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## The Role of Library for the Semester System: A Case of Prithvi Narayan Campus

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### ABSTRACT

*As part of reform of its higher education, Tribhuvan University (TU) has recently introduced the semester system for assuring quality education in its master's programs. As a constituent campus of TU, Prithvi Narayan Campus has started the semester system from the academic session 2018 for its master levels' programs. To successfully instigate the semester system, the institution has to meet certain requirements such as it should have full-time and energetic students, dedicated and innovative teachers, good administration, proper curricula, a resourceful library, a learning environment, and a prompt academic calendar. Among these requirements, the library is vital to enhance the knowledge of the students and significantly maintains quality in education. The role of the library is necessarily dependent upon the educational objectives of the higher institution. Therefore, the main objective of this study is to find out students' perceptions towards the role of the library for the effective functioning of the semester system. A questionnaire survey method was adopted to collect data for the study. In addition, informal conversations with some students, faculties, and the librarian were also conducted in order to get required information to meet the objective of the study.*

**KEYWORDS:** Learning environment, higher education, library, quality education, semester system

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### INTRODUCTION

The development of any country depends very much on the quality of its educational system. Education is the foundational norm for society as a whole; it is the vehicle that drives the society towards progress. It promotes individual freedom and empowerment, and yields important developmental benefits. Thus, universities should aim not only to educate young minds and create aware and dynamic citizens, but also to generate new ideas and encourage innovation through maximum utilization of the required tools, techniques, and resources to successfully run their academic programs.

Tribhuvan University (TU) is the oldest and largest national university founded in 1959 for the objectives of providing higher education and fulfillment of qualified human resources. It has introduced the semester system replacing the annual system due to its failure in delivering quality education and producing competitive human resources. Politicization in academic centers, unmanageable numbers of students, negligence in teaching-learning for academic pursuit, and failure to implement the academic calendar are some of noticeable drawbacks of the annual education system that gradually

deteriorated quality of education in TU. Over the years, TU has changed its educational system into the semester system as two terms per year as many universities around the world have followed (Vaidya Malla, 2018).

From the teaching-learning and examination point of view, the academic system can be divided mainly into two basic types of education system: the annual system and the semester system. In comparison with the annual system, the semester system is more practical and research-based. It plays an important role to impart quality education (TU, 2070 BS; TU, 2074 BS). In the higher education sector in Nepal, the government has introduced and practiced various systems in the name of ensuring quality education and producing quality human resources. The semester system in higher education was introduced in Nepal in the 1970s. However, the semester system did not sustain for long and was replaced by the annual system in 1980. After years of exercising the annual system, the semester system has been re-introduced in TU since 2014. TU started the semester system for master's programs first in its Central Departments, which fetched discourses in higher education. It has launched this system for master's programs in all its constituent and affiliated campuses across the country since 2018 (Baral, Chheti, & Subedi, 2019).

Prithvi Narayan Campus is one of the largest constituent campuses of TU in terms of the number of students and resources as compared to other higher educational institutions. As a constituent campus of TU, the campus has introduced the semester system from the 2018 academic session in its entire master's programs. Students come from different parts of the country to pursue their studies. However, regular students, practical and innovative curriculum, scientific teaching methods along with resourceful libraries are basic requirements of the semester system that are needed in delivering quality education for students (Baral, Chhetri, & Subedi, 2019). On the other side, it is argued that effectiveness of the semester system depends upon students' satisfaction. According to Kotier and Keller (2001), "If they are fully satisfied with the facilities provided by the universities, their ultimate achievement will automatically be excellent" (as cited in Chandio, Sindher, & Rulrez, 2013).

TU has developed and constructed the library-based master curriculum for the semester system. Thus, in the semester system, it is supposed that students are regular in their classes and often visit the libraries. With availability of the authentic, research-based, innovative, and creative resources in the form of hard and soft documents, students can enhance their academic performance. The library through its good resources and well-managed ambiance creates a good learning environment. The frequency of visiting and using the library by students more or less depends on the dealing of librarians and resources available for them as well. Thus, students studying in the semester system in master's programs should think about the library as one of the essential requirements; for this, students should be satisfied with the materials and resources available in the library for obtaining knowledge and skills. These are some of the major issues raised and explored in this study. Similarly, this study also explores the attitudes and perceptions of master's students towards the library service that is available in the study area.

## **LITERATURE REVIEW**

Education is a process of learning through which a person can collect, compare, organize, and disseminate knowledge with an effective way to present oneself in front of society with a positive attitude. In this context, higher education system is doing something in a broader aspect of the inductive process (Some, 2018). Universities and campuses are higher education centers produce competitive human resources. It is

expected that these institutions need to be committed to imparting quality education through academic programs. Higher education is delivered through such institutions, which are known as a system of "highly specialized organizations" (Bess & Dee, 2008, p. 49).

In higher education practices, there are different types of education system: the annual system and the semester system. These education systems are divided and compared on the ground of different ways of conducting the teaching-learning and examination aspects. In the annual system, it is found that the summative assessment of students, which is conducted annually, is causing a greater number of students to fail. Besides, a method of teaching and learning is proved to be a traditional approach. According to the report of the University Grants Commission (UGC), only 26.6 percent students were reported to have graduated (UGC, 2016). In the traditional annual system, students show negligence towards studies as examinations are conducted once a year. Students have a burden of studying the entire syllabus for annual exams. Therefore, students do not attend classes regularly and other academic activities due to lack of strict regulations for them. The main objective of the semester system is to put emphasis on "continuous, comprehensive and in-depth learning, aiming at capacity building of the students" by developing required knowledge, skills and attitude to become an efficient and demanding citizens to meet the requirements of the time. Under the semester system, students have an ample opportunity to learn more through different methods of teaching and learning like presentations, mid-term examinations, group discussions, and submission of assignments (TU, 2070 BS, 2074 BS).

On the other side, practical curricula, participatory and interactional classes, regular students, six months courses and timely examinations and results, and full rights to teachers are some of the basic requisites in the semester system (Poudel, 2018). Hence, along with the basic infrastructures and resources, full time students, professional and updated teachers along with the scientific teaching methods in teaching and learning, and the provision of frequent examination and evaluation processes encourage students to keep themselves updated all the time under the semester system (Baral, Chhetri, & Subedi, 2019). However, the application of the semester system at the university and campuses level "enhances students' education and improves teacher instruction" (Khattak et. al, 2011, p. 1640).

In comparison with the annual system, learning and examination achievements are the major essence of the semester system. The philosophy of Cross (1999), in higher education researches, captured in a simple sentence: learning is making connections. She identified four types of connections that make learning meaningful: a) neurological, b) cognitive, c) social, and d) experimental. Hence, she contributed the conversation about the immense potential that exists for men and women to learn from each other, understand different perspectives, and ultimately grow as innovators and problem solvers (as cited in Gaulee, 2018, pp. 123-124). Thus, the introduction of semester system is a good step in improving quality education

Effective and successful implementation of the 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 learning resources for students such as library and internet facilities, high level of secrecy and confidentiality in examinations, transparency in evaluation and grades, and finally, timely declaration of semester results are required (Jadoon, Jabeen, & Zeba, 2012). The success of its implementation depends upon educational infrastructures, such as internet networking, good classrooms, and other teaching materials. These are important elements of good teaching and learning environment in campuses/colleges. The

application of semester system "enhances students' education and improves teacher's instructions" (Khattak et. al, 2011, p. 1640). Likewise, Pathak and Rahman (2013) have explored five dimensions of the semester system: curriculum, syllabus coverage and regularity of classes, teachers and methods of teaching, evaluation and feedback, and availability of resources to know the perception of students.

The quality in higher education institutions has always been the quest for excellence and this excellence obviously depends on quality teachers, quality students, and quality learning resources. For bringing excellent quality resources, the role of the library is essential. Libraries are the collection and provider of quality content to its academic community that play a "significant role in providing a good education and knowledge of high quality" (Parmar & Pateria, 2019, p. 6). About the role of library in higher education, Allen (1982) states,

There is widespread agreement, at large in theory and practice that libraries and higher education are intimately and necessarily inter-related. Hence, he says, functions and roles of the library in support of higher education are essentially based on the broad objectives of the higher education system. (p. 533)

The library contains not only books and journals, it is also equipped with Internet facilities that are the modern need of teaching learning and that should be part of the library. Due to lacking of economic resources in public educational institutions such as "shortage of physical facilities, namely print journals and Internet facility in public university libraries negatively affected the quality of teaching and learning in the universities" (Gudo, Olol, & Oanda, 2011, p. 207). Therefore, quality education is improvable that exists when there is a quality library. A library is essential for maintenance of free access to ideas, and to the functioning of the untrammelled mind. (Parmar & Pateria, 2019). The chain of civilization describes the importance of libraries. Time has changed the shape and dimension of the library. Now, library is an inseparable part of higher education. Without good higher education curricula, nobody can have all learning resources at a time for a certain reason. So the dependency on the library is growing day to day (Some, 2018: pp. 55-56).

Higher education libraries have a relatively simple mission: to support learning, teaching and research of their parent institutions. However, the complexity of the higher education environment in which they operate complicates the carriage of this simple mission (Allen, 1982). It is acknowledged that universities all over the world face an imperative to adapt and adjust to a whole series of profound changes that fall into six major categories: increased demand for higher education in a lifelong learning context, internationalization of education and research, need to develop co-operation between universities and industry, proliferation of places where knowledge is produced, reorganization of knowledge, and emergence of new expectations (Virkus & Wood, 2004). Changes in higher education, new student-centered paradigms and new learning and teaching approaches have also created a need for a reconceptualization of the roles and responsibilities of librarians (Virkus & Metsar, 2004).

With larger libraries, this is a particular concern, with new users finding the library an intimidating and confusing place. For certain groups of potential users, such as those with dyslexia, entering any library can seem like they are coming into a scary, alien environment and it can take a great deal of courage just to come through the door. As Collinson and Williams (2006) say, "you cannot . . . effectively train people and give them new skills until you have overcome the barrier of fear that many face." In their case, they tried to alleviate some of this anxiety by providing a mixture of induction materials and methods that were as interactive as possible. Others have linked poor

inductions with student retention and used active learning techniques to try and give new students a better start to their university courses, successfully helping them to be more comfortable in these new, potentially quite scary surroundings (Walsh & Inala, 2010).

For new demands of library in the twenty-first century, Brophy (2010) argues that academic libraries explore service developments to support a series of new scenarios, such as new publication and scholarly communication, more intensive use and delivering of digital resources; continuing high demand from students for traditional resources; and new modes of study including ICT-based and distance learning (p. 25). Our society is undergoing a process of rapid change, moving toward what is called the information society, the knowledge society, the network society or the informational mode of development (Inglis, Ling, & Joosten, 2002, p. 17; Castells, 1996). It is believed that information and knowledge are distinguishing features of this modern society and the main driver of this change is the growing use of information and communication technologies. It is important that the library, while implementing and managing internal change, continues to look outward at the university as a whole (CETUS, 1997; as cited in Virkus & Metsar, 2004).

The library is one of the major units of the higher education institution. It exists to meet the information and knowledge that is needed for students, teachers, researchers, and other users. It is exercised for the great influence on quality education in the educational institution. So the library in the university and campuses is considered as one of the fundamental factors required for quality assurance of its academic programs. The library is the best of any education system; it is expected more improvable quality education in the semester system due to regular attendance and students frequent visits to the library. They are expected to use more learning resources of the library to enrich knowledge.

## **DATA AND METHODS**

This paper aims to contribute to strengthen the recently introduced semester system and to ensure the quality education. This will help structure the campus as one of the academic centers of excellence in Nepal. To find out the views and perceptions of the master's students in the semester system, the library is the major focus of this research article. Therefore, this paper has adopted descriptive and explorative research designs and has depended more on the primary source of information. As the primary source, the author conducted the questionnaire survey with the master's students in their classes. Likewise, author adopted interviews and observations as the supplementary tools for obtaining required facts.

With introduction of the semester system, the PNC announced the new admission for its master's entire programs in 2018. In the first semester, a total of 436 students registered for the programs in humanities, management, science, and education subjects as 585 students submitted application forms for entrance exams for admission. Out of the total of 436 students, only 388 submitted their forms for final board examination. It has explored that the students' drop out has emerged as a one of the setbacks for the campus (Baral, Chhetri, & Subedi, 2019).

The questionnaire survey method as well as class census study were conducted on July 2018. Out of the total students, 154 students appeared in their classes as respondents for the survey. Therefore, the class census surveys had been conducted with 154 respondents through the questionnaire method. Likewise, informal interviews were conducted with 4 students and 4 teachers associated with different faculties, and 2 library and administrative staff engaged with the semester system. The author had made several

informal conversations as short interviews with those informants about the issue of library related to the ongoing semester system in the campus.

So far, the political sociology of the surveyed students, out of a total of 154 respondents, 48.7 percent respondents studied in humanities and social sciences subjects whereas 24 percent respondents represented management subjects followed by 20.1 percent in education and 7.1 percent in science. As caste and ethnicity based data, 62.3 percent of students belonged to Khas-Aryan followed by 20.9 percent Janajatis, 5.8 percent Dalits, 0.6 percent Madhesi, and 1.3 percent others. According to the age group of respondents, the majority of students were young as 48.8 percent from 20-23 age group followed by 42.2 percent from 24-28 age group, and 6 percent above the 29 age groups respectively. Likewise, 68.2 percent of respondents liked to introduce their inhabitant places, which were an urban area against 31.8 percent from rural places. According to the gender perspective, out of the total respondents, 69.5 percent students were females and 30.5 percent were males. It means that in comparison with boys, girls were more to come to study for the master's programs. So far employment status of students, it showed that 43.5 percent respondents had their own income against 56.5 percent jobless.

## RESULTS AND DISCUSSION

### Frequency of Library Visit and Views towards the Library

Library is a learning resource for obtaining knowledge from books, journals, reports, and records. Students and teachers consult literatures for enhancing the knowledge about prescribed courses or other references. The campus has its own library called Western Regional Library. It has hard and soft copies of textbooks and reference books. The library with huge references in the campus is supposed to be the biggest structure in terms of physical and literature resources. More than 130,000 books, journals, and reports are available. To enhance resources for the semester system's students, around 7,000 reference books are added as prescribed reference materials. Likewise, the library has been providing Internet and e-resources including books and journals as free subscriptions for its teachers, students, and non-teaching staff. These are basic requirements for the semester system provided by the library in the campus, which plays a crucial role to create a good teaching-learning environment and to succeed in imparting the quality education in the institution. It is helpful to cater the need of the hour.

In this section, the author has tried to explore the fact regarding the trends of using the library by the semester students for their study.

**Table 1**

*Students' Trends of Visiting the Library*

Library Visiting Trends	Frequency	Percent
Regular	16	10.4
Sometimes	102	66.2
1-2 times	25	16.2
Not at all	11	7.1
Total	154	100.0

Table 1 above shows that only 10.4 percent students used the library regularly. Likewise, 66.2 percent respondents stated that they visited sometimes followed by 16.2 percent just 1-2 times. On the other side, 7.1 percent students never visited the library. Accordingly, out of the 154 total respondents, 16 students visited the library regularly;

however, 11 respondents never visited the library. Only 25 students visited just 1-2 times during their 4 months long classes.

The chief of the library stated his view through interview saying that there is no culture of study in the references section. Mostly they either come to bring the books from the textbooks section or, to study only in the eve of their exam schedule. He further said that in comparison with master's students, bachelor level students borrowed the books from the library. Nevertheless, he shared his observation with the author saying that in comparison with annual system, a number of students from master's programs who visited the library have increased in the semester system. In this regard, students from social science and education stated that their teachers could play a significant role in prescribing them good books. A management student argued that the library should provide easy instructions as how to use for new students who are eager to go and use the library. It means that only few students regularly used the library whereas a large number of students visited the library occasionally. Those who visited the library regularly or occasionally they shared their experiences as follows:

**Table 2**  
*Students' views towards the Library*

Perceptions about the Library	Frequency	Percent
Learning Environment	65	45.4
Not well managed	35	24.5
Not learning environment	22	15.4
Well managed	17	11.9
Don't know	4	2.8
Total	143	100.0

Table 2 displays those students' general observation towards the library. Out of 154 total respondents, 143 visited the library regularly or once in their first semester. Accordingly, 45.4 percent respondents thought that there was the learning environment in the library whereas 15.4 percent did not visit the library who believed that there was no learning environment. Similarly, 24.5 percent students stated that the library was not well-managed; however, around 12 percent students' view was for the library as well-managed. Likewise, around 3 percent of students said that they did not have any idea about the library. Though most of them were not regular visitors to the library, whoever visited the library observed that the library was well-managed and had learning environment.

**Table 3**  
*Using the Internet in the Campus*

Used the Internet by the students	Frequency	Percent
Regular	14	9.1
Sometimes	30	19.5
Use Not at all	59	38.3
Couldn't get the Internet	39	25.3
No computer /phone	5	3.2
Don't know	7	4.5
Total	154	100.0

Accordingly, a faculty member of social science who teaches in the semester system's curricula said that some units were quite different and they could not even get from books available in the library. For this, students should visit the websites for

searching materials. Even the library of the campus has mentioned such websites through which students could use the required reference literature free of cost.

With the implementation of the semester system, the campus is providing the Internet services as free Wi-Fi zones. According to the campus administration, students could use this service for their academic purposes from any building. Table 3 shows that 28.6 percent respondents used this facility whereas the 38.3 percent students who never used this service in the campus. Similarly, 25.3 percent respondents stated that they couldn't get the Internet with Wi-Fi freely in the campus. On the other side, 3.2 percent stated that they had no cell phone or computer for using such facility. Students about 4.5 percent did not want to say about this matter. Both, the senior library and administrative staff of the campus said that most students misused this facility rather than using for their study. Hence, a faculty member of science said that the unnecessary sites of Internet should be blocked and they should be allowed to use the Internet properly for accessing the useful materials for their study. But students said that they should be allowed to have an access to all sites, since they know which websites are important ones for obtaining related literature and references.

#### Observations of the Library Process

The following table shows the students' observation on reference materials in the library.

**Table 4**

*Students' Observation on Reference Materials in the Library*

References available at Library	Frequency	Percent
All Available	11	7.1
Some available	108	70.1
No any useful book	24	15.6
Don't know	11	7.1
Total	154	100.0

Table 3 displays that 70.1 percent respondents found that there were some reference books available whereas 15.6 percent students stated that there was no any useful book for their courses followed by 7.1 percent respondents believed that all reference books were available in the library. Those students who never visited the library had no idea is 7.1 percent who stated that they didn't know. The library is the major source of reference materials for the students, teachers and researchers. In the semester system as argued by teachers, it needs a well-managed library with quality resources and references. Books, journal, researches, and Internet with e-references should be managed as per the courses prescribed for the programs. Likewise, master's students of social science and management also stated that the campus library is a huge storage of outdated textbooks rather than required references for master's semester courses. Furthermore, the librarian said that the library has well-managed resources for bachelor's programs in the semester system and tried to manage required materials for master's programs of semester system'.

The campus has a good library as students can get their textbooks and reference materials as hard and soft copies. But the librarian said that the students try to search for just textbooks for covering the whole courses of each subject, which is not possible. It is because masters' curricula in the semester system almost depend on reference materials. The centrality of the textbook in the education of university and campus students has hampered learning. In the semester system, the emphasis is upon the use of a wide



variety of reference materials rather than lectures from textbooks. However, most teachers have tried to deliver the content of courses by compiling various materials by themselves. The curriculum and contents may be different from one country to another; therefore, the books written by the foreign writers might partially cover the semester courses of master's programs. Hence, they further said that students need to consult a variety of reference sources in fulfillment of the objectives of the curricula of master's programs.

The classes of the semester system were conducted either in the morning shift or the evening shift and around 45 percent students were jobholders. As stated by students, many teachers did not make any program for them to use the library. Therefore, students further argued that since they have busy schedule and could not come at daytime then how they can visit the library frequently and consult the required literature. Likewise, students cannot afford the cost of the reference books because there are many reference books that are prescribed for a single course. Regarding the availability of reference books, the librarian stated that the concerned Department Head first collects the list of reference books from their faculty members and forwards it to the Campus Chief for the procurement. Along with the permission of Campus Chief, only then the library is allowed to forward the books purchasing process. The library gets the list after getting permission from the campus chief. In this way, it takes long time to make the books available for the students.

The dealing of the library staff and the process of getting books also determines the students' visit to the library. If they obtain useful references as early as possible then they are inspired to visit the library frequently. The question as how students perceive about the availability of books from the library was also an important thing to know about the students' trends for using the library. Students' experiences regarding the book issue is given in the following table:

**Table 4**  
*Books Issue Process in Library*

Book Issue Process	Frequency	Percent
Easy Access	30	19.5
Not Easy Access	57	37.0
It takes more time	52	33.8
Don't know	15	9.7
Total	154	100.0

According to Table 4, 19.5 percent respondents stated that they could get books easily from the library followed by 37 percent respondents' view that there was no easy access in the library. 33.8 percent students observed that it took more time to borrow books from the library. On the other side, 9.7 percent students said that they had no idea on this question. Students had no positive experiences while borrowing the reference books from the library. On the contrary, the librarian said that the library provided maximum time for students in the library. To borrow the books, it had fix times to submit their list and issuing the books from the library. He further mentioned that it takes some time to search and issue books due to insufficient staff in the library. In this regard, students shared their views through the interviews. As some believed that it took more time because of the due process of issuing the books whereas some others thought that staff did not perform their duty sincerely. If the library staff were more active in order to perform their duty and the process of issuing the books, students get the swift service. In doing so, they may like to go to the library frequently and consult more and more

reference books in the library. For further improvement of the library service, they have made some suggestions, which are as follows:

**Table 5**  
*Students' Suggestions for Library Improvement*

Tips for Library Improvement	Responses		Percent of Cases
	Number	Percent	
Provide more useful text and reference books/materials	100	25.7%	64.9%
Books issue should be extended as minimum 8 weeks	44	11.3%	28.6%
Open more time (6 AM to 8 PM)	73	18.8%	47.4%
Provide more computer with e-materials/digitalization	53	13.6%	34.4%
Improve the performance of the staffs	57	14.7%	37.0%
Keep Silence, clean and hygienic	48	12.3%	31.2%
Don't know	14	3.6%	9.1%
Total	389	100.0%	252.6%

As respondents, students have given some suggestions for improvement of the library of the campus. This was an open-ended question: each respondent could give three maximum suggestions. According to Table 5, out of the total of 389 multiple suggestions, 25.7 percent students responded that they should be provided with more useful textbooks and reference books, and other materials in the library. Likewise, nearly 19 percent (18.8%) respondents stated that the library should be opened for longer time as 6 AM to 8 PM whereas 14.7 percent students believed that the library staff should improve their manner and performance. Accordingly, some students (13.6 percent) suggested that they should be provided with more computers and e-references followed by those 12.3 percent students who believed that the library should be kept silent, clean and hygienic while the users are in the library. Hence, 11.3 percent students' view was that the issued books should be extended for minimum of 8 weeks. On the other side, 3.6 percent students stated that they had no idea on the issue of library improvement. During the conversations, both students and teachers stated that a very few necessary reference materials are available in the library and are not allowed to borrow them to study at home. But the librarian said that reference books were limited and available only in the reference reading section. They were not allowed to borrow the books outside the library.

Regarding the overall results of the study, it is suggested that the majority of student respondents are visited the library occasionally whereas some students have a routine to visit the library frequently. Likewise, the majority of them are satisfied with the service provided by the library. However, they expressed their concern over the further improvement of the library to make the semester system successful. More than 50 percent students perceived that the library has a good learning environment and is well-managed as well; however, some had the view of not having a good learning environment in the library. More than 77 percent students found that there were some useful materials and references available in the library. On the contrary, some students expressed that there were neither useful books, nor had any response to the query. As for the question of issuing books, a greater majority of the students found that there was no easy access and took more time for issuing the books whereas some believed that the library is providing such facilities easily. The campus has provided the Internet service, but a large number of students did not use or could not access to this service. However, the students suggested that the library should be reformed such as its administration by

providing more useful reference books and other materials, extending opening time of the library, improving the decent behaviour of the staff, providing more computers with e-materials, keeping silence, clean and hygiene during the opening hours, and issuing more books to take them home for study.

## CONCLUSION

The semester system is considered to make students stand on their own feet. As compared to the annual system, it helps students keep themselves busy throughout the session with their study instead of allowing them to pile up work towards the end of the year. The role of the library is essentially dependent upon the academic objective of the educational institution. In order to fulfill this objective, the library requires having necessary learning resources for the successful implementation of any education system whether it is the semester system or the annual system.

The primary function of the library is to provide, enrich, and support the educational programs. Since the objective of this paper is to find out students' perceptions towards the role of the library for the effective functioning of the semester system, the findings of the study indicate that the library should be equipped with sufficient materials to make the semester system successful and effective. When sufficient materials are available in the library, students are encouraged to visit the library and use learning resources in a proper way. Since the library is the storehouse of knowledge, there should be modernized, supported by the e-technology, to meet the objectives of the semester system. It is equally important for both students and teachers to spare their time so that they can be fully equipped with the up-to-date information. The results of this study indicated that the use of the library is indispensable aspect of the semester system, which is the major focus of this paper.

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