

Perception on the Various Components of Semester System by Higher Education Teachers of Mizoram

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Abstract

The present study intends to find out the viewpoints of college teachers on the different components of semester system in undergraduate institutions of Mizoram with reference to stream of course. For this, perception scale for teachers developed by the investigators was utilized to collect data. 221 college teachers were chosen as samples. It was revealed that most of college teachers had neutral perception on the semester system, yet there were more teachers who had satisfying perception than those who had unsatisfactory perception. Findings also showed that science teachers and arts teachers had more satisfactory perception than commerce teachers in overall perception of semester system. In most of the components of semester system, science teachers and arts teachers generally had a more positive perception on semester system than the commerce teachers.

Keywords: Perception, Semester system, Teachers, Components, Colleges

Introduction

The semester system is a new system programme that is gradually replacing the previous annual system programme. It has been implemented in progressive nations for decades. In 1959, it was first introduced at the Agricultural University of Assam in India. As a result of its effectiveness, it is implemented in IITs and other academic institutions and professional courses. The semester system is a Western import to Indian universities. The concept of the semester system originated in western German universities. 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.

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Semester system is a term used in academia. It is the division of an academic year into two parts or terms, with courses designed separately for each semester and exams administered at the conclusion of each course. In the semester system, there are two final semester examinations per academic year, as opposed to annual examinations in the annual system. According to the Dictionary of Education edited by Carter V. Good, a semester is typically between 16 and 18 weeks long.

In addition to dividing the academic year, the semester system is an innovation in teaching-learning, educational culture, and a student-friendly system. The semester system provides students and teachers with a great deal of innovation and flexibility. According to their needs, interests, and abilities, students choose courses from the interdisciplinary, intra-disciplinary, and skill-based categories. Semester system is a learner-centered education in which students are engaged in a variety of activities throughout the year, resulting in a high level of motivation. According to Arbo (2014), the semester system provides students with opportunities to learn more through presentations, midterm examinations, group discussions, and assignment submissions, etc. In the semester system, teachers serve as facilitators rather than instructors in the strictest sense. The semester system is a self-contained unit with a clearly defined function. The main objective of the semester system is to emphasize continuous, comprehensive, and in-depth learning with the goal of developing the students' knowledge, skills, and attitudes so they can become efficient and effective citizens.

The semester system has been implemented to provide students with opportunities for continuous learning, assessment, and feedback. It engages students throughout the year and instils in them the habits of regular study, punctuality, and work ethic. Despite the fact that educationists disagree about the advantages of the semester system over the annual system, it is difficult to implement the scheme in an environment with limited physical and informational resources.

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 a mandate from the University Grants Commission, Mizoram University implemented the semester system for all its affiliated colleges beginning with the 2011-2012 academic year.

Review of Related Literature

Meher (2018) investigated the perspectives of undergraduate and postgraduate students at GangadharMeher University (GMU) Sambalpur on the semester system. The findings demonstrated that all students expressed satisfaction with the semester system's examinations and that the semester system proved more effective than the traditional system.

Singh (2015) conducted a study of university students' attitudes toward the semester system and discovered that there was no difference in students' attitudes toward the semester system based on gender, location, or field of study.

Garcha (2016) investigated how pre-service teacher trainees viewed the semester system and the function of streams. The attitudes of pre-service teacher trainees toward the semester system were found to be average. It was also discovered that the type of study had no effect on the attitudes of teacher candidates.

Chaliha and Gogoi (2019) conducted a study on the attitudes of undergraduate general degree students toward the semester system. The data revealed that scientific students had a more positive attitude than commerce and arts students, whereas arts students were more positive than commerce students.

Subedi (2019) investigated the perspectives of students and teachers at Tribhuvan University regarding the semester system. The findings of the study demonstrated that both teachers and students had a favourable view of the semester system curriculum. The perception of the teaching and learning environment was likewise positive. Students had a favourable impression of the teachers and their teaching methods.

Need of the study

Mizoram University, founded in 2001, is one of the youngest universities in India. Prior to the introduction of the semester system of examination in 2011, the annual examination system was adopted in line with the rest of the country. Since the introduction of the semester system in undergraduate colleges of Mizoram, there are gaps in the education system. Not only the students, but also a significant number of teachers lacked adequate knowledge of this new educational system. Therefore, it is essential to comprehend the extent to which the system became effective, as perceived by the teachers. However, there has not been any research conducted on this topic in Mizoram. Therefore, the purpose of this research is to shed light on how teachers at undergraduate colleges in Mizoram perceive and understand the semester system.

Objectives of the Study

1. To find out teachers' overall level of perception on semester system in colleges of Mizoram
2. To compare teachers' overall perception on semester system in colleges of Mizoram with reference to stream of course.
3. To compare teachers' perception on the different components of semester system with reference to Stream of course.

Hypothesis of the study

1. There is no significant difference between science teachers and commerce teachers' overall perception on semester system.
2. There is no significant difference between science teachers and arts teachers' overall perception on semester system.

3. There is no significant difference between commerce teachers and arts teachers' overall perception on semester system.
4. There is no significant difference between science teachers and commerce teachers' perception in the general observation component of semester system.
5. There is no significant difference between science teachers and arts teachers' perception in the general observation component of semester system.
6. There is no significant difference between commerce teachers and arts teachers' perception in the general observation component of semester system.
7. There is no significant difference between science teachers and commerce teachers' perception in the course of study component of semester system.
8. There is no significant difference between science teachers and arts teachers' perception in the course of study component of semester system.
9. There is no significant difference between commerce teachers and arts teachers' perception in the course of study component of semester system.
10. There is no significant difference between science teachers and commerce teachers' perception in the evaluation component of semester system.
11. There is no significant difference between science teachers and arts teachers' perception in the evaluation component of semester system.
12. There is no significant difference between commerce teachers and arts teachers' perception in the evaluation component of semester system.
13. There is no significant difference between science teachers and commerce teachers' perception in the method of teaching component of semester system.
14. There is no significant difference between science teachers and arts teachers' perception in the method of teaching component of semester system.
15. There is no significant difference between commerce teachers and arts teachers' perception in the method of teaching component of semester system.
16. There is no significant difference between science teachers and commerce teachers' perception in the choice based credit system component of semester system.
17. There is no significant difference between science teachers and arts teachers' perception in the choice based credit system component of semester system.
18. There is no significant difference between commerce teachers and arts teachers' perception in the choice based credit system component of semester system.

Methodology

The goal of a descriptive study design is to gather data that may be used to systematically describe a phenomena, circumstance, or population. 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 of Data

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

Objective No1: To find out teachers’ overall level of perception on semester system in colleges of Mizoram.

In order to classify teachers, scores obtained through perception scale was converted into z-score and based on this, teachers were classified into 5 levels and they are presented in table -1

Table – 1

Teachers’ overall level of perception on semester system in colleges of Mizoram (N=221)

Extremely high perception	Satisfactory perception	Neutral perception	Unsatisfactory perception	Extremely low perception
2(.90%)	72(32.58%)	85(38.46%)	55(24.89%)	7(3.17%)

From the above table – 1, it can be seen that majority (38.46%) of teachers had neutral perception on the semester system. However, there were more teachers who had satisfactory perception on semester system than those who had unsatisfactory perception.

Objective No.2: To compare teachers’ overall perception on semester system in colleges of Mizoram with reference to stream of course

Three streams of courses namely Science, Commerce and Arts are most commonly offered in colleges in Mizoram. The differences in the teachers’ overall perception on semester system in colleges were compared with reference to teachers taking the three streams of course. For this, the mean and standard deviation of the perception scores of all the three streams were calculated. The mean differences were then tested by applying ‘t’ test and the details are presented in the following table.

Table 2 shows the comparison of science teachers & commerce teachers, science teachers & arts teachers and commerce teachers & arts teachers’ overall perception of semester system

Table 2

Comparison of science & commerce, science & arts and commerce & arts teachers' overall perception of Semester System

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig level
Science teachers	76	198.86	21.117	7.699	3.829	2.011	*
Commerce teachers	32	191.16	16.776				
Science teachers	76	198.86	21.117	2.074	3.004	0.69	NS
Arts teachers	113	200.93	18.885				
Commerce teachers	32	191.16	16.776	9.773	3.457	2.827	**
Arts teachers	113	200.93	18.885				

NS=Not significant *=Significant at .05 level **=Significant at .01 level

Analysis of the result vide Table No - 2 reveals that the 't' value for the significance of difference between science teachers and commerce teachers is significant. Therefore, the null hypothesis (No. 1) is rejected. The result indicates that science teachers had a more favourable overall perception of semester system than the commerce teachers.

Further examination of the result vide Table No 2 reveals that the 't' value for the significance of difference in the overall perception on semester system between science teachers and arts teachers is not significant. Therefore, the null hypothesis (No.2) is accepted

Continuing with the analysis of the result vide Table No - 2 reveals that the 't' value for the significance of difference between commerce teachers and arts teachers is significant. Therefore, the null hypothesis (No. 3) is rejected. The result indicates that arts teachers have a more favourable overall perception on semester system than the commerce teachers.

Objective No.3:To compare teachers' perception on the different components of semester system with reference to Stream of course.

The differences in the teachers' perception on the different components of semester system in colleges were compared with reference to teachers taking the three streams of course. For this, the mean and standard deviation of the perception scores of all the three streams were calculated. The mean differences were then tested by applying 't' test and the details are presented in the following tables.

(i) Teachers' perception on general observation component of semester system with reference to stream of course:

Table 3 shows the comparison of science & commerce teachers, science & arts teachers and commerce & arts teachers' perception on general observation component of semester system.

Table 3

Comparison of science & commerce, science & arts and commerce & arts teachers' perception on general observation component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig level
Science teachers	76	59.99	7.98	1.49	1.49	0.997	NS
Commerce teachers	32	58.5	6.66				
Science teachers	76	59.99	7.98	1.43	1.14	1.255	NS
Arts teachers	113	61.42	7.2				
Commerce teachers	32	58.5	6.66	2.92	1.36	2.147	*
Arts teachers	113	61.42	7.2				

NS= Not significant *= Significant at .05 level

Enquiry of the result vide Table No - 3 reveals that the 't' value for the significance of difference between science teachers and commerce teachers' perception on general observation component of semester system is not significant. Therefore, the null hypothesis (No.4) is accepted

Further investigation of the result of Table No. 3 discloses that the 't' value for the significance of difference between science teachers and arts teachers' perception on general observation component of semester system is also not significant. Therefore, the null hypothesis (No.5) is accepted

Analysis of the result vide Table No - 3 reveals that the 't' value for the significance of difference between commerce teachers and arts teachers is significant. Therefore, the null hypothesis (No.6) is rejected. The result indicates that arts teachers have a more favourable perception on the general observation component of semester system than the commerce teachers.

(ii) Teachers' perception on course of study component of semester system with reference to stream of course:

The difference in the teachers' perception in the course of study component of semester system was compared with reference to stream of course. Table 4 shows the comparison of science & commerce teachers, science & arts teachers and commerce & arts teachers' perception in the course of study component of semester system.

Table 4

Comparison of science & commerce, science & arts and commerce & arts teachers' perception in the course of study component of semester system

Groups	Number	Mean	SD	MD	SEMD	t- Value	Sig level
Science teachers	76	33.89	4.73	2.05	0.861	2.381	*
Commerce teachers	32	31.84	3.79				
Science teachers	76	33.89	4.73	0.47	0.678	0.693	NS
Arts teachers	113	33.42	4.33				
Commerce teachers	32	31.84	3.79	1.58	0.783	2.018	*
Arts teachers	113	33.42	4.33				

NS= Not significant *= Significant at .05 level

Examination of the result vide Table No - 4 reveals that the 't' value for the significance of difference between science teachers and commerce teachers is significant. Therefore, the null hypothesis (No.7) is rejected. The result indicates that science teachers have a more favourable perception in the course of study component of semester system than the commerce teachers.

Further examination of the result vide Table No - 4 reveals that the 't' value for the significance of difference between science teachers and arts teachers' perception in the course of study component of semester system is not significant. Therefore, the null hypothesis (No.8) is accepted

Examination of the result of Table No. 4 discloses that the 't' value for the significance of difference between commerce teachers and arts teachers' perception in the course of study component of semester system significant. Therefore, the null hypothesis (No.9) is rejected. The result indicates that arts teachers have a more favourable perception in the course of study component of semester system than the commerce teachers.

(iii) Teachers' perception on evaluation component of semester system with reference to stream of course:

The difference in the teachers' perception in the evaluation component of semester system was compared with reference to stream of course. Table 5 shows the comparison of science & commerce teachers, science & arts teachers and commerce & arts teachers' perception in the evaluation component of semester system.

Table 5

Comparison of science & commerce, science & arts and commerce & arts teachers' perception in the evaluation component of semester system

Groups	Number	Mean	SD	MD	SEMD	t- Value	Sig level
Science teachers	76	27.71	3.513	1.648	0.757	2.176	*
Commerce teachers	32	26.06	3.627				
Science teachers	76	27.71	3.513	0.272	0.518	0.525	NS
Arts teachers	113	27.98	3.454				
Commerce teachers	32	26.06	3.627	1.92	0.719	2.671	**
Arts teachers	113	27.98	3.454				

NS= Not significant *= Significant at .05 level **=Significant at .01 level

Investigation of the result vide Table No - 5 reveals that the 't' value for the significance of difference between science teachers and commerce teachers is significant. Therefore, the null hypothesis (No.10) is rejected. The result indicates that science teachers have a more favourable perception in the evaluation component of semester system than the commerce teachers.

Further investigation of the result vide Table No - 5 reveals that the 't' value for the significance of difference between science teachers and arts teachers' perception in the evaluation component of semester system is not significant. Therefore, the null hypothesis (No.11) accepted

Continuing with the investigation of the result of Table No. 5 discloses that the 't' value for the significance of difference between commerce teachers and arts teachers is significant. Consequently, the null hypothesis (No.12) is rejected. The result indicates that arts teachers have a more favourable perception in the evaluation component of semester system than the commerce teachers.

(iv) Teachers' perception on method of teaching component of semester system with reference to stream of course:

The difference in the teachers' perception in the method of teaching component of semester system was compared with reference to stream of course. Table 6 shows the comparison of science & commerce teachers, science & arts teachers and commerce & arts teachers' perception in the method of teaching component of semester system.

Table 6

Comparison of science & commerce, science & arts and commerce & arts teachers' perception in the method of teaching component of semester system

Groups	Number	Mean	SD	MD	SEMD	t- Value	Sig level
Science teachers	76	47.34	5.52	1.53	1.071	1.428	NS
Commerce teachers	32	45.81	4.89				
Science teachers	76	47.34	5.52	0.96	0.772	1.242	NS
Arts teachers	113	48.3	4.71				
Commerce teachers	32	45.81	4.89	2.49	0.971	2.563	0.05
Arts teachers	113	48.3	4.71				

NS= Not significant *= Significant at .05 level

Investigation of the result vide Table No - 6 reveals that the 't' value for the significance of difference between science teachers and commerce teachers is not significant. Therefore, the null hypothesis (No.13) is accepted.

Further investigation of the result vide Table No - 6 reveals that the 't' value for the significance of difference between science teachers and arts teachers' perception in the method of teaching component of semester system is not significant. Therefore, the null hypothesis (No.14) is accepted.

Investigation of the result of Table No. 6 discloses that the 't' value for the significance of difference between commerce teachers and arts teachers is significant at .05 level of confidence. Consequently, the null hypothesis (No.15) is rejected. The result indicates that arts teachers have a more favourable perception in the method of teaching component of semester system than the commerce teachers.

(v) Teachers' perception on choice based credit system component of semester system with reference to stream of course:

The difference in the teachers' perception in the choice based credit system component of semester system was compared with reference to stream of course. Table 7 shows the comparison of science & commerce teachers, science & arts teachers and commerce & arts teachers' perception in the choice based credit system component of semester system.

Table 7

Comparison of science & commerce, science & arts and commerce & arts teachers' perception in the choice based credit system component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig level
Science teachers	76	29.92	3.65	0.98	0.808	1.217	NS
Commerce teachers	32	28.94	3.91				
Science teachers	76	29.92	3.65	0.12	0.546	0.212	NS
Arts teachers	113	29.81	3.72				
Commerce teachers	32	28.94	3.91	0.87	0.775	1.12	NS
Arts teachers	113	29.81	3.72				

NS= Not significant

Investigation of the result vide Table No - 6 reveals that the 't' value for the significance of difference between science teachers and commerce teachers is not significant. Therefore, the null hypothesis (No.16) is accepted.

Further investigation of the result vide Table No - 6 reveals that the 't' value for the significance of difference between science teachers and arts teachers' perception in the choice based credit system component of semester system is not significant. Therefore, the null hypothesis (No.17) is accepted.

Continuing with the investigation of the result of Table No. 6 discloses that the 't' value for the significance of difference between commerce teachers and arts teachers is not significant. Consequently, the null hypothesis (No.18) is accepted.

Conclusion

According to the findings of the present study, science and art teachers have a more favourable view of the semester system than commerce teachers. In terms of broad observation components, arts teachers are superior to commerce teachers. Regarding course study components, the perception of science teachers is higher to that of commerce teachers, and the perception of arts teachers is likewise better to that of commerce teachers. In evaluation components, science teachers outperform commerce teachers, while arts teachers also outperform commerce teachers. Even when it comes to teaching components, arts teachers are superior to commerce teachers. Consequently, it may be argued that science teachers and art teachers had a more satisfactory perception of the semester system than commerce teachers.

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