

**PERCEPTIONS OF TEACHERS TOWARDS SYLLABUS
DESIGNING AT PRIMARY LEVEL**

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

**Submitted by
Hukum Bahadur Thapa**

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

2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. **Hukum Bahadur Thapa** has prepared this thesis entitled "**Perception of Teachers Towards Syllabus Designing at Primary Level**" under my guidance and supervision.

I recommended the thesis for acceptance.

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This thesis has been recommended for evaluation from the following
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DECLARATION

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

Date: 2012/12/12

Hukum Bahadur Thapa

DEDICATION

Dedicated

to

My parents and to my *Mama* **Kul Bahadur Khatri** and *Maiju* **Radha Khatri**
who have been the soul source of my inspiration for this creative work.

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ABSTRACT

This present study entitled "**Perceptions of Teachers Towards Syllabus Designing at Primary Level**" is an attempt to find out the teachers' perception toward syllabus designing at primary level. To achieve the objectives, a set of questionnaire including 24 questions was prepared and fifty teachers were selected from different schools of Udayapur District to fill in the questionnaire. From the analysis and interpretation of the data, it was found that 50 percent primary teachers were not familiar with the term curriculum, syllabus and course of study. Majority of the teachers were unknown with syllabus designing and they were not involved in syllabus designing. Likewise, forty eight percent primary teachers taught without using syllabus.

The present study consists of four chapters. Chapter one consists of general background, review of related literature, objectives of the study and rational of the study. The second chapter consists of sources of data, sample and sampling procedure, tools for data collection, process of data collection and limitation of the study. Likewise, the third chapter consists of analysis, interpretation and presentation of the data which is the main part of the thesis. The fourth chapter summarizes the whole study by presenting the findings and recommendations for the pedagogical implication.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
/	Slash
CUP	Cambridge University Press
Dr.	Doctor
etc.	et cetera
M.Ed.	Master of Education
No.	Number
OUP	Oxford University Press
P.	Page
Prof.	Professor
Reg. No.	Registration Number
S.N.	Serial Number
T.U.	Tribhuvan University