

**Students' Perceptions towards Internal Assessment
in Semester System**

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

**Submitted by
Kamal Nepali**

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746

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2023

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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**T.U. Reg. No. 9-2-0202-0288-2010
M.Ed. Fourth Semester
Exam Roll No. 28710099/071**

**Date of Approval of Thesis
Proposal: 19/09/2017
Date of Submission: 04/09/2023**

Declaration

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

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This is to certify that **Mr. Kamal Nepali** has prepared this thesis entitled **Students' Perceptions Towards Internal Assessment In Semester System** under my guidance and supervision. I recommend this thesis for further supervision and the final viva voce and acceptance.

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Dedication

Dedicated

To

My beloved Parents

Acknowledgements

From the core of my heart, would like to express my heartfelt and sincere gratitude to my thesis supervisor Dr. Gopal Prasad Pandey, Head and Reader, Department of English Education University Campus, T.U. Kirtipur, whose constructive feedback, precious suggestions, guidance and valuable comments since the beginning to the end of the thesis writing period. I am deeply indebted to him for his continuous advice, encouragement and cooperation.

I am also grateful to Dr Ram Ekwel Singh, Reader, Department of English Education for his kind co-operation and academic guidance. Likewise, I would like to express my humble gratitude to , Dr. Kamal Raj Devkota, Prof. Dr. Tara Datta Bhatta, Mr. Guru Prasad Poudel and Mr. Resham Acharya for raising my critical mindfulness and guiding on my research-based writing and respected Madam Madavi Khanal for administrative support. My deeper gratitude also goes to my friends who always remain more than my friends in supporting and encouraging me in this work.

Kamal Nepali

Abstract

This study entitled 'Students' Perceptions towards Internal Assessment in Semester System' aimed to explore the perceptions and challenges of the students towards the internal assessment in semester system. Semester system is an academic system which gives top priority on learner centered approaches, methods and techniques and its primary concern is to promote students' participation in learning. Therefore, different criteria of internal assessment have been used in semester system such as; attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities. Tribhuvan University has been implementing this system of program delivering in the higher education for the last decade. This motivated me to choose this topic to find out the perceptions of students towards internal assessment of semester system. This study explored the perceptions of M.Ed. third Semester English Students towards Internal Assessment of semester system in terms of attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities. To carry out this research, I used qualitative methods of data collection, they are in-depth interview and focused group discussion with the students studying Master's Degree in education. Then, the data was analyzed and interpreted thematically. Considering the objectives, the primary data was collected from five M.Ed. third semester students through interview and three groups of the same semester students through focused group discussion in T.U. Kirtipur, Kathmandu. I used non- random purposive sampling procedure to collect the data. The Findings of this study revealed that many of the participants had positive perceptions towards internal assessment in semester system and some of participants had both positive and critically negative attitudes towards it. Criteria of internal assessment are classroom attendance, classroom participation, mid-term examinations, presentation, home assignment and project work activities respectively. Though they had positive attitudes towards the internal assessment, they have faced some of the problems such as; unavailability of resource materials in the library, poor classroom management, lack of email and internet facility and irregular supply of electricity.

The present study consists of five chapters. The first chapter includes the introduction of the study (background, statement of the problem, objectives, research

question, significance of the study, delimitation of the study, operational definition of the key terms). The second chapter deals with the Review of Related theoretical and empirical literature and the conceptual framework. The third chapter consists of Design of the study, population, sample and sampling strategy, research tools, sources of data, Data collection procedure and ethical consideration. Likewise Chapter four consists of analysis of data and interpretation of the results of interview, Analysis of the data and interpretation of the result of Focused Group Discussion and Discussion. Similarly, Chapter five consists of Conclusion and Implication (Policy, practice and further research related). And the last section consists of References, Appendices.

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Abbreviations and Symbols

B. Ed	Bachelor of Education
B. S.	Bikram Sambat
et al.	and other people
M.A	Master of Arts
M. Ed.	Master of Education
No.	Number
T.U.	Tribhuvan University

Chapter I

Introduction

The title of the study is 'Students' Perceptions towards Internal Assessment in Semester System.' This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study and operational definitions of the key terms.

Background of the Study

In Europe, the President of the assessment organization AEA-Europe, Dr Christina Wikstrom, made the following statement to members in March 2022: ' We place our trust in all our members, irrespective of nationality, to always stand up for peace, democracy, and equality for all. We must also work together in our scholarly profession since scholarship is necessary for the survival and prosperity of humanity' (Wikstrom,2022). This statement showed the contemporary challenging situation due to global pandemic, wars and personal losses and its negative effect in Europe. Peace, prosperity, equality and equity plays most crucial role to administrate and assess the abilities of candidates. In the 1980s, only a few Latin American countries had national tests; however by the late 2000s, there were at least 19 nations in the region already conducting large-scale assessment (Swaffield and Thomas 2016). New public management(NPR) has promoted the expansion of large-scale assessments associating them with its score values including evidence-based, scientific decision making, performance, and accountability. So assessment is a kind of Scientific, evidence- based and responsible procedure or phenomenon for evaluating or appraising an individual or situation or event.

It is a process of collecting, analyzing, interpreting information about teaching and learning program. Alderson and Bachman (2005, p.7) mention that "assessment can be thought of broadly as the process of collecting information about a given object of interest according to procedures that are systematic and substantively grounded." So the assessment broadly can be said that the thought of the process of collecting data on the basis of systematic procedures of the given object of interest.

The fundamental purpose of assessment is to provide the description of the attributes of individuals that is for making interpretations about individuals on the basis of information that is collected in the assessment. For the purpose of collecting required information or assessing the person, situation or event different types of tools can be used, out of them test and examinations are two different tools for collection of data. Language testing is a tool by which a student's ability, knowledge, performance or progress can be measured. It is also used as a process of examining how far learners have learned what the teacher wishes them to learn. Test function as the measuring instrument of the education system. Similarly, Heaton (1975, p.5) argues that "teaching and testing are so closely related that is virtually impossible to work in either field without being constantly concerned with the other". So teaching and testing are really intricately interwoven with each other, they can never be separated. The role of language testing in language teaching is indispensable. In the context of language teaching, tests do not have only purpose of measuring the language behaviors of individuals but they are also useful instruments for evaluating program by means of evaluating the learners. An examination is a formal device of measurement and evaluation. It is periodically held and both teachers made and standardized tests are used in examinations. Teacher made tests are used for internal examinations whereas standardized tests are used in external evaluations. Brereton (1969, as cited in Khaniya 2013, p. 62) states that "Examination is a dynamic part of the whole education process, involved with motivation and with defining the character of the education in which the student is involved". It means examination is a formal and dynamic process to assess the students.

There are mainly two types of assessment which are formative assessment and summative assessment. Previously, summative assessment was only used to appraise students' progress. Students' potentialities are judged in the process of teaching learning activities and teacher provides feedback for their betterment ahead. Hughes (2003, p. 5) mentions that "formative assessment is an assessment which is used by teachers to check the progress of their students to see how far they have mastered, what they should have learned then use this information to modify their future plan".

In case of summative assessment students' achievements are measured at the end of every year/semester. According to Hughes (2003, p.5), "Summative assessment is used at the end of the term semester/year in order to measure what has been achieved by both the group and by the individuals". Formal tests and final exams are considered as summative assessment.

In the context of Nepal Tribhuvan University re-introduces semester in all the Departments of University Campus, Kirtipur. According to Pathak and Rahman (2013, p.1), "Semester system is not only examination system rather education system whose primary concern is learning instead of teaching and whose approach is learner centred rather than teacher centered". In semester system students are evaluated by applying different criteria of formative assessment not only formal examinations are used as measuring instruments in Semester System. Khaniya (2014) claims that there are different types of semester activities to measure the students' achievement in the process of teaching learning activities, they are: attendance, classroom participation, project work, mid-term examinations and home assignments. These are effective tools to measure the students, performance in effective way. So, internal assessment system is very much needed to bring change in the education system.

Statement of the Problem

Semester system is an academic system. It gives importance on student centered approach and it gives emphasis on regular, comprehensive, and deep learning aiming at capacity building of the learners by developing required skills and attitudes to become an efficient and effective citizen (Pathak & Rahman, 2013). In the context of Nepal, Tribhuvan University re-introduces semester system in all the Departments of University Campus, Kirtipur since 2070 B.S. In the past, examinations were taken only at the end of the session of the academic year to upgrade the students; but in semester system students are not only evaluated through summative examination but also formative assessment too, which help to provide immediate feedback to the students. Attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities are the

criteria of internal assessment of students in semester system. There are many fault conception regarding internal assessment of semester system such as; the students come from annual system from their B.Ed. and they are used to in annual system examination process and feel assignments, project works, classroom participation, presentation, mid-term examinations are extra load for them. In semester system teachers as well as students have been facing many problems to implement these activities effectively. Thus, the problem is how semester students perceive the internal assessment of semester system and what kinds of challenges and opportunities they are facing and getting in the process of teaching learning activities.

Objectives of the Study

This study had the following objectives:

- To find out the perception of the students' towards the internal assessment in semester system.
- To find out the challenges and opportunities in semester system in terms of availability of resources, classroom management and cost effectiveness, classroom participation, internal examination and assignments.
- To provide/suggest some pedagogical implications based on the findings.

Research Questions

This study had the following research questions:

- What are perceptions of semester students towards the internal assessment in terms of attendance, classroom participation, presentation, internal examinations, project work and home assignment?
- What are the challenges and opportunities in semester system in terms of availability of resources, classroom management and cost effectiveness, attendance, classroom participation and assignments?

Significance of the Study

Assessment is not only the system of evaluating the students' performance through external examinations, but also the system of observing students knowledge, skills, and abilities continuously and to provide feedback in day to day basis. Internal assessment system is important in various ways and it is equally important for the students' overall development and to achieve the objectives of education. Effective implementation of internal assessment is necessary in the present education system to make students self-directed or self-initiated autonomous learners and active participation in different activities and to provide them life skill based education.

The present study will be very beneficial to the students, teachers, researchers, and all those people who are involved in the field of English Language teaching and testing. This study will be beneficial to the semester students to remove the wrong conceptions towards the internal assessment of semester system. Through this research, not only students but also teachers who are involved in teaching activities in semester system will be beneficial. By receiving the perceptions of the students towards internal assessment and challenge faced by teachers and students and opportunities provided to the students as well can provide feedback to the students and they can also solve the problems and improve their teaching learning activities.

Similarly, this research will be helpful to design the curriculum by collecting the ideas of students about assessment system and system and again it will be profitable as well for empirical review for the interested people who want to conduct the research in the similar topic.

Delimitation of the Study

This study had the following delimitations:

- This study had been limited to find out the perceptions, challenges and opportunities of students' on the basis of internal assessment of semester system.

- It had involved the third semester students of M.Ed. English of T.U. Kirtipur.
- It had included interview and focus group discussion as the methods for data collection.

Operational Definitions of the Key Terms

Internal Assessment: Internal assessment signifies a judgement system and it is conducted in the process of teaching and learning activities such as attendance, classroom participations, internal examinations, presentation, project work and home assignments.

Assessment System: Assessment is a kind of phenomenon which is done to evaluate the students' abilities. There are two types of assessment systems running in the University Campus Kirtipur T.U. viz. internal and external assessment.

Perceptions: Perceptions refer to the attitudes or assumption or the beliefs of the M.Ed. third semester students of T.U., Department of English Education towards Internal Assessment of Semester System.

Semester System: Semester system is an education system which is more live and real interaction between both teachers and students. It is held two times in a year. The system is running all departments of University campus, Kirtipur.

Summative Assessment: Summative assessment is also a sort of assessment, which is conducted at the end of every semester in all the Departments of University Campus T.U.

Chapter II

Review of Related Literature and Conceptual Framework

The chapter two consists of review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect bearing in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that the researcher wishes to do. The related theoretical literature includes language teaching and language testing, language assessment, types of assessment, semester system in Tribhuvan University campus, Kirtipur. Introduction and purpose of semester system, examination system in semester, and current trends of the internal assessment system in T.U. and challenges of internal assessment in semester system.

English Language Teaching and Language Testing. Teaching is a process of providing knowledge to guide the students or pupils in order to build up their capacity, boost knowledge, and increase the existing situation with the help of different teaching materials by the teachers. On the other hand, testing is a means of evaluating the students what they can do or what they cannot do about language.

Teaching and testing are interrelated activities. According to Khaniya (2013, p.1) "Testing in broad sense has always been an inherent part of teaching". Therefore, teaching and testing are the two sides of same coin. Similarly, Heaton (1975, p.5) argues that, "testing and teaching are closely related that is virtually impossible to work in either field without being constantly concerned with the other". Language teaching and language testing both are the branches of applied linguistics. Davies (1990 as cited in Khaniya, 2013) says that testing is the central for language teaching. The role of language testing in applied linguistic is paramount and testing in language teaching should not be kept too far away.

Teaching and testing are inseparable phenomena in classrooms situations. Harrison (2003, p.1) mentions that, "testing is integral part of teaching. Tests function as the measuring instruments in the education system". Testing is the way of measuring, measuring ones adopted teaching techniques. The testing technique varies according to the teachers. The test can be either oral or written, planned or immediate. Standardized or teacher made. Teaching really helps by providing the chance for remedial teaching through which students are highly benefited.

There is a vital role of testing in language teaching and learning process in the sense that, testing is a part of language teaching and it has a tool to do with language education. Testing reveals that whether the teaching is effective or not. It controls the teachers to follow the pedagogical route with previously determined objectives. It informs the ability of the students and amount of their learning. Moreover, it is the central key to unlock the success of language teaching and learning.

Language Assessment. Assessment is a general term that includes the full range of procedure used to gain information about student learning progress. Dumit, (2012, p.1) mentioned that "Assessment is an act of assessing or judging person or situation or event". To be specific, assessment is an act of assessing the evaluation of a student's achievement on a course. Similarly, Alderson and Bachman (2005) claim that, assessment is the process of collecting information about a given object of interest according to procedures that are systematically and substantively grounded. A product or outcome of this process such as test discourse or verbal description is also referred to as an assessment.

Assessment is very broad concept it is a process of collecting, analyzing and interpreting information about teaching and learning. According to Bachman (2010, p.1), "Assessment can be thought of broadly as the process of collecting information about a given object or interest". For the purpose of collecting required information different types of tools can be used out of them examination and test are two different tools for information collection. Therefore, the relationship between assessment and testing is whole to part. There are several purposes of assessment.

According to Cohen (1994, p. 23), the purposes of assessment are as follow:

Table No. 1. *Purposes and reasons of assessment*

General Purpose of Assessment	Specific Reason of Assessment
<ul style="list-style-type: none"> • Administrative 	<ul style="list-style-type: none"> - General - Placement - Exemption - Certification - Promotion
<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> - Diagnosis - Evidence of progress - Feedback to the respondent - Evaluation of teaching or curriculum
<ul style="list-style-type: none"> • Research 	<ul style="list-style-type: none"> - Evaluation - Experimentation - Knowledge about language learning and language use

Likewise, Dumit (2012, p.3) also mentions seven purposes of assessment which are as follows:

- To assess students learning
- To identify students learning
- To assess the effectiveness of particular instructional strategy
- To assess and improve the effectiveness of curriculum programs.
- To assess and improve the effectiveness of curriculum programs.
- To assess and improve the effectiveness of curriculum programs.
- To assess and improve teaching effectiveness.
- To provide data that assist in decision making

Types of Assessment. Assessment is integral to the teaching learning process. It facilitates students learning and improves instruction and can take a variety of forms. In terms of purpose there are two forms of assessment they are as follows:

Formative Assessment

Summative Assessment

Formative Assessment. Formative assessment is a part of instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning. This assessment provides students with the timely specific feedback. Hughes (2003, p.5) states that, "formative assessment is the assessment which is used by teachers to check on the progress of their students to see how far they have mastered, what they should have learned and they use this information to modify their future plans". Formative assessment is an instrument used by teachers in giving feedback to their students as to how they are progressing and how they can improve their learning and understanding during a course of action.

Formative assessment helps to modify teaching and learning activities, such as class test, unit test, monthly test, project work, and interaction with teacher and within friends, homework are the examples of formative assessment. In formative assessment teachers and students are engaged actively in the classroom. Marshel (2011, p. 77) mentioned that formative assessment as "all work involves some degree of feedback between those taught and the teachers and this is entitled in the quality of interaction which at the heart of pedagogy". Informal tests and terminal examinations are the examples of formative assessment. Formative assessment is now seen as integral part of the teaching and learning process it compares classroom interactions, questioning, classroom activities and feedback aimed at helping students learning gaps.

Continuous assessment system is also similar to formative assessment system. It is a practice in which teacher manage their classes adopting the techniques of students centered teaching learning process. Continuous assessment is also very important approach for providing feedback to the students in their learning. It helps and inspires the learners in better way. According to Airasian (1991):

Continuous assessment is an assessment approach which school depicts the full range of sources and methods teachers use to gather, interpret and synthesize information about learners' information that is used to help learners, understand their learners, plan and monitor their instruction and establish a viable classroom culture (p.27).

Continuous assessment assesses individual students for the time using judgment based in interaction by using formal and informal techniques in teaching learning process regularly and remedial treatment is provided continuously to improve their learning.

Formative assessment is a part of instructional process. It is incorporated in the classroom practice and provides information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about students understanding at a point when timely adjustment can be made. These adjustments help to ensure students achieve target standards based learning goals within set time frame.

Summative Assessment. Summative assessment is a tool to help to evaluate the effectiveness of program, school improvement goals alignment of curriculum or students placement in specific programs. Summative assessments are generally carried out at the end of course or project in any educational setting. They are given periodically to determine what students know and do not at a particular point in time. Summative assessment at the district/classroom level is an accountability measured that is generally used as part of the grading process. Hughes (2003, p.5) states that, "summative assessment is used at the end of the term/semester /year in order to measure what has been achieved by both the group and by individuals". Summative assessment is based on assessing factual knowledge rather than assessing students' critical thinking and analytical skill as well as their understanding and comprehension. In summative assessment teachers teach for testing, rather than for learning.

So, formative and summative assessments are the forms of assessment. Summative assessment generally intends to measure learning outcomes. Annual examinations/ end semester examinations are the examples of summative assessment and formative assessment is diagnostic assessment. It measures students; current level of knowledge and skills for the purpose of identifying suitable program for further

learning. Internal examinations in semester activities are the examples of formative assessment.

Semester System in Tribhuvan University. Pathak and Rahman (2013, p.1) claim that Semester system is an education system but not only an examination system. As Pathak and Rahman said, it's not only examination system but also it's an education system because it involves not only examination it helps for all round development or including real and live interactions and conducting discussions and presentations between both teachers and students. The fundamental objectives of this system is to uplift the students' knowledge, skills and potentialities..

According to Khaniya (2014):

The semester system is not a new phenomenon at T.U. It had the semester system some years ago, which was done away with in a response to a very powerful strike in 2036 B.S. No explanation was given for why it was introduced and why it was abolished. Many developed countries such as Britain, U.S.A., Japan, Australia, Bangladesh etc. have adopted the semester system in higher education. Semester system is very important for all-round development of learners (p.1).

Semester system is a demand of the day for the betterment of present education system in the context of Nepal. According to Khaniya (2014) higher education in the context of Nepal has al constantly been blamed for giving low rate of achievement compared to basic education. To bring significant reforms both in academic and management, Tribhuvan University re-introduces semester system in all faculties in central department of T.U. in 2070 B.S. The main purpose of this system is to develop students' skills, abilities by applying student centered approach in teaching learning activities.

There are several criteria to evaluate students' achievement in semester system. T.U. semester operational guideline (2070, p.1) suggests following criteria regarding the internal evaluation system which are described below:

Attendance carries 5 marks. Semester students should maintain 80% attendance otherwise they cannot appear in the final examination. So the attendance in semester system is really important. Similarly another most important category of

internal assessment is participation in learning activities carries 5 marks. And first assignment or mid-term examination which carries 10 marks. Likewise, second assignment or project work carries 10 marks and finally third assignment or other activities carries 10 marks. So all these aforementioned points or categories have really the tremendous value to improve learning in meaningful way and to get good score in final examination. Students must obtain 50% marks to pass internal assessment and they are not allowed to appear in the final examination without passing internal exam.

Introduction and Purpose of Semester System. Education system all over the world has never been consistent over the year. Through advancement and exposure to new concept, educationalists investigate possibilities to teach texts in various feasible manners.

According to Tribus (1994, as cited in Mazumdar, 2010):

There are innumerable proposals/suggestions for reforms and changes in educational system and research results. The target is not just to pick one of them but rather it is to have compressive attitude and approach with in which to bring to action many good works known to us, introduction of semester system can be aid to be the product of these investigation (p.1).

Semester system is a system which is related to whole education process not only examination system. Pathak and Rahman (2013, p.1) state that "Semester system is not only examination system rather it is education system whose primary concern is learning instead of teaching and whose approach is learner centered rather than teacher centered". Semester system is an academic term which is division of an academic term a time during which a collage holds classes. Usually semester divides the year into two parts or terms. Literally semester means six months in period (Ballanthyne, 2003, p.96). In semester system, the students get more advantage, since, examinations are held within months (what is studied will remain a fresh in their brain). The syllabus load also will be less. Different topics need not be combined in the same paper. Students get more chances to improve their learning and student unrest also will be less in semester system.

The semester system is the need of hour and very effective one. The effective and successful implementation of semester system depends upon a number of

conditions as stated by Jadoon, Jabeen and Zeba (2012), These are: well design curriculum course coverage with in stipulated time, regularity of classes, timely constructive feedback, to students by the teachers accessibility of teachers to students outside the class, availability of information resources to the students such as start of the art library and computer facilities, highest level of secrecy and confidentiality in examination, transparency in evaluation and grade, timely declaration of semester result and et cetra. Similarly, Ali (2001 as cited in Kotler & Keller, 2006) elaborated that, for the effectiveness of system, satisfaction is necessary. Students' satisfaction is highly imperative because if they are fully satisfied with the facilities provided by the universities, their ultimate achievement will automatically be excellent.

The Semester system is pro-active system as it engages both the faculty and the student throughout the year in academic activity free and thinks about studying only during the exam time. Semester system not only involves the students more thought out the year but also reduces examination burden.

Importance and objective of semester system, according to Mazumdar, (2010 p.5) are as follows:

- To broaden the outlook of the students and instill in them a sense of confidence and responsibility.
- To provide students more chances to remain well versed.
- To make unit tests act as model tests for the final examination.
- A detailed account of the student's progress graph can be produced in semester system.
- To acquaint the students with different forms, style and thoughts in other parts of the country and beyond.
- To allow greater interaction with teachers and the students etc.

There are several objectives of semester system in the context of Tribhuvan University. T.U. semester System operational guideline (2070, p.1) mentioned that, "the principal goals of this system is to uplift the students' knowledge, skills, capacities and competencies.

Therefore, semester system is a process in which student's knowledge, skills are evaluated in the process of teaching learning activities and students centered technique is used in semester system rather than teacher centered.

Examination System in Semester System. An examination is a formal device of measurement and evaluation. It is periodically held and both teachers made and standardized tests are used in examination. Teacher made tests are used for internal examination whereas standardized tests are used in external examination. Brereton (1969, as cited in Khaniya 2013, p.62) defines, "examination is a dynamic part of the whole education process, involved with motivation and with defining the character of the education in which the student is involved". Examinations include terminal and final examinations. They are used to motivate the learners and to provide feedback and judge their performance as well. Similarly, Richards and Schmidt, (2010 p. 107) mentioned that, "any procedure for measuring ability, knowledge or performance is called examination". And ideal examination system evaluates both the teaching and learning process as well.

Regarding the examination system of semester system Patil (1988 as cited in Munishi, Javed & Hussan 2011) mentioned that; Annual system of examination is that system in which the examinations are conducted at the end of each academic year. This system of examination has a number of drawbacks. It destroys the influence of teachers among the students that is directly responsible for indiscipline. It delimitates the syllabi that regards students' intellectual abilities and make them inactive. Behavioral development of learner cannot be judged properly in this system. Keeping in view these drawbacks and deficiencies the semester system of examination replaced with the annual system.

In terms of internal and external authority they are two types of assessment system viz, Internal and external. According to Khaniya (2014 p.1), "internal and external assessment is used to evaluate the students in semester system in T.U.". Internal assessment is administered by the universities from which students get mark and feedback regarding their learning. This main purpose of internal assessment is 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 good

tool. It can promote the meaningful involvement of the students which materials that is central to the teaching objectives of the given course.

In the system of semester examinations, T.U. semester system operational Guideline (2070, p.3) mentioned that, "different criteria are used to assess students in in-semester assessment. Such as classroom participation, home assignment, project work, classroom presentation, class's attendance etc." It means to evaluate the students' performance not only formal examinations such as first term, second term third term examinations are used in in-semester assessment but also students' participation in classroom activities, project works and home assignments are also used as a measuring tool.

On the other hand, external examination also held two times in a year in semester system. In the semester system of examination, Ballanthyne (2003 p.96) mentions that, "The semester means half of an academic year usually 16-18 weeks and one year course is divided into two semesters and two years course is divided into four semesters and exam is conducted two times a year". Mostly in semester system students should take the external examinations two times in a year. One semester is six months in period.

Thus, formative (internal) and summative (end semester) examinations are used in semester system and way of measuring students' performance is different than annual system of examination in the semester system of examination.

Current Trends of the Internal Assessment System in T.U. Internal evaluation is used to monitor learning progress during instruction. The purpose of internal evaluation is to provide continuous feedback to both teachers and students concerning learning success and failures.

Internal evaluation system is important because it is used in day to day teaching and learning. It is based on academic principles in which teachers can look students learning and judge their performance. According to Khaniya (2014, p.1) "in semester system students should be regular to complete project works and assignments and they should involve in the discussions, participation to remove the over dependency on external assessment." It means internal evaluation system is crucial to develop learners' performance and also get the quality result.

There are various types of methods of assessment to judge the potentialities of the students in T.U. in semester system. Internal assessment is evaluated for 40% marks and it is divided into different categories such as attendance, first assignment, second assignment, Project work activities and classroom participation And 50% marks should be obtained to pass internal assessment in semester system. In each course students have to obtain 50% marks to pass in the internal exam. The students who do not pass the internal assessment, they will be not allowed to appear in the final exam.

T.U. semester system operational Guideline (2070, p.3) mentions that internal assessment is conducted by course teacher based on following activities.

Table No. 2. *Criteria of Internal Assessment in T.U.*

1.	Attendance	5 points
2.	Participation in learning activities	5 points
3.	First assignment/Midterm exam	10 points
4.	Second assignment/project work	10 points
5.	Third assignment/activities	10 points
	Total	40 points

In the context of T.U. different procedures are used to make students judgment in the process of teaching learning activities. There are different types of methods of evaluation which are applied to assess the students' performance or qualities in the semester system. Internal assessment is administered based on afore mentioned tasks.

Attendance

Classroom attendance is one of the criteria of student's evaluation in semester system. Total weight of internal assessment is 40 points, out of which 5 point is allocated for classroom attendance. In semester system students should be regular in the classroom. . If the students are seriously ill, they will be given chance to appear in the final examination with 70% attendance. In this case students should have the evidence of illness.

Participation in Learning Activities

Classroom participation of the student is another criterion of students' evaluation in semester system. Participation in learning activities is also allocated 5 points. In the process of teaching activities students should be participated in classroom interaction, group discussion and classroom discussion as well.

First Assignment

First assignment/assessment might be in the form of an assignment or book review or article review or first term paper on specific issue/topic according to the nature of the course. The total marks allocated for the first assignment is 10 points.

Second Assignment

Second assignment in the semester system might be project work, case study seminar, survey/field study and individual group report writing etc. according to the nature of the course. The total marks allocated for second assignment is 10 points.

Third Assignment/Assessment

The third assignment/assessment might be mid-term exam + assignment or a term paper on specific issue/topic according to the nature of the course. The total mark allocated to the third assignment is 10 points out of 40 points.

Challenges of Internal Assessment in Semester System. Introduction of semester system is a step towards quality education and it has been well accepted by different groups of society. Both the annual and semester system of assessments are practice in Tribhuvan University. In central Department of T.U., Semester system is introduced since 2070 B.S. And other T.U. affiliated colleges are running annual system of examination till now. The semester system of examination is replaced by the semester system of examination due to the deficiencies and flows of the annual system. In annual system only external examinations are taken as a means of evaluation and in semester system student are evaluated through the different criteria of internal assessment such as: attendance, classroom participation, project work, presentation and so on.

The semester system is rather better than annual system but it still has few drawbacks, most of the students in semester system increase the chances of favoritism and biases. Cates and Tutor (2010), mentions that,

Students have to bear an extra financial burden in semester system of examination. The students are unable to participate in the co-curricular activities due to the academic burden even they could not prepare examination in semester system very well because they have to take the paper on a daily basis (p.7).

Furthermore, the dropout ratio of students increases in the semester system. As regards the time given to the midterm and final exams, the students viewed it as unjustified because each exam has different weight age of marks. The students are not serious about internal examinations and are also to face the local pressure to get the marks increased.

There are several challenges to implement semester system effectively. Das (2013, p.3) mentions different challenges of semester system which are as follows:

- Syllabus of semester course is like with the annual system and it becomes difficult to complete the course with in a time frame.
- For many economically backward students the system is a costly matter.
- Non availability of study material.
- Due to the continuous engagement of students in the study process, they are giving very less time to their extra co-curricular activities.

The challenges of semester system as mentioned above are also related to the challenges of internal assessment in T.U. Semester system as well.

Review of Empirical Literature

I have read many theses and research articles which were similar to my research topic "Students' Perceptions towards Internal Assessment in Semester System"

The related major research works and articles are as follows:

Giri (1995) carried out a research study entitled "people's attitude towards the existing SLC examination in Nepal." The main objectives of this research was to find out the attitude of the people towards existing SLC examinations in the context of Nepal, with an attempt to study four areas of SLC examination i.e. its appropriateness,

practicability, privatization and credibility. He used survey research design and the population of the study consisted of six groups of people administrators, headmasters, teachers, students and guardians from Kathmandu and Morang districts. He found 44.37 per cent people had good attitude towards SLC examination of Nepal while 55.63 per cent people were not satisfied with it. The major finding of his research was many people had negative attitude towards SLC examination in the context of Nepal.

Bhattarai (2008) carried out a research entitled "A study on the Attitude of Teacher and students towards Internal Assessment: A Case of M.Ed. in English". The main objective of this research was to find out the attitude of teacher and students towards internal assessment. His research design was survey research design and the samples of his research were thirty students and teacher of central department of English Education. He used both simple random sampling and non-random purposive sampling for the research. Questionnaire as a tool for data collection and both open ended and closed ended questions were used for data collection and purposive non-random sampling procedure was used to collect the data.

Joshi (2012) carried out the research entitled "Wash Back effect in Terminal Examinations: A Case of Grade Nine". His objectives were: to find out the wash back affect in terminal examinations and to analyze the result of public and private schools in Kathmandu Valley/district. He used survey research design, and questionnaire as a tool for data collection. The sample population of the study were 40 students from public community schools and 40 students from private (boarding school of class IX) schools and twelve teachers teaching the class. The random sampling method was used to collect data. His finding was that, terminal examinations of compulsory English for grade nine have more positive or beneficial wash back effect on students of private schools in comparison of students of public schools.

Likewise, Yousaf and Hashim (2012) carried out research on "A case study of Annual and Semester system of examinations on Government College of Management sciences, Peshawar Pakistan". The objective of this research was to know the difference of marks percentage, passing ratio between annual and semester system of examination. They collected data through questionnaire from different universities staff and students. Major finding of this research was semester system is

very important to obtain better marks, get better job opportunities; it trains the students through process of analysis, separation and evaluation.

Similarly, Pathak and Rahman (2013) carried out research article entitled "perception of students and teachers towards semester system: A Study in some selected degree colleges of Magaon district of Assam". The main objective of this research article was to find out the attitudes among teachers and students in internal assessment. The study was done on 133 students who were undergraduated and 84 teachers were chosen randomly from selected colleges conneted to Gauhati University from Magaon district. He used questionnaire as a tool for data collection revealing perceptions towards five dimensions of semester system curriculum, syllabus, coverage and regularity of classes, teachers and methods of teaching. The major findings of his research was perception of students toward internal assessment and overall evaluation is not quite satisfactions and he found that, necessity of developing strategies by all the stakeholders to arrange for minimum resources and facilities which have a direct bearing on students achievement.

Tiwari (2015) carried out the research on "perception of students towards internal examination: A case of Higher Secondary Level students". The main objective of her research was to find out the perception of students towards internal examination in terms of relevance, cost effectiveness, utility etc. Her methodology of study was survey research design and questionnaire as a tool for data collection. The populations of her study were higher secondary level students of Kathmandu District. The samples of the research were 30 students from grade twelve and purposive non-random sampling was used to collect data. She found that, the survey of three colleges students view on internal examination had positive attitude and all students got benefited from internal examination and they did well in final examination as well. She also found internal examinations help to improve the relationship between teachers and students and whole students had positive attitudes towards internal examination.

So the above mentioned researches were done to know the attitudes of the learners regarding assessment system only through questionnaires or by using the survey research design so I found the gap that the above mentioned researchers did not try to conduct focus group discussion and in-depth interview. I think that the best

and effective design to find out the perceptions, feelings, thoughts of people towards something is qualitative design. Survey research design may not be the effective way than that of qualitative design one to find out the perceptions because the survey research design is the form of quantitative research which always tries to measure the perceptions or feelings of people towards something through the quantitative data whereas feelings or perceptions are always the questions that minus the answer or I mean that the feelings or perceptions are abstract things so it is quiet impossible to measure through the use of any mathematical tools that's why I have decided to choose the qualitative design through group discussion and in- depth interview in which the researcher is free to describe the data and participants will also be very much free to provide the data which are near about the truth. So I will use the focus group discussion and in-depth interview under this qualitative design. So I am interested to conduct the qualitative research through interview and focused group discussion.

Implication of the Review for the Study

By reviewing both theoretical and empirical literatures, I got significant ideas, information and guidance on my research topic. General concept about internal assessment system became clear by consulting different books, articles, journal, theses in the department and websites. I have got lots of ideas regarding objectives, research questions, methodological procedures and other things too in order to complete my research.

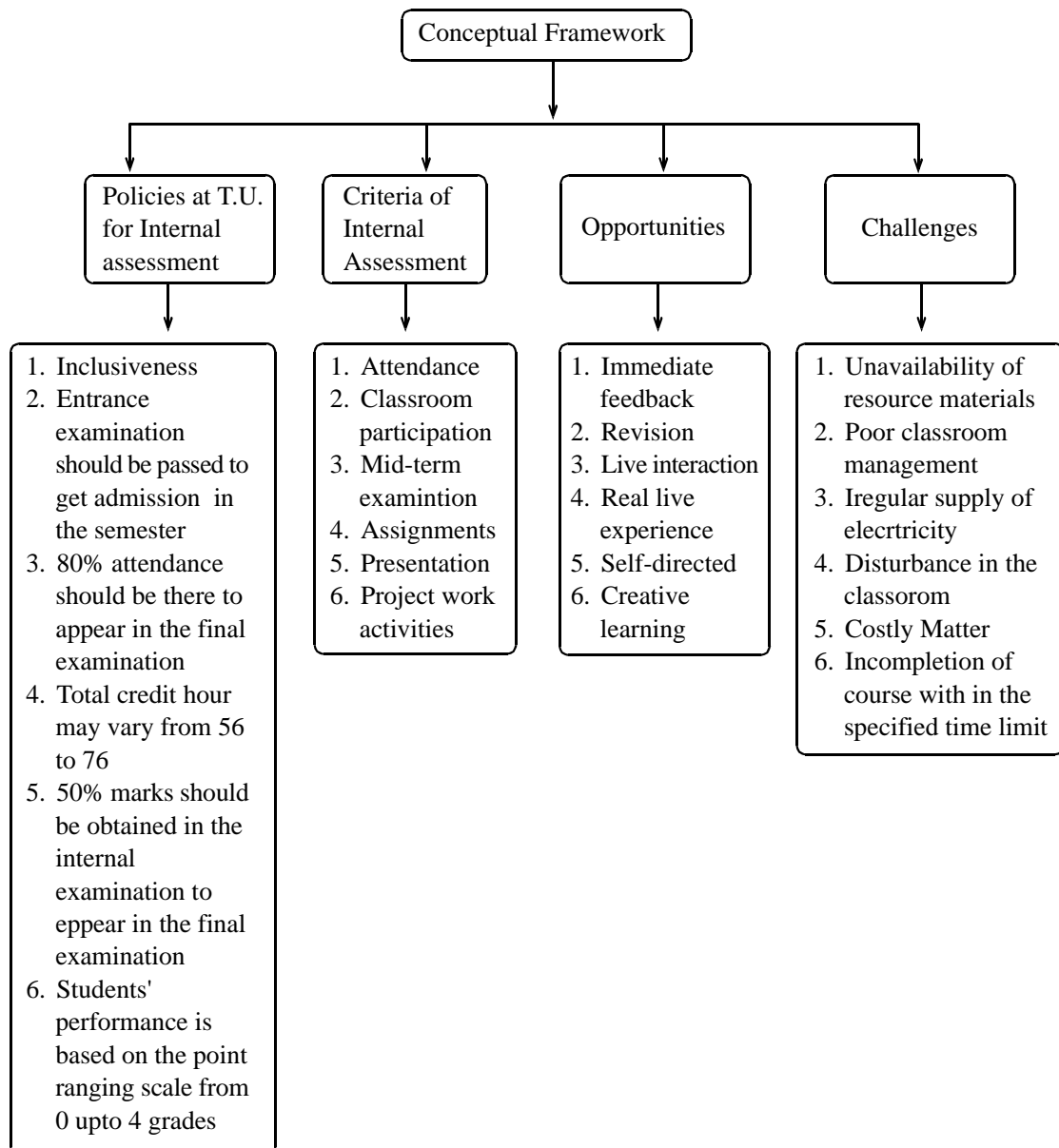
From the theoretical review, I have got many ideas about what assessment is, types of assessment, tools of assessment and current trend of internal assessment in semester system in T.U. for which I read the different books of different writers, such as; Heaton (1975), Hughes (2003), Alderson and Bachman (2005), Khaniya (2005), Richards and Schmidit (2010) and Dumit (2012).

In empirical review, I have reviewed six different studies which were related to my research topic. They are Giri (1995) "People's attitudes towards the existing SLC examination in Nepal", Bhattarai (2008) "Attitudes of teachers and students towards internal assessment", Joshi (2012) "Wash back effect in Terminal examination". In the same way, Yausaf and Hashim (2012) "A case study of Annual and semester system of examination", Pathak and Rahman (2013) "Perception of

students and teachers towards semester system. And Tiwari (2015) "Perception of students towards internal examination". So I got many ideas and information from the very literature review which will really support me to conduct my research.

Conceptual Framework

Based on theoretical and empirical study of available literature the conceptual framework for this study has been made. Conceptual framework of this study is as follows:



The main objective of the conceptual framework is to show the road map of this research and display the relationship among the various concepts, theories and principles for this study. The aforementioned conceptual framework has been divided into different sub-headings such as policies at T.U for Internal assessment, criteria of internal assessment, opportunities and challenges. And these sub-headings have been further divided into different points which are inter-related to each other. Conceptual framework is the mental picture or the idea of the researcher through which he/she is guided for the conduction of the whole research.

Chapter III

Research Methodology

The researcher has adopted the following methodology to fulfill the objectives of the study. This methodological chapter includes the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations.

Design of the Study

This study has adopted qualitative research design. Qualitative research design is an approach that seeks to make sense of social phenomena as they occur in internal settings. It is more interested in the process than the outcome, with holistic concerns rather than discrete variables; with meaning rather than statistics and with understanding different contexts rather than standardization. Simply qualitative research refers to the research conducted in natural setting, non- statistical data are collected and relative rather than absolute. Nunan (1992) assumes that all knowledge is relative, that there is subjective element to all knowledge and research, and that holistic, ungeneralizable studies are justifiable. It means, the insights and outcomes generated by the research cannot apply to contexts or situations beyond those in which the data were collected.

In qualitative research, the researcher emphasizes on descriptive and analytical tools rather than statistical tool. According to Dornyei (2007) qualitative research involves data collection procedures that result primarily in open ended questions, non-numerical data which is analyzed and described non- statistical methods. Kothari(2004) says qualitative research concerned with qualitative phenomenon, i.e, phenomena relating to or involving quality or kind for instance; human behavior, perception and attitudes. For the conduction of this research qualitative research methods: in-depth interview and focused group discussion have been used for data collection.

Population, Sample and Sampling Strategy

There were three groups of students were selected for focused group discussion containing five students in each group and there were five students for in-depth interview. The researcher used non- random purposive sampling procedure to

select the participants to meet the goal of this study. In purposive non-random sampling procedure, the researcher handpicks the information on the basis of their judgement, convenience, fulfillment of the objectives and the probability of selection of each respondent is not equal.

Research Tools

While researching, research tool is key element to the researcher for data collection. The research used interview and focused group discussion (FGD) for this study. The researcher designed semi-structured questions (interview guidelines) for interview and semi-structured guidelines as the tools for focused group discussion.

Sources of Data

In order to collect the data I used primary as well as secondary sources. The primary source were used for collecting the data and the secondary sources were used to facilitate and enrich the study.

Primary Sources of Data. The primary data was collected from five M.Ed. third semester students and three groups of the same level of students of English education in T.U. Kirtipur, Kathmandu.

Secondary Sources of Data. The secondary information was from different articles, books, teachers' lectures, notes and etc.

Data Collection Procedures

In order to collect the data for the research work, I visited the Department of English Education of T.U. at Kirtipur, Kathmandu. Then, I requested for the permission for this research conduction to the head of the department and I made him clear about purpose of the study. After getting permission from head of the department, I met the selected population and provided the instruction about the interview from side then I got consent from the participants then took the interview. Similarly, after instructing the rules of focused group discussion and I got the consent from the participants then conducted the discussion. The focused group discussion was done in three different days, the first day was for interview and the other three days were for focused group discussion on the basis of students' convenience. Both interview and discussion were recorded by a mobile phone. At last, the researcher thanked to all participants for co-operating and giving time for the study.

Data Analysis and Interpretation Procedures

The data was analyzed and interpreted using descriptive and analytical procedures. The researcher analysed and explained the collected data from interview and focused group discussion by gathering and collecting the data, transcribing and translating, coding, themes developing, analyzing and reporting.

Ethical Considerations

There are some ethical consideration while conducting research. It is a risky task so the researcher has to follow all the necessary ethical guidelines while undertaking any research. Research is also the matter of confidentiality. It is one of the most important part of any research. The relationship of the researcher and the respondents should be very friendly and collaborative. After obtaining the approval from the department, and the respondents from M.Ed. third semester English students ,I collected the data through in-depth interview and focused group discussion. The ethical considerations are presented in following points:

- I had taken oral consent with respondents
- I had maintained privacy and anonymity of participant.
- I had not used the data for any other purposes.
- I had respected all participants' ideas, did justice to all.
- I had excluded the irrelevant information. I had maintained confidentiality regarding the information of respondents and analyzed data subjectively.

Chapter IV

Results and Discussion

I have developed 7 global themes out of several basic subthemes and organized themes based on the collected data through interview on students' perceptions towards internal assessment in semester system. The results have been mentioned as follow:

M.Ed. Students' Perceptions towards Internal Assessment in Semester System

Relevancy and Roles of Internal Assessment in Semester System for Master Level Students

Significance and Benefits of Regular Attendance for Master Level Students for Effective Learning in Semester System

Effect of Students' Classroom Participation for Meaningful Learning

Roles and Importance of Internal examinations for the Development of Students Knowledge and Ideas in Semester Course

Need and Significance of Home Assignment for M.Ed. Students for the Effective and Sustainable Learning

Conduction of Project Work Activities and Significance of Students' Classroom Presentation and Practice

Analysis of Data and Interpretation of the Results of Interview

I have analyzed and interpreted the results based on the themes with the help of the verbatim of the respondents as follow:

M. Ed Students' perceptions towards internal assessment in semester system. There is the huge importance of internal assessment in semester system. Assessment is an act of judging or assessing a person or situation or event. Regarding assignment as internal assessment S2 said that "we have different activities under internal assessment. But all these assignment activities are not practical. Many activities are conducted just to fulfill the requirement or just for formality.'" According to S2 participant, the activities under internal assessment are not really practical and they are conducted just for formality.

Similarly regarding internal assessment S3 said that “internal assessment system surely increases the achievement and result but the way people implement the authority possess the art of it is conducting that matters much, I think so.” According to him if the implementation of it through the concerned authority in artistic way then the students will improve their results. It means that the concerned authority should have the proper management and administration skill so that the learner can improve their competency. The students’ Performance or progress can be measured. It is also used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. Test function as the measuring instrument of the education system. Similarly, Heaton (1975, p.5) argues that "Teaching and testing are so closely related that it is virtually impossible to work in either field without being constantly concerned with the other". So teaching and testing are really intricately interwoven with each other, they can never be separated. The role of language testing in language teaching is indispensable. In the context of language teaching, tests do not have only purpose of measuring the language behaviors of individuals but they are also useful instruments for evaluating program by means of evaluating the learners.

An examination is a formal device of measurement and evaluation. It is periodically held and both teachers made and standardized tests are used in examinations. Teacher made tests are used for internal examinations where as standardized tests are used in external evaluations. Brereton (1969, as cited in Khaniya 2013, p. 62) states that, "Examination is a dynamic part of the whole education process, involved with motivation and with defining the character of the education in which the student is involved". It means examination is a formal and dynamic process to assess the students.

There are two types of assessment viz, formative assessment and summative assessment. In the past, summative assessment was only used to evaluate students' achievement. In formative assessment, students' abilities are assessed in the process of teaching learning activities and teacher provide feedback for their betterment of learning. Hughes (2003, p. 5) mentions that "formative assessment is an assessment which is used by teachers to check on the progress of their students to see how far they have mastered, what they should have learned then use this information to modify their future plan". In case of summative assessment students' achievements are measured at the end of every year/semester. According to Hughes (2003, p.5),

"Summative assessment is used at the end of the term semester/year in order to measure what has been achieved by both the group and by the individuals". Formal tests and final exams are considered as summative assessment.

Relevancy and the roles of internal assessment in semester system for master level students. In the context of Nepal Tribhuvan University re-introduces semester in all the Departments of University Campus Kirtipur. According to Pathak and Rahman (2013, p.1), "Semester system is not only examination system rather education system whose primary concern is learning instead of teaching and whose approach is learner centred rather than teacher centered". In semester system students are evaluated by applying different criteria of formative assessment not only formal examinations are used as measuring instruments in Semester System. Khaniya (2014) claims that, there are different types of semester activities to measure the students' achievement in the process of teaching learning activities, they are: attendance, classroom participation, project work, mid-term examinations are assignments. These are effective tools to measure the students, performance in effective way. So, the internal assessment system is very much needed to bring change in the education system.

Assessment is not only the system of evaluating the students' performance through external examinations, but also the system of observing students knowledge, skills, and abilities continuously and to provide feedback in day to day basis. Regarding the importance of internal assessment in semester system S1 said that "Internal assessment system is important in various ways and it is equally important for the students' overall development and to achieve the objectives of education". Effective implementation of internal assessment is necessary in the present education system to make students self-directed or self-initiated autonomous learners and active participation in different activities and to provide them life skill based education.

The present study will be very beneficial to the students, teachers, researchers, and all those people who are involved in the field of English Language teaching and testing. This study will be beneficial to the semester students to remove the wrong conceptions towards the internal assessment of semester system. Through this research, not only students but also teachers who are involved in teaching activities in semester system will be beneficial. By receiving the perceptions of the students

towards internal assessment and challenge faced by teachers and students and opportunities provided to the students as well can provide feedback to the students and they can also solve the problems and improve their teaching learning activities.

Similarly regarding this, S4 asserted that “Assessment is an integral part of instructions as it determines whether or not the goals of education are being met”. Assessment affects decisions about grades, placement, advancement, instructional needs, and curriculum. Assessment inspires us to develop our academic quality. Today’s learners (students) need to know not only the basic reading skill of language but also skills that will allow them to face a world that is continually changing. They must be able think critically to analyze, and to make inferences. Changes in the skills base and knowledge the learners need require new learning goals; these new learning goals change the relationship between assessment and instructional activities. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed and at the same time the learners need to be active in learning process on order to achieve the determined goal.

Significance and benefits of regular attendance for Master level students for effective learning in Semester system. This section of thesis deals with the analysis of responses from the students towards internal assessment in terms of attendance. Attendance is a part of internal assessment in the semester system. This item was prepared to know collect the information about whether students regularly attended in the classroom and what the perception of the students towards attendance are. I knew that almost all the students were regular in the classroom and they viewed that regularity in the classroom is necessary to develop the relationship between teachers and students. So the attendance is one of the most powerful ways to prepare a learner for success in life is through regular school attendance. It is very important to encourage learner to attend class regularly, as it will lead to better performance not only in school but throughout their lives. Regarding this S5 said that “to get a higher GPA without this regularity, regular classes, well participation and a deep study something will come disastrous in future.” Really regularity not only plays the crucial role to improve learning but also it helps to get better grades. When learner are not frequently absent their grade and reading skills will be improved. All students should have the regular attendance in the classroom, well participation and a deep study to improve learning. There is an increasing trend for higher education institutions to be

expected to monitor student attendance, on the assumption that better attendance leads to higher retention rates, higher marks, and a more satisfying educational experience that will be reflected in student feedback. Much greater attention is paid to attendance issues in the wider literature on higher education. It is noted that the increase in attendance monitoring in higher education is a change from the traditional approach of placing the onus on the student (Bowen et al., 2005). Likewise S3 asserted that “Increasing attendance monitoring in higher education is really a change from old strategy of placing the onus on the learner”. It shows that everything is changeable here in any area of system. It is seen from the positive perspectives that increase the attendance is the change or new shift from traditional approach of placing the onus on the participants in higher education. Low attendance is commonly linked with poor student motivation (e.g. Race, 2007) and retention issues (Bowen et al., 2005). Same as S2 says that “If the learners have low attendance, most of them will be poor”. It also means that if the learners have higher attendance or if the learners increase their attendance or if most of the day they are regular they will be good ones because they can make their academic career strong by getting good score and on the other hand if they are low in their attendance they will be poor academic ones. But it has to be asked whether students are simply making better use of their time by not attending classes and studying on their own instead. Students today are more focused on assessment requirements, they use technology such as online learning materials strategically, and they have to support themselves through paid work.

Romer (1993) found that students who attended more classes did better in assessment and that attendance was better in smaller classes and in classes which were taught by permanent staff. Therefore although attendance is problematic, it is a symptom of a deeper malaise:

Students who are more interested in the material, or more skilled academically, or more focused...are almost certain to attend class more often than students who are less interested, less skilled, or less focused....If this is the case, then the results...to some extent reflect a general impact of motivation on performance rather than a true effect of attendance (Romer,1993, p. 171).

Marburger (2006) found that attendance was higher in classes where absenteeism was penalised and again that higher attendance led to better exam results; earlier research revealed that absenteeism was higher on Fridays and increased as the semester progressed (Marburger, 2001). Same as S1 “Argues that only attendance cannot determine the good performance of the learners without their active involvement in the classroom activities”. Attendance alone does not guarantee good results; those who attend and participate in lectures and tutorials do better than those who simply turn up.

Effect of students’ classroom participation for meaningful learning. This section of the thesis deals with the analysis of the responses from the students towards internal assessment in terms of classroom participation. Interview guidelines related to classroom participation were used. In any formal education, most of learning activities take place in a classroom. Classroom is a built-in environment where formal learning process takes place. It is an important context where both students and instructor come into contact to share information in their quest for knowledge. For the instructor, classroom time is a golden opportunity to meet face to face with the students, delivering the teaching material effectively with the aim to ensure that students are learning what is being taught. On the other hand, the students are expected to be presence on time and participate actively to absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities. These complementing engagements between lecturers and students do generate conducive classroom environment. A conducive classroom environment involved two-way interaction between students and instructors. This type of classroom environment will stimulate learning and makes both the instructor and students feel satisfied, which eventually leads to effective learning process. According to Wade (1994), most students can obtain the benefits such as the enjoyment of sharing ideas with others and learn more if they are active to contribute in class discussion, in the same way the, S2 said “Active participation of learners in the conducive environment between both teachers and students in classroom activities, the learners can obtain the benefits efficiently”. So effective learning process occurs when both instructors and students interact and actively participate in the learning activities. Nevertheless, as we often hear from the academic world, students still do not actively participate or become

passive in the classroom despite encouragements and use of various teaching methods by the instructors to stimulate active participation from the students.

Simply defined, learning is acquiring new or modifying existing knowledge, skills or behaviours. Therefore, if learning is defined as quest for knowledge, skills or behaviours, then students need to be active in that quest. Students must be proactive to seek the knowledge by seeking as well as receiving information in an outside classroom. How the students seek and receive information are usually reflected in their behaviours in the classroom. The behaviours of students in classroom may range from passive to active participations. In full integration, students engage actively in the class discussion, know what they want to say and what they should not say. S3 said that "Participation plays the vital role in learning, it helps to improve the confidence level of the students." According to S3, participation is really important for learning and for improving confidence level for the students. Participation in the circumstances occurs when students influenced by factors, such as socio-cultural, cognitive, affective, linguistic, or the environment and these often lead to student participation and interaction with other students and instructors become less and speak only at appropriate time. In marginal interaction, students act more as listeners and less to speak out in the classroom. Unlike the students who actively participate in the classroom discussions, this category of students prefer to listen and take notes than involved in the classroom discussion. Lastly, in silent observation, students tend to avoid oral participation in the classroom. They seem to receive materials delivered in the classroom by taking notes using various strategies such as tape-recording or writing. Based on the various types of classroom behaviours, to be an active learners, whenever in the classroom, students must engage actively by playing the roles of information seekers. The acts of asking questions, give opinions or simply answering questions posed by the instructor or fellow students are examples of active type of classroom participation. Similarly, S5 asserted that "Students' participation has really the great impact on learning. It plays the vital role on students' learning. It increases the confidence level of the students." According to S5 Likewise S5 there is the huge importance students' participation for sustainable and efficient learning improvement.

Roles and importance of internal terminal examinations for the development of students' knowledge and ideas in semester course. This section of the study deals with the analysis of responses from the students' towards internal

assessment in terms of mid-term examination. Regarding this S3 said that, “Mid-term examination definitely helps to the students for their learning. It helps to get good score in final examination.” According to S3 mid-term internal examination is really beneficial for the students. It plays the most significant role to get golden score in the end semester examination. That means S3 has the positive attitudes on it.

On the contrary, S4 asserted that “ teachers need to ensure that they should maintain the same level of dedication to their students to guarantee a good final grade”. So to get a golden score in the final examination both teachers and the students should dedicate a lot. Students who perform poorly on their midterm exam, they should be given feedback at any cost to improve their learning. The most important thing during which should be done during the session is to attend all of the classes. Regularity is most important for the regular and strong study.

Need and significance of home assignments for M. Ed students for the effective and sustainable learning. Home assignment continues to be a lightning rod topic for teachers, parents and students. Regarding this S1 said that “The primary purpose of assigning homework is to help students for effective and sustainable learning.” According to S1, regular home assignments play the vital role for strong learning. Home assignment is like the weapon which makes students’ learning sharpen. The question that is inadequately answered is whether or not homework significantly increases academic achievement for all students including students with severe emotional disabilities. The purpose of home assignment is to enhance the learning skills, develop self-study skills and motivate parent involvement in student learning.

Homework can be a useful tool in the learning process if it has been designed correctly to meet the students' needs and demands but can actually have opposite effects if it is too difficult or time consuming .Likewise S2 asserted that “Home assignment is most supportive factor to meet the students’ need and interest”. That’s why it becomes a powerful task to make the students’ ability strong. Home assignment should meet the need and interest of the students. Regarding the relationship between homework and students’ ability S3 asserted that,” Relationship between home assignments and Students' Skill is so inter-related. They are intricately

intertwined to each other. Regular habit of doing assignment develops students' knowledge and ideas, which is always supportive.”

So relationship between home assignment and students' ability are inter-connected to each other, teachers' ability plays the crucial role to assign the students. Teacher should understand the level of the students and students' skills otherwise the assignment will have no positive effect.. So the teacher should have the good skills to assign to their students and most importantly the time management must be there or it means that proper time management is equally important to make the students strong from the view of academic quality.

Conduction of project work activities and significance of students' classroom presentation and practice. Project work is the particular task of work which should be planned for completion by doing the project. As the same way S3 asserted that, “Project work Activities have become really beneficial work for the students to make them confident and experienced and at the same time it makes students laborious and creative.” Project work activities have really the significant value which play the vital role for the improvement for the students. They aim to accomplish project work by converting available inputs into desired outputs, while consuming allocated resources. Project activity is often used as an alternative term to project task. Activities are the framework for differentiating between various components of a project. In project management there is Activity-based Approach that assumes a project can be presented as a series of logically related, prioritized and sequenced activities that can be performed step-by-step or/and in parallel to complete project goals. Activities divide project work into the smallest pieces to make it easier for project staff to understand what actions to do. Every activity is always associated with a definite interim goal or objective. Dependencies and interrelationships between several activities ink these activities to each other and focus them on accomplishing one and the same goal or objective. Many benefits of incorporating project work in second and foreign language settings have been suggested. First, the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence. In addition, students demonstrate increased autonomy especially when they are actively engaged in project planning (e.g. choice of topic). A further frequently mentioned benefit is related to students' increased social, cooperative skills, and group cohesiveness. Another reported benefit is improved

language skills. Because students engage in to complete authentic activities, they have the opportunity to use language in a relatively natural context and participate in meaningful activities which require authentic language use. Another set of reported benefits pertains to the development of problem-solving and higher order critical thinking skills. Regarding the classroom presentation by the semester students, S4 said that” Classroom presentation has made me stronger because it helped me to develop content knowledge and ideas and at the same time it helped me to increase my confidence level which I myself experienced in the real classroom presentation.” It means that that the regular classroom presentation and practices makes students perfect and at the same time it helps to develop confidence level and it also is helpful for the all round development. So the regular classroom presentation and practice has really the greater effect for sustainable and meaningful learning.

Analysis of the Data and Interpretation of the Results of FGD

The focus group was conducted to explore the students’ perceptions on the basis of students’ response under the different themes given below towards internal assessment in semester system.

Regularity in the classroom enhances students’ learning. The main concern of this issue is to find out the perception of students’ towards whether regularity in the classroom enhances students’ learning or not and it is useful to the semester students or not:

Regarding this issue one of the participants of the first group said that, “Regularity plays the vital role to make an academic proficiency strong because the regular participation inside the classroom is the best way to improve learning’. In fact where there is the regularity of course there will not be any gap in learning. A learner who is regular one can get a lot of chances to learn new ideas and techniques but the if he or she misses the class really he or she will miss those important ideas and techniques according to the curriculum that’s why as a result he or she cannot have the proper knowledge on the basis of designed curricular goals and aims. But the next participant of the second group argued that, “Only the regular attendance cannot play the vital role to make the learners’ proficiency strong until and unless he or she has the real passion in learning”. This argument is also right and its quite critical as well in the sense that if a learner is regular in class but if he or she has not the real passion

or if he or she does not pay attention towards very content of learning surely he or she will not improve his or her learning so only the regular attendance may not play the vital role in all cases. Thorough these two views from the participants it is said that to get real achievement or to do the real improvement it is necessary to be regular and learners must be concentrated towards the very contents of learning then only the learner can improve his or her learning.

Students participation inside the classroom is necessary to make collaborative learning. Students' participation in the classroom activities is the main concern of this issue. This issues is tabulated to different groups in course of collection data through focus group discussion in semester system, one of the participant said that “ Classroom participation inside the classroom activities is so important for collaborative learning because it makes the learners active, creative, critical and sociable as well”. Of course it is really significant for collaborative learning, without the interaction the learning process will not be fruitful and meaningful as well. It makes the classroom more live than that of only teacher centered classroom. It is also called student centered classroom, if the students are centered in the classroom in course of classroom activities then it will be really interactive and live. Similarly the next participant from third group said that the positive view on it and that,

All students should be participated inside the different classroom activities for their all round development, only bookish knowledge is not sufficient for the all round development that's why it is necessary to be applied in the classroom and such activities may be some presentation on the some especial content related to the course of content, sometimes can be conducted some extra-curricular activities like quiz competition, sometimes singing competition and etc and these activities really helps for their all round development. It makes the learners more confident and creative too.

So through this observation of participants' views it can be said that students' participation plays the vital and very much crucial roles to improve their study and make them creative, collaborative and sociable and industrious as well. And it also helps to improve the relationship between both teachers and students because if the students freely participate in the classroom activities it will help to develop their

confidence and they feel the homely environment in course of learning enhance to improve their rapport so it the very classroom participation is really important in fact.

Effectiveness of Mid-term examinations to get high score in end-semester examinations. This issue was prepared for the discussion to know whether it is really effective or not to get high score in end-semester examinations. The main purpose of mid-term examination is to prepare the students for final examination and provide the guidelines to the students for their betterment of learning and improve their knowledge. On this theme, one of the participant of the first group said that,

Mid-term examination are useful for the final examinations because it provides the real experience of facing the examination to the students, it provides the idea of the modality of the question set, teaches the techniques indirectly to solve the questions and the students can get chance to improve their learning by getting feedback from the instructor.

As the first participant of the first group, the student can get some experience of the final term and get the idea about solving the problems or tackling the questions and also he or she can improve their learning through the feedback from their teachers so that they can improve their learning. And the other participant from the next third group's informant added that, "Mid-term examination helps to evaluate the learners' weaknesses and progress that's why it helps to appraise the understanding level of students and gives the idea of treatment which should be provided for them according to the levels of the students". Of course this mid-term examination is really beneficial for the students to make their study strong. It really plays the very much crucial role for the betterment for learning. So it plays the significant role in course of learning. So all participant involved in the discussion seemed to be positive on it.

Students' satisfaction on power point presentation. This item attempts to know the perception to whether students satisfied with power point presentation in the classroom or not. On this item some of the students had not satisfied with power point presentation. They responded that it kills students' creativity which is achieved through discussion and most of the students had positive attitudes towards power point presentation. As the same way one of the participant of the second group said that "Power point presentation makes the students passive, neutral and dependent so it kills the originality of the students". Again the next respondent of the third group

added that "The power point presentation does not make the learners critical, independent and industrious so that they will not be creative." It means that only the power point presentation without any creative activity is somehow meaningless and it kills the creativity and originality.

On the other hands the next participant added that " we do some power point presentation in the classroom participation. I have experienced some omprovement.it helps to increase the confidence level. It definitely helps for the career development." It is the positive attitudes and experience of the very participant. Power point presentation plays the significant role to achieve the knowledge of multimedia and it's technological use in teaching and learning activities. In course of discussion the next participant of second group asserted that "Power point presentation is useful for the students while it is connected with natural and critical environment". So finally it can be said that power point presentation is useful when the teachers establish the good natural and creative environment for learning in natural setting otherwise only power point presentation with the passive learning environment becomes meaningless.

Relevancy of home assignments to the master level students. This topic was constructed to know the opinions regarding whether giving home assignment to the semester students is good or not. One of the participant said that "Giving home assignments to the students is good because it gives opportunity to read lots of books which enhance knowledge." It means that it is important to give home assignment to the students to make the habit formation for reading books and also important to develop knowledge so it is good and necessary. And again the next participant asserted that "Home assignments makes students more active and also develops the reading and writing skills." This statement is also in the favour of home assignment for the students. The next participant of the second group again added that "Project work activities are most significant and useful task for the students which makes students more confident and knowledgeable." So the very participant has the positive perception towards the project work activities which should be assigned to make students more creative and strong in learning.

Again the next participant added that " Home assignment or the project work makes students creative and industrious." So home assignments or project work

activities have greater impact on learners positively. So all participants from different groups had the positive perceptions on this topic. It makes students creative, self-directed and autonomous. Really the regular habit of doing home assignment is the significant way to improve study, develop knowledge and strengthen learning in strong manner.

Challenges faced by Students in semester system. This issue was discussed in different focused groups. And it deals with the analysis and interpretation of data regarding the challenges faced by students in semester system. This topic was discussed in terms of the availability of resources, regularity of the classes, cost effectiveness, classroom management and miscellaneous. Regarding to the availability of the resources, one of the participant of the first group said that “most of authentic materials are not available here in the library and in the department” and most of the participants had the same pain. It means that the necessary resources are not perfectly available here for the study. Again regarding to the classroom management the next participant said that “classroom is well managed according to the number of students and the room’s size.” It means that classroom is somehow well managed physically. At the same time the next participant of the second group argued that, “Classroom management is not only the physical management but it is also related to the psychological factors which should also be well managed otherwise only the management of classroom physically can never be said complete classroom management.” It means that classroom management is both the physical and psychological management and finally all groups agreed on that point and they became positive on these points and they agreed on it. Again, on the other hand the next participant said that “Here is the lack electrical facility, lack of resource materials and E- library is not working properly.” These are the problem that all the students are compelled to face here because here is not any facility of regular back up of electricity.” And all the participants of the very focused group discussion agreed on that point that they have been facing this very problem in the semester system.

Availability of suitable environment to complete the tasks as prescribed by curriculum. Regarding the assignments one of the participant asserted that “ all the assignments cannot be completed within the speculated time frame, it means that time limitation is one of the principal factor to be solved.” So according to the participant there is not the sufficient time to complete the tasks within the speculated

time frame. It should be considered by all the assignment doors. That's why students should get suitable environment to complete the task as prescribed by curriculum in the department. To complete the task such as project work, seminar paper, group work activities there should be suitable environment in the department. The main concern of this topic or the question is to find out whether there is suitable environment or not to complete the task as assigned by teachers. Regarding this topic majority of the participants of the focused group discussion said that they had not got suitable environment to complete the task as prescribed by curriculum and minority participants had said that they had got somehow suitable environment to complete the task as prescribed by the curriculum. So through this responses, it can be concluded that most of the students had not got suitable environment to complete the tasks as prescribed by curriculum.

Cost Effectiveness as the extra financial burden for the students in the assessment of semester system. The main concern of this question is to find out whether semester system is cost effective or not. Regarding the very theme one of the participant said that "cost is not everything. We are spending a lot of time, working hard and truly paying our whole attention and dedication but how we are getting knowledge, how we are getting quality education. It really matters." So here the the main concern is not the cost of the system but the concern is how the students are getting knowledge and benefitted in this system. So it was found that the mix type of perceptions were there and that some participant in the focused group discussion from economically strong they did not agree with that point and they did not realize that is extra burden but the participants participated in the focused group discussion from low or poor background family, they said that the semester system was really costly matter.

Miscellaneous. This section of the thesis deals with analysis of the responses from students towards challenges of semester system in terms Miscellaneous. This analysis and interpretation of students' responses have been presented as follow.

Completion of course within a time frame. The main concern of this question is to find out the responses of the students towards whether teacher completed the courses within a time frame or not. On this topic, most of the participants had somehow the same responses and that can be concluded, majority of

the students responded that teachers had not completed the courses within a time frame. Due to the academic burden students could not prepare examinations very well. This issue was focused to find out whether students got chance to prepare the examination well in semester system. One of the participant said that, "I did not get chance to prepare the examination because here is the extreme academic burden." In the same way, Most of the participants said that they had not prepared the examinations well due to the academic burden. It means that the students could not prepare well due to the unnecessarily academic burden in semester system.

Discussion

I have discussed the findings here on the basis of analysis and interpretation of results. It was found that Regular attendance is necessary. Most of the students had the positive attitudes towards regular attendance as a criterion of internal assessment in semester system. It was also found that the regular attendance will have the greater effect on learning if the students actively attend their classes otherwise only the regular attendance with the passive concern is always meaningless. Again in case classroom participation, almost all the students had positive attitudes towards classroom participation. Students had strong beliefs towards classroom participations to make the learning collaborative. Majority of the students were found to have regularly participated in classroom activities. Some of the students or the minority of the students were found to have sometimes participated in the group work activities. Similarly, in case of mid-term examination, it was found that majority of the students had the positive attitudes on that the mid-term examinations are useful to get high score in end-semester examination so it is helpful to the end-semester examination. Likewise, in case of assignments, it was found that all of the students had the positive attitudes towards home assignment and it was also found that some of the students were found to have not carried out their home assignments and in case of project work activities, it was found that all of the students had the positive attitudes towards project work. They had the strong belief that it makes the learners autonomous though it was found that majority of the students were found to have sometimes participated and minority of the students were found often participated in project work activities. And regarding the availability of the resources, it was found that there were not sufficient books available in the library and students had not got internet facility in the department. And similarly the students responded that they have not got suitable

environment to complete the tasks as prescribed by curriculum. In case of classroom management, it was found that there was poor classroom management. And there was the irregular supply of electricity. Likewise in case of cost effectiveness, it was found that the students had faced to the financial burden in semester system. And for many economically backward students this system is costly matter. Finally in terms of Miscellaneous, it was found that due to the academic burden they could not prepare examinations very well. And on the basis of students' responses it was found that the teachers were not totally focused to complete the course within speculated time frame. And again it was found that the syllabus of the semester system is like with annual system. So as a whole, it was found semester system is not like the semester in terms of syllabus, classroom participation, availability of the resources, economic and academic burdens and et cetra.

Chapter V

Conclusions and Implications

This chapter of the research incorporates conclusions and implications which are based on the results and discussions of the data. Moreover, implication comprises of policy related, practice related and further research related.

Conclusion

To find out the students' perceptions towards internal assessment in terms of attendance, classroom participations, mid-term examinations, presentations, home assignments and project works activities qualitative research with purposive non-random sampling strategy was used. Students of M.Ed. third semester had positive attitudes towards internal assessment. Regarding attendance, most of the students had positive attitudes as a criterion of internal assessment. Similarly almost all the students had a view that classroom participation is necessary to develop the rapport between teacher and students. Likewise most of the students had a view that mid-term examinations are useful to get high score in end-semester examination. Students responded that presentation is a good tool to develop the confidence level of the students and it also develops the speaking skill. Similarly almost students had positive attitudes towards home assignments and they responded that assignments are relevant to the master level students. Most of the students accepted that project work activities make the students autonomous and self- directed, it also helps to develop all four language skills. The Overall analysis shows that assessment of semester system is very much effective to the learners through which learners get opportunities to develop their learning. Almost all students are benefited from internal assessment of semester system. It makes the students creative and self- directed. It also helps the students to become familiar with modern technologies and skills. If the teachers provide immediate feedback after mid-term examinations, students can improve their learning. Though the students had positive attitudes towards the internal assessment in semester system, they have faced several problems. Students responded that there were many problems, such as unavailability of resources in library, lack of sufficient e-mail and internet facility, poor classroom management, irregular supply of electricity. If these problems are minimized, students will get much more benefits from internal assessment of the semester system.

Implications

Recommendations have been made based on the results and discussions of this study. Recommendation comprises policy related, practice related and further research related which are discussed as follow:

Policy Related. Policy makers should make good policy to make internal assessment effective. There should be strict policy regarding curriculum development, examination system and other criteria such as attendance, classroom participations, mid-term examination, project work activities, Curriculum and home assignments. Most of the students might not have computer, email and internet facility at their home. So there should be computer lab with internet facility to search the resource materials and to do other related activities as per the students' requirement. Concerned authority should observe the condition of Department occasionally and should manage the necessary resource materials.

Practice Related. Internal assessment should be conducted as inherent part of teaching and learning activities. Teachers should encourage the students to take part in all classroom activities such as classroom participations, pair work, group work, individual work et cetra. Feedback should be necessarily provided immediately and results should be analyzed to provide corrective measures. Students should be actively participated in all activities such as; classroom participation, mid-term examinations, project work activities. Teachers and students should be regular in the classroom. Students should be actively participated in all activities such as; classroom participation, mid-term examinations, project work activities. There should be good co-operation between teachers, students and department.

Further research related. The present study entitled, "a study on semester students", Perception towards Internal Assessment in Semester System" is based on the perceptions of the M.ED. third semester students' of the Department of English Education. Further research can be done being based on this area. Some of the possible topics for further research can be as follow:

- 1 Evaluation of Existing Examination system of Semester system in T.U.

2. Students' and teachers' perceptions and practices towards Semester system of T.U.
3. Effectiveness of Power point Presentation for Semester Students at T.U.

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Appendices

Student '1' (S1)

Interviewer: Hello, good morning, brother, how are you?

Interviewee: Good morning, I am good and about you?

Interviewer: Yes, I am also good. Today I want your help. First, let me explain my purpose of taking this interview. I am taking this interview for data for M.Ed. thesis. I am conducting my research on the perceptions of semester students towards internal assessment in semester system. That's why I expect some information from you and I also assure you that I will not reveal your identity and I will maintain privacy and confidentiality as well.

Interviewee: Ok, ok how can I help you? Let us start talking. Oh, I am very eager to share my ideas with you.

Interviewer: Ok, thank you brother for your approval. Firstly, could you please give your short introduction?

Interviewee: I am.....originally from Panchthar. I am studying here in third semester, M.Ed. in English at T.U. Kirtipur.

Interviewer: Why did you join the semester system for Masters rather than annual system one?

Interviewee: Well, I joined semester system for my Masters because it is internationally valid system. It is real, and live interaction between both teachers and the students which makes learning effective and sustainable.

Interviewer: Yes, do you think so? Is it real and live? How do you justify it?

Interviewee: Well, it is a good question. As I already said that it is real and live interaction between both teachers and the students of course it is, because in semester system 80 percent students should be attended compulsorily and everyday each and every student must present the new text assigned by the instructor and the instructor provides feedback which makes me strong and confident as well. So it is real and live interaction.

Interviewer: Nice, so you have very positive views towards this semester system, is not it?

Interviewee: Yes of course, I have positive opinion towards this semester system why because it is internationally valid, it is live interaction, on who studied here in this system can easily admit any college and university around the world but in case of annual system students can not admit according to their level rather they only get chance to admit just for the previous level then that of their recent level of qualification, it means annual system is not fully valid internationally. And in the semester system there are many important tasks which must be done like 80 percent attendance should be maintained, different kinds of assignments must be done, classroom participation and mid-term examination are also the part of internal assessment in semester system which help the students to improve their study in meaningful way.

Interviewer: Nice, let us talk about the internal assessment, what is your opinion towards internal assessment of semester system?

Interviewee: well, again I have positive view on it. Internal assessment is allocated for 40 marks in different criteria such as regular attendance, classroom participation, mid-term examination, home assignment and project work activities which have play the very important role for improving learning.

Interviewer: What is the importance of internal assessment of semester system?

Interviewee: Yes, internal assessment system is important system in various ways and it is equally important for the students' over all development and to achieve the objective of education.

Interviewer: Does internal assessment help to increase the students' achievement and result? What do you think?

Interviewee: Yes, internal assessment surely increases the students' achievement and result but the way people implement the authority possess he art of it's conducting that matters much, I think so.

Interviewer: What are the criteria of internal assessment system?

Interviewee: yes, the criteria of internal assessment are regular attendance, participation in different activities, home assignments, project work activities and etc.

Interviewer: What is your opinion towards regularity in semester system?

Interviewee: Well, it is said that regularity is the path of success as the same way in the semester system , 80 percent attendance must be maintained out of 100. Regular attendance helps the students to get good score as well because it is allocated for 5 marks in internal assessment. But if the learners have the low attendance most of them will be poor.

Interviewer: Are you regular student in the class?

Interviewee: Yes, I am regular student in the class.

Interviewer: Only the regular attendance is not the sufficient way to make learning strong and meaningful, how would you justify this critical statement?

Interviewee: well, it is a nice question. Of course only the regular attendance in the class is not the sufficient way to make the learning strong and meaningful without paying attention and the active participation. To make learning strong and meaningful the students should pay their attention and they should be active in classroom participation so a lonely attendance in the classroom cannot make the learning strong and sustainable.

Interviewer: Nice response brother. Again, let us talk about your opinion towards mid-term examination in semester system. It is one of the most important part of internal assessment so what is your opinion towards it?

Interviewee: Yes, it is also a good question sir. As you said mid-term examination in semester system is very much important part of internal assessment because it is allocated for 10 marks out of 40 marks in the internal assessment. It helps the students to make their learning effective and meaningful you know because by participating in the mid-term examination students can learn the environment of examination, how to face the examination and after that students will get the feedback fro their teachers so it is so much effective in the semester system.

Interviewer: Well said brother. According to your experience, Please share your ideas on that how have you been benefitted by participating mid-term examination ?

Interviewee: Hahaha...thank you for your encouraging complement first. Well, It is also a nice question. As I already said that mid-term examination is very much important for me that it has helped me to get a good score and beside this I have been

experienced and became able to face the real circumstances of the examination and I have got a lot of ideas and knowledge for mid-term examination and feedback of it.

Interviewer: nice, what is your perception towards classroom participation?

Interviewee: Well, classroom participation is also one of the most important and effective criteria of internal assessment of semester system. It enhances students more experienced and strong because in classroom participation learners should be integrated, face different types of circumstances, interact to each other individually or in group and observe the activities themselves. So I have the positive attitudes towards the classroom participation.

Interviewer: Nice response, brother. Again what do you want to say about home assignments of semester system? What is its significance?

Interviewee: Yes, home assignments are also the important parts of internal assessment in semester system. Home assignments are so much important in the sense that they are effective tool to evaluate student's performance on the subject matter. It can help to know the proficiency level of the learners.

Interviewer: Most of the students think that the assignments given by the teachers is extra load what do you think? Have you been completing your all assignments within the speculated time frame?

Interviewee: nice question sir, of course all the assignments cannot be done within the speculated time frame, it means that time limitation is one of the principal factor to be solved.

Interviewer: Well said, brother. What is your opinion towards the project work activities as a criterion of internal assessment in semester system?

Interviewee: Yes, project work activities are most important activities which make the students more creative, studious, critical, independent, industrious, autonomous and self-directed.

Interviewer: Thank you so much brother for giving me his valuable time in for this interview.

Interviewee: Most welcome.

Student '2' (S2)

Interviewer: Hello, good morning, brother, how are you?

Interviewee: Good morning, I am well and about you?

Interviewer: I am fine thank you. Today I want your help. First, let me explain my purpose of taking this interview. I am taking this interview for data for M.Ed. thesis. I am conducting my research on the perceptions of semester students towards internal assessment in semester system. That's why I expect some information from you and I also assure you that I will not reveal your identity and I will maintain privacy and confidentiality as well.

Interviewee: Ok, how can I help you? Let us start talking.

Interviewer: Ok, thank you brother for your approval. Firstly, could you please give your short introduction?

Interviewee: I am.....originally from Panchthar. I am studying here in third semester, M.Ed. in English at T.U. Kirtipur.

Interviewer: What is your opinion towards internal assessment of semester system. Does it really beneficial to get higher GPA? What do you think?

Interviewee: Yes, it is the process of collecting, analyzing and interpreting data on the certain subject in the given environment according to the systematic procedure. Internal assessment is most important procedure to evaluate students internally. Well, regarding your further connective question about higher GPA, I would like to say that to get higher GPA without this regularity, regular classes, well participation and a deep study something will come disastrous in future. It means that the internal assessment plays the most significant role to get higher GPA.

Interviewer: How does the assessment affect to the education system?

Interviewee: Well, it affects decisions about grades, placements, advancement, instructional needs and curriculum.

Interviewer: Are you regular student in the class?

Interviewee: Yes, I am regular student in the class.

Interviewer: What is your opinion towards regular attendance?

Interviewee: Regular attendance is one of the criterion of internal assessment of semester system. It is allocated for 5 marks out of 40 of the internal assessment. In the semester system 80 percent regular attendance should be there, where the students are regular they can get chance to learn the things regularly without any gap makes learners strong and detailed knowledge of the related content.

Interviewer: What is your attitudes towards classroom participation?

Interviewee: well, classroom participation is also one of the most important criterion of internal assessment of semester system. It is allocated for 5 marks out of 40 in total of internal assessment. In this regard I want to say that active participation of learners in the conducive environment between both teachers and students in classroom activities helps the learners to obtain the benefits of learning efficiently.

Interviewer: yes, what is your opinion towards the mid-term examination as a criterion of the internal assessment? Have you been regularly participating in the mid-term examination? What can be the benefits of it?

Interviewee: Yes, mid-term examination is also one of the next significant criterion of the internal assessment system in semester. I have participated all mid-term examination and I have my own experience of it. I have got so many experiences knowledges and ideas as well. I have learnt the things that how to face or tackle the examination? So I have learnt the important lessons on it. It has provided me a lot of experiences and ideas.

Interviewer: What is your perception about assignments in semester system?

Interviewee: Well, it is also a part of internal assessment of semester system. There are first assignment, second assignment and third assignment should be done. First is called mid-term examination which is allocated for 10 marks, second assignment includes some project work is allocated for 10 marks and the third assignment includes some creative work is allocated for 10 marks out of 40 marks of total internal assessment. So in total 30 marks is allocated for assignments that's why the assignments play the crucial role to get golden score and for the effective learning as well in the sense that the assignments make the learners active, studious, creative and industrious.

Interviewer: What is the role and significance of classroom presentation or the classroom participation as the criterion of internal assessment?

Interviewee: Well, classroom presentation is one of the significance part of internal assessment of semester system. It helps the students to be frank, confident and creative. By participating in the classroom presentation students get chance to develop their knowledge and ideas and not to forget that it helps for the learners' personality development as well. It teaches the art of delivering speech presentation to the students. So students' participation has really the great impact on learning. It enhances students' learning. It plays the vital role on students learning. It increases the confidence level of students.

Interviewer: Thank you so much for giving me your busy time for this interview.

Interviewee: You are welcome.

Student '3' (S3)

Interviewer: Hi, good afternoon, brother, how are you?

Interviewee: Good afternoon, I am good and what about you?

Interviewer: I am fine, thank you. Today I want your help. First, let me explain my purpose of taking this interview. I am taking this interview for data for M.Ed. thesis. I am conducting my research on the perceptions of semester students towards internal assessment in semester system. That's why I expect some information from you and I also assure you that I will not reveal your identity and I will maintain privacy and confidentiality as well.

Interviewee: yes, let us start talking.

Interviewer: Thank you brother for your approval. Firstly could you please give your short introduction?

Interviewee: I am ...originally from Baitadi. I am a third semester student here in the English department.

Interviewer: It is said that semester system costly matters. What do you think ?Is it really so?

Interviewee: Nice question sir, we are from poor economic condition. We cannot buy all the relevant learning materials, technological tools like computers and laptops and the fee structure also costly matters incomparison with annual education system.

Interviewer: what is your views towards the purpose of internal assessment of semester system?

Interviewee: Yes, the purpose of assessment is to judge the students' abilities on something. It helps to know the students' level of understanding.

Interviewer: What is your opinion towards regular attendance of semester system?

Interviewee: Yes, regular attendance is also a part of internal assessment of semester system. It is important to get good score as well because 5 marks is allocated for attendance in this system.

Interviewer: What is your personal opinion towards classroom participation? How does it help the students to become creative, strong and autonomous in learning?

Interviewee: yes, classroom participation is also an important part or the criterion of the internal assessment in semester system. It plays the vital role to make students learning strong and sustainable. In the classroom participation students should focus on their activities paying full attention to it. It makes them really creative, autonomous, self-directed and strong.

Interviewer: What is internal mid-term examination? Why is it important for learning?

Interviewee: Well, internal term examination or mid-term examination is also an important part to assess the students' achievement. It is necessary to give periodic tests to determine if the bulk of the class is getting the information taught correctly assimilated. Mid-term examination is a larger exam than the weekly quizzes as it measures students' achievement through the course.

Interviewer: What is the need and significance of home assignment in the semester system?

Interviewee: It is one of the significant part of internal assessment of semester system. It makes students more studious and hardworking.

Interviewer: What is the primary purpose of home assignments?

Interviewee: well, the primary purpose of home assigning homework is to help students to strengthen the skills, to prepare for the future lessons.

Interviewer: let us talk about project work activities. What is your opinion towards project work activities?

Interviewee: yes, project work activities are the significant task which should be conducted in the semester system as a part of internal assessment. Project work activities makes students more creative and knowledgeable. It gives the real experience of doing something as a project work.

Interviewer: What is your experience of classroom presentation here in the semester system?

Interviewee: well, classroom presentation has made me stronger and confident. It helps me to present the text more confidently and efficiently.

Interviewer: Thank you so much for providing me your valuable time.

Interviewee: Most welcome.

Student '4' (S4)

Interviewer: Hi, good afternoon, sister, how are you?

Interviewee: Good afternoon, I am good and what about you?

Interviewer: I am also good, thank you. Today I want your help. First, let me explain my purpose of taking this interview. I am taking this interview for data for M.Ed. thesis. I am conducting my research on the perceptions of semester students towards internal assessment in semester system. That's why I expect some information from you and I also assure you that I will not reveal your identity and I will maintain privacy and confidentiality as well.

Interviewer: Thank you sister for your approval. Firstly could you please give your short introduction?

Interviewee: I am ...originally from Ramechhap. I am a third semester student here in the English department.

Interviewer: Are you regular student in the class?

Interviewee: yes, I am regular student in the class. I do not miss any class.

Interviewer: What is your personal view towards the regular attendance here in the semester system?

Interviewee: Well, it is one of the most important criteria of the internal assessment system. In my view regular attendance is really important which makes students regular so that they can learn all the content knowledge delivered by the teachers without any gap.

Interviewer: Why is it necessary?

Interviewee: It is necessary to learn the things regularly. It helps to remove the gaps between day to day teaching and learning activities so that they can get chance to learn the subjects effectively. In the semester system it is allocated for 5 marks out of total 40 marks in the internal assessment in semester system.

Interviewer: What is your experience about the classroom participation in mid-term examination in this system?

Interviewee: Well, I have my own experience about my participation in mid-term examination. By participating the mid-term examination I realized that I became more confident and strong on my study that could be never thought before that. And I have got a lot of ideas to tackle the questions and to face th examination as well.

Interviewer: What is your view towards home assignments? What is your experience about doing home assignment regularly?

Interviewee: Home assignment is important criterion of the internal assessment of semester system. All students should do their assignments. According to my own experience, I have become more studious, laborious and creative.

Interviewer: It is said that semester system costly matters. What do you think about it? Is it really so?

Interviewee: Well, I think cost is not everything. We spending here a lots of time to learn, dedicating a lots of efforts here but how we are getting knowledge, how we are achieving here a quality education, how we are developing our competency, these things matter much.

Interviewer: What kind of relationship between home assignment and students' skill?

Interviewee: well, relationship between home assignments and students' skills is most important. They are intricately intertwined to each other. Regular habit of doing home assignments develops students' knowledge and ideas which is always supportive.

Interviewer: finally please could you share your experiences about project work activities and significance of classroom presentation?

Interviewee: well, project work activities are the particular task of work which should be planned for completion doing the project. I have been doing all my project works regularly. It has really tremendous effect on me. I felt myself creative and self-directed after doing project work activities.

Interviewer: Thank you so much for your great contribution.

Interviewee: Most welcome.

Student '5'(5)

Interviewer: Hi, good afternoon, sister, how are you?

Interviewee: Good afternoon, I am fine and what about you?

Interviewer: I am fine, thank you. Today I want your help. First, let me explain my purpose of taking this interview. I am taking this interview for data for M.Ed. thesis. I am conducting my research on the perceptions of semester students towards internal assessment in semester system. That's why I expect some information from you and I also assure you that I will not reveal your identity and I will maintain privacy and confidentiality as well.

Interviewee: yes, let us start talking.

Interviewer: Thank you sister for your approval. Firstly could you please give your short introduction?

Interviewee: I am ...originally from Saptari. I am a third semester student here in the English education.

Interviewer: What do you mean by internal examination in semester system?

Interviewee: Internal examination is an internal system of evaluation of students' ability which is measured by the subject teachers internally.

Interviewer: What are the criteria of the internal assessment?

Interviewee: well, it includes regular attendance, classroom participation, mid-term examination, and assignments as the criteria of the internal assessment. And internal assessment is allocated for 40 marks.

Interviewer: Are you regular student in the class?

Interviewee: Yes, I am regular student in the class.

Interviewer: What is the significance of regularity for learning? What are the benefits of encouraging consistent attendance in semester system?

Interviewee: Well, in fact regularity has tremendous effect on learning. Encouraging consistent attendance helps the learner get better grades, develops healthy life habits, develops good rapport between both teachers and students. It creates the good environment for the good relation among friends as well. And if the students are

regular in the class they will definitely get chance to get detailed content knowledge of the text book so it helps to make their study strong, sustainable, meaningful and collaborative. Increasing attendance monitoring in higher education is really change from old strategy of placing the burden on the learner.

Interviewer: What is your opinion towards the classroom participation?

Interviewee: well, classroom participation is also one of the most important criterion of internal assessment. It makes the learners more autonomous and creative. It helps the learners to develop sufficient level of confidence. It helps to remove the fear and hesitation.

Interviewer: let us talk about the importance of mid-term examination. Have you regularly participated in the mid-term examination?

Interviewee: Yes I have been regularly participating in mid-term examination.

Interviewer: What are the advantages of mid-term examination in the semester system?

Interviewee: Well, here are many more advantages or the benefits of mid-term examination. First of all it has been allocated for 10 marks out of 40 marks in internal assessment of semester system so it helps to achieve good score in the final examination. Then It helps to collect the different experiences to face the real circumstances o examination. It helps to collect different knowledges and ideas which makes the learners experienced and habitual for facing the examination.

Interviewer: What is your opinion towards home assignments? How is it important to make learners strong and capable in learning?

Interviewee: Well, Home assignment is also a criterion of internal assessment. It is useful tool for improving learning. It has made me so laborious, creative and hardworking through which I feel more competent and confident as well. I have collected a lot of ideas and knowledge by doing home assignment. Home assignment plays vital roles in order to make the learners more informative and competent.

Interviewer: What is your opinion towards project work activities? What is your own experience about project work activities?

Interviewee: Yes, project work activities are most important tasks which should be done by the students for the partial fulfilment of the internal assessment. It has made me more creative and inventive. It provided me a real experience of project work activities. It has enhanced me a lot by doing it. Project work activities gave me a lot of opportunities to develop my confidence and independence. I felt me myself a strong and self-directed.

Interviewer: What do you say about the power point presentation? Is it really beneficial for effective learning? What is your personal experience about it?

Interviewee: Yes, we do some power point presentation. I have experienced some improvement myself . It helps to increase the level of confidence. It definitely helps for the career development.

Interviewer: Classroom participation is one of the most important criterion of internal assessment in semester system. How does it make the classroom activities and learning most effective and collaborative?

Interviewee: It is a nice question. First of all classroom participation and presentations are most important and most effective criterion of internal assessment system of semester. It gives real experience and knowledge which makes learning more meaningful and live. It makes classroom more collaborative and creative. It helps to minimize the fear and hesitation. It develops the innate power and potentialities so that the learning will be strong and meaningful.

Interviewer: Finally what are the problems and challenges that you have been facing here? And how do you suggest to remove it from your side?

Interviewee: Of course there are thousands of problems but the main problems are lack of resource materials but the department do not properly care about it. And another problem is that the teacher just come and give their lectures and go without facilitating students, it means that the teachers do not properly care about the understanding or comprehension level of the students, they ignore, it should be solved. Similarly there is the electricity problem, it should be considered throughout the concerned authority and should manage the back up so that the students can have the excess of internet facility to search resource material through Google. And again there is not well classroom management that should also be considered. And most

importantly there is not the completion of the courses within the speculated time frame because The department do not properly use of academic calendar of semester. So the department must follow the academic calendar strictly then only this problem can be removed.

Interviewer: Thank you so much sister for providing me such a valuable time and information.

Interviewee: Most welcome.s

Focused Group Discussion

First of all I welcomed the participants and thanked them for giving the time to join in this discussion.

Then, I shared few rules for discussion such as expressing their views turn by turn, over take will not allowed while the next participant expressing his or her views on the determined issue.

Their views were recorded.

Discussion

Students' perceptions towards internal assessment in semester system

- Does regularity really matter to students for effective learning?
- What are the significance and benefits of students' classroom participation?
- What is the importance of mid-term examination in semester system?
- How does the classroom presentation help the students to develop their confidence level?
- What are the main advantages of mid-term examination in semester system?
- How do the project work activities help the students make learning effective?

Challenges faced by semester students

- What are the challenges that you been facing in semester system?
- Do you have the access to authentic resource materials in the department?
- What is it about your course that is prescribed by curriculum for completion within a determined time frame?
- Do you have any experience with an extra burden here in semester system?
- Have you got the suitable environment for meaningful learning in this semester system?
- What is your view towards the fee structure or the cost effectiveness of this semester system here?