

**PERCEPTION TOWARDS INTERACTIVE APPROACHES OF TEACHING  
AND LEARNING MATHEMATICS AT SECONDARY LEVEL : A CASE  
STUDY IN KANCHANPUR DISTRICT**

**A  
THESIS  
BY  
PUSPA JOSHI**

**IN THE PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE MASTER'S DEGREE OF EDUCATION**

**SUBMITTED  
TO  
DEPARTMENT OF MATHEAMTICS EDUCATION  
CENTRAL DEPARTMNET OF EDUCATION  
UNIVERSITY CAMPUS, KIRTIPUR  
TRIBHUVANUNIVERSITY  
KATHMANDU, NEPAL**

**2016**



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### LETTER OF APPROVAL

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Entitled

**Perception towards Interactive Approaches of Teaching and Learning Mathematics at Secondary Level a case study in Kanchanpur District** has been approved in partial fulfillment of the requirement for the Master's Degree of Education.

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### LETTER OF CERTIFICATE

This is to certify that Mrs. Puspa Joshi, a student of academic year 2067/68 with campus Roll No. 1867, thesis no. 845 exam roll No. 281337 (2067) and T.U. registration No. 9-2-404-98-2005 has completed her thesis under my supervision during the period prescribed by the rules and regulations of Tribhuvan University, Nepal. The thesis entitled **Perception towards Interactive Approaches of Teaching and Learning Mathematics at Secondary Level: A case study in Kanchanpur District** has been prepared based on the results of her investigation conducted during the period of 2071-2072. I hereby recommend and forward that her thesis be submitted for the evaluation as the partial requirement to award the Degree of Master of Education.

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## ACKNOWLEDGEMENT

During the course of this study I have the privilege of coming into contact and receiving support from many people. Without their support, the study would not have been in this form.. A few words about each one of them are the least I can offer.

At first, I am extremely grateful and thankful to my respected and honorable supervisor as well as teacher Prof. Dr. Lekhnath Sharma, Department of Mathematics Education, T.U. Kirtipur, Kathmandu for supervising my work and for providing me the valuable guidelines, inspiration, suggestion and comments while preparing this study report.

I express my deepest gratitude to the members of Department of Mathematics Education, especially to Assot. Prof. Laxmi Narayan Yadav, Head Department of Mathematics Education, Prof. Dr. Hari Prasad Upadhyay Chairman Mathematics and Computer science education subject committee, Prof. Dr. Min Bahadur Shrestha, Mr. Abtar Subedi, Mr. Bed Prasad Dhakal, Mrs. Sarala Luitel, Mr. Loknath Bhattra Mr. Krishna Prasad Adhikari and all the teachers of mathematics education for their valuable co-operation and suggestions during the whole period of the study.

Finally, deep appreciation is felt for my Father Mr. Gajadhar Joshi, mother Mrs Pashupati Joshi, brothers Ramesh Joshi, Dinesh Joshi and Dipak Joshi, for invaluable contribution of my career and great patience and encouragement during my study. at last I would like to express my sincere gratitude to different Authors and researchers whose works are cited on the study.

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Mrs. Pusps Joshi

## ABSTRACT

A Study in Mahendranagar on “perception towards interactive approaches in teaching learning Mathematics at secondary level with the use of semi structured interview schedule and observation form was carried out to explore teachers and students perception on interactive approach.

Mathematics is important subject of school curriculum, but it is considered difficult subject for students. Even experienced teachers do not accordingly teach how students can learn. In context of teaching methods used in school interactive approach can play vital role to change perception of math as a difficult subject.

The major finding of this study are based on responses of teachers and students of selected schools of Kanchanpur district. From the study it was found that interactive approach is more effective to teach at secondary level to improve teaching learning environment. Even tough teachers face difficulty in interactive approach due to environment, their perception is good. Due to lack of teachers training about new concept, relation , there is problem to motivate students towards Mathematics learning.

In Kanchanpur district due to lack of interactive approach in classroom the teaching learning was not satisfactory. In most of the schools teachers were using lecture method and were focusing on passing examination. And for students Mathematics is hurdle to pass the exam. Lack of interaction among students, among teachers and students and fear factor among parents making Mathematics further difficult.

The teachers should be trained and training should be conducted on time to time to improve educational system and implement the interactive approach. The educational policy and formulation of curriculum of Mathematics should be revisited and revised.

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