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AUTONOMY IN HIGHER EDUCATION FROM AFFILIATION TO SELF GOVERNING MANAGEMENT: AN INDIAN PERSPECTIVE

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Abstract

Many issues pertaining to autonomy of the higher educational institutions are discussed and emphasized throughout the universities and colleges in India. The University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC) and government are spearheading this movement of 'auto-nomination' of higher education institutions. Here it is important to note that, the decline of quality in higher education in India underlines the importance of autonomy of the institutions. The adoption of affiliation system made the existing higher educational scenario mechanical and less useful in the era of globalization; consequently, the education system has become outdated and irrelevant in the present circumstances. The decline in the quality education motivated the researcher to think about means which can bring qualitative change in higher education. Autonomy in Higher Education is found as a ray of hope to reach the goal of quality education, for that the study started with the objectives of discussing present affiliation system and need of autonomy in higher education. The present paper has been prepared with the help of secondary data obtained from various book, journals, newspapers and e-sources. The empirical and descriptive method of research has been used for the paper. The researcher found that financially strong colleges should adopt autonomy and restructure the curricular according to local needs and the autonomous colleges should create their own infrastructure to produce

skilled and well trained human resource to meet the modern needs. The study can further be extended in the areas of technological advancements in higher education as well as comparative study between two or more developing nations.

Keywords

Autonomy, Affiliation, Self Governance Management, Quality

1. Introduction

Many issues pertaining to autonomy of the higher educational institutions are discussed and emphasized throughout the universities and colleges in India. The University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC) and the Central Government are spearheading this movement of ‘auto-nomination’ of higher education institutions. According to Dr. Yerande, ‘Quality in higher education yields into qualitative human resource (Yerande, 2017). Here, it is important to note that the decline of quality in higher education in India underlines the importance of autonomy of the institutions. Since the last six decades, traditional higher education in India could not engender the expedient quality education, research and extension, reconstruction of curriculum etc. The adoption of affiliation system made the existing higher educational scenario mechanical and less useful in the era of globalization; consequently, the education system became outdated and irrelevant in the present circumstances. With this background, the universities and colleges should pursue the autonomy that ultimately results in the development of education. The traditional curriculum makes the learner suffer from the inferiority complex, i.e. there is no reliability of the degree, lack of advanced skills, least opportunities of employment, etc. The government, educationists, and liable teacher collectively opine that the existing curriculum has significantly been restructured. This fundamental change will make the process of education convenient to the newly emerged systems in the twenty first century. The present curriculum has become detrimental in the era of skill-based knowledge. The traditional education system has become disadvantageous in the context of employability; and on the other hand, the degree holders stand no change in the job market. The policy of liberalism, privatization and globalization (LPG) was adopted in India in the 1990s; consequently, the education process has been associated with the employability. However, the traditional higher educational institutions have been ineffective to produce the imperative education in this era. Subsequently, the learners have become of the least useful forces, i.e. casual workers or helpers. To deal with the autonomy of the educational institutions is enforced by various controlling agencies. However, the autonomy emphasizes on the

disseminated management in the process of education that ultimately consolidates on the self-constrained appropriate planning.

2. Review of Literature

Dr. Davis George in his article “Autonomy in Higher Education: Prospects and Challenges” published in the book “Higher Education in India- Emerging Issues and future Prospects” published in 2012 says that, higher education in India suffers from several systemic deficiencies such as autonomy of academic institution, low funding by the UGC and the Government. (George, 2008)

Former Deputy Chairman of Planning Commission of India Montek Singh Ahluwalia said that education should also be autonomous and free from politics.

Dr. M.M. Gandhi in his research article “Autonomy and Accountability in Higher Education: An Indian Perspective” published in the IOSR journal of Research and method in Education published in Nov.-Dec. 2013 says that, the system of affiliated colleges does not provide autonomy to deserving colleges to frame curricula, courses of studies, or their own system of evaluation. (Gandhi, December 2013)

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”. (Pondhe, 2016) He argues that there is 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 the 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 National Higher Education Mission (Rashtriya Uchchar Shiksha Abhiyan -RUSA) in 2013, aims at providing flexibility in curriculum and promoting autonomy at both college and university level in India. (Education, June 2005)

A reports 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 that fund. (FICCI, 2013)

2.1 Formulation of Problem

After reviewing the literature and finding the gap, the researcher has considered that autonomy in higher education became the need of the hour in India to compete with the world in the field of higher education. Thus, following statement of the problem has been formulated “Autonomy in Higher Education from Affiliation to Self Governing Management: An Indian Perspective”

2.2 Objectives of the Study

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

- To discuss the present affiliation system of higher education in India.
- To discuss the emerging need of autonomy in higher education in India.
- To focus on the significance of Self-Governing Management in higher education.
- To make a comparative study of affiliated college and autonomous college and universities.

2.3 Hypothesis

- The programs and curriculum provided by the traditional affiliated universities and colleges are outdated. They are not useful to the students to compact at global level.
- Autonomy in higher education helps in improving the quality of higher education in India.
- A number of problems are being faced by the affiliated colleges which affect the quality in higher education.

2.4 Data Collection and Analysis

By considering the facts and the vastness of the topic for the paper, the author has collected data from various secondary sources like books, journals, reports of various committees and e-sources.

The data is analyzed and useful data is presented in tabular form and used to strengthen the argument in the various points in the paper.

3. Background

Since the Indian independence, the concept of autonomy of the higher educational intuitions is enforced in the education sector of the nation. From 1966 to till date autonomy in higher education is being discussed but yet very few universities and colleges have become

autonomous. However, no social efforts are made to establish autonomy in higher education. Renowned educationist and the Chairperson of the Kothari Commission on Education also proposed (1964-66) some valuable recommendations to develop the existing education system. It was the first commission which formally recommended the college autonomy in India. (Kothari, 1966) Later, the Gajendra Gadkar Committee (1969) also emphasized the educational autonomy in the university departments; (Gadkar, 1969) whereas, the Kothari Commission recommended for the replacement of affiliation through the process of autonomy of the universities. Consequently, through a special circular, the UGC directed to the universities in 1973 to establish some autonomous colleges. As a result of this initiation, until 1978 some of the autonomous colleges are established. But there were few autonomous colleges and even after the three decades, the progress is not satisfactory. In 2012, which is a only 204 autonomous colleges under the dominions of 43 universities in 11 states of India; but it is very small number in one of the populous countries like India. After two years in 2014 some of colleges are given the autonomy in the country. The following table shows the number of autonomous colleges and universities per state in India.

Table 1: State wise list of autonomous colleges in India

State	No. of University	No. of Autonomous Colleges	State	No. of University	No. of Autonomous Colleges
Andra Pradesh	11	84	Maharashtra	09	45
Assam	01	02	Manipur	01	01
Chattisgad	03	11	Nagaland	01	02
Goa	01	01	Orisa	07	42
Gujarat	04	04	Pondicherry	01	03
Haryana	01	01	Punjab	04	09
Himachal Pradesh	01	05	Rajasthan	03	05
Jammu & Kashmir	02	03	Tamilnadu	12	178
Jharkhand	02	05	Telagana	05	57
Kanya Kumari	11	70	Uttar Pradesh	0	11
Kerala	03	19	Uttarakhand	02	04
Madhya Pradesh	09	39	West Bengal	04	12
Total	49	244		49	369
No. of States: 24		No. of Universities: 98		No. of Autonomous Colleges: 613	
Government Colleges: 169		Non-Government Colleges: 444			

Source: UGC Website Status List of Approved Autonomous colleges in the Country, June- 2017

The above table shows that out of 677 universities, only 98 universities are given autonomy and only 613 out of 38000 colleges, since the last six decades. This shows that, neither the colleges in India are willing to take autonomy nor the universities are promoting autonomy. Therefore, there is a need to increase the number of autonomous colleges for quality development and sustenance in higher education.

4. Some Suggestions by various Committees

The University Grants Commission (UGC), while insisting on the autonomy, predicted to change the obsolete affiliation system and provide academic flexibility to the higher educational institutes to restructure and rapidly implement the curricula. UGC document states, “world over, the higher education is passing through an interesting phase. It is changing radically, by becoming organically flexible in diversity of program, in its structure, in its curricula, in its delivery system and it is adopting itself to innovative use of information and communication technologies.” (UGC, 2006)

Despite spending the grant of huge amounts, the goals of the quality in higher education as well as good employability is not achieved by the higher educational institutions; therefore, at least academic autonomy of the institutions is emphasized by the educationists, UGC and government. Along with the advantages of the autonomy of the higher education institutions, certain criticality emerges, i.e. lack of awareness at the broader scale about significance and necessity of the autonomy. In the present research paper, the researcher tries to explore the indispensable insights of autonomous status of higher education institutions in India.

In the New Educational Policy, articulated in 1986, the autonomy of the colleges has been emphasized; especially, in accordance with the admission process, recruitment and promotion of the teachers, the choice of research topics, etc. Various recommendations have been submitted to the government in this regard. Procedure of the policies intrinsically focused on the establishment of more autonomous educational institutions. (Education M. o., 1986) following these policies, the Central Government of India found the Acharya Ramamurti Commission in 1992 to enhance the autonomy of the educational institutions; in its 8th Plan, the UGC also determined to establish 1000 autonomous colleges in the country. (Acharya, 1992)

Aligned with the aforementioned argument, establishment of the autonomous higher educational institutions has been firmly recommended, such as establishing of the central universities in 16 districts from 28 states and 350 government aided autonomous colleges at the city places from 604 districts in the nation. The National Knowledge Commission (NKC) for education also recommended the establishment of 1500 universities and 50 central universities in the nation. Along with the quantitative rise, the NKC also recommended for the autonomy of the institution; for example, the controlling system of existing universities and colleges has to be changed, along with the government and UGC certain controlling organizations should be established to restraint the universities and colleges. The Central Government of India has stepped in the very direction, i.e. the government suggested that the

special committee constituted for autonomy of the higher educational institutions should design a plan for the according accountability. This committee had suggested some other significant recommendations as well. (National, 2006)

Conclusively, it can be stated that since the last five or six decades, the movement for autonomy of the educational institutions was being led but there is a huge difference between the approach and the practice, for example, as earlier stated, in its 8th Plan the UGC resolved for establishment of 1000 autonomous colleges in the nation; but only 140 colleges could be set up in the eight states. Though in the recent years some of the self-sustained higher educational institutions have been established, the desired objective of the UGC is not achieved till today.

5. Shortcomings of Affiliation System

Despite the continuous endeavors since the last five decades, the autonomy of the educational institutions could not be achieved. Basically, the process of affiliation in the higher education is derived from the British reign. The first three universities in India (Mumbai, Madras and Calcutta universities) had been modeled on the universities situated in London. Initially, these universities manipulated the practice of affiliation but nowadays, it is irrelevant and at times outdated system. Now, it is the need of time to eliminate the affiliation system gradually and incorporate the autonomy of educational institutions.

However, there were a few affiliated colleges in the pre-independence and the early post-independence era, i.e. 32 universities and 600 affiliated colleges. However in the process, the affiliation and autonomy of the educational institutions was not analyzed; but after 1980s the number of autonomous universities and colleges have been speedily increasing. On the other hand, in the present scenario there are 600 universities and 38,000 affiliated colleges that apparently explore the inherent faults of affiliation system. However, the lack of certain criterion to determine the number of affiliated colleges to a university resulted in the heavy workload of the later. Unfortunately, universities have become examination bodies and research and innovation which are their legitimate jobs went to the back seat. For instance the 900 colleges affiliated to the Osmania University, Hyderabad and 800 colleges are affiliated to the Savitribai Phule University, Pune in Maharashtra State.

In the year 1999, on the occasion of convocation programme of Swami Ramanand Teerth Marathwada University, Nanded, former Governor of Andhra Pradesh Dr. C. Rangrajan said, “we have evolved over time a system of affiliated colleges. This system could work well so long as the number of affiliated colleges was limited. But with the growing number of affiliated colleges how to improve the quality of education imparted by innumerable number

of college has become a critical issue”. (Rangrajan, March 1999) He further said, “in a system where the colleges are affiliated to a university becomes by at large and examination body and a body for prescribing courses and syllabi.” (Rangrajan, March 1999)

National Knowledge Commission (2006) also criticized the present system of higher education in its concluding remark. The commission writes, ‘Higher educational institution in India is over regulated and under governed’. (National, A Report of National Knowledge Commission, 2006) The commission further said, ‘the existing affiliation system of governance not only limits institutional autonomy but also failed to offer adequate and appropriate accountability.

The present scenario denotes that contrary to the concept of autonomy of the colleges, the number of affiliated colleges is being increased; in other words, following the notion of differentiation between approach and practice, since the recommendations made by the Kothari Commission, the higher educational institutions are being led by the system of affiliation only. Because of the enforcement of affiliation of the colleges, the existing education system has been entrapped in the quantitative growth, instead of qualitative development. The universities have been constrained to the typical function, such as to design the curriculum, conduct exams, declare results and confer the degrees. In the process they have been diverted from the core objective of the university. Therefore, instead of spending a huge amount on the higher education institutions by the UGC, the goal of quality in higher education in Indian is not achieved. The above mentioned scenario proves that, the affiliated colleges are required to follow the syllabus and academic calendar of the university. But the colleges do not have freedom to revise their syllabus to make it relevant to the local needs.

Neither of the developed countries likes USA, China and Japan etc. have the affiliation system in the higher education sector. The higher educational institutions in these countries are based on the notion of autonomy hence these countries could develop. We have the examples of some of the best universities of the world such as Harvard and Stanford that could reach the top because of the absolute autonomy vested in them, which is given to them by their governments and society. In Asian countries such as China, Malaysia, Thailand, Singapore etc. where higher and professional education has flourished, are also following the liberalized regime in comparison to countries like India, Pakistan, Nepal and Bangladesh where education has remained traditional because of strict government policies. On the other hand, the Indian universities could not become successful in implementing the idea of autonomy of the higher educational institutions; they only could become the exam conducting bodies. Subsequently, the research, new schemes and redesign of the curriculum have been considered as unimportant factors in the present educational system in India. Since 2005,

many of the educationists and experts are emphasizing the essentiality of autonomy of the higher education institutions, such as Indian Institutes of Technology (IIT). On the other hand, the self-sufficiency of the educational institutions is also recommended by many of the controlling agencies, such as the Ministry of Human Resource Development (MHRD), UGC, NAAC, All India Council for Technical Education (AICTE), etc. These organizations strive for the quality in higher education, job-oriented knowledge and global competencies to be produced by the colleges; therefore, certain initiatives imperatively have to be taken for the empowerment of the colleges. It is a welcome step that a decisive role has been defined to implement at least academic autonomy in the colleges and universities without any financial burden on the government.

6. Why Affiliation System is Inadequate?

Considering the essentiality of autonomy in the educational institutions, it is inherent to analyze problems of the quality in higher education as well as the level of research arisen due to the affiliation system. As earlier stated, very few universities and the affiliated colleges had been established in the first three decades of the post-independence India; therefore, the integrated impediments were not evidentially acknowledged. However, the correspondence between universities and the affiliated colleges was very much amicable; but after the 1980s the educational scenario has drastically changed in the state of Maharashtra. As interpreted elsewhere, the end of the 20th Century witnessed a quick increase in the number of universities and colleges; consequently, a number of students were being approached to the higher education. However, the issue of quality in higher education has automatically been put on the stake.

The creation and persuasion of the globally competent education was substituted by the increase in number of learners in the higher educational institutions. On the other hand, the right of the syllabus design was not given to the colleges; they had to rely on contents prescribed by the university board of studies. This mechanical process evidently discloses the inadequacy of the traditional curriculum in the era of science and technology. Despite their wish, the colleges could not inculcate the new contents in their syllabi. Ignorance to the skill-based technical education led the higher education to uselessness in the present scenario. The affiliated colleges have to follow the traditional syllabi; therefore, the local-need-based education was not emphasized in these institutions; in the process, a huge force of jobless and unskilled laborers has been produced through the traditional educational institutions. According to a research, the ratio of unemployed graduates in India is 3:1; following this

criterion around 500000 un-employees are being produced through these institutions every year.

In fact, it was supposed that the eruption of the universities and affiliated colleges would fulfill the local necessities, agricultural management, establishment and growth of the new business, industrial development, etc. To meet the need of time, there should be provision of the all pervasive research. Ultimately, the competence of existing research has to be reinforced. On the contrary, throughout the decades the curriculum had adhered to the traditional contents, and the research had not been incentivized to be integrated in the technology oriented world. At the same time, the industrial corporation was aloof from the domain of education consequently; the traditional education system was enforced through the higher education institutions. Conclusively, the then education system failed to inculcate the professionalism and create employability in the process of education.

7. Over Regulated and Under Governed Policies

On the other hand, even the traditional universities are not autonomous institutions. The central universities are under restraint of the central government and the state universities of the concerned state governments. However, the affiliated colleges had necessarily to follow the rules and regulations incorporated in the University Acts. These colleges have been restricted from the construction of their own syllabi and to implement them accordingly. In fact, the notion of flexibility is necessary in the founding of new courses, but the process of affiliation does not allow the colleges to initiate the new courses. Therefore, the student taking traditional education is graduated without possessing any skill that is essential in the job market. At the one hand, there is eruption of industries and the explosion of technology on the other hand the affiliated colleges have been imposed the outdated contents. Following this argument, to emancipate the existing education system from the vicious circle of criticality, the notion of autonomy should be followed by the higher educational institutions. In this regard the government and UGC have to take strict initiatives to make the present educational scenario globally competent. Consequently, the objective of nation-building through the higher education will be successively achieved.

The insistence on the autonomy is related to the quality enhancement and pursuit of excellence. It is also the concern of quantitative and qualitative growth of higher educational institutions. Though the higher education is quantitatively grown, it can be assumed as a partial interpretation because; still only 12% of the Indian population is able to achieve the higher education. This ratio is very much lower in comparison with the total population. On the other hand, the number of universities is same to the earlier; only numbers of the

affiliated colleges are increased. Therefore, the work of universities augmented excessively. Though the quantitative growth of the higher education also is necessary, at the same time the objective of quality higher education also should not be neglected. The Indian Government led by Dr. Manmohan Singh took initiatives in this direction in 2004, but this also was not adequate in comparison with the developed countries, i.e. the percentage of learners between the age group of 18-24 years in India is 7%, whereas it is in Germany 21%, in the USA 34% and in China 16%.

Perceptively, the notion of autonomy is emphasized for the academic excellence in higher education, financial self sustenance etc. In the process of affiliation the novelty is not allowed to the colleges, but the autonomy bestows this on the basis of notion of innovation. The needs of society also are being altered in the changing scenario. However, the traditional education system fails to fulfill the requirements; on the other hand, the autonomous colleges are capable to enhance the quality as the necessity of time. If the main objective of providing education to people is betterment of the human life, then the existing education system must be changed rapidly. In other words, the educational institutions should intrinsically be the centre of the development. In order to reflect the social necessities and ambitions through the education system, they should be so flexible to restructure the present curriculum; at the same time, the learners should have the choice to choose the course according to their passion. The learner in the twenty first century long for the global competence to be bred from the higher education; therefore, the use of technology has to be included in the syllabi. Ultimately this educational reform will lead to the emergence of the self-governing and self-financing colleges. The Central Board for Education, under the Chairmanship Kranti Biswas, strongly recommended that there is a need to grant autonomy to individual institutions for designing curriculum. (Bishwas, June 2005)

The Central Government is considering the increasing demand of students seeking higher education in the country. However, un-aided colleges have increased in multiple numbers in last few years. To promote autonomy the government should provide these colleges to develop their own curriculum, fee structure, infrastructure and management system which will be beneficial to the students.

8. Inevitability of the Autonomy of Colleges

As earlier stated, the autonomy of the higher educational institutions has been emphasized already in the New Education Policy, 1986. The 1991 new economic policy of India strengthened the notion of inclusion in the process of globalization. But the then government as well as renowned educationists completely ignored the pursuance of quality in

higher education. The emergence of industrialization was assumed in the process of globalization but still the fully automatic machines were not installed in the Indian factories. Of course, the industrial corporations necessarily demanded for the skilled laborers in contrast with this requirement the Indian universities and colleges were producing the unskilled graduates throughout the years. The quality of research and standardness of research publications is very poor due to outdated affiliation system and inflexible structure of syllabus. At the same time, there was the need of the entrepreneurs to assist large scale factories in the form of the small scale industries too. But the educational institutions providing traditional education have failed to meet both of these necessities of time.

The Indian industry consists of 60% share of small scale industries and 40% of large scale industries. The later needs less human resource against more use of technology, but it is impossible for the small scale industries without the skilled human resource; the workers produced by the traditional education system are not skilled and properly trained. They have degrees but not the skills. Ultimately, the rate of unemployment is increased.

However, the absence of any agency to measure the quality of the higher educational institutions resulted in the production of the piles of the unskilled unemployables. The lack of coordination between requirement of the skilled and well trained workers in the industries and supply of graduates by the universities did not match most of the times. Against this background, to fulfill the local as well as industrial requirements the universities should incentivize the colleges to be autonomous institutions. (Education M. o., 1986) Such colleges can restructure the curriculum according to the need and will endeavor as well. The memorandum of understanding with industries at the international level will reduce the number of unemployable graduates. An optimistic picture can be created before the students to earn the livelihood and to be self reliant. These circumstances will be resulted in the creation of positive picture of Indian higher education. (Education M. o., 1986) The developed countries also form and implement their syllabi according to the need of national economy and of the industry, such as Japan, China, Korea, France, Canada and the USA. Therefore, they are considered as the countries of advanced technology. In order to compete with the developed countries, India also should reconstruct the curriculum taught in the higher educational institutions. The traditional education system staked the Indian learner from being included in the global competition. Conclusively, it is the need of time to adapt the process of globalization and emphasize the autonomy of the educational institutions; in other words, the teachers, learners, parents, administrators, management and trustees should encourage the autonomy of the higher educational institutions. (Education M. o., 1986)

9. Ratio of Expenditure and Quality in Higher Education

Today's economic world is extremely competitive. India is known as the nation of youngsters, but at the same time, this is the country in which the most unemployed human resource can be found. Any country in the world spends on the human resources against some prospects. India also expends a huge amount on the education of people. At the same time, the number of learners is increased; ultimately the expenditure on education is raised. But any research had not been made in this regard, such as whether the expenditure is adequate or not, what is the result of such huge spending, etc. In the modern era, the government cannot look at the education system as a welfare policy; the ever changing technology is making it very expensive matter. For that reason, the achievement of real objectives of the higher education should be evaluated; otherwise the heavy expenditure will lead to the worst consequences. Despite the implementation of various schemes for the development of the higher education by the government, still the objective of global competence could not be achieved by the existing educational sector. The government has to rethink on the expenditure and its ultimate results in the direction of real development of the higher education in India.

10. Conclusions

It has become the need of the hour that the financially strong colleges should imperatively adopt the concept of autonomy and restructures the curriculum according to the local needs as well as industrial requirement; make their students skilled human resources to send them in the job market. The efforts should be made to propagate the self financing courses as the government is spending more on the unproductive factors in the higher education. The autonomous colleges can stand up their own infrastructure to produce the skilled and well trained laborers for the advanced technological world market.

It is evident that the government is spending on some unproductive elements in the academics; this fund can be shifted to the strengthening of autonomy of the colleges. These colleges can save the unwanted expenses and utilize it for the useful education. Nowadays, various private and foreign universities are being established; these institutions are not aided by the government but the learners in these universities can easily get jobs in the advanced technology oriented market. Ultimately, the traditional universities and colleges have to compete with such institutions so that they can increase their own financial sources. However, quality is the consequence of the best investment. The government should take into consideration that the expenditure on the education should be resulted in the production of forces useful to the national economy and in the achievement of global competence.

a) Discussions:

The author considers the following points for the discussion.

- Autonomy is to be given to deserving 'A' Grade Colleges in India.
- There is a need to establish more number of Universities to reduce the burden of affiliation.
- The process of autonomy helps in improving the self governance system in Higher Education.

b) Future Scope:

- In the paper the researcher has collected and studied the data only from India. Hence the scope of the paper is restricted to India only, but any aspired researcher can extend the study to any other nation or make a comparative study.
- There is a great impact of British Education System on India and the study can be further extended to the countries beyond the common wealth countries.

c) Limitations:

- British left India by leaving so many things behind them and, affiliation system in higher education is one of them. The researcher is from India and the data is collected from India hence, the study of affiliation system is not made in isolation but in comparison with the affiliation system.
- There are many challenges in higher education but the researcher has restricted himself to the issue of affiliation and autonomy only.

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