

MATHEMATICS TEACHING-LEARNER PRACTICES IN
GRAMIN NAMUNA SCHOOLS (A CASE STUDY)

A
THESIS

BY

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Recommendation Letter

This is to certify that Ramprasad Niroula a student of academic year 2063/64 with campus Roll No 227 Exam Roll No 2140270 and T.U. Regd. No 16677-91 has completed his thesis under my supervision for the period prescribed by the rule and regulation of Tribhuvan University, Nepal. The thesis entitled, “Mathematics Teaching-Learner Practices in Gramin Namuna Schools (A Case Study)” has been prepared based on the result of his investigation conducted during the period of 2015. I hereby recommend and forward that his thesis is submitted for the evaluation as the partial requirement award the degree of Master’s of Education.

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was submitted for the candidature of research degree to any writing.

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ABSTRACT

This thesis entitled Mathematics Teaching-Learner Practices in Gramin Namuna Schools (A Case Study) is intended to discover the learning of mathematics in the model school in Dhankuta district of Nepal. In specific, this study attempts to describe the learning environment for mathematics, to analyze to teacher's and students' activities in the classroom, to identify the instructional strategies promote for the mathematics, to investigate the additional support for low performers and to find out whether the school once announced Namuna is still meeting its criteria. This qualitative study is descriptive in nature. To complete this study Gramin Janta Higher secondary school, Namje was choosen. The respondents of the study were 30 students, their parents, mathematics teachers and head teacher of the same school. To collect the data, the researcher has spent two weeks in this school area and observed the classes, conducted interview with the related stake holders and studied the documents from school related to the study. The collected information /data were analyzed using the frame work and interpreted school.

Mathematics teaching-learning practices is not only depends upon the subject teacher, students parents and environment but also school education system and common practices on standard maintained book. In this Namuna School the student teacher ratio is 1:38. There are experienced head-teacher, qualified teachers and conscious parents. Teachers mainly use lecture cum practice method without lesson plane extra books for practice as well. There is a provision of extra classes for low performers. Parents involvement in learning is appreciable. Mathematics teachers provide more emphasizes to class work and homework. In spite of this well management, good physical facilities, pass percentage are decreasing condition.

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