4	0.0	100(531)
8.Medicine	96.6	2.5	0.8	0.0	0.0	100(120)
9.Applied Science	91.0	3.6	3.6	1.8	0.0	100(55)
10.Social Work	93.0	0.0	7.0	0.0	0.0	100(30)
11.Home Science	87.0	0.0	2.0	11.0	0.0	100(56)
Total	93.0 (1861)	3.85 (72)	2.0 (38)	1.0 (18)	0.15 (3)	100 (1992)

Note : Figures within the parentheses show the total number of students.

*Religion other than Hindu, Muslim, Christian and Sikh.

Besides Hindu and Muslim population in Indian society, there were also people of other religions in India. They are Christians, Sikhs and Buddhists. The facultywise percentages of students from these religions at MSU can be seen from Table-9. Comparing the percentages of students from these religions with their percentages in the Indian society, it can be said that in the faculties of Arts, Science, Education & Psychology, Law, Fine Arts, Applied Science, and Social Work, the Christian students were over-represented. But in the faculties of Commerce, Engineering, Medicine, and Home Science they were not adequately represented. Out of the total student population also only 2% students were Christian which was 0.6% less than their percentage in the Indian society. It might be due to their low enrolment at the lower level of education and their lower socio-economic status in the society.

Similar to the representation of Christian students was that of Sikh students. In most of the faculties they were under-represented. Only in two of the faculties viz., Fine Arts and Home Science they were over-represented. It might be due to the following reasons: (i) very few universities in India offer these courses and (ii) large percentages of students from Punjab, who belong to Sikh religion were found in these faculties. But in other faculties they were under-represented. It might be because those courses were available in many Indian universities. Although Sikh students who were one per cent at MSU was too low when compared with their percentage in the Indian population, it cannot be **said** that they were under-represented at MSU. It is because the proportion of Sikh people was very low in Gujarat and they were concentrated more in Punjab. So the one per cent of Sikh students at MSU indicates the cosmopolitan character of the university.

There were also 0.15% of students at MSU (see Table-9) who belong to other religion i.e., Buddhism. They were found only in the faculty of Education & Psychology. All those students were from Thailand and hence it cannot be compared with the Indian population to comment about their representation at MSU. About the representation of students from various religions at MSU, it can be said that Hindu students were over-represented in all the faculties.

4.2.5 Educational Level of Parents

It can be seen from Table-10 that the wards of illiterates as well as highly educated are enrolled in the university. But what is most noteworthy here is that in most of the faculties, illiteracy among the students' parents was too negligible if not absent. Only in the faculty of Medicine, 12% of students' fathers, and 19% of students' mothers in Law faculty were illiterate. The total percentages of illiterate parents of students at MSU were: fathers-2% and mothers-13%. But in India 64% of the people were illiterate. So, comparing the percentage of illiterate parents of university students with the illiterate population in India, it can be said that the wards of illiterate parents had less access to university education. Similar findings were reported by Dhar et al (1976), Hooda (1968), Haq (1983), and Globerson (1978) that small percentages of university students' parents were illiterate. However, to compare the representation of students with illiterate parents we can refer to the proportion of illiterate percentage of Baroda city which was 32.06% or even that of Gujarat-56.25% (Census Report, India, 1981). From the comparison, it can be said that the wards of illiterates had less access to university education. Table-10 further reveals that among the faculties, the parents of Home Science students were highly educated

Level	Social Work		Home Science		Total	
	M	F	M	F	M	
1. Ill	15	0	4	2	13	
2. Pr	23	0	0	6	16	
3. Sec	46	4	26	26	44	
4. B. 4 Maß Dir	8	31	57	30	22	
5. M. 2 L. D	0	17	9	14	3	
6. B. 1	0	17	0	14	0	
7. M. B	8	9	0	3	0.5	
8. M. 1 Deß	0	22	4	5	1.5	
<hr/>						
Total	100	100	100	100	100	
Total 3 Studenten	13	23	23	837	837	

Note :

(more than 50% were educated upto Bachelor degree or even more). But in most of the faculties of MSU majority of the students' parents were educated upto secondary level. It might be due to the fact that most of the Home Science students were girls (See Table-6) who hail from urban areas (see Table-7) and belong to educated families. But in rest of the faculties of MSU, majority of the students' parents were educated upto secondary level or illiterate because some of these students belong to rural areas, ST and SC, and low income group. It may be concluded here from the above that the wards of illiterates and less educated had low enrolment at MSU. Most of them were found in the faculties of Arts, Engineering and Medicine. But in Home Science mostly the wards of highly educated were enrolled.

4.2.6 Occupation of Parents

The facultywise percentages of parental occupations presented in Table-11 reveals that very less percentages of parents in unskilled and semi-skilled occupations were found. The students' fathers were mostly in occupations listed in the fourth, fifth and ninth category of Table-11 viz., skilled occupations, general occupations, and doctors, engineers and professors etc. Whereas the students' mothers were mostly just housewives irrespective of faculties. Those mothers who were in some occupations were mostly in the fifth category i.e., general occupations. Comparing the parental occupations given in Table-11 with the occupational structure of Indian society where 32.77% of the male were in some service (Census Report, India., Series-1, 1981), it can be said that the wards of agriculturists had less enrolment than the wards of fathers who were in some service. Further, Table-11 reveals that most of fathers of the Home Science, Social Work, Engineering, Medicine and Science students were in high level of occupations and in case of all other faculties of MSU viz., Arts,

Occupations

Occupation	Faculty															
	Arts	Science	Commerce	Edu. & Psy.	Law	Fine Arts	Engineering	Medicine								
1. Unskilled	0	1	0	0	0	0	0	0	0	0	0	2	0.3	6	0	
2. Semi-skilled	4	1	2	0	4	0	0	0	7	0	0	0	2	0	2	0
3. Non-commissioned Army Officer, Clerk, Steno, Typist etc	18	0	18	1.5	13	3	5	0	0	0	18	0	11	0.6	9	0
4. Skilled Occupations: Craftsman, Carpenter, etc.	1	0	9	1	4	2	0	0	4	11	0	0	1	2	9	2
5. General Occupation: Teacher of School, Shop Keeper, Small Farmers, etc.	24	8	17	2.5	43	5	24	10	52	0	27	9	25	1	23	5
6. Manager, Partner of Factories or Big Farmers.	19	0	6	0	14	0	24	0	15	0	0	0	19	0	26	0
7. College Teachers and Medical Representatives, etc.	7	1	8	1.5	5	0	9	9	4	0	9	9	8	0	5	2
8. Executives, Managers, Administrators, etc.	15	0	19	2	8	0	19	0	7	0	27	0	13	0	2	0

Commerce, Education & Psychology, Law, Fine Arts and Applied Science, fathers were mostly in general occupations like school teachers and shop-keepers. It seems that fathers' occupational level is an important factor that decides the enrolment of a student in some particular faculties. It was probably due to the fact that the wards of fathers in high level of occupations try to get access to a course having high social status and monetary returns. Such courses are Medicine, Engineering, Social Work and Home Science. Of course in Medicine and Engineering faculties a small percentage of students' fathers were in unskilled and semi-skilled occupations, and it was probably due to the self-initiative and potentiality of those students who got access to these faculties.

About the occupation of university students' mothers, a comparison with the percentage of female in some occupations in Indian population (16.24%) reveals that the wards of mothers in some occupations had less access to university. In total only 12% of students' mothers were engaged mostly in occupations; skilled and general. Among the faculties the Fine Arts and Engineering students' mothers were in high level of occupations in large percentages. However, in Education & Psychology, Fine Arts, and Home Science faculties, more than 16.24% of students' mothers were in some occupations. It might be due to the fact that large percentages of these students were from urban areas. Over-all small percentage of students' mothers were in some occupations probably because Indian society is conservative and therefore a family without financial constraints, female although educated may not like to serve somewhere for earning money. But it may not be true in case of rural areas where female are also engaged in agriculture and from where less number of students come for university education. It can be concluded from the above that the wards of parents

in low level of occupations and agriculturists had less enrolment in the university. This phenomenon exists more in Home Science, Social Work, Engineering, and Medicine faculties than other faculties of MSU.

4.2.7 Per-Capita Income of Family

About the representation of students from different economic backgrounds of our society at MSU, the data presented in Table-12 can be compared with the national per capita income which was Rs.1,890.90 in 1983 (Times of India, Directory and Year Book, 1984). It can be seen from Table-12 that only 20% of MSU students were having per capita income of Rs.2,000 or less. Facultywise, it reveals that in most of the faculties very less percentage of students' per capita income (less than 30%) were less than Rs.2000. Only in the faculties of Arts, Commerce and Medicine, students more than 30% were having per capita income less than Rs.2000. It was probably due to the fact that poor students with high academic performance get admission to Medicine faculty and poor students with low academic achievement prefer Arts and Commerce courses which are less expensive (Kothari, 1982). But in rest of the faculties, mostly the rich students are enrolled. So, it may be concluded that the university students were generally from family having high per capita income. Of course a few poor students were found in Arts, Commerce and Medicine faculties.

To conclude this section of the present chapter, it can be said that MSU had vertical cosmopolitan character in the sense that it draws students from all sections of society; sex, castes, religions, rural-urban, and parents educated and illiterate, and in high level and low level of occupations, and from rich and poor families. But at the same time the representation of the down-trodden and deprived sections of the society was not proportional. It seems that higher education has not fully reached to these sections of people in our society in spite of the facilities and provisions made by the central and state governments.

Table-12

Facultywise Percentage of Students in Respect of Their Per Capita Income in Different Categories

Per capita income in rupees	Faculty										Total
	Arts	Science	Commerce	Edu. & Psy.	Law	Fine Arts	Engineering	Medicine	Applied Science	Social Work	Home Science
0-500	1	0	0	0	3	0	1	3	0	0	1
501-1000	12	4	11	0	10	0	3	9	0	0	5
1001-2000	27	9	23	10	17	0	13	18	6	3	14
2001-3000	12	17	17	28	13	13	16	17	14	10	15
3001-4000	10	15	10	10	23	0	10	14	19	20	12
4001-5000	11	13	11	10	7	33	10	9	19	13	12
5001-6000	11	11	11	10	10	0	9	4	11	10	9
6001-7000	1	7	6	19	7	7	5	5	6	10	5
7001 & above	15	24	11	13	10	47	33	21	25	34	26
Total	100	100	100	100	100	100	100	100	100	100	100
	(74)	(118)	(115)	(21)	(30)	(15)	(327)	(117)	(36)	(30)	(909)

Note : Figures within parentheses show the total number of students.

4.3 Substantive Cosmopolitanism

A third measure of an institution's cosmopolitanism is "substantive cosmopolitanism". It has reference to the kind of knowledge it cultivates and creates, and the kind of intellectual environment that exists in the institutions.

The analysis of data pertaining to the geographic and social composition of the student population neglects many features which constitute the spirit and quality of the university. Neither of these indicators focusses on the patent or latent functions of the university, the organization of knowledge in the faculties and departments or the quality of teaching and research in the university. However, an attempt can be made in the context of four broad orientations that characterize any university. They are: cultivation of knowledge and character, research by independent scholars that adds to knowledge, training for the professions and the occupational needs of the society, service to nation; producers interests, government and education consumers.

MSU's greatest emphasis over the years has been on the training for the professional and occupational needs of the society. Its strength has vested in the quality of its professional schools and its cosmopolitanism in the pioneering of new professional fields like Engineering, Fine Arts, Home Science and Social Work long before they were fashionable. Recently it has also started Management faculty. Further more, MSU has focussed on the high opportunity fields and stressed the professional training as against the general courses namely Arts, Science and Commerce education. Whereas many Indian universities stressed on general education. In this regard it can be seen from Table-13 that comparatively large percentages of students were enrolled in Engineering, Medicine and Law than the general courses viz. Arts and Science.

Besides the special technical and professional education, MSU has responded to satisfy the consumers, producers and national needs by having low costs general education: Arts, Science and Commerce which are easily accessible to people. Many diploma courses, Polytechnic, All India Central Services Training Centre, the Continuing Education Department, Electronics, Computer Science and Water Management, etc., as new courses have also been started. By starting these courses, MSU has coped properly with the educational demand of the society.

Table-13

Facultywise Percentages of Students at MSU and
Indian Universities (1983)

Faculty	Indian Universities* 1983	MSU** 1983
1.Arts	40.20	10.00
2.Science	19.90	10.20
3.Commerce	21.40	22.50
4.Education & Psychology	2.40	2.46
5.Engineering	4.50	14.49
6.Medicine	3.60	4.59
7.Agriculture	1.30	-
8.Vet. Science	0.30	-
9.Law	5.80	7.58
10.Others	0.60	18.18
Total	100.00	100.00

Note : * UGC Report for the Year 1983-84, UGC, New Delhi, 1984.

** Annual Report 1983-84, MSU, University of Baroda Press, Palace Road, Baroda, 1984.

Of course by starting so many new courses and continuing general courses to serve the needs of consumers, producers and the nation, MSU has not given less priority to research. It can be seen from Table-14 that all the faculties had large number of research students according to their capacity and most of the faculties have awarded Ph.D. degree in large number. Of course a decreasing trend in Ph.D. degrees and enrolment of research students is visible. But this is true only in case of Education & Psychology faculty which has affected the total picture of MSU. Besides the research work by Ph.D. students, a number of projects are undertaken by the teachers of the university. It can be seen from Table-15 that MSU finances around fifty research schemes, and also around seventy research projects are financed by the outside agencies viz., UGC, ICSSR, ICAR,

Table-14

Facultywise Number of Students Awarded Ph.D.
and Pursuing Ph.D. at MSU from 1982 to 1985

Faculty	Students Pursuing Ph.D.			Students Awarded Ph.D.		
	1982-	1983-	1984-	1982-	1983-	1984-
	83	84	85	83	84	85
1.Arts	156	151	138	15	16	16
2.Science	80	63	79	26	26	23
3.Commerce	25	24	32	1	-	-
4.Education & Psychology	70	66	62	28	21	15
5.Law	8	6	5	-	-	-
6.Fine Arts	28	29	32	-	-	2
7.Engineering	74	75	78	9	7	4
8.Medicine	20	27	27	2	-	1
9.Social Work	4	3	2	2	1	1
10.Home Science	19	16	11	3	5	5
Total	484	460	466	86	76	67

Source: Annual Reports of MSU, 1982-83, 1983-84 and 1984-85,
University Press, Baroda.

IRSO, ICMR, CSIR, Govt. of India, Govt. of Gujarat, and the Planning Commission every year. Although the quantity of research work itself does not indicate anything about the quality what MSU creates, still the grants sanctioning organizations are assumed to be competent to judge the worth of research work while giving grants. So it can be said that something worth must have been created by MSU. The local industries who are directly benefitted by research have also been associated with MSU and have been financing many projects. Another indicator of this was the academic awards won by its teachers and students (see Table-15). Every year the teachers and students of the university win around 28 National and International academic awards and recognition. Large number of research papers are also published by the teachers and students in journals of national and international standards. All those data presented above indicate that MSU has not only catered to the consumers and producers needs, but also creates new knowledge which requires cosmopolitan outlook and character of the persons involved in the process namely the students and teachers of MSU. Therefore it can be said that MSU is having a cosmopolitan character.

Table-15

Yearwise Research Projects Undertaken by MSU
and Academic Awards Won by Its Teachers and
Students from 1982 to 1985

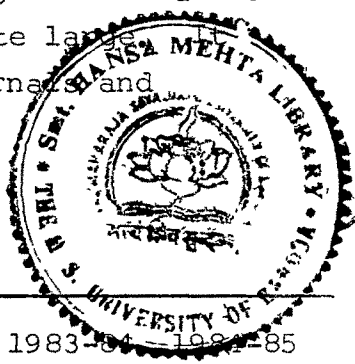
Research Project	1982-83	1983-84	1984-85
1. Research projects financed by MSU	51	60	43
2. Research projects financed by other agencies	72	64	69
3. Total number of projects	123	124	112
4. National and International academic awards won by teachers and students	27	28	28

Another important aspect of substantive cosmopolitanism is the process of the cultivation of knowledge and character of the students. In this regard, MSU being a unitary, residential and teaching university, is able to provide enough academic facilities and congenial academic environment to its students. Some of these important facilities are focussed below.

Besides some of the departmental libraries, MSU has two main libraries. The two libraries are viz., Srimati Hansa Mehta Library and Sri Sayajirao Memorial Trust Library. The statistics regarding the use of libraries can be seen from Table-16. The number of students visiting the libraries per day and the number of books issued are quite large and also subscribes regularly to more than 700 journals and

Table-16

Use of Libraries by MSU Students



Year		1982-83	1983-84	1984-85
1. Number of students visit the library per day	i. Hansa Mehta Library	2500	2500	2500
	ii. Sayajirao Memorial Library	1455	2707	3143
2. Books issued to students per day	i. Hansa Mehta Library	1392	1545	1116
	ii. Sayajirao Memorial Library	177	267	169
3. Journal subscribed by	i. Hansa Mehta Library	730	730	700

periodicals and has rich collections of books which means that the libraries are quite rich and up to date. In the beginning of the academic year, the reference section

conducted orientation programmes for the new entrants to acquaint them with the libraries. It has also good reference service to the readers. From time to time it organizes exhibitions to acquaint the students in new areas and with new books.

There were nineteen halls of residence at MSU in which 16% of the students reside. The hostels provide enough facilities of games and sports, and magazines and newspapers. The students of various disciplines reside in the same hostel which fosters interdisciplinary outlook of the students. As the students from various parts of India and abroad reside together, it also generates a cosmopolitan environment. By organizing inter-hostel games and sports, and debate, a cohesive environment exist in the campus. Besides these, a fairly large number of the university teachers also reside in the university quarters on the campus near to the students' hostels. Thereby the students have easy access to their teachers for consultation and guidance in academic matters. It is also believed that MSU has been relatively less afflicted by politicisation. So a desirable ideal academic environment exists in the university for the building of students' character and growth of knowledge.

The university has also three main common rooms for the students. There are facilities for indoor games and reading room facilities where students very often discuss their academic matters among their class-mates in small groups. The other usual schemes viz., NCC, NSS, and Hobby Workshop are also organised by the University. The University Union also organizes quiz, debate, and essay competition for the students from time to time. For the socialization of students, it organizes state level tournaments, youth festivals, and fun fair every year in which students in large number participate. So all these

activities of the university provide a better opportunity for socialization and intellectual development of the students.

For the academic development of the students, the university publishes eleven journals and periodicals.

They are :

1. Journal of M.S. University of Baroda.
2. The Journal of Oriental Institute.
3. The Journal of Animal Morphology and Psychology (Half yearly).
4. Swadhyaya (Quarterly).
5. PAVO (Half Yearly).
6. Studies in Museology (Yearly).
7. Baroda Journal of Nutrition (Yearly).
8. Social Work Review (Yearly).
9. Subhrati (Yearly).
10. M.S. Views and
11. University News Letter.

Some of these journals provide prospects for the students to write articles and research papers. The university also invites eminent scholars from different fields to deliver lectures in the university. In this context it can be seen from Table-17 that MSU invites around 100 eminent scholars (MSU Annual Reports, 1982 to 85) every year from Indian universities and abroad to deliver lectures in its various faculties. Besides the above indicators of the

Table-17

Number of Academicians Invited by MSU to Deliver Lectures in its Faculties over Three Sessions, 1982-83 to 1984-85

Year	1982-83	1983-84	1984-85
Number of Academicians invited by MSU to deliver lectures.	107	166	88

academic environment of the university, teacher-student ratio is another factor. In this regard it can be seen from Table-18 that at MSU the teacher-students ratio was around 1:17 (MSU Annual Report 1982 to 85) as compared to the 1:69 of Indian universities and colleges (UGC, Annual Report 1983-84). So MSU had a fair teacher-student ratio. But as the MSU Annual Reports 1982-83 to 1984-85 reveal, in some of the faculties viz., Commerce, Law and Arts, the number of students per teacher was quite large. However, in rest of the faculties of MSU it was quite small.

Table-18
Teacher-Student Ratio at MSU during the Sessions
1982 to 1985

Year	1982-83	1983-84	1984-85
Teacher-Student Ratio	1:17.70	1:17.10	1:19.90

As mentioned above, MSU is not only fulfilling the needs of consumers, producers and the Nation but also creates new knowledge. It has an ideal cosmopolitan environment that foster the cultivation of knowledge and character of the student. Under such conditions it can be safely stated that MSU has a substantial cosmopolitan character.

4.4 Conclusion

The analysis of domicile characteristics and socio-economic background of the students of MSU reveal that MSU draws a considerable percentage of students from various parts of India and abroad. Students from all sections of the society, though proportionately less from deprived sections, are also enrolled at MSU. The university

has also served the needs of the consumers, producers, and the Nation. It creates new knowledge, cultivates knowledge and character of the students in an academically congenial environment. So it can be concluded that MSU has more of a cosmopolitan character. Though some of the faculties viz., Medicine and Engineering were having students from less number of states and less percentage of students from outside Gujarat, it would not be fair to conclude them as parochial because they were having more of vertical and substantive cosmopolitan character. However, comparatively a low degree of horizontal cosmopolitanism was not due to any fault of the faculties, rather it is due to the admission policy. So, overall MSU can be considered to have more of cosmopolitan character.