CHAPTER-ONE

INTRODUCTION

This chapter is basically an attempt to explore the theoretical background of the study. It deals with the historical perspectives of language and language testing. It explicitly presents the brief introduction of language testing in general and the washback effect of test in particular. Thus, the introductory chapter includes general background of language testing, qualities of a good test, relationship between language teachings and testing, approaches to language testing, types of test, and washback effect.

1.1 General Background

Language is defined as a means of communication by means of which we can express our thoughts, feeling, ideas, emotions, experiences, dreams, aspirations, knowledge etc. in a systematic way. It is a unique asset of human beings, which has placed them in the supreme position in the world. It is an extremely complex and highly versatile code for human communication, which cannot be used by other animals. Thus, it is a unique property of human beings, which plays a vital role to differentiate human beings from other creatures in the world. It is not only personal phenomenon but also a social phenomenon because it is affected by a number of socio-cultural phenomena such as ethnicity.

Many linguists define language variously. Let us observe some of the definitions given by them:
Cambridge International Dictionary of English (1997,p.795) defines language as "a system of communication consisting a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce

messages that have meaning." Similarly, Oxford Advanced Learner's Dictionary (1996, p. 662) defines language as, "the system of sounds and words used by human to express their thoughts and feelings." This definition reflects the structural view of language. In the same way, Chomsky (1957, p.13) also gives more or less the similar definition and says, "Language is a set of sentences, each finite in length and constructed out of a finite set of elements." This definition also reflects the structural view of language. Similarly, Wardhaugh (1972, p.3) says, "Language is a system of arbitrary vocal symbols used for human communication." Likewise, Gimson (1976, p.3) says that "a language is a system of conventional signals used for communication by a whole community. The pattern of convention covers a system of significant second units (the phonemes) the inflexion and arrangement of 'words ' and the association of meaning with words." Hornby (2000, P.72) defines language as "the use of vocal symbols by human beings of a system of sounds and words to communicate." However, some linguists give a bit broader definitions focusing structural grammar and semantic aspects. Sapir (1978,p.8) says, "language is a primarily human and non-instinctive method of communicating ideas, feelings and desires by means of a structured system of voluntarily produced symbols."

It seems that none of the above cited definitions can be exact and complete in themselves because all the definitions mentioned above are emphasized in only one aspect of language. It is widely accepted that language is the system of human communication, which consists of the structured arrangement of sounds in to larger units. e.g. morphemes, words, utterances, sentences. It is species specific. Every normal human being acquires at least one language in her/his childhood. None can believe the existence of human civilization without language. In general, the definition given by Prof. Sthapit (cited in Rana 2002, p.1) "Language is a voluntary vocal system of human communication" seems to

be more satisfactory one, which includes the controlling idea of all the definitions.

Language is human species specific possession, which distinguishes human being from other animals. It appears to be the most important means of communication in social contexts. It is used not only in academic, business, personal and social fields but also used to express likes and dislikes, ideas and emotions, beliefs and doubts, wants and attitudes and different personal feelings.

Similarly, English language is the most widely used language in the world since it has wide coverage, more vocabulary items , large number of language functions, structures and so on. It is linked with a number of disciplines like literature, culture, psychology, information technology, science, anthropology, linguistics, language teaching and many more. As English is an international language, teaching of English takes place all round the world. In context of Nepal, English is taught as a second or foreign language. Now a day, the importance of English language is growing rapidly in such a way that English is made compulsory from elementary level to Bachelor level.

1.1.1 Testing: A Brief Introduction

Testing is a means of checking whether the desired objectives to attain have been achieved or not. Tests, in language teaching, are the means of measuring the effectiveness of a teaching and learning program, students' progress and their performance. That is to say, tests function as a measuring instrument in the education system that checks the extent to which the learners have achieved the materials taught and how successful the teaching has become. In the past, it was believed that teaching was enough to obtain the priori-decided objectives of

language education. Later, testing was taken as complementary to teaching. Then teaching and testing began to go side by side.

A test is seen as a natural extension of classroom work providing teacher and student with useful information that can serve each as a basis for improvement. Now, language testing can be treated as a vivid panorama of the testing as an independent discipline which is so nicely interwoven with teaching and learning procedure. Let us observe some of definitions given by distinguished scholars: Harrison (1991, P.4), defines a test as "a natural extension of work providing teachers and students with useful information that can serve each as a basis for improvement." Similarly, Heaton (1988, P.5) has defined testing connecting with teaching as they are inseparable part for each other. He says, "testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other." Here, he meant that, the teaching is influenced by testing and vice versa. On the other hand, Khaniya (2005, P.1) has defined test as "a process of scrutinizing how far learners have learned what the teacher wishes them to learn." However, Nunan et.al. (2001, P.4), defines test as "a method of eliciting a sample of an individual language behaviour under standardized conditions." But Mc Garth (1996, P.6) maintains that "teaching without testing is like painting in bad light." Here, he opined that both teaching and testing are so closely related to one another, that is why without testing teaching will be meaningless, like painting in bad light. Davies (1968, P.5) says that "a good test is an obedient servant since it follows and apes the teaching." He takes test as an obedient servant which follows up to date what teaching advised. However, some experts on testing give views contrasting to Davies' view. Hughes (1989, p.2) says, "the proper relationship between teaching and testing is surely that of partnership". He remarks that testing can never be the servant of teaching as a matter of fact, their relationship is that of two colleagues

who work simultaneously. Neither does a test follow teaching only. In this regard, the view given by Hughes seems to be more appropriate.

From the definitions mentioned above we come to know that testing has always been an inherent part of teaching. Testing and teaching are two inseparable aspects of educational programs because one would be meaningless in the absence of another. They can hardly ever be separated. An effective teaching can be judged by testing and one is nicely interwoven within another. Teaching and testing can function like the combination of a pick and shovel to dig deep into language education. There is two way traffic relationships between language teaching and testing regarding to their influence to each other depending upon purposes.

In a nutshell, testing should not be diverted from teaching and it should be taken as a integral part of teaching in the sense that both of them function like two sides of the same coin. Thus, we can say that teaching and testing are mutually inclusive and complementary to each other.

1.1.2 Qualities of a Good Test

In order to serve the purposes for which exams / tests are conducted they must be of good quality. Saying the same thing in other words, the quality   of an exam is examined in light of the extent to which it serves the purposes for which it is administered. Thus, construction of a good test is a complex task indeed. The quality of a test is examined in the light of its usefulness. Therefore, while designing a test, the usefulness of the test or the efficiency of the test must be considered. Tests can be made good if it is carefully designed in congruence with its objectives.

Hedge (2000 as cited in Kandel 2007, p.17) mentions,

> Good tests provide the opportunity for learners to show how much they
> know about language structure and vocabulary as well as how they are
> able to use these formal linguistic features to convey meaning in
> classroom language activities through listening, speaking, reading and
> writing.

 Here, he has defined a good test considering the achievement of the students from the opportunity provided to the learners. However there are experts on testing who puts forward a bit different views as well. Underhill (2000, p.6 cited in Kandel 2007, p.4), remarks that "tests are not inherently good or bad, valid or invalid; they become so when they are applied to a particular situation." From the above motioned view, we can conclude that a test without being in congruent with the propose for which it is administered it not going to be useful. Thus; the view given by Underhill seems to be very vivid. There are several virtues that should be taken in to consideration while designing a good test. There are different views on what makes a test good. Bell (cited in Pokharel, 2006, p.17) lists three key characteristics of a good tests viz. validity, reliability and practicality. Ingram says, discrimination, validity, reliability are three qualities of a good test .However, we must ask if a test is a reliable, scorable, economical and administrable (Lado, 1959, p.47). In essence, a good test incorporates validity, reliability, administrability, scorability, economy and wash back effects.

i. Validity

Validity is one of the characteristics /qualities of a good test which simply means truth or fidelity. It is concerned with relevance, that is, whether or not the test actually measure what it is aimed to measure. In this way, validity is the degree

to which a test measures, what it aims to measure. Heaton (1988, p.159) defines, validity of a test as "the extent to which it measure what it is supposed to measure and nothing else." Likewise, Hughes (1995, p.27) says" A test is said to be valid if it test what it is intended to measure." Similarly, Brown gives similar definition like those of Heaton and Hughes, focusing the same thing. To quote Brown (1994, p.254) "validity is the degree to which the test actually measures what it is intended to measure." Much the same way, Anastasi and Arbina (1982, p.132), States that," the validity of a test concerns what the test measure and how well it does so." In the same way, Davies and his colleague also define validity taking care of the purpose of a test administration and bearing the goal based test in his mind. Davies et. al. (1999, p.103) remarks that "a measure is valid if it does what it is intended to do..."

To sum up the whole idea, validity refers to the extent to which it measures what it is supposed to measures and how well it does so .The validity of a test is measured on the basis of how far the information it provides is accurate, concrete and representative in light of the purpose for which it is administered. There are different types of validity viz.content validity, construct validity, face validity, criterion related validity and washback validity.

The test is said to have content validity if it contains the test samples covering all the contents or syllabus.Construct validity, on the other hand, is concerned with the extent to which a text reflects accurately the principle of valid theory of foreign language learning .If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with the theory of language behavior and learning (Heaton 1988, p.16) .A test is said to have face validity if it looks as if it measures what it is supposed to measure (Hughes 1995,p.27).Criterion related validity is established employing a process of comparing the results of a test with some criteria already set or the subsequent

performance of the students. Washback validity refers to the effect that a test exerts before or after its administration. Content and construct are said to be conceptual validity and concurrent and predictive validity are said to be statistical validity. Face validity is also called pseudo validity.

ii. Reliability

Reliability is the another quality of a good test to refer to the consistency of scores or performance of the same or similar test administered within a reasonable time .If the score remains stable or the same no matter who marks the test then the test is considered to be reliable .No results are reliable unless they are stable.

Ebel (1979, p.67) states that,

> In order to establish the reliability of an examination it is necessary to answer the question: how consistent would the examinee's performance be if we asked him to take the same exam at a different time, or another examination which is supposedly similar?

Reliability can be dealt with at two levels: test and retest of students and marking and remarking of the examiners.

There are basically three methods of determining reliability of a test .They are test-retest method, parallel tests method and the internal consistency method. There are three aspects of reliability-the circumstances in which the test is taken, the way in which it is marked and the uniformity of the assessment it makes.

iii. Administrability

Administrability also known as practicality is some what different quality of a test in the absence of which test may be misleading and even a valid and reliable test can be of no use .Heaton's (1988, p.160) explanation of practicality is that the exam "must be fairly straightforward to administer". It is of paramount importance that examiners are fully conversant with the text situation .Practicality involves the cost, ease of administration and scoring. It states that exam should be easy to administer. It must be practicable in terms of time and cost, ease and scoring. In this regard, Khaniya (2005, p.120) states,

> In order to develop a test with a reasonable degree of practically, it is necessary to pay attention to the following issues: human resources, material resource and time .Here, human resources refer to test writers, markers, test administrators and clerical support. Material resources refer to space, equipment and materials etc. Time is also very important to refer to the time available for the development, implementation, time given for students to perform the given tasks, scoring and analyzing etc.

The designer must keep a close look on the situation the exam is supposed to fit in order to achieve the practicality of the exam.

iv. Scorability

Storability is an important quality of a good test which refers to the ease to score. How far a test is practical and possible to look for important points in the answer for marking the performance of the students .Regarding to this Khaniya (2005, p.121) writes,

The question is: Can the answer eliated by the test be scored with ease so that the user may be able to handle it? As it is accepted well that the subjective test is not easy to score and objectives answer are easy to mark, if careful attention is given at the development stage of the test, subjective test can also be made scorable by indicating the main features and peripheral issues.

v. Economy

Economy of a test is related to both money spent on the test and time taken to administer or the run of the test. If a test measures what we want it to test in a reasonable time considering the testing situation, the test is practical and economical. Thus, economy is a   practical criterion. A good test designer always tries to construct a test effectively in a   reasonably short period of time and with less amount of money in order to maintain economy. Subject matter to be tested, situation in which testing is administered, the testers in questions, efficiency of testers, etc. are some of the vital things which should be given due care while making the tests more economical.

Vi. Wash back Effects

The Washback effect of an exam is not a new concept in the testing literature. It has frequently been used to refer to the effect of an examination on the teaching and learning of a foreign language and syllabus design. Thus, the effects of testing on teaching and learning, after its administration is known as wash back

effect of a test. Like many other phenomena in testing, various scholars have defined it variously, but the controlling idea seems more or less similar. Heaton (1985, p. 50) defines it as "the effect of a test on teaching." He further says, "If a test has good wash back effects on the learning and the teaching that takes place before the test, it enhances learning (ibid)."

In essence, wash back refers to the effects that a test or an examination exerts upon the teaching and learning before or after its administration. Such an effect can be either positive or negative. Though, originally conceived as negative effect, it has now been considered positively which is why it has been recognized as the washback validity of a testing. Khaniya (2005, p.57) says,

> To be a good examination an exam should not only not exert a negative influence but it must also have the potentional to exert a beneficial influence on teaching and learning, where necessary .If it fails to do that an exam is not good.

1.1.3 Relationship Between Language Teaching and Testing

A common view of testing is that it is quite separate from teaching and learning, both theory and practice. According to this view, a test is a necessary but unpleasant imposition from outside the classroom. It helps to set standards but uses up valuable class time .However, many scholars have claimed that far from being divorced from each other, testing and teaching are closely interrelated. Similarly, many examinations administered in the past made an attempt to separate testing from language teaching. Those examinations had neglected the fact that both testing and language teaching are so closely interrelated that it is

virtually impossible to work in either field without being constantly concerned with the other. So, later on, they realized that testing is an inherent part of teaching which cannot be separated from one another.

Regarding the relationship between language teaching and testing, Heaton (1988, p.5) states that "testing and teaching are so closely interrelated that it is virtually impossible to work in either field without constantly concerned with other." Here, he meant that the teaching is influenced by testing and vice-versa. Similarly, Mc Grath (1996, p.60, cited in Kandel, 2007, p.3) views that "Teaching without testing is like painting in bad light." Likewise, discussing the interrelationship between teaching and testing, Davies (1968, p.5) says, that "a good test is an obedient servant since it follows and apes the teaching." Howerever, testing can never be the servant of teaching. As a matter of fact, their relationship is that of two colleagues who work simultaneously. A test does not only follow teaching all the time. Sometimes, it can precede teaching as well. So, regarding to the interrelationship between teaching and testing Hughes (1989, p.2) rightly puts forward the view that, "the proper relationship between teaching and testing is surely that of partnership."

From the above discussion, we can say that a test functions as a measuring instrument in the language education system that assesses the extent to which the learners have achieved the materials taught and success of the teaching. Now, testing is taken as complementary to teaching. Language education can be mathematically represented as- language education equals to language teaching plus language testing. Testing and teaching are two inseparable aspects of an educational program because one would be meaningless in the absence of another. Thus, testing has become an inherent part of teaching. They can hardly be separated. Testing is the most important part of teaching and learning process

because it is the process by which all elements of teaching and learning are affected. Testing helps a teacher to get feedback about his teaching and students' learning. It provides goals for language teaching and it monitors both teachers and learners for reaching to those goals.

To paraphrase the word of Heaton (1988) a test may be constructed primarily as a device to reinforce learning and to motivate the student or primarily as a means of assessing the students' performance in the language. In the former case, the test geared to the teaching that has taken place, whereas in the later case, the teaching is often geared largely to the test Infact, a good language test should enable the teacher to ascertain which part of the language education have been found difficult by the class so that the teacher can evaluate the effectiveness of the syllabus as well as the methods and materials he is using.

1.1.4 Approaches to Language Testing

There are different approaches to language testing which has been changing overtime, passing different eras considering the need and demand of time as well as overcoming the shortcomings of previous approaches. These approaches are developed in terms of their contribution to language testing so that insights can be obtained for understanding what is to be tested. What is to be tested or what aspects of language are to be tested has been changing over the decades. In teaching, there have been changing from one approach to another without having watertight demarcation line between the different eras of language testing and teaching.

The emphasis on what is to be tested has thus been changing through different stages over the years. The demarcation line between these approaches is spurious.

These different approaches of language testing are developed to find out what aspects are to be tested and views differently by different approaches. There are mainly four approaches to language testing viz. the essay translation approach, the structuralist approach, the integrative approach and the communicative approach. Though these approaches are chronologically ordered, they should not be regarded as being strictly confined to a certain period in the development of language testing. Let us observe these approaches in brief.

i. The Essay Translation Approach

The essay translation approach is commonly referred to as pre-scientific approach because it devotes no attention to such matters as reliability, objectively and validity and does not use stastical methods. No special skill or expertise in testing is required. The subjective judgment of teacher is considered to be of paramount importance. Tests usually consist of essay writing, translation and grammatical analysis. The test also has a heavy literary and cultural bias. Public examinations resulting from the essay translation sometimes have an aural-oral component at the upper intermediate and advanced levels- though this has sometimes been regarded in the past as something additional and in no way an integral part of the syllabus or examination. Essay translation approach is the product of grammar translation method.

ii. The Structuralist Approach

The structuralist approach to language testing and teaching emerged after 1940s, which is characterized by the view that language learning is chiefly concerned with the systematic acquisition of a set of habits. The skills of listening, speaking, reading and writing are also separated from one another as much as possible because it is considered essential to test one skill/aspect at a time.

Structuralist approach came as a reaction against the essay translation approach, which tries to overcome the existing shortcomings found in the essay translation approach. Features of structuralist approach are of course still valid for certain purposes. It can be treated as scientific approach to language teaching which tends to be valid ,reliable and objective .This approach is applicable to measure the students' knowledge of language where objective questions are prepared .This approach has a faith on behariouristic theory of language learning, which subsumes psychologically behaviourism, philosophically empiricism and linguistically structuralism. This approach is also known as psychometric–structuralist approach which has been able to show clearly that such traditional examinations as essay writing are highly subjective and unreliable .As a result, the need for stastical measures of reliability and validity is considered to be of most importance in testing. Hence, the popularity of the multiple choices items can be used for testing learners' ability.

iii. **Integrative Approach**

Integrative approach to language testing came as a reaction against structuralist trend .John Oller, the proponent of integrative testing argued that testing language elements is different from testing language itself. Oller (1979, p.79) says," if language is broken into pieces as in discrete point testing, crucial properties of language are lost." That is why testing language elements as discrete point testing is artificial and has to treat integratively.

Integrative approach maintains that one should test two or more than two skills or aspects of language at a time integratively. The emergence of integrative approach to language testing is based on the assumption that 'knowledge   of a language is more than just the sum of its set of discrete parts. It is only the integrative testing that gives true measures of language ability. It is mainly

concerned with 'overall language proficiency' popularized by Oller. Oller (1979, p.79) argues that,

> The concept of an integrative test was born in contrast with the definition of discrete point test. If discrete items take language skill a part, integrative tests put it back together... integrative tests attempt to assess the learners' capacity to use many bits at the same time.

The major types of integrative testing are: cloze test, dictation, oral interview, translation and composition writing.

iv. The Communicative Approach

The communicative approach to language testing came as a complementary approach to integrative language testing. However, though both approaches emphasize the importance of the meaning of utterances rather than their forms and structure, there are nevertheless fundamental differences between the two approaches. Communicative tests are concerned primarily with how language is used in communication. Consequently, it is most important aim is to incorporate tasks which approximate as closely as possible to the students real life. Success is judged in terms of the effectiveness of the communication which takes place rather than the formal linguistic accuracy. Language 'use' is often emphasized to the exclusion of language 'usages' -use is concerned with how people actually use language for the multitude of different purposes while usage concerns the formal patterns of language. Communicative testing draws heavily on the recent work on aptitude testing.

 The main cause of the emergence of communicative language testing is communicative competence. According to Porter (1983, p.190) "Communicative

approach to language testing is concerned with assessing effectiveness in communication rather than the formal elements, structures and system of the language".

1.1.5 Difference Among Measurement, Test and Assessment

Generally, measurement, test and assessment can be used synonymously but there is a fundamental difference among them. "The terms assessment, test and measurement are easily confused because all may be involved in a single process (Linn et al. 2000: p.31)." All these being means of educational inquiry are confused with each other. When we speak of measuring pupils' progress in any education system, we often are entangled with the terms assessment, test, and measurement. So, the distinction between these terms would be important here.

The term measurement is limited to quantitative description of the students; that is, the results of the measurement are always expressed in numbers. (ibid, 2000). From these definitions we can say that measurement is limited to quantitative description of pupil's behviour. Similarly, Thorndike and Hagen (1986 quoted in Pant et al. 2004, p.l) define measurement as "the process of quantifying observation or description about a quality or attribute of a thing or person." They further say, measurement as used by a teacher is a process of collecting information about the performance of a student or a class (ibid). It is a descriptive process and it often includes the assignment of a number to express in quantitative terms the degree to which a pupil possesses a given characteristic. For instance, we measure students' abilities to communicate, and then we record that s/he earned 50 of 100 marks on a scoring sheet. It does not imply judgments concerning the worth of the behaviour being measured.

Tests have been a valued part of instructional programs through the world for a long time. They are used to see if students are learning what they are supposed to be learning. Teachers, administrators and other decision –makers always need this type of evidence to make judgments about the instructional process. In language teaching, tests are viewed as feedback for language learners concerning their progress. "A test is a particular type of assessment that typically consists of a set of questions administered during a fixed period of time under reasonably comparable conditions for all students" (Linn, et al. 2000, p.3).

From the above definitions we know that a test is a set of questions which is administered in a fixed period of time and the result is compared descriptively. A test, according to the dictionary of education edited by Good (1959, p.426) " is a group of questions or task to which students respond, the purpose being to produce a quantitative representation of the pupil trait that it is designed to measure."

The term "assessment" refers to gathering and interpreting information about students' achievement. In practice, students' achievement is generally assessed through tests, classroom and take – home assignments, and assigned projects. Strictly speaking, "assessment" refers to assignments, and tasks that provide information for making desicions.According to Dietel, Herman and Knuth (1991cited in Pant et al. 2004, p.2), assessment may be defined as "any method used to better understand the current knowledge that a students possesses." In course of day -to day learning the students gain a wide range of knowledge, skills and abilities and attitudes. It means what a student knows is always changing. The teachers through observation or standardized test can assess this type of knowledge. Therefore, the way the assessment is conducted may affect decision about grades, advancement, placement, instructional needs, and curriculum. The

knowledge of students keeps changing and, therefore, students' achievement can be judged comparing over a period of time.

1.1.6 Types of Test

In general, testing is defined as the examination or trail of the qualities etc. of a person or thing. In language teaching, it refers to the process of measuring the effectiveness of teaching and students' progress. Thus, testing is a means of judging whether the desired objectives to attain are achieved or not. So, tests are the means of measuring the effectiveness of a teaching and learning program, students' progress and their performance. Generally, tests are of two types, viz. examination and internal assessment.

i. Examination

The term 'test' and 'examination' are often used synonymously but we can see a distinction/ border line between them. To draw distinctions between the two, however, is difficult. On the one hand, sometimes, an exam seems to be included in a test in the sense that a test can have different realizations-a class progress test, a proficiency test, a summative test and an examination is one of them. On the other hand, a test appears to be included in an exam in the sense that an exam can have different forms of a test, assessment of course work, interview and a test is one of them.

According to Brereton (quoted in Tibble, 1969, p.347), "examination is a dynamic part of the whole educational process, involved with motivation and with defining the character of the education in which the student is involved…" Similarly, Agazzi (1967,p.65) describes "an examination represent the stamp of official approval set on the composition of pupil's school career …pupil's pay

more attention to their work and teachers make their lessons more accurate and concise. The examination must be passed at all costs."

On the whole, it would seem that examinations and tests are not different physically because they require examinees to perform. However, they differ in influencing the psychological set of students, teachers and parents. Thus form the definitions mentioned above we came to the conclusion that examination is an assessment of student's achievement in course of study where the syllabus is based on course objectives.

ii. Internal Assessment

a. The Meaning and Purpose of Assessment

The history of educational assessment is as old as education itself. T.U., the largest and oldest University of Nepal has implemented internal assessment system weighting 20 percent marks effective from the academic year 2006 in Master's degree level while there have already been assessment systems in other Universities of Nepal. There are no prescribed procedures by the University as to how the internal assessment is to be actually carried out; it principally depends on the concerned subjects teachers. Some teachers administer it as a test , consisting of either objective items or subjective items or a combination of both of 20 marks while others give some writing assignments and ask the students to submit the answers within a certain period.

If we see its etymological meaning the word 'assessment' has been derived from the Latin word 'assidere' which means 'to sit beside'. Sitting beside children suggests a close relationship and sharing of experience. The meaning of assessment now a days is not limited as its etymological meaning. Assessment in contrast to that includes the range of information teachers gather about their

pupils, instructions and classroom climate. It also includes interpreting and synthesizing the information to help teachers understand their pupils, plan and monitor instruction and establish a viable classroom culture.

Altan (2002,p.57) defines assessment as "an on-going process through which students' learning is not only monitored but in which students are involved in making decisions about the degree to which their performance matches their ability. " Similarly, Gardner (1993 cited in Altan 2002, p.57) defines assessment as "the obtaining of information about the skill and potentials of individuals and useful data to the surrounding community". By these definitions we know that the student is the central subject of language learning and he is helped in every step by the teacher. Internal assessment is a system of assessing the student's achievement by using the tools of evaluation for the reformation and improvement the whole achievement continuously. Oxford Advanced learners Dictionary defines assessment as "the act of judging or forming an opinion about somebody or something."

Brindly (2001, p.62, cited in Kandel 2007, p.3) writes " assessment / test is carried out to collect information on the learners' proficiency and /or achievement that can be used by the stake holders in language learning program for various purposes like selection, certification, motivation etc. " Here, he meant that assessment is done in order to get strong point and weak point of teaching learning activity. Taylor and Richards (1985, p.146) maintains that an assessment system which has a wide spectrum is less likely to distort the curriculum than the one which has a narrow spectrum."

To sum up the whole idea, assessment is the act of judging or forming the learners proficiency or achievement for the purpose of improvement, selection certification etc. It helps to determine the strong and weak points which are to be improved and increased .As a whole, the internal assessment is a process of

improving the learners' proficiency or achievement by using means of tools of evaluation.

b. Types of Assessments in Terms of their Functions

Tests and other assessment procedures can also be classified in terms of their functional role in classroom instruction. One such classification system follows the sequence in which assessment procedures are likely to be used in the classroom (Airasian and Madaus, 1972 in Linn et al., 2000, p.40). Broadly speaking, assessment can be classified as follows:

a. Placement Assessment

Placement assessment is concerned with the student's entry performance and typically focuses on questions such as: (1) Does the student possess the knowledge and skills needed to begin the planned instruction? For example, is a student's reading comprehension at a level that allows him to do the expected independent reading for the next unit? (2) To what extent has the student already developed the understanding and skills that are the goals of the planned instruction? If the learner has sufficient knowledge and skills that might indicate the desirability of skipping certain units or of being placed in a more advanced course. (3)To what extent do the student's interests, work habits, and personality characteristics indicate that one mode of instruction might be better than another (e.g. group instruction versus independent study)? Answers to questions like these required the use of a variety of techniques: record of part achievement, pretests on course objectives, observational techniques and so on. The goal of placement assessment is to determine for instruction that is most beneficial.

b. Formative Assessment

Formative assessment is used to monitor learning progress during instruction. Its purpose is to provide continuous feedback to both student and teachers concerning learning successes and failures. Feedback to students provides reinforcement of successful learning and identifies the specific learning errors and misconceptions that need correction. Feedback to the teacher provides information for modifying instruction and for prescribing group and individual work. Formative assessment depends heavily on specially prepared tests and assessment for each segment of instruction. In short, formative assessment is directed towards improving learning and instruction. The results typically are not used for assigning course grades.

c. Diagnostic Assessment

Diagnostic assessment follows a highly specialized procedure. It is concerned with the persistent or recurring learning difficulties that are left unresolved by the standard corrective prescriptions of formative assessment. If a student continues to experience failure in reading, writing and other works then a more detailed diagnosis is indicated. To use a medial analogy, formative assessment provides first –aid treatment for simple learning problems and diagnostic assessment searches for the underlying causes of problems that do not respond to first-aid treatment. Thus, diagnostic assessment is much more comprehensive and detailed. To sum up the aim of diagnostic assessment is to determine the causes of persistent learning problems and to formulate a plan for remedial action.

d. Summative Assessment

Summative assessment generally comes at the end of a course or unit of instruction. It is designed to determine the extent to which the instructional goals

have been achieved and is used primarily of assigning course grades or for certifying students' mastery of the intended learning outcomes. The techniques used in summative assessment by the instructional goals, but they typically include teacher made achievement tests ratings and various types of performance and assessment of products. These various sources of information can be systematically collected into a portfolio of work and can be used to summarize the student's accomplishment and progress. Although the main purpose of summative assessment is grading, or the certification of student achievement, it also provides information for judging the appropriateness of the course objectives and effectiveness of the instruction.

1.1.7 Washback Effect of Examination

The term washback or backwash effect of an exam is widely used in testing literature, which has been defined as the effects of an examination on the teaching and learning after its administration.

According to Alderson and Wall (1993,p.115), "the notion that testing influences teaching is referred to as 'backwash' in general education circle, but it has come to be known as washback in British applied linguistics." They see no reason, semantic or pragmatic, for preferring either label though they use the term 'washback'. They further define washback as "the impact of a test on teaching (ibid)." Biggs (1994,p.55) uses the term ' back wash ' to refer to the fact that testing derives not only the curriculum but teaching methods and students approaches to learning . However, Spolsky (1994, p.55) after quoting definition of the term 'back wash' from the Random House Dictionary commented that 'Backwash' is better applies only to accidental side effects of examinations and not to these effects   intended when the first purpose of the examination is control

of the curriculum. Here, the researcher prefers using the term 'washback' to backwash and will use the term washback throughout the study.

Originally, the term 'washback' had its negative connotations, but later it was used positively as well. Thus, an examination has a positive or negative washback effect on teaching and learning. Wiseman (1961, p.159) states,

> It was used to describe the deleterious effects of examination. One of the criteria for a good test at that time was not to have a washback effect on teaching. The term 'washback' has frequently been used to refer to the effect of an examination on the teaching and learning of a foreign language and syllabus design.

Sinclair et.al. (1987, p.93) define backwash as "the backwash of an event or situation, usually unpleasant, that exits after it and as a result of it." Similarly, dictionary of language testing Davies et.al. (1999, p.167) define wash back as "the effect of testing on instruction. Language test washback is said to be either positive or negative."

For Nisbet (1969, p.68) "whatever is done for the preparation of an examination is its washback effect."Regarding the case washback effect of examination, Khaniya (1990, p.80) writes that.

> Whatever is done all along the way of examination preparation is the Washback effect of examination. The effect can influence the teaching and learning methods employed from very beginning to

the end of a course if examination requires students to cover all

what is entitled in the course objectives.

Morrow (1986, p. 6) argues that one of the principle responsibilities of testing or examining boards and institutions is to provide a package with the powerful and positive washback effect into the classroom. Pearson (1988, p. 101) remarks,

> the wash back effect of a test from the point of view of its potential
>
> negative and positive influences on teaching .He further says that, a test's
>
> Wash back effect will be negative if it fails to reflect the learning
>
> principle and course objectives to which it supposedly relates and will be
>
> positive if the effects are beneficial and encourage the positive if the
>
> effects are beneficial and encourage the whole range of desired change.

From the above discussion done so far, we come to know that the term washback seemed to have a negative connotation and one of the criteria for a good test was not to have a washback effect on teaching (i.e. not to influence classroom activities) . There has also been a tendency to use the term washback as a neutral term (i.e. neither negative nor positive). To be a good examination, an examination should not only exert a negative influence, but it must have the potential to exert a beneficial influence on teaching and learning where necessary. If it fails to do that, an exam is not good. Good exams have positive washback effects on teaching and learning. In this way, examinations have very strong influences for inducing teachers and students to work.

1.2 Review of Related Literature

Madsen (1976) as mentioned in Khaniya (2005) discusses the school leaving examination in a large African state. There was severe criticism of the essay and précis in the exam for leading the teachers to spend most of the exam on practicing exam techniques rather than on the English fundamentals, which the students needed. The people concerned felt that something had to be done in that direction. The explanation is that the examination in question had negative Washback effect not mainly because of its nature but because of its contents, the items required the tastes to work for the tasks that promoted undesired abilities. In this situation, the negative Washback effect of the exam was not inherent but contingent: "the exam became petrified and therefore sacrosanct" (Person 1988). It is one of the cases of negative washback effect.

Davies (1985, as mentioned in Khaniya, 2005) discusses the ELT situation in Malaysia some years ago. The curriculum development center (CDC) introduced a new communicative syllabus into the two language medium systems, English and Malay as quickly as possible. Another purpose behind that was to develop in school graduates the ability to communicate in English. The Examination syndicate did not show its willingness to change the examination so as to make it congruent with the syllabus. The result was, as Davies (1985, p.7) describes a disaster. He has written " The examination did not in any case test the syllabus failure was severe except among those from the more elite English medium school, many average English medium students and most of the purpose of the new syllabus was to help those very Malay- medium students who have no assess to English medium and that English medium was then on its wrong not to check with its sister … examination institute …change is essential but it needs a Fabian lead."

Hughes (1986) assesses the washback effect of English proficiency test at the end of foreign language school (FLS) course in Bogazzi University in Turkey and describes the Washback effects as follows: "There was almost immediate change in syllabus and materials to once more obviously, related to the development of the language skills needed by university graduates."

Li Xiaoju (1989, as mentioned in Khaniya, 2005) assesses the Washback effect of matriculation English Test (MET) after four year's of its implementation in China and describes the following as the positive Washback effect of the MET.

i. teaching materials have been expanded to include greater use of imported and self compiled materials.

ii. there have been changes in teacher's approaches to what is to be emphasized in teaching in the classroom.

iii. students have been found to be conscious of using their time and resources for learning English.

iv. there has been change in the teacher's attitude about what to teach and how to teach.

Khaniya (1990) has conducted a research an " Examination as Instruments for Educational Change: Investigating the Washback Effect of Nepalese English Exams " and discussed the SLC. exam fails to assess the language skills that the SLC. English course intends to develop in students …because its textbook and previous exam paper oriented nature; it does not encourage students and teachers to focus on language skills entailed in the course objectives. Finally he concluded that:

i. the secondary level English teacher's were not much informative.

ii. only 20 percent of teachers used communicative method to teach new English.

iii. English performance of the students was very poor.

Neupane (2004) carried out a research entitled - "Washback Effect of Examinations: A case of Communicative English " and came up with following conclusions:

i. students' participation in the classroom is very low.

ii. lecture method was widely used to teach communicative English.

iii. use of teaching materials is very low.

iv. practical examination has just been for formality.

v. the present examination system did not follow course objectives and it lacks content relevance as well as course coverage.

Regmi (2006) carried out a research on "A Study on Washback Effect of Examination: A Case of ELT Materials and Practices". She came up with the conclusion that the examination has negative Washback effect and stated that,

i. examinations do not represent all the course objectives.

ii. content coverage of theoretical exams has been found very low.

iii. since practical examinations are not found practical there is danger of cheating.

Poudel (2006) conducted a research on "Washback Effect of Examination Papers of ELT Theories and Methods of B. Ed Second Year." And came up with the following findings:

i. it helps students to develop true pedagogical skills.

ii. the examinations encourage the students to guess the future questions to be asked more than to develop the pedagogical skills.

iii. the examinations encourage the students to work for the exams than language learning.

iv. exams encourage teacher - centered teaching and there is no use of instructional materials.

v. course objectives, teaching methodologies and examinations do not match.

Gyawali (2007) carried out a research on "Washback Effect of Listening Test at Secondary Level" and come up with the conclusion that:
i. listening test was found to be taken as a marks securing tool as they expect it as pocket mark
ii. no correlation between marks obtained and students' performance.
iii. listening test didn't have positive Washback effects at all.
iv. present examination system of listening test was found to be very low assess ability and ineffective.

Kandel (2007) conducted a research on "Washback Effect of Compulsory English Examination for Grade XI" and come up with the following findings:
i. examination failed to include practical aspect of the course.
ii. examination represents low content validity.
iii. examination did not encourage teachers to teach according to the course objectives.

iv. examination focused teacher - centered teaching and very low use of instructional materials.
v. examination enhanced learning for passing the exam rather than learning for knowing and language skills.
vi. examination promoted guess work.

Khanal (2007) carried out a research on "A study on Washback Effect of SLC. Send-up Examination" and came up with the conclusion that:
i. examination failed to require the students to develop communicative competence.
ii. the examination encouraged the students to guess the future questions to be asked more than to develop the commutative competence.

iii. the teachers were not using the sufficient instructional materials.

iv. course objectives, teaching methodologies and examination do not match.

v. though the students practised and invested much time in learning English,   the performance was found to be very poor.

vi. even the listening test for send-up examination could not represent the objectives of curriculum.

Yadav (2007) conducted a research on " Washback Effect of Examination: A Case of a Course in General English Exam at B. Ed" and came up with the following findings:

i.   students' participation in the classroom is very low.

ii.   teaching is teacher centered.

iii.   use of teaching materials was found to be very low.

iv. the content validity of examination is found to be satisfactory.

v.   examination promotes writing abilities of the students.

vi. teachers are not well trained and competent enough.

The present study / research is basically different from that of the above reviewed researches in the sense that it is solely based on the Washback effect of internal assessment. Moreover, no one has conducted a research taking the internal assessment system into consideration. It is the need of T.U. as well. Thus, it is the first of its kind.

1.3 Objectives of the Study

The general objective of the study is to determine the Washback effect of internal assessment of Master's degree. The specific objectives of the study are given below:

i) to determine whether the internal assessment exerts positive or negative wash back effects on teaching and learning after its administration.

ii) to find out the effectiveness of the internal assessment system.

iii) to suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

The present study will be useful to the Tribhuvan University, which will be beneficial from the perspective whether internal assessment examination exerts positive or negative wash back effect on teaching and learning in the context of Nepal. More specifically, this study will also be useful to the perspective researchers who want to undertake researches on the washback effects of different sorts of examination, including internal assessment and different practical works as well. Moreover, the findings of the study will also be significant to all those who are directly or indirectly related to teaching and language testing.

1.5 Definition of the Specific Terms

Wash back effect: "The effect of testing on instruction. Language test washback is said to be either positive or negative." Davies et. al (1999, p.167).

Testing: "A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve as a basis for improvement." Harrison, (1991, p.1)

Validity: "The validity of a test is the extent to which it measures what it is supposed to measure and nothing else." Heaton, (1988, p.159)

Reliability: "... Reliability can be defined as the extent to which a test produces consistent results when administered under similar conditions." Hatch and Farahady,(1982,p.60)

Assessment : "An on-going process through which student learning is not only monitored but in which students are involved in making decisions about the degree to which their performance matches their ability." Altan, (2002, p.27)

CHAPTER –TWO

METHODOLOGY

Methodology deals with how aspect. It includes details about the various logistic procedures a researcher has to undertake for his study. In the present study the researcher took up the survey method which enabled him to find out the washback effect of internal assessment system. The details are given below.

2.1 Sources of Data

Both primary and secondary sources were used in order to collect the data and to accomplish the objective of the present study.

2.1.1 The Primary Sources of Data

The Primary sources of data for the present study were eighty students of Master's degree studying at Surkhet campus (Education), and Birendranagar Multiple Campus, and ten teachers teaching in the same level of both the Campuses.

2.1.2 Secondary Sources of Data

The books related to language testing and washback effect, textbooks, unpublished M. Ed theses, articles such as : Anastasi (1982), Brown(1994) , Heaton(1978), Kumar(1996), Lado (1961), Weir(1998) etc. were the secondary sources of data for the present study.

2.2 Sample Population and Sampling Procedure

The sample populations for the study consisted of eighty students of Master's degree studying in Surkhet campus (Education) and Birendranagar Multiple Campus and ten teachers teaching in the same level of both the Campuses were selected using random sampling procedure.

2.3 Tools for Data Collection

The researcher has used two sets of questionnaire (open ended and close ended) to collect data, one for students and one for teachers.

2.4 Process of Data Collection

After preparing two sets of questionnaire, the researcher visited the two selected campuses and established rapport with the campus chiefs and clarified the purpose of visiting them. After he got the consent, the researcher randomly selected the required number of students. The researcher distributed questionnaire and explained briefly what they are supposed to do. Then, he collected the questionnaire and thanked the respondents. Since there was a questionnaire for teachers teaching in Master's level, he met them personally, explained the purpose of his study and requested them to respond to his questionnaire. Finally, the researcher collected all the answer sheets and studied them carefully. Then, he started the table work.

2.5 Limitations of the Study

The researcher carried out the study taking the following limitations into his consideration.

1. The population of the study consisted of eighty students of master's degree studying at Surkhet campus (Education) and Birendranagar Multiple Campus.
2. The study area was limited to Surkhet Campus Education and Birendranagar Multiple Campus.
3. Only ten teachers teaching in master's degree were selected to fill out the questionnaire.
4. Only the washback effect of the internal assessment was studied.
5. It was limited to faculties of education and humanities and social sciences.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

Analysis and interpretation is the focal point of the study, which deals with the analysis and interpretation of the data collected from both primary and secondary sources. The obtained data have been analyzed and interpreted according to the objectives of the study.

This chapter mainly consists of two sections and different sub-sections of each section. The first section deals with the analysis of the students' responses and the second section deals with the analysis of teachers' responses.

3.1 Analysis of Students' Responses

The students' responses have been analyzed and interpreted categorizing into different headings such as the response related to preparation, objectives, administration, improvements, continuation of internal assessment and achievement.

3.1.1 Responses Related to Preparation

Table No. 1
Responses Related to Preparation

Responses	No. of Students					
IA helps for the better Preparation of final exam.	Edu.	%	Hum	%	Total	%
	10	25	6	15	16	20
IA doesn't help for better preparation of final exam.	30	75	34	85	64	80
IA functions as a formative evaluation.	6	15	6	15	12	15
IA compels students to join coaching and tuition class.	2	5	2	5	4	5

The table 1 shows that whether the examination of internal assessment helps the students for the better preparation of final examination or not. It has shown that only 20 percent of students have said that the internal assessment helps for the better preparation of final examination. Conversely, the other remaining 80 percent of the students have responded that the internal assessment does not help for the better preparation of final examination. Similarly, 15 percent of students have responded that internal assessment functions as a formative evaluation but rest of the 85 percent respondents have given just opposite view. They have said that internal assessment does not function as a formative evaluation. In the same way, only 5 percent of students have viewed that internal assessment compels students to join coaching and tuition classes but the 95 percent of students have said that internal assessment does not compel students to join coaching and tuition classes.

The faculty-wise analysis of the data shows that the 15 percent of students from FOH have responded that internal assessment helps for the better preparation of final exam; whereas 25 percent of students from FOE responded that internal assessment helps for the better preparation of final exam. On the other hand, a large number of students i.e.85 percent from FOH and 75 percent from FOE have said that internal assessment does not help for the better preparation of final exam. In the same way, the equal percent of students i.e.15 percent of students from both the faculties have said that internal assessment functions as a formative evaluation .Conversely, the remaining 85 percent of the students from both faculties' have the opposite view. Likewise, the equal percent of students i.e.5 percent from both faculties have viewed that internal assessment compels students to join coaching and tuition classes.

3.1.2 Responses Related to Objectives

Table No. 2
Responses Related to Objectives

Responses	No. of Students					%
Objectives of IA are fulfilled after its administration.	Edu.	%	Hum	%	Total	
	4	10	4	10	8	10
Objectives of IA are not fulfilled after its administration.	36	90	36	90	72	90
IA is successful to cover the objectives mentioned in the curriculum.	6	15	10	25	16	20
IA is not successful to cover the objective mentioned in the curriculum.	34	85	30	75	64	80

The table 2 shows whether the objectives of internal assessment are fulfilled or not, before or after its administration. It also shows that the majority of students i.e. 90 percent believe that the objectives of internal assessment are not fulfilled after its administration but only 10 percent of students have opined that the objectives of internal assessment are fulfilled after its administration. Similarly, 20 percent of students put forward their view that internal assessment is successful to cover the objectives mentioned in the curriculum. In contrast, 80 percent of students have responded that internal assessment is not successful to cover the objectives mentioned in curriculum.

The faculty-wise analysis of the data shows that the equal percent i.e. 10 percent of the students studying in FOH and FOE have said that the objectives of internal assessment after its administration have been fulfilled; whereas, a large number of students i.e. 90 percent of students have said that the objectives of internal assessment are not fulfilled after its administration. Similarly, 25 percent of the students from FOH and 15 percent of students from FOE have responded that internal assessment successfully covers the objectives set forth in the curriculum. On the other hand, a large number of students from both the faculties have responded that internal assessment does not cover the objectives set forth in the curriculum. Among them, 75 and 85 percent are from FOH and FOE respectively.

3.1.3 Responses Related to Administration

Table No.-3
Responses Related to Administration

Responses	No. of Students					%
There is no difference between IA and final examination.	Edu	%	Hum	%	Total	
	30	75	28	70	58	72.50
IA is really practical.	14	35	16	40	30	37.50
All the means of IA are used while administering IA.	0	0	10	25	10	12.50
All the means of IA are not used while administration IA.	40	100	30	75	70	87.50
The administration of IA is not good.	38	95	34	85	72	90

The table 3 shows that how far the administration system of internal assessment is good. It explicitly shows that 72.50 percent of students have responded that there is no difference between internal assessment and final examination whereas; the remaining 37.50 percent of students have seen differences between internal assessment and final examination. Similarly, 37.50 percent of students put forward their views that internal assessment is really practical but rest of students who constitute 62.50 percent students said that the internal assessment is not practical but it is theoretical as the final examination. In the same way, 12.50 percent students have opined that all the means of internal assessment are not used while administering internal assessment. Conversely, 90 percent of students have responded that the administration of internal assessment is not good but

only 10 percent of students have said that the admistration of internal assessment is good.

The large number of students i.e. 70 percent from FOH and 75 percent from FOE have said that there is no difference between internal assessment and final examination. Likewise, 35 percent from FOE and 40 percent from FOH have said that internal assessment is really practical. Similarly, none of the students from FOE has responded that all means of internal assessment are used while administering internal assessment. But 25 percent of the students from FOH have responded that all the means of internal assessment are used while administering it. On the other hand, the cent percent of students from FOE and 75 percent from FOH have said that all the means of internal assessment are not used while administering it. Similarly, a large number of students i.e. 95 percent from FOE and 85 percent from FOH have said that the administration system of internal assessment is not good.

3.1.4 Responses Related to Improvement

Table No. 4
Responses Related to Improvement

Responses	No. of Students					%
IA increase the degree of regularity of the students.	Edu	%	Hum	%	Total	
	10	25	6	15	16	20
IA doesn't increase the degree of regularity of the students.	30	75	34	85	64	80
Learning is enhanced by the examination of IA.	6	15	6	15	12	15
IA increase enthusiasm in learning.	2	5	2	5	4	5

The table 4 shows how far the administration of internal assessment improves the teaching learning and whole educational program. It also shows that only 10 percent of students have said that internal assessment increases the degree of regularly of the students. In contrast, 90 percent of students have responded that internal assessment does not increase the degree of regularly of the students. Similarly, 30 Percentage of students put forward their view that learning is enhanced by the administration of internal assessment. Conversely, 70 percent of students have said that learning is not enhanced by the administration of internal assessment. In the same way, only 10 percent of students responded that internal assessment increases enthusiasm in learning but 90 percent of students put forward their view that internal assessment does not increase enthusiasm in learning.

The faculty-wise analysis of the data, 25 percent from FOE and 15 percent from FOH have responded that internal assessment increases the degree of regularity of the students; whereas a large number of students i.e. 75 percent FOE and 85 percent from FOH have said that internal assessment does not increase the degree of regularity of the students. Similarly, the equal percent of the students i.e. 15 percent from both faculties have responded that learning is enhanced by the examination of internal assessment. Likewise, again equal percent of the students i.e. 5 percent from both faculties have opined that internal assessment increases the enthusiasm in learning.

3.1.5 Responses Related to Marks Given by Teachers

Table No.-5
Responses Related to Marks Given by Teachers

Responses	No. of Students					%
The marks given by teachers are quite satisfactory.	Edu.	%	Hum	%	Total	
	2	5	2	5	4	5
The marks given by teachers are exclusively dissatisfactory.	38	95	38	95	76	95
The marks between IA and final examination are compatible.	10	25	14	35	24	30
The marks between IA and final examination are not compatible.	30	75	26	65	56	70

The table 5 shows that whether the marks given by the teachers are satisfactory to the students or not. It also shows that 95 percent of students are strongly dissatisfied with the marks given by the teachers whereas only 5 percent of students are found satisfied. It is because the teachers assign marks to their students considering intimacy, relationship etc. Similarly, 70 percent of students' marks between internal assessment and final examination are not compatible in the sense that the marks given by teachers in internal assessment are less than they obtained in final examination in some subjects. Similarly, the marks given by teacher in internal assessment is higher than they obtain in final examination. It is the case of few students only. That is why the mark between internal assessment and final examination are not compatible. Conversely, only 30 percent of students' marks between internal assessment and final examination are compatible.

According to the faculty-wise analysis of the data, the equal percent of the students i.e. 5 percent of students from both the faculties have viewed that the marks given by teacher are quite satisfactory. On the other hand, a large number of students from both faculties i.e. 95 percent have given the contrastive view. They have said that the marks given by teachers are completely dissatisfactory. Similarly, 25 percent of students from FOE and 35 percent of students from FOH have responded that the marks between internal assessment and final examination are compatible, whereas 75 percent of students from FOE and 65 percent of students from FOH have said that the marks between internal assessment and final examination is not compatible.

3.1.6 Responses Related to Continuation of IA

Table No.-6
Responses Related to Continuation of IA

Responses	No. of Students					%
The system of IA should be continued.	Edu	%	Hum	%	Total	
	4	10	6	15	10	12.50
The system of IA should be discontinued.	36	90	34	85	70	87.50
If IA is to be continued, its administration should be improved greatly.	38	95	36	90	74	92.50

The table 6 shows whether the examination of internal assessment should be continued or not. Similarly, it also shows that only 12.50 percent of students have said that the system of internal assessment should be continued. In contrast, 87.50 percent of students have responded that the system of internal assessment should

be discontinued. In the same way, 92.50 percent of students have said that if internal assessment is to be continued its administration should be improved greatly. Conversely, the rest of the students i.e.7.50 percent of students have said that eventhough we improve the administration system of internal assessment we can not continue the system due to its drawbacks.

The faculty-wise analysis of the data shows that 10 percent of students from FOE and 15 percent of students from FOH have responded that the system of internal assessment should be continued. In contrast, 90 percent of students from FOE and 85 percent of students from FOH have responded that the system of internal assessment should be discontinued due to its wrong administration. In the same way, the majority of the students i.e. 95 percent from FOE and 90 percent from FOH have responded that if internal assessment is to be continued its administration should be improved greatly. Otherwise, it would be better to discontinue the system of internal assessment.

3.1.7 Responses Related to Achievement

Table No.-7
Responses Related to Achievement

Responses	No. of Students					%
IA assesses the ability of students to a great extent.	Edu	%	Hum	%	Total	
	6	15	10	25	16	20
IA assesses the ability of students to some extent.	4	10	4	10	8	10
IA does not assess students' abilities at all.	30	75	26	65	56	70
IA is conducted only for formality.	36	90	38	95	74	92.50

The table 7 shows how far the students achieve from the examination of internal assessment. The table shows that 20 percent of students have said that internal assessment assesses the ability of students to a great extent. Similarly, 10 percent students have responded that internal assessment assesses the ability of students to some extent and the rest of students have said that internal assessment does not assess students' abilities at all. In the same way, 92.50 percent of students have responded that internal assessment is conducted only for formality and 70 percent of students have said that IA is conducted for improving evaluation system.

According to the faculty-wise analysis of the data, 15 percent of the students from FOE and 25 percent of the students from FOH have responded that internal assessment assesses the ability of the students to a great extent. Similarly, equal percent of students from FOE and FOH i.e. 10 percent have opined that internal assessment assesses the ability of the students to some extent; whereas, a large number of students i.e. 75 percent of students from FOE and 65 percent of students from FOH have responded that internal assessment does not assess students' abilities at all. Similarly, the majority of the students i.e. 90 percent from FOE and 95 percent from FOH students have said that internal assessment is conducted only for formality. That is why, there is no value of administering internal assessment.

3.2 Analysis of Teachers' Responses

This section deals with the responses given by teachers. The responses of teachers were collected from the ones who were teaching at Masters' level and analyzed. The researcher prepared ten set of questionnaire for collecting data and distributed the questionnaire to ten teachers randomly selected from Surkhet Campus (Education) and Birendranagar Multiple Campus. The analysis of the collected responses is in various subsections, which are as follows:

3.2.1. Responses Related to Preparation

Table No. 8
Responses Related to Preparation

Responses	No of Teachers					%
IA helps for the better preparation of final exam.	Edu	%	Hum	%	Total	
	2	40	1	20	3	30
IA does not help for the better preparation o final exam.	3	60	4	80	7	70
Suggesting reference books which are prescribed.	2	40	1	20	3	30
Suggesting joining coaching and tuition classes.	1	20	1	20	2	20
IA makes laborious for both teachers as well as students.	1	20	0	0	1	10

The table 8 shows whether the examination of internal assessment helps for the better preparation of final examination or not .According to this table, 30 percent of teachers responded that internal assessment helps for the better preparation of final examination. On the other hand, 70 percent of teachers responded that internal assessment does not help for the better preparation of final examination which is the negative wash back effect of the examination internal assessment.

Similarly, 30 percent of teachers put forward their view that for the better preparation of internal assessment students are suggested to use those references books which have been prescribed. Conversely, 70 percent of teachers suggest other reference books which are not prescribed for the better preparation of internal assessment. In the same way, 20 percent of teachers suggest their students to join coaching and tuition classes, while other 80 percent do not suggest joining tuition and coaching classes for the better preparation of internal assessment. Lastly, only 10 percent of teachers have said that internal assessment makes both teacher and students labourious. In contrast, the majority of teachers i.e. 90 percent have said that internal assessment do not make both students and teachers labourious due to the administration of it just for formality.

The faculty-wise analysis of the data obtained from the teachers' responses show that, 40 percent of teachers from FOE and 20 percent of teachers from FOH have responded that internal assessment is helpful for the good preparation of final examination; whereas 60 percent of teachers from FOE and 80 percent of teachers form FOH have given the just opposite view. They have said that internal assessment is not helpful for the good preparation of final examination. Similarly, 40 percent of teachers from FOE and 20 percent of teachers from FOH have responded that they have suggested prescribed reference book while their students were preparing the examination of internal assessment. But, the rest of the teachers have done so. Likewise, the equal percent of teachers i.e. 20 percent both the faculties have suggested their students to join coaching and tuition classes while other have not done. In the same way, 20 percent of FOE teachers have responded that internal assessment makes both students and teachers labourious; in contrast, the cent percent of teachers from FOH have responded that internal assessment does not make both students and teachers laborious at all.

3.2.2 Reponses Related to Techniques and Methodology

Table No. 9

Reponses Related to Techniques and Methodology

Responses	No. of Teachers					%
Changing teaching techniques and methodology while teaching for better preparation of IA.	Edu.	%	Hum	%	Total	
	1	20	0	0	1	10
No change of teaching techniques and methodology while teaching for better preparation of IA.	4	80	5	100	9	90
Applying different teaching strategies before and after IA.	1	20	0	0	1	10
Do not apply different teaching strategies before and after IA.	4	80	5	100	9	90

The table 9 shows whether the teacher change or apply different teaching techniques and methodology. According to this table, only 10 percent of teachers have responded that they change teaching techniques and methodology while teaching for the better preparation of internal assessment. However, the majority of the teachers i.e. 90 percent have said that they have not changed any techniques or methods for preparing learners for better preparation of internal assessment. The same is true regarding to the teaching strategies.

The 20 percent of teachers from FOE and none of teachers from FOH have responded that they have changed teaching techniques and methodology while teaching before or after the administration internal assessment. Here, 100 percent of teachers from FOH have not changed teaching methodology and techniques while teaching before and after the implementation of internal assessment. On the other hand, 80 percent of teachers from FOE and cent percent of teachers from FOH have responded that they have not changed teaching techniques and methodology while teaching before or after the implementation of internal assessment. Similarly, 20 percent of teachers from FOE and none of teachers from FOH have said that they have applied different teaching strategies before and after internal assessment. Conversely, 80 percent of teachers from FOE and cent percent of teachers from FOH have said that they have applied the same teaching strategies before and after the administration of internal assessment.

3.2.3 Responses Related to Continuation of IA

Table No. 10

Responses Related to Continuation of IA

Responses	No. of Teachers					%
It is necessary to continue the system of IA.	Edu.	%	Hum	%	Total	
	0	0	1	20	1	10
It is necessary to discontinue the system of IA.	5	100	4	80	9	90
If IA is to be continued the administration system should be improved.	2	40	2	40	4	40

The table 10 demonstrates whether the examination of internal assessment is to be continued or not. The table shows that the majority of the teachers are in favor of discontinuing the system of internal assessment. 90 percent of teachers are of the opinion that it is necessary to discontinue the system of internal assessment but only 10 percent of teachers believe that it is necessary to continue system of internal assessment. Similarly, 40 percent of teachers have responded that if internal assessment is to be continued the administration system should be improved. Conversely, 60 percent of teachers have said that we should discontinue the system of internal assessment in any case.

According to the faculty-wise analysis of the data, no one from FOE has responded that it is necessary to continue the system of internal assessment and only 20 percent of teachers from FOH have said that it is necessary to continue the system of internal assessment. On the other hand, the cent percent of teachers from FOE and 80 percent from FOH have responded that it is necessary to discontinue the system of internal assessment due to its wrong administration. Similarly, the equal percent of teachers i.e. 40 percent from both the faculties have said that if internal assessment is to be continued, the administration system should be improved. Here, we come up with the conclusion that internal assessment itself is a good and effective system of assessing the performance of any learners. The way it has been implemented is wrong.

3.2.4 Responses Related to Administration

Table No. 11

Responses Related to Administration

Responses	No. of Teachers					%
IA functions as a formative evaluation.	Edu.		Hum		Total	
	1	20	0	0	1	10
IA does not function as a formative evaluation rather summative.	4	80	5	100	9	90
IA is done only for formality, ignoring the standards.	1	20	2	40	3	30
IA is administered as per the intension of the teacher.	3	60	4	80	7	70

The table11 shows how far the administration system of internal assessment is conducted considering the norms of internal assessment. According to the table 11, only 10 percent of teachers have responded that internal assessment functions as a formative evaluation whereas 90 percent of teachers do not agree and say that internal assessment does not function as a formulative evaluation; rather a summative evaluation. Similarly, 30 percent of the teachers say that internal assessment is conducted only for formality, ignoring standards. Conversely, 70 percent of teachers view that internal assessment is not conducted only for formality but also for other purposes as well. In the same way, 70 percent of teachers put forward their view that internal assessment is administered as per the intension of teachers and the rest of teachers mentioned that internal assessment is administered as per the intention of others.

Regarding the responses related to the administration of internal assessment, only 20 percent of teachers from FOE have said that internal assessment functions as a formative evaluation, but none of teachers from FOH are in favour of this view. On the other hand, 80 percent of teachers from FOE and cent percent of teachers from FOH have given their view that internal assessment does not function as a formative evaluation; rather a summative evaluation. In the same way, 20 percent of teachers from FOE and 40 percent of teachers from FOH have put forward their view that internal assessment is done only for formality ignoring the standards; whereas a large number of teachers i.e. 60 percent from FOE and 80 percent from FOH have responded that internal assessment is administered as per the intension of the teachers.

3.2.5 Responses Related to Objectives

Table No. -12

Responses Related to Objectives

Responses	No. of Teachers					%
	Edu	%	Hu	%	Total	
The objective of IA are fulfilled before or after its administration.	0	0	1	20	1	10
Objective of IA are not fulfilled before or after its administration.	5	100	4	80	9	90
The objective of IA is to increase percentage (marks).	1	20	2	40	3	30
The next objective of IA is making a formative evaluation; counter attacking final examination.	2	40	3	60	5	50

The table 12 clearly shows how far the objectives of internal assessment are fulfilled before or after its administration. In accordance with the information in the table given above, only 10 percent of teachers say that the objective of internal assessment is fulfilled before or after its administration. In contrast, 90 percent of teachers view that the objectives of internal assessment are not fulfilled before and after its administration .Similarly, 30 Percent of teachers respond that the objective of internal assessment is to increase percent whereas 70 percent of teachers say that the objective of internal assessment is not to increase percent. In the same way, 50 percent of teachers say that the next

objective of internal assessment is to make the evaluation system of formative nature. 50 percent of teachers are against the view that the objectives of internal assessment is not to make the evaluation system formative; rather summative.

The faculty-wise analysis of data, shows that only 20 percent of teachers from FOH have given their view that the objective of internal assessment are fulfilled after its administration but none of the teachers from FOE are in favour of this opinion. On the other hand, the cent percent of teachers from FOE and 80 percent of teachers from FOH have responded that the objective of internal assessment is not fulfilled after its administration. Similarly, 20 percent of teachers from FOE and 40 percent of teachers from FOH have said that the objectives of internal assessment are to increase percent. Likewise, 40 percent of teachers from FOE and 60 percent of teachers from FOH have opined that objectives of internal assessment is to make a formative evaluation; counter attacking a final summative evaluation.

3.2.6. Responses Related to Improving Teaching

Table No. 13

Responses Related to Improving Teaching

Responses	No. of Teachers					%
IA increases enthusiasm in teaching	Edu.	%	Hum	%	Total	
	1	20	0	0		10
Teaching is enhanced by the examination of IA.	2	40	1	20	3	30
Teaching is guided by the examination of IA	1	20	0	0	1	10
IA improves teaching strategies before or after its administration	2	40	2	40	4	40

The table 13 shows how far the system of internal assessment improves the whole educational Program and teaching learning activities. It is obvious from the table that only 10 parentages of teachers respond that internal assessment increases enthusiasm in teaching but the majority of the teachers i.e.90 percent put contradictory view that internal assessment does not increase enthusiasm in teaching. Similarly, 10 percent of teachers say that teaching is guided by the examination of internal assessment; whereas the 90 percent of teacher say that teaching is not guided by the examination of internal assessment. In the same way, 30 percent of teachers view that the teaching is enhanced by the examination of internal assessment .In contrast, the remaining 70 percent responds that teaching is not enhanced by the examination of internal assessment.

Lastly, the 40 percent of teachers opine that internal assessment improves teaching strategies before or after the administration of internal assessment; but 60 percent of them say that internal assessment does not improve teaching strategies before or after the examination of internal assessment

Only 20 percent of FOE teachers have opined that internal assessment increases the enthusiasm in teaching whereas the rest of the teachers i.e. 80 percent of teachers from FOE and cent percent of the teachers from FOH have given opposite view. They view that internal assessment does not increase the enthusiasm in teaching. Similarly, 40 percent of teachers from FOE and 20 percent of teachers from FOH have said that teaching is enhanced by the examination of internal assessment. Likewise, 20 percent of teachers from FOE have responded that teaching is guided by the examination of internal assessment. On the other hand, 80 percent of teachers from FOE and cent percent of teachers from FOH have given the contrastive view. They have said that teaching is not guided by the examination of internal assessment. In the same way, the equal percent of teachers i.e. 40 percent from both faculties have said that internal assessment improves teaching strategies before or after its administration.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings and recommendations of the present study .The findings and recommendations are listed out as follows:

4.1 Findings

i. The examination of internal assessment does not exert positive effect due to its wrong administration ignoring its standards as a whole.

ii. The examination of internal assessment system itself is a scientific and developed way of assessing the students ability but it seems unscientific and not good due to its wrong administration. The concern authority does not administer it as it should be administered.

iii. The examination of internal assessment system is found to be summative rather than formative. It could not do what it was supposed to do. It functions as a summative evaluation discarding its formative spirit.

iv. There is no compatibility between the marks assigned in the internal assessment and the marks obtained in the final examination. The marks obtained in internal assessment seem to be higher than those of the marks obtained in the final examination.

v. The examination of internal assessment helps both the teachers and students for the better preparation of their teaching and learning to some extent but must of the teachers and students have opined that internal assessment is not the sole cause to motivate them for the preparation in their teaching and learning.

vi. The examination of internal assessment does not improve teaching learning and the whole education program, because it is administered as per the willingness of campuses and teachers.

vii. The examination of internal assessment does not fulfill the objectives mentioned in the curriculum. It is administrated neglecting the means and norms of internal assessment and the concerned authority makes it as summative as possible.

viii. The majority of teachers and students have not been found to be satisfied with the system of internal assessment as it resembles the paper pencil final examination. The concerned authority did not use all the means of internal assessment except home assignments. Most of the teachers and students are against the continuation of the examination of internal assessment.

ix. The marks assigned by the teacher in the examination of internal assessment is found to be full of biasness as they assigned marks considering the face, familiarity, their intimacy etc. Most of the students were very much angry with their teachers due to their prejudices while assigning marks.

x. The examination of internal assessment is administered as a summative evaluation. That is why, the students do not get chance for improving their learning and prepare for their final examination.

xi. There no differences between the examination of internal assessment and final examination due to its summative nature.

xii. The examination of internal assessment does not increase the degree of regularity of the students.

4.2 Recommendations

The following recommendations are made on the basis of above findings:

i. The examination of internal assessment should be administered considering its norms and standards.

ii. The examination of internal assessment should be administered considering its formative spirit and means of administering internal assessment. Besides this, it should be administered discarding any sorts of prejudices towards the students.

iii. The marks assigned to internal assessment should be compatible with the marks students obtained in the final examination as the marks would not be more than their potentialities.

iv. The examination of internal assessment should be administered considering the objectives mentioned in the curriculum.

v The examination of internal assessment should not be administered as per the willingness of campuses and teachers; rather it should be conducted considering certain norms.

vi. The examination of internal assessment should not be conducted exactly the same way as the final examination rather it should be conducted as a continuous assessment system.

vii. The teacher should be assigned the marks impartially and concerning potentialities and competence of students. They should neglect these things as intimacy, biasness, familiarity, relationship etc.

viii. The system of internal assessment is extremely good in modern language testing. Thus, the administration system should be improved to make it far more scientific and modern. The administration should be modified as per the formative nature.

ix. The internal assessment should be conducted continuously during the whole year to meet the norms. Tribhuvan University itself administered the internal assessment discarding its norms and standards and assigned more then 90 percentage marks to those who appear in the examination of internal assessment. Thus, Tribhuvan University should conduct it considering its positive aspects; otherwise it is better to be discontinued.

x. Students attendance should be taken due care while assigning marks in internal assessment to increase the degree of regularity of the students.

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Appendices

Appendix – I

Questionnaire

Questionnaire for Teacher

Name: Shyamlal Magarati

Institute/ Campus: Sunwal Campus Education / Bir Banayan Multi Campus Sunwal.

1) is meant by internal assessment system? It is a part of examination which evaluates the students internally by providing some internal task.

2) What materials do you suggest your students to follow for the preparation of *internal assessment*?

a) Authentic reference books which are prescribed

b) The books that cover most of the course contents.

c) Note given by teacher

d) Guide and guess paper.

e) other, please specify..

3) the examination of *internal assessment* is at your hand, how do you prepare your students for the exam of *internal assessment*?

— By guiding ....
— encouraging to prepare the exam ....

4) Do you suggest your students to join coaching or tuition classes for the preparation of *internal assessment*?

a) yes   b) no

5) How far is your effort increase for the preparation of the exam of *internal assessment*?

a) at all   b) to some extent   c) to a great extent

Writing the answer of the given questions & preparing from different materials.....

) Do you change your techniques and methodology while teaching for the better preparation of the exam of *internal assessment*?

No, It depends totally upon the Student's ....

7) How do you motivate your students to prepare the examination of *internal* assessment?

It is also helpful for the final examination so more they prepare for this more they will be better for the final exam.

8) Does the internal assessment increase the attendance in the classroom?

No, it is because most of the students are engaged with part-time & full time job.

9) Do the students request you to focus your teaching on the examination of *internal* assessment?

a) Request to focus on the exam of internal assessment

b) Request to learn for knowledge and skills

10) Do you focus your teaching particularly on the exam of *internal assessment* or teach according to the syllabus?

I mainly focus on the syllabus.

11) Do you think that the examination of *internal assessment* increase enthusiasm in your teaching?

Yes it does.

12) Do you think that the present system of *internal assessment* is really practical?

Yes some extent

13) To what extent is your teaching enhanced by the examination of *internal assessment*?

a) not at all   b) to some extent   c) to a great extent

14) What is your opinion about continuing the system of *internal assessment*?

→ To make the students laborious

→ To obtain good mark and percentages

15) What is the difference between the teaching strategies you applied before and after the examination of *internal assessment*?

Before this I used to teach by applying the teacher centred method but now I focus on student cen method.

. . . for the examination of *internal assessment* makes the teacher laborious for the sake of preparation of the final exam?

When the teacher prepares the questions for the assignment he needs to be prepared himself well by concerning from different materials so it helps for the exam

17) Do you think the objectives of the course are fulfilled after the administrator of *internal assessment*?

When teachers and students know the value, needs and importance of internal assessment and do the activities then only the objectives will be fulfilled.

18) Does the examination of *internal assessment* function as a formative evaluation to the final exam?

Yes, I think so.

19) Do you ask to take tests for preparing *internal assessment*?

I would prefer to take tests and assignment.

20) How far do you think as are worried about *internal assessment*?

In some extent students are worried about the internal assessment and prepare well.

21) If the internal assessment system is to be continued, what do you think the authority should do so as to improve its administration?

For the good/effective system it should be strict.

22. To what extent does the examination of internal assessment assess the overall proficiency of the students?

a) not at all   b) to some extent   c) to a great extent

How? Because they will be creative and they will search the subject themselves.

23. To what extent is your teaching guided by the examination of internal assessment?

a) not at all   b) to some extent   c) to a great extent

How? Because teacher should be well prepared.

24. What is the focus of the present system of the examination of internal assessment?

a) increase the percentage   b) function as a formative evaluation

c) to improve the whole educational program

d) to modernize the system of evaluation

25. Do you believe the examination of internal assessment is impartial?

a) yes   b) no

Could you give some reason?

Because it is also related with the syllabus.

Thank you for your kind help and cooperation.

Appendix - II

Questionnaire

Questionnaire for students

Name:- H. Oli

Institute/ Campus:- Surkhet Campus (Education)

1) What is meant by internal assessment system?

... It's the system in which the concerned teachers assess their students' abilities from the course they have taught.

2) Do you think the system of home assignment has met the norms of *internal assessment*?

... I don't think so because if one is to assessed, she shouldn't have freedom to consult reference materials.

3) Are you sure that the objectives of *internal assessment* are fulfilled after its administration?

a) to some extent   b) to a great extent   c) not at all   d) not sure.

Give your reason

... because a few students who are close to the teachers are awarded with good marks and the rest however talent they are, they don't get good marks...

4) Are all the means of *internal assessment* being used while administering internal assessment?

a) yes   b) no

How?

... There can be different means such as a project work, home assignment, report writing, proposal writing etc. But all of them are not used.

5) To what extent is the system of *internal assessment* more successful than that of paper pencil final examination?

a) to some extent   b) to a great extent   c) not at all

How?

In fact, internal assessment is a widely used system and taken as a scientific procedure, which assesses one's skill n knowledge on a continuing basis (but not in Nepal,

6) Is the system of *internal assessment* successful to cover the objectives mentioned in curriculum?

a) no   b) yes

How?

In our context, it is not.

....

7) Do you think the system of *internal assessment* increases the degree of regularly of the students?

a) no   b) yes

How?

Yes, I think it increases the regularity of students if because the attendance is taken and some marks are allocated for the attendance.

8) Are you satisfied with the system of *internal assessment*?

a) no satisfied   b) to some extent   c) fully satisfied

Give your reason.

This is a good provision but I doubt on its implementation as it has encouraged the students

9) How far do you think the system of *internal assessment* assesses the ability of the students?

a) not at all   b) to some extent   c) to a great extent

How?

It assesses the ability to a great extent if the system is sincerely implemented.

10) Do you think that the present system of *internal assessment* is really practical?

I think it is but the colleges or teachers should be taught what is the intention of the system is and how it can be administered.

11) To what extent is your learning enhanced by the examination of *internal assessment*?

a) not at all   b) to some extent   c) to a great extent

How?

It has, at least forced the students to collect reading materials in time. Otherwise, most of the students buy books etc just before the final exam.

12) How is *internal assessment* exam different from the paper pencil final exam?

In the own context, it internal assessment has been a boon in which someone there is 'hello effect'. Those fancy talks all in profit. Paper pencil test is the real test.

13) How far does the system of *internal assessment* increase enthusiasm in learning?

a) not at all   b) to some extent   c) to a great extent

How?

because it should inspire students to study their course materials in the middle of the session.

14) Should we continue the system of *internal assessment*?

..... Yes, but some criteria should be set to
..... run it systematically .

15) Does the system of *internal assessment* functions as motives to increase the study habit and consulting more references?

..... Yes .

16) Is it necessary to continue the system of *internal assessment* at other levels?

a) no   b) yes

Give reasons: since it is bound to encourage one to develop
               study habits .

17) Is the marks obtained in the *internal assessment* and final examination compatible?

a) not at all   b) yes

How?.....

18) Does the system of *internal assessment* function as a formative evaluation for the
    preparation of final examination?

a) not at all   b) yes

How?.... It does as already said a student is bound to
        read and write some related things .

19) How does the system of *internal assessment* improve the whole educational
    Program?

..... If this system is fairly implemented, it can improve
..... the educational program .

20) What are the merits of *internal assessment* with respect to the final examination?

        Merits are countless but

...(?)... In this context, teachers and students find out each other's political parties, cunning students start flattering them, some students try to be near the petted one.

21) Is the present system of *internal assessment* good or not so effective with respect its administration and achievement?

a) good   b) not so effective   c) satisfactory

Give reasons...... due to no. 20 (see above).

....

22) What should we do for the betterment of the present system of *internal assessment*?

To promote this system, we should:
i) assess students through their classroom interaction
ii) " " " their home assignment, group work etc.
iii) discourage halo effect
iv) all teachers to go thru the students' work sincerely.

23) What do you do for the preparation of the exam of *internal assessment*?

a) consulting guide, guess paper, textbooks, and references.

b) Go through old is gold and solve the questions asked in the previous exam.

c) prepare lecture notes consulting more references and books

d) Any other, please specify.

24) As the examination of *internal assessment* schedule has been published, how much time do you spend to prepare an exam in a day?

a) 4 hours a day   • b) 6 hours a day

c) 8 hours a day   d) 12 hours a day

25) Before the exam schedule of *internal assessment* came out, how much time did you spend in a day?

a) 2 hours   b) 4 to 6 hours

c) 6 to 8 hours   d) 8 to 12 hours

26) What is the percentage between marks obtained in *internal assessment* and final examination?

a) *internal assessment*   b) final ....

27) How the examination of *internal assessment* lead towards the progress in learning?

a) The exam of *internal assessment* motivates the students to study laboriously:

b) performance of the students ~~is~~ does not increase.

c) *internal assessment* is conducted only for formality

28) The output of *internal assessment* is...dissatisfaction in many students and enemity with some teachers.

a) *internal assessment* exam enhanced learning for passing the exam rather than learning for knowledge and skills.

b) *internal assessment* exam enhanced learning not only for passing but also learning for knowledge a increasing the competed.

c) To guess the questions for the final exam. (in TU)

29) Have you joined coaching or tuition classes for the preparation of the exam of *internal assessment*?

a) yes

b) no

c) teachers guidance only

30) Do the asked questions in the previous *internal assessment* help you to predict the questions to be asked in the final examination?

a) yes

b) no

c) to some extent

31) *internal assessment* system makes students far more disciplined so that:

a) There establish keen relationship between students and teachers.

b) Students feel their responsibility.

c) There is the sense of prejudice.

32) What do you do when you are near by the exam of *internal assessment*?

a) Increase the study hours and go through the deep study

b) Concentrate the mind within the text book

c) Do hard labour and give sufficient time in reading.

Thank you for your kind help and cooperation.