

Chapter I

INTRODUCTION

Background of the Study

Education has become one of the basic needs in 21st century. It produces high quality human resources which help to develop the nation. The OEC Dreport on education in 2005 has concluded that education is the largest single contributor to break poverty, income gap, gender inequality and ethnic inequality and to improve nutrition, health and longevity of life(Dhakal, 2009).There are different educational systems in different countries which are conducted by different universities. In Nepal, there are seven universities among them, Tribhuvan University is one. It is the oldest and largest government funded university. This university was established in 2016 B.S. It conducts academic programmes and awards degree in Nepal. It runs bachelors, masters and Ph.D. level of courses. It has 85 affiliated universities. In Tribhuvan University, different faculties are conducted among them Education faculty is one. It produces skilled human-power in educational field.

Educational system in world is not found consistent for years. There are infinite constructive ideas and researches carried out to make it better. Among them, semester system is one. Semester system is found to be originated from German from 1820-30 A.D. Semester word is derived from ‘ memestral’ which is an adjective. Literally it means six-month period .Semester system is an academic term which is division of academic year mostly into two parts or it may be trimester or quarter semester. Most of the countries use semester system. In China, we can find semester system from elementary level to university level.

The practice of semester system was found to be after National Education System Plan (2028-2034) which was conducted for proficiency, bachelor’s level and

Masters Level. Due to different obstacles was found in semester system so, in 2038 B.S. semester system was shifted into annual system. Engineering, Medical, Agriculture, Animal Science, Forestry, BBA, BIM, MBA classes of T.U. was conducted on semester basis. Furthermore, the result was found to be better than annual system. So, necessity of semester system is felt . And also, there are different drawbacks in annual system:improper management of educational calendar, teaching and result is not carried out in time, uncontrolled students are admitted, most of students become present in exam-time only an the result is not found to be satisfactory. For some years result was not published in time which created year –gap in students. So, in order to improve educational system semester system was found to be necessary. That why, it is implemented from fiscal year B.S. 2070 in Tribhuvan University and is trying to implement in its all affiliated colleges.

Basic-Pre-requisites for Semester System

Semester system is educational where learning is student-centered, study, result is carried out in time. Study is based on credit hours. Students are admitted on merit-bases. One year semester is divided into two semesters. There is provision of internal evaluation (40%) and external evaluation (60%). Scoring is based on GPA(Grade Point Scale). The total course is divided into 3 credit-hours. For the successful implementation of semester system we need detailed work-plan, calendar and also, in proper time entrance should be taken and result should be published in time. There is regularity of classes. 80% attendance is madatory for students toappear in exam. Teachers give interaction with students in extra-time also. Evaluation is transparent. The whole activities of semester system are trying to create all round development of students. Curriculum should be modified according to time.

Statement of the Problem

To define a problem means to put around it, to separate it by careful distinctions from like questions found in related situation of the need. In the past, students listen and teacher gives lecture (Best, J.W. and Kahn, J.V., p.9). With the passage of time new paradigm has been introduced. Present time, teacher acts as facilitator to students applying new methods and systems. Among them semester system is one.

There are no studies carried out in semester system in Nepal regarding teachers' opinion towards semester system.. If we look towards its historical scenario in the semester system was applied from Proficiency Level, Bachelors and Masters level which was conducted after establishment of National Education System Plan(NESP)-2028-2034. Due to different difficulties, semester system was again shifted to annual system. Recently, from 2070 B.S., T.U. has again approved to start at Tribhuvan University . The main motto of this system is to create continuous and in-depth learning. The effectiveness of this programme depends upon different conditions like curriculum, courses coverage allocated time, regularity of classes, constructive feedback to the students by teachers, accessibility of teachers outside the classes, availability of information resources to students, transparency of result, timely declaration of results, political disturbance, conduction of classes in crucial period e.t.c.. Above components play an important role to make semester successful. Being a good system the different issues has been raised among its stakeholders. T.U. has to face different obstacles in its effective implementation. So, a study is necessary to find out teachers 'opinion to strengthen the programme of semester system , in mathematics education. Different opinions presented by teachers totally affect in implementation of semester system. The main agent of successful implementation of

semester system is teacher. Teacher is the person who transforms the whole activities of semester system to the students. So, his opinion is important for the semester system. Teacher's opinions may be positive and negative towards semester system. Negative opinions of teachers should be identified first and they should be improved accordingly. Therefore, this intends to study following questions will be research questions which are as follows:-

-) What are the opinions of teachers towards semester system?
-) Are they facing any problems and challenges while implementing semester system?

Objectives of the Study

Semester system has been a new paradigm in Nepal which is implemented in Education faculty in Tribhuvan University. The following are the objectives of the study:-

-) To find out opinion of teachers towards semester system.
-) To find out the problems in implementation of semester system.

Significance of the Study

Mathematics in Education faculty is an important subject which produces skilled manpower. To produce skilled-manpower, Education faculty is switching into semester system from fiscal year 2070-71. For the better achievement, student should have positive attitude towards semester system and moreover, if problem faced by teachers in implementation of semester system is reduced then semester system will be successful. If it becomes successful then every college can implement this system. The active catalyst of implementation of semester system is teacher whose role is very important. Teacher's opinion affects to the semester system. This study will be helpful

for teachers to find out strength and weakness of semester system. This study helps to reform and improve semester system. This study has following significance:

-) It helps teachers to improve problems in implementation of semester system.
-) It provides information to teachers, students, administer, planner for the better implementation of semester system.
-) It would be good step for authorities for successful implementation of semester system.

Delimitations of the Study

This study has following delimitations:

-) The study was limited to only teachers of Mathematics Education faculty of M.Ed level.
-) The study was limited towards opinion of teachers of mathematics faculty as well as implementation problems.
-) This study was conducted on less sample i.e., only one college so, it may not be generalized to all.
-) This study was limited to the tools: questionnaire, interview guideline and observation check-list.

Definitions of the key terms

Opinion

Opinion is view, judgments, thought or belief of students and teachers towards semester system. Here, opinion of teachers is based on objectives, content, evaluation, activities and professional development of teachers.

Semester System

It refers to educational system which continues for six months of duration as a semester assessing the several aspects of assessment. In T.U., it was practiced from

2070 B.S. replacing annual system. It includes two evaluation techniques i.e., internal evaluation and external evaluation. 80% regularity is most for students to be appearing in exam.

Problem

A source of trouble, difficulty faced by teachers in implementation of semester system. The problem is related with objectives, content, activities, evaluation and professional development. There are statements prepared for questionnaire. If researchers get negative view\opinion on any statements then it is taken as problem faced and this view is approved by interview.

Chapter II

REVIEW OF RELATED LITERATURE

Review of related literature is very important in research design. In order to get good result in research we should read different journals, books, documents which makes research more meaningful and realistic. Reviewing related literature help researchers to their research question and to clarify and define the concepts of the study (Ary et.at, Pp 64-66). This chapter includes the different features of review of articles and findings of different researches to explain the trends of researches in the field of mathematics education especially related to semester system. Review of related literature is carried out in two heading which are empirical review and theoretical review which are explained below in separate headings:

Empirical Review

Das (2016) conducted research study on perception of students about implementation of semester system in the undergraduate colleges under Dibrugarh University. This paper is an analysis of student's perception about semester system of education introduced in the degree colleges under Dibrugarh University. The study has been conducted in 200 undergraduate students selected at random from five selected degree of Sivasagar district affiliated to Dibrugarh University of Assam to find out their perception towards semester system of education. A self-structured questionnaire revealing perception of students towards evaluation process under semester system was administered. The collected data were analyzed using frequency and percentage. The research result revealed that the perception of students towards internal assessment and overall evaluation under semester system is not quite satisfactory. The findings of the semester system will help in developing strategies to make modify of evaluation process under semester system.

Tariq, Abdullah, Zaman and Ali, (2014) conducted research study to analyze perceptions of students and teachers regarding semester system of examination at Higher Education level in Pakistan. A sample of 300 students, 50 teachers and 10 different departments of Adul Wali Khan University Mardan, Pakistan were selected from seven campuses through convenient sampling techniques, self-administered questionnaires were used as a tool for data collection. Data were analyzed by using SPSS software applying mean score. Results of the research study confirmed that semester system is effective method of effectual learning. However, some of the students disagreed due to excessive drawbacks. Majority in the faculty were in favor of semester system in higher education due to its multi-dimensional perspectives.

The above reviews are related with perception of students and teachers towards semester system. Das, (2016) study revealed that overall system of evaluation under semester system is not found to be satisfactory. It does not support for the evaluation system of semester system. Tariq Mehmood, Abdullah, Amir Zaman, Sajjad Ali(2014) study confirmed that teachers perception towards semester system is positive which is an effective method of learning but students disagree for the system. Majority in the faculty are in favor of semester system in higher education due to multi-dimensional perceptive.

Pandey, (2015) published an article in Himalayan times about the differences of annual and semester system. There is vast difference in learning and teaching techniques in the process of evaluation under annual and semester system. Massive opposition for the students has finally compelled the T.U. officials to withdraw their plan and give continuity to the annual system. The students opposed the semester system citing various reasons. They argue that quota system or the provision of fixed seats, that is strictly exercised under the semester system deprives a large number of

students from pursuing higher education as the number of students aspiring for it is much higher than the seats allocated. Other demands from the students unions include curriculum change and infrastructure development. Besides, regular attendance is must in semester system which students fail to make because a majority of those pursuing higher education are either service holders or engaged in some other jobs. If we look from the practical point of view, pursuing higher education is an expensive ride for students. Therefore, many of such students engage themselves in both earning and learning activities simultaneously. For such students, regular attendance at colleges seems impossible. For them, the annual system can be a great respite and help them also grow academically. While routine evaluation and frequent class tests are an integral part of the semester system, annual system does not have any such provision. Actually, the provision of frequent class tests and regular evaluation compels students to keep themselves updated all the time. As a result, the students become more study-oriented. So, the semester system is itself is not bad. Since, T.U. has introduced semester system at the central department it is a golden opportunity for the academicians to produce knowledgeable and enlightened students and prove the worth of the semester system.

Deccan Herald, (2014) a leading newspaper of London published news as ‘In the annual system, there is complete knowledge about the subjects but in the semester system, students tend to read what appears only for the exam. Hence, deeper knowledge about the subject is missing. Semester system is good if the question paper is more application oriented, demanding each student to learn more about the subject.’ Hindustan Times, (2014) a leading newspaper of India published news about Delhi University following news as ‘Under the semester system teachers are left with no time for research, attend conference or refresher courses that is important to keep

yourself updated to teach better. In case of students the curriculum has become mechanical as it has statistically reduced teacher student interaction. Also students are not left with much time to pursue extra- curricular activities.'

The three articles published in different newspaper compared between annual system and semester system. Pandey, (2014) shows students opposed for the semester system due to provision of fixed seats, regular attendance, and needed more amount of money than annual system. The total system is not bad as, students are updated and become more study-oriented. Decaan Herald,(2014) published news shows that in annual system there is deeper knowledge of subjects but was not in semester system. Hindustan Times(2014) concluded that students get less time for extra-activities.

Abro, (2014)published an article about semester system and stated that Semester system provides opportunity for students to polish themselves with great extent through the presentations, mid-term examinations, group discussions and submission of assignment etc with regular intervals. Pathak and Rahman, (2013) conducted research paper on attitude of teachers and educators towards semester system. The present study was conducted on 133 undergraduate students and 44 teachers selected at random from four selected degree colleges affiliated to Gauhati University from Nagaon town of Nagaon district of Assam to find out their perception towards semester system. Self structured questionnaire revealing perception towards five dimensions of semester system-curriculum, syllabus coverage and regularity of classes, teachers and methods of teaching, evaluation and feedback and availability of resources. The collected data were analyzed using frequency, percentage, mean and standard deviation. The research result revealed that perception of students towards internal assessment and overall evaluation is not quite satisfactory. Most of the respondents even do not understand the evaluation in CRPA

(Central Grade Point Average). The study further revealed lack of required resources particularly information resources in degrees colleges to make semester system effective and successful. The present study yielded the necessity of developing strategies by all the stakeholders to arrange for minimum resources and facilities which have a direct bearing on student achievement.

Sridevi, (2012) conducted research study to examine the attitude of teacher trainees towards B.Ed semester system and study of problems faced by teacher educators in dealing with new semester system along with the analysis of curriculum of B.Ed programme (semester scheme). The investigator randomly selected a total number of 6 B.Ed colleges for the study that included Government, Private and Public schools. Sample comprised 204 teacher trainees who had positive and negative attitude. The investigator concluded that new curriculum creates a lot of changes without considering the time duration of the course from the data collected through unstructured interviews conducted. Aggarwal, (1997) studied on semester system and argues that only system of education is good which ensures effective learning. The criterion for success is effective learning. So, some problems 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.

The above review of Abro, (2014) concluded that semester provides opportunity to students through different methods. Pathak,(2013) yielded the necessity of developing strategies and facilities of semester system which effect on students' achievements. Sridevi, (2012) concluded that new curriculum creates a lot of changes. Aggarwal, (1997) concluded that before applying semester system,

students should be informed about its problem. A good educational system should produce effective learning.

Hashim, (2012) conducted a case study on annual and semester systems of examination in Pakistan. The purpose of this study was to pin point as well as to expose differences between marks scored by the students in annual system of examination and semester system of examination. In the study the researcher observed an obvious difference in marks grading secured by students through semester system of examination and annual system of examination. In competitive challenging environment, every student has desire to get maximum marks to be top in admission, recruitment and selection process. This paper aim for 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 had been collected through questionnaire from different universities staff and students. This study focused on the objective 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. It helps to know which system they perform efficiently and effectively.

Hussain, (2012) conducted research study on ' Students' and Teachers' Perception toward the Semester System of Examination at University Level in Pakistan.' A small sample consisting of 270 students and 45 teachers of different departments of The Islamia University of Bahawalpur, Pakistan .The Bahawal nagar and Rahimyar Khan Campuses was taken from the representation of all the programs of the university. A 34-item questionnaire on 5-point Likert scale was administered to the students. Data was analyzed by using SPSS version 18. The results of this study revealed that most of the students disagreed with the semester system of examination

due to a number of drawbacks like favoritism, biasness and subjectivity. The students criticized the other negative aspects of semester system of examination as well.

Contrary to this, the teachers agree with the semester system of examination to some extent as compared with the students' perception.

The above two reviews was about examination system of annual and semester system. Hashmin(2012) concluded that, there is merit and demerit seen in both of the systems. Hassain(2012) concluded that students have negative comment with the system of examination of examination due to favoritism, biasness and subjectivity. Teachers agree with the semester system of examination.

Iqbal and Nasira, (2008) compared between semester and annual system and stated that in the education system of Pakistan there are two types of learning system i.e. annual system and semester system, that are prevalent and monitored by Higher Education Commission of Pakistan, the annual system, which is continued 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. The above review showed clear differences between annual and semester system. Annual system of education continues for year but semester system is only of six-months.

Flannery, (2010) NEA published top eight challenges of teachers which they face in school are finding the funding, getting healthy, salary, parent involvement, NCLB (Elementary and Secondary Education Act), cyber bullying, technology, resources, to know your students, adopting class activities, communication with parents. PBK Architects and Kimball office, (2010) studied under University of South Florida about American studies which indicated the changing state of education. Higher Education is re-evaluating classroom functionality Advances in technology and increased student diversity has driven the change from lecture platform to a

collaborative teaming environment Chalkboards and rows of desks with tablet arms are no longer efficient learning spaces. Universities and schools are seeking spaces that allow for multi-model pedagogy which is a bending of teaching methods and technology for effective hands out and interactive learning collaboration. It prefers cooperative and flexibility which allows classrooms to be adaptable to support multi-model pedagogy.

Flannery(2010) and PBK Architects(2010) study shows there are different challenges faced by teachers which support for collaborative learning environment. Classroom should be adaptable to support multi-model pedagogy. Pandit(1999) this research paper studied out attitude of secondary level students and teachers towards geometry. Children education and attitude are related to parental education, income, profession and children's own attitudes and beliefs towards education. The mean attitude score of boys towards mathematics as school subject is greater than that of girls. Educated and non-educated parents have positive attitudes toward their male child and female child on school mathematics. However, farmer and non-farmer parents have greater attitudes score towards their male child than female children in secondary school mathematics.

Schunk,(1991)wrote an article in self-efficacy and academic motivation which stated that students often attribute prior success and failure to such factors as ability, effort and luck. Students whose attributes prior success to relatively stable factors should hold higher achievement than students who stress unstable factor. Beliefs can have a powerful impact on how children go about learning and using mathematics and many individuals believe that mathematics is a largely rule-oriented body of knowledge of discrete number facts and algorithmic rules (Reyes, 1984)

i.e. memorizing pre-existing mathematical algorithms is one of our students' beliefs in mathematics.

Suinn, (1972) this is journal which studied about the mathematics anxiety rating scale. Students feel mathematics as a difficult subject because of math anxiety and low achievement in mathematics (p. 551). Researcher believed that such types of students' feeling as the result of different factors, intellectual factors such as low self-esteem, shyness and intimidation. Students get anxiety in mathematics resulting from intellectual factors such as learning styles, persistence, self-doubt (Trujillo and Hafied, 1999).

The above reviews were about attitudes of students and teachers towards mathematics. Pandit (1999) concluded that boys attitude towards mathematics is more than girls. Schunk(1991) concluded that attitudes which affect in success are ability, luck and effort. Richardson and Suinn(1972) concluded that students feel mathematics as a difficult subject due to many reasons.

Theoretical Literature of the Study

Semester system is new topic of study. In this study researcher tried to get opinions from teachers. The opinions of teachers towards any system may be negative and positive. As, semester system has its own curriculum. Teachers interact and give views on the basis of curriculum elements which directly effect in implementation of semester system. Negative comments means that there is problem in implementation of semester system. So, researcher carried out problem of implementation of semester system as theoretical framework.

Sharma and Sharma, Curriculum Planning and Practice (M.K. Publication and Distributors, 2014, Pp.450), curriculum implementation requires planning and planning focuses on three factors: people, programs and process.

Sharma and Sharma, Curriculum Planning and Practice (ibid., 2014 Pp.458)

Thomas Harvey has listed following as obstacles for curriculum change:

Administration support is essential factor for the implementation of any system. Education is tri-polar relation between teacher, student and administration. Without good administration any system will not become successful. The person involved in this system should have ownership feeling so that they love, take care and developed the system. Sometimes people do not give value to the system which creates in its failure. Different strikes, political revolution also effect for the implementation of semester system. People are attracted towards any system, if its advantage is more, otherwise they will not support for the system. Boredom feeling and increase in burden creates problem in implementation of semester system. A person do not accept a change in system, if is made suddenly. So, before chngement of any system proper dissemination of the whole program should be carried out.

Sharma and Sharma, Curriculum Planning and Practice (M.K. Publication and Distributors 2014, Pp. 489) illustrated that we should include all aspirations, interests, needs, feelings, nature, needs of all person related with curriculum. A system should be supported by person and society otherwise, it creates problem in its implementation. Materials play essential which transform effective learning to students. The materials may be physical, economic and human resources. Inadequacy of those materials creates problem in its implementation. Monitoring and supervision bring weakness and strength in implementation of educational system. Communication, interaction should be carried out to remove problem of any educational system. Planning is needed for the implementation of the system without which it creates problem. A person is attracted with the quality. Itproduces skilled and knowledgeable person.

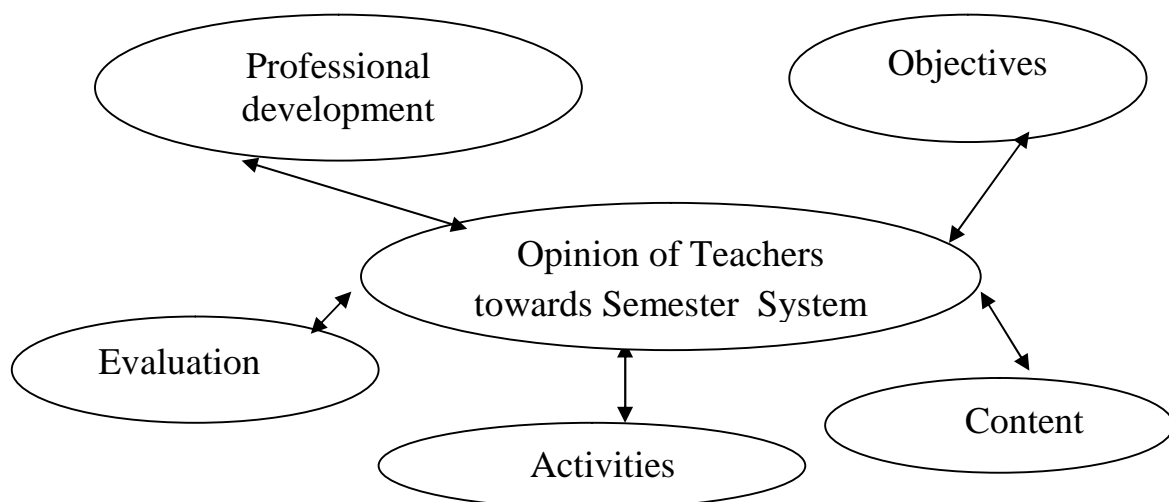
Conclusion

From the literature review, it is found that semester system is an educational system. The main people involved in system are teachers and students. Many researches were carried out to find teacher's perception towards semester system. There are different challenges and problems seen in semester system. Teacher's opinion affect in implementation of semester system. Theoretical review showed that there are different problems seen in implementation of curriculum.

Conceptual Framework of the Study

Conceptual framework provides the structure for the whole study based on literature and personal experience. A conceptual framework is a representation, either graphically or in narrative form, of the main concepts or variables and their presumed relationship with each other (Punch, K.F, 2005). Positive opinion gives greatest contribution in effective implementation of semester system. Opinion towards semester system may depend upon different variables. Those variables are expectation of students' and teachers' satisfaction.

The variables of opinions are calculated on the basis of objective, content, activities, evaluation and professional development which are shown in pictorial diagram as:



Source: Modified from CITE Journal, (2014)

The above conceptual framework is modified from CITE journal. The opinion of teachers is affected by the objectives, content, activities evaluation and their professional development. Semester system has definite objectives which are mentioned in curriculum itself. To fulfill those objectives different types of content are developed. And different types of modern instruments (ICT) are used which affect in achievement score. Evaluation in semester is based on two techniques which are internal and external evaluation. Evaluation of this system is not only based on paper-pencil method but also with project, assessment, presentation-skills. Teachers are the main person who make semester successful by applying different methods and techniques. So, their professional development also should be cared in implementation of semester system. So, opinion of teachers is taken based on objectives, content, activities, evaluation and professional development. It directly or indirectly helps to find their opinion. Opinion given by teachers may be both positive and negative. Negative opinions of them indicate there is problem. So, this conceptual framework helps to dig-out problem in implementation of semester system.

Chapter III

RESEARCH METHODOLOGY

Research Methodology is considered as the heart of research. This chapter described how the study was conducted to fulfill the objectives of the study. Research may be defined as a systematic and objective analysis and recording of controlled observations that may lead to the development of generalization, principles or theories, resulting in prediction and possibly ultimate control of events (Best and Kahn, 1997). This chapter deals the clear and concrete direction to answer questions to achieve objectives. This chapter includes following topics which are as follows:

Research Design of the Study

Research design is detailed plan of investigation. The researcher selected the research to answer the research question objectively, rapidly and economically as it is possible. The researcher selected mixed approach, sequential and exploratory in design. Data was collected through quantitatively and qualitatively.

Respondent of the Study

The research required greater area for research. The population of the study was Faculty of Education. As, semester system in M.Ed (Mathematics Education) is practiced only in Tribhuvan University so, researcher selected from the faculty of mathematics education as her respondents for the study.

Data Collection Tools

To collect valid data two types of tools were used which are questionnaire and interview guideline.

Questionnaire

A Questionnaire was major tools for the data collection for this study. According to Barr,et.al.,(1953, Pp.65)Questionnaire is systematic compilation of

questions that are administered a sample of population from which information is desired. In this study researcher has used structured and closed questionnaire. There are 17 statements based on objectives, content, activities, evaluation and professional development. These all are based on conceptual framework.

Interview Guideline

It is main method for collecting primary data where person verbally collect information. Interviewing is a data collection procedure involving verbal communication between the researcher and respondent either by telephone or in face-to-face situation (Eckhardt, K.W. and Ermann, M.D., 1997, Pp.240) Researcher carried out interview from four teachers from Mathematics Education.

Validation of Tools

For the validation process, questionnaires, interview guidelines and observation checklists are made validate through the basis of literature review, prepared conceptual framework and consulting supervisor as well as experts on related subjects.

Data Collection Procedure

One of the most important and essential step to answer the research question is the data collection procedures. Without collecting the data no information about the study can be obtained. In this procedure researcher collected data to measure the opinion of teachers of Mathematics Education. The opinions of teachers' effect in implementation of semester system. For the data collection procedure, researcher first prepared questionnaire based on theoretical and conceptual framework. After that researcher went to the mathematics department and convinced about study. After that, researcher requested teacher to fill questionnaire from mathematics education department and other faculty's teachers. Then, after that researcher took interview

with four teachers based on interview guideline (Appendix-A). Their interview was recorded.

Data Analysis Procedure

Data analysis is considered as important step and heart of research. Data analysis involves reducing and organizing the data, synthesizing, searching for significant patterns and discovering what is important (Ary et.al. Pp.465). After collection of data with the help of relevant tools and techniques it should be analyzed. The analysis of research was done with the help of questionnaire and interview guideline. The descriptive statistical techniques mean was used. To measure teacher's opinions. Five point Likert Type Method was used. Questionnaire was based on theoretical review and conceptual framework. Teachers could express their opinion through 17 statements ranging from one to five for strongly disagree to strongly agree. For negative statement the ranks were given in reverse order. After collecting such data the researcher converted into mean and calculated percentage of each statement.

Table- 1
Likert Scale

For Positive Attitude		For Negative Attitude	
Meaning of Rating		Meaning of Rating	
Strongly Disagree	1	Strongly Disagree	5
Disagree	2	Disagree	4
Undecided	3	Undecided	3
Agree	4	Agree	2
Strongly Agree	5	Strongly Agree	1

Obtained data were analyzed and interpreted with the help of following mean.

Mean weightage located the central position of the opinions of teachers as a whole in the rating scale.

The calculated weightage as follows:

Total weightage = $5n_1 + 4n_2 + 3n_3 + 2n_4 + n_5$ (it is for positive statement and for negative statement it is reverse)

Mean weightage = $\frac{\text{Total weightage}}{n_1 + n_2 + n_3 + n_4 + n_5}$

Each statement was studied in terms of teacher's opinions. If the mean weightage score is less than three (less than 60%) then it is less favorable. And if mean weightage is more than three or equals to three (more than 60%), it is assumed to be positive. Data from interview guideline was interpreted in a descriptive way based on conceptual framework which are objectives, content, activities, evaluation and professional development. For this participants are coded as Teacher A, Teacher B, Teacher C, Teacher D. All four teachers are from Mathematics, Education department.

Chapter IV

ANALYSIS AND INTERPRETATION OF DATA

To find opinion of teachers' towards semester system research was conducted in small sample of 16-teachers of mathematics education faculty. To find their opinions questionnaire was developed based on objectives, content, activities, evaluation and professional development. Less favorable of the condition shows that there is problem in implementation of semester system and favorable conditions shows that there is no problem in implementation of semester system. Also the questionnaire was given to different teachers of education faculty. For giving validity interview was conducted among two content based teachers and two pedagogy based teachers. Observation check-list studied the presence of different materials which is sufficient to conduct activities of semester system. Analysis and interpretation is based on objectives which are as follows:

-) Opinion of Mathematics teachers of education towards semester system.
-) Problems of teachers towards implementation of semester system.

Opinions of Teachers' of Mathematics Education

Seventeen questions were included in the questionnaire for the mathematics teachers. The questions are related with objectives, contents, activities, evaluation and professional development. The statements are favorable if mean weightage is 3 or greater (more than 60%) and less favorable if mean weightage is less than 3 (less than 60%). The responses given by teachers are tabulated in the following table:

Table -2
Opinions related with Objectives

S,No.	Statements	MMT	%	R	MFT	%	R
1	Formulated objectives of semester system for M.Ed mathematics education are different from annual system.	2.25	45	LF	2.33	46.6	LF
2	Objectives are achievable regarding time frame and activities directed by curriculum of semester system.	4.25	85	F	4.20	84	F
3	Objectives are sufficient to preserve knowledge level, skill level and application level of students learning.	3.75	75	F	3.25	65	F

(MMT = Mean of Mathematics Teacher, R=Remarks, MFT = Mean of Other

Faculties Teachers, F= Favorable, LF=Less Favorable, %= Percentage)

From the above table, for the statement, "Formulated objectives of semester system for M.Ed mathematics education are different from annual system." Mean is 2.25(45%) which conclude that the objectives are not different than annual system. In case of other faculties, teacher supported that the objective of semester system are not different than annual system with a mean of 2.33(46.6%). From the above table, for the statement, "Objectives are achievable regarding time frame and activities directed by curriculum of semester system." It is concluded that objectives are achievable according to time frame and activities. Majority of teachers supported to given statement two. Its mean score is 4.25(85%) which show that objectives are achievable according to time frame and activities. Also, from other faculties' teachers supported for the same statement. The mean score is 4.20(84%). Teachers of mathematics

education favored for the statement," Objectives are sufficient to preserve knowledge level, skill level and application level of students learning." As it's mean is found to be 3.75(75%). It shows that objectives are sufficient to preserve knowledge, skill and application level of students. Other faculties' teachers also favored for the statement, as mean are 3.25(65%).

In context of opinion related to objectives, Teacher A said that, "*Objectives of semester system are different than annual system, as the learning outcomes expected students are same.*" Teacher B and C also gave same view. Similarly, all the four teachers expressed that the objective are achievable within allocated time frame. Also, for this statement the above table shows the statement is favorable. This concludes that the objectives are good enough according to time-frame.

In context of statement 3, teacher A said that, "*Interaction, presentation, assessment help to develop levels of knowledge in student.*" Similarly Teacher D said, "*Regular checking of assignment and project work developed different skills in students.*" Teacher B and C also expressed the similar view. From above table, the statement, Objectives are sufficient to preserve knowledge level, skill level and application level of students learning is favorable. Hence it is concluded that objectives of semester system are good enough in developing knowledge, skill and application in students.

From above table and interview data analysis, it is found that one of statement is less favorable i.e., Formulated objectives of semester system for M.Ed mathematics education are different from annual system. Hence it is considered as problem.

Table-3
Opinions related with Contents

S.No.	Statements	MMT	%	R	MFT	%	R
1	Contents are sufficiently set to obtain the set of objectives.	4.25	85	F	3.8	76	F
2	All the contents can be finished within allocated time.	4.18	83.6	F	3.66	73.2	F
3	Selected contents of mathematics education in semester system are similar from that of annual system.	3.93	78.6	F	3.93	78.6	F
4	Contents of semester system are beneficial as time required.	4.00	80	F	4.33	86.6	F

(MMT = Mean of Mathematics Teacher, R=Remarks, MFT = Mean of Other

Faculties Teachers, F= Favorable, LF=Less Favorable, %= Percentage)

From the above table, teachers of mathematics faculties favor for statement, "Contents are sufficiently set to obtain the set of objectives." Its mean is 4.25(85%) which shows that contents are sufficient to meet objectives of semester system. Other faculty also favor for this statement as the mean is 3.8(76%). Teachers favored for statement, "All the contents can be finished within allocated time." Its mean is found to be 4.18(83.6%). It shows that all the contents will be finished in allocated time. Teachers of other faculties also favored for this statement with mean of 3.66(73.2%). Teachers favored for the statement, "Selected contents of mathematics education in semester system are similar from that of annual system." Its mean is 3.93(78.6%) which show that contents of semester system are not different from annual system.

Also, teachers of others' faculties also favored for the above statement. From above table, the mean from other faculties is 3.93(78.6%). Teachers favored for statement, "Contents of semester system are more beneficial than annual system." Its mean is found to be 4.00(80%) which shows that contents of semester system are more beneficial than annual system. Teachers of other faculties also favored for this statement as the mean is 4.33(86.6%).

To verify, the information, researcher conducted interview among four teachers. In the context, Teacher C said, "*Contents are similar to annual system, no change is carried out in contents, as the objectives are also similar.*" Teacher A, B, C expressed their view that the content of semester system is sufficient to obtain objectives. Teacher B said that, "*As there is no student's council in semester system like it used to be in annual system, so classes run smoothly and without disturbance. It leads that the contents is finished in allocated time.*" Other teachers also said that the contents are finished in allocated time. Hence, it is concluded the contents are finished in allocated time.

In context of content, all the teachers expressed the similar view. They commonly said that the content of semester system is not different than annual system. Similarly, Teacher A said, "*The content of semester system is beneficial as it gives satisfaction to students.*" In this context, Teacher B expressed his view as, "*The contents are beneficial as different learning strategies are used in it.*" From above table both statements are favorable. It is concluded that content of semester system is similar to annual system. And the content of semester is more beneficial than annual

Table -4
Opinions related with Activities

S.No.	Statements	MMT	%	R	MFT	%	R
1	There are activities directed by curriculum which is different from the annual system.	4.06	81.2	F	2.86	57.2	F
2	Infrastructures managed inside classrooms are sufficient to conduct intended activities.	3.25	65	F	3.26	65.2	F
3	Varieties of activities directed by curriculum are sufficient to obtain the mentioned objective.	3.18	63.6	F	3.4	68	F
4	It is possible to conduct all types of referred activities of curriculum in the allocated time, tools and number of students.	2.85	57	LF	3.2	64	F
5	ICT is used effectively in classrooms	2.18	43.6	LF	2.20	44	LF

(MMT = Mean of Mathematics Teacher, R=Remarks, MFT = Mean of Other

Faculties Teachers, F= Favorable, LF=Less Favorable, %= Percentage)

Teachers favored for the statement, "There are activities directed by curriculum which is different from the annual system." It's mean is 4.06(81.2%) which shows that the activities of semester system is different from annual system.

Other faculties' teachers less favored for the statement. The mean of other faculties' is

2.86(57.2%). Teachers favored for statement, "Infrastructures managed inside classrooms are sufficient to conduct intended activities." Its mean is 3.25(75%) which shows that infrastructures managed inside classroom are sufficient to conduct intended activities. Other faculties' also favored for this statement with mean 3.26(65.2%). Teachers favored for statement, "Varieties of activities directed by curriculum are sufficient to obtain the mentioned objective." Its mean is found to be 3.8(76%) which shows that activities directed by curriculum are sufficient to obtain the mentioned objective. Other faculties' favored for this statement where the mean is 3.4(68%). Teachers do not favored for statement, "It is possible to conduct all types of referred activities of curriculum in the allocated time, tools and number of students." Its mean is 2.85(57%) which shows that it is not possible to conduct all the referred activities by curriculum in allocated time, because of large number of students and in sufficient tools. Other faculties' also do not favor for this statement. The mean of other faculties' is 3.20(64%). Teachers do not favor for statement, "ICT is used effectively in classrooms." Its mean is 2.18 which shows that ICT is not used effectively used in classroom. Also, other faculties' teacher do not favored for this statement as the mean is 2.20(44%) which is less favorable.

To verify the information from the above table, interview was conducted among four teachers. Here, Teacher A said, "*The activities are different from annual system like regular attendance, student oriented classes.*" And Teacher C said that, "*Students are engaged in practical work. Teachers know all students.*" Here from the table, the statement, "There are activities directed by curriculum which is different from the annual system" is found favorable for mathematics teachers and less favorable for other faculties' teachers. Hence, the statement is not decided. Here all the teachers expressed their view that the infrastructures of University are sufficient to

conduct intended activities. From table the second statement relating to infrastructure is also favorable in both conditions.

All the teachers have same view for the activities conducted to obtain objective. They commonly said, "*Activities are sufficient to obtain the mentioned objectives.*" Teacher A said, "*The tools used in semester system are different from annual system.*" In semester system student teacher ratio is properly maintained. From table, Fourth statement is found less favorable, in case of mathematics teachers. In case of other faculties' teacher it is found to be favorable. Hence the statement is not decided.

In context of use of ICT Teacher, Teachers expressed their view that there is facility of internet, access of computer in college. Teacher B said, "*In classroom there are projectors, in load shedding time also teachers can use ICT.*" Some of the teachers use mathematical software like, "Mathematica". From table, it was found that the statement relating to ICT is less favorable in both conditions. Hence, it is considered as a problem

Table -5

Opinions related with Evaluation

S,No.	Statements	MMT	%	R	MFT	%	R
1	There are better evaluation techniques in semester system than annual system.	3.00	60	F	2.86	57.2	LF
2	All referred techniques are sufficient to evaluate all round development of students.	2.50	50	LF	3.33	66.6	F

(MMT = Mean of Mathematics Teacher, R=Remarks, MFT = Mean of Other

Faculties Teachers, F= Favorable, LF=Less Favorable, %= Percentage)

Teachers favored for statement, "There are better evaluation techniques in semester system than annual system." Its mean is 3.0(60%) which shows there are better techniques in semester system than annual system. Other faculties' less favored for this statement. Mean of other faculties' teacher is 2.86(57.2%). Teachers do not favor for statement, "All referred techniques are sufficient to evaluate all round development of students." Its mean is 2.5(50%) which shows that all the referred techniques are not sufficient to evaluate all round development of students. Mean of other faculties' teacher is 3.33(66.6%) which means the statement is favorable.

From interview, researcher found that the teachers view that the evaluation system is different in semester system than annual in annual system. In this context teacher C said, *"Due to internal evaluation of 40% and external evaluation of 60%, semester system is different from annual system."* From table, the statement is less favorable in case of other faculties' teacher. But it is favorable for mathematics. Hence it is concluded that the semester system differ from annual evaluation system.

For all round development of students, Teacher A said, *"Teachers give a lot attention for all round development of students."* Teacher c said, *"Teachers and students have traditional practice towards evaluation. The evaluation system criteria are not practically implemented. Still teacher students focus on old evaluation system as they are used to it."* From table the statement, "All referred techniques are sufficient to evaluate all round development of students." is favorable for others faculties' teachers and less favorable for mathematics teachers. Hence the statement is not decided

Table - 6**Opinions related with Professional Development**

S, No.	Statements	MMT	%	R	MFT	%	R
1	Teachers are oriented/trained more in semester system than annual system.	4.25	85	F	4.2	84	F
2	Semester system itself promotes teachers making more active and involve in professional development.	3.75	75	F	3.73	74.6	F
3	Teachers are motivated to promote themselves in semester system due to better facilities (allowances, learning environment and tools for management)	2.25	45	LF	2.33	46.6	LF

(MMT = Mean of Mathematics Teacher, R=Remarks, MFT = Mean of Other

Faculties Teachers, F= Favorable, LF=Less Favorable, %= Percentage)

Teachers favor for statement, "Teachers are oriented/trained more in semester system than annual system." It's mean is 4.25(85%) which shows that teachers are oriented more in semester system. Other faculties' also favor for this statement, as mean is 4.2(84%). Teachers favor for statement, "Semester system itself promotes

teachers making more active and involve in professional development." Its mean is 3.75(75%) which shows that semester system itself promotes teachers by making active and involve in professional development. Other Faculties' also favor for this statement whose mean is 3.73(74.6%). Teachers do not favor for statement, "Teachers are motivated to promote themselves in semester system due to better facilities (allowances, learning environment and tools for management)." Its mean is 2.25(45%) which shows that teachers are less motivated to promote themselves in semester system. Other faculties' teachers also, do not favor for this statement. The mean of the statement is 2.33(46.6%).

To get more information, interview is conducted. From interview, researcher found teachers are more oriented in semester system than in annual system. Teacher B said, "*Teachers have to engaged with the student due to classroom. So, they are more oriented in semester system.*" Teacher C said that, "*The semester system makes teacher busy for the system.*" From table it is found that the statement, "Teachers are oriented more in semester system than annual system" is favorable. Hence the teacher in semester system are more trained and oriented.

From the table, the second statement is favorable. From interview, researcher found that teachers express that semester system promote teachers to be active. Teacher A said that, "*The activeness of teachers help in professional development of teachers.*" So, it is concluded that teachers are more active in semester system. From table, third statement is less favorable. From interview researcher found that teachers are not promoted and motivated due to better facilities. Teachers expressed their view that they are not motivated because of allowances, learning environment e.t.c. Hence, it is concluded that the problem of semester system as the statement is less favorable

Chapter V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATION

This chapter deals with summary, major findings, conclusion and recommendations for further study.

Summary of the Study

The purpose of study is to find out the opinions of teachers towards semester system in M.Ed level. Research was conducted to check the opinion of teachers and implementation problem of semester system. The specific objectives of this study were opinions of teachers based on objectives, content, professional development, activities and evaluation.

The sample is taken from sixteen teachers of mathematics education. For convenience the opinions were categorized into five areas. The researcher developed the questionnaire under the guidance of supervisor to find their opinions. The collected data were quantified based on five points Likert scale. Statistical indicators such as mean weightage(percentage) were used for the analysis of opinions. Researcher took interview from four teachers of education faculty department. Data collected by questionnaire is analyzed quantitatively and interview in descriptive manner.

Major Findings of the Study

From the field and the statistical analysis of collected data, it was found that teachers have positive opinion towards the semester system. On the basis of analysis and interpretation of data, the findings of this study are presented in hierarchical order as follows:

-) Teachers' opinion towards the 'comparison of annual and semester system' is found that semester system is more better than annual system .
-) Though the objectives and contents of the both semester and annual system are similar, there is found different views regarding activities and evaluation.
-) Regarding activities; teachers are not being able to use ICT in the classroom as per their need due to less support towards professional development and teacher motivational factors.
-) Regarding evaluation; though the different way is offered in semester system as internal and external evaluation, there is not consistent ways of evaluation followed for internal evaluation. All students ways are not assessed properly in internal evaluation through the teacher's individual ways of evaluation.
-) Less teacher incentives/motivational activities are provided for teachers like low provision regarding professional development of teacher, less idea to use ICT tools in classroom and central co-ordination problem in internal evaluation systems are found as implementation problems of semester system.
-) Students centered activities like project work, group discussion, presentation, home assignments are found effective and interesting to promote students learning in semester system though it is difficult to plan and work-out into classroom due to time constraint for teachers.

Conclusions

The summary of the research findings helped to look for different activities and evaluation of semester system. The traditional techniques should be changed and modern techniques should be adopted.

On the basis of different analysis, conclusions are drawn on opinion of teachers towards semester system. Teachers are positive towards the semester system

and are trying their best to implement it effectively. Each student is properly monitored. Semester system is more beneficial than annual system because of some reasons like; students are close to teachers, student and teachers ratio are properly maintained, students have to be regular in class and they have to submit assessment before the final exam. Evaluation is based on G.P.A. scoring, less ECA activities conducted by university with no political disturbance. Hence the system is very useful and important. Since, as it is in bud stage, some aspects should be improved like; negativity should be corrected in proper time, ICT, audio-visual aids should be used sufficiently in classroom activities, maintenance of building should be done in time, management of hostel should be done properly, There should be good co-ordination between student and teacher with T.U. office, teacher should develop their linkage with the teaching-practice college so that students do not face any difficulty in that period.

Recommendation for Further Study

Researcher has found the following recommendation for further study:

-) This research could be expanded to other disciplines to run semester system.
-) The variables content, plan, professional development evaluation is used in this study. For the other research other variables can be used.
-) We can use focus group discussion with students for this research.
-) We can find perception of Teachers and Students towards Semester System.

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APPENDICES

Appendix A

Interview Guideline for Teachers

- Relevancy of contents
- Contents of semester system are different from annual system.
- Activities conducted in semester system are different from annual system.
- Infrastructure is well-equipped
- Audio-visual aids and ICT is used effectively in classroom.
- All activities prescribed in curriculum is conducted
- Evaluation develop all round activities of a person
- Teachers motivation to promote semester system

Appendix B

Questionnaire for Teachers

Respected Teachers,

I am Muna Bista, student of Master of Mathematics Education (Annual), University Campus T.U., Kirtipur. I am going to conduct a thesis research entitled on ‘Opinion of Teachers and Students of Education faculty towards Semester System’, for the partial fulfillment of Master degree in Mathematics Education. As T.U. is again switching into semester system so I wanted to know the opinion of student and teacher towards this system. To complete this thesis I have prepared some questionnaire which is presented to you. There is no right and wrong answers regarding each statement and the decisions will be based on your own opinion. Researcher is very thankful for your valuable help and would like to express gratitude to you and your institution. The questionnaire data will be kept confidential and only used for research.

I request to fill this questionnaire as follows:

- Please read carefully and respond as you feel.
- You are requested not to leave blank for any questions.

Personal Details

Name:

Address:

Qualification:

E-mail Address:

Please give tick mark() which you feel the best option where, SA= Strongly Agree,

A=Agree, U=Undecided, DA= Disagree and SDA= Strongly Disagree

Opinions of Teachers towards Implementation of Semester System

S.No		Statements	SA	A	U	SDA	DA
1	Objectives	Formulated objectives of semester system for M.Ed mathematics education are different from annual system.					
2		Objectives are achievable regarding time frame and activities directed by curriculum of semester system.					
3		Objectives are sufficient to preserve knowledge level, skill level and application level of students learning.					
4	Contents	Contents are sufficiently set to obtain the set of objectives.					
5		All the contents can be finished within allocated time.					
6		Selected contents of mathematics education in semester system are similar than annual system.					
7		Contents of semester system are more beneficial than annual system.					

S.No		Statements	SA	A	U	SDA	DA
8	Activities	There are activities directed by curriculum which is different from the annual system.					
9		Infrastructures managed inside classrooms are sufficient to conduct intended activities.					
10		Varieties of activities directed by curriculum are sufficient to obtain the mentioned objective.					
11		It is possible to conduct all types of referred activities by curriculum in the allocated time, tools and number of students.					
12		ICT is used effectively in classrooms					
13	Evaluation	There are better evaluation techniques in semester system than annual system.					
14		All referred techniques are sufficient to evaluate all round development of students.					
15		Teachers are oriented/trained more in semester system than annual system.					

16	Professional Development	Semester system itself promotes teachers making more active and involve in professional development.				
17		Teachers are motivated to promote themselves in semester system due to better facilities(allowances, learning environment and tools for management)				

APPENDIX-C

Detailed Distribution of Mean Responses (Mathematics Teachers)

S.N.	S.A.	A.	U.	D.A.	S.D.A	Total	Mean	%	R
S 1	1	1	4	5	5	36	2.25	45	LF
S 2	6	8	2	-	-	68	4.25	85	F
S 3	2	8	6	-	-	60	3.75	75	F
S4	6	8	2	-	-	68	4.25	85	F
S5	6	8	1	1	-	67	4.18	83.6	F
S 6	5	7	2	2	-	63	3.93	78.6	F
S 7	5	6	5	-	-	64	4.00	80	F
S8	5	7	4	-	-	65	4.06	81.2	F
S9	2	4	6	4	-	52	3.25	65	F
S10	2	3	7	4	-	51	3.18	63.6	F
S 11	2	2	6	4	2	46	2.85	57	LF
S 12	1	1	4	4	6	35	2.18	43.6	LF
S13	3	2	4	6	1	48	3.00	60	F
S 14	1	4	6	3	-	37	2.13	42.6	LF
S15	6	8	2	-	-	68	4.25	85	F
S 16	2	8	6	-	-	60	3.75	75	F
S 17	1	1	4	5	5	36	2.25	45	LF

(Statement=S, Favorable=F, Less Favorable=LF, Percentage= %, Remarks=R)

APPENDIX-D

Detailed Distribution of Mean Responses (Other Faculties Teachers)

S.N.	S.A.	A.	U.	D.A.	S.D.A	Total	Mean	%	R
S 1	1	1	4	5	4	35	2.33	46.6	LF
S 2	6	6	3	-	-	63	4.20	84	F
S 3	2	8	6	-	-	52	3.25	65	F
S 4	6	8	1	-	-	57	3.80	76	F
S 5	1	9	4	1	-	67	3.66	7.32	F
S6	5	6	2	2	-	59	3.93	78.6	F
S 7	6	5	5	-	-	65	4.33	86.6	F
S 8	1	4	8	2	-	43	2.86	57.2	F
S 9	2	4	5	4	-	49	3.26	65.2	F
S10	2	3	7	4	-	51	3.40	68	F
S11	2	3	6	4	-	48	3.20	64	F
S 12	1	1	4	3	6	33	2.20	44	LF
S 13	2	2	4	6	1	43	2.86	57.2	LF
S 14	2	4	6	3	-	50	3.33	74.6	F
S 15	5	8	2	-	-	63	4.20	84	F
S 16	2	7	6	-	-	56	3.73	74.6	F
S 17	1	1	4	5	4	35	2.33	46.6	LF

(Statement=S, Favorable=F, Less Favorable=LF, Percentage= %, Remarks=R)