# Students' Perceptions on Internal Assessment System: A Case of Tribhuvan University, Nepal

*Percepciones de los estudiantes sobre el sistema de evaluación interna: Un caso de la Universidad Tribhuvan, Nepal*

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## Abstract

The aim of this study is to investigate the perceptions of students towards the conduct of internal assessments in semester systems, including the tools and methods employed, and to provide pedagogical implications based on the findings. The study adopted a survey research design with a non-random selection approach to choose forty students from the second and fourth semesters of the Mahnendra Multiple Campus in Nepalgunj, Nepal who were pursuing Masters Level courses in English, Nepali, Sociology, Anthropology, and Political Science. The primary data collection tool was a questionnaire, supplemented by mini-interviews with five participants. Both primary and secondary sources of data were utilized to achieve the research objectives. Data analysis revealed that most students had a favorable perception of internal assessment, with fewer students expressing dissatisfaction with its systematic implementation. The study also indicated that internal evaluation practices fostered students' academic motivation, study habits, and confidence levels. However, adherence to time constraints and other regulations was emphasized, and internal evaluation scores should be free from the hello effect.

**Keywords:** Internal assessment, semester system, practice, perception, examination

## Resumen

El objetivo de este estudio es investigar las percepciones de los estudiantes hacia la realización de evaluaciones internas en sistemas semestrales, incluyendo las herramientas y métodos empleados, y proporcionar implicaciones pedagógicas basadas en los hallazgos. El estudio adoptó un diseño de investigación de encuesta con un

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enfoque de selección no aleatoria para elegir cuarenta estudiantes de los segundos y cuartos semestres del Mahnendra Multiple Campus en Nepalgunj, Nepal, que estaban cursando programas de posgrado Enginglés, Nepalí, sociología, antropología y ciencia política. La herramienta principal de recopilación de datos fue un cuestionario, complementado con mini-entrevistas a cinco participantes. Se utilizaron fuentes de datos primarias y secundarias para lograr los objetivos de la investigación. El análisis de datos reveló que la mayoría de los estudiantes tenían una percepción favorable de la evaluación interna, con menos estudiantes expresando insatisfacción con su implementación sistemática. El estudio también indicó que las prácticas de evaluación interna fomentaban la motivación académica, los hábitos de estudio y los niveles de confianza de los estudiantes. Sin embargo, se hizo hincapié en la adherencia a los límites de tiempo y otras regulaciones, y se señaló que las puntuaciones de evaluación interna deben estar libres del efecto halo.

**Palabras clave:** Evaluación interna, sistema semestral, práctica, percepción, examen

## I. Introduction

The perception of the internal assignment system among master's-level students is investigated in this study.

Education is a structured and organized process aimed at transforming society, and there are diverse ways in which students may acquire knowledge. External teachers or professors typically set the examination papers, which are graded by external examiners through centralized marking. However, with the implementation of the semester system in educational institutions, significant differences have emerged in the examination process. These differences include variations in the conduct of exams, semester duration, the methods used for setting and grading papers, the authority of teachers, student learning, and students' attitudes and behavior.

The predominant instructional methods used in schools and universities are either semester-based or yearly-based. The term "semester" is derived from the Latin word sementirs, meaning a six-month period (Mahummad, 2012, p. 14). Although a semester lasts for only half a year, it divides the academic year into two distinct halves through a systematic flow of teaching and learning activities, according to Adhikary (2020). In comparison to the yearly system, the semester system is more structured for teaching and learning. It is an organized and dynamic educational system that encompasses teaching and learning methodologies, assessment and evaluation methods, predetermined time hours, student numbers, curriculum, and syllabus.

In Nepal, the semester system was introduced in 2070 B.S. at the University Campus of Tribhuvan University as a new educational model aimed at strengthening

the educational system and addressing the shortcomings of the yearly model. The implementation of the semester system represents a paradigm shift in education, according to Kalita (2017):

> Etymologically the Word 'Semester' has been derived from a Latin word 'sementris' which means "Course of six Months". The word 'Se' means Six and 'mentris' means month. So, it literally means 'Half of a Year' or 'one of the two divisions of an Academic Year'. Dictionary defines semester system as "a half-year term in a university". Semester system has a logical and systematic division of syllabus extended to six months. (p. 205)

The process of teaching is a complex and interconnected system that encompasses the interrelated processes of intake, processing, and output. Richard and Rogers (2010) noted that "input" and "processing" are concerned with the linguistic content of instruction, while "output" and "outcomes" refer to the learners' ability to perform as a result of receiving instruction. In the semester system, internal evaluation plays a critical role as a testing tool. Internal evaluation is an essential component for evaluating the learning progress of students. Additionally, internal assessment refers to the ongoing evaluation process that teachers develop to assess their students' learning outcomes.

A number of tasks are employed for internal assessment. Tribhuvan University

operational guidelines for the T.U. semester system (2070) make the following points abundantly clear:

> 40% mark has given in each course as an internal evaluation marks. Students should obtain 50% score to be passed in internal evaluation. Total weight of internal evaluation has been divided in first, second third assessment, class attendance and interactive participants in learning. It is approved by faculty board or subject committee. (p. 3)

The primary means of implementing internal assessment in the teaching and learning process are subject teachers. The use of internal assessment provides favourable results for student evaluation. Internal evaluation demands teachers to put out more work and focus. The instructor has to create a strategic framework for internal assessment practice. For some students, internal evaluation is the only means of wasting their time. For some students, it is a process of maintaining knowledge refreshment. Since perception is a subjective opinion, it varies from person to person. Despite the fact that the subject matter is the same, it is never the same in each. This study is designed to look at diverse perspectives on the semester system's internal assessment process.

The semester system is a recent academic program in Nepal with several educational activities. In the semester system, the internal assessment process does not appear to be clear or consistent. Many students have false beliefs about the internal assessment system used in the semester system. Students with a B.A., for instance, are accustomed to the yearly examination system and have practiced in it. As a consequence, they found it very challenging to complete assessments, projects, participate in class, give presentations, and take midterm exams, which are some of the techniques of internal evaluation in a semester. These methods are perceived as difficult and dull by students. Similar to how inappropriate ideas about internal evaluation are created by accessible teaching and learning contexts. Similar to how incorrect instructions might result in inaccurate internal evaluation; Internal evaluation practices can cause misunderstandings between students and teachers. Feedback after evaluations might occasionally lack confidence in its ability to inspire learners. As a result, this study will explore various student perspectives on the use of the internal evaluation system.

The study has set out to achieve several research objectives, including an examination of the effectiveness of the semester-based internal assessment system's implementation. Additionally, it seeks to delve into students' perceptions regarding the tools and methods employed for internal assessment and aims to provide pedagogical implications based on the findings. The research questions posed revolve around the utilization of the semester-based internal assessment system and the students' opinions on the frequency of integrated assessment tools during the semester. The significance of the study extends to the benefit of semester students who gain insights into the internal assessment system and its methods throughout their semester-long classes. By understanding students' perspectives, teachers receive valuable suggestions on how to adapt the evaluation system according to students' views. The study's conclusions primarily offer substantial benefits to teachers by providing insights into the practical implementation of internal assessments.

## II. Review of Literature

### Review of Theoretical Literature

The examination of theoretical literature gives researchers a solid understanding of the issue areas. One of the most crucial elements is assisting students in verbal or visual expression of their thoughts as well as theoretical understanding of the subject matter and abilities.

### Semester System

In order to assist individuals to learn certain topics, teaching involves addressing their needs, experiences, and feelings as well as creating a special atmosphere. The act of conducting a test is referred to as testing similarly. The two wheels of the same

cart are education and testing. Without the other, the one cannot exist. Hammer (2010) states:

> Teaching is helpful to use metaphor to describe what teachers do. For example, teacher says they are like actors they feel as if they are always in the stage. Similarly, he states those teachers and others educationalist spend a lot of time in testing student. Sometime it is to measure the students' ability to see if they can enter a course of instruction. Sometime it is how well they getting on. Sometime it is because the students themselves want to know their qualification. (p. 107)

According to Krashen (1985), learning is based on the processes of input, intraction, and output. Coder (1965) writes "Input refers to what is available to the learners; it is not intake because it goes in one ear and out the other" (p. 161). Similarly, Interaction is a strategy that takes into consideration learning through input, language creation, and feedback that result from interaction (Gas & Slinker, 2007, p. 371). Likewise, Swain (1985) contends that input alludes to the requirement for learners to be motivated toward the delivery of the information that is not only accurately and effectively given, but also transmitted (p. 249). Education activities include teaching and testing.

As per Brown (2000) says:

> A test in simple term is a method of measuring a person's ability, knowledge or performance. It is an instrument, a set of techniques, procedures or item that requires performance on the part of the test taker. Teaching is instructional activities for specifying knowledge where, testing is a process of keeping record between teaching and testing. (p. 174)

Since the beginning of education, teaching has always included imparting knowledge broadly. The effectiveness of testing in helping students comprehend the material being taught has always been something the teacher has been keen to know. (Khaniya, 2005, p. 14) Similarly Brown (1987) says:

> Teaching is guiding and facilitating learners enabling the learners to lean setting the condition for learning. It is a guiding process in learning to the learners. It refers to the process of examining how far the students have learned, what the teacher expected them from his/her teaching. Similarly, he says teaching and testing are activities they play role in making success to the teacher. And they come in chain one after another. (p. 52)

Both teaching and testing have overlapping definitions. They signify educational pursuits. While testing uses procedures that are product-oriented, teaching is

process-oriented. If they didn't have each other, they lost all purpose. Tests are created for certain purposes, and their usefulness is the most desired feature. The measuring characteristics of the test, its social impact, and its applicability for the intended goal are all factors that go into its usefulness.

### Teaching and Assessment

Testing and evaluation are both used in educational settings to gauge how much of the prescribed information students have mastered, how well they are learning the subject, and how effectively they are accomplishing the stated aim and goals. Education professionals distinguish between instruction and evaluation. However, the process of determining how much a student knows about a particular learning topic is covered by both phrases. Clapham (2000) sates:

> Assessment refers to both as a general umbrella term to cover all methods of testing and assessment and as a term to distinguish alternative assessment from testing. The term testing also uses to apply to the construction and administration of formal standardized test such as test of TOEFL and assessment refers to more informal methods of evaluation such as; terminal tests, school-based tests. (p. 150)

In the same way, Swindler (2005) states,

> The term test and assessment differ in both primary and secondary meaning. A test denotes an examination that is intended to determine factual knowledge or skills and result in adding the grade. An assessment denotes a broader range of activities and is a tool used for giving judgment, which may or may not result in a grade. Attending to students learning by using verities of assessment strategies always has been a trademark of good teaching. (p. 9)

### Internal Assessment

Internal assessment systems are an effective academic method of delivering instruction. Because it involves instructors directly and is interwoven with regular teaching and learning, internal evaluation is more significant. In order to monitor their students' development, teachers themselves carry out internal assessments. According to Khaniya (2005), "a high degree of connection between students' performance and scores in internal assessment and what they do and score in final test" is a crucial indicator of an effective internal assessment system. The subject teacher chooses the grading and evaluation methods for internal assessments. In this respect, the University of Delhi (2003) specifies that 25% of the examination marks in each paper of an undergraduate programme should be allotted for internal assessment and the remaining 75% marks should be used for final assessments. It resembles the education

system in Nepal. SEE testing, for instance, which divides 25% of the English subject's grades for internal evaluation.

There are two methods of evaluation in the semester system: internal and external, according to the T.U. Semester System, Guideline (2014). 40% of the total points are distributed among the semester's internal assessments. The internal evaluation system is crucial to greater learning. It entails gathering and analyzing all of the students'' academic-year activities. The semester system was introduced by T.U. in University Campus Kirtipur as of the 2070 academic year in an effort to establish a center of excellence and prepare students for the global marketplace. It includes elements like attendance, participation in class, writing reflective essays, group presentations, final exams, and so on. Although internal assessment has a beneficial influence on the semester, there are several issues with it in practice. The semester system has drawn criticism for its evaluation practices both inside and outside the University.

The internal assessment is formative in nature. In this regard, Swlindlar (2005) says:

> Formative assessment is complementary to summative assessment in that sense they provide teachers and school leaders with data to monitoring students' progress towards students provides interventions to increase students learning and ultimately helps students to achieve a higher score on high skates summative assessments. (p. 9)

Similar to this, Harmer (2008) asserts that "the results of formative evaluation may easily indicate that the teacher adjust the curriculum's focus or the priority she or he is giving to specific instructional aspects."

Internal evaluation is the process of evaluating students based on their interactions, schoolwork, projects, attendance, portfolios, and extracurricular activities. In this sense, internal evaluation refers to the process of rating students' athletic achievements and providing them with personalized feedback. It offers the finest learning chances for both students and instructors. It is compared to a means of achieving the objective of teaching and learning.

### Internal Assessment in Semester System

The semester system is an education model that prioritizes comprehensive and in-depth learning, focusing on building students' abilities and attitudes to become competent citizens. Since 2070 B.S., Tribhvan University has implemented this system in all its departments on its campus in Kirtipur, Nepal. The system involves 15-20 weeks of demanding study, followed by exams administered under the yearly system at the end of the academic year. The semester system uses both formative and summative assessments, but formative assessments are given more priority as they provide students with quick feedback for future development through pedagogical

processes. The system has fixed class sizes, selection based on entrance exams, consistent workload throughout the session, and internal assessments to reduce reliance on external evaluations. According to the TU Semester System Operational Guideline (2070), the semester system is not merely an examination system but an education system. It is considered the only successful educational system that guarantees effective learning. The cyclical process of evaluation in the semester system includes presentation, assessment, evaluations, and reflection. In Nepali universities, the semester system is a novel and innovative concept.

Internal evaluation occurs during the teaching and learning process in the classroom as formative exercises, whereas external assessment occurs at the conclusion of each semester as the final judgment. Internal evaluation is mostly implemented by teachers. Interaction between professors and students, presentations, project work, and portfolio creation are a few of the internal evaluation strategies I saw used throughout my studying hours at TU. Students can review the learning materials thanks to the internal evaluation. It provides a chance to provide students' feedback and encouragement for learning progress. Additionally, it points up misinformation and faults that must be corrected. The following components are included as the internal assessment methods in the semester system according to T.U. Semester System Operational Guidelines (2014).

    a. Attendance
    b. Classroom Interaction
    c. Project Works
    d. Reflective Essay Writing/ Individual Assignment
    e. Group Assignment
    f. Mid-term Examination

## Review of Empirical Literature

The empirical study of literature is an interdisciplinary field of study that includes psychology, sociology, philosophy, as well as the contextual analysis of literature and the history of reading literary works. In this section, I've examined at prior theses, which has helped me gain understanding and a foundation for my own research study themes.

A study on the "Wash Back Effect of Internal Assessment: A Case of Language Teaching Testing" was conducted by Bhandari (2009). The main goals of this study were to evaluate the efficiency of the internal evaluation system and to ascertain if internal assessment experts had good or negative impacts on teaching and learning after it was administered. He used a random sample approach to choose 8 students and 10 teachers. He gathered data using both open-ended and closed-ended questionnaires. He discovered that the internal review of the internal assessment system has a

detrimental impact on teaching and learning because it is administered incorrectly, has low internal assessment efficacy, and is just done as a formality.

The study "Semester system vs Annual method of assessment" was conducted by Dadwani (2010). The study's goals were to determine how the semester and yearly test systems differed in terms of grades, percentages, and passing rates. There is a considerable and meaningful difference between the results of the semester and yearly systems, and there are both strengths and weaknesses to the survey design, purposive sampling procedures, and data that were employed. Similar research was conducted by Pathak and Rahaman (2013) at a few degree-granting institutions in Nagaon, Assam, with the title "Perception of Students and Teachers towards Semester System." Their study's primary goal was to learn how teachers' students felt about the semester system. In the Nagoan town of the Nagoan district, 133 undergraduate students and 44 professors were randomly chosen from the four universities connected with Gouhati University to participate in the study. The main conclusions of this study were that students' perceptions of internal evaluation were not entirely satisfying and that it was essential for all stakeholders to adopt strategies to set up the bare minimum of resources and facilities that directly affect students' academic performance.

Similar to this, Khatri (2017) published a study on "Students' opinions toward Internal Evaluations System." This study's primary goal was to determine how students felt about the internal assessment system that was in use during the semester. His method of inquiry was a survey. He chose 40 students from T.U.'s fourth semester of English specialty as his sample, and both an open-ended and a closed-ended questionnaire served as the study's research method. He has provided research showing that internal evaluation pinpoints the precise misunderstandings and errors made by learners and offers ongoing feedback to both teachers and students throughout the teaching and learning processes for improved improvements. He came to the conclusion that the majority of students supported an assessment system that benefits both teachers and students in order to enhance the entire educational program.

The afro-mentioned researchers have studied over different aspects of evaluation and also about semester system of examination. But they didn't have touched the issue of internal evaluation system of Master's level students from the perspectives of students' themselves. To fulfill the research gap, this study was conducted. For that reason, this study is completely novel in its issue.

## III. Methodology

### Design of the Study

For this study, I've used a survey research design. Commonly used as an educational research design is survey research. Survey research has been described in several

academic contexts. Cross-sectional and longitudinal survey research is the two categories of survey research. I used cross-sectional research for my study. A cross-sectional survey research study "produces a' snap- picture' of a population at a given point in time," according to Cohen et al. (2007, p. 232).

## Population, Sample and Sampling Strategies

The study's proper population, in accordance with my research issue, was all masters-level students at Mahendra Multiple Campus in Nepalgunj. They were enrolled in a semester-based program. It is challenging to get data from every member of the population for survey research. I only chose 40 students as a result. To estimate the population size, I employed a nonrandom sampling approach.

## Research Tools

In this study, a questionnaire and a brief interview served as the primary data gathering instruments. The questionnaires were created to track the internal assessment process throughout the semester. The study instrument set contained closed- ended questionnaires. Five representative students are interviewed in addition to completing surveys.

## Sources of Data

For this research, I have used both primary and secondary sources.  Both sources are used in order to collect data.

### Primary Sources

Primary sources of my research were 40 students from Mahendra Multiple Campus, Nepalgunj, who have been studying in $2^{nd}$ and $4^{th}$ semesters.

### Secondary Sources

In addition to the main data sources, I read and referenced books, thesis papers, journals, and resources on websites that were relevant to my topic. Author (2011), Alderson & Bachman (2010), Bhusal (2016), Khannya (2005), Harmer (2008), and others were a few of these.

## Data Collection Procedures

I first got in touch with my informants. I explained to them why I was doing this study. I then used a non-random sampling approach to ascertain the total number

of participants. I asked for and gave the kids a questionnaire. Within a week or two, I returned these surveys and thanked the respondents for their invaluable assistance.

## Data Analysis Procedures

The phrase "data analysis" often refers to the process of describing and summarizing data in order to compare and predict outcomes by detecting relationships between variables. They were presented and explained by me. For data analysis, I used statistical and descriptive methods.

# IV. Discussion and Result

The primary goal of this study is to ascertain how students feel about the practice of internal evaluation during the semester. To understand how students felt about T.U.'s internal evaluation system, the data were evaluated and interpreted.

## Analysis of Data and Interpretation of the Result

I've studied and analyzed the data in this part, and then I've presented my conclusions. I used a thematic method to quantitatively and descriptively examine the data I had gathered. Open ended questionnaires and interviews were subjected to subjective analysis, whereas closed ended questionnaires needed objective analysis.

### Quantitative Analysis regarding the students' perception on Practice of Internal assessment system in semester

A series of questions consisting of 20 closed-ended questions are used to ascertain students' perceptions of the internal assessment system in use. From the fourth semester forward, forty people were added. The respondents' answers were converted into percentages. The following sub-sections contain the things that have been studied and interpreted.

#### Item related to Perceptions of Internal Assessment

I made an effort to investigate how the students felt about the semester's internal assessment. Five sets of questions were present. Different responses were given by each responder to the parameters included in the questionnaires, as shown in the figure chart below:

Number of Respondent: 40
Questions: 20
Options for choice: Three (Agree, Neutral, Disagree)

**Figure 1.**

**Internal Assessment Provides Continuous Feedback to the Learners during Learning**
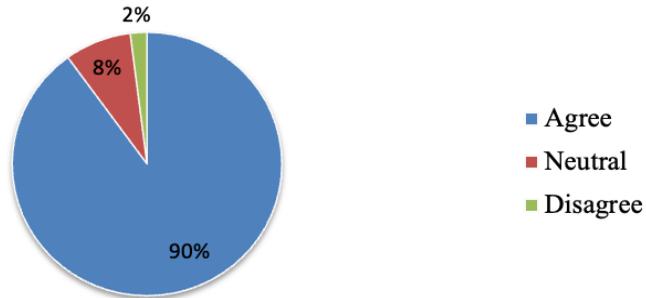


Figure 1 shows how the students reacted to the continual feedback provided to them as they learnt. 90% of all students believed that internal evaluation provides feedback to students while they are learning, according to the results. 8% of students remained natural. Comparatively, 2% of students disagreed with the response.

**Figure 2.**

**Internal Assessment System Improves Students Learning Errors and Misconception**
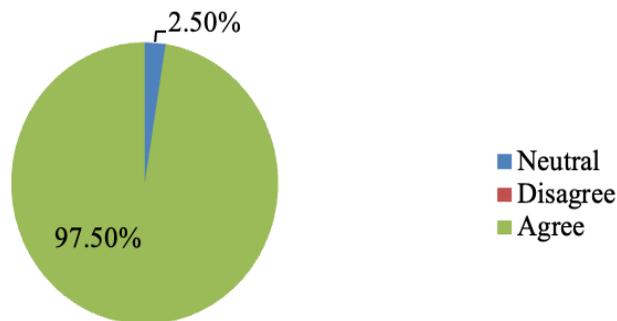


Figure 2 displays the students' feedback on the changing misconceptions and errors. The research reveals that 97.5% of students overall agreed and 2.5% disagreed. No students disagreed with the item in a similar manner. According to the facts shown above, internal evaluation systems are preferred by the majority of students since they reduce misunderstandings and errors in learning.

**Figure 3.**

**Internal Assessment System Helps to Design Strategies for Teaching Learning Activities Like; Learning Through Book, Learning Through Google, Reading Teachers' Note**
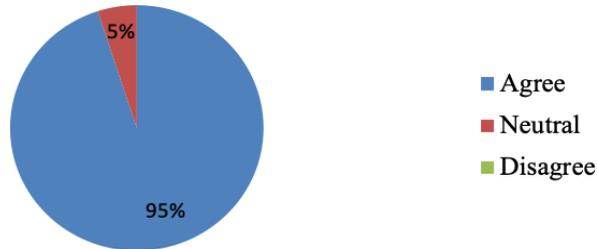


Figure 3 presents the responses from respondents on teaching and learning activities. The data showed that 95% of respondents overall said they agreed with the statement, while the remaining 5% said they had no opinion. There were no opposing viewpoints present. The chart above indicates that the majority of students choose internal assessment systems to assist in developing teaching techniques for learning activities including reading teachers' notes, using Google to study, and learning from books.

**Figure 4.**

**Internal Assessment is only Additional Task for Increasing Student's Marks**
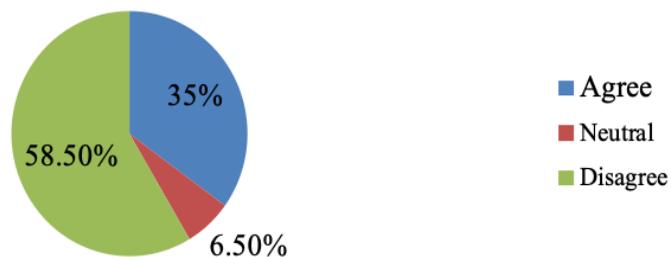


Figure 4 shows the response of the students to an additional work intended to boost their grades. In this case, 35% of all respondents indicated their agreement with the statement. Similar to this, 6.5% of respondents were impartial, while 58.5% disagreed with the item. The majority of students did not believe, according to the above graph, that internal assessments were just extra work meant to boost students' grades.

**Figure 5.**

**Internal Assessment System Enhances Learners' Knowledge and Skills**
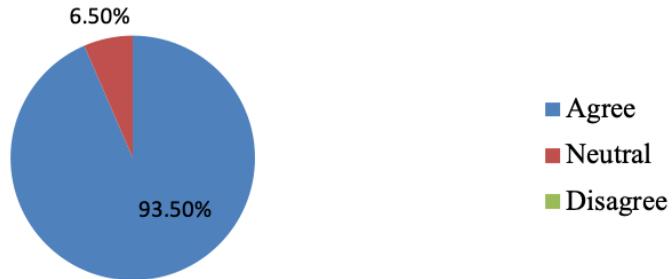


Figure 5 shows the feedback from the students on their knowledge and competence. According to the data from the graph, 93.50% of all respondents agreed with the statement the above Figure gives. Similar to this, 6.50% of students were neutral, meaning that no one disagreed with the item. It may be inferred from the above graph that the majority of students believed that internal evaluation systems improved learners' knowledge and abilities.

**Items related to attendance**

**Figure 6.**

**Attendance Increase Student's Regularity in Learning**
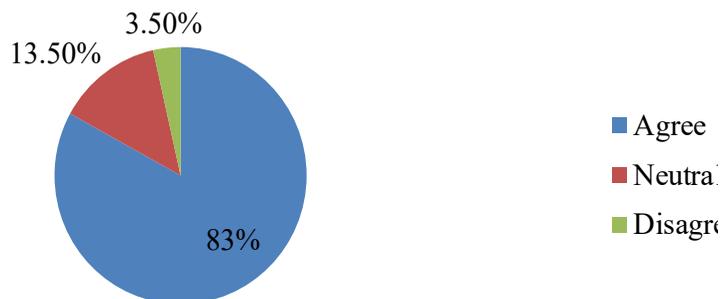


Figure 6 presents the reaction on regularity in learning differently. According to the statistics, 83% of those who replied overall agreed with the item. On the other hand, 13.50% of students disagreed with the statement that attendance promotes students' regularity in learning, while 3.50% of respondents were neutral. The majority

of students had favorable attitudes on attendance, which increased students' regularity in learning, according to the aforementioned statistic.

**Figure 7.**

**Attendance System in Semester Decrease Students' Number in Classroom**
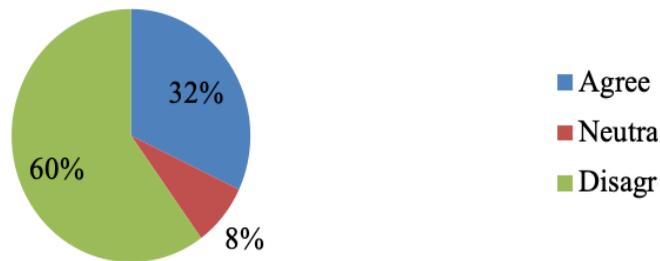


Figure 7 demonstrates the informants' opinions about the semester's attendance system. According to the statistics, 32% of students agreed with the item, out of the total number of respondents, while 8% of students were neutral. The majority of students, or 60%, disagreed with the item. On the basis of the aforementioned graph, it can be deduced that the semester's attendance policy reduced the number of students in the classroom.

**Figure 8.**

**Attendance Play Role of Motivating Learners in Their Further Learning**
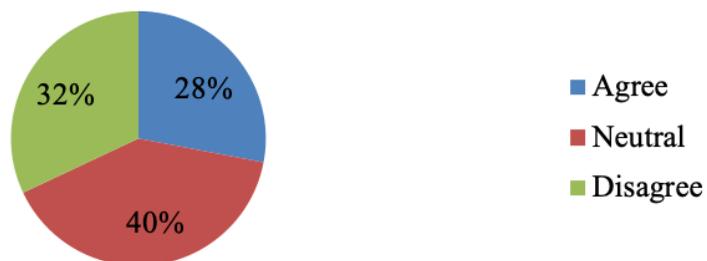


Figure 8 depicts how students view their role in inspiring learning. In the graph above, students who agreed, or 28% of the total, were outnumbered by students who were neutral, or 40%. On the other hand, 32% of students disagreed with the statement that encouraging students to attend class can help them learn more. As a

result, it may be said that students were not entirely convinced that motivation for learning is influenced by attendance.

**Figure 9.**

**Attendance Helps Students to Participate in Extracurricular Activities Conducted by the Department**
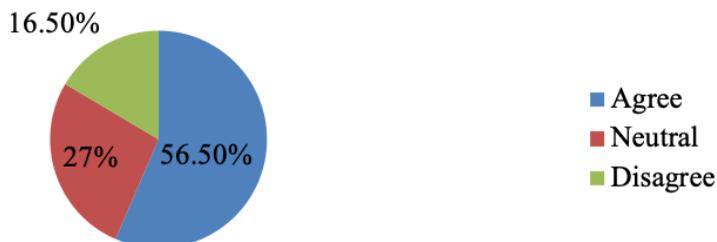


Figure 9 depicts how respondents' opinions on students' involvement in extracurricular activities were received. The data in the figure shows that, overall, 56.50% of the students who replied agreed with the statement about this item, 27% were indifferent, and 16.50% disagreed. Students provide a variety of comments, but the majority of them are in agreement.

**Figure 10.**

**There are not Systematic Counting and Evaluation of Attendance to Determine Students' Internal Marks**
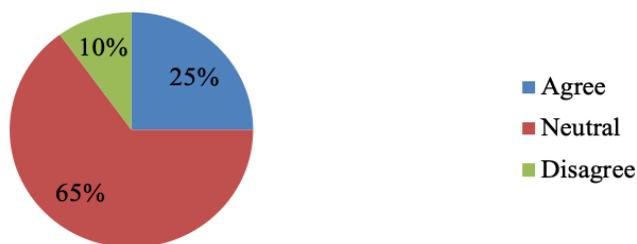


Figure 10 shows the response of the students to attendance evaluation and counting. According to the results, 25% of the students overall responded favorably to the item. The majority of respondents—65% were indifferent, while 10% of the remaining students disagreed with the issue. In conclusion, it was unclear to the students whether they agreed or disagreed. As a result, the majority of respondents

were unaffected by the fact that students' internal grades are not determined by the systematic counting and evaluation of attendance.

### Item related to the classroom interaction

**Figure 11.**

**Active Classroom Interaction Makes Teaching Learning Lively**
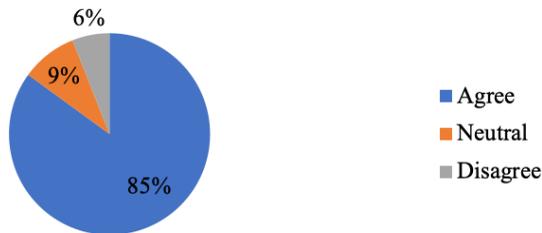


Figure 11demonstrates the response of the students to classroom engagement. According to the statistics in the graph, 85% of the students overall agreed. Similarly, 9% of students gave indifferent responses, while 6% of them disagreed with the issue. Different responses are depicted in this graphic. According to the following graph, the majority of students agreed that engaging in classroom discussion brings lessons to life.

**Figure 12.**

**Classroom Interactions between Teacher and Students in Semester on the Teaching Items**
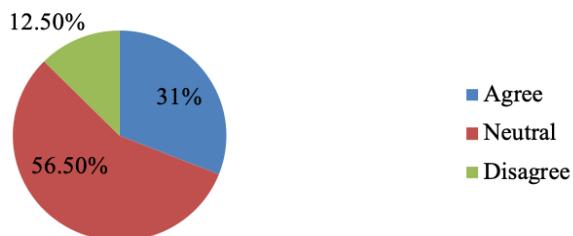


Figure 12 shows how students feel about interactions between teachers and students during the semester system. According to the statistics in the graph, 31% of respondents believed that there is adequate connection between teachers and students. The majority of respondents, or 55.50%, were indifferent on this question

and 12.50% disagreed that there was excellent contact between the instructor and the students. Conclusion: Of the total responses, the strong opinion on the question of how much classroom interaction there should be between teachers and students each semester for the instructional items is neutral.

**Figure 13:**

**Interaction between Teachers and Students Builds up Confidence in Learners**
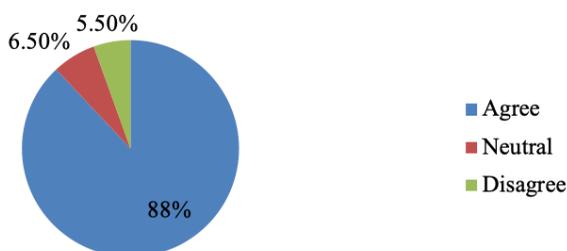


Figure 13 depicts the responses of the students to the interaction between the teacher and the students. The following responses are shown in the data for this item: agreed 88%, neutral 6.50%, and disagreed 5.50%. The majority of students agree with the statement that interaction between professors and students boosts students' confidence, according to the figure above, while the percentages of students who are indifferent or disagree with the statement are virtually equal.

**Figure 14.**

**Collaborative Learning Makes Learning Dynamics and Sustainable**
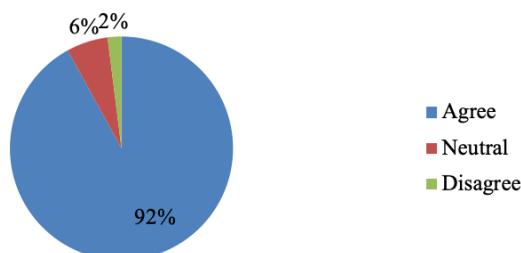


Figure 14 shows how students perceive working together to learn in a dynamic way. According to the statistics presented, 92% of respondents felt that collaborative learning improves learning dynamic and long-lasting. Similar to this, 6% of students

are indifferent while only 2% disagree. The information above leads us to the conclusion that a large percentage of students believe that collaborative learning makes learning dynamic and sustainable.

**Figure 15.**

**Teachers Provide Motivational Feedback and Instructions in Interactive Way to the Students**
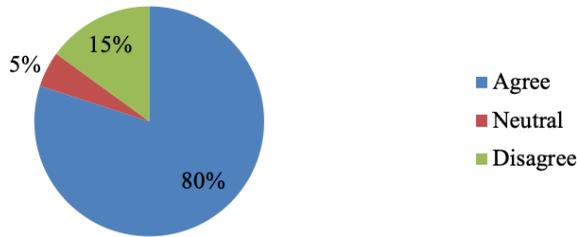


Figure 15 illustrates how the students perceive instructor comments and interactive lessons. The data showed that 80% of students agreed, 5% were neutral, and 15% disagreed with the statement. The majority of students agreed that professors should communicate with their students while giving them constructive criticism and guidance.

**Items related to Reflective Essay/Group Assessments**

**Figure 16.**

**Reflexive Essay Enhance Students' Creativity in Writing**
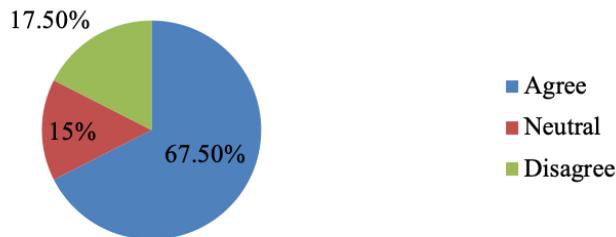


Figure 16 displays how students perceive their own originality in writing a reflective essay. According to the statistics, 67.5% of respondents agreed, 15% were indifferent, and 17.5% disagreed with the statement that students' writing originality is increased

by reflective essays. The information above leads us to the conclusion that many students believed introspective essays improved writing creativity.

**Figure 17.**

**Home Assignment is Self Motivated Learning**
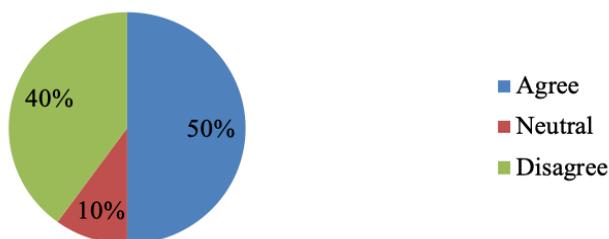


Figure 17 depicts how students view learning that is driven by their own interests. According to the statistics in the graph, 50% of respondents agreed. 40% of students disagreed with the statement that home assignments constitute self-motivated learning, while 10% of students remained undecided. According to the research, the majority of students disagreed with this item.

**Figure 18.**

**Forward and Talent Students Overtake Passive and Weak Students in Group Work**
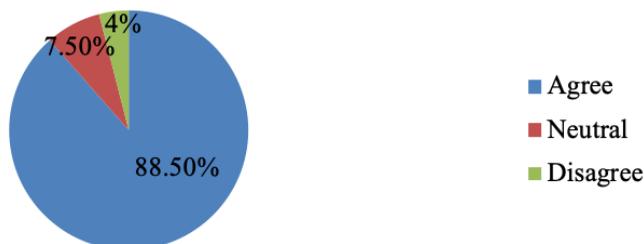


Figure 18 shows that talented students outperform weak classmates. According to the data, 88.50% of all respondents agreed that in group projects, forward-thinking and talented students outperform weak and inactive ones. Similar to this, 7.50% of students are indifferent while 4% of students disagree. It may be said that the majority of students positively received the item.

**Figure 19.**

**Large Numbers of Students in Group Makes Difficulty to Come in Single Conclusion**
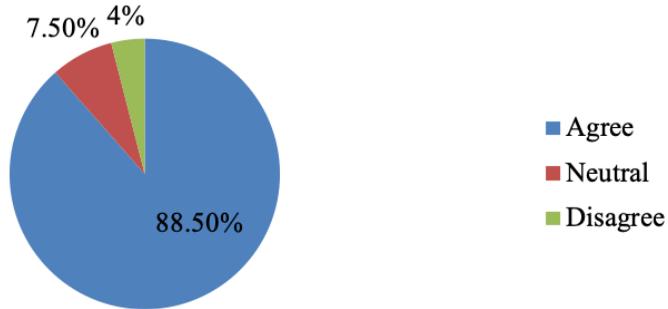


Figure 19 displays the students' opinions on how difficult it was to draw a single conclusion. According to the graph, 88.50% of respondents agreed, 7.50% were indifferent, and 4% disagreed with the statement that it is difficult to reach a consensus when there are many students in a group. The majority of students agree with the items, while a smaller percentage has mixed feelings about them, according to the statistics above.

**Figure 20.**

**Project Work is Appropriate to Develop Communication and Presentation Skills on Learner**
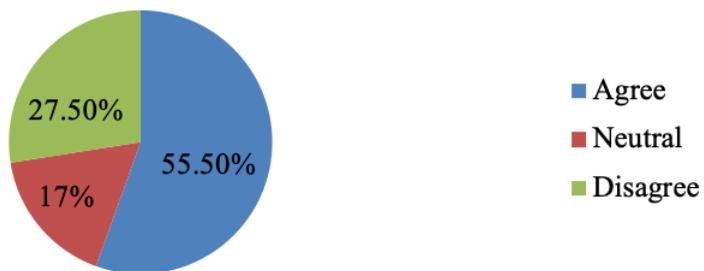


Figure 20 shows the students' perceptions of their communication and presenting abilities. According to the statistics, 55.50% of all students answered favorably to the statement that project work is accepted. Similarly, 17% of students agree while the remaining 27.50% disagree. In conclusion, the proportion of favorable students is higher than that of neutral and disagreeing students.

## Analysis Students' Perception from Interview

With five students, Pratibha Acharya, Durga Basnet, Om Prakash Maurya, Sudha Jain, and Gita Chaudhary, I conducted a mini-interview. They each used a different method to convey their involvement in my interview. I brought up the semester structure and the internal assessment system during my interview. On the basis of their verbatim statements, I have summarized my analysis.

These interviews indicate that the internal assessment is a crucial component of the semester system for ongoing review. It is not a methodical practice. Rules, regulations, and infrastructure are lacking, making its systematic application difficult. In the most recent technology-based era, the semester system is crucial. Additionally, it investigates how the global education system influences students' inner desires. For high-quality education, the selection of persons is based on the semester system. The semester system is viewed as a tool for generating competent, skilled labor in the field and a method of high-quality education. In Nepal, the semester system is relatively recent. Students without prior knowledge of the semester system found it to be quite challenging in the beginning. Additionally, they received little instruction, which added to their problems. But after long hours of work and consistent practice, the students succeeded on the internal test. Finally, they comprehend the significance of self-assessment in the learning process. They found it simple to obtain high grades, competence, and consistency in attendance, confidence, and proximity to the professors for social researchers, and so on. These demonstrate that they are constructive remarks on internal evaluation of semester system.

## Findings

I gathered student opinions about Tribhuvan University's master's level semester system internal evaluation. The students were from second and fourth semester of Masters Level. I thus obtained the information from them. The majority of students have favourable opinions of the semester-based internal evaluation system. As methods of internal evaluation, attendance, classroom participation, reflective essays or group projects, and midterm exams play a crucial role in effective learning. The research came to the following conclusions after analyzing and interpreting the data collected from master's level students studying in second and fourth semester at Mahendra Multiple Campus, Nepalgunj:

1. interpreting the data collected from master's level students studying in second and fourth semester at Mahendra Multiple Campus, Nepalgunj:

2. The majority of students, or 90%, felt that internal evaluation gives students ongoing feedback while they are studying.

3. Nearly all participated students (97.5%) responded that internal assessment improves students' learning mistakes and misinterpretation.

4. The vast majority (i.e., 95%) of the informants responded that bringing numerous tactics for teaching learning activities.

5. In this instance, 58.50% of students disagreed that internal evaluation is the only method traditionally used to raise students' test scores.

6. The overwhelming majority of students (93.50%) agreed that internal evaluation improves learners' knowledge and skill.

7. The majority of students, or 83%, responded that attendance improves regularity in learning.

8. The majority of students (i.e., 60%) disagree with the evaluation system's goal of reducing the number of students in the classroom.

9. The informants (i.e., 32%) disagree with the idea that attendance influences learners' motivation to continue studying.

10. The largest percentage of students (i.e., 56.50%) who consented to attend class encourages students to take part in extracurricular activities.

11. A majority of the informants (65%) are neutral that attendance is counted and evaluated for marks.

12. The majority of the informant students (i.e., 85%) concur that engaging classroom discussion makes teaching learning alive.

13. The claim that there is enough classroom interaction between teachers and students in a semester system received the greatest view (i.e., 56.50%) on the neutral side.

14. The majority of students (i.e., 85%) concur that student-teacher contact boosts confidence in learning.

15. The majority of students, or 92%, concur that collaborative learning makes learning dynamic and sustainable.

16. The majority of students (i.e., 80%) responded that teachers provide students constructive criticism and directions in an engaging manner.

17. The vast majority of students (67.50%) concur that reflective essays encourage students' originality.

18. The majority of students, or 50%, responded that home assignment is self-motivating learning.

19. The majority of the students (88.50%) are participating in group work with the motto "forward and talent students conquer inactive students' ambition."

## V. Conclusion

The study was conducted to learn how T.U. master's level students have perceived about internal assessments. The key sources of data collection for this study were 20 closed-ended questionnaires and a small interview. The research is based on a mix method research design that aims to find data utilizing qualitative and quantitative techniques. Regarding the semester system, many metrics like internal assessments, attendance, reflective essays, group assignments, project work, and midterm exams were incorporated. All of these characteristics were in line with the study's goals. The goal of this research is to evaluate the internal evaluation system in use, investigate how students perceive the tools and procedures utilized in internal assessment, and provide some educational implications. Different teaching and learning approaches are developed by students. The semester structure keeps students occupied and engaged. The semester system is used and largely recognized around the world. The main goal of the semester system is to focus on ongoing, thorough, and in-depth learning with the goal of developing students' capacities to make them capable and effective citizens. Instead of a yearly system, students must perform hard labor. In the semester system, many methods of assessment are often used. In comparison to the semester system, its laws, regulations, structure, and approach to education are different.

The debate and the findings emphasize specifics of how students see the use of various internal evaluation methods in a semester-based system. The research indicates that majority of students are satisfied with the internal evaluation system. The majority of students think that evaluation techniques are useful and beneficial. The internal assessment system is not very often employed, despite the fact that it completes the semester system. The semester system is a recent necessity and desire among students. The internal evaluation method keeps students engaged, encourages them to do their best work, boosts their self-confidence, instills the habit of doing research, and helps them get a relatively good mark. The majority of the respondents' students agree that the assessment method increases their curiosity, self-assurance, and cooperativeness, but some of them believe that passive students do not gain from group assignments and that the "hello effect" can be seen in the internal evaluation score. The semester system's internal assessment, however, is a crucial component. Along with the implementation of the semester system on all of Nepal's affiliated

campuses, the rules and guidelines governing internal evaluation have not been updated and implemented consistently.

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