

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

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

**Submitted by
Radha Karki**

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

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DECLARATION

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

Date: 05-08-2017

.....
Ms. Radha Karki

DEDICATION

Dedicated

to

My Beloved Parents and Teachers

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ABSTRACT

This research entitled **Teachers' and Students' Beliefs on Practices of Internal Assessment in Semester System: a Case of University Campus,**

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

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

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ABBREVIATIONS AND SYMBOLS

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