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QUALITY IN HIGHER EDUCATION THROUGH ACADEMIC AUDIT, ACADEMIC LEADERSHIP AND AUTONOMY IN INDIA

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Abstract

The quantitative growth of higher education in India is significantly improving, but the quality of higher education has always been questioned. So, to bring quality in higher education, there is a need to change the structure of existing higher education system in India. The major roles are played in these initiatives are by the academic leaders like a Vice Chancellor of any university or a Principal of any affiliated college. The present article is focused on the role of academic leadership, continuous academic audit and accreditation process in quality enhancement and sustenance in higher education system in India. It also emphasizes the need of increasing autonomy at college level and reducing the burden of affiliation from universities. The empirical method of research has been used for the present article. The statistical data is obtained from secondary sources like books, journals, annual reports of University Grants Commission and National Assessment and Accreditation Council of India. However it is found that the higher educational institutions in India require change in academic leadership patterns as well as change in traditional teaching and learning methods and use of information and technology at large. There is an urgent need for

developing a mechanism of continuous academic audit throughout all the Universities and other higher educational institutions.

Keywords

Higher Education, Academic Leadership, Quality, Academic Audit, Accreditation

1. Introduction

Quality in higher education yields into qualitative human resource. The competent human resource can bring all round development in any economy. India; being the largest democratic state in the world and a fastest developing nation requires competent and skillful human resource to compete with developed countries. However, it is the prime duty of the Indian Universities and Colleges to attempt a change into creation of skillful and competent human resource. All such changes are the results of a visionary academic leadership, continuous academic audit and continuous accreditation and re-accreditation of higher educational institutions across the country. The quantitative growth of higher education in India is significantly improving, but the quality of higher education has always been questioned, says K.P. Singh in his research article published in University News (March-2011). Thus, to bring quality in higher education, there is a need change the structure of existing higher education system in India. The major roles are played in these initiatives are by the academic leaders like a Vice Chancellor of any university or a Principal of any affiliated and autonomous college.

The National Knowledge Commission in its report of 2005 mentions that the higher education in India is changing in a drastic manner. The country requires skill oriented and market need based curriculum which can produce competent and skillful human resource for the better future. It is obvious that all the developed economy and technology are driven and keen to produce efficient and intellectual human resource as per the nation's requirement. Thus, India has also set up targets for itself in the form of vision 2020 to produce more skill based and self-reliable human resource. Through University Grants Commission (UGC) it has been tried to implement such innovative courses by setting up Carrier Oriented Courses, Bachelor of Vocational Courses (B.Voc.) and Community Colleges from the last three years. The UGC has recently announced the scheme for establishment of Pandit Deen Dayal Upadhyay KAUSHALS across India to mobilize the skill based education. Keeping in mind, it is very difficult for those colleges running traditional or non-professional courses to sustain themselves in the near future. Therefore, the role of a principal becomes very crucial in this

regards. The principal is not-only an administrator but an academician, a leader, a motivator, a coordinator and an energy source for the students, teachers and other staff. Thus it is essential to focus upon the role of principal in college development in the changing the scenario of higher education.

These days the concept of higher education has become very important which includes, subject knowledge, personality development that creates positive attitude among the students. In addition to theoretical knowledge we need to focus on practical knowledge.

The World Development Report (2012-13) suggests that the quality of higher education, especially in the developing countries needs to be enhanced. The quality issues regarding higher education have emerged in the past few years. The quality of higher education is based on four foundations: relevance of curriculum, accountability of the institutions, efficiency of the stake holders and equity in higher education. As these contribute in a larger manner to the world population, it is our duty to create an education system which can sustain this increasing population and at the same time can actually manage to improve the quality of living of the people. The entry of private universities, private colleges and International Institutes of higher studies, is challenging for the traditional colleges to have a fair competition with such institutions. At the same time traditional colleges have their own problems regarding the management clashes, infrastructural constraints, inadequate teaching and non-teaching staff etc. Therefore it becomes very essential to understand the role of Principal in the development of the college. Principal acts as an academic and administrative leader and also has to contribute to the social benefit.

2. Review of Literature

T.R. Sharma in his article published in RRJPER Vol. 1(1) entitled “Academic and Administrative Audit” says, “an educational institutional is known by its activities, achievements, infrastructure, location and professional prospectus. Besides, one of the most important assets of an institution that attracts students is, whether it is accredited or not accreditation is benchmark of an institution. It requires auditing of all academic and non-academic supporting units for efficiency and for standards” he has argued that academic audit is not just a process carried out by external factors but it is an integral part of self-development of any higher educational institution.

Mukund Pondhe in his article entitled “Autonomy as a structural solution for quality improvement in teacher education” published in IJERS Vol. 1 (2016) says that “The idea of autonomy of higher education institutions is considered to be a step in the right direction. In

education, autonomy can relate to budgets, appointments, students intake, curriculum, degrees awarded, quality of teaching and research etc. Autonomy provides an enabling environment to improve and strengthen teaching learning process". He thrusts that the significance of academic autonomy in higher education system for the quality improvement in colleges and universities across the country.

The report of the National Policy of Education highly recommends promotion of autonomy from school level to the higher education for the better delivery of curriculum, management, reduction in cost of education and for increasing the employability of students. A diversified more liberal and skill based education system can cater better to the demands of future. However, the introduction of RUSA in 2013, aims at providing flexibility in curriculum and promoting autonomy at both college and university level in India.

A report of FICCI on higher education summit 2013 entitled as, "Higher Education in India: Vision 2030" advocates more autonomy in governance of higher education in India. It highlights the benefits of academic autonomy in simplifying the regulations on higher education. It suggests granting autonomy to the best institutions so that they can device their own mechanism to recruit the best faculty to impart better education in the institutions. It further suggests that greater autonomy should be provided to the institution in the use of funds, while ensuring greater responsibility in the effective utilization of those funds.

While thrusting the autonomy in higher education in its report, British council says that most of state governments have legislation in place to grant university status to private colleges, providing them with their own degree awarding, providing them power and much more autonomy. This is the fastest area of growth in new universities. There are currently 100 such private universities in India (16% of degree awarding institutions).

Academic principles and regulations by Leeds Beckett University emphasizes on three basic points regarding academic audit viz. purpose of academic audit, principles of academic audit and form and process of academic audit for a better development of higher educational institutions.

2.1 Formulation of Problem

After reviewing the literature and finding the gap the researcher has considered three basic aspects of quality in higher education viz. academic leadership, academic audit and autonomy. Thus, following statement of the problem has been formulated.

"Quality in Higher Education through Academic Audit, Academic Leadership and Autonomy in India"

2.2 Objectives of the Paper

Following key objectives have been considered by the researcher for this paper.

- To discuss the emerging need of academic autonomy in India.
- To focus on the significance and mechanism of academic audit.
- To discuss the aspects regarding academic leadership and its significance in institutional development.

2.3 Hypothesis

- The process of academic audit helps in developing institutional quality in higher education.
- Academic autonomy to higher educational institutes improves the quality of curriculum and the mechanism of higher education.

2.4 Data Collection and Analysis

By considering the facts and vastness of the topic for the paper, the author has collected data from various secondary sources like books, journals, reports of various committees, newsletters, websites and periodical etc. The data is presented in the form of tables and charts.

I. Growth of Universities and other Academic Institutions in India:

The higher education in India is conducted mainly through universities and their affiliated colleges. However, some institutions of national importance are also established to provide specialized education in management, science and technology. Though, the quantitative growth is satisfactory but it doesn't signify the qualitative development in the country. Following table shows the growth in number of universities since independence in India.

Table 1: *Growth of universities and other higher educational institutions in India*

Type of University/ Institution	1947	1966	1980	1993	2000	2010	2013
Central Universities	03	05	08	10	38	42	44
Deemed Universities	05	11	12	30	109	116	129
Institutions of National Importance	02	09	09	10	64	67	68
State General Universities	18	56	81	112	192	280	310
State Agricultural Universities	00	06	20	25	34	42	68
Private Universities	00	00	00	00	87	107	113
Total	28	87	130	187	524	654	732

Source – State Finance Data Bank, New Delhi (Published in University News 54(43) October 24-30, 2016)

The total number of higher educational institutions in 1947 was only 28 in India which rose to about 732 universities and more than 40000 affiliated colleges in present

scenario. This shows a remarkable quantitative growth in the number of universities and colleges. However, the Gross Enrolment Ratio of students has also increased in the past six decades in India. The following table shows present scenario of higher education in India.

II. Present Scenario of Higher Education in India

There is a significant growth in the number of universities and other colleges in India. The gross enrollment ration is increasing; and it is significant to note that the number of women enrolled in higher education is also increasing.

Table 2: Present Scenario of Higher Education in India

Year	2012-13	2013-14	2014-15
No. of Universities	667	723	757
No. of Colleges	35525	36634	38056
No. of standalone institutions	11565	11664	11922
Enrolment in higher education (total in Million)	30.1	32.3	33.3
Men	16.7	17.5	17.9
Women	13.5	14.8	15.4
Gross Enrollment Ratio (Total)	21.5	23.0	23.6
Men	22.7	23.9	24.5
Women	20.1	22.0	22.7

Source – Ministry of Human Resource Development, published in University News, 54(40) Oct 3-9, 2016

III. Quality Related Issues in Indian Higher Education

Globalization has forced the academic community to undertake quality improvement strategies. Explosion of knowledge has posed a great challenge before the education system, especially the higher education system. Without higher education national development and economic prosperity will be the matter of hallucination. Quality in higher education is a multidimensional concept which will embrace all its functions and activities. Throughout the ages we have concentrated on quantity based education. Instilling excellence and quality in higher education, paves way to many questions. Higher education system should be based on modern and scientific methods and measures to suit our national needs and aspirations. The state of higher education in India is far from satisfactory as the standards are deteriorating. So, quality assurance in higher education has become a global issue.

To cope up with the need of the students in the modern age and to enhance the quality of education and to prove the competence of the colleges and universities National Assessment and Accreditation Council (NAAC) has introduced the concept of academic audit

to promote the process of re-accreditation of higher institutions in India, to find out the strength and weaknesses and their present status. This paves the way to make the planning and implement the programs according to the academic calendar prepared by Internal Quality Assurance Cell (IQAC) for the implementation of various activities to strengthen the educational movement.

It is not only the exclusive objective of UGC and NAAC to accredit the institutions after every five years. It aims at the commitment to knowledge and advancement of learning to the quality of higher education. It is a process which functions consistently. UGC and state Government has passed the resolution to form IQAC at the university and college level as the part of re-accreditation process. Unfortunately, in most of the institutions it has become merely the part of formality. IQAR to be prepared systematically every year through IQAC of the college; but it is not done so. Eventually self-evaluation and Self Study Report (SSR) will be hampered due to lack of continuity in the process. The institutions are expected to send their SSR after undergoing academic audit, which will surely help to enhance the quality in higher education. The process is to be considered seriously to maintain and to enhance the quality in higher education. So this paper probes in to the various aspects of academic audit and its significance of in the process of accreditation and re-accreditation, but it doesn't take place in reality. It is an attempt to take stock of the ground realities in higher education without indulging in any platonic day dreaming and if possible some remedies will be suggested to overcome some of the ills affecting it.

IV. Challenges before the Academic Leaders

The higher educational institutions are the centers of higher education to develop high class culture among the students. The Academic Leader is a motivator and therefore he needs to be optimistic about the development of the University or colleges. Nevertheless the challenges are before him as he requires great potential and skills for a better solution. These challenges can be broadly categorized as under.

- **Academic Challenges:**

Higher Educational institution is a place for the development of students. Hence the activities related to the academic aspects are very important. But there are many concerns regarding changing curriculum designs, changing examination pattern and changing teaching methods which require a great amount of flexibility in the implementation of policy. Students are at the centre of all academic activities; therefore all round development of students is the

biggest challenge for any Academic Leader. There are the challenges before the Academic Leader about how to provide the quality education to the student and how to create team spirit among the staff. Developing an academic environment which can support the student during his life should always be the first priority of the college. Students are to be treated not only as the competent men as a power for the future but also to be blossomed as good human beings and responsible citizens. Therefore maintaining a good academic discipline is very significant aspect. Besides there is an urgent need to change in teaching learning process in order to achieve this goal.

- **Administrative Challenges:**

As an administrator, the Academic Leader has to deal with many issues and personalities. The management, the teachers and the office staff, the students and the society at a large. Therefore a true devotion and discipline is required in the administration. It takes a lot of efforts to bring such discipline among the stakeholders. The Academic Leader has to frame various policies regarding teaching, learning and research activities in the college. He has to take positive decisions time to time. The issues regarding generation of funds and proper utilization of the same are very critical and so the Academic Leader has to consider the views and ideas of the management, his subordinates and people related to such economic affairs.

- **Infrastructural Challenges:**

The sections 2(f) and 12 (B) of the UGC Act demands proper infrastructural facilities in the colleges or universities established in India. The Academic Leader has to manage and conduct the college activities in the available infrastructure. Preparing and implementing a proper timetable, proper use of physical and non physical infrastructure, fulfillment of various norms of government and other institutions like UGC or NAAC etc. becomes significant especially in rural college as the challenges of infrastructure are more problematic. The Academic Leader must be able to make optimum use of the available resources for college development. He should also be able to provide better infrastructural facilities to the students.

V. Administrative Pattern of an Academic Leader:

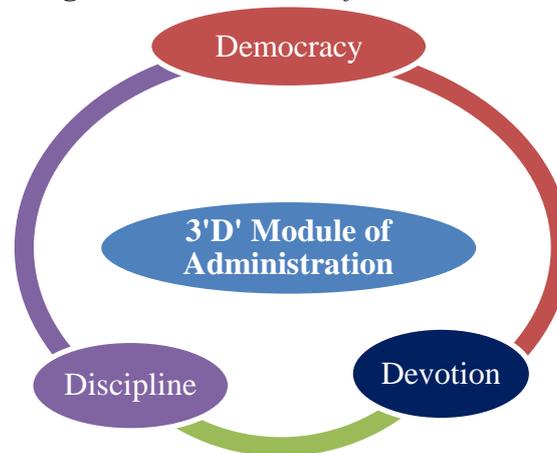
As an administrative head, the academic leader has to deal with a variety of people belonging to the management the teaching staff, the non-teaching staff the students and their parents. At the same time a huge responsibility of the community and the society outside the

college lies on his shoulders. Therefore, the academic leader should make such administrative reforms so that he can bring harmony in all the factors related to the college.

From his life time experience both teaching and administration the author has framed a model for strengthening the administration of higher education in India. It is a 3-D module.

The 3-D Module of administration shown below can be practiced by every academic leader in his educational institution.

Figure 1: 3-D Module of Administration



- **Democracy:** There should be democratic way of administration. The academic leader should consider the opinions of his colleagues about transparent administration. There should be equality in work distribution and responsibility delegation. A democratic administration should always be preferred for the people working in the institution. It gives equal opportunity to all which leads to a collective effort of college development.
- **Discipline:** Discipline is a key factor in institutional administration. It may be for students, teacher and non-teaching staff. Discipline brings harmony in work culture and oneness among the staff. It gives wider opportunities for creating a distinctive identity of the college in the society.
- **Devotion:** A devoted staff leads to an all round development of the college. An academic leader can motivate the entire staff in a manner to work devotedly. The institution can earn long term reputation if a devoted staff works efficiently, transparently and effectively.

VI. Academic Audit and Accreditation process:

Academic audit helps to determine the grade of the college in relation to the criteria suggested by UGC to maintain and enhance the excellence in education and the challenges to be faced by the institution. It functions as a mirror to show the development in the field of teaching, learning, research work, infrastructure, skill oriented courses and extension activities, so that the institution can make future plan to cope up the standard of education to meet the needs of the students in the modern era. Teaching and learning method is to be changed as the tradition system can't fulfill the need of the modern age. It should be supplemented with modern techniques. With the help of the modern tools like computers, internet and other electronic devices, teaching can be improved and made more effective. It helps to develop a new approach. No doubt, traditional lecture method encourages students to work hard and to get feedback.

The most important aspect of higher education is related to research activity but there is no revolutionary change due to the lack of proper policy of the university in consonance to the modern social system. The teachers should generate new knowledge and share it with their professional peers and students. Creating an environment to enter into the entrepreneurship among the students to pursue creative and innovative venture is essential. Research and extension work must be encouraged to help teachers and students bring new ideas and make present activities more realistic. The teachers are also found not so serious about the research activity. The academic audit functions to shed light on the quality of the research work and its relevance to the social problem of the contemporary society.

- **Some aspects of Academic Audit:**

Most of the colleges are not well acquainted with the objectives of UGC and NAAC for introducing academic audit in the process of accreditation or re-accreditation. As the peer team member of NAAC when I visited a college for re-accreditation and asked some of the questions about Green Audit, Gender Audit, Waste Water Management, both the Principal and the co-ordinator were unable to answer the questions properly. It indicates that the concept of academic audit is misunderstood as it is assumed that it relates only with the aspects of teaching, learning and research whereas, it consists of all the factors related to the quality of higher education and its consistency all levels to achieve the excellence.

The academic audit also covers the aspects of 'skilled oriented courses' and the role of the college to decide the policy for 'skilled oriented courses'. It consists of the structure of the syllabus and policy to implement it effectively to develop the skills of the students so that

they can become competent in the age of competition to prove their potentials for self reliant. These courses should run parallel to the traditional courses, as the traditional courses nowadays can't make them to get the jobs in the modern scenario. The students of the 21st century should not develop the sense of unrest or negativity about their career. No doubt, the education should provide jobs to the students so that they should be hopeful. If there is the adverse situation to secure the jobs in the market, the contrasting situation will be created. Unfortunately, the same problem is observed in the system of higher education in India. To cope up with the problems discussed above, the academic audit ensures the institutions to find out the remedies in view of the strength, weaknesses, opportunities and challenges (SWOC).

- **Accreditation Process:**

No doubt, every institution is expected to undergo the process of assessment of the institution after every five years but during these years midterm assessment is must. After first accreditation and assessment of the institution is expected to implement various programs effectively to rule out the weaknesses of the institutions suggested by the NAAC peer team. Most of the institutions care a fig to the suggestions given by the peer team and the status of the institutions will be the same at the time of re-accreditation. It is a continuous process to sustain the quality and ultimately to reach to the state of excellence. Quality is not an accident but it is to be achieved through continuous efforts as it is an unending process. NAAC is not only the authority to assess and accredit the institute as a matter of formality. If it is so, NAAC will not succeed to elevate the standard of education qualitatively at the global level.

Generally the concept of academic audit consists of four components. NAAC peer team examines the development of the institution encompassing all the aspects suggested by NAAC. To empower the teachers academically certain plans to be needed. To conserve the nature, the related activities are to be undertaken. To nurture environment, the activities including Green Audit, Energy Audit are useful for the society and the students of the college.

To aspire for excellence the activities including innovative practices and best practices consisting gender equity are to be implemented to have the best results. While considering the above mentioned elements, every college should prepare an academic calendar and make short term and long term planning accordingly. Before facing NAAC peer team, the college should rely on the SWOT analysis through academic audit and the same

should be discussed in the meeting of IQAC and a plan of action should also be prepared. In the said meeting, the factors and issues in which the college falls short of quality standards should be discussed in order to fulfill the required standards through formation of different review committees which in turn could result in the planning and effective implementation of different activities.

- **Path of Autonomy:**

A plan of action for encouragement, motivation and financial assistance for the research work of the faculty should be prepared and a specific goal should be decided so that it could be fulfilled. The proposals of the study grant for the research work from different grant issuing agencies should be prepared and submitted. On the other hand, the teachers should be trained in the advanced technologies of ICT for teaching-learning. The faculty should be motivated for the research work so that this noteworthy element will contribute to the acquisition of a better grade. Accordingly the path to the autonomy can be made easy by making the colleges academically self-reliant.

Once the necessity of academic audit is mentioned it becomes mandatory to pay attention to the more important facet of higher education i.e. the mechanism of academic audit. In fact, the Maharashtra University Act has a clear stance of carrying out the academic audit but presuming the experience of the higher education since last twenty years, this process has not been consistently followed by the colleges. As such if it is followed now, it can result in the quality enhancement of the higher education. The universities should also connect their IQAC cells to the IQAC's in the colleges. The universities can also ask for the reports of the same so that the colleges will take the issues seriously.

If compared in the enrollment factor, India stands third only after America and China but in case of the quality of higher education, we lag far behind. Today, there are about 700 universities, around 40,000 colleges, 3,35,00,000 students seeking higher education degrees. On the other hand, on the basis of quality of research, innovation and skill based education none of the universities in India stands in the top 200 universities all over the world.

The educational institutions imparting traditional education are discharging the unskilled and unemployable human resource. Whereas, we fall so short of the new ideas like market oriented, local need based job and skill based education. Its immediate effect has been such that, the graduates of our country are devoid of job opportunities. The justifiable

expectation from the youth is that they should be not only self-employed but a job provider also has not been fulfilled at all. This is the horrible situation of the higher education in India.

- **Relevance of Academic Audit in Research**

In the field of research also the academic audit is not carried out. We need to discuss the questions like- is the research worthy of competition with the global research outputs? Even nationally also, the question of the relevance and usefulness of the research output should be confronted. This means the poor quality of research has become an indispensable trait of our research output. Especially, in the colleges at the remote parts the authentic research work is equal is none?

Often, the research is done for acquiring degree. After examining several doctoral theses I have observed that the research is mostly superficial and the purpose of the research work is also not clear to most researchers. There is confusion about the selection of the appropriate research methodology. The formulation of the research problem is also not done properly.

In this regard I wish to suggest a valuable thing to all the universities that they should organize at least two workshops about new research methodologies for the new researchers. Those who register for the research newly should compulsory attend such workshops. In this regard, NAAC has directed to form a research promotion committee under IQAC in each college. It should submit action plan as well as some useful recommendations.

By considering the recommendations of the committee, separate fund is to be raised for the academic development. But unfortunately the fact is that it doesn't happen in reality. The universities which were once releasing the funds for research have now stopped the process. It is due to the inability of the universities to provide the funds for the research. Though the funds for the research are granted by the bodies like UGC and ICSSR; they are properly not utilized by the principals and the professors because of their in different attitude towards research; as a result of it research in India couldn't excel.

In fact research is the soul of higher education; but unfortunately, it seems that the present education is going to be a skeleton without soul. So the colleges must focus on academic audit and research. IQAC with the help of academic audit committee has to suggest some reforms in the area of infrastructure, both physical and soft; advanced laboratories and libraries suitable for research to excel the quality in higher education. The principal and the management should try to fulfill the suggestions made by IQAC. But unfortunately, here also the condition is not satisfactory. The educational institutions don't feel it necessary to provide

some funds for college development. They retain the old traditional methods of teaching, learning and research, instead of accepting new methods and upgrading the quality of the institutions. It is the need of the time that State Internal Quality Assurance Cell and University Quality Assurance Cell should prepare some rules and guidelines and take some necessary steps for their implementation.

After discussing the importance of academic audit; it becomes important to understand its structure and function. As per the directives of the NAAC office, every university and college has to establish an Academic Audit Committee (AAC) under Internal Quality Assurance Cell (IQAC). Vice Chancellor or Principal will be the director of the said committee. The coordinator of IQAC, some educationists, head of the departments, and NAAC peer team members will be the members of the AAC. The committee has to decide its functioning method. In it, primarily some specimen letters of academic audit must be prepared, by keeping in mind the seven criteria given by NAAC for accreditation of college or university. Teaching, learning, extension work, best practices, research, consultancy, skill based courses, activities run for all round development of the students etc. by making a list of all these activities academic audit should be done once in an academic year, and the report should be submitted to IQAC. The Academic Audit committee has to analyze and explain SWOC of the university or college and it has to explore the means of excellence in higher education. All this is to be done three years prior to go for next cycle of reaccreditation. A report is to be prepared after making an impartial and in-depth study of the suggestions made by the previous NAAC and their fulfillment made by the college or university.

3. Conclusions

The quantitative growth of higher education from the last six decades may be showing increasing trend but in reality it is not sufficient. The population of the country is increasing day by day, thus the population of youth between the age group of 18 to 25 is also increasing rapidly. It contributes to nearly 25% of the total population (250 Million) but, the number of students enrolling in higher education is mere 19% of this population. It creates a paradox in the demand and supply of higher education in India. Thus, the Government along with all the higher educational institutions should focus on both, quantity and quality. The National Knowledge Commission (2005) also recommended to Central Government to establish more than 1500 universities in India and reduce the burden of affiliation on the existing universities. However, this scenario poses great challenges before the academic leaders as to enhance and sustain the quality in higher education.

For the continuous academic audit of colleges, the university must establish a committee as “Institutional Academic Audit Committee” (IAAC) and college as “College Academic Audit Committee” (CAAC). The college is to be inspected once in a year by a Principal and a professor with minimum 15 years’ experience and special study of higher education. It will help for the quality excellence of the college or university. The IAAC and CAAC have to submit its report to the Vice Chancellor and he is expected to take the necessary actions against those colleges who remain inactive or neutral.

For the quest for excellence, academic audit is expected in the process of NAAC reaccreditation and assessment. In this way, the IAAC or CAAC has to mention the expected grade or CGPA from the NAAC before appearing for the next cycle. The academic audit will help the colleges to determine the present status of the college in the area of higher education. From self-assessment to reaccreditation and again self-assessment, there should be a healthy competition for the excellence in higher education. Every one working in the higher education must strive for excellence to excel in the higher education at the global level. Finally, it is to be understood that quality is not the result of accident or chance but one has to strive continuously for it and for the same periodical accreditation and reaccreditation is to be adopted. So, let us hope, India will create a quality culture for higher education and the stakeholders to contribute their best with creatively and innovations.

3.1 Discussions

The author considers the following points to discuss:

- Providing greater academic autonomy to the colleges in different universities of India.
- The burden of affiliation is to be reduced from universities for better functioning.
- More ICT based teaching, learning and evaluation should be adopted by colleges by developing ICT infrastructure at large.
- Universities should focus on innovation and research only and more emphasis is to be given on pure and applied research which is technology driven.
- There should be more academic liberty to the academic leaders.
- There should be a mechanism for smooth academic audit and continuous internal audit of higher educational institutions.

A) Future scope of the study

- The study of academic leadership, academic audit and accreditation is made only from Indian higher education perspective. The study can be further made at international level to improve the quality in higher education at global level.
- India is a developing country; similar type of study can be made of the developed and undeveloped countries.
- There is much impact of old British education system in India and the study can be further extended to find out certain new things for improving the quality in higher education.
- The influence of the government and the persons in power on academic leadership on academic leadership and academic audit can be studied further for bringing impartiality in it.

B) Limitations of the study

- There are a number of challenges in Indian higher education system but the author has considered only three aspects viz. academic leadership, academic audit and autonomy in India.
- As the scope of the study is very vast, the author has opted to collect the data from secondary sources hence there is no primary data used in the paper.
- The present study is restricted to India only and hence its finding may not be applicable and true in other countries.

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