

**Comparative Study of Semester System and Annual System of Faculty of Education**

**Mini – research Report**

**Submitted to**

**Dean's Office**

**Faculty of Education**

**Tribhuvan University**

**By**

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## RECOMMENDATION LETTER

This is to certify that the research report entitled "COMPARATIVE STUDY OF SEMESTER SYSTEM AND ANNUAL SYSTEM OF FACULTY OF EDUCATION" prepared by Mr. Karna Bahadur Chongbang, Teaching Assistant of Mahendra Ratna Campus, Tahachal with the support of mini research grant of Faculty of Education(FOE), Dean's office has been carried out under my guidance . As a Reviewer, I forward the report to the Office of the Dean, FOE with my recommendation for its approval.

Signature.....

Name of Reviewer: Tirtha Raj Parajuli, PhD

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### **Abstract**

This mini research entitled COMPARATIVE STUDY OF SEMESTER SYSTEM AND ANNUAL SYSTEM OF FACULTY OF EDUCATION has been conducted to compare semester system and annual system of Faculty of Education by exploring realities of teaching learning activities, classroom management and student achievement; identifying administrative and academic roles and responsibilities; and eliciting reactions of primary stake holders. The study has been delimited to the constituent education campuses of Kathmandu valley.

The research is based on mixed method design which has employed multi-methods and tools, and multi-data sources. Three campuses and three administrative authorities (central and campus level) were selected through purposive sampling technique. Twelve students from semester system were selected through random sampling technique, six students from annual system through stratified random sampling and two students through referral sampling. Tools like interview guide, questionnaire, observation and FGD guide have been used to collect primary data. Student achievements have been collected from official records of respective campuses and office of examination controller.

The quantitative and qualitative data collected from the field has been analyzed on the basis of themes like class room realities, roles and responsibility and reactions of primary stake holders. The two systems are difference more in practice rather than in their policy. The teaching learning strategies mentioned in the syllabus don not show difference between the two systems. But faculties employ permissive, constructive and IT familiar teaching learning strategies like group interaction, class and home assignment, presentation of assignment on slide and question answer in semester system class. On the other hand, faculties use repressive, IT strange and instructive strategies like lecture and dictation from teacher's note are the common teaching learning used in

annual system. Same teacher uses two different sets of instructional strategies in the two different systems. The determinants of distinct classroom strategies are students' motivation, number of students in class, internal evaluation/ continuous evaluation system. Hence, the higher education pedagogy has entered to the new paradigm in practice. The pass percentage in the semester system is higher than the annual system in terms of total students of program and three compulsory subjects (Foundations of Education, Curriculum and Educational Psychology). These research findings have contributed to reform the policies of semester system and to build up the confidence for upcoming large scale implementation of semester system under Faculty of Education.

## Acknowledgement

Research work is a collaborative, a scientific, an ethical and an intellectual process which contributes to theoretically compatible and epistemologically significant knowledge. Therefore, the role and responsibility of the researcher, here, is just a responsive tool to represent the value of the respondents and to reflect the contextual realities within the parameter given by the Dean's Office, FOE and my research supervisor or Reviewer.

I would like to express my sincerest gratitude to Prof. Dr. Tirtha Raj Parajuli, Research Supervisor and Reviewer, who has offered his valuable time to make this research a scientific, an ethical and an intellectual legacy. I extend my sincere gratitude to Prof. Dr. Shiva Ram Neupane, Asst. Dean, who has constantly accelerated the research to complete within the time parameter. I would like to extend my gratitude to Prof. Dr. Chitra Bahadur Budhathoki, Asst. Dean; Mr. Dawa Sherpa, Deputy Controller of Examination, TU, Mr. Bhupal Kumar Shrestha, Asst. Campus Chief of Mahendra Ratna Campus, Tahachal and Mr. Shiva Ram Shrestha, Asst. Chief, Sanothimi Campus, Sanothimi who have offered me a valuable and authoritative information. I express the sincere thanks for those who had come to join as respondents collaboratively to generate meaningful information and understanding to make this research a useful effort whose values are the focal point of this research.

My thanks goes to the Tribhuvan University too, which has given me to develop various dimensions of academic professional carrier.

Lastly , thanks to my family members for their support.

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## **CHAPTER I**

### **Introduction**

Higher education is the apex layer of the formal education system which plays the major role to formalize, structurize and theorize the knowledge. The knowledge is disseminated and brought into practice by the universities by producing human power with proper qualification, skills and visionary for the contemporary system of the society. Transformation and regulation of the system and programme are the usual process of the universities. The universities of Nepal have been developing and implementing such new education systems and programmes to replace the obsolete ones.

#### **Historical Background of Higher Education of Nepal**

The institutions for higher education were no in existence in Nepal prior to the establishment of the first college for higher education, Tri-Chandra College, in 1918 A.D.. After ousting of the Rana regime in 2007 B.S., Nepal National Education Planning Commission(NNEPC) was formed in 2010B.S. and the report submitted by the commission in 2010B.S. suggested to establish a national level university to formulate higher education policies, to integrate the colleges and expand higher education. As a result, Tribhuvan University was established in 2016 B.S.. But, the higher education leadership possessed by a single university, Tribhuvan University, was not likely to address the aspirations of higher education. According to the suggestion of the Royal Higher Education Commission (2040B.S.), Mahendra Sanskrit University was established as a second oldest university in 2043B.S. with the objectives of restoration and development of Vedic education. In the same decade, the National Education Commission was formed and submitted its report in 2049B.S. to redirect the education system to

meet the changed aspirations. The suggestion brought a landmark change in the sphere of higher education by opening the door for formulation of policy towards the multi-university system.

Currently , there are six universities established in Nepal,

However, Tribhuvan University, the oldest university, is still the largest national university. It has 60 constituent campuses and 931 affiliated campuses. Altogether, 6,04,437 students have been enrolled for this academic year (Tribhuvan University[T. U.], 2013). There are about 7,966 teaching faculty members and about 7,230 non teaching staffs including the staffs of support service sector (T.U., n .d. ). There are four faculties i.e. Faculty of Education, Faculty of Management, Faculty of Law and Faculty of Humanities and Social Sciences and five institutes i.e. Institute of Engineering, Institute of Forestry, Institute of Agriculture and Animal Science, Institute of Medicine and Institute of Science and Technology under this university. There are five major decision-making bodies. They are: University Council, Executive Council, Academic Council, Research Coordination Council and Planning Council. Tribhuvan University offers 50 courses for technical proficiency certificate level, 1079 courses for Bachelor's Degree level and 1000 courses for Master's Degree level (T.U., n. d.).

Annual and semester systems under Faculty of Education

Teacher education in Nepal was started with establishment of Basic Teacher Training Programme in 2004 B.S. As the recommendation given by the NNEPC-2011, College of Education(COE) was established with objective to produce trained and qualified teachers for the school level education in 2013 B.S. After establishment of Tribhuvan University, COE is being run as a constituent institution. National Education System Plan (NESP) -2028 renamed the COE as Institute of Education (IOE). Royal Commission on Higher Education (2039) suggested

developing IOE into a faculty. Then, the Faculty of Education (FOE) has gained this status with the sole responsibility towards the teacher education policies, programs and their implementation (FOE, 2071).

Annual and bi-annual academic system of higher education is an old fashion in the history of Tribhuvan University and its faculties. Bi-annual education evaluation system was in practice before implementation of National Education System Plan-2028 (NESP-2028)

(Upadhyaya, 2059). Masters Degree in Education program was introduced by T.U. in 2018.

Faculty of Education is one among the faculties under Tribhuvan University. Faculty Board is the decisive apex body of the faculty which is led by the Dean of Education. It is the largest faculty in terms of number of colleges and students. Currently, there are 26 constituent and 560 affiliated campuses (T.U., n. d.). The faculty has been implementing Masters degree annual system program in 13 specialization subject areas like curriculum and evaluation, Economics Education, English Language Education, Educational Planning and management, Geography education, Health Education, History Education, Mathematics Education, Nepali language Education, Physical Education, Political Science Education, Population Education and Science Education.

On the other hand, the semester system once already introduced during NESP (2028-2032) and terminated in 2036 B.S. (Upadhyaya, 2059) has been resumed again by highlighting the merits of the system. Hence, the university has been introducing innovative and globally contemporary higher education system called semester system again through its department and open distance learning. Semester system has been perennial major agendas at the meetings of the Faculty Board of Education since the time of board meeting held on 32<sup>nd</sup> Shrawan of 2068 B.S. (Official Minute Record, 2068). According to the record, the meeting reached to introduce

semester based four year Bachelor of Teacher Education (B.T.Ed.) program as regular higher education program and Bachelor of Teacher Education (B.T.Ed.) and Master of Teacher Education (M.T.Ed.) program as Open Distance Learning mode. In this way, the Board meeting held on Ashwin 7<sup>th</sup> 2069 B.S. boldly decided to accredit Physics Education to Mahendra Ratna Campus and Biology Education to Sanothimi Campus Sanothimi and Gorkha Campus. Similarly, the Board meeting on Jestha 28<sup>th</sup> 2070 B.S. decided to implement semester program in Nepali Education, Health Education and Curriculum and Evaluation at Master level through Open Distance Learning. From this academic year 2071/2072, Tribhuvan University has commenced the first phase a university level semester system at University Campus, Central Departments based on the experiences gained from the few individual subject semester system. But the annual education programs are yet to be replaced and displaced perfectly. The semester program of higher education has been extending from one subject and department to other subjects and departments and from M. Phil. Programs to down wards systematically through trial, feedback and implementation.

### **Statement of the problem**

The semester system for higher education program is at transitional phase. It is expected that the old annual education system will be replaced by the semester system with a competent performance. The two programs should be compared and contrasted on the basis of their field data. The field reality reflected data are still to be explored to perceive exact condition and functioning of the semester system.

### **Rational of the study**

The semester system is a new system program which has been commencing to replace the traditional annual system programmes. The comparative research is necessary to explore the difference between these two systems on ground reality.. therefore this study attempts to justify the rationality by exploring realities elicited from context of the semester system and annual system of higher education programs. The findings of this study related to teaching- learning , class room management, instructional technologies, achievement etc., between semester education program and annual education program are useful to the policy makers, decision makers, planners and implementers to shape their program strategies to replace the annual program.

### **Objectives of the study**

Objectives are the ends of any intended activities. The study had been conducted to explore the realities of semester system and annual system programs of Faculty of Education with the following objectives:-

1. to explore the realities of teaching –learning activities, class room management and student achievement of the two systems.
2. to identify academic and administrative roles and responsibilities under the systems.
3. to elicit reactions of the primary stakeholders of the programs.
4. to compare and contrast the semester system and annual system of higher education.

## **Research questions**

Theoretically, research questions have to be answered through the research activities. In this sense, research questions are the keys to determine the data collection tools, data collection procedure, field activities and drawing findings and conclusions. The research questions of this study have been coined in line with the objectives of the research. The following are the research questions used for the study:

1. What are the instructional strategies employed by the college teachers for the systems?
2. What are the instructional technologies used in the class room teaching?
3. How are the class room managements?
4. What is the impact of assessment and evaluation on the students?
5. What are the evaluation procedures to asses the student achievements?
6. How are the academic roles and responsibilities managed in the two systems ?
7. How are the administrative roles and responsibilities managed in the systems?
8. How have the students felt the programs?
9. What are the reactions of the primary stakeholders (teachers, students, administrators etc.) towards the programs?
10. What are the responsibilities carried out by administrators for the implementation of the programs?
11. What is about the condition of the students' attendance in the class room?
12. How have been the promptness of academic activities (session start and end, course completion, conduction of examination, result publication etc.) maintained by the institutions?

## **Delimitation of the study**

Due to the limitation of time and budget, following delimited parameter of the study had been followed.

- The study was delimited to the semester and annual system programs produced by Faculty of Education, Tribhuvan University and implemented by its own constituent campuses.

- The study was concentrated into the campuses of Kathmandu valley in which semester system programs and annual system programs have been launched as regular academic programs.
- The study was conducted only on the programs of Masters Degree.
- The sources of primary information was delimited to the primary stakeholders like teachers, students, administrators of central and institutional level and unpublished institutional records of the campuses.
- The findings drawn through this research can be generalized only within the Faculty of Education and only for compulsory courses only.
- The study has not elicited the institutional efficiencies.

### **Operational Definitions of the Study**

Semester education system: The higher education program which is launched by dividing an academic year into two terms, scaled down credit hours and provisioned continuous assessment is called as a semester education program.

Annual education program: The higher education program which has been provisioned an academic year as a one term and emphasized annual examination system is termed, in this study, as an annual education program.

Primary stakeholders: 'Primary stakeholder' term of this study refers to the people who can directly affect or can be affected by the semester system and /or annual system of higher education.

Class room management: 'Class room management' term has been used in this study to represent the meaning of class room setting encompassing physical, human, equipments and materials to attain instructional objectives.

Instructional technologies: The modern information technologies and audio – visual devices which are used by instructors/teachers in their class room instruction to facilitate the students' learning are termed here as the instructional technologies.



Instructional strategies: The term "instructional strategies" has been used to refer the teaching learning modes such as teaching methods, class room interaction, presentation, assignments.









## CHAPTER II

### Literature Review

Literature review is done to make the research works practical and useful. It helps researcher to construct appropriate research question, objective, tools.

#### **Theoretical Literature Review**

Education system of all over the world has never been consistent over the year. Through advancement and exposure to new concepts, educationists investigate possibilities to teach text in student centered strategies to teacher centered strategies feasible manners. Umair (2013) has categorized the education systems of the Universities into two types. They are : i) semester system and ii) annual system. Semester system divides the academic year into two terms. It is regarded more advanced, rigorous and interactive than the annual system. It examines the student performance every six months.

According to Abro (2014), semester system provides opportunity for students to polish their selves with great extent through the presentations, mid-term examinations, group discussions and submission of assignments etc with regular intervals.

Hashim (2012) cites that 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 and comprehensive exam.

Mazumdar(2010) compares semester and annual system of higher education in his seminar paper. According to the author, both the systems have merits and demerits. Annual is traditional system of education. Annual system covers more syllabuses at a stretch and compels the student to remember all this till end of the year. In semester system, students get more advantages, since

examination is held within months. Therefore what is studied will remain afresh in their mind. Syllabus load also will be less. Students get chances to improve also. Since the examination come within a few months, student unrest also will be less in a semester system. the semester system is very proactive system as it engages both the faculty and the students through out the academic year in academic activities. While, in annual system students once the student enters the college he feels free and thinks about studying only during the exam time. The semester is the need of hour and very effective one.

PBK Architects and Kimball office (2010) have indicated the changing state of education. Higher education is re-evaluating class room functionality. Advances in technology and increased student diversity have driven the change from a lecture platform to a collaborative teaming environment. Chalkboards and rows of chairs with tablet arms are no longer efficient learning spaces. Universities and schools are seeking spaces that allow for multi-modal pedagogy which is a blending of teaching methods and technology for effective hands out and interactive learning; collaboration which prefers to learning from each other and flexibility which allows classrooms to be adaptable to support multi modal pedagogy .

Tsang(2013) has categorized the theories of educational policy implementation into the top-down or bottom-up approach and ‘The Third Generation of Implementation Theory’. ‘The Third Generation of Implementation Theory’ reaches beyond the top and down dichotomy approach to the policy implementation approach. The theory has stressed on A) Action-centered Approach (Barrett and Fudge 1981 as cited in Tsang,2013) and B) Advocacy Coalition Framework(Sabatier, 1986/1993). According to the action centered approach, implementation of educational policies are considered as performance rather than conformance. It depends upon interactive setting of environment variables and context variables. Gidden (1984) sees the

education policy implementation as structuration (as cited in Tsang 2013). The theorist presents knowledgeable human factor, rules and resources and analysis of social system on the ground of the knowledgeable activities as three conceptual constituents of the theory of structuration. Advocacy coalition is means to synthesize the top –down and bottom- up models in higher education policy implementation( Sabatier, 1986/1993, as cited in Tsang 2013).

Wilson & Scalise (2006) have developed principles of the Berkeley Evaluation and Assessment Research(BEAR) assessment system to improve the learning of higher education students. Four principles of BEAR Assessment System are

- 1) Development perspective. A development perspective regarding student learning means assessing the development of student understanding of particular concepts and skills over time which opposes to making a single measurement at some final or supposedly at a significant time point.
- 2) Match between instruction and assessment. This second principle makes clear that the framework for the assessment and framework for the curriculum and instruction must be one or same. Both assessment and instruction must be designed to accomplish the same thing, the aims of learning, whatever those aims are determined to be.
- 3) Quality evidence. Technical issues of reliability and validity, fairness, consistency, and bias quickly sink any attempt to measure along a progress variables.
- 4) Management by instructors. For information from the assessment task and BEAR analysis to be useful to instructors and students, it must be couched in term that are directly related to the instructional goals behind the progress variables.

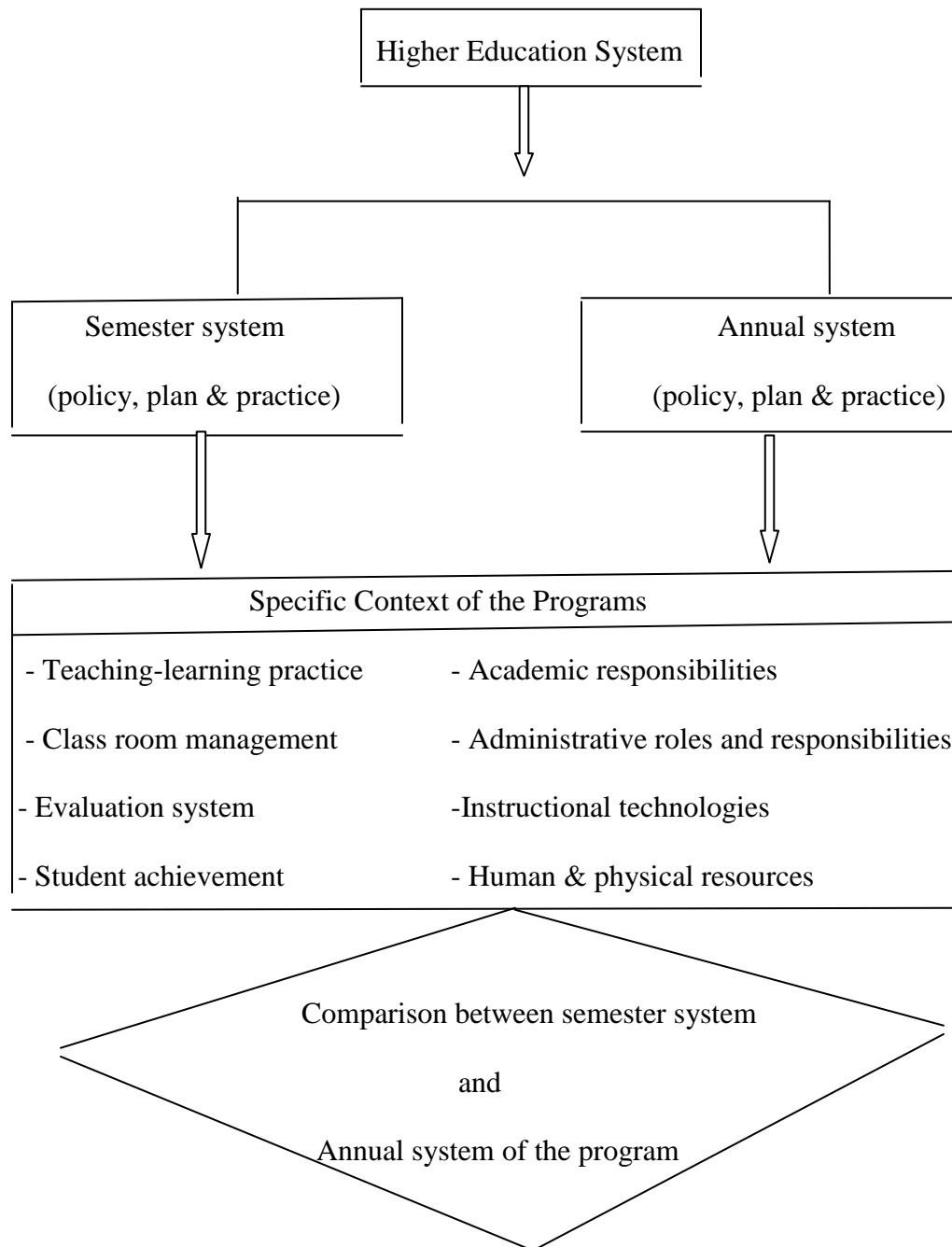
At last, assessment moderation meeting is held to moderate the scores for students' task. Moderation is the process by which instructors, teaching assistants, readers, students and



others involved in a course discuss student work and scores for the work, ensuring that scores are interpreted similarly by all in the moderation group.

### **Conceptual Framework**

The conceptual framework emerged from theoretical reviews and empirical knowledge is represented by the flow chart given below. The conceptual framework of this research guides to the researcher to explore the state of policy, plan and practices of semester system and annual system Faculty of Education of Tribhuvan University and their functional relationship and gaps among the variables involved in. It has also led to collect the information related to similarity and difference between the two systems in terms of policy, plan and practice. Hence, the framework has logically established the relationship among the variables involved in the research.



## CHAPTER III

### Research Methodology

Research methodology is general approach data collection and data processing . This deals with the design, population, sampling and sample, data collection tools, statistical tools and data collection and analysis procedure.

#### Research design

This research study is based on qualitative as well as quantitative approach. Thus, the research design has adopted multiple tools, multiple sources of data and wide range of triangulation process. 'Mixed methods design' has been used. A mixed methods research design is a procedure for collecting, analyzing and mixing both qualitative and quantitative methods in a single study or a series of studies to understand a research problem(Creswell & Plano Clark,2011; cited in Creswell 2011). The design will allow the use of qualitative methods / tools and quantitative methods / tools side by side for data collection and processing.

#### Data sources

The semester system and annual system program related data were collected from both primary and secondary sources.

**Primary sources of data:** - The first hand data had been collected from college students, college teachers, administrators and unpublished records maintained by the colleges. Evidences of the class room, class room management, class room setting and library are the other primary sources of data.

**Secondary sources of data:** - Journals, articles and websites were the secondary had been used as the secondary sources of data.

### **Population of the study**

There are twenty two constituent and one hundred eighty six affiliated campuses under Tribhuvan University inside Kathmandu valley. Among the campuses, Constituent education campuses of Tribhuvan University and the policy makers, administrators, teachers, students of these education campuses are the population of this research.

### **Sample and sampling**

Among the constituent education campuses, 2 education campuses, 1 central authority/ policy maker, 2 campus level administrators, 4 teachers, 1 service provider, 20 students were the sample population of the study. The two campuses which are running both semester and annual system Master Degree programs were selected purposively. The one key informant from central authority and policy making body was selected purposively. The two coordinators of semester program or assistant campus chiefs of Master Degree program of the two campuses were selected through purposive sampling. Eighteen students from both semester system and annual system were selected through stratified simple random sampling. The researcher was eager to include such a research participants / respondents who had class room feeling on the both semester and annual system program. Through referral sampling one student from each campus were selected as key respondents. One service provider was selected through incidental sampling strategy.

### **Data collection tools**

The researcher had constructed structured and semi structured questionnaire and guides for primary as well as secondary data collection. Hence, the data which have been analyzed in this research report were collected through the following tools.

**Observation.** Direct observation was used to record the evidences of live class room teaching-learning activities and class room management. (Observation schedule; Appendix-A)

**Interview.** An interview was administered to collect information from the sampled college teachers. (Interview Guide; Appendix-B)

**Questionnaire.** Close ended and open ended questionnaire was used to collect factual and opinions as primary data from the sampled administrators.( Questionnaire; Appendix-C)

**Unobtrusive measures.** Official records, evidences left by teachers and students, evidences of devices and materials of class room used by teachers were collected by using unobtrusive measures.

**Focus Group Discussion(FGD).** FGD guide was used to collect information from students. (FGD guide, Appendix D).

**Document analysis.** Document analysis was employed to extract data from the secondary sources of data such as journals and reports.

### **Data collection and Analysis Procedure**

Researcher himself had gone to the field with the data collection tools. Rapport establishment was made for the development of familiarity and trust between researcher and subject. The data was collected under the permission and ethical circumstances. Under the thematic analysis, a broader triangulation process has been followed to draw the meaning from the raw data.

## CHAPTER IV

### **Analysis and Interpretation of Data**

FGD schedule, interview guide, observation form, questionnaire and unobtrusive measures had been used to collect data from three sample campuses viz. Mahendra Ratna Campus(A), Sanothimi Campus(B) and University Campus (C). The researcher has employed thematic and descriptive approaches to data analysis to draw meaning of the data. Data triangulation, tool triangulation and source triangulation are commonly used techniques to ensure the validity of the data collected and analyzed. Quantitative and qualitative data inputs have been used in the data processing.

#### **Classroom realities**

**Different sets of strategies of a same teacher:** - Teaching learning strategies are the plans and practices of teaching methods and process which changes the content into fluidity. Selection and use of the strategies are based on the science and art of teaching possessed by a teacher. The authority said, 'there is no concrete and hard and fast policy about instruction/teaching for the both system programs. But, in general, the teaching learning activities, in semester system, have been expected based on student activity and involvement. But it cannot be expected in annual system' (C. Budhathoki, personal communication, May 14, 2014). However, the course of studies prepared by experts through subject committee have clearly mentioned two categories of instructional techniques in both systems: i) General instructional techniques (lecture, discussion, question-answer, brain storming, buzz session and self-study which are

applicable to the most of the units.) and ii) specific instructional techniques for the courses of semester system ( individual or group assignment and presentation and preparation of report and its presentation, reading assignment and presentation, group discussion, problem solving, project work etc. strategies on content specific issues). Generally, the teaching learning activities of class room is guided by the strategies given in the course of studies. In the some cases, college teachers may select and use more appropriate and relevant techniques too by themselves as proven expert of their classroom teaching. The class room instructional strategy practices found in the class rooms of the semester system and annual system and self- reflection on their practice of the campus teachers can be grouped in to the following instructional strategies.

Repressive vs. permissive instruction: - The teachers have practiced the instructional strategies that suit the class room context. In the course of research observation, in the semester classes the researcher saw a teacher teaching a limited number of students. But in the annual classes, there were large number of students where teacher used one way interaction maintaining pin drop silence throughout the period. The respondent teacher, G. DC, expressed self-reflection by comparing own instructions in semester and annual systems,

‘I use repressive instruction in the class of annual system to control the possible burst of noise and activities, but I use permissive instruction in semester class by encouraging the students to participate in class room interaction, because of the limited number of students’ ( K. GC, personal communication, May 11,2014).

The role model performed by a teacher is democratic/ participatory in semester classes. Teacher allows and encourages students to put their content related problems and discuss it in the class. So far, teacher ensures active participation of every students in the semester system program. Whereas the role model of same teacher in the annual classes is authoritative. To maintain the

silence during class room lecture, the teacher uses rigid authority expecting pin drop silence during the teaching hour.

IT familiar instruction vs. IT strange/ unfamiliar instruction: - The rapidly changing information technology has enforced the paradigm shift in learning from out dated and printed text books available in the local market in limited number to immediately updated learning material of internet and learning from direct instruction to learning through internet online from world widely spread experts. Very limited or no impact of the IT on class room teaching is the general understanding among the people in the context of our country. But, the researcher came to observe and understand the use of power point and sharing of down load materials in the classes under the semester system. The respondent teacher, N. Mishra, from sample campus B shared with the researcher, "I have taught the students to down load the required and relevant materials from internet and develop slides on their assignment in the class of semester system" ( Personal communication, May 9, 2014). The participant students in the FGD from the campus had proudly expressed their technological skill developed and used in the class and they hint, "We, all students, develop our assignment in the form of slide and present it through power - point in class room"( R. Oli & other, Focus Group Discussion, May 9, 2014). In the case of sample campus A, the researcher had saw the students enjoying the WiFi (Wireless Fidelity) at their leisure time in and around their class room. Therefore, the researcher had curiously asked a question to the students participated in FGD to explore the information related to the use of WiFi in their learning. They responded, "The WiFi is not well functioning to get a required degree of access to the study. However, we have used it to down load and read text materials like TG for Science subject, Grade 9 &10, and many more other materials" (S. Dawadi & other, Focus



Group Discussion, May 23, 2014). But, the students participated in the FGD from annual system had expressed their desire of multi-media friendly class room teaching.

**Student centered vs. teacher centered strategies:** - In the course of interaction with teachers and the students of semester system and annual system, the researcher came to know two types of instructional paradigms in practice in the classes of the campuses. The respondent teacher K. GC, from the sample campus A claimed, “I adopted teacher centered methods like lecture method in annual system but, student centered methods like brain storming, class assignment, class activities” (personal communication, May 11, 2014). Similar feeling was shared by respondent students. Supporting to the feeling D. GC claimed, “In annual system, we felt ‘chalk and talk’ was preferably used in the almost theory subject classes. But we have felt slight difference strategies like slide show, group discussion etc in the semester system” (Personal communication, May 21, 2014). Hence, the teachers were found using student centered methods in semester and teacher centered methods in the classes of annual system.

**Receptive vs. creative instruction:** - It was found that the professional educators had usually made reflection on their own class room instructional practices. The perception on student learning which teachers had made in the classes of annual and semester system turned out with different orientation to the learning process. N. Mishra referred to the learning process in annual system receptive like student as a receiver of knowledge and ideas from teacher but, in semester, learning was perceived as a creative business of the students.

**Determinant factors of Teaching learning strategies:** - The researcher had noticed classroom teachers teaching through projector to the students of third semester in the subjects of Research Methodology and Education and Development. But the same teacher who was teaching

same subject, Research Methodology, in annual system program was just delivering the content through lecture method in front of the large number students. A numerous determinant factors of the instructional strategies had been explored in the course of interview-discussion with the teachers and students of the A and B sample campuses which had made difference in the practice of the strategies.

Number of students in the class: - The teachers and students had submitted that the number of student in class was one of the justifiable realities embedded behind this difference in teaching methods used by the teachers. The teacher from the sample campus A had claimed and said,

“There are around 100 students in the class of Research Methodology of M. Ed. II year in annual system program where lecture method is the best technique to deliver the content. The techniques like interaction, report presentation, group discussion, sharing from the students etc which have been effectively employed in the small number, in only 12 number, of students in semester system class, but these could not be used in the annual system classes”.(N. Mishra, personal communication, May 9, 2014).

Another informant teacher from campus A also had nearly similar experience and shared,

“There are nearly 250 students in my Curriculum Planning and Practice class in M. Ed. I year in the annual system. Because of the large number of the students, obviously, I use ‘Chalk and Talk’ and letting note down the important points. But in the case of semester system, I give group work and individual work to the students where easy handling number of students that is 28 only”( K. GC, personal communication, May 11, 2014).

The student having class room experience from the both systems of the campus had shared the realities felt in the classes which had also brought the class room instruction

message revealing different in the two systems. The respondent expressed, “The teaching technique in annual system is just ‘Chalk and Talk’ because of the large number of students. Whereas, in the semester, due to the small number of students, the techniques like group discussion, slide show, preparing report and presentation have been used by teachers” (D. GC, personal communication, May 21, 2014).

Student motivation: - Effectiveness of class room instruction depends on students motivation. That’s why, the researcher was curious to find out the motivation state of the students of semester system against to the annual system and vice versa. In response to the question on motivation, the respondent teachers from the both sample campuses had similar understanding. According to the respondent teacher of sample campus B, “the students in semester are more curious and motivated than the annual system due to the high cost they have paid “(N. Mishra, personal communication, May 9, 2014). Students had also accepted their motivational state aroused by the high cost. An informant student said, “due to the nominal cost, the students in annual system are less motivated, less active and irregular” (D. GC, personal communication, May 21, 2014). Hence, the high cost of the semester system created the demand for distinct innovative instructional techniques in the class room of the teachers. Another motivational cause in the classes of these Master Degree in Biology Education and Physics Education is to be high chances of employment opportunity after the successful completion of these newly introduced subjects.

Assessment as an integral side of instruction: - According to the respondent teachers, they have been assigned to perform instructional as well as evaluative activities for their subjects in semester system. At a same time the teacher has to perform the two tasks in an integrated manner. Participation and assignment are the bases for internal evaluation ought to be adopted by

teachers in semester system. The evaluation criteria compel the teacher and student to follow the student activity based instruction. .

After receiving the information related on the instructional policy and instructional hints, the researcher's understanding was led to no difference in teaching learning process in the two systems. But, the evidences of the practice of the strategies in the grounded specific context unexpectedly altered the pre-occupied concept. Then, the researcher observed visible differences in the class room instructional practice from one system to another system due to the factors i.e. criteria for internal evaluation, cost contribution of the students, size of the student number, and student motivation.

**Class room management:** - Campus class rooms are the specific places where the higher education plan, policy and system are enacted. The class room managements of the two sample campuses under the two systems had been observed. The researcher got live evidences of the carpeted floor, managed with individual table and chair for each student, jarred drinking water, curtained windows and equipped with computer and power point in the class rooms of semester program. The rooms were neat and clean. The rooms were spacious and comfortable to work and organize group discussion and participatory instructional methods. The respondent from sample campus A, B. Shrestha, who is an authorized administrator of the Master Degree program( semester and annual system) said, "We have spent a huge amount of money to manage the class room and set up equipments in it which have been shared by students too" ( Personal Communication, May 25, 2014 ). On the other hand, researcher saw the annual system classrooms sitting three or four students in each bench. The rooms were full of crowd of the students sitting in a poorly managed furniture.

**Achievement of students:** - Comparison in terms of pass percentage. The student achievement scores and pass percentage of students of annual system and semester system of three sample campuses have been compared. Biology education and Physics Education at Masters Degree program are newly introduced courses. There were no students exposed to these courses under annual system. Therefore, it was not possible to compare the student achievement and the pass percentage on the basis of same course experiences. Despite of this, the individual scores and pass percentage of the students of second semester(2070B.S.) in Biology Education and Physics Education have been collected from the of the sample A and B campuses to compare with the achievement and pass percentage data of whole student results of M. Ed. II (2068B,S.) of the respective campuses and with the result of M. Ed .II Chemistry Education excluding the score of thesis of the sample campus under annual system.

**Table 4.1 Student pass percentage of annual and semester system**

Campuses	Annual system			Semester System		
	Exam appeared students	Pass students	Pass percentage	Exam appeared students	Pass students	Pass percentage
A: Mahendra Ratna Campus	560	163	29.10	28	18	64.28
B: Sanothimi Campus	273	73	26.73	10	8	80.00
C: University Campus, Kirtipur	18	9	50.00*	-	-	-

Source: Office records of campuses and controller of examination, T.U.

\*the percentage in the table represents only of Chemistry Education in Master Degree.

The table above shows that 560 and 273 students appeared annual exam and 28 and 10 students semester. Out of the exam appeared total students, 64.28% and 80% students passed in semester system but 29.10% and 26.73% students only passed in annual system of the sample campuses A and B respectively. This pass percentage in semester system is higher than annual system. The

student pass percentage of the semester system has also been compared with Chemistry Education in Master Degree of the sample campus C. Chemistry Education, Physics Education and Biology Education are considered as highly correlated subjects in their nature. Therefore, the student pass percentage of Physics Education and Biology Education semester system has compared with the pass percentage of Chemistry Education of annual system. This comparative data has shown that 50% students passed Chemistry Education of the annual system but 64.28% and 80% students passed Physics Education and Biology Education respectively of the semester system.

Comparison of achievement based on comp. subjects. The achievement of the students of annual and semester system have been compared on the basis of the scores secured in the three compulsory subjects i.e. Foundations of Education, Curriculum Planning and Practice ( Curriculum Practices) and Educational Psychology (Advanced Educational Psychology). These three subjects are taught in the both systems. The contents included in these subject courses are almost similar. The pass percentage data is based on the students who have appeared the exam of the subjects. Table no 4.2 depicts the pass percentage of the students in the individual subjects from the both systems.

**Table 4.2 Comparison of pass percentage of semester and annual in compulsory subjects**

S. N.	Campuses	Subjects	Number of pass and fail students					
			Annual system			Semester system		
			No. of pass students	No. of fail students	Pass percentage	No. of pass students	No. of fail students	Pass percentage
1.	A	Found. of Education	265	358	42.4 %	18	10	64.28 %
		Curriculum	324	216	60 %	28	0	100 %
		Ed. Psychology	284	294	49.14 %	28	0	100 %
2.	B	Found. of	160	148	51.95 %	12	0	100 %

	Education						
	Curriculum	109	192	36.21%	10	0	100 %
	Educational Psychology	261	60	72.29%	9	1	90 %

Source: Office record of campuses (2070/071) and examination controller. T.U(2067).

The table above shows that the number of pass students in semester system is higher than the annual system. Even under the same institution and leadership, the student pass percentage of the annual and semester system is different. In the sample campus A, 42.4%, 60% and 49.14% students passed Foundation of Education, Curriculum and Educational Psychology respectively. However, in the semester system, 100% students passed Curriculum Practices and Advanced Educational Psychology and 64.28% students passed Foundation of Education. Similarly, in the case of campus B, 100% students passed Foundation of Education and Curriculum and 90% Advanced Educational psychology in semester system but 51.95%, 36.21% and 72.29% students passed Foundation of Education, Curriculum and Educational Psychology respectively from annual system.

### **Roles and responsibilities**

**Administrative roles and responsibilities:** - The campuses that have launched the semester system program, the administrative responsibilities have been given to the Assistant Campus Chiefs who has been handling the Masters Degree program of the campus. According to them, the roles and responsibilities have been shared by center and campus authorities. General policy formulation, course development and preparation of external evaluation are the responsibilities rested on the central authority. B. Shrestha claimed about their responsibilities, “We have to bear high responsibility regarding the budget, teacher management, internal

evaluation and course completion”. Again the respondent added, “Due to the poor preparation and plan on the course design and academic schedule of central authority, we have been facing difficulties to carry out instructional activities at the campus level” (B. Shrestha, personal communication, May 25, 2014). To make the class room services accessible to the teachers and students, an assistant has been appointed with specified responsibilities for the semester classes. S. B. Gho, a service provider to the semester system class of sample campus B, said, “my responsibilities are to photo copy the hands out and distribute it, to maintain computers and to keep records of attendance of teachers and students” (personal communication, May 9, 2014). Hence, the campus authority has given special responsibilities to the certain academic administrators to implement the semester programs by playing creative and accountable role.

**Instructional roles and responsibilities:** - The researcher had collected information from teachers and administrators about the instructional roles and responsibilities. Those teachers who had been assigned classes under the both systems were selected as respondents. A series of the questions related to different instructional responsibilities and roles was asked to the teachers during the interview. Comparing the roles and responsibilities in semester and annual system, K. GC said, “Since the provision of attendance and internal evaluation, student- readiness and commitment for better results in semester, I have a feeling of high responsibility in the semester system than annual system” (Personal communication, May11, 2014). It was perceived that these provisions changed the pedagogical practice and sense of responsibilities of campus teachers. From the administrative perspective, B. Shrestha had expressed expectations on teachers, “Teachers must be well prepared and updated, and responsive and regular to meet the expectation of the semester program” (Personal communication, May 25, 2014). Thus, unlike the



annual system, semester system program teachers have developed the feeling of responsibility and accountability more towards the class room and their students.

### **Reactions of primary stakeholder**

**Program promptness.** Initiation of the session, course completion and result publication were major curiosities of the researcher to be explored from the students, college teachers and administrators. The students who had program experience from both systems had been encouraged to express their feelings and understanding . According to two students, the classes had started late and courses not completed during the session due to the strike, a long period of vacation and frequent holidays. Similarly, the participants of FGD expressed their bitter feelings about the delay in result publication and one of the students shared, “Result is published after 5/6 months of the exam in annual system but we are quite satisfied with result publication in semester system which occurs within 15 days after practical exam”( D. GC, Personal Communication; May 21, 2014). One of the respondents who had just completed M.Ed. second year in Curriculum and Evaluation had also joined Biology Education (M. Ed.) in the semester program, expressed his experience on semester system, “Public holidays or winter vacations were cancelled by campus administration in order to complete the course” ( N. Karki, Personal Communication; May 26, 2014). It means the academic calendar of annual system has not been functioning adequately. However, despite lack of academic calendar the semester system has been found to have maintained the program promptness in terms of course completion, exam conduction and result publication.

**Instructional Evaluation:** - The information about the evaluation provisions under the two systems had been collected from the central authority, institutional authority, campus teachers and students. The evaluation schemes, given in the core subject courses, developed by the authority had been collected from the Office of the Dean. The Academic Council is the authorized body to approve the evaluation policies proposed by the Faculty Board. Then, the policies are executed by the respective Dean and his sub-ordinates. The executive authority had clearly stated about the evaluation policy, there is ‘no internal and continuous evaluation policy, only final examination at the end of academic year in annual system. But internal evaluation like assessment and continuous assessment and external evaluation have been adopted in semester system’ (C. Bodhathoki, personal communication, May 14, 2014). The table below shows comparative position of the evaluation provisions mentioned in the course of studies of the core subjects of semester( Foundation of Education, Curriculum Practices, Advance Ed. Psychology) and annual (Foundation of Education, Curriculum Planning and Practice and Education Psychology).

**Table 4.3 Evaluation provisions of semester and annual system**

S. N.	Types of evaluation	Semester system	Marks weight	Annual system	Marks weight
1.	<b>Internal Evaluation</b>				
	a. Attendance and participation	Yes	10	No	-
	b. First assignment	Yes	10	No	-
	c. Second assignment	Yes	10	No	-
	d. Assessment/ written test	Yes	10	No	-

2.	<b>External evaluation</b>				
	a. Objective question	Yes	10	Yes	16%
	b. Short ans. Question	Yes	30	Yes	48%
	c. Long ans. Question	Yes	20	Yes	36%

The table above reflects the general student evaluation criteria to be followed by the teachers and examination division. In the annual system, even though the class room teachers have not been given obligatory responsibility to conduct internal evaluation, some teachers were found having used informal evaluation measures to assess the impact of their own teaching treatment and to draw the attention of their students. One of the such respondent opined, “I don’t know about others, but in my case, I evaluate my students by asking questions to the some of them in the class, but students have not realized the importance” (S. Shrestha, personal communication; May9, 2014). The teachers who had been assigned class room teaching to the both systems had experienced vast difference in between the two systems in terms of internal evaluation regarding the impact on students and teacher responsibility. The informant teacher from the sample campus B expressed,

“Regularity, assignment and written test are the criteria for the internal evaluation which I use in my class. I have taken regular attendance as a part of evaluation. I have used creative and critical type of assignment task like Foundations of the Secondary Level Science Subject Curriculum of Nepal in Curriculum Practices class. I have used transparent four criteria ( computerized form, slide show, formatted task and use of critical analysis) to evaluate their assignment” (N. Mishra, personal communication; May 9, 2014).

The students of semester system who participated in the FGD of the campus had boldly appreciated the assignment given by the teachers. They said that they prepared their assignment on the topic “Critically Examine the Secondary Level Science Curriculum” and presented the slide of it through projector. Similarly, the respondent teacher of the sample campus A was found to be following nearly same evaluation techniques i.e. everyday attendance, observation, interaction and test for internal evaluation. He had analytically expressed the impact of the evaluation comparing the two systems, “The students have got immediate feedback and impact on their learning in semester. Due to the lack of internal evaluation, there is no feedback and impact of evaluation on their learning in annual system program” (K. GC, personal communication, May 11, 2014). A respondent student who had the experience of both system had shared the gloomy side of the annual system and said, “We are lost in the one year long session, we cannot even recall at the time of exam what have been studied during the lengthy session” (N. Karki, personal communication; May 26, 2014) .

Hence, the two systems have adopted different evaluation approaches at the policy level as well as at practice level. Internal and external evaluation systems have been provisioned to evaluate the students learning in semester system. The sole authority for internal evaluation of the semester system has been given away to the subject teacher under the coordination of the respective campuses. Teachers have adopted flexible, formative, informal and continuous evaluation concept in internal evaluation which is based on the criteria given in the course of studies. At last summative evaluation or external evaluation is conducted by Examination Division, Office of the Dean, Faculty of Education after five months in the semester system ( e- Course of study, 2012) . On the other hand, Controller of the Office of Examination, Tribhuvan University manages and handles only one examination and evaluation at the end of academic

year to evaluate the students' progress in annual system which is summative rather than formative in purpose.

**Students' expectation and dissatisfaction:** - During the focus group discussion, students had expressed an array of their expectations and dissatisfactions towards the facilities when they were enrolled for the more costly semester system. Most of the student participants of the FGD from the sample campus-B expressed their desire to be exposed with the subject experts available in the campus whose involvement was in the development of the courses. The students had expressed their dissatisfaction towards the lack of internet facilities which was committed by campus authority to be provided. The respondent students from the both sample campuses said that there was no separate and resourceful library which was promised by the campus authorities.

## CHAPTER V

### Findings and Conclusion

#### Findings

Through the data analysis and interpretation, the researcher has drawn the following verified findings.

1. It was found that there is no concrete and hard and fast centrally formulated policies for the higher education pedagogy in the Faculty of Education .However, the compulsory subject courses or core courses- like Foundation of Education, Curriculum planning and Practice(Curriculum Practices) and Educational Psychology( Advanced Educational Psychology) of Masters Degree in Education have mentioned about general and specific (unit wise) teaching –learning activities in the both systems.
2. The two campuses selected for this study have run both semester and annual system Masters Degree in education programs. In the case of compulsory subjects, same teachers were found assigned to teach the same subject in the both systems. But these teachers used lecture method only in the annual system, whereas in semester system, they used group discussion, individual works, slide presentation, class assignment and question-answer.
3. The instructional strategies employed by the teachers in semester system are characterized as creative instruction, permissive instruction, IT familiar instruction and child centered instruction. But the instructional strategies employed in the classes of annual system are characterized as receptive instruction, repressive instruction, IT strange instruction and teacher centered instruction.

4. The semester system class rooms have been made Information Technology friendly where students have enjoyed internet access to search learning materials related to the contents. The teachers have taught the students to search relevant reading materials through internet in their flat mobile and computer. But no such facilities are provided in the annual system classrooms.
5. Number of students in class, student motivation and provision of internal assessment are the determining factors which have differentiated classroom instruction between semester system and annual system.
6. The courses of annual system are not completed on time because of strike, student unrests and frequent holidays. But in the case of semester system, teachers are urged to take classes even in the holidays or vacations to complete the remaining sections of the course.
7. The result publication in annual system is delayed which has taken at least 5 months from the completion of the examination. The students are found aggressive towards this tradition of the result publication. But the students of the semester system are satisfied with result publication which occurs within 15 days from the completion of practical exams.
8. There is neither any policy nor practice of formative or internal evaluation in the annual system. Only annual examination is conducted at the end of an academic year and the students have been deprived of the chances to improve, realize and build confidence through continuous feedback. But there are provisions of both internal evaluation as a continuous in nature and external/ final evaluation in every six month in semester system.

9. Semester system has emphasized on internal evaluation. Internal evaluation criteria have been clearly mentioned in the course of studies which have been followed by the teachers to assess their students' learning and give feedback. Attendance/ class participation(10%), first, assignment/book review/written assignment/quizzes(10%), second, assignment/ paper writing and /or presentation(10%) and third, assessment/written test-1 or 2(10%) are the criteria given in the course of studies for internal evaluation which carries 40%. The rest 60% weightage of each course is allocated for external semester final exam.
10. In practice, teachers have maintained daily attendance, assigned class work and home work (preparation of report), observed participation and slide presentation and assigned class test as the measures of internal evaluation in the semester system courses. No such practice is found in annual system courses..
11. The pass percentage of the students in semester system is higher than the pass percentage of the annual system of the same level. The pass percentages in Physics Education and Biology Education in semester system are 64.28% and 80.00% respectively. The percentages are higher than 50% of Chemistry Education of sample campus C, and 29.10% and 26.73% of sample campuses A and B respectively in terms of total student pass percentage of the annual system.
12. The compulsory or core courses Foundations of Education, Curriculum planning and Practice (Curriculum Practices) and Educational Psychology (Advanced Educational Psychology) are taught in the both systems. The pass percentages of the students in these subjects from semester system and annual system are extremely different. The student pass percentages in the semester system of campus –A and campus –B are 60.28%,



100% and 100% and 100%, 100% and 90% respectively in Foundation of Education, Curriculum Practices and Advanced Educational Psychology subjects respectively. On the other hand, in annual system, the student pass percentages of the two campuses –A and B are only 42.8%, 60% and 49.14% and 51.95%, 36.21% and 72.29% respectively in the subjects of Foundations of Education, Curriculum Planning and Practice and Education Psychology respectively. Hence, the results in three compulsory subjects show higher number of student pass percentages in semester system than the student pass percentages in annual system.

13. The class rooms of the semester system are well equipped and managed in comparison to class rooms in the annual system. The floors of the classroom are carpeted and walls and windows are curtained in the semester system. On the other hand, class rooms of the annual system are entirely bare, cracked and with dirty floors and broken windows.

Similarly, the class rooms of the semester system are equipped and wired with the devices of computer networking and power point presentation. The class rooms in annual system are devoid of these facilities.

14. There are cozy and comfortable seating management in the semester class rooms. There are paired table and chair for every individual student in the class, so that, students can easily form their classroom discussion groups. But the furniture in the class rooms in annual system has been managed only for the purpose of hearing the lecture of the teachers and experts. Thus, the physical management in the classroom in the annual system is dull and distractive where at least 3 / 4 students are compelled to sit on a pair of desk-bench.

15. Administrative and academic roles and responsibilities are shared by the central authority and campus authority. In the case of annual system, most of the roles and responsibilities are carried out by central authority. But in the case of Biology Education and Physics Education of Master Degree semester system, the respective two campuses are more responsible.
16. The responsibilities of the central authority are to make general policies, plans, course of studies and evaluation criteria. The campus authority has owned responsibilities to implement the plans and policies of the central authority for both the semester system and annual system.
17. At an institutional level, the assistant campus chief for the master degree program has been given the responsibility of the respective campuses to conduct the daily administrative and academic tasks for both annual and semester system.
18. The campus authority has borne the entire economic responsibility to run the Physics and Biology Education semester program which is an additional responsibility to the campus authority in the comparison to the annual system Masters Degree program. The teachers and administrative staffs in the semester system are paid from this fee collection.
19. In the annual system, the campuses don't conduct internal evaluation of the students. Whereas in case of semester system, the campuses have been performing student internal evaluation which is also an additional responsibility in the comparison to the annual system.

## Conclusion

education The Faculty of Education is one among the faculties under Tribhuvan University which have decided to commence semester system at large scale at the university level from this academic year. The traditional annual system has been considered as an outdated system in the global context of the higher education. Tribhuvan University including the Faculty of Education has been facing crucial challenges to replace the traditional system perfectly by the innovative higher system, the semester system. In this context, Faculty of Education has introduced semester system in some subjects.

Physics Education and Biology Education are the newly introduced Master Degree programs and the first semester system programs run under the Faculty of Education. The semester system introduced in these subject programs is much different in implementation compared to the annual system program of the faculty. The semester system programs have been carried out with high effort, commitment and management at the institutional level. Central policy, plan or program alone is not sufficient without committed and resourceful action of the institutional authority. Campus authority collects tuition fee to run the semester classes. It has managed specific administrative sub system to supply additional services like photocopy of hands out, management of multimedia etc. In the implementation of semester system , teachers' role and responsibility has been found highly appreciative . They have introduced multi media based teaching learning strategies. Another most important responsibility is to handle class instruction along with assessment. But annual system is deprived of innovative concepts. Campus teachers have proven that they are able to modify their pedagogical practice if the class room variables support them. However, at the policy level and in the

course of studies there is no difference between the two systems regarding the strategies. But there is difference in practiced strategies used by the same teacher in two different systems. Regular attendance, continuous/ internal evaluation, regular assignments, class room interaction have been possible in the classes of small number of students in semester system which have contributed to the increment of the student pass percentage. But these classroom activities have not been implemented due to the lack of policy and impracticable number of student size in the classes of annual system. Because of the motivation of students, innovative classroom practice of teacher and special focus of campus authority in semester system, the pass percentage of the students, in three compulsory subjects and in total systems, is extremely higher than the annual system.

The students in semester system are quite happy with the result publication in time. They should not await their result for 5/6 months which occurs in annual system.

#### Implications of research findings

The findings of this mini research may have significant contribution to shape and to direct policy and practice of the Faculty of Education. TU.

1. Have given a base to policy makers, curriculum developers and planners to introduce semester system throughout the Faculty of Education of Tribhuvan University.
2. The higher student pass percentage of students in the compulsory subjects and entire program in semester system than annual system builds up the confidence in authority to implement semester system.

3. The research finding has given a clear bases to the formation of internal evaluation policy incorporating internal evaluation as an integral part of instruction. Guiding principles for internal evaluation provision, criteria, procedure and ethical consideration should be developed by central authority to make it reliable and uniform.
4. The research findings indicate that the campus authorities need to manage multi media and information technology friendly classrooms to make the students learn from internet access. To make this happen, the policy making body and central authority has to introduce the policy of giving some amount of money to introduce and implement multimedia friendly teaching learning strategies in all classrooms.
5. The research findings related to class room management like cozy and comfortable furniture, a pair of table and chair for individual student, spacious classroom etc. are useful for campus authorities and teachers for the forth coming large scale implementation of semester system.

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## **Appendices**

### Appendix-A

#### Observation schedule

1. Class room activities of the students.
2. Instructional modes of teacher.
3. Classroom setting.
4. Equipments and devices used in the instruction.
5. Ways of using equipments and devices to facilitate the learning.
6. Students' motivation.
7. Teacher - student relation.
8. Class size and sitting arrangement.



## Appendix-B

### Interview Guide for college teachers

1. Status of the teacher i.e. part time, teaching assistant, permanent, senior teacher etc.
2. Teacher's teaching experience in semester and annual system.
3. Preparation of the teacher i.e. hands out, slides,etc.
4. Teacher facilities i.e.salary, allowance etc.
5. Problems being faced by teachers in class room teaching.
6. Modes of teaching used by teacher in both system.
7. Degree of responsibility in semester and annual system.
8. Formal and informal process of student evaluation .
9. Readiness and activation of the students for the study.
10. Regularity of the student.
11. Impact the student evaluation on their learning.
12. Difference or similarities between semester and annual system in terms of student achievement, class room management, teaching –learning process, curriculum etc.
13. Problems faced by teachers in the course of class room instruction.
14. Merits and demerits of these programs

Appendix-C

Questionnaire for administrators (at institutional level)

Name:

Position:

College:

1. When did your institution start to launch semester and annual system of education programs?

-----  
-----  
-----

2. How many students were there at the beginning of these semester and/ or annual system of programs? And now?

-----  
-----  
-----  
-----

3. What is the strength of your campus to launch these programs? Please justify in terms of following aspects.

For semester system:

- a. infrastructure (with number of buildings, rooms, library, lab, equipment):---

-----  
-----  
-----  
-----

- b. manpower(with number of academic and administrative human force):-----

-----  
-----  
-----  
-----

For annual system:

- a. infrastructure (with number of buildings, rooms, library, lab, equipment):-

-----  
-----  
-----  
-----

- b. manpower(with number of academic and administrative human force):-----

-----



1. -----
- 2.-----
- 3.-----
- 4.-----

Evaluation policy

General/Macro level policy

- 1.-----
- 2.-----
- 3.-----
- 4.-----
- 5.-----

Micro/Subject level policy

1. -----
- 2 . -----
3. -----
- 4.-----
5. -----
6. -----

1. -----
2. -----
3. -----
4. -----

Evaluation policy

General/Macro level policy

- 1.-----
- 2.-----
- 3.-----
- 4.-----
- 5.-----

Micro/Subject level policy

1. -----
- 2.-----
3. -----
- 4.-----
5. -----
6. -----

**Practices/ implementation in the campus**

Semester system	Annual system
<u>Instructional practice</u> 1.-----	<u>Instructional practice</u> 1.-----

2.-----

3.-----

4.-----

5.-----

6.-----

7.-----

Class room management practice

1.-----

2.-----

3.-----

4.-----

5.-----

Student admission process

1.-----

2.-----

3.-----

4.-----

Evaluation practice

General/Macro level practice

1.-----

2.-----

3.-----

4.-----

2.-----

3.-----

4.-----

5.-----

6.-----

7.-----

class room management practice

1.-----

2.-----

3.-----

4.-----

5.-----

Student admission process

1.-----

2.-----

3.-----

4.-----

Evaluation practice

General/Macro level practice

1.-----

2.-----

3.-----

4.-----

5.-----

Micro/Subject level practice

1.-----

2.-----

3.-----

4.-----

5.-----

6.-----

5.-----

Micro/Subject level practice

1.-----

2.-----

3.-----

4.-----

5.-----

6.-----

---

5. Would you mention the problems being faced in the course of program implementation?

Problems in semester system of program	Problems in annual system of program
1.-----	1.-----
2.-----	2.-----
3.-----	3.-----
4.-----	4.-----
5.-----	5.-----
5.-----	6.-----
7.-----	7.-----
8.-----	8.-----

9.-----

9.-----

10.-----

10.-----



## Appendix-D

### FGD guide for students

1. Number of students participated in the program( semester or annual).
2. Participation of the students in the class room transaction.
3. Assignment provided by the teacher.
4. Provision of assessment systems.
5. Regularity.
6. Achievement.
7. Class room management and environment.
8. Facilities of libraries and laboratory.
9. Teaching- learning technologies in class room.
10. Expectation, satisfaction and dissatisfactions of the students.



## Appendix E

Interview guide for the Students participated in the both programs

1. Reasons to be enrolled in the both systems of the program
2. Difference of the systems in terms of
  - Size of student number
  - teaching –learning strategies in practice
  - promptness of examination, publication of results, course completion etc.
  - classroom management
  - facilities to support learning
  - problems related to course, time table, etc.
  - any other

Appendix F

Questionnaire for authorized person of semester system (Centrally responsible person for policy formulation and implementation)

Name:

Position:

Faculty:

1. When did your institution start to introduce semester and annual system for higher education programs?

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-----  
-----  
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2. What are the rationales behind introducing semester system in the higher education under this Faculty?

- 1.
- 2.
- 3.
- 4
- 5
- 6
- 7

3. How have been the policy of semester system formulated ? please mention the step wise process

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-----  
-----  
-----  
-----  
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- 1.
2. Are there any differences/similarities between semester system and annual system regarding their policy and practice?  
Please mention in brief in the box .

**Policies**

Semester system	Annual system
<u>Course development, approval and revision</u>	<u>Course development, approval and revision</u>
1. -----	1. -----
2. -----	2. -----
3. -----	3. -----
4. -----	4. -----
5. -----	5. -----
6. -----	6. -----
<u>Instructional policy and plan</u>	<u>Instructional policy and plan</u>
1. -----	1. -----
2. -----	2. -----
3. -----	3. -----
4. -----	4. -----
5. -----	5. -----
<u>Class size and management</u>	<u>Class size and management</u>
1. -----	1. -----
2. -----	2. -----
3. -----	3. -----

4.-----

4.-----

5.-----

5.-----

Student admission policies

Student admission policies

1.-----

1.-----

2.-----

2.-----

3.-----

3.-----

4.-----

4.-----

Evaluation policy

Evaluation policy

General/Macro level policy

General/Macro level policy

1.-----

1.-----

2.-----

2.-----

3.-----

3.-----

4.-----

4.-----

5.-----

5.-----

Micro/Subject level policy

Micro/Subject level policy

1.-----

1.-----

2.-----

2.-----

3.-----

3.-----

4.-----

4.-----

5.-----

5.-----

6.-----;

6.-----

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**Practices/ implementation in the campus**

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Semester system	Annual system
<p data-bbox="188 705 461 737"><u>Instructional practice</u></p> <p data-bbox="188 779 669 810">1.-----</p> <p data-bbox="188 852 701 884">2.-----</p> <p data-bbox="188 926 701 957">3.-----</p> <p data-bbox="188 999 701 1031">4.-----</p> <p data-bbox="188 1073 678 1104">5.-----</p> <p data-bbox="188 1146 711 1178">6.-----</p> <p data-bbox="188 1220 711 1251">7.-----</p>	<p data-bbox="907 705 1180 737"><u>Instructional practice</u></p> <p data-bbox="907 779 1430 810">1.-----</p> <p data-bbox="907 852 1430 884">2.-----</p> <p data-bbox="907 926 1430 957">3.-----</p> <p data-bbox="907 999 1430 1031">4.-----</p> <p data-bbox="907 1073 1430 1104">5.-----</p> <p data-bbox="907 1146 1430 1178">6.-----</p> <p data-bbox="907 1220 1430 1251">7.-----</p>
<p data-bbox="188 1293 615 1325"><u>Class room management practice</u></p> <p data-bbox="188 1367 638 1398">1.-----</p> <p data-bbox="188 1440 670 1472">2.-----</p> <p data-bbox="188 1514 680 1545">3.-----</p> <p data-bbox="188 1587 680 1619">4.-----</p> <p data-bbox="188 1661 701 1692">5.-----</p>	<p data-bbox="907 1293 1325 1325"><u>class room management practice</u></p> <p data-bbox="907 1367 1386 1398">1.-----</p> <p data-bbox="907 1440 1408 1472">2.-----</p> <p data-bbox="907 1514 1408 1545">3.-----</p> <p data-bbox="907 1587 1408 1619">4.-----</p> <p data-bbox="907 1661 1429 1692">5.-----</p>
<p data-bbox="188 1734 529 1766"><u>Student admission process</u></p> <p data-bbox="188 1808 813 1839">1.-----</p>	<p data-bbox="907 1734 1243 1766"><u>Student admission process</u></p> <p data-bbox="907 1808 1429 1839">1.-----</p>

2.-----

3.-----

4.-----

Evaluation practice

General/Macro level practice

1.-----

2.-----

3.-----

4.-----

5.-----

Micro/Subject level practice

1.-----

2.-----

3.-----

4.-----

5.-----

6.-----

2.-----

3.-----

4.-----

Evaluation practice

General/Macro level practice

1.-----

2.-----

3.-----

4.-----

5.-----

Micro/Subject level practice

1.-----

2.-----

3.-----

4.-----

5.-----

6.-----

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5. Would you mention the problems being faced in the policy formulation and implementation?

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Problems in semester system of program

Problems in annual system of program

- 1.-----
- 2.-----
- 3.-----
- 4.-----
- 5.-----
- 5.-----
- 7.-----
- 8.-----
- 9.-----
- 10.-----

- 1.-----
- 2.-----
- 3.-----
- 4.-----
- 5.-----
- 6.-----
- 7.-----
- 8.-----
- 9.-----
- 10.-----



## Appendix G

### Sample campuses and their symbols

S, N.	Name of campus	Symbol	System
1.	Mahendra Ratna Campus, Tahachal, Kathmandu	A	Annual and Semester system
2.	Sanothimi Campus Sanothimi, Bhaktapur	B	Annual and Semester System
3.	Central Department	C	Annual system

## Appendix H

### Central and local authorities and service provider

S.N.	Name	Campus	Responsibility
1.	Chitra Budhathoki	Office of Dean	Assistant Dean
2.	Bhupal shrestha	Mahendra Ratna Campus, Tahachal	Assistant Campus Chief & Program co-ordinator
3.	Shiva Ram Shrestha	Sanothimi Campus, Sanothimi	Assistant Campus Chief & Program Co-ordinator
4.	Surya Bahadur Gho	Sanothimi Campus, Sanothimi	Service provider

## Appendix I

Respondent teachers having classes in both systems for same subject

S.N.	Name of teachers	Campus	Subjects taught
1.	Krishna GC	Mahendra Ratna campus, Tahachal	Curriculum Practice Education Psychology
2.	Ram Lal Tamang	Mahendra Ratna Campus, Tahachal	Foundations of Education
3.	Umesh Lamsal	Sanothini Campus, Sanothimi	Foundation of Education
4.	Nirmal Mishra	Sanothini Campus, Sanothimi	Curriculum practice

## Appendix J

Participant students of FGD from sample campus A

(Semester system M. Ed. Program)

S.N.	Name of the students
1.	Sandeep Dawadi
2.	Tej Prasad Timilsina
3.	Madhav Prasad Ghimire
4.	Basu Dev Pandit
5.	Sangam Bhusal
6	Sanjiv Dhakal

## Appendix K

Participant students in FGD from sample campus B

(Semester system M.Ed. program)

S.N.	Name of students
1.	Resham Oli
2.	Khadak Bahadur D.C.
3.	Bhimsen
4.	Kabin Lama
5.	Betsy Dahal
6.	Dev Narayan Bhandari

## Appendix L

Participant students in FGD from sample campus B

(Annual system M.Ed. Program)

S.N.	Name of students	Specialization subject
1.	Mohan Krishna Shrestha	Population Studies
2.	Sabina Bhattarai	Health Education
3.	Maya Shrestha	Health Education
4.	Sarmila Chaudhary	Health Education
5.	Puran Chandra Mainali	Health Education
6.	Sharmila Bhattarai	Economics Education

## Appendix M

Students participated in both system of M. Ed. Program

S.N.	Name of students	Annual		Semester	
		Specialized subject	campus	Specialized subject	campus
1.	Dilip Singh GC	Curriculum & Evaluation	Mahendra Ratna Campus, Tahachal	Physics Education	Mahendra Ratna Campus, Tahachal
2.	Nabin Kumar Karki	Curriculum & Evaluation	Central Department	Biology Education	Sanothimi Campus, Sanothimi