



An Empirical study of the opinion of Teachers and Students on Implementation of Semester System in Schools

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Abstract:

The present study was conducted on 48 students and 20 teachers selected at random from four English Medium School- New English Secondary School, Faith School, Silver Green Higher Secondary School, and Grow More Higher Secondary School. The data have collected through questionnaire and check-list from different School teachers and students in English Medium School. The research result revealed that Majority of the teachers (75%) responded that they are satisfied with the courses arranged under the semester system. Further it shows that Majority of the teachers (80%) are not satisfied with the evaluation pattern. They suggested that exam must contain subjective and descriptive type questions. The finding gains from the opinion of students it was found that Majority of the students 66.66 % felt that the content provided in the textbook are up-to-date. Most of the students 85.41% stated that there is no any Provision of Computer and internet facility in school. Majority of the 70.83 % students felt that their syllabus has not completed within time. Thus, it can be concluded that majority of the students have negative opinion towards semester system. But some students believed that it is useful for them. In the case of teacher's majority of the teachers hold favourable opinion regarding semester system. Very few teachers are against the semester system. But still proper planning and training of Teachers and students will lead to betterment of semester system.

Keywords: Semester system, teaching methodology, Curriculum, assessment pattern and feedback

1. Introduction

Education is an integral part of human life. It is the most important and powerful instrument invented by mankind to shape and mould themselves in a desirable manner. The word 'Education' can be derived from latin words that is Educare, Educere, Educatum and Educo. Education is a life-long process and its purpose is to establish a learning society. A society in which the individual knows how to learn, to grow and to transform itself to the needs of ever-changing world. In the process of Education Schools also play an important role. School education is the necessary foundation for strengthening human resources that has been deemed central for the National development. Now a day education is changing very fast. The reason for this fast-growing change is the Liberalization, Privatization and Globalization (LPG). As a result of these changes there are changes occur in teaching methods, art of teaching, curriculum, textbook and evaluation pattern. Each year there are some innovations in the field of education. **Semester system** is one of the examples of it. Schools and society demand this kind of change in the teaching and learning process. This is possible only with the help of teachers and students to accept new ideas. Therefore, it is very important for the investigator to study the opinion of teacher's and students on the implementation of Semester System in Schools.

2. Objectives of the study

The purpose of the present study is to study the opinions of teachers and students of higher secondary section on the implementation of Semester System in schools of Himatnagar Taluka of Gujarat. The following are the objectives of Present study.

1. To create awareness among teachers and students regarding semester system in education.

2. To study the opinions of teachers about curriculum, teaching methodology, evaluation pattern under semester system.
3. To study the opinions of teachers regarding academic improvement of the students, their suggestions for the efficient functioning of the semester system.
4. To study the opinions of students regarding content, syllabus coverage, availability of resources, evaluation, feedback, and declaration of result.

3. Limitations of the study

The study is delimited to Std. XI (Science stream) of New English Secondary School, Faith School, Silver Green Higher Secondary School, and Grow More Higher Secondary School affiliated to Gujarat State Board English Medium Schools of Himatnagar taluka in Gujarat. The study has considered all the teachers of Std. XI (Science stream) who teaches under the semester system and students of those respective schools.

4. Population

Eight English Medium Schools affiliated to GSHSEB of Himatnagar Taluka of Gujarat state constitute the population for the present study.

5. Sample

In the present study sampling of respondents will draw in the following manner.

5.1 Schools

In order to draw out sample from the population and for the sampling of schools the investigator adopted simple random sampling. The investigator randomly selected four English Medium Schools having higher secondary section of Himatnagar Taluka of Gujarat. These Schools are New English Secondary School, Faith School, Silver Green Higher Secondary School, and Grow More Higher Secondary School.

5.2 Sample of Teachers and Students

Random selection of Teachers and students of Std. XI (Science stream) of English Medium Schools in Himatnagar Taluka adopting semester system was done. The investigator has selected 20 teachers and 48 students from New English Secondary School, Faith School, Silver Green Higher Secondary School, and Grow More Higher Secondary School.

6. Tools

The investigator employed the following tools for data collection purpose:

6.1 Check-list for Students

The investigator prepared Check-list tool for students to elicit the opinion of Students of Std. XI (Science stream) towards the implementation of semester system in Schools affiliated to GSHSEB. This tool consists 07 items in the Check-list. The items cover the various aspects of semester system like Content, syllabus coverage and availability of resources, feedback by teachers, timely evaluation and declaration of result etc.

6.2 Questionnaire for Teachers

The investigator prepared Questionnaire tools with some modification in the items from already prepared questionnaire of Ladhera (2011) which was used to study the continuous and comprehensive Evaluation scheme being implemented in CBSE school of Vadodara city. The questionnaire consist close-ended as well as open-ended questions. It focuses on major aspects of semester system in school like curriculum, teaching methodology, assessment pattern and suggestion by the teacher for the efficient functioning of the same.

7. Data collection

The required data to meet the objectives were collected through administering questionnaires prepared by the investigator.

In this study the data has been collected from primary sources through questionnaire and check-list. The investigator has collected the data personally by visiting all the school. The investigator has collected the data through questionnaire from the teachers of higher secondary Std.XI (Science stream) to know the innovative practices prevailing in the schools and their suggestion to improve the semester system. The investigator has distributed the questionnaire among teachers and collected it according to the time given by the school teachers.

The investigator has also collected the data from students through check-list. The investigator has distributed the check-list among the students and has given the instruction for filling the same. In this research 48 students from different Schools have participated. With this tool the investigator come to know about the student's opinion, their satisfaction/dissatisfaction regarding newly introduced semester system.

8. Data Analysis

The Data collected through open and close-ended questionnaire from teachers were analyzed in both quantitative and descriptive form. For the close-ended questions, the quantification of the data will analyzed through frequency distribution. Percentage was calculated using frequency distribution. The open-ended questions were analyzed through content analysis and further it was quantify. The Checklist for the students was analyzed using the frequency count and percentage.

8.1 Analysis for questionnaire for teachers

Following are the questions and their respective opinion given by sample of teachers of school represented in the form of percentage and description.

Q-1 Do you feel that courses arranged under the semester system are satisfactory? [Yes/No]

a. If yes, then specify why?

Majority of the teacher (75%) responded that a course arranged under the semester system is satisfactory. According to them with time span it is perfectly arranged to read out and to complete the course within time with revision. Students have the opportunity to learn every topic in detail especially as per MCQ system. They are also fully co-operated to their teachers. The syllabus is as per the NCERT pattern. But somehow the teacher has to face the problems in 1st semester due to the shortage of time and late admission of students in a particular subject like physics & mathematics. The subjects are new and difficult for them. Therefore, teachers need more time to explain and make the student understand clearly. The courses arranged are sufficient for the duration of semester and equally weighted according to marks. This system is very convenient for students to understand.

b. If no, then specify why?

Very few teachers (25%) stated the courses arranged under the semester system are not satisfactory. The course is very lengthy and hard for students. The Teachers need to do work hard like machines by time consumption. Examples and text book questions are not in proper proportion.

Q-2 Do you feel that semester system has given you an opportunity to adopt alternate teaching methods?

If no then specify why?

Very few teachers (10%) responded that semester system has not given an opportunity to adopt alternate teaching methods.

If yes, then which of the following methods do you make use of {tick the options}

1.Discussion 2.Lecture 3.Practical 4.Project Work 5.Quiz

Majority of the teachers (90%) responded that they used lecture method, discussion, practical work, quiz methods in their classroom teaching. They are having a caliber to change the teaching method according to the needs and demands of students. They stated that they focus on the subject from

starting of the semester without wasting time in unusual holiday then everything can be done in proper way. But some time due to shortage of time there is a pressure of course completion. The objective pattern helps to train students for competitive examination.

Q-3 Are you satisfied with the evaluation pattern for assessing the students under the semester system?[Yes/No]

a. If No, then specify why?

Most of the teachers (80%) responded that they are not satisfied with the evaluation pattern. They stated that evaluation under the semester system is the overall evaluation of four semesters. From that it is very difficult to judge whether the student is poor in subjective or objective. It should be average system for every semester. In the semester system there is MCQ pattern of 300 marks out of 400 marks so they can't evaluate the student exactly what the caliber he or she has. The student should be examined for objective and subjective pattern in each semester. It is complicated to understand evaluation pattern even parents are not familiar with it.

b. If Yes, then specify why?

Very few teachers (20%) are satisfied with the evaluation pattern. For the whole year the students are having seriousness to read and to work out with their syllabus.

Q-4 Do you think that this semester system will help in the academic improvement of the students? [yes/No]

A . If yes, then please specify how?

Majority of the teachers (80%) responded that the semester system will help in the academic improvement of the students because the students have to work hard for the whole year. They have to work out regularly because of this system. Students should not felt burden of the lessons. They may get education stress less and fearless. They have the opportunity to study in detail and enhance their knowledge. Its time period is very less. Therefore students have to work hard with active position of mind. The teachers viewed that if students put more interest in study then only it can help to make overall academic improvement. Students acquired knowledge as well as creativity by this semester system.

B. If no, then please specify why?

Few teachers (20%) opined for most of the students it does not work because they are having very poor, basic and even not able to take science stream but if they are taking they should be go with the subjective method. The students do not get enough time for preparation of competitive exams. If students will get adaptation then only the semester system is possible otherwise not.

Q-5 Please give some positive and negative points of semester system according to you?

Positive point- The students are continuous with the study due to the semester examination. They are active and alert. They get detail study and clear their concept according to their subject. The student's evaluation can be done after every six month and accordingly changes can be done. Semester system is good and easy for students because chapters are divided into two parts. But some topic should be arranged to be remember for long time. The syllabus is long term useful for students.

Negative point- In semester one and three only MCQ questions is there but some descriptive questions should be involved to look out their writing skill. Sometimes students make only circle blindly in MCQ questions as they have no negative marking. Total marks from all semester are calculated. Students have to prepare only some portion of syllabus and their listening capacity are also decreasing.

The duration of the semester is very short and it is not divided properly. 1st semester is very short and 2nd semester is long. The students do not get enough time for deeply understanding of the topics. There is also a chance to increase copy because of MCQ pattern. The content division is not appropriate in both semesters.

Q-6 what suggestions would you like to give for the efficient functioning of the semester system? Please specify.

- Majority of the teachers opined that for efficient functioning of semester system it should be started in proper time and there is ratio of 70/30 of subjective and MCQ pattern.
- There must be restriction of passing in each semester so that there will be seriousness and sincerity in the student in each semester because if some students are getting 132 in two semester they don't

be serious in next two semester. If there is an application of MCQ pattern in exam then MCQ can be asked in different way so that we can check their real ability.

- The examination pattern should be very strict. It needs to be changed. In most of the school's teachers and students are not interested in practical so for better understanding regarding its importance it must be focused.
- Make all the exams subjective and descriptive. Not only objective exam should be there.
- Time duration of the odd and even semester is not sufficient because of this there is difficulty in completion of syllabus. Therefore, it should be improved. The school should conduct alternate semester examination rather internal assessment. Reduce the syllabus considerably and use of practical should be more frequent.
- One good system and assessment, evaluation system should be maintained for the entire scholastic work.

8.2 Analysis of check-list for students

The item wise analysis of the check-list was done and the scores were calculated and later on converted into percentages which reveals in Table 1. The following are the interpretations made Item-wise from the analysis of Check-list answered by Students of Std. XI (Science stream) from four Schools of Himatnagar taluka.

Table 1: Percentage score on the check-list (Students)

Items No.	Yes	No	% (Yes)	% (No)
1	32	16	66.66	33.33
2	14	34	29.16	70.83
3	14	34	29.16	70.83
4	2	46	4.16	95.83
5	7	41	14.58	85.41
6	31	17	64.58	35.41
7	32	16	66.66	33.33

1. Content provided in the text-book is up-to-date

With regard to the content 66.66 % student responded that Content provided in the text-book is up-to-date and very few students 33.33% felt that Content provided in the text-book is not up-to-date.

2. Different teaching methodology used by teachers

The success of student's learning process depends upon motivated and dedicated teachers. Their professionalism, regularity, teaching styles they employ, their ability to use teaching aids affect a lot in teaching-learning process. Regarding teaching methodology few students 29.16% responded that their teachers are using different methodology while teaching. Most of the students 70.83% felt that their teachers are not using different teaching methodology.

3. Coverage of course within time

If regularity is maintained by teachers and students then the course must be completed in appropriate time. Very few students 29.16% responded that their syllabus have completed within time. Majority of the 70.83 % students felt that their syllabus has not completed within time.

4. Adequate number of books available in the library.

Regarding availability of books in library Very few students 4.16 % responded that there are sufficient number of books available in the library. Majority of the students 95.83% stated that there are insufficient numbers of books available in the library.

5. Provision of Computer and internet facility for students.

So far the availability of Computer and internet facility few students 14.58% opined that there is Provision of Computer and internet facility for them in the school. Majority of the students 85.41% stated that there is not any Provision of Computer and internet facility for them in school.

6. Get timely Constructive feedback from teachers.

Regarding feedback from teachers Majority of the students 64.5% felt that they are getting timely feedback. Some students 35.41% responded that they are not getting timely feedback from teachers.

7. Results are declared in time.

The opinion of the students regarding timely declaration of most of the students 66.66% felt that they are getting timely result in each semester. Some students 33.33% opined that that they are not getting timely result in each semester.

9. Conclusion

For implementation of any new idea needs lots of efforts and support from different sources. Similarly, implementation of semester system in school is also a new idea in education field. The major findings gain from the present study depicts the valuable opinion of students and teachers towards semester system. Majority of the teachers (75%) are satisfied with the courses arranged under the semester system. The research further revealed that Majority of the teachers (80%) have positive attitude towards semester system. They stated that the students are continuous with the study due to the semester examination and they are more active, alert and exam oriented. Very Few teachers (20%) have negative attitude towards semester system. The findings of the present study depicts that majority of the students have negative attitude towards semester system because it is new for them and they need some time to adapt the new method of teaching learning process. But some students believed that it is useful for them because they get more chances to improve and formative assessment is being carried along with the recording of the day-to-day work. The proper planning and training of Teachers will lead to betterment of semester system. Thus, the semester system needs to be strengthened.

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