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Semester System and Its Implementation at Prithvi Narayan Campus: What Do Postgraduate Students Say

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ABSTRACT

In pursuit of the quality education, from the academic session 2018, Tribhuvan University (TU) launched the semester system, replacing the annual system in the postgraduate level to all its constituent and affiliated campuses across the country. As a constituent campus of TU, Prithvi Narayan Campus has started the new academic year under the semester system in all master's degree programs. Implementing the semester system itself is not sufficient to attain quality education. It needs some basic requirements for its successful operation in place of the old annual system that was presumed to fail in delivering quality education. Full-time students, professional teachers, applied and innovative curriculums, scientific teaching methods, a resourceful library, a learning environment and a prompt academic calendar are essential requirements for a well-functioning semester system. To find out the perceptions and evaluations of the postgraduate students on some of the basic requirements of the semester system is the basic objective of this research paper. Class census surveys and informal interviews were conducted in seeking the required data to fulfill the objective of this paper.

KEYWORDS: Curriculum, master's degree program, quality education, semester system, teaching method

INTRODUCTION

In order to provide higher education and the fulfillment of the high level human resources, a dozen universities and foundations are established in different forms and sectors in Nepal. Among them, Tribhuvan University (TU) is the oldest, largest national university, which was founded with the advent of democracy in 1959. Initially, it adopted the semester system till the 1970s. Thereafter, it enforced the annual system wherein the students had to engage the whole year as a single academic session. Many drawbacks occurred in teaching, learning and examination in this system. It failed to deliver quality education in terms of the innovative, competitive and skillful human resources. Such educated manpower is wanted domestically and globally. Politicization in academic centers, unmanageable numbers of students, negligence in teaching-learning

for academic pursuit, along with failure to observe the academic calendar are such noticeable drawbacks of the annual education system, which are gradually deteriorating quality education of TU. Over the years, TU changed into the semester system as two terms of per year as in many developed and developing countries i.e. USA, China, Japan, Australia, India, Bangladesh and Sri Lanka (VaidyaMalla, 2018).

The semester system in the college level education was introduced in Nepal during the 1970s. However, the semester system could not be sustained for long, and it was replaced by the annual system in the year 1980. After years of exercising the annual system, TU re-introduced the semester system from the year 2014. TU introduced the semester system at its central departments, creating a fresh debate in the higher education sector (Pandey, 2015). After the implementation of the semester system at University Campus of TU, campuses of the Kathmandu valley have also adopted this system from the academic year 2017 in their Master's Degree Programs. Hence, from the academic session 2018, TU has launched this system at the postgraduate level to its all-constituent and affiliated campuses across the country.

Prithvi Narayan Campus (PNC) is one of the largest constituent campuses in terms of the number of students and resources among the 59 constituent campuses of TU. Due to the annual system, most classes at the Master's level programs were conducted through the traditional way of teaching and learning methods. On the other hand, some departments had a large number of students but many of them were not regular in their classes. It has long remained in practice, due to examination and teaching-learning system including the nominal cost in the annual system. However, as a constituent campus of TU, PNC has introduced the semester system from 2018's academic session in its entire Master's Degree program. PNC is the central campus in the western hills of Nepal and students come from different parts of the country for pursuing a higher degree with quality education. The independent variables as inputs of the semester system are essentially enough for seeking quality education as the output in the education system of PNC.

Due to the traditional mindsets of students, teachers and administration along with the lacking of proper tools, methods and resources for a long time in the annual system, these tend to be changed by the recently adopted semester system. However, various challenges and prospects may occur in implementing this system. Therefore, several research works are essential for strengthening the semester system in TU and its campuses. In this regard, to describe the implementation of the semester education system in campus is the general objective of this study. Besides, to examine the evaluations and perceptions of students towards the semester system and to explore the challenges and prospects of the semester system in strengthening the quality education are the major objectives of this research study.

LITERATURE REVIEW

On the grounds of examination and teaching-learning system, it can be divided mainly into two basic types of educational systems, i.e. annual and semester in the higher education. It is said that regular attendance is mandatory in the semester system, which many students fail to make because the majority are either service holders or engaged in different professions. For such students, regular attendance at colleges is quite difficult. For them, the annual system can be a great respite. It helps them grow academically. Therefore, students' organizations protested against introducing the semester system and demanded to continue the annual system, which allowed a large number of students to pursue higher education (Uddin, 2017). In the older annual system, a summative assessment of students at the end of the year caused too many students to fail. Besides

this, methods of teaching and learning also produced unscientific outputs in annual system. According to the report of the University Grants Commission, only 26.6 percent students graduated (Gaulee, 2018:122). In the traditional annual system, students show negligence towards studies, as the examinations are conducted once in a year. Students have a burden studying the entire syllabus for annual exams; the students do not attend the college regularly, as there is no strict regulation of attendance in the annual system (Kumar, 2016; Kindle, 2017).

The application of the semester system at the university and colleges level, "enhances students' education and improves teacher instruction" (Khattak et. al, 2011: 1640). In comparison with the annual system, the semester system is more practical and research-based as an important part of quality education. The main objective of this system is to enhance students' knowledge, skills and capacity continuously, extensively and in-depth (TU, 2070; 2074). On the other side, the applied and practical curriculums, participatory and interactional classes, regular students, six months courses and timely exam and result, and full rights to teachers are some of the basic requisites in semester system (Poudel, 2018). Hence, along with the full time students, professional and updated teachers along with the scientific teaching methods in teaching and learning, and the provision of frequent class tests and regular evaluation compels students to keep themselves updated all the time under the semester system (Uddin, 2017; Pandey, 2015).

Effective and successful implementation of a semester program depends on a number of factors, such as a well-designed curriculum, syllabus coverage within a limited time and regularity of classes. In addition to these, availability of information resources to students such as a library and computer facilities; a high level of secrecy and confidentiality in examination, transparency in evaluation and grades, and finally, timely declaration of semester results are required (Jadoon, Jabeen&Zeba, 2012). Likewise, the study of Kotier and Keller (2001) states that students' satisfaction is highly imperative because, if they are fully satisfied with the facilities provided by the universities, the ultimate achievement will be most likely excellence (cited in Chandio, et. al, 2013). It is expected that campuses and universities be committed to providing quality education in higher-level academic programs. Higher education is delivered through the colleges and universities, which are known as a system of "highly specialized organizations" (Bess and Dee, 2008: 49).

DATA AND METHODS

This research may contribute partially in strengthening the recently introduced semester system for perceiving the quality education. This may on the way structure PNC as one of the academic centers of excellence in Nepal. To find out the existing students' views on the ongoing semester system and to explore the problems and prospects of it were the major objectives of this research article. Therefore, this research was studied with constructing descriptive and explorative research designs. Studies that related to facts through empirical knowledge depend more on the primary source of information. As the primary source, researchers conducted the class census survey, interview and observation. PNC introduced the semester system in all masters' degree programs as its first session in March 2018. In first semester total 436 students registered their admission in Humanities, Management, Science and Education faculties though 585 students enrolled their forms to entrance exams for admission. Out of the total 436 students; only 388 submitted their forms for final sent up examination. Along with, a research also explored that the student's drop out has emerged as a one of the problem in PNC's education system (Baral, 2072).

There were 20 master degree programs out of the four faculties, i.e. management, humanities, education and science. Except management, 19 subject of the masters' degree each had just single section of class and there were 224 total students. So far management subject, there were 164 total students including the three classes namely A, B, C. sections. Authors using the judgmental sampling supposeaveragely represent, section B was chosen in which 54 were total students. Thus, (224 + 54) 278 were the total census cum sampling population. While in due process of survey method that conducted in the 22-27 July 2018, out of total 278 students only 154 students appeared as the respondents at their classes. Therefore, class census surveys had been conducted with 154 respondents through the questionnaire administration. The major contents of the survey were courses, resources and teaching methods of semester system of education. Likewise, informal interviews were conducted with 26 stockholders including 15 students, 7 teachers and 4 administrative staffs engaging with the recently enforced semester system. Those informants were selected with using the connivance non-probability sampling method. Researchers had made several *kurakani* as informal conversations cum interviews with all 26 informants about the problems and prospects of the on going semester system at the campus.

Along with the service delivery and physical facilities provided by the administration of campus as well as teachers' activities and students' participations in teaching-learning processes were observed for seeking the facts of the ongoing semester system. While conducting the questionnaire administration researchers obtained to adopt the observation tool, which also supplemented the data regarding to the students attendance trends in classes. The outputs of interview and observation are mentioned in the context of the related units and subunits of the data presentation and its discussion. Besides, in fulfillment of the objectives of this research study, some official documents and records available in PNC have supplemented as a secondary source of information. Data that acquired from the primary and secondary sources are presented, analyzed and discussed by the quantitative and qualitative methods. A statistical tool was applied through subsequent tables for displaying and interpretation of the quantitative data. Likewise, qualitative data are presented and analyzed through using note transcribe and content analysis methods.

RESULTS AND DISCUSSION

Physical and Human Resources

PNC was established on 1 Sept. 1960 (2017 Bhadra 17 BS) and it was first named "Prithvi Narayan Inter-College". It became "Prithvi Narayan Campus" when the first batch of B.A. resumed on 20 July 1963 and was the first accreditation with TU. For academic strength, Campus has 5 Faculty/Institute (Humanities & Social Sciences, Management, Education, Law and Science & Technology) with 31 departments. According to PNC's administration, there are 500 courses on offer by this campus through 32 academic programs including 12-bachelor level and 20 master levels. Likewise, out of the 32 total programs, 7 programs are for annual and 25 for semester programs. The campus is spread over 36 hectores (over 721 *ropani*). Likewise, as per information given by QAA department of PNC, it has total 13 buildings including teaching, laboratory, library and administration. Hence, some teaching buildings are under construction. In PNC, there were 490 fulltime teachers including permanent and contract. Besides, more than 200 part-time teachers were working and among them around fifty percent involved in the teaching of master's degrees. Out of the total full-time teaching staff, only 41 had a Ph. D. degree followed by 12 M. Phil. degree holders. There were total 100 nonteaching staffs. It is interesting that out of the total nonteaching

staffs, only 30 were table workers followed by 70 supporting staffs. Likewise, a total of 9,410 students studied within five faculties, i.e. Humanities and Social sciences, Management, Education, Law and Science and Technology.

Political Sociology of the Respondents

The table mentioned in appendix deals with the general background of the respondents as the political sociology of the students. Accordingly out of 154 total respondents, 48.7 percent study the humanities and social science. Whereas, 24 percent respondents represent the faculty of Management followed by 20.1 percent in education and 7.1 percent in Science. As belong to cast and ethnicity above table describes, 62.3 percent of students belong to Khas-Arya followed by 20.9 percent janajatis, 5.8 percent Dalits, 0.6 percent Madhesi and 1.3 percent Others. So far age group of respondents, the majority of the students were young as 48.8 percent from 20-23 ages group followed by 42.2 percent from 24-28 ages group. Whereas, the 29-32 and above 33 ages groups students were 6 percent respectively. In present schooling trends, the students passed their bachelor degree at the age of 20 - 22 and if they came regularly for further study as a master's degree in their ages of 20-23. However, it shows that a large number of students come to study for a master's degree at an early age.

Likewise, many students as 68.2 percent of respondents liked to introduce their inhabitant place were an urban area against 31.8 percent a rural place. The table also deals that out of the total respondents 69.5 percent students were female and 30.5 percent were male. It means in comparison with boys, girls were more to come to study for the master's degree. According to the above-mentioned table, it is interesting that 43.5 percent students had their own income against the 56.5 percent jobless students. The data displayed through above table also shows that nearly 65 percent (64.9%) respondents were living with their parents followed by 15 (14.9%) percent single stayed along with own family 10.4 and 8.7 percent lived with friend respectively.

Students' Attendance Trends at Classroom

One of the objectives of the semester system is regular attendance of the students at their classes and to participate actively in day-to-day learning affairs. How the students perceive their regular attendances is to significance to understand the semester system by them. The following table displays whether students implemented this matter perfectly or not.

Table 1:

<i>Students' Absent Trends</i>		
Absent at class	Frequency	Percent
1-2 days in a week	15	9.7
1-2 days in a month	90	58.4
Around a week in a month	13	8.4
Around 15 days in a month	2	1.3
Never absent	28	18.2
Almost absent	2	1.3
Don't know	4	2.6
Total	154	100.0

Source: Field Survey, July 2018

The irregularity of the students at the classes was one of the causes in failing the annual system. It is supposed that students are always regular in attendance at the class in the semester system. Students' active participation and regular presence are expected for accomplishing the credit courses designed in the semester system. According to the above-mentioned table 1, only 18.2 percent of respondents were regular in attendance as they were never absent at the class followed by 58.4 percent those absent occasionally as 1-2 days in a month. However, total 76.6 respondents have regularly attended in their classes. On the other side, accordingly 9.7 percent respondents were 1-2 days in a week absent followed by 8.4 percent absent around week in a month. Likewise, around half a month 1.3 percent of students were absent followed by 1.3 almost absent. Thus, there was a problem of 23.4 percent of students who were irregular at their classes of study. Most of the students were absent in the classrooms in the annual system. Therefore, semester system has been introduced to resolve this problem as expected students participate regularly in their classes and obtain well knowledge in given subjects. It needs the time to change the old mind set up and to follow the new rules as part of academic life.

Understanding the Semester System

Students are the major stockholders in any education system. How they perceive, observe, and calculate as the cognitive, effective and evaluative of knowledge plays crucial role in succeeding the semester system. Knowledge and performances regarding understanding, regularities, contents, and teaching-learning methods are the basic components of semester system and its successful implementation. Semester system is introduced in place of Annual system for seeking the high level human resources through quality education. What is the semester system? How they define and what they perceive on the semester system is also crucial for the successful working of this system.

Table 2:

Defining Semester System by the Students

Define Semester System	Responses		Percent of Cases
	Frequency	Percent	
Against the year system	29	7.0	18.8
Six months course	118	29.9	76.6
Timely exam and result	87	22.0	56.5
System for quality education	104	26.3	67.5
Regular attendance of students	45	11.4	29.2
Don't know	12	3.0	7.8
Total	395	100.0	256.4

Source: Field Survey, July 2018. Multiple Responses.

Since 2018, Prithvi Narayan Campus has been adopting the semester system in all its regular academic programs of Masters' degree. Therefore, the respondents were all the students of the semester system. According to the above table 2, the majority of the respondents as around 30 (29.9%) percent thought that semester system is six month courses followed by 26.3 percent quality education. Likewise, around 22 percent students perceived timely exam and the result is conducted in semester system followed by 11.4 percent view was that there should be regular attendance of students in the

semester system. Only 7.3 percent students supposed that this system came in against the year system followed by 3 percent who didn't want to say their view in this regard.

Likewise, an associate professor in the faculty of social science PNC stated that this system is just six months courses and was introduced against the annual system. Likewise, one of the senior teacher and department heads of humanities said that 'there are a timely exam and result' in the semester system. He added, new and applied oriented courses are introduced for enhancing quality education. He further said 'but we have a traditional mechanism and same mindset then how it would be possible for quality education'. A teacher from science faculty also argued the same version. He said that 'the semester system is good for quality production, but most of our teachers are busy and give more time outside the PN Campus, they come and just take an hour class and immediate back'. On the ground of these facts, it can conclude, belonging traditional mindset and mechanism how the teachers allocate more time to their students of the semester system. However, the teachers and students both should be essentially active in achieving the goal of quality education in the semester system.

Understanding the Courses

In order to achieve quality and innovative education, Tribhuvan University has designed new curriculums for the semester system. Do the students acquaint about prescribed courses in the semester system is important to implement this system and to achieve the quality education. The following table displays as what are the respondents' observation in this regard:

Table 3:

Understanding and Evaluating the Master's Degree Courses

Understanding the Courses	Frequency	Percent	Evaluation of Courses	Frequency	Percent
Know all	83	53.9	Contemporary and Applied	66	42.9
Know some subject	40	26.0	Interesting and Essential	42	27.3
Know partially all	19	12.3	Traditional	28	18.2
Don't Know	12	7.7	Don't know	18	11.7
Total	154	100.0	Total	154	100.0

Source: Field Survey, July 2018

The table-3 states their understanding and observations about the semester courses. Accordingly, around 54 percent (53.9%) respondents perceived that they knew the all courses designed in the semester system followed by 26 percent of those who understood some subjects. Likewise, 12.3 said that they knew partially all courses designed for them in semester system and 7.7 percent of respondents stated that they had no idea in this regard. TU has revised and introduced the courses and contents in the master's degree as per semester system in place of the annual system. Above-mentioned table 3 also deals with whether students are familiar with the newly designed semester courses. Accordingly, 42.9 percent of respondents thought that their semester courses were contemporary and applied oriented. Likewise, 27.3 percent of respondents' view was that those were contemporary and applied oriented followed by 18.2 percent of respondents perceived that those courses were traditional. Whereas, 11.7 percent respondents stated as they had no idea on this matter. Therefore, 70.2 percent respondents positively accepted and defined the courses designed in the semester system are useful.

In pursuing the quality education, contents and subject matters are crucial ends as what the academic institutions want to deliver for seeking essential human resource. Semester system is supposed to implement for seeking the quality education, therefore, courses and curriculums prescribed by it should be substantial as relative with the changing phenomena and demand of the state and society. Therefore, different departments of TU have changed their courses with pertaining the substantial values of their subjects as per the requirements of modern time. However, the students observed that they knew their courses and most of them found these were interesting, modern and applied oriented.

Communicating the Contents

Teaching is a kind of art, which needs deep knowledge about the contents along with delivering skills. If the teacher has very good knowledge but if he/she doesn't articulate properly in order to convince the students then meaningless. Though the teacher has the various skills to teach, if he/she doesn't have good knowledge about the contents of the teaching subject then useless. Therefore, teachers should be well updated about the content and methods to teach the students. Students are always eager to take those teachers' classes who come regularly with advance preparation. However, efficiency and competency are most important in the teaching profession. The following paragraphs will deal with the teaching patterns of teachers and students' perceptions over them.

Table 4:

Understanding the Teachers' Presentation

Understanding the Teacher's class	Frequency	Percent
Yes, very good	39	25.3
Partially understood	90	58.4
Understood not at all	22	14.3
Don't know	3	1.9
Total	154	100.0

Source: Filed Survey, July 2018

To be successful, any level or system of education more or less depends on the understanding of students about their teachers' classes. The above-mentioned table 4 shows that the respondents' observation on contents and classes delivered by their teachers. It is a surprising result that only one fourth, or 25.3 percent of respondents fully knew the teaching of their students. Likewise, 58.4 percent of respondents expressed their view, as they partially understood the lecture delivered by their teachers. On the other side, 14.3 percent of respondents said that they never understood their teachers' classes. Only around 2 percent of respondents stated that they had no idea in this regard. Teachers had a moral and legal responsibility to perform their teaching duty well. But as key informants said that some of them tried to escape to take classes. Some others took the classes but they did not well prepare and updated about the subject of teaching. A few of them afforded to teach in an effective manner, and they tried to convince the students about their courses by using different tools and techniques.

Teaching Methods and Language Medium

There are various types of teaching methods and tools used in education institutions. Those are developed in due course of educational development. In traditional method teachers are supposed as the master of all in all and they used to implement the one-way

presentation. But teachers perform just the role of facilitators in modern teaching learning process. This method focuses to use different scientific tools and techniques through two ways of conversations.

Teaching methods are the means to disseminate knowledge and ideas regarding the courses and contents designed in education system. It was found that out of the total 154 respondents, almost all said that their teachers used the lecture method at the classes of masters' degree. In annual system, teachers used to adopt the lecture method in teaching-learning process. Due to the lacking proper resource and technique as well as the large number of student size in this system they used lecture method instead of having the other scientific and modern methods and innovational achievement. But in semester system, it is expected the moderate size of class with high fees contributed by the students. Teachers should be qualified, updated and professional as they contribute significantly with adapting the students' centric methods in teaching learning. But, informants stated that 'they almost all had traditional mindset and was not eager to apply other creative ways of teaching learning'.

On the other side, language is the means of communication among and between human beings. In an academia, language is very essential to communicate in between teachers and students. Teachers have a responsibility to deliver their knowledge nicely on given curriculum to students. Whether students are acquainted with the content delivered by their teachers or not? Without well understanding about the courses given in semester system then how the students can get the knowledge, this is serious question for succeeding the semester system. The semester system is designed for teaching in English medium. Whether it is reasonable or not? The language as the medium for teaching and learning preferred by the teachers and students are given in the following table.

Table 5:

Preferring the Language for Teaching-Learning Medium

Frequency	Percent	Language Preferred By □ Teachers/Students □	Percent	Frequency
120	77.9	English and Nepali, both	52.6	81
14	9.1	English	38.3	59
20	13.0	Nepali	9.1	14
154	154	Total	100.00	154

Source: Field Survey, July 2018

The table-5, displays about the teaching medium by the teachers in semester system. Accordingly, out of the 154 students 120 (77.9%) respondents said that their teachers used both English and Nepali in teaching. Whereas, only 14 (9.1%) respondents convinced that their teachers used English language followed by 20 (13%) Nepali language. Out of 154, there were 8 respondents of Nepali subject followed by 43 English literatures and education. Both subjects were teaching through their language as Nepali or English respectively. Even, the data shows both languages adopted to teach the English subject.

On the other side, which language preferred by the students is also essential in teaching learning process? Accordingly above mentioned table 5, out of the total 154 respondents, majority of them as 81 (53 %) prefer both languages, the English and Nepali, for their teaching learning followed by 59 (38.3%) English and 14 (9.1%) Nepali language. It is an interesting that some respondents from English literature also preferred both English and Nepali language in their teaching learning. Though they should write paper in English, but said "we are enjoying Nepali while teaching". Likewise, some

students of Sociology like to study in English for their will to work in foreign donated projects. However, many students feel enjoy with both language in their teaching learning.

Availability of the Modern Tools and Its Uses

Strengthening the effectiveness of the teaching-learning process using modern tools and equipment also add as the merits of the semester system. The major goal of using such devices is to replace the traditional lecture method. Implementation of these methods, in place of traditional way of teaching learning is important to achieve the goals of the semester system. Due to the students' financial contribution and moderate size of classes in semester system, it facilitates to change and adopt the modern teaching technology in place of traditional teaching systems.

During the time of file work, PNC had not provided the multimedia and power point projectors in all classes of masters' degree programs. So far, only a few departments, such as English, Science, Management and Sociology had such devices of their own. Furthermore, they had not yet seen frequently using such tools. Some teachers those who were usual with such technique said that 'there was no separate staff for managing such job. It was not possible to bring from department and back to it'. A management teacher said that 'such device was not at all at classroom then how to we use it'. He further told 'it'll take a lot of times if we try to use in class by own effort and management. Then it is so difficult to finish a unit of teaching in a given time'. On the other side, it is also observed that due to busy schedule of the teachers in science and management faculties, they had no time to prepare for such activities. Hence, since not available at all classes and the training not provided them as compulsory provision to use the multi media projectors then most teachers did not feel to operate this method for their teaching.

Table 6:
Using the PowerPoint in Teaching-Learning Process

Using PowerPoint and modern tools	Frequency	Percent
Yes, regularly	5	3.2
Some time	22	14.3
Some teachers use	34	22.1
Most teachers don't use	93	60.4
Total	154	100.0

Source: Field Survey, July 2018

In semester system, students pay a high fee for seeking effective study through more precise techniques and methods. Do their teachers use modern tools in their teaching that is also important to deliver knowledge? According to table 6, as few as 3.2 percent of respondents stated that the teachers used technology regularly, followed by 14.3 percent who used it sometimes. Whereas, 22.1 percent of respondents' view was that some teachers used and some teachers did not use the multimedia projector in their classes. More than 60 percent of respondents said that most teachers did not use the multimedia projector and other precise tools in the teaching-learning processes.

Researchers asked two different department heads about not using the PowerPoint projectors by the teachers in their classes. They both replied by forwarding the two reasons behind a case. First, campus administration did not provide the projector to all departments with lab and seminar hall. Without the availability of such instruments and infrastructures, they could not be used. Second, though some departments have such privileges, either the teachers had no time to use these tools, or most of them had no idea

as how to operate the PowerPoint and other precise tools that should be used in teaching-learning within the semester system. During the field work, researchers observed that most of the classrooms had no such projectors. If there was such a device then students might be asked to their teachers to use such tools. Though there are several teaching methods and techniques prescribed for teaching learning in the semester system, teachers used more the traditional lecture method. However, students' tendency is also determined by the methods of teaching learning. What the students perceive and prefer the methods for their teaching learning in the semester system is essential to identify what is necessary for quality education. The following table deals with their preference to be the teaching methods.

Table 7:
Preferring the Teaching Methods by the Students

Students' Preferring the Teaching Method	Frequency	Percent
Lecture	6	3.9
Students' presentation and Discussion	41	26.6
Multimedia, audio-visual and Students' participation	56	36.4
Multimedia, Students' Discussion, teacher's summary	27	17.5
Student-centric	24	15.6
Total	154	100.0

Source: Filed Survey, July 2018

This was the open-ended question designed for obtaining the students' preferred method in teaching-learning. Most students acquainted very well about their contents of the study if the teachers used their favourable and more convenient methods in teaching learning. The table 7 displays the respondents' priority given to the teaching method. Accordingly, multimedia, audio-visual and students' participation method were more popular among the students as 36.4 percent respondents supported it. Likewise, 26.6 percent respondents liked the students' presentation and discussion method followed by 17.5 percent that favoured the multimedia-student participation- summarized by the teacher. Whereas, 15.6 percent of respondents liked the student-centric method, i.e. class presentation, weekly test and the unit test/term paper. So far, traditional lecture method, very nominal respondents, as only 4 percent preferred this in their teaching learning process.

The students tended toward the scientific and modern methods and tools in their classes, as opposed to the lecture method. Instead of the lecture method, most students expressed their views through the interviews as they preferred the other methods and tools for their study. Mostly, they wanted to learn from multimedia and audio-visual technology, followed by the students' participation in discussion along with summaries by the teachers. As stated by almost all informants, "Lecture method is a single way of communication whereas they can share and actively involve as through the multi way of conversations by using modern tools and methods". Therefore, the teachers should be considered without students' active participation and discussion 'how will they know well about the subject matter those given in their courses of the study?'

Students' Class Activities

As per seeking the quality education different class activities, i.e. discussions, presentations, seminars are organized in semester system. In comparison with the annual

system, due to the regular students and socialize them through innovative and constructive ways, these activities are possible in semester system. It is said that 'students should be more creative and active through discussion and presentation, unit test and other leaning activities for seeking quality education in semester system' (Koilara, 2075). Whether the students' activities are given priority in master's degree classes at PNC or not, deals by the following table;

Table 8:

Students' Participation and Presentation as their Class Activities

Participation	Frequency	Percent	Presentation	Frequency	Percent
Frequently	47	30.5	Yes, all	61	39.6
Sometime	78	50.7	Sometime	58	37.7
Not at all	10	6.5	Not submitted	10	6.5
Not conducted	19	12.3	Not conducted	25	16.2
Total	154	100.0	Total	Total	100.0

Source: Filed Survey, July 2018

Above table 8 displays that 30.5 percent of respondents participated in the class discussion regularly followed by 50.7 percent those who participated sometimes. On the other side, 6.5 percent of respondents realized that they participated not at all. Some other 12.3 percent of respondents accepted that their teachers did not conduct the discussion method at their classes. Discussion method is naturally outcome-oriented as it refreshes and revises units of the subject matter. It is also conducted frequently for active participation of the students in the subject matter of curriculums. It provides two-way conversations in obtaining and sharing knowledge through interactions. However, the above data deal that if the teachers applied the discussion method students would participate actively. If the teachers asked students to participate in discussion, some other students would be involved in such activity. Normally, backbencher students are ridicules in participating the discussion affairs. However, it is possible due to the initiation by the teachers at the moderate size of students in semester system.

Besides discussion, class presentation is also a method of teaching learning in the semester system. Hence, students' class presentation is one of their evaluation processes. Students of the semester system in PNC whether they have given their presentation or not, deals by the aforementioned table 8. Accordingly 39.6 percent of respondents did their presentation followed by 37.7 percent of respondents participated in some subjects. Whereas, 6.5 percent stated that they did not give their presentation followed by 16.2 percent of students argued that such presentation was not conducted in their classes.

In PNC, a teacher of Management said to the researchers that they had a large number of students and a lengthy course, then how it was possible to arrange such discussion and presentation at class. On the other side, where there were nominal students in some subjects, teachers told to the researchers that 'due to not regular attendance of their students it was difficult to adopt such methods'. However, class discussion and presentation both methods are very essential for enhancing the knowledge with building the confidence in the students. Due to the limited size of class and regular attendance of the students, semester system has provided the opportunities to conduct frequently these methods. A student of political science said to the researchers that 'due to participate in the class discussion and presentation he has gained not only knowledge about different contents, moreover he abled to build his confidence'. He further said that 'because of participating frequently in such activities, he could speak for the first time in his staff meeting since his 15 years long service'.

Students' Further Career

While studying at university and campus students acquire knowledge about society, nation and abroad. During higher education, also they construct a plan regarding their further career. Hence, the masters' degree students with their maturity of ages and experiences they calculate for further career. Therefore, Campus or University does not provide only formal education; such institution also plays a key role in constructing the idea and knowledge about choosing the profession for their livelihood and their contribution to the society and nation.

Though it seems funny questions to ask the respondents of masters' degree 'what will you do after accomplishing your study', it is an interesting to know their vision and view about the future life. It also shows that at least they had a tentative schedule for the coming days. The data revealed that most of them had plans to do a job or for getting employment followed by further study in Nepal or abroad and independent professions. To do a job or further study or political cum social worker or free-lancer, requires quality education. In this age, there are several opportunities in country or abroad to those who have highly competitive knowledge and skills. Almost all students expected that they would have good knowledge with ideas about their further carrier through accomplish the semester system. They further believed that those who have a quality education only he/she would perform to contest and to obtain a better opportunity.

MAJOR FINDINGS

- In terms of physical and human resources and the number of students, PNC is one of the largest constituent campuses of TU. These physical and human resources are the basic parts to implement any program, semester system either.
- Drop out is seemed one of the major problems of PNC's education system.
- A majority of the students believed the semester system is for quality education along with the six months courses and a timely exam and timely result.
- Some students understood fully and some others partially the curriculums prescribed them in semester system.
- They evaluated their curriculums are interesting and essential, modern and contemporary, applied and traditional respectively.
- Only one-fourth students fully understood their teachers' speech on subject matter followed by large number of students those recognized partially.
- Most classes were conducted through both languages-English and Nepali. Majority of the students and teachers liked both mediums.
- It was found that teachers used more lecture method, whereas most students preferred modern and scientific methods of teaching-learning as multimedia, discussion and presentation followed by other student centric techniques.
- So far the students frequent activities at class, only some teachers conducted the discussion and presentation. These activities were not conducted perfectly and sufficiently either,lacking full time students or, unmanageable sizes of class or,teachers' negligence.
- Researchers found power point projectors in some classes but most of teachers did not use these devices, either they had no idea as how to operate or they had no time to use those.
- After accomplishing their degree majority of the students wanted to be employfollowed by some were eager to further study and independent professions. For contesting the jobs or seeking further better study and any profession quality education is the essential requirement, respondents are expected this is possible through semester system of education.

CONCLUSIONS

TU has been implementing the semester system in place of annual system for pursuing the goal of quality education since 2014. Hence, it has decided to apply this system of education in its constituent and affiliated campuses throughout the nation from 2018. As a constituent campus of TU, PNC has enforced the semester system from its new academic session of 2018. The availability of the areas, structures and numbers of human resources in PNC are almost sufficient for enforcing the semester system at master degree programs. The semester system was introduced for seeking quality education as depends on some endorsed requirements and prerequisites as independent variables. Regular students, professional cum updated teachers and prompt academic calendar are essential to pursue the quality education. Along with these, educational infrastructures, such as IT networking, including switches for classroom presentation, furnishing in the rooms with basic needs, and other teaching materials are required to accomplish the goal of semester system.

The goal of semester system could not be achieved by means of traditional cum annual mechanism and mindset. Semester system has not been successful implementing as expected in PNC. It is because of the irregularity of some students and not sufficient numbers of efficient and competent teachers along with sufficient basic resources and infrastructures. Full time students to engage study, updated and professional teachers, sufficient tools and devices along with the privileges and a nice environment are such factors to depend the quality education. PNC has already some infrastructures and facilities to their students and teachers, it fully consider and must manage those other requirements endorsed for the semester system. Since PNC is a reputed academic center in the western Nepal, its credibility should be maintained. To keep the PNC as the 'Center for Excellence', the enhancement of quality education is a must and that can be obtained through the eventual mission and full efforts of its stockholders.

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APPENDIX:

Political Sociology of the Respondents

Appendix: Political Sociology of the Respondents

Description		Frequency	Percent
Faculty	Humanities	75	48.7
	Management	37	24.0
	Education	31	20.1
	Science	11	7.1
Caste/Ethnicity	Khas-Arya	96	62.3
	Janajati	48	20.9
	Dalits	9	5.8
	Madhesi	1	0.6
	Other	2	1.3
Age Group	20-23 years	69	44.8
	24-28	65	42.2
	29-32	10	6.5
	33 Years and Above	10	6.5
Place of Residence	Urban	105	68.2
	Rural	49	31.8
Gender	Male	47	30.5
	Female	107	69.5
Job holder	Yes	67	43.5
	No	87	56.5
Placement	With Parents	100	64.9
	With Friend	15	8.7
	Living Single	23	14.9
	With family/sibling	16	10.4
Total		154	100.0

Source: Field Survey, July-2018