

**MATHEMATICS LEARNING PROBLEMS OF  
DISABLED STUDENTS**

**A  
THESIS  
BY**

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

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**CERTIFICATE**

This is to certify that **Mr. Gyanendra Kumar Yadav** student of academic year 2059/2061 with Campus Roll No. 779/059. Exam Roll No. 280590 (2061) and T.U. Registration No. 26306-93 has completed this thesis under my supervision during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. The thesis entitled “**Mathematics Learning Problems of Disabled Students**” has been prepared based on the results of this investigation conducted during the period of July 2008 to September, 2014 under the Department of Mathematics Education, University Campus, Tribhuvan University, Kirtipur, Kathmandu, I recommend and forward his thesis be submitted for evaluation as the partial requirements to award the degree of Master of Mathematics Education.

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**Letter of Approval**

Thesis

By

**Gyanendra Kumar Yadav**

Entitled

“**Mathematics Learning Problems of Disabled Students**” has been approved in Partial Fulfillment of the Requirements for the Degree of Master of Mathematics Education

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September, 2014

**Gyanendra Kumar Yadav**

**DEDICATION**

**To My Parents**

**Devnaryan Ray Yadav**

**and**

**Dhanmanti Devi**

**Whose continuous effort helped me to reach this stage of life.**

## ABSTRACT

This is a case study related to the difficulties and causes of difficulties in learning mathematics of Disabled students. The objectives of this study were to find the areas of difficulties in learning mathematics of the disabled Students and to find the causes of difficulties of disabled students in learning mathematics. This is a case study which is qualitative in nature. This study was conducted with the sample of disabled student of grade IV and V selected from the Shree Madanpur, Jamuniya, Binagra Higher Secondary School-Madanpur Sarlahi chosen purposively.

Face to face interview were taken with students, parents, mathematics teacher and Head teacher. The findings of this study have found on the basis of data analysis and interpretation of the result. Being based problems on mathematics learning of disabled students are related to instruction, methods, materials, pre-knowledge & students and activities of teachers and students. This report has been organized into five chapters. First chapter deals with the introduction, statement of problem, significance of the study, objectives of the study and limitation of the study. Second chapter consists of review of the related literature , theoretical literature, scope/application of Bruner's Theory, implication for teaching disabled students and theoretical framework of the study. Chapter third deals with design of the study, selection of case respondents, tools for research, data collection procedure and data analysis & interpretation. The chapter four deals with analysis and interpretation of collected data. The fifth chapter deals with summary of finding, conclusion and recommendation. At the end bibliography and appendices are incorporated.

The finding of this study shows that, there is the negative attitude and beliefs and less interest of disabled students on mathematics learning, also poor evaluation techniques are problems on mathematics learning. There is lack of interpersonal relation. There is no proper interaction between teacher and students. Due to the economic conditions, parent's illiteracy, language problem the students are not regular in school. The home environment and school environment are not supportive for mathematics learning. Disabled students receive the dominating behavior at school. They are discriminated by other students as well as teacher at school. Students have no sufficient time for mathematics learning at home. The study also shown that the financial conditions are not strong enough to send their children at school.

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