

CHAPTER - I

INTRODUCTION

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INTRODUCTION

In a diversified society like India, where democracy is the way of life and to establish an egalitarian society as its motto, universities have a significant role to play as the instrument of socio-economic development. One of the important social objectives of education is to enabling the backward or unprivileged classes and individuals to use education as a lever for the improvement of their conditions. So universities have to impart education to people who have the aptitude for it, rather than only to people who have the paying capacity, and help them in their occupational and professional efficiency. As a result universities can have more efficient and talented people from all strata of the society, maintain cosmopolitan character and help in the development of the nation. Even if the university education will be provided only to the people having aptitude for it rather than on the basis of their paying capacity, gross differences in the academic performance of students may arise from the differences in the socio-economic background. A student from rural household or an urban slum having illiterate parents, does not have the same opportunity which a student from upper class, with highly educated parents has. Of course it is true that if these inequalities exist, the difference in the academic performance of students will persist and it will be difficult to overcome. It is because the academic attainment essentially depends on the general improvements in the standard of living of the students. But before discussing anything about the academic performance of the lower strata and other neglected people of our society in the universities and their representation in universities, the concept of 'university' and student population should be discussed.

1.1 University Education in India

The concept of 'university' is not new in India. University education has a long historical past. Universities like Nalanda and Taxila in India were well known all over the world for their high standards of education. Universities as institutions appear to have declined in the Middle Ages but the pursuit of higher learning was continued by individual scholars. After the advent of British rule in the 19th century, higher education in India was put in a Westernized mould with the introduction of many new subjects and English as the medium of instruction. In the British period many institutions of higher education were started. The first three universities, in the modern sense, were established in the three metropolitan towns of Calcutta, Bombay and Madras in 1857. A conscious effort to govern higher education was made with the University Act, 1904. In 1913, the Government Resolution on Educational Policy was accepted and six more universities came into existence by 1921. After 1921, education was transferred to Indian control and the number of universities started increasing. At the time of independence, India had 19 universities and 400 colleges with 2.60 lakhs of students.

After independence, the number of higher education institutions and students enrolment increased at a greater pace and at present there are 140 universities and 5000 colleges with 33.5 lacs of students (UGC, Annual Report, 1984). It is noteworthy that the subject of education, including university education is on concurrent list, i.e., both the State Government and Central Government can legislate in the field. But about the central universities it is only the Central Government. There are some universities which are established under Central enactment. The university

Grants Commission (UGC) at the centre is also concerned with the general problems of co-ordination and maintenance of standards and promotion of research in all India perspective. All the universities and deemed universities including colleges function under the umbrella of the UGC (established in 1956). It also provides grants to these institutions and trailers its assistance to the requirements of the objectives for the removal of regional disparities in higher education facilities. There are also special provisions for assistance and establishment of colleges in rural and backward areas. If we compare the number of universities and students enrolment of today with that of 1947 (at the time of independence), it can be noted that the expansion of higher education since independence has been phenomenal. The state and central governments are also spending a lot on higher education. The plan and non-plan budgeted expenditure in 1980-81 in the country as a whole on higher education was Rs.3750 millions; 13 per cent of the total expenditure on education (UNESCO Bulletin, 1984). But in spite of these, education has not reached the backward people. But at the same time there have been attempts to check the rapid growth of higher education which is supposed to hamper the educational standards. To take care of the educational standards, the UGC Act was amended in 1972. It provides grants only to those universities declared by the Commission to be fit to receive such grants. By doing this, it has checked the growth of substandard institutions to some extent. Of course there is a lot of pressure to increase the number of institutions of higher education. For this reason provisions have been made by UGC to offer some alternative forms of higher education to the aspirant students for further education. About 23 universities in India (UGC, Annual Report, 1984) are offering correspondence courses and some universities also allow private candidates for appearing in examination (AIU, University News, 1984). So these provisions, to some extent have checked the unnecessary expansion of the universities and creation of new universities. In spite of the

facilities provided, a lack of balance in higher education in India persists. Although there has been phenomenal expansion of higher education, it is restricted mainly to urban areas and also to particular regions of the country. For instance, about one-fourth of the engineering colleges in the country are in Karnataka State i.e., 48 out of 200 colleges (National Policy Perspective, Ministry of Education, Government of India, 1985). Moreover, in any given region, the proportion of girls to boys receiving higher education is low. Less than one-third of the university student population (29.1%) are female (UGC, Annual Report, 1984). This proportion is still lower at post-graduate level. There are also socially and economically backward communities viz., STs and SCs. They comprise 15 per cent and 7.5 per cent respectively of our population. These people are lagging behind in respect of education. The proportion of their reserved seats in universities and all other higher education institutions are also lying vacant (specially in some of the professional courses). It is because candidates are not available and even if available they do not seek access to university education. Of course the state governments and central government have been conscious of it and adopted policies for promoting higher education among these sections of people. But how far these social goals have been achieved? The answer to such questions are very much essential because it helps in proper planning and further action to have an egalitarian society.

1.2 Rationale of the Study

The concept of university signifies that it is a place of higher learning which is not localized but meant for the universe i.e., the whole world. Due to the increment in the number of institutions and regional languages as the medium of instruction, many of the universities are becoming parochial

(Rudolph and Rudolph, 1972). So, does any university at this stage justify the concept of 'university'? To answer this question, it requires the examination of student population and the academic environment that exists in a university. But, no such extensive research has been conducted so far in any Indian university. Of course the Annual Reports of UGC, New Delhi, highlighted certain aspects and few studies are also found. Some of the researchers viz., Lal and Nahar (1978) and Aikara (1980) have studied the representations of ST and SC students in various faculties of Universities. In the same way Ahmed (1968) and Chitra (1969) have studied the background of Women students in Delhi and Mysore University respectively. It was noticed that although there is phenomenal increment in the number of universities and students, out of the student population only 29.1% were female, 8.8% were STs and SCs, 17.88% were from rural areas and a majority of students were from high income group. But the Indian society consists of 21.5% STs and SCs, 76% rural people and 48% are living below poverty line. So if we compare the structure of student population of university and structure of Indian society, it can be seen that lower section of the society has not been adequately represented in university education. Hooda (1968) and Dhar et al (1976) found that very low percentage of university students had illiterate parents whereas a majority of the students had highly educated parents. About the occupational level of parents, Arora (1979), Lal (1979), ICMR (1972), Dhar et al (1976), and Parvathamamma (1984) have found that most of the students had fathers in white collar jobs and a few had fathers in agricultural occupations. It was also found that these students were from higher castes and class of the society. Some of the studies viz., those by Singh (1978), and Dharamvir (1978), of course contradicted these results. They found that majority of the students were from lower middle class of the society. Chitra (1969), Singh (1978), Nair (1981),

and Parvathamma (1984) found that Hindu students were over represented in universities. Some other studies by Aikara (1980) and Lal (1979) found that most of the students were from urban areas and high socio-economic status group. A critical review of the findings of available studies in the foregoing discussion reveal that lower strata of the society is underrepresented in the universities. But to have an egalitarian society, equal representation of students from all sections is very essential. Even if it is not exactly equal representation of all sections of the society, at least there should not be gross inequalities in their proportion. As aptitude is universal, it is logical and ideal that students from all sections of the society should have equal access to university education. This target of providing university education to the talented students from all sections of our society proportionately, does not seem to have been achieved. The studies conducted so far in this regard are in different perspectives i.e., mainly the description of some socio-psychological characteristics of students rather than examining the representation of students with reference to the social structure. Swell and Shah (1967) asserted that access to higher education continues to be affected by social class origin, and Crane (1969) also reported that even after the students enter college, their selection of courses and their academic performance were found to be correlated with social class origin.

Generally students from all sections of the society (though may not be proportionately) are found in universities. So, if universities are maintaining vertical cosmopolitanism, then what about the academic performance of students with various socio-economic background? Attempts have been made by government to neutralize the effects of socio-economic

background on the academic performance of students by providing many facilities and making provisions for indigent students. Such facilities and provisions are scholarships, stipends, free-studentships and reservation of seats etc. For this reason some constitutional provisions have also been made. Specially some of the Articles of Indian Constitution in this regard are:

- i. Article 15 : No discrimination on the ground of sex, religion, caste, race or place of birth.
- ii. Article 16 : Equality of opportunity in matters of public appointment.
- iii. Article 29 : No citizen shall be denied admission into any educational institution maintained by the state on the ground of religion, race, caste, language, or any of them.
- iv. Article 45 : Free and compulsory education for all children.
- v. Article 46 : Promotion of educational and economic interests of SC, ST and weaker sections.
- vi. Article 335: The claims of ST and SC shall be taken into consideration consistently with the maintenance of efficiency of administration in making the appointment to services and post in connection with the affairs of the union or of a state.

But then, the influence of socio-economic background of university students on their academic performance is a matter of debate. On the one hand some investigators found that it influences academic performance whereas others found that it does not. Parents' level of education and income were found to have significant positive correlation

with the academic performance of students (Nagpal and Wig, 1975, 1984, Arora, 1979, Singh, 1965, and Rajaguru, 1975). But just the opposite result was found by Sinha (1970), Forsyth (1970) and Black (1974).

Socio-economic status (SES) and academic performance have also been studied by many researchers viz., Simmons (1975), Rajaguru (1975) and Forsyth (1970). All of them have noted that socio-economic status affects the academic performance of students. Simmons (1975) specially have found that Grade Point Average (GPA) of male graduates was more affected by SES than that of female graduates. Regarding academic performance of students of different religions and castes, Sinha (1970) found no significant difference among them but Aikara (1980) and Nair (1982) found that caste affects the academic performance of students. Some studies on rural and urban background of university students, such as by Singh (1965) and Sinha (1965) were also found. They have noted similar findings in their studies that rural students were low achievers than urban students. Regarding the academic performance of male and female students Izadi (1971) and Nair (1982) in their studies found that female students were high achievers. About the academic performance of students residing in the hostel or out side, Lojka (1977) and Sinha (1965, 1970) have found that students who stay with parents were higher achievers than students who stay at hostel. Sinha (1965) studied the academic performance of students from large and small family and found that family size of high achievers and low achievers do not differ significantly.

Besides socio-economic background factors, academic life also is supposed to influence the academic performance of students. In this regard, Goyal (1981) found that most of the students perceive the university environment as not

challenging and very poor. Shukla (1980) and Sinha (1965) found that low achievers spent their time uselessly. Extra curricular activities also found to have no significant influence on the academic achievement (Lojka, 1977). Studying the past academic records of students, Sinha (1965), Nagpal and Wig (1975), Rowell (1973) and Portig (1974) found that high achievers had better past academic records than low achievers.

Although numerous studies have been conducted on the socio-economic background and its effect on the academic performance of university students, very few of those are at post-graduate level and none of them pertain to any specific discipline or in a comparative perspective studied the degree of effect of socio-economic background on the academic performance of students in different disciplines. Therefore it raises some questions in the mind. Firstly, whether the disparity in the background characteristics of students get reflected in their academic performance? Secondly, whether the effect of socio-economic background on academic performance of students is uniform? The answer to these questions are not known. To understand the academic performance of students as affected by socio-economic background in a detailed fashion, an important variable viz., academic life of the students of various disciplines should also be considered. Whether the socio-economic background and academic life affect the academic performance of students in various disciplines? Or is it that the academic performance in HSC/XII Std. simply gets reflected in the academic performance of university students? A critical analysis of the review of related literature done in Chapter-II shows that these questions can not be answered from the available studies. Hence it requires further research.

We cannot deny that human resources of a country are boon for its economic development. But most of the countries have been facing with the problem of educated unemployment i.e., wastage of invaluable human resources. The Ministry of Labour, Government of India (1980-81) reported that there were 34.4 lacs of candidates having post-graduate degrees for 8.78 lacs of posts (where post-graduate degree was required) during the year 1980-81. It clearly indicates that there is a lot of wastage of invaluable human resources. Of course without going into the details about the validity of the estimated data pertaining to educated unemployment, it is undoubtedly true that there is a considerable amount of unemployment among the educated. It is also a fact that a large number of graduates and post-graduates remain on a look out for better job even if they are employed because they are underemployed. Some of the graduates also continue further study while waiting for a job and they are not interested in their study (Dhar et al 1976). However, unemployment is not a new problem in India. Though Indian economy has been growing more rapidly after independence, educated unemployment has not diminished. On the contrary, there is evidence that it has remained a more or less constant proportion of the rapidly growing stock of educated unemployment. So educated unemployment was a critical problem of past and also is a problem at present. There is no doubt that a poor country like India, committed to an ambitious growth programme needs more educated people and their proper placement. But which are the fields in which we have sufficient stock of manpower and in which do we need more? Is it that students of all the disciplines remain unemployed equally or are there variation among different disciplines? Also whether alumni with varied socio-economic background and academic performance in different faculties are employed or unemployed similarly?

To answer these questions we look for related information but no university or college in India has any follow-up record of its graduates. The Planning Commission, Government of India has also stopped it from the Fourth Five Year Plan (1966-1970) to give the estimate of unemployment. The available data on unemployment are sketchy, sometimes contradictory and lack of periodicity and sophistication. However, a few researches have been conducted on the job placement of university products. The follow-up study by Rao (1961), Bhattacharya (1965) and Dholakia (1977) revealed that the rate of employment of university alumni is in declining order and unemployment rate is in increasing order. The rate of alumni not seeking job has also decreased. The overall percentage of alumni self-employed, varies from 10.2% to 14.7%. After completion of studies most of the female alumni continue further study. Rao (1961) and Dholakia (1977) further found that personal contact is the main way to get jobs. More (1976), Harmon (1981), and Globerson (1978) found in their studies that large number of alumni could not get employment according to their plans. Karlson (1977) found that mostly the underachievers were unemployed or underemployed. The types of occupational choice and factors influencing occupational choice were also studied by Parvathamma (1984), Dhar et al (1976), Goltz (1977), Boyce (1974), Sayed (1967) and Tirtha (1966). The causes of unemployment has also been investigated by Parvathamma (1984) and Bhatnagar (1970). The studies on occupational choice revealed that occupational choice partly depends on the job-market. If the students have a proper plan, the unemployment problems can be avoided, which will add to the individual and national development. The job-market or manpower requirements in turn decides the types and quantity of education to be imparted to the number of individual in

different fields. To substantiate this, the alumni of which disciplines are remaining unemployed or underemployed and which are the disciplines where alumni are appropriately employed should be known in an objective and detailed fashion for further planning and action.

So, some of the relevant questions which have been raised here are as follows, (i) Whether the structure of the society is reflected in the university student population? (ii) What is the socio-economic background of university students? (iii) What sort of academic environment exists in the university? (iv) Is there any disparity in the academic performance of students with different characteristic backgrounds? (v) Whether socio-economic background and academic life affect the academic performance of students? (vi) Whether unemployment problem exists among the alumni of all the disciplines in similar fashion and alumni with what sort of academic performance and socio-economic background in different disciplines, get employment? Lastly, (vii) Do the alumni get employment according to their plans and related to their courses? So in the present study attempt has been made to provide valid answers to the above questions. It may help to have insight about the lacunae and good points of the university education for further development of the process.

1.3 Title of the Study

The present investigation has been entitled as:

"A Study of the Socio-Economic Background,
Academic Performance and Job-Placement of
University Students".

1.4 Objectives of the Study

The study has been carried out with the following objectives:

1. To study the cosmopolitan character of the university.
 - (a) Horizontal cosmopolitanism i.e., the areas university students hail from in India and abroad.
 - (b) Vertical cosmopolitanism i.e., the socio-economic background of the students.
 - (c) Substantive cosmopolitanism i.e., the academic environment of the university.
2. To study the academic performance of students in various courses:
 - (a) difference in the academic performance of students with different socio-economic background in various courses.
 - (b) to study the effect of socio-economic background and academic life on the academic performance of the students.
3. To study the job-placement of students going out of the university after completion of their course!

1.5 Definition of Some Important Terms

Here in this section an attempt is made to define some of the important terms mainly the variables in the context of the present study.

(i) Cosmopolitan Character

The cosmos is the universe; "cosmopolitanism" has reference to that which includes all the world. In the context of an institution the term "all the world" denotes

the mixture of variety of people who belong to many races and cultures, and cultivation of knowledge and breadth of mind. Cosmopolitan character therefore has reference to the students and faculty who make up the intellectual environment of the institution and what the institution cultivates, creates and transmits. The cosmopolitan character consists of three aspects. They are; horizontal cosmopolitanism, vertical cosmopolitanism and substantive cosmopolitanism.

Horizontal cosmopolitanism denotes the domicility of students. In case of Indian students the state and district where the students permanently reside were taken as the domicile characteristics of students. In case of the foreign students, their nationality were taken as the indicator.

Vertical cosmopolitanism denotes the socio-economic background of the students. It means the representation of students from various sections of the society in an educational institution. The various sections of the society taken for this are sex, caste, religion, rural-urban, education and occupation of parents and per-capita income of the family.

A third measure of an institution's cosmopolitanism is substantive cosmopolitanism has four referents. They are the kind of knowledge it cultivates, transmits and creates, and the fulfilment of consumers', producers' and national needs, and the academic environment that exists.

(ii) Socio-Economic Background

The term socio-economic is a combination of two factors viz., socio and economic. Here in this study, the two factors have several sub-factors. The combination of all these sub-factors makes the socio-economic background. The term background

means ground behind something. Here in the context of the study background means the conditions that form the setting from which the students come. The components which form the socio-economic background are; sex, caste, religion, rural-urban, Gujarati & Non-Gujarati, education and occupation of parents, per capita income of the family, and residence. For certain other purpose in the study, only the education and occupation of parents and per capita income of the family have been taken as the indicator of socio-economic background of students.

(iii) Academic Performance

Broadly used, the term academic performance refers to some methods of expressing a student's scholastic standing in comparison to other students in the class. Usually this is a grade for a course, an average for a group of courses in a subject area or an average for all courses expressed on a scale of "0 to 100" or other quantitative scale. It can also be defined as the attainment ability to perform in the accomplished school task. So the achievement of students in the courses, syllabi, subjects or books studied by them and expressed in the form of grades, percentages, or in any other point scale, can broadly be termed as academic performance. In the present study, academic performance is the percentage of marks secured by the M.A., M.Sc., M.Com., M.Ed., M.Sc. (Home), M.Sw., M.A. (Fine), M.B.B.S., L.L.B., B.E., and M.Sc. (Applied) students in the annual examination, 1984. To avoid any fraction, the percentage of marks were rounded off to the nearest integer. Thus, 0.5 or above was taken to be '1' and below 0.5 was ignored.

(iv) Academic Life

Academic life is the sequence of physical and mental experiences that make-up the existence of an individual in a school or college, especially at an institution of higher learning (New Collegiate Dictionary, Webster, 1983). In the present study, the physical and mental experiences of the student in various academic activities of the university and his own have been taken as the academic life. The components taken for the academic life are: (i) Activities in the classroom, (ii) Assignment work, (iii) Participation in Seminar, (iv) Participation in Guest Lecture, (v) Participation in Debate, (vi) Tackling of academic problems, (vii) Research work done, (viii) Utilization of leisure, (ix) Relation with teachers and classmates, (x) Reading of magazines, and (xi) Reading of newspapers. In all the above components both physical and mental activities are involved and they are complementary to each other. The total score obtained in the eleven dimensions by a student, indicates his academic life.

(vi) Future Plan

Future plan has been defined here as the detailed formulation of a programme of action for the time that is to come. The time that is to come for the student is immediately after the completion of study at the M.S. University of Baroda in 1984. The various possibilities that a student may plan for are: job, study further, self-employment or to do some miscellaneous work besides job, study or self-employment. The miscellaneous work includes the students' activities like; to help parents in their work, do household work or prepare for some competitive examinations, etc.

(vii) Job Placement

Job-placement means the assignment of a person to a piece of work. It may be by himself or by any employing agency. Here in this study, job-placement means what the alumni students are doing after the completion of their courses i.e., what piece of work they have taken or even have not taken. The time duration taken to study the job-placement is six months after the completion of examination of students. In brief, job-placement means what the alumni (1983-84 session) of the M.S. University were doing after six months of the completion of their examination in April, 1984.

1.6 Selection of University for the Study

To provide valid answers to the questions raised earlier in this chapter, it was essential to investigate in any university or universities by taking into consideration a variety of factors. It is because the questions raised are such that the answers that would be obtained for each question in the context of one university will differ from another university. For example, the cosmopolitan character of the university depends upon vary many factors viz., (i) the structure of the society in which the university is situated, (ii) local needs, (iii) medium of instructions, (iv) courses offered by the university, (v) interest of the people in the courses offered by the university, (vi) future prospects of certain courses offered by the university, and (vii) availability of the same courses in other universities etc. Secondly, to study the effect of socio-economic background and academic life of university students on their academic performance, the homogeneity in the process of education in a university (if affiliating university will be taken for study) and among the universities (if more than one university will be taken for study) is very important. To assure homogeneity in the process of education is a precautionary measure to provide

answers to the questions raised. Thirdly, to study the job-placement, all the above factors including the demand in local job-market and availability of further courses particularly in the same university and of course generally in the country are needed to be considered. So the intricacy of the problems involved in any university is typical. From the point of view of the first objective of the study and the factors to be considered for it, any one or more than one university can be taken for the study by considering particularly English rather than regional language as the medium of instruction and it should have large number of courses. But from the point of view of second objective, where the homogeneity in the process of education is required, unitary university/universities are required. But there is a danger in taking more than one university because not only the validity of answers would be questioned but the intricacy of the problem is such that it cannot be comprehended in large scale survey of universities. It is also highly essential that the subjects of the study should have undergone the same process of education. Taking into consideration the third objective of the study, i.e., to study job-placement of students, all the factors to be considered in objective one and two of the study are important and in addition to those, the availability of courses for further study and demand in the local job-market are essential points to be considered in the selection of a university for the study. So considering the intricacy of the problems under investigation and the factors to be considered in the selection of a university, the M.S. University of Baroda (MSU) has been selected. The details about MSU has been given below and how the above discussed points have been considered in the selection of MSU for the study has been given in Chapter-III of this report.

1.7 The M.S. University of Baroda

Since the present study has been conducted on the M.S. University of Baroda, it is essential to know about its development and present conditions. Here attempt has been made to present it in a very brief manner. "The M.S. University of Baroda or MSU is representative of the India's best universities. It is the only university with English as the medium of instruction among the eight universities in Gujarat, and concentrated more on opportunity fields-science, technology, medicine, special professional departments than do other state universities. Because of its unitary and residential character, it spared many of the problems that universities with heterogeneous affiliated colleges face" (Rudolph and Rudolph, 1972). The university took its root in the Arts and Science College (1881), founded by Sayajirao, ruler of the former princely state of Baroda. Other educational institutions were started later. When the university started functioning on April 30, 1949, it had the following constituent institutions. (1) Baroda Arts and Science College, 1881, (2) The Music College, 1886, (3) Kalabhavan, 1890, (4) Engineering College, 1890, (5) The Baroda Museum, 1894, (6) The Baroda Sanskrit Mahavidyalaya, 1915, (7) The Picture Gallery, 1921, (8) The Oriental Institute, 1927, (9) The S.T.T. College, 1935, (10) The Pratap Singh College of Commerce and Economics, 1942 and (11) The Medical College, 1945. These institutions were consolidated into a University in 1949 by Sir Pratap Singh Gaekwad. After that several new departments and the development of new programmes of instruction, training, and research began in the very first year of the establishment of MSU, and have continued to grow by adding new dimensions and depth to the programmes of the University, all throughout these years. When the university started functioning there were in all 19 departments of teaching and research in its various faculties. The Baroda University Act for the

reorganization of the existing teaching organization in the institutions made over the university so as to fit it into the scheme of a teaching and residential university. The following Faculties were constituted on the 19th March, 1950 (Annual Report, MSU, 1949-50):

1. The Faculty of Arts
2. The Faculty of Science
3. The Faculty of Medicine
4. The Faculty of Engineering & Technology
5. The Faculty of Education & Psychology
6. The Faculty of Commerce
7. The Faculty of Home Science
8. The Faculty of Social Work
9. The Faculty of Fine Arts.

The Act had also provided for the constitution of other Faculties, such as Law and Agriculture. However, only the Faculty of Law could be added to the University in 1960-61. Till 35 years of its establishment (1983-84) the University had 10 faculties but in 1984-85 the Music College was separated from Fine Arts Faculty and named as the Faculty of Performing Art. The University has also started the Faculty of Management (1984-85). So in 1985, the University had 12 Faculties. When the university first started functioning in April, 1949, it had as its total strength 2,962 students (Desai and Pandit, 1968). In the 35 years the total enrolment of students in the University has soared up to 25,000 in 1984.

MSU, as mentioned earlier is a teaching, residential and unitary university with English as its medium of instruction. Of the twentyfour universities founded upto the time of MSU's creation in April, 1949, seven (including MSU) were residential and unitary. Among these universities, MSU is one having the largest students enrolment and number of departments. One-fifth of MSU's students reside in the hostels. It

has 19 hostels (including four girls hostels). The academic environment is good (Rudolph and Rudolph 1972). The immediate environment of MSU is Baroda, a city of eight lacs people (Census Report, 1981), formerly capital of the princely state of Baroda. It is one of the West India's most important industrial cities. The university lies in the north-west corner of the city and its faculties are scattered across the city.

The unitary universities and the affiliatory universities differ in their mode of functioning. Basically the affiliatory universities are the central office of so many institutions and they conduct examinations. But now-a-days affiliatory universities are also having post-graduate departments. Contrary to affiliatory universities, the unitary and residential university e.g., MSU is a community, which itself is the focus of educational activity. It educates its graduate and post-graduate students in constituent and post-graduate departments. The faculties and staff of MSU on the whole attribute to the high standing and independence of their university and its relative immunity from the ills afflicting many other universities to MSU's unitary and residential character. Relatively compact and intimate MSU protects students from some of the worst aspects of the impersonality and anomie that afflict students elsewhere by accommodating them in the faculty led hostels and associating them in a variety of curricular and extracurricular activities, and by bringing them in informal touch with their faculty teachers, who live in the university compound in staff quarters. MSU's unitary character keeps the curriculum and teaching in the hands of the university faculty and makes it easier to protect standards and to strive for excellence,

which is less possible in case of the affiliating type universities. People involved in academic activities tend to believe that the university's structure will help to protect them from the parochialism, factionalism, student disorders, decline of standards and politicization that have subverted many other universities (Rudolph and Rudolph, 1972). It is also supposed that MSU is maintaining a cosmopolitan character and high academic standard that can be compared with any of the foreign universities.

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