

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

6.1 Introduction

The present study aimed at identifying the factors responsible for the successful or unsuccessful implementation of innovations in higher education. Eighteen case studies have been reported in the previous chapters. Normally the case study method is useful in bringing out the unique characteristics of anything that is studied. In this study the characteristics of the individual units (universities), remain basically more or less similar. In view of this similarity among the units of this study, a common model (Case Study Proforma) has been evolved and used as a frame of reference for all the case studies of this investigation. Though the model is common, the tool is so prepared and implemented that it allows scope to bring out the individual differences among the various units in the final analysis. However, in order to establish greater reliability in the findings of the study, data obtained through the case studies and the questionnaire were compared and found correct. The individual case studies were presented according to the items in the case study proforma.

6.2 Objectives

The objectives of the study as stated in the chapter II have been realised to a possible extent. The main objective of the study is to know the factors affecting success or failure in the implementation of innovations in higher educational institutions. This has been realised to a great extent through the indepth study of the adopter system in terms of its date of establishment, strength of teachers and students, attitude of the people towards innovations, innovations implemented, level of implementation, resources needed for the implementation of innovations and the impact of innovations. The role of resource system is also studied to the extent of its floating innovations only. Some constructive suggestions are also made regarding the successful implementation of innovation in higher education.

6.3 Verification of Hypotheses

With the limitations of the case study, which is not like the 'Normative Studies', the hypotheses stated in the chapter II have been verified to the possible extent. The data obtained through the case study proforma and the questionnaire gave the following information.

1. Internal Assessment in Andhra University and Sri Venkateswara University, Semester System in Andhra University and partially M.Phil. course in Osmania University failed mainly due to the lack of proper orientation and dissemination of knowledge about the innovation.
2. All the universities, which have discontinued the innovations are generally suffering due to the lack of proper understanding about the objectives of the innovation.
3. Where the innovations are implemented and continuing on temporary basis as in the case of Nagarjuna University, Kakatiya University and Autonomous Post-graduate Centre, there they are generally suffering due to the lack of adequate resources, unfavourable financial facilities and lack of experienced and trained personnel.
4. The unsuccessful functioning of the innovation of Correspondence course in Osmania University is due to the lack of infrastructure and adequate furniture. In general, all the newly established universities such as Nagarjuna University and Kakatiya University and the Autonomous Post-graduate Centre are continuing the implemented innovations on temporary basis in spite of dearth of laboratory facilities and adequate furniture in the departments.

6.4 Implementation of Innovations in Each University

For the purpose of this study, three innovations from each university have been selected from the six universities of Andhra Pradesh. They are Andhra University implemented

Internal Assessment, Semester System and Correspondence Course; Nagarjuna University implemented Internal Assessment, Semester System and M.Phil. Course; Osmania University implemented Internal Assessment, M.Phil course and correspondence course; Kakatiya University implemented Internal Assessment, Semester System and M.Phil course; Sri Venkateswara University implemented Internal Assessment, M.Phil Course and Correspondence Course and the Autonomous Post-graduate Centre implemented Internal Assessment, Semester System and M.Phil Course.

Hence the investigator studied 18 cases from all the six universities of the State. There are four common innovations among all these 18 cases. They are (A) Internal Assessment (B) Semester System (C) M.Phil Course and (D) Correspondence Course. All the universities have implemented all the innovations at the university level except in Osmania University where the M.Phil course is continuing only in Arts departments, and Andhra University and Sri Venkateswara University have discontinued Semester System and internal assessment respectively.

6.5 Factors Helping Successful Implementation of Each Innovation

All the case reports have been presented and interpretations are made to know the factors promoting and inhibiting the implementation of the innovations. The factors helping for the

successful implementation of each innovation are as follows :

(A) Internal Assessment : This innovation has been practised by all the six universities of the state. But two universities Andhra University and Sri Venkateswara University have already discontinued the innovation. The factors commonly working for the successful functioning of the innovation in all the universities continuing the innovation are, awareness of the people, communication facilities, decision taking procedure and general administration of the universities.

(B) Semester System : This innovation has been practised by the four universities viz., Andhra University, Nagarjuna University, Kakatiya University and the Autonomous Post-graduate Centre. But Andhra University discontinued the innovation after 10 years of experimentation. The factors commonly working for the successful functioning of the innovation among all the three universities which are continuing the innovation are, adequate and prompt communication facilities, awareness of the people and library facilities.

(C) M.Phil. Course : This innovation has been implemented by the five universities, viz., Nagarjuna University, Osmania University, Kakatiya University, Sri Venkateswara University and the Autonomous Post-graduate Centre. In Osmania University, only the Arts departments are continuing the

innovation, Science Departments have diluted the innovation. The factors commonly working for the successful continuation of the innovation in all the universities are, good communication facilities, awareness of the people, and experienced teachers particularly for teaching research methodology paper.

(D) Correspondence Course : This innovation has been practised by the three universities, viz., Andhra University, Osmania University and Sri Venkateswara University of the State. The factors commonly contributing for the successful functioning of the innovation in all the three universities are availability of experienced teachers for writing Master lessons, awareness of the people about the innovation and adequate communication facilities in the universities.

6.6 Measures to Obtain More Success

In order to achieve more success in the implementation of innovations, the factors that are resisting the implementation should be identified and neutralised to a maximum extent possible. The present investigation identified some factors, which are commonly contributing in all the universities for the unsuccessful implementation of innovations. They are (1) Lack of in-service training facilities

to the teachers. It is essential to provide inservice training facilities to the teachers in order to improve their professional growth and to keep them abreast with the fast changing trends in the educational system.

(2) Lack of specialisation facilities to the students in the departments. In order to realise the true spirit of the innovations, it is a prerequisite to introduce as many specialisations as possible in the departments. Hence it is highly desirable to provide these two facilities i.e., inservice training facilities to the teachers and specialisation facilities to the students, as the success of any academic activity is closely related with the active participation of these two groups of people in an educational institution. (3) Lack of library facilities. For the successful institutionalisation of an innovation, a good library with sufficient number of recent editions is essential as library is the main source for acquiring knowledge. It is also advisable to maintain departmental libraries with sufficient number of text books; as the innovations are warranting the students to attend the libraries regularly. (4) Lack of equipment. Modern equipment including typewriters and cyclostyling machines should be provided to all the correspondence schools in the State as the three universities continuing the innovation are

suffering due to the lack of modern equipment.

Apart from these factors, the study revealed some more factors of general nature which are also important for accelerating the efficiency of functioning the innovations and to institutionalise them properly. They are, (1) Lack of proper teacher-student ratio: Enrolment of students in excess should be reduced to avoid overcrowdedness in the class rooms, which in turn, will facilitate for the successful functioning of innovations. (2) Lack of physical facilities : Sufficient accommodation and adequate furniture should be provided for the successful functioning of innovations. (3) Lack of awareness among the target population: The actual adopters of the innovation should be identified and the knowledge about the innovation should be disseminated without any delay among them. It is an important factor without which the implementation is highly impossible. (4) Lack of proper evaluation : It is essential that the innovation should be evaluated at every stage right from its inception till it is institutionalised and the results should be communicated to the target population in order to rectify the defects. The resource system if possible should take necessary financial measures to disseminate the knowledge

about an innovation and to evaluate the innovation after its adoption, as these are the two crucial stages where the innovations are generally diluted, distorted or stuck up.

These are the possible measures that are to be taken to obtain maximum success and to institutionalise the innovation in higher educational institutions.

6.7 Limitations of the Study

The study is mainly directed to diagnose the causes for the successful or unsuccessful implementation of the innovations. The implementation of an innovation is the task of the adopter system which is the ultimate user of the innovation. In this study the adopter unit is a university. As the adopter system is the important unit to receive the innovation, it is studied in detail, paying scant attention to the resource system that is U.G.C. The scope of the study is confined to the existing six universities in Andhra Pradesh. Three innovations from each university have been selected for this study, as the study purely rests on diagnostic basis, detecting the defects in the implementation of innovations. More over, it is difficult to study all the innovations implemented by the six universities of Andhra Pradesh because it would

be difficult to study the problem in depth, if the number of innovations are more. Above all, for want of time and money and to obtain maximum reliability and validity in the study, three innovations have been selected from each university.

So far, no research has been conducted in India in this area in higher education. All the researches on innovations are confined either to the secondary level of education or to the teacher-training institutions.

6.8 Suggestions for Further Research

In depth study of the following areas in the field of higher education would be able to reveal the causes that contribute for the unsuccessful implementation of innovations, in addition to what has been studied in this investigation.

Areas suggested for further research :

1. Resource system in higher education.
2. The Role of resources system in higher education in the process of institutionalisation of innovations.
3. Impact of the communication process on the rate of institutionalisation of innovations in higher education.
4. Innovation management process in universities.
5. Implementation of the M.Phil. course/Semester System/ Correspondence Course in Indian Universities.

6. University administration and its relation to the rate of adoption of innovations.
7. Resistance to innovation in higher education and its relationship to the types and sources of barriers in the system.
8. The impact of in-service training facilities to the teachers on the management of innovations in higher education.
9. Causes of innovation-rejection in higher education.
10. Financial facilities of the university and its relation to the rate of adoption of innovations.

6.9 Conclusion

Adaptability of an educational institution, particularly a university is depending upon mostly the teachers, students and the resources available in that institution apart from the operational efficiency of the administrators. It requires a higher level of interest and effort mainly from the target population of the innovation in a system. Nevertheless, it is more a cooperative effort of the entire members of the system than the effort of one or two to make it more functional.

It is found that all the universities where the innovations are successfully continuing, show that the academic growth of the students is significant after the implementation of the innovations. This leads to an assumption that innovation in higher education is for the better improvement of the

academic standards of the pupils in turn the society will also recognise the university as an intellectual centre as it produces students with good ranks and keeps in touch with the latest developments in the field of education. The prosperity and well-being of a society depends on the education, particularly, the field of higher education which owes the responsibility of nation-building task.

The universities may utilize these findings for the development of their systems. The study can create an element of awareness in the minds of the target population to identify the bottle-necks in the process of institutionalisation of innovations in higher educational institutions of Andhra Pradesh.
