

Students' Participation in the Internal Exam and their Perceptions towards it

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Introduction

Sukuna Multiple Campus (SMC) was founded in 1992 (2048 B.S.) as a community campus in Sundarharaincha Municipality, Ward No. 12, Morang, Province No. 1, Nepal. Despite its short history, it has become one of the prominent community campuses in the country. Affiliated to Tribhuvan University, the campus has run different programs such as Management (BBA, BBS, and MBS), Education (B.Ed., BICTE, B.Ed. Science, M.Ed. in different subjects), Science (B.Sc.), and Humanities (B.A.) in different subjects. The campus has also run a self-sustaining program of school level (Grade 11 and 12) in Education, Humanities, Management, and Science. In addition, one year B.Ed. program is another academic program running in the campus. Because of its varied academic programs, rich physical infrastructure, ample number of students, effective internal management of the campus, and effective team work with collaborative spirit, the University Grants Commission (UGC), Nepal has certified Quality Assurance Accreditation (QAA) to this campus and selected it for the implementation of its quality enhancement programs commencing from Secondary Higher Education Project (SHEP) to Higher Education Reform Project (HERP). Currently, the campus is in the second cycle of QAA process.

SMC conducts the internal exam periodically in order to evaluate the performance of the students, find out problems, propose solutions, and provide policy advice. Internal exam is an integral part of teaching and learning process because it acts as a means of collecting data about students' progress and achievement in a course. It is one of the means of evaluating whether the course or curricular objectives were achieved. It is the formative evaluation that is typically conducted during the development or improvement of a course. Neemati et al. (2014) maintained that "the results of the obtained data from exams could be used by instructors and practitioners to make decision about what modifications should be done in the future courses or what points should be emphasized" (p. 1332). Exam/test has both positive and negative washback effect on teaching and learning. It influences teaching, learning, what and how teachers teach, what and how learners learn, rate and sequence of teaching and learning, degree and depth of teaching and learning, attitudes to content, method, etc. of teaching and learning (Anderson & Wall, 1993). Therefore, SMC has also focused on exam/test.

In the Universities, exam is conducted internally by the campus itself as a part of diagnostic and class progress tests and externally by the Controller of Exam of each university for evaluating whether the objectives of the curriculum were achieved or not and for certification. Mufanechiya (2013) stated that "internal exams have become a window

through which teachers, students and parents gauge the preparedness of students for final external exams” (p. 326). He maintained that success in the internal exams is seen as an incentive for learning and a return on investment. In Nepal, the results of exams are associated with the quality of education to some extent. Therefore, SMC has the provision of taking the internal exams of the students. However, my experiences reveal that the students’ attendance in the internal exam is not satisfactory. No research has yet been conducted in order to analyze the students’ real presence and absence in the internal exams and to identify the perceptions of students towards the internal exams. Therefore, the researcher has chosen this area as a part of the research.

Objectives of the Study

The main objectives of the study were as follows:

- (a) to find out the presence and absence of students in the internal exams held at SMC, and
- (b) to identify the perceptions of the students towards the internal exams.

Methodology

Design of the Study

This research was based on the mixed methods research approach. The researcher adopted the survey research design to analyze the internal exams of SMC and students’ perceptions towards the exams.

Sources of Data

The researcher used both primary and secondary sources for the collection of data. The students’ attendance records in the internal exams were the secondary sources and the students of Bachelor and Master Levels were the primary sources of data.

Population, Sample, and Sampling Strategy

Students studying at Bachelor level and Master level programs were the study population from whom one hundred students were selected for collecting data. The researcher purposively sampled the attendance records of the internal exams held in 2078 B.S. and 2079 B.S., particularly the internal exams of BA first year, BA third year, B.Ed. first year, and BBS first year held in 2078 B.S. and that of BBS, B.Ed. and BA second year held in 2079 B.S. He randomly selected 100 students as samples: 20 students from B.Ed. second and fourth years, 30 students from BBS second and fourth years, 6 students from BA second year, 20 students from B.Sc. second and fourth years, 14 students from BBA third semester, and 10 students from MBS second semester.

Data Collection Tools

Attendance records of the internal exams and the survey questionnaire (both closed-ended and open-ended questions) were used as the tools for data collection.

Data Collection Procedure

He visited SMC, made contact with the staff of Exam Section, informed them the purpose of his study, and received the attendance records of the internal exams held in 2078 B.S. and 2079 B.S. and the total enrolled students of different years of each Faculty from Bachelor to Master levels. As for the survey questionnaire, he went to the sampled classes, took permission from the class teacher to collect data, informed the students about the purpose of the study, requested them to provide the information given in the survey questionnaire, and facilitated them if necessary. Then, he collected the questionnaire with special thanks to the students and teachers.

Delimitations of the Study

This study had the following delimitations:

- Only the attendance records of the internal exams of BA, B.Ed. and BBS held in 2078 B.S. and 2079 B.S. were analyzed.
- One hundred students from Bachelor and Master levels were selected as samples.
- Only those students who had the experiences of internal exams held in the campus were involved in the study to identify their perceptions towards the internal exam.
- Only the survey questionnaire (both closed-ended and open-ended questions) was used as the tools for data collection for the second objective of the survey.

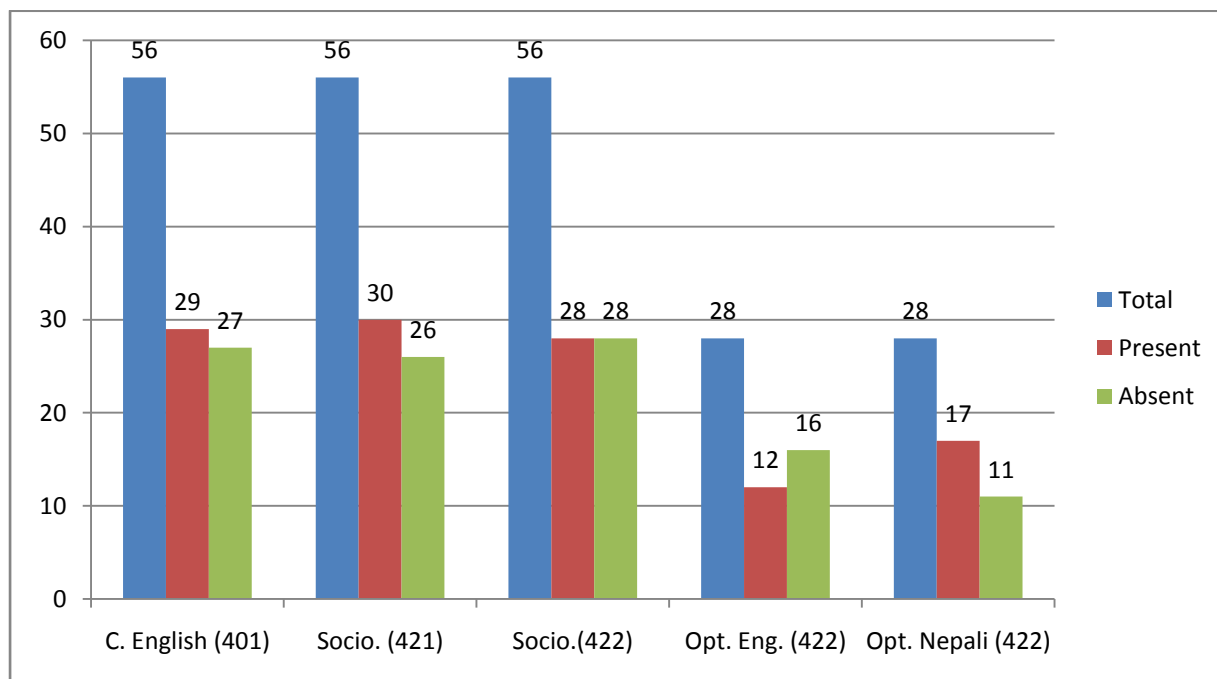
Results and Discussion

Two types of data have been analyzed and interpreted and the results were derived: presence and absence of students in the internal exams and the perceptions of students towards the internal exams conducted in SMC.

Participation of Students of BA First Year in the Internal Exam

The researcher analyzed the participation of BA first year students in the internal exam held from 3rd Magh to 7th Magh, 2078. The results are presented below:



Figure 1**Presence and Absence of BA First Year Students in the Internal Exam**

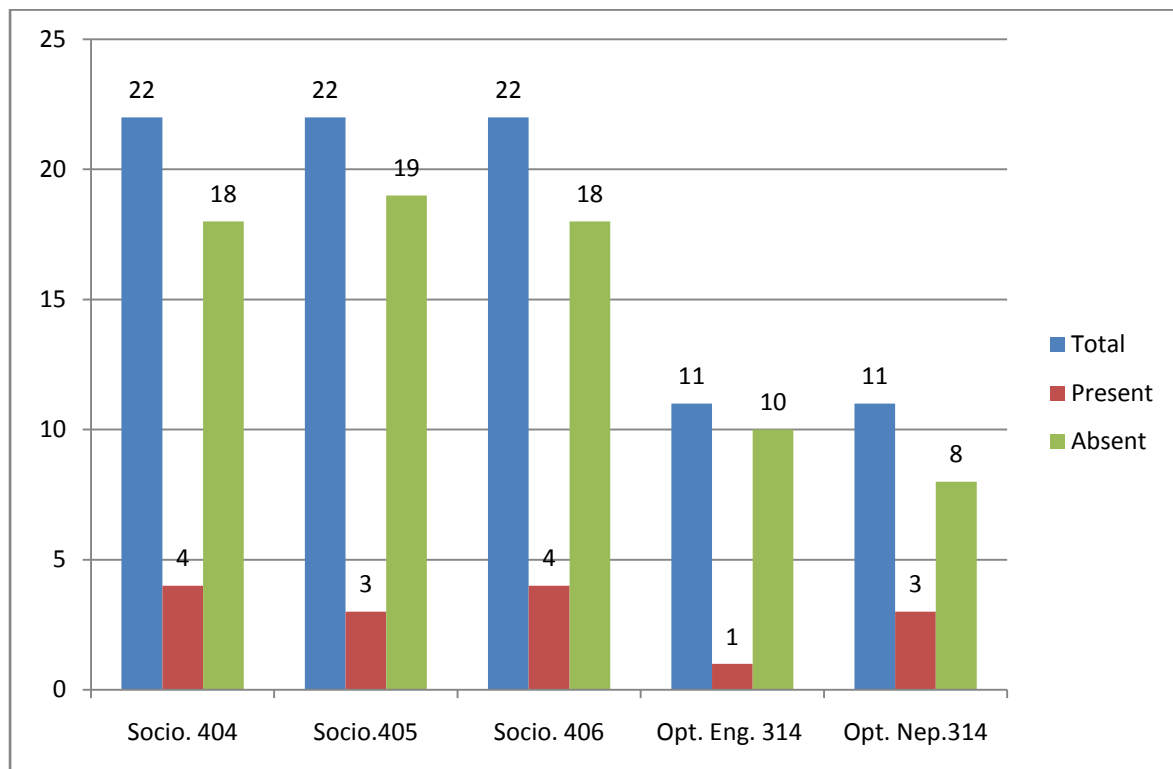
The figure reveals that out of 56 students, only 51.7% ($n = 29$) students were present and about 49% ($n = 27$) students were absent in the internal exam of Compulsory English (401), only 53.5% ($n = 30$) were present and 46.5% ($n = 26$) were absent in the internal exam of Sociology (421), and 50% ($n = 28$) students were present and the same number of students were absent in the internal exam of Sociology (422). Out of 28 students majoring in English and Nepali, only 42.8% ($n = 12$) students were present and 57.2% ($n = 16$) students were absent in the internal exam of English (422) and only 60.7% ($n = 17$) students were present and 39.3% ($n = 11$) students were absent in Nepali (422). The overall result indicates the number of students appearing in the internal exam is not satisfactory.

Participation of Students of BA Third Year in the Internal Exam

The researcher analyzed the presence and absence of students studying in BA third year in the internal exam held from 3rd Magh to 7th Magh, 2078. The results are presented in the following figure:



Figure 2

Presence and Absence of BA Third Year Students in the Internal Exam

The figure shows that out of 22 students, only 18.1% ($n = 4$) students were present and 81.9% ($n = 18$) students were absent in the internal exam of Sociology (404) and Sociology (406), only 13.6% ($n = 3$) were present and 86.4% ($n = 19$) were absent in the internal exam of Sociology (405). Similarly, out of 11 students majoring in English and Nepali, about 9% ($n = 1$) students were present and about 91% ($n = 10$) students were absent in the internal exam of English (314) and only 27.2% ($n = 3$) students were present and 72.8% ($n = 8$) students were absent in Nepali (314). The overall result indicates the number of students appearing in the internal exam is too poor. Most of the student were absent in the internal exam.

Participation of Students of B.Ed. First Year in the Internal Exam

The researcher analyzed the presence and absence of students studying in B.Ed. first year in the internal exam held from 3rd Magh to 9th Magh, 2078. The results are presented in the following table:



Table 1*Presence and Absence of B.Ed. First Year Students in the Internal Exam*

S.N.	Subject/code	Total	Present (n)	Present (%)	Absent (n)	Absent (%)
1.	Com. Nepali (401)	321	195	60.7%	126	39.3%
2.	General English (411)	321	186	57.9%	135	42.1%
3.	Philo. & Socio. Foud. of Ed. (412)	321	177	55.1%	144	44.9%
4.	Maj. Nepali (416)	177	98	55.3%	79	44.7%
5.	Maj. English (416)	48	25	52.1%	23	47.9%
6.	Maj. Science (416)	55	28	50.9%	27	49.1%
7.	Maj. Economics (416)	20	12	60%	8	40%
8.	Maj. Math (416)	21	10	47.6%	11	52.4%
9.	Maj. Nepali (417)	177	94	53.1%	83	46.9%
10.	Maj. English (417)	48	23	47.9%	25	52.1%
11.	Maj. Science	55	29	52.7%	26	47.3%
12.	Maj. Economics (417)	20	11	55%	9	45%
13.	Maj. Math	21	10	47.6%	11	52.4%
14.	Min. Health (418)	48	25	52.1%	23	47.9%
15.	Min. Population (418)	218	111	50.9%	107	49.1%
16.	Min. Science (418)	55	24	43.6%	31	56.4%
			Mean	49.4 %	Mean	47.3%

The table indicates that about half of the total students (49.4%) attended in the internal exam and a large number of students (47.3%) were absent in the internal exam. In each subject, the number of absentees was higher. The data in the table have been presented on the basis of the date of the internal exam, which reveals that the number of students appearing in the exam decreased every day.

Participation of Students of BBS First Year in the Internal Exam

The researcher analyzed the presence and absence of students studying in BBS first year in the internal exam held from 3rd Magh to 9th Magh, 2078. The results are presented in the following table:



Table 2*Presence and Absence of BBS First Year Students in the Internal Exam*

S.N.	Subject/Code	Total	Present (n)	Present (%)	Absent (n)	Absent (%)	Date
1.	Business Statistics (202)	801	400	49.9%	401	50.1%	2078- 10-03
2.	Microeconomics (203)	801	351	43.8%	450	56.2%	10-04
3.	Business English (201)	801	321	40.1%	480	59.9%	10-05
4.	Accounting for Financial Analysis (211)	801	297	37.1%	504	62.9%	10-06
5.	Principles of Management (213)	801	263	32.9%	538	67.1%	10-07
			Mean	40.78%	Mean	59.24%	

The analysis of the internal exam of BBS first year indicates that only 40.78% students attended in the internal exam and a large number of students (59.24%) were absent in the internal exam. In each subject, the number of absentees was much higher. The data in the table have been presented on the basis of the date of the internal exam, which reveals that the number of students appearing in the exam decreased every day to a great extent.

Participation of Students of BBS Second Year in the Internal Exam

The researcher analyzed the presence and absence of students studying in BBS second year in the internal exam held from 4th Baishakh to 8th Baishakh, 2079. The results are presented in the table 3:




Table 3*Presence and Absence of BBS Second Year Students in the Internal Exam*

S.N.	Subject	Total	Present (n)	Present (%)	Absent (n)	Absent (%)	Date
1.	Business Communication	355	91	25.6%	264	74.4%	2079- 01-04
2.	Economics	355	90	25.3%	265	74.7%	01-05
3.	Cost Management	355	82	23.1%	273	76.9%	01-06
4.	OB & HRM	355	78	21.9%	277	78.1%	01-07
5.	Finance	355	81	22.9%	274	77.1%	01-08
			Mean	23.76%	Mean	76.24%	

The table 3 indicates the poor attendance of the students of BBS second year in their internal exam. In most of the subjects, their attendance in the exam was less than one-fourth of the total students (mean = 23.76%) and majority of the students (mean = 76.24 %) were absent in the exam. In comparison to the first day exam, the number of students appearing in the exam decreased on other days. The subject-wise analysis indicates that around 21% to 25% students were only present in the internal exam, which clarifies that the students were not serious about the internal exam.

Participation of Students of B.Ed. Second Year in the Internal Exam

The researcher analyzed the presence and absence of students studying in B.Ed. second year in the internal exam held from 4th Baishakh to 8th Baishakh, 2079. The results are presented in the table 4:




Table 4*Presence and Absence of B.Ed. Second Year Students in the Internal Exam*

S.N.	Subject/code	Total	Present (n)	Present (%)	Absent (n)	Absent (%)
1.	Edu. Psychology	123	59	47.9%	64	52.1%
2.	Nepali (422)	48	17	35.4%	31	64.6%
3.	English (422)	29	21	72.4%	8	27.6%
4.	Math (422)	13	4	30.8%	9	69.2%
5.	Economics (422)	13	6	46.1%	7	53.9%
6.	Physics II (422)	20	8	40%	12	60%
7.	Nepali (423)	48	17	35.4%	31	64.6%
8.	English (423)	29	21	72.4%	8	27.6%
9.	Math (423)	13	3	23.1%	10	76.9%
10.	Economics (423)	13	5	38.4%	8	61.6%
11.	Chemistry (423)	20	6	30%	14	70%
12.	Nepali (424)	48	17	35.4%	31	64.6%
13.	English (424)	29	23	79.3%	6	20.7%
14.	Math (424)	13	2	15.4%	11	84.6%
15.	Economics (424)	13	5	38.4%	8	61.6%
16.	Math for Science (424)	20	6	30%	14	70%
			Mean	41.9%	Mean	58.1%

The table shows the presence and absence of students of B.Ed. second year in the internal exam held from 4th to 8th Baishakh, 2079. Besides the students majoring in English, most of the students in other subjects had poor presence in the internal exam. In average, only 41.9% students were present and 58.1% students were absent in the internal exam. In many subjects, more than 60% students are absent in the internal exam. It indicates that the internal exam has not yet become effective in the campus.

Participation of B.A. Second Year in the Internal Exam

The researcher analyzed the presence and absence of students studying in B. A. second year in the internal exam held from 4th Baishakh to 8th Baishakh, 2079. The results are presented in the table 5:

Table 5*Presence and Absence of B.A. Second Year Students in the Internal Exam*

S.N.	Subject/code	Total	Present (n)	Present (%)	Absent (n)	Absent (%)
1.	Com. Nepali	24	6	25%	18	75%
2.	Sociology	24	4	16.7%	20	83.3%
3.	Research Methods (RM 424)	7	4	57.1%	3	42.9%
4.	Essays and Short Stories (Eng. 423)	7	4	57.1%	3	42.9%
5.	Reading and Responding to Poetry (Eng. 424)	7	4	57.1%	3	42.9%
6.	Nepali (all Major subjects)	13	0	0%	13	100%
7.	Economics (all Major subjects)	4	0	0%	4	100%
			Mean	30.4%	Mean	69.6%

The table reveals the presence and absence of the students of B.A. second year in the internal exam held from 4th to 8th Baishakh, 2079. In the compulsory subjects, less than one-third of the students were present. On other days, only the students majoring in English (57.1%) were present and the students majoring in Nepali and Economics were completely absent in the exam, which is a serious matter to be considered by the campus administration. In average, more than half of the students (M=69.6%) were absent in the exam, which indicates that the internal exam in SMC has not yet become effective since students were found to have neglected the internal exam.

Perceptions of the Students towards Internal Exam

The analysis of the students' presence and absence in the internal exams revealed that the students' presence in the internal exams is not satisfactory. Therefore, the researcher asked the closed-ended questions to identify their attitudes towards the internal exam held in the campus. The overall results are presented in the table 6.

Table 6*Attitudes of Students towards Internal Exam*

Q.N.	Yes/No Questions	Yes (in %)	No (in %)
1.	Is the internal exam necessary for the students?	99	1
2.	Is the internal exam a burden for the students?	6	94
6.	Is there proper seating plan in the exam?	66	34
7.	Do you think that seating plan is necessary in the internal exam?	85	15
13.	Does the internal exam help you do better in the final exam?	98	2
14.	Has the internal exam helped you in learning?	97	3
15.	Are the questions asked in the internal exam appropriate and effective for the students?	93	7

The table reveals that almost all the students (99%) responded that the internal exam is necessary for the students; majority of them (94%) responded that the internal exam is not a burden for the students; majority of them (66%) of them found proper seating plan in the exam; for 85% of them , seating plan is necessary in the internal exam; 98% of them responded that the internal exam helps them do better in the final exam; for 97% of them, the internal exam has helped them in learning; and 93% of them found the questions asked in the internal exam to be appropriate and effective for the students.

Regarding the question no. 7, student participants were asked to give the reasons if they agreed that seating plan is necessary in the internal exam. They provided the following reasons:

- Seating plan is a better practice that may be helpful for the board exam.
- It can make a difference in the students' results. The students know that they cannot sit with anyone they like. So, it reduces the dependency on others and students prepare well for their exams.
- It makes the exam fair/systematic and helps to maintain the discipline.
- It will positively affect students' psychology: Students develop their confidence in the final exam, too.

- True and fair evaluation of the students may be possible: Teachers can evaluate the actual performance and knowledge of the students.
- It helps students take their exams comfortably.
- It helps to maintain sound/peaceful environment in the exam hall. Students do not get disturbed from others.
- It somehow discourages the students from cheating and copying from others.
- Students themselves can evaluate their strengths.
- It makes the students exam-oriented and makes the exam as exam-like.

Similarly, the students were asked some statements in the five-point Likert Scale to find out their attitudes towards the internal exam. The overall results are presented in the following table.

Table 7

Students' Responses on the Benefits of Internal Exam and its Effectiveness

Q.N.	Statements	Responses (in %)				
		SA	A	N	D	SD
9.	The internal exam has motivated the students towards their study.	50	43	4	2	1
10.	The internal exam has made the students more studious.	27	63	5	4	1
11.	The internal exam is merely a formality.	12	25	20	40	3
18.	The campus should recognize the absentees in the internal exam and discuss with them about the causes.	39	51	5	4	1

(SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree)

The table indicates that the students are positive towards the internal exam. Majority of them (SA = 50%, A =43%) responded that the internal exam has motivated the students towards their study and many of them (SA = 27%, A= 63%) reacted that the internal exam has made the students more studious. Many of them (D =40%) did not agree with the statement that the internal exam is merely a formality. To make the internal exam effective, majority of them (SA= 39%, A=51%) responded that the campus should recognize the absentees in the internal exam and discuss with them about the reasons for being absent in the

exam. In the similar vein, students gave the following responses to the questions related to conducting the internal exam and the role of the invigilator.

Table 8

Students' Responses on Conducting Internal Exam and Invigilator's Role

Q.N.	Questions	VS	S	Ok	D	VD
3.	How is the internal exam conducted by this campus?	13	42	24	17	4
5.	How is the role of the invigilator in the exam?	10	50	28	8	4

(VS: Very Satisfied, S: Satisfied, Ok: Okay, D: Dissatisfied, VD: Very Dissatisfied)

The table 8 indicates that majority of students are satisfied with the internal exam conducted by the campus (VS = 13%, S= 42%). However, a considerable number of students (24%) responded only "Okay," 17% of students are dissatisfied with the internal exam and 4% of them are very dissatisfied with it. Similarly, majority of them are satisfied with the role of the invigilator in the internal exam (VS= 10%, S= 50%). But some of them are not satisfied with it.

Responsibility in the Internal Exam

There are different people who have their own responsibilities for making internal exam effective. The students' attitudes on the question of responsibilities are presented in the following table.

Table 9

Responsibilities in the Internal Exam



Q.N.	Question	Campus administration	Invigilator	Teachers	Exam Committee	Students themselves
4	Who should be more responsible for making internal exam more effective?	32	3	4	32	29

The table vividly indicates that majority of students (32%) responded that campus administration and exam committee should be more responsible for making internal exam more effective, followed by students themselves (29%), teachers (4%), and the invigilator (3%).

Frequency for Conducting Internal Exam

Regarding the frequency for conducting internal exam, the students responded that the internal exam should be conducted two or more than two times within a year or semester, which is presented in the following table.

Table 10

Conducting Internal Exam in a Year/Semester

Q.N.	Question	Once a Year/Semester	Twice a Year/Semester	More than Two
8	How many times do you think the campus should conduct the internal exam?	7	50	43

The students also responded to some open-ended questions in which they viewed that the campus should conduct the internal exam twice or thrice a year/semester, which indicates that internal exam is very useful or beneficial for the students.

Increasing the Students' Participation in the Internal Exam

The survey questionnaire also had a question relating to increasing the students' participation in the internal exam. Their responses are presented in the following table.

Table 11

Students' Responses on Increasing Students' Participation in the Internal Exam

Q.N.	Question	The internal exam should be made mandatory for the students.	The absentees must be fined.	The marks obtained in the internal exam must be prioritized in the freeship.	The absentees in the internal exam must not be provided any kind of scholarship and other facilities.
12	What does the campus need to do to increase the students' participation in the internal exam?	83	45	72	48

In this question, the student participants were given the freedom to choose more than one option. Majority of the students (83%) responded that the internal exam should be made mandatory for the students so that more students participate in the internal exam. Similarly, a large number of them (72%) responded that the marks obtained in the internal exam must be prioritized in the freeship so that more students can participate in the internal exam because of the expectation of receiving the freeship. Beside the given four options, the students were also asked to add more ideas for increasing the students' participation in the internal exam. Some of them mentioned the following ideas:

- The campus should understand students' problem and has to take necessary actions.
- The scholarship and freeship should be provided fairly/effectively so that they are encouraged to take the internal exam.
- The campus should invite the guardians of the absentees in the internal exam and discuss with them.
- Even the teachers should prepare the students for the internal exam.
- The campus should contact the guardians and inform them about the internal exam of their children.
- Students who have performed well in the internal should be awarded so that others will be motivated towards the internal exam.
- The results of the internal exam should be published in time so that students will understand the value of internal exam.
- The campus should not overemphasize the exam as a source of fear for the students; rather students should be motivated differently.
- The campus should manage the re-exam facility for the absentees.
- At least one day gap should be provided for each subject so that more students will participate in the internal exam (they get time for the preparation).
- The campus should create favourable and comfortable environment for the students. There should not be any threat for them so that more students will take their exam freely.

Necessity of Internal Exam for the Students

In response to the question "Do you think the internal exam is necessary for the students?" the student participants gave the following reasons:

- Internal exam has helped the students do better in the final/external exam and increase the pass percentage of the students.

- It has helped students focus on their study. It enhances their knowledge, reading/study habits, and learning capacities.
- It has helped them identify their own strengths and weaknesses so that they can improve their weaknesses in the days to come.
- The students become more studious, focused, determined, and sincere in their study.
- It has motivated the students to their study and to be responsible for their own learning.
- It has helped the students in their self-evaluation. It has helped them evaluate how much they have learnt and understood (their achievements).
- It helps the students learn more, gain experiences, and develop their internal capacities.
- It enhances the regularity of the students.
- It enhances their knowledge and quality of education.
- It makes the students active. They feel comfortable in the final exam if they have appeared in the internal exam.
- It develops students' performance and confidence.
- It reduces the pressure of final exam. Students become serious and positive towards the final exam. They can face the final exam more confidently.
- They practice more and make revision.
- It helps the students be familiar with the model and patterns of questions asked in the final exam.
- Students get the idea of managing time in the exam (how to manage time).

Reasons for Not Appearing in the Internal Exam

The analysis of the students' presence and absence in the internal exam discussed above also showed that a large number of students do not appear in the internal exam.

Regarding this issue, the students gave the following reasons for not appearing in the internal exam:

- They think that internal exam is not mandatory for them. The campus does not have strict rules for the absentees.
- They do not appear in the internal exam due to their personal reasons (e.g. laziness, carelessness) or busy schedules.
- They are not fined even if they do not take the exam. Therefore, they do not take the internal exam seriously.

- They do not appear in the exam due to the lack of preparation and fear of failing or scoring good marks in the exam.
- Some of the students do not appear in the exam due to the financial reasons, family problems, sickness, weather, and some rituals.
- Many students do not appear in the exam due to their jobs and other responsibilities (lack of time).
- The internal exam does not determine pass/fail of the students.
- The internal exam is unnecessary or valueless: it is a waste of time.
- Some students are not much concerned or serious about their study and internal exam.
- The campus administration does not take the internal exam seriously.
- The results of the internal exam are not published in time.
- The results of the internal exam are not much taken into consideration in freeship and other facilities.
- Student irregularity in the class is another reason.
- In the yearly system, the marks obtained in the internal exam have nothing to do with the final exam.
- Some students take internal exam as a burden/pressure and do not appear in the exam. They lack confidence.
- The internal exam is merely a formality. The students are not much encouraged/motivated to take the internal exam (lack of encouragement).

Strengths of the Internal Exam

Regarding the question “What are the strengths of the internal exam conducted in the campus?” some of the student participants responded positively which are mentioned below:

- Favourable/peaceful environment in the exam room
- Fair exam
- Commencement of exams at the right/exact time
- Strict observation from some invigilators
- No disturbance from external factors
- Well-managed seating plan in some exams
- Motivation to the students
- Content coverage in the test items/questions: Questions are prepared considering the final exam.
- Provision of feedback to the students

- Provision of mark sheet of the internal exams
- Final exam-based questions

Weaknesses of the Internal Exam

The student participants were not much satisfied with the internal exam conducted by the campus. They pointed out the following weaknesses of the internal exam:

- No proper seating plan and other managements in some exams
- Poor presence of the students in the internal exam
- Cheating, copying from others, and writing answers through discussion
- No timely internal exam and evaluation of the students
- No study and recognition of the absentees in the internal exam
- No fine for the absentees in the internal exam
- Delayed paper checking and the publication of the results
- No gap in the internal exam
- No mandatory presence of students in the internal exam
- No satisfactory role of the invigilator in the exam; the exam is flexible/free, not strict.
- Entering the exam hall with their mobile and cheats, and cheating in the internal exam: No checking from the teachers
- Lack of motivation to the students for the internal exam
- No actual plan for conducting internal exam and timely information to the students
- No innovation in the internal exam: the same traditional method of conducting the internal exam.
- No proper monitoring of the campus administration
- No peaceful environment in the exam room (noisy environment)
- Teachers' nepotism towards some students in the exam hall
- The questions are not standard: they test memory rather than knowledge and skills.
- No strict rules for the absentees
- Very less feedback from the teachers

Actions the Campus Needs to Take for Making Internal Exam Effective

With regard to the question "What does the campus need to do to make the internal exam more effective?" the students gave the following responses:

- The campus should create conducive environment in the exam and make it systematic and regular/timely.
- The absentees should be fined (strict policy is required).

- The absentees should not be allowed to appear in the final exam.
- Only two students should be kept in each bench. Effective seat plan is necessary.
- Very peaceful environment should be created in the exam room.
- The internal exam should be conducted timely and periodically.
- The campus should appeal and motivate the students to take the internal exam.
- The internal exam should be made mandatory for the students.
- The invigilator should be strict and very responsible in the internal exam.
- The campus should recognize the absentees in the internal exam and find out the reasons for being absent. They should be motivated to take the exam.
- The campus should manage alternative time for those who cannot appear in the exam as scheduled by the campus.
- The campus should give rewards to those who have done better in the internal exam.
- The internal exam marks should be prioritized in the freeship. The absentees should not be provided freeship, scholarship, and any other facilities.
- The campus should strictly discourage the students from taking the mobile and note books in the exam hall. Cheating should be strictly prohibited.
- The campus should give value to the internal exam and monitor it properly.
- The subject teachers should construct valid/reliable test items in the internal exam. The questions must be standard and appropriate. The teachers should follow the pattern/model of questions asked in the final exam while preparing the questions for internal exam.
- The teacher should check the answer papers in time and provide feedback to the students. The results should be published in time.
- The campus should manage re-exam for the absentees and failed students in the first internal exam.
- The exam committee must be active and responsible.
- The campus should make the calendar incorporating the internal exams and follow it strictly.
- Students should be given handful time for preparation.
- Seating plan should be changed every day.

Conclusion and Recommendations

The analysis of the presence and absence of students in the internal exam revealed that the students' presence in the internal exam was not satisfactory. Apart from some

subjects, the number of absentees was greater than the number of attendees in the internal exam conducted in 2078 B.S. and 2079 B.S. This indicates that the internal exam conducted on campus is not very effective. The majority of the students responded that the campus administration and exam committee should be more responsible for making the internal exam more effective. The campus administration should take the internal exam seriously, monitor the exam properly, discuss with the students and their guardians the mandatory presence of the students in the exam, and fine them strictly. The marks of the internal exam should be duly considered in freeship, scholarship, and other facilities provided by the campus so that more students will take the internal exam seriously and attend the exam.

Most of the students were positive about the internal exam. They responded that an internal exam was necessary for the students. They were equally rated (32% each) by both the campus administration and exam committee regarding their role in making internal exams more effective. Most students indicated some weaknesses related to the internal exam, such as no proper seat plan, cheating and copying in the exam, no timely exam and feedback to the students, delayed paper checking and publication of results, no innovation in the internal exam, no satisfactory role of the invigilator, entering the exam hall with their mobile, and no timely information about the exam. Therefore, the exam committee should play an active role at the pre-exam, during the exam, and post-exam stages in making the exams more effective. They should make the yearly plan, inform the subject teachers to provide questions and return the papers after checking in time, provide timely information to the students about the exams, monitor the exams properly, and publish the results timely. Even the role of invigilator is very important during the exam. They should discharge their duty and responsibility honestly in the exam hall.

The campus should adopt appropriate policies and strategies to manage the internal exam properly. Most of the students responded that the internal exam should be conducted two or more times as far as possible since it is generally conducted once a year or semester. Many students are not satisfied with the internal exams. The campus administration should conduct a meeting to discuss the effectiveness of the internal exam and make some strategies to motivate the students towards the internal exam. Furthermore, they should analyze the results of the internal exam and make some plans to improve the quality of education. Most of the students responded that internal exams have a positive washback effect, which should be taken seriously. Many students responded that the internal exam has not been taken seriously, not only by the students but also by the campus administration, exam committee, and teachers. Therefore, it is necessary to conduct a meeting of all parties before the

commencement of the internal exam to maximize the participation of the students and make it more effective. If the campus makes some policies and plans to reduce the weaknesses of the internal exam and takes some necessary actions as suggested by the student participants, the internal exam will be more effective in the days to come, and the results of both the internal exam and the final exam will improve. To sum up, collective efforts from the campus administration, exam sections, exam committee, teachers, invigilators, and students are required to make the internal exam more effective.

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Appendix
Survey Questionnaire

Name: _____ Roll No. _____ : _____ Level: _____ Year/Semester: _____

Dear participant:

This survey questionnaire has been prepared in order to accomplish a research work entitled “**Students’ Participation in the Internal Exam and their Perceptions towards it** .” The purpose of the research is to identify the perspectives of the students towards the internal examination held in Sukuna Multiple Campus. I request you to provide me the required information as per the survey questionnaire. I highly appreciate your honest responses and assure you that your names and your responses will remain completely anonymous. I promise that strict confidentiality will be maintained in my study and the information you provide will be used only for my research purpose. (यो सर्वेक्षण प्रश्नावली " आन्तरिक परीक्षामा विद्यार्थीको सहभागिता र यसप्रतिको उनीहरूको धारणा" शीर्षकको अनुसन्धान कार्य पूरा गर्न तयार गरिएको हो। अनुसन्धानको उद्देश्य सुकुना बहुमुखी क्याम्पसमा सञ्चालित आन्तरिक परीक्षाप्रति विद्यार्थीहरूका दृष्टिकोण पहिचान गर्नु हो। म तपाईंलाई सर्वेक्षण प्रश्नावली अनुसार आवश्यक जानकारी प्रदान गर्न अनुरोध गर्दछु।म तपाईंको इमानदार विचारहरूको उच्च कदर गर्छु र तपाईंको नाम र जवाफहरू पूर्ण रूपमा अज्ञात रहनेछ भन्ने आश्वासन दिन्छु। म प्रतिज्ञा गर्छु कि मेरो अध्ययनमा कडा गोपनीयता कायम राखिनेछ र तपाईंले प्रदान गर्नुभएको जानकारी अनुसन्धान उद्देश्यको लागि मात्र प्रयोग गरिनेछ।)

Researcher

Shankar Dewan

Lecturer, Sukuna Multiple Campus

Tick (√) the correct option.

1. Is the internal exam necessary for the students? (विद्यार्थीहरूको लागि आन्तरिक परीक्षा आवश्यक छ ?)

Yes No

2. Is the internal exam burden for the students? (के विद्यार्थीका लागि आन्तरिक परीक्षा बोझ हो ?)

Yes No

3. How is the internal exam conducted by this campus? (क्याम्पसले सञ्चालन गरेको आन्तरिक परीक्षा कस्तो छ ?)

Very satisfied satisfied ok dissatisfied very dissatisfied

4. Who should be more responsible for making internal exam more effective? (आन्तरिक परीक्षालाई

प्रभावकारी बनाउन कसको जिम्मेवारी बढी हुनुपर्छ ?)

Campus administration invigilator teachers

exam committee students themselves

5. How is the role of the invigilator in the exam? (परीक्षामा निरीक्षकको भूमिका कस्तो छ ?)

Very satisfied satisfied ok dissatisfied very dissatisfied

6. Is there proper seating plan in the exam? (परीक्षामा विद्यार्थीहरूको सिट प्लान योजनाबद्ध छ?)

Yes No

7. Do you think that seating plan is necessary in the internal exam? (आन्तरिक परीक्षामा सिट प्लान

आवश्यक छ जस्तो लाग्छ ?)

Yes No. If yes, give some reasons (यदि छ, भने, केही कारणहरू दिनुहोस्)

a)

b)

c)

d)

8. How many times do you think the campus should conduct internal exam? (तपाईंको विचारमा

क्याम्पसले कति पटक आन्तरिक परीक्षा लिनुपर्छ ?)

Once a year/semester twice a year/semester more than two

9. The internal exam has motivated the students towards their study (आन्तरिक परीक्षाले विद्यार्थीलाई

अध्ययनमा उत्प्रेरित गरेको छ।)

Strongly agree agree neutral disagree strongly disagree

10. The internal exam has made the students more studious (आन्तरिक परीक्षाले विद्यार्थीलाई थप

अध्ययनशील बनाएको छ।)

Strongly agree agree neutral disagree strongly disagree

11. The internal exam is merely a formality (आन्तरिक परीक्षा औपचारिकता मात्रै सीमित छ।)

Strongly agree agree neutral disagree strongly disagree

12. What does the campus need to do to increase the students' participation in the internal exam? You can tick more than one option. (आन्तरिक परीक्षामा विद्यार्थी सहभागिता बढाउन क्याम्पसले के गर्नुपर्छ ? तपाईं एक भन्दा बढी विकल्प टिक गर्न सक्नुहुन्छ।)

The internal exam should be made mandatory for the students (विद्यार्थीका लागि आन्तरिक परीक्षा अनिवार्य गर्नुपर्छ ।)

The absentees must be fined (अनुपस्थित हुनेलाई जरिवाना गर्नुपर्छ ।)

The marks obtained in the internal exam must be prioritized in the freship (आन्तरिक परीक्षामा प्राप्त अंकलाई फ्रीशिपमा प्राथमिकतामा राख्नुपर्छ ।)

The absentees in the internal exam must not be provided any kind of scholarship and other facilities (आन्तरिक परीक्षामा अनुपस्थित हुनेलाई कुनै पनि प्रकारको छात्रवृत्ति र अन्य सुविधा उपलब्ध गराउनु हुँदैन ।)

Any others (अरु केहि छ भने थप्नुहोला)

.....

.....

.....

13. Does the internal exam help you to do better in the final exam? (के आन्तरिक परीक्षाले तपाईंलाई अन्तिम परीक्षामा राम्रो गर्न मद्दत गर्छ?)

Yes No

14. Has the internal exam helped you in learning? (के आन्तरिक परीक्षाले तपाईंलाई सिकाइमा सहयोग गरेको छ?)

Yes No

15. Are the questions asked in the internal exam appropriate and effective for the students? (के आन्तरिक परीक्षामा सोधिने प्रश्न विद्यार्थीका लागि उपयुक्त र प्रभावकारी छन्?)

Yes No

16. Do you think the internal exam is necessary for the students? If yes, give reasons.

(विद्यार्थीका लागि आन्तरिक परीक्षा आवश्यक छ जस्तो लाग्छ ? यदि छ भने, कारणहरू दिनुहोस्।)

- a)
- b)
- c)
- d)
- e)

17. Why do you think that some students do not appear in the internal exam? (कतिपय विद्यार्थीले

आन्तरिक परीक्षा किन दिँदैन् जस्तो लाग्छ ?)

- a)
- b)
- c)
- d)
- e)

18. The campus should recognize the absentees in the internal exam and discuss with them about the causes (क्याम्पसले आन्तरिक परीक्षामा अनुपस्थित हुनेहरूलाई पहिचान गरी कारणहरूबारे छलफल गर्नुपर्छ।)

Strongly agree agree neutral disagree strongly disagree

19. What are the strengths of the internal exam conducted in this campus? (यस क्याम्पसमा सञ्चालन

हुने आन्तरिक परीक्षाका राम्रा पक्षहरू के के छन् ?)

- a)
- b)
- c)
- d)
- e)

20. What are the weaknesses of the internal exam? (आन्तरिक परीक्षाका कमजोरी के के छन् ?)

- a)
- b)
- c)
- d)
- e)

21. What does the campus need to do to make the internal exam effective? (आन्तरिक परीक्षालाई

प्रभावकारी बनाउन क्याम्पसले के के गर्नुपर्छ ?)

- a)
- b)
- c)
- d)
- e)

Thank you for your co-operation and active participation (तपाईंको सहयोग र सक्रिय सहभागिताको

लागि धन्यवाद।).