CHAPTER ONE
INTRODUCTION

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background of Study

Education is a systematic process in order to bring change in the society. Education can change the students' abilities. In this regard, Muhammad (2012, p. 14) says that most of the universities and the colleges have two types of education system. They are: semester and annual system. The word semester is originated from the Latin word 'Sementirs' which means course of six months. In the same way, Das (2016, p.2) views semester system is a systematic flow up reveling teaching learning activities, breaking an academic year into two section. In this way, semester system is more systematic for achieving the objectives of teaching learning in comparison to annual system. Systematic teaching procedure, time limitation, different strategies of assessment and evaluation, curriculum and syllabus make semester system more systematic and dynamic educational system.

In the context of Nepal, Semester system had also been practiced before 2013.Tribhuvan University re-introduced semester system at the Department of University Campus in 2014 and all TU affiliated campuses in 2017. Semester system is one of the new educational systems in Nepal which fulfills the weaknesses of the annual system as well as strengthens the education system. Panday (2015, as cited in Rai, 2016) writes that the semester system in college levels education during 2036 B.S. was one of the moves in education system. However, the semester system could not sustain long and was scrapped and replaced by annual system in the year 2028 B.S. She further argues that learners cantered teaching strategies and evaluation with regular class test, are integrated in semester system. In this system, different techniques of evaluation

such as, internal assignment, classroom observation, etc. are practiced strategically to form strong learning habit of the students. Similarly, in this system, basically, two types of evaluation systems are employed to assess the students' performance. They are: internal and external assessment. Internal assessment is defined as "a systematic process for gathering data about students' achievements" which is an essential component on teaching (Dhindse, Omer &Waldrip, 2007, p. 261). In this regard, Struyven, Dochy and Janssens (2005) argue that the impact of assessment is significantly observable on students' performances.

At present, students in semester system are encouraged fully to participate in different classroom activities. Many researches have shown that practice of internal assessment gives positive result in students' evaluation. Internal assessment has been used as different tools in semester system such as, attendance, classroom interaction, assignment, project work, mid-term exam, etc. Among them, assignment is also the one. Assignment is both formal and informal tools of assessment. It should be integrated with teaching in order to improve learning. It is also helpful to shape and direct the teaching learning process. It is a way of gathering information for self-evaluation and portfolio. Here, students are engaged to solve the problem assigned by the teachers. Assignment is a tool for students' evaluation. Through this, we know about what and how students learn better. Similarly, we can also plan our learning activities to structure our teaching. The primary purpose of assignment is to provide the description of the students' ability. Assignment provides regular information about teaching learning and the achievement of the learning objectives. It enhances the achievement of the student. Assignment is used in every semester in order to measure what has been achieved by both group and the individuals. In addition, assignment should only measure knowledge and personal skills related their objectives. It is to promote students' learning. So, in this context, assignment can be a good tool to promote the students'

performances. Assignment provides regular information about the students' achievement of the learning objectives and competencies'.

Similarly, Khaniya (2014) mentions that there are different tools to measure students' achievements in the teaching learning process. They are: attendance, classroom participation, project work, mid-term examination and assignment. These all are the effective tools to measure the students' performances and competences. So, it is the key-tool to bring change in the educational system in Nepal.

1.2 Statement of Problem

Semester system is learner centered approach and its main concern is to provide productive and meaningful education. In Semester system students are not only evaluated through summative evaluation but also through various assignments which help to build the students' writing capacity. There are different internal assessments in semester system but assignment is the main part of internal assessment. There are many misconceptions regarding internal assessment of semester system, such as the students compare annual system from their B.Ed. It is totally new system on Tribhuvan University. At the same time, students feel more difficulty to submit the assignment. But in reality, whether they feel difficulty or not have been still unsearched area. Thus, to find out the opinions of the real practioners (semester students), I think it is necessary to study the perception of students towards assignment and their practice on semester system. There is not any research on this topic yet. So, I am interested to find out the students' perception towards assignment and their practices in semester system.

1.3 Objectives of the Study

The study had following objectives:

a. To find out students' perception and their practices towards assignment in semester system.
b. To explore the challenges faced by the semester students.
c. To suggest some pedagogical implications.

1.4 Research Questions

This study was based on the following research questions:

a. What are the perceptions and practices of semester system students towards assignments?
b. What are the challenges faced by semester students while doing assignments?

1.5 Significance of the Study

The findings of the study assists the prospective researchers who want to carry out research in student’s perception and their practices towards assignment in semester system. The present study is being beneficial to the students because they know about the types of assignment and its context in which it is used. Similarly, policy maker is also benefited from this study. They make policy according to necessity of semester students. Similarly, on the basis of students perceptions that they have toward assignment and their practice in semester system, policy makers can launch different types of programs. This study had found out the perception and their practice toward assignment and students' challenges faced while doing assignment. So, the findings of this study are fruitful for the researcher, textbook writers, subject expert, and for all those who are interested in perception of students' towards assignment and their practice.

Similarly, it can be important for the researchers for further study. The study provides insight into the improvement of the existing evaluation system.

1.6 Delimitations of the Study

The present study had the following delimitations:

a. The participants of the study were only M.Ed. English students of second semester studying in University Campus.
b. Only forty students of second semester were selected for this study.
c. Closed-ended and open-ended questionnaire were used as a tool for data collection.

1.7 Operational Definitions of Key Terms

The key terms used in my study have been defined as below.

Assignment: It is a tool for internal assessment specially used in semester system to evaluate the student' performance. For example, write a book review of Penny Ur.

Literature review: A review of literature is a critical and evaluative description of publication on a chosen topic, and provides a narrative using the reference in the bibliography.

Annotated bibliography: An annotated bibliography provides a brief account of the available literature on a given topic alone with a brief summary of contents and shirt evaluation in a paragraph the annotation. This helps to evaluate the usefulness of articles in relation to the topic by identifying key articles on the topics.

Critical review: It is a similar to peer review. Students are asked to critically review some sample research articles and submit a report just like peer reviewer do. This is helpful to evaluate or critic the data research methods and the result of an articles.

CHAPTER TWO
REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

In this section, I have reviewed different theories to catch the idea about the topic. This chapter includes review of related theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Literature review is important in doing research in the sense that it assists the researchers in finding out the gap and problems to explore new ideas from the existing theories and findings. This sub heading includes the following aspects.

2.1.1 Teaching and Testing

Teaching in simple sense, refers to teach or help and guide the pupils in order to build up their capacity, boost knowledge and increase the existing situation of an ability to do the task. In this regard, Gibran (1991, p.76) views, "Teaching is about transmission of knowledge from teacher to students or it is about creating condition in which some how students learn for themselves". It is a process of developing competence and performance of the student. On the other hand, testing is a means of evaluating students. It assesses what students can do or what they cannot do about language. Similarly, Zottan and Murphey (2003) defines," Teaching is a process to foster good relationship with groups informant of us so that they work together cooperatively in a spirit of friendless and harmonious creativity". On other hand, they state that teacher and other educationalist spend a lot of time in testing students.

Testing is effective for the teachers to understand about the students learning out comes. Horrison (2003, p.1) mentions that testing is integral part of teaching. Testing is the way of measuring ones adopted teaching techniques.

According to the Harmer (2008) there are different types of test. They are:

1. Placement test: It is used to place learners at a particular level of language proficiency.
2. Diagnostic test: It can be used to expose learner's difficulties, gaps in their knowledge and skill deficiencies during a course.
3. Progress or achievement test: These tests are designed to measure learners' language and skill progress in relation to the syllabus.
4. Proficiency test: It gives a general picture of students' knowledge and abilities.

From the above discussion, it is clear that teaching and the testing are carried out by teacher. Teaching and testing are inseparable phenomena in many classroom situations. In the same way, there is a vital role of testing in language teaching and learning process in the sense that teaching and testing are interrelated to each other. It informs about the ability of students and amount of their learning.

2.1.2 Semester System in Nepal

Education system all over the world keeps on changing according to the time and the need of the people. Through the advancement and expose to new concept, educationist investigates possibilities to teach in various feasible manners. According to Tribus (1994, as cited in Mazumdar, 2010):

> There are innumerable proposal/suggestions for reforms and changes in educational system and research result. The target is not just to pick one of them but rather it is to have comprehensible attitude and approach within which to bring an action many good works to us introduction of semester system can be said to be the product of these investigations (p.1).

Semester system was once introduced in Nepal during NESP (2028-2032) and terminated in 2036 B.S. Upadhaya (2059) states that the semester system has been resumed by high-lighting the merit to the semester system. Therefore, the university has been re-introducing innovative and globally contemporary higher education system called semester system again through its department(as cited in Chongbang, 2014). According to the record the meeting reached to introduce semester system based two years master of teacher education as open distance learning mode. From the academic year of 2071/72, Tribhuvan University has commenced the first phase of University level semester system at university campus.

Although the semester system is more effective and useful than annual system, it could not be continued for long time due to some reasons. Guideline (2014) mentioned that "semester system is not only an examination system but also educational system". It means that teaching and testing goes in same ratio in this system. According to Hallam (2004) "assignment should be deliberately planned and organized according to learning principle and in line with student's cognitive readiness".

The word perception derived from the Latin word 'perspire' which was modified from the same Latin word 'perception'. This means observation. Perception is the organization of meaningful understanding about subject matter. According to Sanford and Capaldi (1964, p. 175), perception refers to the awareness or the process of becoming aware of the extra-organic or intra-organize object or relations or qualities by means of sensory process and under the influence of set and of prior experiences. Similarly, Hochberg (1964) views on perception as both the experience of gaining sensory information about the world of people (p. 660).

On the basis of above definition, it can be said that perception refers to a kind of awareness that encourages, explains, thinking and the process involved in it. It is based on experience of previous knowledge. Students' perceptions

construct their practice which in turn leads to whatever progress both the students and teacher achieve. Assignment will reconstruct teachers' and students' perceptions of assignment.

2.1.3 Assessment Tool

Tools and techniques of internal assessment in semester system are used to monitor learning progress during instruction in order to provide continuous feedback to both teachers and students' concerning learning success and failures.

In Tribhuvan University, there are two types of assessments; internal and external where external assessment is held at the end of the final exam of semester system and internal assessment system is used in day-to-day teaching and learning. Internal assessment is a formative evaluation. With the help of this, ateacher can look students learning and judge their performances. Khaniya (2014, as cited in Bhusal, 2017) states, “students in semester system require to be regular for completing task and project and participate in group discussion, presentation and internal assessment is adopted for reducing over dependence on external evaluation”. It creates opportunity to provide feedback to the students and reinforcement for their progressive learning. In Tribhuvan University, semester system operational guideline (2014) has outlined the following tools of internal assessment in semester system.

Criteria of internal assessment in Tribhuvan University

1.	Attendance	5 points
2.	Participation in the learning activities	5 points
3.	Frist assignment/mid-term exam	10 points
4.	Second assignment	10 points
5.	Third assignment activities	10 points
	Total	40 points

Attendance: It is one of the criteria of students' evaluation in semester system. Total weight of attendance is 5 marks for classroom attendance. Students are also evaluated in term of their attendance. Thus, attendance is type of internal assessment.

Classroom interaction: It is another criterion of students' evaluation in semester system. Classroom interaction is also allocated for 5 marks. Jennings, Snowberg, Coccia (2011, p. 37) say that classroom interaction is associated with the teacher high degree of awareness on individual, group, emotional, dynamic, and the ability to influence and regulate this dynamic proactively. Thus, classroom interaction is exchanged communication between teacher and students and between groups of students.

Individual assignment: It is a tool for internal assessment in semester system. It might be given in the form of book review or article review or first term paper/ according to the nature of the course. The total marks allocated for the first assignment are 10 marks.

Second assignment: It is a group work or task that is provided in a specific group of students. The total marks has allocated to the second assignment are 10 marks.

Third assignment: The third assignment might be mid-term exam or according to the nature of the course. The total marks allocated to the third assignment are 10.

2.1.4 Types of Assignment

Assignment is a teaching approach and set of technique. It is a part of internal evaluation process and marks are set apart from them, in both undergraduate and post graduate programmers. It is additional learning instruments. Short assignment and using essay assignment and long essay called term papers are the usual types of assignment given to the students. There are many types of assignments which are given to the students. Thomas (2018) has viewed the following types of assignments:

i. **Essay:** It is the most common assignment among other types of assignment in semester classes. Students are given specific topic and the written essay must answer a question. According to Thomas (2018), essay assignment has two major motives. One is related to the specific subject of the course; and other one is based on our professional development. The first course-specific motive is to increase our expertise in some particular subject area. We will be benefited gainfully by doing literature search and by writing an essay on it. The goal of essay writing is not to show off everything that we know about topic, but to show that we understand and can think critically about our topic. An essay should have an introduction, the body of the essay and conclusion. An introduction should introduce the central issue of the topic and provide background information to it. It must provide an outline, the main argument, the main body of an essay should present the writer's argument through paragraphs, and sometimes as separate section with head line. In the body of essay, we should examine, explain and describe. And conclusion should summaries the main points presented in the body, and provide a definitive statement of the writer's position.

ii. **Literature review:** A review of literature is a critical and evaluative description of publication on a chosen topic, and provides a narrative using the reference in the bibliography. A literature review is a comprehensive summary of previous research on a topic. The literature review survey scholarly articles, books and other sources relevant to a particular are of search. The review should enumerate, describe, summarize, objectively evaluate and clarify this previous research. It should give a theoretical base for the research and help us determine the nature of our research. The literature review acknowledges the work of previous researchers, and assures the reader that our work has been well conceived (retrieved form: https//guides.library.bloomu.edu.). In writing the literature review, the purpose is to convey to the reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. The literature review must be defined by a guideline concept. It is not just a descriptive list of the materials available or a set of summary.

iii. **Annotated bibliography:** An annotated bibliography provides a brief account of the available literature on a given topic along with a brief summary of contents and short evaluation in a paragraph, the annotation (https//guides.library.cornell.edu.). This helps to evaluate the usefulness of articles in relation to the topic by identifying key articles on the topics. An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to in from the reader of the relevance accuracy, and quality of the sources cited. A bibliography is a list of sources that we put together in the course of doing research and writing our paper. Sources in a bibliography can vary but usually includes materials such as books, Journals, articles, newspapers and web sites among other resources. Information included in bibliographies is usually materials such as the

author, title, and publisher of the work being included, set in a proper citation format such as APA or MLA style. An annotation is simply a note or comment attached to any sort of data such as text or image.

iv. **Critical review:** It is a similar to peer review. Students are asked to critically review some sample research articles and submit a report just like peer reviewer do. This is helpful to evaluate or critic the data research methods and the result of an articles. A critical review requires us to evaluate an academic text e.g. an article, report, essay or book. We are asked to make judgments, positive and negative, about the text using various criteria. The information and knowledge in the text needs to be evaluated, and the criteria that should be used can vary depending on our discipline (https//www.monash.edu.). This means that management, sociology, information technology, or literature many use different criteria. All critical reviews, however, involve two main tasks; summary and evaluation.

v. **Reflective journal:** Reflective diaries are personal record of the students and learning experience. Students record learning related incident for example, the people evolved, the purpose of the events, their reflection on the event, their feeling and soon. A reflective journal is an account of our work in progress, but more essentially an opportunity for reflection on the learning experience (https//warwick.ac.uk/fac/cro). It should provide us with a means of engaging critically and analytically with module content. Some journals are electronic and some take a diary form with visual written materials cut and pasted into scrapbooks. Progression through a learning journey: evaluation of new approaches experienced in the period of independent study.

vi. **Project report:** A project report is a document which provides details on the overall picture of the proposed business. The project report gives an account of the project proposal to ascertain the prospects of the proposed plan (https//www.inloox.com).The project manager must know about the project process. The report enables to receive detailed

statement in the project management. Report is a written summary of the project control processes and project results. Goal of the report is the preparation of the up-to-data information as a basis for the decision-making for the defined target group (e.g. stakeholder). All deviations are described in the report and are transparent for all stakeholders. The report is created on the basis for target/actual comparison of the individual controlling packages.

2.1.5 Assignment Preparation Process

Assignment is a systematic work. While doing assignment, we have to follow certain procedures to make it comprehensive, thematic and systematic. According to Pretorius, Podorva, Ford, Chowdhury, Barnes and Viete (2018) the processes of assignment preparation are;

I. **Analyzing the question**
   This is the first step of making our assignment. Here, first we have to analyze and understand the question given by our teacher in detail.

II. **Brainstorming keywords or ideas**
   After having analyzed the question or assignment topic, students have to read extensively the related subject for the good selection of keywords and better ideas.

III. **Conceptualizing ideas and consulting the rubric**
   In this process, students should think much and plan around the question or assignment topic as much as they can. And this action is taken after the collection of the ideas.

IV. **Data base searching**
   After accomplishing the above tasks, students should start searching for information. This process should be continued till the students get a sufficient number of information to get a comprehensive understanding of a topic or assignment question.

V. **Effective reading and note taking**

After students have found these sources, they need to read them effectively and take good quality notes.

VI. **Figuring out structure, get writing and designing**

Once students have finished reading their sources, they can start figuring out an outline for their assignment.

VII. **Identifying error**

After doing these all process of assignment, students should read it once again extensively to find out some errors. Similarly, they have to give their senior, teachers for their checking and corrective feedback.

In conclusion, these above ideas can be also followed by university students

2.2 Review of Empirical Literature

I have gone through various related theses and research articles, which are similar to my research topic. In this section, I have reviewed previous thesis works, which provided me insightful guideline to sketch my concept in research study.

Rai (2018) carried out a research with the aims of this research were to assessing the practice of internal assessment in semester system and to explore students' perception in terms of tools and techniques of internal assessment. She used survey research design. She had selected forty students using simple random sampling strategy. She used both open- ended and closed-ended questions as tool to collect data. She found that majority of the students had positive perception on the practice of internal assessment in semester system and less number of students perceives that the practice of internal assessment system was not systematic. Similarly, she also found that the scoring system and counting attendance were not transparent.

Bhusal (2016) conducted the research entitled "A Study of Student's Perception towards Internal Assessment of Semester System". Her main objectives were perception of M. Ed, English students toward internal assessment and its

challenges in terms availability of resources. She had selected 30 English semester students through random procedures. Both closed and open ended questionnaire were used in the study as the research tools for data collection. She found that most of the students had positive attitudes towards of internal assessment in semester system and less students has negative.

Similarly, Puri (2011) carried out the researcher entitled "Teachers' and Students Perception on Class Work and Homework". His main objectives were to explore teacher and students perception on class work and homework. He used survey research design and questionnaire as a tool for data collection. The sample population of the study was 30 secondary level English teachers private and public judgmental sampling method was used to collect the data. His finding was that class work and homework have more positive or benefits to the students and teachers.

Smith and Carney (1990) carried out a research on "Students' Perceptions of the Teaching Evaluation Process". The objective of the study was to examine the students' perceptions of the evaluation process. They used questionnaire to survey students regarding their perception of teaching learning process. They selected 116 undergraduate students as a sample of their study. They found that the teaching evaluation process supports teaching learning more success.

Mussawy (2009) conducted a research entitled "Assessment Practices: Student's and Teacher' Perceptions of Classroom Assessment". The study was conducted to find out student's and teacher's perceptions towards classroom assessment. He conducted 19 interviews (13 individually and 6 in pairs), 3 focus group (2 focus group and 1 group of teachers from different disciplines) and 16 hours classroom observation. He found that the students learned more on the formative aspect of classroom assessment while teachers favored the summative or achievement part. The study also showed that the shared their experiences through the medium of internal assessment rather than summative evaluation system.

Yousaf and Hashim (2012) carried out research on "A Cased Study of Annual and Semester System of Examination on Government College of Management Science Porsha War Pakistan". The main objectives of the study were to know the difference of marks percentage passing relation between annual and semester system of examination and non-random sampling method was used to collect the data. They collected data through questionnaire as tool for data collection from different university staff and students. The major findings of this research were that semester system is very important to obtain better marks get better job opportunities; it trains the student through process of analysis, separation and evaluation for cognitive learning. Semester system moves to the higher level of learning and students is evaluated on both intellectual and behavioral basis and the students passed through semester system of examination secure comparatively good marks/percentage than annual system of examination.

Likewise, Chongbang (2014) conducted a mini research on "Comparative Study of Semester System and Annual System of Faculty of Education". His main objectives were to explore the realities of teaching and learning activities and classroom management and students achievement of the two systems. The sample population of the study was twelve semester students which were selected through random sampling and 6 annual students through the stratified random sampling. He used questionnaire i.e. observation (FGD) focus Group Discussion and interview as tools. Quantitative methods were used to analysis data. Semester system and annual system are different in terms of policy, course of study and strategies like attendance. And he also concludes that there is more pass percentage of students in semester system.

2.3 Implication of the Review for the Study

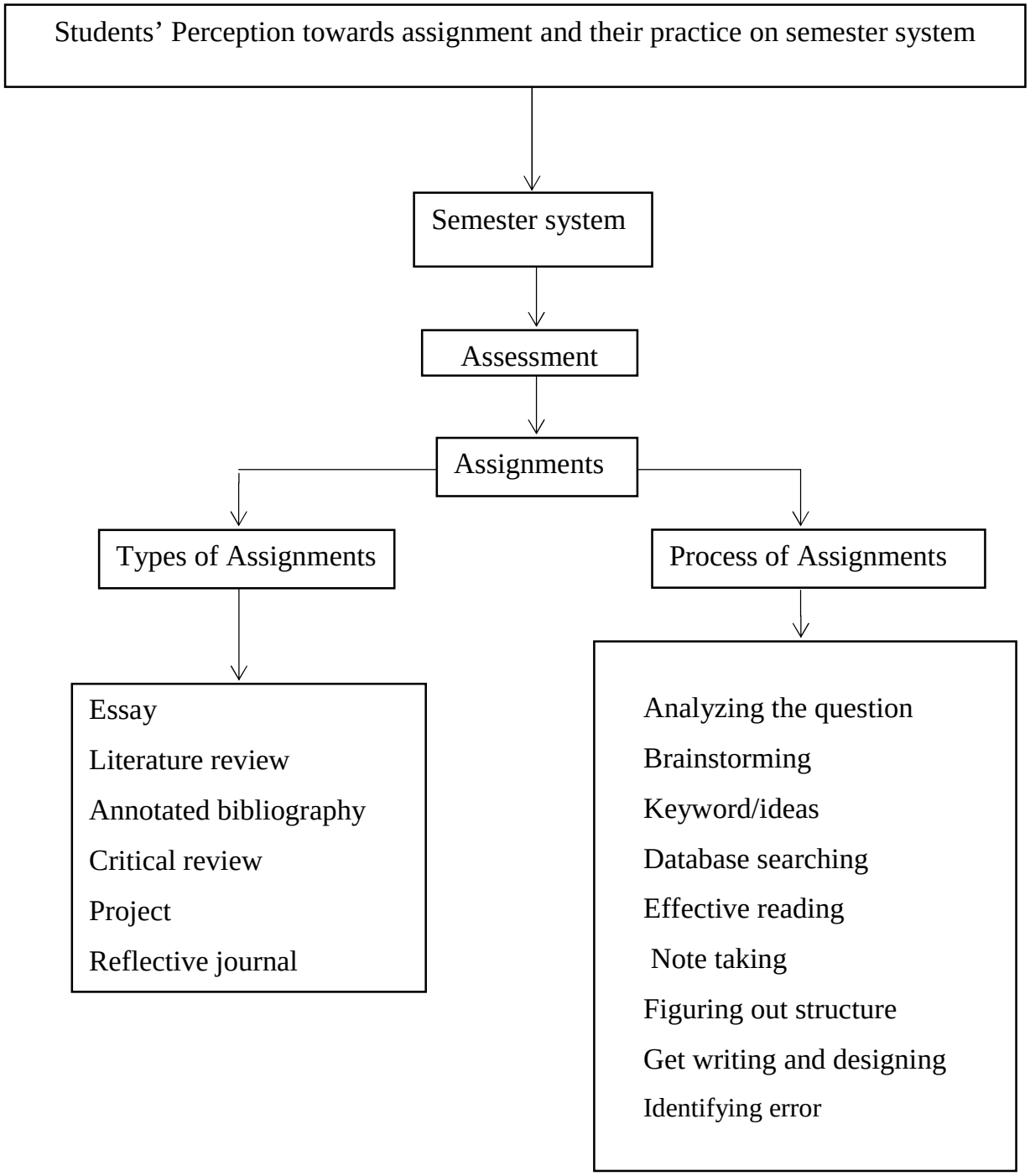
Determining and reviewing the related literature is the central and most important task for researcher in any research. After reviewing the related literature, I got the information about the various procedures that are needed to conduct my research study. I got lots of ideas regarding objectives, research questions, and methodological procedure. In order to complete my research, I reviewed the ideas given by Harmer (2008), Brown (198), Hallam (2004), Gibram (1991), Zoltann and Murphay (2003), Kumar (2005). From those reviewed literatures, I got many ideas about different assignments tools and its types. In the same way, I have reviewed seven different studies which were related with my research topic.

Rai (2018) supported me in designing tools and techniques of internal assessment. In the same way Bhusal (2016) supported me by providing the ideas about data collection procedures. Similarly I also reviewed Chonghang (2014) which provided me the insight to make objectives and research questions.

These all reviewed articles and unpublished theses have provided me the ideas and information related to my topic, which helped me to explore the ideas on my research.

2.4. Conceptual Framework

The study on students' perception towards assignment and their practice on semester system are based on the following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

This chapter has includes the design of the study, population sample, research tools, sources of data collection procedures, data analysis and ethical consideration. I had adopted the following methodological procedure to achieve the objectives of the study.

3.1 Design of the Study

I used survey research design to complete my research on students' perception toward assignment and their practice on semester system. I visited to the selected field to collect the required data. Survey research is carried out in large number of population in order to find out students' perception towards assignment and their practice on semester system. I selected survey research design because it is very much useful tool carry out the data from large sample of population.

3.2 Population, Sample and Sampling Strategy

The population was the students who are studying in second semester. The sample was 40 students of 2nd semester. I used random sampling strategy while selecting population for the study.

3.3 Research Tools

I used questionnaire including closed-ended and open- ended questions as research tools.

3.4 Source of Data

Both primary and secondary sources of data were my thesis sources. I collected the primary data from the students of 2nd semester of English Education T.U. I consulted various books, journals, report, websites and thesis related to the topic as secondary sources.

3.5 Data Collection Procedures

I adopted a step wise methodological procedure to collect the required data. I visited the Department of English Education of T.U. at Kirtipur, Kathmandu. Then, I established the rapport with Head of the Department and I made him clear about purpose of my study. After taking permission from Head of the Department, I met selected population and explain them about the purpose of my study. Then, I administered the questionnaire to them. After the questionnaire was filled up by the selected population, I collected the questionnaire from them and finally I analyzed the data for my study.

3.6 Data Analysis Procedures

After collecting data from the use of research tools, Ianalyzed the raw data descriptively using simple statistical tools such as tables, list necessary was used to record analyze and interpret the data.

3.7 Ethical Considerations

At first, I promised to the informers to keep their opinions secret. Similarly, to get authentic data I requested them to disclose all things that they have experienced while studying in the semester system. Moreover, I did not ask any issue rising questions or debatable questions to the informers.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

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

4.1 Analysis and Interpretation of Results

Analysis and interpretation of the result have been divided into two parts in terms of close-ended and open-ended questionnaire. To explore the students' perception towards assignment and their practice in semester system, I used questionnaire as a tool which included forty close-ended and five open-ended items. Statistical approach was used to analyze the close ended items and thematic approach was used to analyze open ended items. In first section, I have analyzed and interpreted the close ended items. I calculated the data to take out students' response in percentage. I have presented the percentage of response in table. In second part I have analyzed and interpreted data derived from open-ended items. I analyzed these collected data descriptively. The analysis and interpretation of the responses have been presented in sub section below:

4.1.1 Holistic Analysis of Students' Perception towards Assignments and their Practices

This section is mainly concerned with the students' perception towards assignment and their practices. In order to draw the students' views, a set of questionnaire forty close-ended and five open ended questions were given to the respondents. The analysis and interpretation of the data obtained from the students are presented as below:

4.1.1.1 Number of Students' Involvement in Assignment

Under this heading, the number of the students who took parts in assignment is described.

Table 1

Students' Involvement in Assignment

SN	Statements	Responses in frequency and percentage			
		Yes		No	
		F	%	F	%
1	I feel easy to do my assignment individually.	31	77.5%	9	22.5%
2	I have worked in group for my assignment.	40	100%	0	0%

The table 1 shows 77.5% (31) of the students had felt easy to do assignment individually and 22.5% had not felt easy to do assignment individually. This shows that most of the students had felt easy to do assignment individually. Forty out of 40 students worked in group assignment. This shows that students did not do assignment individually in semester system.

4.1.1.2 Role of feedback for students' improvement

In this section, I wanted to know the role of feedback in the improvement of students' assignment**.**

Table 2

Students' view toward feedback

S.N	Categories	Response	No of student	Percentage
3	Teachers return back assignment after checking mistake with feedback	Yes	31	77.5%
		No	9	22.5%
4	I Have improved my assignment after getting feedback	Yes	28	70%
		No	12	30%
5	The purposes of assignments provide continuous feedback to the student and teacher.	Strongly agree	11	27.5%
		Agree	23	57.5%
		Neutral	4	10%%
		Disagree	2	5%
		Strongly Disagree	0	0%

The table 2 shows 77.5% (31) of the teacher returned their assignment back after they checked mistakes with feedback and 22.5% (9) teachers had not returned their assignment back after they checked mistakes with feedback. This shows that most of the students get feedback from their teacher.

Approximately, 70% (28) students had improved assignment getting feedback and 30% (2) did not, 57.5% (23) of the students agreed about the purpose of assignment to provide continuous feedback to both the teacher and students during teaching and learning activities. This shows that students desire for feedback from their teacher. Similarly, 27.5% (11) of the students had strongly agreed and 10% (4) students were not given their assignment with feedback

and 5% (2) students had disagreed. It means students improve their assignment when they get feedback from their teacher.

4.1.1.3 Assignment and its Impact in Learning for M.Ed. Students

In this section I have analyzed about the impact of assignment for M.Ed level students.

Table 3

Assignment and its Impact in Learning

SN	Categories	Response	No of students	Percentage
6	Assignment is suitable and effecting method for M.Ed. level students	Strongly agree	13	32.5%
		Agree	22	55%
		Neutral	4	10%
		Disagree	0	0%
		Strongly disagree	1	2.5%
7	Assignment develops wide range to search different related materials.	Strongly agree	15	37.5%
		Agree	20	50%
		Neutral	2	5%
		Disagree	1	2.5%
		Strongly disagree	2	5%
8	Assignment and its proper practice enhance learners' knowledge and skill.	Strongly agree	22	55%
		Agree	17	42.%
		Neutral	1	2.5%
		Disagree	0	0%
		Strongly disagree	0	0%

Table 3 shows 32.5% (13) of the students had strongly agreed that assignment is suitable and effective method for M.Ed level students, 55% (22) of the students had agreed 10% (4) of the students were neutral and 0% of the students strongly disagreed toward the assignment. It shows that almost all students had positive attitudes toward the assignment as suitable and effective method for M.Ed level.

Approximately, 37.5% (15) of the students had strongly agreed towards the assignment that developed wide range of skills to search different related material, 50% (20) of the students agreed, 5% (2) of the students neutral, 2.5% (1) of the students' disagreed and 5% (2) of the student strongly disagreed that assignment developed skills to search different related material. This shows that majority of the students believe that assignment provide them a lot of opportunity to enhance their skills to search different materials.

Likewise, 55% (22) of the students had strongly agreed toward the assignment and its proper practices that enhance learners' knowledge and skills, 42.5% (71) of the students agreed and 2.5% (1) students were neutral. It shows that assignment and its proper practice enhance the students' knowledge and skill of the semester students.

4.1.1.4 Number of Students' Affected by Classroom interaction

Here, I have analyzed about the effecting factors of students in classroom interaction.

Table 4

Students' Affected by Classroom interaction

S N	Categories	Respond	No of students	Percentage
9	Classroom interaction decreases the students shyness	Strongly agree	14	35%
		Agree	20	50%
		Neutral	2	5%
		Disagree	2	5%
		Strongly disagree	2	5%

Table number 4 shows 35% (14) of the students had strongly agreed to classroom interaction that decreases rate of learning of the students. Similarly, 50% (20) of the students had agreed, 5% (2) were neutral and 5% (2) were disagreed and 5% (2) were strongly disagreed.

This shows that the majority of students had positive attitude towards the classroom interaction.

4.1.1.5 Number of Students' Influence in Making Conclusion

In this section, I have analyzed about the students' influence in making conclusion

Table 5

Students' Influence in Making Conclusion.

SN	10 Item	Response	No of students	Percentage
10	The large number of students in group creates difficulty to come in conclusion.	Yes	22	55%
		No	18	45%

The result of the respondents in item 5 indicates that 55% (22) of the respondents in group created difficulty to come in conclusion. Likewise, 45% (18) of them did not think that the number of students create difficulty to come in conclusion. This shows that almost half number of students believe that doing assignment in group is very difficult.

4.1.1.6 Validity, Reliability and Hello Effect of Assignment

Here, I have analyzed about the validity, reliability and hello effect of assignment.

Table 6

Validity, Reliability and Hello Effect of Assignment

S N	Item 10	Response	No of students	Percentage
12	Assignment is highly affected by the influence of hello effect.	Strongly agree	3	7.5%
		Agree	13	32.5%
		Neutral	8	20%
		disagree	13	32.5%
		Strongly disagree	3	7.5%
11	Assignment has less validity and reliability.	Strongly agree	1	2.5%
		Agree	11	27.5%
		Neutral	11	27.5%
		Disagree	14	35%
		Strongly disagree	3	7.5%

The above table shows that 2.5% (1) of the students strongly agreed that the assignment had less validity and reliability. Likewise, 27.5% (11) of them agreed in this regard. However 27.5% (11) of them were neutral for this statement. Most of students 35% (14) disagreed to this statement. It shows that the majority of the students disagreed that the assignment has less validity and reliability.

Similarly, above table shows that 7.5% (3) of the students were strongly agreed that the assignment is highly affected by the influence of hello effect, 32.5% (13) of them agreed, 20% (8) students strongly disagreed that item. The above data shows that the majority of the students believe the assignment is highly affected by the influence of hello effect.

4.1.1.7 Process Adopting While Doing Assignment

In this section, I have analyzed about the process that the students adopt while doing assignment.

Table 7

Process Adopting While Doing Assignment

S N	Item	Response	No of students	Percentage
13	I adopt the different process like analyzing, brainstorming, etc. while doing my assignment.	Yes	34	85%
		No	6	15%
14	These process/ activities are divided among the group members.	Yes	34	85%
		No	6	15%
15	Out of them, I follow the activity to do my assignment in group.	Analyzing the question	7	17.5%
		Brain storming key words	5	12.5%
		Conceptualizing ideas and consulting the rubric	5	12.5%
		Data base searching	10	25%
		Effective reading and note taking	11	27.5%
		Figuring out structure	0	0%
		Getting writing and designing	1	2.5%
		Identifying error	1	2.5%

In the question number 13, as above table shows, 85% (34) students responded 'Yes' and very little number of student responded 'No'. This shows that most of the students adopt the process like analyzing the question.

Likewise, the statement number 14, as above table shows, 85% (34) students were agreed that maximum students divide their activities among the members.

Regarding question number15, as the above table (number 7) shows 17.5% (7) students analyzed the question, 12.5% (5) students brain stormed the key words, 12.5% (5) conceptualized ideas and consulted the rubric, 25% (10) students conducted data base search , 27.5% (1) identified error. It shows that most of the students involved in effecting reading and note taking while doing assignment.

4.1.1.8 Analysis Regarding Types of Assignment

In this section, I have analyzed about the involvement of students in different types of assignment.

Table 8

(a) Project as Assignment

SN	Item	Response	No of students	Percentage
16	Project work for the completion of your assignment.	Yes	30	75%
		No	10	25%
17	Project work is good for the development of student's critical knowledge and skill.	Yes	38	95%
		No	2	5%
18	Project work activities make the students an autonomous learner.	Strongly agree	7	17.5%
		Agree	26	65%
		Neutral	1	2.5%
		Disagree	4	10%
		Strongly disagree	12	5%
19	Project work as assignment in your group.	Yes	34	85%
		No	6	15%
20	While doing project work I follow certain activities like analyzing the question, brain storming key words, etc.	Yes	35	87.5%
		No	5	15%
21	Out of these activities I do my assignment choosing.	Analyzing the question	4	10%
		Brain storming key words	3	7.5%
		Conceptualizing ideas and consulting the rubric	3	7.5%
		Data base searching	14	35%
		Effective reading and note taking	10	25%
		Figuring out structure	1	2.5%
		Getting writing and designing	1	2.5%
		Identifying error	4	10

From the above table, it is clear that most of respondents' i.e.75% (30) did project work as their assignment. But, 25% (10) student did not conduct project work. Thus, it shows that project work is also useful for students i.e. as a form of assignments.

Similarly, in the statement number 17, the maximum number of respondents, i.e. 95% (38) said that it is good for the development of students' critical knowledge and skills and 5% (2) number of respondents said that project works is not good for the development of students' critical knowledge and skill. It means project work is good for the development of students' critical knowledge and skills.

Likewise, statement number 18 shows 17.5% (7) of the students had strongly agreed 6.5% (26) the students had agreed, 2.5% (1) students had project work activities made the students an autonomous learner and 10% (4) students had disagreed, 5% (2) students had strongly disagreed. It can be concluded that most of the students' project work activities make the students autonomous learners.

Statement number 19 indicates that 77.5% (31) students had done project work as assignment in group and 22.5% (9) students had not done project work as assignment in group. It is clear that most of the students had done project work on assignment in group.

Statement number 20 shows that 87.5% (35) students had followed certain activities while doing project work and 12.5% (5) students had not followed certain activities while doing project work. It showed that most of the students followed certain activities while doing project works.

Similarly statement number 21 indicates that students had chosen all activities for doing assignment. Among these activities, most of the students had chosen data base searching for doing assignment

Table 9

(b) Essay as Assignment

S N	Item	Response	No of students	Percentage
22	I have written essay as the assignment.	Yes	40	100%
		No	0	0%
23	I have done essay writing as assignment in my group.	Yes	15	37.5%
		No	25	62.5%
24	While doing the essay assignment in group I divide the activities like analyzing the question, brain storming key words, etc. while doing assignment in my group.	Yes	25	62.5%
		No	15	37.5%
25	I do my assignment preferring the activity like…	Analyzing the question	12	30%
		Brain storming key words	2	5%
		Conceptualizing ideas and consulting the rubric	6	15%
		Data base searching	3	7.5%
		Effective reading and note taking	8	20%
		Figuring out structure	0	0%
		Getting writing and designing	4	10%
		Identifying error	5	12.5%

Regarding the statement number 22, as above table shows, 100% (40) of the students had written essay as their assignment. It can be concluded that all of the students had written essay as the assignment.

Likewise in the statement number 23, as above table shows, 37.5% (15) students had done essay writing as assignment in group and 62.5% (25) students had not done essay writing as assignment in group. It shows that most of the student had not done essay writing as assignment in group.

Similarly, in the statement number 24, as above table shows, 62.5% (25) of the students had divided the activities while doing the essay assignment in group and 37.5% (15) did not want group. It shows that most of the students followed essay as assignment while doing in group.

In the statement number 25, as above table shows, that 30% (12) students analyzing the question while doing assignment, 5% (2) students brainstormed the key words, 15% (6) conceptualized ideas and consulted the rubric, 7.5% (3) students conducted data base searching, 20% (8) students involved in effective reading and note taking, 10% (4) getting writing and designing and 12.5% (5) students identified error to prefer while doing assignment. This shows that most of the students analyzed the questions and least number of the students brainstormed the key words while writing essay.

Table 10

(c) Literature Review as Assignment

S N	Item	Response	No of students	Percentage
26	I have done literature review for my assignment.	Yes	29	72.5%
		No	11	27.5%
27	I do literature review in group.	Yes	12	30%
		No	28	70%
28	While doing literature review in group I prefer the activity like…	Analyzing the question	2	5%
		Brain storming key words	5	12.5%
		Conceptualizing ideas and consulting the rubric	8	20%
		Data base searching	2	5%
		Effective reading and note taking	15	37.5%
		Figuring out structure	1	2.5%
		Getting writing and designing	5	12%
		Identifying error	2	5%

Regarding the statement number 26, as above table 10 shows, 72.5% (59) students had done literature review as assignment and 27.5% (11) students had

not done literature review as assignment. It can be concluded that most of the students had written literature review as assignment.

In the same way, statement number 27, as above table 10 shows, 30% (12) students had done literature review in group and 70% (28) students had not done literature review in group. It can be concluded that most of the student had not written literature review in group.

Likewise, question 28, as table 10 show 5% (2) students analyzed the question, 12.5% (5) students Brainstormed key words, 20% (8) students conceptualized ideas and consulted the rubric, 5% (2) students conducted data base searching, 37.5% (15) students effective reading and note taking, 2.5% (1) students figured out structural 12.5% (5) students wrote and designed and 5% (2) students identified error. From this analysis, it can be concluded that most of students had done literature review in group and respectively effective reading and note taking activity to prefer in assignment.

Table 11

d) Reflective Journal as Assignment.

SN	Item	Respond	No of students	Percentage
29	I have written reflective journal for the completion of my assignment.	Yes	11	27.5%
		No	29	72.5%
30	I have done reflective journal assignment in group.	Yes	6	15%
		Yes	34	85%
31	While doing reflective journal assignment, I follow the activities like analyzing the question, brain storming key words, etc. in my group.	Yes	30	75%
		No	10	25%
32	I do my assignment in group by preferring the activity like…	Analyzing the question	5	12.5%
		Brain storming key words	3	7.5%
		Conceptualizing ideas and consulting the rubric	8	20%
		Data base searching	10	25%
		Effective reading and note taking	7	17.5%
		Figuring out structure	1	2.5%
		Getting writing and designing	4	10%
		Identifying error	2	5%

The above table regarding the question number 29 shows that 27.5% (11) students had written reflective journal for the completion of his/ her assignment and 72.5% 29 students had not written reflective journal as assignment in

semester students. It shows that most of the student had not written reflective journal as assignment.

In the same way, question number 30 shows 15% (6) students had written reflective journal in group and 85% (34) students had not. It can be concluded that most of the students had not written assignment in group.
Similarly, as the question number 31 states that 75% (30) students had followed the activities for doing assignment and 25% (10) students had not followed any activities while doing assignment. It can be concluded that most of the students had followed certain activities while doing assignment.

Likewise,question number 32 shows, 12.5% (5) students analyzed the question 7.5% (3) brainstormed key words, 7.5% (3) conceptualized ideas and consulted the rubric, 25%(10) involved in data base searching 17.5% (7) did effective reading and note taking, 2.5% (1) figured out structure, 10% (4) involved in getting writing and designing and 5% (2) students identity error. Regarding the such activities, it can be concluded that most of the students had preferred research based assignment in group.

Table 12

e) Annotated Bibliography as Assignment

SN	Item	Respond	No of students	Percentage
33	I write annotated bibliography as my assignment.	Yes	11	27.5%
		No	29	73.5%
34	While doing annotated bibliography, I follow the process like conceptualizing ideas, consulting the rubric, etc, in my group.	Yes	18	45%
		No	22	55%
35	While doing annotated biography in group I prefer the activity like…	Analyzing the question	5	12.5%
		Brain storming key words	4	10%
		Conceptualizing ideas and consulting the rubric	7	17.5%
		Data base searching	7	17.5%
		Effective reading and note taking	11	27.5%
		Figuring out structure	2	5%
		Getting writing and designing	2	5%
		Identifying error	2	5%

The table shows 25.5% (11) students had written annotated bibliography as assignment and 72.5% (29) students had not written it as assignment. It can be concluded that most of the students had written annotated bibliography as assignment in semester system.

In the above table 12, question number 34 shows that 45% (18) students had followed the process as annotated bibliography as assignment and 55% (22) students had followed the process as annotated bibliography as assignment. From the above table, it can be concluded that most of the students had not followed annotated bibliography as assignment in the process of doing assignment.

In the same way, question 35 shows that 12.5% (5) analyzed the question, 10% (4) brainstormed key word 17.5% (97) conceptualized ideas and consulted rubric, 17.5% (7) conducted data base searching, 27.5% (11) involved in effective reading and note taking, 5% (2) figured out structure, 5% (2) involved in getting writing and designing and 5% (2) identified error. From the above data, it can be concluded that most of the students' had active reading and note taking activity to prefer while doing annotated biography as assignment.

Table 13

f) Critical Review as Assignment

S N	Item	Response	No of students	Percentage
36	I have done critical review as assignment.	Yes	32	80%
		No	8	20%
37	I do critical review in group.	Yes	15	37.5%
		No	25	62.5%
38	While doing critical review, I follow the process like reading note taking, figuring out structure, etc, in my group.	Yes	28	70%
		No	12	30%
39	While doing critical review as assignment in group, I prefer the activity like…	Analyzing the question	8	20%
		Brain storming key words	7	17.5%
		Conceptualizing ideas and consulting the rubric	11	27.5%
		Data base searching	4	10%
		Effective reading and note taking	7	17.5%
		Figuring out structure	1	2.5%
		Getting writing and designing	0	0%
		Identifying error	2	5%

The table 13 shows 80% (32) of the students had done critical review as assignment and 20% (8) students had not done critical review as assignment. It can be concluded that most of the students had done critical review as assignment in semester. Approximately 37.5% (15) of the students showed

critical review in group and 62.5% (25) of the students had not done critical review in group.

In this way, item number 38 shows that 70% (28) students had followed the process while doing critical review and 30% (12) of the students had not followed.

Likewise, item number 39 shows that 20% (8) students analyzed the question, 17.5% (7) students brainstormed key words, 27.5% (11) students conceptualized idea and consulted the rubric, 10% (4) students involved in data base searching, 17.5% (7) students involved in effective reading and note taking, 2.5% (1) students figured writing and designed and 5% (2) students identified error while doing critical review as assignment in group. It can be concluded that most of the students had done data base searching activity while doing critical review as assignment in group in the semester.
Question number 40 shows that apart from the assignment, error analysis and test are also conductedin semester system to measure students' achievement in the university campus.

4.1.2 Analysis of Open-ended Question

In this section I have presented the analysis and interpretation of open-ended questions. They are presented below;

4.1.2.1 Positive Aspects of Assignment and its Practices

First open ended item of my research was about students' perception towards assignment and their practice on Semester system. Forty students' responded on the basis of theirexperiences. Among them, I have taken three representative students' perception towards assignment and their practice on semester system to be analyzed and interpreted.

According to S-1 *"Assignment enhances the skills and builds up confidence to perform the various task and it helps to enrich our ideas and knowledge."*

S- 2 said *"To develop student critical knowledge skills and to develop students' habit to read and write."*

According to S-3 *"Students are able to learn in collaboration and it bust up confidence levels of writing"*.From the above students' views, I came into conclusion that there are positive aspects of assignment and its practices in semester system. It enhanced students' skill and built up confidence and developed critical knowledge and skill.

4.1.2.2 The Student Face Problem while doing Assignment

The students have faced the same problem while doing the both compulsory and major subjects assignments. Thus, in this section I have analyzed the problem of students that they face while doing the assignment of compulsory and major subjects.

This open ended item shows that student face problem while doing assignment. Regarding this item, the students have given distinct views. I have presented some of them. The S-1 pointed out following problems;

- Not creative assignment
- Lack of materials
- Not provided on proper time

In the same way, S-2 said the following problems;

- Insufficient teacher guidance
- Lack of proper feedback
- Intellectual theft

Similarly, S-3 indicated following problems

- No cooperative learning
- No support of subject teachers
- almost all assignment given together
- The problem arise in group assignment, such as coordination collaboration and teaching work

From above perceptions, I came to conclude that the students face following problems while doing their assignments;

- No creative assignment
- Lack of materials
- Lack of proper feedback
- No support of subject teacher
- Lack of resource materials
- Almost as assignment give together.

4.1.2.3 Assignment Play Vital Role to Strengthen Students' Further Learning

This open ended item was about the role of assignment to strengthen students' further learning. In this regard, S-1 said *"Yes, students practice more to search related materials and do assignment then students strengthening skills."*
In the same way, S-2 said *"It helps them to be independent and active researcher and fond out knowledge, develops kills and change behaviors."*
Similarly, S-3 said *"Assignment strengthens the students learning capacity by giving more additional knowledge busting up confidence love."*
In conclusion it can be said that assignment plays vital role in strengthening students' further learning because students practice more to search related materials and do assignment and then, students strengthen their skills. It helps them to be independent and active researcher and it develops knowledge, skills and change behavior.

4.1.2.4 Practice of Assignment in Semester System

This open ended item was about the practice of assignment in strengthening students' further learning.

According to S-1*"Assignment is controlled out and guided by the student. It enhances students' creativity in all writing skills. It develops the logical part in the process of reading and writing. It develops the students' ability in*

searching the knowledge, concept conceptualizing about the topic which is related in every section".

According to S- 2,"*assignment is not really well followed and systematic according to the basis of plan. It is not provided on time and the teachers do not respond to students in time. Likewise, feedback is not given in time. In this way, due to the lack of strict rules students are not punctual in their homework. It is being just like a fashion in semester".*

Similarly, S-3 *said "the assignment is not being practiced as they should be. Some assignments are provided just for formality. Some are not likely to be given as assignments though they are asked to do. The monitoring support is not interested there. The teachers have not provided feedback to their students, teachers are not dominant in semester system and they make the students autonomous learners even regarding assignments".*

In conclusion, it can be said that assignment is being productive in semester system because it is controlled out and guided by the student.

4.1.2.5 Suggestion for the Effective Practice of Assignment in Semester System

This open ended item was about the suggestion for the effective practice of assignment.

Regarding this statement, S-1 answered that *"it would be better if the assignment would have provided regarding the course content. Assignment should be checked in time and students should get it in time. Assignment should be assignment like not to accomplish just for the formality".*

Similarly, S-2 said that "*for the effective practice of assignment in semester system teachers should provide creative question from which students can develop creativity, and teacher must provide contemporary issues by which student update their knowledge in accordance with present time".*

Similarly, S-3suggested that *assignment should be given on the basis of the following points.*

- *Topic should be appropriate for students*
- *Assignment is based on researches*
- *Feedback is necessary for good assignment*
- *Assignment should be away from nepotism.*

Moreover, S-4 suggested that *"question should be critical thinking oriented rather same question of content / syllabus. Time should be properly balanced between assignment and examination. It should have addressed the essence of course contest".*

Likewise, S-5 said that *"assignments are given in order to examine students' writing skill and provide remedial feedback. But there is lack of feedback from teachers. So, sufficient feedback should be given to the students. Assignment tasks should be given having proper interval of time. Furthermore some assignments are given near to examination so students do it in hurry; whether they copy or paste assignment should be given to the teachers in proper time".*

From the above different views of the students, it can be concluded thatwhile giving assignment to the teacher should be careful about many things. Such as topic should be appropriate for students, assignment should be based on research, feedback should be given to the students in time and teacher should treat equally to the students.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to find out students perception towards assignment and their practice. I have drawn some of the findings, conclusion and recommendation from the analysis of students' perceptions towards assignment and their practice. Findings, conclusion and recommendations of this study havebeen presented as follows:

5.1 Findings

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

a. Findings related to the students' perceptions towards assignment

- Most of the students (i.e. 77.5%) had felt easy to do assignment individually.
- Most of the students (i.e. 77.5%) got feedback from their teacher.
- Thirty Seven percent students improved their assignment when they get feedback from their teacher.
- Almost all students (i.e. 98%) had positive attitudes toward the assignment as suitable and effective method for M. Ed level.
- Eighty seven percent students believed that assignment provides them a lot of opportunity to enhance their skills to search different materials.
- Assignment and its proper practice enhance the students' knowledge and skill of the semester students.
- The majority of students (i.e. 85%) had positive attitude towards the classroom interaction.
- Fifty percent of the students believe that doing assignment in group is very difficult.
- The majority of the students (i.e. 44.5%) disagreed that the assignment has less validity and reliability. And 27.5% students were neutral

- Fifty percent of the students believed that the assignment is highly affected by the influence of hello effect.
- Project work is good for the development of students' critical knowledge and skills.
- The students' project work activities make the students autonomous learners.

b. Findings related to the students practice towards their assignment in semester system:

- All students did assignment individually in semester system.
- All students desired for feedback from their teacher.
- Eighty five percent of the students adopted the process like analyzing the question.
- 27.5 % students involved in effecting reading and note taking while doing assignment.
- Project work is also useful for students i.e. as a form of assignments.
- 77.5% students had done project work on assignment in group.
- 87.5% students followed certain activities while doing project works.
- Most of the students (i.e. 35%) had chosen data base searching while doing assignment.
- All of the students had written essay as the assignment.
- Most of the student (i.e. 62.5%) had not done essay writing as assignment in group.
- Most of the students (i.e. 62.5%) followed essay as assignment while doing in group.
- Most of the students (i.e. 30%) analyzed the questions and least number of the students (i.e. 5%) brainstormed the key words while writing essay.
- Most of the students (i.e. 72.5%) had written literature review as assignment.

- Most of the student (i.e. 70%) had not written literature review in group.
- Most of the student (i.e. 72.5%) had not written reflective journal as assignment.
- Most of the students (i.e. 85%) had not written assignment in group.
- Most of the students (i.e. 75%) had followed certain activities while doing assignment.
- Most of the students (i.e. 25%) had preferred research based assignment in group.
- Most of the students (i.e. 73.5%) had written annotated bibliography as assignment in semester system.
- Most of the students (i.e. 55%) had not followed annotated bibliography as assignment in the process of doing assignment.
- Most of the students (i.e. 25.5%) had active reading and note taking activity to prefer while doing annotated biography as assignment.
- Most of the students (i.e. 80%) had done data base searching activity while doing critical review as assignment in group in the semester
- Question number 40 shows that apart from the assignment, error analysis and test are also conducted in semester system to measure students' achievement in the university campus.

5.2 Conclusion

This research was carried out with the aim of finding student's perception towards assignment and their practice of the same. On the basis of the analysis and interpretation of the data, following conclusion had been derived;

Assignment is important for students to enhance the knowledge and skill. It has great importance to the students' success, the result and discussion of detailed on the type of assignment and their practice of this assignment. Which have been implementing in university campus, T.U. Most of the students have positive perception on the practice of assignment.

The assignment points out that literature review, annotated bibliography, reflective journal, essay, critical review are the types of assignment practiced in semester system. They agreed that assignment system develop students' internal and external learning capacity. The 77.5 % students agreed that assignment system plays important role to provide continuous feedback during the learning time. Similarly, assignment was found to be suitable and effective method for M. Ed. Level students. The students had taken assignment and its types positively.

Assignment is very useful for the student for enhancing knowledge and decreasing the shyness. It should enhance students' creativity and learning style. But a few students agreed that assignment is not systematic and conducted in proper way. The problem they identified is lack of resource materials, not sufficient feedback from teachers side are challenges regarding assignment. The suggestions were that the systematic implementation of the assignments, the practice of assignment in semester system, teacher should provide sufficient materials, feedback and more time for checking assignment.

Finally, assignment is very necessary to the students for developing internal external knowledge. Thus, to increase its effectiveness and reduce the bad aspects seen in this system certain action need to be taken through consideration of different policies and practice related.

5.3 Recommendation

On the basis of the findings and conclusion, the policy, practice and further research related recommendations are provided as follow;

5.3.1 Policy Related

Policy makers should make good policy to make students' assignment effective and it's their practice in semester system. I suggest the policy maker and curriculum designer to be clear in the following points;

- Guide lines for conducting assignment have to be clearly devised.
- Policy maker should not make the vast curriculum like annual system.
- Department should make the availability of resource materials as curriculum demands.

5.3.2 Practice Related

From the analysis and interpretations of data I found that the teachers are not providing feedback to the students regularly. They do not use proper process while giving assignment. Students are facing various problems like; lake of resource materials, time, feedback, internet facility and others. The practice related recommendations are as following;

- Teacher should motivate his/her students to write assignment regularly.
- Assignment should be used to keep good relationship between teachers and students.
- Teacher should play the role of resource person or facilitator because student may not get the resource all the time.

5.3.3 Further Research Related

The present study entitled “Students’ Perception towards Assignment and their Practice on Semester System”. It was based on the perception of the M. Ed. English second semester student of University Campus. The main objectives were to explore students’ perception towards assignment and their practice, and to explore the challenges faced by the semester students.

- This study was limited to the University Campus, TU so further research can be done in other university and campuses.
- Further research can be done on role of resource materials while doing assignment.
- Further research can be done on validity and reliability of assignment in university campus.
- Further research can be done on role of feedback in assignment.

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Date:-

Campus Name:-……...

Name of the student: - ……

Roll No:-…….. **Subject:-**…….

Semester:-…… **Level:-**……

Closed ended questions

1. I feel easy to do my assignment individually?
   a) Yes
   b) No

2. Have you ever worked in group for your assignment?
   c) Yes
   d) No

3. Does teacher return back your assignment after checking them along with pointing out mistakes with feedback?
   a) Yes
   b) No

4. Have you improved in your assignment after getting feedback from your teacher?
   a) Yes
   b) No

5. The purpose of assignment is to provide continuous feedback to both the teacher and students during teaching and learning activities.
   a. Strongly agree b. Agree c. Neutral
   d. Disagree e. strongly disagree

6. Assignment is suitable and effective method for M.Ed. level students.
   a. Strongly agree b. Agree c. Neutral
   d. Disagree e. strongly disagree

7. Assignment develops wide range to search different related materials.
   a. Strongly agree b. Agree c. Neutral
   d. Disagree e. strongly disagree

8. Assignment and its proper practice enhance learners' knowledge and skill.
   a. Strongly agree b. Agree c. Neutral

d. Disagree e. strongly disagree

9. Classroom interaction decreases the students' shyness.

a. Strongly agree b. Agree c. Neutral

d. Disagree e. strongly disagree

10. Does the large number of students in group create difficulty to come in conclusion?
    a) Yes
    b) No

11. Assignment has less validity and reliability.

a. Strongly agree b. Agree c. Neutral

d. Disagree e. strongly disagree

12. Assignment is highly affected by the influence of hello effect.

a. Strongly agree b. Agree C. Neutral
d. Disagree e. strongly disagree

13. Do you adopt the process like analyzing the question, brain storming key words, conceptualizing ideas and consulting the rubric, data base searching, effective reading and note taking, figuring out structure, getting writing and designing and identifying error, while doing your assignment?
    a) Yes
    b) No

14. Are these process/activities divided among the group members?
    a) Yes
    b) No

15. Out of them, which activity do you prefer to do your group assignment?
    a. Analyzing the question
    b. Brain storming key words
    c. Conceptualizing ideas and consulting the rubric
    d. Data base searching
    e. Effective reading and note taking
    f. Figuring out structure
    g. Getting writing and designing
    h. Identifying error

16. Have you done project work for the completion of your assignment?
    a) Yes
    b) No

17. Do you think project work is good for the development of student's critical knowledge and skill?

a) Yes
b) No

18. Project work activities make the students an autonomous learner.

a. Strongly agree b. Agree c. Neutral

d. Disagree e. strongly disagree

19. Have you done project work as assignment in your group?
    a) Yes
    b) No

20. While doing your project work did you follow certain activities like analyzing the question, brain storming key words, conceptualizing ideas and consulting the rubric, data base searching, effective reading and note taking, figuring out structure, getting writing and designing and identifying error?
    a) Yes
    b) No

21. Out of these activities which one did you choose for doing your assignment?

a. Analyzing the question
b. Brain storming key words
c. Conceptualizing ideas and consulting the rubric
d. Data base searching
e. Effective reading and note taking
f. Figuring out structure
g. Getting writing and designing
h. Identifying error

22. Have you written essay as the assignment?
    a) Yes
    b) No

23. Have you done essay writing as assignment in your group?
    a) Yes
    b) No

24. While doing the essay assignment in group have you divided the activities like, analyzing the question, brain storming key words, conceptualizing ideas and consulting the rubric, data base searching, effective reading and note taking, figuring out structure, getting writing and designing and identifying error in your group?
    a) Yes
    b) No

25. If so then which activity do you prefer while doing your assignment?

a. Analyzing the question
b. Brain storming key words
c. Conceptualizing ideas and consulting the rubric
d. Data base searching
e. Effective reading and note taking
f. Figuring out structure
g. Getting writing and designing
h. Identifying error

26. Have you ever done literature review for your assignment?
    a) Yes
    b) No

27. Did you do literature review in group?
    a) Yes
    b) No

28. While doing literature review in group which activity do you prefer?
    a. Analyzing the question
    b. Brain storming key words
    c. Conceptualizing ideas and consulting the rubric
    d. Data base searching
    e. Effective reading and note taking
    f. Figuring out structure
    g. Getting writing and designing
    h. Identifying error

29. Have you ever written reflective journal for the completion of your assignment?
    a) Yes
    b) No

30. Have you done reflective journal assignment in group?
    a) Yes
    b) No

31. While doing this assignment do you follow the activities like analyzing the question, brain storming key words, conceptualizing ideas and consulting the rubric, data base searching, effective reading and note taking, figuring out structure, getting writing and designing and identifying error in your group?
    a) Yes
    b) No

32. While doing such assignment in group which activity do you prefer?
    a. Analyzing the question
    b. Brain storming key words

c. Conceptualizing ideas and consulting the rubric
d. Data base searching
e. Effective reading and note taking
f. Figuring out structure
g. Getting writing and designing
h. Identifying error

33. Do you write annotated bibliography as your assignment?
    a) Yes
    b) No

34. While doing annotated bibliography do you follow the process like analyzing the question, brain storming key words, conceptualizing ideas and consulting the rubric, data base searching, effective reading and note taking, figuring out structure, getting writing and designing and identifying error in your group?
    a) Yes
    b) No

35. While doing annotated biography in group which activity do you prefer?
    a. Analyzing the question
    b. Brain storming key words
    c. Conceptualizing ideas and consulting the rubric
    d. Data base searching
    e. Effective reading and note taking
    f. Figuring out structure
    g. Getting writing and designing
    h. Identifying error

36. Have you done critical review as your assignment?
    a) Yes
    b) No

37. Do you do critical review in group?
    a) Yes
    b) No

38. While doing critical review do you follow the process like analyzing the question, brain storming key words, conceptualizing ideas and consulting the rubric, data base searching, effective reading and note taking, figuring out structure, getting writing and designing and identifying error in your group?
    a) Yes
    b) No

39. While doing critical review as assignment in group which activity do you prefer?
    a. Analyzing the question
    b. Brain storming key words
    c. Conceptualizing ideas and consulting the rubric
    d. Data base searching
    e. Effective reading and note taking
    f. Figuring out structure
    g. Getting writing and designing
    h. Identifying error

40. Apart from the assignments like essay writing, literature review, annotated bibliography, critical review, project work and reflective journals what types of assignment have you done in your subject? Please write down them.

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<u>Open ended questions</u>

1. What are the positive aspects of assignment and its practices in semester system?

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2. What are the problems that the student face while doing assignment?
    a. Compulsory subject

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    b. Major subject

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3. Does assignment play vital role in strengthening students' further learning? How?

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4. How assignment is being practiced in semester system?

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5. Do you want to give any suggestion for the effective practice of assignment in semester system?

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THANK YOU!!!!!!!!!