

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is any set or system of linguistic symbols as used in more or less uniform fashion by a number of people who are thus enabled to communicate intelligibly with one another. (Random House Dictionary of English Language) R.H. D.E.L, (1966:806) cited in (Brown 1994).

Language is human species specific innate possession which distinguishes human being from other animals. It appears to be the most important means of communication in social contexts. Language functions as the most powerful medium of expressing ideas, feelings, emotions, desires and experiences.

Human language as a system of systems includes phonemes, morphemes, syntax and semantics. Human beings naturally acquire their mother tongue but we pay a conscious and planned attention to the learning of a second language.

From the perspective of applied linguistics, Hall (2002:7) states that "Language is considered to be a set of abstract systems whose meanings reside in the forms of themselves rather than in the uses to which they are put."

Language can be used in many forms, primarily through oral and written modes of communication as well as using expressions through body language. (Retrieved from: (www.unixl.com/dfr/education/lgs/lgdefinition))

English is taken as a most widely used language in the world since it has wide converge, vocabulary, large number of language functions, structures and so on. So the English Language is regarded as a contact or link language.

As English is an international language, teaching of English takes place all round the world. In context of Nepal, English is taught as a second or foreign language. Nowadays, the importance of English language is growing rapidly in such a way that English is made compulsory from elementary level to Bachelor level.

Crystal (1994) says "over two thirds of the world's Scientists write in English". It is also claimed that one in every seven human beings can speak English. More than half of the world's books and three quarters of international mails are found in English. So the importance of the English language in the present day world is increasing in every field.

Thus, English is a principal language for international communication and a gateway to the world body of knowledge. It is also a means of instruction and evaluation at higher levels of education. It opens the window of knowledge. It will not be an exaggeration to say that we fall behind in achieving knowledge if we fail to express our thoughts, ideas, feelings etc. in the English language.

1.1.1 Language Testing

Testing has become an international activity. It has become a discipline in itself. Until some decades ago, language testing was regarded as a part of applied linguistic and language teaching. Initially it was not supposed to play any crucial role. Later on language testing was recognized as a course of study under applied linguistics. Now, many universities and colleges have started teaching language testing as a separate subject. So language testing has been developed like any other area of study, a separate and independent discipline.

Testing in a broad sense has been an inherent part of teaching. Assessment of learning is as old as education itself. The teachers have always been keen to know the extent to which their teaching has been

effective, from the time when teaching begun. Testing is used as a process of scrutinizing how far learners have learned. On the other hand, testing is used in order to ensure that the teaching is effective, if not put more efforts to make it effective, in the classroom or after teaching.

The appearance of language testing journal in 1983 was an importance landmark in the history of languages testing (Khaniya, 2005).

The Journal offered for the first time, a good forum for language testing researchers to bring out their research interests. It was a remarkable contribution of the British professors to the emergence of language testing as a competent subject.

Davis (1990) cited in Khaniya (2005) tells that the language testing is the central for language teaching. The role of language testing in applied linguistics is paramount. What is important to note is that the testing and teaching should work together complementing to each other. The role of testing in research is even more important. So it should be emphasized that teaching and testing in language should not be kept too far away.

1.1.2 Introduction to Assessment

The term 'assessment' and 'evaluation' are used interchangeably although some minor differences may exist between them. Assessment can be defined as the process of gathering information about a student. The tools used for assessing overall performance of the learners are different types of tests, observations, interviews, inquiries, rating, scales, check list, questionnaires, etc. The chief purpose of assessment is to improve teaching and learning activities. The results of the assessment can be used in two ways: for improving teaching and for official use.

Mainly there are two types of assessment: Internal/instructional and official. The assessment having the purpose of improving teaching

learning activities in the classroom is called instructional assessment and the one that is used for sorting and classifying students is known as official assessment. However, in the sense of evaluation, it can be both formative and summative.

The advocates of humanistic approach opine that assessment should be positive or non-judgmental because a crucial function of providing assessment is to preserve and promote a positive self image of the learner as a person or language learner. Therefore, a provision of constant and honest assessment importantly contributes to rapid acquisition of language skills too.

Assessment is a general term that includes the full range of procedure used to gain information about student learning and the formation of value judgments concerning learning progress. It is an integrated process for determining the nature and extent of student learning and development.

Giving importance to assessment Wilkinson et al. (1980:25) state that "assessment procedure may transmit message to teachers about curriculum priorities".

Linn and Groundlud (2003:31) mention that "Assessment is a much more comprehensive and inclusive term than measurement and testing assessment may include both qualitative and quantitative description of students." But they opine that positive and negative assessments should be provisioned. They mention,

In general both positive and negative assessment should be made available to the learner as honestly as possible mainly because this is what learner feel and say they want. However, it is essential for such assessments to be given in atmosphere of support and warm solidarity, so that learners feel that the teacher's motive is honestly to promote and encourage their learning, not to put them down (a course in language teaching).

1.1.3 Internal Assessment

Internal Assessment system is a competent academic process of educational delivery. It is more important because it is integrated with the day to day teaching and learning directly involving teachers. It also reduces the risk of over dependence on one shot exam. It is based on the academic principle that it is the teachers who keep close look on students' learning and thereby could best judge their performance.

Although examination is taken as unfair means of assessment, we still have terminal and final examinations in each subject area and decide the final result of our evaluation according to the marks the students have secured in the exams.

So the total progress of students during the entire period of instruction is assessed through a few hour written examinations. Due to such kind of unfair means of assessment tool, students show unusual behaviours during or around the exam. Because of the total dependence in examination our whole system to education has become examination-oriented.

Another criticized aspect of the final examination system is that even the talented students can be failed in the exam either because of their illness or some other problems which is not accounted in the system.

Chauhan (1993: 131) states that "end product of learning which is evaluated by written examination tells what the learner has memorized. It doesn't tell how the examinee achieved the particular score". This also indicates that some kind of monitoring during the course of instruction is essential.

To assess the total aspects of the students' learning and to provide feedback even to the teachers as well as to the students during the instruction, internal assessment is a good tool. It can promote the

meaningful involvement of the students with materials that is central to the teaching objectives of the given course.

Internal assessment is used to monitor learning progress during instruction. The purpose is to provide continuous feedback to both teachers and students concerning learning success and failures. Feedback to the students provides reinforcement of successful learning and identifies the specific learning errors and misconceptions that need correction. Feedback to the teacher provides information for modifying instruction and for prescribing techniques and procedures such as group work, individual work, project work etc.

There are several world class universities which argue that evaluation of students without internal assessment can never be complete. They put more emphasis on internal than external evaluation. Needless to argue that internal assessment is a proven and widely used system of student evaluation.

The correspondence between the two assessments-internal and external will indicate the validity of the final exam and a high degree of discrepancy will reduce faith in the university. So it is necessary to establish the modes of evaluation that encourages, rather than frustrate the desire and ability to learn for the learners and that also foster teachers' creative involvement with the students.

Khaniya (2006) claims that "The significant indicator's of a good internal assessment system is a high degree of correspondence between-how student do and score in internal assessment and what they do and score in final examination".

1.1.4 Internal Assessment in T.U.

Tribhuvan University is the oldest and largest university of Nepal. It is the platform of all the students to complete their higher education. Universities may have different systems of measuring students' achievement and may have various systems of testing and evaluation. Among them examination is the most used system through which students' performance is measured and certificate is provided.

T.U is the one which has been using final examination as a chief tool of evaluation of the students and providing certificate. TU uses two types of assessment, internal assessment and external examination. TU consists of various faculties and institutes like Humanities and Social Science, Education, Science, Management and so on. Internal assessment system was used only in the faculty of management and in the institute of science as practical facet. Tribhuvan University, Office of the Academic Council has decided to implement internal assessment on 22 Kartik 2062 to be effective from the academic year 2062/63 in the faculties of humanities and social science and education too.

Faculties may have their own system and techniques of assessing students. In the faculty of education, internal assessment consists of 20 percent full marks. Although, the curriculum has not specified the course content, techniques, procedures and tools to conduct the system, teachers are using their own ideas to assess the learner for internal assessment.

Although Tribhuvan University has decided to adopt the system of internal assessment, neither it has developed any competent mechanism so that it could be successfully implemented, nor has shown keen interest to develop it as a real part of evaluation. It was necessary to implement but it was decided in haste. Credit goes to the previous Rector and accused that it was decided for cheap popularity and credit. According to the decision of the council it is implemented to those institutions where

this system was not in practice yet. Internal assessment is of 20% full marks and students should pass both the examination i.e., final examination and internal assessment separately.

However, it is an opportunity for students to involve themselves in creative work/task and score higher mark. Project work and group work may be effective to assess real performance of the students. The main concern is how it is handled to get students more benefited.

Khaniya, (2006) suggests that making a system of evaluation credible and effective that T.U. can make its exams criterion-referenced, adopt the system of rechecking answer sheets and incorporate non-examination criteria like project work, portfolio, presentation, class records, attendance, participation etc. Secondly, TU can exploit the experts who are available in the Departments and who can offer useful insights, modality and proper strategy for implementing it. Furthermore the authority needs to be more responsive, open, academic and receptive.

The main concern is whether the decision makers in T.U. have developed a competent mechanism so that the stakeholders accept this system as a reform package. Therefore, the university must do every thing possible to improve the teaching and learning and avoid the impression that it adopted the system simply to please the students.

1.1.5 Attitude: An Introduction

Attitude is a borrowed term in English from Latin word 'Aptus' which means 'fitness' or 'adoptness'. So, the Encyclopedia Britannica (Vol.2:1768) defines attitude as, "Technically an attitude is a tendency or predisposition toward a certain type of reaction. Loosely and popularly it has been used as a catch hall term for the whole body of ones opinions, beliefs, sentiments, predispositions". Again we can technically define attitude as "the predisposition or tendency to react specially towards an

object, situation or value usually accompanied by feelings and emotions". We can say that attitude is a response favourable unfavourable to an object, person, institution or event. People can hold attitudes of varying degree for favourability towards themselves and toward any discriminable aspect of their environment. Secondly, widely shared, position attitude towards relatively abstract goals are known values.

Within such a framework, an attitude may be regarded as a subclass of the construct motive, since it embodies both an effective component and an active tendency. It may be distinguished from other subclass of motives by the presence of a cognitive component. A subclass of attitudes may be designed values, which according to some formulations, include the beliefs that the focal object is desirable or undesirable, independently of the person's own appraisal of it. Opinion usually refers to one kind of verbal manifestation of an attitude, the expression of an evaluative appraisal or prediction concerning the object. Furthermore, an action, tendencies, attitudes are characterized by directionality and often feelings and emotions. They may be expressed in such terms as, for or against, favourable or unfavourable, approval or disapproval, like or dislike, agree or disagree for some specific or general stimulus. But not all the attitudes however are surcharged with effect. One may have an abstract, intellectual attitude respecting science of a philosophical concept.

However, the nature and function of attitudes can not be understood without reference to some object or situation. The duality of internal predisposition and external object raises the question as to whether and how the later may influence the former. Attitudes do vary with differences in situation. If we conform the perspective of contents attitude may be private or public, unique or common. Private attitudes are those held by an individual with respect to matters considered intimate to

him. Common attitudes refer to those which are identical or similar to those held by other members of one's own community, special interest group or larger society. A man's unique attitudes are those distinctive to him and serve to set him off from his fellows.

Nonetheless, since attitudes are action tendencies, the knowledge of these provide considerable predictive usefulness as to what individual or group will do.

Thus, the role of attitude in learning a language is vital. In other words an attitude determines learning. Learning is the process of acquiring new knowledge and new responses. Hillgard et.al. (1977:27) state that "learning is the process by which an activity originates or is changed through relating to an encountered situation". This is how the learning and attitude go side by side and only the positive attitude can lead towards meaningful learning.

1.1.6 Measuring Attitude:

It is very difficult to measure anyone's attitude. In accordance with Best and Khan (2004:245) information which attempts to measure the attitude or beliefs of an individual is known as opinionnaire or attitude scale. But it is difficult to describe and measure attitude. Researcher must depend upon what people say about their beliefs and feelings. This is the area of opinion. It is often claimed that there is no sure method of describing and measuring attitude. But again Psychologists and sociologists have employed several methods and techniques.

Most of the attitude measurement, as currently practiced by psychologist, goes on without much attention to formal models of measurements. The most influential and certainly the best developed source is psychometric theory or the theory of mental text. A principal concern within this tradition has been with the development of

"Subjective sensory scales" that correspond to 'objectivity' definable dimensions of physical stimuli. Furthermore, some influence on attitude-measuring procedures has come from clinical theory and practice. Although not precisely formulated, such notions as ego defense and projection have led numerous investigators to use techniques intended to assess attitudes without the subject's knowing that this is being done. So any theories and techniques of attitude measurement today are by no means integrated or similarly followed by all psychologists.

1.1.7 Scoring and Interpreting Responses

We can collect responses or data employing various methods and techniques so far. Those responses elicited test administration phase, may be, verbal, physiological or overt, must be converted into scores by means of some scale representing that property of the attitude which is of interest. The property of magnitude may be represented dichotomously by the categories of present and absent, or with a more mainly articulated or responded scale such as, strongly agree, agree, uncertain (neutral) disagree, strongly disagree or with a set of numbers that are intended to represent fine gradation. The property of direction is typically represented on a two or three point scale, whose categories are defined as favourable, unfavourable, and perhaps neutral or, yes, no and uncertain.

Depending on the kind of stimuli different scales can be applied for scoring responses. The most common scales are given below.

- i) Likert Scale
- ii) Thurstone Scale
- iii) Judgemental Scale
- iv) Configural Scoring
- v) Chi-Square Test

(i) Likert Scale:

It is also known as summative scale or summated rating scale. It is very easy to construct. It is based on the assumptions that each statement or item on the scale has equal 'attitudinal value', 'importance' or weight in terms of reflection. Best and Khan (2003:146) state that "since the likert type scale takes less time to construct, it offers an interesting possibility for the student of opinion research". The scale is highly reliable when it comes to a rough ordering of people with regard to a particular attitude or attitude complex. The score includes a measure of intensity as expressed on each statement.

(ii) Thurstone Scale

The Thurstone scale appeared to overcome the problem with likert scale, which calculates a 'weight' or 'attitudinal value' for each statement. The scoring procedure employed with Thurstone Scale is also based on the assumption that the items measuring an attitude can be ordered according to a dimension of magnitude. The main characteristics of Thurstone Scales are that all the items on the objective test are of equal importance, but actually some items are given higher values than other items.

This Scale approximates an interval level of measurement of the scale. Parametric and non-parametric statistics may be applied.

(iii) Judgmental Scoring

Responses to open ended questions or overt behaviour elicited by role playing, for example, are typically scored judgementally. The researcher chooses to distinguish two or more categories of magnitude into which all responses are classified. Usually the direction and magnitude scales are combined; for example, the category set strongly

agree, agree, uncertain, disagree, strongly disagree represents two directions each with three degrees of magnitude.

(iv) Configural Scoring

It is the critical assumptionless way to assessing attitude. It is assumed that the diagnostic significance of any single response depends on the pattern of other responses with which it appears. If the researcher's theory of how the attribute is sufficiently explicit, he can specify in advance which combinations of item responses can be taken as indicator's of the attribute.

(v) Chi-Square Test as a statistical tool

The chi-square test is an important test amongst the several test of significance developed. It is symbolically written as χ^2 . It is a statistical measure used in the context of sampling analysis for comparing a variance to a theoretical variance. The Chi-square test is applicable in a number of problems.

When we apply Chi-square test to the 'Goodness of fit' as this research work being carried out, first of all, calculate the expected frequencies on the basis of given hypothesis or on the basis of null hypothesis.

Then obtain the difference between observed and expected frequencies and find out the squares of such differences i.e., calculate $(O_{ij}-E_{ij})^2/E_{ij}$ and this should be done for all group frequencies. And lastly, find the summation of $(O_{ij}-E_{ij})^2/E_{ij}$ values or what we call

$$\chi^2 = \frac{\sum(O_i - E_i)^2}{E_i}$$

This is the required χ^2 value.

Then, the χ^2 value obtained as such should be compared with relevant table value of χ^2 and then inferences be done.

1.2 Review of Related Literature

Attitude is one of the important factors influencing language learning. Different studies have been carried out on attitudes towards the English language, examination and text books in the Department of English Education. However, no researches have been done on Internal Assessment which has been recently implemented by Tribhuvan University in the department of English Education. Some researches which are related to the present study are reviewed below:

Altan (2002) in his article Assessment for Multiple Intelligences has stressed the need of assessment system continuously to promote teaching and learning in the classroom. The article deals with the several alternative assessment techniques which are useful to assess different skills, intelligences and behaviours.

Awasthi (1979) conducted a research entitled 'A study of attitude of different groups of people towards English language in the secondary schools of Kathmandu district' He is the first person who carried out the research in the Department of English Education. He found that the people had positive attitude towards the English language. He also found that people were in favour of learning English as a compulsory subject in the secondary schools. Another important fact of the research is that the majority of people did not want English to be replaced by any other UN languages.

Curriculum Development Centre (2004) had run a continuous assessment system programme to minimize the dropouts and failure, under the Ministry of Education and Sports in Nepal since 2001 to 2002. The pilot programme was introduced in five compulsory primary

education districts (Illam, Chitwan, Syangja, Surkhet and Kanchanpur). It adopted liberal promotion policy as a strategy for granting promotion to students from grade one to three. The pilot completed in 2003. The study revealed that the programme did not show any fix trend in the improvement of students' achievement. But it has indicated a number of areas where there could be weaknesses.

Karki (1989) carried out a research entitled 'Attitudes of Campus students towards the English language' her finding showed that the students had positive attitude towards the English language. She also noted that the students are not satisfied with the textbook, method of teaching and evaluation system.

Khaniya (2006) Published an article entitled 'Internal Assessment in T.U.' and concludes that internal assessment can enhance T.U.'s present academic position provided that it implements such a scheme with a proper technical know how. He further says that the decision came out in haste, without adequate discussion with the stakeholders. Furthermore, after three months of the commencement, teachers still have no idea how to implement it.

Giri (1995) has conducted a research entitle "A survey into people's altitudes towards the existing SLC examination in Nepal" He found that people were positive towards SLC examination. They had suggested that SLC examination should not be privatized.

Khanal (1999) has carried out a research entitled "A study on attitude of secondary level students towards learning English". He found that the students were positive towards learning English but they had negative attitudes towards the material, method and the examination system.

Bastola (2003) carried out a research entitled 'learning strategies: An attitudinal study' with the objectives of finding out the learning

strategies employed by the students of B.Ed. English in studying text. He found out that student consult dictionaries, glossaries and reference materials when they do not understand the meaning.

Bhandari (2007) conducted a research entitled 'Attitudes of B.Ed. students towards learning compulsory English: A case of B.Ed. 1st year' and found that students have highly positive attitude towards learning English. They are fully positive towards learning compulsory English. But they are negative towards the current evaluations system.

But the present study is different from these studies mentioned above in the sense that it focused on the study of internal assessment, attitudes of Masters Level students and teachers. Not only that, it has also tried to capture the perception of officials of Tribhuvan University authority. Internal assessment is a current issue in the university that needs more studies and researches to make it effective and meaningful.

1.3 Objectives of the study

Objectives of the study were as follows:

- (a) To find out the attitude of teachers and students towards internal assessment.
- (b) To give some pedagogical implications based on the findings of the study.

1.4 Hypothesis

H₀: There is a favourable attitude towards the proposition

H_A: There is no favourable attitude towards the proposition

1.4 Significance of the study

The study tried to find out the perception of teachers and students towards the internal assessment in M.Ed, specializing in English education, T.U. Kirtipur. It is valuable for the department itself. The study is further fruitful to the students, teachers and professors, administrators, course designers, textbook writers and T.U. authority. The findings of the study are helpful to solve the practical and burning problems in the departments and classroom management. Furthermore, the study is equally significant in the field of language testing and evaluation system. Thus, the study has pragmatic value. The study is also useful to those who are interested in conducting further research in the given field.

CHAPTER TWO

METHODOLOGY

In this study, the researcher has attempted to analyze internal assessment system implemented in the master level, especially in M.Ed. English. The research design is survey, analytic, descriptive and comparative in nature. An attempt has been made to analyze the opinions of teachers, officials and students towards internal assessment. Especially, this chapter deals with the sources of data, population of the study, sampling procedures, tools for data collection, process of data collection and limitations of the study.

2.1 Sources of Data

The researcher used both primary and secondary sources of data in course of carrying out this research study.

2.1.1 Primary sources of Data

Primary sources of data were the teachers, in the Department of English Education, and the students, who were studying in 1st and 2nd year of M.Ed. English in the year 2064. Furthermore, the researcher collected views of some officials of Tribhuvan University authority.

2.1.2 Secondary Sources of Data

Apart from primary sources of data, secondary sources of data too were utilized during the study. They were textbooks, theses, dissertations, journals, articles and reports related previous research works and any other materials that would facilitate the present study like websites, curriculums, etc.

2.2 Population of the study

The total population of the study consisted of the students studying in M.Ed 1st and 2nd year, and teachers teaching in the Department of English Education. The research also included officials of Tribhuvan University authority.

2.3 Sampling Procedure

The researcher used simple random sampling to select 30 students, 15 each, from M.Ed first and second year who were studying English as their specialization. 5 teachers purposively who were teaching in the Department of English Education and exercising internal assessment as a part of evaluation were also involved in the study.

2.4 Tools for Data Collection

The tools for data collection were questionnaires. The researcher used both open-ended and close-ended questions to the students to collect the opinions and the experiences of the students. Secondly, only open-ended questionnaires were prepared for the teachers.

To collect the opinions of the students' both types of questions were prepared but open ended questions were asked to collect the general information. All the propositions were summated in the close-ended type and they were analyzed. There were 12 questions to be analyzed.

In case of teachers, altogether, there were 22 questions to collect information, opinions and experiences. All the questions were based on 19 main attitudes which are enclosed in the (appendix-1).

2.5 Process of Data Collection

For the primary data, the researcher himself collected the name of students studying Master of Education specializing English Education. Then he collected the name of 15 students from the first year and 15 students from the second year. Then he distributed the questionnaire for collecting the opinions. The Researcher himself consulted the teachers, teaching in the Department of English Education and requested them to provide their opinions through questionnaire, and thanked all of them.

For the secondary sources of data, the researcher consulted his thesis supervisor, bookshops, websites and the other related offices.

2.6 Limitations of the study

This study had following limitations:

1. The population of the study was limited to 5 teachers and 30 students of the Department of English Education.
2. The population was limited to the students studying English and teachers, teaching English.
3. The area of study was confined to the internal assessment only.
4. The Study was confined to the Department of English Education only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter mainly concerns with the analysis and interpretation of the collected data. The data collected from the respondents were analyzed and interpreted to draw the inferences concerning the attitude of teachers and students towards the internal assessment system.

It has already been mentioned that two sets of questionnaires consisting of both open-ended and close-ended questions were developed as a research tool. So the verbal responses were the main measuring instrument. Both questions would be of single stimuli, forced choice between pairs and multiple choice for the closed ended questions.

While analyzing data, percentage has been used as a main basis. The total number of respondents were counted and changed into percentage. Generally for each statement/question, if there was 50% and above positive respondents, it was considered to be positive attitude and below 50% was considered to be negative attitude.

Secondly, in case of student, χ^2 tests have been utilized where two hypothesis viz. null hypothesis and alternative hypothesis have been developed to analyze each statement. If null hypothesis is accepted, then it was considered that there are equal opinions towards both sides i.e. positive and negative where null hypothesis was rejected, and then alternative hypothesis has been implied.

Alternative hypothesis had two facets, positive and negative attitude. Furthermore, if 50% or more agree or strongly agree, then it was considered to be positive attitude and if 50% or more disagree or strongly disagree, then it was considered to be negative attitude.

3.1 Analysis and Interpretation of the Questionnaire Addressed to the Student.

This questionnaire consists of 12 close-ended questions with 5 categories, strongly agree, agree, neutral, disagree, strongly disagree. χ^2 test and percentage has been used to analyze those items as mentioned above. Each item has been analyzed below.

Item No. 1: Internal assessment is essential at Master's Level. It was about the opinion as to whether internal assessment is essential in the master's level. The views were divided in to five different categories of responses, which have been presented below.

Table no 1

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	8	14	3	4	1	30
Expected frequency	6	6	6	6	6	6
Percentage	26.6	46.6	10	13.3	3.3	100

The hypothesis is being tested at 1% and 5% level of significance where the answers differ significantly from the distribution of expected frequencies.

The null and alternative hypotheses are:

H_0 : There is a favourable attitude towards the proposition

H_A : There is no favourable attitude towards the proposition

Level of significance: α - 0.01 and ∂ =0.05 critical regions:

$$\chi^2_{0.01}=13.277$$

$$\chi^2_{0.05}=9.488$$

Degree of freedom = 4

Computation:

$$\begin{aligned}\chi^2 &= \sum \frac{(o_i - e_i)^2}{e_i} \\ &= \frac{(8-6)^2}{6} + \frac{(14-6)^2}{6} + \frac{(3-6)^2}{6} + \frac{(4-6)^2}{6} + \frac{(1-6)^2}{6} \\ &= \frac{4}{6} + \frac{64}{6} + \frac{9}{6} + \frac{4}{6} + \frac{25}{6} \\ &= \frac{106}{6} \\ \therefore \chi^2 &= 17.67\end{aligned}$$

Decision: since the computed value is greater than the critical value i.e. $17.6 > 13.27$ at 1% level of significance and $17.6 > 9.48$ at 5% level of significance, in both cases, null hypothesis is rejected thus favoring the alternative one where, we have positive and negative facets.

The table shows that more than 73% students agree the statement only 16% of them disagree and 10% do not want to say anything. So it can be concluded that students have positive attitude toward the essentiality of internal assessment at master level.

Item No. 2: Internal Assessment make you involve in creative work.

It was about the opinions that internal assessment makes them creative. The responses were categorized in 5 categories, which have been presented below:

Table No 2

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	5	16	4	3	2	30
Expected frequency	6	6	6	6	6	30
Percentage	16.6	53.3	13.3	10	6.6	100

The hypothesis is being tested at 1% and 5% level of significance where answer diverse significantly from the expected frequencies.

The null and alternative hypotheses are:

H₀: There is a favourable attitude towards the proposition.

H_A: There is no favourable attitude towards the proposition

Level of significance $\alpha = 0.01$ and $\alpha = 0.05$

Critical region

$$\chi^2_{0.01}=13.277 \text{ and}$$

$$\chi^2_{0.05}=9.488$$

Degree of freedom = 4

Computation:

$$= \frac{(5-6)^2}{6} + \frac{(16-6)^2}{6} + \frac{(4-6)^2}{6} + \frac{(3-6)^2}{6} + \frac{(2-6)^2}{6}$$

$$= \frac{1}{6} + \frac{100}{6} + \frac{4}{6} + \frac{9}{6} + \frac{16}{6}$$

$$= \frac{130}{6}$$

$$\therefore \chi^2=21.67$$

Decision: Since the computed value is greater than the critical value i.e. $21.67 > 13.277$ at 1% level of significance and $21.67 > 9.48$ at 5% level of significance. In both cases, null hypothesis is rejected and favours the

alternative hypothesis i.e. either positive or negative latitude towards the statement.

From the above table, more than 69% agree the statement. Only 16.6% disagree the statement and 13.3% don't want to say anything. So it can be inferred that they have positive altitude towards the statement. In other words, internal assessment makes them creative.

Item No.3: Internal Assessment helps you to diagnose the difficulty that arises inside the classroom. It was about the opinions as to whether it was helpful to diagnose the difficulties inside the classroom which has been presented below.

Table no: 3

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	4	12	6	6	2	30
Expected frequency	6	6	6	6	6	30
Percentage	13.3	40	20	20	6.6	100

The hypothesis is being tested 1% and 5% level of significance.

The null and alternative hypotheses are:

H_0 : There is favourable altitude towards the proposition.

H_A : There is no favourable altitude towards the proposition.

Level of significance $\alpha = 0.01$ and $\alpha = 0.05$

Critical region: $\chi^2_{0.01}=13.27$

$\chi^2_{0.05}=9.488$

Degree of freedom = 4

Computation

$$\begin{aligned}\chi^2 &= \frac{(5-6)^2}{6} + \frac{(12-6)^2}{6} + \frac{(6-6)^2}{6} + \frac{(6-6)^2}{6} + \frac{(2-6)^2}{6} \\ &= \frac{4}{6} + \frac{36}{6} + 0 + 0 + \frac{16}{6} \\ &= \frac{56}{6}\end{aligned}$$

$$\therefore \chi^2 = 9.3$$

Decision: Since the computed value is less than the critical value i.e. $9.33 < 13.27$ at 0.01 level of significance and $9.33 < 9.48$ at 0.05 level of significance, null hypothesis is accepted which means the opinion do not diverse significantly.

The table shares that there is a slight differences as 53% respondents agree the statement. So it can be concluded that they have positive altitude towards the statement i.e. internal assessment helps to diagnose the difficulties inside the classroom.

Item No.4: Internal assessment makes you more constructive and resourceful. It was about the opinion as to whether it makes them constructive and resourceful. The opinions are presented below

Table no 4.

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	10	12	4	2	2	30
Expected frequency	6	6	6	6	6	30
Percentage	33.3	40	13.3	6.6	6.6	100

The hypothesis is being listed at 1% and 5% level of significance where the answers diverse significantly from the distribution of expected frequencies.

The null and alternative hypotheses are:

H₀: There is favourable altitude towards the proposition.

H_A: There is no favourable altitude towards the proposition.

Level of significance: $\alpha = 0.01$ and $\alpha = 0.05$

Critical region: $\chi^2_{0.01}=13.27$ and

$$\chi^2_{0.05}=9.48$$

Degree of freedom = 4

Computation

$$\begin{aligned}\chi^2 &= \frac{(10-6)^2}{6} + \frac{(12-6)^2}{6} + \frac{(4-6)^2}{6} + \frac{(2-6)^2}{6} + \frac{(2-6)^2}{6} \\ &= \frac{16}{6} + \frac{36}{6} + \frac{4}{6} + \frac{16}{6} + \frac{16}{6} \\ &= \frac{88}{6}\end{aligned}$$

$$\therefore \chi^2=14.67$$

Decision: Since the computed value is greater than critical value i.e. $14.67 > 13.27$ at 1% level of significance and $14.67 > 9.48$ at 5% level of significance. In both the cases, null hypothesis is rejected and favours the alternative hypothesis i.e. either positive or negative altitude.

The table shows that more than 73% agree the statement where 40% agree and 33% strongly agree the statements. Only the 13% disagree and 13.3% are neutral. So it is concluded that there is positive altitude towards the statement that internal assessment make them constructive and resourceful.

Item No. 5: In internal assessment, evaluation of the students is fair.

It was about the opinion as to whether the evaluation system is fair. The opinions are presented in the table below.

Table no 5

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	2	2	5	12	9	30
Expected frequency	6	6	6	6	6	30
Percentage	6.67%	6.67	6.67	40	30	100

The hypothesis is being tested at 1% and 5% level of significance where answer diverse significantly from the distribution of expected frequencies.

The null and alternative hypotheses are:

H_0 : There is favourable altitude towards the proposition.

H_A : There is no favourable altitude towards the proposition.

Level of significance: $\alpha = 0.01$ and $\alpha = 0.05$

Critical region: $\chi^2_{0.01}=13.27$ and

$$\chi^2_{0.05}=9.48$$

Degree of freedom = 4

Computation

$$\begin{aligned}\chi^2 &= \frac{(1-6)^2}{6} + \frac{(3-6)^2}{6} + \frac{(5-6)^2}{6} + \frac{(12-6)^2}{6} + \frac{(9-6)^2}{6} \\ &= \frac{25}{6} + \frac{9}{6} + \frac{1}{6} + \frac{36}{6} + \frac{9}{6} \\ &= \frac{80}{6} \\ \therefore \chi^2 &= 13.33\end{aligned}$$

Decision: Since the computed value is greater than the critical value i.e. $13.33 > 13.27$ at 1% level of significance and $13.33 > 9.48$ at 5% level of significance, in both the cases the null hypothesis is rejected and in favour of the alternative hypothesis i.e. either positive or negative altitudes.

The table shows that 70% of students disagree where 40% disagree and 30% strongly disagree. Only 20% of students agree and 16.67% of students don't want to say anything. So it can be concluded that students have a negative attitude towards the statement that students and evaluation is not fair in the internal assessment.

Item No. 6: Internal assessment makes only easier to score high marks rather than improving learning. It was about to elicit the opinion as to whether it makes it easier to score high marks rather than improving learning. The opinions are presented in the table below:

Table no: 6

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	6	4	4	14	2	30
Expected frequency	6	6	6	6	6	30
Percentage	20	13.3	13.3	46.6	6.6	100

The hypothesis is being tested at 1% and 5% level of significance where the answers differ significantly from the distribution of expected frequencies.

The null and alternative hypotheses are:

H_0 : There is a favourable attitude towards the proposition.

H_A : There is no favourable attitude towards the proposition

Level of significance: $\alpha = 0.01$ and $\alpha = 0.05$

Critical region: $\chi^2_{0.01}=13.27$ and

$$\chi^2_{0.05}=9.48$$

Degree of freedom = 4

Computation

$$\begin{aligned}\chi^2 &= \frac{(6-6)^2}{6} + \frac{(4-6)^2}{6} + \frac{(4-6)^2}{6} + \frac{(15-6)^2}{6} + \frac{(1-6)^2}{6} \\ &= \frac{0}{6} + \frac{4}{6} + \frac{4}{6} + \frac{81}{6} + \frac{25}{6} \\ &= \frac{114}{6} \\ \therefore \chi^2 &= 19\end{aligned}$$

Decision: Since the computed value is greater than the critical value at both the level of significance, i.e. $19 > 13.27$ and $19 > 9.48$ the null hypothesis is rejected and favours the alternative hypothesis i.e. either negative or positive altitude.

The above given table shows that more than 50% students disagree the statement where 46.6% disagree and 6.6% strongly disagree. Only 33% agree and 13.3% don't want to say anything. So it can be concluded that there is negative altitude towards the statement. In other words, internal assessment not only makes easier to score high marks, but also helps to improve the learning.

Item No. 7: Internal assessment improves the relation between teacher and students. It was about the opinion as to whether it improves the relation between teacher and students. The states of opinions have been presented below:

Table no. 7

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	7	15	4	1	3	30
Expected frequency	6	6	6	6	6	30
Percentage	23.3	50	13.3	3.3	10	100

The hypothesis is being tested at 1% and 5% level of significance where the answers diverse significantly from the distribution of expected frequencies.

The null and alternative hypotheses are:

H₀: There is a favourable altitude towards the proposition.

H_A: There is no favourable altitude towards the proposition.

Level of significance: $\alpha = 0.01$ and $\alpha = 0.05$

Critical region: $\chi^2_{0.01}=13.27$ and

$$\chi^2_{0.05}=9.48$$

Degree of freedom = 4

Computation

$$\begin{aligned}\chi^2 &= \frac{(4-6)^2}{6} + \frac{(15-6)^2}{6} + \frac{(4-6)^2}{6} + \frac{(1-6)^2}{6} + \frac{(3-6)^2}{6} \\ &= \frac{1}{0} + \frac{81}{6} + \frac{4}{6} + \frac{4}{6} + \frac{25}{6} + \frac{9}{6} \\ &= \frac{120}{6} \\ \therefore \chi^2 &= 20\end{aligned}$$

Decision: Since the computed value is grater than the critical value at both the level of significance, i.e. $20 > 13.27$ and $20 > 9.48$ the null

hypothesis is rejected and favours the alternative hypothesis i.e. either negative or positive altitude.

The above given table shows that there is high fluctuation as more than 73% students agree where 50% agree and 23.3% strongly agree the statement. Only 13% disagree the statement and 13.3% respondents don't want to say anything. So it can be concluded that there is positive altitude towards the statement. To put it another way, internal assessment highly improves the relation between teachers and students.

Item No. 8: There is 'Halo Effect' and 'carelessness' in scoring. It was about the opinion as to whether there is Halo effect and 'carelessness' in scoring. The responses are presents in the form of table below:

Table no. 8

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	12	12	3	2	1	30
Expected frequency	6	6	6	6	6	30
Percentage	40	40	10	6.67	3.33	100

The hypothesis is being tested at 1% and 5% level of significance where the answers diverse significantly from the distribution of expected frequencies.

The null and alternative hypotheses are:

H₀: There is a favourable altitude towards the proposition.

H_A: There is no favourable altitude towards the proposition.

Level of significance: $\alpha = 0.01$ and $\alpha = 0.05$

Critical region: $\chi^2_{0.01}=13.27$ and

$$\chi^2_{0.05}=9.48$$

Degree of freedom = 4

Computation

$$\begin{aligned}\chi^2 &= \frac{(12-6)^2}{6} + \frac{(12-6)^2}{6} + \frac{(3-6)^2}{6} + \frac{(2-6)^2}{6} + \frac{(1-6)^2}{6} \\ &= \frac{36}{6} + \frac{36}{6} + \frac{9}{6} + \frac{16}{6} + \frac{25}{6} \\ &= \frac{122}{6} \\ \therefore \chi^2 &= 20.33\end{aligned}$$

Decision: Since the computed value is greater than the critical value at both level of significance i.e., $20.33 > 13.27$ and $20.33 > 9.48$. So in both the cases, null hypothesis is rejected and favours the alternative one i.e., either positive or negative altitude.

The above given table shows that there is very high fluctuation in the opinions as 80% of the respondents agree the statement where 40% strongly agree and 40% agree. Only around 10% disagree the statement and 10% don't want to say anything. So it can be concluded that there is highly positive altitude towards the statement. In other words there is 'Halo Effect' and 'Carelessness' in scoring the assessment.

Item No. 9: Specification grid and specified procedure and techniques are essential before implementing it. It was about the opinion as to whether specification grid and specified procedure and techniques are essential before implementation of the system. The opinions are presented in the table given below.

Table no. 9

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	15	9	2	3	1	30
Expected frequency	6	6	6	6	6	30
Percentage	50	30	6.67	10	3.33	100

The hypothesis is being tested at 1% and 5% level of significance where the answers diverse significantly from the distribution of expected frequencies.

The null and alternative hypotheses are:

H₀: There is a favourable altitude towards the proposition.

H_A: There is no favourable altitude towards the proposition.

Level of significance: $\alpha = 0.01$ and $\alpha = 0.05$

Critical region: $\chi^2_{0.01}=13.27$ and

$$\chi^2_{0.05}=9.48$$

Degree of freedom = 4

Computation

$$\chi^2 = \frac{(15-6)^2}{6} + \frac{(9-6)^2}{6} + \frac{(2-6)^2}{6} + \frac{(3-6)^2}{6} + \frac{(1-6)^2}{6}$$

$$= \frac{81}{6} + \frac{9}{6} + \frac{16}{6} + \frac{9}{6} + \frac{25}{6}$$

$$= \frac{140}{6}$$

$$\therefore \chi^2 = 23.33$$

Decision: Since the computed value is greater then the critical value at 0.01 and 0.05 level of significance i.e. $23.33 > 13.27$ and $23.33 > 9.48$

respectively. So the null hypothesis is rejected and favours the alternative hypothesis i.e. either positive or negative altitude.

The table shows that there is high difference in the opinions. More than 80% respondents support the statement where 50% strongly agree and 30% agree the statement. Only 13.33% disagree the statement and 6.67% don't want to say anything. So it can be concluded that the students are highly positive towards the statement. To put it another way, specification grid and specified procedure and techniques are extremely essential before implementing the internal assessment.

Item No.10: Procedures and techniques used to assess you for internal assessment are suitable. It was about the opinions as to whether the procedures and techniques used to assess are suitable. The opinions are presented in the table given below:

Table no. 10

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	4	6	5	7	7	30
Expected frequency	6	6	6	6	6	30
Percentage	13.33	26.6	16.66	23.33	23.33	100

The hypothesis is being tested at 1% and 5% level of significance where the answers diverse significantly from the distribution of expected frequencies.

The null and alternative hypotheses are:

H_0 : There is a favourable altitude towards the proposition.

H_A : There is no favourable altitude towards the proposition.

Level of significance: $\alpha = 0.01$ and $\alpha = 0.05$

Critical region: $\chi^2_{0.01}=13.27$ and

$$\chi^2_{0.05}=9.48$$

Degree of freedom = 4

Computation

$$\begin{aligned}\chi^2 &= \frac{(4-6)^2}{6} + \frac{(8-6)^2}{6} + \frac{(5-6)^2}{6} + \frac{(7-6)^2}{6} + \frac{(7-6)^2}{6} \\ &= \frac{4}{6} + \frac{4}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} \\ &= \frac{11}{6} \\ \therefore \chi^2 &= 1.83\end{aligned}$$

Decision: Since the computed value is less than the critical value at 0.01 and 0.05 level of significance i.e. $1.83 < 13.27$ and $1.83 < 9.48$ respectively. So the null hypothesis is accepted and the proposition is favoured. In other words there is no diverse opinion towards the statement and roughly half of the respondents agree and half of the respondents disagree the statement.

As indicated by the table from the view point of percentage, 47% students disagree where 23.33% strongly disagree and 23.33% disagree the statement. 26% students agree the statement and only 13.33% students strongly agree and 16.66% student don't want to say anything.

Item No. 11: Irregular students are also getting high marks in the system. Do you agree? It was about the opinion as to whether irregular students also getting high mark in the internal assessment. The opinions are presented in the table given below:

Table no. 11

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	15	6	3	4	2	30
Expected frequency	6	6	6	6	6	30
Percentage	50	20	10	13.33	6.66	100

The hypothesis is being tested at 1% and 5% level of significance where the answers diverse significantly from the distribution of expected frequencies.

The null and alternative hypotheses are:

H₀: There is a favourable altitude towards the proposition.

H_A: There is no favourable altitude towards the proposition.

Level of significance: $\alpha = 0.01$ and $\alpha = 0.05$

Critical region: $\chi^2_{0.01}=13.27$ and

$$\chi^2_{0.05}=9.48$$

Degree of freedom = 4

Computation

$$\begin{aligned}\chi^2 &= \frac{(15-6)^2}{6} + \frac{(6-6)^2}{6} + \frac{(3-6)^2}{6} + \frac{(4-6)^2}{6} + \frac{(2-6)^2}{6} \\ &= \frac{81}{6} + 0 + \frac{9}{6} + \frac{4}{6} + \frac{16}{6} \\ &= \frac{110}{6} \\ \therefore \chi^2 &= 18.33\end{aligned}$$

Decision: Since the computed value is greater than the critical value at 0.01 and 0.05 level of significance i.e. $18.33 > 13.27$ and $18.33 > 9.48$ respectively. So the null hypothesis is rejected and favours the alternative hypothesis i.e. either positive or negative altitude.

The table, given above, shows that 70% students agree the statement where 50% strongly agree and 20% agree. Only 20% students disagree the statement and 10% students are neutral. So it can be concluded that there is positive altitude towards the statement. In other words, irregular students are unnecessarily getting high marks in internal assessment.

Item No. 12: Internal assessment is suitable to reflect the actual performance of the students. It was about the opinion as to whether internal assessment suitable reflects the actual performance of the students. The opinions collected are presented in the given table below:

Table no. 12

Categories	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Observed frequency	3	7	7	10	3	30
Expected frequency	6	6	6	6	6	30
Percentage	10	23.33	23.33	33.33	10	100

The hypothesis is being tested at 1% and 5% level of significance where there is no high diverse of answers from the distribution of expected frequencies.

The null and alternative hypotheses are:

H_0 : There is a favourable altitude towards the proposition.

H_A : There is no favourable attitude towards the proposition.

Level of significance: $\alpha = 0.01$ and $\alpha = 0.05$

Critical region: $\chi^2_{0.01}=13.27$ and

$$\chi^2_{0.05}=9.48$$

Degree of freedom = 4

Computation

$$\begin{aligned}\chi^2 &= \frac{(3-6)^2}{6} + \frac{(7-6)^2}{6} + \frac{(7-6)^2}{6} + \frac{(10-6)^2}{6} + \frac{(3-6)^2}{6} \\ &= \frac{9}{6} + \frac{1}{6} + \frac{1}{6} + \frac{16}{6} + \frac{9}{6} \\ &= \frac{36}{6} \\ \therefore \chi^2 &= 6\end{aligned}$$

Decision: Since the computed value is less than the critical value at 0.01 and 0.05 level of significance i.e. $6 < 13.27$ and $6 < 9.48$, the null hypothesis is accepted and the proposition is favoured. In other words there is no diverse opinion towards the statement and roughly half of the respondents agree and half of them disagree the statement.

As indicated by the table given above, if we see from the viewpoint of percentage 43% students disagree the statement and 33.33% agree the statement whereas 23.33% don't want to say anything.

3.2 Analysis of the Teachers' Attitude towards the Internal Assessment.

The questionnaire to the teachers was given to those who were teaching in the Department of English Education and exercising the internal assessments as a part of evaluation. The questionnaire consisted of 22 open ended, single stimuli and forced choice items. Some of the

items were for general information too. The analysis of the responses which were prepared for eliciting information, experiences and opinions, has been presented below:

Q. No. (a) Is internal assessment relevant to implement in the master level?

This item was an attempt to draw the opinion about the relevancy of internal assessment in the master level. Most of the teachers accept that it is relevant to implement but they view that the way it is implemented is not proper. Some of them remark that it needs to be widely discussed.

Q. No. (b) Is there any specified grid provided to assess the students? If not how do you prepare it?

This item was an attempt to draw the information as to whether specification grid is developed or not. How do you prepare if not provided.

100% respondent response that there is no any specified grid provided to them. They themselves prepare it in accordance with the nature of course and their previous experience. They mark that it is essential to be provided on time.

Q. No. (c) How successful is it to attain the learning goals?

It was an attempt to draw the opinion as to whether internal assessment is successful to attain the learning goals aimed by the curriculum.

According to their response, 20% teachers' view that it is successful, 20% view that it is hardly possible and 20% say that to some extent, 40% teachers' response that it is not successful to attain the learning goals. And remark that reformation of the system is required to make it possible.

Q. No. (d) How relevant is it to measure the performance of the students?

This item was prepared to collect the opinions as to whether the assessment system is relevant to measure the performance of the learner.

Some of the teacher view that it is some how relevant. One of the respondents says that it is highly relevant. But most of them view that it is irreverent to measure the actual performance of the learners. So it can be concluded that teachers have negative attitude towards the relevancy of the system.

Q. No. (e) Does it bring any change or comfortability in teaching and assessing students?

This item was an attempt to collect information about the changes and comfortability after the implementation of internal assessments.

As a response of this item 50% of the teachers are negative as it adds more discomfort. Some teachers view that it brings changes in assessing the learner. But summative, they don't accept the statement as it doesn't bring any comfort and technical assess to measure the learners.

Q. No. (f) Are you satisfied with the system? Where do you find the satisfaction with the system?

This item was an attempt to elicit the information about the satisfaction of teacher with the assessment system. As a response, 40% of the teachers were satisfied with the system, others were not, because there was a large class to handle, creativity can't be checked and it is not easy to diagnose the difficulties of the learner. Supporter of the system think that students' satisfaction was their satisfaction beside some exceptions.

Q. No. (g) Don't you find that we are degrading the level of students in the name of flexibility?

This item was prepared to collect the opinions about the degradation of the students due to unplanned internal assessment system. Most of the teachers were sure and agreed the statement. It has invited some problems and students were sure of their divisions. Some of them view that it was not so as it keeps them working hard and increase their satisfaction and confidence.

Q. No. (h) Is there any significant relation between final achievement test and internal assessment. How do you evaluate the correlation between them?

It was an item to draw the information about the correlation between final achievement test and internal assessment. All of them agree that, as a whole there is not correspondence between them. But they agree that it needs to be evaluated. They haven't practiced yet as it has many difficulties of time, unsystematicness, lack of co-ordination etc.

Q. No. (i) In your opinion, how much constructive is it to the learner? Is it also constructive to the teacher?

This item was prepared to collect the opinions about the constructively of the internal assessment to both the teacher and students. The respondents diverse in this statement. Some of them view that it is constructive to both the teachers and students. 40% of the respondents' view that it is not constructive to the good students and it doesn't have discriminating power between good and bad students. Some of them view that is not constructive and real assessment, it is just scoring of the students haphazardly.

Q. No. (j) There remains gap between the students who didn't have internal assessment and those who are exercising it. Doesn't it have negative connotation?

This item was an attempt to draw the opinions about the gap between the student with internal assessment and students without the system. Most of them or 80% of the respondent accept to statement as there remains gap between them. It may create the problem for the student in the market. Some of them were not sure of it and argue that things are judged after quality not quantity.

Q. No. (k) What are the techniques and procedures you use to give them assignment? Please specify the tools too.

The questions attempts to collect the information about the techniques and procedures used to give assignment. Most of them response that subjective questions, home assignment, project work were given. They remarked that special individual, and group work is not possible due to over crowded class.

Q. No. (l) Is there any difficulty in classroom management to conduct the assignment? What are they?

The question attempt to collect the information to say whether there is difficulty in classroom management to conduct the assignment. Most of them response that there is difficulty in classroom management. Some of them said that there are no difficulties to manage it.

Most of them said that due to large number of students, irregular students political clinging, lack of measuring rod for students and other pressure it is difficult to conduct.

Q. No. (m) Is it possible to correct all the paper?

The question attempted to elicit the information as to whether it was possible to correct all the papers. Most of them said that it was

difficult but was possible. Some of them said that it was not possible and some said that it was hardly possible.

Q. No. (n) It is often claimed that one has to be aware of the limitations it has. What limitations the system has? How aware you are of those limitations?

The question attempted to elicit the drawbacks of this system. The followings were the responses of the teachers.

- ❖ No any research grounding.
- ❖ Not bringing innovation in higher education.
- ❖ Does not fit in our present structure of curriculum.
- ❖ Every teacher should know about it.
- ❖ No prescribed method.
- ❖ Student beg for marks

They remarked that to some extent they were aware of these limitations.

Q. No. (o) We can use assessment result to improve learning and instruction. Is it possible in our context? Are you exercising?

The question attempted to elicit the information as to whether it was possible to use assessment result to improve learning and instruction and are they using them. Most of the teacher responds that it was possible to some extent but due to problems this system has not helped at all. And some of them responded that there is no relation between assessment result and learning and instruction.

Q. No. (p) Do you use it as a tool to monitor the progress of the learner? How?

The question attempted to collect the information as to whether it was used as a tool to monitor progress of the learner. Most of the teacher responded. Most of them rejected the statement and one of them said that

to some extent they use it as a tool. They responded that it was only possible if there is favourable situation and cooperation between all the responsible.

Q. No. (q) Is it possible to diagnose the difficulties with the help of it? How is it exercised in your class?

The item was an attempt to collect the information as to whether it diagnose the difficulties. Some of the teacher responded that it can not diagnose the difficulties, some of them responded that it was possible and they did their best to implement it but of prevailing situation they stopped to implement it. Some responded that it is not used yet.

Q. No. (r) Do you provide feedback or corrective measure to the students?

The item attempted to elicit the information as to whether they provide feedback or corrective measure to the students. Some of them rejected it. Most of them responded that for only few students they provide feedback.

They remarked that because of large number of student in class and some technical problems, they are not able to provide feedback, if they get opportunity they can provide feedback and corrective measure.

Q. No. (s) What suggestions do you want to give to make internal assessment more effective?

This item was prepared to incorporate the suggestions of the teachers to make internal assessment more effective. The teachers gave the following responses as suggestions to make it more effective:

- Make it more systematic.
- Let's change the structure of the curriculum.
- Reduce the class to 20/30 students in a class.

- Administration has to help the teachers.
- Needs good co-ordination between teachers, teachers and students, and teachers and administration.

3.3 Perception of Various Officials of the University Authority towards the Internal Assessment.

Tribhuvan University, office of the Academic council decided to implement internal assessment system on 22 Kartik 2062 to be effective from the academic year 2062-63 at the master's level. According to the decision of the Council, it is implemented to those institutions where this system was not in practice yet. Internal assessment is of 20% full marks and students should pass both the examination i.e., final examination and internal assessment, separately. Decision is available in the appendices.

3.3.1 View of vice-chancellor towards the internal assessment.

Internal assessment system was there in the past but due to misconception of the assessment system it was dismissed. The issue was politicalized and the system was dismissed. As the university has decided to implement it in all the faculties and institutions, it is good and a part of evaluation. In the sense of necessity, he further says that it was decided to make students competent and Tribhuvan University Authority will be sensitive to save the credibility of the university. In the future, university authority will develop competent mechanism, encourage good co-ordination and internal assessment will be developed as a package of reform.

3.3.2 View of the Rector towards the internal assessment.

Internal assessment system was necessary to implement but it was decided in haste and this credit goes to the previous Rector. Still authority is unable to develop good co ordination. It was decided without any

discussion but he will take further action to review it and make it more effective and fruitful in the future. University authority will be sensitive enough to control it from giving negative connotation in the future. He also accepts that it was because of students pressure too and the decision came out based on the speech of the Rector to gain the cheap popularity.

3.3.3 View of the Register towards the internal assessment

Internal assessment was necessary to implement and has been implemented. Although there are many difficulties, authority will make it popular and will be developed as an innovation. Seminar and adequate discussion will be held and he accepts that it was decided in a hurry. He was not in the authority at the moment of decision but again step will be taken to reform it in the days to come.

3.3.4 View of the Dean towards internal assessment.

According to him, the Rector at the moment of decision, gave wrong rational behind the system. So it has not been effective. It was decided without adequate discussion even within the university authority. According to him, internal assessment is formative type of evaluation. The objective of the assessment is regular evaluation of the students, diagnosing the difficulties, providing corrective measures and regular and immediate feedback to the students. Final examination is not enough and effective. He says that 5 point direction to use internal assessment and structure of internal assessment has been sent to all the concerned departments. But he committed that specification criteria will be developed soon, seminar is going to be held in the near future about this issue, Dean office will have a good coordination with the departments to make it more effective, fair and meaningful.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the research. It also deals with some recommendations and pedagogical implications, which are made on the basis of analysis and interpretation of the data.

4.1 Findings of the Study

After completion of the analysis and interpretation of the collected data, the major findings are as follows:

As a whole, the teachers of the central department of English Education have highly negative attitude towards internal assessment. But students have highly positive attitude towards internal assessment system. They are fully positive towards the implementation of internal assessment.

4.1.1 Findings Based on the Attitudes of the Teachers

Teachers have negative attitude towards the internal assessment system being practiced in the department. But again they accept the need of the system. In other words, they point that internal assessment itself is good but the present practice of it in the Departments of English Education is not effective and meaningful.

- a. Internal assessment is relevant to implement at the master's level with proper and wide discussion.
- b. Specified grid, procedures and techniques are not provided yet. The teachers are preparing it themselves in accordance with the nature of the course.
- c. Internal assessment is not successful to attain the learning goals.

- d. Internal assessment as practiced in the department is not relevant to measure the actual performance of the students.
- e. Internal assessment may bring comfort and change in assessing the learners only if it is practiced effectively.
- f. Teachers are not satisfied with the system although some of them argue that satisfaction of students is their satisfaction.
- g. There are many difficulties to assess the learners. So it is very difficult to realize the satisfaction.
- h. There is the possibility of degrading the students in the name of flexibility. It only makes it easier to score high marks.
- i. There is no any correlation between the result of final achievement test and internal assessment as there is no systematicness and co-ordination.
- j. The assessment is not so constructive to the learner. It does not have discriminating power between brilliant and dull students.
- k. The techniques and procedures used to assess the students are subjective questions, home assignment, project work, paper work etc.
- l. There is difficulty in classroom management. A large number of students, irregular students, lack of measuring rod, pressure and political clinging are the major problems.
- m. It is hardly possible to correct all the papers.
- n. Internal assessment is somehow successful to improve learning and instruction.
- o. Although it is important to implement, it has many limitations. They are, it does not fit in our present curriculum, there is no prescribed method and procedure, failure to bring innovation in higher education etc.

- p. Although it had to be, it has not been used as a tool to monitor the progress of the learner and beside some exceptions, it is partially successful to diagnose the difficulties that arise inside the classroom.
- q. Every teacher wishes to provide feedback and creative measures but hardly possible because of the large number of students and lack of system.

4.1.2 Findings Based on the Attitude of the Students.

- a. Internal assessment is extremely essential at Master level.
- b. Internal assessment makes students creative and resourceful as it makes them consult more books and libraries.
- c. Internal assessment, to some extent, helps to diagnose the difficulties faced by the learners.
- d. Evaluation system that is being applied in the internal assessment is not fair. There is halo-effect and carelessness in scoring.
- e. Internal assessment not only makes it easier to score high marks but also helps to improve the learning.
- f. Internal assessment helps to improve the relationship between teachers and students.
- g. Specification grid, procedure, techniques and structure is extremely essential before implementing it.
- h. Techniques and procedures being used are not suitable except some exceptional cases. Group works and project works needs to be applied.
- i. Irregular students are also getting high marks. So there is no transparency in assessing and scoring.
- j. Internal assessment is not so much successful to measure the actual performance of the students.

- k. Objectives questions and project work with transparent scoring is suitable for using it effectively.
- l. Still there is no specification grid and structure of the curriculum.
- m. Internal assessment should be implemented under the guidance and supervision of experts.

4.1.3 Some Common Agreements

Although the findings of the study, between teachers and students differ, i.e., teachers have negative attitude and students have positive attitude towards the internal assessment, but again they have some common agreements. They are given below.

- a. Internal assessment is essential at Master's level with proper implementation and wide discussion.
- b. Clear specification grid, procedures, and techniques are extremely essential before its implementation.
- c. Regular feedback and corrective measures, diagnosing the difficulties are inseparable parts of internal assessment.
- d. Internal assessment is not successful in discriminating the brilliant and dull learner.
- e. Classroom management, lack of co-ordination, irregular students and lack of transparency are burning problems of the internal assessment in the Department of English Education.

4.2 Recommendation and pedagogical Implications

On the basis of the findings obtained from the analysis and interpretations of the collected data some salient pedagogical implications with some recommendations have been given below:

- a. It is very relevant to implement internal assessment in the Master's Level. It is a part of evaluation but it needs wide discussion with the experts, teachers and students.
- b. Tribhuvan University has to prepare well defined specification grid and structure specified in the curriculum along with the change in course of study.
- c. There are many difficulties in handling the system. A large number of students are there in one class. So it has to be reduced in to 20 to 30 students in one class to ensure the implementations of internal assessment.
- d. Scoring system has to be transparent. There needs to be clear allocation of marks in different practice. 'Halo Effect' and 'carelessness' in scoring should be strictly avoided.
- e. Feedback should be necessarily provided immediately and results should be analyzed to provide corrective measures.
- f. Notion of flexibility and system of conversing teachers for marks should be avoided as it may have negative condition.
- g. Exams can be made criterion-referenced from norm-referenced to make it credible and effective.
- h. It is wise to adopt some practical procedure to make it more effective and fair.
- i. There needs a good co-operation between teachers, and students, teachers and administration and university authority.
- j. Research activities and field work can be introduced to make it more constructive and fruitful to the learners.
- k. Authority has to organize programmes and can collect the ideas, insights and modality from the experts so that proper strategies can be adopted for implementing it, being responsive, open, academic and receptive.

1. We can incorporate non-examination criteria like project work, portfolio, presentation, class records, attendance, participation, field work, research activities etc. to assess the learner which can bring new innovation regarding the higher education.

4.3 Recommendations for Further Research

The researcher has made an attempt to present some recommendations for further research of this kind.

- a. The study area and population of the study can be increased as much as possible to achieve more applicable and valid result.
- b. This study was limited to the central department of English Education only, further study can be expected to other departments and campuses.
- c. This study was an attitudinal study. Further comparative and analytical study can be made on the field of internal assessment.
- d. Further research can be carried out the validity, effectiveness and wash back effect of internal assessment.

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