

**A STUDY ON PERCEPTION AND PRACTICES  
OF SECONDARY LEVEL MATHEMATICS TEACHERS  
TOWARDS STUDENT-CENTERED TEACHING METHOD**

**A THESIS SUBMITTED  
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Thesis Submitted

By

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Entitled

**"A Study on Perception and Practices of Secondary Level  
Mathematics Teachers towards Student-Centered Teaching Method"**

has been approved in partial fulfillment of the requirements for the  
Degree of Master of Education.

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**CERTIFICATE**

This is to certify that Mr. Krishna Prasad Acharya, a student of academic year 2060/061 with campus Roll No. 14/060, Exam Roll No. 480647 and T.U. registration number 5396-84 has completed his thesis under my supervision, during the period prescribed by the rules and regulations of Tribhuvan University, Nepal. The thesis entitled "**A Study on Perception and Practices of Secondary Level Mathematics Teachers towards Student-Centered Teaching Method**" embodies the results of his investigation conducted during the period of March, 2011 to December, 2011 under the Department of Mathematics, Prithvi Narayan Campus, Tribhuvan University. I recommended and forward that his thesis be submitted for the evaluation for awarding the Degree of Master of Education.

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## **ABSTRACT**

This study has been carried out to find the "Perception and Practices of Secondary Level Mathematics Teachers towards Student-Centered Teaching Method". In particular, this study attempts to find the teachers' perception and practices on student centered teaching method in mathematics classroom. It also seeks to find the gaps between perception and practices of teachers on student centered teaching method. I used semi-structured interviews with mathematics teachers and class observation to collect primary data from ten secondary schools of Pokhara valley in Kaski district. Among them, five teachers are from public schools and five teachers are from private schools. The major finding of this study shows that the teachers' perception towards student centered teaching method is satisfactory but in practice they often used lecture method and traditional problem solving method.

This study has been organized into five chapters. First chapter deals with introduction of the topic in which, background of the study, statement of the problem, significance of the study, objectives, definition of the terms and limitations of the study were included. Chapter two deals about review of related literature. Chapter three deals about methodology, in which research design of the study, population of the study, sample, tools of the study, data collection procedure and data analysis procedure were included. Chapter four covered analysis and interpretation of teachers' responses and various sectors. And the last chapter presented summary, findings, conclusion and recommendations. References and appendices are presented in the final part of this study.

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## **ABBREVIATION**

AL	-	Active Learning
CFS	-	Child Friendly School
CERID	-	Research Center for Educational Innovation and Development
FRP	-	Formative Research Project
NESP	-	National Education System Plan
SCTM	-	Student Centered Teaching Method
UNESCO	-	United Nation Educational Scientific and Cultural Organization