

**ADVERSITIES IN TEACHING LEARNING MATHEMATICS IN CULTURAL  
DIVERSE CLASSROOM**

**A**

**THESIS**

**BY**

**KESHAV RAJ PANDEY**

**FOR THE PARTIAL FULFILLMENT OF REQUIREMENTS**

**FOR THE DEGREE OF MASTER OF EDUCATION**

**SUBMITTED TO**

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**CENTRAL DEPARTMENT OF EDUCATION**

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## Letter of Certificate

This is to certify that Mr. Keshav Raj Pandey, a student of academic year 2069/2070 with exam Roll No. 281082/2070, Campus Roll No. 196/2069, T. U. Regd. No 9-2-29-772-2008 and thesis no 1064 has completed his thesis under my supervision, during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. The thesis entitled "**Adversities in Teaching Learning Mathematics in Cultural Diverse Classroom**" embodies the result of his investigation conducting the period of 2015 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

.....

(Asso. Prof. Laxmi NarayanYadav)

Head

Date: .....

**TRIBHUVAN UNIVERSITY  
FACULTY OF EDUCATION  
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**Letter of Approval**

**A  
Thesis  
By**

**Keshav Raj Pandey**

"Adversities in Teaching Learning Mathematics in Cultural Diverse Classroom" 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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Asso. Prof. Dr. Bed Raj Acharya  
(Supervisor)

.....

Date: .....

## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

.....

Keshav Raj Pandey

## **DEDICATION**

**Dedicated**

**To**

**My respected parents, Govind Raj Pandey and Padama Devi Pandey who have  
devoted their entire life to uplift and enlighten my life.**

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January 2016

Keshav Raj Pandey

## **Abstract**

This study is about “**Adversities in Teaching Learning Mathematics in Cultural Diverse Classroom**”. Linguistic, ethnic and gender diversity is the realistic picture of Nepalese secondary mathematics classroom as Nepal is a ‘bawl of salad’ for more than 126 linguistic communities and more than 61 ethnic communities. The Mathematics teacher should therefore be aware of these diversities and adversities inside a classroom. Culturally diverse students regarding ethnicity, language and gender should be especially treated to guarantee the right to education. The main difficulty of the students from ethnic community, non-Nepali mother tongue and girl students are lack of guidance and sufficient time at home, problem to catch the pace of teachers, linguistic tone and internal fear or shyness. Taking cultural diversity as a boon, a teacher can make a classroom interesting, gender-friendly, culture-friendly and encourage them for better performance. A teacher can play a pivotal role to reduce discrimination and empower the students from ethnically, linguistically and gender minorities through the application by appropriate teaching methods and materials, teacher training, collaborative and group teaching, peer learning, constructive teaching learning, life like examples and knowledge of other culture etc. It is a qualitative ethnographic research design focused on the problems faced by the teachers and students in multicultural classroom. Fifteen participants were selected by using judgmental purposive sampling. The major tools of data collection were interview and classroom observation. The study site was Kathmandu district where we can find variety in language and culture.

## TABLE OF CONTENTS

<i>Declaration</i>	
<i>Letter of approval</i>	i
<i>Letter of Certificate</i>	ii
<b>Dedication</b>	iii
<i>Acknowledgement</i>	iv
<i>Abstract</i>	v
<i>Table of contents</i>	vi
<b>Chapter</b>	<b>Page No.</b>
<b>I.INTRODUCTION</b>	<b>1-6</b>
Background of the Study	1
Statement of the Problem	4
Objective of the Study	4
Significance of the Study	4
Delimitation of the Study	5
Definition of Key terms used	6
<b>II.REVIEW OF LITERATURE</b>	<b>7-18</b>
Empirical Review	7
Theoretical Literature	11
Filling the Gap	16
Conceptual Framework	17



<b>III.METHODS AND PROCESS</b>	<b>19-22</b>
Research Design	19
Study Site	19
Selection of Participants	20
Tools	20
Data Collection Procedure	21
Data Analysis and Interpretation	21
<b>IV. Data Analysis and Interpretation</b>	<b>23- 46</b>
Teaching learning practices in culturally diverse classroom: Teachers’ and students’ perceptions and practices.	24
Teachers and Students’ view on language inside an ethnically diverse classroom	27
Teachers’ understanding on culturally diverse classroom/ classroom culture	30
Strategies and techniques applied in teaching mathematics in culturally diverse classroom	32
Students encouragement and motivation in Multi-cultural classroom	33
Obstacles and difficulties in teaching in Multi-ethnic classroom	36
Mathematics practices and homework activities among diverse students	38
Gender diversity in multicultural classroom	43
<b>V. Finding, Conclusion and Implication</b>	<b>47-55</b>
<b>FINDINGS</b>	<b>49</b>

<b>CONCLUSION</b>	51
<b>IMPLICATION</b>	53
<b>REFERENCE</b>	
<b>APPENDICES</b>	