

# A study on the perspective of colleges towards semester system and practices in Nagaland

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**Abstract:** Semester system is the sketch of education that is designed for learners' easy adaptation and higher performances. Semester system was introduced in contrast to annual system to make students learning more effective and gain quality education along with good results. Semester system is for six months under which students have to be evaluated through internal and external examination. There is the presence of many perspectives about semester system prevalent in colleges and universities, many do not favour it and prefer annual system considering annual system to be systematic and allow students true performances to be identified. There are also who supports the semester system to be orderly and well structured. In the state of Nagaland where the first college Fazl Ali college was established more than six decades ago and today thriving with 65 colleges altogether under the Department of Higher Education Nagaland; it is significant to catch sight of how much the colleges have conducted and got in tune with semester system has necessitated the study to be explored. The main significance for the study is to recognize the perspective of colleges with regard to semester system.

**Key Words:** Semester system, colleges, private, government, autonomous.

## 1. INTRODUCTION:

Semester system in under-graduate studies is an assessment of students learning adaptation and performances within a period of six months. Semester system is for six months under which students have to be evaluated through internal and external examination. The internal assessment involves continuous assessment through tests, assignments and presentation or any other that can suit in raising students' academic performances. External examination is conducted at the end of each semester to evaluate the knowledge and understanding of students learning after the teaching-learning transaction.

Semester system in Nagaland was first introduced for under graduate courses in the year 2012 and it is designed to make student learning friendly and raise opportunities for students to gain the most benefits from the system. Semester system enveloped the system of education to a lighter prospect for student yet from the teachers and Principals perspective it is indeed significant to know whether the semester system introduced in the State has been equally beneficial for the teachers and Principals as well.

## 2. LITERATURE REVIEW:

The researcher made a careful study for the literature review to explore the study in depth. The following are the literature review for the study.

**Neog, Abinash** (2020) made "A study on the effectiveness of semester system at undergraduate degree level with special reference to the colleges of Sonitpur District under Gauhati University". The findings of the study revealed that semester system raises work load of students, limited time of six months to understand the courses content and to prepare for external examination, lesser time to complete course due to all year round curricular activities along the academic classes. The benefit of semester system is only at the improvement of students' regularity for attending classes.

**Jain, Paras. Dr** (2017) conducted a study on "A study about failure semester for general courses in MP" revealed that teachers are not in favour of the semester system on account of limited time for teaching-learning process, the administrators do not agree with the semester system as well owing to the fact that it reduces the quality of teaching and learning although it raises the level of good results but without improvement.

## 3. OBJECTIVES OF THE STUDY:

The following are the objectives of the study

- To bring out the Principals perspective on semester system and its practices.
- To bring out the Teachers perspective on semester system and practices.
- To suggest measures for the improvement of semester system in colleges.

#### 4. DELIMITATIONS OF THE STUDY:

The study is limited to colleges offering arts, science and commerce stream in Nagaland.

#### 5. MATERIALS AND METHOD OF THE STUDY:

The study is descriptive in nature. The study comprises of both primary and secondary data. The sample for the study was administered to 120 teachers and 10 Principals from government colleges, private colleges and autonomous colleges. A self made questionnaire tool was prepared to collect data for the study and the data collected was analyzed and converted into percentages.

#### 6. ANALYSIS AND DISCUSSION OF THE STUDY:

The study was conducted to 10 Principals and 120 teachers of private, government and autonomous colleges. The tabulated data is illustrated in the following tables:

**Table 6.1 Private Colleges Principal’s perspective**

Principals perspective					
Sl. No	Items	Private Colleges			
		Yes	%	No	%
1	Continuous Internal Assessment is implemented efficiently	4	100	-	-
2	Semester system is rigid	4	100	-	-
3	Evaluation is burdensome	3	75	1	25
4	Grading system is accurate	4	100	-	-
5	Grading system is fair	4	75	1	25
6	Grading is easier for students assessment	3	75	1	25

Table 1 shows that the Principals from private colleges responded 100% that semester system is implemented efficiently and favoured the system yet responded 100% in stating that it is a rigid system. However, 75% responded that evaluation is burdensome for teachers. On the other side grading is considered 100% accurate for students’ assessment and 75% responded that it is fair and easy to assessed students.

**Table 6.2 Private colleges Teachers’ perspective**

Teachers perspective					
Sl. No	Items	Private Colleges			
		Yes	%	No	%
1	Continuous Internal Assessment is implemented efficiently	65	95.59	3	4.41
2	Semester exam is burdensome	12	17.65	56	82.35
3	Paper evaluation more competent	66	97.06	2	2.94
4	Grading is easier	59	86.76	9	13.24
5	Grading is fair assessment	54	79.41	14	20.59

Table 2 shows Teachers from Private colleges responded 95.59% to have continuous internal assessment implemented efficiently but only 17.65% responded that semester system is burdensome and 82.35% responded that it is not a burdensome system. The above table do reveals that 97.06% found paper evaluation to be more suitable and competent. There are 86.76% respondents from teachers acknowledged that grading is an easy assessment tool and 79.41% responded that grading is a fair assessment.

**Table 6.3 Government colleges Principals’ perspective**

Principals perspective					
Sl. No	Items	Government Colleges			
		Yes	%	No	%
1	Continuous Internal Assessment is implemented efficiently	4	100	0	0

2	Semester system is rigid	4	100	0	0
3	Evaluation is burdensome	0	0	4	100
4	Grading system is accurate	3	75	1	25
5	Grading system is fair	3	75	1	25
6	Grading is easier for students assessment	2	50	2	50

Table 3 reveals that the Principals from Government colleges responded 100% that continuous internal assessment is implemented efficiently and semester system is rigid. 100% responded that evaluation is not burdensome, 75% responded that grading is accurate and fair. 50% responded that grading is easier for students' assessment and 50% responded that it is not easy for students' assessment.

**Table 6.4 Government colleges Teachers' perspective**

Teachers perspective					
Sl. No	Items	Government Colleges			
		Yes	%	No	%
1	Continuous Internal Assessment is implemented efficiently	31	96.88	1	3.12
2	Semester exam is burdensome	12	37.5	20	62.5
3	Paper evaluation more competent	27	84.38	5	15.62
4	Grading is easier	21	65.63	11	34.37
5	Grading is fair assessment	18	56.25	14	43.75

Table 4 shows that 96.88% from Government colleges responded that continuous internal assessment is implemented efficiently, 37.5% responded that semester is burdensome whereas 62.5% responded to be not burdensome. The perspective of Government colleges' teachers reveals that 65.63% reveals that semester system is more competent, 65.63% finds grading system is easier and 56.25% agreed that grading is a fair assessment.

**Table 6.5 Autonomous colleges Principals' responses**

Principals Responses					
Sl. No	Items	Autonomous Colleges			
		Yes	%	No	%
1	Continuous Internal Assessment is implemented efficiently	2	100	0	0
2	Semester system is rigid	0	0	2	100
3	Evaluation is burdensome	0	0	2	100
4	Grading system is accurate	2	100	0	0
5	Grading system is fair	1	50	1	50
6	Grading is easier for students assessment	2	100	0	0

Table 5 shows that 100% from Principals' of Autonomous colleges responded to continuous internal assessment been implemented efficiently and 100% responded that it is a rigid system. Evaluation is not considered to be burdensome in semester system and that grading system is accurate. In considering grading system as fair only 50% responded and another 50% responded that it is not fair.

**Table 6.6 Autonomous colleges Teachers' responses**

Teachers Responses					
Sl. No	Items	Autonomous Colleges			
		Yes	%	No	%
1	Continuous Internal Assessment is implemented efficiently	20	100	0	0
2	Semester exam is burdensome	2	10	18	90
3	Paper evaluation more competent	19	95	1	5
4	Grading is easier	19	95	1	5
5	Grading is fair assessment	18	90	2	10

Table 6 shows that Teachers from Autonomous colleges responded 100% that continuous internal assessment is implemented efficiently, and 90% responded that it is not burdensome, and 95% responded that paper evaluation is more competent. 95% responded that grading is easier and 90% shows that grading is fair assessment.

## 7. FINDINGS:

The results from the analysis indicates that Autonomous colleges favour the semester system than the Private and Government colleges that have implemented the continuous internal assessment of semester system successfully but finds the system to be complex and rigid. The Autonomous colleges have more flexibility in the semester system in contrast to Private and Government colleges.

## 8. SUGGESTIONS:

Semester system should be carefully considered to look upon whether it is benefitting the whole human resources within the institutions. The different institutional sector should be acknowledged in regard to how changes can be lay out for the well being of students, teachers and Principals as a whole for an advantageous quality education within the semester system.

## 9. CONCLUSIONS:

In the colleges of Nagaland semester system has been introduced like a wave that colleges have different perspective with regard to the working system within it. The continuous internal assessment even though being implemented is regarded to be inflexible for the working of teachers and principals. The perspective of colleges is that they are not in complete compliance with grading to be a fair assessment and expresses that other than the autonomous colleges; the private and government colleges are not able to completely support the system

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