

# Teachers' Perception of the Semester System

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**Abstract:** The current study focuses on the perception of college teachers of Mizoram on semester system with reference to their position as associate professors' and assistant professors'. Self constructed perception scale revealing the overall perception on semester system and their perception towards five components of semester system - general observation, course of study, evaluation, method of teaching and choice based credit system was administered. The perception scale consists 57 items especially for college teachers. The study revealed that there is no significant difference between associate professors' and assistant professors' overall perception on semester system, it was also found that there is no significant difference between associate professors' and assistant professors' in most of the components of semester system except in the choice based credit system component of semester system, as the assistant professors' had a more favourable perception than associate professors' on semester system.

**Keywords:** Perception, semester system, college teachers, designation, professors.

## I. INTRODUCTION

Since independence, India's higher education system has grown astronomically in terms of the number of institutions, teachers/instructors, and students as well as the range and quantity of courses offered. Higher education institutions today are expected to fulfill the demands of the society and seek to solve the problems in the society. Candidates for higher education today seek for courses with clear goals that will improve their abilities in both domestic and foreign workplaces. To provide students with more choice in the courses the yearly system was replaced with the semester system. The semester system provides students and teachers with a great deal of innovation and flexibility. Semester system increases teacher and students interaction. The main advantage of this system is that it gives students the chance to study continuously, be assessed and have a thorough understanding of the concepts. The term "semester" is

defined as "half of the academic year, typically 16 to 18 weeks" by the Dictionary of Education. According to its etymology, the word semester comes from the German language, where it denotes half a year (Patil, 1984). Literally, semester denotes a period of six months. This six-month schedule is commonly used in India. It is evident that the term semester refers to the split of the academic year into two halves termed semesters, with independent course planning for each semester. Numerous universities in the nation have implemented the semester system at the undergraduate and graduate levels in an effort to modify the organization of higher education. The implementation of the semester system at a number of institutions of higher education has altered the instructional framework.

In India, the University Grants Commission announced in the eleventh five-year plan for 2007-2012 that universities would implement the semester system at the undergraduate level by 2012. In response to the mandate from the University Grants Commission, Mizoram University implemented the semester system for all its affiliated colleges beginning with the 2011-2012 academic year.

## II. REVIEW OF RELATED LITERATURE

Chandio et al. (2013) conducted a study on the issues encountered by university academics in the semester system. Under the semester system, the study indicated that teachers felt overburdened by excessive effort and academic requirements. Therefore, it was suggested that teachers' workloads be reduced to improve educational quality.

Bista (2016) conducted a survey of teachers' attitudes towards the semester system in mathematics education and discovered that the teachers favoured the semester system. It was discovered that the semester system was more effective than the annual system.

Sherpa and Baraily (2022) examined faculty members' perspectives on the semester system introduced by a college associated with Tribhuvan University in Nepal. The study revealed a variety of faculty perspectives on the semester system. It was determined that the behaviours of students and professors, as well as the lack of preparation by teachers and management, were particularly difficult and ineffective. Yet, the efficiency of the semester system could result in pedagogical reform and global knowledge.

### III. NEED OF THE STUDY

Prior to the implementation of the semester system of examination in 2011, Mizoram, like the rest of the country, had the yearly system of examination. Since semester system is the pattern of instruction in the undergraduate institutions of Mizoram, the perception of faculty regarding the implementation of semester system will allow us to determine if the programme is seen positively or negatively. The present study will enable us to determine the teachers' perspectives on the semester system in terms of their awareness of the programme, its efficacy, and the problems encountered by teachers with the implementation of the semester system, thereby providing insight for future improvement.

### IV. OBJECTIVES

1. To compare teachers' overall perception on semester system in undergraduate colleges of Mizoram with respect to teachers' designation.
2. To compare teachers' perception on the different components of semester system with reference to teachers' designation.

#### *Hypothesis:*

1. There is no significant difference between associate professors' and assistant professors' overall perception of semester system.
2. There is no significant difference between associate professors' and assistant professors' perception in the general observation component of semester system.
3. There is no significant difference between associate professors' and assistant professors' perception in the course of study component of semester system.

perception in the course of study component of semester system.

4. There is no significant difference between associate professors' and assistant professors' perception in the evaluation component of semester system.
5. There is no significant difference between associate professors' and assistant professors' perception in the method of teaching component of semester system.
6. There is no significant difference between associate professor' and assistant professors' perception in the choice based credit system component of semester system.

### V. METHODOLOGY

For the present study, descriptive survey method was used.

#### *Population and sample:*

All college teachers of Mizoram consists of the population, out of this, 221 college teachers were selected as sample for the study.

#### *Tools used:*

Perception scale developed and standardized by the investigators was used to collect data.

#### *Analysis and Interpretation:*

Analysis and interpretation of data were done in accordance with the objectives:

*Objective No.1: To compare teachers' overall perception of semester system in undergraduate colleges of Mizoram with respect to teachers' designation.*

The differences in teachers' perception of semester system in undergraduate colleges of Mizoram were compared with reference to teachers' designation. For this, the mean and standard deviation of the scores were calculated. The mean differences were then tested by applying 't' test and the details are presented in the following tables.

Table 1 shows the comparison of associate professors' and assistant professors' overall perception on semester system.

Table 1 Comparison of associate professor' and assistant professors' overall perception of Semester System

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Associate	131	200.36	19.219	3.825	2.697	1.418	NS
Assistant	90	196.53	20.027				

NS=Not significant

Analysis of the result vide table 1 reveals that the 't' value for the significance of difference in the overall perception on semester system between associate professors and assistant professor is 1.418. Therefore, the null hypothesis (No.1) which assumes there is no significant difference between associate professors and assistant professors' overall perception of semester system is accepted.

*Objective No.2: To compare teachers' perception on the different components of semester system with reference to teachers' designation.*

Teachers' perception scale on semester system was divided into five components namely (A) General observation, (B) Perception on course of study (C) Perception on evaluation, (D) Perception on method of

teaching and (E) Perception on choice based credit system (CBCS).

The differences in teachers' perception of semester system in these five components were compared with reference to teachers' designation. For this, the mean and standard deviation of the scores were calculated. The mean differences were then tested by applying 't' test and the details are presented in the following tables.

(A) Teachers' perception on general observation component of semester system

Table 2 shows the comparison of associate professors' and assistant professors' perception on general observation component of semester system.

Table 2-Comparison of associate professors' and assistant professors' perception on general observation component of semester system

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Associate	90	59.60	7.504	1.522	1.020	1.492	NS
Assistant	131	61.12	7.371				

NS= Not significant

Scrutiny of the result vide table 2 reveals that the 't' value for the significance of difference between associate professors' and assistant professors' perception on general observation component of semester system is 1.492. Therefore, the null hypothesis (No.2) which assumes that there is no significant difference between associate professors' and assistant professors' perception in the general

observation component of semester system is accepted.

(B) Teachers' perception on course of study component of semester system:

Table 3 shows the comparison of associate professors' and assistant professors' perception in the course of study component of semester system.

Table 3-Comparison of associate professors' and assistant professors' perception in the course of study component of semester system

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Associate	90	33.32	4.266	0.059	0.600	0.099	NS
Assistant	131	33.38	4.555				

NS= Not significant

Scrutiny of the result vide table 3 reveals that the 't' value for the significance of difference between associate professors' and assistant professors' perception in the course of study component of

semester system is 0.099. Therefore, the null hypothesis (No.3) which assumes that there is no significant difference between associate professors'

and assistant professors' perception in the course of study component of semester system is accepted.

(C) Teachers' perception on evaluation component of semester system:

Table 4 Comparison of associate professors' and assistant professors' perception in the evaluation component of semester system

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Associate	90	27.50	3.614	0.187	0.489	0.383	NS
Assistant	131	27.69	3.506				

NS= Not significant

Exploration of the result vide table 4 reveals that the 't' value for the significance of difference between associate professors' and assistant professors' perception in the evaluation component of semester system is 0.383. Therefore, the null hypothesis (No.4) which assumes that there is no significant difference between associate professors' and assistant professors'

Table 4 shows the comparison of associate professors' and assistant professors' perception in the evaluation component of semester system.

perception in the evaluation component of semester system is accepted.

(D) Teachers' perception on method of teaching component of semester system.

Table 5 shows the comparison of associate professors' and assistant professors' perception in the method of teaching component of semester system.

Table 5 Comparison of associate professors' and assistant professors' perception in the method of teaching component of semester system

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Associate	90	47.47	4.881	0.243	0.687	0.354	NS
Assistant	131	47.71	5.219				

NS=Not significant

Exploration of the result vide table 5 reveals that the 't' value for the significance of difference between associate professors' and assistant professors' perception in the method of teaching component of semester system is 0.354. Therefore, the null hypothesis (No.5) which assumes that there is no significant difference between associate professors'

and assistant professors' perception in the method of teaching component of semester system is accepted.

(E) Teachers' perception on choice based credit system component of semester system:

Table 6 shows the comparison of associate professors' and assistant professors' perception in the choice based credit system component of semester system.

Table 6 Comparison of associate professors' and assistant professors' perception in the choice based credit system component of semester system

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Associate	90	28.64	3.667	1.814	0.498	3.645	**
Assistant	131	30.46	3.587				

\*\*=Significant at .01 level

Exploration of the result vide table 6 reveals that the 't' value for the significance of difference between associate professors' and assistant professors' perception in the choice-based credit system component of semester system is 3.645. Since the

calculated 't' value is larger than the criterion 't' value, it can be concluded that there is significant difference between associate professors' and assistant professors' perception in the choice based credit system component of semester system. Therefore, the null

hypothesis (No.6) which assumes that there is no significant difference between associate professors' and assistant professors' perception in the choice based credit system component of semester system is rejected. Since the two groups differed significantly at .01 level of confidence. A comparison of their mean score shows that this difference is in favour of assistant professors', as their mean score is higher than the associate professors'. The result indicates that assistant professors' have a more favourable perception in the choice based credit system component of semester system than the associate professors'.

## VI. FINDINGS

1. There is no significant difference between associate professors' and assistant professors' overall perception on semester system.
2. There is no significant difference between associate professors' and assistant professors' in the general observation, course of study, evaluation and method of teaching components of semester system, where as it was found that assistant professors' had a more favourable perception than associate professors' in the choice based credit system component of semester system.

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