

# **A Case study of Annual and Semester Systems of Examination on Government College of Management Sciences, Peshawar, Pakistan**

## **Asfandyar Yousaf**

Assistant professor & MS (Management Sciences) Research Scholar at Gandhara University, Government College of Commerce-II, Peshawar, KPK, Pakistan

Email: [asfandisbest77@yahoo.com](mailto:asfandisbest77@yahoo.com)

## **Muhammad Hashim**

Lecturer & MS (Management Sciences) Research Scholar at Gandhara University, Government College of Management Sciences, Peshawar, KPK, Pakistan

Email: [mhashimpk@yahoo.com](mailto:mhashimpk@yahoo.com)

### **Abstract**

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. Now a day, in competitive challenging environment every student has desires to get maximum marks to be on top in admission, recruitment and selection process. This paper aim to critical analysis these two systems both from teachers as well students perspectives, for the purpose to evaluate its significance and validity by its outcomes, the data have collected through questionnaire from different universities staff and students. This study focused on the objectives to differentiate annual and semester systems and to identify the intrinsic worth of both systems, to present or differentiate systems in term of merits and demerits regarding students and teachers perspective. Thus, to know in which system they perform efficiently and effectively.

**Keywords:** Annual system, Semester system, marks, examination

### **Introduction**

The topic under consideration is descriptive in regards to prevailing examination systems. We are going to know that in which system of examination students can perform comparatively better. The Annual Examination system, as adopted by many universities since long, which conduct one final examination at the end of relevant Session in all categories/ level, in which the papers are usually set by the outsider teachers/ professors and checked by external examiners through centralized marking, under the supervision of controller of examination of the University concern. Under Annual examination system, teachers have no proper road map/ plan and strategy to teach his subject, the over all result of the examination concerned not up

to expectations. The failure ratios is also high, students obtain comparatively low marks, having disciplinary problems. Since the establishment of semester system of examination in educational institutions, it has been showing a lot of difference in connection to examination methodology such as conduct of examination, tenure of semester, paper setting, paper marking and teacher's power and authority, student's learning and their attitude and discipline. The semester system as managed and control internally by Particulars University itself therefore having many advantages relates to teacher's power and authority. By and large, A teacher concern comparatively has the advantage to plan and manage the course outlines semester wise, has the power to set the paper, mark the paper, with regular interval with semesters, therefore they have the power and authority to control and maintain discipline among students.

### **Objectives of the Study**

The objective of this study is to know the difference of marks percentage, passing ratio, between annual and semester systems of examination. As we know that Semester system keeps students busy, schedule and more focused towards their objectives. Students of semester system, who really want to venture into something else, do not get time. They cannot focus on anything else apart from the curriculum but this is not the case with annual system ,as students consider that they have enough time to attempt one final examination at the end of year therefore they do idle for many months in session and prepare themselves for examination in two or three months.

### **Research Questions**

- 1- Is Semester system of examination better than Annual system of examination?
- 2- Can students obtained comparatively better marks in semester system than annual system of examination?

### **Scope**

The scope of this study is wide as it is concerned to education and its prevailing examination system. In Pakistan, there are three types of examination systems a) Annual system b) Semester system and c) Term system. These types of examination systems are in practice. A large number of students have engaged as well suffering because we have observed flaws in annual system and semester system of examination.

### **Statement Of The Problem**

The problem that this research will address is the degree of importance of examination system prevailed in Pakistan. How examination system improves its quality on student's level, and how examination system influences. The study will answer the following research questions  
Are the examination systems evaluates the students same?

## **Literature Review**

Educational system all over the world has never been consistent over the year. Through advancement and exposure to new concepts, Educationists investigate possibilities to teach texts in various feasible manners. According to Myron Tribus (1994), there are innumerable proposals/suggestions for reforms and changes in educational system and there are infinite number of good ideas and research results. The target is not just to pick one of them but rather it is to have comprehensive attitude and approach within which to bring to action many good works known to us.

Pakistan has had an inherited educational system from the British. This was predominantly based on a two year extensive and comprehensive study session followed by an examination that tested memory and comprehensively acquired knowledge. For many years in the past the Punjab Board and many other educational boards of our country have been operating under the principles and methods of "An Annual Education System".

An annual system is a traditional method that gives students an ample chance of two years to understand and grasps concepts, and sits for a comprehensive exam at the end of two years. This exam includes both subjective and objective portions but it predominantly tests on subjective or comprehensive exam.

In many countries, especially in the West, the Annual system is called TAP, or Tuition Assistance Programmed. Even in some British Universities the annual system existed fifty years ago.

Educationist over the world are also not only looking at the annual or semester but there are many other including quarterly and term semester ,and a more recent debate is going on choosing either Quarter pr Semester system.

Aggarwal (1997) argues that only that system of education is good which ensures effective learning. The criterion for success is effective learning. So, some precautions or some details about the semester system must be informed to the students before switching from annual to semester or from semester to quarter system (2005). Evaluation is a cyclical process having four phases: preparation, assessment, evaluation and reflection.

John Dewey (2009) defined education as reorganization, reorientation and reconstruction of knowledge, values, attitude, skill and action. Education and learning is concerned with the development of experience of a whole person. It includes the education of students acquiring knowledge, attitudes, skills and values that are the parts of life. It also includes caring of individual intellect, social, emotional and physical growth for the development.

Darkar (2010) define education as recognized and measurable learning in literacy and education must satisfy the basic learning needs and facilitate the lives style and overall experience.

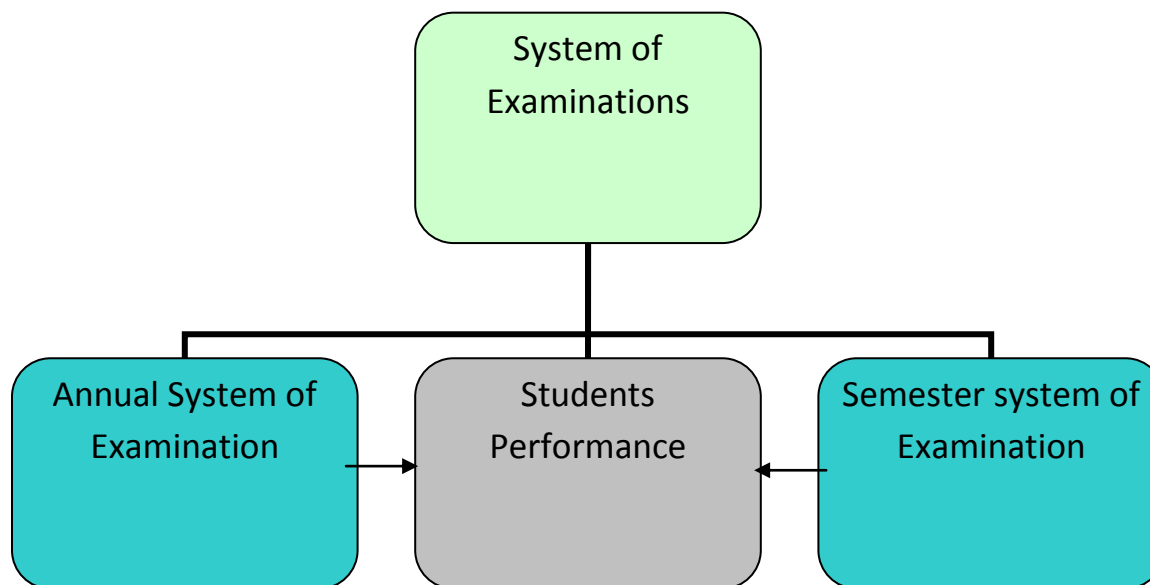
The Ex-Finance minister of Pakistan Mr. Sartaj Aziz define education in an interview session with Geo-TV channel as education means you know something about every thing, and you know every thing about one thing.

Omar; Matias (2010) define Education in the wider scope is any action or experience that has a influential effect on the attitude, character, mind, or physical ability of an individual furthermore education is the continuous process by which individual or group deliberately transmits or exchange its accumulated knowledge, values and skills from one generation to another.

Zafar. Iqbal Jadoon; Nasira Jabeen (2008) In the Education system of Pakistan there are two types of learning systems i.e. annual system and semester system, that are prevalent and monitor by higher education Commission of Pakistan, the annual system which is continue throughout the year and the semester system which is only for a period of six months, Both these systems in education have their own unique characteristics.

### **Research Methodology**

#### **Research Design And Theoretical Frame Work**



## **Operational Definition**

So,

$$E = f(A, S, S)$$

Whereas,

E= Examination

A= Annual system of examination

S= Semester system of examination

S= Student

**H 1:** The students, who are engaged with semester system of examination, secured comparatively high marks.

**H 2:** The students, who are engaged with annual system of examination, do not secure high marks.

## **Data Collection Methods**

In this study we have collected data from two main sources that is primary data and secondary data.

### **Primary Data**

Research emphasis and motive is on the results of annual and semester system examination of B.com and BBA specifically on Government college of Management sciences Peshawar, Pakistan. Most of the data collected through secondary sources whereas primary data have collected through Questionnaire from a group of students. Questionnaire has distributed among different students of various universities and colleges. In this research, more than 50 students from different colleges have participated.

### **Secondary Data**

Data for secondary sources have collected through announced results of Government College of Management sciences, Peshawar, Pakistan.

## **Research Instruments**

### **Questionnaire**

In our research, the main instrument for collecting primary data is questionnaire, we have used questionnaire, which consists the following questions and objectives.

- Which system of examination Provides good grading criteria?
- In which system of examination, students can obtain better marks.
- In which system of examination Students can get better job opportunities.

- Which system Provides thorough understanding of concepts?
- Under which system academic goals are focused?
- In which system students does found busier in academic activities?
- In which system Students does tested through different techniques?
- Which system show better presentation skills?
- In which system Students are academically over burden.
- In which system, students are continuously assess?
- To which system, teachers give consideration and concentration?
- Which system is the most costly?
- Which system is better for learning?

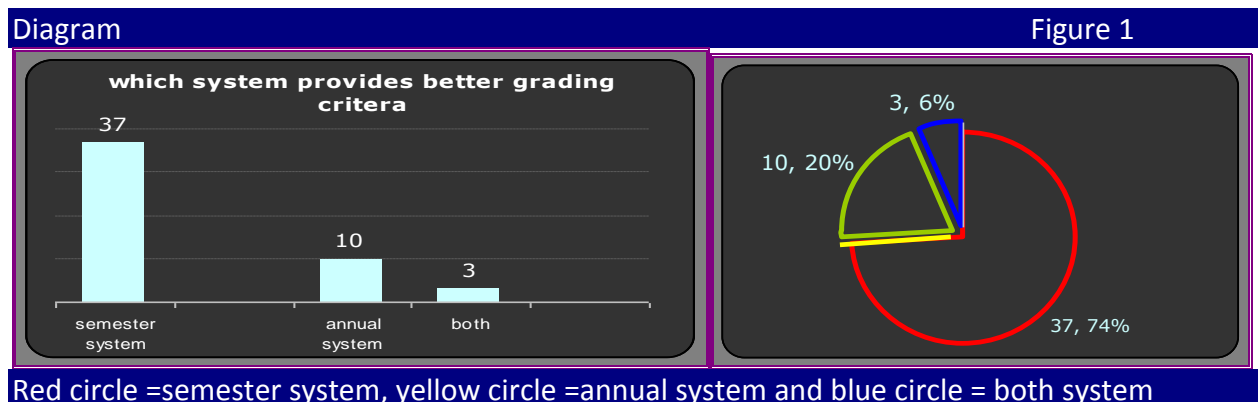
### Strength Of Methodology

The data collected through questionnaire give realistic view of both systems of examination. Researchers have personally collected data by face- to-face meeting with students as well contacted them telephonically. This data is free from any bias and misinterpretation.

### Research Findings

#### 1: Which system of examination Provides good grading criteria?

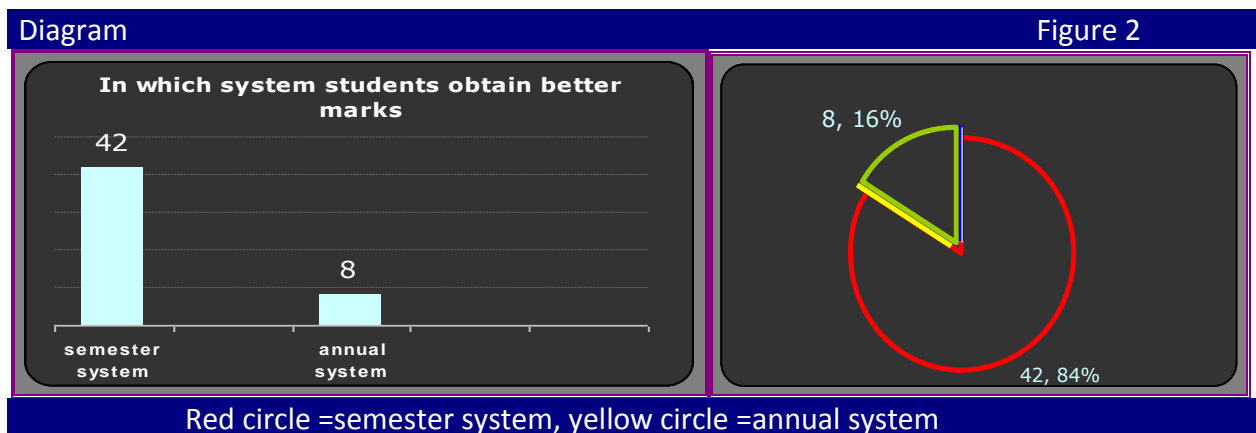
Now we will see that how the students giving their responses to the effectiveness of both the systems. The data have collected through questionnaire from students of different institutions. The data shows the following result regarding which system of examination provides good grading criteria. In compliance to this question, 37 students responded in favor of semester system, 10 students showed their tendency to annual system and only three students favored both systems. The data shows that 74% students out of 50 students have given preference to semester system and 20% students were in favor of annual system and remaining 6% students showed their tendency towards both systems. The questionnaire result can also be accessible with the help of diagram and pie chart as under.



As clear from diagram and pie chart, most of the students inclined towards semester system of examination as far as better grading criteria is concerned. They distinguish that it is semester system in which students make good grades than other examination systems only 03 students favor both systems for better performance in examination but overall it shows that majority of students favor semester system than other system. In pie chart the red circle shows the result and percentage of those respondents whom favored semester system as compared to blue and yellow circles. Red circle demonstrate semester system, yellow depicts annual system and blue show both system.

**2: In which system of examination, students can obtain better marks?**

A questionnaire had distributed among 50 students of different colleges and institutions. In response, 42 students responded with semester system of examination and only 08 students showed their propensity towards annual systems, it means that 84% students out of 50 were favored with semester system of examination. They consider that better marks can obtained through semester system of examination and only 16% were in favor of annual system. The data result is also presented with the help of figure as under.

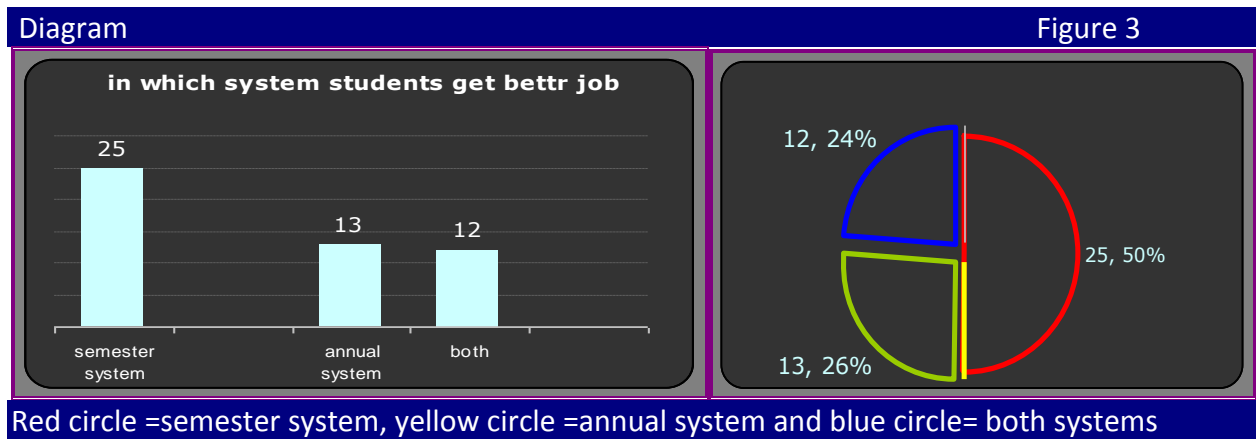


The figure illustrates the higher tendency level of student’s responses with favor of semester system and low level with annual system. We can also see in pie chart the red circle explained the percentage of those respondents whom favor semester system and the yellow circle demonstrate the answers of those students whom favored annual system.

**3: In which system of examination Students can get better job opportunities?**

The data collected through this questionnaire exhibits 25 students satisfy with semester system. They said that under semester system students could get jobs comparatively easily because students are up to date and secured better marks as well. Other 13 responded with annual system and remaining 12 students responded with both systems, 50% students out of 50 replied their views in favor of semester system of examination, 26% students of 50 showed their curiosity in annual system of examination and rest of 24% students have given their

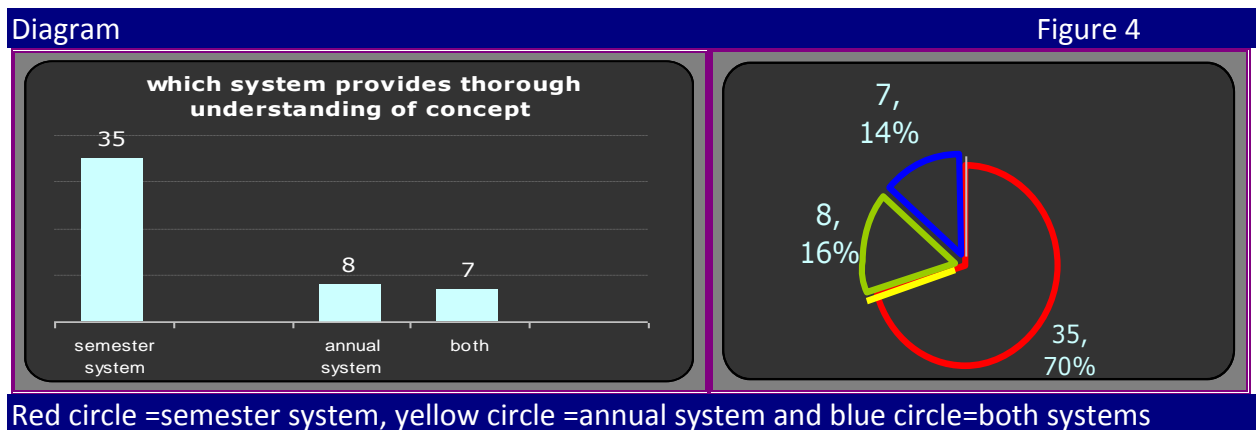
responses to both systems. We can also see the data presentation through diagrammatically as under.



The questionnaire result show that students penchant regarding job opportunities and better job chances comes through semester system of education than other system.

#### 4: Which system provides thorough understanding of concept?

In compliance to this question, 35 students replied in favor of semester system out of 50, which shows that 70% students have given their assent for semester system, 16% out of 50, which were consisted 08 respondents, have given their consent for annual system. Other of 14% out of 50, which consisted 07 respondents have given their views for both system. The data have demonstrated with the help of the following diagram and chart.

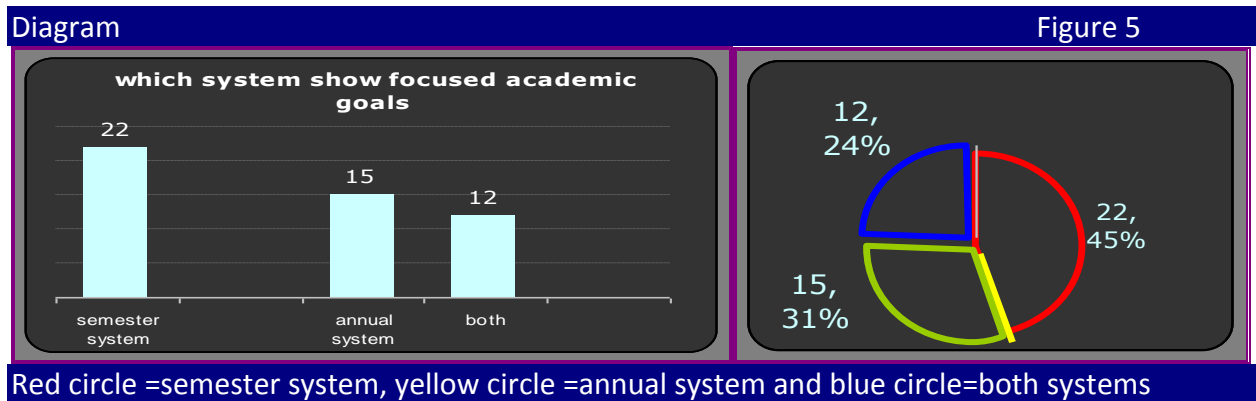


Most of the students from different institutes have participated in this questionnaire, researchers asked about the concept understanding, majority of the respondents have shown their tendency towards semester system, and in this regard, the above pie chart is evidence. It seems that the large number of students believe that concept develops with semester system compare to annual system.



### 5: Under which system academic goals are focused?

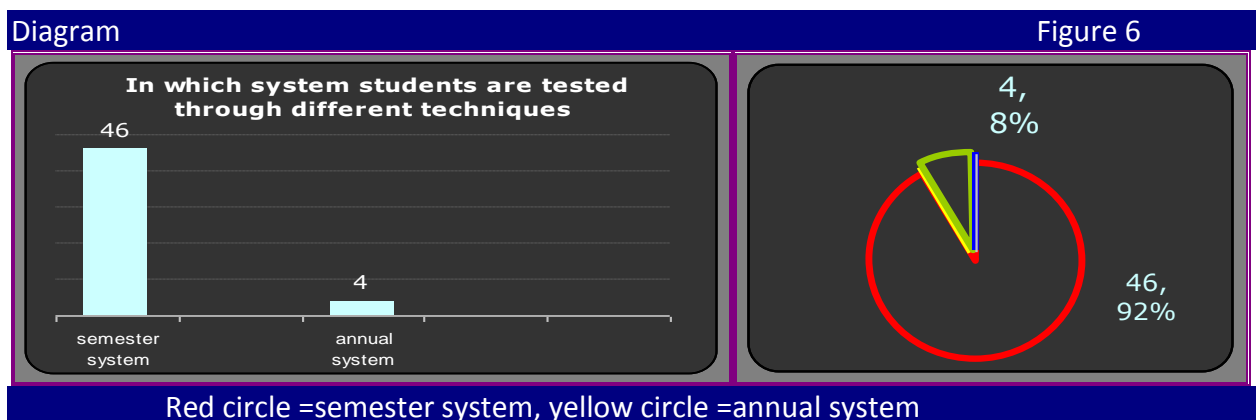
In response, 31% students out of 50 responded that semester system is better than annual system because academic goals can easily achieved under semester system, 22% replied that annual system is better than semester system and remaining 24% replied both system are similar regarding focused academic goals. The collected data has postulated with the following diagram.



The diagram presents the overall picture regarding annual and semester system of the inquired question. It means semester system better in academic goals than annual system, and some students expressed their consents both system are equal in this regard.

### 7: In which system Students does tested through different techniques?

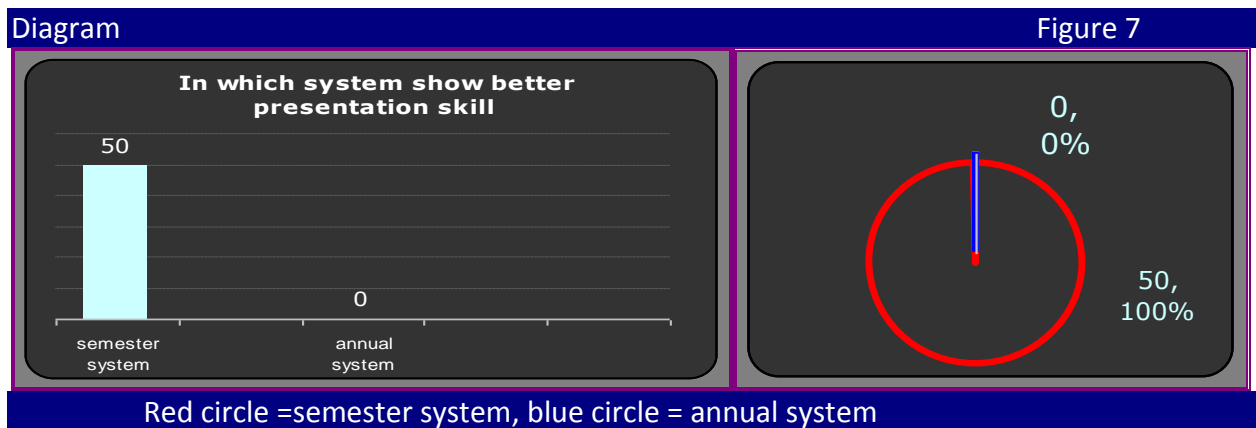
As compared to annual system, semester system has proved better. Most of the students who were participated and replied that semester system is better than annual system, 92% respondents out of 50 have shown their consent to semester system , they replied that student learns more in this system, only 8% of the population replied that annual system is better than semester. The data has presented in diagram is as under.



It has cleared from the above diagram that majority of the students shows the tendency towards semester system.

**8: Which system show better presentation skills?**

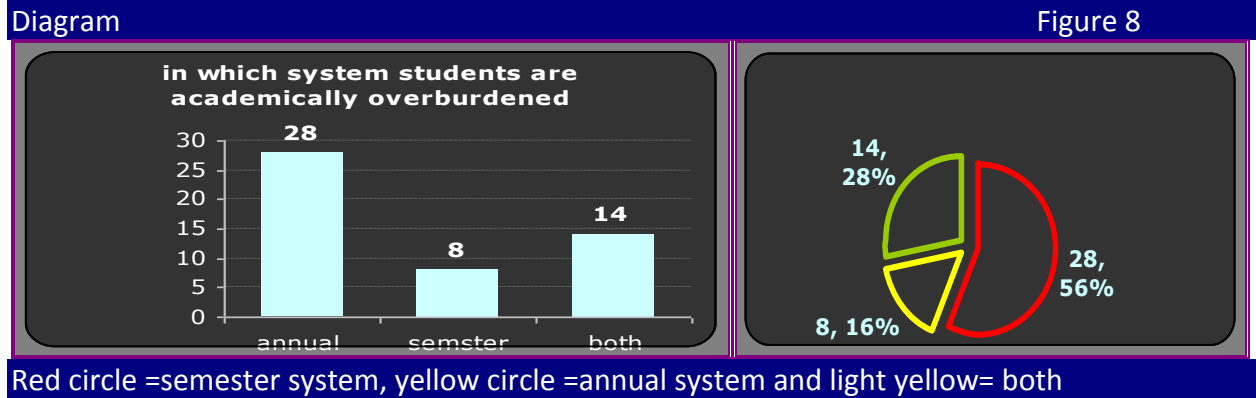
It is common practice that students who are studying under semester system are better in presentation and management skills than students of annual system are. Respondents have given their answer, when asked which system provides better presentation skills, the majority of student’s inclination towards semester system, which consist 50 students, all students have agreed that semester system provides better presentation skills than annual system. As we, can see responses with the help of following diagram and chart.



All Respondents have absolutely in favor of semester system of examination, which shows 100% tendency towards it.

**9: In which system students are academically overburden?**

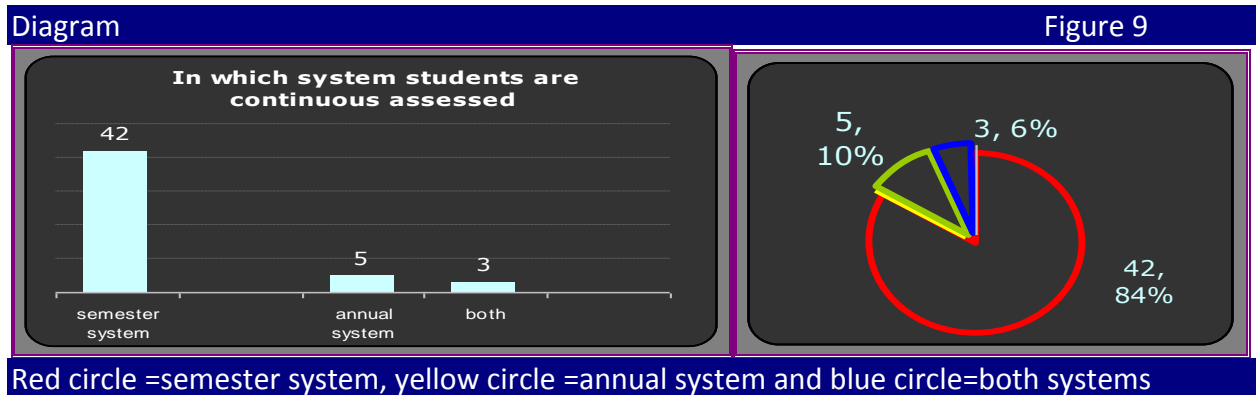
Under annual system, examination held at the end of each session /year, therefore most of students does overburden academically. In semester system, examination held at the end of each semester, as course outlines divided into semesters, therefore students performs comparatively better. In this regard, 56% students have given their negative views about annual system, 16% respondents against semester system and remaining 28% responded to both systems. The outcome of the questionnaire in this regard is as under:



The diagram shows that majority of students agree that we do have overburdened in annual system as compared to semester system of examination.

**10: In which system students are continuously, assess?**

Semester system provides opportunity for students to polish their selves with great extent through presentations, mid term examinations, group discussions and submission of assignments etc with regular intervals. In compliance to this question, 84% students responded for semester system, 10% students showed their consent for annual system and 6% respondents showed their expression for both systems.

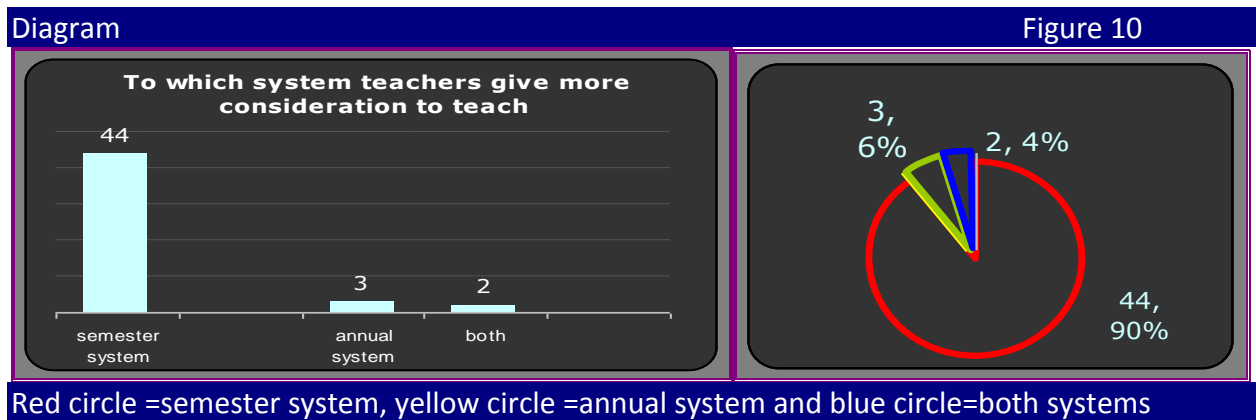


The above data from respondents shows that students can properly evaluate and appraise in semester system than annual system of examination.

**11: To which system, teachers give consideration and concentration?**

As we know that annual system takes more time to close the session, therefore the propensity of the teachers in semester system is greater than of annual system to teach with proper road map, full consideration and attention. The data collected through this questionnaire shows that majority of groups, that is 90 % responded to semester system , 6% responded for annual

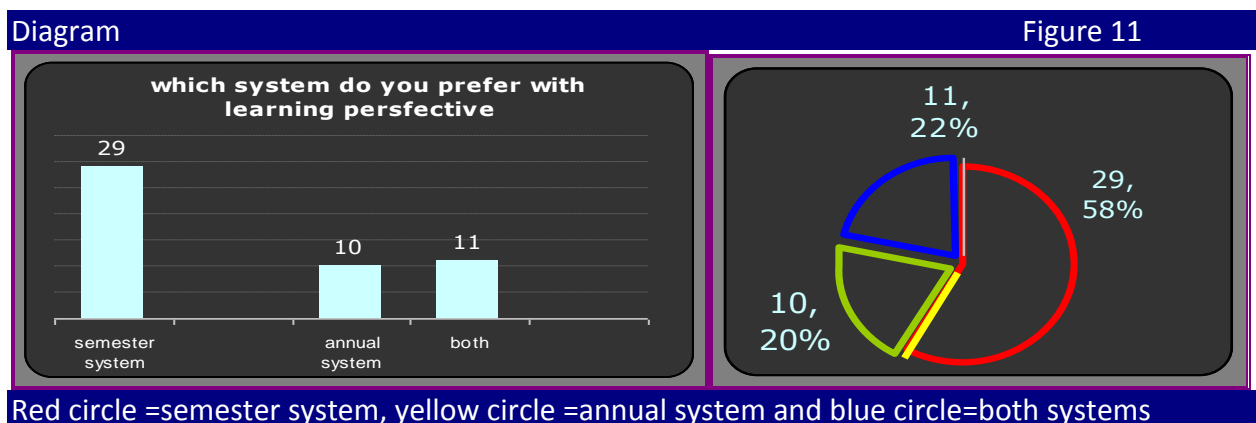
system and only 4% showed their interest for both systems. The response of the questionnaire has presented with the help of following diagram:



Red circle shows the propensity of those students who showed their interest in semester system. Therefore, it is clear that targeted groups have given more time, consideration and concentration to semester system of examination.

### 12: Which system is better for learning?

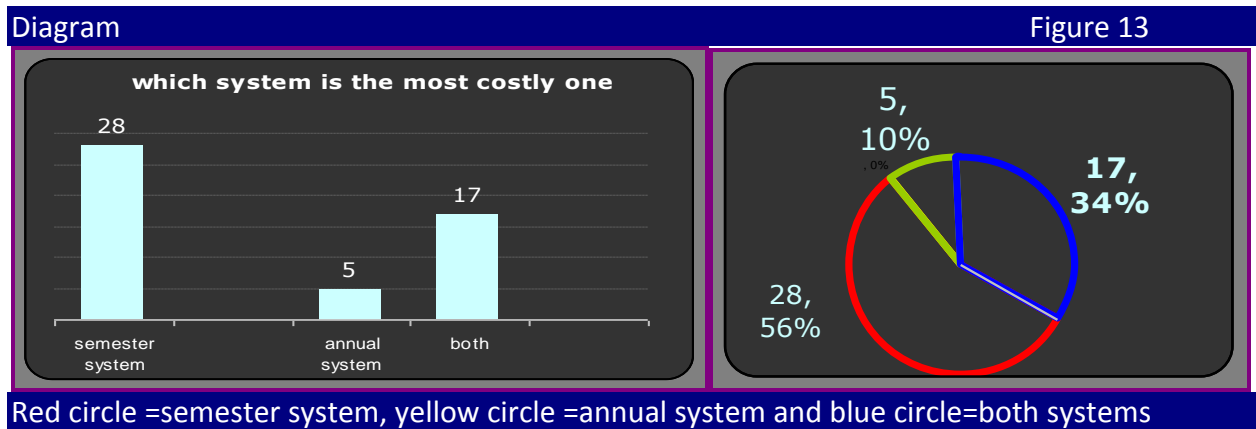
In compliance to this question, 58 % students responded to semester system, they have agreed that semester system provides best learning opportunities. They consider that in semester system students' goes through different techniques of learning, which are presentation skills, group discussions, assignment etc. On other hand 20% said that annual system of examination is best source of learning, and rest 22% replied that both systems of examination are better for learning perspective. They also said that learning depend upon students, neither on examination system. We can also see the following diagram for further explanation.



The above diagram and pie chart shows that students prefer semester system for learning perspective,

### 13: Which system is most costly?

The collected data depicts that 28 students out of 50 that are 56% of the total population, responded that semester system is the most costly system. Five students out of 50, which are 10% of respondents, showed their consent that annual system is costly and remaining 17 students out of 50, which are 34% of the total student, their consent that both systems are costly? The data can also be presented with the help of following diagram.



The above data which is presented in diagram shows that most of students are reluctant from semester system. But irrespective of a majority of other students when they were asked about this question they showed that both systems are costly and the students can not afford any system. In short, students' tendency showed that semester system of education is most costly one.

### Comparative results of B.Com / B.B.A of two years of Government College of Management Sciences, Peshawar city, Pakistan

We have taken Government College of commerce, University of Peshawar, Khyber Pukhtunkhuwa, Pakistan, as a sample. As we know that, University of Peshawar conducts examination of B.Com through Annual system through out Province whereas B.B.A examination conducts through semester system, but here readers will observe visible difference in results of same college of same university. The semester system of examination is better in respect of aggregate as well in individual results than annual system of examination as actual data/results of year 2010-2011 reveals it self :

#### Table and Diagrams

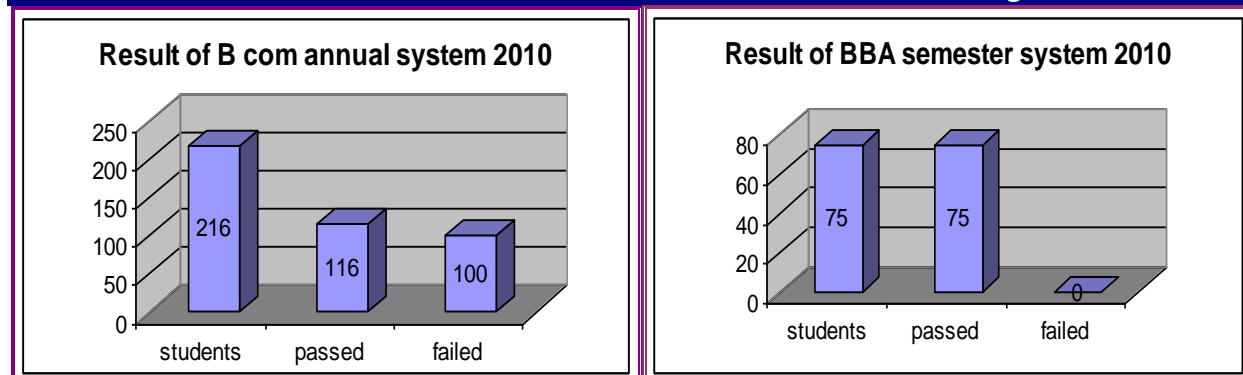
Table 1

	Results for the year 2010		Results for the year 2011	
	Results of B.Com through Annual system	Results of B.B.A through Semester system of	Results of B.Com through Annual system of	Results of B.B.A through Semester

	of examination	examination	examination	system of examination
Roll numbers of candidates	3824 to 4040	201 to 282	4067 to 4331	201 to 282
Number of students appeared	216	75	265	72
Number of Students passed	116	75	135	70
Aggregate results	53.70 %	100 %	50.94 %	97.22 %
Percentage of students , whom obtained more than 70 percent marks	4.31 %	72 %	1.48 %	57.14 %
Percentage of students , who obtained marks between 65 to 69 percent marks	15.52 %	14.67 %	4.44 %	22.86 %
Percentage of students , who obtained less than 64 percent marks	80.17 %	13.33 %	94.08 %	20 %

**Comparative analysis of B.com and BBA result under annual and semester system year 2010.**

**Figure 1**

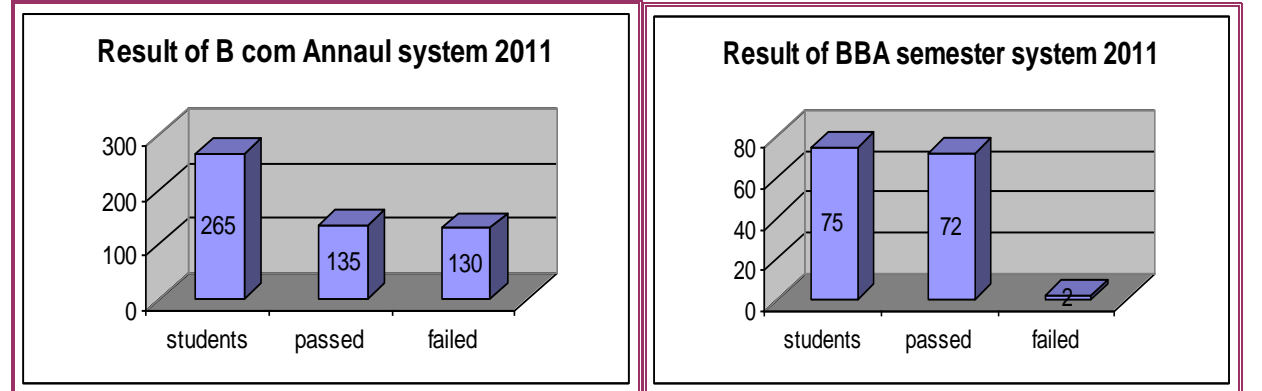


**Developed by Muhammad HASHIM and Asfandiyar YOUSUF**

**Explanation Of The Actual Data**

In 2010, there were 216 students appeared for examination, in which 116 students have passed and 100 students have failed whereas in same year 75 students have given B.B.A examination and all have passed.

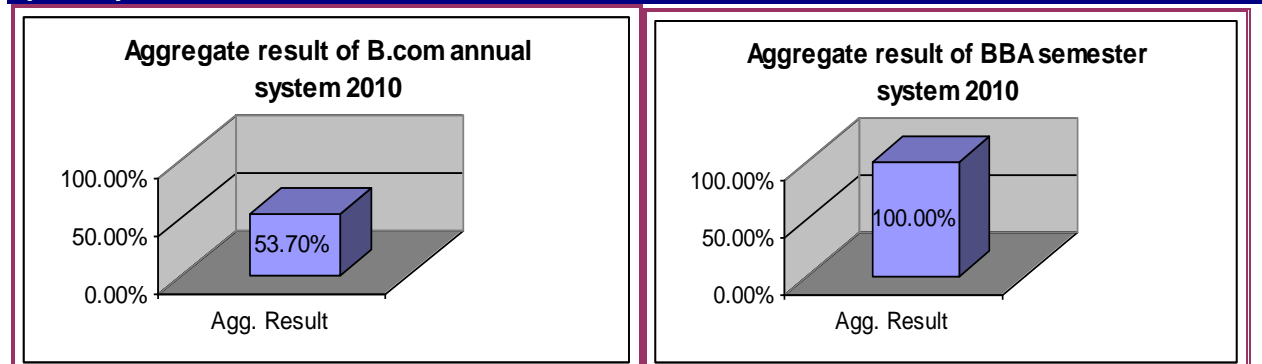
**Comparative analysis of B.com and BBA result under annual and semester system year 2011**



**Figure 2**

In 2011, there were 265 students appeared for examination, in which 135 have passed and 130 students have failed whereas in same year 75 students have given the B.B.A examination in which 72 students have passed and 03 have failed. The above data evident, that the Failure ratio was comparatively high in annual system of examination.

**Comparative analysis of the aggregate results of B.com and BBA under annual and semester system year 2010.**



**Figure**

In 2010, the aggregate result of B.Com was 53.70 % where as the result of B.B.A was 100 %.It shows that the aggregate result of B.B.A was better than B.com.

**Comparative analysis of the aggregate results of B.com and BBA under annual and semester system year 2010**

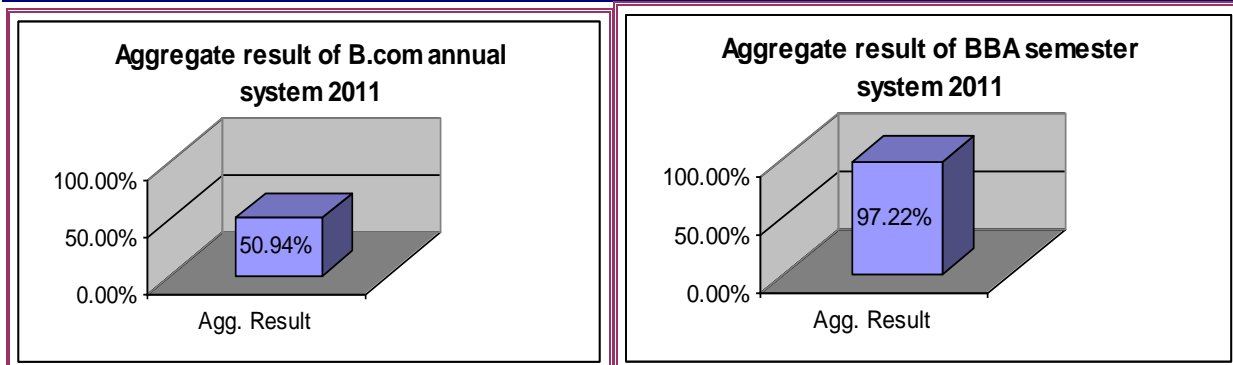


Figure 4

In 2011, the aggregate result of B.Com was 54.94 % whereas the result of B.B.A was 97.22%.It shows that the aggregate result of B.B.A was better than B.com.

In table, we have assigned ranges of marks obtained, with help of which, we can easily analysis and compare the actual date, the ranges are as under:

Percentage of students , whom obtained more than 70 percent marks
Percentage of students , who obtained marks between 65 to 69 percent marks
Percentage of students , who obtained less than 64 percent marks

**Comparative analysis of the students of B.com and BBA obtained more than 70 % marks in their respective examination systems year 2010 and 2011.**

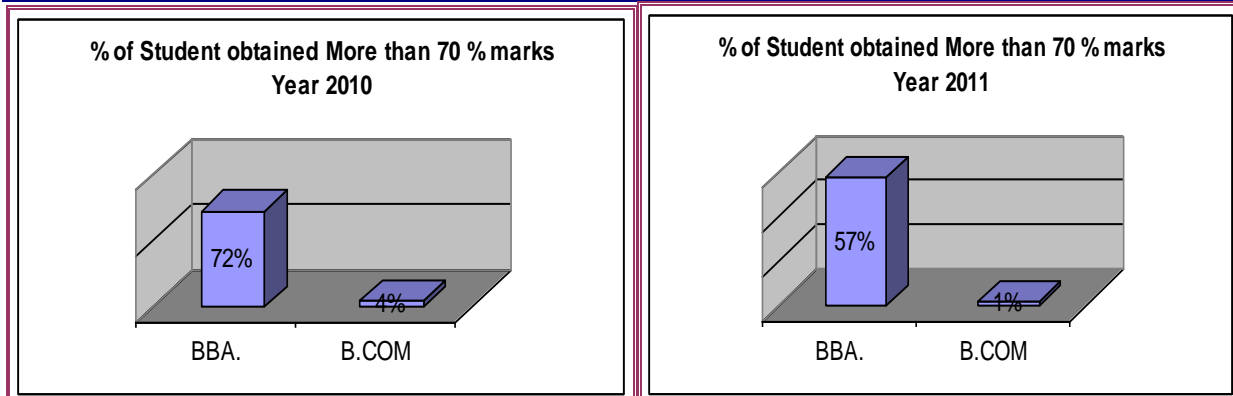


Figure 5

In 2010, 72 % students obtained more than 70 % marks while in B.com only 4% students obtained more than the same range. As wise in 2011 57 % students obtained more than 70 % marks while in B.com, only 1 % students obtained more than the same range. Therefore, it is clear that in B.B.A, students do obtained better percentages as compare to B.com.



**Comparative analysis of the students of B.com and BBA obtained marks between 65 to 69 % in their respective examination systems year 2010 and 2011.**

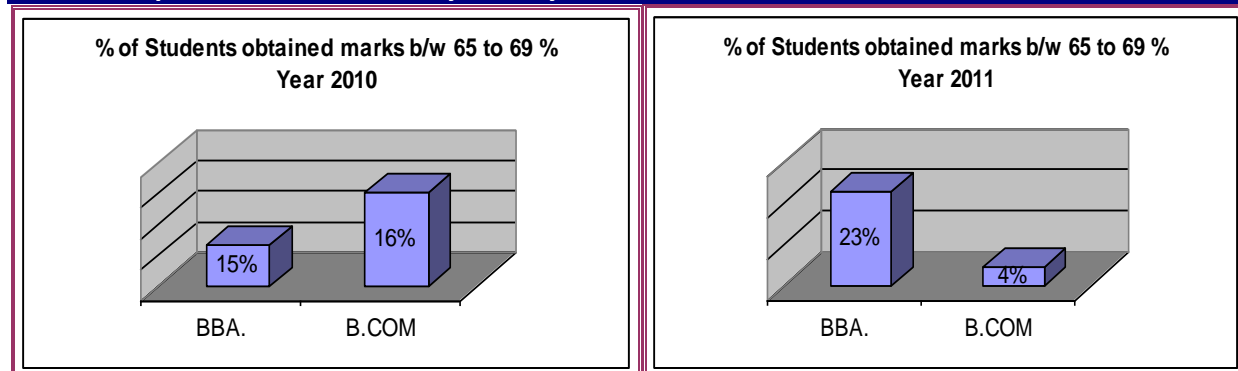


Figure 6

In 2010, 15 % students obtained marks between ranges of (65 to 69 %) while in B.com 16 % students obtained in same range. In 2011, 23 % students obtained marks between ranges of (65 to 69 %) while in B.com 04 % students obtained in same range. Yet again in another slab, B.B.A, students do obtained better percentages as compare to B.com.

**Comparative analysis of the students of B.com and BBA obtained marks less than 64% in their respective examination systems year 2010 and 2011**

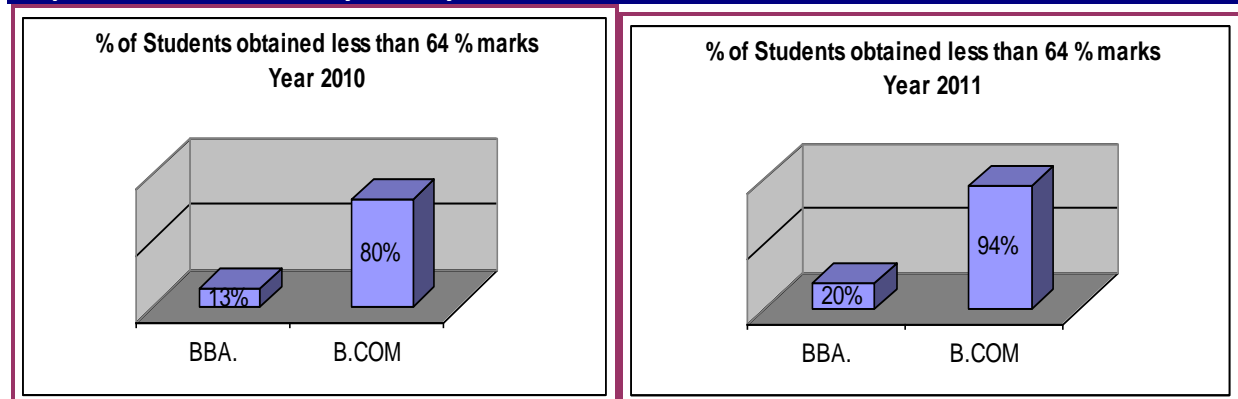


figure 7

In 2010, 13 % students obtained marks in range of (Less than 64 %) while in B.com 80% students obtained marks in same range. In 2011, 20 % students obtained marks in range of (Less than 64 %) while in B.com 94% students obtained marks in same range. In both years of this range, a large number of students of B.com obtained less than 64 % marks compare to B.B.A, where in both years 13 % students in 2010 and 20 students in 2011, obtained less than 64 % marks.

In short, Table and Diagram shows that the results of B.B.A students were better than B.com in all aspects.

### **Impact Of Examination Systems In Practical Life**

As actual data reveals, that the semester system of examination is obviously better than annual system of examination in all respect of passing percentage and ratio, marks grading of students. The impact of passing marks percentage also have on practical life, where the final flow of students applies for the jobs, where different departments recruits fresh flow for jobs. In Pakistan the Federal public service commission and provincial public service commission, recruits , selects the masses for different departments, both these departments applies orbit formula for academic marks, the formula is as under:-

Orbit formula for academic marks = marks obtained/total marks \* 30.

The public service commission converts all academic marks into 30 marks, as allotted according to public service commission rules and regulations. So, in regard to this, the semester system of examination has the edge to annual semester system of examination, because the collected actual data reveals that students does obtained good marks in semester system of examination.

### **Discussion And Conclusion**

Findings of the research demonstrated, that there is significant and visible difference between the results of semester and annual systems. In compliance to questionnaire, respondents who have selected from both semester and annual systems expressed that the difference in the output has not only based on numerical results but also in terms of competence of the students. Secondly, how systems use effectively and efficiently which helps in maintaining quality of education. Both the education systems, i.e., semester and annual have their own pros and cons, However the annual system gives an opportunity to develop from first to last concepts and in profundity study of texts. In this system students get sufficient time to command and control over the subjects. Smooth running of the semester system means being careful about timeframe and restraints of concepts that can be comprehended in a brief manner. It trains the students through a process of analysis, separation and evaluation. For cognitive learning semester system moves to the higher level of learning and student is evaluated on both intellectual and behavioral basis. Check and balance system can assist the learners with the full benefit of the system. Teacher training can help both the semester and annual systems to assure quality.

At last the students how passed through semester system of examination does secure comparatively good marks percentage than annual system of examination.

### **References**

B.Com Result Gazette (2010). vide Notification No.14 dated 08/09/2010, page No.26 to 34, Annual examination (2010). University of Peshawar, Pakistan.

B.Com Result Gazette (2011). Vide Notification No.22 dated 05/10/2011, page No.17 to 24, Annual examination (2010) University of Peshawar, Pakistan

BBA (Hons) gazette result (2010). Notification No. BBA- 24 (Semester –GCP)

BBA (Hons) gazette result (2011). Notification No. BBA- 92 (Semester –GCP)

Darkar, (2010). The Education system in Malawi, Work Bank Publication.

John Dewey (2009). Moral Principles in education Chapter 1, Rough Draft Printing Language in India, 5 may 2010. “Strength for today and Bright hope for Tomorrow” V no, 10 ISSN 1930-2940, [www.languageinindia.com](http://www.languageinindia.com)

Omar; Mathias, (2010). Constitutional protection of the right to education in Tanzania and South Africa: a comparative study, University of Pretoria. Faculty of Law. Centre for Human Rights

Tayyaba malik, Priya Avais, & Tahira khanam, may 5, (2010). “Comparative analysis of MA English Results under Annual and Semester system” Quality Assurance in Pakistan. Language in India [www.languageinindia.com](http://www.languageinindia.com).

Zafar, Jadoon, Iqbal, Nasira Jabeen, (2008). Towards effective implementation of semester system in Pakistan: lessons from Punjab University

**8. Questionnaires, which used for primary data collection.**

**Q1: Which system of examination Provides good grading criteria?**

- a) Annual system      b) Semester system      c) Both systems

**Q2: In which system of examination, students can obtain better marks?**

- a) Annual system      b) Semester system      c) Both systems

**Q3: In which system of examination Students get better job opportunities?**

- a) Annual system      b) Semester system      c) Both systems

**Q4: Which system Provides thorough understanding of concepts?**

- a) Annual system      b) Semester system      c) Both systems

**Q5: Under which system of examination academic goals are focused?**

- a) Annual system      b) Semester system      c) Both systems

**Q6: In which system students does found busier in academic activities?**

- a) Annual system      b) Semester system      c) Both systems

**Q7: In which system Students does tested through different techniques?**

- a) Annual system      b) Semester system

**Q8: Which system show better presentation skills?**

- a) Annual system      b) Semester system

**Q9 In which system Students perform better in interviews.**

- a) Annual system      b) Semester system      c) Both systems

**Q10: In which system Students are academically overburdened?**

- a) Annual system      b) Semester system

**Q11: In which system students are continuously, assess?**

a) Annual system      b) Semester system

**Q12: To which system do teachers give consideration and concentration?**

a) Annual system      b) Semester system

**Q13: Which system is better for learning?**

a) Annual system      b) Semester system      c) Both systems

**Q14: Which system is most costly?**

a) Annual system      b) Semester system      c) Both systems