



(RESEARCH ARTICLE)



A descriptive study to assess the knowledge of teachers towards the implementation of semester-based curriculum in selected nursing colleges at Nagpur district

Akshaya Deoman Sadanshiv ^{1, *}, Abhilasha Arvind Shambharkar ², Sakshi Lakhanla Ghormare ², Ayushi Prashant Humne ², Sayali Bharat Gosavi ², Karishma Chokhobaji Ingole ², Nilima Sridhar Hatwar ², Yoginee Sitaram Jogeekar ², Shrutika Ajay Goje ², Prajakta Bhaskar Humane ² and Shubhangi Panjabrao Gulde ²

¹ *Mental Health Nursing, Nagpur, Maharashtra, India.*

² *Maharshi Karve Stree Shikshan Sanstha Sitabai Nargundkar College of Nursing, Nagpur, Maharashtra, India.*

International Journal of Science and Research Archive, 2023, 10(01), 260–264

Publication history: Received on 23 June 2023; revised on 19 August 2023; accepted on 21 August 2023

Article DOI: <https://doi.org/10.30574/ijrsra.2023.10.1.0626>

Abstract

A descriptive study to assess the knowledge of teacher towards the implementation of semester-based curriculum. The objective of the study are , to assess the knowledge of the teachers towards the newly implemented semester pattern and to determine the association of knowledge with selected demographic variables. Non-experimental descriptive research design is used in this study and it is conducted over 60 teachers by using non probability convenient sampling technique. Assessment is done by using self-structured questionnaire. The findings reveals that Mean knowledge score is 9.10 3.34, Mean % knowledge score is 45.50 16.71. The knowledge of teachers regarding semester based curriculum is associated with designation.

Keywords: Teachers; Implementation; Semester; Curriculum.

1. Introduction

BSc Nursing is the 4 year under-graduate course. It was traditionally annual pattern curriculum but under new education policy INC has implemented semester pattern curriculum from this year. This semester curriculum consist of total 8 semester in whole 4 year degree course. Education is preparing a person to face everyday life and prepare the professionals who are responsible to drive a nation and examination is a key part of our education system. Examinations are competitive tests in which each student rise to surpass his rival & manage the time according to the duration of the system. Universities have different systems to educate and train the minds of youth, mainly there are two systems adopted in universities i.e. annual system & semester system. A curriculum refers to a defined and prescribed course of studies, which students must fulfil in order to pass a certain level of education. An effective curriculum provides teachers, students, school leaders and community stakeholders with a measurable plan and structure for delivering a quality education. An evidenced-based curriculum acts as a road map for teachers and students to follow on the path to academic success. Teachers play a key role in developing, implementing, assessing and modifying the curriculum.

1.1. Need of the study

The changes done to the curricular do not go hand in hand with changes in teachers' teaching and learning methodologies, as a result it seems that those changes have nothing to do with the improvement of teachers performance because teachers are not capable of delivering instructional materials to students due to new needed strategies. This is because the changing nature of content requires constant revision to update development within the education system. Therefore, after curriculum changes, teachers are not clear of what they are doing and hence do hesitate when presenting the new knowledge due to the new innovation that they are not aware of and therefore their

* Corresponding author: Akshaya Sadanshiv

competency is questionable and could reflect on the performance of students. Therefore, this study seeks to explore the effect of curriculum change in the teaching pattern of teachers.

Objective

- To assess the knowledge of the teachers towards the newly implemented semester pattern.
- To determine the association between knowledge of teachers towards the implementation of semester based curriculum with selected demographic variable in selected nursing college of Nagpur district.

1.2. Assumption

Teachers will have some knowledge regarding semester curriculum

2. Methodology

- **Research approach** - qualitative approach
- **Research design** - descriptive design
- **Setting of the study** - selected nursing colleges
- **Target population** - teachers of under-graduate nursing college.
- **Accessible population** - under-graduate teachers of nursing college.
- **Sampling technique** - non-probability convenient sampling
- **Sampling size** – 60

2.1. Tool for data collection

- **Section A** - Self structured questionnaire on demographic variables
- **Section B** - Modified questionnaire regarding semester based curriculum
- **Section C** - Modified questionnaire regarding subject division
- **Section D** - Modified questionnaire regarding evaluation

2.2. Research variables

Level of knowledge

2.3. Sampling criteria

2.3.1. Inclusive criteria

- The Teachers who are willing to participate in the study
- The teachers who were present at the time of data collection
- Teachers of Under-graduate College of nursing

2.3.2. Exclusive criteria

- Teachers who are not willing to participate in the study
- Teachers who are not present
- The Teachers who are not teaching under-graduate nursing students

2.4. Description of the tool

- **SECTION A** – It includes age, gender, education, area of residence, year of teaching experience, designation.
- **SECTION B** - Modified questionnaire regarding semester based curriculum
- **SECTION C** - Modified questionnaire regarding subject division
- **SECTION D** - Modified questionnaire regarding evaluation

3. Result and discussion

3.1. SECTION A - Description of percentage wise distribution of teachers with regards to their demographic characteristics

Table 1 Percentage wise distribution of teachers with regards to their demographic characteristics n=60

Demographic Variables	No. of Teachers	Percentage (%)
Age(years)		
Below 25 years	10	16.7
25-30 years	28	46.7
31-35 years	15	25.0
>35 years	7	11.7
Gender		
Male	13	21.7
Female	47	78.3
Others	0	0
Education		
BSc Nursing Teachers	25	41.7
MSc Nursing Teachers	32	53.3
Doctorate/M.Phil. in Nursing	3	5.0
Other	0	0
Area of residence		
Rural	16	26.7
Urban	44	73.3
Year of teaching experience		
0-5 years.	32	53.3

3.2. SECTION B

SECTION B - Assessment of level of knowledge among teachers regarding implementation of semester based curriculum among nursing teachers from selected nursing college of Nagpur city

Table 2 Assessment with level of knowledge score n=60

Level of knowledge	Score Range	Level of Knowledge Score	
		No of nursing teachers	Percentage
Poor	0-25%(0-5)	6	10
Average	26-50%(6-10)	34	56.67
Good	51-75%(11-15)	18	30
Excellent	76-100%(16-20)	2	3.33
Minimum score		1	

Maximum score	20
Mean knowledge score	9.10 ± 3.34
Mean % Knowledge Score	45.50 ± 16.71

3.3. SECTION C

Table 3 Association of post test knowledge score regarding implementation of semester base curriculum among nursing teachers in relation to age in year, gender, education, residence, year of experience, designation.n=60

Demographic variable	Calculated value			Df	Table value	Level of significance	Significance
	t. value	f. value	p. value				
Age		1.33	0.27	3,56	2.76	P>0.05	NS
Gender	0.02		0.97	58	2.00	P>0.05	NS
Education		2.79	0.070	2,57	3.15	P>0.05	NS
Area of Residency	0.83		0.40	58	2.00	P>0.05	NS
Year of Experience		1.61	0.19	3,56	2.76	P>0.05	NS
Designation		4.00	0.006	4,55	2.52	P<0.05	S

Key: s:-significant; ns:- non- significant

4. Conclusion

After detailed analysis this study leads to the following conclusion. The study reveals that about 56.67 % of teacher has average knowledge about semester based curriculum and about 30 % have good knowledge and 3.33 % have excellent knowledge and about 10 % have below average knowledge. Only designation of nursing teachers is statistically associated with this knowledge and rest others demographic variable were not statistically associated with this level of knowledge

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

References

- [1] Asim das "attitude of teacher trainees towards semester system in west bengal" west bengal (2018) <http://www.ijamtes.org/gallery/166.july%20ijmte%20-%20853.pdf>
- [2] Abinash Neog ,(2020) "A Study On The Effectiveness Of Semester System At Undergraduate Degree level With Special Reference To College Of Sonitpur " : https://ejmcm.com/article_4330.html
- [3] Pargat Singh Garcha International Journal of Education, Issue June 2017 "Role of Gender on Attitude of Teacher Trainees toward Semester System" :- <http://ijoe.vidyapublications.com>
- [4] Rtana.s.et.al(2015) in their paper "Semester System and Its Implementation in Assam" https://www.academia.edu/6730224/SEMESTER_SYSTEM_AND_ITS_IMPLEMENTATION_IN_ASSAM

- [5] Haseena, s.(2014) in their research paper on “ Attitude of post – graduate students towards semester system ”
https://www.researchgate.net/publication/314884912_Attitude_of_Post_Graduate_Students_Toward_s_Semester_System
- [6] Mehmood Tariq , Abdullah , Zaman Amir, Ali Sajjad (2014) “Perceptions.of studentand TeachersRegardingSemesterSystemofExaminationinHigherEducationinPakistan”
[https://www.textroad.com/pdf/JAEBS/J.%20Appl.%20Environ.%20Biol.%20Sci.,%204\(8S\)122-126,%202014.pdf](https://www.textroad.com/pdf/JAEBS/J.%20Appl.%20Environ.%20Biol.%20Sci.,%204(8S)122-126,%202014.pdf)
- [7] Dr. Muhammad Saeed and Ujma Parvin,(2014) “A Comparative Study of ExaminationPracticesin AnnualandSemesterSysteminPublicSectorUniversitiesofthePunjabPakistan”https://scholar.google.com/scholar?hl=en&as_sdt=0%2c5&q=a+comparative+study+on+annual+and+semesvter+pattern+&btnng=#d=gs_qabs&t=1653377258941&u=%23p%3di6svtx7fezgJ