

**A Study on the Attitude of Teachers and Students towards  
Internal Assessment: A Case of M.Ed. in English**

**A Thesis Submitted to the Department of English Language  
Education, T.U. Kirtipur, Kathmandu  
In Partial Fulfilment for the Master's Degree in English Language  
Education**

**By  
Punya Prasad Bhattarai**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu  
Nepal, 2008**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Punya Prasad Bhattarai** has prepared this thesis entitled '**A study on the Attitude of Teachers and Students towards Internal Assessment: A case of M.Ed. in English**' under my guidance and supervision.

I have recommended this thesis for acceptance.

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## **DEDICATION**

**Specially dedicated to my parents  
who devoted their lives to make  
me what I am today.**

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## **ABSTRACT**

The purpose of the present study was to find out the attitude of teachers and students towards the internal assessment. The researcher selected 5 teachers teaching in the Department of English Education and 15 students were from M.Ed first year and 15 were from M.Ed. second year.

The researcher used questionnaires as a research tool consisting of both the close-ended and open-ended questions in order to collect the required information which was expected to meet the objectives of the study. The researcher also interviewed VC, Rector, Register and Dean of Tribhuvan University to collect the perception of the officials of the University authority. The data collected from the informants were analyzed and interpreted to determine out the attitude of teachers and students towards internal assessment.

It was found that teachers have negative attitude towards the present system of internal assessment whereas students have highly positive attitudes towards the internal assessment.

This study consists of four chapters. Chapter one introduces the study in terms of general background, review of related literature, objectives of the study and significance of the study.

Chapter two deals with the methodology applied to carryout the research work. This consists of the sources of data, sample population and sampling procedure, tools for data collection, and limitations of the study.

Chapter three presents the analysis and interpretation of the data. This also flashes light on the views of different officials about the internal assessment and its significance in the university.

Chapter four discusses the findings recommendations and pedagogical implications of the study.

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### **References**

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## LIST OF ABBREVIATION AND SYMBOLS

B.Ed.	-	Bachelor of Education
CDC	-	Curriculum Development Centre
CUP	-	Cambridge University Press
Dr.	-	Doctor
e.g	-	exempli gratia (for example)
ELT	-	English Language Teaching
et.al.	-	et-alii/alia (and other people or things)
etc.	-	et cetera
I.A	-	Intermediate of arts
i.e.	-	id est (that is to say)
M.Ed.	-	Master in Education
Mr.	-	Mister
No.	-	Number
P.C.L.	-	Proficiency Certificate Level
Prof.	-	Professor
Regd. No.	-	Registration Number
S.L.C.	-	School Leaving Certificate
TU.	-	Tribhuvan University
UN	-	United Nations
Viz.	-	Videlicet (namely)
Vol.	-	Volume
1 <sup>st</sup>	-	First
2 <sup>nd</sup>	-	Second
%	-	Percentage
+	-	Plus
-	-	Minus
()	-	Braces
=	-	Equals to
<	-	Less than
<	-	Smaller than
∴	-	Therefore
$\chi^2$	-	Chi-square
$\alpha$	-	Alpha