

**STUDENTS' PERCEPTIONS TOWARDS ASSIGNMENTS
AND THEIR PRACTICES IN SEMESTER SYSTEM**

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

**Submitted by
Man Bahadur Dhami**

**University Campus
Department of English Education, Kirtipur
Kathmandu, Nepal
2019**

**STUDENTS' PERCEPTIONS TOWARDS ASSIGNMENTS
AND THEIR PRACTICES IN SEMESTER SYSTEM**

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

Submitted by

Man Bahadur Dhami

University Campus

Department of English Education, Kirtipur

Kathmandu, Nepal

2019

T.U. Reg. No 9-2-327-573-2010

Date of Approval

M. Ed. 4th Semester

Thesis Proposal: 2019/03/21

Exam Roll No. 7228548/073

Date of Submission: 2019/05/24

STUDENTS' PERCEPTIONS TOWARDS ASSIGNMENTS AND THEIR PRACTICES IN SEMESTER SYSTEM

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

**Submitted by
Man Bahadur Dhami**

**University Campus
Department of English Education, Kirtipur
Kathmandu, Nepal
2019**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Man Bahadur Dhimi** has prepared the thesis entitled **Students' Perception Towards Assignment and Their Practices in Semester System** under my guidance and supervision.

I recommended this thesis for acceptance.

Date: 19/05/2019

.....

Dr. Anjana Bhattarai

Professor

Department of English Education

University Campus

Faculty of Education

T. U., Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

(Chairperson)

Department of English Education

University Campus

T. U., Kirtipur

Dr. Anjana Bhattarai

.....

Professor

(Supervisor)

Department of English Education

University Campus

T. U., Kirtipur

Mr. Khem Raj Joshi

.....

Teaching Assistant

(Member)

Department of English Education

University Campus

T. U., Kirtipur

EVALUATION AND APPROVAL

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

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

(Chairperson)

Department of English Education

University Campus

T. U., Kirtipur

Dr. Anjana Bhattarai

.....

Professor

(Supervisor)

Department of English Education

University Campus

T. U., Kirtipur

Dr. Binod Luitel.....

.....

Professor (English Education)

(Export)

Research Centre for Educational

Innovative Development,

University Campus

T. U., Kirtipur

Date: 24/05/2019

DECLARATION

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

Date: 19/05/2019

.....

Man Bahadur Dhimi

DEDICATION

Dedicated to my father and mother who spent their entire life to make me what I am today.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor **Dr. Anjana Bhattarai**, Professor at Department of English Education, Tribhuvan University. In this study, his comment, insight and suggestions have made this write-up possible. He has literally encouraged me and without his constant guidance this thesis would never have come to its present shape.

I am extremely grateful to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U. Kirtipur for his constructive suggestions and feedback in the course of the research work. Similarly, I am very much thankful to **Prof. Dr. Binod Luitel** for his role as External of thesis viva and some of his constructive feedback for the completion of this study.

I would like to express my gratitude to **Mr. Khem Raj Joshi** and **Dr. Prem Bahadur Phyak**, Lecturer, Department of English Education, T.U. Kirtipur for his proper guidance and kind support for this study. I wish to express my gratitude to **Mr. Guru Prasad Poudel**, Teaching Assistant and Guidance Committee Member for his encouragement and valuable suggestions.

Moreover, I am equally indebted to my teachers **Dr. Purna Bahadur Kandel**, **Prof. Dr. Tara Datta Bhatta**, **Mrs. Madhu Neupane**, **Mr. Ashok Sapkota**, **Mr. Resham Acharya**, **Mr. Jagadish Poudel** and **Mr. Laxmi Prasad Ojha** for the academic inspiration in general.

At last, I am very grateful to my friends **Rambhu Kumar Chaurasiya**, **Rewat Shankar**, **Jay Mandal**, **Krishna Prasad Ghimire** and **Subodh Sasmit** for their kind support and suggestions. I would also like to extend my appreciation to all the staff of the Department for their assistance for the preparation of this study.

Man Bahadur Dhama

ABSTRACT

The present study entitled Students' Perception Towards Assignment and their Practice in Semester System aimed to find out students' perception and their practices towards assignment in semester system and to explore the challenges faced by the semester students. I selected forty students of M.Ed second semester students studying at University campus, Kirtipur, Kathmandu. A set of questionnaire was used as research tool for collecting the required data. The respondents were selected by using random sampling strategy. It was found that almost all the second semester students had positive attitude towards the assignment and its practice. They argued that assignment enhances students' skill and built up confidence and developed critical knowledge and skill. Similarly, most of the students responded that they involve in effective reading and note taking while doing assignment.

This study comprises of five chapters. Chapter one deals with introduction, background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitation of the study and operational definition of the key terms. Likewise, chapter two concerns with review of the literature, review of empirical literature, implication of the review of the study and conceptual framework adopted for the study. Similarly, chapter three includes the methodology used in this study: design of the study, population, sample and sampling strategies, research tools, source of data, data collection procedures, data analysis procedures and ethical consideration. Whereas, chapter four consists of analysis and interpretation of data and chapter five includes findings, conclusion and recommendations followed by references 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>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>Lists of Tables</i>	<i>xi</i>
<i>List of Abbreviations</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1-5
1.1 Background of Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	5
1.7 Operational Definitions of the Key Terms	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	6-20
2.1 Review of Related Theoretical Literature	6
2.1.1 Teaching and Testing	6
2.1.2 Semester System in Nepal	7

2.1.3 Assessment tools	9
2.1.4 Types of Assignment	11
2.1.5 Assignment Preparation Process	14
2.2 Review of Empirical Literature	15
2.3 Implication of the Review of the Study	18
2.4 Conceptual Framework	19
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY	20-21
3.1 Design and Method of the Study	20
3.2 Population, Sample and Sampling Strategy	20
3.3 Research Tools and Techniques	20
3.4 Sources of Data	20
3.5 Data collection Procedures	21
3.6 Data Analysis and Interpretation Procedures	21
3.7 Ethical Considerations	21
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA	22-45
4.1 Analysis and Interpretation of Results	22
4.1.1 Holistic Analysis of Students' Perception towards Assignments and their Practices	22
4.1.1.1 Number of Students' Involvement in Assignment	23
4.1.1.2 Role of feedback for students' improvement	23
4.1.1.3 Assignment and its Impact in Learning for M.Ed. Students.	25

4.1.1.4 Number of Students' Affected by Classroom Interaction	26
4.1.1.5 Number of Students' Influence in Making Conclusion	27
4.1.1.6 Validity, Reliability and Hello Effect of Assignment	27
4.1.1.7 Process Adopting While Doing Assignment	29
4.1.1.8 Analysis regarding types of Assignment	30
4.1.2 Analysis of Open-ended Question	42
4.1.2.1 Positive Aspects of Assignment and its Practices	42
4.1.2.2 The Student Face Problem while doing Assignment	43
4.1.2.3 Assignment Play Vital Role to Strengthen Students' Further Learning	44
4.1.2.4 Practice of Assignment in Semester System	44
4.1.2.5 Suggestion for the Effective Practice of Assignment in Semester System	45

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS 47-51

5.1 Findings	47
5.2 Conclusion	49
5.3 Recommendations	50
I. Policy Related	50
II. Practice Related	51
III. Further Research Related	51

APPENDIX

REFERENCES

LIST OF ABBREVIATIONS

CUP	Cambridge University Press
Dr.	Doctor
etc.	et cetera
ICT	Information and Communication Technology
i.e.	That is
M. Ed.	Master in Education
Mr.	Mister
No.	Number
P.	Page
T.U.	Tribhuvan University
www	World Wide Web

LIST OF TABLES

	Page No.
Table 1: Students' Involvement in Assignment	23
Table 2: Students' view toward feedback	24
Table 3: Assignment and its Impact in Learning	25
Table 4: Students' Affected by Classroom interaction	26
.....	
Table 5: Students' Influence in Making Conclusion.	27
Table 6: Validity, Reliability and Hello Effect of Assignment	28
Table 7: Process Adopting While Doing Assignment	29
Table 8: Project as Assignment	31
Table 9: Essay as Assignment	33
Table 10: Literature Review as Assignment	35
Table 11: Reflective Journal as Assignment.	37
Table 12: Annotated Bibliography as Assignment	39
Table 13: Critical Review as Assignment	41