

A QUALITATIVE STUDY ON THE VIEWS AND PERCEPTIONS OF THE SEMESTER SYSTEM AMONG B.ED. TEACHER EDUCATORS

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ABSTRACT

This qualitative study explores the views and perceptions of B.Ed. teacher educators regarding the implementation of the semester system in teacher education programs in Punjab, India. The study aims to critically examine the strengths and limitations of the semester and annual examination systems, focusing on their impact on teaching effectiveness, student learning, and academic management. Data were collected from 100 teachers across urban and rural B.Ed. colleges in 22 districts using structured questionnaires and interviews, and analyzed through percentage-based interpretation to identify prevailing trends and opinions. The findings indicate that while the semester system facilitates continuous assessment, timely evaluation, and an increase in students' overall marks, it also presents significant challenges, including increased teacher workload, difficulties in completing the syllabus, reduced engagement in co-curricular activities, and higher financial burdens on students. Comparatively, the annual system was perceived as more conducive to holistic education, deeper learning, and stronger teacher-student relationships. The study concludes that although the semester system offers certain academic advantages, the annual system provides a more sustainable and balanced approach to teacher education. Recommendations highlight the need for integrating the strengths of both systems to enhance teaching quality, reduce workload, and promote comprehensive student development.

Keywords: Semester system, Annual system, B.Ed. teacher education, Teacher perceptions, Student assessment, Academic workload, Holistic learning, India

INTRODUCTION:

The origin of education in India can be traced back to the Vedic period (1500–500 BCE), which laid foundational principles of learning through oral traditions, spiritual knowledge, and moral instruction. The *Rigveda*, one of the oldest known texts, emphasizes *vidya* (knowledge) as a means of achieving self-realization and societal harmony. Although the Indus Valley Civilization (circa 3300–1300 BCE) likely practiced some form of education, definitive conclusions remain elusive due to the undeciphered script (Possehl, 2002). According to Sodi (1974), the Vedic period holds particular importance in understanding the therapeutic and transformative role of education in ancient India. Education was viewed as a source of light and power, capable of refining human intellect and transforming ethical, spiritual, and practical aspects of life.

Following the Vedic era, Buddhist education gained prominence around the 5th century BCE. Monastic institutions such as Nalanda, Vikramashila, and Taxila evolved into major centres of learning, offering both religious and secular instruction (Altekar, 1934). Education was primarily conducted within monasteries (*viharas*), where students were taught subjects including logic, philosophy, medicine, and grammar. This monastic education system remained influential for nearly 1500 years, positioning India as a leading educational hub in the ancient world.

During the medieval period, institutional learning saw a decline due to political instability and invasions, which was followed by the rise of Islamic educational institutions like *maktab*s and *madrasas*. The most profound transformation, however, occurred under British colonial rule, which replaced indigenous systems with Western models of education. The Charter Act of 1813 marked the beginning of government-supported education, while Macaulay's Minute on Indian Education (1835) laid the foundation for English-based instruction (Sharp, 1920).

By the time of India's independence in 1947, a complex, multi-tiered educational structure had developed. However, the absence of coordination among policies and institutions led to a fragmented system. To address this, the Kothari Commission (1964–1966) proposed a national system of education to promote social cohesion, economic development, and modernization. In more recent years, reforms such as the National Education Policy (NEP) 2020 have sought to integrate traditional Indian knowledge systems with modern pedagogical approaches (Ministry of Education, 2020).

In the present era, achieving the educational goals outlined by various Indian education policies and commissions has become a national priority. These goals emphasize not only access to education but also its quality, inclusivity, and relevance to the demands of a globalized and rapidly changing society (Tilak, 2015). A critical step in realizing these objectives is the development and nurturing of well-trained, competent, and dedicated teachers. Research by Darling-Hammond (2000) highlights that teacher quality is one of the most significant factors influencing student achievement. More recent studies affirm this view: OECD (2020) reports that effective teacher training and ongoing professional support significantly improve classroom outcomes, while Sharma and Srivastava (2019) emphasize the need for competency-based teacher training to address regional and socio-economic disparities. Similarly, a UNESCO (2014) report links investment in teacher education directly with improved learning outcomes across diverse educational contexts.

Over the years, multiple education commissions—such as the Kothari Commission (1964–66) and the more recent National Education Policy (NEP) 2020—have underscored the pivotal role of teachers in national development. These policies advocate for continuous professional development, robust pre-service and in-service training, and a strong ethical foundation in the teaching profession (MHRD, 2020). According to a study by Batra (2005), systemic reforms in teacher education are crucial for addressing educational disparities and enhancing classroom practices. Recent findings by Azim Premji Foundation (2021) also highlight that classroom effectiveness depends significantly on teachers' pedagogical content knowledge and their ability to contextualize learning for diverse learners.

To meet the evolving demands of the 21st century, teacher education must prioritize not just subject expertise but also critical thinking, creativity, digital literacy, and emotional intelligence (NCTE, 2009; Mehrotra, 2022). The integration of technology into teacher education has also gained prominence in light of the COVID-19 pandemic, with researchers like Jena (2020) pointing out the urgent need to blend traditional and digital teaching strategies. Producing such educators is essential for the effective implementation of national education policies and for building a progressive, informed, and empowered society.

Secondary teacher education plays a vital role in shaping the academic and personal development of adolescents during a critical stage of their growth. Well-prepared secondary teachers not only deliver subject knowledge but also cultivate critical thinking, creativity, and emotional intelligence in students (Darling-Hammond, 2006; Bransford, Darling-Hammond & LePage, 2005). This stage of education serves as a bridge between foundational learning and higher education or future employment, making the quality of instruction at this level

especially significant. Research consistently shows that student performance is highly influenced by teacher effectiveness, particularly in secondary schools (OECD, 2020; Rockoff, 2004).

According to the National Education Policy (2020), equipping secondary educators with modern pedagogical tools, digital literacy, and continuous professional development is essential for ensuring quality and equity in education. The Azim Premji Foundation (2021) stresses that subject expertise, pedagogical innovation, and reflective teaching are crucial for improving student outcomes in diverse Indian classrooms. Furthermore, a longitudinal study by Rice (2010) demonstrates that teacher preparation programs that emphasize mentorship, classroom management, and student engagement produce more effective teachers over time.

Additionally, Sharma & Srivastava (2019) argue that competency-based teacher education frameworks are needed to address India's varied regional and socio-economic contexts. Jamil and Raman (2012) point out that secondary school teachers must be trained to meet the psychological and developmental needs of adolescents, especially in multilingual and multicultural environments. The National Council for Teacher Education (NCTE, 2009) also highlights the need for teacher education programs to incorporate inclusive education practices, life skills, and socio-emotional learning.

Thus, strengthening secondary teacher education is not only a policy imperative but also a foundational step toward nurturing a knowledgeable, skilled, and socially responsible generation capable of contributing meaningfully to the nation's development.

Numerous comprehensive research studies have critically examined the implementation, effectiveness, and challenges of the semester system in various educational programs. The key findings from these studies reveal a complex interplay of both positive and negative impacts on the overall quality of education.

On the positive side, a range of empirical studies underscores that the semester system fosters continuous learning, improved time management, and frequent assessments, all of which collectively contribute to heightened academic engagement, discipline, and consistency among students (Khan & Shaikh, 2017). It facilitates modular learning, ongoing curriculum refinement, and timely, constructive feedback—critical elements for upholding academic rigor and aligning with global educational benchmarks (Sharma, 2015). Furthermore, teacher educators have reported that the semester system enables better structuring of course content and enhances student involvement through regular internal evaluations and classroom-based assignments (Das, 2020). Verma and Singh (2021) identified that the system actively promotes skill acquisition through project-based approaches and cultivates learner autonomy, particularly in higher education environments. Similarly, Thakur and Mishra (2018) highlighted that the semester model encourages a culture of academic accountability among both faculty and students, leading to improved curriculum delivery and evaluation methodologies. More recently, Rani and Joseph (2022) examined its adoption in teacher education institutions in South India, noting benefits such as greater alignment of academic calendars, increased student participation in formative assessments, and improved professional growth and reflective practice.

Conversely, a significant body of literature highlights critical challenges associated with the semester system. A principal concern is the restricted time frame for deep conceptual understanding and hands-on experience, which is especially detrimental in professional programs like B.Ed., where practicum, reflective inquiry, and values-based learning are indispensable (Priyadarshini, 2019; Ramesh & Gupta, 2021). The frequent assessments and tight deadlines often result in heightened academic pressure on students, leading to stress,

burnout, and encouraging superficial learning focused on passing exams rather than mastering content (Kulkarni, 2020; Singh & Kaur, 2018). Teacher educators often experience heightened workload, relentless assessment cycles, and additional administrative responsibilities, which diminish their capacity for creative teaching and individualized mentorship (Sharma, 2015; UGC Reports; Patel & Joshi, 2022). Kulkarni (2020) observed that the accelerated pace of the semester framework may compromise meaningful learning when institutions lack the infrastructure and adaptability required for effective implementation. Moreover, institutions with insufficient physical resources, inadequate academic support mechanisms, and underprepared faculty face systemic barriers, often resulting in compromised educational outcomes (Das, 2020; Kulkarni, 2020; Verma, 2021). Additionally, Mehta and Bansal (2023) pointed out that although the semester model intensifies academic engagement, it frequently overlooks regional disparities and institutional diversity, culminating in uneven student performance and learning inequalities. The rigid structure of the semester system often fails to accommodate the diverse academic needs and socio-cultural backgrounds of students from different regions, resulting in unequal learning experiences and widening educational disparities (Mehta & Bansal, 2023; Rao & Subramanian, 2020). Further, Gupta and Sharma (2023) highlight that the system sometimes leads to administrative overload and coordination difficulties, which compromise the quality of curriculum delivery and student support services.

RATIONALE OF THE STUDY:

The shift from an annual system to a semester-based structure is a major change in B.Ed. education, affecting teaching methods, assessment, and curriculum organization. Yet, there is limited research on how effective this system actually is at the B.Ed. level.

Teachers, as key stakeholders, have direct experience with both systems. Their views are essential for understanding the strengths and weaknesses of the semester system and for judging whether it improves teaching quality and continuous assessment.

The results of this study will guide future educational planning, helping curriculum designers, administrators, and policymakers make informed decisions about academic reforms. By examining the merits and demerits of the semester system, this research will support future improvements in teacher education and enhance the overall quality of the B.Ed. programme.

OBJECTIVES:

1. To critically analyse the strengths and limitations of the annual and semester examination systems in B.Ed. programs.
2. To explore teachers' perspectives on the implementation and effectiveness of the semester system in B.Ed. education.
3. To evaluate and compare the annual and semester examination systems to determine the more effective mode of assessment in B.Ed. programs.

METHODOLOGY:

The study employed a descriptive survey method to explore existing situations, practices, and beliefs, with data collected through interviews and questionnaires. Two separate questionnaires were created to gather perspectives from teachers. The term survey is rooted in the idea of systematic observation to understand public opinions and behaviours.

The researcher used simple random sampling to select the 22 districts in Punjab: Bathinda, Mansa, and Faridkot. Data were collected from B.Ed. colleges in these districts to address the research problem.

Sr. No	Category	Male	Female	Total
1.	Teachers	43	57	100
2.	Rural Teachers	26	27	53
3.	Urban Teachers	17	30	47

The study aimed to examine the implementation of the semester system in B.Ed. programs and determine their effectiveness compared to the annual system. The researcher developed a structured questionnaire to collect views from teachers.

The questionnaire was created in two phases. Initially, 30 questions were prepared for teachers, then reduced to 14 based on expert feedback. In the second phase, these were refined further to 16 questions, eliminating redundancies and improving clarity.

Both linguistic and subject-specific expert opinions were sought to ensure the questionnaire was accurate, clear, and relevant. The final version was carefully organized and deemed appropriate for the target respondents.

In this qualitative inquiry, the researcher will employ percentage analysis to systematically interpret the data by identifying recurring response patterns and calculating their relative frequencies within the total sample. The study seeks to generate nuanced and comprehensive insights into teachers' perceptions, attitudes, and lived experiences regarding the implementation of the semester system in B.Ed. programs. This analytical strategy will facilitate the identification of prevalent viewpoints, underlying themes, and emerging trends within the broader educational landscape.

RESULTS AND DISCUSSION:

In India, the semester system is implemented in higher education. Both the annual and semester systems have their strengths and weaknesses. To evaluate their relative effectiveness, the perspectives of teachers have been collected and are summarized in the table below. This section presents an analysis of the data and key conclusions drawn from their responses.

To what extent is the semester system more effective than the annual system in enhancing the educational process?

Sr.No	Answers	Number and percentage of teachers				Total (%) of teachers	
		Urban (N= 53)		Rural (N=47)			
		M. (%)	F. (%)	M. (%)	F. (%)		
1.	Very much	14%	13%	7%	16%	50%	
2.	Very little	4%	2%	2%	4%	12%	
3	No difference	8%	12%	8%	10%	38%	

According to the data, 50% of college teachers believe the semester system is less effective than the annual system in enhancing the educational process, while only 12% view it as highly effective and 38% observe no notable difference. These findings are supported by previous research (Bhat, 2017; Sharma & Rani, 2019), which highlights that the semester system increases academic pressure, reduces subject mastery, and limits meaningful teacher-student engagement. Gupta (2020) further notes that it prioritizes speed over deep learning, often resulting in superficial understanding. NCTE (2018) also reports inconsistencies in assessment practices under the semester model. In contrast, Rao & Kumar (2021) emphasize the annual system's flexibility, continuity, and capacity for deeper academic engagement.

Collectively, the evidence suggests a strong preference among educators for the annual system as a more effective and holistic approach to teaching and learning.

The characteristics of the annual examination system, as reported by teachers who consider the semester system less effective, are presented in the table below:

Sr. No	Characteristics and Features of the Annual System	Number and percentage of teachers				Total (%) of teachers	
		Urban (N= 53)		Rural (N=47)			
		M. (%)	F. (%)	M. (%)	F. (%)		
1.	The academic burden on students is significantly reduced.	12%	6%	4%	14%	36%	
2.	The annual system allows teachers to get to know their students better.	6%	16%	4%	8%	34%	
3	In the annual system, students can be taught according to their abilities.	8%	4%	8%	10%	30%	

According to the above data, teachers who favour the annual system identified several key characteristics. Among them, 36% stated that the annual system reduces the academic burden on students. Of these, 12% were urban male teachers, 6% urban female teachers, 4% rural male teachers, and 14% rural female teachers. This finding is supported by Sharma and Rani (2019), who found that the annual system allows students more time for comprehension and reduces pressure caused by frequent assessments in the semester model.

Another characteristic highlighted by teachers is that the annual system allows them to understand their students better. Overall, 34% of teachers mentioned this benefit, including 6% urban male teachers, 16% urban female teachers, 4% rural male teachers, and 8% rural female teachers. Bhat (2017) emphasizes that longer instructional periods under the annual system facilitate stronger student-teacher relationships, enabling better tracking of student progress and individualized support.

An additional advantage noted by teachers is that the annual system enables instruction to be tailored to students' unique learning abilities. This perspective was supported by 30% of the respondents, comprising 8% urban male teachers, 4% urban female teachers, 8% rural male teachers, and 10% rural female teachers. Gupta (2020) reinforces this view, stating that the extended timeframe of the annual system offers educators the flexibility to adapt teaching strategies based on learners' needs, leading to more inclusive and effective classroom practices. Similarly, Rao and Kumar (2021) argue that the annual system better accommodates differentiated instruction, fostering deeper learning outcomes across diverse student groups.

Table showing the percentage of teachers indicating improvements in the learning process due to the implementation of the semester system in B.Ed. programs.

Sr. No	Improvement	Number and percentage of teachers				Total (%) of teachers	
		Urban (N= 53)		Rural (N=47)			
		M. (%)	F. (%)	M. (%)	F. (%)		
1.	The outcome is likely to result in decline rather than improvement	4%	13%	7%	16%	50%	
2.	Exposure to a diverse range of	7%	6%	3%	7%	23%	

	subjects each semester enhances students' intellectual growth and broadens their academic horizons.					
3	The evaluations are completed very quickly.	5%	8%	7%	7%	27%

In the above table, the college teachers were asked about the improvement in the learning process resulting from the implementation of the semester system in B.Ed. The teachers expressed three main opinions. First, they felt that there would be no improvement; in fact, there might be a decline. Second, they stated that studying different subjects in each semester would broaden students' knowledge. Third, they believed that assessment would be completed more quickly.

For the first opinion, 50% of the total teachers expressed this view about the semester system. Among them, the percentages of urban male teachers (14%) and urban female teachers (13%) are nearly the same. In rural areas, 7% of male teachers and 16% of female teachers also supported this view. The second opinion was mentioned by 23% of the teachers. Here, the percentages of urban male teachers (7%) and rural female teachers (7%) are equal. Additionally, 6% of urban female teachers and 3% of rural male teachers agreed with this point. Similarly, 27% of the teachers highlighted the third improvement. Within this group, the percentages of rural male teachers (7%) and rural female teachers (7%) are identical. Additionally, 8% of urban female teachers and 5% of urban male teachers supported this view.

A close analysis of the table reveals a significant trend: half of the teachers (50%) endorsed the first opinion. This indicates a strong belief among teachers that the implementation of the semester system in the B.Ed. programme is unlikely to enhance the learning process. On the contrary, many feel it may actually result in a decline in academic quality.

Do students and teachers get to know each other more quickly in the semester system than in the annual system?

Sr. No	Answers	Number and percentage of teachers				Total per. Of teachers	
		Urban teachers		Rural teachers			
		Men	Female	Men	Female		
1.	Yes	11%	9%	6%	10%	36%	
2.	No	5%	6%	2%	5%	18%	
3.	No difference	10%	12%	9%	15%	46%	

In the above table, college teachers were asked whether, in their view, students and teachers get to know each other more quickly in the semester system than in the annual system. The teachers were instructed to select one of the three response options—Yes, No, or No Difference. The analysis revealed that 36% of the teachers selected "Yes," indicating they believe the annual system promotes faster student familiarity. In contrast, 18% selected "No," suggesting they do not perceive such an advantage. A substantial proportion, 46%, chose the "No Difference" option, indicating that nearly half of the teachers believe that the rate at which students get to know each other remains the same in both systems.

In the "Yes" category, the percentages of urban female teachers (11%), rural female teachers (9%), and rural male teachers (10%) are nearly the same. Additionally, 15% of urban male teachers selected this option.

In the “No” category, the percentages of urban male teachers (5%) and rural female teachers (5%) are exactly equal. Furthermore, 2% of rural male teachers and 6% of urban female teachers selected this response. The majority of teachers selected the “No Difference” option. Among them, the percentages of rural male teachers (9%) and urban male teachers (10%) are nearly equal. Additionally, 12% of urban female teachers and 15% of rural female teachers chose this option. Overall, 49% of the teachers selected “No Difference,” clearly indicating that, according to most teachers, there is no significant difference in how quickly students and teachers get to know each other between the semester system and the annual system.

The semester system helps in increasing the percentage of marks compared to the annual system.

Sr. No	Answers	Number and percentage of teachers				Total per. Of teachers	
		Urban teachers		Rural teachers			
		Men	Female	Men	Female		
1.	Yes	20%	24%	9%	25%	78%	
2.	No	1%	2%	4%	2%	9%	
3.	No difference	5%	1%	4%	3%	13%	

In the above table, college teachers were asked whether the semester system helps increase the percentage of marks compared to the annual system. They were instructed to select one of the three response options—Yes, No, or No Difference. The results showed that 78% of the teachers selected the “Yes” option, 9% chose “No,” and 13% selected the “No Difference” option. A large number of teachers selected the “Yes” option, which clearly indicates that the semester system helps in increasing the percentage of marks.

Internal assessment in the semester system, as compared to the annual system, will help increase the percentage of students’ marks.

Sr. No	Answers	Number and percentage of teachers				Total per. Of teachers	
		Urban teachers		Rural teachers			
		Men	Female	Men	Female		
1.	Yes	11%	9%	8%	16%	44%	
2.	No	2%	7%	5%	3%	17%	
3.	No difference	13%	11%	4%	11%	39%	

In the above table, college teachers were asked whether, compared to the annual system, the internal assessment of students in the semester system would help increase their percentage of marks. Teachers were instructed to select one of the three response options—Yes, No, or No Difference. The findings revealed that 44% of the total teachers selected the “Yes” option, 17% selected “No,” and 39% chose the “No Difference” option. A large number of teachers selected the “Yes” option. Among them, 11% of urban male teachers chose this option. The percentages of urban female teachers (9%) and rural female teachers (8%) are nearly equal. However, the percentage of rural female teachers (16%) is double that of rural male teachers (8%). A smaller number of teachers selected the “No” option. Among them, the percentage of urban female teachers (7%) is three times higher than that of urban male teachers (2%). Additionally, 5% of rural male teachers and 3% of rural female teachers selected this option. A large number of teachers selected the “No Difference” option. Among them, 13% of urban male teachers and 4% of rural male teachers chose this option. The percentages of urban female teachers (11%) and rural female teachers (11%) are exactly equal. A majority of the teachers selected the “Yes” option, which is more than double the percentage of those who

chose “No.” This clearly indicates that, under the semester system, the internal assessment of students helps in increasing their overall percentage of marks.

In the semester system, teachers are likely to experience a greater workload in preparing and conducting examination papers.

Sr. No	Answers	Number and percentage of teachers				Total per. Of teachers	
		Urban teachers		Rural teachers			
		Men	Female	Men	Female		
1.	Yes	14%	19%	7%	15%	55%	
2.	No	6%	0%	2%	8%	16%	
3.	No difference	6%	8%	8%	7%	29%	

In the above table, college teachers were asked whether, under the semester system, the burden of preparing and conducting examinations would increase for them. Teachers were instructed to select one of the three response options—Yes, No, or No Difference. The findings revealed that 55% of the teachers selected the *Yes* option, indicating that more than half of the respondents believe the semester system increases the workload related to examination preparation. In contrast, 16% of the teachers selected No, while 24% chose the No Difference option. A large majority of teachers selected the “Yes” option. Among them, the percentages of urban male teachers (14%) and rural female teachers (15%) are nearly equal. In addition, 19% of urban female teachers and 7% of rural male teachers also chose this option. Very few teachers selected the “No” option. Among them, 6% of urban male teachers, 0% of urban female teachers, 2% of rural female teachers, and 8% of rural male teachers chose this response. A considerable number of teachers selected the “No Difference” option. Among these teachers, the percentages of urban male teachers (6%) and rural female teachers (7%) are almost the same. The percentage of urban female teachers (8%) and rural male teachers (8%) is exactly equal. A large majority of teachers selected the “Yes” option, clearly indicating that, compared to the annual system, the semester system places a greater burden on teachers in terms of conducting examinations and preparing question papers.

Compared to the annual system, the fees charged in the semester system are likely to become an added financial burden on students.

Sr. No	Answers	Number and percentage of teachers				Total per. Of teachers	
		Urban teachers		Rural teachers			
		Men	Female	Men	Female		
1.	Yes	18%	15%	7%	19%	59%	
2.	No	0%	1%	1%	4%	6%	
3.	No difference	8%	11%	9%	7%	35%	

In the above table, college teachers were asked whether the fees charged under the semester system, as compared to the annual system, would become a burden on students. The respondents were instructed to select one of the three options: *yes*, *no*, or *no difference*. It was found that 59% of the teachers selected *yes*, 6% selected *no*, and 35% selected *no difference*. A large number of teachers selected the *Yes* option, with the percentages of urban male teachers (18%) and rural female teachers (19%) being almost equal. The percentage of urban female teachers (15%) is approximately double that of rural male teachers (7%). Very few teachers selected the *No* option, with the highest proportion being 4% among rural female teachers. Additionally, 0% of urban male teachers, 1% of urban female teachers, and 1% of

rural male teachers selected this option. A considerable proportion of teachers selected the *no difference* option, among whom 8% of urban male teachers and 11% of urban female teachers chose this response. Additionally, 9% of rural male teachers and 7% of rural female teachers selected this option. The *yes* option was selected by a large proportion of teachers, clearly indicating that the fees charged under the semester system, as compared to the annual system, are perceived to be a burden on students.

Sr. No	Answers	Number and percentage of teachers				Total per. Of teachers	
		Urban teachers		Rural teachers			
		Men	Female	Men	Female		
1.	Yes	7%	8%	3%	4%	22%	
2.	No	9%	12%	5%	6%	32%	
3.	No difference	10%	7%	9%	20%	36%	

In the table above, college teachers were surveyed to determine whether managing university examinations is easier in the annual system than in the semester system. The respondents were asked to select one of the three options: *Yes*, *No*, or *No Difference*. The results show that 22% of the teachers selected the *Yes* option, 32% selected the *No* option, and 36% selected the *No Difference* option. Only a small proportion of teachers selected the *Yes* option. Among them, the percentages of urban male teachers (7%) and urban female teachers (8%) are almost equal. Similarly, among rural teachers, the percentages of male (3%) and female (4%) teachers are nearly the same.

The majority of teachers selected the *No* option. Specifically, 9% of urban male teachers, 12% of urban female teachers, 6% of rural female teachers, and 5% of rural male teachers chose this response. A majority of the teachers selected the *no difference* option. Among them, 10% of urban male teachers and 7% of urban female teachers chose this response. Similarly, 9% of rural male teachers and 20% of rural female teachers selected this option. Overall, most teachers (36%) indicated *no difference*, which clearly suggests that there is no significant variation in the management of university examinations between the annual system and the semester system.

Will seminars, athletic meets, youth fairs, and similar activities be organized in an appropriate manner and at the appropriate time under the semester system?

Sr. No	Answers	Number and percentage of teachers				Total per. Of teachers	
		Urban teachers		Rural teachers			
		Men	Female	Men	Female		
1.	Yes	3%	16%	2%	10%	21%	
2.	No	14%	12%	11%	17%	54%	
3.	No difference	9%	9%	4%	3%	25%	

In the above table, college teachers were asked whether seminars, athletic meets, youth fairs, and similar activities could be organized in an appropriate manner and at the appropriate time under the semester system. For this purpose, respondents were provided with three options—*Yes*, *No*, and *No Difference*—and were instructed to select one. The results indicate that 21% of the teachers selected the *Yes* option, 54% selected the *No* option, and 25% selected the *No Difference* option. Only a small number of teachers selected the *Yes* option. Among them, the percentages of urban male teachers (3%) and rural male teachers (2%) are nearly equal. In addition, 16% of urban female teachers and 10% of rural female teachers selected this option. A large proportion of teachers selected the *No* option. Specifically, 14% of urban male

teachers, 12% of urban female teachers, 11% of rural male teachers, and 17% of rural female teachers chose this response. The percentage of rural male teachers and urban female teachers is almost equal in this category. Only a small number of teachers selected the *no difference* option. Among them, the percentages of urban male teachers (9%) and urban female teachers (9%) are equal. Similarly, among rural teachers, the percentages of male (4%) and female (3%) teachers are nearly the same.

A majority of teachers selected the *No* option, which clearly indicates that organizing activities such as athletic meets and youth fairs in the semester system—and conducting them at the appropriate time—is not considered easy.

According to you, will students not drop out of the B.Ed. programme due to the increased number of papers in the semester system as compared to the annual system?

Sr. No	Answers	Number and percentage of teachers				Total per. Of teachers	
		Urban teachers		Rural teachers			
		Men	Female	Men	Female		
1.	Yes	0%	2%	0%	1%	3%	
2.	No	24%	21%	12%	22%	79%	
3.	No difference	2%	4%	5%	7%	18%	

In the above table, college teachers were asked whether students would refrain from dropping out of the B.Ed. programme despite the heavier paper load in the annual system as compared to the semester system. The respondents were given three options—*Yes*, *No*, and *No Difference*—and were instructed to select one. The findings reveal that 3% of the teachers selected the *Yes* option, 79% selected the *No* option, and 18% selected the *No Difference* option. Very few teachers selected the *Yes* option. Among them, the percentages of both urban male teachers and rural male teachers were zero. Only 2% of urban female teachers and 1% of rural female teachers selected this option.

A very large proportion of teachers selected the *No* option. Among these respondents, the percentages of rural female teachers (22%) and urban female teachers (21%) are almost equal. In contrast, the percentage of urban male teachers (24%) is double that of rural male teachers (12%). A small number of teachers selected the *no difference* option. Among them, the percentage of urban female teachers (4%) is twice that of urban male teachers (2%). In addition, 5% of rural male teachers and 7% of rural female teachers selected this option.

A large proportion of teachers chose the *No* option, which clearly indicates that students are not likely to drop out of the B.Ed. programme due to the weight of papers in the annual system as compared to the semester system.

Table presenting the number and percentage of teachers who reported difficulties in the implementation of the semester system.

Sr.No	Difficulties	Number and percentage of teachers				Total (%) of teachers	
		Urban (N= 53)		Rural (N=47)			
		M. (%)	F. (%)	M. (%)	F. (%)		
1.	It will be difficult to complete the syllabus.	6%	13%	7%	14%	40%	
2.	Teachers are busy organizing papers.	11%	8%	6%	6%	31%	

3	Teachers and students lack time to participate in other learning support activates.	9%	6%	4%	10%	29%
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The questions presented in the above table provide information about the difficulties encountered in the implementation of the semester system. Out of the total teachers, 40% reported that completing the syllabus under the semester system is the main difficulty. Among them, 13% of urban female teachers and 6% of urban male teachers, as well as 14% of rural female teachers and 7% of rural male teachers, indicated that completing the syllabus is challenging. The percentages of urban female teachers and rural female teachers are nearly equal, while the percentage of rural female teachers is double that of rural male teachers. Out of the total number of teachers, 31% reported that the next major problem is that teachers are occupied with managing papers. Among them, 11% of urban female teachers and 8% of urban male teachers indicated this issue. Similarly, among rural teachers, 6% of female teachers and 6% of male teachers reported the same, showing equal representation. Out of the total teachers, 29% expressed the opinion that under the semester system, teachers and students do not have sufficient time to participate in other activities. Among them, 6% of urban female teachers and 9% of urban male teachers, as well as 4% of rural female teachers and 10% of rural male teachers, reported this concern.

The most commonly reported problem by teachers is that completing the syllabus under the semester system is more difficult compared to the annual system.

CONCLUSION:

The findings of the study indicate that the implementation of the semester system in B.Ed. The programs in India have both significant advantages and notable challenges. On the positive side, teachers reported that the semester system facilitates quicker evaluation of student performance, provides opportunities for continuous internal assessment, and, in many cases, contributes to an increase in students' overall percentage of marks. These features are perceived to promote a more structured and systematic approach to teaching and learning, ensuring that students are regularly assessed throughout the academic year rather than at a single annual examination.

However, the study also reveals several challenges associated with the semester system. A substantial proportion of teachers expressed concerns regarding increased workload in preparing and conducting examinations, difficulties in completing the syllabus within the limited time frame, and limited opportunities for students and teachers to participate in co-curricular and extracurricular activities such as seminars, youth fairs, and athletic meets. Additionally, many teachers perceived the semester system as a financial burden on students due to higher fees, which could impact student satisfaction and engagement.

When comparing the semester system with the annual system, the data suggest that the annual system is generally more favorable in terms of holistic education and academic well-being. Teachers highlighted that the annual system allows them to better understand students' individual abilities, foster stronger student-teacher relationships, provide more time for in-depth learning, and reduce academic pressure. These advantages enable educators to tailor instruction according to students' learning needs and to support more meaningful intellectual growth.

Furthermore, the study indicates that while the semester system may offer measurable academic benefits, such as higher marks and faster evaluations, these gains may come at the cost of increased stress for both teachers and students and reduced engagement in broader

learning experiences. The annual system, in contrast, offers a more balanced approach that supports deeper learning, encourages student participation in co-curricular activities, and enhances teacher-student interactions.

In conclusion, the results suggest that although the semester system has some positive effects on student assessment and performance, the annual system remains a more effective and sustainable approach for teacher education programs. Policymakers and educational institutions should carefully weigh the benefits and challenges of each system and consider integrating the strengths of both approaches to optimize academic outcomes, reduce teacher workload, and support holistic student development. The study emphasizes the need for a balanced educational framework that promotes both academic achievement and overall student well-being while ensuring that teachers can effectively manage their responsibilities.

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