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Challenges in Implementation of Semester System in Globalized World

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Abstract

Globalization is a process of integrating the nation states by removing or minimizing the restrictions on the movement of material resources, financial resources, labour, technology and ideas. An important component of globalization in relation to semester system is the need for producing interaction between teacher and student. There will be a continuous engagement between students and teachers which will result in a more focused class interaction. This will inculcate regular study habits among students. In this age of globalization we need to make the Semester System more innovative and futuristic in order to respond to the changing demands of the teacher and student all over the world. To maintain the standards and to update the quality of Semester System we require commitment and training of teacher concerned. Semester System provides an opportunity to students for continuous learning and assessment or feedback and hence, a better paced understanding of the subject. The objective of present paper will be (1) to identify the challenges in semester system in the age of globalization. (2) To give useful suggestions for making semester system more effective. The implications of the studies are (1) Semester System provides an opportunity to students for continuous learning and assessment (2) It helps in better paced understanding of the subject.

Keywords: Semester System, Globalization, Teacher Educators.

Introduction

A semester system permits greater freedom and scope for designing and delivering a variety of courses that the students can pick flexibly from in order to enhance the quality of their learning as also their career options. Education is imparted through a system and its success depends on what the system is and how it is practiced. India's Higher Education system is the third largest H.E systems of the world after America and China but the competitiveness of Indian Higher Education comes into question, particularly, when measured in terms of quality and global parameters of competitiveness. In semester system, examinations become a part and parcel of the daily routine and the system no more produces any sort of stress and strain among the students. The external examinations become more valid and reliable measure of performance due to continuous internal evaluation being carried out as an integral part of the system. The teaching and examination are spread over a longer period, and hence, the tendency of rote learning and memorization is discouraged. Here, greater emphasis is laid on teaching rather than on examination. Each semester has a specified number of working days which helps in better budgeting of available time and resources. This system does not allow any kind of slackness on the part of teachers and students; as there is no extra time to waste. This introduces seriousness and study-culture in the universities. Although many countries of the world adopted the semester system long ago, yet it is still a new idea in India. A large majority of institutions of higher education is yet to consider it for implementation.

Review of Related Studies

Gregory (2005) ^[8] reveals on Student Effort and performance over the Semester that (1) students respond to higher midterm scores by reducing the number of hours they subsequently allocate to studying for the course; (2) contrary to results based on semester totals, class attendance is not related to examination scores throughout the semester; (3) study time has a small, but statistically significant, negative effect on student performance.

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The studies were reviewed and the findings were also presented in the report having relevance to the study. Khattak (2011) ^[9] conducted research on A study of English teachers and Students perception about and the differences between annual and Semester System. This study tried to seek the perception of English teachers and students' about the differences between *Annual* and *Semester* system in terms of students' learning strategies at postgraduate level. A public sector university in Mardan (established in February 2009) provided the researchers a population who were new to *Semester* system and who had been seeking education in *Annual* system before joining it. In order to achieve the objective of the study, a questionnaire was distributed among a randomly selected 120 students having experience of both the educational systems, and interviews with 10 teachers were conducted to record their perception towards both systems of education. The analysis of the data got from both the tools showed that there was found a significant difference between *Annual* and *Semester* system in terms of students learning strategies. In *Annual* system students used to get ample time to master the target subjects, whereas in *Semester* system, the students had to synthesize the subjects and were not only made to undergo rigorous evaluation in terms of both intellectual and emotional growth. Aslam *et al.* (2012) ^[3] conducted research on analyzing factors affecting students' satisfaction regarding semester system. The study explores various factors like role of teachers, types of courses, time duration, the medium of learning, group work factors which have significant impact on the satisfaction level of the students. Research results have shown that Semester system is perceived to be most effective way of effectual learning; however the satisfaction level of students can be enhanced by collaborative efforts of teachers and students. Yousaf (2012) ^[4] conducted their research on A Case study of Annual and Semester Systems of Examination on Government College of Management Sciences. The Purpose of this study is to pin point as well expose differences between marks scored by the students in annual system of examination and semester system of examination. In the study the readers will see an obvious difference in marks grading secured by students through semester system of examination and Annual system of examination. Findings of the research demonstrated, that there is significant and visible difference between the results of semester and annual systems. Pathak (2013) ^[5] conducted research on Perception of Students and Teachers towards Semester System: The present study was conducted on 133 undergraduate students and 44 teachers selected at random from four selected degree colleges affiliated to Gauhati University from Nagaon town of Nagaon district of Assam to find out their perception towards semester system. Self-structured questionnaire revealing perception towards five dimensions of semester system curriculum, syllabus coverage and regularity of classes, teachers and methods of teaching, evaluation and feedback, and availability of resources was administered. The collected data were analyzed through using frequency, percentage, mean and SD. The research result revealed that the perception of students towards internal assessment and overall evaluation is not quite satisfactory. Most of the respondents even don't understand the evaluation in CGPA. The study further revealed lack of required resources particularly information resources in degree colleges to make semester system effective and successful. In this way, the findings of the present study yielded the necessity of developing strategies

by all the stakeholders to arrange for minimum resources and facilities which have a direct bearing on students' achievement. Uddin (2013) ^[10] indicated on Dynamics of email communications among University Students throughout a Semester. This study explores the dynamics of an email communication network, which was evolved among 34 university students throughout a semester, using measures of social network analysis and network simulation. These 34 students were doing a masters-degree course. They made 621 course-related email communications throughout the semester which consisted of 15 weeks including 13 semester-weeks, 1 week for mid-semester vacation and 1 week vacation before the final examination. From the analysis of this email communication network, it is found that: (i) students make an increased number of email communications with their peers at the end of the semester compared to the beginning of the semester; (ii) students' communication network becomes sparse or decentralised over time during a semester; (iii) students have different levels of network participation at different times during a semester; and (iv) the reliabilities of the predictive power of reciprocity in degree-activity and out degree-activity parameters of simulation models are changing significantly throughout the semester. Bazdar (2013) ^[6] conducted research on Assessment of Students' Learning Achievements under Semester System. Objectives of the study were; (1) to study the current assessment procedures of semester system to evaluate the students' learning achievements in the public sector universities of Punjab, (2) to investigate the problems faced by teachers and students during practicing current assessment procedures in semester system, and (3) to prepare guidelines for the assessment of students' learning achievements under semester system in public sector universities of Punjab. Data were gathered from 450 students and 50 teachers of three public sector universities of Punjab. Research findings indicate that majority of students confirm their satisfaction with the system. An indicator regarding the effectiveness of continuous assessment is teachers' instructions for students according to their results. Thirty four percent of students speak out that their teachers provide them instructions according to their results whereas 56% of students argue that it depends on teachers. Though 83% of the students and 25% of university teachers propose teachers' training for effective assessment of the students' learning achievements but for the teachers major problem is time management. Forty six percent of the opinions of university teachers show them suffering from time problem. It may not only affect their assessment practices but provision of feedback to the students also. Less effective time management of teachers may be a reason that 59% of students are not strongly agree with the statement that their teachers take feedback from the results of continuous assessment in semester system. Brophy (2014) ^[7] indicated studies on Semestering and the Teaching-Learning, there was more overall variety in the teaching-learning activities of Semestered classes, and that teachers of Semestered classes did have a better personal knowledge of their students. Semestering has emerged as a response to the demand for individualization in education. The present study suggests that the philosophy and objectives of individualization in education may indeed be achieved through the utilization of Semestered patterns of organization. The present results and findings are best seen as exploratory, and, hence, before any firm conclusion can be reached as to the total effect of Semestering on school

environments and students; there is definitely a need for more large-scale analysis involving a greater number of Semester and non-semester classrooms.

Challenges

1. Hectic Examination activities simply contribute to pass the examination and nothing else.
2. This system suits only to higher education.
3. This system suffers from all those evils which annual system of examination suffers.
4. It is a difficult task to frame proper syllabus of each semester.
5. The system makes the students lazy and careless as there become enough chances to re-appear in the examination.
6. At last one month time goes waste in starting next semester.
7. In this system students are constantly under the hammer of examination.
8. Syllabus of the semester course is alike with the annual system and it becomes difficult to complete the course within the time frame.
9. For many economically backward students the system is a costly matter.
10. Infrastructural structure in many colleges does not match to the requirement of the system.
11. Due to continuous engagement of students in the study process, they are giving very less time to their extra co-curricular activities.
12. Adjustment of faculties to the system is a challenge.
13. Students with average marks and quality mainly in rural and semi urban areas are unable to adjust to the system.

Suggestions

Keeping in view all these facts, following are the suggestions for the improvement in the semester system of examination.

1. The teachers should be fair to minimize the chances of favouritism and biases.
2. The teachers should award sessional marks impartially according to the performance of each student so that the students may be satisfied.
3. The teachers should encourage the students to participate in the co-curricular activities that are the integral part of teaching and learning process.
4. The teachers should also give the descriptive tests during session to improve the students' writing skill.
5. The workshops should be organized for all the teachers so that they may improve their competency after getting professional training related to the semester system of examination.
6. The teachers should try to work fairly and honestly so that they may not be exploited or influenced by anyone.
7. The time duration for mid and final term exams should be allocated according to the distribution of marks.

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