

CHAPTER IV

ANALYSIS AND INTERPRETATION
OF THE DATA

Introduction

The present chapter discusses the analysis and interpretation of the data. It is divided into three sections for convenience :

Section One : Analysis and Interpretation of the Teachers' Questionnaire.

Section Two : Analysis and Interpretation of the Students' Questionnaire.

Section Three : Analysis and Interpretation of the Attitude Scale.

Section OneAnalysis and Interpretation of the Teachers'
Questionnaire

This section of analysis and interpretation shows the responses of the teachers from ten selected universities of India. The teachers who were drawn from different departments include heads of departments, professors, readers and lecturers. In total, 200 questionnaires were

responded to by the teachers from the ten universities. Personal interviews were there to supplement the questionnaires. As indicated earlier, the main aim of the study is to critically investigate the semester system in the selected ten universities in India. For this purpose the investigator addressed two questions regarding the semester system - why did the universities implement the semester system and who initiated it with what objectives.

The first question would explain the objectives for which the semester system has been implemented in the institution. The second question may help to find out the involvement of different persons in the decision making process. The questionnaire includes different aspects of the semester system such as the implementation, objectives (the purposes of the introducing of the semester system), courses, of study, methods of teaching, evaluation, teachers' problems and suggestions for further improvement. There are a series of questions under each aspect. At many places the respondents were asked to check more than one item and many of them have checked more than one, hence these tables represent the responses accordingly. Few questions are of 'yes' and 'no' type and depending upon the choice made, the respondent would be directed to the next question. In such cases, therefore, percentages were drawn separately from the specific

'Yes' and 'No' group. 'Yes' group becomes 100% within itself and 'No' group becomes 100% within itself. In the case where the respondents checked more than one items, under a table there the responses have figured out more than 100% because the respondents may have selected more than one choice under the table.

Implementation of the Semester System

Table :1.1: Details regarding Initiation of the Semester System

Sr. No.	Initiating Body	Responses (in Percentage)
I	The university authorities	65
II	The experts	20
III	Staff of the departments	10
IV	Influence of other departments of the university for adoption of the system.	5

The Table 1.1 shows that in the implementation of the semester system the initiation was taken by the university authorities to a great extent; the experts were involved to some extent, the involvement of the teachers were also reported in such a decision making process.

Objective for the Implementation of the Semester System

Any system of education for any institution needs clear and straight objectives for the meaningful use of that particular system. The following objectives were arrived at by the investigator to have a general picture about the semester system from the ten selected universities in India after a critical study of the handbooks, prospectuses, reports pertaining to the semester system and other relevant documents. Discussions with teachers and administrators also helped in this direction. The following table shows the responses towards the objectives :

Table :1.2: Details regarding Responses Expressed for Various Objectives in Implementing the Semester System

Sl. No.	Objectives	Responses (in Percentage)	Rank
I	Assesses the performance of the students in their day to day work	54	I
II	Enables teachers to operate with full academic freedom in framing the courses	33.5	IV
III	Give the flexibility in teaching	53.5	II
IV	Give academic freedom to assess the students	35	III
V	Give opportunity to brighter students to progress at their pace	25.5	V
VI	Give enough time to weaker students to study their entire load in a somewhat larger period.	25	VI

From the Table 1.2, the percentages for each objectives and the allotted ranks for the different objectives could be seen. More than 50% responded for the I and III objectives which state that the semester system assesses the performance of the students in day to day life and that it facilitates flexibility in teaching. To other objectives only less than 40% responded which does not mean that the objectives have no importance. All these objectives are related to the different aspects of the semester system, for example objective no. I to evaluation, II to the courses, III to teaching IV for the freedom of the teachers, V indicates that it has advantages for brighter students cope with the semester system and VI indicates its utility for weaker students. Table shows the ranks against each objective.

Courses of Study

Division of the academic year under the semester system implies that courses are designed to cover one semester instead of a year, so the teacher can organise the courses according to the need of the students. It should allow flexibility to the teachers. With a large number of courses the teacher can go in depth of the specialised courses. The courses under the semester system should be

interlinked from one semester to another semester. The teacher should have the freedom to make necessary changes in the syllabi according to the need of the class. As the semester courses provide flexibility, so it should involve a major structural change in the organization of courses and re-alignment of courses into smaller units and a much greater flexibility in the selection and combination of courses. Because of the flexibility it should promote variety of disciplines and in a combined way inter-disciplinary courses too. All the above mentioned issues in respect to the courses under the semester system were addressed to the respondents and their responses are tabulated as below in series :

Table :1.3: Responses regarding Flexibility
in the Formulation of the Courses

Respondents	Percentages	
	Yes	No
Teachers	74.5	23.75

The table 1.3 reveals that the formulation of the courses under the semester system is flexible. 74% teachers responded that they enjoy flexibility, while only 23.75% replied that there is no flexibility. The flexibility has

been supported by a large number of teachers and therefore reasons for the support of flexibility are stated in the next table. Percentages of the following table are from the 'yes' group of this table.

Table :1.4: Details regarding Reasons for Flexibility of Semester Courses

S1 No.	Reasons	Responses (in Percentage)
i	Teacher can introduce new topic at one's pleasure	31
ii	The committee of courses has provided the freedom to change the syllabus	38
iii	Only course outline is prescribed and the details are to be filled in by the teacher	54

The table 1.4 shows the reasons for the support of the flexibility of the courses by the teachers where all the three items are inter-related. In respect of reason no. iii regarding the freedom of the teachers to fill the details of the syllabus the response is 54%. It means that the teachers fairly enjoy the freedom to change the syllabi on the basis of the need of the student. As for example in one of the universities the Board of Studies only gives approval of the title of a course or a paper. The detailed contents of the papers are to be worked out

by the teachers concerned who may change the content of the paper with the consent of the head and when they require. This is the example where flexibility in the formulation of the courses exist. The head of the department and the teachers enjoy the freedom to formulate the courses.

On the otherhand, 23.75% teachers replied that the semester does not allow flexibility in the formulation of the courses. The percentage of response is low. The following table shows the difficulties which the teachers face in the formulation of the courses and the percentage for the table from the 'no' group of the table no. 1.3.

Table :1.5: Difficulties faced by the Teachers in the Formulation of the Courses

Sl No.	Difficulties	Responses (in Percentage)
i	Board of Study is rigid in its regulations	16.25 %
ii	Lack of co-operation among faculty members	7.5 %
iii	It is difficult even to complete the existing course within the limited period	18 %
iv	The need to change the syllabi is not felt by teachers	12.5 %
v	Students are not ready to accept the change in the syllabi	2 %

The table 1.5 highlights the difficulty that, a few Boards of Study are still rigid in relation to formulation of

the courses. The other reasons namely, those pertaining to the time factor and the co-operation among the faculty members are also important from the view of this group of teachers. 12.5% of the teachers do not feel the need to change the syllabi. This table indicates that in few institutions there is rigidity in the formulation of the courses and still old pattern of formulation of the courses by different committees is followed. This was further supported by the respondents at the time of the interviews by the investigator.

As it is known, teacher-student relationship is a bi-polar process, so the teachers' view about the preference towards the courses of study by the students has importance. The teachers get feedback from the students regarding the semester system. The opinions of the students are collected by the teachers through their formal or informal contacts. The following tables are presented for the purpose.

Table :1.6: Details regarding Reasons for Preference of Courses by Students as Expressed by Teachers

Sl. No.	Reasons	Responses (in Percentage)	Ranks
i	It allows a greater number of choices to the students	45 %	III
ii	There is provision for repetition of courses,	25 %	V
iii	Students can clear their courses at any time,	26 %	IV
iv	Load of work is divided	70 %	I
v	Makes provision to improve their grades/marks through continuous assessment	60 %	II

It could be seen from the table 1.6 that few reasons are put to the teachers to see whether the students prefer the courses under the semester system. These same statements are supported by the opinions of the students in table 2.9, section two of this chapter. It is evident that the semester system divides the work load for the students, where 70% have agreed and which scored the first rank order, the v reason got the second rank because 60% agreed and (i) reason for the third where 45% responded. This means that semester courses help the students and makes provision to improve their grades through continuous assessment and it allows greater number of choices. About the other two reasons only 25% and 26% agreed - but the investigator through the interview made the conclusion that repetition of the courses and clearance of the course at any time exists only in few universities. Hence the responses are low.

There is a section of the teachers who felt students do not prefer the courses under the semester system according to the table 1.3 and table 1.7 consists of their problems about the courses. They were asked to check more than one item.

According to the table 1.7 on the next page, the teachers feel that the students do not prefer the courses under the semester system for three main reasons. These are -

Table :1.7: Details regarding Reasons for Non-Preference of Courses by Students as Expressed by Teachers

Sl. No.	Reasons	Responses (in Percentages)
i	It keeps them busy throughout the year	23
ii	Less time for assimilation of the subject matter	16
iii	Lack of guidance in the selection of the courses	12.5
iv	No time for consultation to reference material as the demands of the course is too much	21
v	More of routinised home assignment	22
vi	Enough reading material is not available to cope with the syllabus	19
vii	Inadequate knowledge of the subject-matter of the concerned teachers	5

inadequate time (busy throughout the year), home assignment and lack of reference material. But the points raised by them that there is lack of guidance for selection of subjects, enough reading material is not available deserve consideration by the administrators of the semester system. The same question was put to the students in the Section two of this chapter in the Table No.2.10

Another aspect of the courses of study is concerned about the formulation of the courses. The formulation of the

courses under the semester system involves various persons like the subject teachers, faculty members, committee of courses, heads of the departments etc. These different persons meet to discuss how the existing courses may be improved by adding or deleting some portions of the syllabi. The following tables give an outline about the formulation of the courses in different universities.

Table :1.8: Personnel involved in the Formulation of Courses

Sl. No.	Personnel	Responses (in Percentage)
i	The subject teacher	37.5 %
ii	The faculty	35.7 %
iii	The committee of courses	63.5 %
iv	The head of the department in consultation with the subject teacher	53.5 %

As can be seen from the above table, in the universities the main body to formulate the courses is the committee of courses (63.5%). The approval is done generally in the faculties through the involvement of the subject teacher and the head of the department. These are the practices in all the 10 universities. In the query the teachers were asked to check more than one item, therefore, table 1.8 represents the responses accordingly. Further, it is evident from the

table that subject teachers' involvement in the formulation of courses is there to some extent and 53.5% have responded that the head of the department consults the subject teacher in the process of formulation of the courses. All the teachers may not be the members of the Board of Studies but their opinion can be sought by the head of the department. 37.5% teachers have expressed that subject teachers are also involved. From the responses it is evident that teachers get an opportunity to express themselves in the formulation of the courses.

Semester system allows greater flexibility to the departments in the formulation of the courses. A department can usually offer new courses to upgrade the subject. Teacher is free to upgrade his courses in the department. The analysis of the following table indicates the upgradation of the courses.

Table :1.9: Upgradation of the Courses in the Last Three Years

Respondents	Percentages	
	Yes	No
Teachers	62%	37.5%

The table 1.9 shows 62% have responded in the affirmative that the courses were upgraded during the last three years and 37.5% indicated that there was no upgradation of the courses. Teachers gave the different facets of the upgradation and

these are presented in the following table.

Table :1.10: Facets of Upgradation as Expressed by Teachers

Sl. No.	Facets	Responses (in Percentages)
i	More content-matter has been included	45 %
ii	More at par with the courses of sister departments of other universities	20 %
iii	Better than the courses of all the universities	5 %
iv	The minimum for pupil performance has been raised	20 %

In the above table 45% have responded that during the last three years more content matter was included. 20% felt that their courses are equivalent to sister institutions. Other 20% have a feeling that by upgrading the content of the courses the performance level of the students has been raised. But a section of teachers felt that there was no upgradation in the courses and this is expressed in the following table.

Table :1.11: Responses regarding Non-upgradation of the Courses

Sl. No.	Reason for Non-upgradation	Responses (in Percentages)
i	Courses are not related with the daily life of the students.	10 %

The reason as given in table 1.11 by the respondents makes it necessary to make changes and upgrade the course.

One of the important aspect of the semester system is the credit course system. It measures the quantum of work through the theoretical and practical work throughout the period. The credit system facilitates a student to be fitted easily under the semester system, teachers were asked about the functioning of the credit system in the universities. Their responses on this aspect are presented in the table which follows.

Table :1.12: Practice of Credit System in the Universities

Respondents	Percentages	
	Yes	No
Teachers	60	40

Table 1.12 shows that 60% teachers have responded that there is credit system in the institutions whereas 40% stated that they do not have credit system. Those who have credit system were interviewed and asked about 1. the number of credits given to the courses. Interviews indicated that it depended on the institutions. The departments of the universities are in a position to arrange for the minimum and maximum number of credits

according to the departmental facilities. The teachers were also asked whether the students can carry the extra credits for further study. In some of the institutions like technological institutions, the provision is there. It is not common to all the institutions. The teachers were also asked whether they would ^{like to} change the existing credit system. Their reactions are given in the following table.

Table :1.13: Teachers desirous of Changing the Existing Credit System in their Department

Respondents	Percentages	
	Yes	No
Teachers	-	60 %

From the table 1.13, it is evident that many teachers do not want to have change in the existing credit system in their departments. It means, they are satisfied with the credit system in their own departments under the semester system.

Perhaps the following part of the interpretation will be interesting since most of the related aspects about the courses of study were discussed. Finally they were asked about the total satisfaction or not towards the existing courses of study.

Table :1.14: Responses of Satisfaction with the Existing Courses

Respondents	Percentages	
	Yes	No
Teachers	63.5%	36.5%

It could be seen from the table 1.14 that 63.5% teachers are satisfied with the existing courses under the semester system. On the other hand, 36.5% teachers are not satisfied with the existing courses, therefore, they were asked about suggestions for the improvement of the courses.

Table :1.15: Responses for the Improvement of the Courses

Respondents	Percentages	
	Yes	No
Teachers	36.5%	58.5%

From the table 1.15 it could be seen that 36.5% teachers would like to make suggestions for the improvement of the courses, whereas 58.5% do not have any suggestion. The suggestions of the respondents are significant from two points of view : One, the suggestions indicate that the courses need improvement and two, these suggestions are the feedback for the framers of the syllabi. The percentage for the sake of

suggestion is not high but for the sake of understanding their suggestions may be taken into consideration.

Table :1.16: Suggestions for the Improvement of the Courses

Sl. No.	Suggestions	Responses (in Percentages)
i	Content in each courses must have some utility from class teaching	28.75
ii	More emphasis should be given to assignments, practical work, project work etc.	31
iii	More inter-disciplinary courses	28.33
iv	More flexibility and more choices	35
v	Courses should be research oriented	30
vi	Teachers should not be biased in evaluating the courses	32.14
vii	Provision to change the courses if necessary	25

The table 1.16 highlights the suggestions made by the teachers for the improvement of the courses of study. These were obtained in response to the open-ended question developed for this purpose. The suggestions are that - the subjectivity of the teachers should not be there, emphasis on assignment, practical and project work which will give feedback to the teachers, research oriented courses for the advanced students, content of the courses should be relevant with the inter-disciplinary courses and also the flexibility on the courses.

Methods of Teaching

Teaching methods are recurrent instructional processes, applicable to various subject matters, and usable by more than one teacher in any educational system. Methods are recurrent because the activities can be repeated over intervals measured in minutes or weeks. They are instructional processes which patterned the teacher behaviour (lecturing, discussion etc.) ; delivery system for curriculum (printed matter, programmed instruction etc.); and organisational structures for promoting learning (tutoring, independent study etc.). The instructional processes promote student learning through various educational systems. Semester system also gives importance to various teaching methods for learning. The semester system emphasises flexibility, through the internal evaluation which provides opportunities and freedom to teachers from external constraints, and also from examination oriented teaching. The core of the semester is less lectures and more assignments, therefore, methods like project, seminar, quiz, laboratory work, field work and home assignments seems to be suitable. Frequent and well-planned assignments and their correction help the students in their habit of self-study. These motivate them to consult reference material from the library. The seminars and assignment system of teaching

also serve as feedback to the teachers. Feedback encourages the teachers to be well conversant with their own teaching methods. Through these different methods teachers provide students with the kind of variation in teaching learning situation. Semester teaching motivates students continuously to work to their maximum limit. Below, there are a series of tables which constitute the responses of the teachers in connection with the teaching methods under the semester system.

Table :1.17: Responses Expressed by Teachers
with regard to Opportunity to
Adopt Alternative Teaching Method

Respondents	Percentages	
	Yes	No
Teachers	60	40

It is evident from the table 1.17 that 60% teachers responded that they have the opportunity to adopt the alternative teaching method in their own departments. As shown in the table, 40% responded that they do not have the opportunity to adopt alternative teaching methods. In this issue from the interviews, the investigator found that in the classrooms still the century old lecturing prevails and in science subjects, the traditional methods of laboratory practicals is in vogue. In the framework of classroom teaching

the different teaching methods are essential but many times due to non-availability of the facilities the teaching method suffers. Here the response 60% is by and large more, therefore, the following table discusses to some extent, how the teachers follow the teaching methods. In this table, sometimes means approximately 50% of the time, most of the time - beyond 75% and not at all means 0 %.

Table :1.18: Use of the Alternative Teaching Methods by Teachers

Sl. No.	Teaching Methods	Percentages		
		Not at all	Some-times	Most of the time
i	Discussion	32	40	25
ii	Team teaching	45	25	30
iii	Lecture	10	35	55
iv	Field work	20	50	30
v	Programmed-learning	50	25	25
vi	Project work	20	50	30
vii	Practical	20	30	50
viii	Seminar	30	35	35
ix	Assignment	30	40	30
x	Quiz	30	30	40

In the previous table 1.17, 60% of the respondents agreed to the adoption of alternative teaching methods under the semester system. 40% are not in favour of the alternative

teaching methods but in the above table 1.18 most of the teachers have responded. As mentioned earlier, the term in the table 'not at all' means 0 %, 'sometimes' is approximately 50 % of the time and 'most of the time' covers 75 % of the time. All the teachers responded for the three categories. It is obvious from the above table that the lecture and practical methods are used most of the time by the teachers. 55 % of the teachers responded for the lecture and practicals. It means that lecture has its own specific virtue as a teaching method. Laboratory practicals are very much needed for the science subjects and therefore, 50 % responded that they use the practicals, 30 % agreed that they use it sometimes. For few arts subjects it is not applicable. Few universities have the quiz system. From interview it was found that out of the ten universities four universities use the quiz system most of the time. The other methods of teaching are also in operation. 50% responded for field work and project work, 40% for the discussion and assignments. Assignment develops the self study habit in students and motivates them to use the library and read more. Discussion helps in promoting the teacher student interaction and develop higher cognitive attributes. More or less these methods are in practice in the universities.

Programmed learning and team teaching looks to be unfamiliar among the teachers. It is because 50% replied that they do not use programmed learning at all and 45% do not use the team teaching method at all. Only few teachers are aware of these methods.

Interview helped to understand the position of the teachers in connection with the alternative teaching methods. Institutional facilities are necessary to improve the teaching methods. Here agricultural universities and technological institutes are in a much better position than the other universities. Semester system allows freedom to adopt new methods but in application, facilities are also important. Thus, it is clear from the table that lecture method still plays a dominant role, of course other methods are also in practice side by side. If the situation with regard to the teaching methods is critically analyzed then it becomes obvious that discussion, seminars and assignments are the techniques which have never been used by the 30% of the respondents. These are the techniques which require no special training but nearly 30% of the total population do not use these devices. It seems that there is no visible change in the institutions which follow semester system. The programmed learning has not been used by 50% of the respondents. This, however, needs some training and teaching machines.

The other device of team teaching has not been used by 45% of the respondents. Hence lecture remains the dominant teaching technique. Hence even the 60% of the respondents, who plead that alternative teaching methods are possible under the semester system, have not fully made use of this opportunity of applying alternative teaching methods fully.

Table :1.19: Use of Methods of Teaching under the Semester System as Perceived by Teachers

Sl. No.	Use of Methods of Teaching	Responses (in Percentages)
i	It encourages students to interact with their teachers	61.5
ii	The quality of assignment done by the students reflects teaching	39
iii	Continuous progress of pupils is the direct feedback	56.66
iv	There is favourable response of students to different teaching strategies	23.33

The quality of the semester system depends on many factors. There should be more interaction between teachers and students which provides feedback to the teachers. More interaction is possible in seminar/discussions sessions. Therefore, teachers may modify their practices accordingly. Similarly assignments provide an opportunity for more interaction as well as a feedback on the progress of the students. The continuous progress of the students is also

an indicator of the semester system. It provides feedback to the teachers. According to the table 1.19 where teachers were asked to reply more than one item, a large number of responses agreeing that under semester system the teaching provides feedback occur because it (i) encourages the students to interact with the teachers (ii) frequent and continuous assessment is the direct feedback for the teachers (iii) assignments also give feedback to the teachers. This feedback is maximal where teachers employ different techniques. But only 23.33% responded that the students favour different teaching strategies. This indicates that the teachers do not have difficulty in employing various progressive strategies of teaching.

The following table shows the percentage of teachers expressing the need for upto date reading by the teachers.

Table :1.20: Responses of Teachers regarding
Uptodate Reading for Teaching
under Semester System

Respondents	Percentages	
	Yes	No
Teachers	64%	30%

The table 1.20 shows the responses of the teachers where 64% have agreed that under semester system they have to make their teaching and reading uptodate. 30% of teachers replied that they do not require any upto-dateness in the teaching

and reading. This means that those teachers who follow only the old lecture pattern, the upto-dateness of the reading seems to be less important. Of course, the large group is in favour of the uptodateness of the reading and teaching, therefore, they give their reasons for the preference. The reasons discussed are in what follows :

Table :1.21: Reasons for the Uptodateness in Reading and Teaching

Sl. No.	Reasons	Responses (in Percentages)
i	He has to plan new assignments continuously	51.5
ii	He has to revise the courses often	40.5
iii	He has to think of new strategies - guidance in seminars, tutorials, project work etc.	57
iv	He has to guide individual pupils on varied topics	44.5

The table 1.21 represents the percentages of teachers in respect of their reasons that make teachers uptodate in their reading and teaching.uptedate In this table most of the items are interrelated. In the previous table 1.20 majority of the teachers responded that semester makes reading and teaching uptodate. Here, reasons for the motivation to be uptodate are that the teacher has to think new ideas and plan to guide in the seminars, tutorials, project work, discussions and

also for the assignments. For the revision of the courses the uptodateness seems to be essential.

It is obvious that for many educational innovations the teacher and the student are the two principal sections who are directly involved. To have more interaction and motivate the students for self study a teacher can give well-planned and continuous assignments. The assessment of the assignments helps the students in their academic growth. The individual project or assignment encourage the students to consult library books. Therefore, the assignment is an important component of the semester system and the views with regard to its utility are tabulated below.

Table :1.22: Student Tasks considered by Teachers as Motivating under Semester System.

Sl. No	Student Tasks	Responses (in Percentages)
i	Students are given written assignments regularly	62.5
ii	Students are to consult library books/ magazines	55.5
iii	Day to day assignment is checked	33.3
iv	Progress of students work is recorded	44
v	Individual projects lead to regular work habit	43.9
vi	Better teacher student interaction	48

The table 1.22 indicates the percentages of the responses on how the teachers motivate the students to work to the maximum. It could be seen from the table that (62.5%) assignments play an important role and because of the assignments the students have to consult library. Again 55.5% of the respondents motivate the students to consult library books and magazines. This deliberate and planned effect to motivate the students to go to the library is the very spirit of the semester system. Here the emphasis is on self-study on the part of the students. This should be possible in a situation where the teacher has the freedom for formulation of courses, teaching and evaluation. They ^{also} interact with their teacher through progressive methods like seminars, discussions etc. Teachers record the continuous progress of the students, through individual projects as assignments which improves the regular work habit of the students. Teachers responded that day to day assignment is also checked of course which represents only 33.3%. It means that more or less, most of the teachers are conscious about the assignments and individual projects. Through their teaching strategies the teachers motivate the students to work to the maximum under the semester system. The following tables discuss the allotment and correction of the assignments under the semester system.

Table :1.23: Allotment of the Assignments to the Students

	Sl. No.	Nature of Allotment	Responses (in Percentages)
I	i	Always involve all the students	61
	ii	Somewhat involve all the students	6
	iii	Always involve only a few students	-
	iv	Do not involve students at all	10
II	v	Distribute work according to the students' abilities	50
	vi	Distribute work according to students' interest	10

Under table 1.23 there are two categories of questions. From serial No. 1 to IV, the responses indicate how the teachers involve the students in the allotment of the assignment. 61% responses are that they involve all the students. There are 6% respondents who to some extent involve the students in the allotment of the assignments. There are 10% who do not involve the students at all. The remaining two indicates how the distribution of assignment is made. 50% report that they give the assignment according to the abilities and interest of the students from the 10% of the respondents. Both the categories tally. Nearly 66% of the respondents involve students in the allotment of the assignments and 60% give assignments to the students according

to their abilities and interest. After the allotment of the assignments, teachers have to correct those assignments. Following responses are tabulated for the correction of the assignments.

Table :1.24: Expressed Modes regarding Correction of the Assignments

Sl. No.	Modes of Correction	Responses (in Percentages)
i	Check it and return the assignment with remarks	60 %
ii	Check it and orally express your comments to the student	29.3 %
iii	Check it and have a general discussion of the paper in the class	56 %
iv	Check it and leave it to the pupil to clarify on his own accord	11 %

According to the previous table 1.22, 62.25% teachers have responded that they give written assignments regularly. Correction of the assignment is important for the academic growth of the students. This provide feedback to the students. The above table shows the different modes of correction of the assignments. A large number of teachers correct the assignment with remarks and afterwards, they discuss the issue in the class. A section of the teachers check the assignment and express the comments orally while few teachers leave the assignment to the students for self

correction. It is clear that the majority of the teachers correct the assignment and discuss it with the students which becomes feedback for the students.

Students need some duplicated notes, summaries of lectures, guidelines ahead of their teaching. These reference material supplied by the teachers help the students to study in depth about the topic at their leisure. Such material lead to self study. This helps them in their library work. The condition as prevalent is shown in tables given below.

Table :1.25: Distribution of Reference Material ahead of the Teaching

Sl. No.	Distribution of Material	Responses (in Percentages)
i	Regularly	20
ii	Sometimes	50
iii	Never	30

The table 1.25 indicates that 50% teachers sometimes distribute reference material to the students. The other 50% comes to the regular and never category. It would be particularly interesting to study this practice with regard to students who consistently are interested in going beyond the discussion. This aspect is discussed in what follows.

Table :1.26: Distribution of Reference Material to the Interested Students who go Beyond the Discussion

Sl. No.	Reference Material Beyond Discussion	Responses (in Percentages)
i	Regularly	10 %
ii	Sometimes	40 %
iii	Never	50 %

The above table indicates that 50% teachers never distribute the material while 40% distribute sometimes. A very low percentage distributes it regularly. This distribution of reference material is important from academic consideration. The material is useful for the students for consultation of both books etc. in the library. This helps the bright students a great deal. If before a seminar the material is distributed it helps the students to participate in the seminars in a better way. It means that from both the tables 1.25 and 1.26 that the practice of distribution is there but teachers use it sometimes. On this issue the investigator had interviews with the respondents, therefore, it was found that the practice of distribution needs some facilities like duplicating machine, extra staff which is not available for all the institutions.

Few issues regarding the methods of teaching under the semester were raised to the teachers of ten selected

universities of India. Lastly, the respondents were asked to express their views whether it is difficult to bring change in the teaching methods. Their responses regarding this aspect are tabulated below.

Table :1.27: Responses of the Teachers regarding the Difficulties to bring Change in Teaching Methods under Semester System

Respondents	Percentages	
	Yes	No
Teachers	38	50

As can be seen from table 1.27, all respondents have not given their opinion. Out of the available responses, 50% feel that change in the teaching method is possible, only 38% feel that it is difficult to bring change in teaching method under semester system. The remaining 12% have opted to give no opinion on this issues. Though a section of teachers which of course below mean express difficulty in bringing change in teaching method, it would be worthwhile to study the reasons for their statement. This is attempted in the following.

Table :1.28: Reasons expressed for Difficulty to bring Change in the Teaching Methods

Sl. No.	Reasons expressing for difficulty	Responses . (in Percentages)
i	College facilities are not available	26 %
ii	Rigidity of time table	22.14 %
iii	Rigidity of examination system	35 %
iv	Students prefer only lecture method	22.5 %
v	Shortage of time	38 %
vi	Lack of coordination of work between teachers	14 %

Table 1.28 indicates that there are some teachers who find difficulty in employing alternative teaching methods because of the shortage of time, rigidity of the examination system, lack of facility in the college, rigidity of the time table and due to students' preference towards lecture method. Very few teachers replied that co-ordination of work among teachers is also lacking. The other section of teachers who favoured that change in the teaching methods is possible give the following reason :

Table :1.29: Reasons Expressed in Favour of Bringing Changes in the Teaching Method

Sl.	Reason	Responses (in Percentages)
i	The teacher is free to use any method to make teaching effective	50 %

In the table 1.29, 50% of the teachers find that they are free to use any method to make teaching effective. It seems that the semester system, to an extent provided the freedom to the teachers to experiment with progressive or alternative methods to make teaching effective. Similar question was asked whether semester system provides opportunity to adopt alternative teaching methods. 60% respondents responded (Table 1.17) in affirmative. Here 50% feel that they are free to adopt any teaching method under the semester system. Both the responses indicate that there is scope for adopting alternative teaching methods. This has further supported under table 1.34 wherein the respondents report that due to internal system of assessment innovations and experimentations are possible in teaching methods.

Evaluation

Evaluation is an important component in the semester system. This involves every individual teacher to select the appropriate tools of the evaluation. The semester system emphasises that the teacher who teaches the course is responsible for evaluation of the students on the basis of their performance. The evaluation stands to test the

achievement of the students. This really means that there is the system of internal assessment wherein the teacher has the freedom to evaluate his students with appropriate tools. Semester system gives importance to the continuous internal assessment of the students through seminars, discussions, tests, quiz , assignments project works, etc. Though semester prefers continuous internal assessment, in the Indian universities the external type of examination still exists. The number of universities may be less but there are universities with external examinations. External examination means that an external examiner who is not involved in the teaching of the students concerned evaluates the learning and knowledge of the students. The tests are conducted at the interval of time. The aim of external examination is to maintain uniformity of academic standards of evaluation procedure over a large number of institutions. Like other progressive methods of evaluation grading also plays its important role in the semester system of education. The theoretical part of the grade system already has been discussed in the first chapter of this report. Grading is also not a concomitant part of semester system, but it is very often associated with the semester system. Grading may have different meanings but in the context of university education, grading connotes a system of evaluation of the students' ability/performance/achievements in terms of marks and ranks

achieved by the students and judged by the teachers. In place of marks the letter grades of A, B, C, D, E, F etc. are given and then the letter grades are converted into grade points. The final report is then declared as overall grade point average (OGPA) on the basis of points and credits of the courses according to the need of the system. Again a new concept is being discussed in the educational field which is known as question bank. It is a pool of questions prepared with care by the teacher. Question banks may enable the teachers and examiners to select questions relevant to their particular needs and applications. Looking to the objectives of the question banks if it is made available with the semester system, it may be helpful for the teachers and students. There are a series of questions pertaining to the different aspects of the evaluation for example internal assessment, external examination, grading, question bank which have been responded to by the teachers of the ten selected universities. Their responses have been tabulated serially in what follows.



Table :1.30: Mode of Assessment of Students as Expressed by Teachers

Sl No.	Mode of assessment of Students	Responses (in Percentages)
i	Through internal assessment	90 %
ii	Through external examination	40 .
iii	Through grading	80
iv	Through marks	20 ,

It is evident from the table 1.30 that most of the teachers checked more than one item for the students assessment. Out of the ten selected universities, four universities have either 50% or 60% external examination system. Of course one university has totally external examination except in the science subject practicals. The above table shows that 90% of the teachers responded that they have internal assessment which also comes under the continuous internal evaluation system. From interview it was found out that for post-graduate degree viva voce system is in practice in the institutions where external examiner has the right to judge the students. Two universities are yet to introduce the grade system. 80% of the teachers responded ^{that} they have the grading system. It means that except a few universities most of the universities have the internal assessment system. As discussed earlier, internal

assessment plays an important role in the semester system where the teacher who teaches the course is also responsible for the evaluation. The internal assessment is supposed to be continuous internal assessment, and the teachers were asked about the internal assessment and continuous internal assessment. The following table discusses the matter related to these aspects.

Table :1.31: Constitution of Internal Assessment

Sl. No.	Instructional Aspect	Responses (in Percentages)
i	Test	70
ii	Laboratory practical	42
iii	Field work	30
iv	Assignment	50
v	Participation in seminar	41
vi	Group discussion	30
vii	Viva voce	50
viii	Project work	30

The table 1.31 reveals the percentages of the responses from the teachers towards the different parts which forms the internal assessment. It is evident that tests play one of the most important aspect of instruction. Like tests seminars, group discussions, laboratory practicals, project work, field work and viva-voce also form the part

Table :1.33: Responses regarding Internal Assessment as Encouraging Innovation and Experimentation in Teaching Methods

Respondents	Percentages	
	Yes	No
Teachers	70	30

According to table 1.33, under semester system, internal assessment encourages innovation and experimentation in the teaching methods. A similar response regarding the teaching method was given by the respondents. Under table 1.17, 60% of the teachers responded that under semester system there is an opportunity for the teachers to adopt alternative teaching methods. Here 70% of the teachers feel that internal assessment provides them freedom wherein they can experiment with innovative teaching methods. This is the very purpose for adoption of internal assessment system. Reasons in favour of the statement are tabulated below.

Table :1.34: Reasons for Considering Internal Assessment as Encouraging Innovation and Experimentation

Sl. No.	Reasons	Responses (in Percentages)
i	Due to the freedom of the teacher	60
ii	Due to the cordial relationship between the teacher and the student.	40

The table 1.34 reveals the reasons for the experimentation of the innovations in teaching methods facilitated by the internal assessment. Freedom of the teacher is the main attribute of the internal assessment. Due to the cordial relationship between teacher and student the chance of experimentation also comes in the teaching method. A large number of teachers responded for both the items.

It is a fact that internal assessment needs more attention from the teachers. Hence, this increases the workload of the teachers. Few questions were asked in respect of workload which are tabulated in what follow.

Table :1.35: Responses regarding Internal Assessment as increasing the Workload of Teachers

Respondents	Percentage	
	Yes	No
Teachers	80	20

It is evident from table 1.35 that majority of the teachers replied that internal assessment increases the workload of the teachers. Only 20% teachers do not feel that there is an increase of the workload due to the internal assessment. The following aspects expressed by

teachers which cause workload increase.

Table :1.36: Responses of Teahhers regarding
Aspects of Instruction causing
Increase in Workload

Sl No.	Aspects of instruction causing increase of workload	Responses (in Percentages)
i	Tests	60
ii	Assignments	50
iii	Fieldworks	25
iv	Seminars	40
v	Laboratory Practicals	20
vi	Project works	30
vii	Group discussions	30

The table 1.36 shows that due to the frequency of the tests, assignments and seminars mainly, the workload of the teachers increases. Project work, fieldwork and laboratory practicals are not common to all the departments. So there is less percentage of responses regarding these aspects.

In terms of evaluation few questions were asked whether the teachers are satisfied with the internal system of assessment as it exists in their departments. The following table discusses the teachers' opinion towards the satisfaction of the internal assessment procedure as it is

The teachers who are dissatisfied with the internal assessment have suggested two measures for the improvement of the internal assessment. One of the suggestion is that more staff should be added. The second suggestion is that checks are needed to make the internal assessment more objective. The respondents indicated the danger of internal assessment in case it becomes subjective. Though the percentage of response is low but both the suggestions are important from administrative point also.

A critical analysis of the different responses on internal assessment highlights that this system of assessment is being adopted by the universities gradually. Some have adopted in toto, while some have a combination of both internal and external examinations. The idea that the teachers who teach should be made responsible for assessment of their students gaining ground. This is an important departure. In the internal system of examination the evaluation is a continuous process through tests, seminar papers, tutorials, quizzes and the like. This keeps the students busy throughout the year. The preparation to present a seminar paper or assignments make the students to have self study. These devices make them consult reference material in the library. These are important academic

aspects of the internal assessment system. This improvement in academic standards is due to continuous evaluation is being confirmed by 50% teachers under table 1.53.

The internal assessment provides freedom to the teachers in two other ways also - (i) freedom in course formulation; and (ii) freedom in the experimentation of new teaching devices. In most of the institutions under study there exists internal system of assessment. Hence 74% respondents have affirmed in table 1.3 that there is flexibility in the formulation of the courses. The teachers enjoy freedom in the formulation of the courses. This has led to upgradation of the courses and 45% teachers feel that, due to revision of courses during the last three years more content matter has been included (Table 1.10). Similarly, 70% of the respondents have agreed that teachers, under internal system enjoy the freedom to experiment with new or innovative techniques of teaching. Hence programmed learning, seminars, discussion group form a part of the teaching devices. This changed the classroom climate, where the emphasis is on self-study and more interaction between the teacher and the taught. For these reasons 60% of the teachers feel satisfied (Table 1.37) with the internal system of assessment.

In evaluation grade system seems to be one of the unique contribution. In place of marks letter grades A, B, C, D, E and F etc. are given to the students. Many times the grades are converted to grade points according to the need of the various departments of the universities. Grade system, though not a concomitant part of the semester system, can be matched very well with the improved system of evaluation under the semester system. Responses of the teachers pertaining to the grade system functioning under the semester system are tabulated below.

Table :1.39: Prevalence of Grade System in the Universities selected for Study

Respondents	Percentage	
	Yes	No
Teachers	75%	25%

It is evident from the table 1.39 that 75% teachers agreed that they have grade system under their evaluation procedure. Out of the ten selected universities eight are having grading system. In one of the universities (out of eight) three faculties have grade system while fourth one still has the mark system. The following table shows the preferences of the teachers towards grade system.

Table :1.40: Respondents Expressing Preferences
for Over Numerical Marking

Respondents	Percentages	
	Yes	No
Teachers	70%	30%

70% of the teachers felt that the grade system is better than the numerical marking. The teachers who favoured the grade indicated the reasons are for their preferences which are tabulated below.

Table :1.41: Reasons for Preference of Grade System
Over Numerical Marking

Sl. No.	Reason for Preference	Responses (in Percentages)
i	101 point scale is followed in the numerical marking	35
ii	Numerical marking is raw score	38
iii	There are wide variations in the case of numerical marking	55
iv	The 101 point scale is sensitive	30

It is evident from the table 1.41 that wide variation in the case of numerical marking seems to be the important reason for selecting grading against numerical marking. The other reasons are also acceptable. Here the investigator wants to reflect an idea received from the teachers through

interviews. A student scored 59% marks and another student scored 60%, there lies a great difference of achievement in the examination. A student scoring 59% is always placed in the second division whereas the student who scores 60% will be first division holder. Though the difference is not so large, but there is wide variation. The numerical marking starts from 0 to 100, so it is a 101 point scale. The important aspect of this table is that the teachers feel that grading system is better than the marking system.

Each university has its own point of scale for grading, like five point , seven point, nine point etc. The University Grants Commission, India, has suggested seven point of scale for the uniformity throughout the country. The seven point scale consists of the letters O, A, B, C, D, E and F where each letter stands for outstanding, very good, good, average, below average, poor and very poor. The teachers were asked about the types of grade scale which is followed in their universities.

Table :1.42: Grade Scales Adopted by Different Universities selected for the Study

Sl. No.	Grade Scales	Responses (in Percentages)
i	4 point scale	2
ii	5 point scale	-
iii	7 point scale	3
iv	8 point scale	1
v	9 point scale	1
vi	10 point scale	1
vii	11 point scale	1

The above table gives the number of universities under different point of scale of grading system. It is already mentioned that out of ten selected universities only eight universities follow the grade system of evaluation. Out of the eight universities, 3 universities follow the seven point scale, 2 follow 4 point, 1 follows 8 point, 1 ten point, and one faculty of one university follows 11 point scale. In the same university other faculties follow 4 point scale. The mode of grading was the next aspect which was studied. This is presented here.

Table :1.43: Mode of Grades by the Teachers

Sl. No.	Mode of Assigning Grades	Responses (in Percentages)
i	First marking and then grading	70
ii	Direct grading	30

The table 1.43 shows the two processes for the assignment of grading system. One is first giving marks and then converting them to grades. 70% of the teachers agreed that they follow the aforesaid pattern. Another is the direct grading. 30% of the teachers responded for direct grading. The investigator found from interview that most of the teachers favour the direct grade system, but due to institutional procedure some of them have to mark first and then convert marks to grades.

Besides the simple grading system, the letter grades are converted into grade point average (GPA) and the final result is declared as overall grade point average (OGPA) on the basis of the different points of grades. The letter grades are assigned on the quality of points as A = 4, B = 3, C = 2, D = 1, etc. etc. The students' grade point is worked out by multiplying the credit hours with the grade points obtained in each course and divided by the total number of credits. The following table discusses the functioning of the grade point average in different universities.

Table :1.44: Grade Point Average in the Universities selected for Study

Respondents	Percentages	
	Yes	No
Teachers	75	25

It could be seen from the table 1.44 that 75% teachers replied that they have the grade point average in their institutions. It was discussed that out of the selected ten universities, only eight universities are functioning under the grade system. Therefore, out of those eight universities, 75% agreed that they have the grade point average whereas other 25% replied that they do not have the grade point

average. The next table discusses the procedure of awarding grade point average.

Table :1.45: Mode of Awarding the Grade Point Average

Sl. No.	Mode of Awarding Grade Point Average	Responses (in Percentages)
i	Depending on the hours of teaching	30
ii	Calculating the grade point by combining the grades awarded	60

A large number of teachers have responded that the grade points are awarded by calculating the grade point and combining the grades. Depending on the hours of teaching are marked by 30% of the teachers.

Teachers were asked whether they would like to improve the existing grade system in their departments, suggestions were also sought from the teachers. The following table discusses the responses of the teachers.

Table :1.46: Responses of Teachers' Need regarding the Existing Grade System in the Department/Faculty

Respondents	Responses (in Percentages)	
	Yes	No
Teachers	25	65

It is evident from the table 1.46 that 65% teachers are satisfied with their present grade system. They do not require

any improvement while a section of 25% teachers felt they need some improvement in their departments or faculties. Suggestions of the teachers regarding improvement are tabulated in the following table.

Table :1.47: Suggestions for the Improvement of the Grade System

Sl. No.	Suggestions	Responses (in Percentages)
i	Direct grading should be introduced	50
ii	Conservative attitude of the teachers should be changed	25
iii	More points of scale should be introduced for better functioning	25

The table 1.47 shows the suggestions made by a section of teachers for the proper functioning of the grade system in response to the open ended question. Though the responses do not show a high percentage in the table 1.47, but the suggestions are relevant from the point of bringing reforms in the system of examination. More points of grading provide more flexibility to the teachers. The attitude of the teachers need to be changed. Direct grading is necessary in place of giving marks and then converting into grades. Table 1.43 also indicates

the percentage of teachers who still follow the practice of awarding marks first and converting them into grades.

The semester system does include improved methods of assessing student performance through internal assessment and grading system. It was felt that a question bank, if made available may help the system to function in a better way. Out of the selected ten universities not a single university has introduced the question bank. But questions were asked to the teachers about the introduction of the question bank and its utility. The responses are tabulated below :

Table :1.48: Responses of Teacher's regarding the Introduction of Question Bank

Respondents	Percentages	
	Yes	No
Teachers	40	60

The table 1.48 shows the percentages of the teachers in favour or not ^{in favour} of the introduction of the question bank. The investigator had interviews with the teachers. The technological and agricultural university teachers are not in favour of the question banks. They felt there is danger because it may spoil the validity of the question papers. From other universities, teachers felt that, for undergraduate

classes it may function well but for the post-graduate classes it is not suitable. According to them, post-graduate students have to undergo the advanced courses and at that stage depending on question bank may not serve the purpose of the question bank.

As the universities do not have question bank, question nos. 32 'b' and 'c' do not require any tabulation and analysis.

The following tables show the feelings of the teachers in respect of improvement of teaching and learning through question banks.

Table :1.49: Responses regarding Question Bank as it relates to the Improvement of Teaching and Learning under Semester System

Respondents	Percentages	
	Yes	No
Teachers	40	60

It could be seen from Table 1.49 that only 40% of the teachers felt that question bank is related with the improvement of teaching and learning under semester system. From the conceptual point of view, question bank is relevant in the context of the revision and modernization of courses of study in different subjects. In this process the teachers

are fully involved in framing the questions with new techniques which help in the teaching and learning. The favourable responses are 40%, and the reason for this low percentage may be that many of the teachers are not clear about the concept of question bank because they have no opportunity to assess its utility in the absence of its operation. The following table gives the reasons for the support of the favourable statement.

Table :1.50: Responses regarding Question Bank as bringing Improvement in the Teaching-Learning Process

Sl. No.	Reasons for improving teaching-Learning Process	Responses (in Percentages)
i	It helps in standardizing the questions	30
ii	It makes teaching more methodical	40
iii	It helps in better coverage of courses	30
iv	Question bank is useful to weak students	40
v	Through question bank students can consult the teachers	40

The table 1.50 shows how the question bank helps in the teaching and learning process. The teachers do not have experience of question bank but 40% felt the bank is helpful. According to them this is helpful for the weak

students because they can discuss the questions with the teachers at any time. The next table gives the reasons why it is not helpful regarding the aspect of improving teaching learning process.

Table :1.51: Responses regarding Question Bank as Not Improving for the Teaching and Learning Process

Sl. No.	Reasons for Not Improving Teaching Learning Process	Responses (in Percentages)
i	It lowers down the standard of education	50
ii	It checks the freedom of teachers	50
iii	It is not applicable to the post-graduate classes	40
iv	It is difficult to apply in technical subjects	40

It is evident from the table 1.51 that question banks may lower the standard of education and check the freedom of teachers. Both the statements were supported by 50% of teachers. It is not applicable for the technical subjects and post-graduate classes.

From interview the investigator found that under semester system, continuous evaluation plays an important role, therefore, to cope with the question bank seems to be difficult. Post-graduate students have to go for specialised courses where question bank may not be fruitful due to its

stereotype framed questions. Thus a number of teachers felt that under the semester system, the question bank may not help in the teaching and learning process.

Academic Improvement of the Students

It is clear from the above analysis that semester system covers different aspects like courses, methods of teaching and evaluation with their components. The important question is whether the semester system has helped in the academic improvement of the students or not. The following tables show the answers to the two questions which were addressed to the teachers.

Table :1.52: Responses of the Teachers regarding the Academic Improvement of the Students Under the Semester System

Respondents	Percentages	
	Yes	No
Teachers	75	25

The table 1.52 shows that 75% of the teachers responded that the semester system helps in the academic improvement of the students. A section of teachers responded against the statement. The teachers agreed for the statement gave reasons for their agreement.

Table :1.53: Reasons for the Academic Improvement of the Students

Sl. No.	Reasons	Responses (in Percentages)
i	They are made to study and learn continuously and keeps them busy	60
ii	Due to the division of courses, students get time to cover the courses	45
iii	Students get thorough knowledge	30
iv	Due to the advisory system students are in contact with the teachers	35
v	Continuous evaluation helps students to improve academically	50
vi	Frequent tests are the feedback for the students	40
vii	Students weaknesses are detected	30

So far different aspects of the semester system have been discussed, the study habit brings to focus that a good percentage of university teachers feel that they enjoy freedom in formulation of the courses. They are also of the opinion that they have an opportunity to employ alternative teaching methods. They, therefore, employ seminar, discussion or tutorials to motivate the students for self study. The teachers, by and large, have internal system of assessment. They are made responsible to assess those students whom they teach.

The semester system is now followed with many of the associated components. The crucial question is whether semester system has brought the desired academic improvements in the universities . On this important question, 75% (table 1.52) have opined that the semester system has improved the academic standards of the students. They have also given reasons in support of their answers. The reasons are important. Each statement has importance because the respondents have given their statements after much consideration to the open-end type question.

It is the opinion of 60% (table 1.53) of the teachers that the students are made to study continuously. This is an important achievement. The statement is further supported by 50% (table 1.53) responses that, continuous evaluation has helped students to improve academically, because these tests motivate them to prepare themselves for the examination. This naturally leads them to study continuously. This further reaffirms that semester consisted of division of a year into two parts, is better than the old system, where examinations are held at the end of one year or two years. These regular tests not only keep them busy but they also serve as feedback and thereby they have a chance to improve their performance in the subsequent

tests or examinations. 30% respondents have stated that it helps to detect the weaknesses of the students.

In the semester system the year is divided into two parts. 45% of (table 1.53) the respondents see virtue in it. They feel that because of the fragmentation of the courses into two parts, the students are in a better position to cover the courses. This coverage of the course along with the continuous evaluation lead to better understanding among the students. This feeling has been expressed by 30% of the respondents who have stated that students get thorough knowledge. The appointment of the advisors is confined to a few universities only. But the 35% teachers view is that the appointment of the advisors as relevant because this brings the students into the contact of the teachers. This, however, is beneficial for generating an academic climate in the institution.

The semester system has not only improved the study habit of the students, but the teachers also feel that on account of the semester system the teachers became more upto date in their reading and teaching (Table 1.20). They further elaborate the point that due to the semester

system the teachers have to plan new assignments, and have to think new strategies, guide individual students on varied topics (table 1.21). All these factors lead them to work hard for themselves which ultimately contributes to the academic climate of the institution.

These opinions of the respondents lead to answer the basic question. The supporters of the semester system have pleaded for the introduction of the semester system in place of the traditional annual system. They have also advocated that the semester system is meant to bring improvement in the academic standards of the examination and course formulation. Under this study the views of the progressive institutions have been compiled where 75% (table 1.52) responded for the support.

Teachers' Difficulties and their Suggestions

Though semester system is in operation in different universities many of the teachers are facing some difficulties. Of course it is natural, no system is free from problems and difficulties. Therefore, it is necessary to find out the difficulties which come in the way of the smooth functioning of the semester system. The

following responses indicate the difficulties of the teachers :

Table :1.54: Difficulties faced by the Teachers under Semester System

Sl. No.	Difficulties encountered	Responses (in Percentages)
i	Increased clerical work like maintenance of record, convening of meetings etc.	50
ii	Frequent course revision	20
iii	Pressure of increased evaluation of home assignment	40
iv	Lack of teaching time	50
v	Progress reports are to be published in time	40
vi	More of holidays	30
vii	Limited time schedule and increased pressure of work on the teacher to plan for class in advance	20
viii	Lack of sufficient reference material from the library	25

The table 1.54 presents the difficulties faced by the teachers under the semester system of education. Though a large number of teachers are more or less satisfied with the semester system, some of them cited some difficulties. 50% of the teachers felt the increased clerical type of work and lack of teaching time. The other

difficulties like assignment, evaluation pressure, publication of progress report, planning for course in advance all come under time factors. It means they have less of time. More of holidays is also an important issue. For semester system, well equipped library is necessary because some of the teachers feel that they are not having sufficient reference material from the library. After stating the difficulties faced by them under the semester system, teachers placed some suggestions for the better functioning of the semester system. The suggestions are tabulated below :

Table :1.55: Suggestions for the Efficient Functioning of the Semester System

Sl. No.	Suggestions for efficient functioning	Responses (in Percentages)
i	Complete freedom to the teachers	50
ii	Cooperation among administrators and departments	40
iii	Better clerical facilities	60
iv	More staff members	40
v	Facilities for typing, cyclostyling, zeroxing and laboratories	60
vi	Better teacher student relationship	45
vii	Introduction of unannounced quiz	30
viii	More of teaching time	30

Inspite of many of the difficulties mentioned, the teachers felt that the semester can operate effectively in the educational system in the country. It needs some improvement, table 1.55 shows the suggestions by the teachers which could stand as the means for the modification of the semester system. Teachers need more of clerical help with typing, cyclostyling, zeroxing facilities. For smooth running of the semester system with its components of internal assessment and grading system alongwith the modern teaching methods, teachers feel that there is need for complete academic freedom. Freedom will help in modifying the courses and in the flexibility in teaching. Teachers want more of teaching time. This is perhaps an important suggestion. The other suggestions like more of staff members, better teacher-student relationship, cooperation among the administrators and the department also need careful consideration. The analysis of the responses show that the teachers by and large do not disfavour the semester system but wish to make it more effective and therefore they have provided some of their suggestions.

Thus, the teachers brought many issues, ideas, criticism and suggestions in respect of the semester system. In any system, teachers and students are interlinked, therefore, student's opinions are very important for the functioning of that particular system. The next section of the analysis discusses the students' opinion towards the semester system.

Section Two

Analysis and Interpretation of the Students'

Questionnaire

To study the semester system, one of the main sources of information is the opinion of the students. A separate questionnaire was administered to the students of the ten selected universities of India. The questionnaire was supplemented by the personal interviews with the students. Students who represent the post-graduate classes, are from all the ten universities. The sample for under-graduate classes was only from six universities. The other four universities have yet to introduce the semester system in their under-graduate classes. In all, 200 students from post-graduate and 120 students from under-graduate classes responded. Details about the development and administration of the questionnaire was already described in the chapter III of this report. The questionnaire has some sections itself. The students opinions have been elicited on the different aspects of the semester system, for example, the suitability of the semester system, the courses of study, methods of teaching, study habits of the students, difficulties faced by the students and suggestions etc. The analysis has

been done questionwise on different aspects of the semester system. Responses to many of the questions were calculated through percentages. In few questions students were asked to respond on 'Yes' and 'No' types and select more than one choices. Therefore, percentages were calculated like the teacher's questionnaire (Section One). In the question no. 14(a) different calculations have been applied which was described in the Chapter III. There, in the end the score for each choice and ranking with correlation for two groups of students were found. Again, in few questions to show the differences between the two groups of students the 't' technique was applied. A number of tables are applied. A number of tables are presented for different questions to show the 't', for example - 6(a), 6(b), 10, 16(a), 22(b), 24(a), 24(b). Again in few questions to show the association of two groups the 'rho' ' ρ ' is applied. Such type of questions were first offered marks of 3, 2, 1 for each response and then multiplied by the number of frequencies and then added. The scores were ranked according to the responses and the procedure for correlation (rho) was applied. The question numbers were 12b, 13b, 15b and 18. Thus, this section of analysis consists of percentages, ranks, 't' and (rho) techniques. A number of tables are presented to the different

aspects of the semester system from the students point of view. The following table shows the prevalence of the semester system in the ten selected universities in India.

Table :2.1: Prevalance of Semester System in the Universities

Sl. No.	System	Percentage	
		Under-graduate	Post-graduate
I	Annual		
II	Semester	100	100
III	Trimester		

It is evident from the above table 2.1 that the semester system is prevalent in both the undergraduate and post-graduate classes. Six universities out of ten universities has semester system in under-graduate classes and therefore, data pertain to those six universities only. The 100% responses of under-graduate classes pertain to those six universities only. For post-graduate classes the data pertain to all the ten universities.

Suitability of the Semester System

The semester system is in operation, hence the students are the best judges to answer about the suitability of the semester system. Students were asked whether the semester system is suitable. The responses are tabulated in the following

table.

Table :2.2: Suitability of the Semester System

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	65	35
ii	Post-graduate	80.5	19.2

It is obvious from the table 2.2 that a large percentages of students from under-graduate and post-graduate classes responded the semester system as a suitable system. The post-graduate students favour it more than the under-graduate students.

The investigator found from the interview that post-graduate students have to undergo specialised courses of indepth study whereas the under-graduate students need not go for such courses. The under-graduate students are introduced with the semester system for the first time, and they do not have experiences about the semester system. Nevertheless, from the table 2.2, it can be seen that 65% of the under-graduate students favoured the semester as a suitable system. It is clear from the table that though both the groups (under-graduate and post-graduate) favoured the semester as a suitable system, yet, there are differences

in the percentages between the two groups. The next table shows the differences between the two groups of students.

Table :2.3: Difference of Percentages Between the Under-Graduate and Post-Graduate Students for the Suitability of the Semester System

Sl. No.	Responses	P	Q	PQ	SE	t
i	Yes	74.68	25.32	1890.89	5.02	3.08 *
ii	No	25.12	74.88	1880.98	5.01	3.15 *

* Significant at .01 level

According to the table 2.3 the difference of percentages between the under-graduate and post-graduate students is significant at .01 level. It means that though both groups of students stated the semester as a suitable system, there is difference of percentages in their responses.

The Table 2.4 on the next page shows the reasons of the suitability for the semester system. Percentages for the table 2.4 have been calculated from the 'Yes' group of the table 2.2.

Table :2.4: Reasons for the Suitability of the Semester System

Sl. No.	Reasons	Percentages	
		Under-graduate	Post-graduate
i	It distributes reading throughout the academic session	50	61
ii	Students are kept upto date with the course	10	40
iii	Students take interest in learning	8	33
iv	Of the new courses in each semester students interest continues	10	41
v	Much weightage is not given on final examination	62	45
vi	It gives feedback on performance from time to time	5	39

Under-graduate and post-graduate students show reasons for the suitability of the semester system (Table 2.4). It is evident that large percentage of under-graduate students supported two reasons. To them, (i) in the semester system much weightage is not given on the final examination; and (ii) semester distributes reading throughout the academic session, are important factors. Post-graduate students mainly felt that the semester distributes reading throughout the academic session. The other reasons namely: the uptodateness of knowledge with the course; interest in learning; new courses in each semester increases the interest, not much weightage on

the final examination; and feedback to the students; though checked by approximately 40 percent students are important factors of the semester system from the point of the post-graduate students. Under-graduate students' percentages on these counts are very low. It shows a difference of percentages between the two groups of students. The next table shows the differences of percentages between the two groups of students.

Table :2.5: Differences of Percentages Between Under-graduate and Post-graduate Students for the Reasons of Suitability of the Semester System

Sl. No.	Reasons	P	Q	PQ	SE	't'
i	It distributes reading throughout the academic session	56.87	43.13	2452.80	5.72	1.92 NS
ii	Students are kept upto-date with the courses	28.45	71.55	2003.4	5.16	5.96 *
iii	Students take interest in learning	23.36	76.64	1762.72	4.84	5.30 *
iv	Of the new courses in each semester student interest continues	28.95	71.05	2056.89	5.23	5.88 *
v	Much weightage is not given on final examination	51.26	48.74	2498.41	5.77	2.89 *
vi	It gives feedback on performance from time to time	25.82	74.18	1915.32	5.05	6.69 *

* Significant at .01 level NS = Not significant

According to the table 2.5 there is significant difference between the under-graduate and post-graduate students towards the reasons of the suitability of the semester system. The percentage of response of the (table 2.4) post-graduate is higher than the under-graduate, which means the semester system is more suitable than the under-graduate classes. The table 2.2 also justifies the result. Again, in the following table the result has been justified by the responses of the under-graduate students, which is higher than the post-graduate students.

A section of the student feel that the semester system is not suitable system for students. The following table indicates the reasons, as stated by the students about the unsuitability of the semester system.

Table :2.6* Reasons for the Unsuitability of the Semester System

Sl. No.	Reasons	Percentages	
		Under-graduate	Post-graduate
i	There is not enough time to go into details of the subject	23	19
ii	Knowledge is for a shorter period	25	15
iii	Excess of work-load	28	18

(* This table is drawn from the 'No' group of the Table 2.2)

It could be seen from Table 2.6 that percentages for all the reasons showed by the students in respect of unsuitability of the semester system is quite low.

Courses of Study

The semester system divides the courses of study into two portions for two semesters. The division of courses may lead to a great number of choices, for equal distribution of work load. Each course, which is formulated for one semester only, provides an opportunity to study in depth because of continuous tests on the same subject. These are some of the related questions which affect the students directly. Some questions were directed to finding out their opinions on these aspects of the course formulation under the semester system. The first question, whether the students on account of the fragmentation or division of the courses are able to understand the discipline as a whole, was asked. Their responses are tabulated below.

Table :2.7: Student Responses in respect of Inability to understand the Discipline as a Whole due to Fragmentation of Courses

Sl. No.	Responses	Percentages	
		Yes	No
i	Under-graduates	40	60
ii	Post-graduate	35	65

It is evident from the table 2.7 that 40% students from under-graduate and 35% students from post-graduate classes agreed with the statement, which means, due to the fragmentation of the courses they are unable to understand the subject as ^awhole. But 60% of the under-graduate and 65% of the post-graduate students responded against the statement. For them this division of courses is not a hindrance in understanding the discipline or the subject as a whole. They find this division suitable.

Those who felt that under the semester system students are unable to understand the subject show the following reasons. Percentages for the reasons are calculated from the 'Yes' group of this table.

Table :2.8: Reason for Inability to understand the Subject as a Whole under the Semester System

Sl. No.	Reasons	Percentages	
		Under-graduate	Post-graduate
i	The subject is divided into unrelated papers	20	22
ii	Much of the subject matter is deleted from the paper on account of more number of subjects	15	12
iii	The subject is taught in a hurry to finish the courses	40	35

The table 2.8 reveals, 40% and 35% of students respectively from both the groups reported that the teacher teaches the subject in a hurry to finish the courses. Most probably here the time factor is important. The division of courses into parts is not the basic difficulty from the point of view of these students. They only express that, on account of the shortage of time, the teachers have to cover the courses in a hurry. The situation can be remedied by providing more working days or hours for the completion of the courses. The other two reasons are supported by a less number of students.

Semester system allows flexibility in the selection of the courses. The departments are allowed flexibility in formulating the courses. Therefore, courses under the semester system are important for the students. The students have to make choice by themselves from the variety courses. Why do the students prefer the course patterns under the semester system ? The students were asked to give reasons for their preference under the system. Their responses are presented below in a tabular form. (Table 2.9)

Table :2.9: Reasons Expressed by Students with Regard to their Preferences of Courses under the Semester System

Sl. No.	Reasons	Percentages	
		Under-graduate	Post-graduate
i	It allows a greater number of choices to the students	17	25
ii	There is provision for repetition of courses	10	20
iii	Students can clear their courses at any time	12	22
iv	Work load is divided	64	62
v	Makes provision to improve their grades/marks through continuous assessment	47	50

According to the table 2.9 two reasons are obvious. From both the groups 64% and 62% respectively responded that work load is divided under the semester courses. The second reason is that semester courses provide facility to improve the grades/marks through continuous assessment. Therefore 47% from the under-graduate and 50% from the post-graduate responded for the reason no. v. For the remaining reasons i, ii, iii the percentage of responses are low. The reason for low percentage may be due to the fact that in all the ten universities such provisions are available. Here for clarification it can be mentioned that 70% of the teachers also felt (table 1.6, section One) that students prefer the courses due to the division

of the workload. Again, 60% teachers agreed that semester courses gives provision to the students to improve the grades/marks through continuous assessment. Hence on both the points opinions of the teachers and students tally. Both these factors are important because these satisfy two of the basic purposes of the semester system. The division of the workload may help the students to cover the courses with ease and ⁱⁿdepth. Similarly, the provision to improve the grades, marks in their continuous assessment is also helpful to motivate them to perform better in their examination.

The following table discusses the reasons why the students do not ~~prefer~~ the courses under the semester system.

Table :2.10: Reasons Expressed by Students for Non-preference of the Courses under the Semester System

Sl. No.	Reasons for Non-Preference	Percentages	
		Under-graduate	Post-graduate
i	It keeps them busy throughout the year	31	32
ii	Less time for assimilation of the subject matter	32	30
iii	Lack of guidance in the selection of the course	20	15
iv	No time for consultation of reference material as the demands of the course is too much	18	30
v	More of routinised home assignment	25	32
vi	Enough reading material is not available to cope with the syllabus	25	35
vii	Inadequate knowledge of the subject matter of the concerned teachers	5	15

Only two reasons are indicated by more than 30% from both the groups of students. These reasons are, semester courses keeps them busy throughout the year and less time for assimilation of the subject-matter. These are difficulties especially for those students who are not able to cope with the pace of work regularly. Other reasons are not supported by equal number of percentages from both the groups. The post-graduate students felt that there is no time for consultation of reference material, there is more of routinised home assignment and enough reading material is not available. Though a section of the post-graduate students have given the aforesaid to these reasons, yet, the reasons are important enough for the consideration of the teachers.

Semester system emphasises that a large number of courses are available. Students can select the courses according to their needs and interests. The following table shows the responses towards the choice of the courses by the students.

Table :2.11: Mode of Making choice of the Courses of Study by Students

Sl. No.	Mode of making choices	Percentages	
		Under-graduate	Post-graduate
i	By yourself	5	45
ii	By the help of the teacher	28	27
iii	Compulsory from the institution	55	10
iv	Partly compulsory	12	18

The table 2.11 reveals that in the selection of the courses, institution's decision is important for the under-graduate courses. It is compulsory from the institution as responded by 55% students. 45% students from post-graduate classes responded that they select the courses by themselves. According to the table there is difference of percentages in the responses between the under-graduate and post-graduate students. Therefore, the following table shows the differences of percentage between the two groups of students in context of the selection of courses.

Table :2.12: Differences of Percentages Between Under-graduate and Post-Graduate Students for the Choice of Courses of Study under the Semester System

Sl. No.	Mode of Choices	P	Q	PQ	SE	't'
i	By yourself	29.37	70.63	2074.40	3.25	7.43 *
ii	By the help of the teacher	28.06	71.94	2018.64	5.19	.29 NS
iii	Compulsory from the institution	37.45	62.55	2342.49	5.59	7.91 *
iv	Partly compulsory	20.1	79.9	1605.99	4.63	1.21 NS

* Significant at .01 level NS = Not significant

From the above table 2.12, it may be seen that the under-graduate and post-graduate students do not differ at any level for the choice no. ii and iv. But the choice no.i and iii students differ significantly at .01 level, which

means there is difference of percentages between the two groups on these ^{two} choices, that is, selecting the courses by themselves and compulsory from the institution.

The semester system gives emphasis to appointment of the advisors for the help of the students. Advisors are supposed to be from the teaching staff, who should look after the students' difficulties and should help in the course selection and other academic problems. Therefore, the students were asked about the necessity of guidance in the selection of their subject/courses.

Table :2.13: Necessity for Guidance in the Selection of Subjects

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	63	37
ii	Post-graduate	57	43

It is evident from the table 2.13 that a large number of students from both the groups of student felt the need for guidance and appointment of the advisors for the selection of subjects. The following table shows the present position of the advisors in the ten universities.

Table :2.14: Advisors are Available in the Universities

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	60	40
ii	Post-graduate	60	40

The Table 2.14 shows that the advisor system is prevalent in the universities. The investigator, during the course of her interviews found that out of the ten universities, only six do appoint the advisors, while in others there is no panel of advisors. For question No. 11 (c) very few students specified need for the advisors. Out of those respondents, they replied that the advisors specially help in the selection of the courses. Advisors are helpful for the under-graduate students because they are new to the departments. Therefore, they need help from the advisors. Post-graduate's also do need the help of the advisors in the beginning of the courses. No other reasons were presented by the students.

Methods of Teaching

Methods of teaching under the semester system have an effect on the students. The best form of teaching brings in an interaction and sharing of experiences between the teachers and students. The semester system facilitates alternative teaching methods. The alternative methods like lecture, discussion, programmed learning, assignment, quiz, team-teaching and project work have their own effects under the semester system. Students were asked a few questions regarding the methods of teaching which the teachers follow under the

semester system. The following tables show the responses of the students.

Table :2.15: Responses of Students regarding Satisfaction with Current Methods of Teaching under the Semester System

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	60	40
ii	Post-graduate	65	35

The table 2.15 reveals that a large number of students from both the groups felt that the present methods of teaching under the semester system are satisfactory. But 40% from under-graduate and 35% post-graduate students are not satisfied with the present teaching methods. The reasons expressed by the satisfied and dissatisfied groups are shown in the following tables. The percentages for the satisfied and dissatisfied group comes from the 'yes' and 'no' group of this table.

Table :2.16: Reasons Expressed by Students for being Satisfied with the Current Methods of Teaching under the Semester System

Sl. No.	Reasons for Satisfaction	Under-gra- duation		Post-gra- duation		P(rho)
		Score	Rank	Score	Rank	
i	Teachers use lecture method	306	I	506	I	
ii	Team-teaching approach is used	220	III	320	IV	
iii	Programmed learning is used	170	VI	270	VI	.99
iv	Discussions are held	280	II	460	II	**
v	Quizes are held	195	V	315	V	
vi	Field works are held	200	IV	350	III	

** Significant at .05 level

The table 2.16 shows the ρ (rho) between the under-graduate and post-graduate classes which is significant at .05 level. This means that all the reasons for satisfaction were ranked almost similarly by both the groups of students. In a few cases, the ranking may not be exactly the same but there is no significant difference in ranking between the two groups of students. According to the table the teachers use different teaching devices, for example, lecture method, team-teaching, programmed learning, discussions, quizzes and field work. Students are satisfied with the methods of teaching under the semester system. The table also indicates that lectures are mostly used. The discussion technique seems to be the second important technique which is adopted by the teachers.

Table :2.17: Reasons for the Dissatisfaction of the Students with the Methods of Teaching under the Semester System

Sl. No.	Reasons for Dissatisfaction	Percentages	
		Under-graduate	Post-graduate
i	Unstructured lectures by the teachers	20	20
ii	Teachers are eager to finish their courses than teaching	30	30
iii	Lecture dominated, less chance to other methods	20	10
iv	Less time for detail study	30	40

Students show their dissatisfaction towards the methods of teaching under the semester system due to above reasons (Table 2.17). Students get less time for detail study seems to be the important reason. Teachers are anxious to finish their courses. The same complaint has been reported under the table no. 2.8 where approximately same percentages of students reported that due to this reason they find it difficult to understand the courses under the semester system. The other two reasons - unstructured lectures and the lecture dominated classes are also the reason for the dissatisfaction of the students under the semester system. Both the reasons nos. i and iii prove to show that lecture, which is mostly used by the teachers, is not liked by the students.

Evaluation

Evaluation means to test the achievements of the students. As described in the previous part of (Section One) this report is, semester system emphasises that the teacher who offers the courses should be responsible for the assessment of the students. The assessment as far as possible should be continuous internal assessment through tests, assignments, seminars, discussions, quizzes, laboratory practicals, field work and project work etc. The idea of such an assessment is to promote the progress of the students. For assessment the grade system instead of the marking system is opted for the

semester system. There are a series of tables which indicate the responses of the students for the questions pertaining to different aspects of evaluation.

Table :2.18: Students' Responses regarding the Present Evaluation under the Semester System being Sound.

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	59.5	40.5
ii	Post-graduate	59	41

The table 2.18 reveals that the present evaluation is sound under the semester system which was supported by a large number of students from both the groups. But approximately 41% students felt the evaluation system as not sound. The reasons expressing for this view are shown in the next tables. Percentages for the next two tables i.e., tables 2.19 and 2.20 are calculated from the table 2.18 (Yes and No group).

Table 2.19 on the next page presents the correlation ρ (rho) between the under-graduate and post-graduate as .78, which is significant at .05 level. This means that all the reasons were ranked by both the groups of students almost the same. In few cases there may be slight difference of ranks but those differences are not significant. Hence,

Table :2.19: Reasons Expressed by Students for the Soundness of the Present Evaluation

Sl. No.	Reasons	Under-graduate		Post-graduate		(rho)
		Score	Rank	Score	Rank	
i	It is a continuous evaluation	202	II	354	I	.78**
ii	It is through grade system	207	I	300	III	
iii	Weightage on seminars	159	VI	280	IV	
iv	Weightage on fieldworks	161	V	174	VII	
v	Weightage on project works	176	IV	216	V	
vi	Weightage on assignments	190	III	302	II	
vii	Weightage on quizzes	111	VII	185	VI	

** Significant at .05 level

the continuous evaluation, grade system, seminar, project work, assignment and quizzes have an effect on the soundness of the evaluation system under the semester system.

Table :2.20: Dissatisfaction of the Students with the Present Evaluation under the Semester System

Sl. No.	Reasons for the Dissatisfaction of the Students with the present evaluation	Percentages	
		Under-graduate	Post-graduate
i	Internal assessment leads to subjectivity of the teachers	35	30
ii	Less importance on project, fieldworks, seminars and quizzes	30	28
iii	Grading sometimes is not proper	30	12
iv	Teacher's sincerity is lacking	5	30

It could be seen from the table 2.20 that a section of students are not satisfied with the present evaluation system. The percentages were calculated from the 'No' group of the table 2.18. The students felt that the internal assessment leads to the subjectivity of the teacher. There is less importance for projects, fieldwork and seminars. There is improper grading. The teachers sincerity is also doubted and on the account they fear an element of subjectivity among the students. The percentage of responses against each reason is approximately 30% or less. But these responses indicate the views of those students who do not favour the present system of evaluation in their universities. Their views deserve consideration by the educationists.

The students were asked to show their preferences for evaluation pattern which should be adopted by the university. They were asked to give priorities for their preferences are tabulated in Table 2.21 on the next page.

According to the priorities of the students for the evaluation pattern, scores were found out for each item. It is evident from the table 2.21 that test's scored the highest from both the groups, therefore, first (I) rank comes for the tests. Second position (II) goes to the assignments from both the groups of students. In case of

Table :2.21: Priorities of the Students for the Evaluation Pattern

Sl. No.	Priorities	Under-graduate		Post-graduate		ρ (rho)
		Score	Rank	Score	Rank	
i	Grades/marks on assignments	384	II	785	II	
ii	Grades/marks on tests	553	I	889	I	
iii	Grades, marks on Seminars	317	V	717	III	
iv	Grades, marks on Field works	313	VI	517	V	.41 NS
v	Grades, marks on Project works	244	VIII	464	VI	
vi	Grades, marks on Laboratory Practicals	327	IV	436	VIII	
vii	Grades, marks on discussions	272	VII	553	IV	
viii	Grades, marks on Quizes	337	III	452	VII	

NS = Not significant

other priorities, for example seminars, fieldwork, project work, laboratory practical, discussions and quizzes both the groups rated but positions of the ranks differ. Table 2.21 shows clearly the ranks. As the ranks differs between the two groups, the ' ρ ' rank correlation was found out. Table shows ρ (rho) as .41 which is not significant means though the first two ranks were rated by both the groups as the same, there is difference in ranks between the two groups of students.

Table :2.22: Reasons for the Priorities

Sl. No.	Reasons for Priorities	Percentages	
		Under- graduate	Post- graduate
i	To work hard	20	20
ii	To consult more library books	5	10
iii	To be more regular in studies	55	50
iv	To increase objectivity in assessment	20	20

In the table 2.21 students show the priorities for the evaluation pattern. Reasons for the priorities are also given by the students. It is evident that more than 50% from both the groups of students felt that the tests, assignments, seminars, or the quizzes, which have been given higher priorities by both the groups, will lead to regularity in studies. Regularity in studies makes them work hard.

The opinions of the students are important. They consider that such an evaluation pattern will lead to more studies on the part of the students. The purpose of the semester system is also to evaluate the students performance through different devices. The students also recognize that preparation for tests, assignments and seminars etc. makes them regular and studious.

The important characteristic of the semester system is the internal assessment. Internal assessment should be

continuous internal assessment. Internal assessment assesses the student performances through sessional tests, assignments, projects, laboratory practicals, field work and viva voce etc. This means that the teacher teaches the students and is in a unique position to see the student as a whole and to help analytically with the assessment of his progress. It also represents the continuous awareness of the teacher's towards the student's development. Therefore, there is an increased rapport and relationship between the teachers and the students. The following few tables discuss the internal assessment in details.

Table :2.23: Prevalence of Internal Assessment in the Universities

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	90	10
ii	Post-graduate	90	10

It is evident from the table 2.23 that 90% students from both the groups responded that there is internal assessment in their universities under the semester system.

From interviews the investigator found that out of ten selected universities only nine are functioning under the

internal assessment. One university is functioning under external examinations. Of course, in that university also for science practical subjects, few percentages of marks are reserved for internal assessment. The weightage of the internal assessment for other nine universities are not equal. The next table shows the reactions of the students towards internal assessment in the existing situation.

Table :2.24: Reactions of the Students towards Internal Assessment

Sl. No.	Reactions	Under-graduate		Post-graduate		ρ (rho)
		Scores	Ranks	Scores	Ranks	
i	It ensures a variety of educational techniques	150	IV	285	IV	
ii	It ensures more regular and uniform work by the teachers	180	I	309	II	
iii	It ensures better assessment of student's performance	165	II	297	III	.86** Sig.at .05 level
iv	It makes teaching more effective	108	VII	228	VII	
v	It develops students' right attitude towards learning	114	VI	264	V	
vi	It discourages the shallow knowledge of the students	120	V	231	VI	
vii	Students can develop better methods of study	156	III	312	I	

The above table presents the reactions of the students in connection with the internal assessment.

Accordingly, the responses of both the groups of students are significant (.86) at .05 level. This means that regarding the reactions of students towards the different reactions shown in the table indicates no difference of ranks exists between the two groups of students. The under-graduate and the post-graduate students feel that internal assessment ensures variety of educational techniques, uniform and regular work by teachers, better assessment, teaching is effective, student's learn in right direction, discourages the shallow knowledge of students and develops the better methods of study among the students. The reactions towards the internal assessment are favourable.

Table :2.25: Internal Assessment should be under the Semester System

Sl. No.	Responses for the Internal Assessment	Percentages	
		Under-graduate	Post-graduate
i	Cent-percent internal	40	52
ii	Fifty percent internal and fifty percent external	60	48

It is evident from the above table 2.25 that both of the students have expressed their opinions towards internal assessment. A large number of students from the under-graduate (60%) classed favoured the 50% internal and 50%

external assessment. The post-graduate students (52%) supported the cent percent internal assessment. Both the patterns have their own effects on the assessment of the students. The following table 2.26 shows the differences of percentages between the two groups of students for their responses towards the internal assessment.

Table :2.26: Differences of Percentages Between the Under-graduate and Post-graduate Students towards the Internal Assessment

Sl. No.	Responses	P	Q	PQ	SE	't'
i	Cent-percent internal	47.2	52.8	2492.16	5.76	2.22 *
ii	Fifty internal and fifty fifty external	52.8	47.2	2492.16	5.76	2.22 *

* Significant at .01 level

The table 2.26 shows that the percentages of responses between the under-graduate and post-graduate students differ at .01 level. It means that the post-graduate students are more inclined towards the cent percent internal assessment than the under-graduate students. On the otherhand under-graduate students favoured more the fifty percent internal and fifty percent external than the post-graduate students.

Table :2.27: Reasons for the Support of the Internal Assessment

Sl. No.	Reasons	Percentages	
		Under-graduate	Post-graduate
i	50:50 for the objectivity of the examination	45	30
ii	50:50 helps to protect from the biasness of the teacher	5	10
iii	50:50 for better methods of study	10	8
iv	Cent percent internal assessment helps in better assessment and better teacher student interaction	40	52

The above table (2.27) reveals that under-graduate (45%) students responded that 50% internal and 50% external assessment may establish the objectivity in the evaluation procedure. The same statement was supported by post-graduate (30%) students also. Does this mean that these students are afraid of real or potential danger of subjectivity under internal system. Hence they supported the 50% internal and 50% external system of assessment.

Personal interview helped the investigator to find out the justification for the support of the cent percent internal assessment by the post-graduate students. The post-graduate students have to undergo specialised courses, therefore, in that case they feel that internal assessment seems to be a better evaluation procedure. On the otherhand, internal

assessment helps to maintain better teacher-student interaction.

As discussed earlier, out of the ten selected universities only one university is functioning under external system of examination. External examination means an external agency which is not involved in the teaching in the institution but evaluates the learning and knowledge of the students. There are two universities which have 60% external and 40% internal and one university which conducts examination on the pattern of 50% internal and 50% external assessment. But for other universities there is also a minimum percent of external evaluation specially in case of viva voce, and the dissertations. Few questions were asked about the functioning of the external system of evaluation in the universities. The following tables show the responses of the students :

Table :2.28: Prevalence of External Examination in the Universities

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	74	70
ii	Post-graduate	23	25

It is evident from the table 2.28 that 74% under-graduate and 70% post-graduate students responded that

they have external examination system as well as under the semester system. The percentage^s of weightage on the external examination differs from university to university, in some cases it is more and in some cases it is very less. In the following table students responded their feeling about the satisfaction on the existing external examinations.

Table :2.29: Responses regarding the Satisfaction of the Students with the External Examination

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	50	50
ii	Post-graduate	48	52

The table 2.29 shows that 50% students from the under-graduate and 52% post-graduate students are not satisfied with the external examination. In the table 2.23, 90% students from both the groups expressed that they have the internal system of assessment. It means that both internal and external systems of assessment are operating in all the ten universities. It was also clear from the interview that the post-graduate students (48%) feel that the external examination, specially the viva voce makes

them bold to face the outside members of their teaching staff. To them, it prepares them for their future life. But a section of students felt dissatisfied with the external examination. The reasons for the dissatisfaction are shown in the following table.

Table :2.30: Reasons for Dissatisfaction with External Examination

Sl. No.	Reasons	Percentages	
		Under-graduate	Post-graduate
i	The examiners do not evaluate the papers uniformly	50	50
ii	Difficult to reproduce all the learnt things within three and four hours	20	40
iii	External examination is not objective	30	10

According to the above table, the examiners do not evaluate the examination papers uniformly in the external examination. The respondents also felt that it is also difficult to produce all the learnt things within a particular three or four hours duration. For these reasons students are not satisfied with the external examination.

It is obvious from the table 2.31 on the next page that regarding the evaluation of the answer script, the under-graduate and post-graduate students differ in their ranks.

Table :2.31: Evaluation of Answer Scripts by Teachers in the Universities

Sl. No.	Evaluation of Answer Scripts	Under-graduate		Post-graduate		ρ (rho)
		Scores	Rank	Scores	Rank	
i	Score the paper for marks	310	II	400	II	.6 NS
ii	Assign grades	318	I	540	I	
iii	Correct mistakes	179	V	398	III	
iv	Offer comments for improvement	191	III	315	V	
v	Discuss the mistakes individually	180	IV	330	IV	

NS = Not Significant

The result is not significant which means that there are some differences of rankings between the two groups. Teachers evaluate the answer scripts for both the groups either by assigning marks or grades, correct mistakes, offer comments for improvement and discuss the mistakes individually. But all the processes seem to be not equal between the two groups. Here, interview helped to conclude that with post-graduate students, teachers discuss more than the undergraduates. This may be the reason for the difference of ranking for the evaluation of the answer scripts by the students.

As discussed earlier evaluation plays an important role under the semester system. In evaluation, grade system also seems to be the unique contribution. Details about the grade system have already been discussed in the chapter I. The

students were asked about the existing condition of the grade system in the universities.

Table :2.32: Prevalence of Grade System in the Universities

Sl. No.	Respondents	Percentage	
		Yes	No
i	Under-graduate	80	20
ii	Post-graduate	80	20

According to the table 2.32, 80% students from both the groups responded that they have grade system in their universities. 20% responded 'no' because out of the ten selected universities only eight are functioning under the grade system. Therefore, the students of those two universities responded that they do not have grade system in their universities. The following Table 2.33 discusses that how far the students are satisfied with the grade system.

The table 2.33 on the next page shows that a large number of students from under-graduate and post-graduate classes are fairly satisfied with the grade system under the semester system. No one is completely dissatisfied with the grade system. A section of students are not satisfied with the grade system and some do not have any comment on

Table :2.33: Satisfaction of the Students with the Grade System

Sl. No.	Satisfaction of the Students	Percentages	
		Under-graduate	Post-graduate
i	Completely satisfied	22	24
ii	Fairly satisfied	54	51
iii	No comment	16	16
iv	Fairly dissatisfied	14	11
v	Completely dissatisfied	-	-

the grade system. On comparison of both the categories of completely satisfied and fairly satisfied, it can be inferred that there is satisfaction with regard to the grade system among students under the system. For question no. 19(c) students did not express their reasons for the dissatisfaction with the grade system.

The universities do have grade point average for the evaluation of the students. Therefore, the students were asked some questions about the grade-point average. and the responses are tabulated below :

Table :2.34: Availability of the Grade Point Average in the Universities

Sl.No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	80	20
ii	Post-graduate	80	20

80% students (Table 2.34) from the under-graduate and post-graduate responded that they have the grade point average in their universities. The following table shows how the teachers offer the grade point average to the students.

Table :2.35: Adoption of Grade Point Average in the Universities

Grade Point Average	Percentages	
	Under-graduate	Post-graduate
$\frac{\text{Total Credit Hours X Grade Points}}{\text{Total Credit Numbers}}$	70	70

The above table 2.35 reveals that the students get the grade point average through total credit hours (contact hours) multiplied by the grade points (of different tests, seminars etc.) divided by the total credit numbers.

After discussing the grade system and the grade point average students were asked whether they need any improvement in the existing grade system in their departments.

Table :2.36: Reasons regarding Improvement of Existing Grade System

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	46	54
ii	Post-graduate	42	58

It is evident from the above table that more than 50% of the students from both the groups responded that the grade system does not require any improvement in their universities. For the other group of students who advocated improvement in the existing grade system, the percentage seems to be below mean but the percentage is not negligible. Therefore they were asked for suggestions. The students suggested few ideas how to improve the grade system. The suggestions are tabulated in below.

Table :2.37: Suggestions for the Improvement of the Grade System

Sl. No.	Suggestions	Percentages	
		Under-graduate	Post-graduate
i	Parallel numerical marking should be discontinued	42	40
ii	Scientific and objective grading is necessary	44	42
iii	Grading by a group of teacher is necessary	14	18

It could be seen from the table 2.37 that both the groups of students have emphasised for the scientific and objective grading by the teachers. Parallel numerical marking needs to be modified means that direct grading should be applied in the universities. The present table tallies with the responses of the table 1.44 (Section One) where a group of teachers also suggested for the direct grading.

Study Habits of the Students

The semester system is an innovation in the country. One of the objectives of the semester system is to motivate the students to be regular in their studies and thereby to raise the academic standards in the universities.

This investigation makes it evident that the standards have improved in the institutions under study. This has been supported both by the teachers and the students. 75% university teachers have responded that the academic standards of the universities have improved. They have given many reasons in support of their statement. 60% of the teachers, for example, have responded that the students are made to study continuously (chapter IV, Section One, table no. 1.53).

The students opinions in this respect are also important. They should also develop a right attitude towards studies

and they should devote more time and energy for their studies under the semester system. In place of the single annual examination, the semester system has two or more tests. It consists of the sessional work which on the whole, leads to an even pace of study. As the sessional work includes home study and field work, it makes the students study throughout the year. The sessional work has an effect on the students. Hence the students were asked about their study habits under this system and their responses are tabulated below :

Table :2.38: Responses regarding Whether Introduction of the Semester System Improves the Study Habits of the Students

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	68.5	31.5
ii	Post-graduate	72	28

It is clear from the above table that students from both the groups have responded that the semester system has an effect on the student's study habits. Following table 2.39 discusses about the aspects which helps in the improvement of the study habits of the students.

Table :2.39: Aspects of Study Habits which Receive Improvement

Sl. No.	Aspects of Study habit	Percentages	
		Under-graduate	Post-graduate
i	Daily assignments	33.3	49
ii	Participation in seminars	26.7	51
iii	Group discussion	38.3	46.5
iv	Quizes	34	28.1
v	Field works	20	19.5
vi	Project works	19	37.5
vii	Laboratory practicals	47.5	34.5

The table 2.39 reveals that the percentage of responses from the post-graduate classes towards the aspects of the study habit is higher than the under-graduate students. It is obvious from the table that except for one aspect the response percentage is below 50%. But the responses cannot be treated as negligible. The post-graduate students feel that due to the participation in seminars, completion of the daily assignments, group discussions, project work and laboratory practicals etc. makes them to read more which improves their study habits. The under-graduate students also responded more or less in the same way. They also feel that laboratory practicals, group discussions, quizzes, assignments, etc. have their own effect on the study habit of the students. The table also indicates the difference of percentages between

the two groups of students. The following table shows whether the differences are significant or not.

Table :2.40: Differences in Terms of Percentages Between the Under-graduate and Post-graduate Students towards the Study Habit of the Students

Sl. No.	Aspects of Study habit	P	Q	PQ	SE	't'
i	Daily assignments	43.11	56.89	2452.52	5.71	2.74 *
ii	Participation in Seminars	41.88	58.12	3237.30	6.56	3.70 *
iii	Group discussions	43.42	56.58	2456.70	5.72	1.43 NS
iv	Quizes	30.31	69.69	2112.30	5.30	1.11 NS
v	Fieldworks	19.68	80.32	1580.69	4.59	.11 NS
vi	Project works	30.56	69.44	2122.08	5.32	3.48 *
vii	Laboratory Practicals	39.31	60.69	2385.72	5.64	2.32 **

* Significant at .01 level

** Significant at .05 level

NS Not Significant

It is evident from the table 2.40 that daily assignments, participation in seminars, and project works differs at .01 level, means there are differences of percentages in responses between the two groups of students. Laboratory practicals also differs at .05 level. Group discussions, quizes and fieldworks show no significant difference of percentages between the two groups of students.

A perusal of the table 2.24 is also important. The table indicates that the internal system has an effect on the study habits of the students. The students have responded that the internal system of evaluation develop students' right attitude towards learning; discourages the shallow knowledge of the students and helps the students to develop better methods of study. All these make one to understand that the students studies under the system have improved.

An analysis of the table 2.4 further highlights that the semester system facilitates the reading or study habits. The table under reference shows the suitability of the semester system on account of the following major factors :

- (i) it distributes reading throughout the academic session
- (ii) students are kept upto date with the course
- (iii) students take interest in learning
- (iv) of the new courses in each semester student interest continues.

All these opinions of the students prove to show that the students study habits have improved under the semester system.

Student Agitation against the Semester System

The students were asked whether due to the introduction of the semester system there was any agitation. Because, if a large number of students are dissatisfied then they may resort to agitation. The following table presents the

responses of the students.

Table :2.41: Responses of the Students regarding Agitation

Sl. No.	Respondents	Percentages	
		Yes	No
i	Under-graduate	-	90
ii	Post-graduate	-	90

It is evident from the above table that students have not agitated against the semester system. 10% of the students did not respond. It means that majority of the students are satisfied with the semester system. The students welcomed its introduction.

From the interview investigator found that some students are not satisfied with the semester system, but they never agitated against the system. The students presented reasons about their dissatisfaction in the questionnaire. Responses are tabulated in what follows.

Table :2.42: Reasons for the Dissatisfaction among Students with the Semester System

Sl. No.	Reasons	Percentages	
		Under-graduate	Post-graduate
i	Subjectivity of the teachers	18	10
ii	Heavy work load	15	15
iii	Unavailability of the reading material	5	10

As per the above discussion students responded about the need for the improvement of the semester system. Approximately, half of the respondents replied that they need the improvement in the existing semester system. Regarding the percentages - there does not lie much difference because 49% from under-graduate and 52% post-graduate who have agreed for the need of the improvement. The following table presents the difference of percentages between the two groups of students.

Table :2.44: Differences of Percentages Between the Under-graduate and Post-graduate Students for the Improvement of the existing Semester System

Sl. No.	Responses	P	Q	PQ	SE	't'
i	Yes	50.87	49.13	2499.24	5.70	.35 NS
ii	No	49.12	50.88	2499.22	5.69	.52 NS

NS Not Significant

Suggestions

Following are the suggestions made by the students for the improvement of the semester system (Table 2.45).

Table :2.45: Suggestions for the Improvement of the Semester System

Sl No.	Suggestions	Percentages	
		Under-graduate	Post-graduate
i	The course schedule should be properly planned	48	50
ii	Enough reading material should be available	45	50
iii	Cyclostyled class lectures should be distributed	30	40
iv	More emphasis on seminars, quizzes, discussions, project work and field work etc.	45	52
v	Uniform grading throughout the universities	30	40
vi	More continuity and depth of work by the teachers	30	50
vii	Training for semester teaching to the teachers	40	51
viii	Working days should be increased	45	50

The above table 2.45 presents the suggestions of the students for the improvement of the semester system. The suggestions pertaining to the areas are :

(a) Courses : Proper planning is necessary.

(b) Methods of Teaching :

(i) More use of seminars, quizzes, discussions, project works and field works

(ii) Cyclostyled materials to supplement the teaching.

- (iii) More of reading materials
 - (c) Evaluation : Uniform grading for the universities
 - (d) Teacher's sincerity and depth of knowledge.
 - (e) Training course for teachers to teach under the semester system, and
 - (f) Working days should be increased. It would provide the students more time to prepare for the tests, seminars and project etc.

If we analyse critically the suggestions made by the students it becomes obvious that these suggestions are meant to improve the teaching - learning process. It means that the students are aware of the need to improve their studies and thereby to raise their academic standards. These suggestions are further indicating that the teachers mostly use lecture method (Table 1.18), the teachers do not supply cyclostyled reference material (Table 1.25) and these are the aspects where the students have made appropriate suggestions.

One significant suggestion has put forward by the students. They have suggested that there should be some provision for the training of teachers which may equip them in a better way for semester teaching. This deserves attention by the administrators of the universities. These suggestions were from the students' practical experiences. These

suggestions could play an important role because in any teaching-learning process, teachers and students are the two principal factors. The above mentioned suggestions were from the under-graduate and post-graduate students.

Therefore, the following table shows whether there arises any significant differences of percentages between the two groups of students in their responses.

Table :2.46: Differences of Percentages Between the Under-graduates and Post-graduate Students regarding the Suggestions for the Improvement of the Semester System

Sl. No.	Suggestions	P	Q	PQ	SE	't'
i	The course schedule should be properly planned.	49.26	50.75	2499.43	5.70	.35 NS
ii	Enough reading material should be available.	48.12	51.88	2496.46	5.69	.87 NS
iii	Cyclostyled class lectures should be distributed	36.25	63.75	2310.93	5.98	1.82 NS
iv	More emphasis on Seminars, quizzes, discussions, project and field works	49.37	50.63	2499.60	5.70	1.22 NS
v	Uniform grading throughout the universities	36.25	63.75	2310.93	5.98	1.82 NS
vi	More continuity and depth of work by the teachers	42.5	57.5	2443.75	5.63	3.55 *
vii	Training for semester teaching to the teachers	46.87	53.13	2490.20	5.68	1.93 NS
viii	Working days should be increased	48.12	51.88	2466.46	5.69	.87 NS

* Significant at .01 level

NS Not Significant

It is evident from the table 2.46 that among all the suggestions of the table, only suggestion no. vi differs significantly at .01 level between the undergraduate and post-graduate students. It means though there are some differences of percentage between the two groups for other suggestions, they do not differ significantly at any level.

Section three discusses about the analysis and interpretation of the attitude scale which was administered on the teachers and students of the ten selected universities in India.

Section Three

Analysis and Interpretation of the Attitude Scale

Introduction

Continuance or discontinuance of any practice in any situation would be, to a great extent, influenced by the reactions of the people concerned. Semester is an educational practice which is functioning in many of the universities. The continuance or discontinuance of the semester system may also depend upon the attitude or reaction of the concerned people in the universities. In the universities the teachers and students are directly involved with the semester system and on the basis of their experiences of the system, they

can express their opinions or reaction in a better way.

One of the major objective of the present study was to study the attitude of the teachers and students of the ten selected universities towards the semester system. The development of the attitude scale and its administration part have been discussed in the chapter III of this report. The following section presents the analysis and interpretation of the data received through the attitude scale.

This section of the analysis reveals the results of the attitude scale developed by the investigator for measuring the attitude of teachers and students towards the semester system. It was a five-point scale with 41 statements which was administered on 163 teachers and 263 students of ten selected universities of India. In the students' group both the under-graduate and post-graduates were the respondents. As mentioned, the attitude scale was a five-point scale, therefore, the weightage of 5, 4, 3, 2 and 1 scores were given to the five alternatives strongly agree, agree, undecided, disagree and strongly disagree in case of the positive statements and the reverse order in the negative statements. The scoring of individuals on the instrument varies

between 41 and 205, with 123 as the neutral point. The methodology applied for the development, analysis and interpretation of the attitude scale has been described in the chapter III of this report. This section of analysis discusses the attitudes under the following headings :

- (1) Attitude of teachers and students towards the semester system.
- (2) Difference of attitude towards the semester system among teachers of different universities.
- (3) Difference of attitude towards the semester system among students of different universities.
- (4) Difference of attitude towards the semester system among teachers and students within the university.
- (5) Attitude of students and teachers of different universities towards the different aspects of the semester system..
- (6) Difference of attitude towards the semester system among all the teachers and students.

Attitude of Teachers and Students towards the Semester System

The Table 3.1 (A) on the next page shows the mean and standard deviation (S.D.) of the attitude scores of teachers and students of ten universities of India.

Table :3.1(A): Mean and Standard Deviation (S.D.) of the Teachers and Students on the Attitude Scale

Sl. No.	Names of the Universities	Teachers		Students	
		Mean	SD	Mean	SD
1.	Assam Agricultural University	125.8	6.20	133.5	11.41
2.	Central Institute of English and Foreign language	126.5	21.81	134.0	12.50
3.	Gujarat Agricultural University	131.9	12.60	130.03	12.77
4.	Himachal Pradesh University	116.6	13.68	116.5	13.41
5.	Indian Institute of Technology, Delhi	139.5	19.12	139.9	16.11
6.	Jamia Millia Islamia University	135.6	11.56	135.6	12.00
7.	Jawaharlal Nehru University	140.09	14.52	134.5	12.09
8.	M.S.University of Baroda, Baroda	143.25	13.33	132.0	11.23
9.	Meerut University	136.3	11.52	124.9	19.09
10.	North Eastern Hill University	132.7	9.47	133.5	9.74

According to the above table ranks have been given to the university teachers for their favourable attitude towards the semester system. The M.S. University of Baroda teachers attitude stands at the first rank followed by the Jawaharlal Nehru University and the Indian Institute of Technology, Delhi teachers. The least favourable attitude is from the

Himachal Pradesh University teachers. This means, Himachal Pradesh University teachers do not have favourable attitude towards the semester system. The other university teachers, for example Meerut, Jamia Millia, North Eastern Hill, Gujarat Agricultural, Central Institute of English and Foreign Language and Assam Agricultural University teachers attitude come in between highly favourable and least favourable attitude towards the semester system. According to the mean level, the attitude of all these university teachers is favourable towards the semester system.

From the students' side, the Indian Institute of Technology students show the most favourable attitude towards the semester system. Next comes the attitude of students of the Jamia Millia Islamia University and the Jawaharlal Nehru University students. The least favourable attitude towards the semester system is shown by the Himachal Pradesh University students. This also means that the students of Himachal Pradesh University have unfavourable attitude towards the semester system. The above table shows that both the teachers and students of the Himachal Pradesh University are not satisfied with their existing semester system. But the rest of the universities are more or less satisfied with the semester system.

Table :3.1B): Attitude of Teachers and Students towards the Semester System

Sl. No.	Responses	Total Number	Mean	Favourable		Unfavourable	
				F	%	F	%
I	Teachers'	163	130.14	120	74.0	43	26.0
II	Students'	263	132.13	198	75.0	65	25.0

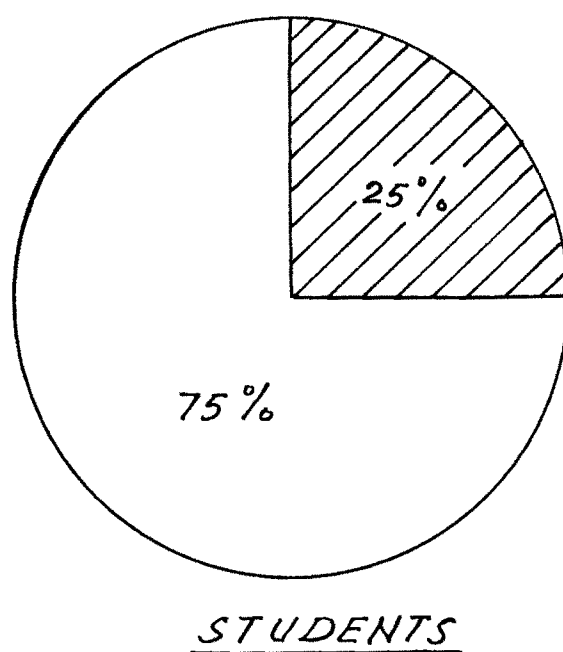
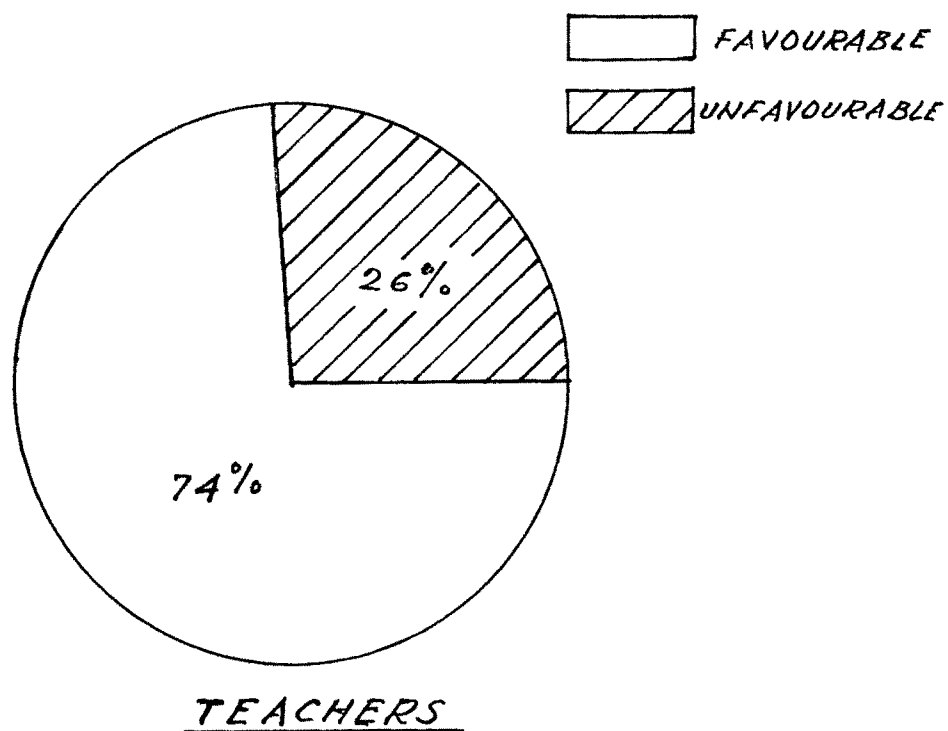
F = Frequency

It is evident from the above table 3.1(B) that the attitude towards the semester system from both the groups of respondents is favourable.

The attitude of teachers is favourable according to the mean score of the group. The mean 130.14 is higher than the neutral point 123 (as mentioned earlier). Therefore, it is considered as favourable attitude. Although the attitude is favourable yet, 26% of respondents show a attitude against the semester system. Out of 163 respondents, and 120 responded in favour of 43 responded against the semester system. Therefore, the table shows that 74% of the teachers were in favour whereas 26% are not in favour of the system.

The attitude of the students towards the semester system are also found to be favourable according to the

FIG. 1
ATTITUDE OF TEACHERS AND STUDENTS TOWARDS
THE SEMESTER SYSTEM



mean level of the group. Out of 263 students, 198 responded favourably and 65 responded unfavourably. As 75% of the total students have responded favourably, it is considered as a favourable attitude towards the semester system. The results are illustrated through the diagram of the previous page.

Difference of Attitude towards the Semester System among Teachers of different Universities

In this section of discussion a total of 163 teachers are included from 10 different universities. The main aim is to find out the differences of attitudes among the university teachers. Table 3.2 shows there are 9 rows and 10 columns. All the rows stand for the universities to be compared with the universities which come under the various columns. All the universities are arranged alphabetically. University No.1, Assam Agricultural University is compared with Central Institute of English and Foreign Language, Gujarat Agricultural University, Himachal Pradesh University, Indian Institute of Technology, Delhi, Jamia Milia Islamia, Jawaharlal Nehru University, M.S. University of Baroda, Meerut University, North Eastern University. The same procedure has been followed for all the universities.

It can be seen from the Table 3.2 that 't' test was applied to find out whether the differences are significant.

TABLE: 3.2

DIFFERENCE OF ATTITUDE TOWARDS THE SEMESTER SYSTEM AMONG TEACHERS OF DIFFERENT UNIVERSITIES

[illegible]

The table also indicates the mean difference (D) and the standard error (SE) with significance level in respect of the universities.

In the table 3.2 there are ten universities which make 45 comparisons of differences. Out of the 45 comparisons 28 do not differ significantly and 17 differ significantly. Therefore, a majority of them do not have differences in attitudes towards the semester system. This shows their favourable attitude towards the semester system. Of course, among them some are more favourable than the others (Table 3.1(A)). The difference may occur due to the implementation pattern of the different institutions.

In the table 3.2 among all the comparisons Himachal Pradesh University Teachers' attitude shows a different result. The Himachal Pradesh University teachers attitude has been compared nine times with other university teachers attitude. Out of the nine times, it differs seven times significantly at .01 level, one time at .05 level and one time does not differ at any level. This means that the Himachal Pradesh University teachers' attitude differs from other university teachers' attitude. Himachal Pradesh University teachers show the lowest mean score when compared with the mean scores of all the universities. Here, also, the differences

may occur due to the implementation pattern of their semester system.

Difference of Attitude Towards the Semester System among
Students of Different Universities

This part of the analysis and interpretation covers the attitude of students from the ten selected universities of India towards the semester system. In all (Table 3.3), 263 students from post-graduate and under-graduate classes showed their attitude towards the semester system. The same procedure which was applied with regard to the teacher is also applied to study the differences of attitudes through the 't' test. Universities, which are placed in rows, are compared with the universities available in the columns.

It is evident from the table 3.3 that there are 45 comparisons of differences for the university students. Out of the 45 comparisons 28 do not differ significantly whereas 17 differ significantly. It shows that majority of them do not differ significantly therefore, it may also be considered that they have favourable attitude towards the semester system. There may be some comparisons of more or less favourable attitudes within the 28 comparisons (table 3.1(A). This difference may occur due to the

DIFFERENCE OF ATTITUDE TOWARDS THE SEMESTER SYSTEM AMONG TEACHERS OF DIFFERENT UNIVERSITIES

5. NAMES OF THE UNIVERSITIES	CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGE			GUJARAT AGRICULTURAL UNIVERSITY			HIMACHAL PRADESH UNIVERSITY			INDIAN INSTITUTE OF TECHNOLOGY - DELHI			JAMIA MILLIA ISLAMIA UNIVERSITY			JAWAHARLAL NEHRU UNIVERSITY			M.S. UNIVERSITY OF BARODA			MEERUT UNIVERSITY			NORTH-EASTERN MILENARIUM UNIVERSITY		
	D	SE	t	D	SE	t	D	SE	t	D	SE	t	D	SE	t	D	SE	t	D	SE	t	D	SE	t	D	SE	t
1 ASSAM AGRICULTURAL UNIVERSITY	5	3.53	14	3.47	3.09	122	17.0	3.58	474	6.4	4.73	135	2.1	3.74	56	1	3.22	.31	15	2.44	56	8.6	3.46	2.48	0	2.83	0
	NOT SIG			NOT SIG			SIG AT .01			NOT SIG			NOT SIG			NOT SIG			NOT SIG			SIG AT .05			NOT SIG		
2 CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGE				3.97	3.88	102	17.4	4.25	409	5.9	5.07	116	1.6	4.31	37	.5	3.96	.13	2.0	3.53	56	9.7	4.18	2.18	.5	3.57	14
				NOT SIG			SIG AT .01			NOT SIG			NOT SIG			NOT SIG			NOT SIG			SIG AT .05			NOT SIG		
3 GUJARAT AGRICULTURAL UNIVERSITY							13.43	3.82	3.51	9.87	4.47	2.21	5.57	4.13	1.35	4.47	3.57	1.25	1.37	3.01	65	5.13	3.76	1.36	2.97	3.31	.29
							SIG AT .01			SIG AT .05			NOT SIG			NOT SIG			NOT SIG			SIG AT .05			NOT SIG		
4 HIMACHAL PRADESH UNIVERSITY							25.4	4.94	5.14	19.1	4.49	4.23	18	3.91	4.60	155	3.44	4.50	8.4	4.11	2.01	17.0	3.60	4.72			
							SIG AT .01			SIG AT .01			SIG AT .01			SIG AT .01			SIG AT .05			SIG AT .05			SIG AT .01		
5 INDIAN INSTITUTE OF TECHNOLOGY										4.3	5.37	80	5.4	4.65	116	7.9	4.67	1.63	15.0	5.18	2.83	6.4	4.29	1.23			
										NOT SIG			NOT SIG			NOT SIG			NOT SIG			SIG AT .01			NOT SIG		
6 JAMIA MILLIA ISLAMIA UNIVERSITY																11	4.12	27	3.6	3.67	98	10.7	4.30	2.49	2.1	3.64	.58
										NOT SIG			NOT SIG			NOT SIG			NOT SIG			SIG AT .05			NOT SIG		
7 JAWAHARLAL NEHRU UNIVERSITY																			2.5	3.14	.79	9.6	3.86	2.49	1	3.31	.36
													NOT SIG			NOT SIG			NOT SIG			SIG AT .05			NOT SIG		
8 M.S. UNIVERSITY OF BARODA																						7.1	3.39	2.09	1.5	2.74	.54
																			SIG AT .05			SIG AT .05			NOT SIG		
9 MEERUT UNIVERSITY																									8.6	3.54	2.43
																						SIG AT .05			NOT SIG		

implementation and facilities available in the different universities.

It is clear from the table 3.3 that nine comparisons were made for each university student's attitude towards the semester system. Out of the nine comparisons the Himachal University Students' attitude differ from other universities eight times at .01 level and one time at .05 level. Similarly, the Meerut University students' attitude differ seven times at .05 level, one time at .01 level and one time do not differ at any level. This means that the Himachal Pradesh University students' attitude differs strongly from other university students' attitudes. The result has justification from the table 3.1(A) where Himachal Pradesh University students' attitude mean score was the least. In the same table (3.1(A)) the Meerut University students' attitude mean score was 124.9 and therefore, the present result has similarity with 124.9. The attitude of the Meerut University students also differs from other university students but not as much as the Himachal Pradesh University students' attitude towards the semester system.

Difference of Attitude Towards the Semester System among
the Teachers and Students within the University

The investigator found the differences of attitudes towards the semester system among the teachers and students within the university. Hence, the 't' technique was applied to measure the differences between the teachers and students. The following table shows the differences of attitudes towards semester system.

Table :3.4: Difference of Attitude among the Teachers and Students within each University.

Sl. No.	Names of the Universities	D	SE	't'
1.	Assam Agricultural University	7.7	2.42	3.18 *
2.	Central Institute of English and Foreign Language	7.5	5.98	1.25 NS
3.	Gujarat Agricultural University	1.87	4.13	.45 NS
4.	Himachal Pradesh University	.1	4.14	.02 NS
5.	Indian Institute of Technology, Delhi	.4	7.08	.06 NS
6.	Jamia Millia Islamia University	0	4.71	0 NS
7.	Jawaharlal Nehru University	5.59	5.17	1.08 NS
8.	M.S.University of Baroda	11.25	3.76	2.99 * 1
9.	Meerut University	11.4	4.17	2.73 *
10.	North Eastern Hill University	.8	3.27	.24 NS

* Significant at .01 level
NS Not significant

The table 3.4 reveals that out of the ten universities the teachers and students of three universities differ significantly at .01 level in their attitude towards the semester system. The teachers and students of other seven universities do not differ in attitudes at any level. The following may probably be the reasons for the differences of the three universities. The three universities were the Assam Agricultural University, the M.S. University of Baroda and the Meerut University.

According to the table 3.1 (A) the mean of the Assam Agricultural University teachers was 125.8 and students 133.5. It shows that both the groups have favourable attitude towards the semester system. But both the group differ in their attitudes. It is because, the students' mean score is higher than the teachers' mean score. This means the Assam Agricultural University students have a more favourable attitude towards the semester system.

It is evident from the table 3.1(A) that M.S.University of Baroda teachers' mean score is 143.25 and students' 132. This also shows that both the groups have favourable attitude towards semester system, because the mean scores are higher than the neutral score 123. But both the groups differ significantly in their attitude due to the difference in the

mean score. It shows that the teachers' attitude is more favourable than the students' which means teachers have more favourable attitude towards the semester system.

The Meerut University teachers and students also have favourable attitude towards semester system. According to the table 3.1(A) teachers' mean is 136.3 and students' 124.9. The mean value of teachers' attitude is higher than the students' mean value. Therefore, the attitude of the Meerut University teachers is more favourable towards the semester system than that of the students. Thus, the attitude towards the semester system differs significantly among the teachers and students of Assam Agricultural University, M.S. University of Baroda and Meerut University. The other seven universities do not differ in their attitudes towards the semester system among the teachers and students as per the table above.

Attitudes of the Teachers and Students towards the Different Aspects of the Semester System

This section covers the analysis and interpretation of the attitudes of the teachers and students towards the different aspects of the semester system. The justification to analyse in this way is that semester system is associated with other aspects viz., the flexibility of the courses, teaching methods, evaluation etc. Therefore, the attitude scale with 41 statements

were divided into six parts and arranged aspectwise. The following table shows the distribution of the items of the attitude scale according to the aspects.

Table :3.5: The different Aspects of the Semester System

Sl. No.	Different Aspects	Item Numbers
1.	Courses of study	2, 3, 5, 8, 36, 38
2.	Teaching method	7, 32, 33, 34
3.	Evaluation	4, 12, 19, 20, 21, 24, 25, 35, 39, 41
4.	Study habit	22, 26, 30
5.	Advantages	1, 10, 13, 16, 17, 27, 29
6.	Disadvantages	6, 9, 11, 14, 15, 18, 23, 28, 31, 37, 40

The above table 3.5 shows all the aspects cover by the statements pertaining to its own area under the columns3 the advantages and disadvantages statements like 'semester system helps in the reduction of failures in higher education. Due to the semester system there is no student unrest. This system does not suit in Indian conditions' etc. were included. Therefore aspectwise the attitude of the teachers and students were answered. Next table shows the mean score of each aspect, ranks, and correlation between the two groups of the respondents.

Table :3.6: Different Aspects of the Semester System,
Their Mean, Rank and Correlation between the
Teachers and Students

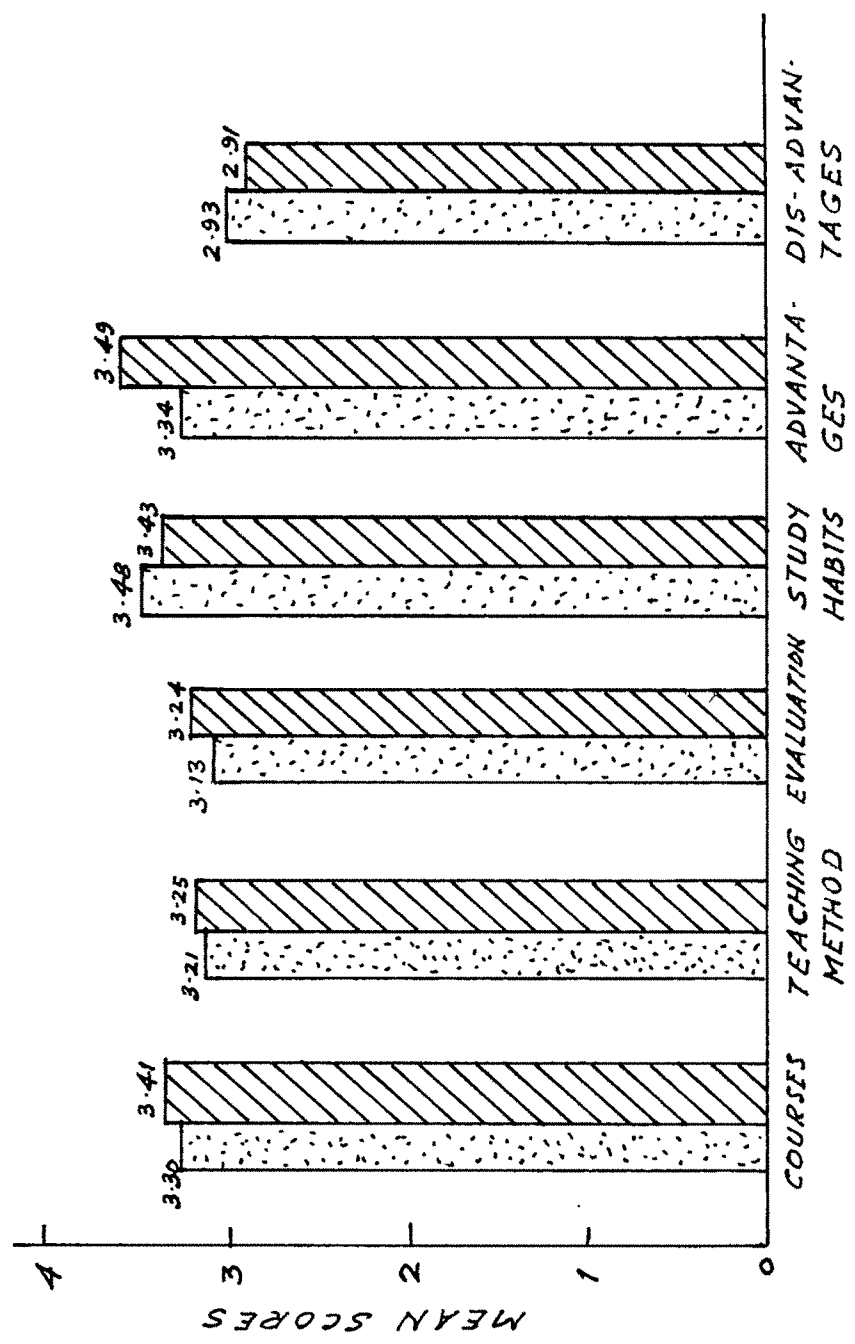
Sl. No.	Different aspects of the Semester System	Teachers'		Students'		(rho)
		Mean	Rank	Mean	Rank	
1.	Courses of study	3.41	III	3.30	III	= .94
2.	Teaching method	3.25	IV	3.21	IV	
3.	Evaluation	3.24	V	3.13	V	
4.	Study habit	3.43	II	3.48	I	
5.	Advantages	3.49	I	3.34	II	
6.	Disadvantages	2.91	VI	2.93	VI	

The table 3.6 reveals the total picture about the different aspects of the semester system. The mean score of each item as responded by the two groups were calculated. The total scores were divided by the total number of the respondents. Thus the mean score of each aspect of the semester system were settled and items were arranged according to the aspectwise then added and divided by the total number of the statement (each aspect). In this way the mean scores of each aspect have been obtained for the teachers and students. Ranks were allotted according to the highest mean scores of the different aspects.

The table reveals that the teachers have given the I rank to the advantage aspect of the semester system which indicates that the teachers are more aware of the advantages of the semester system. On the otherhand, students considered the same

FIG. 2
MEAN SCORES OF ATTITUDE OF THE TEACHERS AND STUDENTS
TOWARDS THE DIFFERENT ASPECTS OF THE SEMESTER SYSTEM

TEACHERS
STUDENTS



DIFFERENT ASPECTS OF THE SEMESTER SYSTEM

rank to the study habit aspect of the semester system. This shows students are more conscious of the study habit which means that the semester system has an effect on the study habits of the students.

The important point of the analysis is that the both groups emphasised the two aspects (advantages and study habit) at I and II rank. The only difference is the reverse position of each of the two aspects.

The rest of the ranks given by both the groups are the same. The III, IV and V ranks are given to the courses of study, teaching method and evaluation respectively. The attitude towards these aspects are shown as the parts of the semester system. Moreover, the attitude towards the disadvantages of the semester system by both the groups is unfavourable, where the rank VI goes.

The ρ (rho) shows that both the groups ranking are significant (.94) at .01 level. This means that there is no difference between the two groups in their rankings. It also shows the attitude of teachers and students are same towards the different aspects of the semester system. The difference of the first two ranks do not show any significant difference because majority of the ranks are rated by both the groups as same.

Difference of Attitude Towards the Semester System among
all the Teachers and Students

The following table shows the significant difference between all the teachers and students towards the semester system.

Table :3.7: Difference Between all the Teachers and Students in their Attitude Towards the Semester System

Mean Difference (D)	SE	't'	Significance
1.99	1.55	1.29	Not Significant

The table 3.7 reveals that there is no significant difference between the two groups of respondents in their attitude towards the semester system. The table indicated that whatever advantage stands for the semester system were accepted by both the groups of respondents. The different aspects of the semester system was also justified by this table. The present table also proved the result of the table 3.1(B) that the total attitude of the teachers and students are favourable towards the semester system.