

A Study on Semester System at the Undergraduate Level: Activities and Perspectives

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Abstract

This article explores the classroom actions, perspectives, and practices of faculties and aims to reveal the activities that they do. This study, to do this, synthesized the results of qualitative interviews and employed a phenomenological approach. The data in this case were collected from four teachers who were teaching at the bachelor's level using interview guidelines. The lecture method emerged as the predominant teaching approach, while the semester system was deemed less effective compared to the annual system, and a recurring theme was the lack of adequate resources for students. Aspects like classroom oversight, marking, encouragement, and motivation were not sufficiently met. The education system, while it underwent changes, the shifts that occurred were not sufficiently informed by contemporary changes that the world has witnessed. For the technical programs like Bachelor of Laws and Bachelor of Business Administration, the semester system was more advantageous as it accommodated more contemporary and technical programs.

Keywords: technical programs, semester, perspectives, undergraduate level, activities

Introduction

Education is offered worldwide in annual or semester perspectives. A semester typically includes half of the classes offered in a full year. The planning and schemes in a well-managed education system are up-to-date and salient for the semester system. The

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semester system is a blend of assignments, student-oriented activities, and other related exercises. It is not merely an examination system. It is an educational system in which the 'learning comes before teaching' and the student is the center of education (Pathak & Rahman, 2013). An academic year can be divided into two or three semesters, which allows students quicker enrolment in a broader selection and faster completion of courses. The successful implementation of the semester system is possible only after many prerequisites are fulfilled. Regular evaluations and timely feedback increase motivation and active participation in the education. The problems of students need to be addressed in education (Barefoot, 2004). The academic institution should advocate effective student learning. Institutions are required to support students' better learning. Colleges must provide students with amenities that fully meet their needs (Douglas, Douglas, & Barry, 2006). Since semester courses are designed to improve the learning outcomes of the students in a given period of time, they are more impactful in comparison to yearlong courses. In this study, we explored the practices applied by teachers at the undergraduate level at Samana Multiple Campus. Educational resources are very considerable parts of schooling (Usman, 2016).

Learning is directed towards activity-based contexts in classes in terms of multilingual education (Jora, 2020). Students can develop learner autonomy, "the ability to take charge of one's own learning" (Holec, 1981, p. 3), in the language learning process. Students are accountable for their learning and can enhance the learning styles and strategies that they follow. In an annual system, students follow their studies nonstop for the whole of the year. However, the semester system is a requirement of the educational enterprise that has to be implemented in academia. The learning of different subjects becomes significant and comprehensible in the age of globalization (Jora, 2019). The general educational programs are to be oriented towards the semester plan of education. Alongside, the teachers are in the practice of semesters related to teaching learning packages and the medium of learning facilitates learning of students (Jora, 2020). Teachers are the most significant variable in school improvement (Berliner & Glass, 2014) and stand in the major lines for applying and implementing changed enterprises. Regarding the educational programs of University A, the semester system has been employed in all programs. Teachers' activities have not been studied regarding their practices. Therefore, we tried to explore teachers' practices and analyze their activities in terms of teaching and learning.

Teacher Practices and Perspectives

In the semester system, students need learner autonomy for their personal development. Similarly, they get opportunities for better learning and performance in the learning sector. There is a need of practical based activities designed for students and their personal development. Actions, activities, and tasks teachers do and organize for students' learning are teacher practices. Assignments students have to complete also come within the teacher's access to teaching and learning procedures, and their communicative purposes get completed (Jora, 2022). Teacher practices refer to the dealings teachers organize for students.

In practice theories, human activity, subjectivity, inter-subjectivity, embodiment, language, and power are explored in relation to the "organization, reproduction, and transformation of social life" (Schatzki, 2001, p. 1), with an emphasis on methods of engaging with the world. This focus is inherently concerned with information (as a social construct) and how information-related experiences generate and replicate specific results that are approved by the social contexts in which individuals live, work, or play. The first step in conceptualizing information literacy as a socio-cultural activity is to have knowledge of practice and practice theory. Information literacy appears as a socially discursive practice in ways that are assigned by the context since it is a meta-practice contained within all other practices. By providing users with access to diverse information modalities located inside social media platforms, information literacy serves as a practice that promotes learning.

Through a process of meaning-making, this enables people to acquire, examine, evaluate, and consider material in order to eventually establish a connection with the collective knowledge of the field in which they work. Information literacy must be understood regarding the information landscape, which is defined by its discourses and practices that permit some forms of information while restricting others, as it is a socially and culturally impacted practice. Practice theory provides an explanation of the various ways in which knowledge is generated and disseminated, along with information, providing a more comprehensive perspective on information literacy as a learning-promoting practice. The practice theory emphasizes practices applied in the research setting. In this study, the theory was used to trace out teacher practices.

Practice theory is related to practices that are exercised in terms of doing something. However, an alternative framework is required in order to deconstruct any pre-existing frameworks, including ontological ones; an alternate viewpoint is insufficient. In its most basic form, the idea of active persons is unable to explain how society's sociality—that is, consistent patterns of social interaction—emerges or is formed. A comprehensive practice theory framework, notably the versions developed by anthropologist Pierre Bourdieu and sociologist Anthony Giddens (Bourdieu, 1992; Giddens, 1984), was established to address this basic ontological dilemma. Since we can clearly connect many important operational features of post-processual archaeology to Giddensian concepts, we concentrate on Giddensian practice theory.

The two fundamental conceptual models of Giddensian practice theory are the stratification model of act and awareness and the duality of structure. Though the theory talks about the structure of stratification, it has been applied to go through the teacher activities and practices that exist in the classroom. According to Sharma (2016) the semester system is preferable to the annual one and that everyone involved has a duty to support the adoption and prosperity of the semester programs. The semester system is beneficial for the effective learning of students. In this context, Cansoy and Turkoglu (2022) investigate that a range of professional learning activities occur in schools through the exchange of teaching practices, the provision and/or request of collegial support, the exploration of alternative pedagogical approaches, and the efficient use of the internet. The results also showed that a number of barriers prevent TPL in Turkish schools. There isn't enough time for teachers to work together and share on a daily basis.

Similarly, Sharma and Subedi (2018) argued that institutions, as well as their administrative and faculty members, must prioritize changing and improving teaching and learning methodologies. In closing, it offers insights from the project as well as suggestions for long-term, institutionalized efforts to improve education through faculty development. In the same vein, Sherpa and Baraily (2022) conducted research entitled *Faculties' Perceptions of the Semester System at TU Affiliated Colleges, Nepal*. The unpreparedness of educators and administrators, together with the behaviors of students and faculty, appeared to be more difficult and ineffective. The efficacy of the semester system can advance global knowledge in addition to the pedagogical revolution. Faculty and students are empowered by the semester system and employ digital technologies to try and make sense of the universe. The studies that were consulted talked about teaching

and learning in the semester system, implementing the semester system, teacher training, and teaching practice exercises. They tried to replicate the educational milieu of the semester system. They were not directed to the search for teacher practices and classroom activities in the semester classes at the undergraduate level. But this study tried to explore the teacher practices employed in the classes at the undergraduate level. Along with this, this study discloses the perspectives of teachers on the semester systems.

Research Methodology

The interpretive paradigm was used in this work to interpret the data as they were in the setting of the research. The qualitative research method works on the data rigorously and is therefore, necessary exploring the phenomenon of study (Creswell, 2012). The real practices of the event and situations are commonly tried to be revealed in the qualitative research design. The phenomenological theory was used in this study.

They were enlisted by interviewing and observing the classes. We used the purposive sampling to collect data from the three teachers teaching at the undergraduate level at Samana Multiple Campus they were experienced in the sector. Their perspectives were tried to understand by transcribing the data. The interview was the main tool for collecting data, and teachers' views were recorded on the audio recorder. Interview guidelines were used to collect the data. The purposive or judgmental sampling was employed to get the intended data to enhance the thickness of the study and trustworthiness of the data and results (Campbell, Greenwood, Prior, et al, 2020).

We consulted the three faculties selected purposively and selected the site for our ease and familiarity with the faculties. We then asked the school administration to support our study. We requested them for the interview that we held to collect data. Then, we made it clear about our purpose of visiting the school and understanding the semester system. Alongside, we developed the rapport with our respondents. In line with this, we employed the interview guidelines for the purpose of collecting data. We recorded the voices of informants on the audio recorder. We also noted down the practices told by teachers on the notebooks.

There were 3 participants, and they were from different departments. The participants were faculties who had been teaching in the semester system of a campus under University A at Samana Multiple Campus. We interviewed the teachers from

different faculties to understand their practices in the semester classes of a campus. We also observed the classes of the faculties to understand their practices and classroom activities. They were from each campus and the catchment area of the campus. They were selected on the basis of purposive sampling. We selected it as we felt easy and comfortable getting the real data that we needed for our study.

The interview guidelines were used to take the interview of faculties teaching at the undergraduate level of the campus. The researcher talked to the participants informally and cordially in the natural environment to elicit the real data. The audio recorder was used as the instrument to collect the data, and we also collected the data by preparing field notes.

Results and Discussion

Results

We now go over the data and their interpretation of the work that has been done. We documented the opinions of educators regarding exercises and interactions in the classroom that are relevant to instructing undergraduate students. The research questions (RQs) that we listed in the introduction guided our data collection. To obtain the themes, we transcribed the data. A thematic analysis and interpretation of the data was done. The themes were created by hand. The following headings and subheadings are how they have been arranged:

The Heavy Use of the Lecture Method

Teachers are central figures in the classroom enterprise. They can maintain the classroom endeavors and deal with the classroom activities. They are sources of teaching and learning. There is a semester system in the college, but the classes are again traditional in nature for presenting and delivering teaching and learning materials. The teaching and learning activities take place on the basis of teachers' roles. Innovative activities are the central aspect of the semester system. Students depend on teachers, and they do not prefer to be involved in innovative activities. Students are not autonomous in their classroom performance. Rather, they depend on teachers for their roles in the classes.

Teacher participants presented their views towards the semester system, classroom activities, and other dealings in the classroom. The teacher P3 expressed his

views in bombarded ways regarding the semester system at the undergraduate level.

Teaching and learning activities deal with classroom matters. After that, the semester system has a linkage with practical activities for learners. Learner autonomy is less used in the classes for learners. When students are taught, the lecture method is integrated into the practice of classes. The teacher P3 viewed:

I teach students using the lecture method, and make students engaged students in different activities. Although I wish to apply the student-centered methods, students' preference to get things from teachers. They think teachers are the source of knowledge. Alongside, I use the textbook and try to involve students in the usual activities. I have to deal with students using the lecture method, a method used in the classes.

The teaching style is traditional, and modifications are less common in the classes and language of presentation. Traditional ways of teaching are still part of the practice of educating people. The above-mentioned verbatim makes clear that the lecture method has not been out of use in the classes yet. The semester system has not been understood by the pedagogues. The authorities are careless about the methods and approaches that are applied in the context of teaching students. The practical waves of teaching and learning are not taken into consideration in the semester system. Students have less concern about learning practically, but the semester system has to be done in an autonomous way.

Similar to the above-mentioned verbatim and data, other respondents said that semester classes would be less applicable in the conditional aspects of the present existing situations. Then, after the semester, classes could be less conducive to the practical engagement of students. Teachers would be provided fewer chances to apply the teaching and learning contents contextually. The mindset of students has been oriented from the point of view of passing examinations and completing the course of study. Teachers dictate answers and write down whatever is said by the teacher. Teachers like to apply traditional teaching methods. The lecture method is used full-fledged by students in classes; students also prefer to get notes and prepared teaching and learning items from the teachers. Classes are not practical in nature and the teaching style is traditional. Teachers use the textbooks and translate and interpret meaning from the lines. Line-to-line teaching is the practice in the classes. Though innovative classes are said to be in use, they are less applied in the true sense.

Ineffective in Comparison to Annual System in the Present Context of the Country

Semester-based education is very fruitful and necessary in the competitive world of today. If the educational institutions were sound in terms of resources and facilities, the semesters would be useful and workable for students. Annual systems are workable for students and they are platforms for students to study annually. In the present context, educational institutions need to be full of amenities for the pedagogues to make the teaching and learning goal-based and destination-oriented. Comparatively, the semester system is more influential and suffices for students.

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Students need education which can meet their needs and interests. Likewise, semester system has to be sufficed for students' learning and well-being. They can get the opportunities to learn practically. Instead of this, teachers opine that the semester system has become less effective for learners and their appetites. The annual system is not effective for students, people say in their own words. People believe that the annual system is less workable for students' activation and engagement. Semester classes are less active for their betterment and development.

In this respect of this we interviewed the teacher and the teacher P5 viewed that students do get fewer chances and contexts to perform the activities. He stated as:

If the university is unable to provide all the materials and amenities to teaching staff, the semester system is just becomes normative. Teachers are unable to manage each and everything themselves in the class. They need support and incentives for performing better in the class. Students have less access of textual matters and textbooks. Teachers have to be responsible for the teaching learning items. Concept has been brought, but complexities of implementation have less

been filtered and evaluated. The texts are determined with the visions of individuals, but not with consideration and availability.

This above verbatim depicts that semesters are in practice, but their use and implementation are less evaluated. Semesters are beneficial and effective waves of teaching and learning. Their nature is impractical and outdated somehow in the present context. The modification is the need for their improvement. The textbooks are not on the market, and the concept of students has not changed. There is a lack of orientation of the contents to students, and the concerned authorities are less careful about the matters of the syllabus and texts. The syllabus designers are out of the concerned universities and they design the syllabus and keep the texts whatever they prefer.

On the span of collecting data, we interviewed the teachers to get their activities used in the semester classes. We grew the idea the idea that even teachers are unable to differentiate between semester and annual courses and systems. They say that both are used for teaching and learning purpose. They add that semester is half part of one academic year and that is the difference. Convincingly, annual systems are better and more useful to teach students in the whole year. It is very difficult to complete the course within the allotted certain time. Regarding the semester and annual systems, the teacher P2 forwarded his words saying as follows:

Annual and semester system are not so different in the case of educational knowledge. The one academic year is divided into two parts. The teaching learning materials are similar, but the length of them in the semester is shorter. I apply the same method and style what I used in the annual classes. If we teach in the semester system, the time is insufficient. Annual systems are rather better and more effective in our context and background of our students. So, the annual system is suitable for the students in our context. The whole course can be taught as the need of students in classes.

The verbatim has illustrated the nature and thinking of teachers and students about the annual and semester systems. Students have not got the differences between semester and annual system based classes. Teaching learning items have not been considered different, and both systems are taken equally and as the usual systems. To be specific, semester is taken as the usual course. Teachers primarily teach as in the way of teaching to the annual streams. Semester classes are taken as the annual classes. Teachers say that they have lack of time for teaching students because the course has to be finished sooner. As

teachers express, "the exams are administered sooner; the courses have not been completed."

The teaching and learning activities are oriented towards the teachers in the classes. Even people say it is the semester system that empowers students for their active involvement in the activities designed by the teachers. In the case of semester classes, teachers are unable to grant the classes the sense of learning by doing. Teachers teach using the lecture method, even in semester classes. There are more roles of teachers in the class, and students do not like to perform activities in classes. Instead of performing, the students wish to get notes and ideas from the teacher. Teachers again more interest doing the works themselves in the class. Furthermore, they read the texts and make students follow whatever they say in the class.

Teachers teach using the traditional type of methodology in classes, but they need to teach traditionally. This is meant to say that they have the mindset to cultivate their method of teaching. After that, they have the information and benefits of new technology and ways for teaching students. Generally, students of faculties like education, arts, and management like the teaching tradition of the annual system. They like to be taught using the teaching centered method. Contrarily, the classes are full of traditional waves of teaching. The cloud system is not available in all the classrooms and the projectors are only given in the costly programs, for example, BSc Forestry and BHM.

The trend towards teaching learner centered way is less favorable because students prefer to be taught in a self-determinative way. Students request that teachers make them write the notes and summaries of the lesson. Moreover, they entirely depend on the teacher's notes in the classes. They take teachers as poor ones who do not provide notes and written answers to the students in classes. Teachers giving notes are taken as good teachers from the side of the students. Teachers teach in classes with the application of methods, techniques, and approaches they know. In line with this, students are not familiar with the techniques and methodologies. They are not given additional chances to change the educational achievement. The views of teachers is that they teach in the usual way and in the way they got education however they were educated in school. The teacher P4 states that:

I use the technique that I know, and I teach looking at the book. Students are weaker and there is influence of social media on them. They do not have interest in study as we studied in our school and college education. I stand in the front of

the class and students also like that. Students also like this type of method in classes, and they get better and understand more if we teach in this way.

Teachers follow the traditional ways of teaching in semester classes. This is meant to say that textbooks and limited sources are not available. Lesson plans are in the minds of teachers. That is why the educational system of the nation is highlighting such type of activities in classes. Teacher-fronted activities and teaching matters are significant in the semester classes. Even now teachers come into the class, open textbooks, and teach from the books. Extra activities are less applicable for students. The concept of students is that teachers are for us and they have to do everything for us. The policy of the nation is in the same direction, and fewer actions have been prepared to update and modify the educational objectives of the nation.

Shortage of Resources for Students and Passivity of Learners

The semester system is an educational practice implemented for the betterment of students and for their better learning. It is the center for enhancing students' learning in an encouraging way. In doing so, learners are trying to be provided with facilities for better learning. Along with this, there have to be resources for mechanized and advanced learning. Learners again have to be active for goal based and significant learning. Whatever teachers teach mostly has to be managed by them. On this side, the concerned authorities become less responsible to the management of the requirements for handling the cases of classes on time. They sometimes respond that the facilities for fulfilling students are very complicated.

Students do not have access to technical facilities which is a common need for students. Most students are unable to afford advanced devices like laptops, tablets, iPods, and other equipment. They are from an economically poor background. Teachers are also sometimes unable to lead students to new sources of learning. They have no idea how to link to new websites and other links to get the sources for the study. One of the faculties has answered that a semester system has been implemented, but rigorous planning and preparation have not been done by the concerned authorities of the university and campuses. The programs have been launched, but students' backgrounds, affordances, and other difficulties have not been taken care. A deep study had to be done before its implementation, and application. The semester system is not bad in itself, but the situations for applying have to be taken care of for its betterment. In this regard, the P1 said that:

Students do not have printed textbooks, and short notes. They have the photocopied books which are difficult to read and are not durable. They are also expensive for buying. Students do not get the textbooks of students for day to day reading. The resources and related books are not sufficient for students. Level of students is not good and courses are vast for students. College has not supplied books for students required for studying.

Semester-wise books are not available for students in all semesters. Students find it difficult to read the texts and materials without their availability. The prescribed books for the different semesters are not available on the market. The college library has not managed the required books. The reference books are also not available there, so students have to face the difficulty of getting books. The websites books are not downloadable, and students cannot purchase and the soft copies, which are expensive. The hand outs are also not provided to students in time. Thus, students are passive to search the materials and resources of all types, which are not in the access of students or even for teachers for teaching.

Another teacher, P4, talked about the semester system of education in his own words. He says that it is good due to different factors and situations that are tried to be accomplished through the teaching learning process. All the relevant materials are needed in the educational dimension. Thereafter, the semester systems get the destination of teaching and learning arenas for achieving the needs of people. In this regard, the teacher P4 viewed as:

Semester system is good for students, and students can get education within the demarcation of time. The teaching learning activities happen regularly. But, it is not good in the context of our country. Students have not the access of resources and materials for reading and writing. System is new, but the university and the situation of the country is same as the earlier, and unemployment is increasing.

The semester system does not cater to all types of students. If students get all the facilities for studying, then the semester becomes effective for learning. The resources need the availability of materials for learning. Passivity of learners can be shifted into activeness of them for powerful and goal-based learning. Similarly, the materials needed for the course of study are the focal aspects of the semester system. Student centered learning materials play key roles in activating students in an inspirational way. As per the needs of

students, teaching materials, resource materials, and textbooks are not available in the library.

Changed System, Documents Made, and Policies Prepared Without Rigorous Analysis

Colleges have launched a semester system, students are told to provide education practically, and teachers are the central figures in academia. The education of the global trend is that the semester system is well, behavioral, and practical. It is good for the students of the 21st century because students are assigned to work themselves if the semester is conducted in a true sense. The university has made the courses of program, but the thoughts of the people of the related region have not been considered. With the impressive action of the subject matter, students can get a better orientation to the semester system. The course of study and its application need to be analyzed in terms of the necessities of people. Thus, annual system has been shifted to the semester system. One major feature of Far Western University is that faculties except for the Bachelor of Business Studies (BBS) started from the semester system.

The courses of study were designed to be conspired in every corner of the room. They were brought into the worksheets. They were incorporated into the university's syllabuses. Another important thing for the university is that the importance of the semester system until now has not been clarified to the students and stakeholders. The current trend of the course contents has received less attention. Students' practical needs and interests have to be valued and included in the syllabuses. In light of this, education has to be inclusive and practical. The worksheets cover the subject matter, and the implementation level is not heavily considered. In this situation of the semester system, the teacher P2 states:

The courses are made, the texts are selected, but the time of implementation has less considered, and the courses are overloaded. The practical needs of the course have not been understood. The syllabuses of technical and general courses have been looked at from the same lens which is not good for the learning of students. Systems have been changed without the consideration of their effectiveness and impression. The current needs of education have not been considered in the implementation level.

The semester system is the better nature of education. The level of education is behind the stream of education. Modernity and relevance are not taken care of much, and educational objectives are made up of without considering the nature of the course. The

courses are made text-based and theoretical items. Then, practically, the needs of the students have not been included. Instead of that, the practical nature of courses is missed in inclusion in the mechanism of the syllabus. In that arena, just the long texts are loaded, their techniques are not ample, and the text items lack depth. The documents are filled, but effectiveness is not maintained exactly.

Policies for higher education are designed, and the trend of the students going abroad for higher education has not been analyzed. Students are going abroad in large amount, and the number is increasing day by day. The policy level is not thoughtful because the length of the course items and their relevance are less analyzed. The policymakers, i.e., the syllabus designers, have shown fewer ideas in the context of existing universities in the nation. The nature and practical aspects of the curriculum have not been studied intensively. The general syllabuses of courses like B Ed, BBS, etc. have not been studied in depth. The reliability of the course has to be connected with its needs. The analysis of the course is lacking in its mechanism.

Regarding policies, educational attainments have less concern for the construction of curriculum. Students in the semester system get less concentration in the behavioral portion of the course. Campus administration has given less value to the course contours of the planning and implementation. The teacher P3 argues in the same way, and he expressed his ideas:

Academic calendars are not made, but the campus imposes loads to the teacher. The faculties have not been attracting payment for teaching extra periods. The policies are made just looking at the nature of the curriculum. But, the level, background and access of students are not comprehended. The assimilation of the course has to be in accordance with the string of 21st century. The analysis of the course is again needs further understanding and analysis.

The rigorous planning and workouts are essential for the practical nature-based courses. Then, the campus has to consider the needs of students through the association of teaching faculties. The policies lack the essence of the curriculum, and the academic implementation is important to the categorization of the work. The features of students have to be taken into account, and the availability of the course contents is given less value. Students' needs are not concentrated in the course of study. The annual system has shifted to the semester system; for example, the name of the course has been changed. Teachers have to teach in the language of students, and they are more interested in being

taught in their mother tongue, and Nepali is the language teachers use to deliver the items of teaching (Jora, 2024) in classes.

Semester System Relevant for the Technical Programs and New Faculties

Teachers argue that semester systems can be useful and workable for some programs. Technical problems and new courses can be effective for students of undergraduate level for study and learning. BHM and BBA are essential programs to implement in the stream of semester system. Likewise, BSC CSIT, B Ed CSIT and other technical programs can be the programs for semester system. Students in such programs can afford the needs of semester system education. They can enjoy the programs because they are eager to get the contents of semester education. Students have the access of technical devices like tablet and lap top for studying and performing their experiences.

Teachers answer that semesters are relevant for students and for teachers themselves. They come with preparation and students prefer such systems. Assignments are significantly preferred by students. Then, they can go with the trend of semesters, and the students in such programs are selected for study through the entrance. There are fix quotas for students, and students only can admit here by passing the entrance examination. Participants also tell that semester system is more relevant for the programs like BBA, BSc Forestry, BHM and BA LLB. We found their views that students at general programs would better to study in the annual system. One of the respondents, the teacher P1 added that general course studying students would have to get lots of learning experiences and expectations completion. In the line with this thinking, the teacher P1 expressed as:

Students studying at technical courses seem to be benefitted from the semester system. The students can afford the needs and requirements which are essential for the study. They are selected from the competition. This means they have to pass the entrance to get the admission in the certain programs. They also become regular and punctual for the study. They again do whatever is assigned by the teacher. The students in such programs have the good background for the study.

They are careful and attentive for their study.

Parents of the students studying are careful and take care of the children who got admitted to the technical programs. They have the typical interest in study, they are disciples, and they can try to do the questions with devotion, one of the respondents said while being interviewed. While we observed the class, we also found that students of the

technical programs put more emphasis on their studies. General course students liked the annual system. This has also shown that general course studying students have not got information about the benefits of the semester system. This again clearly reveals the need for students' positive desire and investment of time can lead the way to directed destinies.

Students in technical streams are technology-friendly, and they can afford the expenses that are necessary for study. Faculties realize that students of technical subjects have also an interest for the study and other practical tasks that teachers engage them in. Students prefer the semester system. One of the participant teachers highlights that the annual system is thought to be lengthy, troublesome, and boring for active and bright students. According to him, update evaluation, regular assessment, assignment, and performance of students are the focal concerns of the semester system. To be specific, the teacher P3 viewed his words as:

In my view, semester system is less useful for the students studying general courses. Without preparation, resources, and access of materials, an educational program can be destination less. The curriculum and subjects' matters are accessible for the students of technical programs. I think the state has to manage the requirements needed for all students in the semester classes. The system is useful in nature and application, but it can be more reliable and effective if the need and access of students are checked in advance.

We have got the views of teachers that students have to be ready for the system, and the college has to manage for the fruitful application of the semester system. Students who can pay the fees and required expenses can study more effectively and fruitfully in this system. To be particular in meaning, students can enjoy and prefer more if education systems are favorable. In shedding light on it, the educational criteria need to be fixed and the nation has to be responsible and accountable for students' well-being and accomplishments. So, it can be beneficial if we conduct the courses in a motivational and effective way. The activeness of students is the central aspect of the semester system for students in classes.

Discussion of Findings

Any research project will provide emergent findings in addition to data analysis and interpretation. The results seem to match the research scenario. They also highlight the necessary requirements that must be met in order to complete the work. If handled objectively, semester-based classes are advantageous and goal-oriented. In a similar vein,

when they are guided and applied in accordance with contemporary teaching and learning objectives, they can assist both teachers and students more. The study's conclusions were drawn from the data analysis method.

Semester system classes seem to fulfill the requirements, devices, and equipment for dealing with the spirit of classroom teaching and learning. The students do not have the availability of their own laptop and other devices for self-study and autonomous learning. In general courses, the large number of students are unable to afford the expenses of the technical devices. The college or campus has not provided all the facilities to teachers for handling classes. Semester system education is not like the annual system based education that we can handle in an easy way. The assignments, class works, and different performance-show programs for students are fewer in classes. Students' base is guided by the annual system of teaching and learning in semester systems, and they have a lack of resources and devices. They like to study the courses, which are annual and deal with the contents of teaching and learning.

The lecture method is the most methodology used in most of the classes for teaching and learning. The activities and classroom tasks are just used for formality, and real teaching and learning assignments are still in the development phase. Student-centered approaches are still lacking in the stream of curriculum and syllabuses. Systems have changed, but the policies for implementing the programs have not been developed for smooth and influential use. Students wish to have ready-made notes and materials from the faculties in the semester classes. Monitoring and program evaluation have been less studied.

The concerned teachers do not fully understand the educational demands of the kids. The main focus of the program's curricular design, or the semester structure, is pedagogical. The orientation programs were not created with teaching and learning in mind. Orientations are part of several programs because of the formality of the course. The administration has paid less attention to organizing and overseeing the academic calendars. It is impossible to regularly inspect and examine students within the allotted period. Students' interests are focused on studying the yearly system and how it expands with time.

Conclusion and Implications

Conclusion

With the wing of global education, semester classes are very relevant for students' and their learning. The situation and context are not so relevant for students. Similarly, teachers do whatever is easy and suitable for their teaching. They have the habit of making students feel easy and nuisances for learning. Even though they are ready to teach in the mechanism of semester system classes, they are unable to deal with classes using the usual method of teaching and learning. Students prefer to get education, as in the annual system. This study aimed at discovering perspectives of teachers on the semester system.

Conversely, the semester system-based classes are taken as usual and teachers leap into the course of study. The university has just increased the duty periods of teachers. The lecture method is still in practice for teaching and learning projects. Teacher-fronted activities are the main dealings of the classroom. Programs for example BBA, BA-LLB, and BSc Forestry are crucial to practice the educational programs under the semester system.

Implications and Recommendations

From the policy level, it can help the policymakers, syllabus designers, and other stakeholders who need to consider the requirements in the course of study and maintaining the contents that are currently relevant for students. They can insert the textual matters that are timely and related to meeting the needs of students. Teachers and subject experts can also apply it to make efficient use of the learning items for students. From this, the practitioners can make the analysis and interpretation to indorse the reliable and applicable items in the areas of study. In the same vein, the students can get the items of involving them in different presentations and activities to be active and get activated in the sector of learning and achieving skills in the class. With the policy level and practice-based implications, this work can maintain the need for tensions to be studied issues existing in the education of the semester.

This may be beneficial to the effectiveness of the institution as well as the academic growth of individual pupils. A work can submit a variety of suggestions in the form of feedback for the ongoing development and improvement of any item. To guide and support students' learning in the classroom, teachers must reorganize the teaching and

learning activities and engage students in a variety of activities. However, pupils must be given a lot of knowledge and guidance regarding the semester system of education. Students must be given opportunities to participate in activities and showcase their work on the projector or by stepping up to the front of the classroom. The curriculum of the disciplines taught in the academic semester system must incorporate the idea of learner autonomy (Jora, 2020). There is a deadline for finishing the course of study, textbooks, syllabuses, and other materials. The semester system has motivated students for learning (Dhakal, 2022) in their own paces.

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