

**CAUSES OF DIFFICULTY FACED BY DALIT  
STUDENTS LEARNING IN MATHEMATICS**

**A  
THESIS  
BY  
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**FOR THE PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
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**TRIBHUVAN UNIVERSITY**  
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**CENTRAL DEPARTMENT OF EDUCATION**  
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**Letter of Certificate**

This is to certify that **Manorama Kumari Chaudhary**, a student of academic year 2065/2066 with campus Roll No. 1295, Thesis no.1049, Exam Roll No. 281165 (2066) and T.U. Reg. No. 9-2-238-126-2002 has completed her thesis under my supervision during the period prescribed by the rules and regulations of the Tribhuvan University, Nepal. The thesis entitled **“Causes of Difficulties Faced by Dalit Students Learning in Mathematics”** has been prepared based on the result of her investigation conducted during the period prescribed by the Department of Mathematics Education, Tribhuvan University, University Campus, Kirtipur, Kathamandu. I hereby recommend and forward that her thesis is to be submitted for the evaluation as the partial requirement to award the degree of Master of Education.

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**Entitled**

**Causes of Difficulty Faced by Dalit Students Learning in Mathematics**

has been approved as the partial fulfillment of the requirement for the  
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## **ABSTRACT**

This study focuses on the causes of difficulty faced by Dalit students learning in mathematics. The objective of this study is to analyze the causes of learning difficulties faced by Dalit students in mathematics learning. This study is qualitative research and descriptive in nature. This is a case study where Dalit is case for this research. The researcher selected 5 Dalit students out of -19 Dalit students. These students were taken from Shree Bhrikuti Ma. Vi. Kanchanrup - 9, Saptari. For this study the children were selected by purposive sampling methods. Mathematics teacher, head-teacher and parents of the sample students were selected as respondents to the researcher's convenience. The primary data were obtained by observation and interview with student, Mathematics Teacher, Head Teacher and parents of respondents and secondary data were obtained by school record files, attendance register etc.

The researcher did interview and observation of all five students spending more than ten days to observe the students behaviors or activities and their actual causes of difficulties in mathematics classroom. The students were interviewed to analyze the causes of learning difficulties and impact of home environments on mathematics and interviewed of their parents, mathematics teachers and head master were done to investigate about their study and causes of difficulties learning in mathematics. The researcher used John V. Ogbu's Theory of "Cultural Difference and Continuity Theories" to interpret the information and to get the conclusion. The researcher used Cross-matching or data triangulation method to analyze the collected data from classroom observation and interview with students, Parents, Mathematics Teacher and Head Teacher.

For this study the researcher found that there is cultural discontinuity at school and home. There is discontinuity in language, home environment, Parent's education, economic status and learning opportunity at home, irregularity in the school, interpersonal relation between teacher and Dalit student, lack of believe and support, lack of parental involvement in school, gender discrimination are major difficulties in mathematics learning of Dalit students.

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## **ABBREVIATION**

FOE– Faculty of Education

MOE – Ministry of Education

T. U. – Tribhuvan University