



SEMESTER VS. ANNUAL SYSTEM OF EDUCATION FROM THE PERSPECTIVE OF TEACHERS IN COLLEGES

¹Dr. Gunjan, ²Garima Khara, ³Sukanya Pathania, ⁴Guneet Kaur

¹Assistant Professor, ²M.Com. Student, ³M.Com. Student, ⁴M.Com. Student

¹Department of Commerce,

¹Mehr Chand Mahajan DAV College for Women, Chandigarh, India

Abstract: The system of examination serves as an integral part of the education process. The whole academic achievement of the student depends on many factors such as course contents, curriculum design, examination pattern, evaluation structure and time framework assigned to subjects in each class. There are various types of education system for various courses at graduation and post graduation level. Broadly, there are two types of education systems prevailing in India i.e. Annual and Semester system of education. The paper puts an effort in analysing teacher's perception on both the systems of education used for higher education. Semester system in which the academic year is divided into a period of six months leading to exams twice in a year and annual system in which the final evaluation takes place only at the end of the year. The paper also attempts to analyze the variation in the perception of college teachers related to annual and semester system on the basis of their experience and subject of specialization. The data for the study has been collected through structured questionnaire in online mode. One-way ANOVA and Chi-Square test have been used in order to test the significance. The statistical analysis of data reveals that the majority of the teachers prefer annual system than semester system with regards to quality of course contents and student evaluation and performance. However, with regards to teaching experience, they have shown variation in the perception about recommendation for semester system for undergraduate and postgraduate courses. Overall, it may be suggested that to a greater extent, annual system is more beneficial for the students as recommended by the teachers.

Index Terms - Perception of Teachers, Annual System, Semester System, Higher Education

I. INTRODUCTION

The most indispensable pillar on which the development of the nation depends is the education of the large youth a country has. The socio-economic development of India depends on the quality of education provided to the children and youth (Misra, 2012). Indian higher education system usually follows annual and semester system of educational framework. Both the systems have their own advantages, problems and challenges in terms of subject coverage, evaluation system, time assigned etc. (Yousaf & Hashim, 2012). Various universities and colleges are offering courses either on annual or semester system basis. Hence, it becomes necessary to reflect upon the two most widespread systems of education prevalent in almost all parts of the Indian continent i.e., semester system and annual system. In this context, it becomes imperative to analyse and understand the perspective of the teachers and consequently suggest remedies to eradicate the problems of the prevailing system. It becomes essential to first understand the ideology of the two systems.

The word semester is a division of an academic year from the Latin word "semester is" which means six-months. The semester system can be described as a system in which the academic year is divided into two periods. A semester carries a period of six months at the end of which examinations take place to evaluate the students academically. It should further be noted that the course coverage per subject is very limited in

semester system of education. Not only in India, but many educational institutions across the globe are shifting towards this system. It has been initially introduced to provide the students with the opportunity of continuous learning and evaluation. It has the aim of inculcating amongst the students the habit of regularity and consistency in studies. However, there exists a multitude of disadvantages and challenges faced by the students and teachers in semester system. To quote a few amongst them, failure of completion of syllabus within stipulated time, increased pressure and stress, lack of extracurricular activities are of major issues under the semester system.

Annual system of education is defined as a system of education in which the students are evaluated only at the end of the year to test their knowledge which they have gained in that respective year. In due course, teachers have more time span to deliver lecture with more innovation along with frequent evaluation of topics covered in the class. The system helps the students and teachers to manage efficiently and effectively their work and time and consequently perform better. Also, this system provides the students with ample time which further gives them the liberty to devote their time to other activities (Uzma & Muhammad, 2014). However, this system poses some disadvantages too like the laid-back attitude of teachers and students sometimes, lack of attendance, accumulation of syllabus which leads to stress etc.

Researchers have varying opinions, as far as the superiority of semester system over the other is concerned. The first among them is the fact that the annual system is more onerous as compared to the semester system (Uzma & Muhammad, 2014). Secondly, annual system seems to be less productive because students tend to follow a casual attitude whereas the semester system keeps the students motivated throughout the period (Solanki, 2019). Thirdly, talking about semester system, it does not leave much time for the students to focus on other activities whereas this becomes an advantage for the annual system. Further among the differences is the fact that there is comparatively less burden and assignment pressure as far as annual system is concerned, whereas, the students in the semester system tend to always remain occupied with one or the other assignments, and hence, the quality of assignments and other activities get compromised. Table 1 below provides a bird eye view of empirically found position of semester and annual system.

Table-1: Comparison of Annual & Semester system of education

FEATURES OF SEMESTER SYSTEM	FEATURES OF ANNUAL SYSTEM
1.It refers to a system in which exams are conducted after a period of 6 months	1.It refers to a system where exams are held after one academic year.
2. Since evaluation is done at the end of 6 months, students feel more burdened academically.	2. Students adopt a laid-back attitude because of the exams taking place at the end of the year.
3. It allows students to engage in continuous learning and receive necessary feedback.	3. Students have more time to engage themselves in extra-curricular activities.
4.Through the semester system, students continue to prepare frequently and perform better and obtain good marks.	4. Students may obtain less marks if they generally start preparing for these exams at the last minute.

Therefore, having taken into account the pros and cons of each system and the differences prevalent between the two systems, it becomes important, at the same time, very hard to identify a system better than the other. However, keeping in mind the fact that giving the right education to the youth has multiple positive consequences on the development of the nation, an effort has been made to analyse the perspective of the teachers about the two mentioned systems of education in order to identify which system works better in the long run and what are the pitfalls which can be eradicated for the betterment of the systems.

II. REVIEW OF LITERATURE

The present section of paper deals with review of literature on semester and annual system of education. There are number of research papers at international level too representing diverse opinions of students and teachers on semester and annual system.

Khattak et al., (2011) showed that most of the teachers thought that semester system was better because there existed a close interaction between students and teachers; it was a learner centred system, continuous evaluation of the performance etc. In contrast to this, in the annual system of education, teachers do not bother much about the performance of students. In the same study it was brought forward that 80% of the teachers thought of the semester system as the 'demand of the modern time'. Looking at the structure of semester system, teachers thought of semester system to be better than annual.

Pabla, (2014) highlighted that the annual system was the best for a true education and the concept of semester system was borrowed from abroad where it worked well due to specific reasons. However, in India it was possible for the teachers to devote ample time to teaching apart from devoting time to extracurricular activities. Hence semester system needed to be opted out and it should be changed to annual system (**Manisundaram, 2018**). The study brought forward the idea that both the systems were equally good and it was difficult in that case to choose a system better than other. However, it revealed that both the students and teachers remain occupied throughout the year in the semester system whereas in the annual system students become occupied only in the months before the exam and the preceding months were marked with the liberty which led them to pursue non-academic activities.

Uzma& Muhammad (2014) brought to light that teachers received help in the semester system and their quality of teaching was enhanced by the semester system as compared to the annual system. According to a survey conducted by **Bhattarai (2008)** revealed that the attitude of the teachers towards the semester system was found to be positive.

Furthermore, **Chongbang(2014)** conducted a comparative study of the two systems in which it was revealed that teacher learning strategies mentioned in the syllabus did not exhibit difference between the two systems. Authors significantly explored realities of teaching learning activities, classroom management and student achievement. Through purposive sampling technique, it concluded that the pass percentage in semester system was much higher than in annual system of examination. The study was conducted in view to explore realities, to compare the semester and annual system of examination and to identify academic and administrative roles and responsibilities under both the systems. It was further found that the teachers used different methods of teaching in both the systems such as group discussions, presentations etc. in semester system and lecture method in annual system of education. The courses under the annual system were not completed on time because of uncertain reasons. The students were quite happy with the semester system of education because of timely announcement of results instead of waiting for five to six months in annual system of education.

Batool et al. (2017) investigated the perceptions regarding the effectiveness of both the systems of education. With 200 students as a sample and using ANOVA as a statistical tool, the research concluded that semester system was better and results of annual system were poor in comparison to semester system of education. The paper also recommended the universities to take necessary steps in reforming the education system, to lessen the burden of assignments and all possible inventions and innovations should be employed by the universities in order to make a sound and flexible education system. As per their study, students had not developed regular study habits in annual system and the results were always delayed. On the contrary to it, the paper revealed that the semester system leads to favouritism in spite of the fact that they did not spend much time in developing their personality and in other extra-curricular activities.

Kaka et al., (2019) highlighted the various challenges faced in the annual examination. With eighty students and twenty lecturers as the sample of the study, it was observed that annual system has failed in achieving the desired results and both the students and lecturers suggested the semester system as a substitute of it. The study addressed many flaws of the annual system of education and concluded that the students have to face a lot of difficulties and challenges as the system only accesses the memory of students, did not focus on their skills and creativity. The assessment further prompted the students at large to look for unfair means to attempt the paper. By observing the major challenges categorically, it was recommended that annual system should be replaced by the semester system of education that free the students to think and focus on creative and other skills.

Solanki, (2019) elucidated that there was a vast difference between both the learning and teaching techniques of the two systems. It revealed the fact that the students having a semester system were more occupied and focused towards their objectives. They barely got time to focus on anything apart from their

curriculum which was not the case with the annual system of education. In the study, it was analysed that there was a clear difference between the performance of the students of the annual and semester system. The study brought forward the fact that the annual system was better as it gave an opportunity to develop in depth the concepts.

Munnawar&Ghafoor(2019) also concluded that 65% of the respondents agreed that the semester system developed a subjective attitude amongst the teaching staff. Also, in the same study it was further revealed that more than two-third of the respondents felt that the teachers provided continuous feedback in the semester system than in annual system while about one-fourth of the respondents were of opposite view. Also, this system motivated the students to engage in learning based activities. As far as the curriculum was concerned, the respondents described that the syllabus and course contents were not fully covered in the semester system.

Neog(2020) revealed that semester system of education in various universities and colleges still posed a big challenge. To study the effectiveness of this system on undergraduate level, 150 students were selected as a sample and it was analysed that semester system had increased the workload of the students, though most of the students maintained regularity. Majority of the students were becoming just examination oriented and did not focus on other co-curricular activities. Most significantly, the study revealed the percentage of students who study the concepts and content thoroughly were just forty percent. Using Descriptive Survey Method, it was further concluded that the students just appear for the exams without having any interest in getting a deeper understanding of the concepts. Another important fact that majority of the students were of the view that the scope for getting more marks in semester system of education was very high as evaluation includes internal marks rather than in annual system of examination. Failure of completion of syllabus on time was another important finding.

Dawa and Baraily (2022) concluded that majority of the teachers were dissatisfied with the semester system. The reasons behind the same were poor administration and professional incompetence. Contrarily, in this type of system, there was a shift from traditional lecture to a student-centred approach which motivated the students to engage themselves into self-learning. Also, the same study also highlighted that the semester system made students more accountable and engaged. Also, teachers were expected to work for the enhancement of their professional skills and also played the role of a coordinator and organizer in the teaching learning process.

By deeply studying various research papers and reports, it can be concluded that stakeholders i.e., students and academicians have various reasons to prefer either semester or annual system of education. There is no universal acceptance of one particular system. This non consensus further leads to relevance of present study.

III. OBJECTIVES AND RESEARCH DESIGN

The present study has been undertaken to examine perception of teachers (teaching to graduate and post-graduate students) related to semester and annual system of education. Further, the purpose of the research is to examine the teachers' recommendation for annual or semester system with regard to undergraduate and post graduate courses.

The sampling unit in this study consists of teachers working in various colleges and universities in Punjab and Chandigarh teaching graduates and post-graduate courses. An effort has been made to identify the teachers who have taught in both semester as well as annual system.

For the achievement of objectives, primary data has been collected through close-ended questionnaire. An online Google form has also been circulated to gather more and more responses. After receiving the filled questionnaires, it has been found, that eighty seven of questionnaires were complete in all respects, hence used in further data analysis and interpretation. For the selection of teachers, purposive and snowball sampling techniques have been used.

To explore and examine teachers' perception on semester and annual system of education, three parameters have been identified i.e., Teaching effectiveness (TE), Quality of course content (QCC) and Student evaluation and performance (SEP). Further, for each parameter, few statements have been designed to obtain clear view of respondents. Teachers have been asked to mark these statements on four-point Likert Scale (SA=Strongly Agree, A=Agree, D=Disagree and SD= Strongly Disagree).For the purpose of analysis of data, Cross Tabulation, One Way ANOVA and Chi-Square Test have been used as statistical tools.

IV. DEMOGRAPHIC PROFILE OF RESPONDENTS

Table 2 represents demographic features of selected teachers, teaching in educational institutions on the basis of age, gender, qualification etc. A brief overview of this table shows that majority of the teachers are of more than 41 years of age. In case of gender, female teachers have more percentage than male teachers. The obvious reason is that proportion of male teachers out of total teachers in Chandigarh and surrounding areas of Punjab is nearly one third. Further, majority teachers possess the highest qualification i.e., Ph.D. As far as the field of specialisation is concerned, by and large, all three streams i.e., Science/ICT, Commerce and Arts have same proportion in sample. To add further, table depicts that 79% of the teachers in sample have teaching experience of more than 11 years. Panjab University, Chandigarh has launched semester system in the academic year 2014-15 for undergraduate courses. Hence, it can be interpreted that largely teachers have experience of teaching in both, semester and annual system of education. On the basis of the demographic features, the sample description here is fair enough to generalize the results achieved so far.

Table 2: Demographic Profile of Respondents

		Count	Percentage
Age (years)	Up to 30 years	4	5%
	31-40 years	27	31%
	41-50 years	41	47%
	51 years and above	15	17%
	Total	87	100%
Gender	Male	16	18%
	Female	71	82%
	Total	87	100%
Qualification	Post Graduate	22	25%
	Ph.D.	63	72%
	M. Phil	2	3%
	Total	87	100%
Field of specialisation	Science/ICT	26	30%
	Commerce	30	34%
	Arts	31	36%
	Total	87	100%
Current Designation	Associate Professor	13	15%
	Assistant Professor	74	85%
	Total	87	100%
Teaching Experience in years	Up to 10 years	18	21%
	11-15 years	29	33%
	16-20 years	20	23%
	More than 20 years	20	23%
	Total	87	100%

V. RESULTS AND DISCUSSION

Both the systems of education have their own benefits and shortcomings. The students in semester system feel less burdened as they find it easier to complete the syllabus of six months. Moreover, there is also an opportunity of self-assessment and regular attendance in the semester system. While, on the other hand, in annual system, students have more time because of which they can engage themselves in extracurricular activities. Also, due to the availability of ample time, it is helpful for the students to gain better and in-depth knowledge of the subject.

As mentioned in the previous section of the paper, three parameters have been taken to examine teachers' perception on semester and annual system. Under each parameter, there are six statements representing Teaching Effectiveness (TE), Quality of Course Contents (QCC), and Student Evaluation and Performance (SEP).

Tables 3a,3b, and 3c present the frequencies and percentage of respondents for these statements on four-point Likert Scale (SA=1, A=2, D=3, SD=4).

It can be viewed from the table 3a that majority of the teachers disagree to the statement that the semester system of education provides sufficient time in completion of the syllabus and approximately one third of them agree that this system gives ample space for the innovation in the classroom. Further, 62% of the respondents agree that the semester system is stressful whereas 63% of them disagree to the fact that this system provides enough time to the teachers to connect with their students. Approximately half of the teachers in sample are of the view that semester system motivates professors in improvement of students' results while other half of the teachers agree that the annual system of education provides better monitoring and mentoring.

As far as quality of course content is concerned, majority of the teachers disagree to the view that course and curriculum is better in semester system than in annual system. Again, only half of the teachers opine that curriculum in the semester system is more placements oriented. Similarly, as far as the belief on the conceptual clarity and understanding in semester system is concerned, 46% agree, while 54% disagree to the statement. Nearly half of the teachers agree that course curriculum in semester system is updated and complete. However, two third of the teachers are of the perception that the course curriculum designed in semester system is not completely apt as per industry requirement.

It can be interpreted from table 3c that where 64% of the respondents agree that semester system is helpful for the students in developing regularity in their studies, 52% of the teachers disagree to the statement that it provides enough motivation to study in a better way. The majority of the respondents i.e., 54% disagree to the statement that semester system has better evaluation parameters and 56% of them counter that attendance is better in semester system of education. More than half of the teachers in the sample disagree that the academic results are improved in semester system whereas 51% of them do agree that students are more committed and disciplined in the same.

Table 3a: Perceptions Regarding Teaching Effectiveness (TE)

		Strongly Agree	Agree	Disagree	Strongly Disagree	Total
TE.1: Course-curriculum in semester system provides sufficient time to complete the syllabus	Count %age	6 7%	33 38%	43 49%	5 6%	87 100%
TE.2: Course-curriculum in semester system gives ample space to teachers for innovation in classrooms	Count %age	4 5%	28 32%	48 55%	7 8%	87 100%
TE.3: Course-curriculum in semester system is stressful	Count %age	15 17%	39 45%	28 32%	5 6%	87 100%
TE.4: Course-curriculum in semester system motivates college teachers to improve students results in final exams	Count %age	3 3%	40 46%	39 45%	5 6%	87 100%
TE.5: Course-curriculum in semester system provides enough time to teachers so that they can connect with students easily	Count %age	2 2%	30 35%	46 53%	9 10%	87 100%
TE.6: For teachers, monitoring and mentoring of students is better in case of Annual system of education	Count %age	27 31%	32 37%	26 30%	2 2%	87 100%

Table 3b: Perceptions Regarding Quality of Course Contents (QCC)

		Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QCC.1: Courses and curriculum are better in semester system than annual system	Count %age	5 6%	34 39%	45 52%	3 3%	87 100%
QCC.2: Curriculum in semester system is more placement oriented	Count %age	4 5%	37 43%	43 49%	3 3%	87 100%
QCC.3: Curriculum in semester system provides more conceptual clarity and understanding	Count %age	1 1%	39 45%	41 47%	6 7%	87 100%
QCC.4: Course-curriculum in semester system is better in enhancing student learning	Count %age	3 3%	42 49%	39 45%	3 3%	87 100%
QCC.5: Course-curriculum in semester system is	Count	2	37	44	4	87

complete, adequate and updated	%age	2%	43%	51%	5%	100%
QCC.6: Course-curriculum in semester system is completely as per industry requirement	Count	1	25	57	4	87
	%age	1%	28%	66%	5%	100%

Table 3c: Perceptions Regarding Student Evaluation and Performance (SEP)

		Strongly Agree	Agree	Disagree	Strongly Disagree	Total
SEP.1: Semester system is helpful to students in developing regularity in studies	Count	4	51	27	5	87
	%age	4%	59%	31%	6%	100%
SEP.2: Semester system provides enough motivation to students to study in a better way	Count	7	35	39	6	87
	%age	8%	40%	45%	7%	100%
SEP.3: Semester system has improved academic results (lesser compartments and reappears)	Count	6	34	36	11	87
	%age	7%	39%	41%	13%	100%
SEP.4: Semester system has better evaluation parameters for student learning	Count	2	38	42	5	87
	%age	2%	44%	48%	6%	100%
SEP.5: Attendance of students is better in semester system	Count	4	35	37	11	87
	%age	4%	40%	43%	13%	100%
SEP.6: Students are more disciplined, organized and committed in case of annual system of education	Count	7	37	36	7	87
	%age	8%	43%	41%	8%	100%

In nutshell, it can be stated that for few of the statements, teachers carry similar type of opinions for semester and annual system, whereas for other statements, teachers have shown variation in their perceptions. To check this variation statistically, One Way ANOVA has been used. Table 4 and Table 5 exhibit the statistical values of F-test along with mean value and standard deviation for specialisation of teachers and teaching experience vis-à-vis TE, QCC and SEP.

Table 4: Specialisation of Teachers vis-à-vis TE/QCC/SEP: A Comparison

Parameter	Specialization	N	Mean	Std. Deviation	F	Sig.
TE	Science/ICT	26	2.45	.26	.01	.99
	Commerce	30	2.47	.28		
	Arts	31	2.45	.48		
	Total	87	2.46	.35		
QCC	Science/ICT	26	2.40	.39	2.99	.06
	Commerce	30	2.59	.42		
	Arts	31	2.70	.57		
	Total	87	2.57	.48		
SEP	Science/ICT	26	2.46	.44	1.84	.17
	Commerce	30	2.44	.54		
	Arts	31	2.67	.54		
	Total	87	2.53	.52		

It can be witnessed from table 4 that there is no significant difference between perception of teachers on the basis of specialisation and TE, QCC and SEP as significance value is greater than 0.05. The probable reason behind this could be similar type of problems and challenges faced by Science/ICT, Commerce and Arts teachers. Largely, all teachers believe that annual system is relatively better for all round development of the students.

Table 5: Teaching Experience and TE/QCC/SEP: A Comparison

Parameter	Teaching Experience	N	Mean	Std. Deviation	F	Sig.
TE	Up to 10 years	18	2.41	.34	1.25	.30
	11-15 years	29	2.39	.37		
	16-20 years	20	2.48	.40		

	More than 20 years	20	2.58	.27		
	Total	87	2.46	.35		
QCC	Up to 10 years	18	2.36	.30	2.83	.04*
	11-15 years	29	2.52	.53		
	16-20 years	20	2.79	.37		
	More than 20 years	20	2.62	.58		
	Total	87	2.57	.48		
SEP	Up to 10 years	18	2.19	.42	5.44	.00*
	11-15 years	29	2.48	.44		
	16-20 years	20	2.77	.42		
	More than 20 years	20	2.67	.61		
	Total	87	2.53	.51		

* Significant at 5% level of significance

There is no significant difference between the perception of teachers with regards to the three parameters i.e., teaching effectiveness (TE), quality of course contents (QCC), and student evaluation and performance (SEP) as the significance values happen to be more than the level of significance i.e., 0.05.

It is clearly evident from Table 5 that there is no significant difference in the perceptions of teachers regarding teaching effectiveness of the teachers as far as teaching experience is concerned as the significance value is 0.30. However, there exists a significant difference between the perception of teachers as far as teaching experience is concerned with regards to QCC and SEP. For these two variables i.e., QCC and SEP, as the teaching experience increases, accordingly, the mean value also increases which states that with the increase in the teaching experience of teachers, their preference towards annual system of education also increases, thus, discarding their preference towards semester system of education.

Table 6 examines the teachers' recommendations for semester or annual system for undergraduate and post graduate classes. From Table 6, it is analysed that 73% of teachers specialized in the field of commerce recommend semester system for post graduate courses while 57% of them recommend annual system for undergraduate courses. The majority of teachers specialised in the field of Science/ICT i.e., 58% prefer semester system for the post graduate courses whereas only 35% of them prefer semester system for undergraduate courses.

Table 6: Recommendations of Semester and Annual System for UG & PG v/s & Specialisation and Experience of Teachers.

			Recommended System for UG			Recommended System for PG		
			Annual	Semester	Either	Annual	Semester	Either
Field of specialization	Science/ICT	Count	10	9	7	5	15	6
		%age	38%	35%	27%	19%	58%	23%
	Commerce	Count	17	10	3	6	22	2
		%age	57%	33%	10%	20%	73%	7%
	Arts	Count	19	10	2	16	12	3
		%age	61%	32%	7%	52%	38%	10%
Chi Square Significance			0.177			0.011*		
Teaching Experience in years	Up to 10 years	Count	5	9	4	6	10	2
		%age	28%	50%	22%	33%	56%	11%
	11-15 years	Count	16	13	0	9	18	2
		%age	55%	45%	0%	31%	62%	7%
	16-20 years	Count	15	3	2	7	12	1
		%age	75%	15%	10%	35%	60%	5%
More than 20 years	Count	10	4	6	5	9	6	
	%age	50%	20%	30%	25%	45%	30%	
Chi Square Significance			0.005*			0.275		

* Significant at 5% level of significance

On the other hand, talking about the teachers specialized in the arts field, majority of them i.e., 52% of them prefer annual system for the post-graduation courses whereas there it is clearly evident that majority of the teachers i.e., 61% recommend annual system for the students of the undergraduate courses. From the above interpretations, it can be concluded that the teachers of Science/ICT and Commerce recommend semester system for the students of post graduate courses and teachers specializing in Arts recommend annual system for the students of undergraduate and post graduate courses. On the other hand, nearly half of the teachers having a teaching experience up to 10 years recommend semester system for undergraduate courses and 56% also prefer semester system when it comes to post graduate courses. However, teachers having an experience between 11 to 15 years, 55% of them recommend annual system for under graduation and 62% of them prefer semester system for post graduation. Apart from that, teachers with the experience of 16-20 years have shown a clear majority i.e., 75% recommend annual system of education for the students of undergraduate courses and 60% of them prefer semester system for post graduate courses. Meanwhile, half of the teachers having an experience more than 20 years recommend annual system for under graduation while 45 % of them recommend semester system for post graduate courses.

To test the significance of association between recommendation of semester / annual system to undergraduate and post graduate courses and field of specialisation and teaching experience of the teachers in the sample, Pearson's chi-square test has been executed. It has been found that preference for annual or semester system is significantly related to the field of specialisation for post graduate courses. It can be explained that more than half of faculty members from Arts stream prefer annual system for postgraduate courses whereas similar percentage of teachers in science and commerce stream prefer semester system. However, in case of undergraduate courses, no significant association between field of specialisation and preference for semester and annual system have been observed.

Preference for annual or semester system in case of undergraduate courses has been significantly associated with teaching experience. Teachers having more than 15 years of experience preferred annual system, while others remaining teachers preferred semester system. However, no significant association has been existed between teaching experience and preference for annual or semester system for postgraduate courses. Irrespective of number of years of teaching experience, preference has been found for semester system in postgraduate courses by majority of teachers.

VI. CONCLUSION

The present study has been undertaken to examine teachers' perception on semester and annual system of education. The study has analysed the results using the three parameters i.e., Teaching effectiveness (TE), Quality of course content (QCC) and Student evaluation and performance (SEP) and concludes that the preferences as well as the opinions of teachers vary with regard to their specialisation and their respective teaching experience. It has been found that in general, majority of teachers believe that annual system of education has been superior over semester system when it comes to conceptual clarity, commitments, extra-curricular activities etc. However, for few other variables, semester system outperforms the annual one. Further, an in-depth analysis reveals that majority of the teachers in the survey claim that annual system is more efficient and suitable for undergraduate courses of all streams whereas for postgraduate courses, semester system is more beneficial to the students. Further researchers and scholars can take a leaf out from the study and analyse the factors that are not included in the study.

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