

**PROBLEMS OF TEACHING AND LEARNING MATHEMATICS IN  
GEOMETRY AT GRADE-IX**

**A**

**THESIS**

**BY**

**SURENDRA PRASAD SAH**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION**

**SUBMITTED**

**TO**

**THE DEPARTMENT OF MATHEMATICS EDUCATION**

**CENTRAL DEPARTMENT OF EDUCATION**

**UNIVERSITY CAMPUS, KIRTIPUR**

**TRIBHUVAN UNIVERSITY**

**KATHMANDU, NEPAL**

**2016**



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**LETTER OF CERTIFICATE**

This is to certify that **Mr. Surendra Prasad Sah**, a student of the academic year 2069/2070 with the Campus Roll No. 1188, Exam Roll No. 281237 and T.U. Regd. No. 6-1-12-199-2005 and Thesis No. 1052 has completed his thesis under my supervision, during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. This thesis entitled “**Problems of Teaching and Learning Mathematics in Geometry at Grade IX**” embodies the result of his investigation conducting the period 2016 in the Department of Mathematics Education, University Campus, Kirtipur, Kathmandu. I recommend and forward that his thesis be submitted for the evaluation to award the Degree of Masters of Education.

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**LETTER OF APPROVAL**

**A**

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**By**

**Surendra Prasad Sah**

**Entitled**

**“Problems of Teaching and Learning Mathematics in Geometry at Grade IX”** has been approved in Partial Fulfillment for Requirements for the Degree of Master of Education.

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## ACKNOWLEDGEMENTS

First of all, I would like to express profound gratitude to my respected supervisor Dr. Baua Lal Sah, Department of Mathematics Education Central Department of Education, University Campus, Kirtipur, Kathmandu. His valuable and constructive suggestions, instruction and scholarly guidance have become the greatest property in this thesis, though I have not found any such word to express my deep gratitude to him for his kind help. So, I am heavily indebted towards him.

In addition, I would like to express gratitude to my respected teacher associate Prof. Laxmi Narayan Yadav, Head of Department of Mathematics Education, Prof. Dr. Hari Prasad Upadhyay, Mr. Krishna Prasad Adhikari, Mr. Abtar Subedi, Mr. Loknath Bhattraï, Mr. Bed Prasad Dhakal , Mr. Dipak Mainali, Dr. Bedraj Achrya of Department of Mathematics Education T.U., Kirtipur for their suggestion and inspiration in my study.

I would also like to thanks Mr. Ram Narayan Sah, Head- teacher and teachers Motilal Sah, Dev Narayan Yadav of Shree Rajaji Tulashi lal JonchheJanta Higher Secondary school for their kind co-operation and providing opportunities for collection of data. I want to give special thanks to Mr. Janak Basnet, Ishor Prasad Poudel and all my colleagues, for their help in my thesis writing.

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Surendra Prasad Sah

## **ABSTRACT**

This is a case study entitled "Problems of teaching and learning mathematics in geometry at Grade-IX". The purpose of this study was to identify the problems faced by teachers and students in teaching and learning geometry. The sample of this study are two mathematics teachers, five students, Head-teacher and five parents of Shree Rajaji Tulshi Lal Jonchhe Janta Higher secondary school Siswa-Belhi, Saptari district. For the theoretical supports Van Hiele's five level of geometrical thoughts also taken. After this the researcher made an interview with concerning the students, teachers, head teacher and parents then the collected data were analyzed by descriptive method.

From the study, the researcher found that the teaching-learning environment of home and school, pre-knowledge of students, learning activities seems to be exam oriented rather than practical oriented, poor evaluation techniques, lack of appropriate teaching methods and materials, student's weak pre-knowledge about geometry and poor geometrical lack ground, complex and larger syllabus in secondary level mathematics curriculum, careless of school administration and no-effective learning management related problems faced by teachers and students in teaching learning geometry.

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