

Chapter I

Introduction

Background of the Study

In Latin word semester means six month so, semester refers to a system of education in which teaching learning is held by dividing the annual courses in two equal parts. Some of the countries followed semester system from the school level and some of the countries follow quarterly system in higher education. It shows that educational institution are independent for quality ensure and for providing contextual education.

In our country history of semester system was trace back into national education system plan (NESP, 2028). This plan introduced semester system in higher education. By this consequence the semester system was introduced to all campus by 2030 B.S (Wagley, 2070, B.S) almost university of Nepal. The eldest university, Tribhuvan University, also introduced semester system by the academic session of 2070 B.S only in University Campus considering the motto of "University Campus as a Center of excellence".

Semester system has influenced in the world due to its merit rather than demerits. Firstly the semester system has précised evaluation system which ignored judging the students by taking 3-4 hours exam at the end of the years in which annual system has this provision. In annual system the curriculum designer textbook writer, teacher, question setter, and answer checker are different;persons. In learning immediate feedback for progressive learning is essential part which has provision in semester System.

As a concept the semester system originated in German universities of the west. In many countries especially in the west, the annual system is called Tuition

Assistance Programmed (TAP). Even in some British universities the annual system existed fifty years ago (Hashim, 2013, cited in Bhattraï, 2014) so it can be inferred that educationist over the world are not only looking the annual or semester but there are many other including quarterly and term semester and a more recent debate is going choosing either quarter or semester system.

As traditional system of learning annual system covers more syllabuses at a stretch and compels the student to remember all this till the end of the year.

Sometimes, when specializations are there otherwise, certain topics will be omitted and the syllabus diluted. Since at the conducted and university gets enough time to prepare question papers and value answer papers. The other advantage procedures where number of examiners and examination also can be reduced, which become more economical for universities. Result can be announced in time and the schedule can be kept.

On the other hand, in the semester system the students gets more advantage, become examinations are held. Within months or set up time mid-term exams where the students have ample opportunity to explore their ideals about central and pedagogy the syllabus load is also found to be extended with contents and specific on the discussion. As a result, students get more chances to improve also. Since examinations come within a few months students also will be less in a semester throughout the year but also reduces examination burden the semester systems need of our and a very effective one (Bhattarai, 2014).

Semester system once already introduced during NESP (2028-2032 B.S) and terminate in again by highlighting the merits of the system. Hence the university had 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 32nd Shrawan of 2068 B.S (Official Minute record, 2068 cited in Chongbang, 2014). 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) programs open distance learning mode. From the academic year 2071/2072 B.S 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.

Higher education is an epitome of the formal education system which plays the major role to formalize, structure 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 society transformation and regulation of the system and program are the usual process of the universities. The universities of Nepal have been developing and implementing such new education system and program to replace the obsolete ones.

Statement of the Problem

The problem that this research was addressed the importance of semester system in mathematics education launched by Tribhuvan University in view of students. It is expected that the old annual education system will be replaced by the semester system with a competent performance. Semester system as being a good system in the world practices, the different issues had been raised among the scholars, staffs or other can be concerned authorities. TU has to face obstacles of students' attitude towards this system.

My experience in annual and semester system, it is claimed that transition of semester system has numbers of benefits for students university. Semester system was adopted in T.U without noticing. So concept was not cleared for the students whether this is significant or not, all the infrastructures were same as an annual system. So, it was not familiar and no one has researched on this topic, so, it was the great problem for the students. It has been just a formality of semester system by dividing annual system in six months for one semester. These benefits are: continuous engagement between students, students learning, immediate feedback, students' progress content coverage and knowledge integrated across diverse disciplines. Thus, researcher proposed to seek the answer of the following questions.

- What are the perception of the students towards the use of ICT and provision of assessment in semester system?
- What is the future existence of the semester system?

Significance of the Study

The semester system is a new system in our educational context. Therefore the ground reality is needed to explore through students perspective towards this system. The finding of this study is related to students' perception towards semester system in terms of level of student's satisfaction, curriculum and syllabus coverage class regularities, assessment system, availability of learning resources, and use of ICT etc.

- The finding of this study is useful for educational institutions, University to reform their educational system.
- The finding of this study enhances in the quality of educational program.
- This study is also helpful to policy makers and educational decision makers to take the decision about their educational system.

- The study finds the benefits of change and the transition of semester system and find out the educational system that suit in the global context.
- This study helps to the teachers and students to find out the strengths and weaknesses of semester system.
- It helps the researchers to have further detail analysis regarding the other aspects of the semester system.

Objectives of the Study

The major objective of this research was to find out the students' perception towards semester system in mathematics education. In order to meet this objective the following specific objectives were considered.

- To find the perception of students towards the curriculum
- To find the perception of students towards the provision of assessments
- To find out the perception of learning resources
- To find out the perception of students towards use of ICT
- To find out the perception of students towards on future existence

Delimitation of the Study

The study was delimited under the following aspect :

- This study was limited to 65 mathematics of education students at Tribhuvan University Campus, Kirtipur.
- Researcher used survey design to fulfill the objective of this study.
- Only interview and questionnaire were used as research tools.
- The study was limited only in the education department.

Operational Definition of Key Terms

Key terms are those words which reflect the whole thesis and give particular meaning aspects. These terms should be defined clearly according to how they are used in the study in order to make easy understanding of the problem and avoid ambiguous meaning to terms which can be otherwise interpreted in different ways.

Perception. Perception is a complex term which cannot be wholly described by any single numerical index and used to denote person's inclination, attitude, thinking, feeling, ideas, fear, threats and conviction about semester.

Annual System. It refers to an educational program which continues for a year of duration assessing the students at the end of the year.

Semester System. The educational program which is launched by dividing an academic year into two terms, scaled down credit hours and provisioned continuous assessment.

Chapter II

Review of Related Literatures

Literature review is a very important aspect of academic research and an essential element of research design. A literature review is a written summary of journal article, books, and other document that describes the past and current state of information on the topic of research study. With so much information available, searching and locating good literature on the topic of research study can be challenging (Creswell, 2012). It gives deep knowledge to study any title of research and supports to make a reliable research. For example, selecting procedure and methods, delineation of the problem, interpretation of data and selection of literature. Lastly, acquaintance with the concerned discipline and their trends helps to update the researcher's knowledge as well. Keeping in view of such important of literature review, an effort is made here to present some significant views, studies and practices with help in improving its relevance.

Empirical Literature

Bhattarai (2014) conduct a survey research entitled Attitude of University Teachers towards Semester System. The objectives of the study were to find the attitudes of University teachers towards semester system and to compare the attitudes of teachers of different disciplines. The present study was conducted on 60 teachers selected by proportionate stratified random sampling method from the four selected disciplines; Education, Management, Humanities and Science from University Campus Kirtipur Kathmandu. Structured questionnaire revealing attitude towards four aspects of semester system of semester, implementation, educational management & job satisfaction of teachers, methods of teaching, evaluation and feedback, and

availability of resources was administered. The collected data were analyzed using weighted mean, percentage and ANOVA.

This research results revealed that the attitude of teachers towards semester system & internal assessment was found to be positive. The study further revealed lack of required resources particularly educational resources for semester system make effective and successful.

From the findings of the study, it is concluded that university teachers have positive attitude towards system and its implementation but they have negative attitude towards management and their job satisfaction. The significant difference was not found between the attitudes of teacher towards semester system. However, majority of teachers perceived continuous evaluation in semester system as burden and remarked that frequent examination can creates anxiety among the students. Surprisingly, university teachers have negative attitude towards their job satisfaction and educational management of concerned authority, even though they have positive attitude towards semester system and its implementation. Another area that needs immediate attention by the concerned authority, as identified from the findings, is the availability and use of ICT and audio-visual aids in teaching, number of books and journals in the library, policy and programs for semester system and facilities provided to the teachers.

Chongbang (2014) conduct a comparative study of semester system and annual system of Faculty of Education on the basis of teaching learning activities, classroom management and student achievement; identifying administrative and academic roles and responsibilities; and eliciting reactions of primary stakeholders. 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. This study found that teaching learning strategies mentioned in the syllabus do 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)

Munshi, Javed & Hussain (2012) studied 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 includes both the Bahawalnagar 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, biases, 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.

CERID (2001), in the report "Instructional Improvement in Primary School" has mentioned that the quality of education that a student receives depends not only upon the relevance and appropriateness of curriculum, textbook and school activities but also affected by attitude and behavior of his/her parents' toward education. Parents' positive attitude towards various aspects of education and their capacity to provide necessary facilities for children education are two factors in ensuring quality education and another is parents' support at home.

Umair(2013)hascategorized the education systems of theUniversities into two types. Theyare:i) semester system and ii) annual system. Semester system divides the academicyear into two terms.It isregarded moreadvanced,rigorousand interactivethanthe annual system.It examines the student performance every sixmonths.

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

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

Hashim(2012) cites that an annual system is a traditional method that gives students an ample chance of two years to understand and grasp 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 syllabus at a stretch and compels the student to remember all this till the end of the year. In semester system, students get more advantages, since examination is held within months. Therefore what is studied remains fresh in their mind. Syllabus load also will be less. Students get chances to improve also. Since the examinations come within a few months, student unrest less in a semester system. The semester system is very proactive system as it engages both the faculty and the students throughout the academic year in academic activities. While, in annual system students on 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.

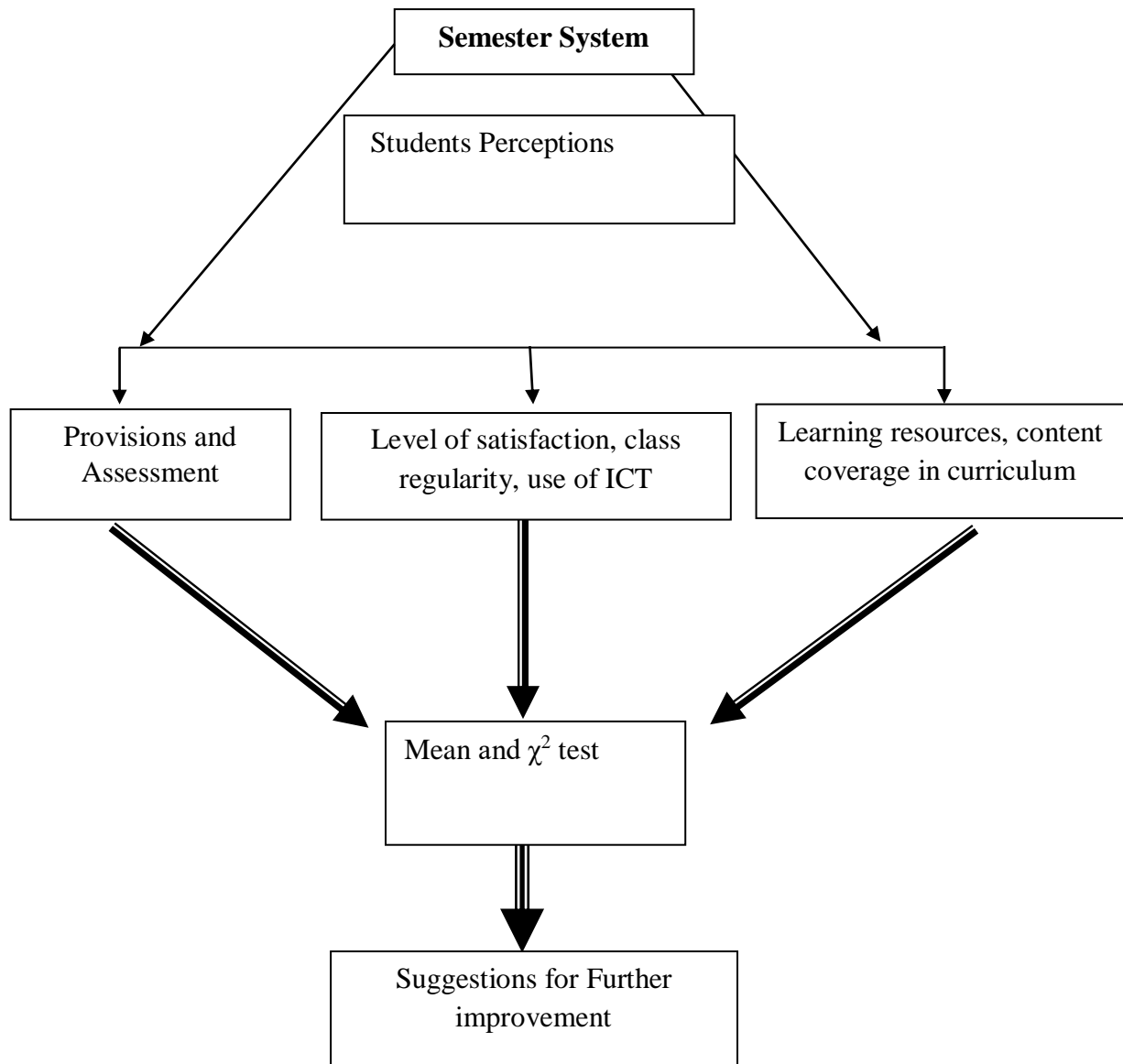
Advances in technology and increased student diversity have driven the change from a lecture platform to a collaborative teaming environment. Chalkboards and rows of chairs with tablet arms are no longer efficient learning spaces. Universities and schools are seeking spaces that allow for multi-modal 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 multimodal pedagogy.

Farooq and Ullah (2008) concluded that success in mathematics depends upon attitude towards mathematics. It also influences the participation rate of learners. This study was based on a survey of high school students about their attitudes towards mathematics. Students of both the gender constituted the population of this study. Sample of the study was 685 students (male = 379 and female = 306) of 10th grade selected conveniently from 10 private and public sector schools. A questionnaire ($\alpha = 0.7452$) was used to examine the attitudes of male and female students towards mathematics at secondary school level. Descriptive statistics and t-test with $P < 0.05$ level of significance were used for data analysis.

Conceptual Framework of the Study

A conceptual framework is presented either in graphical or narrative forms which depicts the relation between the variables, brings clarity, focus to see and organize the research questions more clearly. From the above review of literature and the theoretical approach, the researcher has come to the point that the topic of current research perceptions of students towards semester system. The above mentioned literatures have helped the researcher to save the research and draw meaningful

conclusion. The following conceptual framework was constructed with the help of above mentioned literature review.



(Source: Bhattarai, 2014)

The above diagram relates the student's attitude to the different disciplines on the basis of provision and assessment, Level of satisfaction, class regularity, use of ICT, learning resources and curriculum coverage. The main objective of the study is to find out the correlation between the independent variable, i.e. attitude of students and the dependent variables: provision and assessment, Level of satisfaction, class regularity, use of ICT, learning resources and curriculum coverage.

Provision of assessment

An education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of student. In semester system students and teacher both expect result is published on time. Similarly internal assessment system helps to final examination. In semester written test is not only measurement tool for students measure capacity. Students class performance, class attendance, assignment submission are also tool for assessment. Grading system is use in place of number system in semester. Students get regular feedback on student's assignment.

Level of satisfaction, class regularity, use of ICT

Use of ICT in teaching has very important significance on learning for creativity, knowledge construction, learning environment, teaching strategies, problem solving skills and understanding concept. In semester system all students thought teaching is base on ICT. They also hope by the use of ICT learning will be very well. The class attendance is also one tool for student's evaluation such that most of the students attend in class. Due to the use of ICT, trained and energetic teacher, well administration process all suppose students satisfaction is high in semester system.

Learning resources, curriculum coverage

The learning resources are any tool that helps teachers teach and students learn. Learning resources include textbook, human resources, physical facilities, teaching materials etc. In semester system, sufficient number of human resources and other physical facilities and teaching materials to lunch mathematics education. The physical facilities: such as: classroom, seminar hall, teacher cabin, counseling room,

drinking water, toilet etc. and other facilities are adequately available. Availability of extra curriculum activities resources in semester system. teaching materials like, projector and white board are available to each classroom. The curriculum of semester system is relevant with the present need of students and context. Similarly curriculum included the project work, field work, tutorial and semester as learning approach in curriculum and curriculum on semester system is locally and globally popular.

Chapter III

Methods and Procedures

This chapter presents the procedure of study which carried out to achieve the objectives of the study. This chapter contains the method of sampling, the instrument used to collect data and the procedure used to analyze the data. This study presents the students' perception towards the semester system in mathematics education.

Research Design

The design of this research was survey type. In this research data are collected by interview and questionnaire. Survey design consists a large universe by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelation of social and psychological variable (Kerlinger, 1973: 410). Survey research is probably best accepted to obtaining personal and social facts, beliefs, attitude, and perceptions. The researcher was applied such type of design to find out students' perceptions towards semester system under mathematics education of university campus.

Source of Data

This study was based on primary sources of data. Primary sources of the data were obtained by opinion and interview from the students of the Department of Mathematics Education. The researcher collected the secondary data related thesis, articles, journal, news, books, subject experts, teachers so on.

Population of the Study

The populations of the study were consisted the students of Department of Mathematics Education, University Campus, Tribhuvan University of academic year 2016/2017. Generally, census is not feasible for social and educational research because it is difficult to collect data from each and every member of population. So

the required was selected according to the purpose of the study using sample selection technique. The researcher sampled 65 students from university campus Kirtipur to meet the objective of the study.

Sample of the Study

The researcher took the sample which meets all the characters of population. So, the researcher had randomly selected 65 students of mathematics education among them 20 students from second semester, 20 students from third semester, and 25 students from fourth semester.

Tools for Data Collection

Every study needs data. The aim of this survey study was to investigate students' perceptions towards semester system. Therefore questionnaire and interview was the major tool for the collection of data in this research. The questionnaire was included the perceptions related statements towards semester system in terms of provisions, assessment system, level of students satisfaction, class regularity, use of ICT in teaching and learning, resources, and curriculum coverage. Questionnaire consisted 42 statements. Each and every statement had five options strongly agree, agree, undecided, disagree and strongly disagree for each item, All question and interview was related to semester system in mathematics education. It was developed under the guidance of supervisor.

Reliability and Validity of Tools

For the reliability of the instruments, a pilot study was conducted to assess their liability of the tools or instruments. The pilot study was carried out of six students. The obtained data were calculated using by Karl Pearson's method, the reliability co-efficient at 0.79. For the validation of the instruments the researcher with the thesis supervisor. The researcher had used questionnaire and interview as

a tool in order to meet the objective of the study. Also prepared by the consultation with the expert. The statement was fixed for the final study. The statement was related to the perception of the students towards the semester system in mathematics education.

Data Collection Procedure

Data is the foundation of any research. Therefore, collection of reliable data is very essential part of all types of research. The researcher was visited the sample department to collect data by questionnaire and interview for filling the stated objectives. The researcher took the permission of Department Head, concerns teacher and sampled students before the conduct the survey and interview. By the help of questionnaire and interview the researcher took the opinion of and students. For the responses of students and teachers, the questionnaire were distributed to the students, Then collected data was tabulated. Each statement was followed through each aspect by the rank responses in five point likert-scales. Rank response for each statement through each aspect was of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Each positive statement received the score based on the basis five point for Strongly Agree, four point for Agree, three point for Undecided, two point for Disagree and one point for Strongly Disagree, for negative statements one point for Strongly Agree, two point for Agree, three point for Undecided, four point for Disagree and five point for Strongly Disagree was employed.

Data Analysis Procedure

The researcher analyzed the obtained data by using the statistical procedure. Questionnaire and interview were used to determinestudents perceptions about semester system. The main questionnaire and interview was sub divided into VII topics under the curriculum, learning resources, use of ICT, satisfaction of teacher

and students, future existence of semester system. For the collected data, chi-square test was used for each statement to find the perceptions of students towards semester system. With the help of chi-square test at 0.05 level of significance the researcher found the significance of each statement. Also the mean of each statement was applied to find the perceptions of students towards semester.

Chapter IV

Analysis and Interpretation of Data

This research was related to the perception of students towards the semester system. The perceptions were measured about curriculum, provision of assessment, learning resources, use of ICT, student's satisfaction towards in semester system, teacher satisfaction and future existence of semester system. Total 65 students were the sample for this study. The questionnaire consist 47 statements for students.

Quantitative method was used to measure the perception of students the semester system in mathematics education. This chapter presented the result of statistical analysis of collective data, which were collected from the university campus at Kirtipur. Total 65 students were the sample for this study. The questionnaire consist 47 statements for students. Questionnaire and interview was the major tools for the collection of data in this research. Scale for scoring each item of the questionnaire used the likert five point scales. This parts deals with statistical analysis and interpretation of the data. For analyzing the data, mean, percentage, standard deviation, chi-square test were used.

Thus the obtained data were analyzed and interpreted under the following headings

- Perception of Students towards Curriculum
- Perception of students provision of assessment
- Perception of students towards learning resources.
- Perception of students towards use of ICT
- Students satisfaction in semester system
- Perception of students on future existence

Students' Perception towards Curriculum of Semester System in Mathematics

Education

Curriculum can refer to entire program provided by a classroom. The good characteristics of curriculum were related to the students' needs and interest, local based, relevant with present situation, integrated vertical and horizontal sequence.

There were eight statements related to the perception of students towards curriculum of semester system in mathematics education and each statement and their corresponding mean value and result were presented in table below.

Table 1. Students' Perception towards Curriculum of Semester System in Mathematics Education

S.N	Statements	SA	A	U	DA	SDA	Mean
1	The mathematics curriculum of semester is relevant with the present need of students and context	70 21%	156 60%	21 10%	12 9%	2 3%	3.59
2	The distribution of weightage credited hour of mathematic curriculum in semester is appropriate	35 10%	76 30%	54 27%	32 24%	8 12%	3.05
3	The mathematic curriculum included the project work, field work, tutorial and semester as learning approach in curriculum	35 10%	100 38%	42 21%	32 24%	4 6%	3.17
4	The mathematic curriculum on semester system is locally and globally popular.	45 13%	72 27%	75 38%	22 16%	3 4%	3.38
5	The curriculum can produced the required man power to mobilize the resource of the nation.	40 12%	88 33%	60 30%	18 13%	6 9%	3.44
6	Curriculum is able to integrate the vertical and horizontal sequence	30 9%	90 35%	42 21%	22 16%	1 1%	3.47
7	The mathematics curriculum has able to	35	120	54	22	1	3.36

	incorporate recent trends in teaching and learning	10%	46%	27%	16%	1%	
8	The curriculum has good integrated of context and learning strategy	35 10%	104 40%	45 23%	32 24%	3 4%	3.33

According to the above table the accurate mean value is 3.59. It is more than three, so, the statement is positive. From the total sample students 80% of sample students are agreed and 20% students are strongly agreed with this statement. Hence majority of students has positive perception towards mathematics curriculum of semester system is relevant with the present need of students and context. Similar the statement no 2 is significant with mean value 3.05. It is more than three thus, this statement shows positive. About 40% of total students found be strongly agree with this statement and 10% students are strongly disagree with this statement.

Statement no 3 is significant with mean value 3.17. This statement also shows positive. In this statement about 50% students are agree and 10% student are strongly agreed with this statement. Only 6% students are strongly disagreed with statement. This indicates that semester positive perception towards the curriculum included the project work, tutorial and semester as learning approach in curriculum. Statement no 4 is significant with mean value 3.38 it is also the more than three so it is positive. About 41% of sample students are agreed and 30% students are strongly agreed with statement. About 20% of sample students are undecided and 20% students are strongly disagreed with statement. Statement no 5 is significant with mean value 3.44. it is more than three thus, it also shows positive, and about 46% of sample students are agreed with statement only 23% of sample students are disagree and 30% of sample students are undecided with statement in total 30% of students are in favor to the statement which indicate that the curriculum cannot produced the required manpower to mobilize the resource of the nation.

Likewise the statement no 6 is significant with meanvalue 3.47 about 50% students are agreed and 7% students are strongly agreed with statement. 40% are disagree and also undecided with statement. Majority of the students were agreed with statement. These indicate that the curriculum is able to integrate the vertical and horizontal sequence.

Statement no 7 and 8 is significant with mean value 3.36 and 3.33 respectively. It is more than three so, statement is positive. In total 56% of students are agreed this statement. Only 4% of students are strongly disagreed with statement. It indicated that the more students perception are positive towards the mathematics curriculum has able to incorporate resent trends in teaching learning and the curriculum has good integrated of context and learning strategy.

Interview is also included to make valid the above tabulated data. *“Curriculum of semester system is more similar with yearly system. In semester system course of yearly system is just divided in four part although due to the class presentation, assignment, group work and internal exam students make more active than yearly system”* (2nd semester students)

According to students response, curriculum of semester system is somehow similar with annual system textbooks also same however daily presentation, assignment, internal exam and feedback have been extra more activities than yearly. Similarly the table and interview of the students are adjacent both tabulation and interview gave positive response. It shows that the semester system is irrelevant and student centered than yearly system. Thus it concludes that students perception is positive in curriculum of semester

“The content of semester system is suitable in present situation, related to students need and interest, in teaching ICT is used, classes are run regularly

although in semester system students feel quite burden about weightage of syllabus, project work and field are not carried in practical manner” (2nd semester Students)

Above statement suggested that although being burden in weightage of syllable, there is use of ICT, regular class, and content are based on the students interest so it makes semester system is more significant gives lot of opportunity for project work and field work which help students' better and active learning. Thus semester system is positive and relevant towards the students.

Students' Perception towards Provision of Assessment

The provision of assessment is the structured interpretation and giving of meaning to Predicted or actual impacts of proposal or result. It looks at original objectives and at what is either predicted or what was accomplished.

The following table presents the perception of students towards the provision of assessment.

Table 2.Students' Perception Provision of Assessment

S.N	Statements	SA	A	U	DA	SDA	Mean
9	In semester system, the assessment and overall education is transparent at mathematic education	45 13%	120 46%	48 24%	12 9%	3 4%	3.56
10	It is possible to published the result on time in mathematics education.	45 13%	100 38%	33 16%	30 23%	5 7%	3.05
11	More weightage to internal assessment create positive incentive to the mathematics students for the continuous study	95 29%	88 67%	39 20%	20 15%	1 1%	3.70
12	Students are more oriented examination in semester system than annual system	75 23%	108 41%	18 33%	30 23%	1 1%	3.84
13	The grading system is familiar with teachers and students.	60 18%	96 36%	30 15%	34 26%	2 3%	3.63
14	The teacher provides regular reflective feedback on students assignment examination and reduced their negative wash-back effective.	40 12%	104 40%	21 13%	28 21%	1 1%	3.59
15	The internal evaluation system has supported the external evaluation system.	120 36%	88 33%	36 33%	8 6%	3 4%	4.06
16	There is a gap between the formative and summative evaluation system	25 38%	112 43%	48 24%	32 24%	0 0%	3.25

As in the above table statement no 9 is significant with the mean value 3.56 same as previous value this statement also positive. About 60% students are agreed with this statement. Only 4% students are strongly disagreed with statement. It refers that the assessment and overall education is transparent at mathematics education.

Statement no 10 is significant with the mean value 3.05 it also shows positive response. About 52.3% students are agreed with statements. Only 7% students are strongly disagreed with statements. This indicates that are possible to published result on time in mathematics education. Statement no 11 and 12 are significant with mean value 3.70 and 3.84 this statement also shows positive view. From the total sample of students more than 65% agreed with statement. Only 5% are disagreed with statement. It conclude that the positive attitude with statement.

Similarly the statement no 13 is significant with the mean value 3.63. About 55% are Agree and 18% students are strongly agree with statement. Only 3% students are strongly disagreed, so we can Concluded that the grading system is familiar with students. Statement no 14 is significant with the mean value 3.59 more than three so it is positive. From the total sample students 65% of sampled students are agreed and 12% students are strongly agreed with this statement. Hence majority of Students has positive attitude towards the teacher provides regular reflective feedback on Students assignments examinations and reduced negative wash-back effective.

Statement no 15 and 16 are significant with mean value are 4.06 and 3.25 respectively these are also more than three so these are positive statements. From the total sample students 65% of sampled students are agreed and 30% students are strongly agreed with statement and 20% students were found neutral. It's refers that the positive perception towards the internal evaluation system has supported the external evaluation system and there is gap between the formative and summative evaluation system.

Related to above provision of assessment some students opinion are taken by interview, which are given bellow

“In semester system the classes are run regularly with teachers’ feedback and assignment, internal exams are held timely so that it supports for final examinations but there is short gap between internal and external exam which makes students difficulty for preparing examinations” (3rd semester Students)

The above view of students shows that there was students' satisfaction with teaching and classes but suggesting time manage for internal and external exam is more gap that makes difficult to the students however, students' perception towards is positive and significant.

“Because of grading system the evaluation has become advanced however Provision of assessment in semester system are based on exam oriented and there is no transparent system for internal marks” (3rd semester Students).

The above quoted view of students suggested that teaching make process oriented which focus students knowledge, learning and other skill develop not only focus on exam and score. Internal marks should be transparent without any biased.

Students’ Perception towards Learning Resource of Semester System in Mathematics Education

The learning resources are any tool that helps teachers teach and students learn. Learning resources include textbook, human resources, physical facilities, teaching materials etc. The following table represents the perception of teacher and students towards learning resource the student's response, and chi-square of each related to the learning resources of semester system.

Table 3. Learning resources of semester system in mathematics education

S.N	Statements	SA	A	U	DA	SDA	Mean
17	In semester system, sufficient number of human resources to lunch mathematics education	35 10%	96 36%	45 23%	32 24%	3 4%	3.33
18	The physical facilities: such as: classroom, seminar hall, teacher cabin, counseling room, drinking water, toilet etc. and other facilities are adequately available	125 38%	80 30%	36 18%	12 9%	2 3%	3.73
19	The ratios of students and infrastructure in the classroom are appropriate	80 24%	96 36%	30 15%	20 15%	5 7%	3.52
20	The facilities of math lab and learning room for students as well as teachers are well	55 16%	76 29%	39 20%	38 29%	9 13%	2.88
21	There is easy access of mathematics book, journals, and others reading materials in the library to the students and teachers.	55 16%	72 27%	36 18%	54 26%	6 9%	2.81
22	Adequate financial support, necessary equipment and others resources for students and teachers	35 10%	64 24%	51 26%	42 32%	4 6%	2.84
23	Availability of extra curriculum activities resources in semester system.	100 30%	84 32%	24 12%	20 15%	5 1%	2.50
24	The necessary teaching materials are available to each classroom.	95 29%	68 21%	24 12%	38 29%	2 3%	3.20

As the above table statement 17 has significant with the mean value 3.33 it is more than three so statement is positive. About 50% students are agreed, 21%

students are undecided and 29% students are disagreed with statement it concluded that there is sufficient number of human resource to lunch mathematics education program. Likewise statement no 18 has significant with the mean value 3.73. This shows that more than 30% students and teacher are disagreed and 20% students were neutral with the physical facilities: such as: classroom, seminar hall, teacher cabin, counseling room, drinking water, toilet etc. And other facilities are adequately available. Statement no 19 is significant with mean value 3.52 mean value is more three thus, it is positive. More than 30% students are disagreed and 15% students are neutral with the statement. More than 61% students are agreed with the statement "The ratios of students and infrastructure in the classroom are appropriate." It's shows that positive perception towards the ratios of students and infrastructure in the classroom are appropriate.

Statement no 20 and 21 are significant with the mean value 2.88 and 2.81. This men value is less than three. About 56% students are agreed with statement. Statement no 22 and 23 are significance with the mean value 2.84 and 2. 50. More than 63% are agreed with statement. Similarly statement no 24 is significance with the mean value 3.30 it is more than three so it is positive. About 50% students were agreed with "The necessary teaching materials are available to each classroom"

Related to the above provision of assessment some students opinion were taken by interview, which are given below.

"Curriculum of semester system is more contextual than annual system. The use of ICT Students' learning has become more effective and outcomes oriented"

Above view of the students shows that in teaching and learning become effective because of ICT. it makes learning process very easy. not only this much but also avoid the boredom and hesitations of the students.

With the help of interview of students we can conclude that in semester system most of teachers prefer projector while teaching which helps students for easy understanding. There is library with thesis, reference book, journal, newspaper etc. Availability of adequate internet access helps students to achieve more information and knowledge. Numbers of subject teachers are available for all subject. In spite of this trained teachers, math lab, physical facilities, learning room, journals are not available as required.

Students' Perception toward use of ICT

Integration of ICT in teaching has very important significance on learning attitude of students, creativity, knowledge construction, learning environment, teaching strategies, problem solving skills and understanding concept using various tools. The following table presents the students perception towards the use of ICT; The students response, and chi-square value of each statement related to the output students of semester system.

Table 4. Perception of Students towards Use of ICT

S.N	Statements	SA	A	U	DA	SDA	Mean
25	In semester system, computer and internet facility for teacher and students are available.	60 18%	64 24%	18 9%	52 40%	7 10%	3.20
26	In semester system, ICT facilities and audio-visual aids in the classroom are available for mathematics teaching and learning.	35 10%	92 35%	27 13%	40 30%	6 9%	3.06
27	In semester system, access of internet is essential in this 21 st century in learning mathematics.	90 27%	88 33%	27 13%	32 24%	0 0%	3.17
28	There is availability of man power to teach ICT	80 24%	36 30%	54 27%	6 4%	19 29%	3.06
29	Networking has made the mathematics teaching and learning activity more comfortable and reliable.	50 18%	132 50%	30 15%	22 16%	1 1%	3.41
30	The networking and communicating, online teaching and learning accessible for everyone.	45 13%	52 35%	30 15%	58 44%	4 6%	2.80
31	There is a sufficient physical infrastructure to use ICT	25 7%	60 36%	39 20%	42 32%	1 1%	3.06
32	More complicated task can be easily solved through the help of internet	50 15%	112 43%	36 18%	38 29%	3 4%	3.39

From the above table it is clear that the statement no 25 is significant with mean value 3.20. Hence majority of students has positive perception toward the

computer and internet facilities for students are available. In the similar manner statement no 26 is significance with mean value 3.06. About 40% students are disagreed and 10% students are neutral with statements it indicate that there is no clear ICT facilities and audio- visual aids in the classroom are available for mathematic teaching and learning.

Statement no 27 and 28 are significance with mean value 3.17 and 3.06 these are also more than three thus, these statements are positive. In total 61% students are agreed and 27% students are strongly agreed with statement. There is no students are strongly disagree with statement. It concluded that the positive perception toward the access of internet is essential in the 21th century and availability of main power to teach ICT.

Statement no 29 and 30 are significant with mean value 3.41 and 2.80 according to these statements first one is more than three so, it is positive view however second one is less than three, it is not positive.. About 66% students are agreed towards the statement “Networking has made the mathematics teaching and learning activity more comfortable and reliable” and “The networking and communicating, online teaching and learning accessible for everyone”. Statement no 32 was found to have significant statement with the mean value 3.39. About 58% of sample students are agreed with statement and only 4% students were strongly disagreed towards the statement” More complicated task can be easily solved through the help of internet”. Which implied that the positive perception towards the easily solved through the helps of internet.

Related to above use of ICT some students opinion are taken by interview, which are given below.

“There is great importance of ICT in 21th century for learning. In accordance to this, in semester system students are provided with ICT to be chosen which supports students time oriented vocational knowledge”(4thsemester Students).

Above students response concluded that ICT is important in present era so uses of ICT should be focused highly in mathematics teaching. It is vested interest of the students learning activity.

“ICT mathematics curriculum is most relevant in the present time, which support to fulfill of students needs although due to the lack of effective syllabus, trained teacher, efficient internet facilities its advantage being less than expect”. (4th semester students)

Its shows that most of the teacher are not trained for the use of ICT. Thus ICT has not been used properly in teaching and learning. There is not sufficient audio-visual aids in the class room. To improve and make effectiveness of ICT it is used necessary while teaching mathematics, given efficient internet facilities, make effective syllabus.

Students' Satisfaction in Semester System

The following Table Present the Students satisfaction in semester system; the Students response, and chi-square value of each statement related to the students satisfaction of semester system.

Table 5.Students Satisfaction in Semester System

S.N	Statements	SA	A	U	DA	SDA	Mean
33	Students get satisfactory marks in internal assessments.	35 10%	88 33%	48 18%	18 13%	0 0%	3.73
34	Students get opportunity for innovative leaning.	20 6%	60 23%	48 24%	32 24%	0 0%	3.55
35	Students get all learning resources for learning.	20 6%	68 26%	48 24%	32 24%	3 4%	3.11
36	Students are satisfied to their tutorial	20 6%	72 27%	30 15%	24 18%	2 1.6%	2.94
37	Provision of fee is accessible for all students.	30 9%	48 24%	54 27%	24 18%	3 4%	3.13

From the above table it is concluded that the statement no 33 and 34 are significant with mean value 3.73 and 3.55. These are also positive views. From the total sample students 44% students are agreed and 10% students are strongly agreed with statement its included that there is no strongly disagreed with statement. Statement no 35 and 36 are significant with mean value 3.11 and 2.94 these statements show first is positive and second statement shows less than three. Statement no 37 is significant with mean value 3.13. From the total sample of students 27% students are agreed and 23% students are disagreed with statement. Which indicates that the Students satisfaction with provision of fee is accessible for all students.

“Internal marks are based on students’ performance, creativity, extra activity, class attendance, presentation, assignment, group work which is positive aspect of semester system. There is given opportunity of presentation, assignment and group work which create active learning. Due to the Library with thesis, reference book, journal,

newspaper and availability of internet access I'm fully satisfied in semester system”
(2nd semester student).

According to above students' response we can say that students are satisfied with semester system. They have got ample opportunity for the presentation, assignment and feedback, Group work and excessive use of library were supported of internal exams, innovative learning. Students are satisfied In availability of learning resources and tutorial.

“Due to the regular classes, project work, field work, advanced teaching method I'm satisfied with semester system. I'm satisfied With the Internal exam, result and learning resources also. For instance provision of fee is not accessible for all students” (2nd semester student).

From above statement we conclude that students are satisfied with regular classes, project work, internal exams and result although students are not satisfied with the expensive fee of semester system however, in fact of that semester system is more effective and valuable for the future.

Students' Perception and teacher on future existence of semester system

The following table presents the chi-square value of students and teachers on future existence of semester system.

Table 6. Perception of Students on Future Existence of Semester System

S.N	Statements	SA	A	U	DA	SDA	Mean
38	Semester system is producing as required manpower as market.	25 7%	68 26%	24 12%	30 15%	1 1%	2.80
39	The semester system is managing the resources for effective implementation.	40 12%	28 10%	75 38%	10 7%	9 13%	2.77
40	The related authorities must have to make positive attitude towards implementation.	25 7%	44 33%	72 55%	18 13%	1 1%	2.50
41	Semester system is an innovative and modern approach for learning.	5 1%	72 27%	24 12%	30 23%	2 3%	2.89
42	It has bright future in Nepal context.	35 10%	88 33%	15 7%	28 15%	4 6%	2.25

From the above table, statement no 38 is significance with mean value 2.80 thus this statement shows negative response. About 26% of students are agreed with statement similarly the statement no 39 and 40 are significant with the mean value 2.77 and 2.50 it is less than three. About 10% students are agreed with statement and only 1% students are strongly disagreed with statement. At finally we concluded that the positive perception with future existence of semester system. Similarly statement no 41 and 42 are significant with mean value 2.89 and 2.25. These statements are also the less than three so these views are not positive. About 33% are agreed with statements and only 6% are disagreed.

“Due to the regular classes, advanced teaching, project work, field work, advanced teaching method, 70% above result the future existence of semester system bright. With the help of relevant curriculum semester system produces efficient man

power which shows that semester system can exist in future with good scope”. (thesis students)

Above students statement shows that semester system is better than yearly system like classes, teaching method, innovative learning, students participation it helps students to score high marks and it gives possibility of job for the students. Grading system has made easy to the student. it Concludes that semester system has bright future in context of Nepal.

“In semester system examination is held on time and results are published timely, projector is used while teaching, given opportunity of presentation, assignment and group work which shows that semester system can exist in future with good scope. In spite of this, semester system has some drawbacks. The curriculum which is present here under semester system cannot produces efficient manpower with context to world and students are unsatisfied with the expensive fee of semester system. Semester system is more exam oriented and there is no transparent system for internal marks” (thesis students).

From above quoted statement we conclude that semester system can exist in future with good scope because of regular classes, assignment, group discussion, advance teaching method, availability of learning resources, examination and result published timing. In spite of this, curriculum must be presented time relevant which produces efficient manpower with context to world, teaching is focus on learning process than exam oriented, In internal marks transparence is necessary.

Chapter V

Summary, Findings, Conclusion and Recommendation

After the analysis and interpretation of collected data as per the design of study and the research question, in the chapter and attempt has been made to derive important conclusions. First section of this chapter presents summary of the study. Second section presents the major findings of the study. The third section presents conclusive that has been derived on the basis of the finding of the study. Finally, some implication for policy, management and administration including further study have been recommended

Summary of the Study

The present study was concerned with the Students' Perception towards the semester system in mathematics education it was assumed that the result of this study would be a constructive suggestion for the improvement of the recently run semester program to make it effectively run to make it more result oriented. This study has given information about the university students' perception toward semester system.

The study was undertaken perception of students towards semester system in mathematics education at Tribhuvan university one set of questionnaire guideline regarding the attitude of university students were the main tool of the study the five point likert scale was adopted and respondent were asked to indicate there options with a tick mark. The weighted mean and percentage of responses was used to find the perception of university teachers and students with semester system. Chi-square test was used to find whether the response of students are significant or not towards semester system.

Findings of the Study

From the analysis of those collected data, the following were the major findings of the study.

- There is positive attitude of university students towards the provision of assessment in semester system in mathematics education.
- There is negative attitude of university students towards learning resources of semester system in mathematics and future existence of semester system.
- There is positive perception of university students towards the use of ICT, curriculum of semester system
- The authority did not address students perception in the future existence of semester system
- Most of the students were not satisfied with the distribution of weightage credited hour of mathematics curriculum, published result on time in mathematics education, the facilities of math lab and learning room for students as was as teacher s are well management, availability of main power to teach ICT, and students get opportunity for innovative learning of semester system in mathematics education.
- Most of the students satisfied with the internal evaluation system which supports the external evaluation system.

Conclusions

The forgoing results and discussion depicts a detailed picture of how students feel toward the semester system in mathematics education. The result revealed that most of the students even are not satisfied with the policy and practices.

Moreover, majority of students perceive continuous evaluation in semester system as burden as they respond that frequent examination can crates anxiety among

the students are an additional burden to the students surprisingly. Another area is that in semester system, access of internet is essential in this 21st century in learning mathematics and ICT facilities and audio- visual aids in the classroom are available for mathematics teaching and learning. Most of the respondents expressed their dissatisfaction students get satisfactory marks in internal assessment, provision of fee is not accessible for all students, Insufficient number of books and journals in the library, policy of he authority and facilities provided to the students.

The analysis and interpretation of this study also shows that there is no significant difference between the attitudes of university students towards semester system. But some significant difference was found about implementation of curriculum and provision of assessment also policy and guideline for the implementation of semester system, completion of course in time and effect of continuous assessment and testing in students achievement.

Recommendations

This study was limited in several aspects due to various circumstances. The researcher tried to find out the operational and useful result about semester system in mathematics education. Due to the limited resources, time etc. The researcher could not address all the aspect of this study. On the basis of study following recommendation can be drawn for further study as well as policy level.

- Since this study is conduct on students' perceptiontowards the semester system in mathematics education. So other variables such as assessment, sustainable development of semester system be considered
- The action research on the whole process of semester system can be conducted one of the large scale researchers.

- Most of students were not found to be satisfied in the research with The related authorities must have to make positive attitude towards implementation, so the concern authority must provide clear guideline on time to make positive attitude towards implementation
- Curriculum planners, policy makers and experts should support to make curriculum on semester system is locally and globally popular.
- This study helps to find out the weakness of semester system.

Appendix-G

Interview guideline

1. What is your opinion about the curriculum of semester system?
2. Does the present syllabus have cover the intended objective of curriculum?
3. What different did you get in the regularity of student in annual system and semester system?
4. Is there is facilities of learning resources for students?
5. What do you think about appropriate of ICT for teaching?
6. What kind of difference do you feel in teaching in semester then annual system?
7. Does the present evaluation system able to evaluate students' achievement effectively?
8. Does formative evaluation system support the summative evaluation system?
9. Most of the student feels extra burden with formative evaluation system? do you agree on the statement that the present formative evaluation system must be modify or not ?why?
10. Have you seen the bright future for semester system in context of Nepal? why or why not?

Appendix-G

Reliability of the Test by Using Karl Pearson's Method

S.N.	score of odd statement (X)	score of even statement (Y)	$x= X-A $	$y= Y-B $	xy	x^2	y^2
1	68	64	0	4	0	0	16
2	59	60	9	0	0	81	0
3	53	52	15	8	120	225	64
4	70	61	2	1	2	4	1
5	76	60	8	4	32	64	16
6	71	56	3	4	12	9	16

Here, $\sum xy = 166$

$$\sum x^2 = 383$$

$$\sum y^2 = 113$$

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}}$$

$$= \frac{166}{\sqrt{383} \sqrt{113}}$$

=0.79

NPAR TESTS

```

/CHISQUARE=Item01 Item02 Item03 Item04 Item05 Item06 Item07 Item08
Item09 Item10 Item11 Item12 Item13 Item14 Item15 Item16 Item17 Item18
Item19 Item20 Item21 Item22 Item23 Item24 Item25 Item26 Item27 Item28
Item29 Item30 Item31 Item32 Item33 Item34 Item35 Item36 Item37 Item38
Item39 Item40 Item41 Item42 Item43 Item44 Item45 Item46 Item47
/EXPECTED=EQUAL
/STATISTICS DESCRIPTIVES QUANTILES
/MISSING ANALYSIS.

```

NPar Tests

[DataSet1] C:\Users\Dell\Desktop\Ranjana.sav

Item	N	Descriptive Statistics							Chi-Square	df	Asymp. Sig
		Mean	SD	Min	Max	Percentiles					
						25th	50th (Median)	75th			
Item01	64	3.59	1.151	1	5	2.25	4.00	4.00	46.938a	4	0.000
Item02	64	3.05	1.161	1	5	2.00	3.00	4.00	12.875a	4	0.012
Item03	64	3.17	1.121	1	5	2.00	3.00	4.00	15.531a	4	0.004
Item04	64	3.38	1.062	1	5	3.00	3.00	4.00	19.906a	4	0.001
Item05	64	3.44	1.167	1	5	3.00	4.00	4.00	17.875a	4	0.001
Item06	64	3.47	1.038	1	5	3.00	4.00	4.00	34.125a	4	0.000
Item07	64	3.36	.861	1	5	3.00	4.00	4.00	51.156a	4	0.000
Item08	64	3.33	1.009	1	5	2.25	4.00	4.00	34.594a	4	0.000
Item09	64	3.56	.957	1	5	3.00	4.00	4.00	34.438a	4	0.000
Item10	64	3.05	1.147	1	5	2.00	3.00	4.00	21.781a	4	0.000
Item11	64	3.70	1.150	1	5	3.00	4.00	4.75	28.656a	4	0.000
Item12	64	3.84	1.144	1	5	3.00	4.00	5.00	33.344a	4	0.000
Item13	64	3.63	1.148	1	5	3.00	4.00	4.75	20.375a	4	0.000
Item14	64	3.59	1.050	1	5	3.00	4.00	4.00	38.813a	4	0.000
Item15	64	4.06	1.125	1	5	4.00	4.00	5.00	39.906a	4	0.000
Item16	64	3.25	1.039	1	5	2.00	3.00	4.00	23.031a	4	0.000
Item17	64	3.33	1.085	1	5	2.25	3.50	4.00	19.906a	4	0.001
Item18	64	2.86	1.193	1	5	2.00	3.00	4.00	13.969a	4	0.007
Item19	64	3.52	1.069	1	5	3.00	4.00	4.00	41.781a	4	0.000
Item20	64	2.88	1.228	1	5	2.00	3.00	4.00	10.063a	4	0.039
Item21	64	2.81	1.139	1	5	2.00	3.00	4.00	17.563a	4	0.002
Item22	64	2.84	1.087	1	5	2.00	3.00	4.00	19.750a	4	0.001
Item23	64	2.50	1.039	1	5	2.00	2.00	3.00	31.000a	4	0.000
Item24	64	2.89	1.299	1	5	2.00	2.50	4.00	20.688a	4	0.000
Item25	64	3.20	1.262	1	5	2.00	3.50	4.00	21.781a	4	0.000

Item26	64	3.06	1.194	1	5	2.00	3.00	4.00	18.969a	4	0.001
Item27	64	3.17	1.203	1	5	2.00	3.00	4.00	11.781a	4	0.019
Item28	64	3.06	1.207	1	5	2.00	3.00	4.00	22.406a	4	0.000
Item29	64	3.41	1.178	1	5	2.00	4.00	4.00	26.625a	4	0.000
Item30	64	2.80	1.157	1	5	2.00	2.00	4.00	25.531a	4	0.000
Item31	64	3.06	1.220	1	5	2.00	3.00	4.00	18.031a	4	0.001
Item32	64	3.34	1.211	1	5	2.00	4.00	4.00	18.031a	4	0.001
Item33	64	3.73	1.012	1	5	3.00	4.00	4.00	35.844a	4	0.000
Item34	64	3.55	.834	1	5	3.00	4.00	4.00	62.406a	4	0.000
Item35	64	3.11	1.025	1	5	2.00	3.00	4.00	22.719a	4	0.000
Item36	64	2.94	1.082	1	5	2.00	3.00	4.00	18.344a	4	0.001
Item37	64	3.13	1.189	1	5	2.00	3.00	4.00	13.344a	4	0.010
Item38	64	3.27	.996	1	5	2.25	3.00	4.00	27.719a	4	0.000
Item39	64	3.19	.941	2	5	2.00	3.00	4.00	17.875b	3	0.000
Item40	64	2.89	1.114	1	5	2.00	3.00	4.00	17.406a	4	0.002
Item41	64	3.09	1.165	1	5	2.00	3.00	4.00	11.469a	4	0.022
Item42	64	2.80	1.184	1	5	2.00	3.00	4.00	12.406a	4	0.015
Item43	64	2.80	1.157	1	5	2.00	3.00	4.00	15.219a	4	0.004
Item44	64	2.77	1.218	1	5	2.00	3.00	4.00	11.000a	4	0.027
Item45	64	2.50	1.285	1	5	1.00	2.00	3.75	8.500a	4	0.075
Item46	64	2.89	1.393	1	5	1.00	3.00	4.00	15.531a	4	0.004
Item47	64	2.25	1.069	1	5	1.00	2.00	3.00	22.250a	4	0.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.8.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.0.

Chi-Square Test

Frequencies

Item01			
	Observed N	Expected N	Residual
1	3	12.8	-9.8
2	13	12.8	.2
3	3	12.8	-9.8
4	33	12.8	20.2

5	12	12.8	- .8
Total	64		

Item02

	Observed N	Expected N	Residual
1	5	12.8	-7.8
2	19	12.8	6.2
3	15	12.8	2.2
4	18	12.8	5.2
5	7	12.8	-5.8
Total	64		

Item03

	Observed N	Expected N	Residual
1	4	12.8	-8.8
2	16	12.8	3.2
3	16	12.8	3.2
4	21	12.8	8.2
5	7	12.8	-5.8
Total	64		

Item04

	Observed N	Expected N	Residual
1	3	12.8	-9.8
2	10	12.8	-2.8
3	20	12.8	7.2
4	22	12.8	9.2
5	9	12.8	-3.8
Total	64		

Item05

	Observed N	Expected N	Residual
1	5	12.8	-7.8
2	9	12.8	-3.8
3	14	12.8	1.2
4	25	12.8	12.2

5	11	12.8	-1.8
Total	64		

Item06

	Observed N	Expected N	Residual
1	2	12.8	-10.8
2	12	12.8	-.8
3	12	12.8	-.8
4	30	12.8	17.2
5	8	12.8	-4.8
Total	64		

Item07

	Observed N	Expected N	Residual
1	1	12.8	-11.8
2	11	12.8	-1.8
3	18	12.8	5.2
4	32	12.8	19.2
5	2	12.8	-10.8
Total	64		

Item08

	Observed N	Expected N	Residual
1	2	12.8	-10.8
2	14	12.8	1.2
3	14	12.8	1.2
4	29	12.8	16.2
5	5	12.8	-7.8
Total	64		

Item09

	Observed N	Expected N	Residual
1	1	12.8	-11.8
2	9	12.8	-3.8
3	16	12.8	3.2
4	29	12.8	16.2

5	9	12.8	-3.8
Total	64		

Item10

	Observed N	Expected N	Residual
1	4	12.8	-8.8
2	22	12.8	9.2
3	11	12.8	-1.8
4	21	12.8	8.2
5	6	12.8	-6.8
Total	64		

Item11

	Observed N	Expected N	Residual
1	4	12.8	-8.8
2	7	12.8	-5.8
3	9	12.8	-3.8
4	28	12.8	15.2
5	16	12.8	3.2
Total	64		

Item12

	Observed N	Expected N	Residual
1	2	12.8	-10.8
2	10	12.8	-2.8
3	5	12.8	-7.8
4	26	12.8	13.2
5	21	12.8	8.2
Total	64		

Item13

	Observed N	Expected N	Residual
1	2	12.8	-10.8
2	12	12.8	-.8
3	10	12.8	-2.8
4	24	12.8	11.2

5	16	12.8	3.2
Total	64		

Item14

	Observed N	Expected N	Residual
1	1	12.8	-11.8
2	13	12.8	.2
3	8	12.8	-4.8
4	31	12.8	18.2
5	11	12.8	-1.8
Total	64		

Item15

	Observed N	Expected N	Residual
1	3	12.8	-9.8
2	4	12.8	-8.8
3	8	12.8	-4.8
4	20	12.8	7.2
5	29	12.8	16.2
Total	64		

Item16

	Observed N	Expected N	Residual
1	1	12.8	-11.8
2	18	12.8	5.2
3	16	12.8	3.2
4	22	12.8	9.2
5	7	12.8	-5.8
Total	64		

Item17

	Observed N	Expected N	Residual
1	3	12.8	-9.8
2	13	12.8	.2
3	16	12.8	3.2
4	24	12.8	11.2

5	8	12.8	-4.8
Total	64		

Item18

	Observed N	Expected N	Residual
1	8	12.8	-4.8
2	21	12.8	8.2
3	12	12.8	-.8
4	18	12.8	5.2
5	5	12.8	-7.8
Total	64		

Item19

	Observed N	Expected N	Residual
1	4	12.8	-8.8
2	8	12.8	-4.8
3	11	12.8	-1.8
4	33	12.8	20.2
5	8	12.8	-4.8
Total	64		

Item20

	Observed N	Expected N	Residual
1	8	12.8	-4.8
2	21	12.8	8.2
3	13	12.8	.2
4	15	12.8	2.2
5	7	12.8	-5.8
Total	64		

Item21

	Observed N	Expected N	Residual
1	8	12.8	-4.8
2	21	12.8	8.2
3	13	12.8	.2
4	19	12.8	6.2

5	3	12.8	-9.8
Total	64		

Item22

	Observed N	Expected N	Residual
1	5	12.8	-7.8
2	23	12.8	10.2
3	18	12.8	5.2
4	13	12.8	.2
5	5	12.8	-7.8
Total	64		

Item23

	Observed N	Expected N	Residual
1	9	12.8	-3.8
2	29	12.8	16.2
3	13	12.8	.2
4	11	12.8	-1.8
5	2	12.8	-10.8
Total	64		

Item24

	Observed N	Expected N	Residual
1	9	12.8	-3.8
2	23	12.8	10.2
3	5	12.8	-7.8
4	20	12.8	7.2
5	7	12.8	-5.8
Total	64		

Item25

	Observed N	Expected N	Residual
1	4	12.8	-8.8
2	22	12.8	9.2
3	6	12.8	-6.8
4	21	12.8	8.2

5	11	12.8	-1.8
Total	64		

Item26

	Observed N	Expected N	Residual
1	6	12.8	-6.8
2	19	12.8	6.2
3	10	12.8	-2.8
4	23	12.8	10.2
5	6	12.8	-6.8
Total	64		

Item27

	Observed N	Expected N	Residual
1	4	12.8	-8.8
2	19	12.8	6.2
3	13	12.8	.2
4	18	12.8	5.2
5	10	12.8	-2.8
Total	64		

Item28

	Observed N	Expected N	Residual
1	5	12.8	-7.8
2	22	12.8	9.2
3	8	12.8	-4.8
4	22	12.8	9.2
5	7	12.8	-5.8
Total	64		

Item29

	Observed N	Expected N	Residual
1	4	12.8	-8.8
2	14	12.8	1.2
3	8	12.8	-4.8
4	28	12.8	15.2

5	10	12.8	-2.8
Total	64		

Item30

	Observed N	Expected N	Residual
1	6	12.8	-6.8
2	27	12.8	14.2
3	10	12.8	-2.8
4	16	12.8	3.2
5	5	12.8	-7.8
Total	64		

Item31

	Observed N	Expected N	Residual
1	6	12.8	-6.8
2	20	12.8	7.2
3	9	12.8	-3.8
4	22	12.8	9.2
5	7	12.8	-5.8
Total	64		

Item32

	Observed N	Expected N	Residual
1	4	12.8	-8.8
2	16	12.8	3.2
3	9	12.8	-3.8
4	24	12.8	11.2
5	11	12.8	-1.8
Total	64		

Item33

	Observed N	Expected N	Residual
1	1	12.8	-11.8
2	9	12.8	-3.8
3	10	12.8	-2.8
4	30	12.8	17.2

5	14	12.8	1.2
Total	64		

Item34

	Observed N	Expected N	Residual
1	1	12.8	-11.8
2	7	12.8	-5.8
3	16	12.8	3.2
4	36	12.8	23.2
5	4	12.8	-8.8
Total	64		

Item35

	Observed N	Expected N	Residual
1	4	12.8	-8.8
2	13	12.8	.2
3	24	12.8	11.2
4	18	12.8	5.2
5	5	12.8	-7.8
Total	64		

Item36

	Observed N	Expected N	Residual
1	5	12.8	-7.8
2	20	12.8	7.2
3	17	12.8	4.2
4	18	12.8	5.2
5	4	12.8	-8.8
Total	64		

Item37

	Observed N	Expected N	Residual
1	4	12.8	-8.8
2	20	12.8	7.2
3	13	12.8	.2
4	18	12.8	5.2

5	9	12.8	-3.8
Total	64		

Item38

	Observed N	Expected N	Residual
1	2	12.8	-10.8
2	14	12.8	1.2
3	18	12.8	5.2
4	25	12.8	12.2
5	5	12.8	-7.8
Total	64		

Item39

	Observed N	Expected N	Residual
2	20	16.0	4.0
3	15	16.0	-1.0
4	26	16.0	10.0
5	3	16.0	-13.0
Total	64		

Item40

	Observed N	Expected N	Residual
1	6	12.8	-6.8
2	21	12.8	8.2
3	15	12.8	2.2
4	18	12.8	5.2
5	4	12.8	-8.8
Total	64		

Item42

	Observed N	Expected N	Residual
1	8	12.8	-4.8
2	22	12.8	9.2
3	15	12.8	2.2
4	13	12.8	.2
5	6	12.8	-6.8

Total	64		
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Item43

	Observed N	Expected N	Residual
1	7	12.8	-5.8
2	23	12.8	10.2
3	16	12.8	3.2
4	12	12.8	-.8
5	6	12.8	-6.8
Total	64		

Item41

	Observed N	Expected N	Residual
1	7	12.8	-5.8
2	12	12.8	-.8
3	20	12.8	7.2
4	18	12.8	5.2
5	7	12.8	-5.8
Total	64		

Item44

	Observed N	Expected N	Residual
1	13	12.8	.2
2	14	12.8	1.2
3	15	12.8	2.2
4	19	12.8	6.2
5	3	12.8	-9.8
Total	64		

Item45

	Observed N	Expected N	Residual
1	18	12.8	5.2
2	17	12.8	4.2
3	13	12.8	.2
4	11	12.8	-1.8
5	5	12.8	-7.8

Total	64		
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Item46

	Observed N	Expected N	Residual
1	17	12.8	4.2
2	8	12.8	-4.8
3	10	12.8	-2.8
4	23	12.8	10.2
5	6	12.8	-6.8
Total	64		

Item47

	Observed N	Expected N	Residual
1	18	12.8	5.2
2	22	12.8	9.2
3	16	12.8	3.2
4	6	12.8	-6.8
5	2	12.8	-10.8
Total	64		

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