

**ATTITUDES OF TEACHERS AND STUDENTS  
TOWARDS TEACHING LITERATURE IN THE  
FACULTY OF EDUCATION**

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

**Submitted by  
Yuba Raj Sharma**

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

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Yuba Raj Sharma** has prepared this thesis entitled **Attitudes of Teachers and Students Towards Teaching Literature in the Faculty of Education** under my guidance and supervision.

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## DEDICATION

Dedicated  
to  
my **parents** and **teachers** who contributed towards making me what I am  
today.

## **DECLARATION**

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

Date: 2065-05-25

**Yuba Raj Sharma**

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## ABSTRACT

The title of this research work is "Attitudes of Teachers and Students Towards Teaching Literature in the Faculty of Education". The main purpose of this study was to find out the attitudes of teachers and students towards teaching literature in FOE, TU. To accomplish this study, a set of questionnaire was prepared and distributed to 20 teachers teaching in different campuses in Kathmandu valley, in FOE and 60 students studying in different years in Central Campus, Kirtipur, specializing in English Education. The data collected from the informants were analyzed and interpreted to find out the attitudes of teachers and students towards teaching literature. It was found that most of the teachers and students showed positive attitudes towards teaching literature in FOE. They think so because it motivates learners, helps to develop language awareness, fluency and critical habit of thinking and helps to get cultural knowledge. However, they are dissatisfied towards the weight given for the English literature.

The study consists of four chapters. Chapter one introduces the study in terms of general background, review of the related literature, objectives of the study, significance of the study and definitions of the specific terms. Similarly, chapter two deals with the methodology applied to conduct the study. This consists of the sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of the study. Likewise, chapter three deals with the analysis and interpretation of the raw data obtained from the informants. The data were analyzed and interpreted by using simple statistical tools and presented with the help of tables, charts and diagrams. Finally, chapter four deals with the findings, recommendations and pedagogical implications of this study.

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## LIST OF SYMBOLS AND ABBREVIATIONS

A. D.	Anno Domini
ARNEC	All-round National Education Commission
B. Ed.	Bachelor in Education
B. S.	Bikram Samvat
CUP	Cambridge University Press
Dr.	Doctor
e.g.	Exempli gratia (for example)
Eds.	Editors
EFL	English as a second Language
ELT	English Language Teaching
Eng. Ed.	English Education
et al.	and others
etc.	Et cetera
FOE	Faculty of Education
HSEB	Higher Secondary Education Board
I. Ed.	Intermediate in Education
i.e.	Id est (that is)
M. Ed.	Masters in Education
NELTA	Nepal English Language Teachers' Association
NESP	New Education System Plan
OUP	Oxford University Press
P.	page
PCL	Proficiency Certificate Level
pp.	pages
Prof.	Professor
T.U.	Tribhuvan University
UN	United Nations
UK	United Kingdom
USA	United States of America
Viz.	Videlicet (Latin), namely
Vol.	Volume