

**STRATEGIES TO PROMOTE EQUITY IN SOCIO-CULTURALLY DIVERSE
MATHEMATICS CLASSROOM**

**A
THESIS
BY
TEJ BAHADUR KHANAL**

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

**SUBMITTED TO
DEPARTMENT OF MATHEMATICS EDUCATION
CENTRAL DEPARTMENT OF EDUCATION
UNIVERSITY CAMPUS, KIRTIPUR
TRIBHUVAN UNIVERSITY
KATHMANDU, NEPAL**

2019



त्रिभुवन विश्वविद्यालय
शिक्षा शास्त्र केन्द्रीय संकाय
गणित शिक्षा विभाग

TRIBHUVAN UNIVERSITY
CENTRAL DEPT. OF EDUCATION
DEPARTMENT OF MATHEMATICS EDUCATION

विश्वविद्यालय क्याम्पस
कीर्तिपुर, काठमाडौं, नेपाल
फोन नं.: ४३३१३३७

UNIVERSITY CAMPUS
Kirtipur, Kathmandu, Nepal
Tel. No: 4331337

पत्र संख्या:-
Ref.

मिति:.....
Date:

Recommendation for Acceptance

This is to certify that Mr. Tej Bahadur Khanal has completed his M. Ed. thesis entitled "**Strategies to Promote Equity in Socio-Culturally Diverse Mathematics Classroom**" under my supervision during the period prescribed the rules and regulations of Tribhuvan University, Kirtipur, Kathmandu, Nepal. I recommend and forward his thesis to the Department of Mathematics Education to organize final viva-voice.

.....

Assoc. Prof. Dr. Bed Raj Acharya

(Supervisor)

Date :

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 फोन नं.: ४३३१३३७
 UNIVERSITY CAMPUS
 Kirtipur, Kathmandu, Nepal
 Tel. No.: 4331337

पत्र संख्या:-
Ref.

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Date:

Letter of Approval

This thesis entitled “**Strategies to Promote Equity in Socio-Culturally Diverse Mathematics Classroom**” submitted by Tej Bahadur Khanal in partial fulfillment of the requirement for the Master's Degree in Education has been approved.

Viva Voice Committee

Signature

Assoc. Prof. Laxmi Narayan Yadav

.....

(Chairman)

Prof. Dr. Ramjee Prasad Pandit

.....

(External)

Assoc. Prof. Dr. Bed Raj Acharya

.....

(Supervisor)

Date



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फोन नं.: ४३३१३३७
UNIVERSITY CAMPUS
Kirtipur, Kathmandu, Nepal
Tel. No.: 4331337

पत्र संख्या:-
Ref.

मिति:.....
Date:

Letter of Certification

This is to certify to Tej Bahadur Khanal a student of academic year 2072 / 73 with campus Roll No. 179 Exam Roll No. 7228414, thesis number 1440 and T.U. Regd. No. 9-2-666-57-2012 has completed his thesis under supervision of Assoc. Prof. Dr. Bed Raj Acharya during the period prescribed by the rule and regulation of Tribhuvan University, Nepal. The thesis entitled “**Strategies to Promote Equity in Socio-Culturally Diverse Mathematics Classroom**” has been prepared based on results of his investigation. I, here by recommended and forward that his thesis be submitted for evaluation as the partial requirements to the degree of Master of Mathematics Education.

.....
Assoc. Prof. Laxmi Narayan Yadav
(Head)

Date:.....



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Defensed Date: June 2, 2019

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Dedication

Honestly dedicated

To

My parents

Om Bahadur Khanal and Bhagiratha Khanal

Declaration

This thesis contains no material which has been accepted 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.

Date:

.....

Tej Bahadur Khanal

Acknowledgement

First and foremost, I would like to plethora thanks to my respected supervisor, Associate Professor Dr. Bed Raj Acharya, Department of Mathematics Education, Tribhuvan University for his precious suggestions, guidelines, advises and encouragements during the completion of this research.

Secondly, I am highly obliged to Associate Professor, Laxmi Narayan Yadav, Head of Department of Mathematics Education, for managing such a co-operative environment. I would also like to thank Associate Professor Dr. Eka Ratna Acharya for his continuous guidelines since bachelor level from Janamaitri Multiple College. Moreover, I am very much indebted to the school family of Shree Mangal Higher Secondary School, Kirtipur, Kathmandu for their co-operation and providing opportunity to collection data.

Similarly, I would like to extend my heartfelt gratitude to my parents Mr. Om Bahadur Khanal and Mrs. Bhagiratha Khanal and respected brothers Lil Bahadur Khanal, Lal Bahadur Khanal and Laxman Khanal for their blessing motivation and inspiration to bring me in this stage of my academic tenure. I am beholden to all my friends especially Mr. Lilamani Paudel, Bikram Dhakal and Prakash Poudel for their co-operation and assistance in bringing this thesis work to completion.

Finally, I would like to express my gratitude to those who may have contributed to this study directly or indirectly.

May, 2019

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Tej Bahadur Khanal

Abstract

The major focus of this study was to carry out the strategies use by teachers to promote equity in socio-culturally diverse mathematics classroom. The objectives of this study were to find out the problems faced by teacher while managing equity in culturally diverse mathematics classroom and to explore the strategies used by teacher for the ‘promotion of equity’ in culturally diverse mathematics classroom. This study has addressed the research questions, why do teachers face obstacles while managing equity? And how and what strategies do adopt mathematics teachers for ‘promoting equity’? Qualitative with ethnography approach was the research design for this study. Classroom observation, semi-structured interview, documents analysis were the main tools of this research. The data were collected from Shree Mangal Higher Secondary School, Kirtipur. I used purposive sampling to select the participants for the study. The participants of this study were two mathematics educators, two mathematics teachers and four students from class seven and four students from class nine. Altogether twelve persons were there during the data collection.

From the analysis of data, it was found that teachers faced problems were; to select appropriate medium of instruction, poor achievement of students from basic level, limitation of time to complete full course, poor responsible of parents and school administrative team to arrange extra class and un-contextual curriculum.

Likewise, strategies that were used by teacher to promote equity were addressing individual differences, arranging co-operative learning, providing opportunities and motivating, connecting cultural phenomena with mathematical contents, making representative parents aware and responsible, creating proper environment of family as well as society, suggesting administrative team for manage extra class, following democratic behavior with all students and regular unit test, weekly test and terminal test for promotion of equity.

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