

Declining Enrollment in M.A. English Literature under the Semester System: A Case Study of Mahendra Multiple Campus, Nepalgunj

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Article History: Received: Feb. 2, 2025 Revised: June. 11, 2025

Received: July. 17, 2025

Abstract

This study investigates the notable decline in enrolment in the Master of Arts (M.A.) in English Literature programme at Mahendra Multiple Campus, Nepalgunj, following the implementation of the semester system under Tribhuvan University (TU). While the semester system was introduced to enhance academic quality through continuous assessment, timely evaluations, and global alignment of higher education structures, its impact on certain disciplines—particularly in the humanities—has been contentious. The primary objectives of this research were to document changes in enrolment trends before and after the adoption of the semester system, to identify factors contributing to the decline from both student and faculty perspectives, and to propose strategies for revitalising the programme. The study employed a descriptive case study design, integrating quantitative analysis of institutional enrolment records with qualitative insights from structured student questionnaires and semi-structured faculty interviews. The student population comprised all individuals enrolled in the four active semesters (N = 46), while faculty participants were purposively selected based on their teaching experience in the department. The findings reveal a substantial drop in enrolment—from over 50 students per year under the annual system to between 9 and 15 students per semester under the semester system. The most frequently cited reasons by students include migration abroad before completing bachelor's degrees (60%), lack of guaranteed employment prospects after graduation (40%), rigid attendance requirements limiting working students (30%), and prolonged undergraduate completion due to examination delays (20%). Faculty emphasised structural issues, particularly the phase-out of the Proficiency Certificate Level (PCL), and the growing student preference for market-oriented disciplines. The study concludes that declining enrolment is the result of intersecting structural, institutional, and socio-economic factors. It recommends flexible attendance policies, curriculum enrichment with market-relevant skills, restoration of academic feeder pathways, and targeted outreach to counteract negative perceptions of humanities education.

Keywords: M.A., English Literature, semester system, Tribhuvan University, enrolment decline, humanities education, Nepal.

Introduction

Tribhuvan University (TU), established in 1959 as the first and largest public university of Nepal, has long been the leading institution for the higher education of the country. As of recent years, it encompasses 62 constituent campuses and over 1,080 affiliated colleges, serving hundreds of thousands of students across diverse disciplines—humanities, sciences, management, technical fields, law, agriculture, and more (**TU Today, 2025**). With its wide reach, TU plays a pivotal role in shaping Nepal's academic landscape and has been at the forefront of policy reforms aimed at improving quality and access.

Historically, TU operated under an annual academic structure, where evaluations—particularly at the postgraduate level—would culminate in year-end examinations. However, beginning around 2013–2014, the university initiated a phased shift toward a semester system, particularly for master's programs at central campuses such as Kirtipur. This transformation sought to align the academic structure of TU with global higher education norms, emphasizing continuous assessment, formative feedback, and more frequent evaluation cycles. Proponents of the semester system highlight its capacity to enhance teaching–learning processes through diversified assessments and timely feedback, making the system academically sound and pedagogically robust (**Lamsal, 2018**).

Yet, the shift to the semester system at TU has not been without challenges. Research exploring faculty and student perceptions reveals uneven implementation, particularly regarding adequacy of academic and physical resources, the adoption of ICT tools, and overall consistency in teaching and evaluation practices (**Neupane, 2023**). Some studies indicate that while the semester system has been positively received in principle—especially for its curricular rigor—students and teachers have raised concerns about insufficient infrastructure, weak resource support, and inconsistent implementation of teaching–learning activities (**Subedi, 2019**). These challenges suggest that systemic constraints may hinder the realization of the semester system's promise, especially in peripheral or resource-limited campus contexts.

Problem Context: Enrollment Decline in M.A. English

Amid these systemic transitions, the Department of English Literature at Mahendra Multiple Campus in Nepalgunj—a constituent campus of TU—has experienced a notable decline in enrollment within its M.A. in English Literature program. Prior to the semester system's implementation, annual intake for the master's program consistently exceeded 50 students. However, following the shift to the semester system, enrollment per semester has dropped drastically: 9 students in the first semester, 10 in the second, 15 in the third, and 12 in the fourth semester. This represents a significant decrease in participation, raising questions about the underlying causes and broader implications for humanities education in Nepal.

Rationale and Significance of the Study

This steep decline in student numbers within M.A. English courses signals a critical issue with multiple dimensions. It also symbolizes three types of institutional failures, namely the policy inefficiency, the resource misallocation and the adaptability malfunction of the system (**Dhakal 2022**). It not only questions the motivation of students, but also their future job opportunities and what makes up an advanced humanities degree. Third, since TU as a single apex body enjoys centralized authority

to govern higher education of Nepal and national reform agendas are underway to make it relevant and accessible inclusive education, this trend reflects upon systemic endemic within what is considered to be one of the most important agents capable of shaping an equitable educational future.

This study is particularly timely given Nepal's higher education context. The country is grappling with widening gaps between academic output and employability, especially within the humanities, as more students and graduates migrate abroad or gravitate toward market-oriented disciplines like management, IT, and technical fields (Sharma, 2016). Additionally, the push toward reforms under various government-supported initiatives—ranging from the Higher Education Reform Project (2015–2020) to updates under National Education Policy of Nepal (2019/2076)—signals the importance of aligning academic structures and curricula with socio-economic realities (Lal, 2025).

Thus, examining the decline in M.A. English enrollment under the semester system is not just about one campus—it is an entry point to understanding how educational reforms, institutional capacity, and socio-cultural dynamics intersect in shaping student behavior and program viability.

Objectives of the Study

The primary aim of this research is to explore and analyze the factors contributing to the declining enrollment in M.A. English Literature at Mahendra Multiple Campus, Nepalgunj, following the implementation of the semester system at TU. Specifically, the study seeks to:

1. Capture student perspectives on factors influencing their decisions to discontinue or avoid pursuing an M.A. in English.
2. Understand faculty viewpoints regarding broader systemic influences affecting program participation.
3. Analyze how structural reforms (e.g., PCL phasing out), professional aspirations (e.g., migration, employability), and institutional practices (e.g., attendance rules, examination timelines) interact to influence enrollment decisions.

Literature Review

Introduction of the Semester System at Tribhuvan University

The higher education system of Nepal underwent a structural transformation with the shift from the annual to the semester system of Tribhuvan University (TU) beginning in 2012–2014. This reform aimed to align academic structure of Nepal with global norms, emphasizing continuous assessment, formative feedback, and a more interactive learning process (Khadka & et al., 2021). Single annual examination is mostly replaced by internal assessments (40%) and final examinations (60%) conducted every six months in semester system, whereas under the yearly model there is only a single exam during April/May and November/ December.

Though the semester system can assert itself as academically sound, a meta-analysis by Sharma (2016) states its uniform implementation namely suffers badly across TU. While the departments with Kirtipur were more efficient in implementing virtual model, it was delayed for campus areas and created an operational bottleneck. Sharma explains that, given the socioeconomic conditions of Nepal,

it has always been hard to find a formative way in education to bring out student learning and understanding deeper like semester system if implemented properly.

Official studies of the system from TU's Faculty of Education confirm both features. Chongbang (2014) reported that the semester system regularly scheduled classes and structure in learning but there were issues of delay in syllabus completion, irregular classes and scarcity of resources rendering it ineffective. Internal assessment "has benefits in terms of generating timely feedback" (Pandey 2023), but these structures also have procedural rigidities and are seen as too formalized.

Discipline-specific studies provide further insights. Under the semester system, Dahal (2021) found more than 80% of anthropology courses tried to engage with student-centered pedagogies: critical reading and creative writing were among the exercises that really flourished under the new framework. At the same time, Dahal also noted that S&T benefits were spread in some of the departments having heavy resources and not so equitably throughout TU's spectrum of academic disciplines.

Despite these potential benefits, criticisms persist. (Adhikary, 2023) reports that strict attendance requirements and rigid internal assessment schedules have discouraged working students from enrolling in master's programs in rural and peripheral campuses. In some cases, certain programs recorded zero enrollments after the semester system's introduction.

Broad Trends in Graduate Enrollment and Challenges in University Education

The decline in enrollment is not confined to English literature or even to Mahendra Multiple Campus. Across TU, there has been a downward trend in student numbers. Nationally, Adhikary (2023) highlights that many constituent and affiliated colleges in Nepal now enroll fewer than 100 students. This decline is linked to multiple factors, including increased migration for overseas education, perceived weak job prospects in humanities disciplines, and the growing preference for technical and vocational programs.

The diminishing appeal of humanities is a global and local trend. Poudyal (2019) notes parallels between declining humanities enrollments at institutions like Harvard University and those at TU's own Department of History, attributing this to societal biases that favor degrees perceived as more employable, such as those in science, IT, and management.

Structural policy changes have also impacted student pipelines. The phasing out of the Proficiency Certificate Level (PCL) program—once a major feeder into bachelor's and master's degrees—has sharply reduced the intake for humanities programs. For example, Mechi Multiple Campus saw its student numbers drop from 5,000 to 1,800 after the PCL phase-out.

Governance challenges further compound the problem. Reports from HRM Nepal (2023) identify outdated curricula, poor administrative efficiency, and politically influenced management as significant factors driving students toward alternative education providers and disciplines.

Although multiple studies address semester system challenges and enrollment declines, few have examined the specific case of M.A. English enrollment at regional campuses like Mahendra

Multiple Campus post-semester implementation. Moreover, there is a lack of research integrating both student and faculty perspectives on this trend. This study seeks to fill that gap.

Methodology

Research Design

This study employs a descriptive case study design to examine the marked decline in enrolment in the Master of Arts (M.A.) in English Literature programme at Mahendra Multiple Campus, Nepalgunj, following the introduction of the semester system under Tribhuvan University (TU). The descriptive case study design was deemed appropriate as it enables a holistic investigation of the phenomenon within its natural institutional and socio-economic context. In the present case, the reduction in student numbers is intrinsically linked to broader policy changes, institutional practices, and external socio-cultural factors. A case study approach therefore facilitates an in-depth understanding of these interrelated elements without detaching them from their operational setting.

Population and Sampling

The population for the study consisted of the entire cohort of students enrolled in the four active semesters of the M.A. English Literature programme at Mahendra Multiple Campus, as well as faculty members engaged in teaching within the Department of English. The student body comprised nine individuals in the first semester, ten in the second semester, fifteen in the third semester, and twelve in the fourth semester. A census method was used for student participants, thereby ensuring that all active voices in the programme were included in the investigation. Faculty members were selected purposively, based on their sustained teaching engagement in the programme and their ability to provide informed perspectives on disciplinary developments, institutional policies, and broader educational trends.

Data Collection Instruments

Data were collected through the integration of quantitative and qualitative methods in order to obtain both statistical evidence and interpretive insights. Official enrolment records, maintained by campus administration, were used to extract quantitative data. Such records allowed us to measure the extent of change because they included longitudinal data that describes trends both before and after adoption of the semester system.

Two supporting instruments were utilized to collect the qualitative data. First, we administered structured questionnaires to all student participants. They contained a mixture of closed-ended items that allowed for the calculation of response frequencies and percentages and open-ended prompts to capture diverse individual experiences. We did semi-structured interviews with faculty secondly. The interview framework allowed us to explore several important issues in depth, notably the effects of a decline in completion of Proficiency Certificate Level (PCL) courses, changes in disciplinary demand among students and perceptions about how employable humanities graduates are; while at the same time enabling respondents to reflect on any other significant issues.

Data Collection Procedure

The data collection process commenced with the retrieval of official enrolment records from the campus administration, covering periods prior to and following the implementation of the semester system. The structured questionnaires were then distributed to students during scheduled class times, ensuring maximum participation. Student responses were collected immediately upon completion to maintain response integrity. Semi-structured interviews with faculty members were arranged at mutually convenient times and conducted in quiet settings to ensure the confidentiality and comfort of participants. All interviews were audio-recorded with participant consent to facilitate accurate transcription and analysis.

Data Analysis

Quantitative data from the student questionnaires were tabulated and converted into percentages in order to identify the relative prevalence of various factors contributing to declining enrolment. Thematic analysis was applied to qualitative data obtained from both the open-ended questionnaire responses and the faculty interviews. This involved a systematic process of coding responses, identifying recurrent patterns, and grouping these patterns into broader thematic categories. The use of both statistical representation and thematic synthesis allowed for a comprehensive analysis that integrated measurable trends with contextual interpretations.

Ethical Considerations

Ethical integrity was maintained throughout the study in accordance with Tribhuvan University's research guidelines. Informed consent was obtained from all participants prior to their involvement. Participation was entirely voluntary, and respondents were assured of anonymity and confidentiality. Institutional records were accessed only with administrative approval, and findings are reported in a manner that safeguards individual and institutional identities.

Limitations of the Methodology

This study is geographically and contextually confined to Mahendra Multiple Campus, which may limit the generalizability of its findings to other TU constituent or affiliated campuses. Additionally, the cross-sectional design captures perceptions and enrolment trends at a single point in time, and thus does not account for possible fluctuations over longer periods. While the use of a census for student participants strengthens the representativeness of the findings, the reliance on self-reported data may introduce subjective bias.

Results and Discussion

The results are derived from institutional enrolment data, student questionnaire responses, and faculty interviews. Quantitative results are first presented in the form of tables, accompanied by detailed descriptive commentary, followed by thematic discussions that connect the data to broader scholarly literature and policy implications.

Enrolment Trends Before and After the Semester System

Institutional records revealed a stark contrast between enrolment patterns under the annual system and those under the semester system. Prior to the semester reform, annual student intake for the M.A. in English Literature at Mahendra Multiple Campus consistently exceeded 50 students. Following the implementation of the semester system, however, enrolment numbers declined sharply.

Table 1

Enrolment in M.A. English Literature at Mahendra Multiple Campus: Annual vs Semester System

Academic System	Average Annual Intake	Semester-Wise Intake
Annual System	> 50 students	N/A
Semester System	N/A	1st Semester: 9
		2nd Semester: 10
		3rd Semester: 15
		4th Semester: 12

Under the annual system, the M.A. English programme maintained a healthy intake exceeding 50 students per year, suggesting strong demand and steady interest in the discipline. However, in the semester system, the intake per semester dropped to single or low double digits. Even the highest figure under the semester system—15 students in the third semester—represents less than one-third of the previous average annual intake. This suggests a decline of approximately 70–80% in incoming enrolments. The reduced numbers have implications for programme viability, classroom dynamics, and the allocation of teaching resources.

Student-Reported Reasons for Declining Enrolment

The student questionnaire sought to identify factors influencing the reduction in enrolment. Responses were quantified as percentages to reflect their relative prevalence among the student population.

Table 2

Student-Reported Reasons for Declining Enrolment in M.A. English Literature (N = 46)

Reason	Percentage of Respondents (%)
Migration abroad before completing bachelor's degree	60
Difficulty maintaining attendance due to job commitments (linked to government leave policies)	30
Perceived lack of guaranteed employment after completing the master's degree	40
Prolonged bachelor's degree duration due to examination delays at TU	20

The most frequently cited reason for declining enrolment is the migration of students abroad before completing their undergraduate studies, reported by 60% of respondents. This aligns with national statistics showing an increasing trend in outbound student mobility, particularly to countries offering post-study work opportunities. The second most prevalent factor, cited by 40% of respondents, is the perception that a master's degree in English offers no guarantee of employment, reflecting a mismatch between academic qualifications and labour market demands. Attendance requirements emerged as a significant barrier for 30% of respondents, especially for working students constrained by government policies on study leave. Finally, 20% of respondents pointed to delays in the completion of bachelor's degrees due to examination scheduling inefficiencies, which discouraged further academic progression

Faculty Perspectives on Declining Enrolment

Semi-structured interviews with faculty members revealed a convergence of opinion on structural and policy-level causes. Several faculty members emphasised a long-term “pipeline problem” caused by the phasing out of the Proficiency Certificate Level (PCL). According to the majority (60%) of interviewed faculty, the removal of the PCL eliminated a major entry point into bachelor-level English studies, thereby shrinking the pool of students eligible for master's-level enrolment. Faculty also observed a shift in student interest toward more market-driven disciplines such as Management, Science and Technology, and Information Technology, as well as vocational training programmes with clearer employment outcomes.

Table 3

Faculty-Identified Factors Contributing to Declining M.A. English Enrolment

Factor	Percentage of Faculty Mentioning (%)
Declining bachelor-level intake in English due to PCL phase-out	60
Shift toward market-oriented disciplines (Management, Science, IT, vocational studies)	50
Perception of Arts and Humanities as less relevant to contemporary employment needs	40
Institutional resource limitations under the semester system	30

The most salient factor identified by faculty is the reduction in bachelor-level intake in English, directly linked to the elimination of the PCL. This structural change, in their view, has narrowed the pipeline feeding into the M.A. programme. The second most cited factor (50%) is the broader societal shift toward market-oriented disciplines that promise better employment prospects. Faculty also noted a growing perception—both among students and their families—that arts and humanities degrees lack practical value in the contemporary job market. A minority (30%) emphasised the resource limitations of the campus under the semester system, which they believe diminishes the attractiveness of the programme.

Integration of Student and Faculty Perspectives

The convergence between student and faculty perspectives underscores the multi-layered nature of the enrolment decline. Both groups identify structural constraints—such as the PCL phase-out and TU examination delays—as significant deterrents. Additionally, there is alignment in the recognition of broader socio-economic factors, including labour market conditions and the lure of foreign education. However, students are more likely to emphasise immediate personal and logistical barriers (attendance rules, job commitments), whereas faculty tend to foreground systemic and long-term structural issues.

Comparative Analysis with Literature

The present findings are consistent with national and international studies on declining enrolment in humanities disciplines. For instance, Sharma's (2016) meta-analysis of the semester system at TU identifies rigid attendance policies and uneven resource distribution as deterrents to participation in graduate programmes. Similarly, Poudyal (2019) notes that societal attitudes increasingly devalue humanities education in favour of fields perceived as economically lucrative. The high proportion of students citing migration abroad as a reason for non-enrolment mirrors patterns reported in TU Today (2025) survey of Nepali university students, where outbound migration emerged as a primary cause of enrolment attrition.

Discussion of Key Factors

Migration Abroad Before Bachelor Completion

The finding that 60% of students attribute non-enrolment to overseas migration reflects broader demographic trends. Outbound student migration has accelerated in Nepal due to a combination of push factors (limited domestic employment opportunities, political instability, and perceived low returns on domestic degrees) and pull factors (post-study work rights abroad, quality of education, and opportunities for permanent migration). The impact of this migration is twofold: it reduces the immediate pool of eligible students and also shifts societal expectations about the purpose and value of higher education.

Attendance Requirements and Employment Conflicts

The semester system's attendance requirements, while academically justified, present a significant challenge for working students. Under current Nepalese government policies, civil servants and other job holders are required to obtain official leave to pursue further studies, and unauthorized enrolment risks invalidating their employment credentials. This policy disproportionately affects mid-career professionals, who might otherwise constitute a significant proportion of master's-level students in humanities disciplines.

Perceived Lack of Employment Prospects

The belief, held by 40% of students, that an M.A. in English offers no guarantee of employment reflects both labour market realities and misalignment between academic curricula and market needs. While the programme equips graduates with analytical, critical, and communication

skills, these competencies are often undervalued in Nepal's formal employment market, which increasingly favours technical expertise and vocational qualifications.

Examination Delays and Extended Bachelor Programmes

This perception that bachelor's levels are regularly spread to six for the duration of Title U's exam delays bodes unwell for postgraduate enrolments. Having completed a BA/BS, students are far less likely to commit even more years in the graduate school saddle without better economic incentive.

Effects of PCL Phase-Out in Structural

The PCL phase-out: Two faculty perspectives When TU eliminated an important funnel into English majors, they also lowered the pool from which B.A. candidates could matriculate into M.A. students. Until feeder remedial programmes or bridging courses are implemented, this structural bottleneck is likely to continue to suppress enrolment figures.

Policy and Institutional Implications

The results suggest the critical importance of multicomponent interventions. Mahendra Multiple Campus might expand its outreach to undergraduate students designing a certificate-level course, they can offer more flexibility in attendance policies for working students and enrich the existing curriculum with modules that are as adaptable to market needs (At institutional level). Reintroduction of alternative pathways in M.A. programmes is essential for the welfare of students, and Tribhuvan University and Ministry of Education have to be more active in introducing this policy as well as to solve the problems like systemic examination delays.

Findings

Changes in Structure Reforms and Socio Economic sectors are taking place results a decrease of 28.57 per cent M.A. English enrollment at Mahendra Multiple Campus Although the academic intentions of the semester system are especially praiseworthy, when enforced cautiously in tandem with general patterns of migration and employment they have had the ironic effect of deepening three crises spanning most humanities programs.

Conclusion

The study focused on the understatement of the situation caused by the poor enrolment in Master of Arts (M.A) in English Literature at Mahendra Multiple Campus, Nepalgunj after Tribhuvan University (TU) implemented the semester system. Relying on a cache of institutional records, including student questionnaires and faculty interviews, the research offers a full-bodied examination that tracks both quantitative trends -- enrollment patterns, for example -- and qualitative perspectives. The analysis at least suggests that the semester system accompanied, and may even have precipitated, a very significant decline in student intake from numbers exceeding fifty per annum under the annual system to between nine and fifteen students in individual semesters. This trend is rooted in multiple, personal, institutional and structural factors. On the student side, the main disincentive is this same flow of least resistance abroad before they have even completed [a bachelor's degree] — and tempted by better economic prospects and school-to-work opportunities overseas. Add to it strict attendance

norms under semester system, which act as a barrier to working students — more so those who are in jobs where they stand no chance of getting leave due to rigidity of their workplace. In addition, students were worried about being jobless after finishing M.A. English and also complained of the delays in examination overstretching undergraduate courses.

The point was that the phasing out of the Proficiency Certificate Level (PCL) had a bearing on being able to move from one band to the other. The closure of the pipeline to bachelor-level English studies by closing the standard entry-point into the field at PCL clearly eliminated some potential M.A. students. Faculty also noted a trend toward market-driven fields, such as management, science, technology and information technology along with the interest in more immediate employment returns imparted by vocational courses.

Compared with other available literature, the results present evidence that there has been a wider decline of students studying humanities not only in Mahendra Multiple Campus but also at national and global levels. Academic quality should not suffer and effort be taken in this regard that local suitability and the stakeholder pertinence are properly addressed while implementing any reforms (for example semester system). Thus, the decrease arises from a convergence of systemic policy shifts in education, institutional practices, changes in the socio-economic landscape and alterations in student interest.

Recommendations

Based on its findings, the study offers a set of recommendations at institutional, policy and system levels. The recommendations are crafted to stop falling of the enrolment, make program attractive and sustainable course for the M.A. English Literature and eschewed humanities programme in TU.

Institutional Recommendations

1. **Flexible Attendance Policies:** The current attendance requirements should be modified to accommodate working students without compromising academic standards. Flexible attendance provisions—such as hybrid learning, recorded lectures, or adjusted thresholds—could enable job holders to participate without risking their employment status.
2. **Curriculum Enrichment with Market-Relevant Skills:** Incorporating modules on translation, content writing, academic publishing, and English for professional purposes would enhance the employability of graduates. Partnerships with industries and NGOs could provide practical training and internship opportunities, thereby bridging the gap between academic learning and job market needs.
3. **Enhanced Academic Advising and Outreach:** Proactive engagement with undergraduate students—particularly those majoring in related fields—could encourage early interest in the M.A. English programme. Information sessions, career talks, and open classes can help counteract misconceptions about the value of humanities degrees.
4. **Timely Academic Scheduling:** Campus-level advocacy within TU is needed to ensure that examinations and results are conducted and released on schedule. Predictable timelines at the undergraduate level may improve the likelihood of students pursuing further study.

Policy-Level Recommendations

1. Alternative Entry Pathways: Tribhuvan University and the Ministry of Education should consider reintroducing bridging or preparatory courses that allow graduates from non-English majors to transition into the M.A. English programme. This would widen the pool of eligible candidates.
2. Addressing Structural Bottlenecks Post-PCL Phase-Out: The elimination of the PCL has created a long-term shortage of English-specialised graduates. TU should explore feeder programmes at the bachelor's level, possibly through certificate or diploma courses in English literature or language studies, to restore the academic pipeline.
3. Review of Attendance Policy for Public Servants: In collaboration with government agencies, TU should advocate for reforms to study-leave regulations that currently restrict public servants from pursuing further education without extended leave. Introducing more flexible study arrangements could encourage enrolment among mid-career professionals.

Systemic and Socio-Economic Recommendations

1. National Campaign for Humanities Relevance: A coordinated campaign—supported by TU, the Ministry of Education, and humanities departments—should promote the societal and professional value of humanities education, countering the perception that such degrees are of limited utility.
2. Monitoring and Evaluation of the Semester System: TU should establish a continuous monitoring mechanism to assess the impact of the semester system on enrolment, student satisfaction, and learning outcomes across disciplines and campuses. Adjustments should be evidence-based and context-sensitive.
3. Linking Humanities Education to National Development Goals: By aligning English literature curricula with broader cultural, educational, and tourism sectors of Nepal, humanities graduates can be positioned as contributors to national development in areas such as heritage preservation, cultural diplomacy, and creative industries.

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