



## Perceptions of Faculties Towards the Implementation of Curriculum in the Semester System of Constituent Campuses of TU

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### Article Info

### Abstract

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*The curriculum of any programme indicates its clear objectives, content, learning strategy and the evaluation process. The semester system implies the short term based holistic academic procedures twice in a year. Curricular implementation is the crown of the semester system which reflects the efficiency of teachers, achievement of students and the quality of the programme. To explore the perception of faculties to the implementation of curriculum in the semester system of the constituent college of TU is the leading objectives of this study which provides the guidelines to explore the essential components of the curriculum of the semester system. Literature and the theoretical review of this study has supported to justify the generating information through the field. The qualitative design implies participatory action research paradigm and purposive sampling procedures to select the colleges and the teachers as curriculum implementers. Containing focused on the content coverage, use of teaching and learning strategy, available and use of resources and materials and evaluation process, the information was generated. There is better content coverage of the course and clarity of the objectives in the curriculum whether the techniques of instruction are student centered and the resources and materials are partially available and used to achieved the pre-determined aims. The internal evaluation process is partially flexible but the final examination system is rigid in the semester system of the constituent colleges of TU. For the holistic improvement of the semester system and its sustainability, teacher should be autonomous to prepare the curriculum and its implementation.*

**Keywords:** Curriculum, constituent college, ICT and AI, semester system

### Introduction

Semester system in education in the formal education is one of the major practices in the context of Nepal. This system incorporates the credit hours and its own grading system. There are some rigid requirements of students in the semester system to pass the level i.e. attendance, active participation, assignment and assessment. Minimum attendance is required in order to be eligible to appear in the final examination of the semester system (Paudel, 2019). This is one of the pioneering program in the present situation of the Nepal in the higher education. Though it has many challenges, it is a worldwide contextual and competitive educational system.

There are learning diversification in the semester system. In case of the Tribhuvan University, there are individual and group presentation in the classroom, different case studies, critical reading tasks, revision of books and journal articles which are simplify by the lecturer through their lecture and question answer techniques. It distinguishes itself by the provision of continual assessment of students through various tasks and the written examination (Sherpa & Baraily, 2022). The evaluation system is divergent in the semester system of the university due to its grading system i.e. absolute and relative in the Nepalese institutions (Pokhrel, 2019). The uniqueness of the grading and evaluation system in the semester system is its one of the major features. Curriculum is the major crown of the semester system in any institutions.

The core of the semester system is an academic classroom filled with rigorous coursework. Instructors need to spend a lot of time outside of the classroom monitoring their students' academic development (Lamsal, 2018).

As they learn and grow in the classroom, students challenge one another's perspectives, evaluate, absorb, and share them through the semester system. At that point, students study, critique, write, and create knowledge instead of being knowledge recipients (Sherpa & Baraily, 2022). The instructors are also actively participating and evaluate in the peoples' progress in the academic arena.

Throughout the history of Tribhuvan University and its faculties, the yearly and biannual academic systems of higher education are an antiquated practice. Prior to the National Education System Plan-2028 (NESP-2028) being implemented, a biannual system of education review was in place (Upadhyaya, 2059). The semester system, which was first used during NESP (2028–2032) and ended in 2036 B.S. (Upadhyaya, 2059 as cited Chongwang, 2014) has been reinstated by emphasizing its benefits. As a result, the university has been reintroducing the semester system-an inventive and worldwide modern higher education system-through its department and open distance learning. Since the Faculty Board of Education's 32<sup>nd</sup> Shrawan of 2068 B.S. board meeting, the semester system has consistently been a top topic of discussion (Official Minute Record, 2068). The meeting's purpose, according to the minutes, was to launch the four-year, semester-based Bachelor of Teacher Education (B.T.Ed.) programme as a regular higher education programme. Additionally, the Master of Teacher Education (M.T.Ed.) and Bachelor of Teacher Education (B.T.Ed.) programmes were to be offered through open distance learning. The course and the curriculum of such programmes were separately prepared and used.

Similarly, the Board meeting of the university has been decided at Ashwin 7<sup>th</sup> 2069 B.S. audaciously resolved to accredit Biology Education to Sanothimi Campus, Gorkha Campus and Physics Education to Mahendra Ratna Campus. Likewise, the Board meeting on Jestha 28<sup>th</sup> 2070 B.S. resolved to use Open Distance Learning to establish a semester system program in Nepali education, health education, and curriculum and evaluation at the master's level (Chongwang, 2014). Based on the lessons learned from the few individual topic semester systems, Tribhuvan University began the first phase of a university level semester system at University Campus, Central Departments, effective with the academic year 2071/2072 B.S. with its new structured curriculum. Through trial, feedback, and implementation, the semester programme in higher education has been progressively extended from one subject and department to another subjects and departments, as well as from M. Phil. Programmes to lower wards.

Within the framework of TU Nepal, the Master's, M.Phil., and Ph.D. programmes are offered throughout the country using the semester system. On the other hand, it appears like TU administrators don't really care about the issues that professors and students face. They neglect to supply even the most basic classrooms and office space for teachers which are the implementing aspects of curriculum. A TU teacher still does not have a chair or a table to sit on when supporting students with their research projects and problem-solving (Lamsal, 2018; Khaniya, 2014 as cited Sherpa and Baraily, 2022). It is a major challenge to implement the curriculum in the semester system. Similarly, the teachers professional development mechanism is poor in the university education system so they are poorly updated in their academic activities including ICT and AI (Sherpa & Baraily, 2022). There is the lacking of in-service and refreshment training for the teachers in the Tribhuvan University which impedes the implementation of the curriculum in the changing context. In the similar way, teachers have little financial incentive to be deeply committed to their students' education. There was no satisfactory arrangement for critical changes within the curricular hones (Acharya et al., 2023). The semester framework may be a change approach to address slips within the yearly framework (Matlakala et al., 2019 as cited Acharya et. al., 2023). In this regard, this article's aims to explore the perception of faculties towards the implementation of curriculum in the semester system. The study aimed to explore the perceptions of faculties towards the implementation of curriculum in the semester system

## Review of the Literature

There is some research has been completed in terms of the semester system of the TU. Some of the research report has been argued on the opportunities of the semester system and others have argued in its challenges. Though, the debates are pro and cons the curricular development and its implementation process of this system has many challenges. The most point of the semester framework is to actualize hones like knowing what to do, and a composed examination to differentiated appraisal (Bhutia & Subba, 2015; Dahal et al., 2022a; Tripathi et al., 2019 as cited Acharya, et al., 2019). But, instructive courses, more or less, proceed the yearly framework (Rai & Acharya, 2021). The course of the yearly system has been divided in to the semester system which is not the proper practice of the academic institutions. Semester system has its own values and norms.

It has its separate curriculum which is prepared by the subject teacher. In addition to this the teacher has their autonomy to instructional and the evaluation process of the students. Within the Nepali setting, numerous educationists and specialists still contend that the semester framework isn't creating the yield as anticipated (Bista, 2016; Chongwang, 2014; Subedi, 2019 as cited Acharya, et al., 2023). This argument emphasis on the curricular implementation practices beyond the autonomy of the programme. Similarly, the teachers have no perfect participation in the curriculum development process, question formation and its moderation and the scrutiny process. Someone is teaching in the classroom, next person is preparing question, another person is checking the answer sheet and there is no coordination between the teacher, question setter and moderator, and answer copy checker. This types of practice of the semester system has been created the major problems of implementation of the curriculum.

The semester framework is an relate instruction and instructing framework fundamental key to concern is learning and data in its put of educating (Bhardwaj, 2019). This system has its own practice of instructional process, curriculum implementation, and student evaluation. The holistic framework of the curriculum of the semester system includes the objectives, contents, instructional strategies and the evaluation process. The major concern of this system is students can learn through their personal and group efforts and the instructor is just a facilitator. Similarly, the instructor is not only a teacher but also a programme coordinator, curriculum developer, evaluator, and a good counselor. Tribhuvan university begun the semester based curricular framework at master degree with scale down the annually time period into two periods, each of six months, which was called one semester. Inside and out, the two a long time annually programme has been changed into four semesters. This institution has changed the annually courses into credit premise where the essential objective was to move forward the quality of students' scholastic involvement and to extend their instructive pick up (Subedi, 2019)resources, use of ICT tools, contents and activities. The findings show that the perception of teachers and students towards curriculum, teaching/learning environment, and regularity of classes and viability of semester system are in positive direction. However, the availability of learning resources and use of ICT tools in day to day teaching/learning are not in satisfactory way in the perception of the participants. Their perceptions also reveal that facilities of extra-curricular activities, play grounds and canteen are inadequate. Similarly, the teachers and students perceive that availability of both human and academic resources is inadequate. The students experience show that there is teacher domination in selection of teaching methods; less use of ICT materials to promote learning; difficulty in completing courses in the stipulated time and not timely declaring exam result. However, this system has encouraged and empowered creativity among students for learning.”,”author”:[{“dropping-particle”：“”, “family”：“Subedi”, “given”：“Abatar”, “non-dropping-particle”：“”, “parse-names”：false, “suffix”：“”}], “container-title”：“Interdisciplinary Research in Education”, “id”：“ITEM-1”, “issue”：“1”, “issued”：{“date-parts”：[[“2019”]]}, “page”：“19-34”, “title”：“Perceptions of Students and Teachers towards the Semester System of Tribhuvan University”, “type”：“article-journal”, “volume”：“4”}, “uris”：[“http://www.mendeley.com/documents/?uuid=fe4ad757-b3a9-4fd0-9965-5f37ef62a282”]], “mendeley”：{“formattedCitation”：“(Subedi, 2019. Though, there is quite change in the semester based education system, the curriculum is just divided in to the six months which was former one year course of the yearly system. The way students' see their teachers' in terms of information of substance, communication capacity, educating strategies and classroom administration aptitudes has critical relationship with understudies' demeanors towards curriculum (Etunk et al., 2013). The need of creating methodologies by all the partners to orchestrate for least assets and offices which have a coordinate bearing on understudy accomplishment in terms of the curricular implementation (Pathak & Rahman, 2013 as cited Subedi, 2019). Except other circumstances, students have accomplished great marks in semester examination than that of yearly framework since their engagement is more on learning exercises which create positive demeanors around entirety framework of the curriculum (Yousaf et al., 2012). This is one of the positive result of the semester system which is in between of the more drawbacks of the programme.

## Theoretical Review

The anticipation hypothesis says that people have diverse sets of objectives and can be propelled in case they have certain desires. This hypothesis is around choice; it clarifies the forms that a person experiences to form choices. Inspiration, concurring to Vroom, bubbles down to the choice of how much exertion to apply in a particular assignment circumstance. This choice is based on a two-stage grouping of desires i.e. exertion leads to execution and execution leads to a particular outcome/reward (Vroom, 2016). In case of the curricular

implementation, there is a great desire of the subject teacher inside and outside the classroom. Similarly, students have their own desire to learn something through the teachers and their own efforts. The motivation of the desire outcomes regularly pressurized to the students as well as the teachers which is concerning of the pre-determined goals of the curriculum.

To begin with, inspiration is influenced by an individual's desire that a certain level of exertion will create the planning execution objective related to the curriculum. Inspiration moreover is affected by the employee's seen chances of getting different results as a result of fulfilling his or her execution objective. At last, people are spurred to the degree that they esteem the results (i.e. rewards) gotten. This type of reward is an academic degree for students and the best result for the subject teacher which is mainly related to the implementation of the curriculum.

## **Methodology**

Methodology includes the research design, tools of data collection, sources of information, population and sampling procedures. A plan which yields maximal data and gives an opportunity for considering numerous diverse viewpoints of an issue is considered most fitting and effective plan in regard of numerous inquire about issues (Kothari, 2004). It has clearly road map to conduct the research work. Participatory action research design is used in this study to generate the information and ample the work. The plans displayed hence distant don't include an obvious call for alter unless the analyst consolidates a promotion position into the investigate. In standard, a major include is to deliver social alter and make strides the quality of life in persecuted and abused groups (Creswell et al., 2007). Participatory activity investigation is additionally called action research, which could be a sort of request that points to move forward the lives of people by considering the issues they confront. In this way, the purpose of this design is to create alter and fathom educational issues. Primary sources of information generation of the study make more valid and reliable. Purposive sampling procedure of the study support to generate the information because without this procedure researcher cannot identify the major problems of the study area. Population of the study are the enrolled students of the semester system of the constituent campuses of TU and the teachers who are instructing them in the running session.

## **Results and Discussion**

This portion contains the results from the transcribe data from the participants with rich and thick description and supporting through the theoretical perspective which is donate to the theoretical review. From the information, the major themes and the sub-themes for this study are taken out and the conclusion is drawn accordingly.

### **Curriculum of semester system**

Through the generated information from the field, the curriculum of the semester system is appropriate. From the viewpoint of the participant the curriculum is student centered and contextual. One of the participant of this study has argued that *"There is the highly participation of students in this programme which reflects the appropriateness of the curriculum. Similarly, teachers are more active in their instructional process and the given assignment helps to develop the skills."*

This opinion reflects the appropriateness of the course in the semester system. From the perspectives of the implementation theory, if the course is applicable, it is used by the teachers and the students and the instructional activities are better inside the classroom and outside also. All the participate of this study have argued that the semester based curriculum is appropriate because of its narrower scope, structured and balanced approach to learning, regular assessment system, depth study and the creativeness of students. Similarly, this course has focused on the student centered approach to learning.

Planning a viable educational programmes to realize the aiming results of the higher instruction is pre-requisite of a viable semester framework (Subedi, 2019). In this regard, the curriculum and its major components i.e. objectives, contents, teaching and learning strategy and the assessment system are the curricular framework. Such components are implemented by the teachers and their students in the semester system. So, the framework of the semester system including the curricular aspects it has its appropriateness inside the classroom and in the student's learning process.

## Content coverage

Content coverage is one of the major curricular implementation of the semester system. The substance scope and consistency of classes are closely related each other. The substance scope indicates the completion of entire syllabus of the course within the allocated time in the semester. The course length is given in credit base framework where the forty-eight hours for each credit of the subject. The classes ought to be standard to wrap up the course substance agreeing to the scholastic calendar of the semester framework (Subedi, 2019). In the constituent colleges of TU, there is no remarks in case of the content coverage of the course. According to the respondents of the study, the course of the semester system is quite better and it covers the holistic content. One of the respondents of this study has argued that *“Almost of the course content coverage of the semester system subjects are satisfied. Some of the courses occurs break down of the yearly based course but they have covers the total content in each semester.”*

This argument focuses on the content coverage of the implemented course in the semester system. The expectancy theory emphasized on the sequence of expectations. In case of the curricular implementation, the efforts lead to the performance or if the structured courses of the semester system implement in the regular basis which is allocated credit hours of any subjects, the teacher’s performance reflects in the student’s learning. So, the coverage content of each semester can provides the holistic framework for the teachers in which they can practiced enough to achieved the pre-determined aims of the course.

## Class regularity

Regularity of students in the classroom is the crown of the system because absenteeism of students never supports to fulfill the aims of the semester system. It is basic principle that student should be regular and they have secured 80 percent attendance. In case of the constituent colleges of TU, there is partially regularity of students in the classes. Most of the students have irregular in their class which hampered in their overall semester basis task i.e. learning process, assignment report preparation and presentation, evaluation process of their own and active participation in the classroom. Only a few numbers of students have regular in their classes who have devoted to complete the degree. The respondents of the study have argued that there are two types of scenario in case of the class regularity of students. One is partially regularity or irregularity and next is regularity. In the hard and difficult subjects i.e. mathematics, science and ICT, students have managed their regularity in the classroom but in language subjects, social science subjects and health as well as population subjects they can’t manage their time for the learning in the regular basis.

One of the respondent of this study has argued that-

*My schedule of instruction in the morning shift and I have taught mathematics in M.Ed. 1<sup>st</sup> semester. In case of my subject, most of the students have managed their time for learning process because I have strictly implement the curriculum in which the attendance should be 80 percent.*

Another respondent of this study from Gorkha campus has argued that-

*I have taught core course to the students in M.Ed. 1<sup>st</sup> semester but there are almost students have irregularity in the classroom because they have their own job and can’t managed the time for learning. Except mathematics and science major subject students, others have not seriousness for the regularity in the classroom.*

These arguments have diverse version. First, in the difficult or hard subject, students have mostly managed their time for regularity but comparatively students who have easier major subject, they don’t have manage the time in the regular basis. Second, some of the students have their job so they can’t manage the regular time in the classroom but who have not job, they have presence in the classroom in the regular basis.

The implementation of curriculum is fruitful if there is regularity of students in the classroom. Expectancy theory also emphasis in the fulfillment of the desired outcomes of students are depends upon their regular practice in the classroom.

## Instructional environment

Instructional environment plays a pivotal role in the learning process. The physical and the academic

environment for the learning is the basic requirement. Physical environment indicates the proper arrangement of desks, benches, white board or black board, light, ventilation, space for teacher moving, arrangement of internet, overhead projector and so on. Similarly, academic environment points the interaction and discussion of students, collaboration of teachers and students, motivational factors, encouragement for teaching and learning (Subedi, 2019). Appropriate learning environment inspires to students and they have strong motivation for the learning but the poor learning environment uninspired to the learning. This environment is both for teachers and students because they have in the same platform.

One of the respondents of this study has argued that *“In our college the instructional environment is better in case of the physical and academic environment. There is well managed classroom with ICT and furnishing, separate discussion desks and peaceful environment for learning.”*

This is the similar argument of the constituent college of TU inside the valley but there is moderate environment for the learning in the outside valley college. Except some constituent colleges, most of the colleges have old and classical type building and classroom. Not proper managed ICT instrument and modern furnishing system.

Another participant from Mahendra Ratna Campus has argues that- *“We have small classroom, thin benches and I have taught without ICT devices. I have mostly used lecture method in my class of master degree.”*

These arguments have also diverse reflection towards the learning environment. Some of the constituent colleges have well finishing physical and academic environment whether some of the college have poor environment for learning which interrupt to manage the academic learning environment. Expectation theory emphasized in the well learning environment for the students where they have expected the clearly stated aims of the course of the semester system.

### **Teaching and learning strategy**

Teaching and the learning strategy are finalized through the syllabus but its implementation is very challenging task. Teacher is one of the responsible person to implement the learning strategy. Students have also vital role to implement the learning strategy because the focus of the instruction towards the students. Basically, the success fullness of the semester system is depending upon the subject teacher who is skillful, devoted to his/her profession and honest to implement the curriculum. Besides, in the 21<sup>st</sup> century, teacher also known the skill to use ICT and AI (artificial intelligence) with accountability, responsibility, punctuality and regularity. Similarly, collaboration skill with the students supports to use the best techniques to learning which reflects the attitudes and aptitudes of the teacher. One of the respondents of this study has argued on the teaching and learning strategy in this way-

*Teaching and learning strategy in the semester system plays major role to achieved the pre-determined aims of the curriculum. In our college, I have used basically student-centered techniques i.e. group discussion, individual paper presentation, heuristic and experimental method in my subject. Most of the teachers have used teacher and student centered method or the mixed/blended techniques in their subject teaching. In my opinion, the successful of the implementing curriculum in the semester system is influenced by the well teaching and learning strategy or the techniques which the teacher and students have selected and used.*

This argument supports to the better implementation process of the curriculum in the semester system of the constituent colleges of TU. In case of the selection of teacher, they have select and used the mixed typed techniques and student centered strategies which are more fruitful and supportive to achieved the aims of the subjects. Expectation theory has focused on the positive correlation between efforts of the teacher and students and performance of their own which are determined by the well instructional strategies.

### **Evaluation and feedback**

Persistent and comprehensive assessment framework is one of the essential characteristics of the semester framework. It incorporates examination of scholarly and non-academic accomplishment in all measurement of identity of understudies (Subedi, 2019). The regular evaluation and the feedback process inspire to students for their continuous learning in the subject matter. In case of the constituent colleges of TU, there is not restrict and rigid evaluation as an internal assessment but the final examination system which is conducting by the Dean's office, that is strict. Evaluation and the feedback process should be fully transparent to the stakeholders

i.e. teachers, students and the parents in the semester system. If it is transparent, the stakeholders may improve their weaknesses.

One of the respondents of this study from Sanothimi college has argued that-

*There is partially flexible evaluation system in the internal assessment but in the final exam, there is rigidity of evaluation. Similarly, the subject teacher regularly provides the feedback in his/her subject matter. From the feedback, students are able to improve their weaknesses.*

This argument is similar to the other respondent of the study. All the participant of this study have emphasized in the regular evaluation system which is internally held and feedback towards the learning process of students. Majority of the subject teachers have partially flexible in their assessment process and they have provided the regular feedback to students and it ultimately supports to implement the curriculum in the effective way. The final evaluation system of the Dean's office is strict and rigid which is essential to evaluate the overall content knowledge of students. Expectancy theory also emphasis on the favourable performance of students which will be supportive to the result in a desirable manner and it ultimately provides a kind of reward to them.

### **Availability of resources and materials**

Availability of resources and materials is an essential component of the curricular implementation in the semester system. Without the resources and learning materials, teachers have difficult to deliver the content and students have face the challenges in the learning process. This condition finally interrupted to implement the curriculum of the semester system. Resources can be classified into three categories i.e. physical resources, human resources and the resources related to Information Communication Technology (ICT) (Subedi, 2019). There is partially available condition of required resources and materials in the constituent college of TU basically in the faculty of education. In case of the other faculties, i.e. science, ICT, there is impossible to deliver the content without equipment and lab but in the faculty of education, partial available resources and materials can easily support to deliver the content.

One of the respondents of this study from central department of education has argued that-

*There are partially available resources and materials which is required to deliver the content in our department. Specially, in mathematics, I have almost used the required resources and equipment which are used in the regular basis. Except our department, some of the department have faced the scarcity of the necessary resources and materials which may effect to implement the curriculum in the semester system.*

Rest of the other respondents have similar argument like they have partially available resources and materials in the department and classrooms. Human resources are enough available in the constituent college as they are full time or part-time. Similarly, physical resources and the ICT based equipment are partially available which make the curriculum implementation process better. Students and the teacher's expectations towards the resources is high inside and outside of the classroom but they have partially access to such materials due to the poor management of the campuses. Sometimes, lacking of materials hampered to implement the curriculum of the semester system.

### **Use of information and communication technology (ICT) and artificial intelligence (AI)**

Beyond the physical and human resources, one of the most valuable and useful material is information communication and technology based resources. In the 21<sup>st</sup> century skills, the use of ICT and AI also required to deliver the content in the learning situation. This use may supportive to implement the curriculum in the semester system. If there is lacking of ICT based materials and resources, the uses of it may be impossible but if there is availability of such resources, teachers and students must use them to proper implement the curriculum. In case of the constituent colleges of TU, majority of the teachers have updated to use the ICT based resources and sometimes they have used artificial intelligence (AI). Use of ICT based resources and AI, it is more supportive to implement the curriculum and achieving the ultimate aims of the courses.

One of the respondents of this study from Sanothimi campus has argued that-

*In our department we have available of ICT based resources and I always used such materials to deliver the content. In case of exploring new things, students have used such materials in my guidance. Similarly,*

*we (teacher and students) have used AI to generate the new idea about our subject matter and solution of the problems.*

This argument emphasized in the proper uses of ICT based resources and AI in a constituent college. This practice regular support to implement the curriculum in the well manner.

Another participant of the study from Gorkha campus has argued that-

*I have partially use ICT based materials to deliver the content and AI as well. We have lack of this types of resources and sometimes the electricity problem also. I usually used the ICT based resources if that can be used in the classroom. Technically sometimes I can't use them because of the light, technical person and the internet problem.*

Majority of the respondents have similar viewpoint like this. They have argued that due to internet and electricity, technical person and poor availability of resources they have partially used the ICT based resources and AI. This types of practices hampered to implement the curricula in the semester system and the problem of generating the knowledge inside and outside of the classroom. Students expectations also disturb by the uses of ICT based materials and AI in the present context.

## Conclusion

Curriculum implementation is the challenging task in the semester system. It reflects the clarity of objectives, content coverage of the subject matter, teaching and learning strategy, uses of resources and materials and evaluation process throughout the system. There are clearly stated aims of the course in each semester but the content coverage is in the narrow way in which the practice of teacher and students towards the generating knowledge is slender. Similarly, student regularity, learning environment, and teaching and the learning strategy are quite better which are supportive to implement the curriculum based on the student centered techniques. Likewise, the uses of resources and materials are properly used if they are available in the institutions to achieved the pre-determined aims of the course. Finally, the evaluation system is flexible in case of the internal assessment and the final examination system is more rigid which is conducting by the faculty of education. All these components reflect the actual perception towards the curriculum implementation in the semester system of constituent colleges of TU. So, curriculum implementation practice should be teacher or the instructor centered where they have self-prepared it and implement in the near future. This types of practice will fully supportive to alive the semester system in the university and there will reflect the autonomy of teachers and institutions in all things related to the quality higher education.

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