Chapter-3

Profile of The Maharaja Sayajirao University of Baroda

Section I

3.01 Introduction

As discussed in chapter I, The M.S. University of Baroda is renowned as one of the premier institutions of higher learning in India and abroad. The University today caters to the educational needs of more than 38000 students. Teaching and research take place in 86 academic departments organized under 13 Faculties and 3 Colleges.

In contrast to other universities of Gujarat State, the M.S. University is a unitary, teaching and residential university. This chapter deals with the profile of the students and teachers in The M.S. University of Baroda. The chapter is divided into three sections. Section I deals with the trends in the growth of students, the section also attempts to examine other aspects such as male-female ratio, faculty wise, level wise and caste wise enrolment, Section II deals with the trends in the growth of teachers and section III deals with conclusions.

3.02 Growth of Students

When the university started functioning in April 1949, it had a total strength of 2962 students; of whom 131 were post-graduate students, 902 degree students, and the remaining for graduate diploma or certificate courses. The budget of the University was barely Rs 20 lakhs, and it had about 883 teachers on its payroll. By 2005-06, the total enrolment of students has gone up to 36,061, a twelve-fold increase. The compound annual growth rate of students' enrolment during the period from 1949 to 2005-06 has been nearly 6.45%.

During 2005-06, the ratio of male to female students was almost equal; with 18,417 male students, and an almost equal 18,177 number of female students. Out of these, 12,955 male students and 13,177 female students were

registered for graduate level studies, while 2,304 males and 3,225 females were registered for post-graduate studies.

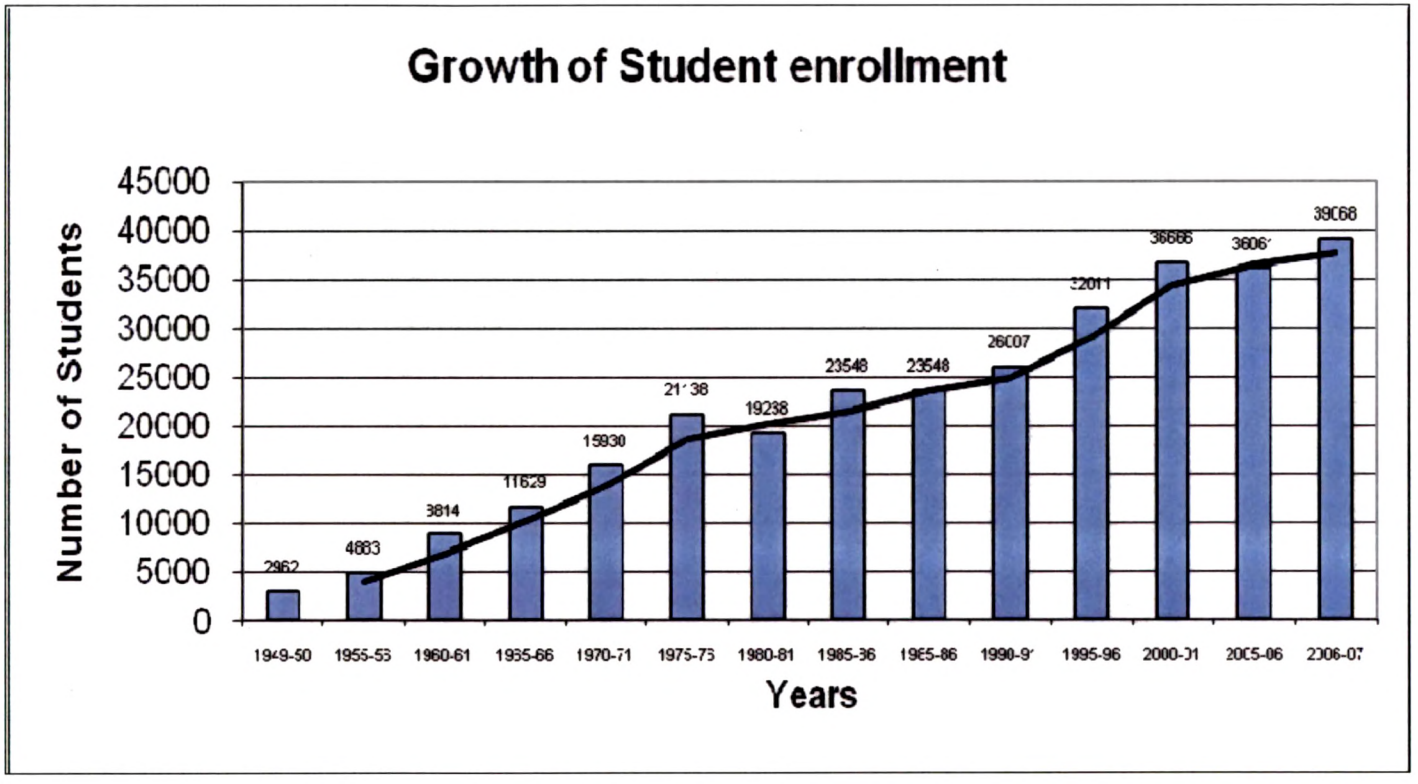
Over a period of half a century, during 1950-51 to 2006-07, the rate of growth (CAGR) of the enrolment of the students shows a declining trend. During the first decade of the establishment of the university, the enrolment grew at an annual rate of 12.79%.

Table 3.01
Compound Annual Growth Rates (CAGR)

CAGR	Students
1950-51 to 1960-61	12.79
1960-61 to 1970-71	7.11
1970-71 to 1980-81	1.96
1980-81 to 1990-91	0.66
1990-91 to 2000-01	3.49
2000-01 to 2006-07	1.37
1980-81 to 2006-07	2.81

Source: Annual reports of The M.S. University for various years for all the tables in chapter 3.

Chart 3.01


Growth of Student enrollment
Number of Students
45000
40000
35000
30000
25000
20000
15000
10000
5000
0
2962
4663
3814
11629
15930
21438
19238
23548
23548
26007
32011
36666
36067
39068
1949-50
1955-56
1960-61
1965-66
1970-71
1975-76
1980-81
1985-86
1990-91
1995-96
2000-01
2005-06
2006-07
Years

The rate of growth has been continuously declining since then from around 7% per annum during 1960-61 - 1970-71 to 0.66% per annum during 1980-81 to 1990-91. It slightly improved during 1990-91-2000-01 to 3.49 % per annum. For the entire period of 27-years, (1980-81 to 2006-07) the compound annual growth rate has been 2.81 % per annum. In short, though in absolute terms, the number of students has been continuously increasing, the rate of growth is declining. The reasons for this need probing.

Table 3.02
Gender wise distribution of students (%)

Year	Male	Female	Gender Parity Index
1950-51	90	10	0.111
1960-61	90	10	0.111
1970-71	76	24	0.316
1980-81	73	28	0.384
1985-86	66	34	0.515
1990-91	58	42	0.724
1995-96	51	49	0.961
2000-01	55	45	0.818
2001-02	54	46	0.852
2002-03	52	48	0.923
2003-04	52	48	0.923
2004-05	52	48	0.923
2005-06	50	50	1.000
2006-07	53	47	0.887

The above table 3.02 gives the distribution of male and female students enrolled. It shows that there has been a positive trend towards gender equity. In fact, during 2005-06, the proportion of male and female students was equal. In fact, the compounded rate of growth of enrolment of female students has been higher during all the decades. It was significantly higher than that for males particularly during the 1980s.

The Gender Parity Index shows that over the years, there has been a trend towards gender parity reflected in the increasing value of gender parity Index (GPI) which has been calculated as following:

$$\text{Gender Parity Index} = \frac{\text{Proportion of females in total enrolment}}{\text{Proportion of males in total enrolment}}$$

The GPI explains the magnitude of differences in the enrolment between the genders. Higher the value of index better is the parity between men and women.

In fact, during 2005-06, the value of GPI was 1.00 reflecting an equal proportion of male and female students, a situation of perfect parity. This is due to a high rate of growth of female students table 3.02.

Table 3.03
Gender wise growth of Enrolment of Students (CAGR, %)

Years	Male	Female
1950-51 To 1960-61	8	14
1960-61 To 1970-71	6	11
1970-71 To 1980-81	1	3
1980-81 To 1990-91	1	7
1990-91 To 2000-01	3	3
2000-01 To 2006-07	1	2

The rate of growth of enrolment of females has been high since the establishment of the university. During 1950-51 to 1960-61 it was 14 % and that for male students being 8 % per annum. During 1980-81 to 1990-91 rate of growth of enrolment of males has decreased to 1%. When compared over a period of time, the rate of growth of female students has always been more than the males except during the 1990s when it was equal. One of the reasons for this may be the policy of free education for women in Gujarat. Some other reasons may be found in the history of Baroda state whereby after the death of Khanderao, Sayajirao Gaikwad III succeeded him. He believed in mass education. Under him compulsory primary education for all was introduced for the first time in India. In

1906 a bill in this regard was also passed in the state. May be this might have given a boost to women's education.

Table 3.04
Caste wise Enrolment of Students (as % of total student)

Year	SC	ST	SEBC
1982-83	1.82	0.68	0.36
1985-86	2.27	1.26	1.08
1990-91	2.45	1.05	1.15
1995-96	3.10	1.56	2.63
2000-01	4.36	1.82	5.63
2001-02	3.59	1.70	5.65
2002-03	3.33	1.60	4.71
2003-04	3.77	1.78	5.77
2004-05	3.83	1.90	6.05
2005-06	4.26	2.04	6.67
2006-07	4.86	2.71	9.10

Note: SC=Schedule Caste, ST=Schedule Tribe,
SEBC=Socially Economically backward Caste.

The enrolment of SC, ST, and SEBC students has increased from 639 in 1982-83, to 4000 in 2000-01 in all categories. After 2001, enrolment slightly decreased. However, in 2006-07 enrolments increased to 6000.

As regards enrolment for individual categories, the ST and SEBC categories show similar trends until 1995-96, after which the SEBC category increased till 2006-07. During 2000-01, SC and SEBC enrolment show a continuous increase. This shows that not only in terms of numbers but also as proportion of total, the enrolment of students belonging to SC, ST and SEBC categories is increasing. This is a clear trend towards caste equity.

However, when one looks at the enrolment of students by category, the proportion of students enrolled in each category is much lower than the prescribed norms. This means that the proportion of students enrolled in each category is still low particularly in case of Scheduled Tribe students.

Hence, social disparities still remain subjects of major concern. It may, however, be mentioned that differential access and participation in higher education reflect in turn unequal access to education in the country. Without appropriate policy interventions in the education sector, it would be of little use to have interventions at the higher education level which positively discriminates against girls, SCs and STs (Ved Prakash, 2007).

3.03 Faculty wise distribution of students

During the entire period of 1950-51 to 2006-07, commerce faculty has witnessed the highest rate of growth which has been during 1950-51; the total strength of student enrolment in commerce faculty was 4.50% of the total enrolment in the university, which increased to 20.38 % during 1980-81.

Table 3.05
Growth of Students in Various Faculties (%)

Faculties	1950-51	1960-61	1970-71	1980-81	1985-86	1990-91	1995-96	2000-01	2005-06	2006-07
Arts	22.95	13.03	12.2	12.43	7.15	14.54	13.98	9.4	15.15	16.51
Science	30.64	8.42	9.9	11.18	11.08	11.95	10.92	7.49	7.7	7.23
Education &	4.77	4.01	14.7	2.58	1.92	1.86	1.68	1.47	1.37	1.51
Commerce	4.5	12.23	2.8	20.38	31.31	29.53	40.64	45.97	45.04	46.79
Medicine	N.A.	4.58	4.7	5.11	4.89	4.26	2.85	3.74	1.36	2.16
Technology &	21.28	21.4	17.1	14.29	12.68	11.27	9.9	8.75	8.29	7.92
Fine Arts	1.09	2.11	1.3	1.82	1.25	1.37	1.4	1.2	1.52	1.67
Community & Family Science	1.71	4.19	4.3	4.13	2.89	2.93	3.1	2.95	3.36	1.39
Social Work	1.03	0.95	0.5	0.56	0.33	0.32	0.34	0.53	0.8	2.88
Law	.....	.....	3.6	6.07	9.13	4.01	1.91	2.09	1.79	0.72
Performing Arts	5.5	0.52	0.4	0.56	0.54	0.85	2.34	2.61	3.35	0.85
Management Studies	.....	.....	.....	.....	0.2	0.22	0.22	0.23	0.24	0.23
B.S.Mahavidhyalaya	3.09	0.4	0.3	0.35	0.32	1.03	0.58	0.45	1.24	0.1
Padra Collage	.....	.....	4.1	7.24	5.28	7.5	7.53	7.52	4.22	6.19
Polytechnic	N.A.	11.43	7.7	13.3	10.75	8.36	2.58	5.5	4.64	0.84
Journalism & Mass	.....	.....	.....	.....	.....	.....	0.05	0.1	N.A.	3.01

Note: --- Faculty does not exist
N.A.: Not available

During the entire period of 1950-51 to 2006-07, commerce faculty has witnessed the highest rate of growth which has been during 1950-51; the total strength of student enrolment in commerce faculty was 4.50% of the total enrolment in the university, which increased to 20.38 % during 1980-81. As of 2006-07, this proportion has increased to 46.79 %. On the other hand, the enrolment of students in the Faculty of Arts has declined during the entire period of 1950-51 to 1980-81, decreased from 20.95 % to 12.43 %. This proportion has slightly improved to 16.51% in 2006-07. This is true for many of the faculties. This may be because of the exorbitant rise in the proportion of students in the Faculty of Commerce.

Table 3.06
Faculty wise distribution of students

Faculties	1980-81	2006-07
Arts	12.43	16.51
Science	11.18	7.23
Education & Psychology	2.58	1.51
Commerce	20.38	46.79
Medicine	5.11	2.16
Technology & Engineering	14.29	7.92
Fine Arts	1.82	1.67
Home Science	4.13	1.39
Social Work	0.56	2.88
Law	6.07	0.72
Performing Arts	0.56	0.85
Management Studies	----	0.23
B.S. Mahavidhyalaya	0.35	0.1
Padra College	7.24	6.19
Polytechnic	13.3	0.84
Journalism & Mass Communication	----	3.01

Note: ---- Not started

In the Faculty of Science, the total strength of students in 1950-51 was 30.64 %. This decreased to 11.08 % in 1980-81, and to 7.23 % in 2006-07. In the Faculty of Education and Psychology the strength of students declined from 2.58 % in 1980-81, to 1.51 % in 2006-07. Even in the Faculty of Technology and Engineering, there is a similar decreasing trend in student enrolment, from 21.28 % in 1950-51, to 14.28 % in 1980-81, and further to 7.92 % in 2006-07.

Table 3.07
Gender wise distribution of students in various faculties (%)Note:

Faculty	1980-81		1985-86		1990-91		1995-96		2000-01		2006-07	
	M	F	M	F	M	F	M	F	M	F	M	F
Arts	50	50	35	65	42	58	41	59	39	61	41	59
Science	67	34	61	39	52	49	53	47	47	54	54	46
Education & Psychology	47	53	34	66	37	63	52	48	54	46	24	76
Commerce	63	37	56	45	49	51	50	50	50	50	53	47
Medicine	85	15	79	22	68	32	68	32	71	29	72	28
Tech. & Engineering	97	03	88	12	83	17	77	24	74	26	73	27
Fine Arts	73	27	57	43	75	25	58	43	66	34	57	43
Home Science	0	100	-	100	57	43	1	99	54	46	58	42
Social Work	57	43	62	38	0	100	54	46	0	100	0	100
Law	90	10	80	20	62	38	68	32	45	55	44	56
Performing Arts	45	55	40	60	48	52	53	48	61	39	61	39
Management Studies	-	-	85	15	68	32	78	13	92	8	71	29
Baroda Sanskrit	63	37	97	3	92	8	70	30	86	14	39	61
Padra college	82	18	95	5	66	34	29	72	68	32	86	14
Polytechnic	99	1	77	23	91	9	88	12	87	13	85	15
Journalism & Mass	-	-	-	-	-	-	47	53	41	60	56	44

Note : M=Male, F=Female - Not started

The table reveals that female enrolment in MSU's faculties has been increasing continuously, as compared to male students. In the Commerce Faculty, the ratio became equal in 2000-01. In the Science Faculty, the female ratio shows an increasing trend year after year, while in the Faculty of Social work, only females have enrolled after 2000-01. In the faculties of Law and Management Studies also, there has been an increasing trend in female enrolment. Therefore, the overall scenario is one of lop sided growth in female enrolment, particularly in the faculties of Fine-Arts, Education & Psychology, Commerce, and Social-Work.

3.04 Growth in Student Enrolment in degree and Post-graduate courses

In terms of access with respect to levels of education, the expansion of research base needs to be ensured. The enrolment levels of doctorates and postgraduates need to be raised in the universities. At the same time the undergraduate base of higher education in terms of its depth (higher enrolment) and width (diversified courses) too needs to be raised. Therefore greater support to existing colleges will be required. The total enrolment in higher education is 10 million in 2003-04. The total enrolment in doctorate and postgraduate level is 65525 and 806636 respectively. It shows a rather low research base in relation to the total enrolment in higher education. Technical education has grown at 12.7% as compared to 2.6% for general graduate education during the period 2000-01 to 2003-04. Enrolled technical graduates are 11.1 lakhs as opposed to 80.1 lakhs general in 2003-04.

An examination of the trend in enrolment in MSU could be significant in view of the unitary residential character of the University. A study of the composition of CAGR at degree level graduate and post-graduate courses, and also of research studies, will help understand the trend in male and female enrolments.

Table 3.08
Course wise growth of students (CAGR %)

Period	Degree Courses	Post-Graduate Courses
1950-51 To 1960-61	10.6	9.91
1960-61 To 1970-71	7.9	6.56
1970-71 To 1980-81	0.66	3.94
1980-81 To 1990-91	2.84	8.27
1990-91 To 2000-01	3.75	3.83
2000-01 To 2005-06	0.11	-2.33

The above table shows the composition of enrolment, by different levels of education, by degree courses and post-graduate courses. It clearly shows that CAGR in degree courses have been around 10 % during 1950-51 to 1960-61, but was only 0.66 % during 1970-71 to 1980-81. The trend in CAGR of degree courses in later decades have decreased. During 2000-01 to 2005-06 enrolment in degree courses was only 0.11 %.

In the post-graduate courses, during 1950-51 to 1960-61, the CAGR was around 9 %, but this declined during 1970-71 to 1980-81. The situation has aggravated during the period of 2000-01 to 2005-06, when the rate of growth of post-graduate courses was negative, at -2.33 %, a clear indication of decline in the number of post graduate students.

Table 3.09
Gender wise enrolment by Course in (%)

Years	Degree Courses		Post-Graduate	
	Male	Female	Male	Female
1980-81	68	32	62	38
1985-86	61	39	62	38
1990-91	54	46	53	47
1995-96	49	51	52	48
2000-01	52	48	52	48
2005-06	50	50	42	58

As is shown in the above table (table no. 3.09), the proportion of female is very close to the proportion of male students in degree as well as post graduate courses. Also, an increasing trend is seen in female students for degree courses, reaching a female to male ratio of 1:1 in 2005-06. Similarly, in post-graduate courses, there has been a continuous rise in female enrolment over a period of time. In fact, during the year 2005-06, the ratio of females in post-graduate courses is higher than males. A clear trend of gender equity in the higher education.

3.05 Growth of Research Students

Universities are expected to be the centres of both the teaching as well as research. However, since the late 1960's there has been a substantial erosion of research, particularly experimental research, in many universities. And the research is now carried out by the research institutes. Over the years, the Universities have become more and more teaching institutions. The Parliamentary Standing Committee in its 172nd Report has recommended to help make research a mainstay of our higher education that Governments, both Central and State and other funding agencies should provide organized support to research activities for modernizing laboratories and removal of obsolescence in equipments on regular basis as well as base of sciences in the university needs to be rebuilt and strengthened by taking newer initiatives in the frontier areas.

This Committee was of the view that utility of social sciences to our society, polity, economy, etc. cannot be overlooked. The Committee therefore opined that this imbalance needs to be corrected immediately by making the study of social sciences scientific, interesting and relevant to present situation The Parliamentary Standing Committee on HRD in its 172nd Report has recommended that research needs to be closely linked with teaching for which scientific base in our universities needs to be strengthened that will attract not only talented students but also Industry to our university laboratories. (Times of India, 2007).

The weakness of the higher education system may also be seen from the

fact that "between 1995 and 2003, while the number of Ph. D. students in China jumped from 8139 to 48,740, India saw a meagre upward movement from 3000 to 5000. In 2004 alone 57,378 scientific papers were published in China against 23,398 in India (Anandkrishnana A., 2007).

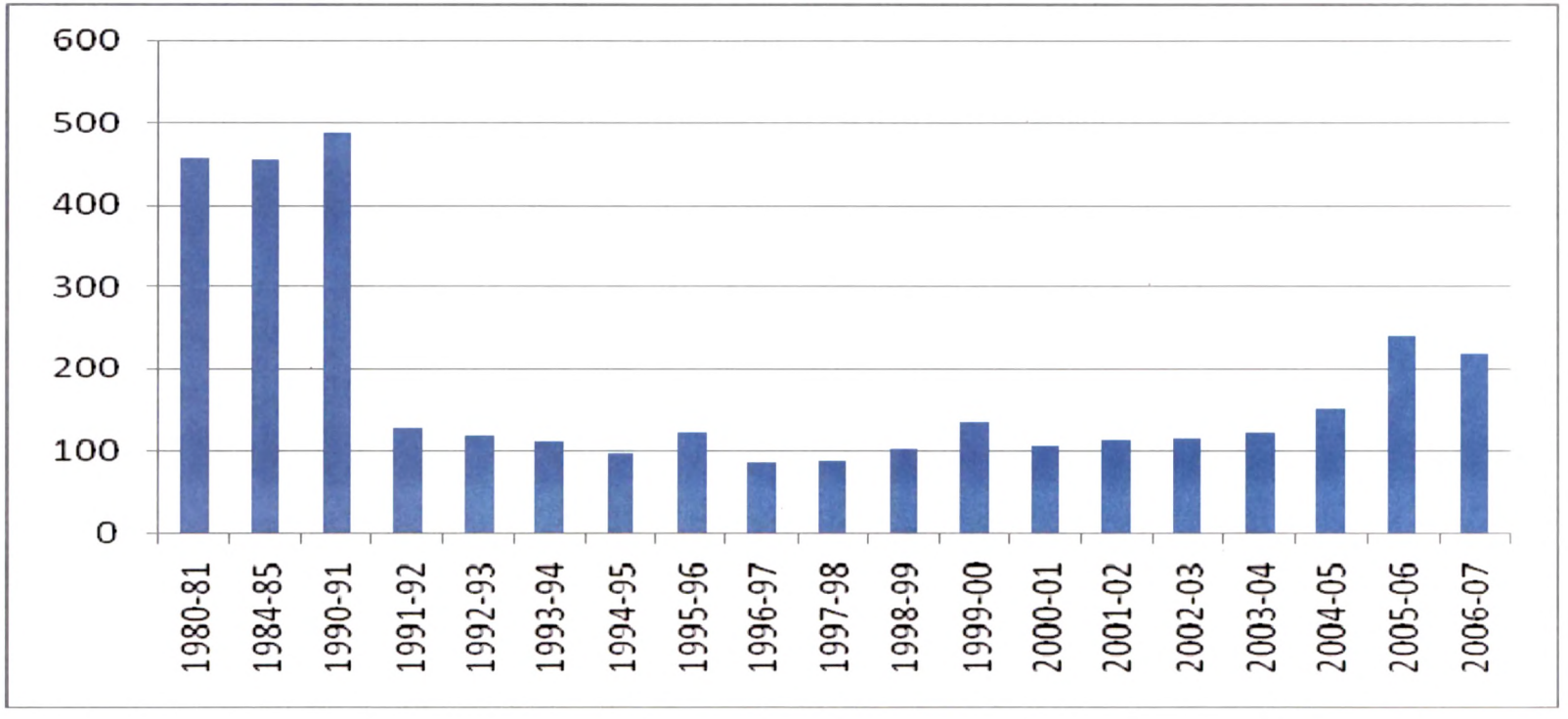
This may be because of the declining funds for research in India. Funds for research are declining continuously in many universities and institutions of higher education in India. UGC's non-plan grants for research fellowships have declined from Rs 24.4 crores in 1995-96 to Rs 18 crores in 2001-02. This was the period when there has been a steep increase in the prices of books and journals published within the country and, more importantly outside. As a result, many universities have had to make serious cuts in acquisitions for libraries. The impact of this financial scarcity on the performance of the faculties of M.S. University in terms of research students during 1980s and 1990s has been examined here.

Table 3.10
Research Students in Numbers

Years	Research Students
1980-81	458
1984-85	455
1990-91	487
1991-92	128
1992-93	118
1993-94	110
1994-95	97
1995-96	121
1996-97	86
1997-98	87
1998-99	103
1999-00	136
2000-01	107
2001-02	112
2002-03	115
2003-04	122
2004-05	151
2005-06	240
2006-07	220

Chart 3.02

Research Students during the year 1980-81 to 2006-07



3.06 Faculty wise research Students

During the period 1980-81 to 2006-07, virtually all the faculties of The M.S. University have witnessed a decline in the number of research students. Data given in the table no 3.09 shows that the Faculty of Science had the highest number of research students, while the Faculty of Journalism had the lowest. This lower number of students in Faculty of Journalism and Communication may be attributed to two factors.

Firstly, this faculty offers professional courses and secondly, the size of the faculty is small. During the 1980s, the Faculties of Arts and Faculty of Education and Psychology were second to the Faculty of Science with a number of 138 and 110 research students respectively. During the 1990s, Faculties of Arts and Faculty of Education and Psychology have overtaken the Science Faculty in the number of researchers. There has been an enormous rise in enrolment, in the commerce faculty compare to during 2001-02 as of 32 researchers during 2006-07.

This imbalance in performance and enrolment over recent decades, has been posing a formidable threat to the unitary character and spirit of the University. If the University were to run more courses on a particular subject in any department, the cost component will not allow it. But this is essential if P.G. teaching and research is to be encouraged. J.B.G. Tilak maintains that 70 % of total expenditure should be for P.G teaching, and 30 % earmarked for research funding. (Tilak JBG, 2000). This would be ideal, but in the case of The M.S. University such a proportion is not being maintained, largely due to emphasis on teaching rather than research. This lethargy can adversely affect the process of generation of new knowledge and/or its advancement. The lack of interest in scientific research would affect adversely the development of new technology. In the interest of nation, the increased dropout rate with increased level of studies needs to be arrested to retain the students in higher education system and motivate them to for research (Kale R.K., 2006).

Section II

3.07 Student – Teacher Ratio

Both students and teachers constitute an important input in the education process. Unlike physical inert inputs, students and teachers are living inputs bringing intelligence and emotions. Students differ from teachers in that they are inputs as well as outputs. University teachers are a crucial component of the university. Their number therefore forms an important parameter of the university's linear expansion. The increase in teachers has an important bearing on the financing of education as their salary cost is borne by the State as a major head of public expenditure on education. This is why the state government has in its grant-in-aid policy laid down the norm for the number of teachers to be appointed per division (Shah K. R. and Agrawal S., 2003).

The most important issue relating to teacher in higher education in recent years relates to the shortage of well-qualified permanent teachers. Resource constraint has forced the state governments not to fill up the position of vacant posts. This has resulted in the rise of low paid temporary teachers. Another issue relates to the qualification and training of teachers. The research facilities and the travel support to the teachers to attend conferences are important dimensions to develop their capacity as a good teacher. It needs to be recognized that the education, particularly higher education is too important a sector to be neglected due to limitation of resources.

In India, the total number of teachers in 2004-05 was 4.72 lakhs and 4.88 lakhs during March, 2006. Out of the total teaching faculty, 83.85% (409154) were employed in affiliated colleges and only 16.15% (78819) in the universities. The student teacher ratio works out to 22. The student–teacher ratio is 18 in the university departments and colleges and 23 in the affiliated colleges. The average enrolment per college is 594.

The situation with respect to student teacher ratio as indicated by NAAC shows an uneven distribution among high and low-grade colleges. For example during 2004-05 student teacher ratio in A grade colleges is 20.4, whereas it is as

high as 28.5 in all C grade colleges. The student-teacher ratio by permanent teachers is 29.8 in A grade college. It goes up to 38 in B grade colleges. It clearly suggests that there is shortage of permanent teachers in even high-grade colleges (Shah K.R., 2008).

In the case of The M. S. University of Baroda there has been a considerable rise in the number of university teachers. The following table shows the increase in university teachers during the period 1950-51 to 2006-07.

Table 3.11
Trends in the University Teachers

Year	Teachers (No.)	Student-Teacher Ratio
1950-51	164	15
1960-61	523	17
1970-71	887	18
1980-81	1062	18
1990-91	1124	23
2000-01	1171	31
2001-02	1153	29
2002-03	1150	31
2003-04	1153	30
2004-05	1103	32
2005-06	1098	33
2006-07	1092	36

The total number of teachers which was 164 in 1950-51 increased to 1062 in 1980-81. During 2006-07 the number rose marginally to 1092. The number of teachers grew at a compounded rate of 12.3% during the decade 1950-51 to 1960-61. However, the rate of growth of teachers has been declining very sharply during all the decades. In fact, during the decade 1990-91 to 2000-2001 this increase has been the lowest, may be an impact of the policy of freeze on further appointments. During this period the enrolment of students increased at a compounded annual rate of nearly 3.5% per annum whereas the growth rate for teachers was less than half a percent point (0.4 % p.a.). For the entire period of 1980-81 To 2006-07, the compounded rate of growth of students was 2.81%

Whereas the same was only 0.11% per annum in case of teachers. This has resulted in to the worsening of student teacher ratio which has increased continuously over the entire period. In 1980-81, there were 18 students per teacher. By 2006-07, this student-teacher ratio had doubled to 36 students per teacher.

Table 3.12
Faculty wise Student-Teacher Ratio

Years	Arts	Science	Edu & Psy	Comm	Medi.	Tech.	Law	Fine Arts	Home Science	Social Work	P. Arts	Mgt. Studies	J. & C	Polyt.	BSM	Padra
1980-81	24	11	14	112		12	73	10	18	10	3	....	....	28	4	61
1981-82	22	12	13	82	5	14	152	11	16	7	3	....	....	34	10	39
1982-83	19	11	13	88	5	11	104	11	12	6	3	....	....	29	3	51
1983-84	17	10	9	87	6	10	94	11	12	5	3	....	....	26	6	38
1984-85	15	10	9	96	6	39	57	9	22	5	3	10	....	23	4	46
1985-86	15	11	10	115	6	10	120	9	11	5	4	23	....	15	5	48
1986-87	16	11	12	124	5	10	127	9	11	6	5	16	....	17	5	65
1987-88	15	11	8	105	6	10	124	10	10	6	3	13	....	16	6	62
1988-89	18	11	11	101	5	8	83	12	11	7	40	16	....	21	8	67
1990-91	25	16	13	107	5	9	52	10	12	6	22	19	....	22	13	70
1991-92	27	16	13	120	5	9	43	11	11	5	5	3	....	18	5	84
1992-93	28	15	13	121	5	9	44	11	11	7	5	3	15	19	4	62
1993-94	28	15	14	129	5	9	30	11	13	6	4	6	15	18	7	55
1994-95	28	15	12	137	5	9	31	13	15	6	4	6	7	18	7	55
1995-96	29	30	13	137	5	9	20	12	14	7	5	7	8	7	5	130
1996-97	27	15	12	134	7	11	30	13	12	5	8	7	9	10	11	80
1997-98	27	22	16	133	6	11	45	12	14	5	4	7	6	18	7	73
1998-99	26	16	11	147	3	10	17	12	14	6	4	9	11	20	6	94
1999-00	26	17	14	196	4	11	13	14	16	10	4	9	12	19	13	78
2000-01	25	13	14	181	5	10	153	12	17	11	25	9	12	13	6	184
2001-02	30	16	14	116	N.A.	10	121	12	16	14	25	10	9	14	23	90
2002-03	30	14	13	130	N.A.	11	88	12	17	16	23	21	13	16	43	91
2003-04	34	14	13	119	N.A.	10	64	13	18	17	23	11	13	14	36	72
2004-05	39	15	15	132	N.A.	10	124	15	19	19	26	5	13	14	44	71
2005-06	47	14	12	174	N.A.	9	81	16	18	17	26	11	39	17	45	59
2006-07	55	16	14	149	N.A.	10	67	16	17	19	8	15	13	22	34	63

The student-teacher ratio is an indicator of a university's quality of education. If this indicator is monitored in all the faculties, then it would be easy to identify faculties that are deficient in teachers.

The faculty of Commerce has the highest teacher student ratio Table 3.12 followed by Shri M.K. Amin Arts and Science and College of Commerce, Padra, (Padra College) which is a constituent college of the university and presently offers B.A. and B.Com Courses. Commerce faculty is followed by Faculty of Law, though over the years, the teacher enrolment ratio in this faculty is declining. The Faculty of Arts has witnessed a continuous rise in this ratio. This may be because of a significant rise in the number of students which has almost doubled during a period of one decade. On the other hand, the number of teachers has not been increasing proportionately during the same time period. Faculty of science is one faculty where the teacher-student ratio has declined during the decade of 1995-96 through 2005-06. Most other faculties have witnessed a rise in the teacher-student ratio. A very broad inference that one can draw out of this is that over a period of one decade, the teacher student ratio has increased irrespective of faculties which is indicative of a proportionate decline in the number of teachers with respect to students. An increase in the student teacher ratio is likely to have an impact on the quality of education.

3.08 Conclusion

Over a period of half a century, during 1950-51 to 2006-07, though the number of students in absolute terms is increasing, the rate of growth (CAGR) of the enrolment of students shows a declining trend. The proportion of women in total students has reached almost equity. In fact, in some of the faculties, there has been a significant rise in the proportion of female students compared to males such as those in the faculties of Fine-Arts, Education & Psychology, Commerce, and Social-Work. Similarly, the proportion of students belonging to SC, ST and SEBC has been increasing continuously indicating a trend towards caste equity. During the entire period of 1950-51 to 2006-07, commerce faculty has witnessed

the highest rate of growth in total strength of students' enrolment. A look at the trend in course wise enrolment of students shows that much of the decline in the growth rate of students is mainly due to negative growth rate of the enrolment of students in post graduates courses. There has also been a decline in the number of research students not just proportionately but also in absolute terms. The teacher student ratio is highest in Commerce faculty. This shows that the faculties offering professional courses have low teacher student ratio whereas faculties like arts and more particularly Faculty of Commerce has extremely high teacher ratio which has also been increasing during the 1990s and then after. If teacher student ratio is any indicator of the quality of education then rise in the teacher student ratio is a matter of concern.

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