Chapter 6
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The system of higher education in the State of Kerala, which is not very much different from that in the whole country is complex with a variety of issues and problems. In the opinion of academicians and educational administrators in general, the system has been afflicted by many evils like excessive quantitative expansion followed by qualitative deterioration, indiscipline among students as well as among teachers, excessive politicisation in the affairs of the higher educational institutions and their poor governance, absence of socially and economically relevant courses of studies designed in accordance with the advance in the frontiers of knowledge etc. A study of all these issues and problems is extremely difficult. Higher education is imparted through institutions of higher learning, namely the universities, which have the main functions of the pursuit of the advance and dissemination of knowledge. Carrying out these functions efficiently involves the proper academic governance of universities. Academic policy decisions are taken by the three main academic bodies of a university, viz., the Boards of
Studies, the Faculties and the Academic Council. The academic bodies of the universities thus indirectly coordinate and control their academic activities.

Another important aspect of academic governance of universities is the planning, designing and implementing of academic programmes. Education is a powerful instrument of human resource development. The rapid growth of knowledge in diverse fields makes it essential that the courses in our universities should be so designed as to have relevance to the world in which we live. Frequent revision and updating of the courses, and reorientation of the courses to the present needs and constant review and continuous renewal of the content and syllabi of courses are therefore essential for making the educational process respond to the future challenges in the country.

In the present situation a systematic study of the two main aspects of the academic governance of universities, viz., the study of the academic bodies as well as the study of the academic programmes in universities will bring to light the problems of the system and the ways and means to solve them. The present study has dealt with the structure and functions of the academic
bodies of the universities and also a scientific analysis of the different aspects of academic programmes designed and implemented in the universities in Kerala.

The system of higher education in Kerala comprises the universities and other institutions of higher studies. These are established by Acts of Parliament or state legislatures. The objectives of the universities, their jurisdiction, the authorities and officers of the universities, their functions and powers etc., are laid down in the Acts under which these universities are established. The Statutes which are the elaboration of Acts, are framed under the authority of the legislatures. The Acts and Statutes of different universities in the State are similar in most of their major provisions, with only slight variations in relation to the powers and the functions of the authorities or the officers of the university. The present study has dealt with the constitution, powers and functions of the authorities of the universities in Kerala, especially the academic bodies which have well-defined powers and functions. Chapter 4 of this thesis gives in detail the role and functions of the academic bodies in the four universities in Kerala, under study, and examines the role-effectiveness of these bodies.
The University Grants Commission has suggested a Model Act for the universities of the country, providing a model for the objectives, the officers and the authorities of the universities, their constitution and functions. In Chapter 4, the various aspects of the authorities of the universities in Kerala have been examined in comparison with the provisions, in this regard, in the Model Act. In the four universities in Kerala, viz., the University of Kerala, the University of Calicut, the Mahatma Gandhi University and the Cochin University of Science and Technology, there are five major authorities as provided in the Acts. They are the Senate, the Syndicate, the Academic Council, the Faculties and the Boards of Studies, whereas under the Model Act there need be only two authorities in a university, the Executive Council named as the Board of Management and the Academic Council.

Under the Model Act, the Senate is not an authority, but a consultative and deliberative body which is renamed as the Societal Consultative Council (S.C.C.). Contrary to this provision, the Senate in the universities in Kerala is considered as the supreme authority with powers for determining the degrees and diplomas and other
academic distinctions, making, amending or repealing statutes, cancelling or amending ordinances and regulations passed by the Syndicate and the Academic Council respectively. Other functions of the Senate like reviewing of broad policies and programmes of the university, passing resolutions on Annual Reports and Accounts and rendering advice to the authorities of the university are the only three functions of the S.C.C. under the Model Act.

The Senate is a large body in all the four universities with the members being ex-officio, elected or nominated. The number of elected members is large in all the universities. A wide cross-section of the society, like the university teachers, members of the Legislative Assembly, representatives from research institutions, industries, Chambers of Commerce, authors, journalists, officers of the Government, university non-teaching staff and students gets representation in the Senate. Under the Model Act, there is no provision for election of members to the S.C.C. The representation of the members of the S.C.C. is more or less similar to that of the Senate. The only difference is in the mode of selection of the members of the S.C.C., who are selected by rotation on the basis of seniority or by nomination. The S.C.C. in the Model Act is
a consultative body whereas the Senate in the universities in Kerala is an authority which possesses the powers to overrule decisions of the Syndicate and the Academic Council.

The Syndicate in the universities in Kerala is a small body with the members being ex-officio, elected or nominated. In the Model Act, the Executive Council, renamed as the Board of Management is also a small body and is one of the two authorities, with the members nominated on the basis of seniority and rotation. As in the case of the Syndicate, the Board of Management is the chief executive body consisting of representatives of the Government, teachers of the university and affiliated colleges and distinguished educationists. The Syndicate also includes representatives of the Senate, and the Academic Council. The Syndicates in most of the universities in Kerala are dominated by elected members. The Mahatma Gandhi University is the only exception, where all the members, except the ex-officio members, are nominated. The powers and functions of the Syndicate and the Board of Management are somewhat similar in all respects except in the management of academic functions of the university. Under the Model Act, the Academic Council
and not the Board of Management is the sole authority responsible for the university's academic functions. The Syndicates of the universities in Kerala have a heavy concentration of powers including the management and control of academic activities.

The Academic Council in the four universities under this study is the principal academic body consisting of representatives of Faculties, teachers of the university departments, principals of affiliated colleges, members of the Senate, students etc. The members are ex-officio elected or nominated, with their number being less than 75. Under the Model Act, there are no elected members in the Academic Council. Though the Academic Council in the universities in Kerala is considered the supreme authority with regard to academic management, in practice it is not so because it has only recommendatory powers. On the other hand, the Academic Council under the Model Act is the final authority as far as academic functions are concerned.

The Acts of the universities in Kerala provide for Faculties as prescribed by the Statutes. Each Faculty consists of a number of departments of the same or related disciplines. The council of the Faculty chaired by the
Dean, consists of the Chairmen of the Boards of Studies and representatives from the Boards of Studies, elected or nominated. The Faculty whose constitution and powers are more or less similar to the provisions in the Model Act has only recommendatory powers with regard to teaching, courses of study, research and examination matters.

The Acts of the universities in Kerala provide for Boards of Studies attached to the different departments of study in the universities. The Boards of Studies are constituted by the Syndicate and the members are appointed by the Syndicate in the universities except in the Mahatma Gandhi University where the Boards are nominated by the Chancellor. The Boards of Studies consist of Heads of teaching departments and teaching staff from the departments and the colleges as also other experts. With regard to the Board of Studies, the only difference in the provisions of the Model Act and the Acts of the universities in Kerala is that the members should include representatives from the industries and other user-agencies.

The Boards of Studies also like the Faculties have only powers to make proposals or recommendations with
regard to courses of study and examinations to the Faculties concerned and the Academic Council.

The academic functions of the universities are carried out mainly by the three authorities, the Academic Council, the Faculties and the Boards of Studies. This study has focused its attention on the general functioning of these authorities in order to find out how far these bodies are effective in their functioning. A detailed study of the minutes of the meetings of the Academic Councils of the three universities, the University of Kerala, the University of Calicut and the Cochin University of Science and Technology lead the researcher to arrive at the following conclusions.

The academic bodies, especially the Academic Council is not fully effective in exercising their powers and discharging their duties. In the Universities of Kerala and Calicut, which have a large number of affiliated colleges, the Academic Councils are unable to do full justice to the academic activities as provided in their Acts. A major proportion of the items presented before the Academic Councils of these universities pertains to routine matters like students' requests for relaxation of rules for
admission to courses and examinations, recognition of degrees of other universities, service matters of teachers and so on. Major academic functions of a university like courses design, revision and updating of syllabi etc., get less importance at the meetings of the Academic Councils of these affiliating universities.

It is seen that the Cochin University of Science and Technology which has no affiliated colleges and therefore fewer students, is able to do better justice to its primary functions as provided in the Act. The Academic Council of this university gives more importance to matters relating to implementation of new courses, course-syllabi revisions and the like. Other comparatively unimportant items regarding students and examinations are less in number among the items placed before the Academic Council. It is therefore inferred that universities with fewer affiliated colleges and smaller number of students are likely to do better justice to the major functions of the university as enunciated in the Acts.

This study further leads to the observation that academic bodies of the universities in Kerala, irrespective of their size or nature, generally do routine type of activities.
A brief summary of the analysis of the data collected with the help of questionnaire administered to the three groups of respondents selected for the study is given below. It was an interesting revelation that the perception of the three groups, on all the issues dealt with in the questionnaire was more or less similar.

The most important function of the academic bodies in a university as provided in the Acts is to make recommendations with regard to courses of study which includes designing new courses. As per the provisions of the Acts, the Boards of Studies make recommendations for course design to the Faculties and then to the Academic Council whose decision is final. The perception of the three groups of respondents selected for the study agrees with the statutory provision regarding the major function of the Board of Studies, viz., designing of courses. The teachers of the universities are also considered important agents for designing new courses. The professions in the field are also chosen by the respondents as important functionaries in this regard.

Though, in general, it is the Boards of Studies which take initiative in implementing new courses in the
universities, there are many instances in the universities in Kerala, where the initiative comes from other agencies like the State and Central Governments, user-agencies like industries and banks, teachers, heads of departments and even interested persons.

The perceptions of the three groups of respondents endorse the common view of educationists and the general public that the academic bodies of the universities are not represented by true academicians because election or nomination to these bodies is based on political considerations rather than on academic excellence. A general analysis of the opinions of the respondents leads to the conclusion that over-politicisation of the academic bodies, lack of initiative and a maintenance-oriented approach by the members are the main drawbacks of the academic bodies of the universities in Kerala.

None of the three groups of respondents has a high opinion about the efficient functioning of the academic bodies in the universities in Kerala. The highest rating given is "somewhat satisfactory" by all the groups which points to the fact that the functioning of these bodies needs improvement.
For improving the functioning of the academic bodies, the three groups of respondents have put forward the following suggestions.

Academic excellence should be the only criterion for granting membership in all the academic bodies. Political or other considerations should not come in the way of selecting members to these bodies. Academic bodies should be autonomous and they should have freedom to carry out their functions effectively and efficiently.

In actual practice, interference from political parties, social and religious groups and students often poses difficulties in the effective implementation of the decisions of the academic bodies in our universities. The respondents have suggested that the academic bodies should have freedom and full authority over the academic activities of the university.

Another suggestion for enhancing the quality of functioning of academic bodies in universities, put forward by the respondents is that these bodies should meet periodically and review their own functioning.
To sum up, it can be concluded that the academic bodies in the universities in Kerala do not function as effectively as envisaged in the laws of the universities. They have a maintenance-oriented approach rather than a dynamic one, without thinking in terms of introducing innovations. They need improvement in the various aspects of their constitution, selection of members and their mode of functioning.

Designing courses to cater to the needs of the society as well as to keep pace with the expansion of knowledge in varied fields is a challenging task. The universities in the country have to play a major role in this field. The various educational commissions constituted in the country have stressed the need for developing relevant educational programmes and the reorganisation of courses at all levels of higher education. In Chapter 5, the various aspects of the academic programmes run in the four universities selected for study, consisting of their designing, implementing and running, are dealt with in detail. The information elicited through the questionnaire from the three groups of respondents constitutes the subject matter of this chapter. The analysis of the information elicited through the
questionnaire is carried out under the following four sections.

1. Designing of different types of courses
2. Structure of courses
3. Implementation and running of courses
4. Failure of courses.

Designing of Different Types of Courses

The two major purposes of a course of study as identified by the three groups of respondents are training of students for employment in specialised areas and updating information in specialised areas. All the groups are unanimous in giving a low priority to the designing of courses for training of students for self-employment. The opinion of the respondents giving the highest preference for specialised training is in close conformity with the recent trends in India as well as in many developing countries.

With regard to the types of courses on the basis of their orientation, the three groups of respondents are unanimous in choosing knowledge-oriented specialised courses as the most suitable ones for the students of our
universities. Personal development-oriented courses get the least priority whereas knowledge-oriented general courses get the second preference.

In analysing the perceptions of the three groups of respondents regarding the reasons for designing a personal development-oriented course, it is observed that the most important reason chosen by them is the modification of a course to suit the requirements of time. Development of different kinds of skills in students is another important reason perceived by the respondents.

As per the opinion of the respondents, knowledge-oriented general courses are designed for the reason that the students after getting trained can accept any job according to their qualification. The next reason identified for designing such courses is that the students can further their knowledge by doing research. Opportunities for self-employment and chances of choosing career as teachers are given comparatively lower priorities.

In the opinion of the respondents in general, the students after getting trained in knowledge-oriented
specialised courses can choose a career in which they can make use of their specialised knowledge. In their opinion, specialised areas requiring trained manpower is the next important reason for designing specialised courses. In this case also, the respondents do not give much importance to the training to start self-employment or professional practice. An important observation to be noted is that the three groups of respondents representing three different sectors of universities, do not in general stress the importance for training of students for self-employment. This may be one of the reasons why such courses are seldom started in the universities in Kerala.

Structure of Courses

Restructuring of courses to suit the changing needs of our society is assuming great importance in recent times. It is generally said that the courses offered in the universities in Kerala are more or less of a traditional nature. To arrive at a method as to how the structure of a course can be designed, the three groups of respondents were requested to mark their preferences for the contributing factors. The respondents were of the view that the structure of a course can be designed most effectively with the help of discussions and expert
opinions of competent persons. Market surveys for knowing the relevance of courses in relation to job requirements and opportunities are also perceived as an important method for designing the structure of courses.

A good curricular system plays an important role in the personal and professional development of students. For developing a dynamic curricular system, a variety of skills are to be included in it in addition to the knowledge input. Development of technical skills has been identified as the most important aspect to be included in the curriculum, by the respondents. The next important one as perceived by them is that involving skill related to decision-making. The respondents do not give any importance to the inclusion of extra-curricular activities as part of the curriculum, which is contrary to the recent trends observed in the opinions of some educationists.

Implementation and Running of Courses

In the State of Kerala, generally courses are run on a continuing basis. Demand or relevance of courses is usually not ascertained unlike as is done in many developed countries. However, the majority of the respondents belonging to the three groups agree with the proposal that
a course should be started only after ascertaining its market demand.

In order to evolve an effective method of analysing the demand of courses, the opinions of the three groups of respondents were sought. The unanimous opinion was that the demand of a course can be ascertained effectively by assessing its significance in the present situation of the country. Assessing the employment opportunities for trained manpower is the next important method, perceived by the three groups. Projection for 5 to 10 years for proper utilisation of manpower developed is also considered as important factor in analysing the environmental demand of a course. Attitude of potential employers is also identified as a decisive factor in this regard.

The majority of the respondents of the three groups were in agreement with the proposal that manpower requirements in specialised areas for 5 to 10 years is to be a pre-requisite for starting courses. A vast majority of them were also of the opinion that such analyses are feasible.
More than 50 per cent of the respondents belonging to the three groups agreed fully with the proposal that universities should start specialised courses only when there is environmental demand. The concept of encouraging training in applied sciences more than in pure sciences, advocated by advanced countries, is also being accepted by the academicians of Kerala.

A good majority (more than 65 per cent) of the respondents in all the three groups agreed with the suggestion that every five years, all existing courses of a university, at all levels, should be reviewed and that if found irrelevant should be discontinued and substituted with relevant programmes.

An effective partnership between the employment sector and the educational sector, which has been responsible for the multiphased developments in the advanced countries, has not been properly developed in India. In the context of a proper interaction between these two fields, the importance of the involvement of potential employers in the matter of course and curriculum development gains ground. The three groups of respondents were unanimous in their opinion that the potential
employers should be involved and their suggestions and expert opinions in the designing of course structure obtained. The second priority was given to the suggestion that the employers should provide physical facilities also. The respondents were not favourable to the idea that the employers should be included in the university bodies which design courses nor should they be involved in the selection of students or faculty. This response is in sharp contrast with the actual situation obtaining in the modern universities in advanced countries, where the employers are involved in course design and development. The conventional attitude in this respect of the three groups who are responsible for taking initiative for bringing about changes in the university system, can be considered a good reason for the continuance of the traditional university system in the State.

Many factors contribute to the successful implementation and running of academic programmes in the universities. Lack of these essential factors causes constraints in the effective launching and running of the courses. The three groups of respondents identify lack of physical facilities as the most crucial problem in the implementation as well as the running of courses in the
universities. Other problems considered important by them in these areas are the bottlenecks caused by the bureaucracy and unavailability of trained faculty. The problems identified by the respondents for the implementation as well as for the running of courses are more or less the same. The opinion of the respondents that lengthy procedures of administration pose difficulties in the smooth running of academic programmes in the universities clearly reflects the general opinion of the academicians.

Failure of Courses in the Universities

A detailed study was made of the reasons for the phenomenon of discontinuance of courses, both general and specialised, in the departments of the universities in Kerala. As per the general view of the respondents, the most important reason for the failure of a general course was the limited scope of employment due to lack of specialisation. Fewer employment opportunities for youths who get no specialised training is identified as the second major reason for the failure of general courses. Vested interests of persons or groups in the universities play their role in starting courses for unacademic reasons.
This has also been pointed out as one of the reasons for the discontinuance of courses.

For the failure of specialised courses also, the most important reason identified is the limited scope of employment, because of specialised training. In the opinion of the respondents, specialised courses are liable to be discontinued when they become irrelevant to the present period. An equally important reason for the failure of courses as per the perception of the respondents is inadequate physical facilities. Lack of assessment of public demand for the course has also been identified as one of the reasons for the failure of courses.

Analysing the various reasons for the non-implementation of courses in the teaching departments of the universities, the responses of the three groups of respondents identify the following important ones. They are lack of physical facilities, lack of funds sanctioned by external funding agencies like Governments, U.G.C. etc., shortage of trained faculty and also departmental politics.

A few case studies of courses discontinued in the Universities of Kerala and Calicut and the Cochin
University of Science and Technology were undertaken by the researcher for analysing the various reasons for the discontinuance of specialised courses.

The B.Sc (Special) degree course of the University of Kerala which was started in 1966 as a prestigious course had to be discontinued after only three years because of agitation by a section of students and adverse reaction on the part of a few members of the Senate. The University had to succumb to pressure from outside the university system.

The postgraduate diploma courses in Business Administration and in Office Management and Secretarial Practice started by the University of Calicut in the early seventies were discontinued in 1980, just prior to the introduction of the specialised Master of Business Administration degree course.

In the Cochin University, only three batches of students were admitted to the M.Com. degree course during 1971-74 before its discontinuance, citing the availability of the same course in very many affiliated colleges of the sister universities as the reason. And the Master of Bank
Management (MBM) degree course was discontinued after a four-year life, as the course not only did not serve fully the purpose for which it was started, namely getting preference for its products in employment in banks but also suffered in prestige in comparison with the Master of Business Administration (MBA) degree course run in the same university concurrently.

Again only five batches of students were admitted to the highly specialised M.Sc. degree course in Computer Software before it was abandoned, mainly because of the unavailability of sufficiently motivated students.

It was lack of physical facilities and unavailability of trained faculty that led to the discontinuance in 1992 of the M.Sc. degree course in Operations Research and Computer Applications (OR&CA) started in the Cochin University in 1985.

The School of Continuing Education of the Cochin University had started a few job-oriented correspondence courses leading to the Bachelor's or Master's degree or a diploma. The courses were in Banking, Law and Mathematics. As the degrees awarded by the university were not accepted
as equivalent to corresponding degrees of the other universities in Kerala, the courses had a natural death after a few years of life.

A study of the various aspects of the academic programmes, conducted in the universities in Kerala has been made mainly on the basis of the opinions of three groups of respondents who are supposed to be associated in one way or the other in the implementation and management of the academic programmes in universities. The study reveals that the perception of these three groups regarding the various issues presented to them, was more or less on similar lines, with only slight variations in certain cases.

The three groups of respondents generally give high preference for specialisation in their selection of courses as well as for their content and curriculum. Their opinions reveal that the courses should have a utilitarian bias. Low priority has been given to courses designed for personal development and self-employment. The conventional approach of the three groups of respondents is reflected in their responses regarding course design and curriculum development. This approach is again revealed in their
opinions regarding the composition of the academic bodies responsible for designing and implementation of courses. This has the effect of retarding the introduction of changes in the general set-up of the university system.

An analysis of the perception of the three groups shows that they give importance to the relevance of courses with regard to the developments in the frontier areas of knowledge and the present times. Their considered opinion is that the market demand of courses has to be assessed at regular intervals in relation to developments in knowledge as well as to the employment opportunities with the help of surveys and projection techniques. Irrelevant courses should be discontinued and substituted by more relevant and useful courses. The many problems identified in the implementation of academic programmes are lack of facilities and of trained faculty and the bottlenecks caused by bureaucracy. Lack of specialisation and over-specialisation of courses which limit the job opportunities, lack of assessment of environmental demand and irrelevance of courses are thus seen to be the major reasons for the failure of courses. Pressure from vested interests and political and other groups, lack of facilities and of faculty members are also reasons for the failure of courses.
RECOMMENDATIONS

Based on the study, the following recommendations are made by the researcher for improving the system of higher education in Kerala. As the nature and the functioning of the different universities in the State tend to be different owing to various environmental reasons, a Model Act on the lines suggested by the U.G.C. binding all the functions of the universities is not put forward. However, the researcher is of the view that common laws for the academic functions of all the universities would be desirable.

The major authorities of the universities should be the Senate, the Syndicate, the Academic Council, the Faculty and the Board of Studies, as already provided in the existing Acts of the universities in Kerala. No major changes are suggested in the powers or functions of the Syndicate or the Senate except in the case of academic functions, as provided in the existing Acts and Statutes.

As for the constitution of the authorities of the universities, however, the selection of their members should be based on merit and academic excellence only of the
incumbents. More educational administrators and academicians should be included in these bodies. To avoid excessive politicisation of the university system, election to the authorities should be dispensed with. The members are to be selected by nomination on the basis of merit or by rotation on the basis of seniority. The Gnanam Committee appointed by the U.G.C. and the reports on the universities of Kerala and Calicut by Dr. Malcolm Adiseshiah have also recommended that there should not be any elected members on the authorities of the universities.

In the existing Acts of the Universities in Kerala, the academic bodies, the Academic Council, the Faculty and the Board of Studies, are not final authorities as far as the academic functions of the universities are concerned. The majority of their powers as provided in the Acts are only recommendatory. It is suggested that the Academic Council should be made the final authority responsible for all academic policies and activities of the university. However, the Syndicate will be the sanctioning authority for the administrative as well as financial aspects of the academic activities.
The Faculties of the universities are to be retained as per the provisions in the existing Acts and Statutes.

The major academic activities of the university are the designing of courses and other matters connected with it. As these activities are the responsibility of the Boards of Studies, they are to be provided with more powers than at present so that they can have a greater say in their functions. The Boards of Studies should include, together with the representatives of teachers, experts from connected industries, branches of agriculture, commercial institutions and other user-agencies. The Boards of Studies should have the sole authority to design the content of the courses, to formulate the syllabi of courses to prescribe text books and to make changes and improvements in the syllabi and the scheme of studies of courses. The preparation of the panels of question paper setters and of examiners for the subjects should be the responsibility only of the Board of Studies concerned. The decisions of the Boards of Studies in all the above matters should be final. This would then mean that interference of political, social and other comparatively incompetent agencies in such decisions on the academic matters, will be less.
Periodical review of the academic activities of the university is likely to enhance their quality. As per the Acts of the universities the Boards of Studies and the Faculties are to meet only once in an year. It is, however, suggested that these bodies should meet like the Academic Council, three or four times in a year and more often if required.

The universities should design new and varied academic programmes in accordance with the demands of the environment. They should be able to keep pace with the explosion of knowledge and also with the needs of the employment market. In this age of rapid developments in the varied fields of knowledge, specialised courses are the need of the hour. Therefore universities should design and implement more knowledge-oriented specialised courses. General as well as personal-development oriented courses, needed for catering to the employment needs of students should also be introduced.

The universities should have constant interaction with the employers and user-agencies, whose representatives may also be involved in the process of the designing of the courses, so that courses catering to their needs can also
be introduced. There should be symbiosis between the universities and the user-agencies and the universities should depend on them to a large extent for physical and other facilities, funds, endowments, scholarships etc.

New courses should be started by the universities only on the basis of demand. Surveys and analyses of projection for 5 to 10 years for assessing the requirements of trained personnel in the different fields should be prerequisites for starting the courses.

The course content and the syllabi of courses should be reviewed at regular intervals so that they can both be updated and improved as and when found necessary.

Courses once started and run on a routine basis should be discontinued if found irrelevant to the needs of the market on a review. Such courses can be revived and reintroduced, if necessary, on demand from the employment market.

An analysis of the academic activities of the universities in Kerala leads to the conclusion that universities with no colleges affiliated to them and
therefore with comparatively smaller number of students and faculty members, perform better than larger affiliating universities. On the basis of this observation the researcher is prompted to suggest that the present system of affiliation of colleges to universities should be discontinued in due course. The system of accreditation of the institutions and the courses offered therein, as obtaining in the universities in advanced countries, may be introduced. On the strength of the findings of the process of accreditation, it may be decided whether poor courses should be discontinued and even poor institutions wound up. At the same time, institutions that are seen to perform creditably may be granted a certain degree of autonomy in its functioning in the matter of selection of courses or even of conducting examinations. The University Grants Commission has recently made a beginning in this direction.

For an ideal relationship between the State and the university, the researcher should like to make the following recommendation. The responsibilities of universities are many among which fostering of original minds and extension of our knowledge base are the most important. One major reason for the advanced countries becoming economically and technologically strong is the
sound knowledge base they have as a result of a vibrant higher education system. Countries in which universities are prevented from doing their job productively and imaginatively will lag behind in the race towards economic advancement and technological progress. Instead of devising structures that could provide a large degree of autonomy to the institutions of higher learning what often happens is that the State as the paymaster shows an unhealthy interest in the internal activities of universities. It is true that the State is answerable to the citizens how the public monies are spent. It certainly has a right to keep a watchful eye and take action when wrongs are done. Otherwise, universities should be left to pursue the objectives of expanding knowledge in peace without any sort of interference. What is therefore desirable is to have a system of initially appointing sound persons, with the head of the university being most carefully chosen, providing universities with ample resources and not interfering in their internal workings. Universities should have the full freedom and autonomy to utilise the resources, time and abilities they have at their disposal in any manner they deem fit.