

Perception of Semester System by College Teachers with Reference to Locale

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Abstract

In the present study an attempt is being made to critically examine the view points of the college teachers on the semester system in undergraduate colleges of Mizoram with reference to locale. For this the investigators prepared a perception scale for college teachers. The perception scale for college teachers consist of 57 statements, and were categorized under five components: General observation component, Course of study component, Evaluation component, Method of teaching component and Choice Based Credit System component. The result of the study reveals that there is no significant difference between urban teachers and rural teachers overall perception on semester system with reference to locale, similarly it was also found that there is no significant difference between urban teachers and rural teachers perception in all the components of semester system with reference to locale.

Keywords: Perception, semester system, college teachers, locale.

Introduction

The need for a major change in the underlying ideas and philosophies of higher education has emerged as one of the most urgent problems in recent years. Undergraduate and graduate courses have remained unchanged for a very long period, along with antiquated teaching methods. All of this calls for quick changes in terms of adaptability, creativity, and new teaching strategies. Higher education may be brought into step with the demands of a fast industrializing society through modernization, significant improvements to the teaching and learning processes, and much-needed subject matter reforms. In this regard, the semester system of higher education is regarded as an appropriate way to achieve the long-term objectives of society. The semester system is one of the most popular educational structures in higher education. According to Pathak and Rahman (2013), the main goal of the semester system is "to focus on continuous assessment system and regular monitoring of students' progress, setting comprehensive and in-depth learning environment to build capacity of learners by developing required knowledge, skills, and attitudes to become an efficient and effective diversified citizen."

The semester system is the result of contemporary research in the realm of education. The term "semester system" refers to the division of a calendar year into two sessions, each lasting six months. In other words, a semester is a six-month period during which teaching activities are carried out.

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.

Review of Related Literature

Mallik (2013) conducted research on the feasibility of implementing a semester system of examination in an undergraduate course at Calcutta University. The study's findings revealed that government teachers had a more favourable perception of the semester system than aided-college teachers. The attitudes of rural, urban, and semi-urban residents towards the semester system were markedly different.

Mal, S. & Mahato, U. (2020) studied the attitude of undergraduate level students towards choice based credit system started in the degree colleges under the Sidho-Kanho-Birsha university science 2017. It was found that there have no significant differences in the students with regard their gender, locality and streams.

Need of the study

The academic performance of colleges between urban and rural has a wide variation in terms understanding and conceptualization of their studies by students. This has arisen curiosity and how far the introduction of semester system impacted. It is important to understand the perception of teachers of rural and urban colleges on how far the semester system has impact on teaching- learning situations. The primary goal of this study is to ascertain how teachers perceive the semester system in connection to their community

Objectives

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

Hypothesis

1. There is no significant difference between urban teachers and rural teachers' overall perception of semester system.
2. There is no significant difference between urban teachers and rural teachers' perception in the general observation component of semester system.
3. There is no significant difference between urban teachers and rural teachers' perception in the course of study component of semester system.
4. There is no significant difference between urban teachers and rural teachers' perception in the evaluation component of semester system.
5. There is no significant difference between urban teachers and rural teachers' perception in the method of teaching component of semester system.
6. There is no significant difference between urban teachers and rural teachers' perception in the choice based credit system component of semester system.

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 scales developed and standardized by the investigators were used to collect data.

Analysis and Interpretation

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

Objective 1 - To compare teachers’ overall perception of semester system in undergraduate colleges of Mizoram with respect to locale

The differences in teachers’ perception of semester system in undergraduate colleges of Mizoram were compared with reference to locale. 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 Comparison of urban and rural teachers’ overall perception of Semester System

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig. level
Urban	143	197.45	20.234	3.834	2.673	1.436	NS
Rural	78	201.28	18.239				

NS=Not significant

An examination of the result vide table 1 reveals that the ‘t’ value for the significance of difference in the overall perception on semester system between the urban and rural teachers is 1.436. Therefore, the null hypothesis (No.1) which assumes that there is no significant difference between urban teachers and rural teachers’ overall perception of semester system is accepted.

Objective 2 - To compare teachers’ perception on the different components of semester system with reference to locale,

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 locale,

(A) Teachers’ perception on general observation component of semester system with reference to locale:

Table 2 Comparison of urban and rural teachers’ perception on general observation component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig. level
Urban	143	59.93	7.565	1.621	1.028	1.578	NS
Rural	78	61.55	7.153				

NS= Not significant

Study of the result vide table 2 reveals that the ‘t’ value for the significance of difference between urban teachers and rural teachers’ perception on general observation component of semester system is 1.578, Therefore, the null hypothesis (No.2) which assumes that there is no significant difference between urban teachers and rural teachers’ perception in the general observation component of semester system is accepted.

(B) Teachers’ perception on course of study component of semester system with reference to locale:

Table 3 Comparison of urban and rural teachers’ perception in the course of study component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig. level
Urban	143	33.06	4.426	0.854	0.622	1.374	NS
Rural	78	33.91	4.411				

NS=Not significant

Study of the result vide table 3 reveals that the ‘t’ value for the significance of difference between urban teachers and rural teachers’ perception in the course of study component of semester system is 1.374. Therefore, the null hypothesis (No.3) which assumes that there is no significant difference between urban teachers and rural teachers’ perception in the course of study component of semester system is accepted.

(C) Teachers’ perception on evaluation component of semester system with reference to locale:

Table 4. Comparison of urban and rural teachers’ perception in the evaluation component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig. level
Urban	143	27.29	3.728	0.899	0.471	1.908	NS
Rural	78	28.19	3.117				

NS=Not significant

Further study of the result vide table 4 reveals that the ‘t’ value for the significance of difference between urban teachers and rural teachers’ perception in the evaluation component of semester system is 1.908. Therefore, the null hypothesis (No.4) which assumes that there is no significant difference between urban teachers and rural teachers’ perception in the evaluation component of semester system is accepted.

(D) Teachers’ perception on method of teaching component of semester system with reference to locale:

Table 5 Comparison of urban teachers and rural teachers’ perception in the method of teaching component of semester system.

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig. level
Urban	143	47.64	5.168	0.092	0.706	0.130	NS
Rural	78	47.55	4.930				

NS= Not significant

Study of the result vide table 5 reveals that the ‘t’ value for the significance of difference between urban teachers and rural teachers’ perception in the method of teaching component of semester system is 0.130. Therefore, the null hypothesis (No.5) which assumes that there is no significant difference between urban teachers and rural teachers’ perception in the method of teaching component of semester system is accepted.

(E) Teachers' perception on choice based credit system component of semester system with reference to locale:

Table 6 Comparison of urban and rural teachers' perception in the choice based credit system component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig. level
Urban	143	29.52	3.722	0.552	0.523	1.056	NS
Rural	78	30.08	3.713				

NS= Not significant

Study of the result vide table 6 reveals that the 't' value for the significance of difference between urban teachers and rural teachers' perception in the choice based credit system component of semester system is 1.056, Therefore, the null hypothesis (No.6) which assumes that there is no significant difference between urban teachers and rural teachers' perception in the choice based credit system component of semester system is accepted.

Findings:

1. There is no significant difference between urban teachers and rural teachers overall perception on semester system.
2. It was also found that there is no significant difference between urban teachers and rural teachers perception in all the five components of semester system.

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