

**GEOMETRICAL KNOWLEDGE PRACTICED IN TAMANG COMMUNITY**

**A  
THESIS  
BY  
BIPI LAMA**

**FOR THE PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER  
OF EDUCATION**

**SUBMITTED  
TO**

**DEPARTMENT OF MATHEMATICS EDUCATION  
CENTRAL DEPARTMENT OF EDUCATION  
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### Letter of Certificate

This is certify that Mr. Bipi Lama, a student of academic year 2070/2071 with Campus Roll No. 643, Thesis No. 1098, Exam Roll No. 280975(2071) and T. U. Registration No. 9-2-29-1554-2008 has completed his thesis under supervision during the period prescribed by the rules and regulations of Tribhuvan University, Nepal. The thesis entitled “**Geometrical knowledge Practiced in Tamang Community**” has been prepared based on the results of his investigation conducted during the period 2071-2072. I hereby recommend and forward that his thesis be submitted for the evaluation as the partial requirement to award the Degree of Master of Education.

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Entitled

**“Geometrical Knowledge Practiced in Tamang Community”**

has been approved in partial fulfillment of the requirements for the Degrees of Master of Education

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Date:

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## ABSTRACT

This study was conducted with the aim to document the 'Geometrical Knowledge Practiced in Tamang Community' is an ethnographic study. The purpose of this research was to explore ethno mathematical practices of geometry in Tamang community. Through this study I tried to find out the answer of two research questions and they were: "What are the measurement systems practiced in Tamang community?" and "What are the geometrical concepts embedded in Tamang community?" To get the answer of my questions, I chose Lurpung as my research field and select the 18 respondents purposively for the study. I used observation and interview as my data collection tools and tried to capture the real practices of Tamang people to sort out mathematical practices.

I found various mathematical practices in Tamang community, but due to time and other constraints, I focused on the mathematical practices related to measurement system, cultural dress, food, and artifact. I tried to see how these practices can be applied in teaching at the primary level. It also seeks how can we relate those practices in elementary school mathematics and how can we use those mathematical practices as teaching materials. It also encourages teachers and students to relate mathematics with student's culture.

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