

**STUDENTS' PERCEPTION ON THE PRACTICE OF
INTERNAL ASSESSMENT SYSTEM**

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

**Submitted by
Susmita Rai**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

Date: 22/05/2018

.....
Susmita Rai

DEDICATION

To

My brothers whose inspiration and love

Bought me to this stage and my

Parents who have devoted

their entire lives for

making me what

I am today.

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Susmita Rai

ABSTRACT

The present study entitled “Students’ Perception on the Internal Assessment”. The objective of this study is to assess the practice of internal assessment in semester system and to explore students’ perceptions in terms of tools and techniques of internal assessment are objectives of this research. It was based on survey research design. Simple random sampling strategy was used to select sample for the study. Forty students were selected from the department of English Educations who had been studying in 4th semester. The main tool used for data collection was questionnaire. Both, primary and secondary sources of data were used. After analysis and interpretation of the data, it has been found that majority of the students had positive perception on the practice of internal assessment in semester system. They viewed that assessment system enabled them for in-depth learning and active interaction developed their confidence level. However, less number of students perceived that the practice of internal assessment system was not systematic. They have said that scoring system and counting attendance were not transparent. There was halo effect in scoring. Regarding the tools used in semester system they viewed that attendance, project work, group work, mid-term exam, and individual assignment are constructive for them.

This thesis consists five chapters. The first chapter deals with the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key words. The second chapter deals with the review of theoretical and empirical literature, implications of the review literature and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study in which design of the study population sample and sampling strategies of the study, research tools, resources of data, data collection procedures and data analysis and interpretation procedures of the study are discussed. Similarly, fourth chapter of this study deals with the

analysis and interpretation of the collected data. Finally, the fifth chapter deals with findings based on the analysis and interpretation of the data, conclusion and recommendations. This chapter is followed by reference and appendices.

TABLE OF CONTENTS

	Page No.
<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>Acknowledgement</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>x</i>
<i>List of Table</i>	<i>xiii</i>
<i>Abbreviation and Acronyms</i>	<i>xiv</i>
CHAPTER ONE : INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statements of the Problems	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
CHAPTER TWO: REVIEW OF THE LITERATURE AND CONCEPTUAL FRAMEWORK	7-27
2.1 Review of the Theoretical Literature.	7
2.1.1 Teaching and Testing	7
2.1.2 Testing and Assessment	9
2.1.3 Internal Assessment	11
2.1.4 Assessment Tools	12
2.1.5 Semester System in Nepal	15
2.1.6 Tools and Techniques of Internal Assessment in Semester System	19
2.1.7 Impact of Internal Assessment	21

2.2 Review of Empirical Literature	22
2.3 Implication of the Review of for the Study	25
2.4 Conceptual Framework	27

CHAPTER THREE: METHOD AND PROCEDURES OF THE STUDY **28-32**

3.1 Design of the Study	28
3.2 Population, Sample and Sampling Strategies	30
3.3 Research Tool	30
3.4 Sources of Data	31
3.4.1 Primary Sources	31
3.4.2 Secondary Sources	31
3.5 Data Collection Procedures	31
3.6 Data Analysis and Interpretation Procedures	31
3.7 Ethical Considerations	32

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF THE DATA **33-65**

4.1 Analysis of Data and Interpretation of the Results	33
4.1.1 Internal Assessment in Semester System in the Eyes of Students	33
4.1.2 Students' Perception on the Tools Used in Semester System	38
4.2 Students' Reflection in Internal Assessment System	60
4.3 The Practice of Internal Assessment	61
4.4 Role of Internal Assessment in Teaching Learning	62
4.5 Internal Assessment to Strengthen Further Learning	63
4.6 Pros and Cons of Internal Assessment	64
4.7 Suggestions for Effective Practice	65

CHAPTER FIVE : FINDINGS, CONCLUSION AND RECOMMENDATIONS **66-72**

5.1 Findings	66
5.2 Conclusion	68

5.3 Recommendations	70
5.3.1 Policy Related	70
5.3.2 Practice Related	71
5.3.3 Further Research Related	72

REFERENCES

APPENDIX

LIST OF FIGURES

Figure No.	Title	Page No.
1.	For Providing Continuous Feedback	34
2.	For Improving Errors	35
3.	For Designing Self Learning Strategies	35
4.	For Giving Tasks	36
5.	For Developing Knowledge and Skill	37
6.	For Participating in Extracurricular Activities	38
7.	Increase Regularity in learning	39
8.	Decrease Students' Number	40
9.	Motivating Learner	41
10.	Counting and Evaluation of Attendance	42
11.	Classroom Interaction for Live Learning	43
12.	Teacher-Students' Interaction	43
13.	Developing Confidence on Learn	44
14.	Collaborative/Dynamic Learning	45
15.	Feedback and Interactive Instruction	46
16.	Students' Creativity in Writing	47
17.	Skills to Search Materials	48
18.	Self Directed Learning	49
19.	Ideas to Use New Strategies	49
20.	Interfere of Talent Students to Weak Students	50
21.	Difficulty to Come in Single Conclusion	51
22.	Communication and Presentation Skill	52
23.	Searching Habit	53
24.	Regular Practice of Project Work	54
25.	Direct Learning	54
26.	For Motivating Semester Students Study in Detail	55
27.	For Obtaining Good Marks	56
28.	For Ongoing Learning	57
29.	Information for Term Exam	58
30.	Feedback	59

ABBREVIATIONS AND ACRONYMS

B.T. Ed.	:	Bachelor of Teacher Education
C.A.S.	:	Continuous Assessment System
C.E.F.	:	Comparing for Fiscal Equity
Dr.	:	Doctor
e.t.c.	:	Etcetera
F.G.D	:	Focused Grouped Discussion
i.e.	:	That is
M.Ed.	:	Master in Education
M.T. Ed.	:	Master of Teacher Education
Mr.	:	Mister
Mrs	:	Misses
P.	:	Page
Prof.	:	Professor
QUAL	:	Qualitative
QUEN	:	Quantitative
TOEFL	:	Test of English as a Foreign Language
UGC	:	University Grand Commission

CHAPTER ONE

INTRODUCTION

This is a study on **Students' Perception on the Practice of Internal Assessment System in Semester System**. This chapter consists of background of the study, statement of the problems, 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 is a systematic process in order to bring change in the society. Education can be provided to the students in the different modes. In this regard, Yousafzai (2014, p.7) states “there are two education system; i.e. semester and annual system. Annual system is taken as traditional whereas semester system is modern technique in education”. Semester system is introduced after the annual system in academic field. It practiced to make education system more strength. In the same way, Mahummad (2012, p.14) says that most of the universities and the colleges have two types of education system; they are semester and annual systems. It means that annual and semester systems are two modes of education accepted by universities and colleges. The word semester is originated from the Latin word ‘sementirs’ which means course of six months. Though, the time duration of a semester will be half of the year. In this regard, Das (2016, p.2) says semester system is a systematic flow of reveling teaching learning activities, breaking an academic year into two sections. It clears that six months of a year makes a semester. The semester system is more systematic for teaching learning purpose in comparison to annual system. It argues that the systematic teaching procedures, fix time limitation are essential quality in semester system. The strategies of, assessment and evaluation, pre determined time/hours, students’ number,

curriculum and syllabus makes semester system is more systematic and dynamic educational system.

In Nepal, semester system has been re-introduced in University Campus, T.U. since 2070 B.S. Semester system is new educational system in Nepal which exists to fulfill shortcomings of the annual system and also to strength education system. The semester system is the paradigm shift in education. Semester system also practiced I Nepal before 2070 B.S. But it did not remain sustain. In this regard, Pandey (2015) says:

The semester system in college levels' education during 1970s was one of such moves however; the semester system could not sustain for long and was scrapped and replaced by the annual system in the year 2028 B.S. She further said, that learner central teaching strategies, evaluation with regular class tests, are integrated part in semester system. In semester system, different techniques of evaluation have been practiced strategically to form learning habit of the students (2015, p.1).

The above ideas mean that the semester system is take place again in Nepali education system. It is learner centered technique and it formats learning habit.

In semester progressive teaching learning activities are given more focus. Teaching is interconnected process. It incorporates with input, processing and output chain. In this regard Richard and Rogers (2010) assume that input refers to the linguistic content, processing refers to how teaching is carried out and output refers to the outcomes; that are what learners able to do as the result of a period of instruction. It means that teaching possess these three stage. In teaching assessment plays a crucial role. The assessment system provides complete evaluation to the teaching. Assessments are in two types internal and external. In this regard, Jamil, Khan, Khan and Kareem (2012, p. 2) define that

internal assessment is conducted by the educational institution or by the teachers themselves in order to assess the progress and achievement of their students at different stages in their course is called internal examination. It indicates some kinds of monitoring during the course of instruction are essential in internal assessment. It means, the internal assessment identifies learning progress of students. Internal assessment includes different types of task. The T.U, semester system operational guideline (2070) devised by Tribhuvan university has clearly mentioned that forty 40% mark is divided for internal exam in each subject. Students should obtain 50% marks to be passed in internal evaluation. Total weightage of internal evaluation has been separated on different topics i.e. first, second, third term assessment, class room attendance and interactive participants in learning. It is approved by faculty board or subject committee (p.3). Subject teachers are autonomous to implement internal assessment in teaching learning process. The practice of internal assessment gives positive result in students' evaluation. The effectual practice of internal assessment requires teachers' extra effort and concentration. The teacher should make strategic framework for practice of internal assessment. Internal assessment is a process of keeping knowledge refresh. The perception is an individuals' belief thus, it differs from one to another. This study is specific to study the students perceptions on the practice of internal assessment and the tools used as internal assessment in semester system.

1.2 Statement of the Problems

Semester system is an academic mode in Nepal; it has different educational activities such as project work, reflexive writing, mid-term examination, group presentation. The practice of internal assessment does not seem clear and systematic in semester system. Students have many misconceptions regarding the practice of internal assessment system adopted in semester system. For example, students come from annual system of B.Ed. and they have experience of practicing in annual system. So, they feel extremely difficult in assessment, project work, classroom participation, presentation, mid terminal examination

which are some internal assessment techniques in semester. Students think those assessment techniques are boring and complex for them. In the same way, available teaching learning environment also creates wrong conception towards the practice of internal assessment. Similarly, wrong instructions lead internal assessment in wrong practice. In many case, practice of internal assessment bring misunderstanding between teachers and students. Sometimes feedback after evaluation does not give any faith on creating enthusiasm on learners. Thus, this study addresses different views of students regarding the practice of internal assessment system.

1.3 Objectives of the Study

The study had following objectives:

-) To assess the practice of internal assessment in semester system.
-) To explore the students' perception in terms of tools/techniques used in internal assessment.
-) To suggest some pedagogical implications.

1.4 Research Questions

This study had the following research questions:

-) How the internal assessment system has been practiced in semester system?
-) What do the students perceive about tools and techniques used in internal assessment system and the frequency of use in the classroom practice?

1.5 Significance of the Study

This study will be content to the teachers and also the students about the changing patterns of the education system i.e. annual to semester. Firstly, teacher will get ideas to modify techniques of assessment system. Being based

on the findings of this study, teachers can generate creative strategies in implementation of the internal assessment. Similarly, students get insights about the practice of internal assessment during their learning in semester. The study will be significant to both teachers as well as students. However, the findings of the study became primarily beneficial to the teachers. I am very much hopeful that my study provides ideas to design assessing activities according to the students' interest, nature of text, objectives of the teaching and time schedule available in the department.

1.6 Delimitations of the Study

The present study had the following delimitations:

-) The study was limited to find out students' perception on the practice of internal assessment in semester system.
-) The study involved the students of M.Ed. English, 4th semester.
-) This Study incorporates 40 students.
-) Simple random sampling strategy is used for sampling population.
-) This study included closed and open ended questionnaire as a tool for data collection.
-) The collected data were analyzed by mix method (QUAL-& QUAN) approach where (QUAL) is more dominant.

1.7 Operational Definitions of the Key Terms

The following key terms used in this study have been defined operationally:

-) **Internal Assessment:** In this research internal assessment refers to the ways of evaluating students' learning in different interval of an academic hour. It is a continuous process. In my concern the following techniques are taken as internal assessment; attendance, classroom interaction, reflective essay writing, group assignment, project work, mid terminal examination. They are designed for formative evaluation.

-) **Semester System:** In this research study Semester system refers to the pedagogical modes applied in university campus T.U, Kirtipur. It is new concept in university of Nepal. It has been applied in the academic practice of different universities including T.U.
-) **Practice:** On the basis of my study the word practice refers to the performance of internal assessment in semester system. The techniques like; attendance, classroom interaction, group /individual presentation are some verities on which topics internal assessment are practiced.
-) **Perception:** In my study, 'perception' means conscious understanding about the practice of internal assessment. In this regard, the perception refers to the students' opinion towards the practice of internal assessment in semester system.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the theoretical insights on internal assessment in semester system. It also includes empirical studies undertaken in this area. This chapter includes review of related theoretical literature, empirical study and conceptual framework. These elements are discussed in the sub-sequent sections:

2.1 Review of Theoretical Literature

The review of theoretical literature provides the researchers with a strong knowledge based on the areas of the problems. In this regard Kumar (2005, p.52) says, “As you started reading the literature, you will soon discover that the problem you wish to investigate has its roots in a number of theories that have been develop from different perspectives”. Thus, it is one of the most important aspects to help the learners to get with theoretical insights on what issue we want to take out research.

2.1.1 Teaching and Testing

Teaching is a process of addressing peoples’ needs, experiences, feelings and making specific environment to help students learn particular things. Similarly, the term testing refers to the act of conducting a test. Teaching and testing are two wheels of a same cart. The one does not exist in absence of another. In this regard, Hammer (2010, p. 107) says:

Teaching is helpful to use metaphor to describe what teachers do. For example, teacher says they are like actors they feel as if they are always in the stage. In other hand, he states those teachers and others educationalist spend a lot of time in testing student. Sometime it is to measure the

students' ability to see if they can enter a course of instruction. Sometime it is how well they getting on. Sometime it is because the students themselves want to know their qualification.

From the above ideas given by Harmer, it has been clear that teaching and the testing are the task carried out by teachers. Teaching is a connective activity. Input, interaction and output are interconnected in teaching. In this regard, Krashen (1985) says that instruction is based on the process of input, interaction and output. It means that input interaction and output are elements of teaching. In this regard, Coder (1965, p. 161-170) states, "input refers to what is available to the learners, it is not intake because it goes in one ear and out another". Thus, input is instruction provided to the learners. In the same way, Gas and Slinkier (2007, p. 371) define that the term interaction that is an approach, account for learning through input, production of language and feedback that comes as the result of interaction". It means that interaction is a period of manipulating input for result. Similarly, Swain (1985, p. 249) argues that output refers to the need for learners to be pushed towards the delivery of the message is not conveyed but that is conveyed precisely, and appropriately. On the basis of above saying of different scholars it is concluded that teaching learning are interactive and connective process where instructors and learners get interaction where input interaction and output are the elements connected in this process to know the students learning level teaching should followed by testing. In this regard, Brown (2000, p. 174) says;

A test in simple term is a method of measuring a person's ability, knowledge or performance. It is an instrument, a set of techniques, procedures or item that requires performance on the part of the test taker. Teaching is instructional activities for specifying knowledge where, testing is a process of keeping record between teaching and testing.

It means that Language education involves language teaching and testing. Teaching and testing are essential and integral parts of the education. The role of the testing is to show performance of teaching and learning. In the same regards, Khaniya (2005, p. 14) says that testing is a broad sense always been an inherent part of teaching, from the time when teaching began. The teacher has always been keen to know the extent to which testing has been effective in making the learner understand that what has been taught. Though, testing makes teacher to know about students learning level.

From the above citation, I understand that teaching and testing are interrelated to each other. Testing is effective for teacher to understand about the students learning outcomes.

2.1.2. Testing and Assessment

The terms testing and assessment are both used to measure how much of the assigned materials are mastering, how well students have learned the materials and how well students meet the stated goal and objectives. Educational professionals make distinctions between teaching and assessment. However, both of the terms referring to the process of figuring out how much students know about given learning topic. Clapham (2000, p.150) written, “assessment to refers to both as a general umbrella term to cover all methods of testing and as a term to distinguish alternative assessment from testing”. The term testing uses to refer apply construction and administration of formal standardized test such as test of TOEFL. In other hand, the assessment refers to more informal methods of evaluation such as; terminal tests, school based tests. As Clapham’s cited, assessment is a test which determines knowledge of content and gathers information for educational decision. In the same way, Kizlik (2014, p. 3) states, “a method is to determine a student’s ability to complete certain task or demonstrate mastery of a skill or knowledge of content. In the same way assessment is the process of gathering information to monitor progress and makes educational decision if necessary”. From these above words, it is clear

that assessment is way of decision which is determined by test. In the same way, Swindler (2005, p.9) argues,

A test denotes an examination that is intended to determine factual knowledge or skills and result in adding the grade. An assessment denotes a broader range of activities and is a tools used for giving judgment, which may or may not result in a grade. Attending to students learning by using verities of assessment strategies always has been a trademark of good teaching".

Here, he means to say that test is specific means of evaluation of knowledge to categories learners' learning level. In other hand the assessment is a boarder judgmental activity. It is a quality of good teaching. However, testing is also a technique of evaluation. Test practiced in every academic institution by teachers whereas practice of assessment depends on nature of teachers and the rule of institution.

There are different types of test and assessment. Harmer (2008) has mentioned the following types of test and assessment. They are:

Placement Tests: The placement test refers to placing new students in the right class in a school is facilitated by the use of placement test.

Diagnostic Test: Diagnostic test can be used to expose learner difficulties, gaps in their knowledge and skill deficiencies during a course.

Process or Achievement Test: These tests are design to measure learners' language and skill progress in relation to the syllabus they have been following.

Proficiency Test: Proficiency test gives a general picture of a student's knowledge and ability.

In the same way, the types of assessment are as follows:

Portfolio Assessment: Portfolio provides evidence of students' effort. It helps students become more autonomous.

Summative Assessment: It is a kind of measurement that takes place to make a one-off measurement. Such tests include at the end of the academic year.

Formative Assessment: It is related to the kind of feedback teachers give students as a course is progressing and which, as a result may help them to improve their performance.

Though, test is that which used to examine someone's knowledge on something to determine what learners know or have learned. Testing measures the level of skill or knowledge that has reached and assessment is the process of documenting usually in measurable terms. The goals of assessment are to make improvements as opposed to simply being judged.

2.1.3 Internal Assessment

Internal assessment system is one of the important academic processes of educational delivery. The internal assessment is more important because it is integrated with day to day teaching and learning activities and practice with direct involvement of teachers and students. Internal assessment is conducted by teachers themselves in order to assess the progress of their students. In this regard Khaniya (2005) argues, "the significant indicator of a good internal assessment system is a high degree of correspondence between how students do and scores in internal assessment and what they do and score in final examination". Thus, internal assessment is an evaluating and marking process. Subject teacher is a dominant factor in the internal assessment. Internal assessment is a form of formative test. In internal assessment different tasks are given to the students for their better improvements in content. After implementation of internal assessment, teachers provide feedbacks and guiding supports to the students on the basis of their weakness. In this regard, Harmer

(2008) says, “the result of formative assessment could well, in certain circumstance. It suggests that the teacher change focus of the curriculum or the emphasis he or she is giving to certain elements". It clears on what he/she is going to assign to the students. All the aspects of learning skills cannot be evaluated in the same time. To make appropriate evaluation teacher should use different strategies being based on the teaching item.

There are different types of internal assessment in semester system. Out of total marks, forty percentages is separated to the internal evaluation. Students' interaction, homework, project work, attendance, portfolio, reflexive writing, mid- term exam are the ways for internal evaluation. They evaluate students' performances. Teacher provides supportive feedback after the internal assessment. It provides students with best learning opportunities which can be compare as vehicle to reach up-to-the goal of teaching learning.

2.1.4 Assessment Tools

Assessment is the process of documenting knowledge, skills, attitudes and beliefs usually in measurable term. It is a formative task which teachers use to calculate students progress, to see how far they have mastered, what students should have learned. It provides ideas to the teachers to modify their further teaching plans. In other hand summative assessment is simply taken as standard test taken for grading students. Hence, Devidson and Fulcher (2007, P.45) state:

Assessment is the context of classroom. The learners are there as learner and the teachers are there to engage with the learners in the learning process. Assessments are in two types i.e. summative and formative.

Formative assessment describes the effort to improve a program rather than to judge it definitively. In contrasts, the summative assessment addresses individual student's achievement. It is used at the end of the term

of semester or annual in order to measure what has been achieved by both group and individual.

They mean that the process of making students busy for the learning process is formative assessment where the summative assessment measure learners' learning achievement. Thus, these both are judgmental tools to find out students' progressive achievement on the basis of goal of curriculum. It is appropriate for providing feedbacks. It also provides measurement of the progress to the students.

There are several techniques of assessment. A professional teacher uses multiple tools forms of assessment. In this regard, Noonoo (2009, p.1-10) states that the assessment tools should be consistent with beliefs about curriculum and class room practices. They should clearly reflect students' progress towards the attainment of curriculum outcomes outlined in the kindergarten program. According to him the assessment tools are as follows:

Documenting and Observing in the Classroom

Documenting and observations demonstrate students' competence. It looks after the interaction and engagement between teaching materials and student within the classroom, is available means of assessing observation in the classroom is potential to be used for charting teachers' professional growth.

Anecdotal Notes

Anecdotal notes are short narrative descriptions of observation in the classroom. This allows the teachers to join down quick notes about the learners who are being observed as he/she moves about the room throughout the day. It is important to date each that progress can be tracked over a period of time.

Photographs, Videotapes and Audio Recordings

Photographs, videotapes or audio recording of learning experience are great forms of documentation and are very useful when assessing student in learning. They may include students' pictures during the construction process, a recording of them talking with peer as they use materials at a water table or a recording of a student reading a story with a friend.

Self Assessment

Students learn about themselves as learners and also about their learning through self assessment. The assessments made by the students themselves are an indication of their knowledge and feelings when they are engaged in learning experiences. Opportunities for students to reflect on their learning should be provided by the teacher. This allows teachers to help students of set goals for themselves by reflecting their own.

Checklist

Checklists are most effective and efficient as an assessment as an assessment tools when they assess specific curriculum outcomes pertaining to a topic. Meidert (2015, p.2) argues, "Checklist is one of the most established methods. It assesses a person's involvement in internalized roles at the occupational and learning participations and occupational performance." They help teachers to focus their observations and to clarify thinking about what behavior for successful learning.

Work Sample and Portfolios

Portfolios show a progression of growth in a child's developments during a period of time through collections of students' work sample. Noonoo (2009) state that Portfolios allow teacher and parents/guardians to focus on children's work sample to see what the students is able to do rather what he/she is doing. Work sample can include written work, drawing or documentations of

manipulative such as picture of pattern made with beads, art, projects, and records of books ready by the student, and writing sample.

Conferencing

It is a dialogue between teacher and students provide value information about the student's learning. Beside incidental observations that are carried out as students work and play. Conferencing with students provides reliable evidence of their knowledge development. Noonoo (2009) states that a conferencing may occurs while engaging conversation with students about the sequence of events in a story reading, playing a game, asking questions as students tell teacher about their discoveries during water play.

Language Profiles

Language art and students profiles including indicators for speaking and listening, reading the viewing and writing representing. These indicators are necessary skills and strategies for literary development in the students. These above discussed points are taken as techniques for internal assessment.

2.1.5 Semester System in Nepal

Education system of all over the world has never been consistent over the year. Through advancement and exposure to new concepts, educationists' success to teach the text in teacher centered to students centered strategies in feasible manner. Chongbang (2014) as cited in his Mini Research Report, there are two category of the education system in the university. They are: i) Semester System and ii) Annual System. Annual system is taken as the traditional educational system where as the semester system is taken as systematic educational system. Semester system was once introduced in Nepal during NESP (2028-2032) and terminated in 2036 B.S (Upadhyaya, 2059) state; it has been resumed by highlighting the merits of the system. Hence, the university has been re-introducing innovative and globally contemporary higher education system called semester system again through its department and open distance

learning, Chongbang (2014). Semester system has been perennial major agendas at the meeting of the faculty board of Education since the time of board meeting held on 32nd Shrawan of 2068 B.S. (Official Minute Record, 2068, as cited in Chongbang, 2014). According to the record, the meeting reached to introduce semester system based four year Bachelor of Teacher Education (B.T.Ed.) and Master of Teacher Education (M.T. Ed.) as Open Distance Learning Mode. In this way, the Board meeting held on Ashwin 7th 2069 B.S. boldly decided to accredit Physic Education to Mahendra Ratna Campus and Biology Education to Sanothimi Campus Sanothimi and Gorkha Campus. B.S. decided to implement semester system program in Nepali Education, Health education and Curriculum and evaluation at Master level through Open Distance Learning. From the academic year of 2071/ 2072, Tribhuvan University has commenced the first phase a university level semester system at university campus, Central Departments based on the experiences gained from the few individual subject in semester system. However, the annual education programs are yet to be replaced and displaced perfectly. The semester program of higher education has been extending from one subject and department to other subject and departments and M.Phil. We can see the semester system in higher education is not demand of the today in the history of Tribhuvan University because it had once practice before 42 year. Although the semester system is more effective and useful than annual system and it could not be continued for long time due to some reasons.

Similarly, Khaniya (2014, P.3) mentioned that semester system is not a new phenomenon in T.U. It had semester system, some year ago which was stopped in response to the students' strike in 2036 B.S. because in that context, the semester system should be exploited as an opportunity to bring about holistic reform in T.U. Regarding the annual and semester system, The Journal of Educational Research (2017) states,

“As additional system of learning annual system covers more syllabuses at a stretch and compels the students to remember all these till the end of

the year. In other hand, in the semester system the students get more advantages; since examination are held within month. There the students have ample opportunity to explore their ideas about the both content and pedagogy.”

Thus, the report means the semester system focus to the students’ involvement in learning. It is fragmentation of annual system and an academic year into two or three sections. According to T.U. Semester system operational guideline (2014), teaching methodology, evaluation process, Make-up examination, grading system, unfair means and punishment, time duration , teaching pedagogy, admission procedure are the character of the semester system. It gives emphasis on learner's center approach. In this regard, Pathak and Rahaman (2013) mention, “Semester system deals with continuous, comprehensive and in-depth learning aiming at capacity building of the students by developing required skills and attitudes to become an competent citizen”. They mention say that semester system aims to provide quality education to the students to build up them skilled and knowledgeable manpower. Semester system is short period in comparison with annual system. According to Pandey (2015, p.4),

A semester system involves 15-20 weeks of rigorous study. It is more organized and interactive because it involves pedagogical processes, the numbers of students are fixed in classroom, they are selected on the basis of an entrance exam, they are kept busy at the same level of burden throughout the session and internal assessment is adopted for reducing over dependence on external evaluation.

The teaching learning hours, appropriate students’ number in class are prime in the semester system. All the selected students get equal opportunity of learning in class. They are provided inclusive involvement in learning. There are

different practices of evaluation in semester system. The CAS is widely practiced in semester system. To make clear it, the TU Semester System Operational Guideline (2014) mentioned that “Semester system is not only an examination system but also education system”. It means that teaching and testing goes in same ratio in this system.

Semester system is taken as an insightful system to import education in Nepalese Universities. At present more attention is given to the semester system in Nepal. Gradually it is implementing in universities of Nepal. The Journal of Educational Research (2017) states “semester system has been in practice through different University, particularly Tribhuvan University, Kathmandu University, Pokhara University and other universities”. This system is regarded more advanced, rigorous and interactive than the annual system. It examines the students’ performance in every six months as a formal evaluation however there will be informal evaluation in each class in semester system. Different assessments techniques are evaluated as internal assessment tools in semester. For example, project work, reflexive writing, mid –term exam. According to T.U. Semester System Operational Guideline (2014), 40% marks is separated for internal assessment in semester. The internal assessment system plays important role for better learning. It involves the collection and analysis of students' activities during the academic session. T.U. has been implementing the semester system in University Campus Kirtipur in order to create center of excellence with a goal to make students able to competent in international market. Thus; semester system is learner centered instruction. Students’ motivation and internal assessment are prior in the semester system. Students’ attendance, classroom interaction, writing reflexive essay, group presentation, terminal exam, and external exam are main tools of internal assessment.

2.1.6 Tools and Techniques of Internal Assessment in Semester System

In semester system, there are two types of assessment system; internal and external assessment system. External assessment system takes place at the end of each semester as the final judgment in contrast; internal assessment takes place in classroom teaching learning process as formative activities. Teachers are dominant in the implementation of internal assessment. The teachers-students' interaction, presentation, project work, making portfolio, are some of the techniques of internal assessment, as I experienced in my learning hours in TU. The internal assessment helps students to review the learning items. It creates opportunity to provide feedback to the students and reinforcement for progressive learning. And, it identifies errors and misconceptions and needed corrections. There are different techniques of internal assessment. The T.U. Semester System Operational Guidelines (2014) has outlined the following items as the techniques of internal assessment in semester system.

Attendance

The attendance is frequency with which one has been present for a regular activity or set of event. C.F.E. (2011, p.7) says "attendance has strong relationship with performance. A student with high attendance is predicted to score good additional marks. Improving attendance can help reduce the achievement gaps among ethnic and socio economic group". Students are also evaluated in terms of their attendance. Thus, attendance is a type of internal assessment.

Classroom Interaction

Interaction is a situation in which two or more objects or events linked upon one another to produce a new effect; the effect resulting from such a situation. Jennings, Snowberg, Coccia (2011,p.37) say "classroom interaction is associated with the teachers' high degree of awareness of individual and group and social and emotional dynamic and the ability to influence and regulate

these dynamic proactively". Therefore, classroom interaction is exchange communication between teacher and students or in between group of students.

Project Works

Project work is a task or planned program of work that requires a large amount of time, effort and planning to complete. Thomas (2000, p.3) says "project involves students in a constructive investigation. An investigation is a goal directed process that involves inquiry, knowledge building and resolution". In the semester, students are provided with different issues and send in field for project work e.g. 'selected a government school and make a report about English teaching strategies in secondary level'. It is a technique of internal assessment in seminar system.

Reflective Essay/ Individual Assignment

It is a tool for internal assessment in semester system. In this regard Watton, Callings and Moon, (2001,p.4) say "reflective writing provides an opportunity for you to gain further insights from your work through deeper reflection on your experiences and through further consideration of others perspectives from people and theory". As individual assignment, teachers provide many activities to the students. Such as making Portfolio, home assignment, individual presentations, and so on. They have great importance in semester system to build strength of students.

Group Assignment

Group assignment is a work or task that is provided in a specific group of students. It is very appropriate for gathering and sharing ideas. Raja (2012, p.1) states, "group work is a class management strategy and the role of the teacher has to play while teaching is of a facilitator". It makes students inclusive and co-operative in the learning process.

Mid-term Examination

Mid-term examination is a process to make student in-depth learning and keeping them refreshed up to the final examination. It is an internal assessment tool. It is applied according to the teachers' work plan. T.U. semester system operational guide (2014) argues “Out of 40% mark on internal assessment, 10% internal mark is divided for internal assessment. These above discussed elements are the tools of internal assessment in the semester system. They are practiced for the internal evaluation”.

These above tools and techniques of assessment are formative in nature. Formative evaluations are given more emphasis for developing students learning level, motivating them, involving in learning, developing confidence and giving feedback them in necessary. The formative evaluation helps to provide immediate feedback of the students for theirs' further improvements.

2.1.7 Impact of Internal Assessment

The term internal refers located within or affecting the inside of something, especially the inside of the body. Thus, the phrase internal assessment is a kind of evaluation comes under the assessment. Internal assessment has great impact in semester system. The European Commission (2009, p.5) states that the impact assessment is a set of logical step to be followed when it is prepared. It is a process that appears evidence for decision makers on the advantage and disadvantage of policy by assessing potential impact. It has interrelation with the final assessment, teaching strategies and evaluating policies. The teaching strategies, assessing policies, balancing internal and external marks are affected by the internal assessment in the complete semester hours. European Governance (2002, p.3) states "impact assessment helps structure the process of policy making. The impact of internal assessment also can be seen in students learning activities and achievement”. On the basis of impact of internal assessment, the further plan and polices can be made for better designing if

educational program. The impact of assessment is fully integrated into the commissions strategic planning and programming cycle.

As I experienced, internal assessment has both negative and positive impacts in learning. Some time, it created more stress. In my initial phase of semester class I was unable to under the courses. I was unable to comprehend instructions. Assessment system, teaching learning activities and the size of course were made me pessimistic. But by time pass, I became used to I start to understand my teacher course and assessment tools and techniques. Though; where, teachers' suggestions, cooperation, implementation of internal assessment system, designation of the curriculum, give great impact in semester system to improving leaning strategies habits in students.

2.2 Review of Empirical Literature

The empirical study of literature is an interdisciplinary field of the research which includes the psychology, sociology, philosophy the contextual study of the literature and the history of reading literary text. In this section I have reviewed previous thesis works, which provide me insight guideline to sketch my concept in research study.

Bhandari (2009) carried out a research on 'Wash Back Effect of Internal Assessment: A Case of Language Teaching Testing'. The major aim of this research was to determine whether the internal assessment experts positive or negative wash back effects on teaching and learning after its administration and to find out the effectiveness of internal assessment system. He has selected 8 students and 10 teachers using random sampling strategy. He used both open and closed ended questionnaire as tool to collect data. He found that the internal examination of internal assessment system does not exert positive effect on teaching and learning due to its wrong administration and the effectiveness of internal assessment low, it is conducted for formality and internal assessment exerts negative wash back.

Dadwani (2010) carried out the research on “Semester system versus Annual system of examination”. The objectives of the study were to identify the difference of marks, percentage and passing ratio between semester and annual system of examination. Survey design, purposive sampling strategies was used and data were significant and valuable difference between the result of semester and annual system and they have both strength and weakness.

Khattak, Ali and Khan (2011) conducted a research on “A study of English teacher and students’ perception about the different between annual and semester system of education at post graduate level in Mardan.” The main objectives of the study were to find out different between these two education systems. In order to meet the objective of the study of the study questionnaire were distributed to 120 students, they were selected randomly and they have experiences of both semester and annual system. The interview was conducted in ten teachers. The data were descriptively analyzed and the result showed that teachers’ and students’ view that semester system is far better for the meaningful learning. This research was focused on the evaluation of teachers and students perceptions.

Similarly, Pathak and Rahaman (2013) carried out a research entitled “Perception of Students and Teachers towards Semester System” in selected degree college of Nagaon town Assam. The main objective of their study was to find out teacher students' perception towards semester system. The study was conducted in 133 undergraduate students and 44 teachers selected randomly from the 4 university affiliated to Gouhati University from Nagoan town of Nagoan district. They used questionnaires as tool for data collection, revealing five dimensions of semester system like; curriculum, syllabus, regularity of class teachers and methods of teaching. The major findings of this research was perception of students towards internal assessment was not quite satisfactory and they found that necessity of developing strategies by all the stakeholders to arrange for minimum resources and facilities which have a direct bearing on students achievement.

Chongbang (2014) carried out a mini research of “Comparative Study of Semester System and Annual System of Faculty of Educations”. The main objective of his research is to explore the realities of teaching and learning activities and classroom management and student achievement of the two systems. He has selected three campuses and three administrative authorities using incidental sampling methods. Furthermore he selected 12 semester' students through random sampling and 6 annual students through the stratified random sampling. He used questionnaire, observations, FGD and interview as tools. The both quantitative method were used to data analysis. As implication, he has mentioned in the research that this mini research may have significant contribution to shape and direct policy and practice of semester system. He conclude that semester system and annual system are different in terms of policy, course of study and strategies like attendance, CAS, classroom interaction, number if students etc. And, he also concluded there is quite more pass percentage of students in semester system.

Tiwari (2015) carried out a research on "Perception of students towards internal Evaluations". The main objective of this research was to find out the perception of students towards internal examination in term of relevance, cost effectiveness utility. The methodology design of her study was survey research and questionnaire were tool for data collection. The populations of her study were higher secondary level students of Kathmandu district. The sample of populations was 30 students of grade 12. They help to improve the relationship between teachers and students. It was also found that all the informants show positive attitudes toward internal assessment.

In the same way, Bhusal (2016) carried out a study on the topic 'A Study of Students' Perceptions towards Internal Assessment of Semester System'. Her study aimed to find out perceptions of M.Ed. English students' towards internal assessment and its' challenges in terms of availability of resources. The populations of her study were students of semester. She has selected 30 English semester students non-randomly. Both closed and open ended questionnaire

were used in the study as the research tools for data collection. She has analyzed the data in the chart and interpreted them in descriptively. As findings she has presented that students have positive perception towards internal assessment of semester system. She concluded that if teachers provide immediate feedback after evaluation students can improve their leaning.

In the same manner, Khatri (2017) brought a research on 'Students' attitudes towards Internal Evaluations System'. The main objective of this study was to find out students' attitude towards internal evaluation system applied in semester. His research design was survey design. He selected 40 students from the 4th semester of English specialization of T.U. as sample, both open and closed ended questionnaire were used as the research tool in this study. He has presented finding that internal evaluation identifies the specific learning errors and misconceptions or the learners and it provides continuous feedback to both the teachers and students during the teaching learning activities for better improvements. He concluded that majority of the students were in the favor of evaluations system that helps both teachers and students for improving overall education program.

2.3 Implications of the Review for the Study

In literature review our central focus is to examine and evaluate what has been done before on the similar topic and establish the relevance of this information to our own research. The review of the study obtained the information from the empirical and theoretical literature. I got information about the various procedures needed to conduct my research study. I got the concept about sampling strategies, use of tools, and analysis and interpretation of procedures. I gained valuable information from these works. I got required insight regarding this study from literature and empirical review. Some of these reviewed literature are mentioned below which were similar to my study in some extent.

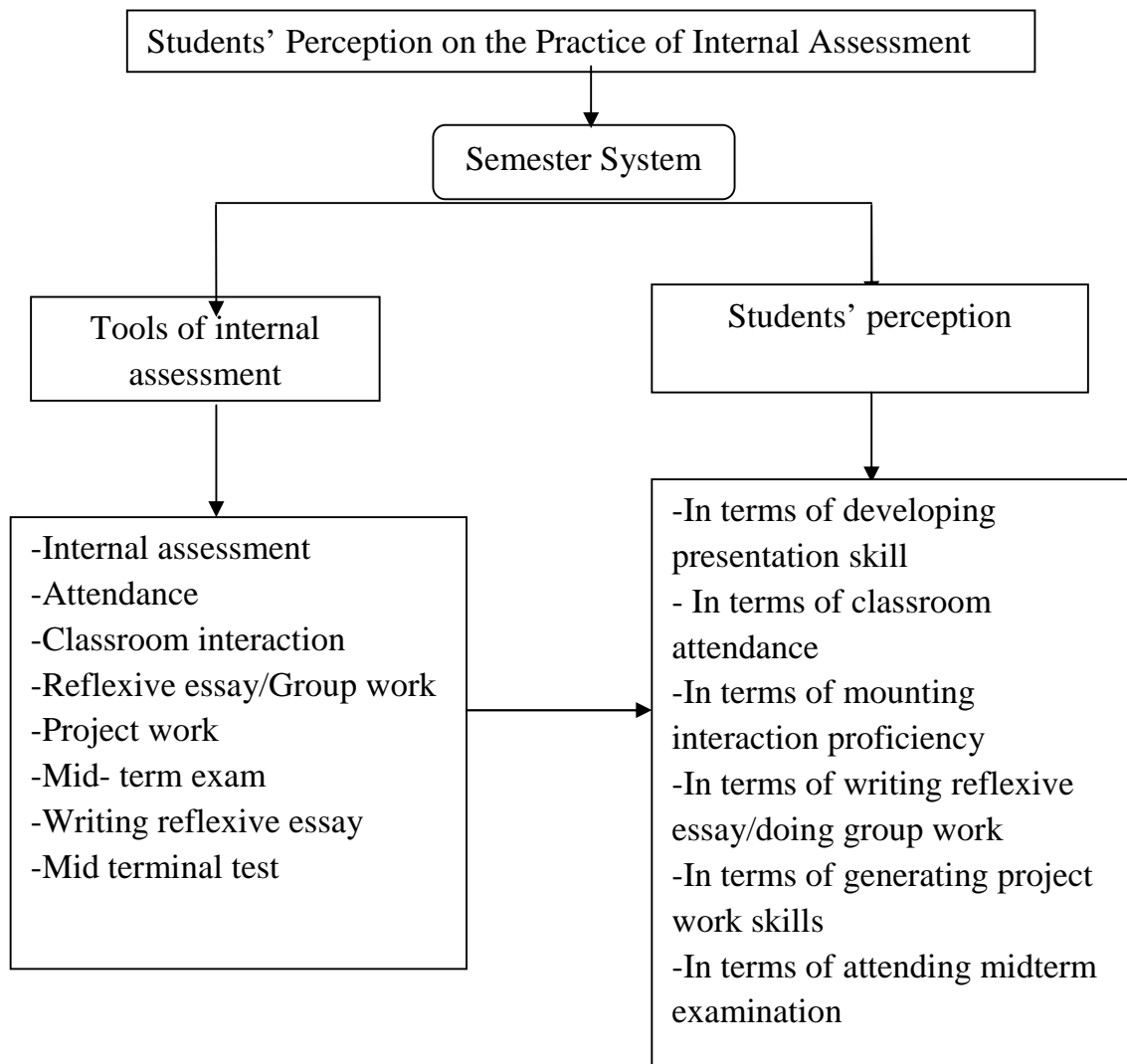
I reviewed the ideas given by Kotharie (2010), Kerlinger (1986) Harmer (2008), Alderson and Bachman (2010), Brown (1987), Hughes (2003) and Auther (2011). From those reviewed literatures, I got theoretical insights and related information and ideas to understand about my research topic. They were essential for me to trace the theoretical frame in my research study.

In the same way, I reviewed empirical literature of Bhandari (2009) that supported me to frame research tools. In the same way, Rahaman (2013) provided me significant ideas to make mental framework about semester system. Similarly, I reviewed Chongbang (2014) which provided me insights to make objectives and research questions. Another research work of Tiwari (2015) gave me ideas to sampling populations. The next, I reviewed Pathak and Khatri (2017) that helped me with the design methodology and data collection procedures.

These all review helped me during my whole research work. They were milestone to conduct my thesis in comprehensive way.

2.4 Conceptual Framework

The conceptual framework is fundamental property for the thesis research. It is a foundational element of the thesis study. It presents all complete theses in the form of figure. On the basis of the conceptual framework the research gets further pathway. The following conceptual framework was used to undertaken this study.



CHAPTER THREE

METHOD AND PROCEDURE TO THE STUDY

This chapter has included research design, population sample, research tools sources of data collection procedures data analysis and ethical consideration. The following methodologies were adopted to fulfill objective of the study.

3.1 Design of the Study

Design is a plan for the structure and function of a system. It is the way of giving shape or appearance to an object specially that is intended to more attractive. It is an art of designing. Here, I selected survey research design for my study. Survey research is commonly selected as educational research design. Different scholars have defined survey research exclusively. Cohen, Manion and Morrison (2007, P. 231) argue that survey research gathers data at particular point in time with the intension of describing the nature of existing condition or identifying standard against which existing conditions can be compared or determined the relationship exit between specific events. It means, the survey design focused to describe existing event of particular time. Similarly, Nunan (1992, p.140) defines that survey design is widely used for collecting data in most areas of social inquiry from politics to sociology from education to linguistic. In connection with survey design, Kerlinger (9186) says; “Survey research is a kind of research that study large or small population or the universe by selecting of studying the sample chosen from population to discovered relative incidence, or inter relationship of social and psychological variables. Survey research is widely accepted research design in educational research”. He means to say that survey is very popular research design in which relations between social and psychological variables are manipulated to discover related incidence.

Taking to the theoretical guidelines given by Nunan (2010), Cohen and Manian and Morishon (2007) and Kerlinger (1986) I went through the following procedures in my research study.

Step.1 Defining Objective

It is most important foundation of research. All the activities will be determined under the nature of objectives. I defined objectives of the study and I wrote whether I want to find out in my research work.

Step. 2 Identifying Target Population

After defining objectives I determined the target population of the study e.g., students.

Step. 3 Literature Review

Reviewing literature helps to know what was discovered on the related issue. I reviewed literature of related nature.

Step. 4 Determining Sampling

It was about populations' number. Here, I used sampling random sampling procedure to select sample of population.

Step. 5 Identifying Survey Procedures

In this step, I used questionnaire to generalize instruments for data collection.

Step. 6 Designed Survey Procedures

After preparing tools for data collection, I designed sampling procedure required for my study.

Step. 7 Identify Analytical Procedures

After collecting raw data, I prepared the report of my research. It can be written narrative and statistical way.

Step. 8 Determining Report Procedures

Finally, I prepared report of my study is written in narrative way with description.

The survey research is a systematic process of investigate ideas concept, views of informants that cannot be conducted haphazardly. Thus, in order to conduct this research, I have selected survey design to undertaken this study. It is because this study was conducted in order to identifying the perception of students in practice of internal assessment. The study represents whole students' perception of departments of English education. Similarly, is carried out from the large number of the population and data are collected in single time. From the same way, here findings are generalized to the whole population.

3.2 Population, Sample and Sampling Strategies

Kothari (2010) states that sampling is a decision that has to be taken concerning a sampling unit before selecting sample and sample refers to the numbers of items to be selected from the universes to constitute a sample. The population of this study included all the semester students of the Department of English Education who have been studying there M.Ed. fourth semester. I have selected 40 students as a sample of my study. Non-random sampling strategy was used to collect the data. Simple random sampling is a basic sampling technique where we select a sample from a large group. All the individual get equal chance of being chosen in this method.

3.3 Research Tools

The main tool for data collection of this study was questionnaire including both closed and open ended questions. The questionnaire was developed to find out

students' perception on the practice of internal assessment system in semester system.

3.4 Sources of Data

Both primary and secondary sources of data were utilized for this study. That's why I used both sources of data in order to collect the data.

3.4.1 Primary Sources

Primary sources of my research were 40 students from the department of English education, T.U., who have been studying in English specialization 4th semester.

3.4.2 Secondary Sources

Apart from the primary sources of data, I studied and consulted books, thesis articles, journals and the materials available in webpage related to my study. Some of those sources were Author (2011), Alderson & Bachman (2010), Bhusal (2016), Khaniya (2005) and Harmer (2008).

3.5 Data Collection Procedures

Initially, I made contact with my informants. I clarified them the purpose of my research. Then, I determined participants' number using sampling random procedure. I requested and distribute questionnaire to the students. I have taken back these questionnaires within 1-2 weeks and gave them thank for their valuable support.

3.6 Data Analysis Procedures

Data analysis is the process to overcome with the conclusion and findings in the research work. The term data analysis generally describes and summarizes the data for identifying relationship between variables' to compare and forecast

outcomes. I presented and interpreted them. I followed statistical and descriptive techniques for analyzing data.

3.7 Ethical Considerations

While carrying out research, the researchers should pay attention on different ethical aspects. During my study I have taken consent with respondents and I maintained confidentiality regarding the information of the respondents.

Similarly I did not use data without permission of my supervisor and also I did not manipulate unnecessary process in collecting data. I did not harm to my informants and obligation to attend me. I analyzed data both subjectively and objectively. I paid attention on accurateness, honesty, truthfulness in the completion of my research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter presents detail analysis and interpretation of the collected data. The main purpose of this study was to find out students' perception on the practice of internal assessment in semester. So, the data were analyzed and interpreted being consistent with the objectives.

4.1 Analysis of Data and Interpretation of the Results

Analysis and interpretation of the data of the result have been divided into two parts in terms of closed ended and open ended questionnaire. To explore the students' perception on the practice of internal assessment in semester system, I used questionnaire as a tool which included 30 closed-ended and 6 open-ended items. Statistical approach used to analyze the closed ended items and thematic approach is used to analyze open-ended items. In first section, I have analyzed and interpreted the closed-ended items. I calculated the data to take out students' response in percentage (%). I have presented the percentage of response in pie-chart figure. In second part, I have analyzed and interpreted the data derived from open-ended items. I analyzed these collected data descriptively. The analysis and interpretation of the responses presented in sub-section below:

4.1.1 Internal Assessment in Semester System in the Eyes of Students

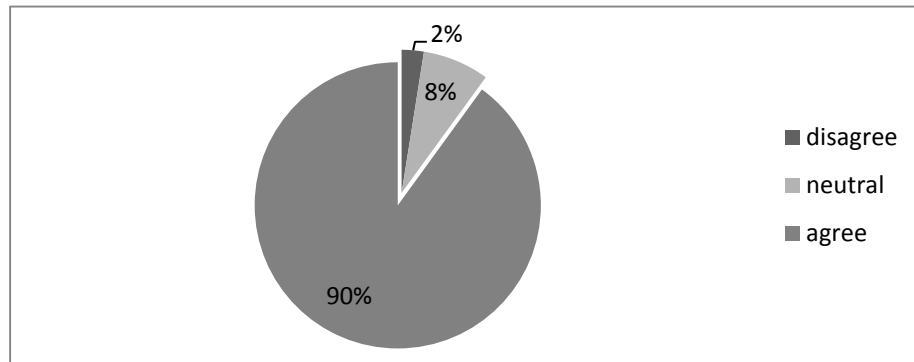
The respondents have been asked perception related items. They provided distinct perceptions on the practice of internal assessment system in semester system. I have categorized their perceptions into the sub-section based on the item included.

a. For Providing Continuous Feedback

The internal assessment system provided in semester system can be insightful for providing continuous feedbacks to the students. So, I asked them a question

related to the continuous feedback. Students have given various perceptions concerning that item. Those perceptions are presented in the figure.

Figure. 1
For Providing Continuous Feedback

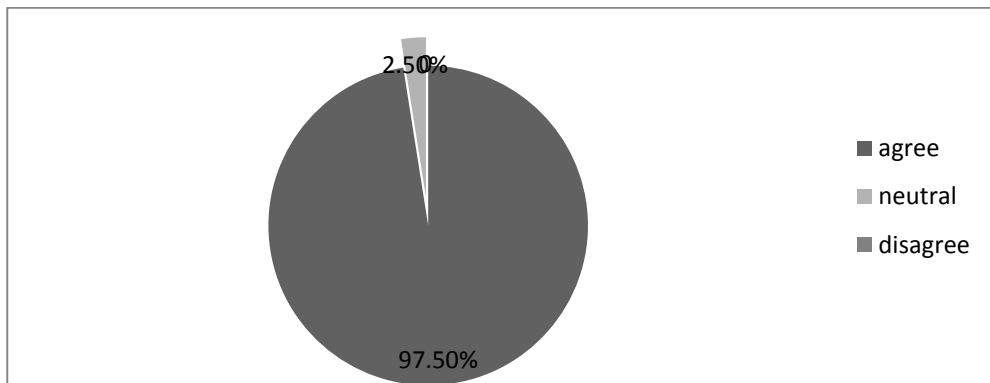


The above figure no.1, shows that 90% students perceived that internal assessment system is appropriate to provide continuous feedback to the learners in semester system. Similarly, 7.5% of them remain natural on this item. In contrast, 2.5% of them disagreed the item. From the data above, it can be concluded that internal assessment system is a tool for giving continuous feedback to the learners.

b. For Improving Errors

Errors are known as misconception in learning process. It is an action which is inaccurate or incorrect. In semester system internal assessments are practicing for improving errors misconceptions occurs in process of learning. I asked an item interconnected to the errors. However, students perceived it differently. Being based on their perception, I have drawn out a figure. The figure shows the students' perceptions regarding that item.

Figure. 2
For Improving Errors

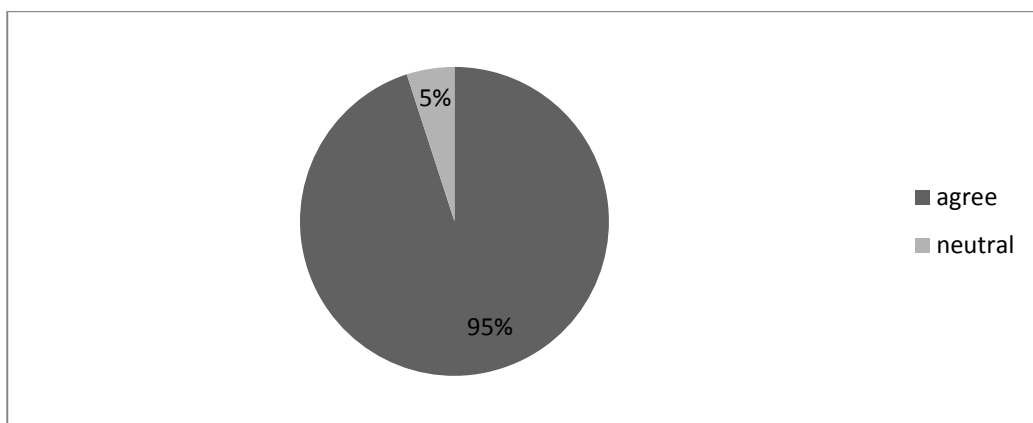


The above data of figure no. 2, show, students' responses on the item related to improvement of errors. The data cleared that 97.5% students in total responded agreed where 2.5% of them remain neutral in the item. From the data above, it can be concluded that most of the students agreed on internal assessment system in semester system that improves errors in learning errors.

c. For Designing Self Learning Strategies

It is a type of instructional strategy where students take charge of their learning process. It is also called self directed learning. In semester system self- directed learning strategy is given more focus. I asked an item to the students related to the designing self learning strategies. The various perceptions on this item are presented in the figure below:

Figure. 3
For Designing Self Learning Strategies

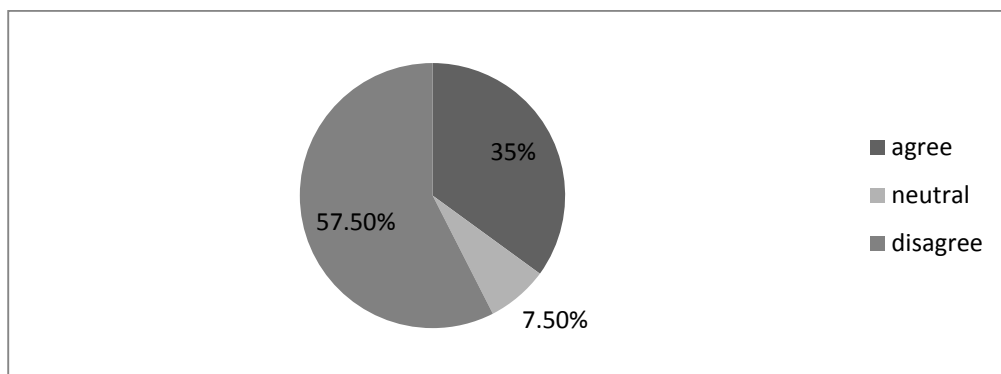


The figure no.3, presents that 95% respondents in total were agreed and remaining 5 % of them remain neutral on the item that internal assessment system in semester system helped them to design self learning strategies. From the data presented in the figure, it can be concluded that majority of the students preferred that internal assessment system helps to design self learning strategies.

d. For Giving Tasks

It is a situation of students' marks in the semester system. In semester system, the mark obtained in internal assessment is integrated with the mark of final exam. This system role to increase students' mark in exam. Regarding that item, students had given different perception. Those perception of the respondents are presented in the figure below:

Figure. 4
For Giving Tasks

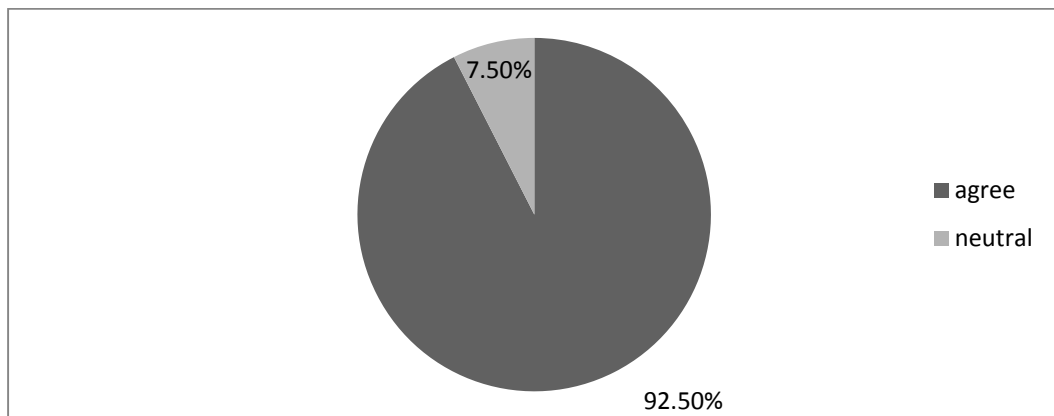


The above figure no. 4, shows the students' response on the task that increases student' marks. Here, 35% students in total respondents agreed the item. Similarly, 7.5% of them remain neutral. In contrast, 57.5% responded disagreed in the item. From the above figure it can be concluded that majority of the students did not agreed the internal assessment system is only additional task for increasing student's marks.

e. For Developing Knowledge and Skill

Internal assessment is a tool to advance learners' knowledge and skill. It is main motto of semester system. All the teaching learning activities and internal assessment in semester system role to advance knowledge and skill on learners. I have included this item which is related to the developing knowledge and skill on learners in semester system. Regarding this item, the students' perceptions are presented in the figure below:

Figure.5
For Developing Knowledge and Skill

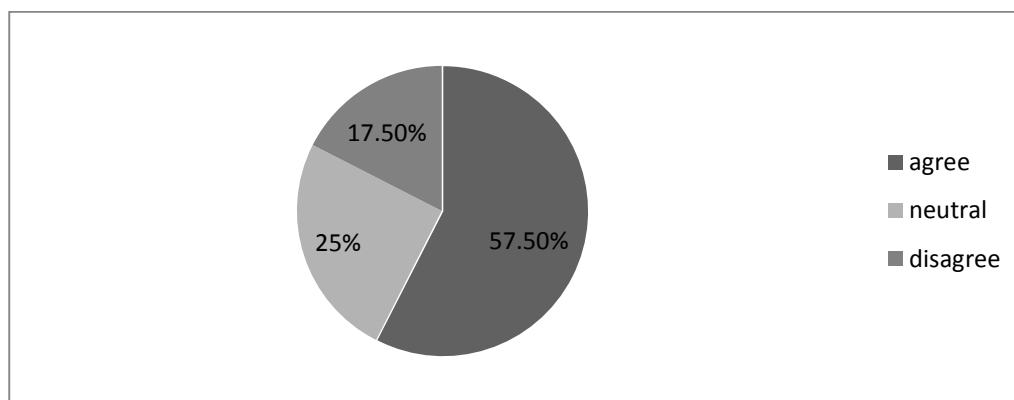


The above figure no.5, presents the students' response on developing knowledge and skill on learners. The data shows 92.5% students in total respondents agreed the item. Similarly, 7.5% of them remain neutral. From the above data I came in conclusion that most of the students are positive that internal assessment system in semester system enhances students for developing knowledge and skills.

f. For Participating in Extra Curricular Activities

Extracurricular activities are those that fall outside the realm of the formal curriculum of the school or university education performed by student. This item seeks students' perception on attendance that helps them to be participated in the extracurricular activities. The students had perceived that item differently. Those perceptions are presented in the given figure:

Figure. 6
For Participating in Extracurricular Activities



The data in the figure no. 6, shows different perceptions of the respondents on attendance that helps students to participate in extracurricular activities. According to the data in figure that in total respondents i.e.57.5% agreed and others 25% remain neutral where, 17.5 % of them disagreed this item. To conclude, students had perceived the item differently but the majority of the respondents agreed on it.

4.1.2 Students' Perception on the Tools Used in Semester System

In this section five items (i.e. item 5 to item 10) are included. These items are related to the tools of internal assessment system in semester system. There are different tools of internal assessment system are practicing in semester system. The attendance, classroom interaction, group-work, project work and mid-term exam are the parameters of internal assessment. I have included some items relating to these tools of internal assessment of semester system. Regarding these items, students came up with different perceptions. The perceptions are analyzed and interpreted below respectively.

a. Attendance

Attendance is a tool to count students present in the classroom. It is an essential tool in each school in this regard that it keeps students record. In semester system it has added more importance because of that it is taken as an internal

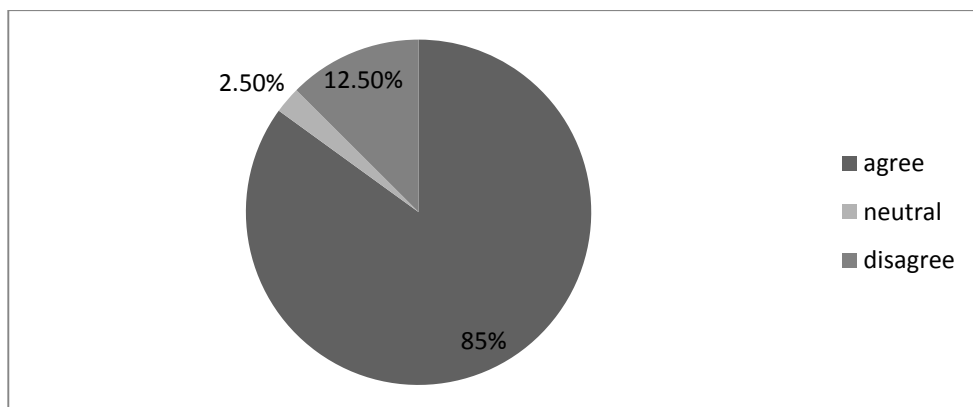
assessment tool. In semester, each teacher takes students attendance in each period and at the end they count and fix the internal marks under this internal assessment tool ‘attendance’. On the basis of students present in classroom students are made aloud in the final-term exam. I have included some items related to the attendance. In this section, the analysis and interpretation of these items are presented respectively.

i. Increase Regularity in learning

Attendance is used to count students’ daily present in the classroom. In semester system, students' attendance is taken regularly. It makes regular present of the students in classroom. The students also get some marks on the basis of their attendance taken by the teachers. Such a system increases students’ regular present in the learning. I have included this item related to the attendance that increases students’ regularity in learning. In this regard, students have given their different perceptions on the item. The perceptions are presented in the figure below:

Figure. 7

i. Increase Regularity in learning



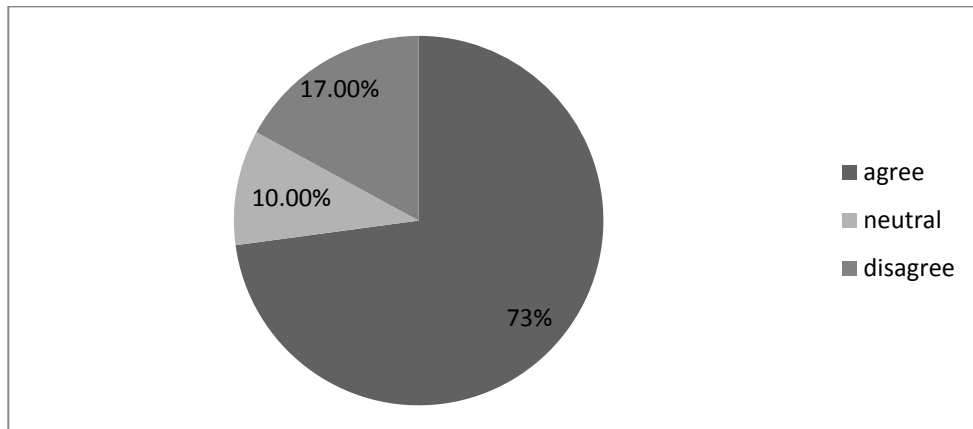
The data in figure no.7, shows the majority of the responded i.e. 85% in total agreed on this item. In the same way, 2.5% of them remain neutral where 12.5% students disagreed the item that attendance increases students’ regularity in learning. From the above data, it can be concluded that majority of the

students were positive on attendance system that increase students' regularity in learning.

ii. Decrease Students' Number

Attendance system takes as a means to make students' regular present in class. But, in every situation it does not perform the same task. If the attendance is not count and evaluate, it also decrease students' number in the classroom. Regarding this saying, students had been given theirs' arguments differently. They are presented in the figure below.

Figure. 8
Decrease Students' Number



The figure no.8, above shows the informants' responses on attendance system that decrease students' numbers in classroom. The data shows that majority of the students disagreed i.e. 73%, where 10% of them remain neutral and 17% of them disagreed the item. On the basis of the data above, I come in conclusion that attendance system does not decrease student' number in classroom.

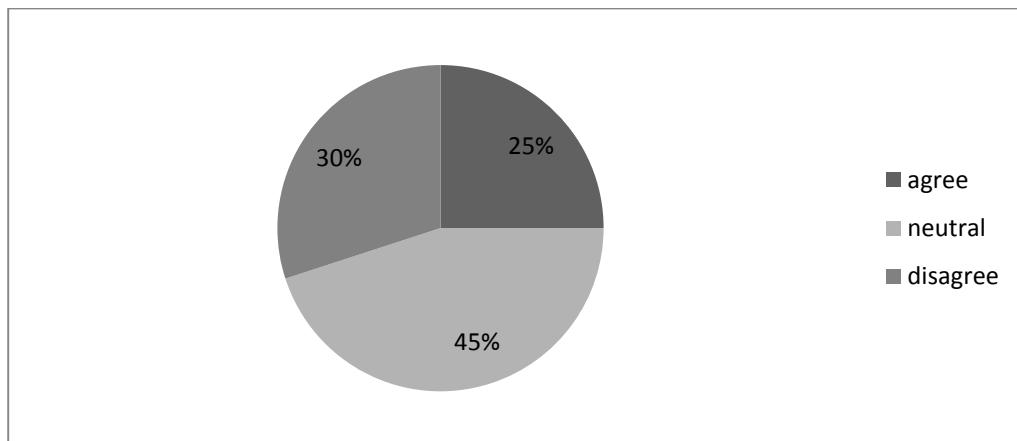
iii. Motivating Learner

Motivation plays a crucial role in progressive learning. The internal assessment of semester system provides motivation to the students. Attendance is an internal assessment tool to motivate learners in further learning. The

marking system of attendance motivates learners to be regular present in the classroom learning.

In this regard, the students perceptions are presented in the figure below:

Figure. 9
Motivating Learner

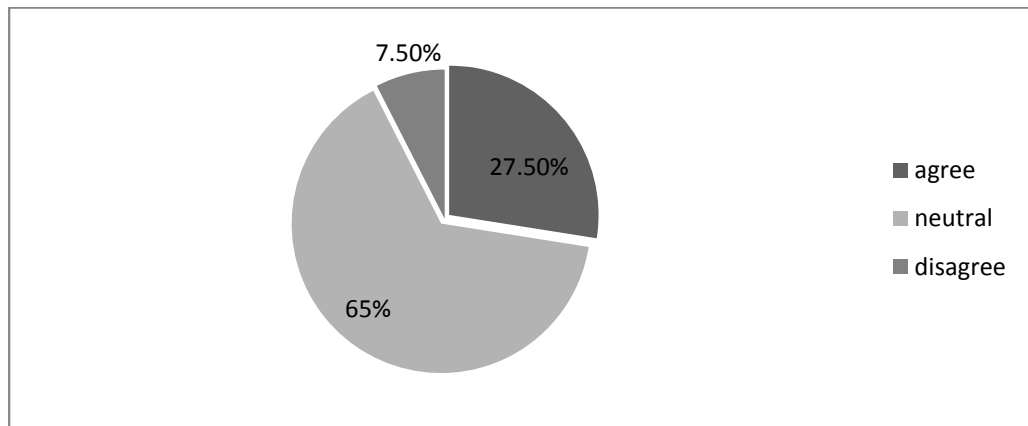


The data shows the students' perceptions on the role of attendance that motivate learners. According to the data above, the students' i.e.25% in the total number agreed the item where 45% were neutral. In contrast, 30% of them disagreed the item that attendance plays role for motivating learners in further learning. The majority of the students remained neutral on this item. Thus, I come in conclusion that attendance does not play role on motivating learners.

iv. Counting and Evaluation of Attendance

Attendance is an action or state of being present at the place or event. In school it is used to record students' present. The systematic counting and evaluation of the attendance gives positive impact to the students. It should be count and evaluated appropriately. Concerning this item, what the students had perceived is presented in the figure below:

Figure. 10
Counting and Evaluation of Attendance



The figure no. 10, shows the response of students on systematic counting and evaluation of the attendance. The data shows 27.5% students in total respondents respond positively. The majority of the respondents i.e. 65% were neutral and remaining students' i.e.7.5% of them disagreed on the item. Most of the students were not cleared on the item weather they agreed or disagreed. To conclude that the majority of the respondents were neutral.

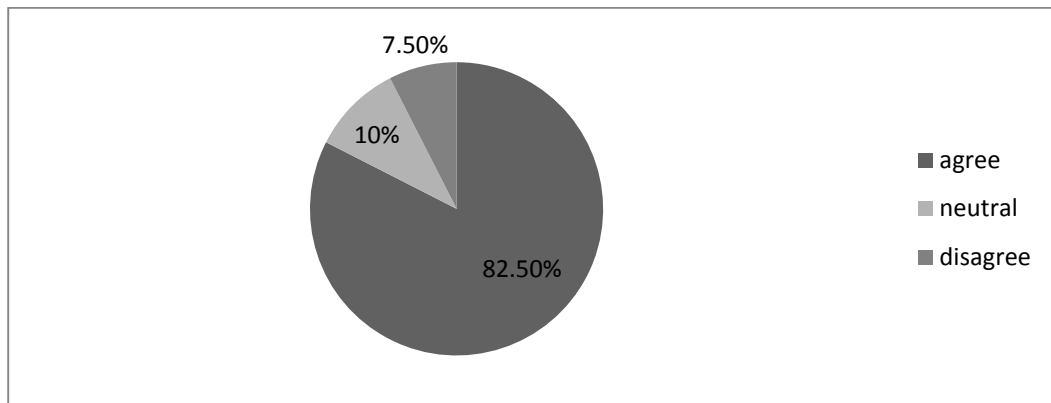
b. Classroom Interaction

This section includes five items related to perception on classroom interaction in the semester system. The students perceived these items differently. Those perceptions on these items are analyzed and interpreted in sub-sections.

i. Classroom Interaction for Live Learning

Classroom interaction is relationship between teachers and students in the classroom on the content. Classroom interaction makes teaching learning live. Students had stated their perception in different way. These perceptions are shown below in the figure

Figure. 11
Classroom Interaction for Live Learning

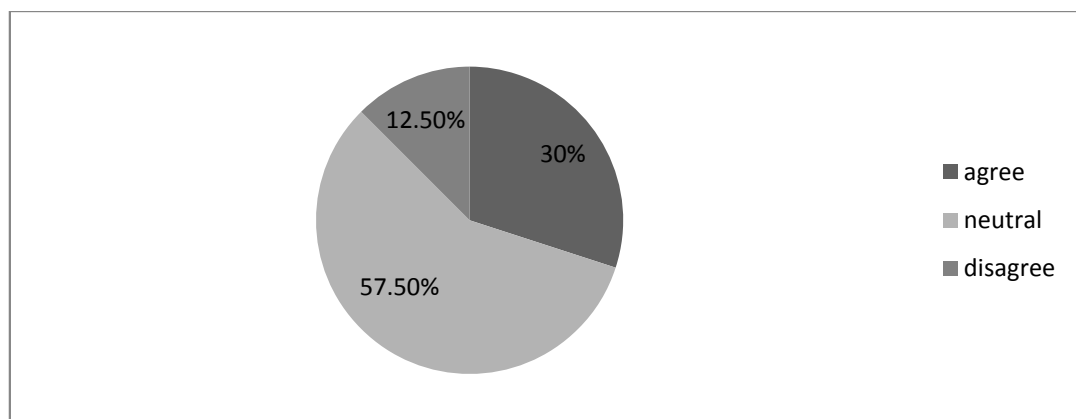


This figure no. 11, shows the students' responses on classroom interaction that makes teaching learning live. The data of the figure shows 82.5% respondents in total agreed the item. Similarly, 10% of them stayed neutral where 7.5% respondents disagreed. From the data in figure, it can be concluded that majority of the students' concurred active classroom-interaction that makes teaching learning live.

ii. Teacher-Students' Interaction

Teachers and students are most prominent aspects in teaching learning process. The classroom interaction creates mutual relation between teacher and students. I included one item related to the teacher- students' interaction, which motivates learners in learning. On this item, the students' perceptions had been derived differently. They are presented in the figure below:

Figure. 12
Teacher-Students' Interaction

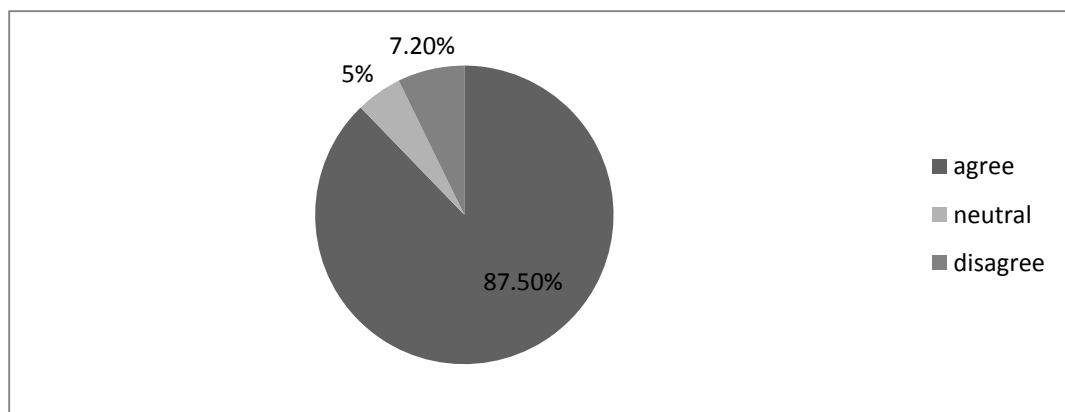


The data presented in figure no.13, shows 30 % respondents agreed the item in other hand, and the large number of respondents i.e. 57.5%, of them remain neutral and 12.5% of them disagreed the item. From the above data, it can be concluded that the high response remained neutral that the teacher- students' interaction motivates learners in learning.

iii. Developing Confidence on Learner

Confidence can be described as a belief in one's ability to success. It is in saying that teacher students' interaction develops confidence on learners. This item is about developing confidence in learning. The students' perceptions on these item are shown and interpreted below:

Figure. 13
Developing Confidence on Learner



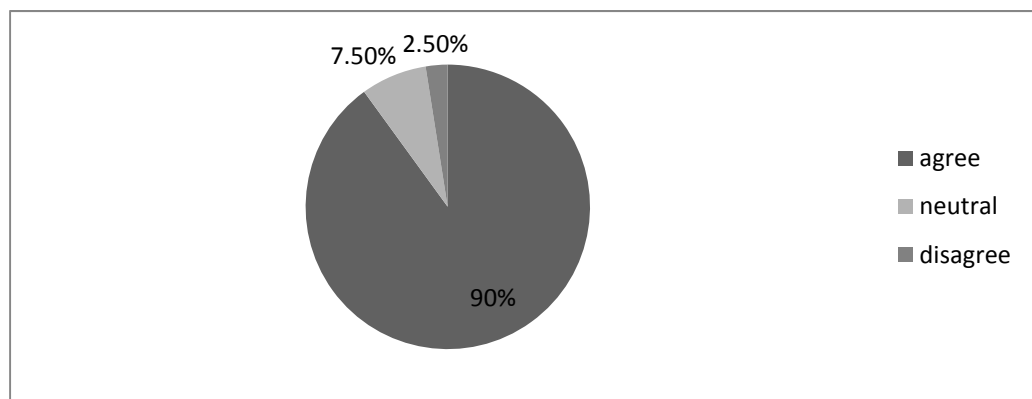
The data presented in the figure no. 1,3above shows, the respondents' responses i.e. 87.5%, in total agreed the item, where 5% of them remain neutral and 7.5% studentsdisagreed the item. From the figure above, it can be concluded that most of the students agreed on teacher-students' interaction that develops confidence on them.

iv. Collaborative/Dynamic Learning

Dynamic learning is an outline subscription solution that supports teachers and students with high quality contained and unique tools. This item deals with

collaboration for dynamic and sustains learning. In semester system different techniques and strategies are brought in practice for dynamic learning. This item speaks that semester system is a means for collaborative and dynamic learning. The different perceptions of the students on this item are presented below in the figure.

Figure.14
Collaborative/Dynamic Learning

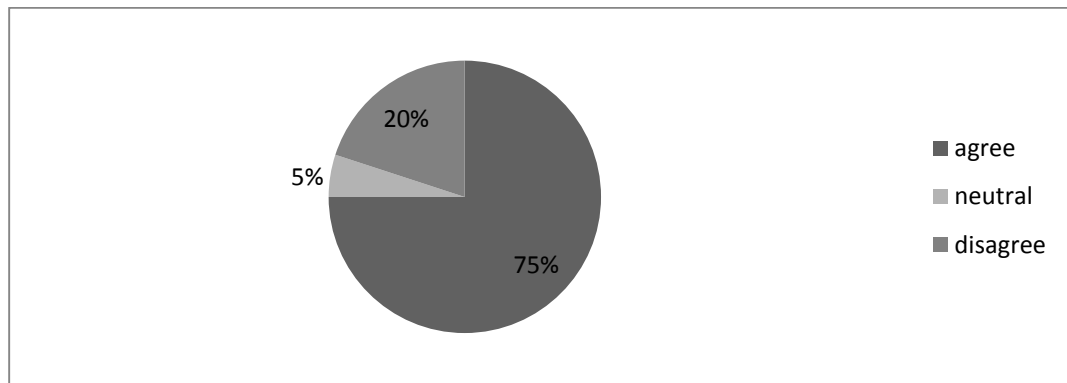


This figure no. 14, presented the students' perceptions on collaborative learning that makes learning dynamic and sustain. The data presented in the figure i.e. 90% respondents in total agreed the item. Similarly, 7.5% of them remain neutral. In contrast, 2.5% disagreed on the item. From the data above, it can be concluded that most of the students are in the favor of collaborative learning that makes learning dynamic and sustain.

v. Feedback and Interactive Instruction

Interactive instruction relies heavily on discussion and sharing among participants. It allows for a range of different types of groupings and interactive methods. In semester system, teacher should provide interactive instructions to the students. On the basis of teacher instructions students perform the task. In other hand, teachers should provide feedback to the students as they perform on the given instructions. I have included the item to know that what the students actually perceived on it. The different perceptions of the students on this item are presented in figure below:

Figure. 15
Feedback and Interactive Instruction



The figure.15, presents the students' perception on feedback and interactive instruction of the teacher in semester system. The data cleared that 75% students in total agreed on the item that teachers provided interactive instruction and the feedback to the students. In the same way, 5% of them remain neutral where 20% disagreed the item. From the data above, I came in conclusion that, the majority of the students concurred that teachers provide interactive instructions and feedback to the students.

c. Group Presentation

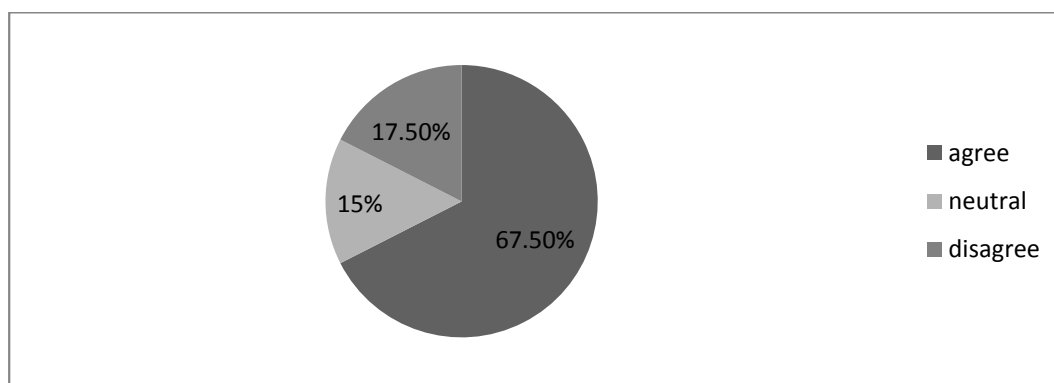
In this section six items are included (i.e. item 16 to item 21). These items are related to the reflexive essay/group work in semester system. The reflexive essay/group assessment is an internal assessment tool in semester system. Regarding these items students have given their views differently. These perceptions are presented in the figures and they are analyzed and interpreted in subsequent section.

i. Students' Creativity in Writing

Creative writing is any writing that goes outside the bounds of normal professional, journalistic and technical forms of literature. In semester system students may develop creative in writing skill. Students should attend several items of writing assessment. Some time in group and sometime individual. The

students have different perceptions that writing assessment system enhances creativity in writing which presented below in the figure.

Figure. 16
Students' Creativity in Writing



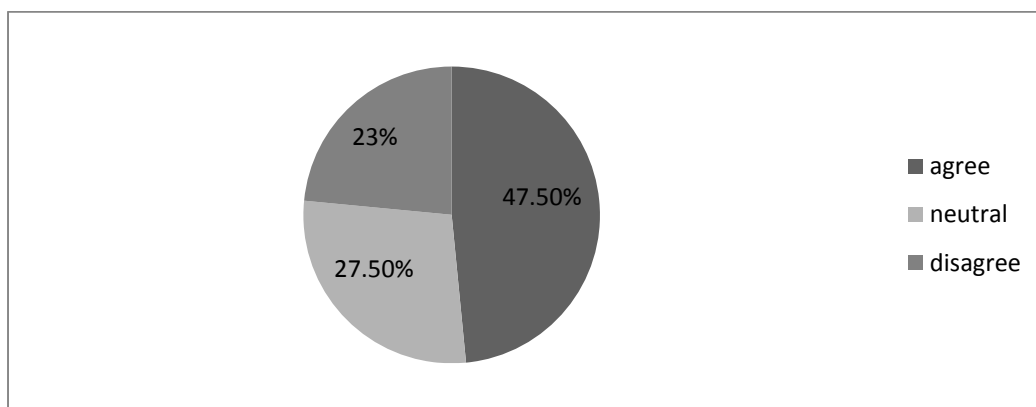
This figure no.16, shows the students perceptions on creativity in writing. The data in the figure shows that 67.5% respondents in total number agreed the item where, 15% of them remain neutral and remaining 17.5% respondents disagreed the item.

On the basis of data mentioned in figure, I concluded that the majority of the students agreed reflexive essay that enhances creativity in writing.

ii. Skills to Search Materials

The learning activities in semester system help to seek out authentic materials. The item I included is related to the students' perception about the internal assessment that develops their skills to search essential materials for appropriate materials for evidence. It makes authentic to their learning. The respondents' responses regarding this item are presented below in figure.

Figure. 17
Skills to Search Materials

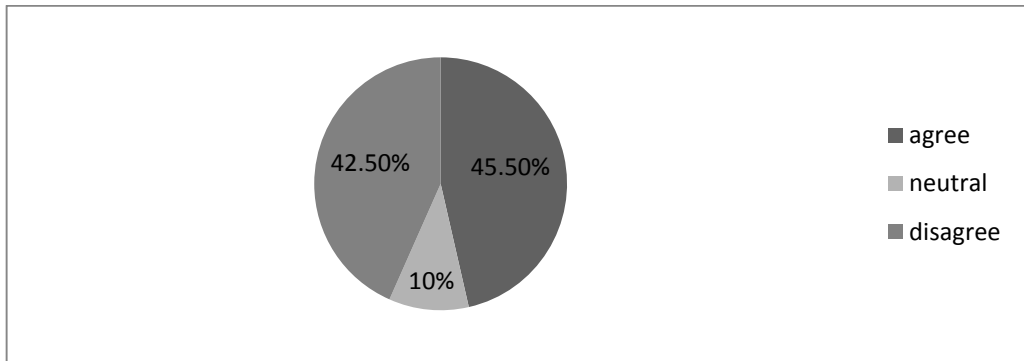


The figure no. 17, shows different responses of respondents on skills to search out materials for evidence. The data in figure shows 47.5% students in total respondent agreed on the item. Similarly, 27.5% of them remain neutral and 25% students disagreed the item. It can be concluded that the more students are in the favor of this item that internal assessment develops skill to seek out related materials for evidences.

iii. Self Directed Learning

Self directed learning is a learning technique without the techniques of master or guidance. In this technique students should tackle problems based on their own capabilities. In semester system, students get home assignment regularly. In this regard, I included an item that home assignment under the internal assessment is a process of self motivated learning. Students have responded differently on this item that I presented below in the figure.

Figure. 18
Self Directed Learning

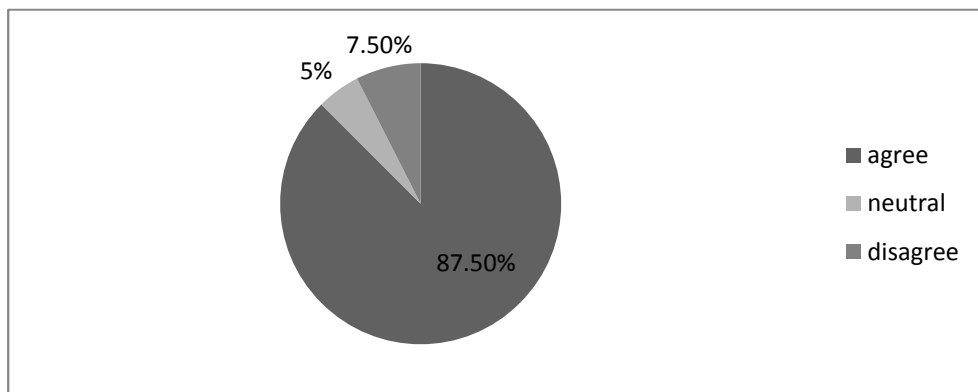


The data in the figure .no.18,shows 47.5% respondents agreed the item. The others, 10% remain neutral and 42.5% of them disagreed the item that home assignment is self-motivated learning. On the basis of data, I come in conclusion that home assignment is not self directed learning it follows teachers' instruction.

iv. Ideas to Use New Strategies

It is a method of learning. In group work each members come with different ideas while they work together. This item is about the group work that helps to exchange and apply ideas of each other. In this regard, different perceptions of students had been presented below in the figure:

Figure. 19
Ideas to Use New Strategies

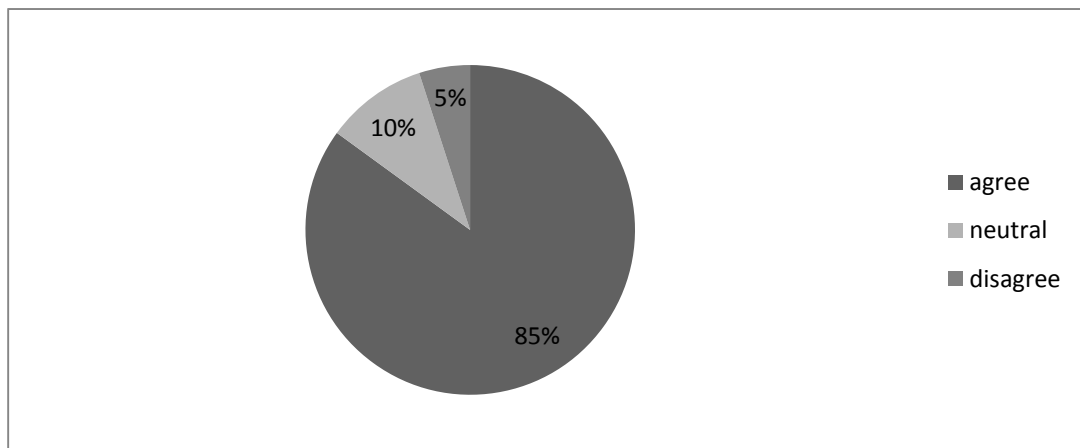


The figure 19, presents the informants' responses on group assessment that helps to exchange ideas and use strategies for learning. According to the data above, the students' i.e.87.5% in total agreed the item where, 5% remain neutral. In contrast, 7.5% of them disagreed the item. From the data above, it can be concluded that group assignment is an essential factor to get ideas to use new strategies in learning. The majority of the students had positive perceptions regarding this item.

v. Interfere of Talent Students to Weak Students

It is a nature that the talent students interfere weak students in reading, learning, and all the activities held in school/university. In this regard what the students argue is shown in the figure below:

Figure. 20
Interfere of Talent Students to Weak Students

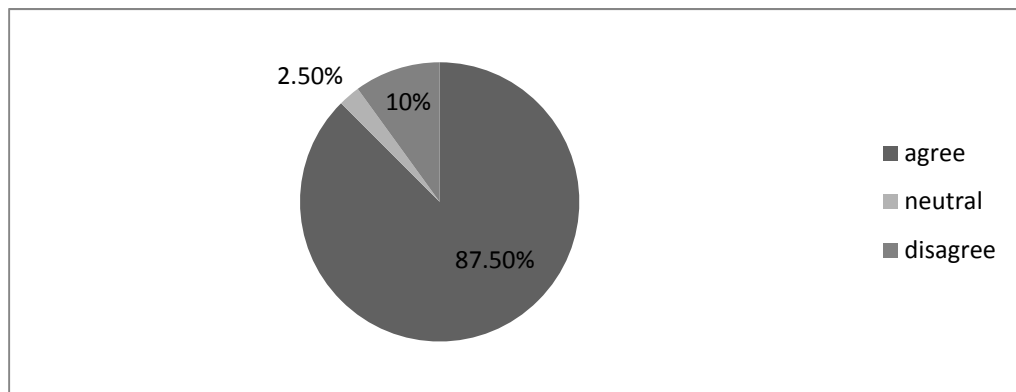


The data in figure no.20 shows that 85% students in total respondents are positive in the item that forward and talent students' interfere weak students in group work. Similarly, 10 % of them remain neutral where 5% of them disagreed the item. From the data above, it is concluded that most of the students agreed the item.

vi. Difficulty to Come in Single Conclusion

Conclusion is a judgment or decision reached by reason. In group work, each participant makes their own decision. Cause, it brings difficulty in decision making. Regarding this item, students had given different responses which are presented below in the figure.

Figure. 21
Difficulty to Come in Single Conclusion



According to the data in figure no.21, above, 87.5% students agreed the item. Similarly, 2.5% remain neutral and 10% of them disagreed the item that large numbers of students in group work makes difficulty to come in single conclusion. From the above data, it can be concluded that majority of the students are agreed and the minority of the students are neutral regarding the item that students in group make difficulty to come in conclusion.

d. Project Work

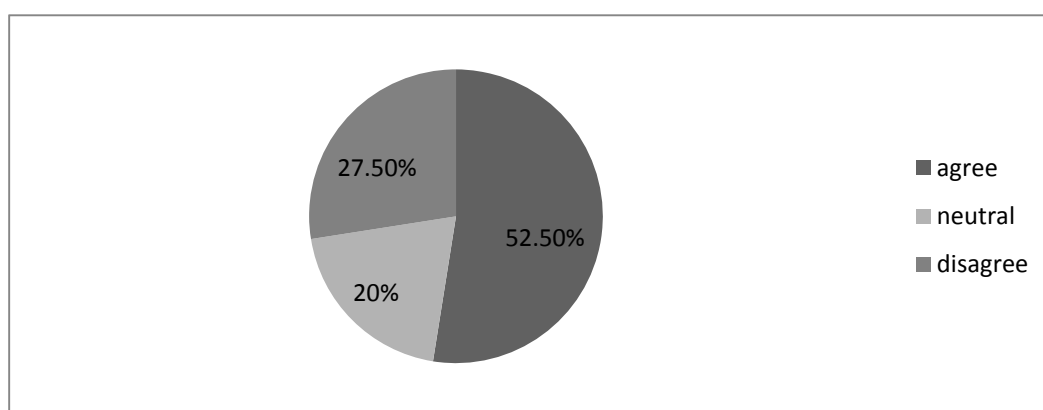
Project work is an internal assessment in the semester system. Teachers provide project work to the students on different issues. Students go in the field and perform their task. Students learn to handle different situation and analysis in detail on their task to generate related ideas. Therefore project work is an important tool of internal assessment in semester system to develop learners' confidence. In this section, I included four items related to the project work.

Students had given different perceptions on these items. I have presented their views in figures, analyzed and interpreted them below in sub-section.

i. Communication and Presentation Skills

Communication and presentation are essential skills which are given more emphasis in semester system. The project work develops communication and presentation skill. I have included this item in my research tool that talks about promoting communication and presentation proficiency to the students. The figure below presents students' perceptions on project-work that develops communication and presentation skills.

Figure. 22
Communication and Presentation Skill



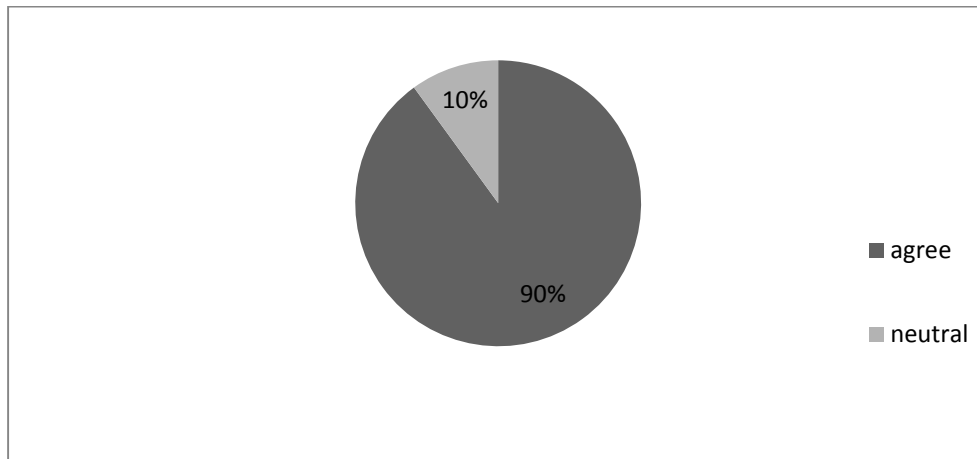
This figure no.22, shows the perceptions of the students on project work that is appropriate to develop communication and presentation skills on them. The data shows 52.5% students in total respondents positively perceived the item. Similarly, 20% of them were remained neutral and remaining 27.5% disagreed the item. From the above data I come in conclusion that more students are positive that project work in semester system develops communication and presentation skills on learners.

ii. Searching Habit

It is simply taken as a practice of information seeking. It makes learning meaningful. This item deals with the project work that develops searching

habits on learners. Regarding this item, different perceptions of the students had been presented in the figure below:

Figure. 23
Searching Habit

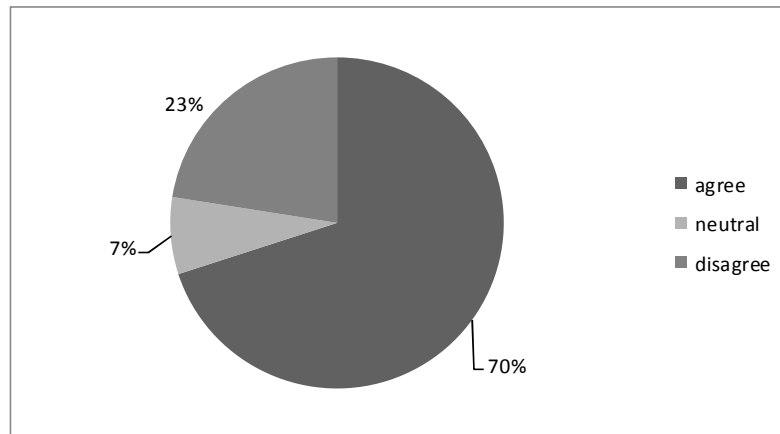


The data presented in the figure no. 23, shows that 90% students agreed on this item. Similarly, 10 % of them remain neutral. On the basis of the data, it can be concluded that most of the students are in the favor of project work which develops searching habit.

iii. Regular Practice of Project Work

Regular practice of project work is a learning experience which aims to provide students with opportunity to synthesis knowledge from the various areas. The semester system has been adopted project work as an assessment tool. I used a tool about the regular practice of project work in semester system. Students perceived differently about its frequency of project work practice. I have presented these perceptions in the figure, analyzed and interpreted them respectively.

Figure. 24
Regular Practice of Project Work

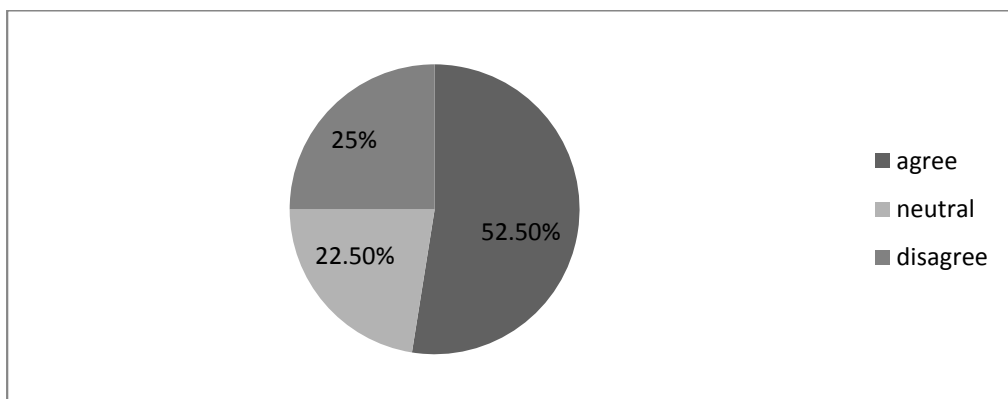


The data above figure, shows 70% respondents agreed the item where, 7.5% of them were remained neutral similarly, 22.5% respondents disagreed on this item that field based project work is practice continuously in semester system. From the above data, it can be concluded that the majority of the students are in the favor of this item which practiced regularly.

iv. Direct Learning

Project work makes learning direct which is an assessment tool of internal assessment. It is a tool to make learning direct and valuable in the semester system. Regarding this it item, students' perceptions are presented in the figure below:

Figure. 25
Direct Learning



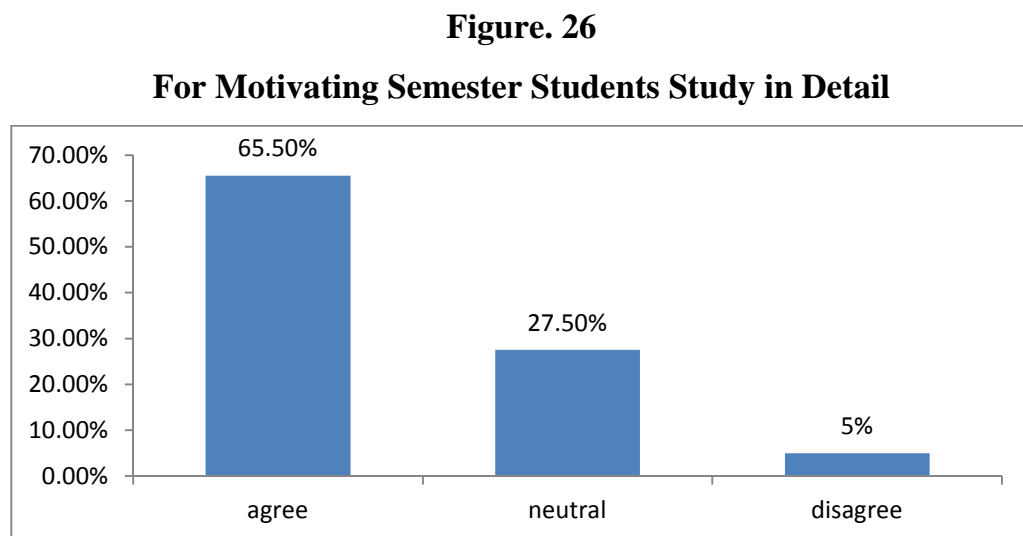
This figure no.25, shows respondents' responses on project work that makes direct and meaningful learning in semester system. The data presents that 52.5% respondents in total agreed the item. Similarly, 22.5% of them remain neutral and remaining 25% students disagreed this item. From the data above, it is concluded that majority of the respondents are in the favor of project work for direct learning.

e. Mid - Term Exam

Mid- term exam is a main tool of internal assessment. It is a form of pre test. The date of mid-term exam is fixed by subject teachers. It practices before the final term exam. In this section I have included five items related to mid-term in semester system. Students perceived those items differently. I presented these perceptions in the figure and I also analyzed and interpreted them.

i. For Motivating Semester Students Study in Detail

Mid-term exam is an evaluation system in semester system which is held in the middle of an academic grading term or middle of any given quarter or semester. Mid-term exam also helps to motivate students to study detail. Regarding these item, students' perceptions has been derived differently. These perceptions are shown in the figure below:

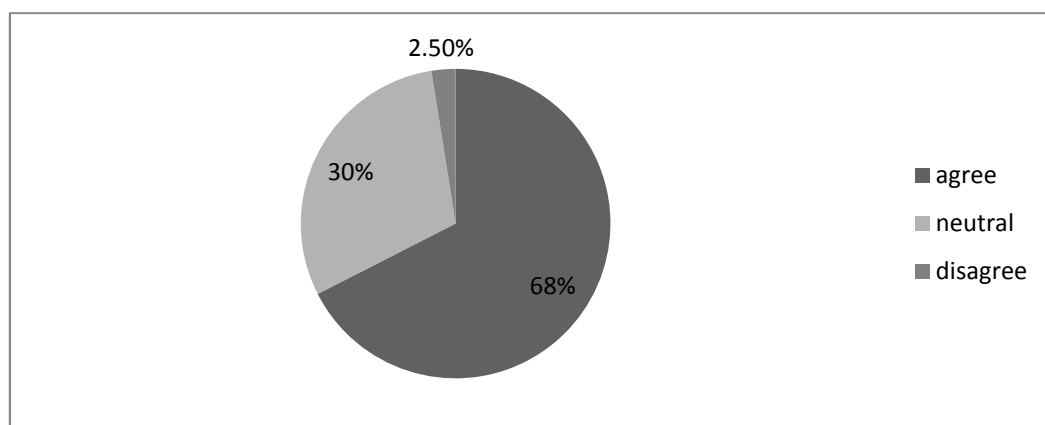


This figure shows the students' perception on the mid-term exam of semester system that motivates students study in detail. The data in figure shows that 65.5% students in total respondents agreed the item. Similarly, 27.5% of them neutral in contrast, 5% students disagreed this item. From the data above, it can be concluded many of the students are positive regarding the mid-term exam that motivates students study in detail.

ii. For Obtaining Good Marks

In semester system, mid-term exam is an evaluation tool. Some marks are divided for term exam in semester system. Teachers check-up students' paper and score. There are many criteria of scoring. The marks obtained in mid-term exam are integrated with the marks of final term exam. This process helps students to obtain good marks in final result. This item is about mid-term exam that is helpful for obtaining good marks in final result. Regarding this item, different responses of students had been derived. The responses are presented in the figure below:

Figure. 27
For Obtaining Good Marks



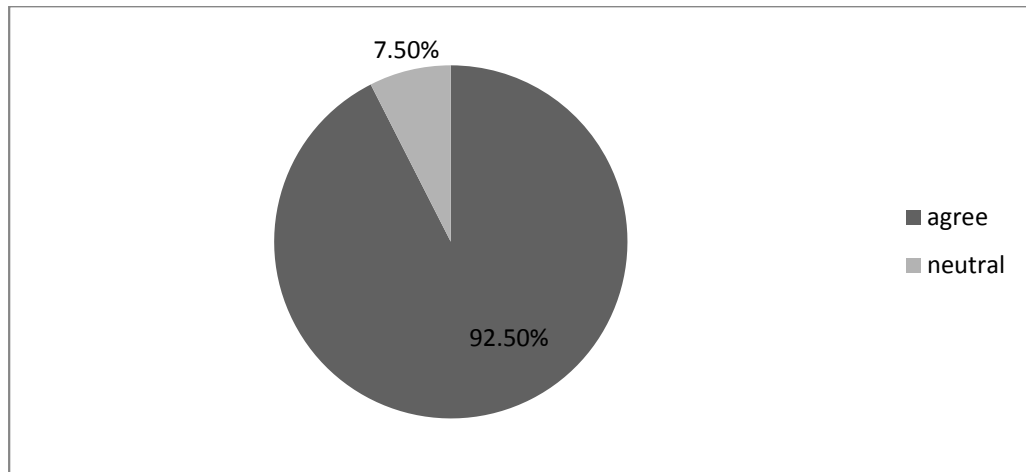
The data presented in figure no.27, shows that 67.5% students agreed this item, 30% of them remain neutral in contrast, 2.5% respondents disagreed the item that mid-term exam is helpful for obtaining good marks in final result. From

the above data, it can be concluded that more students perceived that mid-term exam is helpful to score good marks in final result.

iii. For Ongoing Learning

Learning is continuous activities. In semester system, mid-term exam is practice to keep learning ongoing. This item seeks respondents' responses on the mid-term exam that keeps learning up-to-date and ongoing. In this item, students' perceptions have been derived differently. They are presented below in the figure.

Figure. 28
For Ongoing Learning

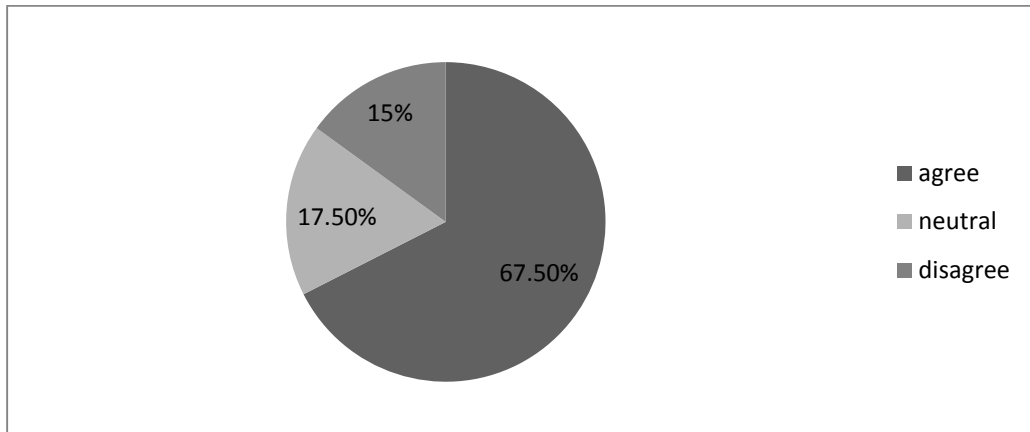


The above figure shows that 92.5% students are agreed in total number, where 7.5% of them remain neutral regarding the item that mid-term examination keeps learning fresh and ongoing. From the data above, it can be concluded that most of the students are in the favor of mid-term exam that keeps learning fresh and ongoing.

iv. Information for Term Exam

In semester system, teacher students' relation is ever closed. Teacher share the ways of learning to the students. Similarly, teachers also should provide pre-information to the students about term exam in semester system. In this regard what the students perceived is presented in the figure below.

Figure No. 29
Information for Term Exam

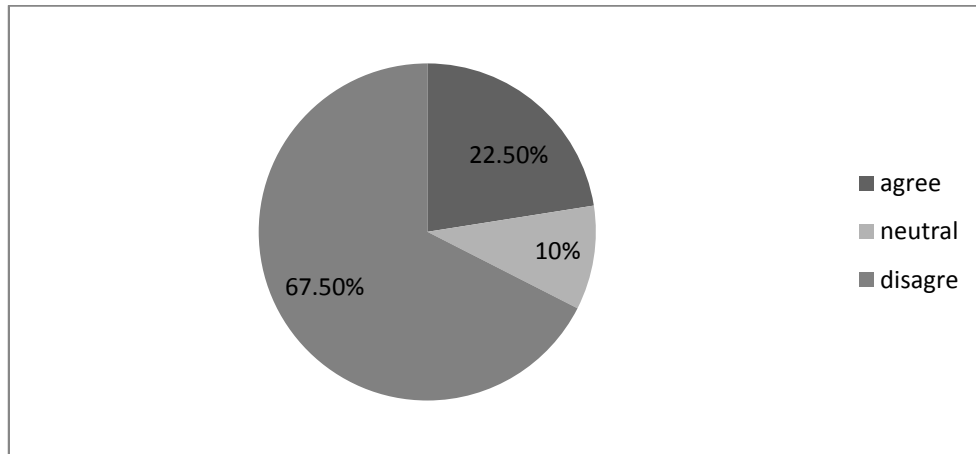


The figure shows the students' responses on notice of term-exam in semester system. The data in figure shows that 67.5% students in total respondents agreed the item that they get pre-noticed by their subject teachers. Similarly, 17.5% students remain neutral where 15% students disagreed this item. From the data above, it can be concluded the majority of the students' perceived that teacher provides pre-notice about term-exam in semester system.

v. Feedback

We did mistake in each steps of learning. We need correction, guidelines, and feedbacks to improve our weakness. In semester system teachers provide feedbacks to his/ her students on the basis of students' performance in mid-term exam. Some teachers return back students answer sheet too. I included this item to know that they got feedbacks after mid-term exam or not. Students have given their perceptions on the item as they experienced semester system. I have presented these perceptions in the figure and I analyzed and interpreted them respectively.

Figure. 30
Feedback



This figure no. 30, shows the students' responses on answer sheet of mid-term exam that is return by teacher and the feedbacks that they got as their performance in mid-term exam. The data in figure shows that 22.5% students in total respondents are agreed the item that all teachers return back theirs' answer sheet of mid-term exam and provide feedbacks. In other hand, 10 % of them remain neutral where 67.5% disagreed the item. From the data above it can be concluded that majority of the students did not got return their paper and necessary feedbacks too.

For the fulfillment of the objectives, I also used open ended items. I have used six different open ended items on which students express their perceptions in their own words. These items are related to the internal assessment system in semester. They also play role to support the closed ended items. Bothe these items are designed to collect data to address objectives of the study. I have distributed the questionnaire (research tool) with 40 students. The students responded these questionnaires on the basis of their experiences. I have read them all. From the numbers of students' perceptions, I have selected some representative perceptions for further interpretation. The thematic analysis and interpretation of the open-ended items have been presented below.

4.2 Students' Understanding in Internal Assessment System

First open ended item of my research was about internal assessment system in semester system. This item was best to search students' understanding about the internal assessment system in semester system. Forty semester students responded on the basis of their experiences. Among of them, I have taken three representative perceptions to analyzed and interpret. Firstly, s-1 responded *“internal assessment system is conducted by subject teacher based on the activities i.e. attendance, participation in learning activities, first assignment, second assignment and mid-term exam. It consists 40% out of 100% and it helps students to get feedback”*.

According to the perception of s-1, subject teacher is dominant factor in the implementation of internal assessment. Students get necessary feedbacks from their subject teacher. Similarly, s-2 perceived *“teacher provides an internal assessment of fixed subject by providing limited time to us and in the fixed period, we students have to submit assessment by on the size length of mark and on the basis of our writing quality our teacher provides marks after some days”*.

According to s-2, subject teacher is authoritarian to conduct internal assessment and to provide marks to the students on their subject. The content, the length and the size of writing are criteria to determine the marks. In the same way, s-3 said *“it is one of the process of evaluating students' progress weather they are learning according to the desired objectives of semester or not. It evaluates such aspects of students' progress which are not typically evaluated in external assessment”*.

In the word of s-3, the internal assessment system is that process which evaluates different aspects of students missing in the external exam. From the above analysis and interpretation of s-1, s-2 and s-3, I come in conclusion that internal assessment system is a fundamental part of semester system. It is a process of evaluation and it evaluates those factors which is not evaluates in

external exam for e.g. attendance. The attendance, participation in learning activities, first assignments and second assignment are some of the criteria for internal assessment. They are known as the tools of internal assessment in the semester system.

4.3 The Practice of Internal Assessment

The second open ended question was about the practice of internal assessment system in semester system. The question was that how internal assessment system has been practicing in semester system? Regarding this question the students have given their different perceptions. The s-1 said “*internal assessment contains different criteria like attendance, project work, and mid – term exam*”.

These internal assessments contain 40 marks out of 100. It means that, internal system is also a part of semester system for students’ evaluation. It evaluates the overall aspects of students. Similarly, s-2 regarding this item said “*all subject teachers provide us internal assessment separately after the completion of some units and they fix time and marks of questions and being based on the mark we have to determine the length of our writing. After the completion of our assignment we have to submit our assessment to our teacher in the given time*”.

According to s-2 internal assessment is practicing in systematic way. Students follow the instructions of the teachers to do assignment. Teachers give internal assessment after she / he thought some lessons. In the same, way s-3 argued “*in the semester system internal assessment has been practiced in the form of classroom presentation, written assignment, project work, and mid-term examination*”.

According to s-3 there are several ways to practice internal assessment. Project work, mid-term examination and written assignment are the forms of internal assessment. From these above perceptions, I came in conclusion that there is

systematic practice of internal assessment in semester system. Different tools and techniques of internal assessment are practiced in semester system under the instruction of the teachers.

4.4 Role of Internal Assessment in Teaching Learning

This open ended item was about the role of internal assessment in teaching learning. This item helped me to study the role of internal assessment in the eyes of students. Regarding the item, the students have been given distinct arguments. I have presented some of these perceptions. The s-1 said “*internal assessment helps students as well as teachers for diagnostic teaching learning process. It evaluates student’ other skills except writing in examination. It courage, motivates students and keeps them engaged throughout the semester*”. It means to say, the internal assessment is meaningful to both teacher and students for analytical learning and keeps students active in learning. In the same ways, s-2 said “*the role of internal assessment is to enhance our learning capacity, to motivate learning by exploring new contents of text, to make punctual in learning and to help for the preparation of the final term examination*”.

In this statement, it is cleared that the internal assessment system consists multiple roles. In the same way, s-3 argued “*internal assessment gives insight to the teachers about the students’ progress and the teachers can change his/her strategy according to the students’ need and also assists the students to prepare for the external assessment*”.

It means to say that the role of internal assessment is to give ideas to the teacher about his/ her students. In other hand, it also helps students to be prepared for the external exam. The above analysis and interpretation helped me to conclude that the role of internal assessment is to search for better teaching learning strategies in the semester system. It performs positive role for both teachers and students. Teachers get ideas about the level of their students. And, on the basis of learners’ level teachers can design teaching strategies and

teaching context. Similarly, students get motivation to enhance their confident level. Thus, internal assessment in semester system plays an important role in semester system.

4.5 Internal Assessment to Strengthen Further Learning

The forth open ended item was about role of internal assessment to strengthen further learning. In this open ended item, students' distinct perceptions have been derived. I have studied them. From the total responses, I have included some of the perceptions respectively. The s-1 said *“students get feedback from teachers. They compare or evaluate their own ability. They get information about their weakness and go for further study. They work hard for final examination”*. It means that, the internal assessment also role to direct learners for further learning. They try to do best for strengthening their further learning. In the same way, s-2 says *“internal assessment plays role in strengthening students in further, in the sense that internal assessment encourages us to search contents of the authentic websites for worthy of our assessment. Internal assessment makes us explorative, creative and inventive in reading and writing”*. According to the s-2 that internal assessment is essential for motivating learners in further learning. Similarly, s-3 argued *“internal assessment does not plays role in strengthening students in further learning. It is always helpful in the learning, if it practice in appropriate way”*. It means that internal assessment the appropriate practice of internal assessment helps for better learning whatever students are learning at present. But it is not task to strength further learning. From these above perceptions of students, I come in conclusion that internal assessment has vital role to strengthening further learning. But, the haphazard practice of internal assessment does not carry any meaning. Learning is connected process. Students themselves compare their level and try to do better in future. Students perceived it positively. The techniques that practiced in the semester system develop explorative and inventive habits on students. Such habits that strengths their further learning.

4.6 Pros and Cons of Internal Assessment

This item is about the pros and cons of internal assessment system.

Respondents have stated different positive and negative aspects of internal assessment in semester system. I read these perceptions. Among of them I have included perceptions of three students. Thes-1, s-2, and s-3 have been given the following pros and cons of the internal assessment system. I have mentioned below these pros and cons.

- *It develops competent knowledge on learners.*
- *It helps to get high score in final examination.*
- *It develops cooperative habit on learners.*
- *It develops cooperative habits on learners.*
- *It makes students confident and punctual.*
- *Similarly, they provided the following negative aspects;*
- *It makes difficult to manage time for reading.*
- *Answer sheet are rarely return back with students.*
- *Hello effect can be seen in evaluation of internal assessment.*
- *Internal assessment does not conduct systematically.*
- *It creates un-necessary burden to the students.*

These above positive and negative aspects of internal assessment on semester system are argued by students. They stated these aspects based on their experiences. According to them, internal assessment makes students confident in content. It formats sharing and collaborative habits and also makes punctual to the students. These are taken as positive aspect of internal assessment. In other hand, the management of time, hello- effect in scoring, un-systematic implementation of internal assessment and evaluation of internal assessment are taken as negative aspects. So that, I came in conclusion that internal assessment has pros and cons give positive effect to the students where cons give negative effect. The pros motivate learners in other hand the cons demotivate. The teachers' strategies of implementing internal assessment are essential aspects to show the positive or negative aspects in the practice of internal assessment in semester system. To change students' negative

perceptions towards the practice of internal assessment, the respective administration should take action that can reduce these negative aspects of internal assessment in semester system.

4.7 Suggestions for Effective Practice

This open -ended item is about the suggestion for the effective practice of internal assessment in semester system. I forward this item to get some suggestions for the practice of internal assessment. I have got students' suggestions. I read these all appreciable suggestions. From those suggestions I selected representative 3. These I mentioned below. Regarding this item s-1 suggested "*the implementation of the internal assessment should be supervised by authority. In the same way, the evaluation should be fare by subject teacher*". It means that the implementation system of internal assessment should be systematic and it should not create bore to the students. The internal assessment system is itself an effective educational exercise however, it should not consist the qualities of criticize. In the same manner, s-2 suggested "*the teacher should return back the students assignment with feedbacks to the students*". It focuses that the students should get chance to realize their weakness from their teacher. Therefore, they can see for further practice for better improvement. In the same regard, the s-3 also focused on the supervision of the internal assessment weather it has been honestly practiced or not. These all the respondents reseeded their suggestive arguments differently. However, all of their words are similar to the each other. They means to say that the administration should take action to supervise the practiced of internal assessment which is practicing under the prescribed norms of semester system or not.

On the basis of these above interpretations, I come in conclusion that the internal assessment is an effective practice in semester system. However, to make it more effective the respective administration should supervise that how it is practicing and should take action with necessary guideline. These suggestions are better to realize by related authority to give prestige to the practice of internal assessment in the semester system.

CHAPTER FIVE

FINDINGS CONCLUSION AND RECOMMENDATIONS

This chapter incorporates findings, conclusion and recommendations of the study. They are based on the analysis of data and interpretation of result looking once back at the objective of the study.

5.1 Findings

The research entitled **Students' Perceptions on Practice of Internal Assessment System** is an attempt to take students' perception about practice of internal assessment in semester system. I have taken students' perception on the internal assessment of semester system from the M.Ed. students. They had an experience of semester system.

After the analysis and interpretation of the data obtained from the respondents the following findings have been derived:

a. Findings Related to the Perception on internal Assessment Semester System

-) Majority of the students (i.e. 90%) agreed that internal assessment system plays role to provide continuous feedback to the learners during learning.
-) Most participant students (i.e. 97.5%) are agreed that internal assessment system improves students learning errors and misconception.
-) Most of the informants (i.e. 95%) agreed that they brought several strategies for teaching learning activities in semester system similarly(75%)students disagreed that internal assessment system as only additional task for increasing student's marks.
-) Majority of the students (i.e. 92. %) agreed on the item that internal assessment enhances learners' knowledge and skill.

b. Findings Related to the Tools used in the Internal Assessment System

-) Majority of the students (i.e. 85%) agreed on attendance that increases regularity in learning.
-) Similarly, majority of the students (i.e. 72.5%) disagreed that assessment decrease students' number in classroom and the majority of the students (i.e. 45%) are neutral that attendance play role of motivating learners in further learning.
-) Among of total informants (65%) remain neutral that there is not systematic counting and evaluation system of attendance.
-) The majority of the students (i.e. 82.5%) are agreed on active classroom interaction makes teaching learning live. Similarly, the highest dogmas (i.e. 57.5%) remain neutral regarding the item that there are enough classroom interaction between teacher and students in semester system.
-) The majority of the students (i.e. 87.5%) agreed on 'interaction between teacher and students develops confident level on learning'.
-) The maximum numbers of students (i.e. 90%) agree that collaborative learning makes learning dynamic and sustain.
-) The majority of the students (i.e. 67.5%) agreed that reflexive essays enhance students' creativity.
-) The maximum students (i.e.87.5%) agreed on 'group assignment helps to exchange ideas and gather new strategies for learning.
-) The majority of the students (85.5%) were in 'forward and talent students overtake passive students aim group work.
-) The majority of the students (i.e. 87.5%) agreed that large number of students in group makes difficult to come in single conclusion.
-) The majority of the students (i.e. 87.5%) agreed large number of students in group makes difficult to come in single conclusion. In the

same way, the students (i.e. 52.5%) agreed project work is appropriate to develop communication and presentation skills on learners.

-) The highest numbers of students (i.e. 90%) agreed that project work develops searching habits on students.
-) The majority of the students (i.e.70 %) agreed on ‘field based project work was practiced continuously in semester system’. Similarly, (52.5%) students agreed the project work that makes learning meaningful.
-) The majority of the students (i.e. 65.5) agreed that mid terminal examination motivates the students to study in depth and details.
-) The larger numbers of the students (i.e.67.5%) agreed on “mid terminal examination that is helpful to motivate obtaining good marks more than learning. Similarly, the students (i.e. 92.5%) agreed that mid-term exam keeps students’ learning fresh and ongoing.
-) The students (i.e. 67.5%) agreed that they got pre notice of internal assessment by their teacher. in other hand (67.5%) students disagreed that all the teachers return back students’ answer paper along with pointing their mistakes and feedbacks in short coming.

5.2 Conclusion

This research was carried out with the aim of finding students' perceptions on the practice of internal assessment system in semester system. On the basis of the analysis and interpretation the following conclusion had been derived.

The forgoing result and discussion highlight detailed on the tools of internal assessment and how the semester students had perceived the practice of these internal assessments system which have been implementing in university campus, T.U. Most of the students have positive perceptions on the practice of internal assessment.

The students point out that attendance, group work, project work, mid-term exam, writing reflexive essay are the essential internal assessment tools. They

agreed that internal assessment system develops their confidence level and learning skills. The 90% students agreed on internal assessment system that plays role to provide continuous feedback to the learners during the learning. Similarly, collaborative learning in semester system makes learning dynamic. The students had taken internal assessment tools positively. The highest numbers of students (i.e. 90%) agreed on project work that develops searching habits on them. In the same way, project work also develops communicative and presentation skills. Internal assessment makes students up-to-date and cooperative too. Moreover, the students (i.e. 92.5%) agreed that mid-term exam that keeps students' learning fresh and on-going. Mid-term exam also helps to increase students' marks in final evaluation. In contrast, few students perceived some tools differently. Some of the informants' had been given negative perceptions i.e. group work does not make easy to come in single decision, attendance does not role to motivate students in learning. But, it means not that they are not completely in the favor of internal assessment tool.

Internal assessment system is very essential aspect of semester about the practice of internal assessment in semester system. Students had perceived. It should plays role to create good learning environment to the learners. But some students are not satisfied on the practice of internal assessment. The informants (i.e.65%) are neutral that there is not systematic counting and evaluation system of attendance. Similarly, they stated that the resource and the instruments, teachers' reluctance in assessment checking, hello effecting in marking, not pre-noticed about the practice of internal assessment that creates un-necessary burden to the students. The problems i.e. difficulty to return back their assessment paper, not effecting monitoring from the administration, lack of proper calendar, lack of project work, not sufficient feedback are facing by the semester system. Thus, to overcome from the above challenges in the practice of internal assessment in semester system they have made some suggestions. The suggestions were that the systematic implementation of the

internal assessment, the supervision of the practice of internal assessment, fare evaluation of the students and providing necessary feedback to the students.

Finally, it can be said that the students' perceptions on the practice of internal assessment in semester system is positive although there are various affecting factors and challenges seen. Thus, to increase its effectiveness and reduce the negative aspects seen in this system certain action need to be taken through consideration of different policy and practice related.

5.3 Recommendations

Here, recommendations have been made on the basis of findings and conclusion. Policy practice and further research are sub- section under the headings 'recommendation'. They are discussed here below.

5.3.1 Policy Related

Policy maker should make appropriate policy to make internal assessment effective in the semester system. The policy should address tools of internal assessment and its' implementation. I have suggested some points being based on the findings of my research.

One of the findings of the study shows that 97.5% students contracted internal assessment improver students learning errors and misconception. So, policy makers should focus to continue internal assessment in the semester system. Similarly, the students i.e. 85% responded positive on attendance that increases regularity in learning, so the policy makers should make rules for systematic practice of attendance. Another finding, i.e. 67.5% students had disagreed that all teachers return back students' answer paper and give feedback to the students. Therefore, the policy maker should make policy of giving back students answer sheet and feedbacks. In the same way, the concern authority should monitor in the university to know the how the internal assessment is practicing.

From the same way the some of the policy related recommendations are as the following:

-) The syllabus should update regularly.
-) Administration should monitor internal assessment system regularly.
-) There should be provision of the project works, seminar and other experimental learning.
-) It the relation should be good co-operation and communication among the teacher, students and administration.

5.3.2 Practice Related

To improve the practices of internal assessment system the following recommendation can be made for the practice related changes. These recommendations are based on the findings of the study. I would like to suggest the following points to the practitioners and the concern authority.

-) The teacher should conduct test regularly and should record the internal marks according to the students' performance.
-) The authority should work on providing the basic resources like text books, reading material and working calendar.
-) The department and other stakeholders should organize conferences, workshop and seminars on the related semester system.
-) The department should conduct workshop about the implementation of the assessment system.
-) Weak students should get opportunity to involve in learning i.e. group work.
-) The teacher play the role communicative participant to develop students' self-confident and motivate them to express their ideas, views on the topic of their interest.
-) The evaluation and scoring system of internal assessment should practice clearly and systematically.

-) There should be infirmity between the teacher and department to give internal assessment and feedback.

5.3.3 Further Research Related

This research does not cover all the areas regarding practice of internal assessment system in semester system. Based on the limitations of present study and its findings the researchers attempt to present some recommendation for the better improvement of further research related to the same area.

-) The validity reliability and wash back effect of internal assessment.
-) The study was limited to the university campus (T.U), so further research can be done all other campuses where semester system had been adopted.
-) The researchers can conduct the study in ways to overcome the challenges in internal assessment in internal assessment system of semester system.

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Consent Letter

'Students' Perceptions on the Practice of Internal Assessment Systems'

Dear informants,

It has been prepared for collecting data to complete my M.E.D related on practice of internal assessment in semester of T.U. under the guidance of Mr. Guru Prasad Poudel. There are different sections in questionnaire. Please read each instruction and carefully and write your answer. This is not a test, thus, answers will not be wrong or right. The result of this survey will be used only for research purposes so, I would request to give your honest answer.

Researcher

Susmita Rai

T.U. Kirtipur, Kathmandu.

Name of students:

Date:College

Level:Signature:

Please, provide the following information by placing tick mark (☑) with your response.

Gender: Male: Female

Specialization: Semester:

Faculty:

In this part, I would like you to tell how much you agree or disagree with the following statements. Give your answer by inserting tick mark (☑) in the given option. Please do not leave any of items to mark.

Participants Information Statements

Supervisor

Mr. Guru Prasad Poudel

Teaching Assistant

Faculty of English Education T.U., Kathmandu, Nepal.

'Students' Perception on the Practice of Internal Assessment Systems'.

Participants Information Statements

1. What is the study about?

You are requested to make part in a research entitled Students' Perceptions on Practice of Internal Assessment Systems, which aims to find out perception of students practice of internal assessment and its motivating role to further learning. You have been requested to participate in this study because I am interested in finding out how the assessment is being practicing and does it motivates students positively or negatively.

This participant information statement tells you about the research study. Knowing what is involved will help you decided if you want to make part in the research. Please read the sheet carefully and ask question about anything that you do not understand or want to know more about the study. Participant in this research is voluntary. So, it is up to you weather you wish to take part or not. Along with your constant to take part in the study you are telling me that, you have to read, agree to make part in the research study as outline below. Similarly, you agreed to use your personal information statement to keep.

2. Who is carrying out the study?

This study is being carried out by Ms. Susmita Rai as the basis for the degree of master of English Education at the University campus of Kirtipur, Kathmandu. This study is guided under the supervision of Mr. Guru Prasad Poudel, teaching assistant of T.U.

3. What will the study involve for me?

The study will involve completing a set of questionnaire. These sets of questionnaire contain 35 closed ended and 5 open ended questionnaires.

4. How much time of my study will take?

Simply it will take an hour to complete questionnaire for this research study.

5. Who can take part in the study?

The students who are currently studying in 4th semester with specialization at Tribhuvan University can participate in this study.

6. Do I have to be study? Can I withdraw from the study once I have started?

Participation in the study is completely voluntary. Your participation in the study will not harm in your further career. It will help to understand about learners' perception. You are free to withdraw from the study. Submitting your questionnaire is an indication for your consent to participation in the study.

7. There any risks or costs associated with being in the study?

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

8. Are there any benefits associate with being in study?

The study will help you understand about students opinions towards the practice of internal assessment in the semester system.

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

Your information will only be used for the purposes outline in this participation information statement. It will be kept strictly confidential. The findings of the study may be published, but you will not be individually identifiable in this publication.

10. Will I be told the result of the study?

You will get the summary of the overall findings of the study and complete thesis paper through the department of English education T.U, Kathmandu.

f) Mid-term Examination/Assessment

26. Mid terminal examination motivates the students to study in-depth and details.

a) Agree b) Neutral c) Disagree

27. Mid terminal examination is helpful to motivate obtaining good marks in final result.

a) Agree b) Neutral c) Disagree

28. Mid-term examination keeps students' learning fresh and ongoing.

a) Agree b) Neutral c) Disagree

29. Students get pre noticed by their subject teachers about date of conducting mid-term examination.

a) Agree b) Neutral c) Disagree

30. All teachers return back students' answer paper after correction along with pointing mistakes and feedback in short coming.

a) Agree b) Neutral c) Disagree

Open-Ended Questionnaire

1. You have been studying in semester system so, what have you understood about internal assessment in semester system?

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2. How internal assessment has been practiced in semester system?

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3. What is the role of internal assessment in teaching learning?

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.....
.....

4. Does internal assessment play role in strengthening students in further learning?

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.....
.....

5. State five negatives and positive aspect of the internal assessment?

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.....
.....

6. Do you want to suggest for effective practice of internal assessment?

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.....