

**PROBLEMS FACED BY THARU CHILDREN IN
MATHEMATICS CLASSROOM**

A

THESIS

BY

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DEGREE OF MASTER OF EDUCATION**

SUBMITTED TO

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CENTRAL DEPARTMENT OF EDUCATION

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(Assoc. Prof. Laxmi Narayan Yadav)

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has been approved in partial fulfillment of the requirements for the Degree of **Master**
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Date:- Nov, 2019



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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Prakash Pathak**, has completed his M.Ed. thesis entitled **“Problems Faced by Tharu Students in Mathematics Learning at Secondary Level”** under my supervision during the period prescribed by the rules and regulation of Tribhuvan University, Kirtipur, Kathmandu, Nepal. I recommend and forward his thesis to the Department of Mathematics Education to organize final viva-voce.

.....

Mr. Lok Nath Bhattarai

(Supervisor)

Date: Nov, 2019

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DECLARATION

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

.....
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Prakash Pathak

ABSTRACT

This study based on descriptive survey design related to problems faced by Tharu children in Mathematics classroom at secondary level. The objective of this was to identify and analyze the problem faced by Tharu children in mathematics classroom at secondary level. This research is both qualitative and quantitative in nature. Classroom observation forms, questionnaire to students were used to collect data. Besides these, unstructured interview of selected students, teachers and parents had also taken to analyze problem. Six schools were selected from rural and urban area of Chitwan district three from each strata respectively. From each school, fourteen Tharu students at secondary level including of seven boys and girls each, was taken for sample of this study. Related literature, theory and concepts which are relevant to this study has been reflected.

The finding of the study shows that there is cultural differences and discontinuity at school and home. There are linguistic problem at mathematics classroom. There is lack of interpersonal relation. There is no proper interaction between teacher and Tharu students at mathematics rooms. The Tharu students are dominated by teachers and non Tharu students. The poor economic status and home environment are not conducive for mathematics learning. Tharu students have no sufficient time for mathematics learning at home. This study also shows that the financial condition of Tharu community is not strong enough to send their children at school. Parents are illiterate and family size is large, which are also as indicator to create the problem for Tharu children in mathematics learning.

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