

GIRLS PARTICIPATION IN MATHEMATICS AT UNIVERSITY LEVEL

A

THESIS

BY

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LETTER OF CERTIFICATE

This is to certify Mrs. Indira Kapri Rupakheti, a student of academic year 2069-2070 B. S. with thesis number 1059, Exam Roll No. 281056 (2070), Campus Roll No. 1259 and T. U. Regd. No. 9-2-29-1636-2008 has completed her thesis under my supervision during the prescribed by the rules and regulations of T. U. Nepal. The thesis entitled “**Girls Participation in Mathematics at University Level**” embodies the result of her investigation conducted during the period of September 2015 to March 2017 at the Department of Mathematics Education, University Campus, Tribhuvan University, Kirtipur, Kathmandu. I recommend and forward that her thesis be submitted for the evaluation to award the Degree of Master of Education.

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LETTER OF APPROVAL**Thesis Submitted****By****Indira Kapri Rupakheti****Entitled**

“Girls Participation in Mathematics at University Level ” has been approved in partial fulfillment of the requirements of the Degree of Master of Education.

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ABSTRACT

This study focused on girls' participation in mathematics at university level. The objectives of this study were to identify to explore the causes of low participation in mathematics at University level and find out the socio-cultural dimensions influence the participation of girls in higher level mathematics education. In dealing with such objectives, I used qualitative research design and Auto- ethnography approach to explore the multiple realities through the methods of interview, observation and as a research tools. One government colleges (i.e. Mahendra Ratna Campus) was selected from Kathmandu district and five students from B.Ed and M.Ed were selected on the basis of purposive sampling. Two mathematics teachers were also selected as a sample of this study. The collected data were analyzed with the help of theories and related literatures. Cross match or triangulation was adopted to maintain quality standard of the study.

The study found that there is low girls participation at classroom. The girl's students have many difficulties in learning mathematics. Early marriage, Parental belief system, Public image of mathematics, traditional teaching learning activities and family's socioeconomic status and discrimination in classroom were the main causes of girls low participation in mathematics at University level. It has also concluded that mathematics teaching and learning ways from the schooling is not good. Existing school mathematics teaching learning practices seem failing to address social and cultural needs of the students.

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Figure: 2.1. Conceptual Framework

ACRONYMS

B.Ed = Bachelor in Education

CERID = Research Center for Education Innovation and Development

ICT = Information and Communication Technology

INGO= International Nongovernmental Organization

Prof = Professor

M .Ed = Master in Education

NGO= Nongovernmental Organization

S.N = Serial Number

SLC = School Leaving Certificate

T. U. = Tribhuvan University

USA = United States of America

USAD = United Stated Department of Education

EFA = Education For All