

CAUSES OF LOW ACHIEVEMENT IN MATHEMATICS OF HARIJAN STUDENTS

A

THESIS

BY

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LETTER OF CERTIFICATE

This is certify that Mr. **Radhesh Harijan** a student of academic year 2073/075 with Campus Roll Number 360, Thesis Number 1574 Exam Roll Number 7328422 and T.U. Registration Number 9-2-306-36-2012 has completed this thesis for the period prescribed by the rules and regulations of Tribhuvan University, Kirtipur, Kathmandu, Nepal. This thesis entitled "**Causes of Low Achievement in Mathematics of Harijan Students**" has been prepared based on the results of his investigation. I recommend and forward this thesis be submitted for the evaluation as the partial requirement to award the degree of Master Education.

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(Head)

Date: 11th February, 2021

LETTER OF APPROVAL

This thesis entitled “**Causes of Low Achievement in Mathematics of Harijan Students**” has been approved in partial fulfillment of the requirements for the Master’s Degree in Mathematics Education.

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr.Radhesh Harijan has completed his M.Ed. thesis entitled "**Causes of Low Achievement in Mathematics of Harijan students**" under my supervision during the period prescribed by the rules and regulations of TribhuvanUniversity, Kirtipur, Kathmandu, Nepal. I recommend and forward his thesis to the Department of Mathematics Education for the final viva-voce.

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DEDICATION

This thesis dedicated my respected mother **Aarati Harijan**, father **Ghure Harijan**, wife **Usha Harijan** all my relative, family and friends who support me in every situation of my life.

DECLARATION

This thesis contains no material, which has been accepted for the award of other degree in any institution. To the best of my knowledge and belief this thesis contains no material previously published by any authors except due acknowledgement has been made.

.....

(Mr.Radhesh Harijan)

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.....

Mr.Radhesh Harijan

ABSTRACT

The purpose of the study was to explore the causes that brings low achievement in mathematics of Harijan students. The study is qualitative in nature. The researcher selected the sample size of Harijan students (Two girls and three boys) from ShreePiparahawa secondary school, Rupandehi, for the study. The children were selected on base of purpose sampling.

The researcher did in-depth interview and observation of all five children spending more than eight days to observe the students' behavior, activities and their actual difficulties in mathematics classroom. The students were interviewed to identify the learning difficulties, influencing factor and impact of home environment on mathematics. And interviews of their parents, mathematics teacher, people of Harijan community and head teacher were done to investigate about their study, difficulties in learning mathematics, and the cause of low achievement in mathematics. The researcher used Ogbu's Cultural Discontinuity Theory and Constructivism theory to analyze the collected data.

From this study the researcher found that, there is cultural discontinuity at school and home. There is discontinuity in learning environment at school and home, lack of interpersonal relation between teacher and Harijan students, low economic status, house workload, and high dominated group, misuse of mobile phone, irregularity in school are the vital factor affecting the achievement in mathematics of Harijan students. In other hand, there is big difference between practical knowledge at home and theoretical knowledge at school for Harijan students and also traditional and modern measurement system i.e. measure tools which they have used in school are not applicable in their homes and they cannot construct mathematical knowledge from their home environment. Thus, home environment do not support Harijan students in the mathematics learning.

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