

**Students' Perceptions on Online Assessments: Evidences from the M.Ed. Fourth
Semester English Students of Tribhuvan University**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted by:

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**Deapartment of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2025

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Declaration

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 20/03/2025

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Recommendation for Acceptance

This is to certify that Mr. Kamal Khatri has prepared the thesis entitled **Students' Perceptions on Online Assessments: Evidences from the M.Ed. Fourth Semester English Students of Tribhuvan University** under my guidance and supervision.

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Dedication

Dedicated to

My parents and all the teachers for their never ending support and guidance in each and every step of my life.

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This study is an output of the continuous encouragement of my respected thesis supervisor, teachers, dear friends, seniors, and those who provided constant support and proper guidance during this process. Therefore, I would like to thank each individual for his or her continuous inspiration.

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Abstract

The research study entitled **Students' Perceptions on Online Assessments: Evidences from the M.Ed. Fourth Semester English Students of Tribhuvan University** aimed to investigate the students' perceptions of online assessment and find out benefits and challenges of online assessment. The survey research design was employed for qualitative research and sample was selected using census sampling strategy. For primary data collection all students were selected from 9th batch of Department of English Education Tribhuvan University, Kirtipur, Kathmandu, who enrolled in M.Ed. fourth semester. Semi-structured was the data collection technique and interview guidelines (open-ended questionnaires) was the data collection tool. The data were analyzed and interpreted them thematically. The findings of the study indicates that online assessment provides some benefits such as immediate feedback, flexibility allowing students to take exam and presentation from their homely environment that helped reduce unnecessary stress that usually comes with traditional exam settings. Similarly, it made easier to balance their educational and professional career. However, students also faced several challenges. Technical problems, lack of face to face interaction, dependence on AI tools and also background noise which made problems with concentration and their creativity which negatively impacted student's engagement and performance. To overcome these issues it is essential to improve digital infrastructures, adopt interactive learning methods and establish strong support system for both teachers and students.

The thesis consists of five main chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms are included. The second chapter includes the review of both theoretical and empirical literature, along with conceptual framework. The third chapter deals with the methods and procedures of the study. It includes design and method of the study, research population, sample and sampling procedure, data collection tools and techniques, data collection procedures, data analysis procedure and ethical considerations. The fourth chapter includes analysis and interpretation of results. Moreover, the fifth chapter deals with conclusion and recommendations. This chapter is followed by references and appendices used for the study.

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Chapter-I

Introduction

This study entitled **Students' Perceptions on Online Assessments: Evidences from the M.Ed. Fourth Semester English Students of Tribhuvan University**. It attempts to investigate the student's perception on online assessment as well as, to find out benefits and challenges of online assessment. This chapter includes background of the study, statement of the problems, objective of the study, research questions, significant of the study, delimitation of the study and definition of key terms.

Background of the Study

According to Munro (2018) online evaluation is the process of evaluating a learner's overall performance or talent via virtual platforms, typically the internet or computer-based systems. Online learning management systems or specialized assessment platforms support a range of assessment techniques, such as tests, quizzes, assignments, and interactive exercises. In another way, online assessments examine students' performance or abilities using digital platforms, typically the internet or computer-based systems. It comprises a range of assessment techniques, including exams, quizzes, assignments, and interactive exercises, all of which are made possible by specialized assessment platforms or online learning management systems. It includes a variety of assessment types that are administered and controlled via web-based platforms or software applications, including essays, multiple-choice questions, simulations, and peer assessments. Online assessment offers flexibility, accessibility, and opportunities for personalized feedback, enhancing the efficiency and effectiveness of the assessment process in educational contexts (Lim & Morris, 2016). In other words, online assessment involves using digital tools to evaluate students' skills, knowledge, and performance in virtual environments. It includes a broad variety of assessment methods, including as essays, simulations, multiple-choice questions, and peer reviews, all of which are conducted and monitored via online platforms or software. Online evaluation provides scalability, accessibility, and flexibility. It allows the learners to participate from different locations and at various times. But there are drawbacks such as maintaining the validity of assessment experiences, managing technological difficulties, and guaranteeing security. Online assessment are becoming important in contemporary training and modern education due to technology advance.

In the context of Nepal, the pandemic spread of Novel Coronavirus, also known as COVID-19, has significantly disrupted every faculty of education. As the consequence of the lockdowns, schools and universities in Nepal have been temporarily closed for nearly two months. As of the second week of May 2020, UNESCO estimates that nearly nine million students in Nepal are affected due to school and university closures in response to the pandemic. Because of the compulsory closure of schools and universities for a considerable period of time, the education system has changed dramatically, with the distinctive rise of online classes where by teaching and learning is undertaken remotely and on digital platform. Education during and after COVID-19 needs to be rethought as something that's deeply connected to the local community. While teachers play an important role in offering support and guiding students, the actual success of education depends heavily on the resources, skills, and support available to everyone involved (Mahboob, 2020). In Nepal, the pandemic has affected students in very different ways. For example, some schools and colleges in cities have managed to start online classes to keep students learning. But in many rural areas, online learning just isn't a realistic option. Prior to this, Nepal's educational system mostly used conventional, paper-based tests with little incorporation of digital evaluation techniques. Online assessment was not often used, although several professional courses and private institutions experimenting with Learning Management Systems (LMS) like Moodle and Google Classroom for assignments and quizzes. However, Tribhuvan University (TU), Kathmandu University (KU), and Pokhara University were compelled by the pandemic to switch to online instruction and assessment. For internal and final evaluations, these universities have embraced Moodle-based assessments, Zoom-based viva exams, Microsoft Teams, and Google Forms.

Tribhuvan University Executive Council made guidelines for conducting online classes. By using the power of Tribhuvan University Organization the Central Department of English Education also practiced of both online and face-to-face (real). For those students who enrolled in real class after the job placement they engaged in profession later they want to continue their education through online they got benefits from this. The Central Department conducts online classes at the M.Ed. level for students who are engaged in jobs but wish to continue their education. These online classes are specifically designed to accommodate graduate students. In the semester system, students' achievements are evaluated through two types of assessments: internal and external

evaluations. External evaluations are conducted by the Examination Section, Office of the Dean, Faculty of Education, at the end of the semester. Students undertake external evaluations through face-to-face written exams at the Central Department of the university campus. On the other hand, internal evaluations are conducted by the course teacher and are based on attendance, participation in learning activities, assignments, presentations, and internal exams. For students attending face-to-face classes at the campus, their learning outcomes are assessed by course teachers through observations of their presentation skills, assignments, mid-term exams, and active participation in the classroom. Course teachers also provide feedback after evaluating students' presentations, participation, and written exams. Tribhuvan University Executive Council made guidelines for conducting online classes. For students attending online classes, their course instructors evaluate their achievements based on presentations, assignments, and mid-term exams conducted online. However, several issues can arise with online assessments, such as students facing technical problems like poor internet connectivity, which can significantly impact their performance. In the Nepali context, most students suffer from electricity cuts so, they are compelled to spend nights without electricity. During such times, many students are unable to join online classes. According to Sharma (2020), electricity cuts impact for submitting their assignment. Such issues create problems for students because poor internet connectivity prevents them from showcasing their actual performance so to find out these issues really impacts students engagement and performance, I selected this topic for my study.

Statement of the Problem

In recent years, the integration of online assessments has developed gradually prevalent in English Language Teaching (ELT) classrooms. The quick shift to online evaluations in ELT denotes an important technological changes so that students may have faced difficulty transitioning to new tools and platforms. Although online assessment techniques are becoming more and more popular nowadays. Most of the students enrolled in M.Ed programme who were involved in face to face teaching they often got opportunity for job. However due to job placement they did not able to continue their education. To solve this issue Tribhuvan University Executive Council made guideline for conducting online class. I have chosen this topic for my study to investigate how students who initially participated in face to face class but later shifted to online class perceive online assessment and to find out its benefits and challenges they encounter

during online assessment. When we talked about online assessment there are lots of issues raised such as poor internet connection, electricity cuts and others. Suppose, some students presenting their assignment and that time their voice did not audible because of poor internet connection. So that, they can't able to present their actual performance this type of issue really impact student's overall evaluation. As well as, if some student are doing mid term exam and submitting their assignments at that moment they can't continue their exam and they can't submit their assignment on time due to power cuts that made them unnecessary stress on them, that also affect on their evaluation. So that, I selected this topic for my study to investigate are these types of issues does really affects students overall evaluation and students perceptin on online assessment. Knowing how student perceive online assessment helps instructors for discovering possible problems so that I selected this topic to investigate student's perception on online assessment.

After reviewed Hussain, (2021), I found that this study focused on undergraduate student's perception of online assessment during Covid-19 pandemic in UAE. But my study focused on student's perception of online assessment after the Covid-19 in Nepal. After the reviewed of Mahapatra (2021), Fitriyah and Jannah (2021) and Kasarla et all (2022) focused on investigating the online formative assessment and feedback procedures of ESL teachers in India, Bangladesh and Nepal but this study not only try to find how student perception but also its possible challenges and benefits faced by M.Ed online students during the online assessment. And then, Theresa (2021) emphasised on student's perception of online assessment in Philippines but my study was focused on student's perception on online assessment in Nepal. As well as, after the studied of some Nepalese writers such as Acharya (2022), Sharma (2020) and Upadhaya (2022) focused on experiences of university students during the Covid-19 outbreak in Nepal. Most of Nepales researcher have focused on student's perception on online assessment during the pandemic period. During the pandemic, many students suffered with mental stress due to the fear of contracting the corona virus. This anxiety influenced how students perceived online learning and assessment. However in the post-pandemic period, this type of fear become less, which may lead to different students perceptions on online assessment so that I have selected this topic. Additionally, during the pandemic, most of the universities were fourced to conduct online classess as a emergency purpose. But nowadays online learning seen as an opportunity. This types of shift of midset also play role in shaping how students percive online learning and assessment. My study was focused on students

perception towards online assessment after pandemic. After reviewed related studies I found that no one study provides details analysis about students perception on online assessment after pandemic as well as, its benefits and challenges faced by students on online assessment. So that I selected this topic to investigate perceptions of students about online assessment in M.Ed. level.

Objectives of the Study

This study has following objectives:

- i. To investigate the students' perceptions towards assessment in online mode of teaching in ELT classroom.
- ii. To find out the benefits and challenges of online assessment.

Research Questions

This study has following questions:

- i. How do students perceive the impact of online assessment in the ELT classroom?
- ii. What benefits and challenges do the students encounter during online assessments in ELT?

Significance of the Study

This study is extremely important in several dimensions related to the field of educational technology and English language teaching (ELT). This study provide educators and curriculum developer's important insights into how students perceive online assessment in ELT classes. Understanding of how technology affects language learning experiences and designing successful teaching methods. Therefore, online assessment has become essential parts of language education. The findings of this study may provide guidance for policymakers for developing well informed policies related to use of technology in ELT. Implication of this study can influence on decision-making at institutional and educational system levels.

Furthermore, the results of this study may also influence on policy decisions and pedagogical approaches for online assessment in ELT classrooms. By adding to the body of information and serving the groundwork for further research in this field, this study may advance the body of knowledge on online assessment in ELT classrooms. For the benefit of both teachers and students, this study is important because it has the potential to

influence ELT practices in the future by fostering a nuanced understanding of the interplay between technology and language instruction. Researching how student perceive about using online assessment can advance the field of teaching and learning by generating new information and ideas that can help researchers and teachers alike. Student opinions and feedback can offer important insights into the effectiveness of the online assessment method and point out areas where assessment procedures need to be improved. Overall, researching how students perceive about taking online assessment can result in more student-centered evaluation procedures, better learning results, and a more productive and interesting learning environment.

Delimitations of the Study

In research, delimitation refers to those characteristics that limit the scope and define boundaries of the research area. It bounds the researchers not to go beyond the limited area of the study. Similarly, it provides the information of research design, population, sample, sampling strategies, study area and data collection tools. This study was focused on the following limitation

- In this study, the design was based on survey research design to get data.
- In this study, the sample was selected from in master level English online students (9th batch form fourth semester) from central department of university campus of Kirtipur, Kathmandu district through census sampling strategy.
- The data were collected via interview and analysed through thematically
- The interviews were conducted only one per participants

Operational Definition of Key Terms

In this section, the definitions of some of the key terms used in my study are incorporated. Whatever, these words may mean in other areas, the meaning of these words in my study will be following:

Perception: a capacity for comprehension, it refers to the way individuals interpret and understand information or experiences based on their senses, thoughts, and emotions.

Online mode of ELT: It refers to the process of teaching and learning the English language through internet-based platforms such as Google Meet and Microsoft Teams. This often includes blended learning.

Internal Assessment: In M.Ed level there are two types of evaluation: internal and external. Internal assesment refers course instructors evaluate students achievement on the basis of assignment, attendance, mid term exam and presentation which coverage 40% but In my study it refers to evaluate students achievement on the basis of assignment, presentation and mid term exam.

Chapter-II

Review of the Related Literature and Conceptual Framework

This chapter provides a detailed review of relevant studies and their implications for this research. It explores previous research and related literature on M.Ed. students' perceptions of online assessment, covering both theoretical and empirical perspectives. Additionally, it includes insights from various books and articles on online assessment, making the theoretical foundation of the study. The chapter is structured into different sections, including a review of theoretical literature, an analysis of related empirical studies, implications of the review for this research, and the conceptual framework.

Review of Related Theoretical Literature

A literature review includes an analysis of previous research contributions in a certain field of study, conducted by credible scholars and researchers, as well as accepted theoretical frameworks. In determining the goals of the study and its expected conclusions, the literature review plays a crucial role. Additionally, it makes it easier to understand how the intended research would fill in current gaps in the academic literature in the designated topic. It deals with theoretical perspectives related to students' perceptions of online assessment. Examining existing literature helps build a strong theoretical foundation for the study. It also identifies gaps and challenges in previous research, allowing for the exploration of new ideas based on established theories and findings. In this section, I have discussed the history online teaching and learning, history of online teaching and learning in Nepal, Tribhuvan University online teaching policy and current practices, benefits and challenges of online teaching and learning, concepts and history of online assessment, online assessment in Nepalese higher education.

History of Online Teaching and Learning

Distance education has a long history, dating back to the 18th century in the U.S., with Isaac Pitman pioneering correspondence teaching in 1840 in England. Over time, factors like the rise of information and communication technologies (ICTs), globalization, liberalization, and privatization have increased the demand for open and distance learning. Sadiku (2018), Milestones such as the University of London offering distance degrees in 1858, and later the launch of fully online universities like Jones University in 1996, show how online learning has evolved. With advances in internet technology, including 4G and 5G, online education has expanded rapidly—by 2019. COVID-19 has had a major impact

on the global education system, forcing schools and universities to shut down temporarily to prevent the virus's spread. This situation gave rise to a new approach known as "pandemic pedagogy" (Gyawali, 2023). In response, many governments turned to online learning as an alternative, using platforms like Zoom and Google Meet, depending on the technology available in each country. Technologically advanced countries such as the US, UK, Germany, and Australia quickly adapted by using Learning Management Systems (LMS) and cloud-based tools to deliver educational content through mobile devices. In these countries, teachers, institutions, publishers, and parents collaborated to create and share digital resources like e-textbooks and online lessons. Meanwhile, China and India launched national e-learning portals to support teachers, students, and education administrators. In contrast, countries with limited technology and infrastructure relied on traditional methods like radio and television to continue education during the pandemic.

Online education has become a valuable tool in many Asian countries, adding new dimensions to the learning experience. Following global trends, countries like China and India have developed national e-learning portals that provide access to digital resources for students, teachers, parents, and education administrators (Gyawali, 2023). China has implemented flexible online teaching methods, improved cybersecurity through collaboration with service providers, and even included psycho-social support to ensure effective online learning. Similarly, Indonesia and Malaysia have embraced digital education. Indonesia uses Education TV and the 'Learning House' program to deliver educational content, while Malaysia has launched a dedicated TV channel and an online platform offering live-streamed lessons, on-demand content, and digital textbooks. Before the COVID-19 pandemic, India's digital education sector was still developing, but it was already growing at a rate of 55%. Online learning in India now allows students to access top-quality resources and teaching, with the help of multimedia tools like videos, simulations, and interactive lessons that make learning more engaging and effective.

History of Online Teaching and Learning in Nepal

Nepal's education system has traditionally been rooted in face-to-face teaching, starting from the ancient Gurukul system where learning took place in temples or teachers' homes, to the formal classroom-based education we see today. This teacher-centered approach focused on lectures, with students as passive listeners. However, the

history of distance education in Nepal began in 1958 when the College of Education introduced adult education through radio, marking the first step toward alternative learning methods (Pangeni, 2016). The establishment of the Distance Education Centre in 1994, followed by key amendments in 2007 and 2014, paved the way for the creation of Nepal Open University in 2016 (Paudyal, 2020). This university introduced online classes using ICT tools, making it possible for students across Nepal to engage in distance learning. With access to the internet, Nepali students can now participate in global educational opportunities through online courses, MOOCs, and digital learning platforms offered by universities around the world (Pangeni, 2016). The Government of Nepal imposed a nationwide lockdown starting on March 23, 2020, due to the COVID-19 pandemic, which led to the suspension of all in-person teaching and learning activities across the country (Gautam & Gautam, 2020). In response, Nepal, like many other countries, adopted online learning as an alternative to keep education going. Institutions quickly shifted from traditional classroom teaching to virtual platforms. Kathmandu University began using tools like Moodle, Zoom, Google Hangout, and Google Meet for online classes.

Tribhuvan University also responded by introducing official online class guidelines, providing university email accounts for teachers and students, and training them in Microsoft Teams for academic communication and teaching (Paudel, 2020). The implementation of Tribhuvan University's Online Class Directives-2077 marked a major step in regulating and managing online teaching, including class preparation, conduct, and disciplinary measures. Training programs were initiated, although limited in reach—for example, only 500 out of 8000 TU teachers received training. Many institutions, including TU, Kathmandu University, and King's College, began using various ICT tools such as Zoom, Teams, Skype, Viber, and Messenger to make online education more accessible and efficient (Gautam & Gautam, 2020). Nepal Open University, already operating through online modes before the pandemic, further enhanced its digital capabilities. Other universities like Pokhara University, Mid-Western University, Far-Western University, and most schools and colleges across Nepal adopted online teaching to prevent academic disruption and continue the learning process during the lockdown (Paudel, 2021).

Tribhuvan University Online Teaching Policy and Current Practices

Tribhuvan University made guidelines for conducting online classes for those students who were unable to continue their education due to job placement. Most of the M.Ed. students often got job opportunity and due to their job placement they faced difficulties for continuing their education. To solve these problems Tribhuvan University Executive Council made online guidelines as follows:

Tribhuvan University

Regulations regarding the operation of classes Through Electronic Medium (Online) and open and distance education programs, 2077

Approval date: 2077/4/18

Approval Authority: Decision No. 381 of the Tribhuvan University Executive Council Meeting

Published by: Secretariat of the TU Assembly and Executive Council 2080

The Tribhuvan University Executive Council has made the following regulation using the powers given by the Tribhuvan University Organization and Academic Administration Rules, under the sub-rule(2) of Rule 133 and Rule 397 of 2050. They launched new regulation for conducting educational programmes through electronic medium (online) technology in paragraph 2. Under the paragraph 2 here are some points:

1. All university programmes and subjects, except for practical classes, can be taught through online classes. The authority to conduct these online classes for approved programs and subjects lies with the university campus or central department.
2. Schools, central departments, or campuses wishing to offer online classes must submit a proposal to the relevant Dean's Office, including programme details, infrastructure, and available staff. If necessary, the Dean's Office will forward the proposal to the Open and Distance Education Center for a feasibility study to assess the possibility of conducting the classes online. The Dean's Office will then make the final decision and notify the relevant parties.

3. If a student wishes to take a subject online, the concerned Dean's Office may allow them to join online classes from another school, campus, or department, in coordination with the Open and Distance Education Center. Internal evaluations will be conducted by the campus where the student is enrolled, and semester exams will follow the schedule of the enrolled campus. The student will receive a regular student certificate.
4. If a student wants to study a subject that is not offered by their enrolled school, campus, or department, they may attend online classes in another department with mutual agreement. Students must remain enrolled in their original school or campus. The participating school will handle internal evaluations, and external exams will be managed by the enrolled school or campus. A regular student certificate will be provided.
5. Students who wish to switch from live to online classes or vice versa in the next semester or year may transfer. Transfers within the same institution require approval from the head, while transfers between institutions require mutual consent. Students must remain within the same campus type (individual or affiliated) after the transfer.

Tribhuvan University, Nepal's oldest and largest university established in 1959, initially adopted the semester system but shifted to an annual system in the 1970s due to challenges in teaching and examinations. The semester system was reintroduced in 2014 for central departments and later expanded to all master's programs within Kathmandu Valley by 2017, and to all affiliated and constituent campuses nationwide by 2018. This system aimed to enhance learning through continuous internal (40%) and external (60%) assessments, emphasizing active participation, attendance, assignments, presentations, and exams. It promotes interactive learning through methods like group discussions, case studies, and critical readings, using a GPA-based grading system to support comprehensive student development (Abro, 2014). Tribhuvan University (TU) began implementing online assessments in 2021. During the Covid-19 pandemic, the global shift in education due to the Covid-19 pandemic affected Nepal as well. Online classes were started by establishing Nepal Open University in 2016 by utilising ICT in distance online learning mode. Nepali students connected to the Internet can access worldwide educational opportunities by joining Massive Open Online Courses (MOOCs), e-learning, online education and many more offered by various universities around the world. At the start of Nepal's lockdown, Tribhuvan University has introduced online classes, provided it domain email account for the teachers and students, and also trained

both teachers and students in using MS Team as an official software for teaching, learning, emailing and doing any tasks related to the university. Some faculties at Tribhuvan University made initial attempts to deliver lessons online, but these efforts lacked full coverage.

Tribhuvan University Executive Council has proposed a new guidelines for using online technology to run educational programs, using the authority provided by the Tribhuvan University Organization and Academic Administration Rules, particularly sub-rule (2) of Rule 133 and Rule 397 of 2050. To maintain educational continuity, the University Grants Commission (UGC) of Nepal further encouraged universities to adopt digital learning and evaluation practices. Despite this change, there were still problems with online assessments, including technological difficulties, poor internet access, and concerns about academic integrity. While many universities switched back to in-person exams after the pandemic, Tribhuvan University continue for using online tests for assignments, presentations, midterm exams, and internal evaluations. Tribhuvan University (TU) has continued online assessment for internal evaluations for students who participate in online classes. Students who are unable to attend in-person classes due to their job placement they have particularly benefited from this online teaching and learning. Those students who tried to mangae their educational and professional career they got opportunity for online learning their internal evaluations were conducted through online on the basis of their attendance, presentation, assignment and mid term exam.

Benefits and challenges of online teaching and learning

For both teachers and students, online learning presents both enormous opportunities and difficulties. Students can obtain globally recognized degrees without having to attend on-campus classes thanks to its flexibility, affordability, and ease of use. Because it allows students to learn from any location with Internet access, this method of instruction is especially appealing to people who are unable to engage in traditional classroom settings. Online education is increasingly widespread in a variety of professions, including business, computer science, engineering, medical, nursing, music, and the social sciences. The number of online courses has increased significantly over the last ten years. Additionally, business groups are using it more and more. Online education has several benefits, including promoting online research, connecting educators and

students to a global network, and providing access to a wealth of reliable information. Additionally, it offers greater flexibility for both teachers and students, while also helping to develop time management skills (Paudel, 2021).

However, online learning provides a number of difficulties. Effective course delivery, timely responses to emails to students, and time-consuming adaptation to online tools and infrastructure are all requirements for instructors. Critics claim that because online training lacks the collaborative element of traditional in-person instruction, its effectiveness may be diminished. The high self-discipline and self-directed learning skills necessary for online learning may have an impact on students' achievement. Procrastination and concerns about the capacity of online learning are ongoing issues (Khatri and Bhatta, 2020). There are several challenges associated with online education, such as unequal access to the internet, poor quality of online resources, the high cost of laptops and computers, limited interaction, and frequent disruptions. Logging into classes and submitting assignments using new technologies can be difficult and time-consuming. Some students feel that online programs are less interactive. In many parts of Nepal, unreliable internet access makes it hard for students to upload assignments and attend classes. Additionally, the lack of access to computers further complicates the learning process (Paudel, 2020).

Concepts and History of Online Assessment

Over the past few decades, online evaluation has changed dramatically due to technological improvements and rising internet usage. According to Lu and Law (2012), the origins of online assessments can be found in the early 1990s, when internet usage started to increase. At first, basic web-based forms and surveys were used for online assessments, mostly to collect basic data or responses. As internet technology developed, online assessments expanded to include more complex formats, such as tests, quizzes, and exams. In the late 1990s and early 2000s, learning management systems (LMS) began to incorporate online assessment tools, allowing educators to create, administer, and design assessments online.

The practice of online assessments in corporate training and education increased dramatically in the middle of the 2000s. Teachers may now build dynamic, multimedia-rich tests and provide students immediate feedback thanks to the development of advanced online assessment technologies (Dawadi et al., 2020). During this period, the

popularity of online certification tests and standardized assessments also increased, emphasizing the role of online assessments in education and professional development. Recent technical developments, particularly in the fields of cloud computing and mobile technology, have further changed online assessments. Mobile platforms and apps have made it quicker and more convenient for students to take assessments online while they're on the go. Furthermore, cloud-based assessment tools have simplified the process for teachers to develop and administer tests, as well as to analyze and report on data.

Online assessment, as defined by Rust (2017), is the process of assessing students' knowledge, skills, and capacities in educational contexts through the use of digital tools and platforms. Quizzes, tests, assignments, and exams are just a few of the many formats that are included under this assessment style. All of these are given and finished online. Online tests provide many advantages, such as flexible scheduling and delivery, manageability for large student populations, the ability to get immediate feedback, and automatic assignment grading. To further improve engagement and customize the learning process, online tests can also include interactive features, multimedia components, and adaptive algorithms. To guarantee the validity and trustworthiness of assessment results, however, issues like concerns about the security and integrity of online tests, accessibility for all students, and the requirement for suitable technology infrastructure must be properly addressed. Despite these obstacles, online assessments are becoming more and more popular in educational settings due to the growing desire for adaptable and effective assessment techniques as well as the growing integration of technology into teaching and learning processes. According to Crisp (2011), there are two types of assessment each occurring at different levels in the learning process: formative, which occurs both before and during the learning process, and summative, which occurs at the end of key segments in a learning cycle or the end of the learning process

Continuous evaluations that take place throughout the learning process are known as formative assessments. Their goal is to give students regular feedback on their development so they can pinpoint their areas of strength and growth. Short answer questions, quizzes, and interactive activities like polls and discussion boards are a few types of formative online evaluations. These tests are essential for maintaining student interest and giving teachers information on how well their students comprehend the subject matter (Gikandi, Morrow, & Davis, 2011). At the end of a course or instructional period, summative assessments are used for evaluating students' learning. These tests,

which are usually more formal in nature, are intended to gauge how well pupils have met the learning goals. Essays, complete projects, and final exams are examples of online summative evaluations. They are intended to evaluate a student's overall understanding and mastery of the course material and frequently have a big impact on final marks (Bennett, 2010).

Online Assessment in Nepalese Higher Education

The history of online assessment in Nepal is closely tied to the broader development of digital education in the country, which began to take shape in the early 2000s. However, it took a long time for online evaluation tools to become widely used, mostly because to the difficulties caused by the COVID-19 epidemic. Higher education institutions in Nepal, including Tribhuvan University (TU) and Kathmandu University (KU), started experimenting with online learning platforms and distant education in the early 2000s as internet availability increased. However, these programs had a narrow emphasis and were primarily focused on educating pupils who were unable to attend regular classrooms because of location or other limitations. During this time, online assessments were rarely used and were typically restricted to particular programs, such those provided by the Nepal Open University (NOU), which was founded to encourage distance learning in the nation (Pangeni, 2016).

The start of the COVID-19 pandemic in 2020 significantly accelerated the move toward online assessments. There was an urgent need to discover alternate ways to continue schooling because educational institutions all throughout Nepal were compelled to close in order to stop the virus from spreading. This resulted in a swift and unparalleled transition from conventional classroom-based evaluations to online ones. During the COVID-19 epidemic in 2020, online assessments started to acquire popularity in Nepal's higher education sector. Prior to this, Nepal's educational system mostly used conventional, paper-based tests with little incorporation of digital evaluation techniques. Online assessment was not often used, although several professional courses and private institutions experimenting with Learning Management Systems (LMS) like Moodle and Google Classroom for assignments and quizzes. However, Tribhuvan University (TU), Kathmandu University (KU), and Pokhara University were compelled by the pandemic to switch to online instruction and assessment. For internal and final evaluations, these universities have embraced Moodle-based assessments, Zoom-based viva exams, Microsoft Teams, and Google Forms. In order to maintain educational continuity, the

University Grants Commission (UGC) of Nepal also urged universities to adopt digital learning and evaluation practices. Despite this change, there were still problems with online assessments, including technological difficulties, poor internet access, and worries about academic integrity. Although many colleges restarted in-person exams following the pandemic, internal evaluations, quizzes, and assignments still employ online assessments. Digital tools for formative assessments are integrated into hybrid assessment methods that are still used by institutions such as Kathmandu University. However, issues with accessibility, security, and fairness continue to be major obstacles to the complete adoption of online assessments in the system of higher education. (Chhetri and Pokhrel, 2021). This change was not without difficulties, though. Despite these challenges, innovation and the nationwide adoption of online evaluation procedures were driven by the urgency of the situation. The pandemic also forced Nepal's educational officials to create new rules and guideline. The University Grants Commission (UGC) of Nepal, for example, issued directives to ensure the quality and fairness of online assessments, emphasizing the need for institutions to maintain academic integrity and provide adequate support to students during this transition (Devkota, 2021).

Review of the Empirical Literature

Many research works have been carried out in the field of online assessment in the context of Nepal as well as, in the international forum. Some of the research works that have been carried out previously in the area of online assessment are reviewed below:

Gikandi, Morrow and Davis (2011) conducted research entitled "online formative assessment in higher education: A review of the literature." These issues include concepts such as validity and reliability of assessment in online environments in relation to serving the intended purposes, as well as understanding how formative assessment functions within online and blended learning. This article provides a systematic qualitative review of the research literature on online formative assessment in higher education. As an integrative narrative review, the method applied in this review entailed systematic searching, reviewing, and writing this review of the literature to bring together key themes and findings of research in this field. The authors applied qualitative thematic criteria in selecting and reviewing the available literature from which they focused on identifying and analyzing the core themes that are central to the concept of formative assessment with a key focus on application of formative assessment within blended and online contexts. The key findings are that effective online formative assessment can foster a learner and assessment centered focus through formative feedback and enhanced learner engagement with valuable learning experiences. Ongoing authentic assessment activities and interactive formative feedback were identified as important characteristics that can address threats to validity and reliability within the context of online formative assessment.

Hussain, Daoud, Alrabaiah and Owais (2020) conducted research entitled 'Students' Perception of Online Assessment during the COVID-19 Pandemic: The Case of Undergraduate Students in the UAE. 'The purpose of this study was to investigate Students' perceptions closer to on line evaluation in the course of the primary wave of the COVID- 19 pandemic. They used number of 302 students as a sample, who were studied at second semester of the academic year 2019/2020. For this take a look at them followed a mixture of quantitative and qualitative techniques and consisted of a Likert scale survey questions and a loose writing mirrored image question. The findings of the study revealed that there is an inverse correlation between the students' GPAs, on the one hand, and their

level of satisfaction with online assessment and the pass/fail option, on the other. That is to say, students with higher GPAs were less satisfied with online testing and the pass/fail option. As well as, students' responses to the open ending question provided educators with some of recommendations for development which include enforcing on-line oral tests and on-campus testing.

Sharma, Timilsina, Joshi, Shrestha and Neupane (2020) carried out a study named "Online Learning in the face of Covid-19 Pandemic: Assessment of student's satisfaction at Chitwan Medical College of Nepal." This study's primary goal is to evaluate Chitwan Medical College students' attitudes toward online learning and the factors that influence it. Using a standardized questionnaire with 31 items on a 5-point Likert scale, they were able to choose 434 undergraduate and graduate students. The key findings indicate that while 29.7% of the students expressed neutral opinions, more than half of the students were satisfied with online learning.

Dhruba and Prakash (2021) conducted research entitled "Transition to Online Higher Education during COVID-19 Pandemic: Turmoil and way forward to developing country of south Asia- Nepal." With the aims of exploring the factors for the effectiveness of online mode of classes to on-class course-based students and analyzes the perception of faculties and students toward online mode during the COVID-19 pandemic. For this study they used exploratory research design, following mixed methods of qualitative and quantitative procedure. To build a rich understanding of the phenomenon, three-stage data collection procedure: preliminary interview, structural survey and validation were used. Findings of this study revealed triplet factors: infrastructure, student and teacher as antecedents of effectiveness of online classes during a pandemic. Technological support, infrastructure availability, faculty and students' perception have a significant relationship for the effectiveness of the online mode of the teaching learning process. Students faced anxiety during the COVID-19 pandemic, but a higher willingness to learn reduces the level of anxiety.

Mahapatra (2021) conducted research entitled " Online Assessment and Feedback Practices of ESL Teachers in India, Bangladesh and Nepal: A Multiple Case study." The primary goal of this research is to close this gap by investigating the online formative assessment and feedback procedures of three ESL instructors who are employed by three universities in Bangladesh, Nepal, and India. He used classroom observation, interviews,

and document analysis to choose three teachers and their pupils for this study, using a range of formative assessment techniques. The primary findings of this study indicate that all three teachers attempted to implement formative assessment procedures in each of their courses; however, there were differences between them in the caliber of the exercises, the range and frequency of formative assessment techniques, and their variety and frequency of formative assessment methods used. Few factors such as access tools, internet speed and familiarity with the tools shaped their practice.

Valdez and Maderal (2021) conducted research entitled "An analysis of student's perception of online assessments and its relation to motivation towards mathematics learning. With four goals: to find out how students feel about online tests; to pinpoint the elements influencing their thoughts about online tests; and to ascertain how motivated they are to acquire arithmetic concepts. They chose 127 students from a university in Cavite, the Philippines, for their investigation. They collected data utilizing a set of online evaluations and survey questions through a mixed methods study methodology. The study's main conclusions provide educators with a foundation for creating online tests that are more successful, especially when it comes to meeting the demands of the current learning generation.

Fitriyah and Jannah (2021) conducted research entitle 'Online Assessment Effect in EFL Classroom: An Investigation on Students and Teachers' Perceptions.' The main objective of this study was to examine the positive and negative outcomes of online evaluation on students' mastering behavior and the way instructors put together their teaching. For this study they distributed the questionnaire from thirty students followed by open ended interview with three EFL teachers in the Intensive English Course and six students in one of Islamic University in Kediri. The major findings shows that the students show positive attitudes toward the use of online assessment. The effects were seen from enhancing the flexibility of assessment, building awareness of preparing online language assessment, improving language assessment knowledge, building students autonomous learning, the complication of assessment administration, lower engagement between teacher and students, and anxiety in English tests.

Upadhayaya, Sharma, Gnawali and Belbase (2021) conducted research entitled ' factors influencing graduate students' perception of online and distance learning in Nepal.' The main objective of this study was to explore the perception of on-line and distance

learning (ODL) skilled via way of means of postgraduate college students in Nepal all through the COVID-19 pandemic in 2020. For this study they five-point Likert-scale was designed and administered to 71 postgraduate (57 male and 14 female) students of science education in a public higher education institution in Nepal in spring 2020. The predominant findings of this observe have pedagogical and coverage implications withinside the context of ODL in Nepal. The pedagogical implications are related to Quality, Opportunity and Challenges as perceived by the graduate students. The Quality of ODL program directly affects the quality of students' learning and their professional development. Therefore, there should be revision of curriculum, self-learning materials, and quality of delivery modes through the synchronous and asynchronous means to fit with the ODL tools and learning contexts. There should be more Opportunities for students' interaction and participation through asynchronous media such as group chats, reflections on relevant topics, and sharing of ideas. These kinds of additional activities may provide learners Opportunities to constantly interact with each other and the instructors to build upon the ideas discussed in the synchronous classes.

Acharya, Khadka, Lamichhane and Sharma (2022) carried out a study entitled "Experiences of Online University Examinations: A Case of Nepal." With the dual goals of reporting on the experiences of university examiners and examinees with online exams following the Covid-19 outbreak in Nepal and analyzing how they handled online exams given their limited ICT resources, abilities, and applicability. Semi-structured interviews and an online exam were used to choose twenty-seven participants for the study, comprising six teachers, fifteen students, and six administrative staff members. The main findings indicate that managing the quality of online exams in higher education may be made easier by developing appropriate policies, putting them into practice, and establishing servers, applications, web-based systems, advanced ICT infrastructure, and human resource capacity building.

Kasarla, Khatoon, Bhusal, Sharma, Shubham and Pathak (2022) conducted research entitled "Perception towards Oline MCQ Test for MBBS and BDS Students' as an Assessment Method during the COVID-19 Pandemic. This study's primary goal is to evaluate how MBBS and BDS students feel about the online assessment that was administered during the COVID-19 lockdown. First- and second-year MBBS and BDS students from Universal College of Medical Sciences and College of Dental Surgery completed an online Google Forms questionnaire as part of this study on medical and

dental students. The primary findings of this study demonstrate how online assessments improve student learning by providing instant feedback, and both dental and medical students expressed satisfaction with these forms of assessment.

Tran, Nguyen, Nguyen and Tran (2022) conducted research entitled 'An Empirical Study on Students' Perception and Satisfaction towards Online Assessment and Testing in Tertiary Education.' The main objective of this study was to explore the viewpoint and satisfaction on online assessments and testing of students who are studying foreign languages at some foreign language faculties at the University of Social Sciences and Humanities-Vietnam National University-HCM (USSH-VNU-HCM). For this study they collect data by giving questionnaires to students at three faculties: Faculty of English Linguistics, Faculty of Russian Linguistics and Faculty of Chinese Linguistics. The questionnaire received 201 valid responses. As well as, they also use Likert scale method to collect the data. The principal findings display that almost all of college students supported on line evaluation adaptation, college students' delight differed notably in line with the faculty's preparedness. Contributing elements in the direction of students' approval of assessment were: check enterprise elements, check content material elements and grading elements. Gaining lower acceptance from students, technical infrastructure factors, and test consultancy factors pose a challenge for instructors, faculty and university leaders in providing extra support for students who have difficulties accessing the system to ensure students' interests and benefits.

After reviewed studies provide an in-depth study of online assessment procedures in a variety of educational contexts during and after the COVID-19 pandemic in Bangladesh, Nepal, India, the Philippines, and the medical field. It helps me to identify a research gap and offer suggestions for my future study after reviewing related literature. After reviewing, I discovered that while the majority of research focuses on the pandemic era, but there is lack of study about how students perceive online assessments following the pandemic. Research on medical and dental students showed that students were generally satisfied with online tests, even while ESL teachers varied in how they used formative assessment methods, depending on things like internet connection and access tools. Some studies in Nepal highlighted the significance of policy implementation and infrastructure development to improve the quality of online assessment in higher education. When taken

as a whole, these results highlight how important adaptability and effective strategy are to maximizing online assessment procedures and satisfying the changing needs of students in various academic fields and geographical areas.

Implication of the Review for the Study

Literature review has valuable implications from the selection of the topic to obtain from the findings. According to the Kumar (2011) said that literature review is an important part of research that provides supporting tool from beginning to end. I have reviewed as many relevant literatures as possible which were already carried out. These works have recommended some possible researchable topics that helped me find out the gap between what has already been found out and what is yet to be explored. Literature review is a significant to examine and evaluate what has been done and what has not been done yet for finding new area for further research. Above reviewed theoretical and empirical literature have helped me a number of ways. Gikandi, Morrow and Davis (2011) this study made me know about online formative assessments.

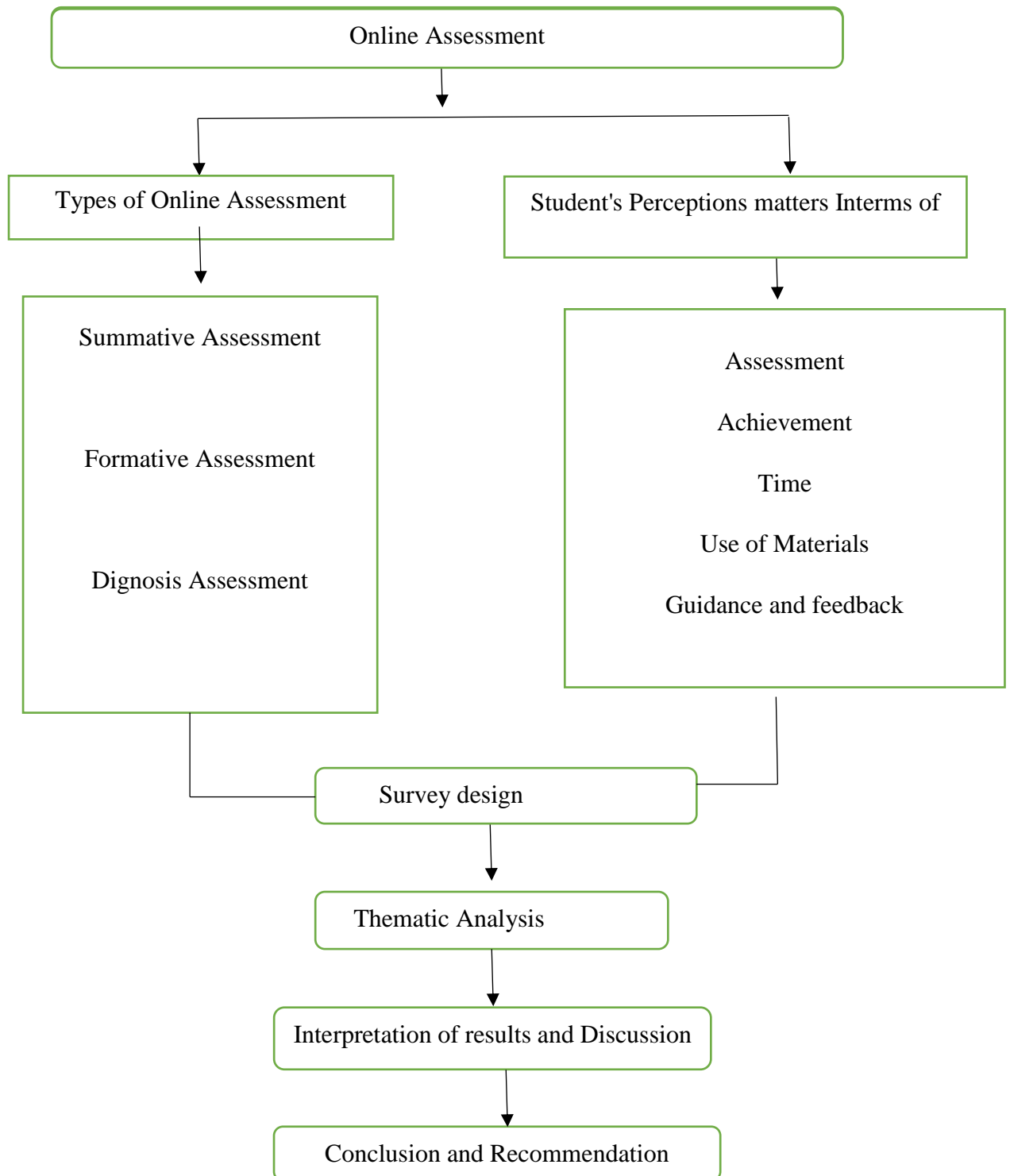
Similarly, the research carried out by Mahapatra (2021) and Acharya, Khadka, Lamichhane and Sharma (2022) gave me more information about the factors that influenced in formative assessment as well as, this study made me know about the condition of COVID-19 across the Asian country like India and Nepal and challenges of online learning during pandemic. In the same way, Hussain, Daoud, Alrabaiah and Owais (2020) gave me information about UAE student's perception during the COVID- 19. Similarly, Fitriyah and Jannah (2021) their research works explored to the positive and negative outcomes of online evaluation on students. By studying their study, I learnt about student's perceptions and also about interview questionnaires for obtaining data. In a same way, Dhruva and Prakash (2021) conducted research entitled "Transition to Online Higher Education during COVID-19 Pandemic and Sharma, Timilsina, Joshi, Shrestha and Neupane (2020) carried out a study named "Online Learning in the face of Covid-19 Pandemic. After studied their research works, I learnt about factors that influencing towards students attitudes and also know about effectiveness of online teaching and learning during pandemic.

Moreover, according to Acharya, Khadka, Lamichhane and Sharma (2022) gave me more knowledge about the Online Assessment and university student's perceptions

with online learning following the COVID-19 outbreak. As well as, I got its some information about interview. This study provided me a lot of ideas about conducting the research on my selected topic that became more helpful for me. Valdez and Maderal (2022) and Upadhayaya, Sharma, Gnawali and Belbase (2021) after studied their research works it helped me to explore some factors such as access tools, internet speed and familiarity with the tools that influenced with online assessment and also gave knowledge about survey research design which was employed in my research also and then it helped me to set my objectives and research questions for my study. There are so many others literatures, all of which more or less support me to understand the concept and history of online teaching and learning, benefits and challenges of online teaching and learning, history of online assesment and its practices in Tribhuvan University. From above reviewed research works, I come up with research process and methodological tools which are very important to my research work.

Conceptual Framework

According to Miles and Huberman (1994) "Conceptual framework is a visible presentation that designate graphically or in narrative form, the primary aspect to be studied the important thing factors, ideas or variables and the presumed relationship among them. After the study of many theories and empirical research, I have come up with the following conceptual framework which is presented in diagram.



Chapter-III

Methods and Procedures of the study

Under this topic presented the design of the study, population sample, sampling strategy, research tools, source of data collection, data collection procedures, data analysis procedures and ethical considerations.

Design and Method of the Study

Research design refers the research method which includes procedures or the way of carrying out the study in order to achieve the objectives. Research design is the outline on the basis of which the study proceeds ahead. In order to achieve the objectives of this research study, I followed survey research design. Survey research is a design that is widely used in social and educational research studies. Specially, it is used to carry out research in a large number of populations to explore an attitude, belief or behavior on particular issues. According Creswell's (2014) survey research design emphasizes the systematic collection of data from a large group to understand trends, behaviors, or attitudes. It involves selecting a representative sample, creating clear and unbiased survey instruments, and choosing appropriate data collection methods, such as online surveys or interviews. Creswell highlights the importance of ensuring the survey's validity and reliability, analyzing the data quantitatively or qualitatively, and maintaining ethical standards, including informed consent and confidentiality. Ultimately, his approach aims to provide accurate and meaningful insights by carefully designing the survey process and ensuring data consistency and credibility (Creswell 2014). To investigate students' perception on online assessment I followed survey research design where all participants were selected by census sampling strategy for this research. By gathering data from all participants, survey eliminates the potential for sampling bias, making the findings more reliable and generalizable. This is particularly important when trying to capture a wide range of opinions, preferences, and challenges faced by students, as even small sample biases could twist the results. By gathering data from all students, researchers can identify patterns, concerns, and feedback that are truly reflective of the entire student body, making the findings more accurate and reliable for decision-making regarding the future of online assessments.

Population and Sample:

The target population for this study consisted of M.Ed. students enrolled in the Central Department of English Education, engaging in online courses. This study aimed to include the entire population of students from the 9th batch in the Central Department of English Education to ensure a comprehensive representation of perspectives. The sample of this study were 20 students who engaging in online courses in the Central Department of English Education.

Sampling Strategy and Procedure

The population of the study was those students who were studying English as a major subject at the M.Ed. level in online courses at Tribhuvan University, Kirtipur Kathmandu District. The sample of the study was taken from 20 online students from 9th batch from English Education Tribhuvan University, University campus at Kirtipur, Kathmandu. Additionally, I had the opportunity to pursue my master's degree from the same University, which makes it convenient for me to select the sample for my study as well as, it made me easy to collect data from my junior students who are also familiar with me. Furthermore, obtaining permission or support from the department administrators it become so easier because I am already familiar with them. Therefore, I selected M.Ed. online students for as a sample for my research.

For this study, I used census sampling strategy to select the participants for this study. Census sampling is a sampling strategy in which the all population of interest is included in the study, rather than selecting a subset. It is typically used when the population size is manageable, and researchers want to capture data from all individuals to ensure comprehensive representation. This approach eliminates the possibility of sampling bias and provides accurate and reliable data about the entire population. According to Taherdoost (2016) in *Sampling Methods in Research Methodology*, census sampling is ideal when the researcher aims to gather precise insights from a specific and limited group. Because my target population from the 9th batch students enrolling in online M.Ed. courses at the Central Department of English Education is reasonably accessible, so census sampling is appropriate for my study on their perceptions of online assessment. I ensure that all viewpoints are represented by involving every student in the population, which will produce more accurate and reliable results. This approach gave me a complete picture that strengthens the validity and credibility of my research by enabling me to comprehend the diverse experiences and viewpoints of the entire group.

Study Area

The area of the study was based on to find the Students' Perceptions of Online Assessment. According to the purpose of the study, I took whole students from Central Department of English Education University Campus Kiritipur Municipality, Kathmandu. In the current scenario, the Central Department of English Education at University Campus, Kirtipur, conducts two types of master's degree courses: online and face-to-face classes, starting from the 8th batch of the new course. I also familiar with department administrators and its environment Therefore, I selected the Central Department at University Campus for my study.

Source of Data Collection

Both primary and secondary sources of data were used in this study. Since primary sources are gathered directly from respondents through interviews, they provide the most current and first-hand information. This ensure that the information represents real time experiences and perspective On the other hand, secondary sources consist of information that has already been collected, analyzed, and assessed by another individual. Citing previously published publications, research papers, reports, and other relevant resources help in giving the study context, background knowledge, and support.

Primary Source of Data

I collected the data directly from respondents through interviews. They provided firsthand information and insights based on their own knowledge, experiences, and perspectives. To gather original data for this study, I interacted with them directly via audio and video calls. This allowed me to obtain authentic and detailed responses. For this research, Master's level English education students who participated in online learning served as the primary source of data.

Secondary Sources of Data

To achieve the objectives of this study, various books, articles, journals, and thesis were used as secondary sources. These materials provided valuable information that had already been collected, analyzed, and interpreted by other researchers. Since secondary sources are created by individuals who were not directly involved in the original data collection, they offer insights, background knowledge, and support for this study by referencing existing research.

Data Collection Tools

A structured interview is a qualitative research technique in which a certain number of questions are asked in a predetermined order. I employed a structured interviewing technique to meet the study's objectives. Although structured interviews follow a standardized set of questions, they still provide some flexibility, allowing respondents to express their thoughts freely. For this, I designed an open-ended questionnaire for interview guidelines as the primary research tool for this research. This method was chosen because it is effective and appropriate for the participants of this study. Additionally, it helps the researcher gather relevant information in a systematic way, ultimately supporting the study's objectives. Interview guidelines (open-ended questionnaire) were crucial for understanding students' perceptions of online assessment. The area of the study was based on to find the Students' Perceptions of Online Assessment.

Data Collection Procedures

For the purpose of data collection, first of all I prepared the tools for collecting my data. Then, I visited the Central Department of English Education, Tribhuvan University, in Kirtipur, Kathmandu, and established rapport with the authority. After that, I clarified the purpose of my visit and requested permission from the authority. And then I showed my data collection tools to my supervisor. After getting suggestion from my supervisor i corrected some error on data collection tools than after I got permission to conduct interview to collect data. Once I received permission from my supervisor, After that I met one student from the 9th batch at Kanti Boys hostel T.U who is very close to me and I explained my research purpose and the reason for meeting him. After that, I requested him to notify all online students and ask them to spare some time for an interview. Once he posted the notification in the online group, I called him on whatsapp and asked him for the students' contact numbers, and then he provided me with only six numbers. After receiving the numbers, I called them one by one. Only four candidates answered my call, and I explained my research purpose to them, requesting their time for an interview. However, only two participants agreed, and I conducted their interview in a group. First, I gave a brief introduction about myself and my research purpose. Then, I requested them to introduce themselves briefly. After that, I asked my questions and recorded their responses turn by turn, finally concluding the interview by thanking them. On the other hand, the other students mentioned that they were unavailable at that moment but

promised to arrange time on Saturday. After a few days, I called them again on Saturday, conducted their interviews, and recorded them on my device. After the first week, I asked my friend again for more students' contact numbers, and he immediately provided me with eight more. After receiving the numbers, I called them immediately, but no one answered. So, I tried reaching them on WhatsApp and left a message. A few days later, I called them again, and this time, most of the students answered and agreed to an interview. I conducted the interviews and recorded them on my device. Then, I contacted my friend once more for additional students' numbers. After receiving the remaining contacts, I called them and conducted their interviews for my data collection. And I concluded by thanking them for their kind cooperation.

Data Analysis and Interpretation Procedures

I used thematic analysis procedures for my data analysis. Thematic analysis makes it possible to find, examine, and interpret patterns or themes in qualitative data, it is a good tool for examining data to learn how students feel about online assessments. Students' recurrent thoughts, experiences, and attitudes on assessments conducted online can be found by using thematic analysis to look at their answers to open-ended questions. For this data analysis procedure, at first, I interviewed for my research. After completing all the interviews, I contacted my supervisor for further guidance. She instructed me to transcribe all the interviews, which I did. Then, she suggested underlining the students' key statements according to my research objectives using different colors. Following her advice, I bought some colored pens and underlined the main statements accordingly: Blue for perception, Red for benefits, Yellow for challenges. Then took some photos of my work and sent them to my supervisor for feedback. After a few days, I met my supervisor on campus and updated her on my progress. She then suggested creating a table that included their statements (excerpts), and the assigned codes. Additionally, she advised me to separate the tables based on my research objectives—perception, benefits, and challenges. Following her instructions, I prepared three separate tables. First, I wrote the first letter of each student's name, wrote their key statements related to the objectives, and made suitable codes. After completing this for all students, I categorized the statements based on the similar codes and developed broader themes from those categories. Finally, my supervisor reviewed my themes and provided some feedback, and then make some corrections. Then, I analyzed the data adding their statement as it eases to make analysis more creative and meaningful.

Ethical Considerations

Ethical aspects play important role while doing a research. So, while conducting research, the researcher should be conscious about ethical issues. To maintain the ethically, at first, I conducted my research by taking permission from the participation and authority. And I kept the responses of the respondents confidentially. I did not use the data for any other purposes except for my study without taking permission from the respondents. I gave proper credit to the authors, scholars and researchers works to avoid the risk of Plagiarism. I maintained the privacy, trustworthiness and credibility in my research. By maintaining the privacy of my respondents I categorised them p1, p2, p3.....p19 and p20 without revealing their real name. For this P resers participant and 1 refers number of participant.

Chapter - IV

Analysis and Interpretation of Results

This chapter presents details analysis and interpretation of Master's level students' perceptions regarding online assessment. The study concentrated on online learners who were enrolled in Tribhuvan University's Master of English Education program in Kirtipur, Kathmandu. To investigate their opinions, knowledge, and life experiences. Interviews were used to gather the data, which were subsequently transcribed and given to a thematic analysis. Using this approach, important themes were identified and the results were interpreted based on study's objectives. I arranged the main themes according to the objectives of the study.

Students' Perception on Online Assessment

Students' perceptions of online assessment have been greatly changed by the shift to this kind of evaluation, especially during the quick transition to online education. Online assessments are becoming important for offering flexibility and convenience, especially for those managing work, school, and family obligations. Many students have a positive opinion of online assessments. However, opinions differ greatly depending on elements like fairness, technical dependability, and accessibility. Online assessments are typically seen as innovative and useful by students in urban locations with reliable internet and modern technology, but those in rural or remote regions encounter difficulties including low connectivity and limited device access. Following were students' perception on online assessment.

Lack of Interaction

Students can actively interact with their teachers and peers through interaction, which is essential to the learning process. However, many students believed that the interactive nature of traditional evaluations was absent from online assessments. P1 shared, "It is like one-way communication than traditional assessment." They felt that there was limited opportunity for in-depth conversations because online assessments were largely concerned with performing assessments and giving lectures. P2 expressed, "lack of face-to-face interaction." the majority of students and teachers primarily connected via audio conversations rather than video, they believed that online platforms did not offer an engaging environment. This made it challenging to interpret facial expressions and emotions during presentations and tests. Furthermore, some students said that, in contrast

to traditional settings where one-on-one conversations helped them recognize and improve their overall progress, they did not have enough opportunity to communicate with their teachers for feedback.

On the other hand, some students agreed that online assessments are useful, especially for those in remote areas. They valued how technology made learning more accessible by enabling them to pursue their education from home. P20 pointed out a stating, "Online assessment provide great opportunity for students for collaboration between student and teacher." Students said that during online sessions, teachers frequently tried to contact with students and create meaningful relationships. The classes became more interesting and productive as a result of these exchanges, which improved the learning process overall. The learning environment consequently improved, which had a favorable impact on students' engagement and test results. As a result, some students had a positive opinion of online assessment engagement as it made for a more encouraging and rewarding learning environment.

Creativity and Submission

Creativity and submission foster critical thinking abilities in students and enable them to actively engage in their education so, they are crucial components of online learning and assessment. Some students said that internet platforms gave them access to a wide range of information to improve their creativity. P9 stated, "It provides us with varied resources online, so we can use them to complete assignments and present them in different ways." Students were able to experiment with various tools and platforms through online assessments, which expanded their knowledge and assisted them in coming up with creative solutions for their tasks. By employing a range of sources, such as research papers, articles, and online learning resources, students were able to extend their perceptions and add new ideas to their tasks, which made learning more dynamic and interesting. Students now find it simpler to hand in the numerous assignments they need to finish for internal assessment in the M.Ed. course. P10 shared, "The online platform makes it very easy to submit assignments." Online students may hand in their assignments in PDF format from the comfort of their own homes, unlike traditional classrooms where students are required to print and submit in hard copies. This approach not only saving time, but also minimizes printing and travel expenses. P11 said, "we need not travel to campus to send our assignment." Many students admired the convenience of submitting assignment there is no need to present physically which

allowed them to have more time to concentrate more on their studies Furthermore, online submission simplified the procedure for both teachers and students and lessened the burden on arranging hard copies.

However, many students claimed that online assessment reduced creativity rather than improving it. P18 shared, "student can use ChatGPT for doing our assignments, which ruin creativity." Another p1 said, "Students don't use their own words, vocabulary, or thinking skills—they just copy and paste." Students became too dependent on pre-existing content due to the ease of access to online resources, which hindered their ability to think critically and generate original ideas. Some students said that internet problems made it difficult for them to send their assignments. Most of the p13 and 14 shared, "Due to poor internet problems, we cannot submit our assignments on time." For them, the process was stressful and frustrating because of the frequent delays brought on by the unstable network connection. Since it impacted their overall evaluation, many students experienced ashamed and disappointed when they couldn't hand their assignment on time. In addition to hindering their academic performance, the ongoing internet issues made them feel powerless, which made online tests difficult and ineffective.

Flexibility and Accessibility

Convenience and flexibility are main aspects of online learning and assessment, students from remote locations and those pursuing professional professions can now access education more easily. Online assessments were very helpful for many students who struggled to balance their studies and careers. P2 shared, "Online assessment is more time flexible than traditional ones." Unlike traditional assessments that follow a fixed schedule, online students could take classes at their convenience. They were not bound by strict administrative routines, which gave them the flexibility to manage their time efficiently. Additionally, there was no requirement for students to physically be present at a certain site because they could attend lessons from any location with an internet connection. Many students choose online assessments because of their degree of freedom. Students also emphasized how online assessments gave them plenty of time to finish tasks and prepared for the tests. Most of the students stated, "We have more time than in traditional classes." Unlike conventional settings where assignment deadlines were rigid, online students had greater flexibility to manage their submissions. Additionally, they saved time and money by not having to travel to campus to hand in

assignments or take internal examinations. The greatest benefits of online assessment for those students who belongs to remote regions they can easily participate in online classes without worrying about the expense of accommodation or transportation. By allowing students to study from home and complete their assignments at their own pace, online education provided a practical and effective alternative to traditional teaching methods.

P19 stated, "We can do mid-term exams from home so it is very beneficial and student have access various resources than traditional students." Online assessment provides students with a wealth of digital resources, helping them complete assignments and prepare for presentations creatively. By using various research articles, e-books, and academic materials, students could expand their knowledge beyond traditional textbooks. . However, some students stated worries that their creativity would be harmed by the excessive usage of AI tools like ChatGPT. According p19, "Students can use ChatGPT for assignments and exams." Although external resources can improve learning, a dependence on them that is too great might impair students' capacity for critical thinking and lost of originality. Therefore, in order to provide relevant learning experiences, students must utilize digital tools appropriately, even when online assessments offer accessibility and flexibility.

Learning environment and Psychological Impact

The learning environment have greatly impacted in students' academic experiences, and many online learners value the freedom to select their study location. In contrast to traditional classrooms, where distractions like side-talks with other students' might impair focus, several students remarked that online learning offers a more peaceful environment. P16 mentioned, "In traditional classrooms, some students side talk during lectures, which makes it hard to concentrate, but in online classes every student mute their audio." Online learners can concentrate better and have a more fruitful learning experience since they have control over their environment. They can concerntrate with the course materials more successfully when there are no disruptions in the classroom, which improves their comprehension and academic achievement. Students' emotional responses to online assessments differ. Since they may take the test from home without having to worry about strict regulations, many students think that online tests are more comfortable than traditional ones. P15 stated, "We feel online assessment is less stressful than traditional assessment because we give our internal exams from home." Unlike traditional settings where students must follow strict rules while being monitored by

examiners, online students are allowed to complete their assessments in a familiar and comfortable environment. This reduces test-related anxiety and allows students to focus on their performance without external interruptions. The lack of a physically strict exam room environment makes students feel more comfortable, which improves their concentration when taking tests.

However, not all students said that online assessments are conducted in a quiet environment. According to some students, studying might be hampered by background noise at home, particularly when it comes to tests and presentations. P9 said, "Sometimes background noise makes us embarrassed, especially during exams and presentations." Disruptive household chores, family discussions, or unexpected noises might make it hard to focus or speak effectively. For instance, background noise during an online presentation may affect a student's confidence, and interruptions during tests may result in unnecessary anxiety and decrease performance. However, online assessments can be difficult for some students, particularly those who live in remote areas with poor internet access. "A bad internet connection sometimes makes me very anxious because I cannot submit my assignment on time and my voice is not audible during presentations," said p8. Technical disruptions caused by unstable internet connection might make it challenging to finish work efficiently. One student even described a stressful incident in which she felt ashamed and powerless when her instructor reminded her of the deadline after her assignment had not been submitting on time because of connectivity problems that may lose internal marks. Students worry that technical difficulties may impact their grades and academic performance, which adds to their stress levels. Online assessments are flexible, but they also present some difficulties that may affect students' emotional health, especially for individuals who have trouble with unreliable technology.

Benefits of Online Assessment

Online tests have considerably benefited students by increasing the flexibility and effectiveness of the conventional evaluation process. One of its key advantages is convenience; instead of require to visit to actual locations, students can complete evaluations from the comfort of their homes. This flexibility, which enables individuals to balance their education with other obligations, will be especially helpful to students who work or reside in remote areas. Additionally, students can obtain instant feedback in specific formats through online examinations, which speeds up the process of identifying their strengths and weaknesses. Along with teaching people how to use different

technological tools, digital technologies help people improve their critical thinking and creative problem-solving abilities through a range of online assessment tools. Access to resources and the ability to study at their own pace can also help some students feel less anxious during tests, which makes the testing environment more comfortable and productive. According to participant there are some benefits are as follows:

Immediate Feedback

One of the key benefits of online examinations is that students can receive immediate, useful feedback, which is crucial for their learning and development. When students receive feedback that enables them to recognize both their strengths and weaknesses they are better able to evaluate their performance and make the necessary corrections. P2 expressed that, "We can get immediate feedback from our instructor." This timely feedback helps students correct their mistakes in real time, which reinforces the proper ideas and fosters a deeper understanding of the content. Constructive criticism boosts the effectiveness of learning by highlighting areas that require improvement and providing instructive guidance on how to perform better.

In addition, feedback is a strong motivating factor in online assessment. Many students said that getting timely feedback inspired them to put in more effort and remain motivated to their education. Giving students another chance to strengthen their areas of weakness increases their self-confidence and improves their educational experience. Another p11 stated, "Positive reinforcement, such as praise for effort helps students to stay motivated and persistent in their studies." Students' learning can be affected if they don't receive timely feedback since they can feel discouraged or unsure of their progress. Online assessments foster a positive learning atmosphere where students feel appreciated and inspired to keep improving by giving them quick and insightful feedback. Immediate feedback helped them to motivate to their education which impacts their overall evaluation. Most of student shard that they received timely feedback when they were presenting their assignment and doing midterm exam which helped to further improvement.

Reduce the Stress or Anxiety of Exam

One of the most significant benefits students experienced during online assessments was the reduced pressure and stress compared to traditional exams. Most of the students reported that they did not experience the typical nervousness that comes with

taking exam in a classroom setting. Most of the students, "online assessment made us more comfortable in exam that helps to reduce the anxiety of midterm exam." The majority of students claimed that they were constantly anxious before traditional exams, which frequently had a negative impact on their performance. On the other hand, they felt totally comfortable taking their midterm exam through online, which increased their confidence. P15 said, "we can give mid term exam from home so it is comfortable than traditional assessment." They were able to concentrate better and perform better because of the less frightening atmosphere provided by the lack of physical supervision like traditional exam and the freedom to take the test from peaceful environment.

"We can give the exam from home, so it is less stressful than traditional assessment," said p18. It demonstrated how the presence of strict and monitoring exam supervisors in traditional evaluations frequently fostered a fear-based environment. They talked about how exam supervisors' frightening facial expressions in actual classrooms made them worried. On the other hand, online assessment provided a more comfortable environment because the teachers seemed less strict and more understanding. Students felt more like they were finishing a routine task than a high-stakes examination because they could take exams from the comfort of their homes. In addition to removing their exam stress, this comfortable setting increased their confidence, which improved their overall performance. Most students agreed that the lack of exam stress was one of the key benefits of online assessments, helping them perform to the best of their abilities.

Flexibility and Accessibility

The flexibility and accessibility of online assessments are among its most important advantages. The majority of students stated that they appreciated the flexibility to select the time and location of their exam and assignments. "Online assessment gives time and place flexibility for students," p7 said. This flexibility was particularly helpful for people balancing work and school responsibilities. Having the ability to choose a time and date for their mid term exam helped many students better manage their workload. Traditional classroom's timetables might be challenging so that most of students did not get opportunity to do jobs. If students engaged in job real class they were forced to leave jobs or classes because in face to face classes did not give enough time for managing both. However, online assessment made it possible for them to complete their education without interfering with their jobs, which decreased stress and made it possible for them to study more effectively for exams. Most of the students stated, "They can manage their

job and education due to online education because they can attend classes from home." Students appreciated that they could hand in assignments and take midterm exams without being physically present on campus. It made it easier for them to handle their academic and professional obligations. The majority of remote learners are now able to complete their education because of technological advancements.

Another crucial advantage of online assessment is the availability of abundant online resources for study and assignments. Online platforms offer a wealth of external resources that help students expand their knowledge, in contrast to traditional classes where students have little access for other resources. According p20, "Online students have access for external resources for doing assignments." Having access to a range of study materials not only helped students complete their assignments efficiently, but it also boosted their confidence in the subject matter. By looking into a variety of sources, students were able to develop their critical thinking skills, increase their knowledge, and produce well-researched assignments. The availability of the information led to a significant improvement in both the quality of their work and their overall assessment performance. Additionally, having access to a variety of learning resources allowed students to have a deeper comprehension of their subjects, which enhanced and improved their academic experience.

Balancing Education and Professional Life

One of the most significant benefits of online assessment was students are able to continuing their education with other responsibility. According to p8 from remote regions reported that "online platforms allowed them to continue their education without having to leave their homes." As well as, p 9 said, "it gives us time to do other profession along with education study." Most of the students appreciative the flexibility to take part in mid term exams, hand in assignments and presentation from online which save additional time for managing others profession. Students who experienced financial difficulties benefited most from this flexibility since it allowed them to avoid paying for transportation or moving on campus as well as they can do other profession for overcome from economic hardships. The ability to continue their study without interfering with their everyday lives was a lifeline for many students so they share their gratitude to the online evaluation system. Some students said they could stay at home and complete their assignment through online, they did not need to physically present at campus for presentation, submitting assignment and mid term exam that types of flexibility gave time for doing

other Profession. Online assessment become very beneficial for those students who wants to continue education but their job placement they can not continue their education. Online assessment provides an great opportunity for students who are trying to balance their academic and professional life, this feature of online learning has shown to be very beneficial.

Moreover, most of the students shared, "it also helps us to continue our education career with profession." The majority of the students appreciated online assessment helped them to balance between their academic goals and their work obligations. Many students who worked in a variety of occupations stated that they could continue their education while working to support their families or themselves. Their financial obligations were lessened by this dual opportunity, which also inspired them to pursue their educational objectives without compromising their livelihood. Online assessment became a boon for such students, who wants to manage educational career and professional career. Students were able to succeed academically and professionally thanks to this creative online teaching.

Challenges of Online Assessment

Lack of necessary infrastructure, such as dependable internet connectivity and access to technological gadgets, makes effective online evaluation extremely difficult. Numerous factors, including inadequate preparation, geographic constraints, and inadequate technology infrastructure, make it difficult for students and teachers to participate in online learning and evaluation in undeveloped areas like Nepal. Students frequently struggle with issues like nervousness, a lack of study space, and a bad network, all of which make it harder for them to do well on online exams. It is challenging to guarantee meaningful learning outcomes in a virtual setting because of these problems, which can demotivate teachers and students. Some challenges faced by online student are bellows:

Lack of Interaction and Engagement

The absence of face-to-face interactions with peers and instructors during online examinations was one of the challenges students encountered. According to p1, "Traditional assessment have interaction between teacher and student, but online classes don't have enough time for interaction." In contrast to traditional classroom environments online learning allowed little opportunity for meaningful interaction. They expressed that

while they are presenting assignments, projects, or group work felt impersonal and disconnected, because they were unable to have direct interactions with their teachers and fellow students.

Additionally, another p9 told, "there is lack of face to face interaction in online assessment." The majority of students reported that professors and peers hardly ever switched on their cameras in online classes, which frequently depended on auditory communication. The largest obstacle is the inability to read the instructors' facial expressions and completely understand their responses and comments regarding the subject that were turned in. In contrast to online exams, several students stated that facial expressions during feedback were crucial in helping them understand the tone, purpose, and significance of the comments. They added that they were unable to fully communicate their achievements, areas of weakness, and growth with their teachers to get helpful criticism because they were unable to have face-to-face conversations. Compared to traditional assessments, the absence of these personal interactions made online assessments feel less engaging and less effective in supporting their learning and improvement.

Technical and Connectivity Issues

One of the most significant challenges students faced during online assessments was poor internet connectivity, particularly in rural and remote areas. Due to inadequate infrastructure, many students experienced inconsistent Internet connectivity, which frequently barrier for their ability to learn. P6 explained it, "Sometimes slow internet may cause problems in assessment." Due to poor internet student did not performe their actual performance especially in doing presentation. Most of studets said they became embarrassed at prsenting their assignment due to poor internet. P8 said, "We faced technical difficulties as well as a lack of a strong internet connection, so we did not present our assignment well, and sometimes we did not hear our instructor well that creates problems." Students found it challenging to fully participate in conversations, understand ideas, or even submit their papers on time as a result of these technological difficulties. Presentations were also adversely affected by poor internet access; several students felt uncomfortable when their peers told them that their voices were not audible because of connection problems. Most of the students stated, "we tried to submit my assignment two days before the deadline, but due to internet issues, the submission failed,

causing a big problem with my assessment." These challenges also prevented them from getting timely feedback that could have enhanced their performance.

Additionally, due to the internet problems some students from rural areas experienced regular power outages, which negatively impacted their regular participation in online learning. Another p16 said, "Sometimes we were unable to join online classes for a long time due to frequent electricity cuts." Students found it challenging to remain on track with their assignments because these power cuts made it impossible for them to attend courses, interact with their teachers, and take part in examinations. Another p14 expressed frustration, saying, "Sometimes load shedding may cause problems in assessment." Students frequently found themselves unable to submit their work on time because of power outages. "Our device may hang sometimes when we are going to present our assignment or exam," p4 clarified. This led to a great deal of stress and anger because their academic performance was directly impacted by uncontrollable technical issues. Most of the students shared, "We felt embarrassed during a presentation because sometimes our mobile phone was running extremely slowly, and sometimes it just hang." Online tests became challenging because of these technical issues, which not only caused students to lose focus but also made them worried about their grades.

Creativity and Fairness Issues

The loss of originality, especially in assignments, was one of the major issues that students encountered when taking exams online. Instead of using their own language and critical thinking abilities, the majority of student mostly rely on online resources. P1 commented, "Many students use online resources for doing assignments instead of using their own words, vocabulary, and mind—they just copy and paste." Students' ability to think creatively was destroyed by their over depend on online resources, which made barrier for their intellectual development. Mos of the students take assignments as a doing formality than a chance for actual learning because there were no stric rules for plagiarism checks so that they just copy and pest from previous printed materials. As a result, students spent time for searching site for their assignment rather than spend time for original thoughts and viewpoints, which affected their capacity for critical thinking skills and creative thinking in both their academic and professional life.

Students expressed concerns regarding online exam fairness in addition to originality. Many students expressed that because online tests were not closely monitored

by supervision, students may get opportunity for cheating on tests. P18 stated, "Online assessment is not fair due to cheating in mid-term exams because students have access to other resources." Online tests frequently lack adequate monitoring systems, in contrast to traditional tests, where students take exams under carefully monitored circumstances. Since some students got advantages and others were disappointed by the unfair competition. Some students proposed that in order to overcome these obstacles, teachers should impose rigid rules, give specific instructions, and make use of plagiarism detection software to promote originality and guarantee equity. The integrity of online tests is still a major problem without the right safeguards in place, which has an impact on evaluation results' reliability as well as student motivation.

Environmental Distractions and Concentration Issues

One of the major challenges students face during online assessments is dealing with background disturbances. Students who take online tests or give presentations from home are impacted by a variety of distractions, in contrast to traditional classroom settings where the atmosphere is quiet and regulated. A lot of students said that background noise frequently interferes with their ability to focus, particularly when taking tests or presenting work. P20 stated, "Sometimes background noise disturbs us, especially during exams or while presenting assignments." Distractions from the home, such as television, conversation, and younger siblings playing, might make it difficult for students to focus. People who live in shared environments often struggle to find a quiet, dedicated study space, which further impairs concentration. Students' confidence and academic performance may be further impacted by the stress these distractions produce, which also makes it harder for them to do well on tests.

Many students said that they were not completely involved in the online sessions while they attended. They just attended classes, rather than actively engaging, because they were busy for doing other duties or family chores. Most of the students stated, "We join online classes and do household chores, such as cooking or working on assignments, by muting our microphones." Students who were managing work commitments were especially vulnerable to this lack of engagement, which made it difficult for them to devote enough time to their studies. They thus performed worse on assessments as a result of their decreased understanding of the course material. They struggled to get great grades because of this difficulty to concentrate, which affected their

overall evaluation. Students also feel disconnected from the learning process, which diminishes their interest and engagement in online education.

Key findings of the Study

On the basis of analysis and interpretation of data, the following findings.

Students have both positive and negative perceptions. The findings of the study on the basis of student's perceptions on online assessment are below.

- Most of the students had negative perception because they believed that interactive nature of assessment was absent on online assessment. On the other hand, some students who belong to remote region praised that online assessment provided an opportunity for collaboration between teachers and students.
- Students have both positive and negative perception on creativity and submission. Most of the students shared that use of online resources they made their presentation and assignment creative way and it is easy to submit assignment through online. On the other hand, some students believed dependence on online resources they lost their creativity because they spare time for copy and paste rather than creating own languages.
- Online students got opportunity to get equal access for education due to its flexibility so that most of students had positive perception on its flexibility and its convenience. Online students have large access for online resources which helped them preparing presentation and assignment.
- Most of the students gave positive perceptions by saying they muted their audio in online learning to keep quite and peaceful environment for learning. On the other hand some students said sometime background disturbance made stressful environment which negatively impacted their learning.

The finding of the study on the basis of benefits of online assessment as below.

- Constructive feedback is crucial aspect for motivating in learning. Most of students agreed that they got immediate feedback after presentation so that it helped them for further improvement. Immediate feedback is another crucial benefits of online assessment.

- Majority of students reported that they did not experience stress which comes with taking exam in classroom setting. Online students got benefits from doing exam in their homely environment which helps to reduce the stress.
- Flexibility and accessibility are another important benefits of online assessment. Online students said there are no strict rules for participating from certain cite and they also have flexibility to make their routines according to their time convenience.
- Balancing educational and professional life is one of key benefits of online assessment. Most of the students able to manage their educational and professional life because of online assessment. Online assessment provided the ability to continue their education without interfering their profession.

Lack of technological infrastructure students faced lost of challenges. The findings of the study on the basis of challenges of online assessment are bellow.

- Most of the online students expressed online classes provided little opportunity for face to face interaction compared to traditional assessment. Majority of online student said they felt lack of face to face interaction which was main obstacle for students.
- Technical problems was one of the main chalenges faced during the online assessment. Due to poor internte problems students did not perform their actual performance while doing presentation and exam. Similarly they did not submit their assignment on time due to poor internet.
- Lost of creativity and fairness was another major challenges, students used online resources for assignment and presentation in stated of using their original language. Which impacted their creativity and fair of online assessment.
- Background noise was another major challenge students faced during online aassessments. Students felt difficult to concentrate on their study especially in presentationa and exam due to background noise which negatively impacted their performance.

Students had both positive and negative views on online assessment. Many appreciated its flexibility, easy access to resources, and reduced exam stress, while others struggled with technical issues, lack of face-to-face interaction, and background noise. Some felt it boosted creativity, but others said overused of online resources reduced originality.

Discussion

Investigating students' perceptions of online assessments was the goal of this study. Internal evaluations were conducted using an online platform. Students' interviews brought to light on online assessment and its main benefits, which include flexibility, immediate feedback, reduce stress, balance educational and professional career and ease of time management. In general, the majority of participants agreed that online assessments were a useful way of evaluating their learning. In order to give an extensive understanding of the elements affecting students' perceptions, this talk combines the main themes from earlier research with the results of this investigation. This study found that the flexibility and convenience of online assessments are among their most important benefits. This supports the findings of Upadhyay et al. (2021) and Sharma et al. (2020), who found that students appreciated finishing tests at home without having to travel and students are better able to balance their academic obligations with their personal and professional commitments when they have this freedom. Current study also said that due to online assessment most of student are able to mange their educational and professional career. And current studied found students gave online mid term exam and presentation from their homely environment which helped to reduce their stress that comes with traditionl exam setting, which was not found for others studies. Furthermore, studies by Kasarla et al. (2022) and Tran et al. (2022) provide evidence that online tests offer immediate feedback, assisting students in detecting their areas of weakness and sustaining their interest in the course material which was quite similar to current research work. But on the other sides, this study found students did not get enough opportuntiny for feedback their learning progress compared to traditinal assessment.

However, unlike these benefits, there are still issues, especially with regard to technological dependability and student involvement. Deu to internet speed, access tools and familiarity with tools shaped their practice said by Mahapatra (2021). These conclusions are supported by this study, which found that most of the students got unnecessary anxiety because of poor internet connection so, it caused delay submission their assignment and not performed their actual performance which negatively affects their achievement.

Students' opinions of online assessments are significantly influenced by technical support this findings are in line with those of Dhruba and Prakash (2021) which is little different from this study because this studies found not onliny technical support and infrastructure availability influence the students perception but learning environment, interactive teaching and learning methods are crucial aspects for online assessmentl and Acharya et al. (2022) said that managing the quality of of online exam made easier by developing ICT infrastructure, web-based system. This study also quite support and it found that strong monitoring system was needed for making online exam easier. According to research by Fitriyah & Jannah (2021) found that the students shhow positive attitudes towards the use of online assessment due to its flexibility of assessment But this current study found students had both positive and negative perception because of poor internet connection, background noise, electricity cuts and its stress made students negative perception on online assessment. According to research by Tran et al. (2022), the degree to which students are satisfied with online tests is primarily determined by how prepared their institutions are, including the quality of the test material, grading guidelines, and technical infrastructure. This is consistent with the results of the current study, which indicate that raising the caliber of online assessment resources and making sure students have enough support can improve how they see and accept online tests in general.

Chapter-V

Conclusion and Recommendations

This chapter highlighting the key findings and insights gained from the study. It also presents the conclusions drawn based on the analysis and interpretation of the data. Additionally, this chapter offers recommendations for future research and practical applications, suggesting ways to improve or further explore the topic.

Conclusions

Online assessment has grown in popularity as a method of evaluation in higher education due to the advancement of digital learning platforms and internet accessibility. By enabling students to participate in exams, submit assignments, and interact with teachers remotely, it offers a flexible alternative to traditional assessments. Due to education's growing reliance on technology, online assessments have completely changed the way students are evaluated, replacing digital submissions, presentations, and interactive learning activities for paper-based exams. Student's perceptions of them vary based on their experiences with engagement, accessibility, and the overall learning environment. Students' perceptions of online assessment varied from positive to negative. Many appreciated the convenience and flexibility since it allowed students to balance their study with other commitments. Instead of traveling to college, they found that it was easier and less stressful to do assignments and give mid term exam from home. However, a number of students felt that online evaluations lacked the interactive components of traditional learning because there was often minimal interaction with teachers and peers. While some students believed that the absence of face-to-face interaction hindered their learning, others claimed that online resources were useful for completing their assignments.

Online assessments, which have many benefits and challenges, influenced students' learning and overall evaluations in different ways. On the positive side, students appreciate the convenience and accessibility of taking tests through online. Students can manage their academic and professional responsibilities from home without having to travel. Additionally, students can give mid term exam from homely environment so that they don't feel unnecessary stress that come in taking exam in traditional classroom setting which positively impacts for their overall evaluation. Most of the students belongs to remote location they got advantages of equal access of education due to online

assessment. Online assessments helped to boost students' confidence and performance when combined with more comfortable testing environment, making learning accessible and enjoyable. Despite these advantages, there are also a number of challenges. The lack of face to face interaction and interaction with students and teachers because many students did not get time for meaningful personal interactions about their learning progress and achievement. As well as, they faced difficulties with technical issues such as poor internet access, malfunctioning gadgets, and power cuts, which increase anxiety and frustration. Environmental distractions, such as background noise at home, also make it difficult for students to concentrate, which can lead to worse work and a less productive learning environment.

Online assessment offers flexibility and convenience enabling students to balance their studies with other responsibilities. However, technical issues such as poor internet connection, power cuts and background noise can negatively impact students' engagement and performance. To eliminate these issues, it is essential to improve online infrastructures, adopt interactive learning methods and establish strong support systems for both students and teachers.

Recommendations

English teachers, students, evaluation specialists, textbook writers, researchers, and everyone else interested in doing research in the subject of English Language Teaching (ELT) will find the study's conclusions and suggestions to be helpful. I have made important recommendations and presented instructional consequences at three distinct levels based on these observations and conclusions, which are detailed below:

Policy Related

The results of the study are intended to improve the efficacy of online English language training (ELT) and are used to support a number of policy-related recommendations. First and foremost, governments must provide the integration of digital learning platforms top priority by ensuring that instructors and students receive sufficient information and communication technology (ICT) training. This will assist ensure that teachers are ready to use online learning platforms effectively and that students can benefit the most from them.

Additionally, the relevant university focused on investing in infrastructure upgrades for better internet connectivity and developing rules for infrastructure enhancements

because it is imperative to create a more dependable and conveniently available online learning environment. Governments must invest in expanding internet access and ensuring that technological resources are available nationwide, especially in rural and isolated areas.. Lastly, in order to make the online learning experience more dynamic and successful for students, curriculum and syllabus designers ought to think about developing more interactive online courses.

Practice Related

Online tests are very helpful and efficient for students who want to continue their education while managing their professional lives from home, according to the data analysis and interpretation. This approach motivates students by fostering a more positive environment and stronger ties between teachers and students. Educators should adopt multimedia tools and interactive content to enhance student's engagement and active learning in online teaching and learning. Relevent department should provide continuous training for both instructors and students is crucial to imporve their digital literacy and proficiency in online teaching and learning. As well as, Most of students had faced internet problems to take online classes so concerned authorities must enhanced strong internet access to them.

Further Research Related

This study was carried out in Central Department of Tribhuvan University in English Education Kirtipur, Kathmandu. The result of this study helps to others research to develop strong perception about online assessment. The researcher can conduct other research design such as survey, action, ethnographic research design by visiting other campus from different parts of country. The researchers can conduct research on online assessment of student perception on online assessment from remote parts of country. As this study gives ideas on how online assessment plays pivotal role for supporting in ELT. Further research can be carried out teacher perception on online assessment. Further research should address relevance and effectiveness of online assessment in ELT.

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Appendix A

This interview guidelines has been prepared to complete a research work entitled Students' Perception of Online Assessment: Evidence from the M.Ed. Fourth Semester ELT Program of Tribhuvan University. It consists of open ended questionnaire for interview guidelines based on my research study. I am interested to use this interview guideline tools with M.Ed. fourth semester online students from Tribhuvan University campus. Which aims to investigate the students' perceptions of assessment in online teaching and find out the benefits and challenges of online assessment. I have agreed to carry out the study according to the Ethical consideration.

- i. Have you participated in online assessments for your English classes before?
- ii. What types of online assessments have you encountered (e.g., quizzes, written assignments, presentation, speaking tests) or any of them?
- iii. How does online assessment is done by using SMS Moodle or another tool?
- iv. How comfortable do you feel with online assessments compared to traditional paper-based assessments? For example?
- v. What advantages of online assessments did you find?
- vi. Do you think the online platform accurately evaluate your skills, proficiency or knowledge?
- vii. Do you find any differences between online presentation and face to face (real classroom) presentation?
- viii. What aspects of online internal assessment do you find more convenient or challenging compared to face-to-face assessments?
- ix. Did you feel lack of physical interaction with teachers and peers during online assessment affect your achievement? How? In what ways?
- x. Are there any challenges you have experienced with online assessment?
- xi. How does your course teacher conduct your internal mid-term exam?
- xii. How do you feel about the possibility of cheating or unfair practices during online mid-term exam?
- xiii. Do you feel that online assessments are fair? Why or why not?
- xiv. Are there any technical issues you encounter during internal written exam through online? If yes, how do they affect your performance?
- xv. Have online assessments motivated you to put in more effort toward achieving your academic goals?

- xvi. Do you find online assessments to be more or less time-efficient compared to traditional assessment? Why?
- xvii. How comfortable do you feel while taking online assessment compared to traditional ones?
- xviii. What improvements would you suggest to make online assessments more reliable and accessible for students?
- xix. Is there anything else you would like to share about your experiences with online assessments in the ELT classroom?

Appendix B

I conducted interview then recorded on mobile devices and transcribes them are bellows:

Me: Ok Good morning, everyone. I'm Kamal Khatri. I'm the student of the student of 77th batch of English educations. And my topic is student perception on online assessment. We know that online assessment refers to evaluate our knowledge, skill, and proficiency level by using online platform through various forms such as exam, quiz, presentation skill, and other. In our course, there are 2 type of evaluation. One is internal evaluation. Another is external evaluation. Internal evaluation conduct by our course in instructor on basis of presentation skill, attendance, assignment, and midterm exam. And we, you all are online student so that your course instructor use online platform to evaluate your content knowledge based on presentation, assignment, and midterm exam. While talking about the online assessment, there are main issue raised on such as, issue of Internet connection, issue of fairness, so that I select this topic. This type of issue does really affect the student performance, Or how does student perceive the online assessment? So that I select this topic for my thesis. And and I'm very thankful to all of you to give me an opportunity to understand your perception about my topic. And, let's start our interview. First of all, please, give your introduction sorry introduction. Sir.

Participant 1: Yes, sir. Thank you, for, this. Yes. My name is Megraj Nepali. I'm originally from Dang. And now I am, I'm studying M.Ed fourth semester now. Okay. So, your, thesis topic is, online assessment. Yes?

Me: Yes, sir.

Participant1: And Thank you.

Me: And another, sir please give our introductuion?

Participant2: Thank you so much, sir, for this opportunity for, for, accepting your or gaining your knowledge about your topic. So it's my name is, Gagan K.C. I'm originally from Dang. So I'm pursuing master's degree in central department, Tribhuvan University. M.Ed 4th semester. And so, I'm thankful to you for achieving or gaining a knowledge about your topic. Okay? Sir.

Me: Thank you, sir, for your introduction. And let's start our interview, and I will start from Gagan, sir. Gagan, sir, have you participate any online assessment or any online course before?

Participant2: Yeah. I think, in my 3rd semester end of 3rd semester, our class is going on online work. So I will take from.

Me: And, sir, what's your opinion about this question? Have you Participate online assessment before?

Participant1: Yes. Obviously, Gagan and me, has the same class. So I I had also taken, online platform on 3rd 3rd semester, till now.

Me: Which online platform do your course instructor use for your assessment or evaluation?

Participant1: Yes. Again, can you, repeat the question, please?

Me: Which online platform or which online tools did your course instructor use for your assessment or evaluation? Which platform?

Participant1: Obviously. Yes. Obviously. Our our instructor, use, Teams, this is the platform of, online assessment. Dear, we, our instructor is, has given us, the different assignment and presentation on this, topic. So.

Me : Yes. And Gagan sir, do you think this, this platform use, microsoft teams? This platform is suitable for your evaluation, for your knowledge? This platform is suitable?

Participant2: I think that yeah. This this tool is it means Teams. Yes. It is very, useful useful for learning and teaching. So it provides a lot of knowledge, to the those students who are, not present in face to face classes like us. So it provides knowledge and assessment and for, for the students those who are not, presenting test to test classes.

Me: Okay. And, again, I will go with Gagan, sir. Gagan, sir, do you take any demo class, any orientation class for using for utilizing this online platform?

Participant2: No, sir. Still, I don't have participated in in this type of, only different classes of using applied tools. So, I will take this this kind of classes in upcoming, upcoming times, that is useful for our, for our for developing our knowledge and gaining, this type of skills.

Me: Okay. Sir, Megraj sir our Gogan sir said that, he didn't take any orientation class or any demo demo class for using Meet platform. So don't you think this orientation class is necessary to become you familiar to utilize it? Don't you think?

Participant1: Yes. As as my friend, Gogan, already said, we we are staying in a class. So I I have I haven't I haven't also to get an opportunity to, use, this tool. So our instructor, our instructor, give orientation, give orientation for, a little bit, but, I I I am also, not presented yet.

Me : how comfort how comfortable do you feel with online assessment compared to traditional assessment?

Participant2 : it is it is essential it is it is necessity for our, classes. So traditional class and classes and this online mode classes is a little bit different because our 3 classes are a traditional interaction between teachers and students. But, in, online classes, we don't have, those type of, interactions. And then it is one way communication. Just students listen, listen and, teach and just deliver the content. That's why, the best of this classes, traditional classes and online classes have, some kind of differences.

Me: Yes. You are right. And what about it megraj sir ?

Participant1: Yeah. But my my friend, Gogan, has already, told that. I also feel that I generally feel, more comfortable with online assessment because, in, online assessment, the more, more flexibility in online education, online assessment, then immediate feedback. We can, get immediate feedback for our instructor, as well as, technology, familiarity. We can also, take, the idea of the technology, and, reduce anxiety. These are the some, of the region.

Me : Thank you, Megraj sir. And, again, sir, what are the advantage of online assessment did you find? Participant1: Yes. Obviously, we we we have to find out the advantage, the main advantage of online assessment. Increase, such as increase access, enhance the collaboration. We we can take a collab we can, take, collaborative learning, as well.

Me :Yes. And, anything else going, sir?

Participant2: Nothing Nothing about more more than each. So do you have any queries? Please ask us.

Me: there are lots of advantage about the online assessment. And do you think online assessment and all of this platform accurately evaluate your skill compared to traditional one?

Participant2: I think I have the online modes. Yeah. A lot a lot of classes because the students have a a kind of, to promote the cheating activities like that. Though in in midterm examinations, students, you know, do not use their own, words, vocabulary, own mind. And so just to about copy and pest like that, it is a kind of, disadvantages like that.

Me: do you think online assessment especially in while doing midterm exam, are fair?

Participant2: Yeah. I already told you. Yes. It is not the pure about pure because, it is not it it does not help to enhance the students' knowledge, about the content. So students, students take a lot of, content, a lot of things, and it or cheating activities and it it promotes the cheating activities in the midterm examinations.

Me: And what's about you megraj, sir? Is there Anything else?

Participant1: Nothing nothing else. Yes. My friend already said that. Yes.

Me: Okay. Sir, are there any challenges you have experienced with online assessment?

Participant1: Yes. Can you tell me the the question, please?

Me: Are there any challenges you have experienced with online assessment while, you are conducting presentation and midterm exam? Are there any challenges you face?

Participant1: No, sir. It's, here here, some of the challenge we can face Yes. Technical difficulties. We we can, we we have to take, technical difficulties, distraction like that, to take, lack lack lack of face to face interaction. We we can face Yes. In all of the assessment.

Me: And anything else about the Gagan, sir? Yes, sir.

Participant2: I have this a lot of challenges while conducting the presentation I and J since, the economic examinations paper. So there there is no there is not a good access of Internet. What is the most challenge challenge is, do not access a good Internet and sometimes electricity problem. And, the the content while while sharing the content, and it has a kind of problem and some kind of, instrumental feature. So a lot of challenges while taking the online classes and presenting the content. That's all, sir.

Me: And do you find online assessment to be more or less time efficient compared to traditional assessment? Why?

Participant2: Assessment in in the assessment of, online classes, it is not more time saving, but, it's not beneficial for the students, in the comparison of traditional and face to face classes to students.

We did have, a lot of knowledge, knowledge, those content we, get we we get we take, those same content, the students of, face to face classes, they have different type of thinking skills. They have good knowledge. But we just see the screen of laptops, but we don't,

achieve any kind of knowledge, any kind of, content based ideas. So kind of Passiveness is here in my case.

Me: Okay. Sir, what improvements would you suggest to make online assessment more reliable and accessible for students?

Participant1: Yes. I want to suggest the online assessment. And for first of all first of all, we have to, yeah, we have to develop the accessibility. And then the improvement, reliability. And enhance the user experience. These are the, suggest or from my side.

Me: And Gagan sir, do you have anything else?

Participant2: Yes, sir. I think, I have a, not the specific solid ones Yes. But, the the but the university or teachers, now make more reliable to the content to develop the, curriculum like the online access base. Curriculum which are which which is made online access also. Online related. Online related.

Me: Yes. I think, sir, that's enough for our interview, and I'm very grateful for your valuable time and sharing your information. Thank you for your help, cooperation, and time.

Participant1: Okay, sir. Okay. Okay, sir. Thank you so, for giving, some, something else to explore our ideas.

The End!!!

Me: Hello, everyone. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed.Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, Gokul, sir, please, introduce yourself.

Participant 1: Okay I am Gakul situla and I am also student of M.Ed fourth semester and I am taking online classess.

Me: Thank you for your introduction. Gakul, sir, have you participate any online course online assessment before?

Participant 1: No sir

Me: And what sort of online platform did you use before? And which online platform do your course instructor use for your online assessment nowadays?

Participant 1: Microsoft team.

Me: Do you think this platform is suitable for your evaluation, your knowledge? This is suitable?

Participant 1: I think yes it is suitable for me because I easily submit my assignment and project work so yeah.

Me: how comfortable do you feel with online assessment compared to traditional assessment, Tara miss?

Participant 2: This is a little open the environment. I'm giving the assessment. When I last time when I was here to give the assessment, it was quite a, silent environment. There were no disturbance. But compared a bit in the paper, paper pen examination, I found most of the students making noise. They were side talking as well as, disturb disturbance. So we can

find cheating as well. And though in the online assessment, we may have our own idea of, answering, but our, environment remains silent. Only we are there to just give the answer. That I feel.

Me: Thank you for your opinion. And, Gakul, sir?

Participant 1: Comparing to traditional assessment matter, I found online is easier. We can attach our files and send it to our teachers. It is easier, helpful, equally. It saves a lot of time. That is all.

Me: Ok. And, Gakul, sir, what are advantage of online assessment did you find?

Participant 1: Advantages are I've already mentioned that, it is easier to send it to teachers, and, we can also use Internet and other tools to prepare assessment. That's that's it, sir.

Me: and Tara miss?

Participant 2: Yeah. As Gakul mentioned, it is convenient to submit our assignment as well as other, other, activities as well as the thing is that we need not to be present physically. The most important thing here, so we noticed is that physical absence make us, physical absence do not create us barrier. That is the thing. For learning physical, absence also can, be the good point in this case, online assessment.

Me: And Tara miss, what do you think are there any challenges you have to experience with online assessment?

Participant 2: Yeah. Actually, when there is no current most crucial thing. Which we have which we have experience. And sometimes if we we do have current, then if teachers don't have a current, then there won't be the classes. This is the, thing which we have experienced. And sometimes take out, if we are unable to use our device properly, let us know it will be, obstacles for learning. And similarly, the next thing of the challenge, is if we are unable to submit our assignment on time, you know, as usual, you know, in traditional way it also got a difficult, but in, on our assessment last time, what I experienced, I would like to share my experience as well.

Last time, whatever I submitted my assignment, but I forgot to turn on the, link there. And because of that, I my assignment was not submitted. At at at the last moment, I came to know that my assignment wasn't submitted, and I was near to expell from the exam. Because of poor experience he has. So that if we are unaware about the device or unaware about the topics or unaware about the, technology, then on an assessment can be difficult as well.

Me: and Gakul, sir?

Participant 1: I don't have any difficulties, in my experiences. So I found it is, helpful, and it is also time saving . Sorry for the noise. And that's it, sir.

Me: And, Gakul, sir, do you think online assessment are fair especially in midterm exam compared to traditional assessment?

Participant 1: No, sir. I don't think it's fair because we can easily cheat.

Me: Yes. Tara miss.

Participant 2: Yeah. I talk about the Gakul, sir. Because, last time also when we were having the internal mid term examination many of we had software, you know, taken a

software from the different kinds of source like Chatgpt and other these kinds of resources, which is not somehow good for us. Intellectual theft is common in, internal assessment or in online platform.

Me: And what improvement would you suggest to make online assessment more reliable and accessible for student, Tara miss?

Participant 2: So what I have said that we don't normally, we don't sit on our camera during our examination time. That should be banned. I think that should be banned. If we are given the examination, at least our if we are physically absent, though we are virtually present, we should be our cameras will be on there, and whatever we are writing, we actually be lab represented. That, I believe.

Me: and Gakul, sir?

Participant 1: Same as. Cameras will be thrown on, and the return assessment should be written by hands rather than the Microsoft tool or something like that. That's it, sir.

Me: I think that's enough for our interview, and thank you for your time and your support, Thank you for your help.

Participant 2: Pleasure, sir."

The End!!!

Me: Okay. Hello, sir. Namaste. I'm Kamal Khatri. I'm also a student of, from Central Department of Educations, and my research topic is student perception on online assessment. And you are also online students, and your course instructor, assist your knowledge your content knowledge, on the basis of assignment, presentation, midterm exams so that I, conduct I'm going to conduct this interview. Sir, please give your introduction.

Participant: Okay. I'm Saurav Bhatari. I'm I'm also a graduate student from University studying it for semester. Now in 4th semester. And, also, I'm doing job in my hometown campus.

Me: Thank you for your introductions. And, have you participate in any online courses, any online assessment before?

Participant: No, sir. This is my first time.

Me: you siad this is your first time. And, what sort of online platform or online tool tools does your course instructor use nowadays?

Participant: I think the online assessment tool particularly, I didn't know about it, but I think, they will access through my assignment written assignment. Yes. And And, yeah, that only, sir.

Me: do you take any demo class, any orientation class for, this platform utilizing this platform?

Participant: About to what, sir?

Me: Do you tweak any demo class, any orientation class for utilizing this platform?

Participant: Yeah.

Me: And what are the advantage of online assessment do you find? Yeah.

Participant: The the first one is flexibility and distance p distance student can also get advantages, advantage from it. And, second one is it is ICT friendly, sir.I think the result, calculation is very easy from from here.

Me: Do you find any difficulties for up uploading your assignment files and downloading any PDF files sent by your course instructor?

Participant: No. No, sir. As I am very techno friendly, that's why I haven't found any difficulties for myself to, access all the material all the resources that teacher, sent to me and when I sent to teacher too.

Me: what are the challenges you have experienced with online assessment?

Participant: I think I don't find any challenges there, there. But, but sometimes teacher disagreement to send the word file as an assignment is one of one of the difficulties that I found. They want handwritten assignment, so I found it very difficult.

Me: Ok I think, that's enough for my interview.Thank you for your help, sir. Thank you.

Participant: Thank you, sir.

End!!!!

Me: Okay. Hellosir, namaste. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed.Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

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Participant: Okay. Thank you, sir, for giving an opportunity to me. I am also a student of central department of English education, Tribhuvan University. Now I have been teaching here, Ramechhap district, of the students of, basic levels. Now I have been studying. I'm at 1st semester from the central department of English education.

Me: sir, have you participate in online courses and online any assessment before?

Participant: Yes, sir. I have participated, in online classes with, I have been studying, bachlor for the year. That was the time of pandemic.I have taken the classes of online classes.

Me: In in that time, what sort of online platform, online tools did you used?

Participant: I used, Microsoft Team at the time.

Me: And nowadays, which, tools, does your course instructor used?

Participant: I have been using the same, same tools, Microsoft Team.

Me: And, do you find, this, Microsoft Team actually evaluate your knowledge or skill? It is suitable for you?

Participant: Yes. It is suitable for me, but, it is not more effective than the traditional classes.

Me: And do you take any demo class, any orientation class, for utilizing Microsoft Team before the class?

Participant: Yes. I have been yes. I had used the some demo classes before starting my online classes. Me: And how comfortable do you feel with online assessment compared to traditional paper pen assessment?

Participant: I feel comfortable according to the situations. Actually, we, if it has not been, innovated by the technology, we were really we were really competitive by without, without online classes. It has been, facilitating some opportunity to study the for the classes.

Me: What are the advantage of online assessment do you find? There are some, advantages of online assessment.

Participant: At first, we must not go at the campuses for evaluations. They are the facilitator are providing us some questions to, evaluate some on the content.

Me: do you think online assessment or online platform accurately evaluate your knowledge or skill compared to paper pen assessment?

Participant: Not, sir. It has been losing our creativity than the, paper based test.

Me: Are there any challenges you have experienced with online assessment?

Participant: Yes. Definitely. I have been facing lots of challenges while taking online classes. There are electricity, power cuts nternet problems, like that.

Me: And what do you think that online assessment are fear, especially in you are doing midterm exam? Because some students have external resources for.

Participant: There is not a fair assessment because there is not the time limit limitations. We had been, taking our exams or internal exams, with a time limitation.

Me: do you find online assessments to be more or less time effective compared to traditional assessment?

Participant: It is also effective than the traditional.

Me: And do you find any difficulties while uploading your assignment files or downloading any PDF files from your course instructor?

Participant: No, sir. There is not any difficulties to upload any assignments or files on, team Microsoft team.

Me: And what improvements would you suggest to make online assessment more real, reliable and accessible for students?

Participant: There should be all the administrators and the students should be Punctuals and informed on the time. And, if we do that, they should not be consumed at the time.

Me: And what do you suggest to your course instructor does to avoid the unfair in midterm exam? Midterm exam?

Participant: The course instructions should, be, punctuals, and that course instruction should, provide some guidelines.

Me: I think, that's enough, for our interview, and, thank you for your time and help, sir.

Participant: Thank you so much for giving me, such a new opportunity and participating on your thesis and wish you all the best for your research.

End!!

Me: Ok Good morning, everyone I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed.Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

Participant 1: Yes, sir. Thank you, for, this opportunity I am Laxmi khadkaand I am also a student of central department of English education, Tribhuvan University

Me: And another, sir please give our introductuion?

Participant2: Thank you so much, sir, for this my name is, Khagendra Buda chettri. Now I'm pursuing master's degree in central department, Tribhuvan University. M.Ed 4th semester.

Me: Thank you, sir, for your introduction. And let's start our interview, and I will start from Khagendra sir, have you participate any online assessment course or any online course before?

Participant2: Yeah. I think, in my 3rd semester I have participate in online classess

Me: And laxmi miss have you participate online assesment before?

Participant1: Yes. Obviously, Khagendra sir and me in the same class. So we had also taken online classess in our 3rd semester.

Me: What shrt of online platform does your course instructor use for your assessment or evaluation?Khagendra sir.

Participant2: Yes. Again, can you, repeat the question, please?

Me: Which online platform or which online tools did your course instructor use for your assessment or evaluation? Which platform?

Participant2: Obviously. Yes. Obviously. Our our instructor, use, Microsoft Teams, this is the platform of, online assessment.

Me : Yes. And laxmi miss, do you do you take any demo class or orentation class for utilizing this platform use, Microsoft Meet

Participant1: I think that yeah. We took demo class from our department at the initial time.

Me: And, whats about Khagendra sir do you take any demo class?

Participant2: yes I took demo class at the begganing.

Me : how comfort how comfortable do you feel with online assessment compared to traditional assessment? Or paper pen assessment Khagendra sir.

Participant2: yes I felt very comfortable with online assesment because it gave us time flexible and doing profession with education so I felt very comfortable.

Me: Yes. And what about it megraj laxmi miss ?

Participant1: Yeah. My friend has already, told that. I also feel more comfortable with online assessment because, in, online assessment, the more, more flexibility in online education, online assessment, then immediate feedback.

Me : and Laxmi miss, what are the advantage of online assessment did you find?

Participant1: Yes. Obviously, we we we have to find out the advantage, the main advantage of online assessment is it is time convinent and we also continue our education career with profession

Me :Yes. And, anything else Khagendra sir?

Participant2: we gave online exam from our homely environment so it is less stress than traditional assessment. And we need not visit our college we can do job so it is very beneficial for us.

Me: Okay Khagendra Sir, are there any challenges you have experienced with online assessment?

Participant2: No, sir. It's, here here, some of the challenge we can face Yes. Technical difficulties. We we can, we we have to take, technical difficulties, distraction form home due to background noise I faced some distraction and lack lack of face to face interaction..

Me: And laxmi miss what about you? .

Participant1: I have faced a lot of challenges while conducting the presentation due to lack of strong internet connection i did not defend my slide very well. And sometime I did not hear my instructures voice well so it made me paroblematic in assessment.

Me: And do you find online assessment to be more or less time efficient compared to traditional assessment? Why?

Participant2: I think compare to traditional assesment online assessment is very time flexible.

Me: Okay laxmi miss, what improvements would you suggest to make online assessment more reliable and accessible for students?

Participant1: Yes. I want to suggest the online assessment. And for first of all first of all, we have to develop the accessibility. And then the improvement network connection to make more learner accessible.

Me: And Khagendra sir, do you have anything else?

Participant2: Yes, sir. I think, University professor should make guidelines and stric rules to make assessment more fair and all courses should be available on

Me: Yes. I think, that's enough for our interview, and I'm very grateful for your valuable time and sharing your information. Thank you for your help and time laxmi miss and Khagendra sir.

Participant1: Okay, sir. Thank you so, for giving opportunity to explore our ideas.

End!!!!

Me: Ok namaste sir. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed.Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

Participant: I am Surya Samsher lama. I am from hetuda and now I am a student of M.Ed fourth semester.

Me: Have you participated in any online assessment before?

Participant: Yes, I have participated in online assessments during the pandemic. When I was in bachelor than I will join online classess form third semester.

Me: Which sort of platform did your course instructor use?

Participant: They used Google Classroom for assignments and Zoom for presentations.

Me: which platefor does your course instructor used nowadays?

Participant: my course instructor used meet to evaluate our knowledge.

Me: Did you take any demo classes for utilizing this platform?

Participant: Yes, the instructor conducted one demo session from our department to explain how to submit assignments and join tests.

Me : How comfortable do you feel with online assessment compared to traditional assessment?

Participant: I feel somewhat comfortable, but I still prefer traditional assessments because they seem more reliable.

Me: What are the advantages of online assessment?

Participant: It's convenient, saves time, and we don't have to travel to the college for submmiting assignment I mean I will upload from my home so that it gives a lots of advantages for me.

Me: Do you think online assessments are fair, especially in mid-term exams?

Participant: Not always. But sometime It's hard to monitor everyone and there's a chance some students might cheat so that I think it is not fair to make fair instructor shoul make strong guideline and stric rules and student should turn on video to understand their position and to understand their expression especialy in presentation.

Me: What are the challenges of online assessment you have exprienced?

Participant: Obviously there are lots of issues I faced such as technical issues, distractions at home, and lack of proper interaction with the teacher are major challenges.

Me: Have you encountered any technical issues while giving presentations or mid-term exams?

Participant: Yes, I had a poor internet connection during one of my mid-term exams, and my presentation got delayed.

Me : Do you find any difficulties in uploading your assignment files?

Participant: Sometimes, yes. Large files take too long to upload, and once my internet disconnected during submission, so I had to redo it.

Me: What improvements would you suggest to make online assessments more reliable and accessible?

Participant: I want to share my opinion here because some my colleagues asked me help for uploading assignment files or sharing their presentation slides so making them this platforms easier to navigate and providing proper training is needed and I want to suggest to my depart to conduct demo classes compulsory. And stric them they must take demo classess at the begganing and than they only get online classess.

The End!!!

Me: Ok namaste sir. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed.Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

Participant: I am Bishal tamang. I am from Ithari and now I am doing master degree in English Education and also I am doing Mphil.

Me: Have you participated in any online assessments before?

Participant: Yes, I've participated in several online assessments, especially during the COVID-19 lockdown when everything shifted online. At that time I got an opportunity to engage with online assessment in bachelor level.

Me : Which platforms did your course instructors use for these assessments?

Participant: Mostly, they used Google Classroom for assignments and Zoom for online classes and presentations. For exams, they sometimes used Google Forms or Moodle. But in our M.Ed course our course instructor used teams.

Me : Did your instructors provide any demo classes to help you understand how to use these platforms?

Participant: Yes, they did. Before the starting of online class our depart facilitated demo class, they conducted a session on how to use teams and submit assignments. It was helpful for first-time users like me.

Me: How comfortable do you feel with online assessments compared to traditional ones?

Participant: Honestly, I'm more comfortable with traditional assessments. Online assessments have their benefits, but they feel less personal, and sometimes there are technical issues that can cause stress.

Me: What are the advantages of online assessment compare to traditional assessment?

Participant: One big advantage is the time convenience. We don't have to travel to the university for submitting assignment and giving mid term exam, and it saves time. It's also flexible since we can complete the assessments from anywhere.

Me: Do you think online assessments are fair, especially for mid-term exams?

Participant: Not completely. It's hard to ensure fairness because students can use unfair means of resources during online exams. And sometime network issues can create problems for some students, which is not fair either.

Me: What challenges have you faced with online assessments?

Participant: The biggest challenges are technical issues, like poor internet connectivity, especially in rural areas. Also, understanding the instructions clearly in an online format can sometimes be confusing.

Me: Have you encountered any technical issues while giving presentations or mid-term exams?

Participant: Yes, a few times. During one of my presentations, my internet connection dropped, and I had to reconnect. I lost time and felt very anxious. Also, uploading large files has been an issue due to slow internet speed.

Me: Did you face any difficulties uploading your assignment files?

Participant: Yes, sometimes it was hard, uploading large files has been an issue due to slow internet speed. I had to compress the files or try multiple times, which wasted a lot of time.

Me: What improvements would you suggest to make online assessments more reliable and accessible?

Participant: I think there should be a backup system for internet issue. Also, the platforms should be more user-friendly, and universities should ensure better internet facilities for students, especially in remote areas.

Me: Thank you for sharing your experiences. Is there anything else you'd like to add about online assessments?

Participant: Just that online assessments are a good alternative when traditional exams are not possible, but they need proper management and technical support to make them more effective and fair.

Me: Thank you for your time and help.

Participant: thank you for you to give me opportunity to share my experiences.

The End!!

Me: Ok namaste mam. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed.Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

Participant: Okay. Thank you so much, sir. Good evening, my name is Anuradha ranamagar. Right now, I'm studing in M.Ed 4th semester of English education. And, I'm also a student of online.

Me: my first question is, have you participate any online courses, any online assistance before?

Participant: No, sir.

Me: which, sort of online platform does your course instructor use nowadays? To which app? Yes. Which app? Which tools?

Participant: Which apps?

Me: Yes.

Participant: Microsoft Teams.

Me: Do you take any demo class, any orientation class for utilizing Microsoft before?

Participant: In the beginning actually, we started from 3rd semester. Yes. And in the beginning, I did not take any orientation classes, so that that is where I got some problem also in between. But it was very hard for me to connect in the very beginning. And, there were many issues also as you already said that we really had connection problems, sometimes load shedding, sometimes this while using while we were in the classroom, because most of the time, our laptops and our mobile phones used to get, hang, and there were problems during that time.

Me: how comfortable do you feel online assessment compared to traditional assessment?

Participant: Yeah. It's comfortable because we can even participate wherever we are, and we don't need to get lost. But, the whole problem is that if we are make good problem and load setting problem, then even though we are speaking, our voice cannot delete. And, likewise, we cannot hear also. Sometimes because of network issue.

Me: What are the advantage of online assessment? Did you find?

Participant: Advantage is a little bit I was like, checking from our own home. And even though we are even staying in out of value, so we can submit. We can do our task.

Me: what are the challenges you have faced with our own assistant?

Participant: sir, that net because of network issue Yes. I it was really challenging. And, yeah, sometimes these devices used to be hanged, when you pick it up back.

Me: Do you think online assessment are fair, especially in midterm exam? Because students have other resources for cheating.

Participant: Actually, we are done, but, maybe we we trust our teachers. So that's why I think they're they're really fairness.

Me: Do you find any difficulties for updating your assignments, presentation files, and downloading any PDF files sent by your course teacher from this apps?

Participant: Actually, last time we had internal examination, and during that time, we had to push it in Teams. But, I already pushed it on my assignment also. Actually, I already pushed it. But for, like, my course teacher said that I had not seen. And the problem was that, we did not get that orientation class. And after submitting that all, we have to do that hand seen. There will be one button, hand seen or tone in. We have to click that button, but I did not get the idea. So that's why, without in the absence of that idea, my post will also maybe, daily dedicate. I did not have that kind of idea, sir.

Me: What improvement would you suggest to make online assessment more reliable and accessible for a student?

Participant: I think education classes mostly time on time and, regular classes also. If, they will just, start on the time, then there won't be much rush. We'll not be more hectic also.

Me: Have you encountered any technical issue while you are in midterm exam and presenting your slides?

Participant: No.

Me:No. Okay. I think, that's enough for my interview. Thank you for your time and for your help, ma'am.

Participant: Okay. Thank you so much, sir.

End!!!!

Me: Ok namaste mam. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed.Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

Participant: thank you, sir. I'm Ormila Poudell. I'm also online students in fourth semester from 9th batch, in Tribhuvan University, and thank you for giving me opportunity to take, participate in your thesis.

Me: Thank you, ma'am. Ma'am, let's start our interview. Which online platform did your course instructor use for assessment?

Participant: Our instructor use Microsoft Teams, sir.

Me: And do you take any demo class for this, utilizing, platform, Ma'am? Yes, sir.

Participant: I get, demo class from our department.

Me: Ma'am, have you participate in online assessment before?

Participant: No, sir. This is my first time to experience online assessment.

Me:How comfortable do you feel online assessments?

Participant: I think it is very comfortable for me because we can give online exam midterm is to sell midterm exam from our home. That's that's provide me very comfortable because we give midterm exams and presentation from homely environments, and that make me very comfortable as compared to traditional one.

Me: what are the advantage of online assessment video finds?

Participant: I think some I think there are lots of advantage. And, and, we also continue our educations from home, and, we, able to manage our professional lives.That's the biggest advantage, and we did not visit, physically for presentation, midterm exams, and submitting assignments, because, it provides opportunity to submit assignment from our home, give midterm exam from home. That's why there are lots of advantage.

Me: Are there any challenges? Have you experienced with online assessment?

Participant :Yes.I, fell I felt a lots of challenges. Sometimes solo Internet may cause the problems while we are doing presentations. At that time, poor Internet connections, our

voice may not be audibles that create very uneasiness and difficulties. And sometimes due to the poor full electricity cuts, we cannot submit our assignment on time. That's great also stress us. And sometime, I feel also sometimes, background noise, made us very uneasy, while doing presentation and midterm exams. Background noise merits very difficulties. That's the biggest challenges, I think.

Me: Do you think online assessments are fair especially in midterm exam? I think, it is fair for me because, I'm doing, from my own mind, but, so most of these students, have practiced by utilizing the other AI tools for midterm exam. That's why this is not a fair for them.

Me: Have you encountered any technical issue in midterm exams?

Participant : Yes. I already told you, while we are doing midterm exams, I already, told you, poor Internet connection, electricity cuts. I couldn't continue midterm exam. I couldn't submit my assignments. That's due to the poor Internet connections and electricity cuts.

Me: Do you think online assessment are time convenient and then traditional assessment?

Participant: Yes. I think it is time convenient. Due to the time convenience, we can set our times for, online teaching and learning for from our own convenience. That's why it is time convenient.

Me: Do you find any difficulties or uploading assignments or downloading PDF files seen by your course instructor?

Participant: I think I didn't, find, any difficulties for uploading my assignment files, because I got an opportunity to take orientation class. That's why.

Me: And at last, ma'am, what improvement would you suggest to make online assessment more reliable and accessible for students?

Participant: I think, students should provide Internet strong Internet connections.

Me: Thank you, ma'am, for giving me time for this interview.

Participant : Thank you, sir.

The End!

Me: Ok Good evening mam. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed. Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

Participant : Thank you, sir. I'm Sarwoti. I'm, also a student of M.Ed fourth semesters, and I studied in online. I'm online students, and I'm doing also proposal. And thanks for your, invitations and give me opportunity to, participate in your interview.

Me; Thank you, ma'am, for your introductions. Ma'am, let's start our interview. Have you participate in online assessment before?

Participant : I think no. I have I haven't participate before, but, in this, EMED level, this is my first opportunity to take participate in online classes, online assessment.

Me; Thank you, ma'am. And how comfortable do you feel with online assessment compared to traditional assessment?

Participant : I think, for me, it is very comfortable because, we can give we can take online teaching and learning from a home environment, and we can submit our assignment from home. So that's why it is very comfortable for us.

Me: And, what are the advantage of online assessments? Did you find?

Participant :I think, I already told you, we can get online, we can get midterm exam from online, from homely environments. That's the biggest opportunity, and we can manage our professional and educational life. And we cannot travel to college for submitting assignments.So that's are the advantage for me.

Me:And are there any challenges? Have you experienced with online assessment?

Participant :I think one of the most challenges I have ever expressed expressed in it is electricity cuts. Sometime electricity problem cause very difficulties to join online classes.And, on the other hand, on, poor Internet connections while we are doing, presentation and midterm exams, poor Internet connections made hours very difficulty. That's the biggest challenges for online, all the students.

Me:Do you think online assessment are fair especially in midterm exam?

Participant :Yes. I think it is fair for me because, we gave online execution through online, and our course instructor monitor us very strict, gives us a rule and regulation, and we, gave midterm exam under the rules.So that is very fair.

Me:Have you encountered any technical issue in midterm exam?

Participant : Sometime poor poor Internet connections due to presentations. I feel I cannot perform very well, But, in midterm exams, I didn't find any technical issue as at all.

Me: And another question, ma'am, what improvement would you suggest to make online assessment, more reliable and accessible for a student?

Participant : I think, we have a phase, poor Internet connections. That's why, university provides the student a strong Internet, facility. That's makes very, easier to connect with online assessments.

Me: And do you find the online assessments are more time convenient?

Me: I think, it is time convenient because, we have enough time for preparations, for assignment, presentations, so that it is very time convenient.And we can join from our home, the environment, any other place. That's why it is also convenient for place.

Me: And do you find any difficulties uploading your assignment files or downloading PDF files?

Participant : I think I didn't find any difficulties for uploading assignment files and downloading PDF file because I have already taken demo class for how to conduct the, Zooms, or, Google Meets. That's why, I didn't find any, difficulties for uploading my assignment file through online.

Me:I think that's enough. Thank you for interview, ma'am.

Participant : Thank you."

The End!

Me: Ok Good evening sir. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed.Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

Participant : Hello, sir. I'm Chiranjibi Pokhrerl, and I'm also online students in here M.Ed fourth semesters. And I'm also teachers in Udaipur District.

Me: And okay. Let's start our interview. Sir, what sort of online platform, online tools did you used for your assessments in your course instructor?

Participant : Again Sir,

Me: sir, which platform did your course instructor use for assessment?

Participant : I think it is Microsoft team.

Me:So do you take any demo class or orientation class for utilizing Microsoft Team?

Participant : No, sir. I have, I haven't take any demo class because I'm recently joined.

Me:Have you participate any online classes before?

Participant : No, sir.This is my first opportunity, first time for online assessment.

Me: How do you feel, about online assessment? Do you feel comfortable to traditional assessment?

Participant : I think, yes, it is comfortable because, I can get online classes for my time convenient. That's why it is comfortable for me.

Me: And what are the advantage of, online assessment do do you find?

Participant : I think, we got an opportunity to take online classes from home, and that's what the biggest advantage. And we can also manage our education career and professional career. There is another advantage. And we didn't we did not present physically for submitting assignment and midterm exam.Those are the advantage.

Me:And what are the any challenges do you have experience with online assessment?

Participant : I think sometime poor Internet connections, we cannot present our assignments very well. That's, that's that's the challenges. And, sometimes electricity course may affect our assessment.

Me:Do you think online assessment are fair especially in midterm exam?

Participant : I think it is fair for me because I can, I can give online assessment under the supervision of our instructor and follow the rules. That's why for me, it is very fair.

Me: Have you encountered any technical issue in midterm exams?

Participant : No, sir.I didn't, get any technical issue.

Me: Do you find online assessment time convenient? Why? Sir,

Participant : it is a time convenient because, because, I can experience I can get online assessment, according to my time convenience. That's why, it is very, comfortable for me, and we can also manage our other responsibility due to this time convenient.

Me: Do you find any difficulties for uploading your assignment files or downloading PDF files?

Participant : I think, I cannot find any difficulties for uploading assignment files and my assignment file and downloading, the PDF file sent by course instructor. I didn't feel this type of difficulties.

Me: Then what improvement would you suggest to make online assessment more reliable and accessible for a student?

Participant : I think, I didn't have any type of strong, solution because I'm recently added in online educations. That's why, I just say, students would provide the strong Internet connections.

Me: I think that's enough for my interview. Thank you, sir.

Participant : Thank you, sir.

The End!

Me: Namaste sir. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed. Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

Participant : thank you, sir, for giving me this, opportunity for taking part of your, thesis. And I'm Dolraj I'm also students of online I am studiing fourth semesters.

Me: v And thank you, sir, for your introduction. And let's start our interview. First question, sir, which online platform did your course instructor used for your assessment?

Participant : Sorry, sir.

Me : Which online platform such as Google Meet, Microsoft Team, and Zoom, did your course instructor use for your assessment?

Participant : Microsoft Team, sir.

Me: Do you take any demo class orientation class for utilizing this platform?

Participant : Yes, sir. Previously, I take, demo class from our department.

Me: Have you participate in online assessment before?

Participant : Yes, sir. I have participated in online assessment before in while, due to the COVID period, corona time, pandemic time.

Me: How comfortable do you feel with online assessment compared to traditional assessment?

Participant : I think that is very comfortable for me because I got an opportunity to take, online classes from my homes. That's give me, time for manage our personal and professional life, and it also makes me very, comfortable while we are doing presentation and midterm exam from home environment. That's make me very easy and comfortable.

Me: And what are the advantage of online assessment did you find, sir?

Participant : There are lots of advantage. So there's we can get, instant feedback from our course instructor. They provide us feedback, while doing presentation and midterm exams.

And we, don't need to travels our university for midterm exam and submitting our assignments. Usually, we can, get education from our home. That's the biggest advantage.

Me: Are there any challenges do you have experience with analysis, sir?

Participant : I think, there are lots of challenges. We face, technical difficulties. Due to the poor Internet, we cannot present our, our presentations. We cannot submit our assignment due to the poor Internet. And sometime electricity cuts, we cannot continue to join our online educations, and there's effect also.And sometimes, we cannot present our presentation very well because of background noise that disturb us. Those are the, challenges from my side.

Me: Do you think online assessment are fierce especially in midterm exam?

Participant : I think that is fear because, we can, take midterm exam under the supervision of our instructor. That's why it is become more fear than traditional one.

Me:Have you encountered any technical issue in midterm exam?

Participant : Yes. I already told you while we are doing presentation and midterm exams, sometime poor Internet connection may cause and sometime electricity cuts. We cannot continue our, exam, and we cannot continue our, our we cannot submit our assignment, on time. That's the difficulties I faced.

Me: And do you find any difficulties uploading your assignment files or downloading your PDF files?

Participant : I think, I didn't find any difficulties because I'm well familiar about these platforms. I also get an opportunity to I got an opportunity to understand this, platform through online. That's why I didn't find any difficulty for uploading assignment on this platform.

Me: Do you think online assessments are more time convenient than traditional assessment? Why?

Participant : I think, online assessment is, is more time convenient because, we can continue our online educations, continue our online education through continue our online educations, continue our online educations, from our own times.We can set our own time, for online teaching and learning. That's why it is more time convenient.

Me: And what improvement would you suggest to make online assessment more reliable and accessible for students?

Participant : I think students should provide string Internet connections. That's improvement need.

Me: Thank you, sir, for giving me this time.

Participant : And thank you.

The End!

Me: Ok Good morning mam. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed.Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

Participant : I'm Sumitra Thapa, and I'm also a online student of M.Ed. forth semesters. Thank you, sir, for giving me this opportunity.

Me: Thank you, ma'am.Ma'am, let's start our introduction. Ma'am, what sort of the online platform online, tools did your course instructor use?

Participant : " Online platform? Sir, sorry, sir?"

Me: What sort of online platform like Google Meet, Zoom, Microsoft Team, Modules Did your course instructor use for your assessment?

Participant : Microsoft Team.

Me: Do you take any demo class, any orientation class for utilizing Microsoft Team?

Participant : Yes, sir. I took demo class for my previous one.

Me: And have you participated in online assessment before?

Participant : No, sir. This is my first time.

Me: How comfortable do you feel with online assessment compared to traditional assessment, ma'am?

Participant : I think it is very comfortable because, due to this online assessment, most of these students got an opportunity to take, to continue their educations from home, especially in remote students. They got an opportunity to manage manage, education and professional life. Education and professional life, that's why it is very comfortable."

Me: And, ma'am, what are the advantage of online assessment? Did you find? I think there are lots of advantage.

Participant : First of all, we can get, immediate feedback from our instructor while we are doing presentations, And they, provide me with instant feedbacks, and that's very, helpful. And, also, it is, also easy to submit assignments and easy to prepare assignments, and and we cannot, need to travel, physically to submit our assignment or doing, midterm exam doing midterm exam.

Those are the biggest advantage, for us, and that's, give me, more time for other things.

Me: And are there any challenges have you experienced with online assessment?

Participant : I think there are lots of challenges. We face we have faced a technical issue, and sometimes, sometimes we face no current. We are not able to use our device or or, properly because of our device, get hangs. That's the obstacles, And, sometime, poor Internet connection made us very difficult in midterm exams.

Me: And do you think online assessment are fair especially in midterm exam?

Participant : I think, it is, not fair because some of the students use other AI tools, by doing midterm exams.

Me: Do you think this type of unfairness in midterm exam actually evaluate your knowledge?

Participant : I think this unfairness, didn't evaluate his true actual performance because they didn't, write their own words, own vocabulary, own language because they just submit submit previously printed materials and just copy and paste. That's why, it create, it creates biasness between students.

Me: And have you encountered any technical issue in midterm exam? Ma'am,

Participant : I think yes. While in doing my midterm exams in second semesters, At that time, electricity due to the electricity cuts, I, couldn't continue my midterm exam. I've and that's made me very difficulties.

Me: Do you find any difficulties for uploading assignment files and downloading your PDF files?

Participant : I think, I didn't find any difficulties because I already take demo classes for utilizing apps, and so that's why I, feel very easy for uploading and downloading assignment files.

Me: And do you think online assessment are time convenient than traditional assessments?

Participant : I think it is time convenient because we can, get education, from our home, and our free time our free times. That's why it is time convenient.

Me: What improvement would you suggest to make online assessment more reliable and accessible for students?

Participant : I think our department should provide the strong Internet connect."

Me: thank you for your time.

Participant : thank you.

The end!

Me: Ok Good evening sir. I'm Kamal Khatri. I'm the student of the student of 8th batch of English educations. And my topic is Students' Perceptions on Online Assessments: Evidences from the M.Ed.Fourth Semester English Students of Tribhuvan University. let's start our interview. First of all, please, give your introduction.

Participant : Thank you, sir, for giving me opportunity. I'm Harko Seyda from Dhangadi, and I'm teaching, in one of the schools in my hometowns. And I'm also a online student of M.Ed fourth semesters.

Me: Thank you, sir, for your introductions. Sir, can I start our interview?

Participant : Yes.

Me: Do you take any demo class, any orientation class for utilizing the Google Meet?

Participant : Yes, sir. I take the demo class from our departments, and that which is very, useful for me and which is a lot of, methods for utilizing the Google Meet.

Me: And have you participate in online assessment before, sir?

Participant : Yes. I have participate I have participate online classes, in my bachelor course while, it was the time of, corona time.And at that moments, I got an opportunity to take participate in online classes.

Me: And how comfortable do you feel with online assessment compared to traditional assessment?

Participant : I think that is very comfortable for me because, I can get an opportunity to continue my educations, due to the help of the online assessments, and that's why it is very comfortable for me.

Me: What are the advantage of online assessment do you find, sir?

Participant : I think, we cannot travel to college for submitting assignments, and we can continue our educations from home.That's why it is, gives me time to manage educational and professional time. That's are the advantage.

Me: Do you think online assessment platform accurately evaluate your knowledge or skill compared to traditional assessment?

Participant : Yes. I think yes. It accurately evaluate our knowledge.

Me: Are there any challenges have you experienced with online assessment, sir?

Participant : Lots of challenges, especially in, remote area. For me, poor Internet connection, I couldn't, connect. I couldn't connect, properly in online classes, and I couldn't, put in my assignment very well.That's are the biggest challenges for me.

Me : Do you think online assessment are fear especially in midterm exam?

Participant : I think, it is fear in midterm exam midterm exam because students are, follow the rule and stay under the camera, and give their exams. That's why it is fair. But, while doing assignment, it's most of these students use other AI tools.

That's why.

Me: Have you encounter any technical issue in midterm exam?

Participant : Yes. I have faced a lot of encounter, technical issue for me in my case because, in my hometown, so there is a lot of, Internet problems. And that's why I couldn't, I couldn't, able to submit my assignments, submit my midterm exams and prepare, doing my midterm exam from very once.

That's why, it is very difficult for me.

Me: And do you find any difficulties for uploading your assignment files and downloading your PDF files sent from your course instructor?

Participant : No, sir. I didn't find any difficulties.

Me: how do you think online assessments are more or less time efficient compared traditional assessment?And why?

Participant : I think it is more time efficient compared to traditional assessment. For me, because, we got more opportunity for preparing our assignments and, preparing our assignment and preparing for midterm exams. We have more opportunity.

Me: And and last question, sir, what improvement would you suggest to make online assessment more reliable and accessible for students?

Participant : I think, students should provide strong Internet connections. Sir,

Me: thank you sir,for giving me your time.

Participant : thank you sir.

The end!

Me: Ok, sir. Good morning I am Kamal Khatri.

Participant : Good morning, sir. I

Me: ntroduce yourself, Omkar, sir.

Participant : My name is Omkar Chapagain, and I'm, pursuing my master's degree from University. Now I'm in fourth semester, and I'm permanently from Darjaling.

Me: Have you participate in online assessment before?

Participant : Yes, sir. I'm third semester. I have been participating in online assessment process.

Me what sort of online platform or online tools did your course instructor used?

Participant : From, from our university assignment, the online tools called teams that we use for online assessment and online learning.

Me: And do you think this platform is suitable for your assessment or evaluation?

Participant : Yes. It is a very suitable and it is very useful for the students of online. For me also, it is very suitable.

Me: And do you take any demo class, any orientation class for utilizing the teams?

Participant : Actually, I had practicing this kind of platform in a covid-nineteen process that by our Basel in our Basel level is what classes So that makes me very easy to conduct these teams in this third semester.

Me: And how comfortable do you feel with online assessment compared to traditional assessment?

Participant : It is very comfortable and it is very challenging also. Comfort comfortable in a sense, we can do our online assessment in a home environment. Now we can access our various resources, in by the meantime and bit less resourceful, in my context.

Me: And what are the advantages of online assessment did you find?

Participant : Advantages mainly, we can access on ample number of others resources for doing our assignment. And it is very easy to, easy for use gadget like laptops and mobiles and it is easy to submit to the teachers and it it is as easy to get feedback from the teachers.

Me: Are there any challenges you have experienced with online assessment?

Participant : Yes.If we are doing not submit the assignment in time, the deadline might be cut off. That is the main challenges. And, what, if, what online assessment challenges, means If the Internet's access is unstable and if the Internet is unstable it is very challenging for us.

Me: Do you think that online assessment are fear especially in midterm exam?

Participant : Online assessment is, my point is fifty fifty. If the students and teachers are stick and conduct, done online or Online midterm examination is strictly strictly or the regular what observation or direct observation of the teacher. It is very benefit. And if the teacher, neglect the students, by doing what by assigning the midterm examination and if the teacher go out and assign to do midterm examination, it is not fair because the students are, we might might be cheat and we might we take, some idea from the AI tools and other platform also.

Me did you get enough time to present your assignment or midterm exam?

Participant : It is, yes. It is very time friendly. But sometime if we do laziness of doing assignment, the deadline might cut off that, impact direct impact to the students and the teachers also.

Me: have you encountered any technical issue in midterm exam?

Participant : Technical issue, not regarding the teams. We can if we, easily handle, the gadgets like mobiles or the laptops. We can easily, do, we can easily put write off and then in paper or in, laptop, and we can easily send to the respective teachers.

Me : do you find any difficulties uploading your assignment files or downloading any PDF files sent by your course instructor?

Participant : No by technical technical way and the process is very simple. But if the strength is, what in the less access of Internet or the, Internet access of students is unstable, at that time, the students is Unable to uploadof files or assignment. In my case, there is no difficulty for submitting assignment in, examination.

Me: what improvement would you suggest to make online assessment more reliable and accessible for the student?

Participant : In my point of view, if the teachers is directly observe, the process of doing assignment of the students, that is very, important. And if if the date, what if the teachers and the students are both are both are getting enough or ample opportunity to handle the teams easily. It is very more benefit and if the net Internet connection is at a high speed and if Internet connection is stable and the time the assessment and online examination is very useful for the students who are involved in a professional development in their professional development.

Me: And at last, is there any thing else would you like to share about your experience with online assessment?

Participant : It is very, useful for those who are in, the job sector and they are getting directly benefit from this kind of platform. And if the if the students are lazy and if the, Internet connection is unstable and, if the students are teacher, may not handle the gadgets at that time, there will be the problem and, in our context also, we face the same situation, before we what, involving our work online assessment process.

Me:I think this is enough. Thank you for your time and help.

Participant : Thank you, sir."

Appendix C

After conducting interview I made table where I added students statements (excerpts) and made suitable codes after that categories the similaer codes finally developed broader themes. Which are bellows:

S.N / s..	Excerpts (Perceptions)	Codes	Categories	Themes
1.G a	It is like one way commumication than traditional assessment <hr/> Students do not use their own words , vocabulary and words	One way communicatio n Not creative	One way communication. Lack of intraction. Practical. Lack of face to face interaction.	Lack of interaction
2.M	Lack of face to face interation. <hr/> Online assessment is more flexibility than traditional onces	Lack of interaction Flexibility	Not creative. Lost creativity. No need to physical present. Not fair. Easy to submit assignment.	Creativity and Submission.
3.G o	It is esasy to submit assignment and present slides	Easy to submission	Flexibility. Time flexibility. Resourcefull.	Flexibility and Accessibilit y
4.T	We need not present physically to submit assignment and mid term exam	No need to present physically	Quit environment. Stressfull. Less stressfull. Peacefull environment.	Learning environmen t and Psychologic al Impact.

5.S u	There were no disturbance compare to paper pen test	Quit environment		
6.S	Remote students get advantages due to its flexibility.	Flexibility		
7.B	Too much depends on AI tools it lose our creativity	Not creative		
8.L	It give us time for managing profession with education	Time Flexibility		
9.C	We gave mid term exam from homely environment so it is less stressful than traditional ones.	Less stressfull		
	It provides us with varied online resources so we can use then to complete assignment and present then	Resourcefull		
10. K	It provides us easu way to submit assignment.	Easy to submit assignment		
11. D	It is time flexible than traditional one	Flexible		
12. S	It is hard to monitor to everyone in online exam so there is chace to cheat in exam	Not fair		
13. B	There are technical issues such as poor internet that can cause unnecessary stress	Stressfull		
14. A	Sometime network issue we canot performe their presentation	Not practical		
15. H	We felt that online assessment is less stressfull because we gave mid term exam from home	Less stressfull		
16. S	In traditional classess some students side talk which made	Peacefull environment		

	students hard to concentrate but online student mute their audio			
17. N	We don't have enough time for interaction.	Lack of interaction		
18. A	Student can use Chat Gpt for doing assignment so that it ruin creativity	Lost creativity		
19. O	It is suitable for those students who belong to remote regions. <hr/> Students can have online large access for various resources than traditional ones	Practical Resourcefull		
20. U	Online assessment provide great opportunity for students for collaboration between teachers and students	Interaction		

S.N/ students	Excerpts (Benefits)	Codes	Categories	Themes
1.Ga	It enhance the collaboration, it helps for interactive learning	Increase collaboration.		
2. M	We can get immediate feedback from our instructor. It helps to reduce the anxiety in mid term exam.	Immediate feedback. Reduce the exam stress.	Increase collaboration. Immediate feedback. Positive feedback.	Immediate feedback
3. Go	It is easy to submit assignment and easy to prepare assignment	Easy to prepare and submit assignment.		
4. T	We need not present physically	No physical present.	Lack of stress. Less stressful.	Reduce the stress and anxiety of exam
5. S	Distance students also have access because of its flexibility.	Flexibility.		
6.B	We must not go to the campus for mid term exam.	No physical present.		
7. L	It is time flexible. We can get immediate feedback.	Time flexible. Immediate feedback.	Time flexibility. Time flexible. No physical present. Easy to submit assignment. Equal access of education.	Flexibility and accessibility.

			More resourceful	
8. Su	We also continue our education career with profession without leaving homes.	Continue education and profession.		
9. K	We did not visit our college for mid term exam and assignment. It provides us time for doing job and education.	No need physical present for exam. Doing profession with education.	Continue education and profession. Manage education and profession.	Balancing education and professional life.
10. S	It is time convenient than traditional one.	Time convenient		
11. C	Positive reinforcement such as praise helps students to stay motivated for their studies. We don't have to travel to the college for submitting assignment.	Positive feedback motivated students. No physical present.		
12. B	We don't travel to the university for submitting assignment and mid term exam.	No need to physical present.		
13. D	We can get immediate feedback from teacher.	Immediate feedback.		
14. A	We can submit our assignment from home that help to manage other task.	Manage educational and professional responsibility.		

15. H	We can give exam from home so it is less stressful than traditional assessment.	Less stressful.		
16. S	We can get education from our own suitable time.	Time flexible.		
17. U	It provide remote students to get education from home. It is very effective to get feedback.	Equal access. Immediate feedback.		
18. N	We gave online exam from home so it is less stressful	Lack stressful		
19. A	Students must not travel campus for mid term exam. Less stressful than paper pen assessment.	No physical present. Less stressful		
20.O	We have access ample resources for doing assignment. It is very easy to submit assignment for students.	More resourceful. Easy to submit assignment.		

S/N P	Experts (challenges)	Codes	Categories	Themes
1.Ga	Traditional assessment have interaction between teacher and students but online classess don't have this types interaction. Some time electricity problems.	One way interaction Electricity problems	One way interaction. Lack of physical interaction.	Lack of interaction and Engagement
2.M	We have faced technical issues. Lack of face to face interaction.	Technical problems. Lack of physical interaction.		
3.Go	It is not fair because we can use others ai toos	Not fair.		
4.T	Sometime we faced no current. Sometime we are not able to use our devices it creats obstacle.	Electricity problems. Device problems.	Internet problems. Poor internet connection. Technical problems. Power cuts. Electricity cuts. Technical issues. Device problems.	Technical and connection issues.

5.Su	Students have access to use different kind of sources like chat gpt for doing mid term exam and assignment.	Depend on AI tools.		
6.S	Sometime slow internet may caused roblems	Poor internet problems.		
7.B	We faced electricity cuts and poor internet problems.	Electritivity cuts. Poor internet.		
8.L	We faced technical difficulties as well as due to lack of strong internet connetion.	Poor internte connection.		
9.C	Sometime background noise distract us. Lack of face to face interaction.	Background distraction. Interaction problems.	Not fair. Intellectual theft. Depend on AI tools.	Creativity and Fairness issues.
10.k	We faced technical difficulties due to poor internet.	Poor internet		
11.D	It is impossible to interact physically. Sometime technica issues.	Lack of physical interaction. Technical issues.		
12.S	Distraction issues we faced. Lack of interaction issues.	Distraction. Interaction issues.		
13. B	Network issue can create problems so that it creates problems for submitting assignment.	Network issues.	Background noise. Background distrubance.	Environmental Distraction and concentration issues.

			Distraction. Background distraction	
14.A	Sometime load shedding may caused. We faced network issues while presenting assignment.	Power cuts. Network issues.		
15.H	We faced poor internet connection issues on exam that create stress on students.	Internet problems		
16.S	Sometime power cuts made us difficult to join classes.	Power cuts.		
17.N	Lack of proper feedback from teachers.	Lack of interaction.		
18.A	Online assessment is not fair due to cheating in mid term exam because student used AI tools.	Not fair.		
19. O	Students can used Chat gpt for exam and assignment. Sometime background noise disturb while doing exam and presenting assignment.	Intellectual theft. Background noise.		
20.U	Lack of concentration due to background noise	Background noise.		