

**TEACHERS' AND STUDENTS' BELIEFS ON PRACTICES  
OF INTERNAL ASSESSMENT IN SEMESTER SYSTEM: A  
CASE OF UNIVERSITY CAMPUS**

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

**Submitted by  
Radha Karki**

**Faculty of Education Kirtipur  
Kathmandu, Nepal  
2016**

## **DECLARATION**

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

Date: 05-08-2017

.....  
Ms. Radha Karki

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Radha Karki** has prepared this thesis entitled **Teachers' and Students ' Beliefs on Practices of Internal Assessment in Semester System: A Case of University Campus** under my guidelines and supervision.

I recommend this thesis for acceptance.

.....  
**Dr. Laxmi Bahadur Maharjan**

**(Supervisor)**

Professor

Department of English Education

Faculty of Education, T.U., Kirtipur

Kathmandu, Nepal

Date : 06-08-2017

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following

### Research Guidance Committee:

**Dr. Anjana Bhattarai**

.....

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur

**Dr. Laxmi Bahadur Maharjan (Supervisor)**

.....

Professor

Member

Department of English Education

T.U., Kirtipur

**Ms. Madhu Neupane**

Lecturer

.....

Department of English Education

Member

T.U. Kirtipur

Date: 06-08-2017

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

### Signature

**Dr. Ram Ekwel Singh**

Reader and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

**Dr. Laxmi Bahadur Maharjan (Supervisor)**

Professor

Department of English Education member

T.U., Kirtipur

.....

Member

**Dr. Bal Mukunda Bhandari**

Professor

Department of English Education

T.U., Kirtipur

.....

Export

Date: 24-08-2017

# **DEDICATION**

Dedicated

to

My Beloved Parents and Teachers

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## ABSTRACT

This research entitled **Teachers' and Students' Beliefs on Practices of Internal Assessment in Semester System: a Case of University Campus**, is an attempt to find out the teachers' and students' beliefs on practices of internal assessment system in semester system of T.U., Kirtipur. I used survey research and utilized a set of questionnaire consisting of 20 close and others open ended questions in order to collect the required information. The sample of this study, 30 students of first semester and third semesters Majoring English and 10 teachers from the Department of English Education, University Campus, T.U., Kirtipur were selected by using purposive non- random sampling procedure in order to fulfill the objectives. After analysis and interpretation of the data it was found that most of the teachers and students have positive beliefs on internal assessment system. The study also found that, still there are some lacks in the well implementation of assessment system, such as, teacher's halo effect, not conducting the test timely and teachers reluctant. Similarly, major problems encountered by the teachers while practicing internal assessment in semester system were lack of operational calendar, reluctantness in providing teachers incentive; students may not take internal assessment exam seriously like final exam, and low involvement of administration.

The study contains altogether five chapters. **The first chapter** deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. **The second chapter** consists of the review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. **The third chapter** includes design of the study, population, sample and sampling strategy, research tools, source of data, data collection procedures, data analysis procedures and ethical considerations. Similarly, **chapter four** is about analysis of data, interpretation of result, the analysis of students' and teachers' responses presented in suitable form. **The final chapter** presents findings, conclusion and recommendations, which are derived from summing up of analysis and interpretation of the collected data. The reference and appendices have been included in the last part of the thesis.

## TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>ix</i>
<i>Abbreviations</i>	<i>x</i>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-6</b>
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	5
1.7 Operational Definitions of the Key Terms	5
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK</b>	<b>7-26</b>
2.1 Review of Related Theoretical Literature	7
2.1.1 Language Testing and Language Assessment	7
2.1.2 Meaning and Purpose of Assessment	8
2.1.3 Importance of Assessment in Academic Field	9
2.1.4 Types of Language Test	10
2.1.4.1 Proficiency Test	10
2.1.4.2 Placement Test	11
2.1.4.3 Achievement Test	11

2.1.4.4 Diagnostic Test	12
2.1.5 The Source /Process of Assessment	12
2.1.5.1 Peer Assessment	13
2.1.5.2 Self Assessment	13
2.1.5.3 Group Assessment	13
2.1.6 Technological Advances in Testing and Assessment	14
2.1.7 Importance of the Semester System	15
2.1.8 Semester System in the Faculty of Education	16
2.1.9 Absolute Assessment System of Semester System of T.U.	17
2.1.10 Challenges on Practice of Internal Assessment in Semester System	21
2.2 Review of the Related Empirical literature	22
2.3 Implications of the Study	24
2.4 Conceptual Framework	26

## **CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY** **27-31**

3.1 Design of the Study	27
3.2 Population, Sample and Sampling Strategy	29
3.3 Research Tools	29
3.4 Sources of Data	30
3.5 Data Collection Procedures	30
3.6 Data Analysis and Interpretation Procedures	30
3.7 Ethical Considerations	31

## **CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA** **32-46**

4.1 Analysis of Data and Interpretation of Result.	32
4.1.1 Students Beliefs towards Internal Assessment System	32
4.1.1.1 The Purpose of Internal Assessment System	32

4.1.1.2 Teachers Role in Internal Assessment System	34
4.1.1.3 Test Administration	36
4.1.1.4 Implementation of Internal Assessment System	36
4.1.2 Students Beliefs towards the Practices of Current Internal Assessment System	37
4.1.2.1 Students' Observation and Teachers Activity on Assessment Practices	38
4.1.2.2 Challenges of Internal Assessment System in Practice	39
4.1.2.3 Teacher Related Factors in Practices of Internal Assessment System	41
4.1.3 Teachers Beliefs and Roles towards the Practices of Internal Assessment	42
4.1.3.1 Teacher Provided Internal Assessments	42
4.1.3.2 Students Benefited from Internal Assessment System	43
4.1.3.3 Challenges Faced by the Teachers on Implementation	43
4.1.3.4 Process of Internal Assessment and its Improving Parts	44
4.1.3.5 Additional suggestion on Internal Assessment System	45

## **CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS**

<b>5.1 Findings</b>	<b>47</b>
5.1.1 Students Beliefs towards Internal Assessment System	47
5.1.2 Students Beliefs towards the Practices of Internal Assessment System	48
5.1.3 Teachers Beliefs and Role towards the Internal Assessment	49
<b>5.2 Conclusion</b>	<b>50</b>
<b>5.3 Recommendations</b>	<b>52</b>
5.3.1 Policy Related	52
5.3.2 Practice Related	53
5.3.3 Further Research Related	54

## LIST OF TABLES

	<b>Page</b>
Table 1: Importance of Internal Assessment System	33
Table 2: Students' Beliefs on Teachers Attention in Semester	35
Table 3: Students' Beliefs on Teacher Test Administration	36
Table 4: Students' Beliefs on Internal Assessment Implementation	37
Table 5: Students' Beliefs on Cause of low Practices of Internal Assessment	38
Table 6: Students' Perception on Challenges of Internal Assessment in Practice	39
Table 7: Students' Responses on Teachers' Performance and Practice of Assessment	41

## ABBREVIATIONS AND SYMBOLS

A	-	Agree
CGPA	-	Cumulative Grade Point Average
CUP	-	Cambridge University Press
DA	-	Disagree
Dr	-	Doctor
ed	-	edition
e.g.	-	for example
etc.	-	etcetera
GPA	-	Grade Point Average
i.e.	-	This is to say
ME.d	-	Master of Education
Ms.	-	Miss
Mr.	-	Mister
N	-	Number
No	-	Number
P	-	Page
Prof	-	Professor
Q.N.	-	Question Number
Regd	-	Registration
SA	-	Strongly Agree
SDA	-	Strongly Disagree
SGPA	-	Semester Grade Point Average
S. N	-	Serial Number
T.U.	-	Tribhuvan University
U	-	Undecided
WWW	-	World Wide Web
%	-	Percentage

# **CHAPTER ONE**

## **INTRODUCTION**

The current study is on Teachers' and Students' Beliefs on Practices of Internal Assessment System: A Case of University Campus This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### **1.1 Background of the Study**

Education refers to the development of a wholesome personality of an individual to become honorable and acceptable member of society. The main and compulsory function of the good education is to bring visualized improvements in the learners' achievement by simplifying updating the qualification and capability of the teacher to bring drastic change in teaching learning. The teachers need the knowledge of assessment and testing in order to find out the proficiency level. Assessment and teaching are two sides of a coin. One remains incomplete in the absence of another if assessment provides information for students and teachers, then they cannot mark the end of the learning. Instead assessment must be followed by high quality.

Assessments are excellent vehicles to prepare students for the routine and demands of college work. While designing and carrying out assessment it is important that both students and staff are clear on what students are expected to do enhancing student learning through assessment. Assessment is the means by which we find out both ability and inability of the learners in the concerned areas and provide suggestion for them accordingly. Assessment is administered to find out the information about learners for making decision on them. Before making the decisions on the learner performance, we should first collect the information about their language ability. In this regard Hughes (2003,) writes:

A good test provides the opportunity for learners to show how much they know about language structure and vocabulary as well as how they are able to use their formal linguistic feature to convey meaning in classroom language activities through listening, speaking, reading and writing.( p.15)

Assessment is provided to enhance the quality of education it must be followed by high quality. However the existing quality level of assessment semester system has not seen satisfactory result to provide effective learning in the English

Assessments are designed for specific purpose which analyzes different aspects of education. The formal education system is divided into annual and semester system in terms of teaching and evaluating process. Semester system is not only oriented to the examination rather it focuses on educational improvement whose primary concern is to learn instead of teaching and whose approach is learner centered. According to Jadoon, Jabeen and Zeba (2012, p.2) "Semester system is to emphasis on continuous, comprehensive and in-depth learning aiming at capacity to enhance the students' required knowledge, skills and attitude to become an efficient and effective citizen in diversified". It means, the motto of semester system is to provide the comprehensive learning with student center methods. Semester system is believed for quality education The effective implementation of semester system depends upon a number of conditions like:, proper operational calendar , regularity of classes, well-designed curriculum and constructive feedback to students by the teachers, relationship of teachers to students outside the class, validity and reliability in evaluation grade.

Assessment is a fundamental and integral part of any curriculum based on students learning outcome. Writing assessment develops students thinking and increases students' engagement with course material. Students are provided with certain projects or assignment usually at the end or mid of the semester. The general teaching methodologies of the program include interactive



lectures, student's presentations, case studies and projects. According to TU Semester System Operational Guideline (2070), External evaluation contains 60 percent weightage. Students have to secure at least 50 percent marks in each subject to pass the external evaluation. External evaluation is conducted by the concern office of the dean. On the other hand, internal evaluation refers to the continuous evaluation process that is designed by the students' own teacher. It is conducted in the classroom. It is more important because it is integrated with the day to day teaching and learning directly involving teachers and students' performance. Assessment includes full range of information teachers gather about their pupils, instruction and classroom atmosphere. According to TU Semester System Operational Guideline (2070), 40 percentage weightage has given in each course as an internal evaluation. Students have to obtain 50 percent to pass in the internal evaluation. Without passing internal exam students will not be qualified to appear in external evaluation. Total weightage of internal evaluation has been divided into three assessments, e.g. first assessment, second assessment, third assessment, which is done on the basis of classroom performance and participation in the recommendation of exam board.

## **1.2 Statement of the Problem**

Internal assessment system is highly appreciated for the diagnosis of the students' ability which could not be done by the final few hours' examinations. It has been mostly practiced by the academicians of the developed nations which have done revolution in the educational field. Students' behaviors, presentation skills and socio-cultural aspects are also considered in the internal system. Thus it criticizes the rote learning and competition of memorizations. By following the new trend in education, T.U. has adopted the semester system with internal assessment of 40% out of hundred. It is essential to find out whether the current practice of the internal assessment is moving smoothly in its direction or it has just been the medium to show. Similarly, what are the challenges, problems, weaknesses and what could be the possible solutions to

overcome the challenges is a necessity of the hour. So this study “Teachers’ and Students’ Beliefs on Practices of Internal Assessment in Semester System” has been carried out. The teachers’ and students’ perceptions have been drawn derived finding and suggestions recommended which will help to apply the internal assessment smoothly in the days to come. Moreover, this is totally new topic so it is expected to be milestone for the improvement of internal assessment system in semester system.

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

The prime objectives of my study were as follows:

- (i) To find out the teachers’ and students’ beliefs on practices of current internal assessment procedure under the semester system.
- (ii) To suggest some pedagogical implications on the basic of findings of study.

### **1.4 Research Questions**

This study addressed the following research questions.

- (i) What are the teachers’ and students’ beliefs on the practices of internal assessment system in semester system T.U?
- (ii) What is the current practice of internal assessment in semester system?
- (iii) What types of changes does the internal assessment bring in students learning process?

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

Assessment is directly concerned with the performance and learning achievement of the students. The purpose of it is to find out the true ability to the students and provide them necessary feedback. The study was attempted to find out teachers’ and students’ perceptions regarding the practices and effectiveness of internal assessment .The study will be directly and indirectly fruitful to the students, teachers, stakeholders, administrators, course designers,

textbook writers and for entire university to develop whole assessment system. Therefore, the findings of the study will be useful to solve the problems regarding assessment system seen inside the department and examination board. Furthermore, the study will be equally significant in the field of language testing and evaluation system. It will equally be useful for the researcher who wants to carry out researches in the similar topic.

### **1.6 Delimitations of the Study**

The study was limited to the following points:

- (i) This study was confined to only Department of English of Education of University Campus Tribhuvan University, Kirtipur.
- (ii) The study was limited to the data obtained from the set of open and close ended questions.
- (iii) This study was limited to the practices of internal assessment on semester system.
- (iv) It will be limited to a set of questionnaires to the teachers' and students' as the tool of data collection.

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

**Assessment:** Wide variety of materials that T.U uses to evaluate measure and document the academic readiness or educational needs of students.

**Semester Systems:** an education system of Tribhuvan University where a year consists two academic sessions.

**Formative Assessment:** diagnostic testing by which we find out the both abilities and inabilities of the learners in the concerned areas and recommended suggestion for them accordingly

**Summative Assessment:** an assessment done to make judgment about student achievements in order to decided whether they are eligible to upgrade or not.

**Challenges:** the various difficulties that the students of the M.E.D encounter while obtaining internal assessment in semester system.

**Practices:** the activities followed by the teachers and students M.E.D English education for developing internal assessment system.

## **CHAPTER TWO**

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

This chapter includes the detailed review works and their implications on this study; similarly the theoretical concept and conceptual frame work are also included under this chapter.

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

As this study is about the internal assessment of semester system being implemented in Tribhuvan University Central Department of English Education, it is important to know about them as area of concern of the study. This sub – chapter covered all the description of the literature relevant to this study.

##### **2.1.1 Language Testing and Language Assessment**

Language testing is the activities of developing and using language test. It is one of the tools or means of assessment. In the similar vein Priscilla Allen (2009), p.10) state that, “Language Testing is the practice and study of evaluation the proficiency of an individual in using a particular language effectively.” Language testing is a kind of psychometric activity, language testing traditionally was more concerned with the production; development and analysis of test, recent critical approach to language have placed more emphasis on use of language test.

In this regard, Bachman, (2010), defines

Assessment as the process of collecting information a given object of interest according to procedures that is systematic and substantively grounded. A product or outcome of this process, such as test or a verbal description, is also referred to as assessment. In the past, testing equaled assessment, leads to effective testing. (p.3)

Good teachers use test and assessment in language testing and learning processes to evaluate their students' achievements. Assessment can be defined the systematic and ongoing method of gathering analyzing and using information to measure out comes and improve students' learning in terms of their knowledge acquiring, understanding, development and still and competencies gained.

Thus, testing is one of the specific tools for the overall assessment of an individual or group or of the programmed as a whole. In language education, assessment is the total process of gathering information about the learners' language ability and testing is only one of the ways of gathering among several others such as interview, classroom interaction and informal conversation outside the classroom. Teaching and testing are thus regarded as an integral part of education.

### **2.1.2 Meaning and Purpose of Assessment**

In education, the term 'assessment' refers to the wide variety of methods or tools that educators use to evaluate measure and document the academic readiness, learning progress, skill acquisition, or educational needs of students. In another word, assessment is a process in which necessary information about the skills and potentials of students are collected. There are two forms of assessment; they are formative and summative assessment. According to Hughes, (2003, p.5), "assessment is formative when, teachers use it to check on the progress of their students that what have learned and then use the information to modify their future teaching plans such types of assessment is very useful to provide the feedback on the student". The purpose of a language test is to determine a person's knowledge or ability in the language and to discriminate that person's ability from that of other.

Similarly for black & William (1998) state that "the term assessment refers to all those activities which are under taken by teachers and by their students in

assigning themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are encouraged”.

Assessments are often equated with traditional tests, especially the standardized test developed by testing companies and administered to large population of students. Assessments are typically designed to measure specific elements of learning. Assessments are used to identify individual students’ weaknesses and strengths so that educators can provide specialized academic support, education programming or social services. The main purpose of assessment for learning task is to provide feedback to both the teachers and learners regarding the learners’ progress towards achieving the learning objectives.

### **2.1.3 Importance of Assessment in Academic Field**

Assessment plays a crucial role in the education progress. When we enter college realizing that studies will help us achieving big careers, we gradually drink every bitter sip the ocean of learning has to offer why we do that because it helps us advance towards the bigger success. Assessment and its associated feedback are essential to student learning.

Assessment for learning focus on the opportunities to develop students’ ability to evaluate themselves to develop students’ ability to evaluate themselves, make judgment about their own performance and improve upon it.

Crown (2005), writes “well design assessment can encourage active learning especially when the assessment delivery is innovative and engaging”. Peer and self assessment, for instance, can foster number of skill, such as reflection, critical thinking and self awareness, as well as giving student’s insight into the assessment progress ideally then; you should aim to support active learning rather than Assessment of learning to ensure that the assessment progress is an integral part of your student’s education.

Assessment is carried out as the part of the processes of program development in order to find out what is working well and what is not. What problems need

to be addressed and so on? The most important principle of assessment is that it should enhance student learning. Assessment determines student Approaches to learning assessment should help equip students with a wide range of transferable skills and competencies. Assessment is important for practice and active participation for improvement of inter personal skills.

#### **2.1.4 Types of Language Test**

A test is a method of measuring a person's ability or knowledge in a given area text and other assessment procedure can also be classified in terms of their functional role in classroom instruction test is an essential to measure the ability of learning which requires same particular norms value and rules be taken where formally or informally.

Likewise, Hughes (2003, p.11) describes the four types o test. They are professionally tests, achievement tests, diagnostic test and placement test which are discussed briefly as follows.

##### **2.1.4. 1 Proficiency Test**

It is defined as the ones ability to using language, science mathematics etc. without considering the course s/he was taught and learned in a particular situation.

Devise, et al (1999) as cited in khaniya (2006,) define a proficiency test as measure of how much of language someone has learned. It means such a test which measures the quality of a person for a particular post.

Moreover proficiency test is also called inter laboratory comparison as this term implies, proficiency testing compare the measuring result obtained by different institution. Proficiency test is a forwarded looking test means it defines the ability of a student to use language with reference to a particular task high the learner is expected to perform in the future.



The tests like IELTS, TOFEL, entrance examination, examination at different college and university.

Although proficiency test does not follow a particular course of study It directs the learner's standard current standing relation to his/her future needs and it also provides an opportunity to study in university or educational organizations.

#### **2.1.4.2 Placement Test**

A test usually given to students enters an educational institution to determine specific knowledge is placement test. Placement test is administered to sign students to different to their proficiency level.

As Hughes (2003) state placement test as their name suggests are intended to provide information that will help to place students at the stage of the teaching program most appropriate to their abilities.

The role of placement test is to determine for each student the position in the in structural sequent's and the mode of instruction that is most beneficial.

#### **2.1.4.3 Achievement Test**

Achievement test is a test of develop skill or knowledge. An achievement test is defined as a test which measures student's linguistic ability. Achievement test is directly related to language course. Davies, et. al. (1999. as cited in khaniya. 2005, p.8.51) describes an achievement test as "an instrument designed to measure what a person has learned within or up to a given time."

The most common type of achievement test is a standardized test developed to measure skull and knowledge learned in given grade. Usually through planned instruction S.L.C. examinations the examinations administered by the office of the controller examination, Tribhuvan University final examination conducted at the end of the academic session.

#### **2.1.4.4 Diagnostic Test**

Diagnostic test is an act of finding out problems and causes. Teachers use diagnostic testing information to guide what and how they teach diagnostic test happens at the start of a new phase of education. In this regard Hughes (2003, p.15) details “diagnostic that one used to identify learners strength and weakness. They are intending primarily to ascertain what learning still needs to take place”.

Moreover diagnostic test is good for instruction and self instruction learners themselves can find out their problems and improves their study. It gives both quantitative and qualitative information about problems. It's always remedial (e.g. group instruction versus independent study)? Answers to questions like these require the use of a variety of techniques: records of past achievement, pretests on course objectives, self-report inventories, observational techniques, and so on. The goal of placement assessment is to determine for each student the position in the instructional sequent and the mode of instruction that is most beneficial.

#### **2.1.5. The Source /Process of Assessment**

Traditionally the role of the assessors usually falls to the lecture's and tutors. However it is often worthwhile to consider involving others in the assessment process. For example industry expert can be a valuable resources when creating and making assessments effective and appropriators use of involving others in the assessment practice can enhance the learning experience and reduce the marking burden placed in staff . It worth remembering that giving informant meaning feedback can be an effective use of class teaching time.

The sources of assessment are the person responsible for carrying it out. According to Freeman, and Lewis (2005, P.36), the main sources of assessment process are peer assessment, self assessment and group assessment.

### **2.1.5.1 Peer Assessment**

Peer assessment may be defined as the assessment of the work of others of equal status and power (Wilson, 2002) in the context of student learning, peer assessment is used to estimate worth of other students work and to give and receive feedback. With appropriate training and close moderation generally peer assessment work host in formative assessment where student give each other feedback on each other's work.

This approach to assessment requires careful planning agreement of criteria use of common tools for analysis marks. It's becoming widely used as a means of giving feedback here student also learn diplomacy how to receive and act on constructive criticism as well as skill of making explicit and criterion referencing judgment. Peer assessment can depend on the student learning experience students can gain a great deal about their own work from assessing other students attempted at a similar task.

### **2.1.5.2 Self Assessment**

Self assessment, student check their work revisits assignment drafts and texts and research and reflect upon their past practice. According to Bond (1991), Self assessment has been defined as “the involvement of students in identifying standards and for criteria to apply to their work and making a judgment is about the extent to which they have met these criteria and standards”. There are two parts to this process, the development of criteria and the application to one particular task. Assessment decision can be made by students on their own essay reports, presentation, dissertations and so on, but it is believed to be more valuable when students assess work that is personal in nature like a learner.

### **2.1.5.3 Group Assessment**

Group assessment occur when individuals works collaboratively to produce a piece of work. The advantage of group work for the assessor is often that the burden of marking many individual picas of work is significant reduced. But

true is also educational justification that collaboration is an important generic life skill that third level education should be developing in its students.

The biggest challenge when assessing group work is that all group members will contribute equally or not. According to Rust (2001), there are various strategies to help deal with this. They are listed below:

- A. Assign individual responsibilities and assess each member on the degree to which the task met their individual needs.
- B. Peer assess contributions
- C. Conducts a viva
- D. Set a project work

### **2.1.6 Technological Advances in Testing and Assessment**

With the rapid growth and development in the availability and power of relatively low cost microcomputers, it is not surprising that the use of computers to administer test is becoming increasingly common. Computer assisted assessment is a fast and efficient way to provide immediate feedback to the learners and to save time on tutor marking. A special issue of Education Week titled "Pencil down Technology Answer to testing," published in May Line and Miller (2003), was devoted to the use of computer technology to administer and score tests. The editors' introduction to the special issues argues that there has been convergence of education and technology that has vaulted "Computer-based testing into the headlines, raising important questions about whether this new mode of assessment is more useful than traditional paper and pencil exam." Computer assisted assessment is a broad term. The blueprint of computer assisted assessment a comprehensive document addressing the pedagogical operational technological and strategic issues faced by those adopting CAA. The blueprint offers a range of research based good practice models and guidelines for the strategic implementation of CAA within departments, faculties and institutions.

According to Education Week and the District of Columbia had already lunched some forms of computer based testing, using a computer to administer item from paper and pencil test have several advantages, which is given below:

- Computer based testing provides the mean of tailoring the test to each individuals rather than waiting for several weeks to receive the test result.
- The use of computers to administer tests that count only one and, in the short \_ term may not be the most common use of computer based testing.
- Computer based examination that has been used for some times in medical education as well.
- Computer based examinations focus attention on the use of information to solve the realistic problems.
- The technology opens the door to the use of video simulations or problem setting where students access information from the Web or a CD in ways similar to instructional use of the technology.

### **2.1.7 Importance of the Semester System**

A semester system is an academic term. It is division of an academic year the time during which a college holds classes. Usually semester system divides the year in two parts or terms. Semester system is not only an examination system but also education system. The main objectives of this system are to enhance students' knowledge skill and capacity continuously. By comparing annual and semester system the importance and objectives of the semester system can made. The most important objective of the semester system is to keep the students engaged and focused in learning.

According to Mazumdar (2010 p.4) other objectives of the semester system that reflect the importance as well can be given as follow:

1. To broaden the outlook of the students and instilling them a sense of confidence and responsibility.

2. The student gets more chance to remain well versed.
3. The semester system allows greater intonation with teachers and the students will be more focused on preparing throughout the year.
4. To acquaint the students with different forms, styles and thoughts in other part of the country and beyond.
5. The system of unit tests acts as mode test for the final.

In semester system creates awareness of the parallel streams prevalent in various part of country; the semester system allows the students no luxury of studying at the last moment and still getting of good marks in the final exam. In the main objectives of the semester system is to en lance students knowledge is skill and capacity continuously extensively in depth.

#### **2.1.8 Semester System in the Faculty of English Education (T.U)**

The development of any counters depends very much on the quality of its education process and system. Education lids the society towards betterment and fulfillment. The right to education is a universal entitlement that is recognized as the most fundamentals of human right. Tribhuvan University one of the oldest university of Nepal, has started semester system in University Campus, Kirtipur from the academic year of 2070. The oldest University of the country, unveiling its five-year strategic plan last year, had announced to replace the yearly system in all constituent and affiliated colleges and make entrance examinations mandatory for admission in any of its colleges from 2017. Currently, TU has 61 constituent colleges and 1,111 affiliate colleges. The Kathmandu Post, (23<sup>rd</sup> dec, 2014).

Semester system is believed for quality education then annual system. The countries like USA, Australia, Britain, China, Japan etc. have adopted semester system in higher level. It evaluates the students' ability or knowledge both practically and theoretically. Due to international practice and for quality

education Tribhuvan University cannot remain far from adopting semester system.

According to khaniya (2014),

“The semester is associated with the process of making teachers and students regular, creative, engaged in learning, doing remedial Instructions for evaluation make presentation, do project work Concentrate on specific subject, involve in group work, if it reform initiative is a promise of the T.U authority, which come with all the good intents by focusing attention of teachers and students on teaching and learning. It is more organized and interactive in classroom because it involves pedagogical process instead of methods, the number of students in classroom is fixed. Students are required to be regular for completing the task and projects and participate in group discussion and presentation.

Undoubtedly semester system is good for quality. Tribhuvan University has the objective of enhancing students Skill and capacity continuously. Semester system is associated with the process of making teacher and student regular, creative, engaged in learning Which uses internal assessment for evaluation presentation project work. It is more student centered it helps students in tough with the textbook.

### **2.1.9 Absolute Assessment System of Semester System of T.U**

The students under the new system are performing relatively better than their Colleagues under the annual system. The pass rate in the Master’s level under the semester system has escalated to 75 percent compared to 34 percent under the yearly system. Starting last year, TU had launched semester system in According to TU Semester Operational Guidelines (2070), the following criteria are mentioned for the examination and evaluation:

## **I. External Evaluation/End Semester Examination**

Semester exam will be held two times in a year. Semester/external exam contains 60 percent weight age. Students have to secure at least 50 percent marks in each subject to pass the semester exam. Semester exam will be conducted by the concerned office of the dean. Result of the semester exam will be published within 3 months from the final day of exam. The last semester's result will be published within 2 months from the final day of exam. All answer copies are corrected at the concerned dean's office exam section.

### **a) Make-up/retake examination**

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

### **b) Grading system**

Grading is the process by which a teacher assesses students learning through classroom test and assessment, the context in which good teachers establish that process and dialogue that surrounds grade and defines their meaning to various audiences. Scoring grids are an example of timely, efficient assessment practice, they are used by markers to assess fairly and efficiently can be used to develop and enhance student feedback. Total marks obtained in internal and end semester exams shall be graded on absolute or relative bases. The performance of a student shall be made on a four point scale ranging from 0 to 4 grades. A student must secure a minimum Grade Point Average (GPA) of 2.7 or Grade B minus (B-) in each course.



*Absolute grading scale in semester*

<b>Grade CGPA</b>	<b>Percentage Equivalent</b>	<b>Performance Remarks</b>
A 4.0	90 and above	Distinction
A- 3.7	80 -89.9	Very good
B+ 3.3	70 -79.9	First Division
B 3.0	60 - 69.9	Second Division
B- 2.7	50 – 59.9	Pass in individual subject
F 0	below 50	Fail

The students shall receive their semester grades and academic transcript grades only in letter grades and GPA scores. Students securing only 2.7 in grade point are considered as “pass in individual subject”. In order to pass the semester/final evaluation, the student must secure a minimum of Grade “B” or Cumulative Grade Point Average (CGPA) of 3.0. A student who secures CGPA less than 3 may request for the opportunity to improve the grade in two subjects. The office of the dean will provide one time opportunity to appear in semester exam. The exam of the courses to improve grade shall be held as per the course cycle, Semester Grade Point Average (SGPA) is calculated as: Calculation of Semester Grade Point Average (SGPA) Semester Grade Point Average (SGPA) is the grade point average of the semester, is calculated as

$$\text{SGPA} = \frac{\text{Total Grade Points earned in a semester}}{\text{Total number of credits registered in a semester}}$$

The Cumulative Grade Point Average (CGPA) is calculated as:

Calculation of Cumulative Grade Point Average (CGPA)

According to the T.U., semester system operational guideline (2070), Cumulative Grade Point Average (CGPA) which is grade point average of all semester is calculated as:

$$\text{CGPA} = \frac{\text{Total Grade Points earned}}{\text{Total number of credits completed}}$$

## **II. Internal Evaluation System**

Different methods of evaluation are to be adapted to assess students' performance in semester system. It is more important because it is integrated with the day to day teaching and learning directly involving teachers. The evaluation which is conducted by the teachers themselves, in order to assess the progress and achievements of their students at different stages in their course is called internal evaluation whereas external evaluation is conducted by the external agencies or by outside authority, without direct relation with teaching of the examinee, setting questions and evaluating the answers.

The internal evaluation shall have a total weightage of 40 percent in each course. Students have to obtain 50 percent to pass in the internal exam. Without passing internal exam students will not be qualified to appear in semester (external evaluation) exam. Total weightage of internal exam is divided into internal assessment, project work, class attendance, home assignment and so on. According to Khan et al., (2012, p.271) "Internal evaluation reduces the risk of over dependence on one shot exam". In a similar vein, it is based on the academic principle that it is the teachers who keep close look on students' learning and thereby could best judge their performance. The internal exam notice will be published by the concerned department or campus

According to, Khaniya (2006) "The significant indicators of a good internal assessment system is a high degree of correspondence between how student do and score in internal assessment and what they do and score in final examination" (as cited in Bhattarai 2008, p.6). It creates opportunity to provide feedback to the students which provides reinforcement for successful learning and identifies the specific learning errors and misconceptions that need correction. So, it is necessary to establish the modes of evaluation that encourages, rather than frustrate the desire and ability to learn for the learners and that also foster teachers' creative involvement with the students.

Tribhuvan University attempts to provide quality education, interactive classroom, regularity in attendance, presentation and individual as well as group assignment through internal assessment.

According to T.U ME.d English syllabus internal evaluation will be conducted by course teacher based in following activities:

1. Attendance	5 points
2. Participation in learning activities	5 Points
3. First assignment/midterm exam	10 Points
4. Second assessment	10Points
5. Third assignment/assessment (1 or 2)	10 Points
Total	40.

### **2.1.10 Challenges in Implementation Internal Assessment in Tribhuvan University**

This is the era of 21st century and world globalization, today's challenging economic situation is necessary for the students to gain those skills which will enhance their prospects of employment. Tribhuvan University is implementing semester system after more than three decades of its removal the university has come with the decision to reintroduce the semester system and the reintroduction has come with many challenges. The challenges vary from the lack of political sustainability in the country to the lack of resources required.

“There is no alternative to switching to the semester system. We ask all the student unions to cooperate”. Neupane (2014) says “that the semester system will increase the cost, making it unaffordable to students with weak financial resources.”

Semester system is more advance and rigorous than the annual system. But it has many challenging sides too. The university headed by ‘visionless’ administrators seem to have taken a move very lightly,” Khaniya (2014).

There is no defect in assessment system itself but it seems that there is lack of well practices of assessment rules and principles, specific assessment task doesn't match the outcomes and skills. There is no doubt on the assessment procedures of semester system but it seems that there is no better preparation from authority side to implement the internal assessment system in Tribhuvan University.

## **2.2 Review of Empirical Literature**

There are many researchers done on the assessment system under the department of English education. These researchers are focused on effectiveness and assessment in the English language teaching. However, there are not any research still done on internal assessment system in semester system in T.U. thus, this study is completely new and genuine in the context of Nepal. To support my study, I have revised some related research work carried out in Nepal.

Kc (2011) conducted a research entitled "Study on Continuous Assessment System (CAS) in Primary Level English". The objectives of this study were to find out the effectiveness of continuous assessment in primary level English. The data were collected from 50 teachers of government aided schools of Salyan district. In his researches purposive non-random sampling procedure were used. The major finding of this study is that continuous assessment system is an effective tool in primary level than traditional evaluation system.

Regmi (2014) research on the "Effectiveness of Formative Assessment in Teaching Grammar, the main objectives of his study was to find out the effectiveness of the formative assessment in teaching grammar. In order to conduct the research he collected data by administering test as the tool. All grade eight students of the English language were the population of this study. The sample of this study was 30 students of class eight of Shree Bishuco Higher secondary school PShugetappailam. He used non random sampling procedures to select the school and all thirty students of class eight were

included in his study. The students were divided into experimental and controlled group by using simple random sampling procedures, he used test to elicit the required information. For the study, all the test items were objectives. The findings of his research was to find out that the teaching of grammar without assessing students formatively was less effective component of teaching grammar with formative assessment .

Pundit (2014) conducted a research entitled “Teachers Perception on Continuous Assessment System a Case of Basic Level.” The main objective of her research was to find out the perception of teachers on continuous assessment system. Survey research design was used to carry out this research questionnaires were tool for data collection. The population of the study were teachers and sample consisted of 40 government aided schools of Nuwakot district .In case of this proposed research she collected the data from the primary sources using questionnaire. The major finding of her study showed, that continuous assessment system (CAS) is effective to enhance the achievement of the teachers the teachers finds that case decreased the students absent rate in the class and it also reduced the dropout rate of students in the classroom.

Neupane, N.D. (2015) conducted a research entitled “Managing Continuous Assessment System at Primary Level: Teachers’ Perceptions and Practices. The main objectives of his study were to find out the teachers ‘perception towards (CAS) continuous assessment system. The population of the study were primary level teachers and sample consisted of 40 primary level teachers from the 20 government aided school of Lamjung. In order to collect the data from the population he used questionnaire and observation checklist as the major tools the questionnaire and checklist are developed to find out teachers perception and practice of CAS. The major aim of this study was to find out perception and practices of teachers. This study also focused on the problems and benefits of CAS implementation. The major finding of his study was that CAS reduces the number of repeaters in the same class.

Ghimere (2016) conducted a research on “Perception of Stake holders on Semester System.” The main objective of her research was to identify and analyze the stakeholders’ perception towards semester system. Her research questions were what is the situation of availability of various resources like human resource, physical resources and information resources in Tribhuvan University Kirtipur’ this study has followed survey research design which is both qualitative and quantitative. The sample of this study was so teachers and is students from the university campus Kirtipur, in order to collect the data she used questionnaires which were based on the different aspect of the semester system. The data were analyzed and interpreted in terms of percentage. It was concluded that stakeholders of the semester system showed the positive perception towards semester system; moreover they have some concern regarding lack of physical as well as human resources in universities. The research also found that lack of proper policy management and clear authority are the challenges in implementing the semester system in Tribhuvan University.

### **2.3 Implication of Study**

The meaningful and valid research needs the hard effort from the side of the researcher. He/she need to make a constant review of related literature which is central task for research problem. It determines the quality of the research provides theoretical knowledge and helps to improve methodology and contextualized. The above five different researches in the literature review are more focused on students and teacher perception on assessment system and semester system. After reviewing those works the researchers got lots of ideas to frame the topic. These researches were helpful to justify the researcher’s argument about different beliefs shown by the teachers and students on the practices of internal assessment system. Similarly, I got ideas on process of survey, samplings procedure, data collection, data analysis and interpretation.

Flowing is the implication of related literature which is beneficial for the study.

The researchers reviewed the study of Regmi (2005), ‘Effectiveness of Formative Assessment in Teaching Grammar’ which helped me to produce the theoretical knowledge in assessment system.

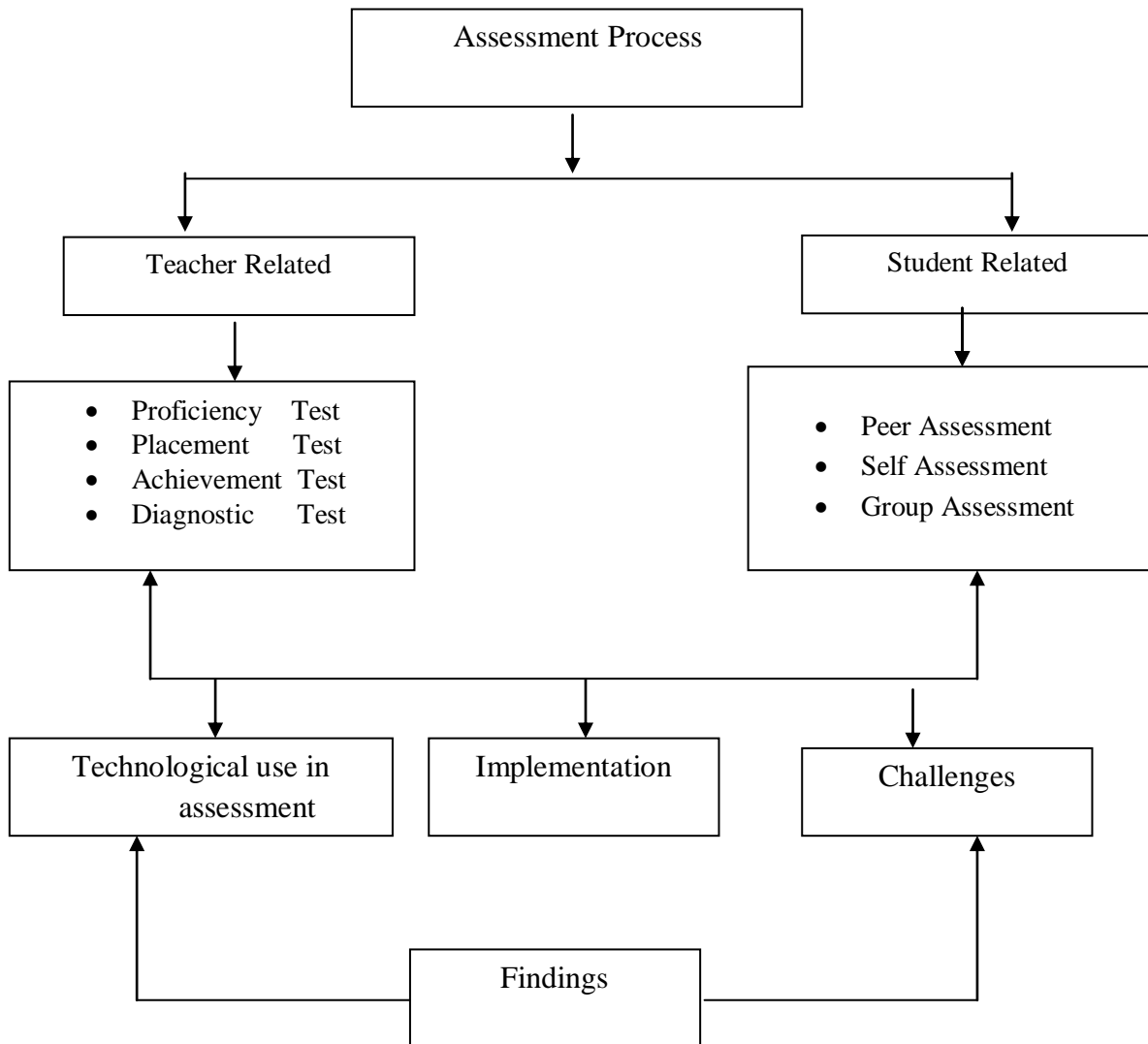
Pundit (2014) conducted a research on ‘Teachers Perception on Continuous Assessment System’ has helped me to develop the relevant research for data collection.

Neupane N.D. (2015) carried out this research in titled ‘Managing Continuous Assessment System at Primary Level; Teachers Perception and Practices’. Similarly K.C’S (2011) on ‘Continuous Assessment System C.A.S in Primary Level English’ both of the researches significance for my study to develop knowledge of data analysis and interoperation and contextualized the finding’.

Ghimire (2016) carried out the researches on ‘Perception on the Stake holders on Semester System which is beneficial for my study in term of develop the theoretical knowledge on semester system and also fruitful to produce the knowledge on data interpretation and data collection.

## 2.4 Conceptual Framework

The current study on ‘Beliefs of Teachers’ and Students’ on Practices of Internal Assessment in Semester System’ is based on the following conceptual framework.





## **Chapter -Three**

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

The following are the sets of methodology adopted to fulfill the above mentioned objectives.

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

While carrying out the research we have to follow certain research design to find out the perception of teachers and students in internal assessment of T.U. I followed the survey research design which is both qualitative and quantitative.

Survey the most commonly used method of investigation in education research. It is a cross sectional study. Survey research design is mainly carried out to find out people's attitudes opinion and the specified behavior on certain issues, events and situation. Survey research studies large and small population or universe by selecting and studying sample shown from population. In this regard, Nunan (1988), defines Surveys are the most commonly used deceptive method in educational research and was very in scope from large scale government investigations through to small-scale studies carried out by single researcher.

Similarly, According to kalingar (1986) as cited in Ojha and Bhandari,( 2013, p.2011) survey research is a kind of research, which studies large and small population or universe by selecting and studying samples shown from the population to discover the relative incidence distribution and interrelationship of social and psychological variables". As the large population in survey research is studies are selecting small survey. It has a wide scope. It is very important tool for studying social altitudes believe and so on. Statistical techniques can be applied to the survey data to determine validity reliabilities.

According to Roseleaves (1988), as cited in Ohja and Bhandari (2013),

Survey research in education involves the collection of information from members of the groups of student's lectures or other person associated with the educational process and analysis of this information to illuminate important educational issue. Most surveys are based on samples of as specified target population. The researcher often wishes to generalize the result obtained from the samples to the population from which samples were drawn. (pp. 202).

The semester system in the central department of Tribhuwan University has been also a lot of issues regarding internal assessment system issue for discussion since the university recent in decision to implement the semester system also in its non- technical subject. The internal assessment of semester system carries forty percent marks out of thirds. The practices done in this essential system are not satisfactory for students as well as for the teacher as we know semester system introduce the grading system in assessment also bring lots of problem in assessment system. So this study will be focused in finding the perceptions of students and teachers in an internal assessment system in Tribhuwan University towards semester system to have some generalized perception the research should include the representative numbers of respondents from the whole student's population. Therefore the survey method will be selected for this study as the survey research is all about findings the knowledge and perception of different concerned person about some topic.

Research is a systematic process of investigating new information. We can't conduct it haphazardly instead to conduct the research a researcher has to follow the systematic process otherwise there might be the possibilities of obtaining fake data. There was of administrating a surveys research depends upon the several factors like cost, coverage of target population, flexibilities of asking questions and so on.

Cohen, et.al. (200), have given the following process of survey research.

Step 1: define objectives

Step 2: identify target population

Step 3: literature review

Step 4: determine sample

Step 5: design survey procedure

Step 6: identify lyrical procedure

Step 7: determine reporting procedure

Every research work requires a systematic process to make it more refined and more effective. Some process of survey, as suggested by Nunan, was followed in this research too. For this objectives will be defined as the first phase of research and objectives will be find out the teachers' and students' beliefs on practices of current internal assessment procedure under the semester system. In the next stage teachers' students' administrative will be defined as the study of population. After reviewing the literature related to the study population sample will be identify and the research will carried out with the data collection and analysis.

### **3.2 Population and Sampling**

The populations of the study were all the teachers and students of Central Department of English Education T.U Kirtipur. Fifteen Students of 3rd semester, fifteen of 1st semester and ten teachers from the Tribhuvan University Department of English Education were the sample for the study. I used purposive non random sampling procedure to select the teachers and students.

### **3.3 Research Tools**

In order to collect the data I used questionnaires as the major tools. Two individual questionnaire set were used for teachers' and students'. The questionnaires were developed to find out teachers, and students' beliefs on

practices on internal assessment in semester system of Central Department of English Education T.U Kirtipur.

### **3.4 Sources of Data**

I used both primary and secondary sources of data. The primary sources of data were the all the teachers and students of Central Department of English Education T. U., Kirtipur.

### **3.5 Data Collection Procedures**

In order to collect data, I adopted step wise methodological procedures to collect the data from the in formations for this; I adopted the following steps.

- First of all I prepared a set of questionnaire.
- I went to the field and built rapport with in the campus administration teachers and students.
- Then I non -randomly selected 30 students from the English Education department of University Campus Kirtipur.
- I provided the questionnaire to the students.
- I requested to fill the questions answer to the English teachers of department of English education.
- At the end I have collected the questionnaire from students, thanked the Informants and campus authority teachers and students for their Co-operation.

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

The collected data were analyzed, interpreted and presented descriptively with the help of simple statistical tools .Moreover the responses from the respondents to each presented question were analyzed and interpreted with number and percentage. And the data collected through questionnaire were presented in the table.

### **3.7 Ethical Consideration**

The researcher kept in mind the following ethics:

The researcher took permission with selected college and participant and due respect to the selected site without thinking the short term benefit of the reality.

- (i) The researcher selected a problem that was as much a practicable to the participant and gave them freedom to feel the question by respecting them.
- (ii) The researcher collected necessary information from the participants by insuring them with the confidentiality for their name in research and gave due respect to their individual potentiality.
- (iii) The researcher respected the information based logical evidence and facts including authentic citation in research.

## **CHAPTER FOUR**

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

Data is to be analyzed and interpreted well so; this chapter deals with the analysis and interpretation of data collected from the respondents.

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

The main purpose of this study was to find out the beliefs on practices of current internal assessment procedure under the semester system. Therefore, in order to collect the data for this study, quantitative and qualitative tools (open ended and close ended question) were used as research tools. The given data have been analyzed and interpreted by using descriptive statistical percentage in the form of table.

The following are the sub-headings in which data have been analyzed and interpreted.

- i. Student's Beliefs towards Internal Assessment System.
- ii. Students' Beliefs towards the Practices of Current Internal Assessment Procedures.
- iii. Teachers' Beliefs and Roles towards the Internal Assessment System.

##### **4.1.1 Students Beliefs towards Internal Assessment System**

The responses gained from the M.Ed 1<sup>st</sup> and 3<sup>rd</sup> semester students regarding their beliefs on practices of internal assessment system have been analyzed and interpreted under the following sub headings.

###### **4.1.1.1 The Purpose of Internal Assessment System**

Regarding the purpose of internal evaluation system, the participants were asked ten questions from question number one to ten.

The responses collected from 30 students are discussed as follows:

**Table 1**  
**Importance of Internal Assessment System**

S.N	Items	Responses													
		Agree						Undecided	Disagree						
		SA		A		Total			DA		SDA		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Enhancement of writing habit through alternative assessment.	4	13.33	17	56.67	20	70	4	13.33	4	13.33	1	3.33	5	16.66
2	Completion of the assessment on time.	14	46.67	12	40	26	86.67	2	6.67	2	6.67	-	-	2	6.67
3	Internal assessment as remedial feedback.	2	6.67	17	56.67	19	63.64	6	20	4	13.33	1	3.33	5	16.66
4	Contribution of internal assessment for students' oral presentation.	10	33.33	14	46.67	24	80	1	3.67	4	13.33	1	3.33	5	16.66
5	Production of good grade sheet through internal assessment.	12	40	17	56.67	29	96.67	-	-	1	3.33	-	-	1	3.33

The five items shown in the above table were designed to find out the students' beliefs towards assessment system. The result of the responses to the item 1 shows that 70% (13.33% strongly agreed and 56.67% agreed) agreed and 13.33% could not decided anything, very few 16% (13.33%) disagreed and only 3.33% strongly disagreed. So we can say that most of the students show their positive attitude towards internal assessment system in semester.

Regarding item 2, the result shows that the majority of students 86.67% (46.67% strongly agreed and 40% agreed) agreed in the statement that they can complete the assessment by the given time. On the other hand very

insignificant number of students (6.67%) disagreed the idea that students can complete the assessment by the given time.

Item 3 shows that majority of respondents (63.34%) agreed on the other hand (16.66%) disagreed and 13.33% remained undecided. So it can be concluded that students have positive attitudes towards internal assessment which is used for remedial feedback.

Similarly item 4 supposed to find out internal assessment have contributed for student's oral presentation. The result of the responses show that majority of them 80 % (33.33% strongly agreed and 46.67% agreed) agreed and 13.67% disagreed and 3.33% undecided. It means majority of the respondents replied that internal assessment has contributed for students and presentation.

The result of the responses to the item 5 shows that majority of the students 96.67% (40% strongly agreed and 56.67% agreed) agreed. Only 3.39% disagreed. It means majority of students have highly positive beliefs on internal assessment system. Hence internal assessment helps to produce good grade sheet.

The above table finally shows that student beliefs towards the internal assessment system were highly positive. Thus, the word internal assessment provides continuous learning and built the strong communication between teachers and students, which helped to remove the errors and misconceptions of the learners.

#### **4.1.1.2. Teachers Role in Internal Assessment System.**

The three items as shown in the table were designed to find out students beliefs on their participation on activities of internal assessment and teachers' role in internal assessment system.



The following table presents the data obtained from the students.

**Table 2**

**Students' Beliefs on Teachers Attention in Assessment**

S.N	Items	Responses													
		Agree						Undecided		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
6	Teachers' dedication for internal assessment.	6	20	13	43.33	19	63.33	2	6.67	9	30	-	-	9	30
7	Teacher's frequency of assessment correction.	3	10	17	56.67	20	66.67	4	13.33	5	16.67	-	-	5	16.67
8	Teachers' unfamiliarity on internal marks.	5	16.67	13	43.33	18	60	4	13.33	5	16.67	3	10	8	26.67

Item 6 in the table meant that whether teachers are dedicated or reluctant for internal as assessment of students. The table shows that the majority of them 63.66% (20% strongly agree and 43.33% agreed) agreed on the other hand very few students (6.67%) could not decide while 30% completely disagreed. It means students thought that most of the teachers are not dedicated towards internal assessment system.

Regarding the teacher frequency of assessment correction, as item 7 majority of the teachers (66.67% (10% strongly agree and 56.67% agreed) agreed to the statement. 30% (16.67%) disagreed and 10% strongly agreed. While 13.33% could not decide. It means majority of the student's agree to the teachers frequently correct the assessment and students activities.

Another item 8 was designed to see whether the students are unknown on known about their internal marks given by the teachers. The result show that majority of the student 60% (16.67 % s strongly agreed 40.33% agreed) agreed. On the other hand 13.33% were undecided and some of responses (16.67%) disagree and 10% strongly disagreed. So it shows that majority of students

were not given chance to know about their internal marks provided by their teachers.

The above mentioned table shows that the student beliefs on practices of internal assessment were not much positive thus the practices of internal assessment plays the crucial role to drive teaching learning in effective way.

#### 4.1.1.3 Test Administration

Only one item was included in the following table. It was designed to find out the students beliefs towards the administration of the internal assessment system in semester.

**Table 3**  
**Students Beliefs on Teachers Test Administration**

S. N	Items	Responses													
		Agree						Undecided		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	Administration of internal test determined by syllabus.	6	20	15	50	21	70	5	16.67	3	10	1	3.33	4	13.33

Analyzing the data of item 9 which was designed to find out whether teacher administered all internal assessment according to the syllabus or not. Most of the students' 70% (20% strongly agreed and 50% agreed) agreed towards the statements, whereas 13.33 % (10% disagreed and 3.33% strongly disagree) students disagreed with the statement. Similarly very low 16.67% responded said undecided. So that is clear that teachers' administrated all the internal tests which are determined in syllabus.

#### 4.1.1.4 Implementation of Internal Assessment System

The item no 10. Present the responses of all the students towards the statement regarding the practices of internal assessment system.

The following table shows the data obtained from the student:

**Table 4****Students' Beliefs on Principle of Internal Assessment Implementation**

S. N	Items	Responses													
		<i>Agree</i>						<i>Undecided</i>		<i>Disagree</i>					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
10	Implementation of principle of internal assessment system.	5	16.67	15	50	20	70	4	13.33	4	13.33	2	6.67	6	20

Based on the responses majority of students 70% (20% strongly agreed and 50% agreed) agreed to that the principle of internal assessment system, 20% (13.33% disagree and 6.67% strongly disagree) disagreed while 13.33% responded undecided. It shows that, majority of students believe that overall principles of internal assessment were smoothly implemented inside the classroom.

#### **4.1.2 Students' Beliefs towards the Practices of Current Internal Assessment Procedure**

Internal Assessment System is affected by the various factors such as lack of time, lack of resources, teachers reluctance etc. This heading tries to find out the possible cause of less practices of internal assessment system.

#### 4.1.1.1 Students' Observation and Teachers Activity on Assessment Practices

The table no 5 contains the analysis of 3 items 11, 12 and 13, which were designed to find out the students' observation on the teachers' practices of internal assessment system. The responses of the students have been presented in the following table.

**Table 5**  
**Students' Beliefs on Low Practices of Internal Assessment**

S. N	Items	Responses													
		Agree						Undecided	Disagree						
		SA		A		Total			DA		SDA		Total		
		N	%	N	%	N	%		N	%	N	%	N	%	
11	Strengthens the teacher student relationship	6	20	12	40	18	60	4	13.33	7	23.33	-	-	8	26.67
12	Effectiveness of language learning through internal assessment.	5	16.67	19	63.33	24	80	4	13.33	-	-	-	-	-	-
13	Teachers threatening in the name of internal marks.	7	23.33	5	16.67	12	40	7	23.33	7	23.33	4	13.33	11	36.66

Regarding item 11 the result shows that 60% students (20% strongly agreed and 40% agreed) agreed to the statement. Similarly 23.3% disagreed and 16.67% remained undecided the result shows that majority of the students responded that internal assessment strengthens the teacher students relationship.

The item 12 was designed to find out whether students involved in effective learning through internal assessment or not. The analysis shows that majority of the students 80% (16.67% strongly agreed and 63.33% agreed) agreed, only 3.33% respondents disagreed with the statement. So it shows that majority of the students agreed with the effectiveness of language learning through internal assessment.

The result of the responses to the item 13 shows that half of the students i.e. 36.66% ( 13.33 % strongly disagree and 23.33% disagreed) to the item where as 25.33% students strongly agreed and 40% agreed while 23.33% could not say anything towards the statement. It means teacher threatens the students in the name of providing internal marks.

While analyzing the responses of the students in the table above it is revealed that students' beliefs towards the practices of internal assessment was highly positive.

#### 4.1.1.2 Challenges of Internal Assessment System in Practice

The four items in the table 6 were designed to find out the beliefs of students regarding the challenges get by the students while practicing the various procedures of internal assessment. The responses of the students have been presented in the next table:

**Table 6**

#### **Student's Views on Challenges of Internal Assessment System in Practice**

S. N	Items	Response													
		Agree						Undecided		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
14	Teacher's hello effect in internal assessment.	6	20	14	46.67	20	66.67	-	-	6	20	3	10	9	30
15	The methods, instruments and procedure are totally appropriate	5	16.67	9	30	14	56.67	7	23.33	7	23.33	1	3.33	8	29.33
16	Assessment of every skill through assignment.	3	3.33	6	20	9	53.33	6	20	12	40	3	10	15	50
17	Students' choice of assignment.	1	3.33	5	16.67	6	19.33	8	26.67	11	33.33	5	16.67	16	53.33

Item 14 is designed to find out whether internal assessment system is influenced by teacher's halo effect or not. Regarding item 5, majority of the respondents 66.67% (20% strongly agree and 46.67% agreed) agreed and only 30% disagreed this means internal assessment somehow influenced by the teacher's halo effect.

Another item 15 was given to investigate whether the methods of internal assessment were appropriate in semester system or not? The result shows that more majorities of students 56.67% of students (16.67% strongly agreed and 30% agreed) agreed with the methods and procedures of internal assessment. On the other hand some of the students 20.67% (3.33% strongly disagree and 23.33% disagree) disagreed on the idea while, 26% of students could not decide on it. It shows that the methods and procedures of internal assessment are quite appropriate in semester system.

The item 16, shows that 53.33% students (3.33% strongly agreed and 50% agreed, and 50 (10% strongly disagreed and 40% disagreed by the respondent. It means that students hardly agreed to the statement while 20% remained undecided.

While analyzing the responses of 17, item 19.33% only (3.33% strongly agreed and 16.67% agreed to the statement that students are given choice of assessment. on the other hand majority of students i.e. 53.33% (16.67% strongly disagree and 33.33% disagreed) to the above statement. While 23.33% were undecided. It means majority of students show their disagreement on teachers do not provide choice for their performance assessment.

While analyzing the responses of the student's in the table above, it is revealed student's belief towards the practices of internal assessment was not much positive. Each item of the table reflects that problems have been seen in the practices of internal assessment system in semester system.

### 4.1.1.3 Teacher Related Factors in Assessment

This section deals with three items 18, 19 and 20 which were designed to find out whether students are satisfied with teachers' performance or not.

The following table shows the data obtained from students:

**Table 7**  
**Students' Responses on Teachers' Performance and Practices in Assessment**

S.N	Items	Responses															
		Agree						Undecided				Disagree					
		SA		A		Total						DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18	Students, assessment on teacher's teaching.	5	16.67	9	30	14	46.67	4	13.33	9	30	3	10	12	40		
19	Teachers' consultation with the class on assessment process.	-	-	15	50	15	50	4	13.33	10	33.33	2	6.67	11	36.66		
20	Test administration on time.	2	6.67	11	36.66	13	43.33	3	10	7	23.33	7	23.33	14	46.66		

Item 18 was designed to find out whether teachers assessed on what the teacher has taught or not, Majority of the respondents 46.67 % ( 16.67% strongly agreed and 30% agreed) to the statement. On the other hand, 40% (10% strongly disagreed and 30% disagreed) disagreed with the idea that students are only assessed on what the teacher has taught. In the similar vein 13.33% students were undecided in the given statement.

Item 19 was given to find out whether teachers consulted with the students on their assessment. The result shows that more of students 50% strongly agreed and 36.66% disagreed), disagreed where as 13.33% undecided to the above statement. It means respondents show their positive attitude on the above statement.

The final item 20 shows that majority of respondents 46.66% (23.33% strongly disagreed and 20. % disagreed) disagreed on the statement that in semester

system teacher conduct the test in time. On the other hand only 36.66% (6.67% strongly agreed and 36.66% agreed) that the teacher conduct the test timely in semester system, while 10% of students were undecided according to above result we can conclude that majority of students disagreed that teacher conducts test timely in semester system.

While analyzing the respondents of the students in the table above, only half 50% of students were positive towards the statement that teachers activities also Acer to produce poor result in informal assessment.

#### **4.1.3 Teachers' Beliefs and Roles towards the Practices of Internal Assessment. (Open ended questions)**

Under the section of teachers beliefs, views and roles towards the overall internal assessment used in semester five, open ended questions were designed to obtain the teachers beliefs on internal assessment under semester system. The analysis of the responses has been discussed and analyzed under the following themes.

##### **4.1.3.1 Teacher Provided Internal Assessments**

The first item was designed with the purpose of gaining teacher's opinion whether they provide assessment according to the syllabus or not, if yes how many assessments they provide within a semester.

The responses were listed below.

- Two formally and one informal
- Three assessments for subject
- Two home assessments and one test
- I provide three assessments in each semester
- Three assessments
- Two assessments and one presentation
- Basically three but depend upon the needs and classroom situation.
- Usually three, however there can be other class assignment



According to the responses most of the teachers have responded that three assignments they provide in a semester. Some of them also told that they give two assessments and one presentation.

#### **4.1.3.2 Students Benefited from Internal Assessment System**

The next question was designed to find out whether the students are benefited from internal assessment system or not, is internal assessment system is fruitful for the students or not? Here most of the respondents think that the internal assessment is benefited to the students in many ways. The responses are listed below:

- Internal assessment provides continuous reflection on their learning.
- Through the internal assessment they do the things on their own and get the necessary feedback.
- They get prepared for the semester final exam.
- They spend time to revise and learn.
- They can be able to access their level of performance.
- Through internal assessment students can obtain good marks.
- They can develop habit of experimental learning.
- They have to carry on the assessment on the estimated time.
- They can develop the habit of learning in the group.

The findings showed that all students are benefited from internal assessment. They take participation in continuous learning, they can judge themselves and get the necessary feedback; internal assessment also helps to get good grade sheet in final exam. And students can also develop the habit of experimental learning.

#### **4.1.3.3 Challenges Faced by Teachers on Implementation**

The item aims to explore the challenges faced by the teachers while implementing internal assessment. Here, majority of the respondents faced the problems of one short or the others.

- Lack of time due to the rush of finishing course.
- Difficulty to get the assignment on deadline.
- Lack of Effective monitoring.
- Not enough time to check assignment.
- Not fix schedule for the assignment, test.
- Students Copying from other.
- Students used to be very ambitious for high marks.
- Students only depend upon the teacher lectures.
- Lack of resources for students.
- Students do not get much time for self preparation because of heavy assignment.
- Student's reluctance

According to the above mentioned response there are lots of challenges teachers as well as students face in the name of internal assessment. On the basis of respondents' replies, we can say that internal assessment itself is not a challenge but practicing should be better from the time of assignment of time, to not fixed schedule for assignment and test given is matter of concern. Similarly lack of resource for studying in continue large number of students copying the assessment over ambitious for high marks students reluctance challenging in maintaining rehabilitee y are the major challenging faced by teacher and students in the internal assessment system in semester.

#### **4.1.3.4 Process of Internal Assessment and its Improving Parts**

This fourth item the respondents were requested to express their ideas whether internal assessment process of semester system is satisfactory to you or not, so one of the respondents felt that internal assessment system is itself in initial phase. Till yet it is gradually improving. However to make it more effective number of students per class should be decreased and administration should

provide incentive to teachers as well as monitor the process. It also helps them to self regulated learning. Most of the respondents thought that the internal assessment process of semester system is not satisfactory. Those responses are as follows.

- There should be certain schedule for conducting test assessment check and all.
- Not proper system of evaluation system is done.
- There is lack of operation calendar.
- Project work and research based assignment should be emphasized.

According to the above mentioned responses, it is revealed that internal evaluation system makes them well trained in subject matter, which is also has been good steps towards promoting the quality of education, on the other hand they suggest that the way it is being practiced must be changed in terms of timing, management as well as monitoring from the side of concerning all. Importantly the majority of respondents have complained about the lack of operation calendar.

#### **4.1.3.5 Additional Suggestion on Internal Assessment System in T.U. Semester**

The last item of the questionnaire was prepared to incorporate the suggestion of the teachers to make internal assessment more effective. The teachers gave the following responses as suggestions to refine the system of internal assessment in order to make it more fruitful.

- The administration should monitor it regularly.
- The assignment should focus on exposing issues related to the subject.
- Operation calendar should be provided by Deans' office in the beginning of the semester.
- The course should be revised soon as they are very lengthy

- Up to date syllabus
- Continuous improvement
- More instant feedback
- Limited number of students
- Incentive for teacher
- There should be uniformity between the teacher of same department while giving assignment and feedback.
- The students need to read more than making copy from different sites.
- Terminal exam should be conducted in time.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter mainly deals with the findings of this study, conclusion and recommendations derived on the basis of analysis and interpretation of data. The present study was carried out to find out the teachers and students beliefs on practices of internal assessments in semester system in university campus. To accomplish the objectives, a survey study was done. The questionnaire consisted to the semester students and teachers of English education. Finally on the basis of the data collected through the questionnaire analysis of the data and interpretation of the results, the major findings of the study are presented as follows;

#### **5.1 Findings**

After analyzing and interpreting the data collected through questionnaire, the researcher has come up with the fallowing findings:

##### **5.1.1 Students Beliefs towards Internal Assessment System**

1. The high majorities of students agreed that alternative for assessment such as group wok, peer work enhance students' writings habits.
2. More than 85% of the students thought that they can complete the given assessment in the given time.
3. High majorities of teachers have positive attitude towards internal assessment system. They belief that through internal assessment provides continuous reflection of learning prepared for final exam and get the necessary feedback.
4. High majority of the students have positive beliefs on internal assessment skills have contributed for students and presentations.
5. The greater number 70% of the student's beliefs that internal assessment helps to produce good grade sheet.

6. The students' observation at the department of English education T.U. shows that 70% most of the teachers is not dedicated towards regular assessment checking and power point presentation.
7. Majority of the students '66.67% agree that teacher frequently correct the assessment and students activities.
8. There are negative beliefs of Students on involvement and awareness about their internal marks they have secured.
9. The result shows that 70% of students beliefs that teacher administer all the internal tests determined in syllabus.
10. High majority of the students agreed that the overall principle of assessment i.e. the various classroom presentations, class regularities, course structures and test conduct in the time is smoothly implementing inside the class.

#### **5.1.2 Students' Belief towards the Practices of Internal Assessment System.**

1. There is a positive belief of the students towards the basic attributes of the semester system. It means 60% of students' beliefs that internal assessment strengthens the good relation between teachers and students provide effective learning and remedial feedback to both teachers and students.
2. There are positive beliefs on students, the 63.33% of the students agreed that, they were involved in the effective language learning through internal assessment.
3. The result shows that 40% of students have positive attitude on teachers threatening in the name of assessment marks.
4. Majority of the students 66.67% agreed on the statement that the internal assessment is influenced by the teachers' halo effect. This means there is not proper reliability and validity on text on the internal assessment.

5. There is a slightly positive belief towards the procedures followed in semester system. Students think that in semester system there is still lack of appropriate methods, instruments and of teaching and learning.
6. There are negative beliefs of the students towards the unavailability of performance based assessment in semester system. So less desirable and difficulties of hindrance in students grade sheet.
7. Students are also found with the view that teachers do not provide the choice for their performance assessment.
8. In the beliefs of students 46.67% students only believe that, students are only assessed on what the teacher has taught.
9. Students disagree with the statement that, teacher consulted with the students on their assessment.
10. Most of students are also found with the view that in semester system teachers are unable to conduct the test in time.

### **5.1.3 Teachers' Beliefs and Roles towards the Internal Assessment**

For the students of M.Ed semester system whatever teachers have decided is not in the favor of students. So communication gap influence and lacks on good result of students.

Teachers' beliefs view and roles towards the practices of overall internal assessment used in semester (open ended questions)

1. Majority of teachers' belief that in semester system tests are conducted according to syllabus in time.
2. High majorities of teachers have positive attitude towards internal assessment system. They believe that through internal assessment provides continuous reflection of learning prepared for final exam and get the necessary feedback.

3. There is a negative perception of teachers towards the incentive of the teachers and also belief that there is a lack of time in the completion of course assessment check.
4. Majority of teachers' beliefs that the students used to be very ambitious for high marks so there is challenge in main teaching reliabilities.
5. Teachers think that views towards there is a lack of operation calendar so there is difficult to get the assessment on deadline, not fix schedule for assessment test lacks of resources for students.
6. There is negative perception among teachers and students towards the unavailability of project work and research based work in semester system.
7. A vast majority of the teachers' beliefs there must be a good building among the campus administration. Teachers and students, the administration should regularly monitor all the principle of semester system up to date of syllabus, managing number of students and career should be revised soon.

## **5.2 Conclusion**

The study was carried out with the aim of finding out the teachers' and students' beliefs on the practices of the internal assessment system under semester system. On the basis of the finding from the analysis and interpretation the researcher has derived the following conclusion:

The presented results and discussion represent that how the students and the teachers of semester system have perceived the internal assessment system applied in T.U. Semester system, the results indicate that most of the students and teacher have positive beliefs towards internal assessment system but still they have some problems in its effective implementation. Students' belief that,



internal assessment provides continuous reflection on their learning which also helps to strength the relation among the teacher and students. Through the internal assessment system students can judge themselves and get the necessary feedback and it also help to get good grade sheet in final exam. Hence, results indicate that almost students have positive beliefs towards the internal assessment system while some of them have some doubts.

Similarly the researcher had another purpose to find out students beliefs towards the practices of current internal assessment procedure under the semester system. At the end of the research task she came to the conclusion that all of the students have understood the basic principle of internal assessment system but still they have some problems in its effective practices. lack of well resources and instrument, teachers reluctance in assessment checking, teachers hello effect, students are not given choice and lacks of fix schedule for the assessment are the major problems seen while practicing of internal assessment system. To sum up students responses shows that though the high number of students have positive view towards the internal assessment system, they are not totally satisfied with its practices only half of students have positive view towards practices of internal assessment rest of them have tolerable and few negative perception towards its effective implementation while analyzing teachers beliefs and roles towards the overall internal assessment used in semester the researcher found that most of the teachers have responded that they used to provided assessment timely and syllabus wise. They have very positive beliefs towards internal system. They said that semester system itself is in initial phase. So we have to perceives it carefully interims of practices of internal assessment procedures the teachers have shown their negative beliefs towards the current status of internal assessment system, e.g. difficulty to get the assignment on deadline, lack of time, lack of incentive for the teachers, limiting number of students, not effective monitoring from administration, students ambitiousness for high marks, students reluctance and challenging on maintaining reliability, lack of proper calendar, lack of project

work and research based assignment are the serious problems have faced by the teacher. Thus to overcome from above challenging found in its practicing they have also made some suggestion., Up to date syllabus, the administration should monitor it regularly, operation calendar should provided by dean's office in the beginning of the semester, more instant feedback uniformity between teacher departments.

Finally, it can be said that the students' and teachers' beliefs towards practices internal assessment in semester system is average due to the various affecting factors and challenges seen. Thus to increase its effectiveness and reduce the challenges seen in this system certain actions need to be taken through consideration of different policy and practice related.

### **5.3 Recommendations**

In this section, recommendations which have been mentioned in the following three sub- heading.

#### **5.3.1 Policy Related**

On the basis of the findings and the conclusion of the present study the following recommendation can be made for the policy level charges:

- i. The internal assessment should be conducted timely and syllabus wise to meet the objective of the curriculum.
- ii. Syllabus should update regularly.
- iii. Operation calendar should be provided be dean's office in the beginning of semester.
- iv. Administration should monitor internal assessment system regularly.
- v. There should be provision of project works seminar and other experimental learning.
- vi. The need good co-operation and communication among teachers and students teachers and administration and university authority.

### **5.3.2 Practice Related**

To improve the practices of internal assessment system, the following recommendation can be made for the practice related changes.

- i. The teachers should conduct test regularly and should assigned the internal marks according to the students' performance.
- ii. The authority should work on providing the basic resources like text books teaching material operation calendar and incentive on teacher.
- iii. The teacher should be dedicated towards their duties they have to avoid the habit of hello effect.
- iv. The teacher should dedicated towards their duty, they have to avoid the habit of hallow effect, biliousness.
- v. There should be informality between the teacher and department while giving assessment and related feedback.
- vi. The department and other stakeholders should organize the different conferences, workshop and seminars on related semester system.
- vii. The teacher should play the role communicative participant to develop students self – confident and motivate them to express their ideas, views on the topic of their interest

### **.5. 3. 3. Further Research Related**

This research does not covers all the areas regarding semester system and its challenges, based on the limitations of present study and its findings the researcher attempt to present some recommendation for the better improvement of further research related on same area.

This study was carried out to find out the teachers' and students' beliefs towards practices of internal assessment system. However, the validity and reliability and wash back effect of internal assessment are not studied briefly.

- i. The Study was limited to the University Campus (T.U), so further research can be done by considering the perceptions of students, and stakeholders from all other campuses where semester system has been adopted from the academic year 2017.
- ii. The researcher can conduct the study in ways to overcome the challenges in internal assessment system of semester system.

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## **APPENDICES**

## **Appendix- 1**

### **Questionnaire for Students**

Dear Students,

This questionnaire is a research tool for my thesis writing entitled **Teachers' and Students' Beliefs on Practices of Internal Assessment System: A Case of University Campus**. This research is being carried out under the supervision of **Prof. Dr.LaxmiBahadurMaharjan**, Department of English Education T.U. Your cooperation in completing the questionnaire will be of great value to me. I am only interested in your personal opinions. Please feel free to put your responses required by the questionnaire.

I would appreciate your honest opinions and assure you that your response will be kept completely anonymous.

Researcher

RadhaKarki

Department of English Education

T.U., Kirtipur, Kathmandu

**Thank you for your kind cooperation!**



Name:
Department:
Level:

### Personal Details

Tick (√) on which you think appropriate.

(SA: Strongly Agree, A: Agree, U: Undecided, DA: Disagree, SDA: Strongly Disagree)

S.N	Statements	SA	A	U	DA	SDA
1.	Alternative assessment forms, such as peer assessment, group assessment and work shop enhance students, writing habits.					
2.	In semester system students can complete the assessment by the given time.					
3.	Some teachers are dedicated for internal assessment of students while others are reluctant.					
4.	Teachers frequently check the assignment and assess the students' behavior impartially.					
5.	Students are given a choice of assignment task for their performance assessment.					
6.	Internal assessment has contributed for students' oral presentation skills.					
7.	Internal assessment is used for remedial Feedback.					
8.	Students' are only assessed on what the teacher has taught.					
9.	Teachers administer all internal tests which is determined in syllabus.					

10.	Through internal assessment students always involved in effective language learning.					
11.	Teachers threaten the students in the name of providing internal marks.					
12.	Students every skills are equally assessed in internal assessment.					
13.	In semester system, Students are unknown about their internal marks given by the teachers.					
14.	Internal assessment strengthens the teachers – students’ relationship.					
15.	The methods, instruments and procedures of internal assessment are totally appropriate in semester system.					
16.	Teachers consult with the classes about what student will be assessed on.					
17.	Internal assessments help to produce good grade sheet.					
18.	The principle of internal assessment system is smoothly implemented inside the classroom.					
19.	Internal assessment is influenced by the teachers’ halo-effect.					
20.	In semester system teachers conduct the test in time.					

## Appendix- 2

### Sample Questionnaire Responses

Dear Students,

This questionnaire is a research tool for my thesis writing **Teachers' and Students' Beliefs on Practices of Internal Assessment System: A Case of University Campus**. This research is being carried out under the supervision of **Prof. Dr. LaxmiBahadurMaharjan**, Department of English Education T.U. Your cooperation in completing the questionnaire will be of great value to me. I am only interested in your personal opinions. Please feel free to put your responses required by the questionnaire.

I would appreciate your honest opinions and assure you that your response will be kept completely anonymous.

Researcher

RadhaKarki

Department of English Education

T.U. Kirtipur, Kathmandu

**Thank you for your kind cooperation!**

## Appendix 3

### Questionnaire to Teachers

Dear Sir/Madam,

This questionnaire is prepared to you as a research tool for gathering information about the internal assessment of semester system for the purpose of my research entitled **Teachers' and Students' Belief on Practices of Internal Assessment System in Semester System: a Case of University Campus** as a partial fulfillment of master degree in English Education under the supervision of **Dr. LaxmiBahadurMaharjan**, Professor, Department of English Education, T.U, Kirtipur. I would be grateful to you if you could kindly reply the following questionnaire with the true information. The information that you provide will be of great help for completing this study and that information will be kept highly confidential and will be only used for this research purpose.

Researcher

RadhaKarki

Department of English Education

T.U., Kirtipur, Kathmandu

## Personal Details

Name:

Department:

The following questions are related to the semester system and internal assessment system in TribhuvanUniversity ,Kirtipur. Please go through the questions and show your response in the way of your understanding

1. How many internal assessments do you provide to your students?

.....

.....

.....

2. Have your students been benefited from internal assessment system? Yes/No, How?

.....

.....

.....

3. What are the challenges faced by the teachers while implementing the internal assessment in semester system? Mention point wise.

I.....

.....

.....

I.....

.....

.....

III.....  
.....  
.....

IV.....  
.....  
.....

4. Is internal assessment process of semester system is satisfactory to you? Yes / or No? Could you say something to improve this system?

.....  
.....  
.....

5. Please mention anything you want to additionally suggest or express about internal assessment system in T.U Semester system.

I.....  
.....  
.....

II.....  
.....  
.....

III.....  
.....  
.....

## Appendix 4

### Sample Questionnaire Responses

Dear Sir/Madam,

This questionnaire is prepared to you as a research tool for gathering information about the internal assessment of semester system for the purpose of my research entitled **Teachers' and Students' Belief on Practices of Internal Assessment System in Semester System: a Case of University Campus** as a partial fulfillment of master degree in English Education under the supervision of **Dr. LaxmiBahadurMaharjan**, Professor, Department of English Education, T.U, Kirtipur. I would be grateful to you if you could kindly reply the following questionnaire with the true information. The information that you provide will be of great help for completing this study and that information will be kept highly confidential and will be only used for this research purpose.

Researcher

RadhaKarki

Department of English Education

T.U., Kirtipur, Kathmandu

**Appendix- 5**  
**Participant Consent Form**

**Thesis Supervisor** Faculty of Education  
**Prof. Dr. LaxmiBahadurMaharjan** Department of English Education  
T.U. Kirtipur, Kathmandu, Nepal

**Teachers' and Students' Beliefs on Practices of Internal Assessment System in Semester System: A Case of University Campus.**

I....., agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- 2) I have got answers to any questions that I had about the study and I am happy with the answers.
- 3) I understand that being in this study is completely voluntary and I do not have to take part.
- 4) I understand that I can withdraw from the study at any time before I submit my responses to the researcher.
- 5) I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- 6) I understand that the result of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

- |                            |     |    |
|----------------------------|-----|----|
| • Completing questionnaire | Yes | No |
|----------------------------|-----|----|

**Signature** .....

**Name** .....

**Date** .....



**Appendix- 6**  
**PARTICIPANT INFORMATION STATEMENT**

**Thesis Supervisor**

Faculty of Education,

**Prof. Dr. LaxmiBahadurMaharjan** Department of EnglishEducation,  
T. U. Kirtipur, Kathmandu, Nepal

**Teachers' and Students' Beliefs on Practices of Internal Assessment  
System in Semester System: A Case of University Campus.**

**1. What is this study about?**

You are requested to take part in a research entitled **Teachers' and Students' Beliefs on Practices of Internal Assessment System in Semester System: A Case of University Campus** which aims to find out the teachers' and students' beliefs on practices of internal assessment system in semester system in Central Department of Education, Department of English, T.U., Kirtipur. Up to now, there has not been any research related to this topic in this department. Therefore, it is helpful to elicit the perception of teachers and students on internal assessment system along with the causes and problems for effective practices of internal assessment system.

You have been requested to participate in this study because I am interested in finding out your beliefs on internal assessment system and challenges you face in its practices. Your responses will be helpful in developing internal assessment system and overcome the problems and challenges teachers and students of M.Ed. encounter found in internal assessment systems.

This participant information statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participation in

this research is voluntary. So it is up to you whether you wish to take part or not.

By giving your consent to take part in this study you are telling us that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information as described.

You will be given a copy of this participant information statement to keep.

## **2. Who is carrying out the study?**

The study is being carried out by Ms. RadhaKarki, as the Master of Education in English Language at the Tribhuvan University of Kathmandu. This study will take place under the supervision of **Dr. LaxmiBahadurMaharjan**, Professor of Department of English Education T.U., Kirtipur.

## **3. What will the study involve for me?**

This study involves completing a set of questionnaire. The questionnaire contains 20 close ended questions for students and 5 open ended questions for teachers divided into three parts: a) Students Beliefs towards Internal Assessment b) Students Beliefs towards the Practices of Internal Assessment Procedures and c) Teachers Beliefs and Roles towards the Internal Assessment System.

## **4. How much of my time will the study take?**

It will take you about 45 minutes to complete the questionnaire.

## **5. Who can take part in the study?**

All the students who are in first semester and third semester and Teachers in T. U. Department of English Education, Kirtipur, Kathmandu can participate in this study.

## **6. Do I have to be in the study? Can I withdraw from the study once I've started?**

Participation in this study is completely voluntarily. Your participation in this study will not harm in your career and future. It will help to understand Teachers' and students' beliefs on the practices of internal assessment system practices and problems. If you decide to withdraw from study your free. But submitting your completed questionnaire is your consent to participate in the study.

## **7. Are there any risks or costs associated with being in the study?**

Beside from your time investing to respond questionnaire, there will not be any risks or costs associated with taking part in this study.

## **8. Are there any benefits associated with being in the study?**

This study will help you find common perceptions on internal assessment system in semester system. You can also identify the problems and factors causing your low practices of internal assessment system and ways to develop your performance in internal assessment system. Furthermore, the findings of the research will be helpful to overcome the possible challenges in internal assessment system in effective ways.

## **9. What will happen to information about me that is collected during the study?**

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely

and your identity/information will be kept strictly confidential, except as required by law. Study finding may be published, but you will not be individually identifiable in these publications.

**10. Can I tell other people about the study?**

Yes, you are welcome to tell other people about the study.

**11. What if I would like further information about the study?**

If you would like to know more at any stage during the study, please feel free to contact Ms. RadhaKarki. (karkiradha8@gmail.com).

**12. Will I be told the results of the study?**

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T. U., Kirtipur, Kathmandu.

**13. What if I have a complaint or any concerns about the study?**

The ethical aspects of this study have been approved by the Tribhuvan University Department of English Education Kirtipur, Kathmandu. Any person with concerns or complaints about the conduct of a research study can contact the researcher.

## Appendix-7

### Name of the Respondents (Students)

S.N	Name of Students	Level	Semester	Subject
1	ArunaBarami	M.Ed.	First	English
2	BaljiRai	M.Ed.	First	English
3	Bharat Kaniwar	M.Ed.	Third	English
4	BikeshPokhrel	M.Ed.	Third	English
5	Chanda Saud	M.Ed.	First	English
6	ChandaShrestha	M.Ed.	Third	English
7	ChudamaniAwastti	M.Ed.	Third	English
8	GaganBohora	M.Ed.	First	English
9	Gauri Shankar Sah	M.Ed.	Third	English
10	JugalKishorSah	M.Ed.	First	English
11	Kamal Nepali	M.Ed.	Third	English
12	KaushilAngdembe	M.Ed.	First	English
13	Keshav Raj Joshi	M.Ed.	Third	English
14	ManjuAcharya	M.Ed.	Third	English
15	ManojGuraul	M.Ed.	First	English
16	NikeshPandey	M.Ed.	Third	English
17	PavitraKumariBhandari	M.Ed.	First	English
18	Phul Maya Thapa	M.Ed.	Third	English
19	PramodPanthi	M.Ed.	first	English
20	PriyaRegmi	M.Ed.	First	English
21	Rosina Shretha	M.Ed.	Third	English
22	RekhaDahal	M.Ed.	Third	English
23	SabitaShrestha	M.Ed.	First	English
24	SangitaGiri	M.Ed.	First	English
25	SarojAdhikari	M.Ed.	First	English
26	SherBahadurDhami	M.Ed.	Third	English
27	Shiva Karki	M.Ed.	First	English
28	SujitaLamichhane	M.Ed.	Third	English
29	Susan Limbu	M.Ed.	First	English
30	YadavPaudel	M.Ed.	Third	English

## Appendix-8

### Name of the Respondents (Students)

S.N.	Name of Teachers	Depart
1	Ram Ekwel Singh	Department of English Education T.U.
2	Raj Narayan Yadav	Department of English Education T.U.
3	Dr. PurnaBahadurKandel	Department of English Education T.U.
4	LaxmiOjha	Department of English Education T.U.
5	Bhes Raj Pokhrel	Department of English Education T.U.
6	MadhuNaupane	Department of English Education T.U.
7	Ashok Sapkota	Department of English Education T.U.
8	Khem Raj Joshi	Department of English Education T.U.
9	Guru Prasad Paudel	Department of English Education T.U.
10	ReshamAchrya	Department of English Education T.U.