

CHAPTER ONE

INTRODUCTION

This study is about “Perception of Teachers Towards Syllabus Designing at Primary Level”. This heading contains general background, review of related literature, objectives of the study and significance of the study.

1.1 General Background

The word ‘perception’ derived from the Latin word ‘perceperere’ which was modified from the same word ‘perceptio’ means observation. Literally it means deeper or natural understanding of something or interpreting something.

The organization of meaningful understanding about subject matter is perception. According to Sanford and Capaldi (1964, p.175), perception refers to the awareness or the process of becoming aware or extra, of the extra-organic or intra-organic object or relations or qualities by means of sensory process and under the influence of set and of prior experiences. Similarly, Hochberg (1964, p.660) views perception "as both the experience of gaining sensory information about the world of people, things and events and the psychological process by which this is accomplished".

Similarly, The Encyclopedia of Britannica (1990, p.279) defines perception as "the process where by sensory stimulation is translated into organized and meaningful experience". Regarding perception, Ono (1993, P.37) reveals "our perceptual systems do not passively receive stimuli from the world instead they actively select, interpret, and sometimes distort sensory information".

Perception is mental process by which we get knowledge of the external world. We receive many more impressions through the sense organs we pick up some of these and organize them into units which convey some meanings. This

process is called perception. To make clearer about the term 'perception', Schiffman (1990, p.67) throws the following characteristics:

- a. Perception is always selective out of the innumerable impressions that fall on our sense organs; we pick up these that are useful.
- b. Perception is also a process of supplementing our past experiences help us to supply many of the details which we assume to be there.
- c. Perception is a combining or a synthetic activity this activity of combining enables us to perceive definite patterns of meaningful figures which have some significance to us.
- d. Perception is also an analyzing activity. In this process, we try to cut out smaller units from larger masses and try to differentiate them. We must, however, note that both the aspects of analysis and synthesis occur at the same time.

Thus, perception is the process by which people translate sensory impression into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified information perception is 'the reality' and guides human behavior in general. My study aims to find out the perception of teachers towards syllabus designing at primary level.

The history of curriculum development in language teaching starts with the notion of syllabus design. Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. According to Primary Education Curriculum of Nepal, the main objective of primary education is to develop basic skill on language in relation to language teaching. Basic skill refers to the knowledge of four language skills as well as the numerical system of the language.

1.1.1 Brief Overview of Curriculum, Syllabus and Course of Study

Actually, all the terms: curriculum, syllabus and course of study are used synonymously in practice. However, technically speaking, in some sense, they form a hierarchy of whole part relationship. The word *syllabus* can be used in two senses: general and specific. In general, the term syllabus is used in the sense of curriculum – an overall planning of an educational program which states the educational purpose of the program, the contents of teaching, teaching techniques and the means of assessing whether or not the educational ends have been achieved. But especially syllabus includes the content or subject matter of an individual subject, sometimes including the aims and instruction. Syllabus in this sense is part of curriculum and it includes a description of the content, a course of instruction and the order in which they are to be taught reading a particular subject.

Thus, curriculum is a general term which refers to the overall planning of an educational program and syllabus refers to the part of curriculum which is concerned with what unit will be taught when, so that their relationship is whole and part. Regarding the syllabus and curriculum distinction, Rodgers in Johnson (1989, p.26) says:

The assumption implicit in the formulation of syllabi, as a basis for school programs, has been that syllabi and curriculum are synonymous. Syllabi, which prescribe the content to be covered by a given course, form only a small part of the total school program. Curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, and how teachers help them learn, using what supporting

materials, styles and methods of assessment, and in what kind of facilities.

In conclusion, according to Nunan (1988, p.24) “curriculum is concerned with the planning, implementation, evaluation, management and administration of educational programmes: syllabus on the other hand, focuses more narrowly on the selection and gradation of the content”. Course refers to the detail of the contents of a particular subject.

From the above definition what we can say that syllabus is a part of curriculum. Course of study, in turn, is a part of syllabus. Therefore the relationship of curriculum, syllabus and course of study is hierarchical one: curriculum is general, course of study is specific and syllabus is intermediate concept. For example, M. Ed. Program can be taken as curriculum, English syllabus can be taken as syllabus and Direction and issues in Applied Linguistics can be taken as course of study.

The relationship between curriculum, syllabus and course of study can be shown diagrammatically as follows:

1.1.2 Defining Syllabus Designing

The distinction between syllabus design and curriculum development have many conflicting views and also some disagreement about the nature of the syllabus. To distinguish syllabus design we have two approaches; broad and narrow. But the narrow view draws a clear distinction between syllabus design and methodology. Syllabus design is seen as being concerned essentially with the selection and grading of contents.

According to Richards (2001, p.2):

Curriculum development includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus course structure, teaching method and materials, and to carry out and evaluation of the language program that results from these processes.

The above definition mentions that syllabus designing is a process of developing and constructing the need of learner, objectives, methods etc.

Similarly, Widdowson (1984) cited in Nunan (1988, p.6) viewed that:

The syllabus is simply a framework within which activities can be carried out as teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which learning can be taken.

Widdowson defines that syllabus designing is a framework where activities can be carried out. Likewise, according to Nunan (1988, p.5):

Syllabus design is seen as being concerned essentially with the selection and gradation of contents, while methodology is concerned with the selection of learning task and activities. Those who adopt a broader view question this strict separation, arguing that with the advent of communicative language teaching, the distinction between content and task is difficult to sustain.

From these definitions we easily say that, syllabus design is closely related to curriculum planning for the objective, methods and testing procedures selected will affect the kind of syllabus constructed.

1.1.3 The Scope of Syllabus Designing

A syllabus is an expression of opinion on nature of language learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Syllabus is limited to particular subject of a particular class. To design a syllabus is to decide what gets taught and in what order.

The scope of syllabus designing varies from its purely institutional level to national or even international level. It may be the specification of the language content of a single specific course within a private language school. On the other hand, it can be part of a national curriculum and take the form of a complex document drawn up by ministry of education and incorporating components such as teacher's handbook.

Following Newby in Byram (2000, p.590-91), there is scope or significance of syllabus design in language teaching or any other educational program for the following three reasons:

1. A well-designed syllabus provides a framework for clarifying objectives, content and method for learners, teachers – and perhaps parents too. This is what he calls *transparency*.

2. A syllabus *regularizes* to teaching and learning, which, particularly in the case of national syllabuses, may help to ensure uniformity of content, attainment standards, etc.
3. A syllabus *guides* the process of teaching and learning, in particular by specifying methodology.

1.1.4 Factors to be Considered in Syllabus Designing

Syllabus designing is very crucial thing so we have to take care while designing it. Several factors should be taken into account while designing a syllabus. They are briefly described below:

1. Learner's and Teacher's Perspectives

While designing a language syllabus, we have to consider both the learner's and teacher's perspectives. The learner always tends to learn easily the language material which fits his/her social situation. On the other hand, every teacher wants materials which will allow him to work easily and effectively according to principles which he thinks are right.

Learner's perception involve the age and background of the learners as being highly significant. Basically, if the syllabus is to be designed realistically, its contents must be coherent with the needs and wants of the client.

A syllabus designed from the learners' perceptions will focus exclusively on what learners need to learn and what activities they need to perform in order to learn them. From learner perceptions the key question is, 'what does the learner want to do with the language? The syllabus then will be oriented to an enumeration of learner's task and activities.

Teacher's perception on syllabus designing will focus exclusively on what are to be taught and how should they be taught. The syllabus will be oriented to an enumeration of teaching item and teacher's activities. The learning and

teaching process will be teacher centered. The teacher plays the role of deliverer and the students are just passive listeners.

The student's perspective is oriented towards his individual's situation where as teacher's perspective is oriented towards the group because teaching is generally done in group. Thus, the content of a syllabus should include what the learners need in their real life situation. This is the learner's perspective. The teacher also may think of the student's need but the need differ from learner to learner and therefore, he considers much the principles of selection and gradation. This is teacher's perspective and should adopt the middle path.

2. Stages of Language Education

Language education or language teaching program has four stages from its level of planning to evaluation. They are listed below:

- a) **Planning:** Planning refers to decision making in relation to identifying learners' needs and purposes.
- b) **Preparation:** Preparation includes the preparation of curriculum, textbooks, manuals, readers, instructional materials and giving training to the teachers.
- c) **Implementation:** Implementation refers to the curriculum in action. This stage takes us into the classroom. This includes the teaching/learning process where the intention of the curriculum planners is translated into action.
- d) **Evaluation:** Evaluation is related to the assessment and evaluation of the whole language teaching programme. In this stage, we try to find out what students learnt and what they failed to learn in relation to what had been happened.

All the elements in the above four stages are integrated so that decisions made at one level are not in conflict with those made at another.

3. Aspects of Language Teaching

While teaching language we have to maintain different aspects. Brown (1994, p.2-3) has talked about six aspects/issues of language teaching. They can be listed as follows:

a) Who to teach?

This aspect is the first aspect of language teaching. In this aspect, we identify the learners and the teachers.

b) What to teach?

This aspect relates to the content of the language course. In other words, we have to select the content to be taught.

c) How to teach?

It concerns with classroom activities. However, some methods can be considered beforehand while designing a syllabus.

d) When to teach what?

After selection the content to be taught or say, after deciding what to teach, we have to organized the course in a particular order to make the content easy and quick to learn.

e) Why to teach?

This aspect deals with the objectives of the language course. In other words, this question is related to for what purposes the language is being learnt.

f) Where to teach?

Where aspect of language teaching overlaps with *who* aspect of it. That is why, usually, we consider the first five aspects of language teaching.

Among these aspects, *what* and *when* aspect are the ones that are focused in syllabus designing. However, the aspects focused may be influenced by the other aspects. Mainly, the two aspects: ‘who to teach?’ and ‘why to teach?’ determine, to a considerable extent, the decisions that are made on the other aspects of language teaching.

4. Theories and Principles of Language and Language Learning

There are various beliefs about the nature of language and language learning. Likewise, there are various theories and principles of language and language learning. Our beliefs about the nature of language and language learning influence our decision making on what to put into the syllabus and how to organize it. Therefore, theories and principles of language and language learning are the factors that we have to consider in syllabus designing.

According to Breen (1984) as mentioned by Nunan (1988, p.10): "These judgments are not value free, but reflect our beliefs about the nature of language and learning. Such value judgments obviously will affect decision-making in syllabus designing."

Following Howatt in Allen and Corder (1974, p.5), how the theories of language and learning influence in syllabus designing in general and in selecting materials in particular can be shown diagrammatically as follows:

Theory of language Description of language

Pedagogic presentation

Materials

Aims

Teaching technique

Practical restriction

Theory of learning

Principle of method

1.1.5 Approaches to Syllabus Design

Approaches to syllabus designing refer to methods of selecting the language categories and items for a particular course. There is a two way classification of approaches to syllabus planning or designing. They are described below:

1. Rational and Interactive Approach

In rational approach, all the processes of syllabus designing are controlled by the so-called authentic persons like linguists or teacher. There is one way traffic control from top to bottom. There is no participation of the learners in syllabus designing. In rational approach to syllabus planning, objectives are specified before content and activities because the principle role of objectives in such syllabus is to act as a guide to the selection of the other elements in the curriculum.

In interactive approach, the syllabus is the product of an interaction among the linguists or teachers, the learners and the available resource materials. More specifically, all the related individuals such as the linguists, teachers, administrators, students and guardians are involved in the task of course designing in one way or the other. In interactive approaches to curriculum and syllabus design, objectives are regarded, in Nunan's (1988, p.61) words:

useful, not only to guide the selection of structures, functions, nations, tasks, and so on but also to provide a sharper focus for teachers, to give learners a clear idea of what they can expect from a language program, to help in developing means of assessment and evaluation, and so on.

2. Synthetic and Analytical Approach

Synthetic approach to syllabus designing refers to procedure for developing a syllabus or a language course, in which the language to be taught is first analyzed into its different basic part and these are taught separately. In this approach, the course content is divided into discrete lists of items which are taught separately and the learner reintegrates the elements while communicating.

According to Wilkins (1976, p.2):

A synthetic language teaching strategy is one in which the different parts of language are taught separately and step-by-step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up.

In planning the syllabus for such teaching the global language has

been broken down probably into an inventory of grammatical structures and into a limited list of lexical items.

In analytic approach, the teaching items are in the form of holistic chunks of language and the learners are required to extract patterns and regularities from these. Thus, in analytic approach there is no any linguistic control over the learning environment.

According to Wilkins (1976, p.13)"In analytic approach, the teaching points in a syllabus are organized in term of the purposes for which people are learning language and the kind of language performance that are necessary to meet those purposes."

1.1.6 Syllabus Designing and Methodology

Traditionally speaking, syllabus designing and methodology are two different things. However, the traditional distinction between them has become unclear with the development of process, task-based and content syllabuses. Such types of syllabus suggest a variety of tasks and activities that learners will engage in inside the classroom.

According to Carter (1993, p.67):

A syllabus is an account of the contents of a course and the sequence in which particular content is to be taught. Syllabus design is closely related to curriculum planning for the objectives, methods and testing procedures selected will affect the kind of syllabus constructed. For example grammar translation approach will tend to result in a closely specified syllabus of particular structures of grammar and vocabulary.

Similarly, according to Bhandari and Karna (2008, p.253):

Syllabus designing is concerned with what of a language program and methodology is concerned with how, syllabus design is essentially concerned with the selection and gradation of content while methodology deals with the selection of learning task and activities.

Thus, methodology and syllabus designing cannot be separated. Syllabus designing not only specifies the content but also prescribes certain methodology. Thus, both what and how aspects are intertwined in a syllabus and we should keep this relationship in mind while designing a syllabus.

1.1.7 Aspects of Syllabus Designing

There are two main aspects of syllabus designing. They are selection and organization of content in general. Selection refers to the question *what to teach?* And organization refers to *when to teach?* Selection refers to the decision of the contents related to objectives, and organization refers to grouping, segmenting, grading, arranging, distributing, sequencing and spacing of the selected items. These two aspects of syllabus designing are described as follows:

1.1.7.1 Selection and Specification of Categories and Items

Language is highly complex and abstract system that cannot be taught all at the same time. Successful teaching requires *selection* of materials to be taught. Therefore, we select the language to be taught from the total corpus of the language according to the needs and level of the students. Selection suggests what is to be taught. As quoted by Richards (2001, p.4) from Mackey (1965, p.161) "Selection is an inherent characteristic of all methods. Since it is

impossible to teach the whole of a language all methods must in some way or other, whether intentionally or not, select the part of it they intend to teach."

Specification of the content refers to the detail description of the content.

Under this aspect, we have to select and specify the following categories and items:

1. **Role:** Role refers to the part taken by a participant in an act of communication.
2. **Setting:** Setting refers to the place and time, when the act of communication takes place.
3. **Structure:** Structure refers to the selection of sentence structures or patterns and other formal features of language at lower levels to be taught.
4. **Communicative functions:** Communicative functions refer to the purpose for which language is used.
5. **Systems:** Systems refer to the grammatical system to be taught.
6. **Other grammatical items:** It refers to grammatical units, grammatical functions, grammatical categories, and so on.
7. **Vocabulary items:** It refers to the selection of vocabulary which should be taught.
8. **Sociolinguistic and pragmatic features:** Sociolinguistic and pragmatic features refer to prosodic and paralinguistic features, speech acts, and social relations associated with communication.
9. **Tasks, activities and other perform skills:** Tasks and activities are the actual classroom actions to be performed especially by the learners with the help of the teacher.

1.1.7.2 Organization of Selected Categories and Items

The term 'organization' is used as a cover term which includes many tasks including the gradation of selected categories and items. To be specific, the task of organizing the selected categories and items includes the tasks of:

1. **Grouping:** It refers to task of putting the selected categories and items together as a unit in a syllabus.
2. **Segmenting:** It refers to dividing the course into time segment.
3. **Grading:** It refers to the task of making decision on what to teach first and what to teach next.
4. **Arranging:** It refers to the task of putting the graded categories and items into linear, spiral, parallel or cyclical arrangement.
5. **Distributing:** It refers to the task of determining the position of items in a syllabus and their time allotment.
6. **Sequencing:** Sequencing is the task of determining the order in which the syllabus content will be taught.
7. **Spacing:** Spacing refers to the task of determining the distance or interval of time between the teachings of two successive or similar items.

1.1.8 Types of Syllabus

English language teaching syllabuses can be classified variously on the basis of various aspects. Nunan (1988, p.27-60) has drawn a distinction between product-oriented and process-oriented syllabuses on the basis of what they focus on: product or process. We will start with these two basic types of syllabuses and then throw some light on arrangement-based syllabuses at the end.

1.1.8.1 Product-based Syllabus

Product-based syllabuses are those in which the focus is on the knowledge and skill which learner should gain as a result of instruction. It is also called category-based syllabus. According to Rodger (1981, p.157) “Syllabus designed on the basis of what aspects of language learning should be learned are called category based syllabuses. This classification is based on the focus of attention or the shift of emphases”. Any syllabus in which the content is product-oriented or in terms of phrase-book approach where the focus is on the teaching of these items as separate item, It is based on the assumption that mastery of individual item will result in the mastery of overall language.

Grammatical, situational and functional-notional syllabuses are the example of product-oriented syllabuses which are described below:

1. Grammatical or Structural Syllabus

Grammatical syllabus is a type of syllabus that is oriented around grammatical items. According to Nunan (1988, p.29):

The assumption behind most grammatical syllabuses seems to be that language consists of a finite set of rules which can be combined in various ways to make meaning. It is further assumed that these rules can be learnt one by one, in an additive fashion, each item being mastered on its own before being incorporated into the learner’s pre-existing stock of knowledge.

This syllabus has received high influence from empiricism at philosophical level, behaviorism at psychological level and structuralism at linguistics level.

2. Situational Syllabus

A type of syllabus that is organized around the language needed for different situation such as at the airport, at the hotel, at the bank and so on. A situation is setting in which particular communicative acts occur. In situation, we see different factures like- place, people, time and topic. The idea behind this syllabus is “although languages are usually described as general systems language is always used in a social context and cannot be fully understood without references to the context” (Wilkins, 1976, p.16).

A situational syllabus identifies a number of situation in which the learners will use language, so situational needs are the starting point in situational syllabus. Situational syllabus has the advantage of presenting language in context and teaching language of immediate practical value.

3. Functional-notional Syllabus

It is the first attempt to integrate functional, situational and notional aspect of language within a single frame work. It assumes that functional language most incorporate notion use in a particular situation. According to Nunan (1988, p.35) “function may be described as the communicative purposes for which we use language, while notions are the conceptual meanings expressed through language”.

In this type of syllabus, inventories of communicative function, situation, structures and specific notion will be listed. In this process of selection students’ needs should take precedence.

1.1.8.2 Process-based Syllabus

Process-based syllabus focuses more on the various classroom activities which are believed to facilitate and expedite language learning. This type of syllabus envisages that competent learners do not learn language at there fist effort rather it is long and painful process in which final learning occurs due to

different processes like problematizing, collaboration, negotiation. There are three types of syllabuses on the basis of the processes of learning. They are described below:

1. Procedural Syllabus

A syllabus which organized in terms of task rather than grammar and vocabulary, is called procedural syllabus. This syllabus specifies a number of tasks which are believed to create process in language learning. The two terms procedural syllabus and task-based syllabus are found to be used as synonymous though there is some difference between them, especially in practice. According to Richards, Platt, and Weber (1985, p.289) as cited in Nunan (1988, p.42):

... a syllabus which is organized around tasks, rather than in terms of grammar or vocabulary. For example the syllabus may suggest a variety of different kinds of tasks which the learners are expected to carry out in the language, such as using the telephone to obtain the information; drawing the maps based on oral instructions; performing actions based on commands given in the target language; giving orders and instructions to others, etc. It has been argued that this is the more effective way of learning a language since it provides a purpose for the use and learning of a language other than simply learning language items for their own sake.

2. Task-based Syllabus

Task-based syllabus is one types of syllabus that is organized around task that students will complete in the target language. Task is an activity that is carried out using language such as finding a solution to a puzzle, reading a map and giving direction, etc. Task involves a considerable degree of discussion of issues. Task requires participant to try out particular ideas in the classroom. According to Richards, Platt and Weber (1985, p.289):

... an activity or action which is carried out as the result of processing or understanding language. For example, drawing a map while listening to an instruction and performing a command ... A task usually requires the teacher to specify what will be regarded as successful completion of the task.

3. Content Syllabus

Content syllabus is a type of process-oriented syllabus that is organized on the basis of subject matter or content. The terms content is used with a variety of different meaning. It must frequently refer to the subject matter that we learn or communicate with language. It focuses to the fact that classroom activity should focus on real communication and exchange of information. An ideal situation for second language learning would be one where the subject matter of language teaching is not grammar or language function but content that is subject matter outside the domain of language.

Following to Nunan (1988, p.49) says:

Most of content syllabuses can be located at the centre of the product/process continuum. He has included such type of syllabus in the discussion on process syllabuses because, as he

argues, it seems that the best work being done in the area focuses on process rather than product.

1.1.8.3 Arrangement-based Syllabuses

There are mainly two types of arrangement-based syllabuses. That is to say, syllabuses are classified into two types, on the basis of how the language items to be taught are arranged/organized in a syllabus. They are explained below:

1. Linear Syllabus

In linear syllabus, the language items to be taught are arranged or organized in such a way that there is no chance of repetition of the language items presented and practiced once. According to Corder (1976, p.296) “A simple linear sequence would of course be appropriate if the items of group of items were, linguistically speaking, in some sort of logical relation of dependence to each other, or, alternatively were all logically independent”.

2. Spiral Syllabus

Spiral syllabus requires the learner to return time and again to some aspect of language structure, language process, or domain of language use, in order to discover how it relates or is integrated with some different part of the language. According to Richards et al. (1999, p.348), a spiral syllabus is “a syllabus in which items recur throughout the syllabus but are treated in greater depth in more detail when they recur”.

1.2 Review of Related Literature

There are many researches that have been carried out on perception of teacher towards English language teaching in the Department of English Education. Most of researchers have chosen the teachers and students of secondary level for data collection but present study is different from those in the sense that primary teachers are selected from remote area and only few research have

been carried out in the area of designing curriculum, syllabus, course of study, lesson plan, etc. In this regard, this study is different in nature.

The available literature of present study is as follows:

Kumar (2008) has conducted the research on 'teachers' perception towards grade XI teachers' book of meaning into words'. The objectives of the study were to find out the teachers' perception towards grade XI teachers' book of meaning into words. The findings of the study showed that teachers' book had both strong and weak aspects but the positive aspects were more than the weaker ones.

Chamlagain (2010) carried out research entitled "Characteristics of a good English language teacher: Students' evaluation". His main objective of the study was to find out students' expectations of a good English language teacher. He found that the teacher should have personal qualities like- attractive appearance, curious and active behavior, punctual habit, calm and cooperative nature. Social qualities like- to feel proud of teaching profession, friendly manner etc were desirable.

Giri (2010) has carried out a research on 'Perception of teachers and students on lecture technique'. The objectives of the study were to find out the perception of teachers and students on the use of lecture technique in teaching at higher secondary level. The researcher selected sixty people (ten teachers and fifty students) teaching and learning at Higher Secondary level in Nawalparasi district. He found that lecture technique is an easy technique to conduct in the classroom and to complete the course within an academic year easily.

Kafle (2011) has carried out a research on 'Perception of teachers in syllabus designing at secondary level'. The researcher selected 50 teachers at secondary level in Kathmandu district by purposive sampling. The study attempted to find out the teachers' perception in syllabus designing at secondary level. The

findings of the study suggested that teachers were not involved in syllabus designing. So teacher should involve while designing syllabus, because they are the people to implement the syllabus.

Pathak (2011) has carried out a research on “Teachers’ perception on student-centered techniques”. The main objectives of the study were to find out teachers’ perception on student-centered techniques. The researcher selected 40 higher secondary school (20 public and 20 private) purposively having two English teachers from each school. He found that private school's teachers use more student-centered technique than public school's teachers.

In the Department of English Education at T.U. there were a few studies conducted on perceptions but no study has been carried out on ‘Perception of teachers towards syllabus designing at primary level. So, the present research is different from the researches that have been carried out till the date.

1.3 Objectives of the Study

The objectives of the study are as follows:

- a) To find out the perceptions of teachers towards syllabus designing at primary level.
- b) To suggest pedagogical implications based on the findings of the research.

1.4 Significance of the Study

The present study is related to teachers’ perceptions towards syllabus designing. The findings of the study will be useful for those who will be directly or indirectly involved to teaching learning process at primary level. It is also significant for the learners, instructors, policy makers, language teachers, syllabus designers, textbook writers and also for those who wants to know about syllabus and syllabus designing.

CHAPTER TWO

METHODOLOGY

I adopted the following methodology during the study.

2.1 Sources of Data

I used both primary and secondary sources of data to carry out the research work.

2.1.1 Primary Sources of Data

The primary sources of data for the study were the teachers who were teaching English at primary level in Udayapur district.

2.1.2 Secondary Sources of Data

I consulted different books, articles, and related research reports. The major sources were Nunan (1988), Richards and Rodgers (1986), Kafle (2011), and Sharma (2011).

2.2 Sample Population and Sampling Procedure

The sample size of the research was 50 teachers who were teaching English at primary level in Udayapur district. The sample was selected by using purposive sampling procedure.

2.3 Tools for Data Collection

The tools for data collection was a set of questionnaire which contained both closed ended as well as open ended questions.

2.4 Process of Data Collection

I followed the following process to collect primary data:

- a) At first, I prepared the research tool. Then, I visited the selected school and explained the process and purpose of research to the school principle and got permission.
- b) After getting permission, I consulted the primary English teachers and informed about my research.
- c) Then, I distributed the questionnaire and explained each questions in Nepali medium and requested them to help by responding to the questions in the questionnaire.
- d) At last, I collected the questionnaire within 3 days from the date of distribution.

2.5 Limitations of the Study

The study had the following limitations:

- a) The study had been limited to primary schools situated in Udayapur district.
- b) The study had been limited to only 50 teachers who are teaching English at primary level.
- c) The study focused only on the perception of the teachers in syllabus and syllabus designing.
- d) The tools for primary data collection were only the questionnaire.

CHAPTER THREE

ANALYSIS, INTERPRETATION, AND PRESENTATION OF DATA

The analysis, interpretation and presentation of data collected have been given detail in this chapter. The data for this study were collected using a research tool, i.e. questionnaire. The collected data were both qualitative and quantitative in nature; qualitative data have been analyzed and interpreted descriptively in a narration and the quantitative data have been analyzed and interpreted using simple statistical tools, tables, charts and diagrams.

Altogether 34 questions were asked to the sampled teachers. Among them 13 questions were objective type and 11 were subjective type. The responses of the teachers on each item are analyzed and interpreted under the following headings.

3.1 General Understanding about Curriculum, Syllabus and Course of Study

To find out the general understanding of teachers about the term curriculum, syllabus and course of study, they were asked 1 set of questions (fill in the blanks). The correct responses obtain from the teachers are shown in the following table.

Table No. 1

General Understanding about Curriculum, Syllabus and Course of Study

Q.N.	Number of total answer	Number of correct answer	Percentage
a	50	33	66
b	50	25	50
c	50	27	54
d	50	36	72
e	50	19	38
f	50	15	30

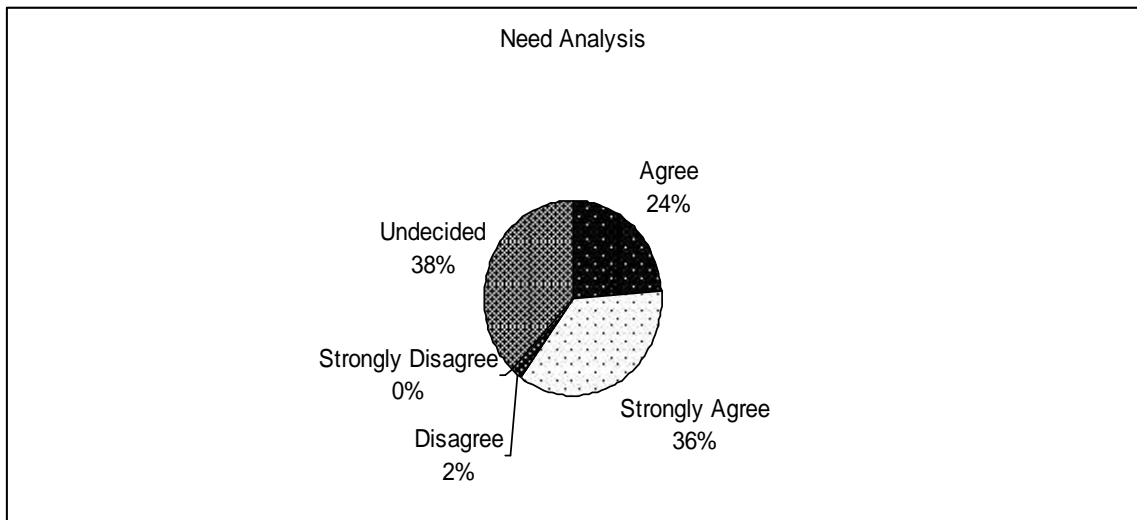
The given table shows that most of the teachers knew about curriculum but maximum teachers were in confusion in the use of the term syllabus and course of study. Other fifty percent teachers were not familiar with the use of the term curriculum, syllabus and course of study. It indicates that fifty percent teachers only use textbook and they do not know about syllabus.

3.2 Need Analysis

Actually, there should be need analysis before designing syllabus. I wanted to know the views of teachers about syllabus designing, especially need analysis before designing syllabus. For that, I asked to respond to the statement “There should be need analysis before designing syllabus”. The responses obtain from the teachers are presented below:

Figure No. 1

Need Analysis



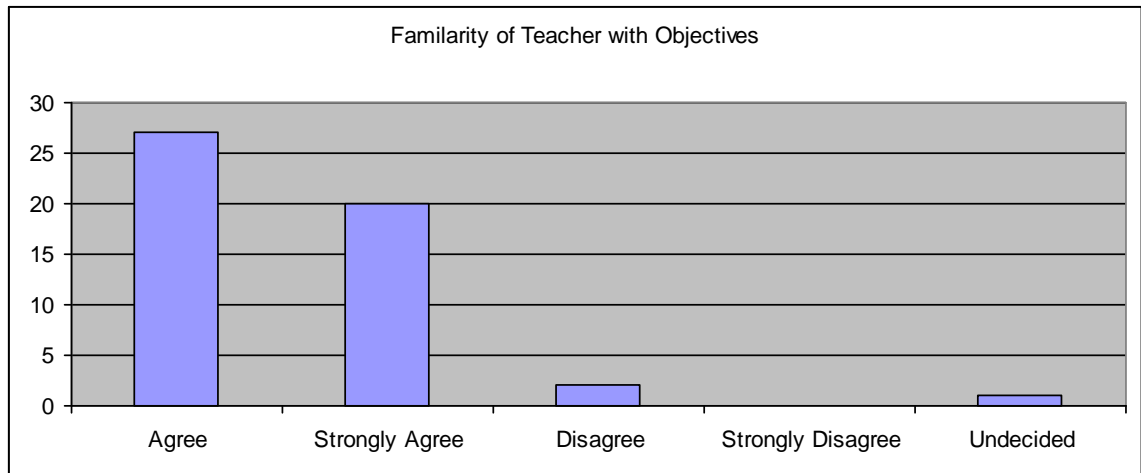
From the above pie chart, we come to know that 60 percent teachers agreed with the statement there should be need analysis before designing syllabus. Likewise, 38 percent teachers were undecided about the statement; it means they were unknown about syllabus designing.

3.3 Familiarity of Teachers with Objectives

The objectives of the syllabus are very important for those people who are involved in teaching and learning activities. Teacher must know about objectives otherwise teaching will not be successful. I, in this section, wanted to find out teachers familiarity with objectives. For that, I asked the statement “Teacher must be familiar with the objectives of the syllabus”. The responses of teachers are as follows:

Figure No. 2

Familiarity of Teacher with Objectives



From the above bar graph, we come to know that the majority of the teachers (i.e. 94%) agreed that teacher must know the objectives of the syllabus. And only six percent teachers were unknown about that statement.

3.4 Selection of Content

In this section, I wanted to find out the teachers view in the selection of content and I present the statement to react “the contents are selected according to the objectives”. The responses obtained from the teachers are shown in the following table:

Table No. 2

Selection of Content

Responses	No. of Teachers	Percentage
Agree	18	36
Strongly Agree	13	26
Disagree	0	0
Strongly Disagree	0	0
Undecided	19	38

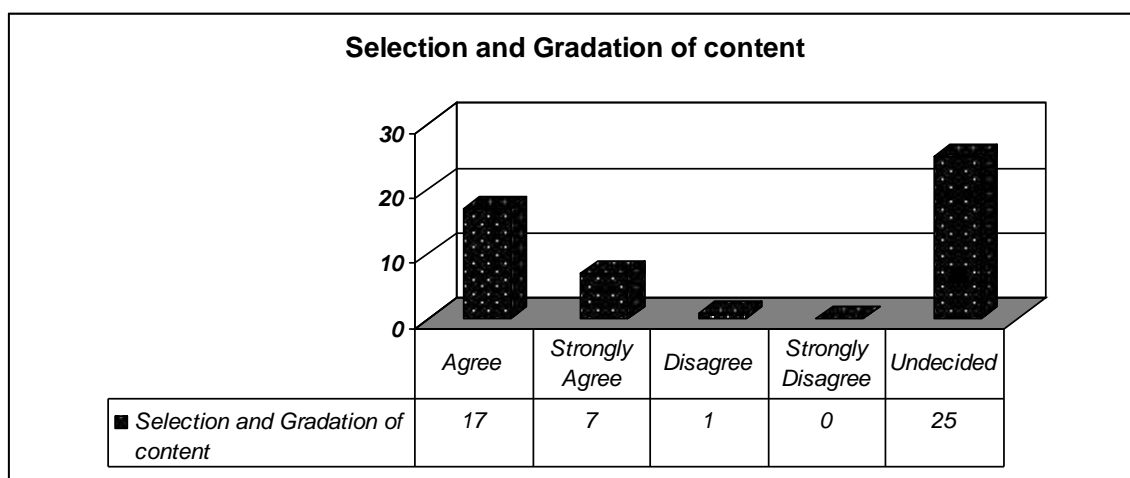
The given table shows that 36% of the teachers agreed that the contents are selected according to the objectives, 26% said 'strongly agree', 0% of teacher said 'disagree' and 'strongly disagree', and 38 % of teachers were undecided. It shows that 36 percent primary teachers do not know about syllabus and how it is constructed.

3.5 Selection and Gradation of Content

I asked to respond to the statement "Syllabus designing is essentially concerned with the selection and gradation of content", to find out the attitudes of teachers towards selection and gradation of content. The responses given by the teachers are shown in the following graph:

Figure No. 3

Selection and Gradation of Content



The given figure shows that among 50 teachers only 17 teachers agreed and 7 teachers strongly agreed. But 1 teacher disagreed and 25 teachers were undecided in this statement; "Syllabus designing is essentially concerned with the selection and gradation of content", it means they were not familiar with syllabus.

3.6 Method for Better Teaching

To find out the teachers attitude toward whether they need methods for better teaching or not, the teachers were asked to respond to the statement "Teachers need appropriate methods for better teaching". The responses obtained from the teachers are presented in the following table.

Table No. 3

Method for Better Teaching

Responses	No. of Teachers	Percentage
Agree	26	52
Strongly Agree	21	42
Disagree	1	2
Strongly Disagree	0	0
Undecided	2	4

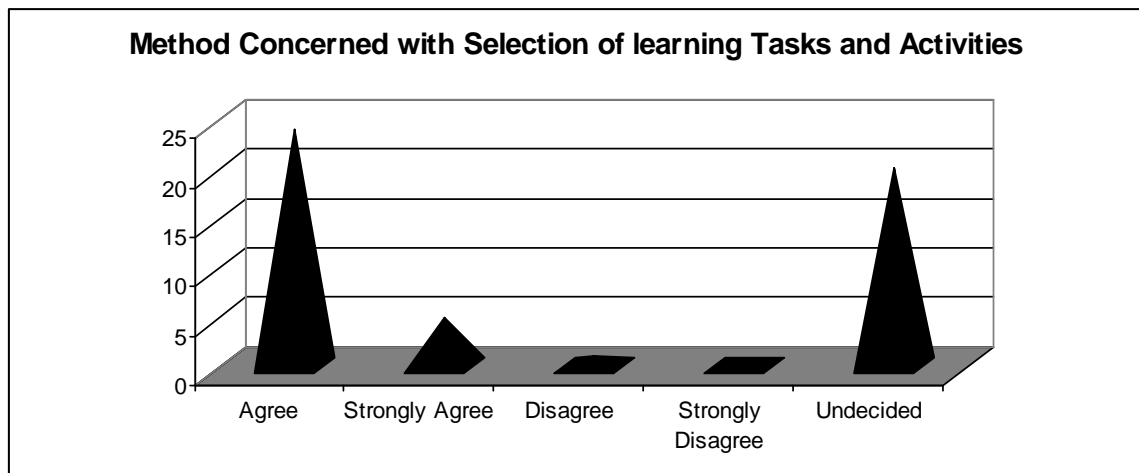
Given table shows that 52% teachers were agreed and 42% teachers were strongly agreed. It means, all teachers need appropriate method for better teaching and only 4% teachers were undecided with the teaching method.

3.7 Method Concerned with Selection of Learning Tasks and Activities

Teaching method means the way of learning, so in teaching learning activity, method plays vital role. To make successful teaching, better method is needed. Learners get information easily by the better method which the teacher used. In this section I wanted to collect the teachers view and asked to respond to the statement "Method is concerned with the selection of learning tasks and activities". The responses of teachers are shown in the following figure:

Figure No. 4

Method Concerned with Selection of Learning Task and Activities



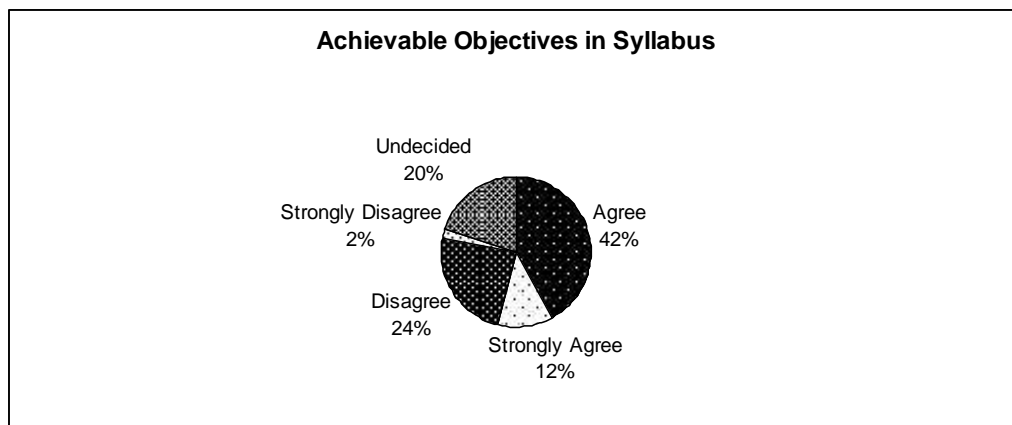
From the above figure we can easily say that maximum teachers were agreed (i.e. above 58%) and only few teachers (i.e. 40%) were undecided. It means many teachers know about teaching method but some teachers do not know.

3.8 Achievable Objectives in Syllabus

Objectives are necessary component of syllabus on the basis of which contents are selected and applied it into practical field by the teacher and student. So objectives should be achievable. Here, I wanted to find out the teachers view towards the objectives given in the primary syllabus. The teachers were asked to respond to the statement "The objectives specified in the syllabus which you are using, are achievable". The responses given by the teachers are presented in the following figure.

Figure No. 5

Achievable Objectives in Syllabus



Above figure shows that 42% teachers agreed and 12% teachers strongly agreed but 24% teachers disagreed with the objectives given in the primary syllabus. It means some teachers did not believe that objectives which are given in the syllabus and 20% teachers do not have idea means they do not use syllabus.

3.9 Time Allotted in the Syllabus

Time is also necessary element of syllabus which helps to fulfill the objectives. Here, I asked the teachers to respond to the statement "The time allotted in the syllabus you are using, is sufficient according to the content". The responses of teachers are given in the following table.

Table No. 4

Time Allotted in the Syllabus

Responses	No. of Teachers	Percentage
Agree	18	36
Strongly Agree	4	8
Disagree	16	32
Strongly Disagree	2	4
Undecided	10	20

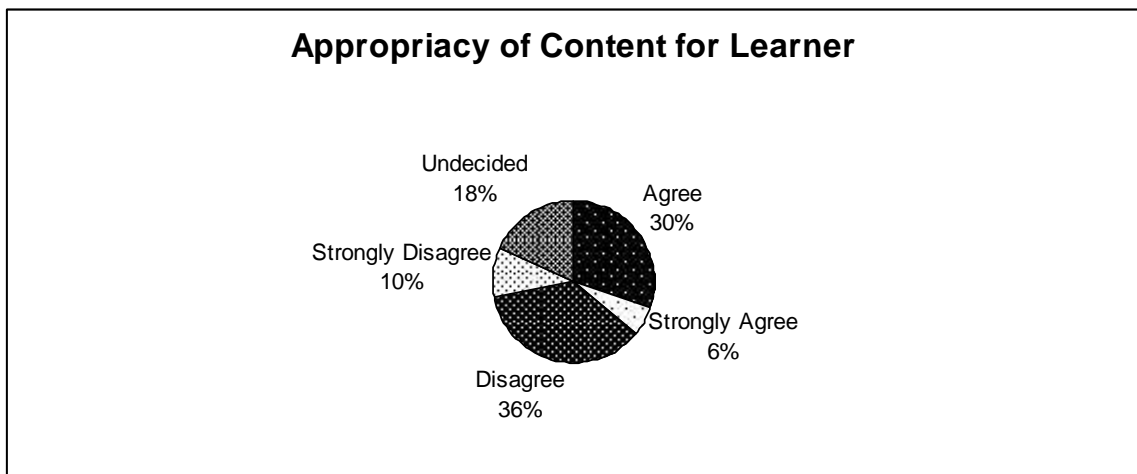
By the given table we can say that 36% teachers agreed and 8% strongly agreed but 32% teachers disagreed and 4% teachers strongly disagreed. It means some teachers are not satisfied with the time given in the syllabus and 20% teachers were undecided means they do not use syllabus.

3.10 Appropriateness of Content for Learner

Content should be appropriate for the learner otherwise teaching will not be successful. So, while making syllabus appropriate content should be selected. In this section I asked to respond to the teachers to the statement "The content in the syllabus you are using, is technically, physically and mentally appropriate for the learners". The responses obtained by the teachers are given following pie chart:

Figure No. 6

Appropriacy of Content for Learner



The above pie chart shows that the 36% teachers agreed with the content given in the syllabus and 46% teachers disagreed with that. Likewise, 18% teachers were undecided; it means they do not have idea.

3.11 Understandable Teaching Method for Learner

Teaching method plays vital role in the teaching learning activities, so method must be better and appropriate for the learner. Syllabus contains teaching method and that method must be appropriate for the learner. Here, I asked to the teacher to respond to the statement "The teaching methods presented in the syllabus you are using are easily understandable for the learners". The responses of teachers are shown in the following table.

Table No. 5

Understandable Teaching Method for Learner

Responses	No. of Teachers	Percentage
Agree	18	36
Strongly Agree	3	6
Disagree	17	34
Strongly Disagree	1	2
Undecided	11	22

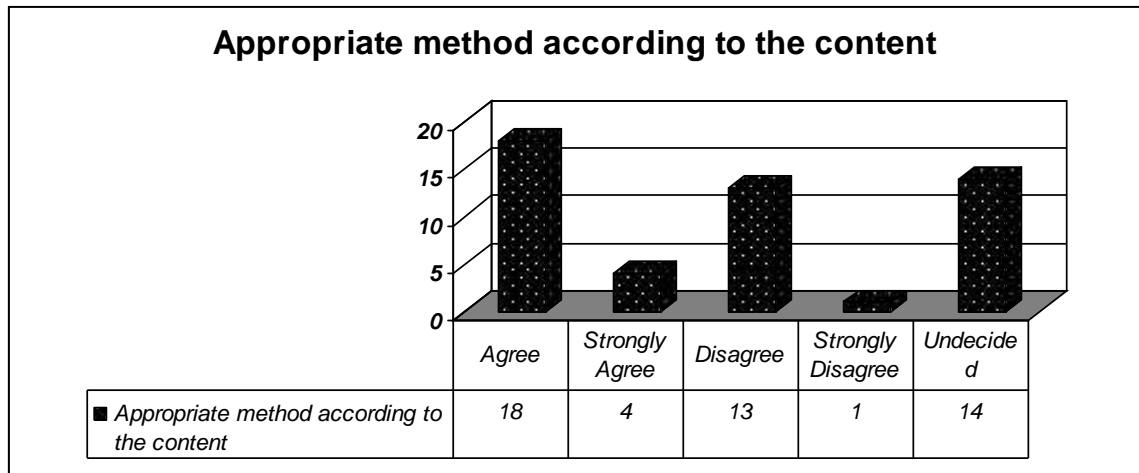
The given table shows that maximum (i.e. 42%) teachers agreed, some teachers (i.e. 22%) were undecided and only 36% teachers viewed 'disagree'. It indicates that 22% teachers do not use syllabus.

3.12 Appropriate Method According to the Content

Syllabus consists of teaching method, it means while designing syllabus, syllabus designer should prescribe the method according to the content. Method and content should be related. Here, the teachers were asked to respond to the statement "Method prescribed in the syllabus, you are using, are appropriate according to the content". The responses are presented in the following figure.

Figure No. 7

Appropriate Method According to the Content



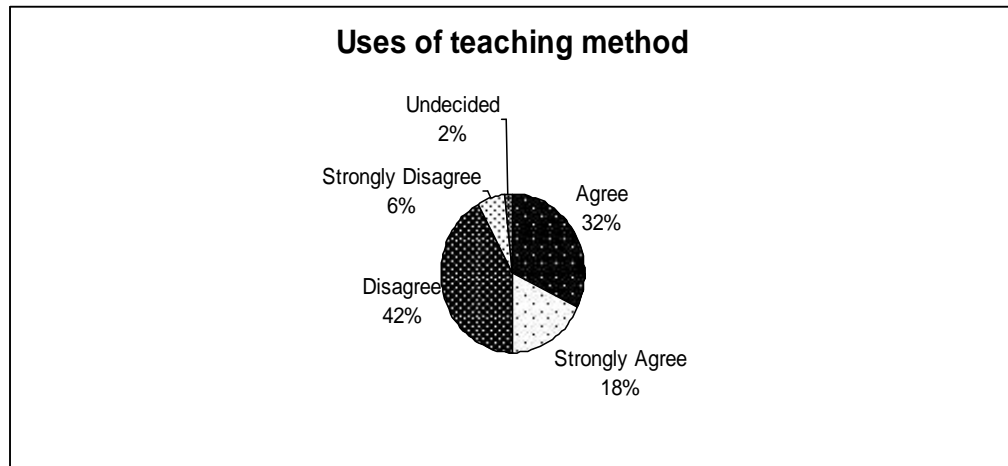
From the above figure we can say that 22 teachers had positive attitude and 14 teachers had negative attitude but 14 teachers had no idea about the given method in the syllabus.

3.13 Uses of Teaching Method

In the syllabus there are listed methods but it is not sure that these methods are applicable for all places and situations. So, to find out the current situation of syllabus and given method, the teachers were asked to respond to the statement "You are using teaching methods given in the syllabus". The responses of teachers are shown in the following figure.

Figure No. 8

Uses of Teaching Method



The above figure shows that the majority of the teachers (i.e. 50%) agreed that they use teaching method given in the syllabus and 48% teachers disagreed, it means they do not use syllabus and follow the syllabus.

3.14 Definition of Syllabus

Syllabus is important for those who are directly related to the teaching field. Teachers must use syllabus to make teaching effective but 'Are the teachers familiar with the syllabus?', 'Can they define syllabus?'. So, to find out the primary teachers ability and understand about syllabus, I asked to respond to the question "What do you understand by the term syllabus?"

The responses were different from each other because it can be answered in different ways. There were altogether 50 questionnaires among them some are blank; it means the teachers did not give answer. Except these, some teachers gave right answer, they know about syllabus but some teachers gave wrong answer, it means they think curriculum, syllabus and course of study are same. Maximum primary teachers are confused with the term curriculum, syllabus and course of study. They think all these three terms are same and they call it curriculum. These three terms are closely related but there is difference

between them but the primary teachers do not have idea, they only know textbook and use only textbook.

In conclusion, we can say that teaching without knowing curriculum and syllabus, it will not be effective. But in reality there are a lot of teachers who are unfamiliar with curriculum and syllabus.

3.15 Factors of Syllabus Designing

Syllabus is constructed by different factors. While designing syllabus we have to maintain some factors which are the essential factors of syllabus. Most of the time teachers and students use syllabus so they should know those factors. To find out the teachers view, I asked the question "what are the essential factors of syllabus design?"

Among 50 teachers, only few teachers answered objectives, content, method and evaluation are the essential factors of syllabus. But many other teachers answered other factors like; school, students, parents, teachers, etc. which are not factor, these are user of syllabus. Likewise some teachers answered factors of syllabus designing are learners' interest and age, environment, etc. but those are the things which should be considered while designing syllabus.

By those responses we can easily say that sixty percent primary teachers don't know the factors of syllabus. They do not have enough idea about syllabus and part of syllabus but they say "we use syllabus" and "syllabus is important for us".

3.16 Uses of Syllabus

Syllabus is useful for those people who are involved in teaching learning activities and they must be used. In the context of Nepal most of the primary teachers don't use syllabus. If someone asked 'Do you use syllabus?' they say without knowing syllabus 'surely we use syllabuses'.

Here, I asked the question "do you use syllabus? If yes, what do you use it for? Most of the despondences answered "yes" but they didn't answer the question of 'what do you use it for?' And only some teachers answered ' we use syllabus to get aims and objectives, methods and contents.

3.17 Values of Syllabus for Teacher

Surely, teachers are those who must be use syllabus. It means teachers are the main user among other. Syllabus gives many more information for teacher. Syllabus is framework by which teacher can work. So that to be a good teacher, teacher must use syllabus.

Here, I wanted to collect the view of teacher in 'values of syllabus for teacher' and asked the question "is syllabus valuable for teachers? If yes please give reasons" while responding this question, 90 percent teachers said 'yes' but only few teachers gave reason and they said syllabus is valuable for teacher because it helps for improving teaching learning activities. It gives the ideas to handle different kinds of activities which are related to subject matters.

3.18 Values of Syllabus for Learner

Syllabus is constructed for learners, so it is important for learners. But, how the primary teachers perceive about values of syllabus for learner, for that I asked the teachers "is syllabus valuable for learners? If yes please give reasons." Many teachers responded 'syllabus is valuable for learners' but they did not give reason. Only some teachers gave reason. They thought syllabus tells the students about the content that they have to read and syllabus also gives reference which can be consulted.

3.19 Involvement of Teacher and Learner in Syllabus Designing

Mainly, the teacher and learner are the user of the syllabus, so syllabus should be appropriate and fitness for the learner and teacher. But, how to design appropriate syllabus for the learner as well as teacher, to find out the perception

of the teachers I asked the question "Do you think teacher and learner should be involved in syllabus designing?"

Among fifty teachers, some teacher said that they should not be involved in syllabus designing because they don't know about syllabus designing. Without knowing they can't help. But some teacher said that they should be involved in syllabus designing because syllabus user must be involved in syllabus designing. They know the reality and applicability.

3.20 Consideration of Different Factors while Designing Syllabus

Designing syllabus is very difficult task, so while designing syllabus, designer should be considered different factors. Here, I asked the question to the primary teachers "what things should be considered while designing syllabus?"

Among fifty teachers, 90 percent teachers were unknown about syllabus designing, some teachers had wrong ideas and only few teachers said need analysis, selection of content, organization of content are the factors which should be considered while designing syllabus that is also inappropriate answer. No one said age, motivation, aptitude and previous learning are the factors which should be considered. It means, primary teachers do not have ideas about consideration factors of syllabus designing.

3.21 Role of Teacher in Syllabus Designing

While designing syllabus teacher's role will be important because syllabus is for learner and, only the teacher knows about learner. Before designing syllabus, designer should understand the learner, only then syllabus will be effective.

To find out the teacher's perception on that I asked the question "If you were involved in syllabus designing, what would be your role?" in this question many teachers said there is no chance to involve me in syllabus designing and

some teachers said "if I were involved in syllabus designing my role would be making appropriate syllabus by involving learners and teachers".

3.22 Relation Between Syllabus and Textbook

Syllabus and textbook are two different terms but if we compare syllabus and textbook and try to find out their relation, there is whole to part relationship. Syllabus is whole and textbook is part because on the basis of syllabus there can be many more textbooks. But how the primary teachers perceive it, for that I asked the question "Do you think syllabus is different from textbook? If so, how?"

Among the total informants, some said syllabus is different from textbook only and some said there is difference between them because syllabus contains objectives, methods, contents but textbook contains contents, chapters and exercises so that there is difference between them.

3.23 Suggestion for Better Syllabus Designing

In this section I asked to respond to the teachers to the question "Give your suggestions for better syllabus designing at primary level?" some teachers did not give answer means they do not have ideas about it and some teachers gave some suggestions which are listed below:

-) Students' needs, interests, feelings, emotions etc. should be considered in syllabus.
-) Learners' real life situation should be included in the content of a syllabus.
-) To find out the need and interest of the learner, there should be done survey.
-) While designing syllabus there must be involved both teacher and student.

3.24 Successful Implementation of Syllabus

To find out the teachers opinion in successful implementation of syllabus, I asked the question "What things play important role for successful implementation of the syllabus?"

The responses are vary, some teachers said syllabus should be appropriate for the learner and teacher, some other said there should be good environment means good political situation, economic status etc. likewise, some teacher said syllabus users mainly teacher must know about syllabus and teacher must know the importance of syllabus.

CHAPTER FOUR

FINDINGS, RECOMMENDATIONS AND PEDAGOGICAL IMPLICATION

On the basis of the analysis, interpretation and presentation of the collected data, the following findings and recommendations for pedagogical implications of the study have been drawn. They are presented in separate headings.

4.1 Findings

This section presents the findings of the research on the basis of the first hand data from the questionnaires. The major findings of the study are as bellows:

- i. Only 50 percent teachers knew about the term curriculum, syllabus and course of study.
- ii. The majority of the teachers (i.e. 60%) thought that there should be need analysis before designing syllabus.
- iii. Maximum teachers (i.e. 94%) believed that teacher must be familiar with the objectives of the syllabus.
- iv. The majority of the teachers (i.e. 60%) thought that the contents are selected according to the objectives.
- v. Fifty percent teachers were undecided about the syllabus designing whether it is selection and gradation of content or some other things.
- vi. Maximum teachers (i.e. 94%) believed that teachers need appropriate method for better teaching.
- vii. Forty percent teachers were unknown about the teaching method whether it is selection of learning task and activities or other things.

- viii. Some teachers (i.e. 26%) did not believe that the objectives specified in the syllabus which they were using, were achievable.
- ix. Thirty five percent teachers were not satisfied with the time allotted in the primary syllabus.
- x. Forty six percent teachers thought that the contents were not appropriate for the learners.
- xi. Forty eight percent teachers did not use teaching method given in the syllabus.
- xii. Eighty percent teachers could not answer the question about syllabus designing like factors of syllabus designing, consideration of syllabus designing, etc.
- xiii. All teachers said that teachers were not involved in syllabus designing.

4.2 Recommendations for Pedagogical Implication

On the basis of the findings of the study the following recommendations have been suggested for pedagogical implication:

- i. The study found that only fifty percent teachers knew about curriculum, syllabus and course of study and others were unknown so that being a teacher all teachers must know the terms curriculum, syllabus and course of study.
- ii. Eighty percent teachers were unknown about syllabus designing so they should have some idea about syllabus designing.
- iii. Forty six percent teachers said that contents given in the primary syllabus were inappropriate for the learners, so the syllabus designer must be careful while selecting contents.
- iv. Forty eight percent teachers didn't use teaching method given in the syllabus because those methods are not applicable for their learner, so the syllabus designer must be careful while selecting teaching methods.
- v. The teachers were not involved in syllabus designing. Teachers should be involved in syllabus designing because they are the people to implement the syllabus.

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Appendix – I

(Questionnaire for teachers)

Dear sir/madam,

This questionnaire is a research tools for collecting information for my research entitled “Perceptions of teachers towards syllabus designing at primary level” under the guidance of Dr. Anju Giri, Professor, Department of English Education, T.U. Kirtipur. The correct information provided by you will be of great help for completing my research.

Name of the teacher:

Name of the school:

Address:

Qualification:

Experience:

Choose the best answer from the bracket:

- a) is the cover term. (Curriculum, syllabus, course of study)
- b) is the specification of the content to be taught. (curriculum, syllabus, course of study)
- c) is not included in the syllabus. (references, contents, exercise)
- d) Over all planning of an educational program is (curriculum, syllabus, course of study)
- e) Syllabus is a part of (curriculum, textbook, course of study)
- f) The detail of the contents of a particular subject is (curriculum, syllabus, course of study)

Please tick where your opinion lies in the bracket:

S. N.	Questions	agree	Strongly agree	disagree	Strongly disagree	unde cided
1	There should be need analysis before designing syllabus.					
2	Teacher must be familiar with the objectives of the syllabus.					
3	The contents are selected according to the objectives.					
4	Syllabus designing is essentially concerned with the selection and grading of content.					
5	Teachers need appropriate methods for better teaching.					
6	Method is concerned with the selection of learning tasks and activities.					
7	The objectives specified in the syllabus which you are using, are achievable.					
8	The time allotted in the syllabus you are using, is sufficient according to the content.					
9	The content in the syllabus you are using, is technically, physically and mentally appropriate for the learners					
10	The teaching methods presented in the syllabus you are using are easily understandable for the learner.					
11	Methods prescribed in the syllabus you are using, are appropriate according to the content.					
12	You are using teaching methods given in the syllabus.					

13. What do you understand by the term 'syllabuses'?

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14. What are the essential factors of syllabus design?

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15. Do you use syllabus? If yes, what do you use it for?

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16. Is syllabus valuable for teachers? If yes please give reasons.

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17. Is syllabus valuable for learners? If yes please give reasons.

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18. Do you think teachers and learners should be involved in syllabus designing? Why?

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19. What things should be considered while designing syllabus?

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20. If you were involved in syllabus designing, what would be your role?

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21. Do you think, syllabus is different from textbook? If so how?

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22. Give your suggestions for better syllabus designing at primary level?

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23. What things play important role for successful implementation of the syllabus?

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Thank you for your response
Hukum Bdr. Thapa