

**DEMOCRATIC CLASSROOM PRACTICE IN MATHEMATICS
TEACHING AT PRIMARY LEVEL IN MYAGDI DISTRICT**

**A THESIS SUBMITTED
BY
MUKTI PRASAD SUBEDI
CAMPUS ROLL NO. 27/2061
T.U. REG. NO. 9-1-48-1125-97
EXAM ROLL NO. 480413**

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

**SUBMITTED TO

TRIBHUVAN UNIVERSITY
PRITHIVI NARAYAN CAMPUS
DEPARTMENT OF MATHEMATICS
FACULTY OF EDUCATION
POKHARA
MAY, 2011**

**TRIBHUVAN UNIVERSITY
PRITHIVI NARAYAN CAMPUS
DEPARTMENT OF MATHEMATICS
FACULTY OF EDUCATION
POKHARA, NEPAL**

Thesis Submitted

by

MUKTI PRASAD SUBEDI

Entitled

**“Democratic Classroom Practice in Teaching Mathematics at
Primary Level in Myagdi District”**

**has been approved in partial fulfillment of the requirement for the
Degree of Master of Education**

Committee for the viva-voce

Signature

Mr. Narendra Narayan Jha (Chairman)

Prof. Dr. Krishna Kumar Shrestha (External
Examiner)

Mr. Bishnu Bahadur Thapa (Supervisor)

Date :

TRIBHUVAN UNIVERSITY
PRITHVI NARAYAN CAMPUS
DEPARTMENT OF MATHEMATICS
POKHARA

ACCEPTANCE LETTER

This is to certify that Mr. Mukti Prasad Subedi a student of Academic Year 2061 to 2062 with Campus, Roll No. 27, Exam Roll No. 480413 and T.U. Registration No. 9-1-48-1125-97 has completed his thesis under my supervision for the period prescribed by the rules and regulations of Tribhuvan University, Nepal. The Thesis entitled “Democratic Classroom Practice in Teaching Mathematics at Primary Level in Myagdi District” has been prepared based on the results of this investigation conducted during the period of June 2010 to May 2011. I, hereby, recommend and forward that this thesis be submitted for the evaluation as the partial requirement to award the Degree of Master of Education.

Mr. Narendra Narayan Jha

Head

Department of Mathematics

Tribhuvan University

Prithvi Narayan Campus

Pokhara

Mr. Bishnu Bahadur Thapa

Supervisor

Department of Mathematics

Tribhuvan University

Prithvi Narayan Campus

Pokhara

ACKNOWLEDGEMENTS

I am heavily indebted to my respected supervisor Mr. Bishnu Bahadur Thapa, Lecturer, Department of Mathematics, Prithvi Narayan Campus, Pokhara. His valuable constructive suggestions, instruction and scholarly guidance have become the greatest property of this dissertation, without his constant supervision and intellectual guidance this would never have been appeared in this form. Though, I haven't found any such word to express my deep gratitude to him for his kind help.

At the same time I am very grateful to my respected teachers Mr. Narendra Narayan Jha, Krishna Kumar Shrestha, Loknath Adhikari, Bibhav Neupane, Gangadhar Poudel of the Department of Mathematics for their valuable comments and suggestions.

I am also very much indebted to the schools family of Annapurna Primary School Takam, Chandra Jyoti Primary School Khibang, Malika Primary School Darbang, Amar Jyoti Primary School Simalchour for their kind co-operation and providing opportunity for collection of data.

I must extend my heartily thank to Pushpa, Deepak, Durga, Parmeshwor, Ishwor, Pratap, CWIN, Central Library Kathmandu, Regional Library Pokhara, INSEC, New Era Stationary and Computer Service and other friends who help in completing the study.

Finally I wish to acknowledge my parents, brothers and sisters for the invaluable contribution of my career and great patience and encouragement during my study. Similarly, I express thanks to City Photo & Computer Service, Bagar for best printing and binding this thesis.

Mukti Prasad Subedi

ABSTRACT

This study focuses on classroom practices in primary schools in Myagdi District. In particular, this study attempts to examine the democratic approach in classroom practice in teaching mathematics at primary level through democratic indicators. It also seeks to find aspects of democratic classroom practice and its hindering factors. This is qualitative study related to the classroom life of student in schools. I used semi-structured face to face interviews with class teacher and students and classroom observation form to collect primary data from the four schools of Myagdi District. Among these, two schools are from rural area and two schools are from urban. Related literature, theories and concepts, which are relevant to this study, have been reflected.

Learning of mathematics depends upon active participation, creativity discovery and interaction, which are based on democratic classroom practice. Democracy has its own indicators like right of child, participation of child, interaction, facilitation and self-governance, equal opportunity and individual difference, democratic method of teaching and social activities.

This study shows that the aspects of democratic classroom practice are active participation, power sharing, fraternity, freedom, interaction and equal opportunities in teaching mathematics at primary level. Likewise factors, which are needed for the democratic classroom practice, are physical facilities, teaching materials, active participation of children, child centered teaching method, interaction and equality. It is found that the factors which hinders for making good democracy in classroom practice are lack of teaching materials and physical facilities, crowded class, lack of student-teacher-parent relationship, activities less curriculum, unknown about democratic teaching method and lack of supervision and inspection.

Education leads towards life and life, of course, demands democracy. If so, what harm is there having practice democracy in classroom? No harm rather benefits.

LIST OF ACRONYMS

BPEP	Basic and Primary Education Programme
CERID	Research Center for Educational Innovation and Development
CRC	Convention of the Rights of the Child
CWIN	Child Workers in Nepal Concerned Center
DUE	Danish University of Education
HLNEC	High Level National Education Commission
HW	Homework
NCED	National Center for Education Development
UNO	United Nations Organization

TABLE OF CONTENTS

CHAPTER	Page No.
1. INTRODUCTION	1-9
1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Rationale and Significance of the Study	6
1.4 Objectives of the Study	7
1.5 Operational Definitions, Assumption, Limitation and Delimitation	7
2. LITERATURE REVIEW	10-14
2.1 Reviewing the Related Literature of the Study	10
3. THEORETICAL CONSTRUCTION OF THE STUDY	15
4. RESEARCH METHODOLOGY	16-18
4.1 Design of the Study	16
4.2 Sampling	16
4.3 Tools	16
4.4 Data Collection Procedure	17
5. ANALYSIS OF DATA AND INTERPRETATION OF THE RESULT	19-40
5.1 Right of the Children	20
5.2 Participation of the Children	24
5.3 Interaction with Teacher and among Students	26
5.4 Facilitation and Self-Governance	28
5.5 Equal Opportunity and Individual Difference	30
5.6 Democratic Method of Teaching	32
5.7 Social Activities	35
5.8 Aspects of Democracy in Classroom Practice	37
5.9 Hindering Factors in Democracy in Classroom Practice	39
6. SUMMARY/CONCLUSIONS AND RECOMMENDATIONS	41-46
6.1 Summary of the Findings	41
6.2 Conclusion of the Study	43
6.3 Recommendations for Further Improvement	44
6.4 Recommendation for the Further Research	46

BIBLIOGRAPY

47-48

APPENDICES

49-53