The present study is mainly concerned with the progress of university education in Gujarat State after independence. The main purpose of the study is to present as full and clear a picture of the progress of university education of Gujarat after independence as was feasible within the resources available. One of the most remarkable features of the development of university education in India since the beginning of the new era, has been the unprecedented and rapid growth of higher education. This phenomenon of rapid and continuous growth in universities, their institutions and student population is very rightly termed as 'the educational explosion'. What India failed to achieve within a period of 150 years she could do it in a short span of time. Increasing number of universities, colleges, student population, teachers, physical facilities and such other facets of higher education have been providing an evidence of rapid and remarkable growth. Practically all universities of India that were established in post-independence period had a unique experience and a more exciting story of struggle and achievement to relate than the universities of pre-independence period. Such resume if well structured and properly processed on scientific lines would have a valuable contribution to make to the understanding of growth
and problems of progress of Indian universities. The present study of the progress of university education in the region of Gujarat was undertaken with this purpose in view. Thus this, and studies like this would provide a much better image of the progress of university education than is the case at present and would build up more useful body of literature necessary for various close studies of trends and issues in the progress of university education in the country as a whole.

The second and the more important purpose of the critical review of the progress made. Higher education in India is passing through a tremendous pressure of expansion and progress. The reappraisal of the progress made is very essential especially when the progress is wide and rapid. When the universities are established, they are expected to fulfill some general and broad functions at national level. The more important, however, are the regional objectives and aims that the universities are expected to fulfill since the universities have to cater to the special requirements and needs of the particular region. In the circumstances, such stock-taking as the study undertaken, is not only important but inevitable since it enables one to judge and evaluate the progress in the light of general objectives at national level as well as specific ones at regional level. All the more the past experiences and present position help to reshape the future plans.
A modest attempt is made to fulfil the purposes laid down. The State of Gujarat had no university as such when India became free. But soon after the independence Gujarat region had two universities. The one was meant to serve the cause of higher education of the State at large and the other a residential one at Baroda. The Gujarat University was to look after the higher education of the whole State while the M.S. University, Baroda had to become a teaching-residential type. The former could progress at a great pace so far as the number of colleges, enrolment, number of teachers, and post-graduate teaching was concerned. The latter, the M.S. University could, within a short period arrange a variety of subjects that are less frequent and more expensive. Both the universities were hard at work to fulfil their obligations. The establishment of the third university in 1955-56 at Vallabhbh Vidyanagar was the result of the idea of 'using modern sciences and technology for the uplift of the rural community'. The university planned its structure of programmes in tune with the objective laid down. Two more universities, the South Gujarat and Saurashtra were established with a view to catering to the special needs of the regions and relieving the parent university, the Gujarat University of unbearable burden of increasing number of affiliated institutions. Two more universities, the Agriculture University and the Ayurved University were also established in the State with a view to making special facilities for teaching and research in the faculties. All the
universities, thus have some special purpose to serve over and above the national general functions. The study is an attempt to view the progress of each of the five general universities in light of the objectives individually as well as comprehensively after their establishment.

The investigator has received valuable guidance and gracious help from his Research Guide Professor K.G. Desai, Director, School of Psychology, Education and Philosophy, Gujarat University, Ahmedabad. The investigator had the full advantage of his deep and extensive knowledge of universities and their various aspects both at national and regional level. His deep understanding and clear insight have been useful for making the conclusions and suggestions crystal clear. The investigator acknowledges with deep feeling of gratitude the invaluable guidance and inspiration that he received from him.

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In the end the researcher thinks that this study can form a good guide line to those who take up similar studies for other regions of the country.

The researcher will feel rewarded when he finds that the data presented and conclusions arrived at, become useful to other persons in tackling problems in the area of university education.

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I. H. DOCTOR