

CHAPTER IV

CASE STUDIES OF INNOVATIONS PRACTISED IN DIFFERENT UNIVERSITIES IN ANDHRA PRADESH

This chapter deals with the presentation of the case studies in six universities of Andhra Pradesh. The investigator has taken three innovations from each university for detailed study. There are four common innovations practised by all the six universities, viz. (A) Internal Assessment, (B) Semester System, (C) M.Phil Course and (D) Correspondence Course. These four case studies in the six universities are presented in detail in this chapter. Hence, for convenience this chapter has been divided into four parts, viz., A, B, C and D and the case studies are presented under this sub-headings, respectively.

(A) Innovation of the Internal Assessment

4.1 Introduction

The British system of education, particularly the London University model of higher education, has been percolated to Indian educational system. Still recently the Indian educational system, particularly the higher educational system, was a blue print of British education. But in this changing

society, no longer people will attach importance to the age old pattern of education and moreover it will be less congenial for the development of a developing nation like India.

So, the Government wanted to renovate the higher education to suit the needs and aspirations of the people after obtaining suggestions from different committees already appointed for this purpose. Hitherto the higher education system in the country was suffering from higher rate of failures and the correlation between teaching and examination was quite unsatisfactory. In order to bring about correlation between teaching and examination, the UGC under the programme of Examination Reform was launched this innovation. So the innovation of Internal Assessment system was one of the objectives of Examination Reform.

This innovation has been taken up by the following six universities. They are (1) Andhra University, (2) Nagarjuna University, (3) Osmania University, (4) Kakatiya University, (5) Sri Venkateswara University and (6) the Autonomous Post-graduate Centre. The implementation of this innovation in the above universities is discussed in the following pages.

Table :1: Table showing the Total Responses obtained from Each University

Name of the University	Admini- strators	Teachers	Students	Total
1 Andhra University	10	40	50	100
2 Nagarjuna University	7	10	50	67
3 Osmania University	10	40	50	100
4 Kakatiya University	7	10	50	67
5 Sri Venkateswara University	10	40	50	100
6 The Autonomous Post-graduate Centre	6	10	50	66

Administrators include Vice-chancellors, Registrars, persons in-charge of Examination Reform Cell, Heads / Deans of Faculties. Teachers include Professors, Readers and Lecturers.

Students include previous and final year (post-graduates who are undergoing the system.

4.2 Information about the Universities

(1) The Andhra University was established in the year 1926 as a residential, teaching and affiliating university with emphasis on Honours and Post-graduate courses at Waltair.

Right from its inception, the university is showing a healthy sign of development in all respects. At present there are 37 departments with nearly 4000 students. The total strength of the teachers in the university is about 482.

(2) The Nagarjuna University was established in the year 1967 as a post-graduate centre at Guntur under the jurisdiction of the Andhra University. In the year 1976, the Centre was accorded with the autonomous status and was recognised as the Nagarjuna University. It is a residential, teaching and affiliating university. There are 10 departments on the campus with 650 students. There are about 70 teachers imparting education in this institution.

(3) The Osmania University was established in the year 1916 at Hyderabad. This is also a teaching, residential and affiliating university. It is the oldest university in the State. At present there are 42 departments with nearly 6000 students. The total strength of the staff is about 838 in this campus.

(4) The Kakatiya University had modest beginning as a post-graduate centre at Warangal in the year 1967 under the jurisdiction of the Osmania University. This centre was upgraded into a full fledged university in the year 1976 under

the name of Kakatiya University. It is a teaching, residential and affiliating institution. Today the Kakatiya University has 10 departments and B.Pharm. course. The total strength of teachers and students in this university is 61 and 680 respectively.

5. The Sri Venkateswara University came into existence as a teaching, residential and affiliating institution for the encouragement of higher education and research in the year 1954 at Tirupati. At present there are 30 full-fledged departments with nearly 370 teachers imparting education to 3500 students in the campus.

6. The post-graduate centre was established in the year 1967 at Ananthapur under the jurisdiction of Sri Venkateswara University, Tirupati. In the year 1976, this Centre was upgraded as an Autonomous Post-graduate Centre and separated from its parent institute. But still it is not recognised as a separate university. Now it is only a teaching and residential institution. There are 10 departments with 600 students and about 67 staff members in the campus.

The main objective in taking the strength of the students and teachers, and the date of establishment of the universities is to know how far the strength of the students

and teachers and the age of the institution can contribute to the successful implementation of the innovations.

4.3 The Innovation

The internal assessment system was one of the objectives of the Examination Reforms. These reforms are intended to bring about changes in the reliability, validity and objectivity of evaluation with a view to establish intimate integration of teaching, learning and testing.

This internal assessment system is in contrast to the year-end examination system in which the student in the university examination was ^{judged} entirely on the basis of end-of course examination purely by 'essay type' of questions which will not give the facility for the total development of the personality of the students. This type of examination system tests the ability of the student to express his ideas fully and freely and to recall facts and information, but not the other important aspects of examination such as application of knowledge, conceptualisation, analysis and synthesis. So in order to inculcate the important objectives like writing ability, capacity to do project work, grasp of the subject matter, participation in the seminars and group discussions fearlessly and the capacity to use reference materials, etc.,

among the students, this innovation was recommended by the UGC. The performance of the students will serve as a feedback to improve the classroom interaction, i.e. teaching and learning process by this system. Above all the teacher who teaches the students is the right person to evaluate their performance.

The following are the objectives of the innovation :

1. To bring about changes in the teaching and examination procedures.
2. To bring about changes in the reliability, validity and objectivity of evaluation.
3. To implement with 100% internal valuation by giving weightage to Mid-semester examinations, assignments, seminars, comprehensive tests and project work.
4. To implement the innovation alongwith Grading System and Credit System.
5. To be implemented alongwith the semester system, as Internal Assessment is a part of Semester System, to obtain good results and, lastly
6. For the development of the professional competency of the teachers and for improving the academic standards of the students under the close supervision of the teachers.

(Table 2)

All the universities except Sri Venkateswara University in which the innovation is continuing only in four departments, have implemented this innovation at the university level. Andhra

Table :2: Table showing Whether the Innovation is implemented at the Faculty Level or at the Whole University Level

Name of the University	Faculty Level	University Level
1. Andhra University	-	✓
2. Nagarjuna University	-	✓
3. Osmania University	-	✓
4. Kakatiya University	-	✓
5. Sri Venkateswara University	✓	-
6. The Autonomous Post-graduate Centre	-	✓

University has taken up the initiative at the outset for the implementation of this innovation, as it has been selected by the UGC for implementing this innovation. But the remaining five universities have implemented this innovation just to satisfy the conditions of the UGC only. They do not have any special objectives except the objectives dictated by the UGC in implementing this innovation. Just to keep abreast with the development in higher education, these universities have implemented the innovation. Hence the objectives and goals of all these universities in implementing this innovation are one and the same.

4.4 Resources needed for the Innovation

In the process of adoption of an innovation, awareness of the adopters about the innovation and the process of implementation is very essential. The literature about the innovation should be disseminated among the target population for the successful implementation of an innovation. In implementing this innovation of Internal Assessment, the target population such as the students, the teachers and the administrators should know the salient features of this innovation. Lack of knowledge about the innovation will generally inhibit the implementation. The administrators who are responsible for decision taking should possess the bent of mind for a change. The teachers and students can carry on the innovation successfully when they are aware of the objectives of the innovation.

Apart from the awareness of the target population for whose benefit the innovation is floated, some other resources are also needed for the successful implementation of this innovation. The investigator after visiting the six universities has listed the following resources which are having the considerable impact on the implementation of the innovation. They are :

1. Physical facilities including furniture and accommodation.
2. Laboratory facilities including modern scientific equipment to meet the requirements of the changed syllabus.
3. Library facilities including the departmental libraries with sufficient number of text books.
4. Specialisation facilities including the increase of the number of specialisations in the departments.
5. Technical know-how including the technical personnel.
6. Teacher-student ratio.
7. Financial facilities
8. Inservice-training facilities to the teachers including deputation to seminars, workshops, and other developed centres in this field, and
9. Communication facilities with the resource system.

These are the important resources needed for the successful implementation of this innovation. The Table 3 on the next page shows how far each university possesses the resources needed for the implementation of this innovation. Only three universities, viz., Andhra University, Osmania University and Sri Venkateswara University are having adequate resources for the implementation of this innovation. The remaining three universities viz., Nagarjuna University, Kakatiya University and the Autonomous Post-graduate Centre are not having needed resources.

Table 3: Table showing the Availability of Resources in each University

Name of the University	Phy. Facilities	Lab. facilities	Lib. facilities	Spl. facilities	Teacher Student Ratio	Technical know-how	Inservi- ce Train- ing	Financial facilities	Communica- tion facilities
1. Andhra University	A*	A	A	IA*	IA	A	A	A	A
2. Nagarajuna University	IA	IA	IA	IA	A	IA	IA	IA	IA
3. Osmania University	A	A	A	IA	IA	A	A	A	A
4. Kakatiya University	IA	IA	IA	IA	A	IA	IA	IA	IA
5. Sri Venkateswara University	A	A	A	IA	A	A	A	A	A
6. Autonomous Post-graduate Centre	IA	IA	IA	IA	A	IA	IA	IA	IA

* A = Adequate

IA = Inadequate

4.5 Innovative Features of the Project

Through the innovation, the process of teaching-learning and examination is expected to be thoroughly overhauled in the universities. The staff and students are expected to be busy with their academic pursuits. By virtue of this innovation, some new practices are expected to be followed in the institutions as any innovation is expected to bring about some changes in the existing practice. No longer the system of higher education in this democratic set up will continue as an ivory tower of education. It should keep abreast with the changes in the society. So, in order to make it alive, the dead wood in the syllabus should be removed and in its place, some new branches which are relevant to the present day society should be incorporated. It is also expected to establish reliability, validity and objectivity in the evaluation process. In order to enhance the teacher-student relations it is also expected to increase the 'contact hours' in the departments. It is expected that the academic standards and the discipline among the students should be maintained strictly. The staff members are expected to give intensive coaching to the students in their specialisations. Teachers are expected to learn the recent developments in their subjects by attending conferences, workshops and refresher courses.

Table :4: Table showing the Universities and their Adoption Stages

Name of the University	Experi- mental	Tempo- rary	Specific period	Institution- alised
1. Andhra University	✓	-	-	-
2. Nagarjuna University	-	✓	-	-
3. Osmania University	-	✓	-	-
4. Kakatiya University	-	✓	-	-
5. Sri Venkateswara University	✓	-	-	-
6. The Autonomous Post-graduate Centre	-	✓	-	-

This innovation could be implemented successfully in the four universities of the State, viz., (1) Nagarjuna University, (2) Osmania University, (3) Kakatiya University, and (4) The Autonomous Post-graduate Centre. The four universities are trying the innovation on temporary basis. Andhra University and Sri Venkateswara University experimented the innovation but it diluted later on.

4.6 Procedure followed for the Implementation of the Innovations

The procedure of implementation of an innovation in all the universities was one and the same. The decision to implement the innovation was taken by the university syndicate. In the case of

the Autonomous Post-graduate Centre the decision was taken by the Director of the Centre. After undergoing necessary procedure of getting approval in the Heads of the Departments' meetings and passed by the Academic Council, the innovation is implemented in each university.

4.7 Implementation of the Innovation

The implementation of the innovation by the six universities of Andhra Pradesh is discussed universitywise as under.

4.8 Andhra University

This innovation was implemented in the year 1970 on an experimental basis first in the Engineering College without any resistance from anybody. This system continued for two years yielding good results. Then in the year 1972-73 some departments in the Science and Arts colleges implemented the innovation. But this time the students in these colleges agitated against this system as they were pre-occupied with some mal-concepts about this system. In order to pacify the students the authorities convened a meeting and explained the importance and the merits of this innovation. Ultimately, the students gave up their agitation and accepted the implementation of the innovation. By the end of 1975 almost all the departments

introduced this system. So, the implementation was not at a time in all the departments of the University. As the teachers felt inconvenient with the 100% internal evaluation system which worked for about 6 years, the authorities changed 100% Internal Assessment System and introduced Modified Internal Assessment system in which 70% of marks are subjected to external paper setting and external valuation and the remaining 30% marks for internal valuation. There are comprehensive test, project work and viva-voce at the end of the IVth semester which are subjected to double valuation (one internal and one external valuation). This new method is in force from the academic year 1979-80. But this modified system is also found unsuccessful due to the lack of adequate support from the students and interest among the teachers, the authorities took decision to switch over to the old pattern, i.e. year-end examination system, which is going to be implemented from the academic year 1980-81.

4.8.1 Evaluation

In order to evaluate the working conditions of the innovation, two committees were appointed by the university with Professor Venugopal Rao as Chairman and with Professor Shri Rama Rao as Chairman in the year 1974 and 1979, respectively. The committees expressed their satisfaction

about the functioning of the innovation. The university changed the working pattern of the innovation thrice after its implementation.

The internal assessment system was implemented alongwith the semester system in this university. Numerical mark system is followed in the university. Grading system and credit system are not introduced in the university. After 10 years of its continuation, the innovation ceased to function in the campus.

4.8.2 Impact

At the outset the real contribution of this innovation to the campus was very significant as it had totally changed the traditional system of teaching and examination. The administration of the university was also geared up to meet the demands of the innovation. Major changes were visible among the students with regard to their academic pursuits. As this innovation was working successfully, some of the affiliated post-graduate centres have introduced this system. After realising the benefits of the innovation, some departments within the university have joined as late adopters.

4.8.3 Impressions and Inferences

At present the innovation is not working satisfactorily in this university. It (is) not created a good impression among *has*

the students, and the staff. Now the innovation is diluted in the university.

4.9 Nagarjuna University

Internal Assessment was implemented in this university in the year 1972-73 when it was in the status of a post-graduate centre under the jurisdiction of Andhra University. The implementation of this innovation in this university was exactly on the same lines of Andhra University Science and Arts College departments because the implementation was synchronised in the year 1972-73, in Andhra University and in the Post-graduate Centre under its control.

The innovation was implemented in all the 10 departments at a time in this university. At the outset the innovation was implemented with 100% internal valuation like in the Andhra University. But later on the system was subjected to vehement criticism from the students. So, the authorities changed the pattern of valuation, two times after its implementation. Now the system is functioning with 75 marks for semester-end examination for which, the question paper setting is external and the valuation is double, and 25 marks to internal valuation for mid-semester examinations, assignments and practicals. There are comprehensive tests, viva-voce and project work at the end of the IVth semester for which there is double valuation. In some departments there is no project work.

4.9.1 Evaluation

No committee has been appointed by this university to evaluate the innovation. After its implementation, the university has changed twice the working pattern of the innovation. This change was brought about by the Heads of the Departments.

The internal assessment system was not implemented alongwith the semester system. After one year of its implementation, the semester system was introduced. Grading system and credit system are not introduced in this university. The university is awarding marks in numericals to the students.

4.9.2 Impact

As this innovation is meant for the students, particularly for their total development, this objective has been achieved satisfactorily in this university as the students are regular and getting good ranks after implementing the system. As it is a newly established university, it is suffering from financial problems very much. Due to the lack of adequate resources the innovation could not be implemented effectively. Yet, the innovation has created a good impact in the campus.

4.9.3 Impressions and Inferences

The innovation is working satisfactorily in this university. Dearth of resources is only the problem of this university. This innovation may be continued if some measures are taken to improve the facilities in the university.

4.10 Osmania University

At the outset when the innovation was introduced in this university, the then Vice-Chancellor, Justice Jagan Mohan Reddy circulated a brochure containing the objectives and the procedure of implementing this innovation among the staff and the students to obtain their opinions for the implementation of this innovation. As the response was favourable for introducing the innovation, the university introduced it in all the departments - both in Science and Arts colleges in the year 1974.

At one stage the authorities on the pressure of the staff decided to scrap the system. As the authorities and the students desired to give it more trial it was continued. Now on temporary basis the innovation is continuing in this institution.

The working pattern of this system in Arts and Science colleges is different in this university. In Arts departments 70 marks are for the semester-end examination for which the

question paper setting is external and 30 marks for mid-semester examination and viva-voce for which the question paper setting and valuation is internal. In Science departments 80 marks for the semester-end examination for which the question paper setting is external and 20 marks for mid-semester examination and practicals for which the question paper setting and valuation is internal. For 1st and 3rd semester-end examinations there is internal double valuation (by two teachers of the same Department) and for 2nd and 4th semester-end examinations, there is double valuation (one internal and one external valuation). This is the common procedure of valuation in all the Science and Arts departments of this University for all the semester-end examinations. Comprehensive test, viva voce and project work follow the 4th semester.

4.10.1 Evaluation

No committee has been appointed to evaluate its working conditions in this university. Since its adoption the innovation has been functioning without any modifications in its working pattern. But there is no uniformity in its working pattern. It varies from Arts college to Science college and even from department to department in the Arts college.

This innovation is implemented alongwith the semester system in this university. Numerical marking system is followed

in this institution. Grading system and credit system are not introduced. The M.Ed. section of the education department has not implemented this innovation.

4.10.2 Impact

The impact of this innovation on the staff and students is very significant. They are regularly indulging in their academic duties. The impact of this innovation over the university administration is noteworthy. It has to open new branches of subjects to the students. The administrative activities of the university have been accelerated to meet the requirements of the innovation. As it is functioning satisfactorily the post-graduate centre at Warangal which was under its jurisdiction has implemented this innovation.

4.10.3 Impressions and Inferences

Though the innovation is working for the last five years, it is not yet institutionalised in this university. The present position of this innovation is in its trialing stage. Students are interested in continuing this innovation but the staff is not in a mood to continue it as they are feeling insecure in this system.

4.11 Kakatiya University

The Kakatiya University implemented the internal assessment system from the academic year 1975-76. Almost all

the 10 post-graduate departments implemented this innovation at a time in this university. This university is continuing the Internal Assessment system with 80 marks for semester-end examination for which the question paper setting is external and 20 marks for mid-semester examination (15 marks) and viva-voce (5 marks) for which the question paper setting and valuation is internal. For 1st and 3rd semester-end examinations there is internal double valuation (by two teachers of the same department) and for 2nd and 4th semester-end examinations there is double valuation (one internal and one external valuation).The allotment of internal assessment marks (20) varies from department to department. Weightage has not been given to the assignments in this university. Comprehensive, viva-voce, project work are there at the end of 4th semester. This is common procedure in continuing this system in all the departments.

4.11.1 Evaluation

For evaluating its working condition, no committee has been appointed by the university. The innovation is working satisfactorily in this institution because after understanding the working conditions in Osmania University - this university has implemented it. The Osmania University working pattern has become a model for this institution. The innovation has been subjected to a change once after its implementation. Internal

assessment and semester system are implemented at a time in this university. Grading and credit systems are not introduced. The university is awarding marks in numericals to the students.

4.11.2 Impact

The impact of this innovation on this institution is very significant. The innovation has created a good academic atmosphere in the campus. The students and the staff members are working sincerely. Academic growth of the university is the contribution of this innovation. After implementing this innovation some significant changes were brought out, particularly in the university administration, students discipline and in the professional growth of the teachers.

4.11.3 Impressions and Inferences

This innovation has created a good impression among the students in particular. As this university is established newly, it is suffering from financial problems. Consequently, resources are not adequate to meet the demands of the innovation. The university is carrying out the innovation satisfactorily inspite of its financial problems.

4.12 Sri Venkateswara University

All the Heads of the departments have decided to implement the internal assessment system in all the departments of the university. Consequently the innovation is implemented in this

university in the year 1976. The innovation successfully worked for a period of 9 months and later it ceased to exist in the campus. The innovation diluted because students disliked it and they organised an agitation against this system and succeeded in getting it discontinued. So the innovation had a short life in this institution.

4.12.1 Evaluation

The system was in force for only 9 months period. Later it was scrapped. So within this short period no committee was appointed to evaluate its working conditions. There is no internal assessment and semester system in this university.

4.12.2 Impact

In this university only four departments are having internal assessment at present. They are Home Science, Education (M.Ed. only), Law and Adult Education. Though it is diluted in the university, the departments which are having this system created a good impact within the institution by virtue of their successful functioning.

4.12.3 Impressions and Inferences

The present position of this innovation is that it is discontinued in the university except in four departments, which are successfully continuing this innovation. This innovation may

be introduced in this university in the near future. The teachers are showing more interest for implementing this innovation in this university.

4.13 The Autonomous Post-graduate Centre

The innovation of Internal Assessment system was introduced in this institution in the year 1976. The innovation was introduced alongwith its parent institution Sri Venkateswara University. Now the innovation is working with 75 marks for semester-end examination for which the question paper setting is external and 25 marks for internal valuation which may be distributed among mid-semester examination, assignments, practicals. The question paper setting and evaluation is internal. For the I and III semester-end examinations, there is internal double valuation and for II and IV semester-end examination, there is double valuation. At the end of IV semester there is comprehensive, viva voce and project work.

4.13.1 Evaluation

After the implementation of this innovation, evaluation of its progress has not been done at any stage. It is implemented and is continuing. One year earlier to the implementation of the semester system, this system was implemented. The system is not introduced with its concomitant parts such as Grading system and

Credit system. This institution is following the numerical system in awarding marks to the students.

4.13.2 Impact

The impact of this innovation on the students is significant. As the new system has been thoroughly changed the procedure of teaching and learning, the staff has got the opportunity to acquaint with the latest developments in their subjects. As the innovation is implemented at the university level, all the departments within the institution share their experience in order to make it more successful.

4.13.3 Impressions and Inferences

At present the innovation is working satisfactorily. To make the innovation more effective, adequate resources are very essential. With all its deficiencies, the innovation has created a good impression among the people of this university.

4.14 Conclusions

The investigator interviewed the administrators, the teachers and the students to know their opinions on the functioning of this innovation. He arrived at some conclusions through the analysis of the data collected with the help of the case study proforma.

Among the different people approached to know their opinion on the functioning of this innovation, some of them expressed their satisfaction on the successful functioning of the innovation and some of them expressed their dissatisfaction on the unsuccessful working of the innovation. The following table shows the division of responses indicated by the respondents on the successful and unsuccessful functioning of the innovation.

Table :5: Table showing the Division of Responses indicating whether the Innovation is being Successfully implemented or not.

Sr. No.	Name of the University	Admini- strators		Teachers		Students		Total
		Yes	No	Yes	No	Yes	No	
1.	Andhra University	8	2	18	22	23	27	100
2.	Nagarjuna University	5	2	8	2	35	15	67
3.	Osmania University	7	3	10	30	45	5	100
4.	Kakatiya University	5	2	6	4	40	10	67
5.	Sri Venkateswara University	6	4	25	15	10	40	100
6.	The Autonomous PG Centre	4	2	5	5	30	20	66

In Andhra University, the investigator interviewed 10 administrators, 40 teachers and 50 students to know their opinion on the working of the internal assessment system.

Majority of the administrators expressed their satisfaction on the successful working of the system. But fairly a large group of teachers and students, expressed their opinion on the unsuccessful working of the innovation. It is clearly evident that on the whole 49% of the total respondents in this university expressed their satisfaction on the successful working of this innovation.

In the Nagarjuna University, 7 administrators, 10 teachers and 50 students were interviewed for this purpose. Majority of the administrators, teachers and students accepted that the innovation is successfully working in the University.

In Osmania University, out of 10 administrators, 40 teachers and 50 students interviewed, majority of the administrators and students felt that the innovation is working satisfactorily. But majority of the teachers are of the opinion that the innovation is not functioning properly. Almost all the students (90%) expressed their satisfaction on the successful functioning of the innovation.

In Kakatiya University, out of 7 administrators, 10 teachers and 50 students interviewed, 5 administrators, 6 teachers and 40 students expressed their satisfaction on the successful working of the system. It is evident that nearly 50%

of the teachers are of the opinion that the innovation is not properly working. A great number of students (80%) are of the opinion that the system is working successfully.

In Sri Venkateswara University, 10 administrators, 40 teachers and 50 students were interviewed for this purpose. Majority of the administrators and teachers accepted that the innovation is successfully working in the university. But majority of the students (80%) expressed their dissatisfaction on the successful functioning of the innovation.

In the Autonomous Post-graduate Centre, the investigator interviewed 6 administrators, 10 teachers and 50 students. Out of the total respondents, 4 administrators, 5 teachers and 30 students expressed their satisfaction on the successful functioning of the innovation. It is clear that only 40% of the total respondents expressed their dissatisfaction on the working of the innovation.

It is further observed that majority of the administrators in all the universities expressed their satisfaction on the successful functioning of this innovation. The teachers in the Andhra University, and Osmania University expressed their dissatisfaction on the functioning of the innovation. It is evident that the innovation is received satisfactorily by the

teachers of the newly established universities viz. Nagarjuna University, Kakatiya University and the Autonomous Post-graduate Centre.

Students in all the universities except that in Andhra University and in Sri Venkateswara University, expressed their satisfaction on the successful functioning of the innovation.

From above one can draw conclusion that the innovation of Internal Assessment as defined by the UGC has not been implemented in any of the six universities. All the universities are not having 100% Internal Assessment, each university having varying proportions of internal and external assessment.

If we look to the objectives of the innovation, we see that the objectives are not realised to a great extent.

Ultimately it is observed that though the innovation is being continued in the following six universities, viz. : Andhra University, Nagarjuna University, Osmania University, Kakatiya University, Sri Venkateswara University and the Autonomous Post-graduate Centre, it is not practised according to the UGC concept of the innovation. We can see that it is being partially implemented in the above mentioned six universities with varying degree of success.

In Chapter IV (B) we are discussing the implementation of the second UGC innovation namely the Semester System.

(B) Innovation of the Semester System

4.15 Introduction

The main characteristic of the modern university is to keep abreast with the growing knowledge in the world. For a variety of reasons, the undergraduate and post-graduate courses in our universities have remained unchanged for a long time. Consequently the teaching in the different subjects has tended to become out-dated. Indian educationalists were critical of this educational system, for it was not serving the true objectives of university education. There was serious pressure to change the system of education due to the social and economic needs of the country or due to the outstripping of knowledge by new scientific or other intellectual developments. So, the important problem in the field of higher education is to relate the courses of study with the recent advances in various branches of learning. Hence the Indian higher educational system deserved to be renovated to keep pace with the present-day knowledge explosion. So in the year 1957, the UGC appointed a committee for reviewing the examination system of the universities and for suggesting needed changes. The committee reported that teaching-learning and examination constitute a unity of functions, in the educational process. Further, the committee

suggested various measures for reform of the examination system. The education commission (1964-66) suggested to introduce an element of flexibility in the courses, so that the students have more freedom of choice in selecting the courses. The present tendency of memorising the information will be reduced considerably. The Education Commission (1964-66) recommended that 'There is an urgent need to introduce flexibility and innovation in the organisation of the courses for the Master's degree. The curricula should be framed as to provide a general broad-based course or intensive training in one or two special fields'.

As a measure to reform examination system, the UGC has introduced the semester system. This innovation has been taken up by the following four universities. They are (1) Andhra University, (2) Nagarjuna University, (3) Kakatiya University, and (4) The Autonomous Post-graduate Centre. The implementation of this innovation in the above universities is discussed in the following pages.

(Table 6)

Administrators include Vice-chancellors, Registrars, persons in-charge of Examination Reform Cell, Heads/ Deans of the Faculties.

Table :6: Table showing the Total Responses obtained from Each University

Sr. No.	Name of the University	Administrators	Teachers	Students	Total
1.	Andhra University	10	40	50	100
2.	Nagarjuna University	7	10	50	67
3.	Kakatiya University	7	10	50	67
4.	The Autonomous Post-graduate Centre	6	10	50	66

Teachers include Professors, Readers and Lecturers.

Students include previous and final year post-graduates who are undergoing the system.

The investigator has omitted the information obtained under the sub-headings of 'A' information about the universities and 'E' procedure followed for the implementation of the innovation from the case study proforma through which the data is collected to avoid repetition. The required information under the above sub-headings 'A' and 'E' is given in the previous pages which is applicable to all the innovations studied viz. the Internal Assessment system, the Semester System, the M.Phil. course and the Correspondence course.

4.16 The Innovation

Semester according to an English Reader's Dictionary is 'half of a school or university year - especially in the U.S.A.' According to the Dictionary of Education edited by Carter V. Good, semester means 'half of the academic year usually 16 to 18 weeks'. According to them the academic year is divided into two parts covering 18 weeks in each part. Hence it is clearly understood that the semester signifies the division of the academic year into two parts. In this connection the UGC in its broucher about the semester system (1971) explained that 'Division of academic year also implies that courses are designed to cover one semester (instead of a year), and that final examinations are held twice a year ... A semester course may be an 'intensive' study of a more limited segment of a field or subject'.

This semester system offers the possibility of a quantum increase in the academic standards of the students. The system of having one university examination at the end of the year has the advantage of testing the students in the entire course at a time. While the semester system provides for two university examinations every year, this facility affords the teachers an early opportunity to ascertain the progress of the student to identify his weak points and to suggest

necessary remedial measures. The division of the one year syllabus into two parts will generally give facility to the student to have intensive study in the subject. As there are two examinations in a year, there is every possibility to the students who fail to get good marks in one semester to take the course concerned in the next semester. Their performance is likely to be improved.

The following are the objectives of the innovation :

1. To bring about changes in the teaching, learning and examination system in higher education.
2. To improve the academic standards of the students by identifying their weak points and suggesting necessary remedial measures.
3. To reduce the habit of mere memorising the information among the students and to provide intensive training in one or two special fields.
4. To assess the academic progress of the students by two university examinations in a year instead of one examination at the end of the year.
5. To introduce an element of flexibility and innovation in the organisation of the courses so that the students have more freedom of choice in selecting the courses and lastly it is advisable to introduce the system with its concomitant parts such as the Internal Assessment system, the Grading system and the Credit system to achieve optimum results.

Table :7: Table showing whether the Innovation is implemented at the Faculty Level or at the Whole University Level

Sr. No.	Name of the University	Faculty Level	University Level
1	Andhra University	-	✓
2.	Nagarjuna University	-	✓
3.	Kakatiya University	-	✓
4.	The Autonomous Post-graduate Centre	-	✓

All the above four universities implemented the innovation at the university level. At the outset, Andhra University took up the lead to introduce the semester system alongwith the internal assessment system as it has been selected by the UGC for implementing the innovation. After one year Nagarjuna University implemented the semester system. Later on the remaining two institutions namely, Kakatiya University and The Autonomous Post-graduate Centre, implemented the system. Though there are certain variations in the actual working of the semester system in these four universities, the objectives of the system are the same in all cases.

4.17 Resources Needed for the Innovation

The most important components that constitute an educational institution are the students, the teachers and the facilities including the required resources. A meaningful interaction between these three components makes high level academic activity possible. It is against this background that the effectiveness of an educational innovation is to be judged. Awareness about the innovation will generally enable the adopters to know several favourable points for the successful implementation of the innovation.

Apart from the dissemination of knowledge among the target population, the most important ingredient which contributes for the success of an innovation is the resources. In general no high level activity can be sustained or brought into existence without having adequate resources. After interviewing the different people viz. the administrators, the teachers and the students, the investigator has listed the following resources which are having the considerable impact on the successful implementation of the innovation.

They are :

1. Physical facilities including furniture and accommodation.
2. Laboratory facilities including modern scientific equipment.

3. Library facilities including departmental libraries with sufficient number of text books.
4. Specialisation facilities including the increase of number of specialisations in the departments.
5. Technical know-how including technical personnel.
6. Teacher-student ratio.
7. Financial facilities.
8. Inservice training facilities to the teachers including the deputation to seminars, workshops and other developed centres in the field.
9. Communication facilities with resource system, and
10. Residential facilities to students.

These are the important resources needed for the successful implementation of this innovation. The Table 8 on the next page shows how far each university possesses the needed resources for the implementation of this innovation.

Only Andhra University is having adequate resources for carrying out the innovation successfully. But this university is also suffering from the higher rate of enrolment and lack of number of specialisation in the departments. The remaining three universities viz. Nagarjuna University, Kakatiya University and The Autonomous Post-graduate Centre are not having the required resources.

Table :8: Table showing the Availability of Resources in Each University

Name of the University	Facilities		Technical know-how	Teacher Student	Financial Facilities	Inter-vice	Communication facilities	Residential Faci.
	Physical	Laboratory						
1. Andhra University	A*	A	IA*	A	IA	A	A	A
2. Nagarjuna University	IA	IA	IA	IA	A	IA	IA	IA
3. Kakatiya University	IA	IA	IA	IA	A	IA	IA	IA
4. The Autonomous Post-graduate Centre	IA	IA	IA	IA	A	IA	IA	IA

* A = Adequate IA = Inadequate

Except in Andhra University, the teacher-student ratio is satisfactory in other three universities.

4.18 Innovative Features of the Project

This innovation is expected to bring about changes in the teaching-learning and examination process of the universities. The implementation of this innovation in these four universities is expected to provide a remedy against the unrest prevailing among the students. The staff and students are expected to be busy with their academic work as there are two university examinations in a year. Some new steps are expected to be taken in the university administration to cope up with the semester system. Specialisations are expected to be introduced in every department of these four universities. It is also expected to provide practical experience to the students by implementing field work and project work in the relevant subjects. It is further expected to reduce the teacher-student ratio by fragmenting the subject into small units (specialisations) through which the number of students to a specialisation will be less, giving facility to the teacher to pay individual attention. It is expected that the frequency of tests should act as deterrent to carelessness and negligence of the students keeping them busy with their academic work. The universities are expected to develop critical thinking, synthesis and comprehension attitude among the students by

reducing the present tendency of mere memorising the information. The following table shows the stages of adoption of this innovation in each university.

Table :9: Table showing the Universities and Their Adoption Stages

Name of the University	Experi- mental	Tempo- rary	Specific period	Instituti- onalised
1. Andhra University	✓	-	-	-
2. Nagarjuna University	-	✓	-	-
3. Kakatiya University	-	✓	-	-
4. The Autonomous Post-graduate Centre	-	✓	-	-

The three universities viz., Nagarjuna University, Kakatiya University and the Autonomous Post-graduate Centre have implemented and are continuing the innovation on temporary basis. Andhra University experimented the innovation for 10 years and now it is discontinued in the campus.

4.19 Implementation of the Innovation

The implementation of the innovation by the four universities is discussed universitywise.

4.20 Andhra University

At the outset the semester system was implemented in this university in the year 1970 on an experimental basis in

its engineering college. As the system worked successfully for two years, the Science and Arts college departments adopted the innovation in the year 1972. All the departments in the university adopted the system by the end of the year 1975. It continued for a period of three years successfully. From the year 1979, the innovation has been subjected to a vehement criticism from the students and the teachers and gradually diluting in the campus. The decision to continue the innovation (for one year 1979-80) has left to the discretion of the individual departments. From the year 1980-81, the university will switch over to the year-end examination system scrapping the semester system. The semester system is also suffered alongwith the Internal Assessment system in the university. As students disliked the innovation, it had a short life in the university.

4.20.1 Evaluation

The university appointed two committees to evaluate the working condition of this system. These two committees submitted a favourable report about the successful functioning of the innovation. The departments are also increasing the specialisation facilities to the students. But it is a failure in the institution.

4.20.2 Impact

The important contribution of this innovation to this university was very significant as it had thoroughly changed the traditional system of teaching and examination. To meet the new demands of this system, the university administration had also undergone some changes. The students worked hard and benefitted much in this system. At the outset the successful functioning of this innovation in this university made some of the affiliated post-graduate centres to adopt the innovation.

4.20.3 Impressions and Inferences

The present position of the innovation in this university is quite unsatisfactory as it is not working successfully. It has not created a good impression among the students, and the teachers of the university. Students are often demanding for the postponement of examinations. This postponement of the examination is the major difficulty in continuing the innovation successfully in this university. It continued for a period of 10 years and ultimately scrapped by the university authorities as the students disliked it.

4.21 The Nagarjuna University

The semester system was implemented in this university in the year 1973, one year after the implementation of the Internal Assessment system. The system was introduced at a time

in all the 10 departments of the university.

4.21.1 Evaluation

For evaluating the working conditions of this innovation no committee was appointed by the university. The internal assessment system is also continuing in this university. The working weeks in a semester are not fully utilized due to the students unrest in the campus. This is only the problem affecting the successful implementation of the innovation in this university. As it is a newly established university it is suffering from the dearth of resources.

4.21.2 Impact

The impact of this innovation on the students and staff of this university is significant. As this innovation is meant for the students, they are regular in their studies and getting the benefits of the innovation. Teachers are also working hard to meet the academic requirements of the innovation in order to make it more functional. Though the university is suffering from inadequate facilities, it has created a good impact among the target population.

4.21.3 Impressions and Inferences

The working condition of the innovation is quite satisfactory. Facilities are inadequate in this university to cope up with the innovation. This innovation may be continued if adequate financial and physical facilities are provided to the university.

4.22 Kakatiya University

The semester system was introduced in this university in the year 1975. All the 10 departments introduced the system at a time in this university.

4.22.1 Evaluation

The innovation has not been evaluated at any stage in this university. The internal assessment system is also introduced alongwith this innovation. Both the innovations are working satisfactorily in this institution. The library is also enriched by the addition of new books. Departments are also developed by increasing the specialisations.

4.22.2 Impact

The impact of this innovation on the students, staff and administration of the university is very significant. The academic atmosphere of the university has been changed significantly as the students and the teaching staff are

encouraged to indulge in their academic duties regularly. The university administration is also geared up to meet the increasing work-load after implementing this system.

4.22.3 Impressions and Inferences

Though the innovation is introduced very recently in this university, it has created a good impression among the students and the teachers. The system is continuing with the available resources in the university. In spite of inadequate facilities the innovation is continuing in this university because the students and the teachers are supporting the system. It is inferred that the innovation may continue in this university if physical, adequate financial and laboratory facilities are provided for its successful implementation.

4.23 The Autonomous Post-graduate Centre, Ananthapur

This institution implemented the semester system in the year 1977 after attaining the autonomous status. All the 10 departments of the institution implemented the innovation at a time.

4.23.1 Evaluation

The innovation has not been assessed by any committee of the institution after its implementation. The internal assessment system was introduced one year before the implementation of this system. Both the innovations are satisfactorily continuing in this institution.

4.23.2 Impact

The impact of the innovation over the students, and the staff is very significant. The total academic atmosphere of the institution has been changed after implementing this innovation. The traditional system of teaching and examination is changed yielding the place to the new system. The teachers are accustomed to this new pattern of work. The administration is also developed and helpful for the successful continuation of the innovation in this institution.

4.23.3 Impressions and Inferences

Though the institution is a late adopter of this innovation among all the universities, it has created a good impression among the target population. Conditions such as students strength, discipline among the students, cooperation among the staff and the administration are favourable to continue the innovation but the resources are not adequate in

this institution. It can be said that the innovation may continue in this institution if the needed resources are such as the financial, laboratory and library facilities are provided sufficiently.

At present in all the four universities internal assessment is also continuing alongwith the semester system. The courses are also designed to cover one semester and final examination held twice a year.

4.24 Conclusions

The investigator interviewed the administrators, the teachers and the students to know their opinions on the functioning of the innovation. He arrived at some conclusions through the analysis of the data collected with the help of case study proforma.

Among the different people approached to know their opinions on the functioning of this innovation, some of them expressed their satisfaction and some of them expressed their dissatisfaction on the successful working of the innovation. The Table 10 on the next page shows the division of responses indicated by the respondents on the successful and unsuccessful functioning of the innovation.

Table :10: Table showing the Division of Responses indicating whether the Innovation is being Successfully implemented or Not.

Name of the University	Administ-rators		Teachers		Students		Total
	Yes	No	Yes	No	Yes	No	
1. Andhra University	8	2	15	25	20	30	100
2. Nagarjuna University	4	3	3	7	27	23	67
3. Kakatiya University	5	2	7	3	24	26	67
4. The Autonomous Post-graduate Centre	4	2	6	4	22	28	66

In Andhra University, the investigator interviewed 10 administrators, 40 teachers and 50 students to know their opinions on the working of the semester system. Majority of the administrators expressed their satisfaction on the successful working of the innovation. But fairly a large number of teachers and students expressed their opinions against the successful working of the innovation. It is clearly evident that on the whole 43% of the total respondents in this university expressed their satisfaction on the successful working of this innovation.

In Nagarjuna University, 7 administrators, 10 teachers and 50 students interviewed for this purpose. Majority of the

administrators and students accepted that the innovation is successfully working in the university. But a large number of teachers expressed their opinion against the successful working of the innovation. On the whole nearly 50% of the total respondents in this university expressed their satisfaction on the successful working of this innovation.

In Kakatiya University out of 7 administrators, 10 teachers and 50 students interviewed. majority of the administrators and teachers are feeling that the innovation is working satisfactorily. But majority of the students are of the opinion that the innovation is not functioning properly. It is evident that nearly 55% of the total respondents are of the opinion that the innovation is working successfully.

In the Autonomous Post-graduate Centre the investigator interviewed 6 administrators, 10 teachers and 50 students for this purpose. Out of the total respondents, 4 administrators, 6 teachers and 22 students expressed their satisfaction on the successful functioning of the innovation. Majority of the administrators and teachers accepted that the innovation is working successfully. But majority of the students expressed

their dissatisfaction on the working of the innovation. It is clearly evident that 48% of the total respondents are of the opinion that the innovation is working successfully.

It is further observed that majority of the administrators in all the universities expressed their satisfaction on the successful functioning of this innovation. The teachers in Andhra University and Nagarjuna University expressed their dissatisfaction on the functioning of the innovation. But the teachers of Kakatiya University and the Autonomous Post-graduate Centre, Anantapur, expressed their satisfaction on the successful functioning of the innovation.

Students in Nagarjuna University expressed their satisfaction on the successful working of the innovation, whereas students in Andhra University, Kakatiya University and the Autonomous Post-graduate Centre are of the opinion that the innovation is not working successfully.

It is evident from the analysis that, on the whole more than half of the respondents from all the four universities expressed their dissatisfaction on the successful working of the innovation.

From the above, one can draw conclusion that the innovation of semester system has not been implemented by the

four universities with all the requirements of the innovation as defined by the UGC. The objectives of the innovation are not fully realised by all the four universities.

In the next Part of this chapter, we are discussing the implementation of the third UGC innovation, namely, the M.Phil course.

(C) Innovation of the M.Phil Course

4.25 Introduction

The higher educational system in the country has become a target for pupils criticism because it is not diversifying its activities to the needs of the society. The university education is primarily concerned with knowledge. The three important functions that higher educational institute is to discharge are - transmission of knowledge, creation of knowledge and utilisation of knowledge. It is against this background that the effectiveness of a higher educational institution is to be judged. The quality of education basically depends on the character and calibre of the faculty members in an institution. But in Indian universities the classroom teaching is largely a matter of single professor talking to fairly a large group of students. In every university it is observed that the dominant mode of instruction remains the lecture method only.

Instructional methodology has been developed during the recent times to aid the teacher in the classroom. But the institutions of higher education make relatively little use of these methods of teaching. In universities teaching and research must form an integral part of the activity of each faculty member. Unless a teacher becomes a research^{er}, it would be difficult for him to impart quality education to his students. So the most pressing need in the field of education is to improve quality and raise standards at the post-graduate and research levels. Research and teaching should be considered as inseparable activities of the higher education process.

So in order to bring correlation between teaching and research, the UGC has floated this innovation of M.Phil course.

This innovation has been taken up by the following five universities :

1. Nagarjuna University
2. Osmania University
3. Kakatiya University
4. Sri Venkateswara University, and
5. The Autonomous Post-graduate Centre.

The implementation of this innovation in the above universities is discussed in the following pages.

Table :11: Table showing the Total Responses obtained from Each University

Sr. No.	Name of the University	Administ-rators	Teachers	Students	Total
1	Nagarjuna University	7	10	50	67
2	Osmania University	10	40	50	100
3.	Kakatiya University	7	10	50	67
4.	Sri Venkateswara University	10	40	50	100
5.	The Autonomous Post-graduate Centre	6	10	50	66

Administrators include Vice-chancellors, Registrars and Heads/Deans of faculties.

Teachers include Professors, Readers and Lecturers.

Importance is given to the faculty members who are teaching M.Phil students.

Students include final year post-graduates and fellows who are undergoing this course.

4.26 The Innovation

In order to raise the standards of teaching and research in the universities the UGC has introduced this

innovation of the M.Phil. course. To make it more functional the UGC has prescribed research experience as essential qualification in the selection and appointment of teachers in the universities. The M.Phil. course is a post-graduate course with one year duration. The syllabus of the course will be one paper in research methodology, one advanced paper in the concerned subject and a dissertation alongwith viva-voce. While introducing the M.Phil course the UGC (1970-71) said,

'The Commission is firmly of the opinion that in order to introduce greater flexibility in the course, link them with the needs of the community and specially with the rural community and to develop other innovative programmes, research in the universities and colleges needs to be strengthened considerably.'

The Commission further laid down some guidelines for the implementation of the course in the universities. The M.Phil programmes are to be undertaken only in departments which have a strong faculty engaged in post-graduate teaching and research. The Commission (1970-71) further indicated,

'The M.Phil course will combine courses where emphasis will be laid on inter-disciplinary work with research which will include project work, fabrication of equipment etc.'

The following are the objectives of the innovation :

1. To improve teaching and research in the universities.
2. To promote inter-disciplinary work by introducing greater flexibility in the courses.

3. To improve the quality and raise the standards of teaching at the post-graduate level.
4. To give orientation to the new entrants and the existing faculty members about the research methodology and inter-disciplinary approach of the subject and lastly,
5. To enable the students to study the subject in depth with latest developments.

Table :12: Table showing Whether the Innovation is implemented at the Faculty Level or at the Whole University Level

Sr. No.	Name of the University	Faculty level	University level
1.	Nagarjuna University	-	✓
2.	Osmania University	✓	-
3.	Kakatiya University	-	✓
4.	Sri Venkateswara University	-	✓
5.	The Autonomous Post-graduate Centre	-	✓

All the universities, except Osmania University in which the innovation is continuing only in Arts Departments and in two Science Departments, have implemented this innovation at the university level.

All the above five universities implemented this innovation just to satisfy the conditions of the UGC only.

They do not have any special objectives except the objectives stated by the UGC. Just to keep abreast with the developments in higher education, these universities implemented the innovation. Hence the objectives and goals of all these universities in implementing this innovation are one and the same.

4.27 Resources Needed for the Innovation

Dissemination of knowledge about the innovation among the adopters is the responsibility of the resource system in India. The adopter should know the salient features of the innovation. Then only he would be in a position to implement it successfully. Apart from the awareness of the adopters about the innovation, resources are also not less important for the successful implementation of the innovation. Generally, lack of adequate resources will lead to the dilution of the innovation even after its implementation. During the stages of implementation and institutionalisation, lack of adequate resources will lead to the procrastination of the institutionalisation of an innovation. For successful institutionalisation of an innovation resources are more important than anything else.

The investigator after visiting the five universities has listed the following resources which are having the

considerable impact on the institutionalisation of the innovation. They are :

1. Physical facilities including furniture and accommodation.
2. Laboratory facilities including modern scientific equipment to meet the requirements of the innovation.
3. Library facilities including the departmental libraries with recent additions in the subject.
4. Technical know-how including the technical personnel.
5. Qualified and experienced teachers for teaching Research Methodology course in the departments.
6. Financial facilities.
7. Inservice training facilities to the teachers including the deputation to seminars, workshops, and other developed centres in this field, and
8. Communication facilities with the resource system.

These are the important resources needed for the successful implementation of this innovation. The following Table 13 on the next page shows how far each university possesses the resources needed for the implementation of this innovation.

Only two universities viz., Osmania University and Sri Venkateswara University are having adequate resources for carrying out the innovation successfully. The remaining three

Table :13: Table showing the Availability of Resources in each University

Name of the University	Facilities		Technical know-how	Qualified experienced Teachers	Facilities	
	Physical	Laboratory			Financial	Inservice
1. Nagarjuna University	IA*	IA	IA	IA	IA	IA
2. Osmania University	A*	A	A	A	A	A
3. Kakatiya University	IA	IA	IA	IA	IA	IA
4. Sri Venkateswara University	A	A	A	A	A	A
5. The Autonomous Post-graduate Centre	IA	IA	IA	IA	IA	IA

A = Adequate
IA = Inadequate

universities viz. Nagarjuna University, Kakatiya University and the Autonomous Post-graduate Centre, are not having adequate resources for implementing the innovation successfully.

4.28 Innovative Features of the Project

By implementing this innovation research and teaching are expected to be improved in these universities. The staff and students are expected to know the latest developments in their subject. The method of interdisciplinary approach is expected to be followed in imparting education to the students in all these universities. New branches of knowledge are also expected to be introduced where they are relevant on the basis of the inter-disciplinary work in various departments of the universities. Further the innovation is expected to provide intensive training in one or two special fields of the subject apart from giving orientation about the research methodology course to the students.

The following table shows the stages of adoption of this innovation in each university.

(Table 14)

The four universities viz., Nagarjuna University, Kakatiya University, Sri Venkateswara University and the Autonomous Post-graduate Centre, implemented and continue the innovation

Table :14: Table showing the Universities and their Adoption Stages

Name of the University	Experi- mental	Temporary	Specific	Institu- tionali- sed
1. Nagarjuna University	-	✓	-	-
2. Osmania University	✓	-	-	-
3. Kakatiya University	-	✓	-	-
4. Sri Venkateswara University	-	✓	-	-
5. The Autonomous Post-graduate Centre	-	✓	-	-

on temporary basis. But in Osmania University the innovation was experimented at the outset in all the departments, later on it diluated in Science Departments. At present only Arts Departments are continuing the innovation.

4.29 Implementation of the Innovation

The implementation of the innovation by the five universities of the Andhra Pradesh is discussed below universitywise.

4.30 Nagarjuna University

At the outset the innovation was introduced in Zoology Department in the year 1976 and later, in the year 1977 all the departments in the university implemented this innovation at the university level.

It is a one year course. The total course is divided into two parts. Part one contains two theory papers carrying 200 marks and one seminar carrying 100 marks. Part ~~w~~ two contains dissertation for 200 marks and viva voce for 100 marks. The course carries total 600 marks.

4.30.1 Evaluation

No committee has been appointed by this university to evaluate the working conditions of this innovation. The adoption of the innovation was not at a time, but with one year difference all the departments introduced the innovation in this university.

4.30.2 Impact

The real contribution of this innovation to the university is very significant as teaching and research are developing considerably after its implementation. The course inculcated research bent of mind among the students and also

improved research activities in the departments. Response to this course from the students is quite satisfactory as the departments are getting applications in good number every year. This course gives facility to work on a small project within a limited time, which involves men and material in less quantity for carrying out the project successfully. The impact of this innovation on the subjects is very significant as they are exposed to the procedures of systematic research and facilitating them to know various steps involved in carrying out a research project successfully.

4.30.3 Impressions and Inferences

At present the innovation is working successfully in this university. By virtue of its successful functioning it has created a good impression among the students, staff and the administrators of this university. Experienced teachers with sufficient equipment will strengthen the working of this innovation in this institution.

4.31. Osmania University

At the university level the innovation was implemented in this university in all the departments in the year 1977. But after two years of its continuation, the science departments scrapped the system. Now the Arts departments are continuing the innovation in this university. The working

condition of this innovation is as follows :

It is a one year course after post-graduation. The course contains two parts. Part one contains two written papers for 200 marks. Part two contains one dissertation and viva voce. No marks are allotted for dissertation and viva voce. The dissertation is to be approved or not to be approved.

4.31.1 Evaluation

No committee has been appointed by the university to evaluate the working conditions of this innovation. The innovation was implemented in all the departments at a time. But the innovation is an utter failure in science departments, except that in Mathematics and Statistics departments where the innovation is continuing alongwith the Arts departments.

4.31.2 Impact

The impact of this innovation is noteworthy as the academic growth of the university is significant after its implementation. It has created an attitude of professional commitment among the students particularly who are undergoing the course. But the innovation failed to gain the confidence of the science departments. It is a diluted innovation in these departments of this university. The impact

of this innovation over the administration is significant as they want to continue the system in Arts departments. Students also are responding satisfactorily to the innovation as they are exposed to the research procedures and getting specialisation in one or two branches of knowledge.

4.31.3 Impressions and Inferences

The present position of the innovation is quite satisfactory as far as its working is concerned in Arts departments. The innovation has failed to create good impressions among the science departments. It is evident that the science departments are not satisfied with the working of this system in this university. But the innovation may continue in the Arts departments as they are getting good responses from the students.

4.32 Kakatiya University

The M.Phil course was started in this university in the year 1977 in all the departments at the university level.

In this university, it is a one year course with two semesters. Each semester carries 150 marks. Among the 150 marks for a semester, 100 marks for the semester-end

examination for which the question paper setting is external and the valuation is double, that is one internal and one external valuation. The remaining 50 marks are for internal valuation, which will be divided between mid-semester examination for 25 marks and one seminar for 25 marks. The second semester will also be conducted on the same pattern. So the total course carries 300 marks in a year. At the end of the second semester there is a dissertation and viva - voce which carry no marks. The dissertation is to be approved or disapproved. There is a slight difference in the working pattern of the innovation in Zoology department where the total course for one year carries 400 marks. Each semester carries 150 marks and dissertation and viva-voce 100 marks.

4.32.1 Evaluation

The university has not appointed any committee to evaluate the working conditions of this innovation at any stage. Though the innovation is implemented at the university level in this university, the Zoology department is following a separate pattern in continuing this innovation.

4.32.2 Impact

The impact of this innovation among the students, staff and administrators is very significant as it is working successfully in this university. The staff and students are working hard and getting benefits out of this innovation. The impact of this innovation over the university administration is also noteworthy as the administration is not getting troubles from anybody. The impact of this course on the learners is that the M.Phil holders can effectively teach and guide their students with latest techniques in their subject. The students are responding satisfactorily to this innovation as the impact of the innovation is quite significant on them.

4.32.3 Impressions and Inferences

At present the innovation is working satisfactorily. The increasing number of applications to this course every year is an evidence to admit that the innovation has created a good impression among the target population. The students, staff and the administrators formed a good impression about the innovation as it is a worthy innovation for the development of higher education in the country. There is a uniformity in its functioning among all the departments of the university. The innovation may continue in this institution, if adequate

facilities are provided for its successful working.

4.33 Sri Venkateswara University

The M.Phil course was started in this university in the year 1976 in some departments. By the end of 1978 almost all the departments introduced this innovation.

The duration of the course is of one year after post-graduation. There are two written papers for 200 marks, one written paper in research methodology and one in the concerned subject. At the end of the year there will be a dissertation and viva-voce.

4.33.1 Evaluation

No committee has been appointed to assess the progress of the innovation at any stage. The implementation of the innovation was not at a time in all the departments of the university.

4.33.2 Impact

The impact of this innovation on the academic growth of the university is very significant as the students and the staff are working hard for continuing the innovation successfully. Teachers are concentrating much on their studies to meet the requirements of the innovation. The

impact of the innovation on the students is significant as they are benefitting much through this innovation. The demand for this course is very high in this university so that the administration is forced to put restrictions to the admission of students. The impact of this innovation over the academic development of the students is very significant as they are exposed to the research and getting specialisation in one branch of their subject within a short period.

4.33.3 Impressions and Inferences

The present position of this innovation in this university is quite satisfactory. The innovation is continuing without any trouble from anybody in this university. It has created a good impression among the students, staff and administrators of this university. There is every possibility of continuing the innovation in this university. .

4.34 The Autonomous Post-graduate Centre

The innovation was introduced in this institution in the year 1976 in seven departments at the outset. By the end of 1978, except that in law department, all the other departments in the institution implemented the course.

After post-graduation it is one year course. There are two written papers for 200 marks; one paper in research methodology for 100 marks and another paper in the concerned subject for 100 marks. At the end of the course there is one dissertation for 200 marks and viva-voce for 100 marks. So the course carries total 500 marks. There is a slight change in the working of the innovation in the science departments. They are also following the same pattern but viva-voce carries no marks in science departments. So in those departments the course carries total 400 marks.

4.34.1 Evaluation

The institution has not appointed any committee to assess the progress of the innovation. The implementation of the innovation was not at a time in all the departments of the institution. The working pattern is also different from science departments to Arts departments here.

4.34.2 Impact

Though the innovation was not implemented at a time in all the departments, the impact of this course is very significant on this institution as the academic standards of the institution are being raised considerably. Students

and staff are getting opportunity to expose themselves to the latest developments in their subjects. Students are getting specialisation in their interested branch of subject. As the students have to submit a dissertation in the course, they are exposed to the techniques and procedures of the research work. The impact of this innovation over the administrators of this institution is very significant as they want to continue the innovation in future.

4.34.3 Impressions and Inferences

The innovation has created a good impression among the students, the teachers and the administrators of this institution. The innovation may continue in this institution if adequate facilities are provided for its successful continuation.

4.35 Conclusions

The investigator interviewed the administrators, the teachers and the students to know their opinions on the functioning of this innovation. He arrived at some conclusions through the analysis of the data collected with the help of case study proforma.

Among the different people approached to know their opinions on the functioning of this innovation, some of them

expressed their satisfaction on the successful functioning of the innovation and some of them expressed their dissatisfaction on the working of the innovation. The following table shows the division of responses indicated by the respondents on the successful and unsuccessful functioning of the innovation.

Table :15: Table showing the Division of Responses indicating Whether the Innovation is being Successfully implemented or Not

Name of the University	Administ-rators		Teachers		Students		Total
	Yes	No	Yes	No	Yes	No	
1. Nagarjuna University	5	2	8	2	40	10	67
2. Osmania Univer-sity	6	4	20	20	30	20	100
3. Kakatiya Univer-sity	6	1	7	3	35	15	67
4. Sri Venkateswara University	8	2	25	15	40	10	100
5. The Autonomous Post-graduate Centre	4	2	6	4	32	18	66

In Nagarjuna University the investigator interviewed 7 administrators, 10 teachers and 50 students to know their opinions on the working of the M.Phil course. Majority of the administrators, teachers and students expressed their

satisfaction on the successful working of the course. It is clearly evident that on the whole 80% of the total respondents in this university expressed their satisfaction on the successful working of the innovation.

In Osmania University out of 10 administrators, 40 teachers and 50 students interviewed, majority of the administrators and students are feeling that the innovation is working satisfactorily. But half of the teachers are of the opinion that the innovation is not satisfactorily working. It is evident that on the whole 56% of the total respondents expressed their satisfaction on the successful working of the innovation in this university.

In Kakatiya University, 7 administrators, 10 teachers and 50 students were interviewed for this purpose. Majority of the administrators, teachers and students expressed their satisfaction on the successful working of the course. It is clearly evident that nearly 75% of the total respondents on the whole, expressed their satisfaction on the successful working of the innovation.

In Sri Venkateswara University the investigator interviewed 10 administrators, 40 teachers and 50 students for this purpose. A good majority of the administrators and students expressed their satisfaction on the successful working of the innovation.

Fairly a good majority of the teachers, expressed their satisfaction on the working of the innovation. It is evident that 73% of the total respondents on the whole expressed their satisfaction on the successful working of the course.

In the Autonomous Post-graduate Centre, Ananthapur, out of 6 administrators, 10 teachers and 50 students interviewed, 4 administrators, 6 teachers and 32 students expressed their satisfaction on the successful working of this course in this institution. It is concluded that nearly 62% of the total respondents expressed their satisfaction on the successful working of the innovation in this institution.

It is further observed that majority of the administrators in all the universities expressed their satisfaction on the successful working of the innovation. Half of the teachers interviewed in the Osmania University, expressed their dissatisfaction on the working of the innovation. Majority of the teachers in the remaining four universities expressed their satisfaction on the successful working of the innovation.

Students in all the five universities expressed their satisfaction on the successful functioning of the innovation. It is clearly evident that majority of the teachers and students of the newly established universities, viz. Nagarjuna University, Kakatiya University and The Autonomous Post-graduate Centre expressed their satisfaction on the successful working of this innovation.

From above one can draw conclusion that the innovation of the M.Phil course as defined by the UGC has been implemented by all the five universities successfully. If we look to the objectives of the innovation we see that the objectives are realised to a great extent by all the five universities.

In Part D of this chapter, we are discussing the implementation of the fourth UGC innovation, namely the Correspondence Course.

(D) Innovation of the Correspondence Course

4.36 Introduction

The correspondence course is an alternative method of the imparting education to persons who want to acquire further knowledge or improve their professional competence. It is an essential innovation particularly to the country where the formal educational institutions are not in a position to accommodate the candidates aspiring higher education. The origin and development of correspondence course in India was haphazard. At the outset, evening classes were started in some Delhi colleges when the Punjab University Camp College ceased to function in 1959. This was thought of as a temporary measure but circumstances necessitated the continuance of these classes as a permanent feature. To begin with correspondence courses were started

in Arts subjects only but at later stage science subjects were also included. The University of Delhi for the first time in India was requested by the Government to take steps to introduce correspondence courses. So consequently Delhi University started correspondence course from 1962. The Ministry of Education had agreed to transfer the correspondence courses to the University Grants Commission. The Commission received a number of proposals from different universities for starting correspondence courses.

This innovation has been taken up by the following three universities in the Andhra Pradesh. They are : (1) Andhra University, (2) Osmania University, and (3) Sri Venkateswara University. The implementation of this innovation in the above universities is discussed in the following pages :

Table :16: Table showing the Total Responses obtained from Each University

S.No.	Name of the University	Administ-rators	Teachers	Students	Total
1	Andhra University	10	40	50	100
2	Osmania University	10	40	50	100
3	Sri Venkateswara University	10	40	50	100

Administrators include Vice-chancellors, Registrars, Directors, Deputy Directors of the Correspondence Courses,

Heads of the Departments and people who are connected with the courses.

Teachers include Professors, Readers, and Lecturers who are connected with the course.

Students include Graduate and Post-graduate students who are undergoing the course.

4.37 The Innovation

Correspondence courses are meant for providing education to the people who are not able to study as regular students in the educational institutions. The student receives knowledge from the teacher without attending the regular classroom activities. So the correspondence education is essentially based on the supply of instructional materials for home study to the students. The preparation of the instructional materials is crucial to the success of the entire programme of correspondence education. Lessons should be sent regularly to the students and after receiving the response sheets from the students, the response sheets will be sent back to the students with the necessary suggestions and comments by the teacher at an early date. A contact programme of at least two weeks duration should be organised in different places where there is a cluster of 200 or more students. Experienced teachers are needed to write Master lessons for the correspondence courses.

The following are the objectives of correspondence course :

'The main objective of correspondence education is to provide an alternative method of education to enable a large number of persons with necessary aptitude to acquire further knowledge and improve their professional competence. Correspondence courses are thus, intended to cater for :

1. Students who had to discontinue their formal education owing to pecuniary and other circumstances.
2. Students in geographically remote areas.
3. Students who had to discontinue education because of lack of aptitude and motivation but who may later on become motivated.
4. Students who cannot find a seat or do not wish to join a regular college or university department, although they have necessary qualifications to pursue higher education, and
5. Individuals who look upon education as a life-time activity and may either like to refresh their knowledge in an existing discipline or to acquire knowledge in a new area.

Table :17: Table showing Whether the Innovation is implemented at the Faculty Level or at the Whole University Level

S.No.	Name of the University	Faculty Level	University Level
1	Andhra University	-	✓
2	Osmania University	-	✓
3	Sri Venkateswara University	-	✓

All the above three universities implemented the innovation at the university level. Andhra University and Sri Venkateswara University implemented the innovation at a time. But after five years, Osmania University implemented the innovation. All these universities are continuing the innovation successfully inspite of the difference in corresponding the courses. The objectives of the innovation are the same in all the three universities in implementing the innovation.

4.38 Resources Needed for the Innovation

Dissemination of knowledge about the innovation is very essential particularly for this innovation, for its successful continuation. Generally a student is exposed to an educational innovation after entering the institution. For this innovation a student has to know about the innovation first then only he takes the course. So awareness about the innovation is essential for the successful continuation of this innovation.

Apart from the awareness of the target population about the innovation, required resources are also needed for the successful functioning of the innovation. The investigator after receiving the responses from different people, viz., the administrators, the teachers and the students about the working of the innovation, has listed the following resources

which are having considerable impact on the implementation of the innovation. They are :

1. Physical facilities including furniture and accommodation.
2. Modern scientific equipment including typewriters, cyclostyle machines, etc.
3. Library facilities.
4. Experienced and efficient teachers for writing Master lessons.
5. Financial facilities
6. In-service training facilities for the concerned teachers including deputation to seminars, workshops and other developed centres in this field, and
7. Communication facilities with the students as well as with the resource system.

These are the important resources needed for the successful implementation of this innovation. The following table shows how far each university possesses the resources needed for the implementation of this innovation.

(Table 18)

Two universities viz. Andhra University and Sri Vankatesvara University are having adequate resources for carrying out the innovation successfully. But they are also suffering due to the lack of in-service training facilities for the teachers who are connected with the course.

Table :18: Table showing the Availability of Resources in each University

Name of the University	Physical Facilities	Modern Scientific Equipment	Library Facilities	Experienced Teachers	Financial Facilities	Inservice Training Facilities	Communication Facilities
1. Andhra University	A*	A	A	A	A	IA*	A
2. Osmania University	IA	IA	IA	A	A	IA	A
3. Sri Venkateswara University	A	A	A	A	A	IA	A

* A = Adequate

IA = Inadequate

Osmania University is also having adequate resources but it lacks in physical facilities, modern scientific equipment, library facilities and inservice training facilities to the teachers for the course.

4.39 Innovative Features of the Project

The innovation is expected to provide higher education to the people who are unable to study in a regular educational institution due to their personal difficulties. The implementation of this innovation in these three universities is expected to provide higher education to those who want to acquire further knowledge and improve their professional competence. It is further expected to provide education to the students in geographically remote areas. As the higher educational institutions are less in number, they could not accommodate all the students aspiring seats for higher education. So, the correspondence courses are expected to provide higher education to the students who cannot find a seat in a regular college or university. It is also expected to provide higher education to the job-holders who want to prosecute their further studies.

The following table shows the stages of adoption of this innovation in each university.

Table :19: Table showing the Universities and their Adoption Stages

S.No.	Name of the University	Experi- mental	Tempo- rary	Specific Period	Institu- tionali- zed
1.	Andhra University	-	-	-	✓
2.	Osmania University	-	✓	-	-
3.	Sri Venkateswara University	-	-	-	✓

In Andhra University and Sri Venkateswara University the innovation is institutionalized to a great extent. Osmania University has implemented and is continuing the innovation on temporary basis.

4.40 Implementation of the Innovation

The implementation of the innovation by the three universities is discussed universitywise.

4.41 Andhra University

The correspondence course was started in the year 1972 by this university under the name of the school of Correspondence. At present the institution is offering two year pre-university course with Telugu and English medium; three year B.A. and B.Com. degree courses in English medium and two year M.A.(Economics)

and M.Com. degree courses in English medium. Apart from this the school is also offering liberalised admission to P.U.C., B.A. and B.Com. degree courses through an ~~ex~~ⁿtrance examination since 1976. A candidate is eligible to study the course without any academic qualifications provided he is having not less than 20 years of age and sufficient knowledge to study the course. For this, the school is admitting candidates after conducting an ~~ex~~ⁿtrance examination every year.

4.41.1 Evaluation

No committee was appointed by the university to evaluate the working condition of this innovation in this university.

4.41.2 Impact

The important contribution of this innovation to the people is very significant as they are pursuing their higher education satisfactorily. To meet the requirements of the school the university administration has also undergone some changes by appointing separate staff for the school. The students of this school are also working hard and getting benefit from the school. The impact of the school over the students is significant as the enrolment is increasing considerably every year.

4.41.3 Impressions and Inferences

The present position of the innovation in this university is quite satisfactory as it is working successfully. It has

created a good impression among the students, staff and administrators by virtue of its successful functioning. The school has created a good impression among the students as students from other States are also getting admission in this school. There is every possibility to continue the innovation successfully in this university.

4.42 Osmania University

The innovation of correspondence course was started in Osmania University in the year 1977. Now the institution is offering three year B.A. degree course and three year B.A. degree course restructured combination with one rural oriented course apart from B.Com. three year degree course. For getting admission to 3rd year B.A. rural oriented course, an applicant must be working in a Bank, Financial Institution of State or Central Government or I.I.C. of India. The medium of institution is English for both B.A. degrees. For B.Com. degree course the medium of instruction is both Telugu and English.

4.42.1 Evaluation

As it is a newly established course, the University did not appoint any committee to evaluate the working condition of this course.

4.42.2 Impact

Though the innovation of Correspondence Course is implemented recently in this university its impact over the students is significant as they are benefitting very much by this course. The impact of this course over the job-holders is also significant as the correspondence institution introduced the B.A. rural oriented course through which employees are pursuing their higher education. The impact of this innovation over the university administration is also noteworthy as the administration is taking necessary steps to meet the requirements of the innovation.

4.42.3 Impressions and Inferences

At present the innovation is working successfully in this university. Within a short period, the innovation has created a good impression among the students, the staff and administrators of this university. The innovation may be continued if adequate facilities are provided to this correspondence institution.

4.43 Sri Venkateswara University

The innovation of the Correspondence Course came into being with effect from the year 1972 in this university. At present the institution is offering three year degree courses

in B.A. and B.Com. and another one year course for B.Com. degree holders of Sri Venkateswara University in two additional electives. They are : Cost Accountants, Income-tax Law and Practice, Principles and Practice of Cooperation and Economics and Business Statistics. Among these four the candidate can take two subjects for one year course. The medium of instruction is English for all the courses.

4.43.1 Evaluation

The innovation has not been assessed by any committee of the university after its implementation.

4.43.2 Impact

The impact of this innovation over the students, the staff and the administrators is very significant. The institution is catering to the needs of the people who want to pursue their higher education. The impact of this innovation over the B.Com. degree holders is very significant as they are joining in good number in the one year course. The administration of this university is also helpful for the successful continuation of this innovation.

4.43.3 Impressions and Inferences

The innovation has created a good impression particularly among the target population such as the people who are studying

through this correspondence institution. The university is having adequate facilities to continue the innovation successfully. The response from the students is also satisfactory as the institution is admitting the candidate even from the other states. It can be said that the innovation may be continued successfully in this university.

4.44 Conclusions

The investigator interviewed the administrators, the teachers and the students to know their opinions on the functioning of the innovation. He arrived at some conclusions through the analysis of the data collected with the help of the case study proforma.

Among the different people approached to know their opinions on the functioning of this innovation, some of them expressed their satisfaction and some of them expressed their dissatisfaction on the working of the innovation. The following Table shows the division of responses indicated by the respondents on the successful and unsuccessful function of the innovation.

Table :20: Table showing the Division of Responses indicating Whether the Innovation is Being Successfully implemented or Not

Sr. No.	Name of the University	Administra-tors		Teachers		Students		Total
		Yes	No	Yes	No	Yes	No	
1.	Andhra University	10	-	30	10	40	10	100
2.	Osmania University	8	2	25	15	34	16	100
3.	Sri Venkateswara University	10	-	32	8	38	12	100

In Andhra University the investigator interviewed 10 administrators, 40 teachers and 50 students to know their opinions about the working of the correspondence course. All the administrators expressed their satisfaction about the successful working of the innovation. Majority of the teachers and students also expressed their satisfaction on the successful working of the innovation. But a very small number of teachers and students expressed their opinions against the working of the innovation. It is clearly evident that on the whole 80% of the total respondents in this university expressed their satisfaction on the successful working of this innovation.

In Osmania University the investigator interviewed 10 administrators, 40 teachers and 50 students for this purpose. Out of the total respondents, 8 administrators, 25 teachers and 34 students expressed their satisfaction about the successful

function of the innovation. Majority of the respondents such as administrators, teachers and students accepted that the innovation is working successfully. Among the total respondents, 2 administrators, 15 teachers and 16 students expressed their dissatisfaction on the working of the innovation. It is observed that 67% of the total respondents are of the opinion that the innovation is working successfully.

In Sri Venkateswara University out of 10 administrators, 40 teachers and 50 students interviewed, all the administrators, majority of the teachers and students expressed their satisfaction on the working of the innovation. It is clearly evident that 80% of the total respondents expressed their satisfaction on the successful working of this innovation in this university.

It is further observed that almost all the administrators in all the universities expressed their opinions that the innovation is functioning successfully. Some of the teachers in all the universities expressed their dissatisfaction about the working of the innovation. Majority of the students in Andhra University and Sri Venkateswara University expressed their satisfaction on the working of the innovation. Whereas a fairly large number of students from Osmania University expressed their dissatisfaction on the working of the innovation.

From the above, one can draw conclusion that the innovation of correspondence course has been implemented by three universities with all the requirements of the innovation as defined by the U.G.C. The objectives of the innovation are realised to a great extent by all the three universities.

In Chapter V, we are discussing the factors affecting failure or success of implementation of innovation in higher education.
