CHAPTER-ONE

INTRODUCTION

The present study is an attempt to investigate the students' beliefs towards the existing examination system of M.Ed. English. The first chapter consists of general background of the study, background Tribhuvan University, Master of English Education, Examination, introduction to the belief, students' belief, review of the related literature, objectives and significance of the study.

1.1General Background

Examination occupies a very significant place in our education system. The whole edifice of formal education system is based on the period of teaching, research and examination. The aims and objectives of all are different. However, the first two teaching and research may be an end in itself but the last one, an examination, is a means, a method, a device or an instrument of testing the performance and achievement of the first two. Examination has been referred to as the central nervous system of education. This is because examination has a determining effect on careers of the students. So, it causes a lot of emotional tension to the students, parents and the whole institution.

Organization of the examination is a peculiar type of job in which many factors of varied nature play a vital role. Its complexity increases with the increasing number of examinations during the session. Apart from the increasing number of examiners and examinees, the number of centers involved, available manpower for carrying out various preparations, different types of materials required, co-ordination with various external agencies, financial constraints and time limitation, etc are some of the other major factors which have to be taken into consideration while finalizing a plan for the organization of examination.

Bhardwaj and Singh (2009, p. 289) say, "In any educational institution, education system has a vital component and has many units including enrollment, registration, migration, evaluation, examination, etc. The most important component in the life of student is examination and the process related with it." Similarly, Sinha (2004) says:

> The examination makes the learners hardworking. It gives our education system, a diversion, a motivation, a purpose and a goal. Examination is always an effective instrument to evaluate the quality and quantity of knowledge or say learning in a specific field. Thus it is such an integral part of educational system that it can not be dispensed with any other instruments (as cited in Bhardwaj and Singh, 2009, p. 289).

In addition to this, university examination has stimulating effect on both students and teachers. To the student, examination gives a goal towards which he/she is directed stimulus which impels him/her to attain that goal within the prescribed period of time. In other words, examination may be used as a whip to make the pupil do his work. The test is given to check up how carefully he has done it. For the teacher too, the examination gives a stimulus and a goal orientation to do his work. Examination results may be used to guide the student in a specific field and may, therefore, be useful in a practical way. The examination is essentially an instrument which cannot be substituted with other means.

No one likes criticizing himself/herself. It has not been long since I joined T.U. for about a decade. I have been studying, and joined a research project of the English language students under the faculty of Education and the Department of English Education. I love T.U. immensely as I graduated from this university and I hope that it will help to earn something for my further life and my family. This is why, I am worried about its deteriorating quality and about its gloomy future. The number of questions is being raised about its validity, reliability and practicality.

The attempt seems to have been made to impair its quality. Majority of the campuses have taken it as a mere ritual. Different people from different sectors are criticizing the examination of the Tribhuvan University in the present situation.

Karn (2008, p.3) says that "the marking system of T.U. is questionable again as many grace marks are given without evaluating a student's performance properly. Different kinds of persuasions and threats determine the student's score." In addition to him, some related issues of existing examination of T.U. are question designing, marking system, re-examination, result preparation and publishing. But these all issues can not be studied in a single research. So this study focuses on the beliefs of the students towards the existing examination system of M.Ed. English and exams related aspect such as, question designing. Nowadays, in our institution, some of the exams are postponed as the question papers are torn by the students. They said that questions are asked from out of the courses. Students are compelled to tear off the question papers in the examination hall but on the other hand , T.U. is not ready to accept this. It makes the authority to postpone the exams and take re-examination. Re-examination in T.U. is becoming the trend nowadays. This process is being the object of criticism in the current time. So, here the main concern of the researcher is to find out the beliefs of the students who are studying in M.Ed. English.

1.1.1 Examination

The word examination has been used very technically. The system of examination has generally been the focal point for the expression of dissatisfaction. The sources of dissatisfaction are, partly, the way examination is carried out, the selection of content organization of examination and the marking procedures and partly the system itself and the obstacles it places which students are required to surmount to go to the next level of their education.

As Khaniya (2000, p. 35) says:

An examination   seems to be included in a test in the sense that a test can

have different realization such as a class progress test, a proficiency test, a

summative test, and an examination is one of them. On the other hand, a

test appears to be included in an exam in the sense that an exam can have

different forms a test, assessment of course work, interview and a test is

one of them.

Tibble (1969, p. 347) defines an examination as:

A dynamic part of the whole educational process, involved with motivation

and with defining the character of the education in which the student is

involved a type of happening which incorporates many of the

characteristics of human life itself-competitions and rivalry, purposeful

activity directed towards a goal, the planning of a course of work and

maintenance of standards.

It would be better to have a look at examination from its historical perspective.
This historical view will help us to galvanize the real concept of examination at
present time. China is said to be the first country that introduced the concept of
examination in the period of Sui. It is China which tried but failed to abolish
examination during the Mao's time. Similar was the case with Soviet Union. S.
Joseph Stalin in Soviet Union and Deng Xiaoping in China put back examinations
for selection within a decade of their abolishment. The two communist countries
might have different reasons why they preferred to abolish the examination but it
was observed that the very countries could not face the challenges caused by the
absence of examination. If we turn the pages of history of European testing
literature, it is observed that Europe introduced examinations much later than
China but it is not clear how Europeans became aware of the Chinese system of

examination. It should be noticed that examination was first used to select employees for government jobs and later used for academic purposes.

In the context of our country, the office of the controller of examination under Tribhuvan University is having various responsibility of processing the registration of new students, distribution of registration cards, distribution of transcripts, provisional certificates, original certificates, migration certificates, processing examination forms, conducting examinations, processing examination results, etc.

As the researcher already mentioned that in the words of Bhardwaj and Singh the existing examination of the universities are facing different types of problems. Similarly, our university, T.U., is also facing some problems under the process of examination.

As Khaniya (1990,p 35.) says that "an examination is instruments for educational change." In addition to this, we are in the position to assert that we have to use exam to serve the purpose of gauging the knowledge, skills and abilities of a person. In this case, it emerges, therefore, that examinations are not going to be replaced, at least, until the foreseeable further by any other means. In other words, examination is such a thing that nobody can escape from it. Those who go to school, college and university inevitably face to examination no matter whether they like it or not.

1.1.2 Tribhuvan University (TU)

Tribhuvan University (TU) is the government added university in Kirtipur, Nepal. It was established in 1959, and is the oldest university among the five universities in Nepal. A huge number of students approximately 290,833 from all over the country and aboard, make it the biggest university in Nepal and the 19th biggest in the world. The university provides undergraduate and graduate education. Currently more than 2400 courses are offered. The university has 65 constituent

colleges throughout the country. Since it is government financed, it is less expensive than other private universities (Statistical Bulletin, 2009).

The aim of TU at producing skilled manpower is essential for the overall development of Nepal, preserving and developing the historical and cultural heritage of Nepal, accumulating, advancing and disseminating knowledge and encouraging and promoting research in arts, science and technology as well as in the vocational fields. To fulfill its mission, it produces well-qualified academicians and professional people with sound administrative, skilled researchers and authorities with leadership quality and vision. TU is able to produce skilled, efficient and saleable manpower in virtually all fields. Additionally, it has its own academically sound and professionally skilled teaching staff. The product of T.U. has been able to contribute to the promotion of education in Nepal at great measure. Another contribution of T.U. is that the other universities of Nepal borrow manpower from here to run their programs effectively.

During its forty Eight years, the state-owned university has expanded its programmes. There are five technical institutes and four non-technical faculties. More than 1079 courses in bachelor and 1000 courses in master level and technical and non-technical, Ph.D. programs are available. T.U. offers a variety of courses of study as required by the nation. Recently, T.U. has decided to offer Biotechnology, Dietician, MBA, and Distance Learning Courses at the master level and an MA in Conflict, Peace and Development.

M. Phil. courses have been launched in the faculty of Management, Humanities, Science and Education (Encyclopedia 2010).

Students from various geographical areas, ethnic groups, castes and religions come to the university because of the lower fees and easy access, the number of students in constituent campuses is very high. The faculty of Education has its own history and most of the professors, lectures, teachers, of the different subjects

are the main production of this faculty. If there are any reforms needed in educational sector, they have main role in the nation.

Having a long history and playing the main role to the production of all kinds of manpower for the country, there are numerous questions being raised about its validity, reliability and practicality. Tribhuvan University is under tremendous stress and strain, resulting in inaccuracy and redundancy of data. The prevailing system has many inadequacies and these are sometimes pointed out by candidates and parents through print media. The number of students is increasing every year. The management of such a large number of students is very complex and tedious job. In the prevailing system, huge amount of paperwork is involved and there is a duplication of students' record by entering the same information at different levels. Managing these records is also very cumbersome. The whole process is monotonous in its present form. So, it requires a considerable improvement in the speed of reliability, efficiency and accuracy in the entire process of the examination. It will help in timely declaration of results and the employees who are engaged in the tedious manual system will be burdened off.

1.1.3 Master of English Education (M.Ed. English)

If we go through the history of our country, the history of formal education is not so long. Similarly, we can find that the education system has been influenced by many political and other events in the country. In spite of having many problems, the educational development of our country is admirable. As the demand for quality schooling and higher education rises, the need for competent professionals becomes even greater. To meet this need the Faculty of Education (FOE), Tribhuvan University with its two- year master's programme is committed to providing better and qualified teachers, educators, educational administrators and planners, system analysts and experts in the field of education.

According to Khaniya, (2005, p. 30):

In 1976, Master Level programme (M.Ed. English) was introduced for the first time. The two -year programme expanded the contents introduced at the graduate level. The Department of English Language Education has remained a sole authority for producing trained English teachers, high quality experts and ELT researchers required for the country.

The main objective of the M.Ed. English programme is to produce higher level manpower in the field of education. According to the Journal of Department Profile (2005, p. 1), following are the main objectives of this level:

- To develop leadership manpower in the field of education,

- To produce better qualified and competent teacher educators,

- To produce efficient educational planners, administrators, supervisors and educational experts,

- To promote innovative practices in the field of education,

- To produce better trained teachers,

Somehow, master of English Education in TU is able to fulfill its objectives, even though, the production of T.U. is not utilized properly because facilities are not provided to encourage them in the present context. T.U. needs to increase the facilities to the working manpower for proper utilization of their knowledge and the all round development.

1.1.4 Belief

People use the word belief in a variety of ways. Beliefs not only affect how people behave but what they perceive in their environment. Contrary to the popular saying 'seeing is believing', it is more likely that believing is seeing. When people believe something is true, they perceive information supporting that belief. Belief

is viewed as individual subjective understanding, idiosyncratic truth which are often value- related and characterized by a commitment not present in knowledge. Hodges, (2002 p, 321.) says, "Belief is a moral act for which the believer is to be held responsible."If we see the dictionary meaning of the word 'belief' it is given as the acceptance of the fact, opinion or assertion as real or true, without immediate personal knowledge, reliance upon word or testimony. Belief means a strong feeling that somebody/something exists or is true confidence that somebody/ something is good or right and an opinion about that they think is true. When people believe something is true, they perceive information supporting that belief. Belief alters expectations.

Pajare (1992, p.307) says that:

> Defining belief is at best a game of player's choice. They travel in disguise and often underlies-attitudes, values, judgments, axioms, opinions, ideology, perception, conception, conceptual system, preconception, dispositions, implicit theories, explicit theories, personal theories, internal mental process, action, strategies, rules of practices practical principles, perspectives, repertories of understanding and social strategy, to name but a few that can be found in the language whether a belief is held consciously or unconsciously, it is always accepted as true by the individual, and is 'imbued with emotive commitment serving further as a guide to thought and behavior.

Similarly, Richardson (1996, p.65) says that:

> Beliefs are psychologically held understandings, premises or propositions about the world that are felt to be true." This definition

of beliefs found in language education focus primarily on what students think about the nature of language learning.

The concept of belief presumes a subject (the believer) and an object of belief (the proposition). So, like other propositional attitudes, belief implies the existence of mental states and intentionality, both of which are hotly debated topics in the philosophy of mind whose foundations and relation to brain states are still controversial.

Beliefs are sometimes divided into core beliefs (that are actively thought about) and dispositional beliefs (That may be ascribed to someone who has not thought about the issues). A belief as a mental state has been seen, by some, as contentious. While some philosophers have argued that beliefs are represented in the mind as sentence-like constructs, others have gone as far as arguing that there is no consistent mental representation that underlies our common use of the belief concept and that it is, therefore, obsolete and should be rejected. This has important implications for understanding the neuropsychology and neuroscience of belief. If the concept of belief is incoherent or ultimately indefensible then any attempt to find the underlying neural processes that support it will fail. If the concept of belief does turn out to be useful, then this goal should be achievable.

Similarly, Abelson (1979, as cited in Woods, 1996 p, 137) describes a number of further characteristics of beliefs:

- They are non-consensual. Everybody does not necessarily agree on the belief, and alternative beliefs around the same issue are accepted.

- They often involve the existence of abstract entities.

- They are evaluative; states are considered as being "good" or "bad".

- They often include a high degree of episodic/anecdotal materials;

- They have different degrees of strength; beliefs may range from strong to weak.

To conclude, belief is generalization about the things such as causality or the meaning of specific action. It is also the conceptual system of attitudes, values, ideologies, and personal theories of understanding, which have formed impression about themselves for their abilities and about the nature of knowledge.

1.1.5. Students' Beliefs

Belief is the feeling that something is real and true. Someone who trusts about something is belief. Here students' beliefs cover the trust or real feeling of students about something. In other words, student's beliefs mean their perceptions, views or attitudes towards something. Beliefs can be both negative and positive. Positive belief helps to encourage the students to go further development and negative one harasses them.

The relationship between students' beliefs and learning will be examined within the context of the practical reasoning of the students. There are three conceptions of practical reason which are used to organize the discussion; productive, practical and theoretical. These three ways correspond to the classification of imperatives, rules of skills, counsels of prudence and commands of morality.

Student learning is a notoriously ambiguous term. Though wise decision makers are able to sidestep the ambiguity by catering to the public's fascination with technical measurement, the fact remain that student learning looks different when analyzed in behavioral, cognitive and humanistic terms. The relationship between student beliefs and learning can be analyzed in these terms, i.e. behavioral, cognitive and humanistic. If the students have positive beliefs, they learn easily in the classroom and increases positive attitudes towards learning strategies but the negative beliefs can not encourage them to learn and develop the positive attitudes.

Atkin (1996, p.13) gives the following clarification of beliefs about learning:

- Students have an innate desire to learn if they have positive beliefs.

- Positive belief is the regular feedback for the students.

- Students' belief need to be motivated to learn by external pressure.

- Students' learning can be improved by them developing their beliefs of
   learning styles.

As the researcher already mentioned that the examination is only one process to find out the progressiveness of the students. Teachers are the valuable part of the change in educational sector and the system of examination. Here the researcher's concern is that the beliefs of the students play the role to positive change of the examination system of M.Ed. So, the respondents of this study were M.Ed. English students who were directly involved in learning process in the campuses and universities as well as in the examination. Sometimes students themselves can be victim to their institution and sometimes they will be victimized by the institution as well. Experiences of the students play the effective role to change the examination system if they are given the opportunity to express their beliefs.

1. 2 Review of the Related Literature

Many research works have been carried out on attitude towards English Language Teaching and Learning, examination of English in SLC, validity of examination, wash back effect of the examination in different levels and grades, beliefs of the different people towards teaching   learning English language, beliefs towards teaching materials, techniques, etc. However, none of the researches has focused on the beliefs of the students towards English language examination of present situation of M.Ed. English in Tribhuvan University. It is necessary to find out the students' beliefs towards M.Ed. English exams. Being more specific, the researcher focused her study only on question designing and its impact on the examination of M.Ed. English. The researches which are closely related to this study are reviewed below:

Karki (1989) conducted a research entitled "Attitudes of Campus Students towards the English Language." The main objectives of the study were: to compare the attitude of students towards English as a foreign language from technical and non-technical institutes and to compare the attitudes of the students from different levels i.e. Proficiency Certificate Level (1st year) and Diploma level (2nd year). In order to collect the data for the study, questionnaires were used. The respondents were randomly selected for the study. The researcher found that the students had positive attitude towards English. They did not feel that English is necessarily imposed on them. They were not satisfied with existing curriculum, textbooks, and methods of teaching and evaluation system.

Giri (1995) conducted a research entitled "Peoples' Attitude towards the Existing SLC English Examination in Nepal". The main objectives of his study were to find out the content validity of the existing examination of the English in SLC and the attitudes of the different groups of people toward the examination of English in SLC. He used the questionnaires to collect the data. The respondents of the study were randomly selected. He found out that 44.37% people had positive attitude towards the existing SLC examination in Nepal, while 55.63% people were not satisfied with it. He found that the content validity of the questions in English in SLC exams were high.

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Khanal (1999) conducted a research entitled "A Study on the Attitude of Secondary Level Students toward Learning English." The main objective of the study was to find out the attitude of secondary level students towards learning English. Sample population was selected by using random sampling procedure. Two sets of questionnaires were used to elicit data from the students and teachers. The researcher found that the students were found positive toward learning English. But the students had negative attitudes towards the materials, methods and the examination system.

Kshetree (2001) conducted a research entitled "The Wash back Effect of SLC English Examination." The objective of the study was to find out the wash back Effect of the SLC English Examination. The respondents of the study were English teachers of the secondary level. The questionnaires and observation were the research tools for the study. He came to the conclusions that the secondary level English teachers were not much informative about the examination. Only 24% teachers used communicative method to teach new English. Performance of the students was very poor. He found that the SLC exam has a whole negative wash back effect.

Neupane (2004) conducted a research entitled "Wash back Effect of Examination: A Case of Communicative English". The main objectives of the study were to find out the wash- back effect of the communicative English of B.Ed and the teaching methods used by teachers to teach that subject. The observation and the questionnaires were the research tools for the study. The respondents of the study were teachers of the communicative English. She found out that the students' participation in the classroom was very low. Teaching was teacher-centered. Lecture was most widely used method to teach the course. Used of the teaching materials while teaching was found less. Practical examination had just been a formality. The content validity was low. There was the need of training for teachers. Examination seems not to have helped to promote the communicative abilities of the students. The examination of communicative English had not

positive wash back effect on teaching and learning. The examination does not follow the spirit of the course.

Batala (2004) conducted a research entitled "Validation of the SLC English Examination." The main objective of the study was to find out the content validity of the English in SLC examination. He found out that the predictive validity of the SLC examination. English question paper had very low and content validity of the SLC examination. He also concluded that SLC English question paper could not represent the whole SLC English course proportionally.

Poudel (2004) conducted a research entitled "A Study on Students' Attitudes towards Learning Compulsory English." The main objective of the study was to find out the attitude of PCL first year students towards learning compulsory English in terms of current textbook, method of teaching, instructional materials, students' behavior and existing system of evaluation and examination. The researcher adopted survey method for his study. The sample population was taken by using stratified random sampling procedure. Questionnaires were used to elicit data from the students. The researcher found out that PCL 1st year students were positive towards learning English. They were not satisfied with present curriculum, textbook and existing evaluation system. They were in favor of communicative English and the literary texts from the national context

Pokhrel (2008) conducted research on "Impact of Compulsory Subjects on Specialization Subjects: An Attitudinal Study." His objective was to find out the attitudes of M.Ed. English students towards compulsory subjects in learning specialization subjects and usefulness of such subject. The respondents of the study were the students of M.Ed. Questionnaires were used as the research tools. The conclusion of his study was that the students have negative attitude towards compulsory subjects on specialization subjects in M.Ed. English. Compulsory subjects should be replaced by other English subjects, such as literature and communicative English. Most of the students opined that the compulsory subjects were not useful in M.Ed. English.

Though various studies have been carried out in the field of examination but none of the studies has dealt with the beliefs on T.U. exams in the case of M.Ed. English. It is, therefore, necessary to do research in this topic. Now there are many other private universities set up on the one hand, and on the other hand, this university is facing different problems with its examination. Due to this, benefits may go to the other private universities as well. Some articles in different journals have touched on it but actually none has done the research under it. I have attempted to study about the beliefs of the students towards the TU examination but it was not possible to do so, later on I came to this conclusion that I studied only on the beliefs of the students towards existing examination of M.Ed. English. Being more specific, this research has only tried to find out the beliefs of the students towards designing question and its impact in examination of M.Ed. English.

1.3 Objectives of the Study

This study had the following objectives:

a)   To find out the students' beliefs towards existing examination of M.Ed. English.

b)   To suggest some pedagogical implications.

1.3.1 Significance of the Study

This study will attempt to find out the beliefs of the ELT students towards exams in case of M.Ed. English. Likewise, it will try to find out the existing examination system of M.Ed. English. It will be valuable for the department of English Education for the improvement of the examination system in every respect. The study is also fruitful to the students, teachers, professors, administrations, the Office of the Controller of Examination, examiners, question designers, examinees and all the people related with field of ELT. The findings of the study will be helpful to improve some burning problems of the question designing under the examination process of M.Ed. English. It will be useful to find out the beliefs

of the students towards designing question in M.Ed. English exam as well as to find out the beliefs of the students towards re-examination, the nature of questions asked in the exams of M.Ed. English, student's sincerity to study the prescribed books and at last, the study will be useful to find out the beliefs of the students towards torn question papers by the students in the exams of M.Ed. English.

CHAPTER-TWO

METHODOLOGY

The researcher adopted the survey method in this study. This method enabled me to find out the related facts regarding the beliefs of M.Ed. English students towards the examination of their own subject. To achieve the objectives of the study, the following methodology was adopted:

2.1 Sources of Data

The researcher used both primary and secondary sources of data for this study.

2.1.1 Primary Sources of Data

This study was mainly based on the primary sources of data. The data were collected from the students of the University Campus, T.U. Kirtipur, Mahendra Ratna Campus, Tahachal, Sanothimi Campus, Bhaktapur, and Kathmandu Shikshya Campus, Kathmandu who were studying in M.Ed. English in all four campuses. The data were also collected from the students who were in the process of writing master's theses as well.

2.1.2 Secondary Sources of Data

The researcher studied books, theses, articles and journals to facilitate the present study. Some of them were: Tibble (1969), Karki (1989),   Pajare (1992), Giri (1995), Richardson, (1996), Khaniya (2000), Batala (2004), Neupane (2004), Sinha (2004), etc.

2. 2 Sampling Procedure

The sample population of this study consisted of altogether forty-eight students. The area of the study was limited to the Kathmandu and Bhaktapur districts. The informants were selected by using judgmental non- random sampling procedure. The sample population of this study was taken from the University Campus, T.U.,

Kirtipur, Mahendra Ratna Campus, Tahachal, Sanothimi Campus, Bhaktapur and Kathmandu Shikshya Campus, Kathmandu. Twelve students from each campus were selected to elicit data for the study. The sample and their numbers were as follows:

Table No. 1

Population	Sources	Number of the respondents
M.Ed. English students	University Campus Kirtipur	12
M.Ed. English students	Mahendra Ratna Campus Tahachal	12
M.Ed. English students	Sanothimi Campus Bhaktapur	12
M.Ed. English students	Kathmandu Shikshya Campus Kathmandu	12
Total	Four campuses	48

2.3 Tools for Data Collection

To collect the data for this study, the questionnaire was constructed. The mode of the questions were open-ended and close-ended both. There were three options to be selected for each close ended question; they were: 'Yes', 'No', 'I do not' and three point Likert scales were developed for the close-ended questions. The respondents were requested to tick the mark (√) for their chosen answers and for open-ended questions, they were requested to give their own reasons for the given questions.

2.4 Process of Data Collection

The researcher visited the selected campuses of Kathmandu and Bhaktapur districts. She met the authority of the campuses and established rapport with them. She met the selected population and explained the purpose of the study and distributed the questionnaires to them. After getting the beliefs of the students, she collected the filled up questionnaires from them. Similarly, the beliefs of the students writing on their theses also were taken by meeting them individually.

2.5 Limitations of the Study

(1)   The area of the study was confined to Kathmandu and Bhaktapur districts, as well as only limited to the four campuses under Tribhuvan University.

(2)   The study was limited to forty-eight respondents of 4 Master Degree Campuses, i.e. University Campus, T.U. Kirtipur, Mahendra Ratna Campus, Tahachal, Sanothimi Campus, Bhaktapur and Kathmandu Shikshya Campus, Kathmandu.

(3)   The primary data for this study were collected only from the questionnaires.

(4)   The study was further limited to the analysis of the responses obtained from the respondents only.

(5)   The respondents were only from the M.Ed. English students.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. The data collected from the respondents were analyzed and interpreted to find out the beliefs of M.Ed. English students towards the existing examination system of M .Ed. English.

It has been mentioned in the methodology that a set of questionnaire consisting of open-ended and close-ended questions were prepared as a tool. The students' responses were the main measuring instruments for the study. Most of the closed ended questions were to be answered with the three alternatives, i.e. 'Yes', 'No' and ' I don't know'. The percentage was the main basis for the data analysis. While analyzing the data, the total number of the responses was changed into percentage. If there was fifty per cent or above responses, it was considered as positive beliefs and below fifty per cent as negative beliefs towards the questions. The questionnaires used to elicit the responses were divided into the following areas:

1. Main causes of tearing off the question papers in the exams.
2. Relevancy of re-examination and its effect to publish result.
3. Success of the questions to reflect the actual performance of the students.
4. Appropriateness of asking the additional marks on their mark sheets directly by the students.
5. Sincerity of the students to study the books prescribed by the course of study.
6. Sincerity of the question designers to design the questions.
7. Questions asked in the exam only cover the theoretical aspect
8. Improvement of question papers.
9. Designing questions and its impact towards exams.

3.1 Analysis and Interpretation of Information Obtained from the Questionnaires

This section mainly deals with the M.Ed. English students' beliefs towards the existing examination of M.Ed. English. As the researcher already mentioned in the previous chapter, she had distributed a set of questionnaires with twelve different questions i.e. close-ended and open-ended types for data collection. All the twelve questions were analyzed within nine tables because three related questions were answered in the same way.

3.1.1 Main Causes of Tearing off the Question Papers in the Exams of M.Ed. English

In this section, the researcher had tried to find out the respondents' beliefs towards the causes of tearing off question papers in the exams of M. Ed English. It is being the main problem in T.U. examination and its image is also decreasing due to such types of activities from the students.

Table No. 2

The Main Causes of Tearing the Question Papers

The beliefs of the respondents	Number of the respondents	
	Frequency	Percentage
Yes	14	29.17
No	33	68.75
I don't know	1	2.08
Total	48	100

While analyzing the above table, it is clearly seen that 68.75 per cent respondents believed that the main cause of tearing off the question papers in the exams of M.Ed. English is not the question design. They opined that there are other responsible causes for the tearing off the question papers in the exams. They strongly argued that questions asked in T.U. exams are only blamed by the students, who do not study well. Likewise, 29.17 per cent respondents believed that the tearing off question papers in the exams of M.Ed. English are due to poor design of the questions. On the other hand, 2.08 per cent respondents answered neither negatively nor positively towards the questions.

3.1.2 Relevancy of Re-examination and Effect on the Publication of Result

In this section, the researcher tried to find out the beliefs of the respondents towards the delayed administration and the provision of re-examination. Most of the people answered the questions that taking re-examination is out of the rules or norms. Re-examination is being troublesome for both teachers and the students, and it is not relevant.

Table No. 3
Relevancy of Re-Examination and Effect on the Publication of Result

The beliefs of the respondents	Number of the respondents	
	Frequency	Percentage
Yes	42	87.50
No	5	10.42
I don't know	1	2.08
Total	48	100

From the above table, it is shown that 87.50 per cent respondents had positive beliefs towards the question. They responded that the main reason of delayed

publication of result of M.Ed. English is due to re-examination. They strongly argued that re-examination is not only troublesome for teachers and students but also troublesome for the whole T.U. administration and the Office of the Controller of Examination. On the other hand, 10.42 per cent respondents had negative beliefs towards the questions. They opined that giving re-examination is relevant. They opined that delayed publication of the result is due to other factors. Likewise, 2.08 per cent respondents answered neither positively nor negatively towards the question.

3.1.3 Success of the Questions to Reflect the Actual Performance of the Students

In this section, the researcher had tried to find out the beliefs of the respondents towards the success of the questions asked in the M.Ed. English exams. There are a number of questions that the study area of the students does not cover.

Table No. 4

Success of Questions to Reflect the Actual Performance of the Student

The beliefs of the respondents	Number of the respondents	
	Frequency	Percentage
Yes	3	6.25
No	44	91.67
I don't know	1	2.08
Total	48	100

The table shows that 44 out of 48 respondents i.e. 91.67 per cent had negative beliefs towards the issue. They responded that the questions asked in the exams are not sufficient enough to reflect the actual performance of the students. There is not specification gird in designing question and asking objective types of questions encourages   students for guessing and cheating. Likewise, 6.25 per cent

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respondents had positive beliefs. They opined that the questions asked in the exams are sufficient enough to reflect the actual performance of the students. But 2.08 per cent of the respondents were neutral on this issue.

3.1.4 Appropriateness of Asking for Additional Marks

In this section, the researcher had analyzed the responses of the respondents related to the question whether it is good to ask for the additional marks.

Table No. 5

Appropriateness of Asking for Additional Marks

The beliefs of the respondents	Number of the respondents	
	Frequency	Percentage
Yes	30	62.50
No	9	18.75
I don't know	9	18.75
Total	48	100

From the above table, the researcher found that 62.50 per cent respondents opined that the students ask for additional marks on their marks sheets. They had positive beliefs towards the question. They supposed that the students who are not honest and sincere to their study ask for marks. On the other hand, 18.75 per cent respondents had negative beliefs towards the question. They responded that students do not ask for the additional marks. Likewise 18.58 per cent respondents were neutral.

3.1.5 Students' Sincerity to Study the Prescribed Books

In this section, the researcher had attempted to find out the responses towards the students' sincerity to study the books prescribed by the course of study. There is the blame that the students do not study the books prescribed by the course. In the exam of M.Ed., questions are asked from the course. However, students tear off the question papers.

Table No. 6

Students' Sincerity to Study the Prescribed Books

The beliefs of the respondents	Number of the respondents	
	Frequency	Percentage
Yes	38	79.17
No	10	20.83
I don't know	–	–
Total	48	100

From the above table, the researcher found that 79.17 per cent respondents had positive beliefs towards the question. They responded that the students who are in M.Ed. English are not sincere to study the prescribed books. They study only bazaar notes and ready made notes. They are not honest in the exams and they only blame to the administration that the questions were asked beyond the course. On the other hand, 20.83 per cent had negative beliefs towards the questions. They opined that the students study the prescribed books but the question designers are not responsible to design the questions accordingly.

3.1.6 Sincerity of the Question Designers to Design the Questions

In this section, the researcher had analyzed the responses related to the sincerity of the question designers to design the questions. There are negative beliefs towards the question designers. Most of the people responded that exams are postponed in T.U. due to the carelessness of the question designers. If we are really worried

about our institution, we need to be clear from those things, which are against the image of T.U. So, the researcher's main concern was to find out the reality from the students, who are involved directly in this institution.

Table No. 7

Sincerity of the Question Designers to Design the Questions

The beliefs of the respondents	Number of the respondents	
	Frequency	Percentage
Yes	30	62.50
No	17	35.42
I don't know	1	2.08
Total	48	100

While analyzing the above table, the researcher has found that 62.50 per cent respondents opined positively towards the questions. They said that the question designers are sincere to design the questions but the students are not responsible to their study. The students who are not regular in the university do not read the prescribed books and it becomes the problem in exams. On the other hand, 35.42 per cent respondents opined that most of the question designers are not responsible for their work; they asked the questions beyond course and students get trouble in the time of examination. Likewise, 2.08 per cent respondents remained neutral.

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3.1.7 Questions Asked in the Exams of M.Ed. English Cover the Theoretical Aspect

In this section, the researcher had tried to find out the beliefs towards the nature of questions asked in the exams which encourage the students to cheat in the examination. The researcher had tried to find out what types of questions are suitable in this level.

Table No. 8

Nature of the Questions Asked in the Exams

The beliefs of the respondents	Number of the respondents	
	Frequency	Percentage
Yes	43	89.58
No	5	10.42
I don't know	–	–
Total	48	100

From the above table, 89.58 per cent of the respondents responded positively towards the question. They opined that the questions asked in the exams are only theory oriented so students are encouraged to cheat. Practically, students do not have any knowledge to perform the exams because the question is theory oriented. On the other hand, 10.42 per cent respondents believed negatively towards the questions. They opined that the questions asked in the exams are not only theoretical but practical too.

3.1.8 Improvement of Question Papers

In this section of the analysis, the researcher had analyzed the beliefs related to the question. Most of the people responded negatively towards T.U., examination. They opined that the question designing process is not good. So, students suffer due to the poorly designed question papers in the exams.

Table No. 9

Improvement in the Designing of Question Papers

The beliefs of the respondents	Number of the respondents	
	Frequency	Percentage
Yes	44	91.67
No	4	8.33
I don't know	–	–
Total	48	100

From the above table, the researcher had analyzed that 91.67 per cent respondents responded the question positively. They said that improvement in designing question is necessary in M.Ed. English exams. Students' experiences can not be measured by the question and content validity cannot also be established. Whereas 8.33 per cent respondents believed that there is no need of improvement in designing the question in M.Ed. English exams.

3.1.9 Designing the Questions and its Impact on Examination

In this section of the analysis and the interpretation, the researcher had tried to find out the beliefs of the students towards the question design and its impact on the M.Ed. English examination.

Table No. 10

Designing the Questions and its Impact on Examination

The beliefs of the respondents	Number of the respondents	
	Frequency	Percentage
Yes	17	35.42
No	30	62.50
I don't know	1	2.08
Total	48	100

On the basis of above responses, the researcher found that 62.50 per cent respondents had the positive beliefs. They opined that the question design is not responsible for decreasing the quality of M.Ed. English exams but there are other factors responsible for it. They opined that the political activities have influenced education system. On the other hand, 35.42 per cent had negative beliefs towards the question. They opined that the responsible factor to decrease the quality of exams is designing question. Likewise, 2.08 per cent respondents remained neutral.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter concerns with the major findings of the research. It deals with some recommendations and pedagogical implications of the findings of the study, which have been made on the basis of analysis and interpretation of the data. Likewise the recommendations for further researches have been also included in this chapter.

4.1 Findings

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

a. The students of M.Ed. English have negative beliefs on tearing off question papers in the exams. They said that it is not good to blame question designing process to tear off the question papers in the exams.

b. The students have negative beliefs on taking re-examination in M. Ed English. They said that there is no relevancy of taking re-examination. It degrads the image of T.U. Eighty-seven point five zero per cent respondents supported that re-examination is the main cause of delay in the publication of results.

c. The students have negative beliefs towards the questions asked in the M.Ed. English exams. They said that the questions asked in the exams are not sufficient enough to reflect the actual potentiality of the students because they want to evaluate the whole academic session's study within 3-4 hours.

d. Most of the students have negative beliefs towards asking for additional marks. Sixty-two per cent respondents supported that it is not appropriate to ask for additional marks in the exams.

e. The students have reported that they do not study the books prescribed by syllabus. Seventy-nine per cent respondents believed that most of the students study the bazaar notes and guess papers. They do not study the authentic books.

f. Most of the students have positive beliefs towards the question designers. They opined that they are sincere to design the questions. They said that most of the students study the limited books and such books can not cover whole course.

g. They have negative beliefs towards the questions asked in the exams. Eighty-nine per cent students supposed that only theory oriented questions in the exams of M.Ed. English are asked encourage this students for cheating.

h. The students of M.Ed. English have positive beliefs towards the improvement of questions asked in exams. Ninety-one per cent respondents said that practical and research oriented types of questions should be asked in this level.

i. The questions asked in the exams of M.Ed. English do not play vital role to decrease the quality of exams but there are other factors which play role for it. The political activities directly influence education system. Thus, It plays the vital role to decrease the quality of M.Ed. English exams.

4.2 Recommendations

On the basis of the findings obtained from the analysis and interpretations of the data, the recommendations with pedagogical implications are given below:

a) The main causes of tearing off the question papers in the exams of M.Ed. English are not the poorly designed questions. However, the students who do not study well are involved to tear them off in the exams. T.U. authorities should not let them perform such activity. Rules and regulation

should be applied strictly in the exam centers which discourage the students to commit such unlawful activities. There should be a system of punishment for those who try to break the norms and values of the examination.

b) There is no relevancy of taking re-examination in M.Ed. It only destroys the image of T.U. The main cause of delayed publication of result is re-examination. So it should be stopped. It is becoming the troublesome for whole examination system of T.U.

c) The questions asked in the exams of M.Ed. English should be improved because they only cover theory oriented questions which cannot reflect the actual performance of the students.

d) Practical and research oriented works should be given for proper evaluation of the students.

e) T.U. should discourage the students' habits of studying bazaar notes and demands for answers from the authentic and prescribed books in the examination.

f) T.U. should discourage the students' habits of asking for additional marks.

g) T.U. should plan for its autonomy which will be a solution of barring the influenced political activities in every sector.

h) The question designers should follow the specification grid properly.

i) Master of Education is basically practical based course, so the trend of asking the question in the exams should be modified according to the need of course and students. Results and question designing as well as questions should explore the creativity of the students.

j) The main suggestion is that, the number of students in M.Ed. English should be reduced. To reduce the number of students, there should be the trend of entrance examination which was stopped by the political force.

k) The number of the manpower in M.Ed. English in T.U. should be increased. The limited number of manpower is not able to evaluate the large number of the students.

4.3 Recommendations for Further Research

Due to the time and money constraint, the researcher could not include the other areas of the T.U. examination. There are issues related to the other areas of T.U. examination. So, I would like to suggest the following recommendations for further researches to explore more in this area;

a) This study is only the starting point in the department of English Education. T.U. Kirtipur. Therefore, the further researchers can go for researches which can link with this.

b) The further researchers can work on the beliefs of the other academic and administrative works of T.U. examination.

c) They can involve the research works on issues of examination process such as seat planning, marking system, result processing, result publishing, etc.

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