

**A STUDY OF STUDENTS' PERCEPTIONS TOWARDS  
INTERNAL ASSESSMENT OF SEMESTER SYSTEM**

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

**Submitted by  
Menaka Bhusal**

**Faculty of Education, Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2017**

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## **DECLARATION**

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

Date: 26, December, 2016

Menaka Bhusal

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mrs. Menaka Bhusal has prepared this thesis entitled **Students' Perceptions towards Internal Assessment of Semester System** under the guidance and supervision.

I recommend this thesis for acceptance

Date: 27, December, 2016

.....

**Dr. Purna Bahadur Kadel (Supervisor)**

Lecturer

Department of English Education

Faculty of Education

T.U. Kirtipur, Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION\

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

**Signature**

**Dr. Ram Ekwel Singh**

Reader and Head

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Chairperson

**Dr. Anjana Bhattarai**

Professor

Department of English Education

T. U., Kirtipur Kathmandu

.....

Member

**Dr. Purna Bahadur Kadel (Supervisor)**

Lecturer

Department of English Education

T. U., Kirtipur Kathmandu

.....

Member

Date: .....

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Research Evaluation Committee:

### Signature

**Dr. Ram Ekwal Singh**

Reader and Head

Department of English Education

T. U., Kirtipur, Kathmandu

.....

Chairperson

**Dr. Gopal Prasad Pandey (External)**

Reader

Mahendra Ratna Campus

T.U., Tahachal

.....

Member

**Dr. Purna Bahadur Kadel (Supervisor)**

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 19, March, 2017

# **DEDICATION**

Dedicated

To

My respected parents, Gurus/ Gurumas and seniors whose blessing is always  
with me.

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**Menaka Bhusal**

## **ABSTRACT**

Semester system is an education system, it gives emphasis on learner centered approach and its primary concern is learning. Therefore, different criteria of internal assessment are used in semester system such as; attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities. As it is a new system in T.U., students may have different perceptions towards it. So, I chose this topic to find out the perceptions of students towards internal assessment of semester system.

The thesis entitled “Students’ Perceptions towards Internal Assessment of Semester System” has been prepared to identify the perceptions of M.Ed. Second Semester English Students towards Internal Assessment of semester system in terms of attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities and to find out challenges faced by semester students. In order to carry out this study, I used survey research design. The sample of the study were 30 students of M.Ed. second semester. Both open-ended and closed-ended questionnaire were used as the tools for data collection. I used purposive non-random sampling procedure to collect the data. Findings of the study showed that most of the students had positive attitudes towards importance of internal assessment in semester system such as; 96.67% (29), 100% (30), 86% (26), 80% (24), 93.33% (28), 90% (27) of the students had positive attitudes towards attendance, classroom participation, mid-term examinations, presentation, home assignment and project work activities respectively. Though they had positive attitudes towards the internal assessment, they have faced some of the problems such as; unavailability of resource materials in the library, poor classroom management, lack of email and internet facility and irregular supply of electricity.

The study consists of five chapters. Chapter one deals with the introduction which consists of the 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. Chapter two consists of review of related

literature and conceptual frame work which includes the review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Chapter three consists of the methods and procedures of the study which includes design and method of the study, population sample and sampling strategies, research tools, sources of data, data collection procedure, analysis and interpretation procedures and ethical considerations of the study. Chapter four includes the analysis and interpretation of data. It deals with total analysis of data and interpretation of results of the study. Chapter five consists of findings, conclusions and recommendations. Recommendations include policy related, practice related and further research.

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## **ABBREVIATIONS AND SYMBOLS**

B. Ed	Bachelor of Education
B. S.	Bikram Sambat
et al.	and other people
M.A	Master of Arts
M. Ed.	Master of Education
No.	Number
T.U.	Tribhuvan University

# CHAPTER ONE

## INTRODUCTION

This is the study entitled “Students’ Perceptions towards Internal Assessment of Semester System”. This chapter consists of 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.

### 1.1 Background of the Study

Assessment is an act of judging or assessing a person or situation or event. It is a process of collecting, analyzing, interpreting information about teaching and learning program. Alderson and Bachman (2005, p.7) mentioned that, “assessment can be thought of broadly as the process of collecting information about a given object of interest according to procedures that are systematic and substantively grounded”. The primary purpose of assessment is to provide the description of the attributes of individuals that is for making interpretations about individuals on the basis of information that is collected in the assessment. For the purpose of collecting required information or assessing the person, situation or event different types of tools can be used, out of them test and examinations are two different tools for information collection.

Language testing is a process by which a student’s ability, knowledge, performance or progress is mentioned that “testing in a broad sense has always been an inherent part of teaching”. It is also used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. Tests function as the measuring instrument of the education system. Similarly, Heaton (1975, p.5) mentioned that, “teaching and testing are so closely related that it is virtually impossible to work in either field without being constantly concerned with the other”. The role of language testing in language teaching is indispensable. In the context of language teaching, test do not have only

purpose of measuring the language behaviors of individuals but they are also useful instruments for evaluating program by means of evaluating the learners.

An examination is a formal device of measurement and evaluation. It is periodically held and both teachers made and standardized tests are used in examinations. Teacher made tests are used for internal examinations where as standardized tests are used in external evaluations. Brereton (1969, as cited in Khaniya 2013, p.62) defines, “examination is a dynamic part of the whole education process, involved with motivation and with defining the character of the education in which the student is involved”. It means examination is a formal tool to assess the students.

There are different two types of assessment such as; formative assessment and summative assessment. In the past, summative assessment was only used to evaluate students’ achievement but in the present context, people show their great concern about formative assessment as well. In formative assessment, students’ abilities are assessed in the process of teaching learning activities and teacher provides feedback for their betterment of learning. Hughes (2003, p.5) mentioned that, “formative assessment is an assessment which is used by teachers to check on the progress of their students to see how far they have mastered, what they should have learned then use this information to modify their future plan”. In case of summative assessment students’ achievements are measured at the end of every year/ semester. According to Hughes (2003, p.5), “summative assessment is used at the end of the term/ semester/ year in order to measure what has been achieved by both the group and by the individuals”. Formal tests and final exams are considered as summative assessment.

In the context of Nepal Tribhuvan University re-introduces semester system at all the Departments of University campus kirtipur. According to Pathak and Rahman, (2013, p. 1), “semester system is not only examination system rather education system whose primary concerned is learning instead of teaching and whose approach is learner centered rather than teacher centered”. In semester system students are evaluated by applying different criteria of formative assessment not only formal examinations are used as measuring instruments in semester system. Khaniya (2014) mentioned that,

there are different in- semester activities to measure the students' achievement in the process of teaching learning activities they are: attendance, classroom participation, project work, mid-term examinations and assignments. These are effective tools to measure the students' performance in effective way. So, internal assessment system is very much needed to bring change in the education system.

## **1.2 Statement of the Problems**

Semester system is an education system, it gives emphasis on learner centered approach and its primary concern is learning. Semester system gives emphasis on continuous, comprehensive, and in-depth learning aiming at capacity building of the students by developing required skills and attitudes to become an efficient and effective citizen (Pathak and Rahman 2013). In the context of Nepal, Tribhuvan University re-introduces semester system at all the Departments of University campus Kirtipur since 2070 B.S. In the past, examinations were taken only at the end of the session of the academic year to upgrade the students; but in semester system students are not only evaluated through summative examination but also Formative assessment too, which helps to provide immediate feedback to the students. Attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities are the criteria of internal assessment of students in semester system. There are many misconceptions regarding internal assessment of semester system such as; the students come from annual system from their B.Ed. and they are used to in annual system examination process and feel assignments, project works, classroom participation, presentation, mid-term examinations are extra load for them. Being a new system in the context of Tribhuvan University, teachers as well as students face many problems to implement these activities effectively. Thus, the problem is how semester students perceive the internal assessment of semester system and what kinds of challenges they are facing in the process of teaching learning activities.

### **1.3 Objectives of the Study**

The present study had the following objectives:

- a. To find out the perceptions of M. Ed. English students' towards the internal assessment in terms of attendance, classroom participations, mid-term examinations, presentation, project work activities and home assignments,
- b. To find out the challenges faced by semester students in terms of availability of resources, classroom management and cost effectiveness, and
- c. To provide some pedagogical implications based on the findings.

### **1.4 Research Questions**

The study was oriented to find out the answers of following research questions:

- a. What are the perceptions of semester students towards the internal assessment in terms of attendance, classroom participation, presentation, mid-term examinations, project work and home assignments?
- b. What are the challenges faced by semester students in terms of availability of resources, classroom management and cost effectiveness?

### **1.5 Significance of the Study**

Assessment is not only the system of evaluating the students' performance through external examinations but also the system of observing students knowledge, skills, and abilities continuously and to provide feedback in day to day basis. Internal assessment system is important in various ways and it is equally important for the students' overall development and to achieve the objectives of education. Effective implementation of internal assessment is necessary in the present education system to make students self directed, autonomous learners and active participations in different activities and to provide them life skill based education.

The present study will be very beneficial to the students, teachers, researchers, and all those people who are involved in the field of English language teaching and testing.

This study will be beneficial to the semester students to remove the misconceptions towards the internal assessment of semester system. Through this research, not only students but also teachers who are involved in teaching activities in semester system will be benefited. By receiving the perceptions of the students towards internal assessment and challenge faced by them, teachers can provide feedback to the students and they can also solve the problems of teaching learning activities.

Similarly, this research will be helpful to the curriculum designers to design the curriculum by collecting the ideas of students about assessment system and also beneficial to those who are interested in language teaching and testing.

## **1.6 Delimitations of the Study**

The present study had the following delimitations:

- a. The study was limited to find out perceptions of students' towards internal assessment of semester system.
- b. The study involved the students of M. Ed. English in second semester.
- c. The study incorporated thirty students of second semester.
- d. This study included only questionnaire as a tool for data collection.

## **1.7 Operational Definitions of the Key Terms**

**Assessment system:** Assessment is a system which is held to evaluate the students. Two types of assessment Systems are running in the University Campus Kirtipur T.U. viz. internal and external assessment.

**Internal Assessment:** Internal assessment refers to an evaluation system which is conducted in the process of teaching and learning activities such as attendance, classroom participations, mid-term examinations, presentation, project work and home assignments.

**Perceptions:** Perceptions refers to the attitudes/ beliefs of the M.Ed. second semester students of T.U. Department of English Education towards internal assessment of semester system.

**Semester System:** Semester system is an education system. It is held two times in a year. The system is running all Departments of University campus kirtipur.

**Summative assessment:** Summative assessment is also a form of assessment, which is conducted at the end of every semester in all the Departments of University campus T.U.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

The chapter two consists of review of related theoretical literature, review of empirical literature, implications of the related study and conceptual framework.

#### **2.1 Review of Related Theoretical Literature**

Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect bearing in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that the researcher wishes to do. The related theoretical literature includes language teaching and language testing, language assessment, types of assessment, semester system in Tribhuvan University, Introduction and purpose of semester system, examination system in semester system, current trends of the internal assessment system in T.U. and challenges of internal assessment in semester system.

##### **2.1.1 English Language Teaching and Language Testing**

Teaching in simple sense refers to teach or help or guide the pupils in order to build up their capacity, boost knowledge, and increase the existing situation of an ability to do the task. It is a process of making educated and increasing the knowledge level. On the other hand, testing is a means of evaluating the students what they can do or what they cannot do about language.

Teaching and testing are interrelated activities. According to Khaniya (2013 p.1) “testing in broad sense has always been an inherent part of teaching”. Therefore, teaching and testing are the two sides of same coin. Similarly, Heaton (1975, p.5) argues that, “testing and teaching are closely related that is virtually impossible to work in either field without being constantly concerned with the other”. Language teaching and language testing both are the branches of applied linguistics. Davies

(1990 as cited in Khaniya 2013) says that, testing is the central for language teaching. The role of language testing in applied linguistics is paramount and testing in language teaching should not be kept too far away.

Teaching and testing are inseparable phenomena in many classrooms situations. The goal of a teacher is to know whether the students have internalized his or her teaching or not after formal class teaching. Harrison (2003, p.1) mentions that, “testing is integral part of teaching. Tests function as the measuring instruments in the education system”. Testing is the way of measuring ones adopted teaching techniques. The testing technique varies according to the teachers. The test can be either oral or written, pre planned or immediate, standardized or teacher made. Testing really helps by providing the chance for remedial teaching through which students are highly benefited.

There is a vital role of testing in language teaching and learning process in the sense that, testing is a part of language teaching and it has a tool to do with language education. Testing reveals that whether the teaching is effective or not. It controls the teachers to follow the pedagogical route with previously determined objectives. It informs the ability of the students and amount of their learning. Moreover, it is the central key to unlock the success of language teaching and learning.

### **2.1.2 Language Assessment**

Assessment is a general term that includes the full range of procedure used to gain information about student learning progress. Dumit, (2012, p.1) mentioned that, “assessment is an act of assessing or judging person or situation or event”. To be specific, assessment is an act of assessing the evaluation of a student’s achievement on a course. Similarly, Alderson and Bachman (2005) mentioned that, assessment is the process of collecting information about a given object of interest according to procedures that are systematically and substantively grounded. A product or outcome of this process such as test discourse or verbal description is also referred to as an assessment.

Assessment is very broad concept it is a process of collecting, analyzing and interpreting information about teaching and learning. According to Bachman (2010, p.1), “assessment can be thought of broadly as the process of collecting information about a given object or interest”. For the purpose of collecting required information different types of tools can be used out of them examination and test are two different tools for information collection. Therefore, the relationship between assessment and testing is whole to part. There are several purposes of assessment.

According to Cohen (1994, p.23), the purposes of assessment are as follows:

**Table 1**  
**Purposes of Assessment**

<b>General purpose of assessment</b>	<b>Specific reason of assessment</b>
) Administrative	<ul style="list-style-type: none"> <li>- General assessment</li> <li>- Placement</li> <li>- Exemption</li> <li>- Certification</li> <li>- Promotion</li> </ul>
) Instruction	<ul style="list-style-type: none"> <li>- Diagnosis</li> <li>- Evidence of progress</li> <li>- Feedback to the respondent</li> <li>- Evaluation of teaching or curriculum</li> </ul>

) Research	<ul style="list-style-type: none"> <li>- Evaluation</li> <li>- Experimentation</li> <li>- Knowledge about language learning a language use</li> </ul>
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Likewise, Dumit (2012, p.3), also mentioned seven purposes of assessment which are as follows:

- ) To assess students learning.
- ) To identify students learning.
- ) To assess the effectiveness of particular instructional strategy.
- ) To assess and improve the effectiveness of curriculum programs.
- ) To assess and improve the effectiveness of curriculum programs.
- ) To assess and improve teaching effectiveness.
- ) To provide data that assist in decision making.

Assessment is a general term or umbrella term which covers the activities related to evaluation. It is not only limited to examine students' achievement through external examination but also judge person, event or situation through internal assessment system as well. The main objective of assessment is to judge the students achievement and provide feedback for their betterment in learning.

### 2.1.3 Types of Assessment

Assessment is integral to the teaching learning process. It facilitates students learning and improves instruction and can take a variety of forms. In terms of purpose there are two forms of assessment they are as follows:

1. Formative Assessment
2. Summative Assessment

### **2.1.3.1 Formative Assessment**

Formative assessment is a part of instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning. This assessment provides students with the timely specific feedback. Hughes (2003, p.5) mentioned that, “formative assessment is the assessment which is used by teachers to check on the progress of their students to see how far they have mastered, what they should have learned and they use this information to modify their future plans”. Formative assessment is an instrument used by teachers in giving feedback to their students as to how they are progressing and how they can improve their learning and understanding during a course of action.

Formative assessment helps to modify teaching and learning activities such as; class test, unit test, monthly test, project work, and interaction with teacher and within friends, homework are the examples of formative assessment. In formative assessment teachers and students are engaged actively in the classroom. Marshall (2011, p.77) mentioned that, formative assessment as “all work involves some degree of feedback between those taught and the teacher, and this is entitled in the quality of the interaction which is at the heart of pedagogy”. Informal tests and terminal examinations are the examples of formative assessment. Formative assessment is now seen as integral part of the teaching and learning process it compares classroom interactions, questioning, classroom activities and feedback aimed at helping students learning gaps.

Continuous assessment system is also similar to formative assessment system. It is a practice in which teacher manage their classes adopting the techniques of student centered teaching learning process. Continuous assessment is also very important approach for providing feedback to the students in their learning. It helps and inspires the learners in better way. According to Airasian (1991)

Continuous assessment is an assessment approach which school depicts the full range of sources and methods teachers use to gather, interpret and synthesize

information about learners' information that is used to help learners, understands their learners, plan and monitor their instruction and establish a viable classroom culture (p.27)

Continuous assessment assesses individual students for the time using judgment based in interaction by using formal and informal techniques in teaching learning process regularly and remedial treatment is provided continuously to improve their learning.

Formative assessment is a part of instructional process. It is incorporated in the classroom practice and provides information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about students understanding at a point when timely adjustment can be made. These adjustments help to ensure students achieve, target standards based learning goals within set time frame.

### **2.1.3.2 Summative Assessment**

Summative assessment is a tool to help to evaluate the effectiveness of program, school improvement goals alignment of curriculum or students placement in specific programs. Summative assessments are generally carried out at the end of course or project in any educational setting. They are given periodically to determine what students know and do not at a particular point in time. Summative assessment at the district/ classroom level is an accountability measured that is generally used as part of the grading process. Hughes (2003, p. 5) mentioned that, "summative assessment is used at the end of the term/ semester/ year in order to measure what has been achieved by both the group and by individuals". Summative assessment is based on assessing factual knowledge rather than assessing students' critical thinking and analytical skill as well as their understanding and comprehension. In summative assessment teachers teach for testing, rather than for learning.

Thus, formative and summative assessments are the forms of assessment. Summative assessment generally intends to measure learning outcomes. Annual examinations/

end semester examinations are the examples of summative assessment and formative assessment is diagnostic assessment. It measures student's current level of knowledge and skills for the purpose of identifying suitable program for further learning. Internal examinations and in- semester activities are the examples of formative assessment.

#### **2.1.4 Semester System in Tribhuvan University**

Semester system is not only an examination system but also education system. The main objectives of this system is to enhance students knowledge skills capacities continuously, extensively and in-depth.

According to (Khaniya 2014),

The semester system is not new phenomenon in T.U. It had the semester system some years ago, which was done away with in a response to a very powerful strike in 2036 B.S. No explanation was given for why it was introduced and why it was abolished. Many developed countries such as Britain, USA, Japan, Australia, Bangladesh etc. have adopted the semester system in higher education. Semester system is very important for all-round development of learners (p. 1)

Semester system is a demand of the day for the betterment of present education system in the context of Nepal. According to (Khaniya, 2014) higher education in the context of Nepal has always been criticized for giving less rate of return compared to basic education. To bring significant reforms both in academic and management Thribhuvan University re- introduces semester system in all faculties in central department of T. U. in 2070 B.S. The main purpose of this system is to develop students' skills, abilities by applying student centered approach in teaching learning activities.

There are several criteria to assess student's achievement in Semester System. T.U. Semester System Operational Guideline (2070, p.1) mentioned different Manuals to run semester system effectively which are as follows:

#### Admission Procedures:

- ) The number of students to be enrolled will be fixed by the faculty board in the recommendation of central departments or concerned campuses. Students applying for the semester system must fill in the application form with all details of their personal information and past academic records.
- ) The office of the dean is responsible to undertake entrance exam to test the basic ability of the students are pursued the master program. Students are enrolled strictly according to academic calendar and on merit basis.
- ) The pass marks of entrance will be as notified by the concerned faculty board.
- ) Entrance examination is mandatory for enrollment
- ) Students are enrolled strictly on the basis of merit.

#### Teaching Pedagogy

- ) Total credit hours at the master level may vary from 56 to 70. The course curriculum will be prepared accordingly by the concerned faculty or institute and will be approved by academic council.
- ) One credit hour is equal to 16 classes' hours.
- ) Students have to maintain 80% attendance
- ) Time allocated for internal examinations is counted in credit hours
- ) Concerned teachers have to prepare lesson plans.
- ) Students should be regular in class

#### Teaching Methodology

- ) The general teaching methodology of the program includes interactive lectures, students' presentations, case studies and projects.

## Evaluation System

- ) Different methods of evaluation are to be adapted to assess students' performance. The in-semester (internal) evaluation and end semester examination.
- ) To appear in final examination students must obtain 50% marks in internal exam. Without passing internal exam students will not be qualified to appear in final exam.
- ) Total weight of internal exam is 40% which is divided into internal assessment, project work, classes' attendance etc. upon the recommendation of subject committees and approved by the faculty board.
- ) Semester exam will be held two times in a year.
- ) Semester exam contains 60% weight. Students have to secure at least 50 percent marks in each subject to pass semester exam.
- ) Semester exam will be conducted by the concerned office of the dean result of semester exam will be published within three months from the final day of exam the last semester result will be published within two months from the final day of exam.
- ) All answer books are corrected at the concerned dean's office exam section.

## Make up –retake exam

- ) Students failing in not more than two subjects in first, second and third semester exams shall appear in makeup exams in the following cycle of exams.
- ) Students Failing in two semesters in the fourth semester shall be given opportunity to appear in makeup exam within one month after the final result

## Grading system

- ) Total marks obtained in internal and semester exams shall be graded on absolute or relative basis.
- ) The performance of students shall be made on a four point scale ranging from 0 to 4 grades.

- ) Students must secure a minimum grade point average of 2 to 7 or grade B minus (B-) in each course.

#### Thesis

- ) Students passing first and second semesters can write thesis. Students failing in two subjects in third semester can also write thesis
- ) The total weight of the thesis shall be as indicated in course curricula.

### **2.1.5 Introduction and Purposes of Semester System**

Education System all over the world has never been consistent over the year. Through advancement and exposure to new concept, educationalists investigate possibilities to teach texts in various feasible manners.

According to Tribus (1994, as cited in Mazumdar, 2010)

There are innumerable proposals/ suggestions for reforms and changes in educational system and research results. The target is not just to pick one of them but rather it is to have comprehensive attitude and approach with in which to bring to action many good works known to us, introduction of semester system can be said to be the product of these investigation (p.1)

Semester system is a system which is related to whole education process not only examination system. Pathak and Rahman (2013, p.1) mentioned that, “semester system is not only examination system rather in education system whose primary concern is learning instead of teaching and whose approach is learner centered rather than teacher centered”. Semester System is an academic term which is division of an academic term a time during which a college holds classes. Usually semester system divides the year into two parts or terms. Literarily, semester mean six months in period (Ballanthyne, 2003 p. 96). In Semester System, the students get more advantage, since, examinations are held within months (what is studied will remain

afresh in their brain).The syllabus load also will be less. Different topics need not be combined in the same paper. Students get more chances to improve their learning and student unrest also will be less in semester system.

The semester system is the need of hour and a very effective one. The effective and successful implementation of semester system depends upon a number of conditions as stated by Jadoon, Jabeen and Zeba (2012), These are: well design curriculum course coverage with in stipulated time, regularity of classes, timely and constructive feedback, to students by the teachers accessibility of teachers to students outside the class, availability of information resources to the students such as start of the art library and computer facilities, highest level of secrecy and confidentiality in examination, transparency in evaluation and grade, timely declaration of semester result etc. Similarly, Ali (2001 as cited in Kotler & Keller, 2006) elaborated that, for the effectiveness of system, satisfaction is necessary. Students' satisfaction is highly imperative because if they are fully satisfied with the facilities provided by the universities, their ultimate achievement will automatically be excellent.

The semester system is very pro active system as it engages both the faculty and the student throughout the year in academic activity. While in the annual system once the student enters the collage he feels academic activity free and thinks about studying only during the exam time. Semester system not only involves the students more thought out the year but also reduces examination burden.

Importance and objectives of semester system, according to Mazumdar, (2010 p.5) are as follows:

- a) To broaden the outlook of the students and instill in them a sense of confidence and responsibility.
- b) To provide students more chances to remain well versed.
- c) To make unit tests act as model tests for the final examination.
- d) A detailed account of the student's progress graph can be produced in semester system.

- e) To acquaint the students with different forms, style and thoughts in other parts of the country and beyond.
- f) To allow greater interaction with teachers and the students etc.

There are several objectives of semester system in the context of Tribhuvan University. T.U. Semester system operational guideline (2070, p.1) mentioned that, “the main objectives of this system is to enhance students knowledge skills, capacities continuously, extensively and in-depth”. Therefore, semester system is a process in which students’ knowledge, skills are evaluated in the process of teaching learning activities and student centered technique is used in semester system rather than teacher centered.

### **2.1.6 Examination System in Semester System**

An examination is a formal device of measurement and evaluation. It is periodically held and both teachers made and standardized tests are used in examination. Teacher made tests are used for internal examination where as standardized tests are used in external examination. Brereton (1969 as cited in Khaniya 2013, p.62) defines, “examination is a dynamic part of the whole education process, involved with motivation and with defining the character of the education in which the student is involved”. Examinations include terminal and final examinations. They are used to motivate the learners and to provide feedback and judge their performance as well. Similarly, Richards and Schmit, (2010 p.107) mentioned that, “any procedure for measuring ability, knowledge or performance is called examination”. An ideal examination system evaluates both the teaching and learning process as well.

Regarding the examination system of semester system Patil (1998 as cited in Munishi, Javed & Hussan 2011) mentioned that; Annual system of examination is that system in which the examinations are conducted at the end of each academic year. This system of examination has a number of drawbacks. It destroys the influence of teachers among the students that is directly responsible for indiscipline. It delimitates the syllabi that regards students’ intellectual abilities and make them inactive.

Behavioral development of learner cannot be judged properly in this system. Keeping in view these drawbacks and deficiencies the semester system of examination replaced with the annual system.

In terms of internal and external authority they are two types of assessment system viz; Internal and external. According to Khaniya (2014 p.1), “internal and external assessment system is used to evaluate the students in the semester system in T.U.”. Internal assessment is administrated by the universities from which students get mark and feedback regarding their learning. This is held in the process of teaching and learning. The main purpose of internal assessment is to assess the total aspects of the students’ learning and to provide feedback even to the teachers as well as to the students during the instruction. Internal assessment is good tool. It can promote the meaningful involvement of the students which materials that is central to the teaching objectives of the given course.

In the system of semester examinations, T. U. Semester System Operational Guideline (2070, p.3) mentioned that, “different criteria are used to assess students in in-semester assessment such as classroom participation, home assignment, project work, classroom presentation, class’s attendance etc”. It means to evaluate the students’ performance not only formal examinations such as first term, second term third term examinations are used in in-semester assessment but also students’ participation in classroom activities, project works and home assignments are also used as a measuring tool.

On the other hand, external examination also held two times in a year in semester system. In the Semester System of examination, Ballanthyne (2003 p.96) mentions that, “the semester means half of an academic year usually 16-18 weeks and one year course is divided into two semesters and two semester course is divided into four semesters and exam is conducted two times a year”. Mostly in semester system students should take the external examinations two times in a year. One semester is six months in period.

Thus, formative (internal) and summative (end semester) examinations are used in semester system and way of measuring students performance is different than annual system of examination in the semester system of examination.

### **2.1.7 Current Trends of the Internal Assessment System in T.U.**

Internal evaluation is used to monitor learning progress during instruction the purpose is to provide continuous feedback to both teachers and students concerning learning success and failures.

Internal evaluation system is very important because it is used in day to day teaching and learning. It is based on academic principles in which teachers can look students learning and judge their performance. According to Khaniya (2014, p.1) “students in semester system require to be regular for completing tasks and projects and participate in group discussions, presentations and internal assessment is adopted for reducing over dependence on external evaluation”. It means internal evaluation system is crucial to develop learners’ performance and also get the quality result.

Different methods of evaluation are to be adapted to assess students’ performance in T.U. The in-semester (internal) evaluation has a total weight of 40% which is divided into internal assessment, project work, classes’ attendance, etc. upon the recommendation of subject committees and approved by the faculty board. In each course students have to obtain 50% marks to pass in the internal exam. Without passing internal exam students will not be qualified to appear in end semester examination.

T.U. Semester System Operation Guideline (2070, p.3) mentioned that internal assessment is conducted by course teacher based on following activities:

**Table 2**

**Criteria of Internal Assessment in T.U**

1. Attendance	5 points
2. Participation in the learning activities	5 points
3. First assignment/ midterm exam	10 points
4. Second assignment/assessment	10 points
5. Third assignment/activities	10 points
<b>Total</b>	<b>40 points</b>

In the context of T.U. different procedures are used to make students judgment in the process of teaching learning activities. Different methods of evaluation are to be adopted to assess student's performance in semester system. Internal assessment is conducted by the instructor based on above mentioned activities.

**1. Attendance**

Classroom attendance is one of the criteria of students' evaluation in semester system. Total weight of internal assessment is 40 points, out of which 5 point is allocated for classroom attendance. In semester system students should be regular in the classroom. In case of serious illness the students with 70% attendance will be given chance to appear in the final exam. In this case students have to submit an authorized medical certificate.

**2. Participation in learning activities**

Classroom participation of the students is another criterion of students' evaluation in semester system. Participation in learning activities is also allocated 5 points. In the process of teaching learning activities students should be participate in classroom interaction, group discussion and classroom discussion as well.

### **3. First assignment**

First assignment/assessment might be in the form of an assignment or book review or article review or first term paper on specific issue/ topic according to the nature of the course. The total marks allocated for the first assignment is 10 points.

### **4. Second assignment**

Second assignment in the semester system might be project work, case study seminar, survey/ field study and individual group report writing etc according to the nature of the course. The total marks allocated for second assignment is 10 points.

### **5. Third assignment/ assessment**

The third assignment/ assessment might be mid-term exam + assignment or a term paper on specific issue/topic according to the nature of the course. The total mark allocated to the third assignment is 10 points out of 40 points.

#### **2.1.8 Challenges of Internal Assessment in Semester System**

Introduction of semester system is a step towards quality education and it has been well accepted by different groups of society. Both the annual and semester system of assessments are practice in Tribhuvan University. In Central Department of T.U., semester system is introduced since 2070 B.S. and other T.U. affiliated colleges are running annual system of examination till now. The semester system of examination is replaced by the semester system of examination due to the deficiencies and flows of the annual system. In annual system only external examinations are taken as a means of evaluation and in semester system student are evaluated through the different criteria of internal assessment such as: attendance, classroom participation, project work, presentation and so on.

The semester system is rather better than annual system but it still has few drawbacks, most of the students in semester system increase the chances of favoritism and biases. Cates and Tutor (2010), mentioned that,

Students have to bear an extra financial burden in semester system of examination. The students are unable to participate in the co-curricular activities due to the academic burden even they could not prepare examination in semester system very well because they have to take the paper on a daily basis (p.7)

Furthermore, the dropout ratio of students increases in the semester system. As regards the time given to the midterm and final exams, the students viewed it as unjustified because each exam has different weight age of marks. The students are not serious about internal examinations and are also to face the local pressure to get the marks increased.

There are several challenges to implement semester system effectively. Das (2013, p.3) mentioned different challenges of semester system which are as follows:

- ) Syllabus of semester course is like with the annual system and it becomes difficult to complete the course within a time frame.
- ) For many economically backward students the system is a costly matter.
- ) Non-availability of study material.
- ) Due to the continuous engagement of students in the study process, they are giving very less time to their extra co-curricular activities.

The challenges of semester system as mentioned above are also related to the challenges of internal assessment in T.U. semester system as well.

## **2.2 Review of Empirical Literature**

I have read many thesis and research articles which were similar with my research topic: "Students' perceptions towards internal assessment of M.Ed. English in Semester system". The related major research works and articles are as follows.

Giri (1995) Carried out a research study entitled “People’s attitude towards the existing SLC examination in Nepal. The main objectives of this research was to find out the attitudes of the people towards existing SLC examination in the context of Nepal, with an attempt to study four areas of SLC examination system i.e. its appropriateness, practicability, privatization and credibility. He used survey research design and the population of the study consisted of six groups of people administrators, headmasters, teachers, students and guardians from Kathmandu and Morang districts. He found that 44.37 people had good attitude towards SLC examination of Nepal while 55.63 percentage people were not satisfied with it. The major finding of his research was many people had negative attitude towards SLC examination in the context of Nepal

Bhattarai (2008) carried out a research entitled “A study on the Attitude of Teacher and Students towards Internal Assessment: A case of M. Ed. in English”. The main objective of this research study was to find out the attitude of teachers and students towards internal assessment. His research design was survey research design and the samples of his research were thirty students and teachers of Central Department of English Education. Questionnaire as a tool for data collection and both open ended and close ended questions were used for data collection and purposive non random sampling procedure was used to collect the data. His methodology of study was survey analytic, descriptive and comparative in nature. The major finding of his study was the students of central department of English education had highly positive towards internal assessment and the teachers had highly negative towards this system. He found that internal assessment made students creative and resourceful as it makes them consult libraries and other more books and he suggested that feedback should be necessary provided immediately and results should be analyzed to provide corrective measures.

Joshi (2012) carried out the research entitled “Wash Back effect in terminal examinations: A case of Grade nine”. His main objectives were: to find out the wash back effect in terminal examinations and to analyze the result of public and private schools in Kathmandu district. He used survey research design and questionnaire as a

tool for data collection. The sample population of the study were 40 students from public community schools and 40 students from private (boarding school of class IX) schools and twelve teachers teaching the class. The random sampling method was used to collect the data. His finding was that, terminal examinations of compulsory English for grade nine have more positive or beneficial wash back effect on the students of private schools in comparison of students of public schools. He found that terminal examination assisted to reduce the fear of examination develops the students' confidence level as well.

Likewise, Yousaf and Hashim (2012) carried out research on “A case study of Annual and Semester system of examination on Government college of Management sciences, Peshawar Pakistan”. The objective of this research was to know the difference of marks percentage, passing ratio between annual and semester system of examination. They collected data through questionnaire from different Universities staff and students. Major finding of this research was semester system is very important to obtain better marks, get better job opportunities, it trains the students through process of analysis, separation and evaluation, for cognitive learning semester system moves to the higher level of learning and student is evaluated on both intellectual and behavioral basis and the students passed through semester system of examination does secure comparatively good marks, percentage than annual system of examination

Similarly, Pathak and Rahman (2013) carried out research article entitled “Perception of Students and Teachers towards semester system: A study in some selected degree colleges of Nagaon town of Nagaon district of Assam”. The main objective of this research article was to find out the perception of teachers and students towards semester system. The study was conducted on 133 undergraduate students and 44 teachers selected at random from four selected degree colleges affiliated to Gauhati University from Nagaon town of Nagaon district. He used questionnaire as a tool for data collection revealing perceptions towards five dimensions of Semester System curriculum, syllabus coverage and regularity of classes, teachers and methods of teaching. The major findings of his research was perception of students towards internal assessment and overall evaluation is not quite satisfactory and he found that,

necessity of developing strategies by all the stakeholders to arrange for minimum resources and facilities which have a direct bearing on students achievement.

Tiwari (2015) carried out the research on “perception of Students towards Internal Examination: A case of Higher Secondary level students”. The main objective of her research was to find out the perception of students towards internal examination in terms of relevance, cost effectiveness, utility etc. Her methodology of study was survey research design and questionnaire as a tool for data collection. The populations of her study were higher secondary level students of Kathmandu District. The sample of the research were 30 students from grade twelve and purposive non-random sampling strategy was used to collect the data. She found that, the survey of three colleges students view on internal examinations had positive attitude and almost all students got benefited from internal examination and they did well in final examination as well. She also found internal examinations help to improve the relationship between teachers and students and whole students had positive attitudes towards internal examination.

### **2.3 Implications of the Review for the Study**

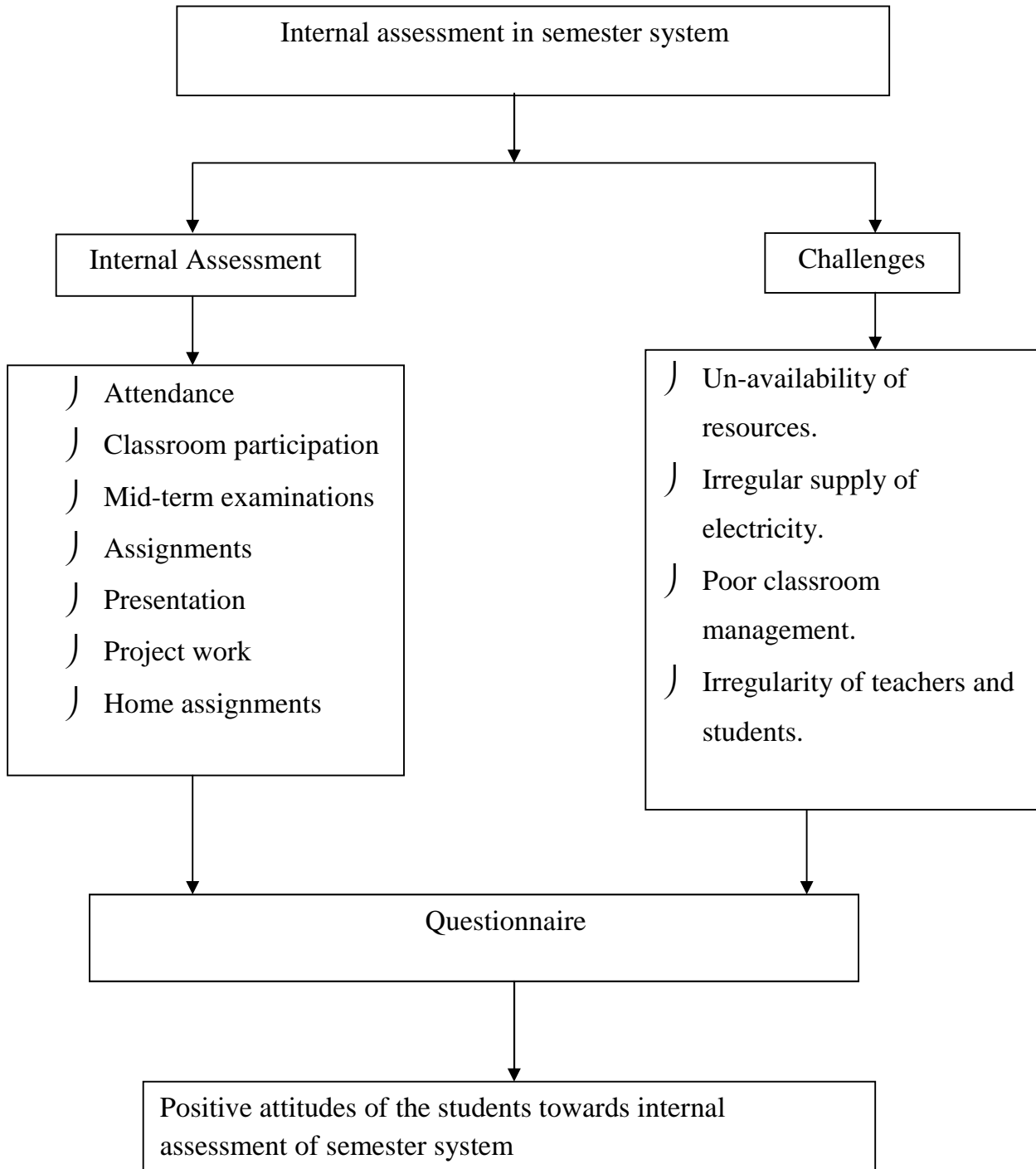
By reviewing theoretical and empirical literature I got the significant ideas, information and guidance on my research topic. General concept about internal assessment system became clear by consulting different books, articles, journals, thesis in the department and web. I have got lots of ideas regarding objectives, research questions, methodological procedure and other things too in order to complete my research.

From the theoretical review I have got many ideas about what assessment is, types of assessment, tools of assessment, and current trend of internal assessment in semester system in T.U. For which I read the different books of different writers such as; Heaton (1975), Hughes (2003), Alderson and Bachman (2005), Khaniya (2005), Richards and Schmidt (2010), Dumit (2012) and others too.

In empirical review, I have reviewed six different studies which were related with my research topic. Giri (1995) "People's attitudes towards the existing SLC examination in Nepal" from which I got significant ideas to select the population of survey research design. Similarly, Bhattarai (2008) "Attitude of teachers and students towards internal assessment" from which I got ideas about the objectives in survey research. Joshi (2012) "Wash back effect in Terminal examination" I got the ideas about research questions. In the same way, Yausaf and Hashim (2012) "A case study of Annual and Semester Systems of examination" has support me by providing the ideas about data collection procedure. Pathak and Rahman (2013) "perception of Students and Teachers towards Semester system" from which, I got ideas on research design and methodology. From Tiwari (2015), "Perception of Students towards Internal Examination" I got the ideas to make the tools for data collection. Likewise,. These six different studies reviewed were conducted to get the ideas about the perception of teachers and students towards internal examination system. These researches are related to my study. After reviewing these works I have got the ideas about to identify the perceptions of students towards semester system. These all studies have provided me the ideas and information related to my topic and which help me to explore the ideas on my research.

## 2.4 Conceptual Framework

Based on theoretical and empirical study of available literature the conceptual framework for this study has been made. The conceptual framework of the “Students’ perceptions towards internal assessment of semester system” is as follows:



## **CHAPTER THREE**

### **METHODS AND PROCEDURE OF THE STUDY**

To achieve the objectives of this research, the following methodology and procedures will be adopted.

#### **3.1 Design of the Study**

In order to complete the study I used the survey research design. To carry out the study, I chose survey research design because in survey research design data are collected through large group and at a single time or only once. In my study, I had collected the data from large group of students of M.Ed. English. This only possible through survey research design, so I adopted survey research design in my study.

Survey research deals with the characteristics, attitudes and behaviors of individuals, direct contact with those persons must be established by the survey researcher.

According to Nunan (1992, p. 140) “survey are widely used for collecting data in most areas of social inquiry from politics to sociology, from educational to linguistics”. In survey research data are collected from large group and at a single time or only once. In this regard, Cohen, Manion, Morrison (2010, p. 209) write that, “survey research in which researcher gathers data at a particular point in time especially to describe the nature of existing situation or to identify more standard one against the existing situation”. Survey research can be exploratory, descriptive or analytical. It is useful for gathering information on attitudes and perceptions, beliefs and predictions, behavior and experience of both past and present.

I chose the survey research design in my study because the objective of my research was to find out the perceptions of students towards internal assessment of semester system and it is only possible through survey research design.

### **3.2 Population, Sample and Sampling Strategy**

The population of the study was the M.Ed. second semester students of Department of English Education in Kirtipur Kathmandu. The sample of my study was 30 students of second semester. Purposive non-random sampling strategy was used to collect the data.

### **3.3 Research Tools**

The main tool for data collection was questionnaire including both closed-ended questions and open-ended questions. The questionnaire was used to collect the students' perceptions towards internal assessment of semester system.

### **3.4 Sources of Data**

In order to collect the data I used primary as well as secondary sources. The primary sources were used for collecting the data and the secondary sources were used to facilitate and enrich the study.

#### **3.4.1 Primary Sources of Data**

The primary data were collected from the Second Semester Students of M.Ed. English in Department of English Education Kirtipur Kathmandu. From whom I had collected the data regarding the perceptions of students towards internal assessment of semester system.

#### **3.4.2 Secondary Sources of Data**

I had consulted books, theses, journal articles, websites, magazines and materials available in the internet related to the present research as secondary sources of data. I had basically, consulted Heaton (1975), Nunan (1992), Hughes (2003), Alderson and Bachman (2005), Khaniya (2005), Cohen, Manion and Morrison (2010).

### **3.5 Data Collection Procedures**

In order to collect the data for the research work, I visited the Department of English Education of T.U. at Kirtipur Kathmandu. Then, I established the rapport with head of the department and I made him clear about purpose of my study. After taking permission from head of the Department, I met the selected populations and explained them about the purpose of my study. Then I administered the questionnaire to them with participant consent form and requested them to fill up the questionnaire. After the questionnaire filled up by the selected populations, I collected the questionnaire from them and finally, I thanked them for their kind co-operations.

### **3.6 Data Analysis and Interpretation Procedures**

After collecting the required data, firstly it was edited and coded. Then it was classified based on common properties and features. After that the data was tabulated and classified. Finally, analysis and interpretation were carried out statistically and descriptively.

### **3.7 Ethical Considerations**

As the research involves human beings as participants, before commencement of the study approval was obtained from the ethics committee of Department of English Education. After obtaining the approval, I went to M. Ed. second semester English students to collect the data and invited voluntary participation to complete the questionnaire as I administered them. Informants were not harmed during my study. They were made assured that all collected data would not be used elsewhere except for my study without their permission. I maintained confidentiality regarding the information of respondents and I did not analyze the data subjectively. I paid attention on accuracy, honesty, truthfulness of data in my study.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter mainly deals with analysis and interpretation of data. The data collected from the respondents were analyzed and interpreted to find out the perceptions of M. Ed English students towards internal assessment of semester system. After collecting the data, I came to the analysis and interpretation of data, which were collected from primary sources. The main objectives of this study were to find out the perceptions of M. Ed English semester students' towards internal assessment of semester system in terms of attendance, classroom participations, mid-term examinations, presentation, home assignments and project work activities and to find out the challenges faced by semester students. The data collected from students were based on the questionnaire. Both open-ended and close-ended questionnaire were administrated in order to collect their views.

The questionnaire was divided into two sections: section 'A' was related to identify the perceptions of the students' towards internal assessment of semester system and section 'B' was related to find out the challenges faced by semester students. There were altogether forty questions used, out of them thirty one questions were close-ended and nine questions were open- ended.

#### **4.1 Analysis of Data and Interpretation of Results**

Analysis of data and interpretation of results have been divided into two parts in terms of close-ended and open-ended questionnaire. In the first section, I have analyzed and interpreted the students' perceptions towards internal assessment in terms of attendance, classroom participations, mid-term examinations, presentations, home assignments and project work activities and in second part I have analyzed and interpreted challenges faced by students in semester system which have been presented as follows:

#### 4.1.1 Holistic Analysis of Students' Perceptions towards Internal Assessment of Semester System

This section of the study deals with the holistic analysis and interpretation of students' perceptions towards internal assessment of semester system in terms of; attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities which is presented as follows:

##### a. Attendance

**Table 3**

**Students' Perceptions towards Attendance**

Categories	Responses	No of Students	Percentage
Regularity in the classroom enhance learning	Yes	29	96.67
	No	1	3.33
Frequency of students' attendance in the class	Always	28	93.34
	Sometimes	1	3.33
	Often	1	3.33
	Rarely	0	0.00
	Never	0	0.00
Teachers regularity in the classroom	Always	17	56.67
	Sometimes	9	30.00
	Often	4	13.33
	Rarely	0	0.00
	Never	0	0.00

The table 3 shows 96.67% (29) of the students had positive attitudes towards the regularity enhance learning. Approximately 93.34% (28) of the students were found to have frequently attend in the classroom, 3.33% (1) of the student had 'sometimes' attend in the classroom and 3.33% (1) of the student was found to have not regularly attend in the classroom. This shows that, most of the students had always attended in

the classroom. Around, 56.67% (17) students mentioned that, teachers were regular in the classroom, 30% (9) of the students responded that teachers sometimes regular in the classroom and 13.33% (4) of the students responded that teachers had irregular in the classroom. This shows that all teachers were not regularly attend in the classroom. The data shows students were regular in the classroom and they had positive attitudes towards attendance to enhance the learning.

**b. Classroom Participation**

**Table 4**

**Students' Perceptions towards Classroom Participation**

Categories	Responses	No. of Students	Percentage
Necessity of students participation	Strongly agree	18	60.00
	Agree	12	40.00
	Neutral	0	0.00
	Disagree	0	0.00
	Strongly disagree	0	0.00
Students participation in classroom activities	Yes	26	86.67
	No	4	13.33
Importance of collaborative learning to improve the relationship between teachers and within students	Strongly agree	21	70.00
	Agree	8	26.67
	Neutral	1	3.33
	Disagree	0	0.00
	Strongly disagree	0	0.00
Students' participation in group work activities	Always	10	33.34
	Sometimes	18	60.00
	Often	1	3.33
	Rarely	1	3.33
	Never	0	0.00

The table 4 shows 60% (18) of the students had strongly agreed towards the necessity of students' participation inside the classroom to make collaborative learning and 40% (12) of the students had agreed towards classroom participation. Approximately, 86.67% (26) of the students had regularly participated in the classroom activities and 13.33% (4) of the students had not regularly participated in the classroom.

Approximately, 70% (21) of the students had strongly agreed about the importance of collaborative learning to improve the relationship between teacher and students and within students, 26.67% (8) of the students had agreed and 3.33% (1) of the student was neutral. Nearly, 33.34 % (10) of the students were found to have 'always' participated in group work activities, 60% (18) of the students found to had 'sometimes', 3.33% (1) of the student had 'often' and (1) of the 3.33% students had rarely participated in group work activities.

The data shows classroom participation is helpful to make collaborative learning and improve the relationship between teachers and students and within students. It makes students active inside the classroom but teachers should encourage the students to participate in the classroom activities.

**c. Mid-term Examinations**

**Table 5**

**Students' Perceptions towards Mid-term Examinations**

<b>Categories</b>	<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Help of mid-term examinations for end semester	Yes	26	86.67
	No	4	13.33

examination			
Teachers provide feedback after mid-term examinations	Yes	14	46.67
	No	16	53.33
Help of mid-term examinations to minimize the failure in end semester examination	Strongly agree	10	33.33
	Agree	17	56.66
	Neutral	0	0.0
	Disagree	2	6.67
	Strongly disagree	1	3.33

The table 5 shows 86.67% (26) of the students had positive attitudes towards mid-term examinations which help to get high score in end- semester examinations and 13.33% (4) of the students had negative attitudes. This shows most of the students have benefited through mid-term examinations to get high score in end-semester examinations. Nearly, 46.67% (14) of the students have got feed back after their mid-term examinations and 53.33% (16) of the students had got feedback after their mid-term examinations. The data shows mid-term examinations are very much effective to the students to get high score in end- semester examinations; but teachers should provide feedback after taking mid-term examinations. Approximately, 33.33% (10) of the students had ‘strongly agreed’ towards the mid-term examinations to help to minimize the chances of failure in end-semester examinations, 56.66% (17) of the students were agreed, 6.67 % (2) of the students had disagreed and 3.33% (1) of the student had strongly disagreed towards mid-term examinations. This shows that most of the students had positive attitudes towards mid-term examinations to get high score in end- semester examinations and mid-term examinations are effective to minimize the chances of failure in end-semester examinations.

**d. Presentation**

**Table 6**

**Students' Perceptions towards Presentation**

<b>Categories</b>	<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Necessity of power point presentation	Yes	13	43.33
	No	17	56.67
Students feel hesitation to present the lesson	Yes	22	73.33
	No	8	22.88
Students participation in classroom presentation	Always	6	20.00
	Sometimes	17	56.67
	Often	4	13.33
	Rarely	3	10.00
	Never	0.00	0.00
Students get feedback after presentation	Yes	24	80.00
	No	6	20.00

The table 6 shows 43.33% (13) of the students showed their positive attitudes towards the important of power point presentation in the class room and 56.67% (17) of the students had negative attitudes towards the power point presentation in the class room. About 20% (6) of the students had 'always' participated in the classroom presentation, 56.67% (17) had 'sometimes' participated in the classroom presentation, 13.33% (4) of the students 'often' and 10% (3) of the students had 'sometimes' participated in the classroom presentation. Approximately, 80% (24) of the students had got immediate feedback after their lesson presentation and 20% (6) of the students had not got immediate feedback after their lesson presentation. The data shows some of the students have positive attitudes towards classroom presentation.

#### 4.1.1.5 Home Assignments

**Table 7**

#### **Students' Perceptions towards Home Assignments**

<b>Categories</b>	<b>Responses</b>	<b>No. of students</b>	<b>Percentage</b>
Home assignments make the students creative	Yes	28	93.33
	No	2	6.67
Students carryout home assignments	Always	8	26.67
	Sometimes	17	56.67
	Often	5	16.66
	Rarely	0	0.00
	Never	0	0.00

The table 7 shows 93.33% (28) of the students had positive attitudes towards home assignments and only 6.66% (2) of the students had negative attitudes towards home assignments. Nearly, 26.67% (8) of the students had always carried out their home assignments, 56.67% (17) of the students 'sometimes' carried out and 16.66% (5) of the students 'often' carried out their home assignments. This data shows most of the students have positive attitudes towards home assignments because it makes the learners creative.

#### 4.1.1.6 Project Work Activities

**Table 8**

#### **Students' Perceptions towards Project Work Activities**

<b>Categories</b>	<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Project work activities make students	Strongly agree	7	23.33
	Agree	20	66.67
	Neutral	2	6.66

autonomous learner	Disagree	10	3.33
	Strongly disagree	0	0.00
Students take part in project work activities	Always	8	26.67
	Sometimes	17	56.66
	Often	5	16.66
	Rarely	0	0.00
	Never	0	0.00

The table 8 shows 23.33% (7) of the students had strongly agreed and 66.67 % (20) of the students had agreed towards the project work activities because it makes learners autonomous, self directed and also develops the all four language skills. Nearly, 26.67% (8) of the students had ‘always’ participated in project work activities 56.66% (17) of the students ‘sometimes’ take part in project work activities and some students did not get chances to take part in project work activities. The data shows most of the students had positive attitudes towards project work activities to enhance learning.

#### **4.1.2 Item Wise Analysis**

This section of the study deals with the analysis and interpretation of all open-ended and close- ended items which were used to collect the data.

##### **4.1.2.1 Closed-ended Questionnaire**

The collected data are analyzed and interpreted in terms of attendance, classroom participations; mid-term examinations, presentation, home assignment and project work which are presented as below.

#### **1. Attendance**

This section of the study deals with the analysis and interpretation of responses of the students’ towards internal assessment of semester system in terms of attendance. The analysis and interpretation of students’ responses are as follows:

## **I. Regularity in the classroom enhance students learning**

The main concern of this question is to find out the perceptions of the students' towards whether regularity in the classroom enhances students' learning or not and it is useful to the semester students or not which is presented as below

**Table 9**

### **Regularity in the Classroom Enhance Learning**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	29	96.67
No	1	3.33

The table 9 shows 96.67% (29) of the students had positive attitudes and 3.33% (1) of the student had negative attitude towards the regularity in the classroom enhance students' learning. The data shows most of the students had positive attitudes towards attendance of semester system.

## **II. Students attendance in the classroom.**

The main concern of this question is to find out how often students attend in the classroom. The responses of the students have been presented in following table:

**Table 10**

### **Students' Attendance in the Classroom**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Always	28	93.34
Sometimes	1	3.33
Often	1	3.33
Rarely	0	0.00
Never	0	0.00

The table 10 shows that, 93.34% (28) of the students had always attended in the classroom, 3.33% (1) of the student had sometimes attended in the classroom and 3.33% (1) of the student had ‘often’ attended in the classroom. The data shows most of the students were regularly attended in the classroom.

## **2. Classroom Participation**

This section of the study deals with the analysis and interpretation of the responses from the students towards internal assessment in terms of classroom participation. It has been discussed in the following sub headings.

### **I. Student participation inside the classroom is necessary to make collaborative learning**

Students’ participation in the classroom activities is the main concern of this question. Strongly agree, agree, neutral, disagree and strongly disagree were the options to choose. Students’ responses on this question have been presented below:

**Table 11**

**Necessity of Students’ Participation in Classroom Activities**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Strongly agree	18	60.00
Agree	12	40.00
Neutral	0	0.00
Disagree	0	0.00
Strongly disagree	0	0.00

The table 11 shows 60% (18) of the students had strongly agreed and 40% (12) of the students had agreed regarding the necessity of students’ participation in the classroom activities. So it can be concluded that almost all the students have positive attitudes towards the students’ participation inside the classroom is necessary and it makes the learning collaborative.

## **II. Students participations in the classroom activities**

This question is concerned with whether semester students participated in classroom activities or not.

The responses have been presented as below:

**Table 12**

**Students' Participation in Classroom Activities**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	26	86.67
No	4	13.33

The table 12 shows 86.67% (26) of the students had regularly participated in classroom activities and 13.33% (4) of the students had not participated in classroom activities in regular basis. This data shows most of the students had participated in classroom activities.

## **III. Collaborative learning helps to improve the relationship between teacher and students and within students**

This question is concerned with whether collaborative learning improves the relationship between teacher and students and within students. The views of the students are divided into four categories of responses, which are presented in the following table.

**Table 13**

**Collaborative Learning Improves Relationship between Teacher and Students**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Strongly Agree	21	70.00
Agree	8	26.67
Neutral	1	3.33
Disagree	0	0.00
Strongly disagree	0	0.00

The table 13 shows 70% (21) students had strongly agreed, 26.67% (8) of the students had agreed, 3.33% (1) of the student had neutral on the role of collaborative learning to develop the relationship between teacher and students and within students. Most of the students have agreed towards this question. It can be concluded that collaborative learning is essential to the students.

**IV. Students' participation in group work activities**

The main concern of this question is to find out how often semester students participated in group work activities. Always, sometimes, often, rarely and never were the options to choose. The responses of the students on this question have been presented as follows:

**Table 14**

**Students' Participation in Group Work Activities**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Always	10	33.33
Sometimes	18	60.00
Often	1	3.33
Rarely	1	3.33

Never	0	0.00
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The table 14 shows 33.34% (10) of the students had always participated in classroom activities, 60% (18) of the students had sometimes, and 3.33% (1) of the student have been often, 3.33% (1) of the student had 'rarely' participated in classroom activities. It can be concluded that most of the students participated in classroom activities.

### 3. Mid-term Examinations

This section of the study deals with the analysis of responses from the students towards internal assessment in terms of mid-term examinations. The analysis and interpretation of students' responses have been presented as follows.

#### I. Effectiveness of Mid-term examinations to get high score in end-semester examinations

Mid-term examinations are useful for the final examinations. It is more beneficial to know the students level of progress. It helps to put more effort in the particular areas of weaknesses.

The students' responses are presented in following table:

**Table 15**

#### **Help of Mid-term Examinations for End-semester Examinations**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	26	86.67
No	4	13.33

The table 15 shows 86.67% (26) of the students had positive attitudes towards mid-term examinations to get high score in end semester (final) examination and 13.33% (4) of the students had negative attitudes towards help of mid-term examinations to

get high score in end-semester examination. This shows students can get high score in final examination on the basis of mid-term examinations.

## **II. Teachers provide feedback to the students after mid-term examinations**

This question concern with whether the teachers provide feedback to the students after mid-term examinations. Students' responses have been presented in the following table.

**Table 16**

**Feedback to the Students**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	14	46.67
No	16	53.33

The table 16 shows 46.67% (14) of the students had got feedback after their mid-term examinations and 53.33% (16) of the students had not got feedback after their mid-term examinations. It can be concluded that many students could not get feedback by the teacher after their mid-term examinations so; teacher should provide feedback after the mid-term examinations.

## **III. Mid-term examinations help to minimize chances of failure in end-semester examination**

This question concern with whether mid-term examinations minimize the failure in end-semester examinations or not. The views are divided into five categories of responses, which have been presented in following table.

**Table 17**

**Mid-term Examinations Minimize the Chances of Failure in End-semester Examination**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Strongly agree	10	33.33
Agree	17	56.67
Neutral	2	6.66
Disagree	1	3.33
Strongly disagree	0	0.00

The table 17 shows 33.33% (10) of the students had strongly agreed, 56.67% (17) of the students had agreed, 6.66 % (2) of the students had neutral and 3.33% (1) of the student had disagreed about the mid-term examinations to minimize the chances of failure in final examinations. It can be concluded that mid-term examinations are useful to the semester students to minimize the chances of failure in end-semester examinations.

**4. Presentation**

This section of study deals with the analysis and interpretation of the responses of the students towards internal assessment in terms of presentation. The analysis and interpretation of students' responses can be presented as follows:

**I. Necessity of power point presentation in the classroom**

This question was made to collect the opinions as to whether power point presentation is essential in the classroom to the semester students or not. The responses of the students can be presented as following table:

**Table 18**

**Necessity of Power Point Presentation**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	13	43.33
No	17	56.67

The table 18 shows 43.33% (13) of the students had positive attitudes towards the power point presentation in the classroom and 56.67 % (17) students were found to have negative attitudes towards power point presentation in the classroom. The data shows power point presentation is essential but not always in the classroom presentation.

**II. Students participation in classroom presentation**

The main concern of this question is to find out how often students take part in classroom presentation. The responses of the students can be presented as following table:

**Table 19**

**Students Participation in Presentation**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Always	17	56.67
Sometimes	6	20.00
Often	4	13.33
Rarely	3	10.00
Never	0	0.00

The table 19 shows 56.67% (17) of the students had always participated in classroom presentation, 20% (6) of the students had sometimes, 13.33% (4) of the students were found to have been ‘often’, 10% (3) of the students had ‘rarely’ participated in

classroom presentation. This shows majority of the students take part in classroom presentation.

### **III. Teachers provide feedback to the students after presentation**

The main concern of this question is to find out whether teachers provide feedback to the students after their classroom presentation. The responses of students can be presented as follows:

**Table 20**

**Feedback to the Students**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	24	80.00
No	6	20.00

The table 20 shows 80% (24) of the students had received feedback after their lesson presentation and 20% (6) students had not received feedback by the teacher. It can be concluded that teachers provide feedback after students' presentation.

## **5. Home Assignments**

This section of the study deals with the analysis of the responses from the students' toward the internal assessment in terms of home assignments. It has been discussed in the following sub-headings.

### **I. Home assignments make the students creative**

The main concern about this question is to find out home assignments are useful for the students or not. The responses of the students towards this question are presented as following table:

**Table 21**

**Home Assignments Make the Students Creative**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	28	93.33
No	2	6.67

The table shows 93.33% (28) of the students had positive attitudes towards the home assignments and 6.76% (2) of the students had negative attitudes towards home assignments. It can be concluded that majority of students have positive attitudes towards home assignment and they responded that home assignments make the learners creative.

**II. Carrying out of home assignments**

The main concern of this question is to find out how often students carrying out their home assignments. The responses of the students can be presented as following table.

**Table 22**

**Carrying out of Home Assignments**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Always	8	26.66
Sometimes	17	56.67
Often	5	16.66
Rarely	0	0.00
Never	0	0.00

The table 22 shows 26.66% (8) of the students had always carried out their home assignments, 56.67% (17) of the students had sometimes, 16.66% (5) of the students had 'often' carrying out their home assignment. It can be concluded that majority of students carried out their home assignments.

## 6. Project work Activities

This section of the study deals with the analysis of the responses in terms of project work activity. The analysis and interpretation of students' responses are as follows:

### I. Project work activities make the students autonomous learners

The main concern of this question is to find out whether project work activities are helpful to the students or not. The responses of the students can be presented below:

**Table 23**

#### **Project Work Activities Make the Students Autonomous**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Strongly agree	7	23.33
Agree	20	66.67
Neutral	2	6.66
Disagree	1	3.33
Strongly disagree	0	0.00

The table 23 shows 23.33% (7) of the students had strongly agreed, 66.67% of the (20) students had agreed, 6.66% (2) of the students were found to have been 'neutral' and 3.33% (1) of the student had disagreed towards project work activities to make the learners autonomous in the semester system. It can be concluded that project work activities make the learners autonomous.

### II. Students participation in project work activities

The main concern of this question is to find out how often students take part in project work activities. Always, sometimes, often, rarely and never were the options to choose. The responses of the students on this question can be presented as follows:

**Table 24**

**Student Participation in Project Work Activities**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Always	2	6.67
Sometimes	16	53.33
Often	6	20.00
Rarely	3	10.00
Never	3	10.00

The table 24 shows 6.67% (2) of the students had always participated in project work activities, 53.33% (16) of the students had sometimes participated in project work activities, 20% (6) of the students were found to have been ‘often’, 10% (3) of the students had ‘rarely’ and 10% (3) of the students had never participated in project work activities. It can be concluded that most of the students sometimes participated in project work activities.

**4.1.2.2 Open-ended Questionnaire**

In addition to close-ended questionnaire six open-ended questions were used to find out the students perceptions towards the internal assessment of semester system. In open-ended questions students can give their answers according to their own language and own way. Analysis and interpretation of the open-ended questionnaire have been categorized in terms of attendance, classroom participations, mid-term examinations, presentation, home assignments and project work activities.

## **1. Attendance**

This section of the thesis deals with the analysis of responses from the students towards internal assessment in terms of attendance. To collect the students' views one open-ended question was used. The analysis and interpretation of students' responses are as follows:

### **Presence of students in the classroom**

Attendance is a part of internal assessment in the semester system. This item was prepared to collect the information about whether students regularly attended in the classroom and what the perceptions of students towards attendance are. I found that almost all students were regular in the classroom and they viewed that regularity in the classroom is necessary to develop the relationship between teachers and students. So it can be concluded that students had positive attitudes towards attendance.

## **2. Classroom Participations**

This section of the thesis deals with the analysis of the responses from the students towards internal assessment in terms of classroom participations. One open ended question related to classroom participation was used. The analysis and interpretation of students' responses can be presented as follows.

### **Necessity of classroom participation**

This item was constructed to find out whether classroom participation is necessary to the semester students. Almost all students had positive attitudes towards the necessity of classroom participation. Students responded that classroom participation is necessary because it enhances collaborative learning and makes learning environment fruit full. If the students actively participated in the classroom activities they can learn perfectly. It develops the students' confidence level. So, it can be concluded that students had positive attitudes towards classroom participations.

### **3. Mid-term Examinations**

This section of the study deals with the analysis of the responses from the students' towards internal assessment in terms of mid-term examination. One open-ended question was used related to the mid-term examinations. The responses of the students can be presented as follows:

#### **Relevancy of mid-term examinations to the end-semester examination**

This item was used to collect the opinions towards whether the mid-term examinations are relevant to the final examinations or not. Some of the students viewed that it is somehow relevant but most of the students viewed that it is relevant to the final examination. Students responded that, the main purpose of the mid-term examination was to prepare the students for final examination and provide guidelines to the students for their betterment of learning and improve their knowledge. They also mentioned that, through the result of mid-term examinations students can re-correct their own mistakes. It can be concluded that students were found to have positive attitudes towards mid-term examinations and it is relevant of the end-semester examination.

### **4. Presentation**

This section of the study deals with the analysis and interpretation of students' responses on the basis of classroom presentation. One open-ended question was asked to the students related to classroom presentation. The responses of the students can be presented as follows:

#### **Students' satisfaction on power point presentation**

This item attempts to elicit the information to whether students satisfied with power point presentation in the classroom or not. Some of the students had not satisfied with power point presentation. They responded that it kills students' creativity which is achieved through discussion and most of the students had positive attitudes towards power point presentation they responded that, it is very much needed in the classroom

because it is modern technology the present world is the age of ICT and students should be familiar with these things but effective implementation should be in the classroom. It can be concluded that some of the students had satisfy with the power point presentation but some had not satisfied.

## **5. Home Assignments**

This section of the study deals with the analysis and interpretation of students responses towards internal assessment of semester system in terms of home assignments. One open-ended question was provided to the students related to home assignments. The analysis and interpretation of students' responses have been presented as follows:

### **Relevancy of home assignments to the master level students**

This item was prepared to collect the opinions regarding whether giving home assignments to the semester students is good or not. Most of the students said that, it gives opportunity to read lots of books which enhance knowledge. It makes students more active and also develops the habit of study. It also develops the reading and writing skills. The data shows home assignments are relevant to the master level students.

## **6. Project Work Activities**

This section of the study deals with the analysis and interpretation of the students' responses towards internal assessment in terms of project work activities. One open-ended question was provided to the students related to the project work activity. The analysis and interpretation of students' responses in terms of project work activities are as follows:

### **Project work activities make the students creative and autonomous learners**

This item was used to elicit information about whether project work activities are important or not. The responses of the students can be presented as follows:

- ) Project work activities are most important to the students it makes students creative and self directed learners.
- ) In the project work activities students are bound to search something on the basis of what they assigned by the instructor so it makes students creative.
- ) It follows the principle of learning by doing and increases the co-operation among the students.
- ) It develops all four language skills of the students.
- ) It is done through the help of media and students become creative and self directed so it makes the learners autonomous.

By analyzing the responses of the students I found that almost all students had positive attitudes towards project work activities.

#### **4.1.3 Challenges Faced by Students in Semester System**

This section of the thesis deals with the analysis and interpretation of data regarding the challenges faced by students in semester system. Seventeen questions were used to find out the challenges of semester system. Out of them fourteen questions were closed-ended and three questions were open-ended. The questions were related to the availability of resources, regularity of the classes, cost effectiveness, classroom management and miscellaneous. The analysis and interpretation of these items can be presented as below:

##### **4.1.3.1 Closed-ended Questionnaire**

This section of the thesis deals with the analysis and interpretation of data on the basis of availability of resources, classroom Management, cost effectiveness and miscellaneous which can be presented as follow:

## 1. Availability of Resources

This item deals with the analysis of the responses from the students towards challenges of semester system in terms availability of the books in library. Analysis and interpretation of students' responses are presented as follows:

### I. Availability of resources in the library

The main concern of this question is to find out the whether students get easily resources from library or not. The students' responses of this question can be presented below:

**Table 25**

**Availability of Resources in the Library**

Responses	No. of Students	Percentage
Yes	27	90.00
No	3	10.00

The table 25 shows 90% (27) of the students responded that they had not got resources from library and 10 % (3) of the students had easily got the books from library. The data shows most of the students had not got resources from the library.

### II. Facility of email and internet in the department

The main concern of this question is to find out whether students have got email and internet facility in the department or not. The state of opinions has been presented as below:

**Table 26**

**Facility of Email and Internet**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	2	6.67
No	28	93.33

The table 26 shows 93.33% (28) of the students responded that they have not got email and internet facility in the department and 6.67% (2) of the students responded that they have got email and internet facility in the department. It can be concluded that most of the students had not got email and internet facility in the department.

**III. Availability of suitable environment to complete the task as prescribed by curriculum**

Students should get suitable environment to complete the task as prescribe by curriculum in the department. To complete the task such as project work, seminar paper, group work activities there should be suitable environment in the department. The main concern of this question is to find out whether there is suitable environment or not to complete the task as assigned by teachers. The responses of the students can be presented as follows.

**Table 27**

**Availability of Suitable Environment to Complete the Task**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	11	36.67
No	19	63.33

The table 27 shows 36.67 % (11) of the students had got suitable environment to complete the task as prescribed by curriculum and 63.33% (19) of the students had not got sufficient environment to complete the task as prescribed by curriculum. So it can

be concluded that most of the students had not got suitable environment to complete the tasks as prescribed by curriculum.

## **2. Classroom Management**

This section of the thesis deals with the analysis and interpretation of students' responses of challenges faced by semester students towards internal assessment in terms of classroom management. The analysis and interpretation of students' responses can be presented as follows:

### **I. Classroom management**

The main concern of this question is to find out whether classroom is well managed or not in semester system. The responses of the students can be presented as follows:

**Table 28**

#### **Classroom Management**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	12	40.00
No	18	60.00

The table (28) shows 40% (12) of the responded that there is well management of classroom and 60% (18) of the students responded that classroom management is not well.

### **II. Electricity problem while presenting the lesson**

The main concern of this question is to find out whether students faced electricity problem or not while presenting the lesson through power point. The responses from the students can be presented as follows:

**Table 29**

**Regular Back up of Electricity**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	11	36.33
No	19	63.67

The table 29 shows 63.33% (11) of the students responded that there is electricity problem while presenting the lesson through power point and 36.67% (19) of the students had not faced electricity problems while presenting the lesson through power point. So it can be concluded that students faced electricity problems in power point presentation.

**3. Cost Effectiveness**

This section of the study deals with the analysis of students' responses towards challenges faced by students in semester system on the basis of cost effectiveness. The main purpose of this item is to find out whether students face financial problem in semester system or not.

**I. Students have to face extra financial burden in the assessment of semester system**

The main concern of this question is to find out whether semester system is cost effective or not. The responses of the students can be presented as following table:

**Table 30**

**Students Face Financial Burden in Semester System**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Strongly agree	10	33.33
Agree	14	46.67
Neutral	4	13.33

Disagree	2	6.66
Strongly disagree	0	0.00

The table 30 shows that 33.33% (10) of the students had strongly agreed, 46.67% (14) of the students agreed, 13.33% (4) of the students were have been neutral and 6.67% (2) of the students had disagreed towards students face extra financial burden in semester system. The data shows most of the students faced financial burden in semester system.

## II. Cost effectiveness of semester system

The main concern of this question is to find out whether semester system is costly to students.

The responses of this question are presented in the following table:

**Table 31**

### **Economically Backward Students System is Costly**

<b>Responses</b>	<b>No of Students</b>	<b>Percentage</b>
Strongly agree	11	36.37
Agree	17	56.66
Neutral	2	6.66
Disagree	0	0.00
Strongly Disagree	0	0.00

The table 31 shows 36.37% (11) of the students had strongly agreed, 56.66% (17) of the students had agreed, 6.66% (2) of the students had neutral about this question. It shows most of the students responded that semester system is costly to the students of low economic background.

#### 4. Miscellaneous

This section of the thesis deals with analysis of the responses from students towards challenges of semester system in terms of miscellaneous. The analysis and interpretation of students' responses have been presented as follows:

##### I. Completion of course within a time frame.

The main concern of this question is to find out the responses of the students' towards whether teacher completed the courses within a time frame. The responses of the students can be presented as follows:

**Table 32**

**Completion of Courses in Time Frame**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Yes	12	40.00
No	18	60.00

The table 32 shows 40% (12) of the students responded that teachers complete the courses in a time frame and 60% (18) of the students responded that teachers do not complete the courses with in a time frame. It can be concluded majority of students responded that teachers had not completed the courses with in a time frame.

##### II. Due to the academic burden students could not prepare examinations very well.

The main concern of this question is to find out whether students got chances to prepare the examination well in semester system. The responses of the students can be presented in following table:

**Table 33**

**Semester Students could not Prepare Examination Very Well**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Strongly agree	9	30.00
Agree	13	43.33
Neutral	3	10.00
Disagree	5	16.67
Strongly Disagree	0	0.00

The table 33 shows 30% (9) of the students had strongly agreed, 43.33% (13) of the students had agreed, 10% (3) of the students had neutral and 16.67% (5) of the students had disagreed. This shows most of the students had not prepared the examinations very well due to the academic burden.

**III. Syllabus of the semester system is like the annual system**

The main concern of this question is whether semester system revised the courses or syllabus is like with annual system. The responses of the students can be presented as the following table:

**Table 34**

**Syllabus of the Semester System is like the Annual System**

<b>Responses</b>	<b>No. of Students</b>	<b>Percentage</b>
Strongly agree	14	46.67
Agree	12	40.00
Neutral	2	6.66
Disagree	2	6.66
Strongly disagree	0	0.00

The table 34 shows 46.67% (34) of the students had strongly agreed, 40% (12) of the students had agreed, 6.66% (2) of the students had neutral and 6.66% (2) of the

students had disagreed. It can be concluded that the majority of students responded that the syllabus of semester system is like annual system.

#### **4.1.3.2 Open-ended Questionnaire**

In addition to closed-ended questionnaire, three open-ended questions also used to elicit the data. In open-ended questions students can give their own view according to their own language and own way.

The analysis and interpretation of the students' responses have been presented as below:

##### **I. Students satisfaction with the availability of resources**

This item was prepared to collect the data as to whether students were satisfied with the resources available in the library. The data shows almost all students had not satisfied with the availability of resources in the library. They mentioned there are not sufficient books for all students and most of the books are not available in the library. There is not well distribution system as well. So, it can be concluded that students are not satisfied with the availability of resources in the library.

##### **II. Problems of internal assessment in T.U.**

The item was an attempt to collect the information regarding what are the problems of internal assessment at T.U. On the basis of students responses problems of the internal assessment can be presented as follows:

- 5 Feedback is not provided after mid-term examinations.
- 6 Poor classroom management.
- 7 Lack of sufficient reading materials.
- 8 Not cost effective.
- 9 Irregularity of the teachers.

- 10 Not completion of courses with in a time.
- 11 Irregular supply of electricity to present the lesson through power point.

### **III. Classroom Management**

This item was prepared to collect the opinions regarding whether there are issues in classroom management or not. Most of the students responded though classrooms are somehow managed, equipments are very weak condition therefore students face many challenges. There are some of the problems towards classroom management such as; irregular supply of electricity to present the lesson through power point, problems regarding multimedia, lack of well internet facility. So, it can be concluded that there were several issues of classroom management.

## **CHAPTER FIVE**

### **FINDINGS CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the findings that have been deduced from the analysis of the data, conclusions have been taken from findings and some recommendations are made on the basis of the findings of the research.

#### **5.1 Findings**

After the analysis and interpretation of data, the findings of the study are presented as follows:

1. Findings of the internal assessment in terms of attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities.
2. Findings of the challenges faced by students in semester system in terms of availability of resources, classroom management, cost effectiveness and miscellaneous.

##### **5.1.1 Findings of Internal Assessment in Terms of Attendance, Classroom Participation, Mid-term Examinations, Presentation, Home Assignments and Project Work Activities.**

###### **1. Findings of the Internal Assessment in Terms of Attendance.**

- ) Approximately, 96.67% (29) of the students had positive attitudes towards attendance as a criterion of internal assessment in semester system.
- ) Almost all 100% (30) of the students responded that regularity in the classroom develops the relationship between teacher and students and within students.
- ) About, 93.34% (28) of the students responded that they always attended in the classroom.

## **2. Findings of the Internal Assessment in Terms of Classroom Participation.**

- ) Almost all 100% (30) of the students had positive attitudes towards classroom participation.
- ) Approximately, 60% (18) of the students were found to have strongly agreed and 40% (12) of the students were found to have agreed towards classroom participations to make the learning collaborative.
- ) About, 86.67% (26) of the students were found to have regularly participated in classroom activities.
- ) Around 70% (21) of the students were found to have strongly agreed and 26.67 % (8) of the students were found to have agreed towards collaborative learning helps to develop the relationship between teachers and students.
- ) Approximately, 33.34% (10) of the students were found to have always participated in group work activities, 60% (18) of the students were found to have sometimes participated in group work activities

## **3. Findings of the Internal Assessment in terms of Mid-term Examinations.**

- ) Approximately, 86.67% (26) of the students accepted that mid-term examinations are useful to get high score in end-semester examination.
- ) Around 86.67% (26) of the students responded that mid-term examinations are helpful to the end semester examinations.
- ) Around, 33.33% (10) of the students were found to have strongly agreed and 56.67% (17) of the students were found to have agreed towards mid-term examinations minimize the chances of failure in end-semester examination.

## **4. Findings of Internal Assessment in Terms of Presentation**

- ) Most of the 80% (24) of the students responded that teachers provide constructive feedback after classroom presentation.

- ) Nearly, 56.47% (17) of the students had not satisfied with power point presentation.
- ) Around, 20% (6) of the students were found to have 'always' and 56.67% (17) of the students were found to have 'Sometimes' take part in classroom presentation.

**5. Findings of Internal Assessment in Terms of Home Assignments.**

- ) Approximately, 93.33% (28) of the students responded that they had positive attitudes towards home assignments.
- ) About, 26.67 % (8) of the students 'always' and 56.66 % (17) of the students 'sometimes' carried out home assignments.
- ) Most of the 93% (28) of the students had positive attitudes towards home assignments.

**6. Findings of Internal Assessment in Terms of Project Work Activities.**

- ) Approximately, 23.33% (7) students strongly agreed and 66.67% (20) of the students agreed towards project work activity and they mentioned that it makes the student autonomous learners.
- ) Around 26.6% (8) of the students always, 56.67% (17) of the students sometimes and 16.66% (5) of the students often take part in project work activities.
- ) Most of the 90% (27) students had positive attitudes towards project work activities.

### **5.1.2 Findings of the Challenges Faced by Semester Students in Semester System in Terms of Availability of Resources, Classroom Management, Cost effectiveness and Miscellaneous.**

#### **1. Findings of the Challenges Faced by Semester Students in Terms of Availability of Resources.**

- ) Approximately, 90% (27) of the students responded that sufficient books are not available in the library.
- ) About, 93.33% (28) of the students responded that they had not got internet facility in the department.
- ) Around 63.33% (19) of the students responded that they have not got suitable environment to complete the task as prescribed by curriculum.

#### **2. Findings of the Challenges Faced by Semester Students in terms of Classroom Management.**

- ) Approximately, 60% (18) of the students responded that there was poor classroom management.
- ) Around 63.67% (19) of the students responded that there was irregular supply of electricity.

#### **3. Findings of the Challenges Faced by Semester Students in Terms of Cost effectiveness.**

- ) Approximately, 33.33% (10) students were found to have strongly agreed and 46.67% (14) of the students were found to have agreed towards students face extra financial burden in semester system.
- ) Around 93.03% (28) of the students responded that many economically backward students the system is costly matter.

#### **4. Findings of the Challenges Faced by Semester Students in terms of Miscellaneous**

- ) Around, 60% (18) of the students responded that teachers had not completed the courses within a time frame.

- ) Approximately 73.33% (22) of the students responded that due to the academic burden they could not prepare examinations very well.
- ) Most of the 60% (18) students responded that teachers do not complete the courses within speculated time frame.
- ) About, 86.67% (26) of the students responded that syllabus of the semester system is like with annual system.

## **5.2 Conclusions**

To find out the students' perceptions towards internal assessment in terms of attendance, classroom participations, mid-term examinations, presentation, home assignments and project work activities survey research with purposive non- random sampling strategy was used. Students of M. Ed. second semester had positive attitudes towards internal assessment. Regarding the attendance, 96.67% (29) of the students had positive attitudes. The data shows most of the students had positive attitudes towards attendance as a criterion of internal assessment. Similarly almost all 100% (30) of the students had a view that classroom participation is necessary to develop the rapport between teacher and students and within students. Likewise, 87.67% (26) of the students had a view that mid-term examinations are useful to get high score in end-semester examination. Students responded that presentation is a good tool to develop the confidence level of the students and it also develops the speaking skill. Approximately, 93.33% (28) of the students had positive attitudes towards home assignments and they responded that assignments are relevant to the master level students. Most of the 90% (27) of the students accepted that project work activities make the students autonomous and self directed, it also helps to develop all four language skills. The overall analysis shows that assessment of semester system is very much effective to the learners through which learners get opportunities to develop their learning. Almost all students are benefited from internal assessment of semester system. It makes the students creative and self directed. It also helps the students to become familiar with modern technologies and skills. If the teachers provide immediate feedback after mid-term examinations, students can improve their learning.

Though the students had positive attitudes towards internal assessment in semester system, they have faced several problems. Students responded that there were many problems, such as unavailability of resources in library, lack of email and internet facility, poor classroom management, irregular supply of electricity. If these problems are minimized students will get much more benefits from internal assessment of semester system.

### **5.3 Recommendations**

On the basis of the findings of the study, the following recommendations have been made for pedagogical implications. The recommendations are divided into policy related, practice related and further research.

#### **5.3.1 Policy Related**

Policy makers should make good policy to make internal assessment effective. There should be strict policy regarding curriculum development, examination system and other criteria such as attendance, classroom participations, mid-term examination, project work activities, and home assignments. I suggest the policy maker and the curriculum developer to be clear in the following terms:

- ) Curriculum designer should not make the vast curriculum like annual system. Department should make the availability of resources as the curriculum demands.
- ) Most of the students might not have computer, email and internet facility at their home. So there should be computer lab with internet facility to search the resource materials and to do other related activities as per the students' requirement.
- ) Concerned authority should observe the condition of the Department occasionally and should manage the necessary resource materials.

### **5.3.2 Practice Related**

The department, teachers and students should be clear in the following terms:

- ) Internal assessment should be conducted as an inherent part of teaching and learning activities.
- ) Teachers should encourage the students to take part in all classroom activities such as classroom participations, pair work, group work, individual work and so on.
- ) Feedback should be necessarily provided immediately and results should be analyzed to provide corrective measures.
- ) Student should be actively participated in all activities such as; classroom participation, mid-term examinations, project work activities.
- ) Teachers and students should be regular in the classroom.
- ) There should be good co-operation between teachers, students and department.

### **5.3.3 Further Research**

The present study entitled “Students’ Perceptions towards Internal Assessment of Semester System” is based on the perceptions of the M. Ed. second semester students’ of Department of English Education. The sample of my study was 30 students of second semester. Further research can be done being based on this area. Some of the possible topics for further research can be as follows:

6. Appraisal of Existing Examination system of Semester system in T.U.
7. Students’ and teaches’ perceptions and practices towards Semester system of T.U.
8. Effectiveness of Power point Presentation to the Semester Students at T.U.

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