

**PROBLEMS FACED BY NEWAR CHILDREN IN LEARNING
MATHEMATICS**

AT PRIMARY LEVEL

A

THESIS

BY

MAHENDRA LAL SHRESTHA

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

SUBMITTED

TO

DEPARTMENT OF MATHEMATICS EDUCATION

CENTRAL DEPARTMENT OF EDUCATION

UNIVERSITY CAMPUS

TRIBHUVAN UNIVERSITY

KIRTIPUR, KATHMANDU

2016

Letter of Certificate

This is to certify that Mr. Mahendra Lal Shrestha, a student of academic year 2069/2070 with exam Roll No. 281103/2070, Campus Roll No. 1465/2069, and T.U. Regd. No. 64989-88 and thesis no. 1095 has completed his thesis under my supervision, during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. The thesis entitled "**Problems Faced by Newar Children in Learning Mathematics at Primary Level**" embodies the result of his investigation conducting the period of 2016 at the Department of Mathematics Education, University Campus, Kirtipur, Kathmandu. I hereby, recommend and forward that his thesis be submitted for the evaluation as partial requirement to award the Degree of Master of Education.

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(Asso. Prof. Dr. Bed Raj Acharya)

Supervisor

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Head

Date:

Letter of Approval

A

Thesis

By

Mahendra Lal Shrestha

"Problems faced by Newar children in learning Mathematics at Primary level" has been approved in partial fulfillment of the requirements for the Degree of Master of Education.

Committee of Viva-Voce

Signature

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DEDICATION

Dedicated

To

My respected parents, Bedh Narayan Shrestha and Sitali Shrestha who have devoted their entire life to uplift and enlighten my life.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my thesis supervisor Ass. Prof. Dr. Bed Raj Acharya, Department of Mathematics Education for his guidance, encouragement and valuable advice. Without his inspiration and kind co-operation it would not have been possible to complete this thesis work in this form.

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.....

Mahendra Lal Shrestha

Abstract

This study is about “**Problems Faced By Newar Children in Learning Mathematics at Primary Level**”. This research is qualitative in design with an ethnographic approach. Classroom observation and interview with the students as well as teachers were used tools to collect data. Besides these, unstructured interview of selected students, teachers and parents were also used to analyze the problem.

On the basis of reviewed literature and different concepts of theories, such as cultural differences and discontinuity theory, constructivism and its different aspects were used as indicators to analyze the collected information of the study.

It was found that the home and the school environment of Newar students is not suitable for mathematics learning. There are linguistic problems in mathematics classroom. There is lack of interpersonal relations. In some of the places there is proper interaction but in some schools there is no proper interaction between teachers and Newar students in mathematics learning in classroom.

TABLE OF CONTENTS

<i>Letter of Certificate</i>	<i>i</i>
<i>Letter of approval</i>	<i>ii</i>
Dedication	iii
<i>Acknowledgement</i>	<i>iv</i>
<i>Abstract</i>	<i>v</i>
<i>Table of contents</i>	<i>vi-viii</i>
Chapters	
I. INTRODUCTION	1
Background of the Study	1
Problem Statement	5
Objective of the Study	5
Significance of the Study	5
Delimitation of the Study	6
Definition of terms used	7
II. REVIEW OF THE RELATED LITERATURE	8
Empirical Review	8
Theoretical Review	13

Constructivist theory	13
Conceptual Framework	14
III. METHODS AND PROCEDURES	17
Research Design	17
Selection of the study site	17
Sample	18
Sampling	18
Toolsof Data Collection	18
Participant observation	18
In-depth interview	18
Quality Standard	19
Prolonged engagement and persistent observation in the field	19
Triangulation	19
Member checking	19
Data collection procedure	20
Analysis of Data	20
Research Ethics	21

IV. Analysis and Interpretation	22
Problems Faced by the students in the classroom	22
Classroom Observation	22
Student's Responses	33
Teacher's Responses	37
Parent's Responses	39
Factors Affecting Learning Mathematics of Newar Children	40
Mathematics anxiety	41
Lack of Prior Knowledge of students	42
Student's Labor in Learning Mathematics	44
V. Finding, Conclusion and Implication	46
Findings	46
Conclusion	47
Implication	47
Reference	49
Appendices	51