

**STRATEGIES USED BY MATHEMATICS TEACHER TO PROMOTE  
SOCIAL JUSTICE IN MATHEMATICS CLASSROOM**

**A  
THESIS  
BY  
PRAKASH POUDEL**

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

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

**2019**

त्रिभुवनविश्वविद्यालय  
शिक्षाशास्त्र केन्द्रीयसंकाय  
गणितशिक्षाविभाग  
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This is to certify to Prakash Paudel a student of academic year 2072 / 73 with campus Roll No. 127 Exam Roll No. 7228349, thesis number 1407 and T.U. Regd. No. 9-2-29-715-2012 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 Used by Mathematics Teacher to Promote Social Justice in 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.

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Assoc. Prof. Laxmi Narayan Yadav

Department of Head

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**Letter of Approval**

This thesis entitled "**Strategies Used by Mathematics Teacher to Promote Social Justice in Mathematics Classroom**" submitted by Mr. Prakash Poudel in partial fulfillment of the requirement for the Master's Degree in Education has been approved.

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**Recommendation for Acceptance**

This is to certify that Mr. Prakash Poudel has completed his M. Ed. thesis entitled "**Strategies Used by Mathematics Teacher to Promote Social Justice in 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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**Dedication**

Honestly dedicated

To

My parents

**Dhanya Pd. Paudel and PhalkumariPaudel**

### **Declaration**

This thesis contains no material which has been accepted for the award of other degree in any institutions. To the best of knowledge and belief this thesis contains no material previously published by any authors except due acknowledgement has been made.

Date:

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Prakash Poudel

### **Acknowledgement**

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May, 2019

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Prakash Poudel



### **Abstract**

The major focus of this study was the strategies used by mathematics teacher to promote the social justice in mathematics classroom. The main objectives of this research were to explore the strategies used by mathematics teacher to promote the social justice in mathematics classroom and to explore the challenges of the teachers in maintaining social justice in mathematics classroom. The research design of this study is qualitative with case study approach. The participants of this study were two mathematics teachers, four students from grade eight and three students from grade nine for interview and five students for focus group discussion from secondary level. Purposive sampling strategy was used to select the participants for my study. Classroom observation, focus group discussion and interview guidelines were the main tools of the study. The data were analyzed and interpreted by coding, theming and triangulation from collected data.

From the analysis of the data it was found that the strategies used by mathematics teachers to promote the social justice in mathematics classroom were: providing equal opportunity, individual treatment and providing extra time, loving and motivating students, using teaching materials and making classroom inclusive.

Likewise the main challenges faced by mathematics teachers in maintaining social justice in mathematics classroom were: different mental abilities students, the limitation or boundary of time, different family background of students, lack of interaction, unable to link mathematics with practical problems, unable to teach according to students mother tongue or lack of multilingual teachers and unable to choose appropriate teaching methods.

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**Appendices**