

**RELEVANCE OF GIRL FACILITATION CLASS AT SECONDARY
LEVEL MATHEMATICS**

THESIS BY

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LETTER OF CERTIFICATE

This is to certify that **Rekha Joshi**, a student of academic year 2068/69 with campus Roll No. 1682/068, Exam Roll No. 281788, thesis Registered No. 1030 and T.U. Registration No. 9-2-327-494-2007 has completed this thesis under my supervision and guidance in the period prescribed by the rules of Tribhuvan university, Nepal. The thesis entitled “**Relevance of Girl Facilitation Class at Secondary Level Mathematics**” has been prepared for the partial fulfillment for the Degree of Master of Education in Mathematics. To the best of my knowledge, the study is original and carries useful information in the field of study. It is recommended and forwarded that this thesis be submitted for the evaluation to award the Degree of Master of Education.

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Relevance of Girl Facilitation class at Secondary Level Mathematics
has been approved in partial fulfillment of the requirements for the degree
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Abstract

The main objective of this study is to examine relevancy of girl facilitation class of Secondary Level. To obtain this objective, assessed the Pedagogy used by mathematics facilitators to facilitate GFC, explored the difficulties faced by teachers and students to conduct girls facilitation class and examined the possibilities of girl facilitation class. This research is qualitative in design. Classroom observation interview guidelines to students and facilitator as well as staff of FAYA Nepal's, focus group discussion with student were used to collect data. For quality standard: member checking and triangulation were used and also concerned the expertise.

On the basis of reviewed literatures and different concepts of theories, such as: cultural difference and discontinuity theory, Piaget's constructivism, Vygotsky's theory of constructivism help to analyze the collected information of the study.

It is found that the girl facilitation classes are relevant according as the situation of school environment, position of student in classroom learning and society. It can be said that facilitation classroom pedagogy used in this class was proper and relevant according as their class size, number of student and availability of material and also motivating power of facilitator was also appreciable. There is also linguistic problem at mathematics classroom but there is proper interaction between facilitator and students at mathematics classroom. It is also concluded that girl facilitation class is possible to apply in Nepal.

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Abbreviation

CERID	: Research Center for Educational Innovation and Development
COPE	: Complementary Opportunities for Primary Education
DFID	: Department of International Development
EFA	: Education for All
FAYA Nepal	: Forum for Awareness and Youth Activities Nepal
GEC	: Girl Education Challenge
GFC	: Girls Facilitation Class
GFD	: Focus Group Discussion
IS	: In School
NCTM	: National Council of Teachers of Mathematics
OOS	: Out of School
SESP	: Secondary Education Supporting Programme
SLC	: School Leaving Certificate
SSA	: School Sector Approach
STEM	: Supporting the Education of Marginalized Girls
SWAp	: Sector-Wise Approach
UKaid	: United Kingdom Aid
UNICEF	: United Nation Children's Funds