



**REPORT**  
**OF THE COMMITTEE APPOINTED**  
**BY THE GOVERNMENT OF GUJARAT**  
**TO REVIEW THE STATE**  
**OF HIGHER EDUCATION**  
**IN THE STATE.**

**GANDHINAGAR,**  
**1976**

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## INTRODUCTION

THE Government of Gujarat, in their Resolution No. USG-4273-Kh, dated April 3, 1973, appointed a Committee consisting of the following members, to review the state of higher education in the State, and to make recommendations for improving its quality :

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| Shri V. V. <u>John</u> , | former Vice-Chancellor, Jodhpur University, Adviser, Delhi, University (Now a Fellow of the Indian Institute of Advanced Study, Simla), Chairman |
| Shri N. K. Vakil,        | Vice-Chancellor, Baroda University   |
| Shri J. B. Sandil,       | Vice-Chancellor, Saurashtra University   |
| Shri V. H. Bhanot,       | ( now Chairman, Gujarat Secondary Education Board ), Member-Secretary  |

Subsequently, The Government invited Shri Ishwarbhai Patel, Vice-Chancellor, Gujarat University, to be a member of the Committee.

Before the Committee could hold its final meeting, Shri N. K. Vakil passed away on May 4, 1974. A few days earlier, he had attended the meeting of the Committee that considered the draft of the Report. The suggestions he made on the occasion are incorporated in the Report in its final form. The other members of the Committee wish to place on record their appreciation of the valuable contribution that Mr. Vakil made to the deliberations and decisions of the Committee. In his passing, higher education in Gujarat has lost a most esteemed and dynamic leader.

The terms of reference of the Committee were as follows :

- (1) to review the state of higher education and assess the need for institutions for higher education in Gujarat over the next decade ;
- (2) to consider changes in the areas of the universities, including establishment of new universities, so as to enable them to discharge their functions and meet their obligations effectively and adequately ;
- (3) to indicate the financial implications of its recommendations ;
- (4) to make such other recommendations as are germane to the subject.

the delay in the submission of this Report calls for a word of explanation. As three of the members of the Committee were vice-chancellors they were not always free to attend to the work of the Committee, owing to pre-occupations connected with the affairs of their own universities. Two of them had to be out of India for several weeks during August-September

1973. The Chairman of the Committee lived in Simla, and owing to floods and dislocations in communication, he was not able to come to Ahmedabad on certain scheduled occasions. Work was also interrupted by the disturbances in January-March, 1974. But for these circumstances, the Committee would not have taken twelve months to arrive at its findings and produce this brief Report.

Early on in the work of the Committee, the Committee approved a detailed questionnaire prepared by the Member-Secretary, and it was sent to many persons and organizations. These included all members of Parliament of the State, all members of the Gujarat Legislature, members of the senates and syndicates of the universities in the State, such bodies as chambers of commerce, rotary clubs, lions clubs, junior chambers etc. office-holders of teachers' associations, organizations of non-teaching employees in the universities, chairman and secretaries of students' associations, principals and managements of colleges etc. Copies of the questionnaire went to about 3000 persons and organizations. In addition, the Committee invited a large number of distinguished and representative individuals to meet the Committee in different centres in the State. Lists of those who replied to the questionnaire, and those who met the Committee are given in the Appendices.

The Committee undertook journeys to the headquarters of the universities in the State, and also to a number of educationally important localities. A list of the places visited, is also given in an Appendix.

The Committee wishes to record its thanks to the persons and institutions that helped to make the investigations of which this Report is the outcome. It would also like to acknowledge the forbearance of the Government of Gujarat, who agreed to extensions of the time given to the Committee, in view of the unexpected difficulties that prevented more expeditious completion of its work.

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## THE REPORT

What has stood in the way of the improvement of the quality of higher education in the country is not a shortage of educational wisdom but an absence of the will to change. On the national plane, since the coming of Independence, two Commissions have made valuable recommendations, which have been supplemented by the recommendations of several committees appointed by the University Grants Commission. In Gujarat, the Dongerkerry Commission and the Bakshi Committee added many recommendations designed to meet the special requirements of the State. It will be noticed however that the recommendations that have received the greatest attention are those relating to organization and governance. It is necessary to recognize that these by themselves make only a minimal contribution to the quality of education.

2. On the poor quality of the education imparted in the colleges and universities in the State, there has been hardly any difference of opinion. The best that could be claimed was that it was no worse than in other parts of India. In absolute terms, the typical assessment was that of a former vice-chancellor who stated in a written communication to the Committee : " The standard of higher education could not go any lower."

3. Among the reasons for this poor quality, the most serious is the absence of academic ambition in the academic community. The usual alibis brought up to explain the low performance of colleges and universities are that too many young people with no aptitude for the higher learning come to college, and that far too many among the faculty are inadequately equipped for the rigours of scholarship. Teachers claim that if more proficient and better-motivated students came to college, standards would improve. Others, including students, allege that our deficiencies are to be traced to teachers not doing their job properly, Still others would vaguely blame all our ills on the 'system', which seems to be nobody's responsibility.

4. In reviewing the state of higher education in the State, which is one of our terms of reference, we feel that the findings, not particularly original, could best be detailed alongside of the changes that we propose in the organization and working of colleges and universities in the State. Two things we should like to make clear at the outset : One is that the situation is not so hopeless as to rule out the possibility of meaningful change. The other is that, in this effort to change the quality of higher education, the right impulses should come from within the colleges and universities and cannot be produced from outside. All that organizational changes can achieve is to provide the setting for high quality work. It is well to recognize that the possibilities of good work even under the existing system have not been fully exploited.

5. The first requirement, therefore, is a careful self-study by the colleges and universities. This will be more reliable and fruitful than the findings of review committees and commissions. Every college should be called upon to examine carefully where it stands today in terms of policies and practices, and determine where it wants to be in terms of its goals. It should examine its academic performance to date, and the extent to which it has discharged its intellectual and social responsibilities. To this should be added a study of the changes that the college would welcome, in the matter of curricula, teaching procedures, examinations, student services and personnel policies, so as to improve the quality of its performance and to achieve higher objectives than in the past. Each university should have a research cell that would assist the colleges in this self-study, and co-ordinate the findings.

6. We would also recommend that the State should, on the campus of one of its universities or separately, establish a Centre for the Study of Higher Education, which would not only study what is being done by the various institutions of higher education in the State, but also promote experiment and innovation. That, after the findings of the Dongerkerry Commission and the Baxi Committee, the Government found it necessary to appoint another committee with somewhat wider terms of reference to study the problems of higher education in the State, could be taken as an acknowledgement of the need for continued study and analysis of these problems as a preliminary to making administrative and academic decisions. This need will not end with submission of our Committee's report. Considering the investment in human and material resources that the people make in higher education, and the immediate and long-range effects that decisions in this sphere have on the quality of life for the whole of society, it is necessary that higher education should itself become a subject of continuous research.

7. Material made available to the Committee during its somewhat intermittent periods of inquiry suggested the need for a detailed study of the following : (a) The financing of higher education in the State, with special reference to the per capita expenditure on students from public funds and private sources, in the various courses and in the different universities and regions, and how it compares with expenditure in other States ; (b) Selection and appointment of teachers, teacher morale and teacher evaluation ; (c) Curricular programmes and their relevance to the needs of individual students and the needs of the community at large ; (d) The quality of language studies at the undergraduate level and how they have achieved that four-fold objectives of self-expression, inter-regional communication, access to modern knowledge, and eligibility for careers of the students' choice ; (e) Examinations, particularly in the affiliating universities, and the steps that have been taken to improve their standard and reliability.

8. Pronouncements that are usually made on problems like the ones mentioned above are no more than intuitive generalizations based on inadequate data. Our own findings may not be altogether free from this

defect. We mention this to stress the imperative need for the establishment of a research centre for the study of policies and practices in higher education. The Association of Indian Universities has made a modest beginning in this regard with a Research Cell attached to its headquarters in Delhi. Jawaharlal Nehru University's School of Educational Studies has been established with similar objectives. We need a net work of similar establishments to promote continuing self-study as well as innovation and experiment, and to serve as clearing houses for tried and tested ideas in higher education.

## II

9. The Committee would like to record the fact that at least one vice-chancellor, and several other persons, expressed themselves strongly against the idea of establishing any more universities in the State at this stage of its development. The vice-chancellor was of the view that the real needs of higher education in the State could be met by two regional universities, one for the southern parts of the State and one for the north, and a third university, of the residential type, to which selected students from all over the State could be admitted. He would place admission to courses of higher education on a highly selective basis, the rest of the school-leavers being given other types of training for careers. He would reduce the number of colleges by half.

10. The Committee understands the legitimate grounds on which such drastic pruning of the facilities for higher education in the State has been suggested. If the present quality of college and university education is not significantly raised, the resources expended on colleges and universities would be very largely wasted. Unless drastic changes are made, colleges would not only be wasteful and meaningless extensions of school, but be also a disastrous device for undoing whatever good work has been done in school.

11. If the barely literate graduate is the product that the universities continue to yield as their chief yearly output, there is no case for expanding such higher education. Instead, what would be advisable is a pause in numerical expansion, and a careful re-examination of present policies and practices. The Committee however does not consider the situation as entirely hopeless. We would only insist that whatever decisions are taken in the field of education should be taken on educational grounds, and not, for instance, in order to purchase peace in a political crisis or to appease-agitators whose understanding of educational matters does not match the fervour of their slogans.

12. The swelling enrolments at the university level, which are alleged to be one of the reasons for low standards, are a serious problem. But, so long as secondary school does not impart employable skills, and the economy enforces long periods of waiting on all those who seek employment, there will continue to be a rush for admission to colleges, for young people crowd

into the colleges largely because they do not know where else to go. In this context, the two-year interregnum between secondary school and college envisaged in the ten-plus-two-plus-three year pattern now recommended by Delhi for country-wide adoption, seems to provide some solutions. The Committee has had no information from the State Government in regard to their intentions and plans in this regard. The Committee is therefore unable to relate what it proposes in the following paragraphs to any policy decisions already made by the Government.

13. The best that could be claimed for most undergraduate colleges at present is that they seek to finish the unfinished job of the secondary school, particularly in the matter of imparting language proficiencies. This is not a legitimate function of the university. It is a task that should be attended to before a student proceeds to the University. As things are at present, the unfinished task of school could be attended to at the pre-university stage that is now being recommended. The existing pre-university courses in some States do not perform this function. The two-year programme should be a flexible one, whose primary purpose would be to enable the student to discover for himself what his aptitudes and capacities are : whether he should proceed to further academic studies, or should train himself for one of the careers for which purely academic courses are not necessary. The programme should be so designed as to give students the basic proficiencies needed for meaningful studies at the undergraduate stage and/or for direct migration into the job market. This would mean that those who design the curriculum should ascertain the basic requirements for further academic studies, as well as the requirements for employment in the kinds of jobs that are available or could be created. The two-year programme would thus be a combination of academic and vocational courses, for it is not to be expected that students would know at the beginning of the pre-university course what their final choices for a career or profession would be. The programme should also be flexible enough to permit a student who acquires the necessary proficiencies for higher studies in a shorter while than two years, to proceed to the undergraduate classes as soon as he is ready, that is, at the end of a year instead of two, or even skipping the two-year course altogether.

14. It would be misleading to call this two-year programme a 'pre-university' course, for such a description might seem to indicate that its main objective is to impart proficiencies that would enable students to get into the first degree courses in the university. With such a limited objective, we might only perpetuate the inadequacies of the present system. Instead, it should serve several purposes. On the lowest plane, it should provide remedial and compensatory programmes for the weaker students whose special needs, particularly in languages and mathematics, had not been properly attended to in school. It should provide strong academic programmes for which a model we can think of is the English 'sixth form.' It should also include a number of vocational or job-oriented courses designed not only to suit job opportunities available, but also to add a work-oriented, practical dimension to the theoretical learning that fills the rest of the



programmes. The experience of such courses will, as 'work-experience,' be of value even to those students who proceed to further studies at the university, instead of straightaway taking up jobs for which the necessary skills are imparted in the vocational courses.

15. This two-year programme could be attached to good high schools, or to undergraduate colleges, or even organized in separate junior colleges. The important thing is to recognize its primary function of helping the student to identify his own aptitudes and capacity. Imaginatively implemented, this two-year interregnum between school and college may be the answer we are looking for, in the matter of selective admission to universities and of giving the right vocational content to the education of those who would want to go into jobs on leaving school. In the matter of 'selective admission,' the selection will largely be done by the student himself who, on the basis of his experience of the two-year programme, would opt for a job or for further academic studies. Meanwhile, the two-year programme, making no concessions to the pressure of numbers or to other non-academic considerations, should have the effect of pushing up standards at the degree level.

### III

16. In recommending, in the following paragraphs, a certain re-organization of the jurisdiction of existing universities and in suggesting the establishment of new ones, two principles of governance have been kept in mind. One is that the unit of administration should be such that effective governance, to the extent that it is necessary in matters educational, becomes possible. The other is that administrative responsibility at every stage should be clearly visible. The persons or agencies that made the decisions should also have the power and the responsibility for implementing them, and there should be no ambiguities in regard to the power and the responsibility.

17. Fairly early in the Committee's deliberations, certain points in regard to the need for new Universities and changes in the jurisdiction of existing universities become clear. The Committee was informed that the State Government had already made a commitment in reward to the establishment of a university in Bhavnagar. At the time that this Committee was appointed, the recommendations of the Baxi Committee in this regard were under the consideration of the Government. The Baxi Committee had recommended a unitary or city university for Bhavnagar, comprising of the colleges and departments that are at present situated at Bhavnagar. One of the suggestions that was made to the Committee by certain distinguished persons was that the proposed university at Bhavnagar should affiliate all the colleges in the districts of Bhavnagar, Surendranagar and Amreli. Another suggestion has been that, while the jurisdiction of the new university may be limited to the city of Bhavnagar, an exception may be made in regard to the Lok Bharati Gram Vidyaapeeth at Sanosra, in Bhavnagar district. The Lok

Bharati has special links with the city of Bhavnagar, and it should be possible to develop it as an autonomous campus of the future Bhavnagar University, along lines that we recommend in regard to the new orientation that should be given to colleges under a modified affiliating system. We would recommend such an arrangement for Lok Bharati.

18. There was general agreement among those who met the Committee that Gujarat University should shed its responsibility for colleges outside the city of Ahmedabad and should be developed as a city university. At present there are 145 colleges affiliated to Gujarat University, of which 52 are within the municipal limits of Ahmedabad. If the suggestion for converting Gujarat University into a city university is accepted, the other colleges currently affiliated to it will have to be organized into one of more new universities, or attached to one or more existing universities. On the whole, despite some difference of opinion, one could not find a strong case for extending the jurisdiction of any of the existing universities, particularly if the universities themselves are reluctant to accept such additional responsibilities. The simpler way would be to establish one or more new universities.

19. There has been a popular demand for the establishment of a new university in North Gujarat. This is mentioned in the Government Resolution appointing this Committee. The Committee is in favour of responding to this demand, but it has doubts about the feasibility of affiliating all colleges of the present Gujarat University, other than those in the city of Ahmedabad, to the new university. Instead, yet another university could be established for Central Gujarat, so that the districts covered by North Gujarat University would be the districts of Ahmedabad (excluding the city of Ahmedabad), Mehsana, Banaskantha and Sabarkantha, and Central Gujarat University will cover the district of Karia, Baroda (excluding the city of Baroda) and the Panchmahals. The headquarters of North Gujarat University could be at Gandhinagar, and that of Central Gujarat University at Nadiad or some other suitable place. The district of Kutch might find it more convenient to be associated with the proposed university of North Gujarat than to be with Saurashtra University, but the Committee received no response either to its questionnaire or to its invitations, from anyone in Kutch, and one should reckon that there are no strong feelings in the region on this matter either way.

20. One of the suggestions that were made to the Committee was that Sardar Patel University at Vallabh Vidyanagar, which at present discharges affiliating functions though only within a five-mile radius, could extend its jurisdiction so as to function as the affiliating university for Central Gujarat. A communication that the Committee received from Sardar Patel University voiced the apprehension that such a proposal might be under consideration, and even that, in their view, the constitution of this Committee was especially designed to produce such a recommendation! Considering

that Sardar Patel University already has several affiliated colleges, an extension of this function may not seem to do any violence to the character of the University. It was pointed out to the Committee that the original intention at Vallabh Vidyanagar had been to have a unitary university and that, with a view to achieving this end, it had been agreed that the existing colleges at Vallabh Vidyanagar would be handed over to the new University to be directly administered by it. For some reason, this did not come off, and the University having taken on affiliating functions could extend it to cover a wider area than the five-mile radius now prescribed.

21. There are two considerations that should weigh against such a decision. One is that the jurisdiction of existing universities should not be widened, if the universities themselves do not welcome it. The other is that wherever possible, city and unitary types of universities should be established or evolved, in the interests of academic and administrative efficiency. The Committee would suggest that Sardar Patel University should shed its jurisdiction over the few colleges it affiliates outside Vallabh Vidyanagar, and within Vallabh Vidyanagar itself, shed the traditional pattern of affiliation and develop a new pattern of association, with the colleges and the University departments enjoying a large measure of autonomy, and the University performing co-ordinating functions and providing certain common facilities.

22. Two alternative models are available for the reorganization of Sardar Patel University after it sheds its affiliated colleges outside Vallabh Vidyanagar. One is that all colleges within Vallabh Vidyanagar, with their personal, assets and liabilities, are transferred to the University's direct administrative and proprietary control. The Committee understands that the present management of the colleges is not averse to such a transfer. But judging by experience elsewhere, such transfer of faculty and other personnel may leave a trail of problems that might come to use up a disproportionate amount of the time and energy of the academic community. The other alternative, which is simpler, is to reorganize the University in such a way that the University departments and the colleges become autonomous units. There has been some criticism on the campus of the alleged dominance of the management of the colleges in the decision making bodies of the University. Under a more dispersed system of decision-making, such dominance, if it exists at all, should vanish. As elsewhere, the need at Vallabh Vidyanagar too may be a shift of emphasis from power to learning. Feats of organization can make only a small contribution to such an outcome. Everything depends on the academic community's scale of values and its determination to uphold it.

23. A suggestion that the Committee found attractive was that Gujarat Agricultural University, which is still in the process of gestation, could be established with its headquarters at Vallabh Vidyanagar, and the existing campus merge in the Agriculture University. A multi-faculty pattern with

strong emphasis on agricultural studies as exists in Udaipur and Himachal Pradesh Universities. The facilities already available in and around Vallabh Vidyanagar offer ampler scope for the development of agricultural studies than was available originally in the centres chosen for the establishment of most of the Agricultural Universities in the country. Among the facilities area the Amul Dairy, the National Dairy Development Board, the Cattle Feed Factory, the Artificial Insemination Centre, the Home Science College and the Agro-Economic Research Centre. It may also be mentioned that until 1973, the Agriculture College, the Veterenary Science College and The Dairy Science College were part of Sardar Patel University. The Committee must acknowledge that, since the Government had already established an Agriculture University with its headquarters elsewhere, it did not consider it advisable to examine this idea of its merger with Sardar Patel University in any detail. We would however suggest that the idea be further examined.

24. Problems somewhat different from those of Sardar Patel University confront Baroda University. Owing to traditions established through the years, and also because of the use of English as the medium of teaching, Baroda has attracted more students from outside the State than the other Universities in the State. While the city of Baroda is proud of this distinction, the people of Baroda also desire that the enrolment policies of the University should be go designed as to enable all students from Baroda city to find a place in the city's University. The existing campus can at the most accommodate 17,000 students. An undergraduate unit, accommodating 2000 students, has been developed in another part of the city. The demand for seats will increase in the coming years, and the present facilities will be inadequate for meeting the rush from the coming academic year, that is, in July 1974.

25. Three alternatives have been considered. One is that, with a view to avoiding any further increase in the size of Baroda University, new colleges that may be established in the city or its periphery so as to take in the overflow from the Baroda, may be affiliated to the University that affiliates colleges in the rest of Baroda district. The Committee did not find it an attractive proposition. There may, in the future, be a need for having two Universities in Baroda instead of one, as might happen in many other cities in the country. But meanwhile, there is no case for a system under which a full-fledged University assume responsibility for a section of the youth of the city, while the left-over section is accommodated in colleges that owe their allegiance to a University with its headquarters and its major commitments elsewhere. This is the way to ensure ready-made tensions in the academic community.

26. The other alternatives are : (a) for the University to establish a network of undergraduate units in different parts of the town, each on the autonomous pattern; and (b) for the State Government to establish a number of colleges, more or less on the autonomous pattern, but associated with the

University of Baroda. It should even be possible for the University to develop a duplicate campus, with facilities for another 10,000 students or so, instead of having several units scattered in different parts of the city. Our Committee favours the idea of the University directly managing the additional units or campus, instead of the Government establishing and administering them. Decisions in regard to these alternatives should be taken as early as possible, so as to avoid hurried improvisations to meet the rush for admission. Unplanned growth might destroy whatever is distinctive about the University at present.

27. Several times in the preceding paragraphs, reference has been made to the idea of autonomous colleges. The Committee wishes to spell out the concept in so far as it has a relevance to the current recommendations.

28. The idea of the autonomous college, long resisted by authority, has now achieved a certain prestige owing to the tardy realization that, whatever may have been the justification for the century-old affiliating pattern and the prescription of the same curricula and examination for all colleges within a large university, the arrangement no longer ensures high standards or even uniformity. There is no particular virtue in every college being like every other college, if the uniformity is achieved at a low level. As far as the examinations are concerned, the system has actually broken down, and even where large-scale cheating is not resorted to, no uniformity of standards is being achieved. As for curricula, the pace of change is slow, as the weakest colleges set the pace, and the procedures prescribed by the university are ponderous.

29. The remedy is to let colleges work out their own individual destiny, subject to the norms of accountability that apply to all public institutions. The idea is that, while the university may prescribe the minimum basic requirements in regard to curricula and the proficiencies expected to be imparted at various levels, the colleges will be free to prescribe more ambitious curricula than the minimum requirements, hold their own examinations and the university would accept the results of such examinations for the award of degrees.

30. Three fears have been expressed in this connection. One is that if colleges were autonomous, the security of service of teachers would be in peril. Secondly, if some colleges are autonomous while others are not, this might promote an unhealthy kind of elitism. And if all colleges are allowed to go their own way, will it not result in academic anarchy?

31. Before the pattern of autonomous colleges is adopted, it is essential that teachers and students understand its advantages. In regard to personnel policies, such as selection, salary scales and tenure, the university should lay down the same rules for autonomous colleges as for other colleges. What is sought is academic autonomy with a view to enabling colleges to

develop their programmes to the utmost of their capacity. It should not be a licence to any college to be wayward in its administration. The same vigilance in regard to employment policies that universities are expected to exercise now over affiliated colleges, will continue to be exercised in regard to autonomous colleges. It may be noted that Chapter VI-A of the Gujarat University Act, devoted to 'Autonomous Colleges, Autonomous Institutions University Departments' specifies the scope of autonomy in these terms : " matters of admission of students, prescribing the courses of studies, imparting instruction and training, holding of examinations, and the powers to make necessary rules for the purpose."

32. As for the dangers of elitism, there already exist differences between colleges that do their job well and others that function unsatisfactorily. These differences exist under a system that is supposed to promote uniform quality of performance. Under the new pattern that we suggest, all colleges will be challenged to accept the freedom to innovate and to experiment. While only the most competent and venture some may accept the challenge in the beginning, the others will be expected to develop the capacity to claim autonomy, and the period of traditional affiliation to the university should be considered a period of transition.

33. What is suggested above is somewhat different from the procedure that the University Grants Commission has formulated, as also from what is laid down in the Gujarat University Act. Both the U. G. C.'s procedure and the one laid down in the Act provide for applications from colleges for the status of autonomy, inspections or local inquiries, and recommendation by the University to the U. G. C. under the former procedure and to the State Government in the latter. While checks and safeguards are necessary for maintaining standards, are not such safeguards needed even for the continuance of affiliation ? The impression that the two prescribed procedures convey is that not many colleges are expected to qualify for this new status. If their number is small, and are limited more or less to those colleges that have a high repute already, the new venture will not bring about any substantial change in the general level of higher education in the State.

34. Under the procedure we suggest, the universities will only lay down the minimum requirements or criteria for autonomy, as they now lay down requirements for affiliation, and any college that fulfills the requirements should have the right to claim autonomy. In fact, the university's goal in this matter should be to encourage and assist every college to become autonomous. Its function would then be to co-ordinate, to be vigilant about policies and performance, and to be a catalyst of academic change.

35. The common examinations, which are the main service that a university performs today for its colleges, are no longer a reliable assessment of a student's proficiencies. On the contrary, the ease with which the examinations can be passed by those who have shirked their studies

is largely responsible for the decline of standards and the chronic anarchy in many colleges. One of our members, Mr. N. K. Vakil, suggested as a corrective, not only the abolition of common external examinations but also the formal examinations in college, to be replaced by transcripts of the record of work done by each student in his college. Employers and admission authorities in higher courses could go by those transcripts and by such competitive tests as the employing agencies consider necessary. (Mr. Vakil's note on the subject is reproduced in an appendix to this Report.) It is also hoped that a national decision will be made, removing the requirement of a university degree for positions in the public service for which competitive tests can be arranged.

36. The most serious objection to any general offer of autonomy to colleges is that far too large a number of the existing colleges are so ill-equipped and ill-staffed for their job that autonomy might amount to a licence to them to continue functioning in their present level of inefficiency. The main safeguards against such an outcome are that (a) the minimum requirements for autonomous status would be such as to make weak colleges ineligible until they improve their equipment and personnel, and (b) the university, divested of its continuous preoccupation with a succession of examinations, should be able to exercise greater vigilance over the performance of colleges than it is able to do now.

37. We stress this matter of autonomy for colleges particularly because our recommendation for the establishment of more universities in the State is based on the expectation that such a new pattern will be adopted in the set-up for higher education in the State. Large affiliating universities were formerly no great burden on the public exchequer, because they lived on the examination revenues from the colleges. This is no longer possible, because it is not currently expedient to increase examination fees, while the expenses of the examination establishment have risen with the rise of prices all round. If colleges were autonomous, they would not need an obese university establishment to look after their examinations and innumerable decision-making bodies. The co-ordinating and vigilance functions of the university will not need the enormous non-teaching staff that almost crowd out the teaching staff at the headquarters of universities at present.

38. The more important reason for autonomy, however, is not economy, but the possibility of promoting academic venturesomeness, and of actively involving the entire academic community, teachers and students, in every college in the decision-making process. Such involvement is not secured by putting a few elected or nominated representatives of teachers and of students in the decision-making bodies. In a college, it should be possible for the entire faculty to participate in the process of decision-making. It should also be possible to encourage the whole body of students, in sections if necessary, to participate in making curricula and in other decisions affecting the quality of the education they receive.

39. This should help to change the present routine of a determined rabble, armed with brickbats, arriving periodically at the university office and securing changes in the decisions taken by the authorised university bodies. In recommending the establishment of new universities, we are not asking for 'more of the same thing' as we have had in recent years in the name of higher education. If that were the prospect, we would ask for a moratorium on such wasteful investment of resources. What we need today is a new kind of university and a new kind of college.

40. In the present situation, every college should attempt to be an experimental college. Innovation and experiment are possible at the institutional level in colleges, and the university should serve as a clearing house of information in regard to what is being done in the individual colleges, and elsewhere in the academic world. This will produce the academic ferment that the present system has failed to produce.

41. Colleges should develop a different concept of their role, from what has so far been the accepted pattern. They should become centres of learning for the community, open to all who seek learning, somewhat on the lines of the 'learning webs' recommended by Ivan Illich, without abandoning any of the advantages of institutional structure. They should develop and make known to the community at large, such facilities as libraries and laboratories, as also the learning and the skills that the members of the faculty are able to impart. In designing programmes, each college should study the environment in which it functions, and even make the community around a resource of learning. Every college, besides fulfilling whatever is still relevant in its traditional functions, should also become a centre for continuing education and community service. It should develop close relations with the industrial and other developmental establishments in the locality, as well as with the school system. In doing so, colleges will discover a new purposefulness that would correct many of their present deficiencies.

## V

42. While the establishment of new universities in Bhavnagar, North Gujarat and Central Gujarat should be managed without expenditure on ostentatious buildings and paraphernalia, we must insist that good universities cost money, and there does not seem to be a clear-headed appreciation of this fact in the current policies regarding the financing of universities in the State. The University of Baroda has been obliged to run into heavy debt to meet its normal liabilities, and the other universities live continually close to the margin of penury. From whatever information the Committee was able to gather, it would seem that the per capita outlay from public funds on higher education is lower in Gujarat than in several other States. While we would not suggest any increase in this outlay so as to reduce the contribution from other sources, or at the expense of other sectors of education, we would urge that no steps be taken to establish new universities until the State has found the resources to meet the expenditure on the normal functioning of existing universities.



43. We suggest that every five years, there should be a careful-reckoning by a knowledgeable body, of the normal financial needs of the universities. Funds for meeting such needs should be given as block grants, with suitable annual increases, for a five-year period. There should also be provision for special grants to cover such contingencies as revision of salary scales or dearness allowance. The body that is appointed to make this quinquennial assessment of the financial needs of the universities could also undertake, with the assistance of the Centre of research recommended in Paragraph 6 above, a review of the state of higher education in the State.

44. There is also need for reviewing the system of grant-in-aid to non-government Colleges. Apart from grants calculated on the basis of deficits, there should also be a reckoning made of the per capita cost for the various faculties and courses, for the whole State and for individual colleges. These should be kept in view in determining grants for increased enrolments made at the instance of the State. There is a general impression that the grant-in-aid rules have not been effective in ensuring fair employment practices and efficient performance of academic functions in the aided institutions. Higher norms of accountability become imperative as colleges attain the freedom to design their own programmes. At the same time, there should be no hesitation in acknowledging the State's obligation to re-imburse the non-government institutions for the total additional cost of revising salary scales at the instance of the Government or the U. G. C. Colleges should not, any more than universities, be obliged to spend any part of their energies on importuning authority for financial assistance, as all their energies are needed for the supreme task of improving the quality of their academic work. Institutions that do not deserve assistance are not improved by harassment and red tape ; they should be asked to close down,

45. Talking of vigilance in regard to standards and performance, we would suggest that the large affiliating universities in the State should review their own record in regard to the ' postgraduate centres ' they have organized in several places. The teaching arrangements at these centres consist largely of teachers from nearby colleges journeying down to the centres on weekends to give lectures for a small remuneration. Though the schedule provides for library work and seminars, very little is done under such programmes. In most centres and in most subjects, neither the teachers nor the students are reported to be taking these classes seriously. It may be more honest to let candidates take postgraduate examinations without fulfilling any class attendance requirements than to go through the presence that facilities are being provided and are being availed of, at many places, for postgraduate studies. These sub-standard arrangements will have to be vastly improved or abandoned altogether, in any comprehensive effort to improve the quality of higher education in the State.

46. In the light of the terms of reference of our Committee, two omissions may be noticed in this Report. One is that we have made no projections of enrolments at the higher education level in the State, for the

next ten years. The other is that we have not indicated precisely 'the financial implications' of our recommendations. Neither forecast can at present be made except in very general terms that would provide no helpful guidance. In regard to enrolment, we are unable to say anything more than the State should anticipate an annual ten per cent increase at the post-secondary level, including the alternative "channels of suitable courses (designed) to minimize the growth of arts and commerce colleges," as envisaged in the State's Fifth Five Year Plan. As for working out the cost of changes and developments suggested, the reason why we do not make precise forecasts is implied in the recommendations we make in paragraphs 43 and 44. We should like to conclude by affirming that, while the effort to obtain the benefits of higher education on the cheap should be discontinued, the higher learning is largely a search for what money cannot buy. What is needed is intellectual and moral venturesomeness.

V. V. JOHN,

J. B. SANDIL,

I. J. PATEL,

V. H. BHANOT,

*Note.*— Mr. N. K. Vakil, a member of the Committee, passed away on May 4, 1974. He had concurred in the draft of the Report at the Committee's meeting held on April 22, 1974.

Ahmedabad, June 14, 1974.

## SUMMARY OF RECOMMENDATIONS.

1. With a view to promoting self-study by colleges and universities, and to encouraging a spirit of innovation and experiment in the field of higher education, the State Government should endow the establishment of a Centre for the Study of Higher Education. This should be supplemented by a network of planning research cells in all colleges and universities.

2. If the State adopts the ten-plus-two-plus three year pattern of education, the two-year programme should be so designed as to enable students to identify their own capabilities, and include both strong academic courses leading to further studies and vocational courses of a level that would enable students to go straight into employment at the end of two years. There should be no rigid streaming of students; instead, the structure should be such as to give students the option between purely theoretical courses and career-oriented courses. There is great advantage in every student taking some career-oriented course or other, even if his intention is to go for further studies at the university before taking up any job.

3. The Committee recommends that, in implementing the Baxi Committee's recommendation in regard to the establishment of a city university in Bhavnagar, the law be so made as to enable the Lok Bharati Gram Vidyapeeth at Sanosra to function as an autonomous college affiliated or associated with Bhavnagar University.

4. Gujarat University should confine its jurisdiction to the city of Ahmedabad.

5. Two new Universities should be established, one to affiliate the colleges in the districts of Ahmedabad (excluding the city of Ahmedabad), Mehsana, Banaskantha, Sabarkantha and Kutch; and the other to affiliate the Colleges in the districts of Kaira, Baroda (excluding Baroda City) and the Panchmahals.

6. Sardar Patel University's jurisdiction over colleges outside Vallabh Vidyanagar should be terminated, and the University should be reorganized to provide for autonomy for the university departments and for the colleges. The State Government may examine the feasibility of merging the new Agricultural University of Gujarat with Sardar Patel University.

7. With a view to providing for the additional numbers from the city of Baroda that would be seeking admission to Baroda University, new autonomous units, and preferably duplicate campus, under the direct administration of the University, should be established in Baroda.

8. The present pattern of the affiliation of colleges to universities should be replaced by a system of autonomous colleges, the traditional affiliating functions being performed by the universities only in respect of those colleges that are not adequately equipped and staffed to perform autonomous functions efficiently. The universities should assist such weaker institutions to develop the capacity for autonomy. The present provisions in this regard in the Gujarat University Act should be amended, and similar arrangements made in the other affiliating universities also.

9. Every college should become a centre for continuing education and for community service, besides performing its traditional functions of undergraduate education.

10. The financial needs of the universities should be reviewed by a competent body every five years, and the grants determined on the basis of such review should be sanctioned as block grants with suitable annual increases, for a five-year period. The system of grant-in-aid to non-government colleges should also be reviewed, and such grants should be related to the per capita expenditure on higher education at the various levels and in the different courses.

11. No steps should be taken to establish new universities until the State has found the resources to meet the expenditure on the normal functioning of existing universities.

12. The present status of the 'postgraduate centres' run by the affiliating universities should be carefully reviewed, and unless their quality can be greatly improved, they should be discontinued.

**Report of the Committee appointed by the Government of Gujarat  
to Review the State of Higher Education in the State.**

**A P P E N D I C E S**

- |   |    |    |    |
|---|----|----|----|
| 1. Government Resolutions.  | .. | .. | .. |
| 2. Questionnaire.   | .. | .. | .. |
| 3. Area-wise and Alphabetical List of Persons who responded to the Questionnaire.                     | .. | .. | .. |
| 4. Places visited by the Committee.   | .. | .. | .. |
| 5. Alphabetical List of Persons interviewed at different places.                                      |    |    |    |
| 6. List of Memoranda and Representations submitted by different Bodies and Persons, to the Committee. | .. | .. | .. |

## APPENDIX—I.

*Committee to review the  
state of Higher Education  
in Gujarat.*

GOVERNMENT OF GUJARAT,  
EDUCATION AND LABOUR DEPARTMENT,

Resolution No. USG-4273-Kh,

Sachivalaya, Gandhinagar, Dated the 3rd April, 1973.

**RESOLUTION:**—There is persistent demand for a separate University in North Gujarat. Suggestions have also been made for re-adjustment of the areas of some existing universities. The M. S. University of Baroda is also keen on retaining its residential character and is not in favour of affiliating other colleges within its existing area. It has therefore become necessary to examine the question of readjustment of the jurisdiction of existing Universities in Gujarat, including establishment of new Universities, in all its aspects. Government is, therefore, please to appoint Committee consisting of the following members to report in the matter:—

- |   |                       |
|---|-----------------------|
| (1) Shri V. V. John,<br>Former Vice-Chancellor,<br>Jodhpur University.              | Chairman.             |
| (2) Shri N. K. Vakil,<br>Vice-Chancellor,<br>M. S. University of Baroda,<br>Baroda. | Member.               |
| (3) Shri J. B. Sandil,<br>Vice-Chancellor,<br>Saurashtra University,<br>Rajkot.     | Member.               |
| (4) Shri V. H. Bhanot,<br>Former Joint Director of<br>Education, Gujarat.           | Member-<br>Secretary. |

2. The terms of reference to the Committee shall be as under:—

(i) to review the state of higher education and to assess the need for institutions of higher education in Gujarat, over the next decade;

(ii) To consider changes in the areas of the Universities, including establishment of new Universities so as to enable them to discharge their functions and need their obligations effectively and adequately;

- (iii) To indicate the financial implications of its recommendations; and  
 (iv) to make such other recommendations as are germane to the subject.

3. The Committee should be authorised to invite the officers and members of the various authorities of the Universities and others whom it may deem fit, to give evidence.

4. The headquarters of the Committee will be at Ahmedabad.

5. The Committee should be requested to submit its report to the Government within a period of six months from the date of its constitution.

6. The Committee should be treated as a state level Committee and the non-official members should be held eligible to draw T. A./D. A. in accordance with the provisions contained in Appendix-XLII-A of B. C. S. Rules Vol. II. The local members, if appointed, would be eligible to draw actual conveyance charges limited to Rs. 4 per day. The Director of Education Gujarat State, should be the countersigning authority for the T. A. Bills of the non-official members of the Committee.

7. Sanction is also accorded to the creation of the following temporary staff for the work of the Committee in the pay scales shown against them *plus* the usual allowances admissible under the rules :—

<i>Designation of the Post</i>	<i>No. of posts</i>	<i>Pay scale</i>
Stenographer (Gr. II)	One	Rs. 250-480
Senior Clerk	One	Rs. 200-340

The staff is sanctioned for a period of six months in the first instance. The Director of Education, Gujarat State, should make necessary arrangements for the office accommodation, stationery, etc. required for the work of the Committee.

8. The expenditure involved should be debited to Demand No. 40-Budget Head " 28-Education-F-General-V-Miscellaneous-(1)-Other Communities-(4)-Miscellaneous " and should be met from the sanctioned grant thereunder.

9. This issued with the concurrence of the Finance Department dated 27th March, 1973 on Education and Labour Department File No. USG-4273-4185-Kh.

By order and in the name of the Governor of Gujarat,

(Sd.) S. M. DUDANI,  
 Secretary to the Government of Gujarat,  
 Education and Labour Department.

To

The Secretary to the Governor of Gujarat, Raj Bhavan, Ahmedabad.

The Director of Education, Gujarat State, Ahmedabad, etc.

*Committee to review the state of  
higher education in Gujarat.*

**GOVERNMENT OF GUJARAT**  
**EDUCATION AND LABOUR DEPARTMENT**

**Resolution No. USG-4273/70661-Kh,**

Sachivalaya, Gandhinagar, Dated the 24th September, 1973.

*Read.*—(1) Government resolution, Education and Labour Department, No. USG-4273-KH, dated 3-4-1974.

(2) Letter dated 23-7-73 from Shri V. V. John, Chairman, Committee on Higher Education, Ahmedabad.

**RESOLUTION.**—Government is pleased to appoint Shri Iswarbhai Patel former Vice-Chancellor of Gujarat University, as an additional member on the Committee on Higher Education, constituted under the Government Resolution, Education and Labour Department, No. USG-4273-Kh, dated 3-4-1973.

2. Government is also pleased to extend the period, prescribed in para-5 of the Government Resolution, dated 3-4-73 referred to above, for submission of Committee's report for a further period upto *31st December, 1973*. The Committee should be requested to finalise their report by this date.

3. This issues with concurrence of the Financial Adviser, dated 6-8-1973 on this Department File No. USG-4273/4185-Kh.

By order and in the name of the Governor of Gujarat,

(Sd.) A. P. SHELAT,  
Section Officer,  
Education and Labour Department.

To,

The Secretary to the Governor of Gujarat, Raj Bhavan, Ahmedabad-4.

The Director of Education, Gujarat State, Ahmedabad, etc.



*Committee to review the  
state of Higher Education  
in Gujarat.*

**GOVERNMENT OF GUJARAT  
EDUCATION AND LABOUR DEPARTMENT**

**Resolution No. USG-4273-110647-Kh.**

**Sachivalaya, Gandhinagar, Dated the 4th December, 1973.**

- Read:—**1. Government Resolution, Education and Labour Department  
No. USG-4273-Kh, dated 3-4-1973.
2. Government Resolution, Education and Labour Department  
No. USG-4273/70661-Kh, dated 24-9-73.
3. Letter dated 5-11-73 from Shri V. V. John, Chairman,  
Committee on Higher Education,

**RESOLUTION:—**In modification of orders issued in para-2 of the  
Government Resolution, Education and Labour Department, No. USG-  
4273-70661-Kh dated 24-9-1973, Government is pleased to extend the  
period for submission of Committee report from 31st December, 1973  
to 31st March, 1974.

2. This issues with the concurrence of the Financial Adviser dated  
23-11-1973 on this Department file No. USG-4273-4185-Kh.

**By order and in the name of the Governor of Gujarat,**

**Sd/-  
Section Officer,  
Education & Labour Department;**

**To,**

**The Director of Education, Gujarat State, Ahmedabad.**

*Committee to review the  
state of Higher Education.*

**GOVERNMENT OF GUJARAT  
EDUCATION AND LABOUR DEPARTMENT**

**Resolution No. USG-4273/19785-Kh**

Sachivalaya, Gandhinagar, Dated the 26th March, 1974.

- Read:—*1. Government Resolution, Education & Labour Department No. USG-4273-Kh dated 3-4-1973.
2. Government Resolution, Education & Labour Department No. USG-4233/110647-Kh dated 4-12-1973.
3. Letter dated 5-3-1974 from the Member-Secretary of the Committee.
4. Letter No. S-196-A-73-74 dated 12-3-1974, from the Director of Education, Ahmedabad.

**RESOLUTION:—**In modification of orders issued in para 1 of the Government modification, Education and Labour Department No. USG-4273/110647-Kh, dated 4-12-1973, Government is pleased to extend the period for submission of Committee's report from 31st March, 1974. to 30-4-1974.

By order and in the name of the Governor of Gujarat,

Sd/-  
Section Officer,  
Education & Labour Department.

To,

Member-Secretary, Committee on Higher Education, C/o. Director of Education, Ahmedabad, etc.

*Committee to review the state  
Higher Education.*

**GOVERNMENT OF GUJARAT,  
EDUCATION AND LABOUR DEPARTMENT,**

**Resolution No. USG-4273/30545-Kh,**

**Sachivalaya, Gandhinagar, Dated the 30th April, 1974.**

- Read:—1. Govt. Resolution, Education and Labour Department  
No. USG-4273/Kh dated 3-4-1973.**
- 2. Govt. Resolution, Education & Labour Department No. USG-  
4273-19785-Kh dated 23-6-1974.**
- 3. Letter dated 6-4-1974 from the Chairman, Committee on Higher  
Education, New Delhi.**

**RESOLUTION:—In modification of orders issued in the Government  
Resolution, Education and Labour Department No. USG-4273/19785-Kh  
dated 26-3-1974, Government is pleased to extend the period for submission  
of Committee's report from 30-4-1974 to 15-6-1974.**

**By order and in the name of the Governor of Gujarat,**

**Sd/- H. T. JAGTIANI,  
Section Officer,  
Education and Labour Department.**

**To,**

**The Secretary to the Governor of Gujarat, Raj Bhavan, Ahmedabad,**

COMMITTEE TO REVIEW THE STATE  
OF HIGHER EDUCATION IN GUJARAT,  
C/o Directorate of Education,  
New Mental Hospital Buildings,  
Ahmedabad-16.  
Dt. 29th August 1973.

To

Shri/Smt. \_\_\_\_\_

*Subject.*—Review of the state of higher education in Gujarat.

Sir/Madam,

The Government of Gujarat has appointed a Committee to review the state of higher education in the Gujarat State and to make necessary recommendations in the matter to Government. The terms of reference of this Committee are as under :

- (1) To review the state of higher education and to assess the need for institutions of higher education in Gujarat, over the next decade ;
- (2) To consider changes in the areas of the Universities, including establishment of new universities, so as to enable them to discharge their functions and meet their obligations effectively and adequately;
- (3) To indicate the financial implications of its recommendations, and
- (4) To make such other recommendations as are germane to the subject.

The Committee has prepared a Questionnaire in this connection in order to obtain remarks of knowledgeable and interested members of the public. I enclose a copy of this Questionnaire on behalf of the Committee and request you to be good enough to help the work of the Committee by communicating to me your view/views of your institution on any or all the questions contained in the Questionnaire as you deem fit. Your answers may relate to any of the universities or institutions existing or proposed in which you are particularly interested. The replies may kindly be sent to me before 30th September 1973 at the address mentioned above.

With thanks in advance for your co-operation.

Yours faithfully,

V. H. BHANOT,  
Member-Secretary.

ENCLOSURE:  
Questionnaire.

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ପ୍ରଥମ ଭାଗ (ପ୍ରଥମ)  
ନିର୍ଦ୍ଦେଶକ ମାଧ୍ୟମ

ଆଗାମୀ ବର୍ଷର ବିଷୟ ମାଧ୍ୟମ

ଆଗାମୀ ବର୍ଷର ଏହି ପତ୍ରର ୧୯୭୬ ଶେଷରେ ଉପର ମାଧ୍ୟମ  
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ପ୍ରଥମ ବିଷୟକୁ ଏକ ମାଧ୍ୟମ ଭାବେ ନିର୍ଦ୍ଦେଶ ଦିଆଯିବ (୧)

ଏକ 'ପ୍ରଥମ ବିଷୟକୁ ମାଧ୍ୟମ/ବିଷୟକୁ ଏକ ମାଧ୍ୟମ ଭାବେ ନିର୍ଦ୍ଦେଶ ଦିଆଯିବ (୧)

ପ୍ରଥମ ବିଷୟକୁ ଏକ ମାଧ୍ୟମ ଭାବେ ନିର୍ଦ୍ଦେଶ ଦିଆଯିବ  
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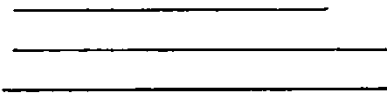
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-: ଏହି ବିଷୟକୁ ଏକ ମାଧ୍ୟମ ଭାବେ ନିର୍ଦ୍ଦେଶ ଦିଆଯିବ

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ଏକ ମାଧ୍ୟମ ଭାବେ ନିର୍ଦ୍ଦେଶ ଦିଆଯିବ (୧)

ମାଧ୍ୟମ/ବିଷୟ

ମାଧ୍ୟମ/ବିଷୟକୁ ଏକ ମାଧ୍ୟମ ଭାବେ ନିର୍ଦ୍ଦେଶ ଦିଆଯିବ



ମାଧ୍ୟମ/ବିଷୟ

ମାଧ୍ୟମ

୧୯୭୬-୧୯୭୭

ମାଧ୍ୟମ/ବିଷୟକୁ ଏକ ମାଧ୍ୟମ ଭାବେ ନିର୍ଦ୍ଦେଶ ଦିଆଯିବ  
ଯାହାକି ଏକ ବିଷୟ କ୍ଷେତ୍ରରେ ମାଧ୍ୟମର ବିଷୟକୁ ଏକ ମାଧ୍ୟମ  
ଭାବେ ନିର୍ଦ୍ଦେଶ ଦିଆଯିବ, ଯାହାକି ଏକ ବିଷୟ କ୍ଷେତ୍ରରେ  
ମାଧ୍ୟମର ବିଷୟକୁ ଏକ ମାଧ୍ୟମ ଭାବେ ନିର୍ଦ୍ଦେଶ ଦିଆଯିବ (୧)

# QUESTIONNAIRE

## પ્રશ્નાવલી

1. Apart from Universities for special purposes (such as the Agricultural University and the Ayurved University), there are at present five statutory Universities in the Gujarat State, namely : Gujarat University, Sardar Patel University, M. S. University of Baroda, South Gujarat University and Saurashtra University. Under G. R. U.S.G. 5070/KH of 30 December 1970, Government has announced that, "Action should be taken to establish a residential University at Bhavnagar as early as possible". Other than these, is there need for any more Universities in the State ?
૧. વિશિષ્ટ હેતુઓ માટેની યુનિવર્સિટીઓ (જેવી કે કૃષિ યુનિવર્સિટી અને આયુર્વેદ યુનિવર્સિટી) ઉપરાંત ગુજરાત રાજ્યમાં હાલ પાંચ વૈધાનિક યુનિવર્સિટીઓ ગુજરાત યુનિવર્સિટી, સરદાર પટેલ યુનિવર્સિટી, વડોદરાની મહારાજ સયાજીરાવ યુનિવર્સિટી દક્ષિણ ગુજરાત યુનિવર્સિટી અને સૌરાષ્ટ્ર યુનિવર્સિટી છે. તારીખ ૩૦મી ડિસેમ્બર, ૧૯૭૦ના સરકારી ઠરાવ નં. મુએસજી. ૫૦૭૦/ખ અન્વયે સરકારે જાહેર કર્યું છે કે "ભાવનગર ખાતે એક નિવાસી યુનિવર્સિટી સ્થાપવાનું કાર્ય બને એટલું વહેલું હાથ ધરવું" આ સિવાય રાજ્યમાં વધુ કોઈ યુનિવર્સિટીની જરૂર છે?
2. If yes, where do you think the new University/Universities should be located ? What are your reasons for the location suggested by you ?
૨. જો "હા", તો આપના મતે આ નવી યુનિવર્સિટી/ યુનિવર્સિટીઓ ક્યા સ્થળે રાખવી જોઈએ? આપે સૂચવેલા સ્થળ અંગે ક્યા કારણો છે?

3. What should be the nature of the new University proposed by you ? Should it be : a teaching and affiliating University ? OR a Unitary and Residential University ? OR some other type ?
૩. આપે સુચવેલી નવી યુનિવર્સિટી કયા પ્રકારની હોવી જોઈએ ? શૈક્ષણિક અને જોડાણવાળી યુનિવર્સિટી કે એકસ્થાનીય અને નિવાસી યુનિવર્સિટી ? કે પછી કોઈ અન્ય પ્રકારની યુનિવર્સિટી ?
4. What in your view should be the right size of an affiliating University—should it depend on the number of affiliated Colleges, or on the total number of students in the institutions under its jurisdiction, or on the extent of its geographical jurisdiction, or all these factors? Would you suggest any other criteria for determining the right size of a University? what are they ?
૪. આપના મતે, જોડાણવાળી યુનિવર્સિટીનું યથાર્થ કદ કેટલું હોવું જોઈએ ? તેનો આધાર, જોડાણેલી કોલેજોની સંખ્યા પર કે તેના અધિકારક્ષેત્ર હેઠળની સંસ્થાઓમાંના વિદ્યાર્થીઓની કુલ સંખ્યા પર કે તેના ભૌગોલિક અધિકારક્ષેત્રના વ્યાપ પર કે આ તમામ પરિબલો પર હોવો જોઈએ ? યુનિવર્સિટીનું યથાર્થ કદ નક્કી કરવા માટે અન્ય કોઈ માપદંડ આપ સૂચવો ? કયા ?
5. What in your view should be the optimum size for Residential or Unitary Universities ?
૫. આપના મતે, નિવાસી કે એકસ્થાનીય યુનિવર્સિટીઓ માટેનું ઈષ્ટતમ કદ કેવડું હોવું જોઈએ ?
6. What, normally, should be the jurisdiction of a University ? Should it be confined to a particular region? OR be limited to some specified

number of contiguous Districts ? OR be confined to a certain area within a prescribed radius of the University's Office ? OR be defined in some other manner to be precisely laid down in each case ? Please give reasons for the manner suggested by you for determining the jurisdiction.

૬. સામાન્યતઃ યુનિવર્સિટીનું અધિકારક્ષેત્ર કેટલું હોવું જોઈએ ? તે અમુક પ્રદેશ પૂરનું મર્યાદિત હોવું જોઈએ ? કે પડોશના જિલ્લાઓની અમુક નિર્દિષ્ટ સંખ્યા પૂરનું મર્યાદિત હોવું જોઈએ ? કે યુનિવર્સિટી કચેરીની નિયત ત્રિજ્યાની અંદરના અમુક વિસ્તાર પૂરનું મર્યાદિત હોવું જોઈએ ? કે દરેક કેસમાં ચોક્કસપણે ધ્યાવેલી બીજી કોઈ રીતે અંકિત થવું જોઈએ ? અધિકાર-ક્ષેત્ર નક્કી કરવા અંગે આપે સૂચવેલી રીત માટેનાં કારણો આપશો.

7. Which of the criteria outlines in Question 6 above, should apply in the case of the University/Universities proposed by you ? And what effect would your proposal have on the area presently under the jurisdiction of the existing Universities ? How should the existing state of affairs be modified to meet with your proposals ? Please give detailed suggestions for re-adjustment needed.

૭. ઉપર પ્રશ્ન-૬માં દર્શાવેલા કયો માપદંડ આપે સૂચવેલી યુનિવર્સિટી / યુનિવર્સિટીઓની બાબતમાં લાગુ પડે છે ? હાલની યુનિવર્સિટીઓના અધિકારક્ષેત્ર હેઠળનાં અત્યારના વિસ્તાર પરન્વે આપની દરખાસ્તની થી અસર પડશે ? આપની દરખાસ્તો સંતોષવા માટે કમકાજની હાલની પરિસ્થિતિમાં કઈ રીતે ફેરફાર કરવા જોઈએ ? જરૂરી હોય તેવી પુનર્વ્યવસ્થા માટેના વિગતવાર સૂચનો આપો.



8. If new Universities need to be started in certain areas in our State, is there need for a concomitant change in the nature of any of the existing Universities? If so, which? And what kind of change in your opinion, is needed? Why is it needed at all? Can the proposed new University not come into existence without affecting the nature of any of the existing Universities?

૮. આપણા રાજ્યના અમુક વિસ્તારોમાં નવી યુનિવર્સિટીઓ શરૂ કરવાની જરૂર હોય તે હાલની કોઈપણ યુનિવર્સિટીના પ્રકારમાં આનુ-પંગિક ફેરફાર કરવાની જરૂર છે ખરી? જો હા, તે કયા ફેરફારો? આપના મને કયા પ્રકારનો ફેરફાર જરૂરી છે? એની આવશ્યકતા શા કારણો છે? સૂચવેલી નવી યુનિવર્સિટી, હાલની કોઈપણ યુનિવર્સિટીના પ્રકારને અસર કયા વિના અસ્તિત્વમાં ન આવી શકે?

9. Would you suggest a pattern for new Universities different from the two patterns prevailing to-day, namely the affiliating and the Unitary? Please give details.

૯. હાલમાં જે પ્રકારના ઠંચા પ્રવર્તે છે.—જોડાણ-વાળા અને એકસ્થાનીય. નવી યુનિવર્સિટીઓ માટે આપ કોઈ ભિન્ન પ્રકારનો ઠંચો સૂચવવા માંગો છો? વિગત આપો.

10. What are your views regarding the State of Higher education in the State? Is it satisfactory? Does it meet the present and future requirements of a developing country from the point of view of—

(a) Output of adequately trained manpower,

(b) Output of properly trained Research workers in different fields,

(c) meeting likely job-requirements so that the end-product of higher educational Institutions has a better chance of being accepted for employment or placement ?

૧૦. રાજ્યમાં ઉચ્ચ શિક્ષણની પરિસ્થિતિ અંગે આપનું મંતવ્ય શું છે? તે સંતોષપ્રદ છે? વિકસતા દેશની હાલની અને ભાવિ જરૂરી-આતોને નીચેના દૃષ્ટિકોણથી તે સંતોષે છે?
- (ક) પર્યાપ્તપણે તાલીમ પામેલ માનવશક્તિ તૈયાર થવી ;
- (ખ) જુદાં જુદાં ક્ષેત્રોમાં યોગ્ય રીતે તાલીમ પામેલ સંશોધન-કાર્યકરો તૈયાર થવા ;
- (ગ) ઉચ્ચ શિક્ષણ સંસ્થાઓની અંતિમ નીપજ તરીકે તૈયાર થઈને બહાર પડતી વ્યક્તિઓને રોજગારકેનોકરી માટે સ્વીકારવાની વધુ સારી તક મળે તે સારું સંભવિત વ્યવસાય જરૂરીઆતોને પહોંચી વળવું.

11. What in your opinion are the most serious lacunae or deficiencies in the existing provisions for higher education ? In what manner should they be rectified ? Please give your concrete suggestions in this regard.

૧૧. આપના મતે, ઉચ્ચ શિક્ષણ અંગેની હાલની જોગવાઈમાં સૌથી વધુ ગંભીર ત્રુટિ કે ઉભૂપ થી છે? તે કઈ રીતે સુધારવી જોઈએ? આ અંગે આપનાં નક્કર સૂચનો આપશો.

12. What in your opinion are the likely needs during the next ten years or so, for developing and improving higher education ? What if any, should be the institutions to be started, to meet the likely needs ? Where should such institutions be started ? In the newly proposed University/Universities, or on one or more of the existing Universities ?

૧૨. ઉચ્ચ શિક્ષણના વિકાસ અને તેની સુધારણા માટે આપના મતે, આગામી દશક વર્ષો દરમિયાન સંભવિત જરૂરીઆતો કઈ છે? સંભવિત જરૂરીઆતોને પહોંચી વળવા માટે કોઈ સંસ્થાઓ શરૂ કરવાની હોય તો તે કઈ હોવી જોઈએ? આવી સંસ્થાઓ ક્યાં શરૂ કરવી જોઈએ? નવીન સ્થિત યુનિવર્સિટી/યુનિવર્સિટીઓમાં કે હાલની એક યા વધુ યુનિવર્સિટીઓમાં?
13. The need to avoid duplication of effort and the consequent waste of our limited resources, is an important consideration at all times. Do you think that every new University should have all the provision for all the faculties etc. which exist already in the existing Universities, or can a limited number of Faculties be started without affecting quality ?
૧૩. બેવડાતા પ્રયાસો અને તેને પરિણામે આપનાં મર્યાદિત સાધનોનો થતો વ્યય ટાળવાની જરૂરી-આત હંમેશાં મહત્વની વિચારણાની બાબત રહી છે. આપ માનો છો કે દરેક નવી યુનિવર્સિટીમાં, હાલની યુનિવર્સિટીઓમાં ઉપલબ્ધ છે તેવી તમામ વિદ્યા-શાખાઓ, વગેરે માટેની સઘળી જોગવાઈ હોવી જોઈએ? કે ગુણવત્તા પર અસર ન પડે તે રીતે મર્યાદિત સંખ્યામાં વિદ્યાશાખાઓ શરૂ કરી શકાય ?
14. Every University must function effectively and adequately, in its chosen fields of teaching and research. From this consideration, do you think any change in the area of any existing University is necessary ? Is any change also necessary in the fields at present covered by it ?

૧૪. દરેક યુનિવર્સિટીએ શિક્ષણ અને સંશોધનમાં તેનાં પર્સનલ કરવાં ક્ષેત્રોમાં અસરકારક રીતે અને પૂરતી કામગીરી કરવી જ રહી. આ વિચારતાં, હાલની કોઈપણ યુનિવર્સિટીના કાર્યક્ષેત્રમાં કોઈ ફેરફાર જરૂરી હોવાનું આપ માનો છો? યુનિવર્સિટીએ હાલમાં આવરી લીધેલ ક્ષેત્રોમાં પણ પણ કોઈ ફેરફાર જરૂરી ખરો?
15. Please give in some details, an idea of the finance that is likely to be needed for your proposals in reply to Questions 10,11 and 12 above. Expenditure both recurring (on staff, etc.) as well as non-recurring (on equipment, furniture, buildings, etc.) may be indicated, on an annual as well as a quinquennial basis, and the important matter of Contingencies and the annual increase therein, should also be kept in mind.
૧૫. ઉપર પ્રશ્ન ૧૦, ૧૧ અને ૧૨ ના ઉત્તરમાં આપની દરખાસ્તો માટે સંભવતઃ જરૂરી નાણાં-વ્યવસ્થા અંગેનો ખ્યાલ કંઈક વિગતે આપો : વાર્ષિક તેમ જ પંચવર્ષીય ધોરણે આવર્તક ( કર્મચારી વર્ગ, વગેરે અંગે ) તેમજ અનાવર્તક ( સાધનસામગ્રી, ફર્નિચર, મકાન, વગેરે અંગે ) —એ બંને ખર્ચ અંગે નિર્દેશ કર્યો અને આકસ્મિક ખર્ચ તથા તેમાં થતાં વાર્ષિક વધારા અંગેની મહત્ત્વની બાબત પણ ધ્યાનમાં રાખવી.
16. What is the general pattern of grants and other methods of financing higher Education that you would recommend ?
૧૬. ઉચ્ચ શિક્ષણ માટેની નાણાંકીય જોગવાઈ કરવા ગ્રાંટના સામાન્ય ઢાંચા અને બીજા પદ્ધતિઓ માટે આપ શું સૂચવશો ?

17. In view of the decision to introduce the Higher Secondary pattern at the Secondary stage, and the Three Year Degree course at the Under graduate stage, what problems and opportunities would be presented to the Universities ? Have you any suggestion in regard to handling them ?

૧૭. માધ્યમિક તબક્કે ઉચ્ચ માધ્યમિક ઢાંચો અને પૂર્વ-સ્નાતક તબક્કે ત્રિવર્ષીય ડિગ્રી અભ્યાસ-ક્રમ દાખલ કરવાનો નિર્ણય જોતાં યુનિવર્સિટીઓ સમક્ષ કઈ સમસ્યાઓ અને તકો ઉપસ્થિત થશે? તેને હલ કરવા અંગે આપનું કોઈ સૂચન છે?

18. Have you any other suggestions and recommendations to make which are germane to the subject of higher education in Gujarat State ? Please make them succinctly here.

૧૮. ગુજરાત રાજ્યમાં ઉચ્ચ શિક્ષણના વિષય સાથે સુસંગત હોય તેવા અન્ય કોઈ સૂચનો અને ભલામણો આપે કરવાનાં છે? તે અહીં ટૂંકમાં અને સ્પષ્ટપણે દર્શાવો.

**“PARTICULAR QUESTIONS RELATING  
TO EXISTING UNIVERSITIES”**

**“હાલની યુનિવર્સિટીઓ અંગે ખાસ પ્રશ્નો”**

**(A) GUJARAT UNIVERSITY :**

1. Is there any need for re-adjustment of the area under the jurisdiction of this University at present ? For what reasons ? And what is the kind of change or re-adjustment required ?

**(ક) ગુજરાત યુનિવર્સિટી**

૧. હાલમાં આ યુનિવર્સિટીના અધિકાર ક્ષેત્ર હેઠળના વિસ્તારમાં પુનર્વ્યવસ્થા કરવાની કોઈ જરૂરીયાત છે? કયા કારણોસર? અને કયા પ્રકારના ફેરફાર કે પુનર્વ્યવસ્થા જરૂરી છે?
2. Will be proposed change in the jurisdiction also necessitate any change in the nature of the University ? If so, what ?
૨. અધિકારક્ષેત્રમાંના સૂચિત ફેરફારથી યુનિવર્સિટીના પ્રકારમાં પણ કોઈ ફેરફાર કરવા જરૂરી બનશે? જા હા, તો કયા?
3. If the jurisdiction is to be made lesser in area than at present, what in your view should be done to the areas proposed to be released ? Should they be put under the jurisdiction of one of the Universities at present in existence ? Or should their educational needs be sought to be met, by starting another University ? If the latter, then should all existing facilities at present provided by Gujarat University be also duplicated in the proposed new University, or can a feasible and reasonable distribution of present and future requirements, be made between Gujarat University and the one proposed by you ? Please give details of such distribution.

3. અધિકારક્ષેત્ર ઊંઘનો વિસ્તાર હાલમાં છે તે કરતાં ઓછા કરવાનો હોય તો છૂટા કરવા વિચારાયેલા વિસ્તારોની બાબતમાં આપના મતે શું કરવું જોઈએ? આ વિસ્તારો હાલ અસ્તિત્વ ધરાવતી એકદમ યુનિવર્સિટીના અધિકારક્ષેત્ર ઊંઘ મૂકવા જોઈએ? કે અન્ય યુનિવર્સિટી થકી કરીને તેમની શૈક્ષણિક જરૂરીઆતો સંતોષવી જોઈએ? જો તેમ હોય, તો ગુજરાત યુનિવર્સિટી દ્વારા હાલમાં પૂરી પાડવામાં આવતી તમામ ચાલુ સગવડો પણ સૂચિત નવી યુનિવર્સિટીમાં બેવડાવવી જોઈએ કે ગુજરાત યુનિવર્સિટી અને આષ્ટ સૂચવેલી યુનિવર્સિટી વચ્ચે હાલની અને ભાવિ જરૂરીઆતોની શક્ય અને વાજબી વહેંચણી કરી શકાય? આવી વહેંચણી અંગેની વીગતો આપશો.
4. What are the likely needs of Gujarat University in the next ten years or so, in view of the present state of higher education available in the area of its jurisdiction (a) as existing to-day, (b) as likely to exist in future according to your suggestions for changes in the existing jurisdiction of Gujarat University ?
૪. ગુજરાત યુનિવર્સિટીના હાલના અધિકારક્ષેત્રમાં ફેરફાર કરવા અંગેના આપનાં સૂચનો અનુસાર (ક) હાલમાં અસ્તિત્વમાં હોય તે પ્રમાણેના અને (ખ) ભાવિમાં સંભવતઃ અસ્તિત્વમાં આવે તે પ્રમાણેના તેના અધિકારક્ષેત્રના વિસ્તારમાં, પ્રાપ્ય ઉચ્ચ શિક્ષણની વર્તમાન પરિસ્થિતિ જોતાં આગામી દસેક વર્ષોમાં ગુજરાત યુનિવર્સિટીની સંભવિત જરૂરીઆતો કઈ છે?
5. What are your realistic estimates of the finance needed to meet the likely needs proposed by you under (4) above ? Expenditure on recurrent items, such as, staff and contingencies, as well as on non-recurrent items, such as, buildings, equipment, etc., should be taken carefully into consideration and broad details given.

૫. ઉપર (૪) હેઠળ આપે સૂચવેલી સંભવિત જરૂરીઆતોને પહોંચી વળવા સારું નાણાં વ્યવસ્થા અંગે આપનો વાસ્તવિક અંદાજ શું છે? સ્ટાફ અને આકસ્મિક ખર્ચ જેવી આવર્નક બાબતો તેમજ મકાન, સાધન-સામગ્રી, વગેરે જેવી અનાવર્નક બાબતો અંગેનું ખર્ચ કાળજી-પૂર્વક વિચારણામાં લેવું અને વિસ્તૃત વીગતો આપવી.
6. What sources other than Government grants would you suggest for meeting the expenditure detailed above ?
૬. ઉપર વિગતે જણાવેલ ખર્ચને પહોંચી વળવા માટે સરકારી ગ્રાન્ટ સિવાયના અન્ય કયા નાણાકીય સાધનો આપ સૂચવશો?
7. Are there any other suggestions and recommendations you would like to make, which would enable Gujarat University to discharge its functions effectively and meets its obligations adequately ?
૭. ગુજરાત યુનિવર્સિટી યોજાના કાર્યો અસરકારક રીતે બજાવી શકે અને યોજાની જવાબદારી-ઓને પર્યાપ્તપણે પહોંચી વળી શકે તેવાં અન્ય કોઈ સૂચનો અને ભલામણો આપ કરશો?

**(B) SOUTH GUJARAT UNIVERSITY:**

1. Is there any need for re-adjustment of the area at present under the jurisdiction of this University ? For what reasons ? And what is the kind of change or re-adjustment required ?

**(ખ) દક્ષિણ ગુજરાત યુનિવર્સિટી**

૧. હાલમાં આ યુનિવર્સિટીના અધિકારક્ષેત્ર હેઠળના વિસ્તારની પુનર્વ્યવસ્થા કરવાની કોઈ જરૂરી-આત છે? કયાં કારણોસર? અને કયા પ્રકારના ફેરફાર કે પુનર્વ્યવસ્થા જરૂરી છે?



2. Will the proposed change in the jurisdiction also necessitate any change in the nature of the University ? If so, What ?

૨. અધિકારક્ષેત્રમાંના સૂચિત ફેરફારથી યુનિવર્સિટીના પ્રકારમાં પણ કોઈ ફેરફાર કરવા જરૂરી બનશે? જો હા, તે કયો?

3. If the jurisdiction is to be made lesser in area than at present, what in your view should be done to the areas proposed to be released ? Should they be put under jurisdiction of one of the other Universities at present in existence ? Or should their educational needs be sought to be met, by starting another University ? If the latter, then should all existing facilities at present provided by the South Gujarat University be also duplicated in the proposed new University, or can a feasible and reasonable distribution of present and future requirements, be made between the South Gujarat University and the one proposed by you ? Please give details of such likely distribution.

૩. અધિકારક્ષેત્ર ઊંટળનો વિસ્તાર ઊલમાં છે તે કરતાં ઓછો કરવાનો હોય, તે છૂટા કરવા વિચારાયેલા વિસ્તારોની બાબતમાં આપના મતે શું કરવું જોઈએ? આ વિસ્તારો ઊલ અસ્તિત્વ ધરાવતી એકાદ યુનિવર્સિટીના અધિકારક્ષેત્ર ઊંટળ મૂકવા જોઈએ? કે અન્ય યુનિવર્સિટી શરૂ કરીને તેમની શૈક્ષણિક જરૂરિયાતો સંતોષવી જોઈએ? જો તેમ હોય તો દક્ષિણ ગુજરાત યુનિવર્સિટી દ્વારા ઊલમાં પૂરી પાડવામાં આવતી તમામ ચાલુ સગવડો પણ સૂચિત નવી યુનિવર્સિટીમાં બેવડાવવી જોઈએ કે દક્ષિણ ગુજરાત યુનિવર્સિટી અને આપે સૂચવેલી યુનિવર્સિટીની વચ્ચે ઊલની અને ભાવિ જરૂરીઆતોની શક્ય અને વાજબી વહેંચણી કરી શકાય? આવી સંભવિત વહેંચણી અંગેની વીગતો આપશો.

4. What are the likely needs of the South Gujarat University in the next ten years or so, in view of the present state of higher education available in the area of its jurisdiction (a) as existing today, and (b) as likely to exist in future according to your suggestions for changes in the existing jurisdiction of the South Gujarat University ?

૪. દક્ષિણ ગુજરાત યુનિવર્સિટીના હાલના અધિકાર-ક્ષેત્રમાં ફેરફાર કરવા અંગેના આપનાં સૂચનો અનુસાર (ક) હાલમાં અસ્તિત્વમાં હોય તે પ્રમાણેના, અને (ખ) ભાવિમાં સંભવતઃ અસ્તિત્વમાં આવે તે પ્રમાણેના તેના અધિકાર-ક્ષેત્રના વિસ્તારમાં પ્રાપ્ય ઉચ્ચ શિક્ષણની વર્તમાન પરિસ્થિતિ જોતાં આગામી દસેક વર્ષોમાં દક્ષિણ ગુજરાત યુનિવર્સિટીની સંભવિત જરૂરીઆતો કઈ છે?

5. What are your realistic estimates of the finance needed to meet the likely needs proposed by you under (4) above ? Expenditure on recurring items, such as staff and contingencies, as well as on non-recurring items, such as buildings, equipment, etc., should be taken carefully into consideration and broad details given.

૫. ઉપર (૪) હેઠળ આપે સૂચવેલી સંભવિત જરૂરિયાતોને પહોંચી વળવા સાડુ જરૂરી નાણાં-વ્યવસ્થા અંગે આપનો વાસ્તવિક અંદાજ શો છે? સ્ટાફ અને આકસ્મિક ખર્ચ જેવી આવર્તક બાબતો તેમજ મકાન, સાધનસામગ્રી વગેરે જેવી અનાવર્તક બાબતો અંગેનું ખર્ચ કાળજી-પૂર્વક વિચારણામાં લેવું અને વિસ્તૃત વીગતો આપવી.

6. What sources other than Government grants would you suggest for meeting the expenditure detailed above ?

૬. ઉપર વિગતે જણાવેલ ખર્ચને પહોંચી વળવા માટે સરકારી ગ્રાન્ટ સિવાયના અન્ય કયા નાણાકીય સાધનો આપ સૂચવશો ?

7. Are there any other suggestions and recommendations you would like to make, which would enable the South Gujarat University to discharge its functions effectively and meet its obligations adequately ? What ?

૭. દક્ષિણ ગુજરાત યુનિવર્સિટી યોજાના કાર્યો અસરકારક રીતે ભજવી શકે અને યોજાની જવાબદારીઓને પર્ણાપ્ત રીતે પહોંચી વળી શકે તેવાં અન્ય કોઈ સૂચનો અને ભલામણો આપ કરશો ? કયાં ?

### (C) SAURASHTRA UNIVERSITY

1. In addition to the changes in the jurisdiction of the Saurashtra University implied by the G. R. of 30-12-70 (relating to action to be taken for the establishment of a Residential University at Bhavnagar), would you suggest any readjustment in the area under the jurisdiction of the Saurashtra university ?

(જ) સૌરાષ્ટ્ર યુનિવર્સિટી

૧. તારીખ ૩૦મી ડિસેમ્બર, ૧૯૭૦ ના સરકારી ક્ષણ ( ભાવનગર ખાતે નિવાસી યુનિવર્સિટી સ્થાપવા માટે હાથ ધરવાના કાર્ય સંબંધી ) દ્વારા સૂચિત સૌરાષ્ટ્ર યુનિવર્સિટીના અધિકારક્ષેત્રમાં ફેરફારો ઉપરાંત, સૌરાષ્ટ્ર યુનિવર્સિટીના અધિકારક્ષેત્ર હેઠળના વિસ્તારમાં આપ કોઈ પુનર્વ્યવસ્થા સૂચવશો ?

2. What are the likely needs of the Saurashtra University in the next ten years or so, in view of the present state of higher education available in the area of its jurisdiction (a) as existing to-day, and (b) as likely to exist in future according to your suggestions for changes in the existing jurisdiction of the Saurashtra University ?

૨. સૌરાષ્ટ્ર યુનિવર્સિટીના હાલના અધિકાર ક્ષેત્રમાં ફેરફાર કરવા અંગેનાં આપનાં સૂચનો અનુસાર (ક) હાલમાં અસ્તિત્વમાં હોય તે પ્રમાણેના અને (ખ) ભાવિમાં સંભવતઃ અસ્તિત્વમાં આવે તે પ્રમાણેના તેના અધિકારક્ષેત્રના - વિસ્તારમાં પ્રાપ્ય ઉચ્ચ શિક્ષણની વર્તમાન પરિસ્થિતિ જોતા આગામી દસેક વર્ષોમાં સૌરાષ્ટ્ર યુનિવર્સિટીની સંભવિત જરૂરિયાતો કઈ છે?

3. What are your realistic estimates of the finance needed to meet the likely needs proposed by you under (2) above ? Expenditure on recurring items, such as staff and contingencies, as well as on non-recurrent items such as, buildings, equipment, etc., should be taken carefully into consideration and broad details given.

૩. ઉપર (૨) હેઠળ આપે સૂચવેલ સંભવિત જરૂરી-આવડતોને પહોંચી વળવા સારું જરૂરી નાણાં-વ્યવસ્થા અંગે આપનો વાસ્તવિક અંદાજ શો છે? સ્ટાફ અને આકસ્મિક ખર્ચ જેવી આવર્તક બાબતો તેમજ મકાન, સાધનસામગ્રી, વગેરે જેવી અનાવર્તક બાબતો અંગેનું ખર્ચ કાલજી-પૂર્વક વિચારણામાં લેવું અને વિસ્તૃત વિગતો આપવી.

4. What sources other than Government grants would you suggest for meeting the expenditure of detailed above ?

૪. ઉપર વિગતે જણાવેલ ખર્ચને પહોંચી વળવા માટે સરકારી ગ્રાન્ટ સિવાયના અન્ય ક્યાં નાણાકીય સાધનો આપ સૂચવશો ?

5. Are there any other suggestions and recommendations you would like to make, which would enable Saurashtra University to discharge its functions effectively and meet its obligations adequately ?

૫. સૌરાષ્ટ્ર યુનિવર્સિટી પોતાનાં કાર્યો અસરકારક રીતે બજાવી શકે અને પોતાની જવાબદારીઓને પર્યાપ્ત રીતે પહોંચી વળી શકે તેવાં બીજાં કોઈ સૂચના અને ભલામણો આપ કરવાં માગો છો ? ક્યાં ?

#### (D) THE M. S. UNIVERSITY OF BARODA.

The M. S. University is a Unitary teaching University and does not affiliate Colleges run by outside agencies. It has students from all parts of India and even from outside. Its jurisdiction is confined to an area within ten miles radius of the University's Office.

#### (ધ) વડોદરાની મ. સ. યુનિવર્સિટી.

મ. સ. યુનિવર્સિટી એક સ્થાનીય શિક્ષણ યુનિવર્સિટી છે અને બહારની એજન્સીઓ દ્વારા ચલાવાતી કોલેજોનું જોડાણ કરતી નથી ભારતના બધા ભાગોના અને બહારના પણ વિદ્યાર્થીઓ તેમાં છે. તેનું અધિકારક્ષેત્ર યુનિવર્સિટીની કચેરીથી દસ માઈલની ત્રિજ્યાની અંદરના વિસ્તાર પૂરતું મર્યાદિત છે.

1. The M. S. University of Baroda is keen on retaining its residential character and is not in favour of affiliation other colleges within its existing area. It also feels that its maximum enrolment should not exceed 20,000 as it apprehends that otherwise its very character would be affected. In view of this, what proposals would you make for meeting the educational needs of the public of Baroda city, such as may not be met by the M. S. University ?
  ૧. વડોદરાની મ. સ. યુનિવર્સિટી પોતાનો નિવાસી પ્રકાર જાળવી રાખવા આનુર છે અને પોતાના હાલના વિસ્તારમાં બીજી કોલેજોનું જોડાણ કરવાની તરફેણમાં નથી. તે એમ પણ માને છે કે પોતાની અધિકતમ પ્રવેશ-સંખ્યા ૨૦,૦૦૦ થી વધવી જોઈએ નહિ ; નહીં તે તેના મૂળ પ્રકારને અસર પહોંચશે તેવી તેને દહેશત છે. આ જોતાં મ. સ. યુનિવર્સિટી સંતોષી થકે નહિ તેવી વડોદરા શહેરના લોકોની શૈક્ષણિક જરૂરિયાતોને સંતોષવા અંગે આપ શી દરખાસ્ત કરશો ?
  2. If you consider a re-adjustment of the existing jurisdiction of the University is necessary, please give concrete and detailed proposals, with reasons therefor.
    ૨. યુનિવર્સિટીના હાલના અધિકારક્ષેત્રની પુનર્વ્યવસ્થા કરવી જરૂરી હોવાનું આપ માનતા હો, તે તે માટેનાં કારણો સાથે નક્કર અને વીગતવાર દરખાસ્તો આપો.
    3. If you suggest that the area under the jurisdiction of the M. S. University be reduced, what do you suggest regarding the area that will come to be released ? Should it be put under the jurisdiction of other Universities, with permission to open affiliated Colleges in such released area ? If so, under what University should such released area be put ? Under one of the existing Universities ? OR under one of the new Universities to be started ?

૩. મ. સ. યુનિવર્સિટીના અધિકારક્ષેત્ર હેઠળનો વિસ્તાર ઘટાડવાનું આપ સૂચવતા હો તેા છૂટા કરવાના થતા વિસ્તાર અંગે આપ શું સૂચવો છો ? આવા છૂટા કરાયેલા વિસ્તારમાં જોડાયેલી કોલેજો ખોલવાની પરવાનગી સાથે તેવો વિસ્તાર બીજી યુનિવર્સિટીઓના અધિકારક્ષેત્ર હેઠળ મૂકવો જોઈએ ? જો તેમ હોય, તેા આવા છૂટા કરાયેલા વિસ્તાર કઈ યુનિવર્સિટી હેઠળ મૂકવો જોઈએ ? હાલની એકાદ યુનિવર્સિટી હેઠળ ? કે થડુ કરવાની એકાદ નવી યુનિવર્સિટી હેઠળ ?

4. Keeping in mind the special nature of this University, please make suggestions regarding the needs of higher education in the area served by it, or to be served by it in future. What new facilities, if any, will need to be provided ? And what developments and expansion of existing facilities will be necessary ?

૪. આ યુનિવર્સિટીનો ખાસ પ્રકાર લક્ષમાં રાખીને તેનો લાભ મેળવના અથવા ભાવિમાં તેનો લાભ મેળવનાર વિસ્તારમાં ઉચ્ચ શિક્ષણની આવશ્યકતાઓ અંગે સૂચનો કરો. કઈ નવી સગવડો (—) જો હોય તેા (—) પૂરી પાડવી જરૂરી બનશે ? અને ચાલુ સગવડોની બાબતમાં કયા પ્રકારનાં વિકાસ અને વિસ્તરણ જરૂરી બનશે ?

5. Please give an idea of the finances required for your proposals made under (4) above—recurring and non-recurring expenditure under all the usual mainheads, may be indicated in sufficient detail.

૫. ઉપર (૪) હેઠળ કરવામાં આવેલ આપની દર-ખાસ્તો માટે જરૂરી નાણાં-વ્યવસ્થા અંગે ખ્યાલ આપો—સામાન્ય મુજબનાં બધાં મુખ્ય સદરો હેઠળના આવર્તક અને અનાવર્તક ખર્ચ અંગે પૂરતી વીગતે નિર્દેશ કરો.

6. What sources other than Government grants would you suggest for meeting the expenditure proposed above ?

૬. ઉપર સૂચવાયેલા ખર્ચને પહોંચી વળવા માટે સરકારી ગ્રાન્ટ સિવાયના બીજાં કયાં નાણાકીય સાધનો આપ સૂચવશો ?

7. Have you any other concrete and constructive suggestions to make, not already covered by the above, which are germane to the subject of the State of higher education with special reference to Baroda University, and of its improvement and greater adequacy and efficiency? Please give details.

૭. ઉપર આવરી લેવામાં આવ્યાં ન હોય, તેવાં, વડોદરા યુનિવર્સિટીના ખાસ અનુસંધાનમાં ઊચ્ચ શિક્ષણની સ્થિતિના અને તેની સુધારણા, વધુ પ્રમાણમાં પર્યાપ્તતા તથા કાર્યક્ષમતાના વિષય સાથે સુસંગત હોય તેવાં અન્ય કોઈ નક્કર અને રચનાત્મક સૂચનો આપે કરવાનાં છે? વિગતો આપશો.

#### (E) SARDAR PATEL UNIVERSITY.

1. Is there any need for re-adjustment of the area at present under the jurisdiction of this University ? For what reasons ? And what is the kind of change or re-adjustment required ?

(અ) સરદાર પટેલ યુનિવર્સિટી.

૧. હાલમાં આ યુનિવર્સિટીના અધિકારક્ષેત્ર હેઠળના વિસ્તારમાં પુનર્વ્યવસ્થા કરવાની કોઈ જરૂરિયાત છે? કયાં કારણોસર અને જરૂરી ફેરફાર કે પુનર્વ્યવસ્થા કયા પ્રકારનાં છે?



2. Will the proposed change in the jurisdiction also necessitate any change in the nature of the University ? If so, what ?
  
૨. અધિકારક્ષેત્રમાંના સૂચિત ફેરફારથી યુનિવર્સિટીના પ્રકારમાં પણ કોઈ ફેરફાર કરવો જરૂરી બનશે ? જો હા, તો કયા ?
  
3. What are the likely needs of the Sardar Patel University in the next ten years or so, in view of the present state of higher education available in the area of its jurisdiction (a) as existing today, and (b) as likely to exist in future according to your suggestions for changes in the existing jurisdiction of the Sardar Patel University ?
  
૩. સરદાર પટેલ યુનિવર્સિટીના હાલના અધિકારક્ષેત્રમાં ફેરફાર કરવા અંગેના આપના સૂચનો અનુસાર (ક) હાલમાં અસ્તિત્વમાં હોય તે પ્રમાણેના અને (ખ) ભાવિમાં સંભવતઃ અસ્તિત્વમાં આવે તે પ્રમાણેના તેના અધિકારક્ષેત્રના વિસ્તારમાં, પ્રાપ્ય ઉચ્ચ શિક્ષણની વર્તમાન પરિસ્થિતિ જોતાં, આગામી દસેક વર્ષોમાં સરદાર પટેલ યુનિવર્સિટીની સંભવિત જરૂરીયાતો શી છે ?
  
4. What are your realistic estimates of the finance needed to meet the likely needs proposed by you under (3) above ? Expenditure on recurring items, such as, staff and contingencies, well as on non-recurrent items, such as buildings, equipment, etc. should be taken carefully into consideration and broad details given.

૪. ઉપર (૩) હેઠળ આપે સૂચવેલ સંબંધિત જરૂરી-આતોને પહોંચી વળવા સારુ જરૂરી નાણાં-વ્યવસ્થા અંગે આપનો વાસ્તવિક અંદાજ શો છે? સ્ટાફ અને આકસ્મિક ખર્ચ જેવી આવર્તક બાબતો તેમજ મકાન, સાધનસામગ્રી, વગેરે જેવી અનાવર્તક બાબતો અંગેનું ખર્ચ કાળજી-પૂર્વક વિચારણામાં લેવું અને વિસ્તૃત વીગતો આપવી.
5. What sources other than Government grants would you suggest for meeting the expenditure detailed above ?
૫. ઉપર વીગતે જણાવેલ ખર્ચને પહોંચી વળવા માટે સરકારી ગ્રાન્ટ સિવાયનાં અન્ય કયાં નાણાકીય સાધનો આપ સૂચવશો ?
6. Are there any other suggestions and recommendations you have to make, which would enable the Sardar Patel University to discharge its functions effectively and meet its obligations adequately ?
૬. સરદાર પટેલ યુનિવર્સિટી પોતાનાં કાર્યો અસરકારક રીતે બજાવી શકે અને પોતાની જવાબદારીઓને પર્યાપ્ત રીતે પહોંચી વળી શકે તેવાં અન્ય કોઈ સૂચનો અને ભલામણો આપે કરવાનાં છે ?

Name of the person furnishing replies to the questionnaire:—

પ્રશ્નાવલિના ઉત્તર આપનાર વ્યક્તિનું નામ :—

Designation and Occupation :

હોદ્દો અને વ્યવસાય :

Permanent Address :

કાયમી સરનામું :

Date :

તારીખ :

Signature :

સહી :

## APPENDIX : 3

Areawise and alphabetical lists of persons who responded to the Questionnaire.

Name	Designation
1	2
<b>AHMEDABAD</b>	
1. Shri Abhyankar W. P.	Director, Gujarat State Board of School Text Books.
2. Rev. Braganza F. L.	Principal, St. Xaviers College.
3. Shri Buch N. C.	Director, Animal Husbandry.
4. Shri Desai B., H.	Syndicate Member, Gujarat University.
5. Shri Desai D. M.	Principal, Mohiraba Kanya Vidyalaya.
6. Dr. Desai K. G.	Director, University School of Psychology and Educational Philosophy.
7. Shri Desai Jayeshbhai.	Jt. Director of Information.
8. Shri Desai V. J.	General Secretary, B. J. Medical College.
9. Shri Jaykrishna Harivallabhdas.	Managing Director, Ambica Mills.
10. Shri Kasturbhai Lalbhai	Managing Director, Kasturbhai Group Mills.
11. Miss Maharaja S. S.	Technical Officer, Health Education.
12. Shri Mehta Ranchodji	Principal, M.M. Patel College of Education.
13. Shri Mody R. J.	Sardar Patel Institute of Economics & Social Research.
14. Shri Pandit H. J.	Principal, Vivekanand College of Education.
15. Shri Parikh T. M.	Chairman, Technical Education Board.
16. Shri Patel K. L.	M.L.A, Viramgam.
17. Dr. Patel H. L.	Prof. of Surgery.
18. Miss Rao K. K.	Regional Public Health Nursing Supervisor.
19. Dr. Shah Leela.	Dean of Studies, Indian Institute of Design.
20. Dr. Shah R. C.	Professor of Physiology.
21. Dr. Shah P. L.	Prof. of Surgery, B. J. Medical College.
22. Dr. Shah R. P.	Post Graduate Teacher.
23. Shri Shastri R. V.	Principal, Bhavans Arts and Commerce, College.

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24. Dr. Sheth R. S.	Member, Dental Council.
25. Shri Shastri H. G.	Chairman, B. J. Institute of Research.
26. Shri Vaidya P. C.	Chairman, Gujarat Public Service Commission.
27. Shri Vyas M. P.	Ex-Minister and President, Ayurved Sahayak Nidhi.
28. Rev. Valles C. G.	Professor, St., Xaviers College.
29. Municipal Commissioner.	Municipal Corporation.

#### AMRELI

30. Shri Bosamia V. V. Principal Commerce College, Amreli.  
 31. Shri Patel G. M. M.L.A. Amreli.

#### BANASKANTHA

32. Shri Hathi V. D. Trustee, Arts and Science College, Palanpur.  
 33. Shri Yagnik N. S. Principal, Arts and Science College, Palanpur.

#### BARODA

34. Shri Amin D. L. Manager, Jyoti Ltd. Baroda.  
 35. Shri Amin K. A. Registrar M. S. University, Baroda.  
 36. Shri Amin N. A. Chairman, Jyoti Ltd., Baroda.  
 37. Dr. Bhatt V. P. Dean, Medical College, Baroda.  
 38. Dr. Chokashi H. A. Head Dept. of Business Economics M. S. U., Baroda.  
 39. Rev. Desouza F. J. Principal, Rosary School, Baroda.  
 40. Smt. Jani J. N. Lecturer Mahila Mahavidyalaya, Baroda.  
 41. Shri Joshi G. K. Principal, Arts and Commerce College, Karjan.  
 42. Shri Kothari V. N. Head, Department of Economics M. S.U. Baroda.  
 43. Shri Kulkarni S. B. Senate Member, M. S. U., Baroda.  
 44. Shri Lele T. P. Principal, College of Education, Dabhoi.  
 45. Smt. Mehta A. A. Vice Principal, College of Education, Dabhoi.

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46. Shri Pandya J. P.	Gen. Secretary, College of Education, Dabhoi.
47. Dr. Patel M. C.	Professor of Gujarati College, Chhota udepur.
48. Shri Patel J. M.	Gen. Secretary, Mahila College, Baroda.
49. Mrs. Patel C. N.	Principal, Mahila Mahavidyalaya, Baroda
50. Dr. Patel J. S.	Ex-Vice Chancellor M. P.
51. Dr. Patel M. A.	Head, Department of Surgery, Baroda.
52. Shri Patel J. G.	Professor, Anand Commerce College.,
53. Shri Pathak C. H.	Professor of M.S.U.
54. Shri Sandesara B. J.	Director, Oriental Institute M. S. U.
55. Shri Shah B. V.	Head, Department of Sociology at Vallabh-Vidyanagar.
56. Shri Shah H. S.	Indian Petrochemicals Corporation, Baroda.
57. Kum. Surti H. A.	Gen. Secretary, Mahila Mahavidyalaya.
58. Shri Valera C. V.	Professor, Students Union, Dabhoi.

### BHAVNAGAR

59. Shri Bhatt G. P.	Professor V. C. Saurashtra University.
60. Shri Chawda A. C.	Principal, Arts and Science College, Mahuva.
61. Shri Dave I. C.	President, Municipality Bhavnagar.
62. Dr. Gohil H. B.	Principal, Science College, Bhavnagar.
63. Dr. Jain S. B.	Professor of Hindi, Arts College, Bhavangar.
64. Shri Mehta R. A.	Administrative Officer School Board Palitana.
66. Shri Mody J. K.	Ex-Education Minister, Saurashtra.
66. Shri Raval R. B.	Chief Officer, Municipality, Bhavnagar.
67. Dr. Shah R. S.	Principal, B. E. D. College, Bhavnagar.
68. Dr. Thakar K. A.	Head Department, of Chemistry-Bhavnagar.
69. Shri Trivedi Harbhai.	Ex-Pro. V. C. Saurashtra University.
70. Shri Vyas V. P.	Professor at Bhavnagar.

### BHUJ

71. Shri Joshi V. H.	Head Clerk, Government College, Bhuj.
72. Shri Jhaveri Bipin.	Principal, R. R. Lalan College, Bhuj.

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**BROACH**

73. Shri Mahida R. G. Secretary, Adivasi Seva Mandal, Rajpipla.

**BULSAR**

74. Shri Desai S. J. President Lions Club, Vapi.  
75. Shri Thakore M. D. Professor Science College, Navsari.

**GANDHINAGAR**

76. Shri Chaudhary A. B. Ex-Minister, Social Welfare.  
77. Shri Dhruva I. J. Principal, Govt. Arts College.  
78. Shri Naik C. H. Professor of Medicine-physician  
to the president of India and to the  
Governor of Gujarat.  
79. Shri Vyas V. A. Principal Govt. Science College.

**JAMNAGAR**

80. Dr. Doshi H. V. Dean, Faculty of Medicine.  
Saurashtra University-Jamnagar.  
81. Shri Gokani P. H. Senate Member S. U. Dwarka.  
82. Shri Joshi M. B. Department of Accountancy- Jamnagar.  
83. Dr. Shah H. H. Dean, Medical College, Jamnagar.  
84. Principal, Ayurvedic College. Ayurvedic Mahavidyalaya-Jmanagar.

**KAIRA DISTRICT**

85. Dr. Bhatt G. P. Dentist.  
86. Shri Dave J. M. Professor, Dairy Science College, Anand.  
87. Shri Desai C. M. Principal, College of Education, Anand.  
88. Dr. Desai H. M. Principal, J & J College, Science Nadiad.  
89. Shri Desai N. I. South Zone Non-teaching staff Association,  
Nadiad.  
90. Shri Hiregondas L. S. Professor Vaterniary College, Anand.  
91. Dr. Jadeja D. D. Principal, T. P. Patel Arts College,  
Vallabhvidyanagar.  
92. Shri Jani B. M. Professor Engineering Dept. Vallabh  
Vidyanagar.  
93. Shri Korda D. G. Professor T. P. Patel Arts College (V.V.)

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94. Dr. Kurich V. I.	Ex-General Manager, Amul Dairy.
95. Smt. Mehta R. R.	Principal, Mahila College, Nadiad.
96. Shri Pandya G. K.	Professor, Mahila College, Anand.
97. Shri Parikh K. K.	Gen. Secretary, non-teaching Staff Association, Kapadvanj.
98. Shri Patel A. R.	Head of Physics Dept., V. Vidyanagar.
99. Shri Patel B. N.	President, Kaira District, Secondary Teachers Association, Nadiad.
100. Shri Patel B. R.	Principal, Arts and Commerce College, Borsad.
101. Shri Patel R. D.	Professor Chemistry Vallabh-Vidyanagar.
102. Shri Patel J. R.	Principal, Dairy Science College, Anand.
103. Shri Patel B. J.	President, Kelavani Mandal, Nadiad.
104. Shri Patel B. F.	Secretary, Secondary Teachers Association, Gujarat State, Nadiad.
105. Shri Patel J. R.	Secretary, Teachers Association, Borsad.
106. Shri Patel J. G.	Principal, Science and Law College, Borsad.
107. Shri Patel M. D.	Principal, Commerce College, Anand.
108. Shri Patel R. G.	Gen. Secretary, Dairy Science College, Anand.
109. Shri Patel K. R.	Professor, Science College, Kapadvanj.
110. Shri Patel R. K.	Professor, Commerce College, Anand.
111. Shri Patel V. M.	Gen. Secretary, T. V. Patel, Arts College, (V. V.).
112. Shri Rabari L. F.	Professor, Chemistry College, Umreth.
113. Shri Sabarwal N. K.	Professor, Dairy Science College, Anand.
114. Shri Shah C. B.	Agronomist-Agriculture College, Anand.
115. Shri Shah J. J.	Head, Department of Botany, Vallabh-Vidyanagar.
116. Shri Shah S. H.	President, Association of Moffusil Colleges, Society- Kapadvanj.
117. Shri Shah D. C.	President, Non-teaching staff, Kapadvanj.
118. Shri Soni V. T.	Principal, Science College, Kapadvanj.
119. Shri Sharma R.	Principal, Mahila College, Anand.
120. Shri Suthar and eight others.	College of Education, Borsad.

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121. Mrs. Tarabai B.	Director, Home Science College, (V. V.).
122. Shri Trivedi R. S.	Principal, College of Education (V. V.).
123. Shri Vinod Adhvarya	Principal Arts and Commerce College. at Balasinor.

#### MEHSANA

124. Shri Bhatt V. S.	Principal, Commerce College, Visnagar.
125. Shri Dave R. P.	President, Education, Society-Vadnagar.
126. Shri Dave S. K.	College of Education, Dwarka-Patan.
127. Shri Gandhi N. C.	Pleader, Kalol.
128. Shri Joshi Dayashankar	Principal, Municipal Arts, Commerce College, Mehsana.
129. Shri Kulashreshtha R.B.	Professor, M. N. College, Visnagar.
130. Shri Maniar R. T.	Ex-Minister and President, Education Association, Visnagar.
131. Shri Parikh H. C.	Principal, Commerce College, Visnagar.
132. Shri Parekh P. V.	Principal, M. N. College, Visnagar.
133. Shri Patel C. P.	Social Worker, Kalol.
134. Shri Patel B. C.	Principal College of Education, Patan.
135. Shri Patel H. P.	Profesor of Gujarati-Patan.
136. Shri Patel K. S.	Principal Arts and Commerce College, Manaa.
137. Shri Patel N. J.	Principal, Science College, Kadi.
138. Ku. Patel Ranjanben	General Secretary, Mahila College, Visnagar.
139. Shri Popatlal Bhikhabhai	President, Jain Mandal, Patan.
140. Shri Sheth B. M.	Secretary, Educational Association, Kalol.
141. Shri Talati J. D.	Principal Arts and Science College, Pilvai.
142. Shri Upadhyaya B. L.	Arts and Science College, Patan.
143. Shri Yadava K. S.	Principal, Commerce College, Unjha.

#### PANCHMAHALS

144. Shri Munshi A. G.	P. T. Arts and Science College, Godhra.
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## RAJKOT

- |      |                      |   |
|------|----------------------|---|
| 145. | Shri Buch D. M.      | President, Jalavan Education Trust, Rajkot.     |
| 146. | Shri Chandervaker P. | Reader Gujarati, Saurashtra University, Rajkot. |
| 147. | Shri Gohil G.        | Arts and Commerce College, Upleta.              |
| 148. | Dr. Pandya S. C.     | Head of Bio-Science, S. U., Rajkot.             |
| 149. | Shri Patel M. P.     | President, Kelavani Mandal, Rajkot.             |
| 150. | Shri Purohit G. J.   | Principal, Arts and Commerce College, Jetpur.   |
| 151. | Shri Sanghvi H. S.   | Principal, Law College, Rajkot.                 |
| 152. | Shri Trivedi M. G.   | Professor, B. E. D. College, Rajkot.            |

## SABARKANTHA

- |      |                    |  |
|------|--------------------|--|
| 153. | Shri Dhanger S. S. | Professor, College of Education, Darmali.        |
| 154. | Shri Oza G. P.     | Professor, College of Education, Daramali.       |
| 155. | Shri Parmar M. S.  | Principal, College of Education, Daramali.       |
| 156. | Shri Patel K. K.   | Secretary, Vivekanand Education Trust, Daramali. |
| 157. | Shri Patel R. L.   | Professor, Arts and Science College, Talod.      |
| 158. | Shri Patel S. C.   | Secretary, Sabarkantha Mahavidyalaya Mandal.     |
| 159. | Shri Raval B. C.   | Professor, Arts and Commerce College, Talod.     |
| 160. | Shri Shah D. D.    | Gen. Secretary, College of Education, Daramali.  |

## SURAT

- |      |                    |  |
|------|--------------------|--|
| 161. | Prof. Adatia R. D. | Rector, South Gujarat University, Surat. |
| 162. | Shri Bhamore N. P. | Chairman, Students Union, Bardoli.       |
| 163. | Shri Desai C. M.   | Principal, P. T. Science College, Surat. |
| 164. | Shri Desai H. R.   | Lecturer College, Bardoli.               |
| 165. | Shri Desai I. J.   | Member Syndicate S. G. U., Surat.        |
| 166. | Shri Gandhi C. B.  | University Representative, Surat.        |
| 167. | Shri Mehta K. C.   | Principal, M. T. B. Arts College, Surat. |

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168. Shri Mehta S. J.	President, South Gujarat Chamber of Commerce and Industry-Surat.
169. Shri Patel K. K.	President Bardoli Pradesh Kelavani Mandal, Bardoli.
170. Shri Patel P. N.	Principal, Science College, Bardoli.
171. Shri Patalwala J. M.	Industrialist at Udhna.
172. Shri Shah C. C.	Ex-Vice Chancellor, South Gujarat University, Surat.
173. Shri Shah H. Z.	President, Kelavani Mandal, Bardoli.
174. Shri Shah S. S.	President, College Teachers Association, Surat.
175. Shri Shilat R. N.	Professor, Regional College of Engineering.
176. Shri Vasavada A. H.	Superintending Engineer, Gujarat Electricity Board.

#### SURENDRANAGAR

177. Dr. Bhavsar S. J.	Principal, College of Education, Wadhvan.
178. Kum. Desai Arunaben.	Secretary, Vikas Vidyalaya, Wadhvan.
179. Smt. Sanghvi Dhirajben	Chairman, Education Committee, Limbadi.

#### BOMBAY

180. Shri Brahmhatt N. M.	Advocate Bombay.
181. Shri Kantilal Chhotalal	Trustee, Palanpur Society.
182. Shri Patel B. G.	Advocate. for teachers Edn.
183. Shri Shah M. J.	Physician and President, P. T. Science College, Godhra.
184. Shri Tulsidas Kilachand.	President, North Gujarat Education Society.

#### ADDITIONAL

185-193 Mr. Suthar and eight others. Joint reply from Borsad Dist. Kaira.

193 Total.

## APPENDIX—4

## Places visited by the Committee with dates

Places	Date
1. Baroda.	2nd, 3rd, December, 1973.
2. Ahmedabad.	4th, 5th, 6th December, 1973.
3. Rajkot.	10th, 11th, December, 1973.
4. Sanosara.	12th, December, 1973.
5. Bhavnagar.	13th December, 1973.
6. Surat.	18th December, 1973.
7. Amarapur Ashram.	7th January, 1974.
8. Mansa.	7th January, 1974.
9. Ajol	7th January, 1974.
10. Pilvai.	7th January, 1974.
11. Visnagar.	7th January, 1974.
12. Patan.	7th January, 1974.
13. Mehsana.	8th January, 1974.
14. Himatnagar.	8th January, 1974.
15. Modasa.	8th January, 1974.
16. Vallabh Vidyanagar.	22nd April, 1974.

## APPENDIX—5

**Alphabetical lists of persons heard and or interviewed  
at each place of visit**

Name	Designation
<b>AT BARODA on 2, 3rd DECEMBER, 1973.</b>	
1. Shri D. L. Amin.	Jyoti Ltd.
2. Shri Kantilal Amin.	Registrar M. S. U. Baroda.
3. Shri N. B. Amin.	Chairman, Jyoti Ltd.
4. Dr. M. B. Buch.	Head, Centre of Advanced Study, M. S. U.
5. Shri Dharshinh Barot.	Student Representative M. S. U.
6. Dr. D. M. Desai.	Dean, Faculty of Education & Phy.
7. Prof. H. C. Dholakia.	Dean, Faculty of Law.
8. Mr. P. J. Madan.	Prof. V. C., M.S.U.
9. Shri Dhaval J. Mehta.	President Baroda University Teachers Association.
10. Shri J. J. Mehta.	Managing Director Petrochemicals.
11. Mr. J. M. Mehta.	Ex-V. C., M.S.U.
12. Shri F. H. Palejwala.	Senate Member M.S.U.
13. Mr. J. S. Patel.	Ex-Vice Chancellor Madhya-pradesh.
14. Shri U. M. Patel.	Chairman Citizen Council.
15. Shri B. J. Sandesara.	Director Oriental Institute.
16. Shri H. S. Shah.	Indian Petrochemicals.
<b>AT AHMEDABAD on DECEMBER 4, 5, 6 1973.</b>	
17. Shri S. R. Bhatt.	Ex-principal B. D. College for Girls.
18. Shri N. C. Buch.	Director Animal Husbandary.
19. Rev. Francis L. Braganza.	Principal St. Xaviers College.
20. Shri L. R. Desai.	Vice Chancellor Gujarat University.
21. Shri C. C. Doctor.	Director of Education, Gujarat State.
22. Dr. K. G. Desai.	Director Educational Research, Gujarat University.
23. Shri Umashankar Joshi.	M. P. & Ex. V. C. Gujarat University.
24. Shri Ravi Mathai.	Indian Institute of Management.
25. Shri A. K. Mehta.	Director of Technical Education.

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26. Shri V. R. Mehta.	Vice Chancellor, Agriculture University.
27. Shri R. J. Modi.	S.P. Institute of Economics and Social Research.
28. Shri K. C. Parikh.	Registrar Gujarat University.
29. Shri Ramlal Parikh.	Gujarat Vidyapith.
30. Shri D. N. Pathak.	Director, School of Social Works, Gujarat University.
31. Shri C. N. Patel.	Editor, Collected works of Gandhiji.
32. Shri H. L. Patel.	Professor of Surgery.
33. Shri H. N. Pathak.	Indian Institute of Management.
34. Shri Praful A. Patel	Indian Institute of Management.
35. Dr. Miss Rita Shah.	National Institute of Design.
36. Shri Yashwant Shukla.	Principal H. A. College of Arts.
37. Shri H. K. Trivedi.	Principal H. A. College of Commerce.
38. Shri N. R. Trivedi.	Ex-Director of Languages.
39. Shri P. C. Vaidya.	Chairman P.S.C. Gujarat.

**AT RAJKOT on 11-12-73.**

40. Shri Buch Dolarbhai.	Chairman Jallaram Education Trust.
41. Shri Chandarvakar. P.	Reader in Gujarati S.U.
42. Principal Gandhi	Local College Principal.
43. Principal Hakani C. H.	Local College Principal.
44. Principal Koregaonkar M. L.	Principal Govt. Science College.
45. Prof. Pandya S. C.	Head Dept of Bio-Sciences (S.U.)
46. Principal Sanghvi H. S.	Dean Faculty of Law, Saurashtra Uni.
47. Dr. Shah Priyabala	Principal Matushri Virbai Mahila. College.

**ADDITIONAL**

About six others.

**AT BHAVNAGAR on 13-12-1973**

48. Shri Astik	Students Senate Member.
49. Shri Bhatt Gauribhai	Pro. Vice Chancellor Saurashtra Uni.
50. Shri Dave Manibhai	Meyar, Bhavnagar Municipality.

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51. Dr. Desai.	Saurashtra University Teachers Dept.
52. Prof. Jain.	..
53. Shri Mehta Prasanvadan.	M. P. Bhavnagar.
54. Shri Modi Jadavjibhai	Ex-Education Minister, Saurashtra Govt.
55. Shri Pancholi Manubhai	Lok Bharti Sanosara.
56. Shri Shah Pratapbhai.	M.L.A. Bhavnagar.
57. Shri Thakar K. A.	Dean Faculty of Science (S.U.).
58. Shri Trivedi Harbhai.	Ex-Pro. Vice Chancellor (S.U.)
59. Shri Vyas Manubhai	M.L.A. Bhavnagar.
60. Prof. Vyas.	..

#### ADDITIONAL

About Thirty others including teachers from local colleges and citizens of Bhavanagar.

#### AT SURAT ON DECEMBER 18, 1973.

61. Shri R. D. Adatia.	Rector, South Gujarat University.
62. Shri Gordhandas Chokhawala.	Ex-Education Minister.
63. Shri R. R. Desai.	Principal, K. P. College of Commerce.
64. Shri C. P. Desai.	Professor, Electrical Engineering.
65. Shri H. H. Desai.	Lecturer.
66. Shri R. K. Desai.	Chairman Sarvajanik Education Trust.
67. Shri D. U. Rashiwala.	Secretary, College teacher Association.
68. Shri C. C. Shah	Ex-Vice Chancellor S.G.U.
69. Shri Suryakant Shah.	President South Gujarat College Teachers Association.
70. Shri V. R. Shah	Vice Chancellor South Gujarat University.

#### AT MANSA ON 7-1-74.

71. Shri Keshubhai Patel.	Principal, Arts and Commerce College, Mansa.
72. Shri Thakoresaheb of Mansa.	

#### ADDITIONAL

About 12 others including Local College Principals and a few citizens of Mansa.

## AT PILVAI on 7-1-74.

73. Shri J. D. Talaty. Principal, Arts and Science College.

## AT VISNAGAR on 7-1-74.

74. Shri V. S. Bhatt Principal, Commerce College.  
 75. Shri Kulashireshta. Professor, M. N. College, Visnagar.  
 76. Shri Maniar Ramniklal Ex-M.L.A. and Industrialist, Visnagar.  
 77. Dr. Oza V. T. Prof. M. N. College, Visnagar.  
 78. Shri Patel Gordhanbhai Principal B. E.D. College.  
 79. Shri Patel Bhulabhai Chairman Dist. Panchayat Mehsana.  
 80. Shri Patel Shankarbhai Chairman Visnagar Taluka Panchayat.  
 81. Ku. Patel Rajanben and others. Gen. Secretary Students Union.  
 82. Shri Parekh P. V. Principal M.N. College, Visnagar.  
 83. Shri Vyas Jagnnath M.L.A.

## AT PATAN ON 7-1-74

84. Shri Desai N. R. M. L. A.  
 85. Shri Barot P. R. President N. G. Farmer Association.  
 86. Shri Gandhi J. N. Secretary Chamber of Commerce.  
 87. Shri Panchal R. M. President Hotel Association.  
 88. Shri Patel K. N. President Patan Municipality.  
 89. Shri Shah M. A. President Vepari Mandal.  
 90. Shri Shah Sevanti President Small Scale Industries.  
 91. Shri Soni K. H. President Bar Association.

## ADDITIONAL

About 15 others.

## AT MEHSANA ON 8-1-74

92. Shri Chaudhari Motibhai. Chairman Dudhsagar Dairy.  
 93. Shri Hathi V. D. and others. Trustee, Palanpur College.

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94. Shri Joshi Dayashankar	Principal College Mehsana.
95. Shri Kshatriya Balraj.	Managing Trustee, Sardar Vidyalaya Trust, Mehsana.
96. Shri Trivedi D. V.	M. L. A. Mehsana.
97. Shri Yagnik A. S.	Principal College at Palanpur.

### ADDITIONAL

About 20 others.

### AT HIMATNAGAR ON 8-1-74

98. Shri Abala S. N.	Mayor, Himatnagar.
99. Shri Bhatt N. K.	Principal at Idar.
100. Shri Bhawe Y. D.	Principal Arts and Science College.
101. Shri Dave Vasudev	Principal High School Talod.
102. Shri Joshi Harshvadan	Principal Vadoli School.
103. Shri Jhala Kishorsinh	President Taluka Panchayat.
104. Shri Mansuri A. H.	Principal High School.
105. Shri Maman A. A.	Secretary District Congress.
106. Shri Patel Gopaldas	M. L. A.
107. Shri Patel M. M.	President Panchayat.
108. Shri Patel M. L.	President Taluka Panchayat.
109. Shri Patel Motibhai	Principal High School.
110. Shri Patel P. K.	Sarpanch, Kakan.
111. Shri Patel R. M.	Principal Science College, Talod.
112. Shri Patel Shankarbhai	M. L. A.
113. Shri Raval K. S.	President District Panchayat.
114. Shri Raval Ratilal	Principal, High School.
115. Shri Shukla Harihar	Principal Arts College, Idar.
116. Shri Trivedi Narmad	Principal High School.
117. Shri Upadhyaya Rajnikant	President Principals Association District Sabarkantha.

### ADDITIONAL

About twelve others



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 AT MODASA ON 8-1-74

118. Shri Dhirubhai Thakar Principal Arts College, Modasa.  
 119. Local College principals and President, Modasa Education Society

## ADDITIONAL

About 20 others including Shri Ghanchi and Shri Shukla.  
 Prominent Citizens.

## AT S. P. UNIVERSITY VALLABHVIDYANAGAR on 22-4-74

120. Shri Mehta Rameshbhai Vice Chancellor (S. P. University).

## SYNDICATE MEMBERS.

121. Shri Desai Chimanbhai.

122. Shri Patel Gordhanbhai.

123. Shri Patel R. D.

124. Prof. V. R. Kapadia.

125. Prof. A. R. Patel.

126. Prof. J. K. Patel.

127. Prof. M. M. Shah.

128. Dr. V. S. Vyas.

} University Professors at Vallabhvidyanagar.

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128 Total plus.

115 Additional.

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243 all.

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## APPENDIX—6.

**Lists of Memoranda or Representations submitted by different bodies, Persons individually or jointly.**

**BANASKANTHA DISTRICT**

1. President Banaskantha District Education Association and Five others.

**BARODA**

2. Citizens from Baroda and round about places.

**MANSA**

3. Secretary "Tarun Jagat" and ten others.
4. Principals, L. H. Science College and Arts and Commerce College Mansa.
5. Shri M. M. Patel.

**MEHSANA**

6. Managing Trustee, Sardar Vidyabhavan Trust, M.L.A. Mehsana and about twenty others.
7. Secretary, Mehsana District Congress Committee and five others.
8. President, Bharatiya Jansangh, Mehsana District.
9. Shri L. T. Vyas, Advocate Mehsana with seven others.
10. Head Masters' Association, Dist. Mehsana.
11. Shri Natvarlal Patel. M. P. Mehsana and ten others from Kadi and Deesa.
12. Head Master, High School, Parbatpura.
13. Principal, Science College, Kadi.
14. Patel T. J. Managing Trustee S. P. Education Trust, Deesa.
15. President Mehsana District Jansangh.
16. President, Municipality Mehsana.
17. Shri D. V. Trivedi M. L. A.
18. President District Panchayat, Mehsana.
19. Mehsana District Congress Committee.
20. President, Rotary Club, Mehsana.
21. General Manager, Mehsana District Co-operative Mill.
22. Secretary, Indian Medical Association.

## MODASA

23. Principals (i) Arts and Commerce College, (ii) College of Education (iii) Science College.

## NADIAD

24. Citizens from Nadiad.

## PATAN

25. President, Patan Municipality.  
 26. President and Secretary, Chamber of Commerce.  
 27. President, Hotel Association, Patan.  
 28. Secretary, Patan Grain Merchants Association.  
 29. Students Patan Education, Law, Science and Commerce, Colleges.  
 30. President, Patan Jansangh.  
 31. Medical Association, Patan.  
 32. Leading Farmers of North Gujarat.  
 33. President Bar Association Patan and other advocates.  
 34. Chairman, Agriculture Products Markets Committee, Patan.  
 35. Shri N. R. Desai M.L.A. and Bhogilal Patel, Vice Chairman District Panchayat.  
 36. Hosiery Merchants Association.  
 37. Stationery Merchants Association.  
 38. President, and twentyone others of the small Scale Industries Development Association, Patan.  
 39. President and Members of Bidi, Tobacco Vepari Mahamandal.  
 40. President Rotary Club and others.  
 41. Sanchalak, Sarva Mangal Pariwar Ashram, Patan with seventeen others.  
 42. Principal, Arts and Commerce College, Idar and Arts and Commerce, College, Himatnagar.  
 43. Chairman, Panchayat District Education Committee and others.  
 44. President, Municipality, Himatnagar.  
 45. Gopaldas Patel, M. L. A. Himatnagar.  
 46. Secondary Schools Head Master Association District Sabarkantha,  
 47. President, District Panchayat Sabarkantha and others.  
 48. Shri Shankarbhai Patel, M. L. A. Himatnagar.

**VALLABHVIDYANAGAR**

49. Shri C. D. Desai, Shri G. S. Patel and two others.
50. Registrar, Sardar Patel University on behalf of the Special Committee appointed by the Syndicate.

**VISNAGAR**

51. Convener, North Gujarat University, Demand Committee.
  52. President M. Dayanand Education Association Visnagar.
  53. Shri Ramniklal Maniar Ex. Minister Gujarat State.
  54. Shri Ratilal Joshi, Sarvoday Ashram at Valam.
  55. Shri R. M. Patel, General Secretary M. N. College, Visnagar.
  56. Principals, C. N. Commerce College and Mahila Arts College, Visnagar.
  57. Dr. V. T. Oza, Professor, M. N. College, Visnagar.
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