CHAPTER ONE

INTRODUCTION

Language is learnt for the purpose of communication, and as an international language, English has a great communicating function. In Nepal, English is taught as a compulsory subject from grade one to bachelor level. Most of the studies show that English has been considered as a difficult subject in Nepal and students' achievement in English is poor. This is about the study of **Participation of Dalit Students in ELT Classroom Interaction**. There are numerous factors which make English difficult to learn such as socio-economic background of the learners, teachers and so on. One of them might be the nature of classroom interaction and the socio-economic backgrounds, educational background of parents are other important factors in classroom. Not only those but multi-culture, multi- language and so on also are the great issues in our education system. Similarly, 'low' and 'high' caste in our society is another issue in our country. The hindrances faced by them must be taken to consideration and alternative solutions must be delineated in this paper. Hence, the purpose of the present study was to find out what extent Dalit students participate in ELT classroom and find out the attitude of Dalit students towards learning the English language.

1.1 General Background

The very term 'language' is viewed to be a unique asset of human beings and it is also regarded as a human identity without which communication between homo-sapiens will be broken down. Highlighting the importance of the language, Hockett (as quoted in Paneru, (2000) says "Man does not live by bread alone, his necessity is communication by sounds, operating through the organs of speech and hearing among members of a given community and using vocal symbols possessing arbitrary conventional meanings." Another scholar Davies also has similar opinion of language. According to Davis, (1968)

Language is used everywhere for communication between person and individual thinking .It is acquired early in life as part of natural child development but we know how difficult it is to distinguish language from other aspects of communication or from other forms of thinking (p 59).

That's why; language is such a term in the present global context that no human being can be away from it and demands communication in every aspect of life. It refers to the specifically human capacity acquiring and using complex systems of communication.

Teaching and learning process of a language is a complex phenomenon. Learning is facilitated by teaching and better teaching is a symbol of effective learning. It may be affected by family background viz. parent's occupation, education, family structure, locality, ethnicity, economic condition, attitudes of students towards teacher and parental involvement in student's studies. Without finding out the effect of these factors in teaching and learning process, it will be the wastage of time, efforts and money. Thus, it is very much important to find out the effects of family background and economic condition on students English language achievement.

The first thing we do in language teaching is to identify the learners' family background and economic status, attitudes of learners towards the target language and target language teacher, his/ her linguistic background social background parents' occupation and aspirations. In a society, some of the people are from higher classes and some are from lower classes. Not only in Nepal, can this class division system be found in other western countries like the United States of America. The language used by the higher to the lower class might be different and always receive formal language (high variety) from them. By the influence of the inequality of social setting, language would

be different. The economic status of the people also influence in language use. If we look at the context of Nepal, people belong to higher economic status and receive high variety of language. In this context Bernstein, a great sociologist says that the children from lower working class are exposed to only restricted code but formal language is used in teaching learning activities at school. So, these children face difficulty in language. Educational failure is likely to be the result (Wardhaugh, 2000, p. 328)

In language, speech is a basic and primary skill which leads to the development of other skills viz. listening, reading and writing. Speech develops through interaction so it is inevitable for effective communication. Hence, it is the interaction through which learners acquire second language. Second language is well organized through formal learning in the classroom. Classroom interaction facilitates second language acquision. Ultimately, classroom interaction describes the form and the context of behavior or social interaction. In particular, it is the relationship between learners and teacher and learners themselves. A wide range of methods have been adopted to investigate the amount and the type of interaction. Thus, classroom interaction is a very important factor that determines the achievement of students in language which will determine their further learning.

Brown (2001, p. 48) suggests "interaction lies at the heart of communication." So, learners should participate in discourse for the development of spoken skill and critical thinking since they do not get enough practice just by talking to the instructor and very little by listening to the instructor. In this way, in interaction activities, students and teacher or students, themselves collaborate, negotiate the meaning to make output more comprehensible. Learners need practice in producing comprehensible output (Swin 1985) using all the language resources they have already acquired. There is a principle underlying current ELT practice that interaction pushes learners to produce more accurate and appropriate language, which itself provides input for other students. This is one

reason why pair work and group work have become common features of contemporary classroom.

1.1.1 History of ELT in Nepal

In Nepal, English was introduced at the school level education system in 1854. According to Awasthi, (1979) the history of the English language in Nepal goes back to seventeenth century, when King Pratap Malla ruled over Kathmandu. The role of king Prithvi Naryan Shah to suspect missionaries on supplying information to East-India Company as a business enterprise plays an important role to enrich the status of the English language. Likewise, during the Rana regime there was autocratic rule over Nepal, the prime and rich families hired Bengali or English tutors to teach their children. Regarding the English language development Rai, (2004) says:

> Mr. Ross and Mr. Canning were the first ELT teachers in Nepal who were brought from Britain. Later another Rana Prine Minister Bir Samsher Rana opened the door of English Education for public. In 1971 National Education System Plan (NESP) was implemented by Panchayat Regime in 1971. After implementation of NESP, English teaching and learning was expanded throughout the nation. English was prescribed from primary level to higher level as a core subject. After the reinstatement of democracy second time in the country, National Education Commission was formed in 1992. According to the report of the commission the nation expanded English Education better than previous plan (p: 215).

After the revolution of 1950 in Nepal, a drastic change occurred in the field of education because many educational institutions were established throughout

the whole kingdom and new plans in education such as National Education System Plan -2028 (NESP) was made. English had been taught as a compulsory subject since the establishment of Durbar school in Kathmandu introduction of the National Education System Plan (NESP) 2028. Different plans and policies were made to improve the educational status of the country such as: National Education System Plan- 2028, National Education Commission- 2047, etc. These all plans and policies were made to uplift the educational status of the country. Along with those plans the status of the English language was also given emphasis. Bhattarai, (2006) writes:

> English teaching situation is built upon different historical facts, and the way a nation responds to them largely, the decision on the questions which foreign language, what type of it and how much of it are decided by the political, historical as well as administrative stand points which the elitist academia hold (p. 12).

The present situation of English language is widely accepted as international language as well as a lingua franca. It has gained the status of the first language or mother languages. It is regarded as a foreign language in some other countries. The latest and most advanced discoveries and inventions in science and technology are being made in the universities located in the United States of America where the English language is means of scientific discourse. Thus, today English language is globalized and most widely used language in the world.

1.1.2 Classroom Interaction

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of two ways effect is essential in the concept of interaction, as opposed to a one way.

The classroom can be defined as a place where more than two people sit together for the purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his/her role in the classroom (Tsui 1995, p .1).

On the other hand, interaction is a kind of action which can occur as two or more objects have on effects upon one another. According to Ellis (1985), interaction consists of discourse jointly constructed by the learners and their inter locaters (p. 127). In the same way, Brown (2001) says interaction as:

> Students achieve facility in using a language when their attention is
>
> focused on conveying and receiving authentic messages. This is
>
> interaction. Interaction involves not just expression of one's own ideas,
>
> but comprehension of those of other. One listens to others; one responds
>
> (directly or indirectly) other listen and respond(p.165).

Learners can best learn a language by exchanging knowledge and experience either in a group or in pair. Interactive learning ensures the learner's interest and participation where all of them have equal chances to share their varied opinions without being instructed what they have to do by the teacher. Brown (2001, p. 177) argues that group work is a generic term conversing a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language.

Brown and Rodger (2010, p. 26) opine that learners and teachers meet in the classes in schools, multimedia labs, distance learning situation, one-to-one tutoring, on the job training, computer-based instruction and so on. In the classroom, a teacher plays different roles. Regarding teachers' role in the classroom, there are different roles discussed by different scholars. If we take a teacher as the one transmitting a message, then he or she can be seen as trying to communicate with the whole class, a group of students, or an individual

students at different points of the lesson. The class reacts to the teachers' action in different ways. They repeat something well, something badly, they give some answer correctly, and make mistakes with others, they follow the teacher's instructions with some activities, and fail to do demonstrating on apparent reaction. In the classroom we see the action and reaction between the teacher and the students.

Similarly, Brown (2001, p. 48) suggests 'interaction lies at the heart of communication'. So learners should participate in discourse for the development of spoken skill and critical thinking since they do not get enough practice just by talking to the instructor and very little by listening to the instructor. He also argues that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language.

Louise (2000) has written that the aim of manual has been to show how the teachers can respond to the needs of all students in order to raise the quality of education. Findings show both caste and gender dimension in school participation in which high caste children have more access to school as compared to Dalit students. Analyzing from gender perspective boys of both high caste and Dalit (93% and 58%) have more access than girls (63% and 26%) After careful implementation of those guidelines, the educational standards of students and their accessibility to schools will be increased.

In Gass and Selinkar, (2009) Gass puts it this way: interaction research "takes as its starting point the assumption that language learning is stimulated by communicative pressure and examines the relationship between communication and acquisition and the mechanisms (e.g. noticing, attention) that mediate between them"(p. 224).

In addition to this, Tsui (2001) defines interaction as the inter-relationship between input and output with no assumption of a liner cause and effect

relationship between the two (as cited in Carter and Nunan, p. 121). Interactive teaching activities emphases learning language by the collective efforts of the learners rather than being a spoon-fed by teacher. Putting it in another way, learners learn very little just by listening to the lectures more by involving in conversation. When they get engaged in a piece of discourse, their creation will be more effective and learn faster. Therefore, teaching learning activities should be conducted in an interactive way. A good interactive teaching-learning includes the following characteristics: A task or lesson which offers challenge to pupils something to think   about.

i.   A positive learning which has faster confidence and respect enabling learners to give and accept constructive criticism and see errors as stepping stones to success.

ii.   Teaching which addresses a variety of learning styles has high expectation and allows thinking time. Leadership, vision which anticipates the needs of teachers and pupils.

(http:/www.mape.org.UK/activities/ disclose/ resources/menu: html: 1 April 2011)

Harmer, (2007) suggests the elements for successful language learning: engine (E), study (S) and activate (A). All three ESA elements need to be present in most lessons or teaching sequences whatever the main focus of the lesson, students always need to be engaged in practice, study and activities should be designed to get students using language as freely and communicatively as they can.(51)

In teaching and learning situation, generally three levels of interaction techniques can be addressed as follow:

Students – Teachers Interaction

Students – Students Interaction

Students – Materials Interaction

1.1.2.1 Principles of Interaction Language Teaching

Teaching through interaction follows the principle of collaborative learning. The teacher designs the learning problems or tasks and assigns small groups of students to address the problems collaboratively. Students are typically instructed to reach a consensus on an issue or to create a group product. Therefore, interaction leads a second language learner towards survival in a new language and culture. The students need help with the styles to carry on interaction in real situation.

Teachers need the situation of new thinking and new techniques to keep a fresh and lively approach to their teaching, but without losing their grip on enduring truths of learning and teaching that have proved to be basic to effective language experiences. The teacher distinguishes between what is fundamental and what is expendable. The following principles of interactive language teaching can be taken as a milestone in a teaching learning situation.

Principle 1: The student is language learner

Principle 2: Language learning and teaching are shaped by students need and objectives in particular circumstances.

Principle 3: Language learning and teaching are based on normal uses of language with communication of meaning (in oral or written form) basic to all strategies and techniques.

Principle 4: Classroom relation reflects mutual liking and respect, allowing for both teacher and student in a non-threatening atmosphere of co-operative learning.

Principle 5: Basic to use of language and language knowledge and language control.

Principle 6: Development of language control proceeds through creativity, which is nurtured by interacting participatory activities.

Principle 7: Every possible medium and modality is used to aid learning.

Principle 8: Testing is an aid to learning.

Principle 9: Language learning is penetrating another culture; students learn to operate harmoniously within it or in contact with it.

Principle 10: The real world extends beyond the classroom walls; language learning takes place in and out of the classroom.

(Refined from (http: //www.agoralang.com).

From the given principles, we can infer that interactive teaching and learning language focus on students' need and interest with teacher among other students and with the text as well. It also enhances the creativity and self confidence of the learners.

1.1.3 Dalits

Dictionary meaning of Dalit is state of economic deprivation. However Dalit has been used as a caste, group of people, who are socially vulnerable economically deprived and politically excluded. Dalits are treated as "untouchable" since long ago. They are religiously descended, socially oppressed, economically exploited, politically suppressed and educationally deprived who may belong to different language and ethnic groups. As a whole, Dalits can be defined as those communities who, by virtue of caste discrimination and so called untouchability, one most backward in the social, economical, educational, political and religious spheres, and deprived of human dignity and social justice. Due to the reasons, Dalits have been lagging behind in socio-economic life. Moreover, the patrimonial society did not let them to grow in an equal footing. Consequently, they remained backward and far from

modern development initiatives. Some Dalit activities such as Mr. Padamalal Bishowkarma (Dalit Leader) prefer to use "untouchable" in the definition of Dalit (B.K. 2005, p. 25).

Sarkar, (2006) also agrees with the term and writes as:

Untouchability, in its basic sense it out an Indian phenomenon, and it has deeply penetrated into the social philosophy of the totalistic Indian life where the privileged sections of the stratified society enjoy the life at the menial and laborious jobs, work as scavengers and sweepers, removes of carcasses of dead animals in the villages and also as the carriers of night soil. Because of this the fate of the untouchables has become miserable and what is important to note that, it is being continued in one form or other through the ages. - - - - - - - - - in 1973 which included the scheduled Tribes together with all the down trodden, oppressed and so called trampled down underfoot communities who had been and are being exploited economically, politically and also on religious ground.

According to Rijal, (2001, p.19) the term 'Dalits' is used in Nepal to identify a vulnerable and poor group of people, who are dissertated on the basis of their caste. Some have strong resentment over the use of term 'Dalit' as it connotes derogation.

In Sarkar,(2006).Sumita Manna writes :

Dalit is not a caste but it stands as a symbol of change and revolution. They believe equality, liberty and humanism. They were materialistic

and rejected existence of God, and also the Karma (deed) Moksha,

salvation and punarjanma (rebirth).They did not accept the caste system.

So the Dalits are group of depressed, down-trodden and oppressed class.

They are not only exploited from economic standpoint, but also socially

and culturally. Even in extreme from they were treated worst than stray

animals without any faults of their (p.361)

Thus, they were prevented for accumulating wealth, which restricted their need to be bare existence. The absence of freedom of occupation, low earning, implicit restriction on needs, and stigma or menial labor destroyed the economy of the lower castes for socially outcaste, economically dependent, politically powerless and culturally backward.

1.1.3.1 Educational Situation of Dalits in Nepal

The term Dalit for the first time was used in India in 60's meaning as the group of further stratified Sudras who were considered as untouchable. The term has not been defined officially yet because the constitution of kingdom of Nepal (1990) declares that no one superior and inferior on the basis of their castes or the superiority and inferiority on the basis of caste, sex, religion etc. Such type of division is punishable. But in practice, societal structure of Nepal is based on four fold discrimination such as Bramin, Chhetry, Baishya and Sudra. Dalits or Sudras have been placed at the bottom of the Hindu caste hierarchy. Dalits have been provided traditionally lower occupations such as leather works, beating drums, tailoring etc. To define them in another way, they are the most marginalized, discriminated and improvised communities. They are fewer numbers. Dalits are badly affected by the so called higher castes.

Our country has diversity in culture and ethnicity. In terms of languages, economy, behavior, social adjustment that depends upon their parents'

education, occupation, family structure, martial adjustment, their locality, social environment, ethnicity and economic condition. These are the different problems of Nepalese children .In this regard Pant and Nepal (2003) write:

Nepalese children are facing various difficulties due to social beliefs persistence of poverty, gender and caste discrimination, illiteracy relation, socio and economic background of their parents to their development (p.296).

In Sarkar, (2006).Chattopadhya writes:

Many Indians contain continue to believe that others would be polluted by their touch, or even by their shadow. To avoid such "pollution" Dalits were segregated and denied access to many community facilities like schools, temples, wells, water tanks etc. to this day thousands of villages have a separate areas for Dalit houses(including houses built for them by government), separate wells for Dalits, classroom where Dalits children sit separately. (p. 3)

Similarly in Sarkar (2006).Mohan writes:

…there were many hurdles for Dalit education at that time in Andhra. They were: the caste Hindus objection for admission of Dalit into the schools, lack of motivation for learning among Dalit lack of interest of parents towards their children's education, difficulty in getting suitable teachers as caste Hindus refused to teach them, low socio-economic

status and lack of proper administration of schools in Dalit areas was

also an important constraints (p.149).

Different organizations such as UN, ILO etc. have been working against the inhuman treatment to Dalits in Nepal. The caste groups, according to the "Upechhit Utpidit Ra Dalit Barga Utthan Samiti" (quoted in IODRPP 2004), which are called Dalits are: Sunar, Lohar, Kami, Damai , Sarki, Badi, Chyme, Pode, Paswan , Dum, Mushar, Satar, Chammar, Khatwe, Kasai, Gaine, Koche, Dobhi, Tamta, Batar, Santal, Halkhor and Kushule. Similarly Dalit Bikas Samiti (2054 B.S.) has listed 23 ethnic cultural groups as Dalits of Nepal. Lohar, Sunar, Kami, Damai, Sarki, Badi, Gaine, Kasai, Kusule, Kuche, Chyane, Pode, Chamar, Dhobi, Paswan (Dushad) Tamta, Dom, Bantar, Musahar, Santhal, Satar and Halkhar. However, the list itself is confusing for two reasons as it seems that some groups are included in the list of Dalits without their acknowledgement cultural group like satar/santhal are also not treated as unfavourable (Dahal, 1996).

There are Newar Dalits also like Chyme, Pode and Kasai who don't identify themselves as Dalits. Generally, in hilly regions, only Pariyar (Damai, Darji, Suchcikar, Nagarchi, Hudko), Vishowokarma (kami, Lohar, Sunar, Tamatta), Sharki (Mijar, Charmakar Bhul) can be found (Koirala, et al. 2061 B.S.p.51).

Dalits are less educated in comparison to other caste groups. So, they rarely help each other in their problems. On the one hand, they are deprived of other so called higher class communities and on the other hand, they themselves are deprived of other Dalits. Dalits are a very few or rare in every sectors of Nepal. Education is the main factor of this problem. Therefore, we can guess that less number of Dalit children go to school for study and they have low English language proficiency in comparison to the children from the higher castes. According to the report (Integrated National Index of Governance, 2008) the representation of Dalits are not found in different sectors such as court, civil

society, leadership, political parties' leaderships etc. but in Constitutional Assembly, there were 49 Dalit representatives that is only 8.15% in aggregate among 602 representatives which was the highest participating Dalits in comparison to other sector.

If we look at the history of Dalit movement, we can find that different organization and commission have been formed but they are unable to work properly in favors of the target group 'Viswa Sarvajan Sangha' established by Sarvajit Vishwokarma in 2004 B.S. was the first organization in the history of Dalit movement even now (Koirala, et al, 2061B.S. p. 27). We can see different government and non-government institutions, which have been working in economic, educational, institutions which have been working in economic, educational, social and religious development of Dalits. 'Dalit NGO Federation can be taken as an example of non-governmental organization, which was established in 2054 B.S. and has been working to develop different aspects of Dalits. National and international donor agencies have been investing a huge amount of money and manpower in this field but they are also unable to reach in the target

In the context of Nepal, Dalit children are not encouraged to get education due to their different problems. The educational background, their socio-economic situation plays a vital role in their achievement in education. Because of their poor socio-economic condition, they are always neglected in their classroom activities. Being untouchable, they are neglected by their teachers and communities which are also the barriers to their education where so called high caste teachers do not want to interact with them comfortably and high class children also do not want to interact and participate in friendly environment in ELT classroom. Because of their occupation like blacksmiths, goldsmiths, tailors, shoemakers and street cleaners, leather works etc., they are counted as discriminated and hated in their classroom and society too. So, their poor socio-economic situation, educational background etc. which play vital role directly and indirectly for their achievement in ELT classroom.

A. Literacy Status of Dalits

The overall literacy rate of Dalit was 22.8 percent in the 1991 census. The male literary rate was 33.5 percent where as the female literacy was only 12.0 percent. The literacy rate of Hill Dalits was 27.0 percent compared only 11.0 percent of Terai Dalits. This total literacy rate of Dalits is almost 18 percentage point lower than the national average (39.6%) and almost 18 percentage point lower than that of the highest literacy of Marwadi (88.4%). The literacy rate among Terai Dalits is even worse only 11.0 percent, which is less by 29 percentage point than the national average and by almost 16 point than that of Hill Dalits 27%.

(Source: National Dalit Strategy Report Kathmandu, National Planning Commission, 2002)

B. Educational Attainment of Dalits

The census (1991) shows that the educational attainment of Dalits is considerably lower, that is only about 15 percent of the total Dalits. The educational attainment is even less than 1 percent for those who have attended the SLC and above. Among the Dalits, Hill Dalits have relatively better educational attainment of other Terai Dalits such as Khatwe, Chamar, Dusadu is very poor and that Musahar is almost none.

In various communities of so-called lower caste people there are examples of none of the children attends the school**s** (CWA and SC, 1997: 38) likewise, the literacy of Dalits by sex, ethnic groups and development regions shows that Hill Dalits of eastern and western development regions are better than other development regions. According to TEAM consult's report (1999), the untouchable has the lowest literacy rate (37%) and the tagadhari has the highest 62%). (Source: National Dalit Strategy Report Kathmandu, National Planning Commission, 2002)

1.1.3.2 The Educational Situation of Dalits in Tehrathum District

Tehrathum is located in a hilly region. There are Kiraties even of the population of Dalits in this district is lower; it is higher in comparison to other districts. The population of Dalits in this district is 10,581 among them 5,350 are female and 5,231 are male. We can find the representation of Dalits in all Village Development Committees of the district. Talking to matter of the children, there are 670 in primary level, 405 in lower secondary level and 217 in secondary level, 15 in higher secondary level 10 in diploma level and only 3 students in master's degree level. (Source: DAS, Tehrathum, 2004).]

1.2 Review of Related Literature

Each new task requires the knowledge of previous background and foundation that can help and direct to new horizon for finding out new things or facts. Different research studies have been carried out related to this area but no research has been done regarding the **Participation of Dalit students in ELT Classroom Interaction**. Some of the researches carried out in the Department of English on proficiency in English language Education related to this study are as follow:

Adhikari (2008) has also conducted a research on "Reading proficiency of bilingual and multilingual learners" to find out the reading proficiency of Bilingual and multilingual learners, he selected 50 students studying at grade 10 from different English medium school in Kaski district and the population selected was of 2 categories: Bilingual (Nepali first language and English learn at school) and multilingual (Gurung, Magar, Lama, Hindi, Nepali and English). He used random sampling procedure to find out the expected population. He concluded that the multilingual learners were found less proficient in reading comprehension than the bilingual ones.

Barooh (2007) conducted a research in Indian Scenario on "Role of English Language in social and economic upliftment of children of labor community".

She selected the children of labor community. She selected the children of tea-garden-labor which were considered as disadvantaged learners. The findings were very elaborate and were presented descriptively. Even to deal with them important points, the finding was the parents of the tea-garden-labor children (hence forth TGLC) were illiterate and come from poor economic condition, TGLC is accustomed with living in a closed society and most of the teachers to teach them are not from the TGL community. She found that the students from TGLC were not motivated properly towards learning English. However, all of them have agreed on the importance of English in their social mobility and upliftment.

Bhandari (2062) carried out a research on "Effect of Family Background on student's English language Achievement." He selected two hundred students of grade IX by using purposive sampling procedure from ten public schools of Kavre district to find out the effect of family background on students' English language achievement. He had used questionnaire and test item as tools for data collection. He concluded that the structure, leadership and occupation of parents have interrelationship with students' English language achievement.

Pokhrel (2008) has conducted a research on" Writing Proficiency of Students from different Ethinic Groups". In this study, altogether one hundred students were selected, twenty from five ethnic groups studying at public schools of Kathmandu district. He evaluated their writing from various angles: guided writing, mechanics of writing etc. as a whole, writing proficiency of Hill Brahmin students were found to be followed by (61.05%), Chettri (53.25%), Newar (51.47),Gurung (46%) and Tamang (33.8%).

Rawal (2006) conducted a research to find out the Role of input and interaction in learning the English language". It was concluded that the modified input and interaction are more effective than the textbook input and interaction in learning.

Sapkota (2008) has carried out a research entitled, "Role of social and economic status of marginalized group in developing English language proficiency." His objectives of the study were to find out the role of social and economic status of marginalized groups in developing the English language proficiency. He has found in his study by analyzing different variables that socio-economic condition of marginalized children has directly affected in the development of English language proficiency. Similarly, the findings show that the marginalized children in Kathmandu have some better degree of proficiency in the language in comparison to the proficiency of the marginalized children in Arghakhanchi district. Likewise, the study indicated the girls' proficiency in comparison to the boys' in the English language is higher.

Sthapit (2035B.S.) carried out a research on "Non-Academic Factors Affecting Qualitative Achievement among students." He concluded that student's achievement is affected by discipline, continuity and regular presence in the class. Family size has no effect on student's achievement.

Timsina(2006) has studied " A comparative study on Language proficiency of Dalit and Non-Dalit students in the English language." The objectives of his study were to find out the English language proficiency of Dalit and non-Dalit students. His findings on English proficiency of the students in the district show very low and unsatisfactory achievement. Dalit students have less proficiency in comparison to non-Dalit ones. In totality, the study concluded that Dalit students achieved 28.5% overall English proficiency where as non-Dalit students' achievement was 41%.

1.3 Objectives of the Study

The objectives of this study were as follows:

i. To find out the participation of Dalit students in ELT classroom interaction.
ii. To suggest some pedagogical implication.

1.4 Significance of the Study

The study attempts to find out the participation of Dalit students in classroom interaction. So, the findings of the study will be significant in the field of language teaching of the study areas. It will be significant to language students, teacher's methodologies and those who are involved in the field of English language teaching. It is also hoped that even the curriculum planners, examination experts, language trainer's textbook writer and course designers will be advantaged. Similarly, the students of psycholinguistics and sociolinguistics, instructors, etc. will be benefited from this study. Finally, this research will be equally useful for those who are directly or indirectly involved in the governmental and non-governmental organizations which have been working in the fields related to Dalit students.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology, adopted during the study time. I adopted the following methodology to obtain the objectives of this study.

2.1 Sources of Data

Both primary and secondary sources of data were used to achieve the objectives of this study.

2.1.1 Primary Sources of Data

The primary sources for this study were Dalit students of grade IX and X and English teachers teaching at secondary level in the selected schools of Tehrathum district.

2.1.2 Secondary Sources of Data

The secondary sources of data were the various related books, journals, articles, research works, reports, dictionaries and websites to collect more information for the study. The books such as: Hedge, (2003), Koirala, et al, 2061 B.S), Sarkar (2006), Ur.P. (1996), Wardhough, (2000),Yule, (1985)are widely used.

2.2 Population of the Study

The total sample population of this study was consisted of forty Dalit students and four English teachers of secondary level from four government schools of Tehrathum district.

2.3 Sampling Procedure

I selected forty Dalit students of grade IX and X and four English teachers by using judgmental or purposive sampling procedure. To find out Dalit students, I selected four schools which were, Singha Baihini H. Sec. School, Mahakali H. Sec. School, Balmakar Secondary School and Jana Jyoti H. Sec. School of Tehrathum district.

2.4 Tools for Data Collection

Two sets of questionnaires were used as the tools for data collection from both respondents, i.e. English teachers and Dalit students. I also used a checklist form for classroom observation.

2.5 Process of Data Collection

To collect data from the students and teachers, I developed two sets of questionnaires and a checklist form for class observation. Then, I visited the selected schools, took permission, established friendly relationship with the personalities related to this study and clarified the purpose of my visiting.

After establishing the friendly relationship with the selected respondents, I distributed the questionnaires to students and explained them briefly what they had to do. Then, I collected filled up questionnaires back from the respondents. Similarly, to collect the data from the teachers, I met them personally, explained the purpose to them and requested to fill in the questionnaires and took them back. For the purpose of class observation, I went to the selected four schools and observed eight classes. I observed participation and activities of Dalit students in ELT classroom and filled and recorded the checklist observation form.

2.6 Limitation of the Study

The proposed study had the following limitations:

i. The sample population was limited within only 40 Dalit students (boys/girls) who were studying at grade IX and X and four English teachers teaching at secondary level.

ii. Only four public schools of Tehrathum district were selected for data collection.

iii. It was limited within the participation of Dalit students in ELT classroom interaction.

iv. Research tools were limited within questionnaires, and checklist form.

v. The study was limited to English language classroom interaction.

vi. Only eight classes of four English teachers were observed.

CHAPTER THREE

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

I collected information about 'participation of Dalit students in ELT classroom interaction' to accomplish the goal of this study. In order to gather the required data, I used questionnaires and a checklist form. I have tabulated, described, analyzed and interpreted the information gathered from the students, teachers and my close observation descriptively using simple statistical tools like percentage, etc. in this chapter. I used quantitative approach to analyze the data.

3.1 The Reality of Dalit Students from My Field Visit

In my field visit, I concentrated only on English teachers, Dalit students and their observed classes from four government schools of Tehrathum district namely: Singha Baihini H. Sec. School, Mahakali H. Sec. School, Balmakar Secondary School and Jana Jyoti H. Sec. School. I mostly paid attention to the participation of Dalit students in ELT classroom interaction. I also observed teacher -student's interaction, students-students interaction, and teachers' responses to students and teachers' behaviors towards Dalit students. In my study, I found most of the parents and Dalit students have positive attitude or impression towards learning English language but they had low and passive participation in ELT classroom interaction. They played passive role in comparison to non-Dalit students in ELT classroom. I found them feeling shy, difficult, nervous and uneasy in ELT classroom interaction. The number of Dalit students were 10 in SA, 18 were in SB, 14 were in SC and 9 were in SD.

3.1.1 Classroom Interaction and Dalits' Participation in ELT Classroom

Classroom interaction is a kind of action which can occur in classroom as two or more objects have on effects upon one another. Learners can best learn a language by exchanging knowledge and experience either in a group or in pair.

Interactive learning ensures the learner's interest and participation where all of them have equal chances to share their varied opinions without being instructed what they have to do by the teacher. Louise (2000) has written that the aim of manual has been to show how the teachers can respond to the needs of all students in order to raise the quality of education. Findings show both case and gender dimension in school participation in which high caste children have more access to school as compared to Dalit students.

In my experience, during data collection time, I talked about interaction activities in ELT classroom and found few teachers give less priority and other used well in ELT classroom. I found low participation of Dalit students than non-Dalit students in ELT classroom interaction activities. Most of the activities were handled by non-Dalit students in classroom and Dalit students' participation was not satisfied in ELT classroom activities. From my class observation, I found most of Dalit students were passive and performed the roles very passively.

3.1.2 Perception of Dalit Students and Parents Towards Learning English Language

'If the spread of English continues at the current rate, by the year 2000, its non - native speakers will outnumber of native speakers (1983:3). Kachru's guess was absolutely right, but on a much greater scale than he might have supposed.

English language is a global language, has a great deal of academic discourse around the world takes place in English. The impact is not only in information exchange but also in travel, economy, life style, popular culture etc. Because of global language English language has great impact in our country too. We, Nepalese people think or have concept that if we understand or speak English language, we can get job or better job. It is the reality too in the present context in our country.

In my study, I found all parents of Dalit students want to see their children to learn English language well and have positive impression towards learning English language. Some parents have started to send their junior children to English medium school. They have thought that if their children are well in English, they can get job easily. In this way, not only parents of non-Dalit students have positive response towards learning English language but also Dalit parents have.

3.1.3 Problems of Dalit Students in ELT Classroom Interaction

Dalit children are not encouraged to get education. Inadequate scholarships to Dalit students and neglected by teachers and communities are the barriers to the education. Dalit children must put up with discrimination and untouchability even where free food is provided in some schools. High caste students and staff do not want to eat and drink together with them. Dalits are forbidden to practice certain Hindu rituals that Brahmins and Chhetri communities enjoy (National Dalit's Commission, 2005)

The NDC of Nepal aims to improve Dalits in every aspect of development and primarily proving or increasing educational opportunities and skill development will receive special attention. The programs mainly focus on life skill and appropriate information in education and rights issues. Deprived from educational opportunities, lack of employment, poverty and very low level of life style are some of the major problems that are faced by Dalit children which directly and indirectly affects to their education. Similarly, in my study and observation, I found them facing many problems in ELT classroom, like text books, school bags, uniform, fees, teachers, classroom management etc. that make them feeling inferiority, back warded, inequality in the classroom. In my study, most of Dalit students felt shy, difficult and uneasy to participate in ELT classroom activities. They did not like to interact or they did not involve in students-students interaction frankly. They took part hardly in classroom activities. Few students were found very intelligent and even more active than

non-Dalit students in school-B. It also found that environment has great role on education. One of Dalit parents said that society, school administration, teachers were the problems for their children to get education. From my class observation, I found most of Dalit students' problems were language problems, domination problems, teachers' problems, background of their parents and administration.

3.1.4 Dalit Students in ELT Classroom Interaction

The interaction approach accounts for learning through input, production of language and feedback that comes as a result of interaction. Gass (2003) puts it this way: interaction research "takes as its starting point the assumption that language learning in stimulated by communicative pressure and examples the relationship between communication and acquisition and the mechanism (e.g., noticing, attention) that mediate between them" (p. 224). Interaction involves a number of components including negotiation, recasts, and feedback. Negotiation provides the means for participants to respond appropriately to one another's utterance and to regain their places in a conversation after one or both have "slipped". In my classroom observation, I found very low number of Dalit students in ELT classroom. They were dominated by other non-Dalit students. Because of low and passive participation, their achievement was not satisfied in ELT classroom interaction.

3.2 The Information from Questionnaire

Being a researcher to ensure scientific quality and doing quantitativ research, I have analyzed the data obtained from the questionnaires by using quantitative approach. In ordered to find out about the participation of Dalit students in ELT classroom and activities that used by English teachers. I collected data fromDalit students and English teachers which have been presented systematically by using the following table:

Table No. 1

Questionnaires Information

S.N.	Asked Questions	Responses	%	Responses	%	Responses	%	Responses	%
1	Does your teacher motivate and encourage you to participate in ELT classroom?	Yes	32.5	No	67.5				
2	Does your teacher make ELT classroom interactive?	Yes	65	No	35				
3	Do you like your teacher?	Yes	55	No	45				
4	How do you feel in interactive classroom?	Happy/Enjoy	35	Hard/difficult	38	Sad/ afraid	11	Oppressed and depressed	16
5	What the problems that you face in interactive classroom?	Language/ classroom	30	Domination/ inequality	35	Teachers/ management	20		
6	Do you get equal opportunities to participate in interactive classroom?	Yes	32.5	No	67.5				
7	Do you perform your role equally to non-Dalit students?	Yes	44	No	56				
8	What is your parents' expectation from learning English language?	Good job/job holder	37.5	Good man	27.5	Social worker	15	others	20
9	What is your parents' perception and opinion towards	Positive	100						

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	learning English language?	response							
10	Does your teacher use interactive activities in ELT classroom?	Yes	58.5	No	41.5				
11	Who takes more time in ELT classroom?	Teachers	40	Dalits/non-Dailts	10	Teachers/ non-Dalits	50		
12	Who does play active role?	Dalits	20	Non-Dalits	80				
13	Is your ELT classroom interactive or passive?	interactive	57.5	Passive	42.5				
14	How often do you involve in interaction activities?	Always	30	Sometime	45	Never	25		
15	Do you want to take part or participate in group work, role play, etc.?	Yes	40	No	60				

The information obtained through questionnaires, I analyzed and interpreted systematically and descriptively in the following subsequent section from above table:

3.2.1 The Social, Educational and Economic Background of Dalit Students

In Sarkar. (2006). Ambedkar has rightly observed and writes:

> if you ask me, my ideal would be a society based on liberty, equality and fraternity……….unless you change your social order, you can achieve little by way of progress…………you can't build up a nation; you can't build up a morality. Anything that you build on the foundations of caste will crack and will never be a whole……………….untouchability is an indirect form of slavery………..it is enslavement without making the untouchables conscious of their enslavement.

Regarding the questions about their social, educational and economical status, many Dalit students were found with poor educational, economical and social background as follow in the table:

Table No. 2

Social, Economical and Educational Background of Dalit students

	Total Students	Number and Percentage of Students/Parents		
Educational Status	40	6or15% (Both not educated)	11 or 27.5% (Both educated)	23 or 57.5% (One educated)
Economical Status	40	4or 10% (Up to Rs.500per month)	13or32.5% (Up to Rs.100 per month)	23 or 57.5% (Up to Rs. 300 per month)
Parent's Occupation	40	20 or 50% (Agriculture)	6 or 15% (service)	14 or 35% (other)

The presented table shows that most of Dalit children have poor social, educational and economical status. There were only 6 (6 out of 40) or15% students' both parents were not educated and 11 (11 out of 40) or 27.5% students' both parents were educated. The highest number or 23 (23 out of 40) or 57.5% students' only one parent, mainly father was educated. Most of Dalit parents had very low economic income, low investment in their education and found their parents' occupation as shoe makers, tailors, agriculture, etc. Very less number, only 4 (4out of 40) 0r 10% students had spent up to Rs.500 per month for their education. Similarly, 13 (13 out of 40) or32.5% students could spent up to Rs.100 per month. There were 23 students (23 out of 40) students or 57.5% students spent up to Rs 300 per month. According to data, the high in number or 20 or 50% parents' occupation is agriculture and 6 or 15% parents' had services in different sectors. And rest or 35% parents worked in different fields like, tailoring, shoe making etc. It was also found that those students who were located around city area, their monthly income and educational investment or spent were higher than that of the students from rural area.

From the teacher's response, all teachers (T_1, T_2, T_3 and T_4) told that their economical status directly affects their learning of the English language. They all agreed at Dalit students had no text books, bags, uniform, fees etc. so, they were dropping out from the schools. They were also dominated by other non-Dalit students.

3.2.2 Perception and Expectation of Dalit Parents in Learning the English Language

English is a global language having a lot of positive aspects and responses. In my study all Dalit parents' expectation and perception is positive towards learning the English language. Regarding the question- what is your parents' perception, opinion and expectation? According to the above table (table no-1) the responses were; 37.5% parents' have to get good job, 27.5% have to be a good man, 15% social worker and the rest of them others, like teachers, fly

abroad etc. They always told to their children to learn English, so they could feel happy and proud. I found some parents have sent their children to learn the English language to English language institution in city area and their junior children to English medium school though they are economically poor. I found they have good impression and high expectations from the knowledge of English language.

3.2.3 Interest and Problems of Dalit Students in ELT Classroom Interaction

Different minds have different intelligent, having different interests. Most of my respondents said that their interest was to read the story books. Some Dalit children were also found being involved in outdoor activities and few were found having interest to work with their parents. According to my collected data 27 Dalit students (27 out of 40) or 67.5% Dalit students liked to read, 8 Dalit students (8 out of 40) or 20% Dalit students liked in outdoor activities and few students; only 5 Dalit students (5 out of 40) or 12.5% students liked to work with their parents at home and continue their parents' profession. In this way I found most of Dalit Students liked to read or participate in reading activities.

Although they have high interest to read or participate in ELT classroom interaction, their low socio, economic condition made them feel inferiority, shy, difficult and failure. There were 8 Dalits students (8 out of 40) or 20% Dalit students said that their teachers and management were the problems in ELT classroom. Similarly, 14 Dalit students (14 out of 40) or 35% have domination and inequality problems, 30% Dalit students have language and classroom problems and rest of them or 15% have their economical and social problems. According to them their teachers behaved unequally with them. According to them (S_{11}, S_{12}, S_{13}, S_{14} and S_{15}) their teacher (T2) asked questions to only talented and non-Dalit girls. They also said that he never spoke frankly with Dalit students. When I observed his two classes, I found him not asking to

Dalit and weak students. According to T_2 Dalit students were neglected and they did not want to uplift themselves. He said that they had many problems in the classroom. Similarly, T_3 said that they were depressed in the society and felt inferiority in classroom themselves that leads them towards passive participations in ELT classroom interaction. According to T_4 society has given their identity as 'untouchable' that makes them depressed, inferior, passive, etc. that create unfriendly environment in the classroom.

3.2.4 Teacher's Behaviour to Dalit Students in ELT Classroom Interaction

Teachers' behaviour is the act of teaching which is demonstrated by teacher in the classroom while teaching. Teacher behaviour is crucial for learning a language. Ryans (as cited in Naidu, 2009) defines teacher behaviour as "the behaviour, or activities, or persons they go about doing whatever is required of teachers, particularly those activities which are concerned with guidance or direction of the learning of others" (P.4). But in the present context teaching has become a difficult job. Most of the teachers follow the same old methods in the classroom and authority where students are not free while learning in the classroom.

In my study, when I asked the question- do you like your teacher's behaviour? Why or why not? The above table (Table no.1) shows negative responses because of his unequal behavior, no encouragement and motivation for participation for interactive activities; 18 students (out of 40) or 45% had negative response and 22 students (22 out of 40) or 55% students liked their teacher's behavior because of their strong command, motivation, explanation well etc. Students (S_6, S_9 and $S_{10)}$ did not like their teacher because they said that he never behaved Dalit students as he behaved non-Dalit students. Similarly, S9 added the point that he especially asked to non-Dalit girls. They also complained with me about his authoritative behaviour and never allowed them to participate in ELT classroom. They strongly complained with me about his poor management, poor motivation, no prompter, less participants, etc.

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Similarly, S_{20}, students (S_{21}, S_{24}, S_{25} and S_{27}) strongly liked their teacher because he explained the lesson well, motivate the students, gave feedback, provides resource etc.

According to Harmer (1986, 1991 and 2000) and Hedge (2010), the roles of a teacher in English classroom are as: controller, assessor, organizer, prompter, participants, resource, tutor, investigator, counselor, monitor, observer, informants, model etc, which are related with the role and behaviour of a teacher in ELT classroom. So, teacher is not a power of authority but a model who looks all children putting with equal eye power glass.

3.2.5 Concept of Interaction and Its Importance

Interaction is a kind of action which can occur between two or more people or learners. Learners can best learn a language by exchanging knowledge and experiences either in a group or in pair. Interactive learning ensures the learners interest and participation where all of them have equal chances to share their varied opinions without being instructed what they have to do by the teacher. From here, we can get the conclusion that interaction is a technique where all students have equal participation to share their ideas among the students and teachers and teacher-students, students-students and students-materials interaction can be held in ELT classroom. Teachers can manage different activities like group works, project works, collaboration, negotiation, demonstration, conversation etc. can be held where all students get equal opportunities to take part and get achievements in the class. T_2 strongly disagreed with interactive activities because shy students, weak students, neglected students and Dalit students never take advantages from such activities. He added that they were always back, passive and shw no active participation in ELT classroom. He again complained about Dalit students and told that they were inferior, depressed, oppressed etc. and then he questioned me how they could take benefits from interaction activities. I also agreed with some of his points but we never forget that 'Teacher is a model'. So, there are

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no any arguments on interactive activities which will not be beneficial for students but it depends upon the teacher how he/she applied in the classroom. If a teacher applies this technique in classroom, the teaching learning activities will be effective for long term.

3.2.6 Equal Opportunities to Interact in ELT Classroom

It was an issue for my study and found though the teacher tried to give equal opportunities to all students however it could be seen the signal of inequality in ELT classroom interaction. Teacher must provide equal chances to all the students then the teaching learning activities will be effective for long term. When I asked the question- Do you get equal opportunities to participate in ELT classroom interaction? The responses were 27 students (27out of 40) or 67.5 % students strongly opposed for getting equal opportunities. They agreed that they were Dalit and they were not getting equal opportunities in different activities. Only 13 students (13out of 40) or 32.5% students agreed as they were getting equal opportunities in the classroom.

Similarly, I have asked the question to teachers whether they provided the equal opportunities to all students. T_1, T_3 and T_4 answered as they provided equal opportunities to all students to increase the participation of Dalit and poor students in ELT classroom interaction. T_2 did not show any response and only said that it was impossible in large size class but he tried. It was found that all teachers agreed and they always tried to maintain the equality in ELT classroom for equal opportunities to Dalit students but both teachers and students had to face some problems.

3.2.7 ELT Classroom Interactive or Passive

ELT classroom is naturally interactive not passive. When there is teacher-students and students-students interaction, the teaching learning activities will be effective for long term learning. In my study, I found 25% teachers were unknown about interaction activities and 75% teachers applied it well in

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classroom. When I asked the question-Is your ELT classroom interactive? The responses were found like or 23 students (23 out of 40) or 57.5%% Dalit students they had active or interactive activities and 17 students (17out of 40) or 42.5% students said that they had passive activities in their ELT classroom.

3.2.8 Time Taking in ELT Classroom Interaction

In the present context, teaching methods have to be interactive. When a teacher provides time for students in interaction, it will be effective for long term. In my study I found teachers mainly took more time in interaction. Similarly, non-Dalit students took more time in comparison to Dalit students. I had asked the question -who takes more time in ELT classroom? More students or 40% students said that their teacher used more time, 10% students said that Dalit and non Dalit used most of the time and 50% students responded that teachers and non- Dalit students used more time. From my class observation, I found most of the time was taken by either the teachers or non-Dalit students. Dalit students spent very less time in ELT classroom interaction.

3.2.9 Providing Roles and Performance for Dalit students

In interactive techniques or activities teachers provide different roles to students to perform. If the roles performed actively in ELT classroom, that makes the class interactive, interesting and successful. In my study, I asked the question -how do you perform the given roles in ELT classroom? I found 22 students (22 out of 40) got less roles and 18 students (18 out of 40) got the roles and performed actively in ELT classroom. Similarly, I have asked the question-Do you perform your role equally to non- Dalit students? Their responses were like 44% Dalit students could and 56% Dalit students could not. I had also questioned to teachers about the roles and their performance of Dalit students in ELT classroom. All teachers agreed that they provided the roles but they performed very passively. T_2 and T_4 told Dalit students never played any roles in ELT classroom. Similarly, T_1 and T_2 also agreed with them

but they said that they could play role but with difficulty. All teachers also agreed there were few Dalit students who could play the role actively in ELT classroom. In this way, Dalit students were found performing passive role in ELT classroom interaction.

3.2.10 Participation of Dalit Students in ELT Classroom Interaction

In my classroom observation, I went to four government schools and found very passive participation of Dalit students even in Dalit community. Dalit students were very low in number than non-Dalit students in all schools. T_1, T_3 and T_4 said that they had passive participation and they also leave the school untimely. The following table shows the participation of Dalit students in my observed classroom.

Table No. 3

Participation of Dalit Students in Interaction Activities

School and observed class	Total Students	Dalit students	Active participation of Dalit Students	Passive participation of Dalit Students	Percentage of active participation of Dalit Sts.
S.A./X	42	4	1	3	25%
S.A./IX	38	6	2	4	33.5%
S.B./X	84	9	1	5	16%
S.B./IX	74	9	3	4	42%
S.C./X	51	7	1	4	20%
S.C/IX	48	7	2	3	33.3%
S.D./X	42	4	1	2	33.3%
S.D./IX	54	5	1	2	33.3%
Total	532	59	12	28	30%

The presented table shows low and passive participation of Dalit students in my classroom observation in all schools. In school-A, in first observed class there were 4 Dalit students and active participation of Dalit was found only 20%. In my second observed class, the active participation was only 33.3% or 2 Dalit students (2 out of 6) had actively participated in interaction activities. It is

found that the participation was very low or only 16% in third observed class and highest or 42% in fourth observed class from my whole study. Similarly, in my fifth observed class, the active participation was 20% and 33.3% Dalit students had participated actively in the classroom, in my sixth observed class. At last, 33.3% Dalit students were involved actively in seventh observed class and 33.3% students had actively participated in ELT classroom interaction in my eighth observed class.

The above presented data shows that the low and passive participation of Dalit students. There were only 30% Dalit students who played their role actively.The highest participation or 70% Dalit students were found passive in interaction activities in ELT classroom. Most of Dalit students were found remaining passive and forcedly participated in classroom activities. They did not like to participate in discussion, group works, collaboration, conversation, demonstration and negotiation.

3.3 The Observational Information

I also have observed eight ELT classes thinking that it can generate wider range and help to facilitate for my study. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. According to Kumar, (2009) there are many situations in which observation is the most appropriate method of data collection. It is also appropriate in situation where full and or accurate information cannot be elicited by questioning, because respondents either are not co-operative or are unaware of the answer because it is difficult for them to detach themselves from the interaction. Before the observation time, I established the good relationship with teachers and students and found no equal participation of Dalit students and non-Dalit students in different aspects. Dalit students have low participation in ELT classroom interaction. I have observed eight ELT classes of four English teachers from four schools and collected data have been analyzed and interpreted based on the following table.

Table No. 4

Classroom Observation Information

Observed Activities	Schools															
	School A				School B				School C				School D			
	1st Observed Class		2nd Observed Class		1st Observed Class		2nd Observed Class		1st Observed Class		2nd Observed Class		1st Observed Class		2nd Observed Class	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Objectives of teaching lesson were students need and interest.	✓			✓	✓			✓	✓		✓		✓		✓	
2. Dalit students were highly motivated and engaged.		✓		✓	✓		✓			✓		✓	✓		✓	
3. Dalit students got equal chances and opportunities.	✓		✓		✓		✓		✓			✓	✓		✓	
4. Teacher' instruction was clear	✓		✓			✓		✓	✓		✓		✓		✓	
5. Dalit students were equally divided in groups.		✓		✓	✓		✓		✓			✓	✓		✓	
6. Dalit students played roles of group leaders.		✓		✓	✓		✓		✓		✓			✓		✓

Statement														
7. Dalit students played given roles actively.		✓		✓		✓		✓	✓		✓	✓		✓
8. Collaboration was held.		✓	✓			✓		✓	✓		✓	✓	✓	
9. Students get enough time for practice.	✓			✓		✓		✓	✓		✓	✓	✓	
10. Dalit students completed task earlier and rewarded.		✓		✓		✓		✓	✓		✓		✓	✓
11. Dalit students were highly interested to take part.		✓		✓		✓		✓	✓		✓	✓	✓	
12. Teacher used other interactive activities like group work, demonstration	✓		✓	✓		✓		✓	✓		✓	✓	✓	
13. Dalit students had got problems in class.	✓		✓		✓		✓		✓		✓	✓	✓	
14. Participation of Dalit is better than non-Dalit students.		✓		✓		✓		✓	✓		✓		✓	✓
15. The participation of Dalit students is satisfactory.		✓		✓		✓		✓	✓		✓		✓	✓

Table No: 5

Information about the Observed Schools

Information of the Schools.	School-A	School-B	School-C	School-D
Applied activities by teacher.	Group discussion, negotiation, conversation	Role play, group work, questioning.	Group work, role play, conversation.	Dramatization, role play, negotiation, demonstration.
Behaviour of teacher towards Dalit students.	Treated differently as they treated non-Dalit.	Treated differently as they treated non-Dalit	Treated differently as they treated non-Dalit	Tried to behave equally but unequally.
Performed activities by Dalit students.	Performed in all held activities passively.	Few girls performed actively but other remained passive.	Involved in all held activities with poor performance.	Involved in role play, discussion but passive performance.
Participation of Dalit students.	Low and passive with uninteresting.	Low and passive with uninteresting.	Inactive participation.	Uninteresting participation

The above presented tables (Table No: 4 and 5) sow the applied interactive activities and participation of Dalit students which have described school wise below**:**

3.3.1 School-A

In School-A,T1 taught English in secondary level and Dalit students (i.e. S1, S2, S3, S4, S5, S6, S7, S8, S9 and S10) were studying in grade X and IX where I observed two classes of grade X and IX. It was grade X and during the observation time, very at the beginning, I found the placement of Dalit students in ELT classroom. In that class there were 4 Dalit students; one was girl and three were boys. The total numbers of students were 42 and the participation of Dalits was low in number or 9.52%. In that class three boys were sitting together on the last bench and a girl was sitting with non-Dalit students on the second bench. Teacher (T1) entered into the class eight minutes late with a text book and told a joke at the beginning which was not related to the lesson. Similarly, I observed the second class in grade IX and found the total number of students, participation of Dalit students, behavior of teacher and Dalit students etc. The total number was 38 students out of which 6 were Dalit students. Two were boys and four girls. I found them sitting on the second bench with other non-Dalit students. When T1 entered into the classroom, students were found talking about books because they have not got their text books yet. Few students had collected old books but no Dalit students had text books. Teacher taught a story. The above table shows the other observed activities of Dalit students and found the passive participation of Dalit students which has described under the following subheadings of the related schools:

3.3.1.1 Observed activities and Participation of Dalit Students in ELT Classroom

In SA, T1 has told me about passive and low participation of Dalit students. I observed two classes of T1 and observed the behaviors of Dalit students in ELT classroom. In my first observation class where 4 Dalit students were studying and found they were very quiet and they were just listening to their teacher. I have talked with them but they felt difficult and shy. After ten minutes, while teacher was explaining a story, Dalit student (boy) who was sitting with non Dalit students found playing a mobile and giving no attention to the teacher but teacher did not care to them. In between the class teacher asked some questions in group but no Dalit students were ready to answer and he had also organized a role play but Dalit students were remained passive. At the end of the class teacher asked a question to Dalit girl but she could not answer which was answered by non Dalit girl. Though the teacher tried them to participate in ELT classroom interaction, Dalit students were found very passive participation. In the same way, when I observed the second class of T1 and found less interaction and passive participation of Dalit students. Dalit students were not found taking part in group discussion, negotiation, demonstration, conversation, etc.

3.1.1.2 Interactive Activities and Behaviour of Teacher towards Dalit Students

Interactive activities are the activities which make the participants active and sharing the ideas in group equally. When I observed the both classes of T1, I found some interaction activities were facilitating in ELT classroom but Dalit students were found passive and silence. He asked some questions at the end of the class but no feedback was given after the evaluation. Dalit students were not found giving answer and involving in interaction or they did not ask any questions to their friends or teacher.T1 did not ask any question personally,

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neither had he asked to Dalit students nor weak students. I found him not speaking frankly with Dalit students. Similarly, S6 told me that he didn't give clear answer asked by Dalit students. When I observed his two classes, he tried to show equal behavior but found some inequality in the classroom.

3.3.2 School-B

In school- B, T2 taught English in secondary level where 18 students were studying in grade X and IX. It is located in city area. I observed two classes of T2 in grade X and IX. In grade-10, I went into the class after the bell and find the place of Dalit students. That size of class was large and students were sitting uncomfortably but it has two doors and four windows. In grade X, there were nine Dalit students (S11, S12, S13, S14, S15 and S16). Four were girls and five were boys and I found 3 boys were absent on that day. All girls were sitting with non Dalit girls and two Dalit boys separately back on the last bench. I could watch them well.

Similarly, I went to observe another class, grade IX and T2 was teaching English. I sat back on the chair and observed Dalit students. I found 9 Dalit students in the class. The class was quite but found very active participation of Dalit students in ELT classroom interaction. Some Dalit girls were sitting on the first and second beach and boys were in the middle of the class on the third bench. Dalit boys were found passive but girls were found very active and talent. In this class the first and third positions were held by Dalit girls. T2 was less familiar with interactive activities and Dalit students were found less, passive and silence participation in ELT classroom interaction.

3.3.2.1 Observed Activities and Participation of Dalit Students in ELT Classroom

T2 has informed me that there were more number of Dalit students studying in that school and that was in the reality. When I entered into the office, teachers were talking about the behavior or discipline of students. T2 was one of the old teachers in SB. When I observed the class room, (grade X) I did not find any disturbance activities in ELT classroom though the size of classroom was large. While T2 was teaching, I found them very serious but quiet, neither they asked nor answered the questions. I found low and passive participation of Dalit students in ELT classroom. All Dalit students were found feeling shy, difficult, fear, uneasy and nervous in the classroom. Then, that was fourth period; I entered into the classroom which was also a large class in size. Here, I found different from previous observed classes. I found them taking part very actively in ELT classroom. They were quiet but active students. I found two of the girls were very talented and have held the first and third position in their final exam. I found their active participation in their classroom and answered the asked questions by T2.In second observed class T2 has organized a discussion method where Dalit students; mainly girls had activity participated and played roles but other boys remained very passive.

3.3.2.2 Interactive Activities and Behaviour of Teacher Towards Dalit Students

Interactive activities are the activities that make the classroom active and effective. When a teacher applies interactive activities in ELT classroom the teaching and learning will be more interesting and for long term. In SB, I observed two classes. I found three Dalit students were active and took part actively in ELT classroom interaction and it was more interesting and effective class. In second observed class, he used interactive activities in the classroom. He also has used group work and role play activities and three Dalit girls

performed and played the role actively. In first class, no Dalit students found giving answer of any questions neither it raised any questions. In second class, most of the questions were answered by Dalit students. Here, I found T2 not facilitating equal opportunities for all students. In first class, T2 did not care to weak and Dalit students. In this way, in SB, I found T2 applied interactive activities in the classroom. Dalit students were mostly found passive and the participation of Dalit students was not satisfied in my observed classes.

3.3.3 School-C

In school C, T3 taught English in secondary level. This school is located in rural area. I found 14 Dalit students who were studying in grade IX and X. Most of the teachers were old and T3 was newly appointed in this school. I reached at school at 10. 00 a.m. Few teachers had already reached to school and other teachers came late. I talked about the participation of Dalit students in classroom. One of the teachers has told that they never paid any attention to their study and failed in S.L.C. exam. Another teacher also added the point that students had no any interest in the study that time. I went into the class and sat back with a Dalit student. He was very nervous and shy to speak with me. The classroom was dark with no windows. There were 51 students and 7 students were Dalit students. I found all students were sitting uncomfortably. As they said he came late so, I got time to interact with Dali students. I talked with them but they felt uneasy, nervous and shy. One Dalit student (S30) has told me that they were not habited to talk and could not talk in classroom too. T3 came and asked 3 quiz questions to the students and I found no Dalit students answered those questions. He motivated the class well at the beginning. In next observed class, I entered into the classroom and the class room was quite comfortable than the previous one. There were 48 students and 7 students (7 out of 48) or 14.5% were Dalit students. I found them behaved well between Dalit and Non-Dalit students in the classroom. All students found co-operating well each other and spoke frankly between Dalit and non-Dalit students though

Dalit students felt quite inferiority in the classroom. Seven Dalit students (S29, S30, S31, S32, and S33and S34) were studying in the class and One Dalit boy was absent. All Dalit boys were sitting on the last bench though there were places on front benches and found poor management of T3 in ELT classroom. Two girls were sitting on the second bench. T3 entered into the class late and he started the lesson. I found only 4 Dalit students had their text book. He taught a story with interactive activities and evaluated his lesson.

3.3.3.1 Observed Activities and Participation of Dalit Students in ELT Classroom

In School C, I observed two classes of T3 in grade X and IX. In both classes, I have entered into the classes before T3 entered in the class. When I entered in the first class, (in grade X) two Dalit boys were sitting at the last, having just funny talks and other three Dalit girls were found copying math homework. When I sat with Dalit boys they stopped talking and I started to interact with them and found Dalit boys were quite shy and nervous. They told me that they did not like to study English because they felt difficult and never understand English. I found them they were quite undisciplined student. While teacher was teaching all Dalit girls were listening very carefully but two Dalit boys did not pay any attention to the teacher. T3 applied some interactive activities and group work but the participation of Dalit students were passive with low interest. He also asked some questions in group and one question was answered by Dalit girl and other were answered by non- Dalit students.

When I observed the second class (IX) and I found, there were 48 students and the number of Dalits was 7. Two boys and four girls were studying in the class. All Dalit and non-Dalit co-operate well in the classroom and they spoke frankly each other in the class. Two Dalit boys were found undisciplined and poor attention to study. They participate hardly in ELT classroom interaction. A good teacher is a manager but management of T3 found poor in the class and

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Dalit students' participation was not satisfied in comparison to non- Dalit students where Dalit girls were actively participated. T3 gave enough time to practice in the group work but the participation of Dalit students remained passive and silence.

3.3.3.2 Interactive Activities and Behaviour of Teacher Towards Dalit Students

All students, either Dalit or non-Dalit students get equal opportunities to share ideas in interaction activities in ELT classroom. When I observed two classes of T3, I found some interaction activities in the classroom. The participation of Dalit students was passive and low. T3 used interactive method most of the time in ELT classroom that made the students active. He asked some questions to the students but he did not ask them personally. He did not behave well with Dalit students and weak students in the classroom. In first observed class, one student has asked a question but he did not care about the question. Though the teacher applied enough interactive activities and provided enough time for practice, Dalit students performed very passively in ELT classroom interaction.

3.3.4 School-D

This is school- D and it is located in city area. T4 taught English in secondary level and he was one experienced teacher. The environment of the school was good and found quite disciplined students in comparison to other schools. It had well facilitated classrooms. It had well decorated head teacher office room and different staff room. I found more systematic in this school. All teachers arrived at school on time and left the school on time. Teachers are the model, so students were quite discipline in the school. All teachers co-operate well each other. I observed two classes of T4 in grade X and IX. I found students were from all caste groups. I also found some Dalit students in all classes. There were 9 Dalit students in grade IX and X. I found them very serious in

their study. They were sitting on first bench. I watched them well and talked with them and found active students. T4 taught a poem applying interactive activities in the class but he did not use any teaching materials. Similarly, I went to grade IX to observe the class. The classroom was quite small and less furnished than the first one. I found four Dalit students in this class. T4 taught a story without teaching materials and found Dalit students played passive participation in ELT classroom. T4 taught using interactive activities in all observed classes but the participation of Dalit students was passive and low.

3.3.4.1 Observed Activities and Participation of Dalit Students in ELT Classroom

I observed two classes of T4 and found the participation of Dalit students were not satisfactory. When I entered into the first class, teacher taught a poem. The classroom was very good for teaching and learning activities. I found 42 students in this class and 4 (out of 42) students were Dalit students. They were sitting on the first bench. I sat on their right. When teacher taught them, they were listening very carefully and seriously. The boy had not the textbook and he was sharing with non-Dalit student. The girl was writing some points in her note copy that I found first time in my observation classes. T4 used enough interaction activities in the classroom and Dalit students took part passively and forcedly. They also found feeling difficult and nervous in the classroom.T4 used group discussion but most of Dalit students were passive. Similarly, in role play activities there was no satisfied performance performed by Dalit students. The boy could not answer the question at the end which was answered by non-Dalit girl. Though, the teacher taught them well applying interaction activities in ELT classroom. The achievement of Dalit students found less in ELT classroom. In second observation class, I sat back and observed the activities of Dalit students. I found them having less interest in their study. They had no text book and note copy. They found as they were sitting forcedly into the classroom. Here, T4 applied more activities but Dalit students did not

participate well in the activities. Dalit student (boy) was given a role but he could not perform in the classroom and found less participation and less attention in their study. They were also found with less interest in their study with passive participation.

3.3.4.2 Interactive Activities and Behavior of Teacher Towards Dalit Students

Teacher is a model. Some teachers used lecture method having strong authority still in the classroom. It makes the students oppressed and not freedom in their study. Some teachers have good techniques, methods and interactive activities in the classroom which make the classroom lively and effective. So, model teachers apply new methods, techniques and activities in ELT classroom in the present context. In my observed classes, T4 used interactive activities, role play etc. well in ELT classroom. He also well facilitated to students for teaching learning activities. A model teacher manages the classroom well for teaching learning activities and make classroom interesting and effective.

T4 also a model teacher, applied new techniques and methods in ELT classroom and encouraged the students for learning activities. He has applied more interactive activities in the classroom; role play, dramatization, discussion activities and group work but performance was found very low and passive. He also highly motivated to Dalit students in ELT classroom for participation. He was also found caring personally to weak and Dalit students. I found him counseling the students well those who are weak and undisciplined students. He behaved equally to all the students and he was found one of the best teachers of school- D. He said that he loved weak and disadvantage students.

CHAPTER FOUR

FINDING AND RECOMMENDATIONS

4.1 Findings

The major concern of this study was to analyze, 'Participation of Dalit students in ELT classroom Interaction' in secondary level. I closely observed and studied the participation of Dalit students in ELT classroom. I observed eight classes of four English teachers, and the way they behaved with Dalit students and their responses towards Dalit students. I also collected data from questionnaires and found about the interest, social background, educational background and economical background etc. which supported me to find out the participation of Dalit students in ELT classroom. Taking the objectives of the study in center I have concluded the following findings and recommendations:

a. The participation of Dalit students was passive and inactive in ELT classroom.

b. Dalit students did not want to take part in interaction activities such as collaboration, discussion, negotiation, role play, group work, etc.

c. Dalit students performed the given roles very passively in ELT classroom.

d. It was also found that Dalit students were feeling depressed, oppressed, difficult, shy etc. that created problems for them to participate freely in ELT classroom.

e. Some of the teachers were not familiar with interactive activities and found that they give less priority for interaction activities in ELT classroom.

f. All Dalit parents have good impression or impact on learning English language. They have sent their junior children to English medium schools.

g. The number of Dalit students was very low in comparison to Non-Dalit students in classroom.

h. The society has given the identity as untouchability, so non-Dalit students were found feeling difficult.

i. All teachers were not encouraging Dalit students to participate in ELT classroom interaction.

j. Teacher is a model. Teacher should behave equally and provide equal opportunities to all students but I found most of the teachers were not providing equal opportunities to all students. Only talented; mainly non-Dalit students were given the roles in ELT classroom interaction.

k. It's found that teachers were not using teaching materials in ELT classroom.

l. Social, economical and educational background of parents directly and indirectly affected the participation of Dalit students in interaction activities in ELT classroom.

m. Schools and district educational office do not run any awareness programme to encourage Dalit students to participate in ELT classroom.

4.2 Recommendations

On the basis of findings drawn from the analysis and interpretation of the data some recommendations are put forward to make Dalit students participate in ELT classroom interaction as follows:

a. Teachers should use interaction activities to make Dalits participate in interaction activities in ELT classroom.

b. Teachers should be trained about interaction activities like collaboration, negotiation, demonstration, conversation, etc. to encourage Dalit students to participate in ELT classroom activities.

c. I found the social, economical and educational background was one of the causes of low participation of Dalit students in ELT classroom. So, it is recommended that GOs and NGOs should provide financial support to Dalit people.

d. GOs and NGOs are suggested to run the awareness programme in Dalit community to raise their awareness in rural area.

e. To stop dropping out of Dalit children, it is recommended that the implementation of scholarship programs for Dalit children should be effective.

f. Dalit children had the problems of 'untouchability' and were feeling inferior, depressed, oppressed etc. That should be stopped by applying rules, reward and punishment in the schools.

g. To be free from feeling inferior, depressed and oppressed, the school should organize some programs to increase the intimacy and feeling of co-operation between Dalit students and Non-Dalit students and Dalit students and teachers.

h. Teachers should behave equally to all students and it is also recommended that the teachers should take personal care of weak and Dalit students.

i. Teachers should use lesson plan and teaching materials in ELT classroom which helps Dalit students to participate.

j. English language teachers should motivate and encourage Dalit students to participate in ELT activities.

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Students Questionnaire

This questionnaire is prepared to draw information on for the work entitled: **'Participation of Dalit Students In ELT classroom Interaction'** which is going to be carried out under the guidance of Dr. Tirth Raj Khaniya, Professor, Department of English Language Education, faculty of Education, T.U. Kirtipur, Kathmandu. I hope that you all will help and co-operate with me to fill up this questionnaire, where this data will be invaluable contribution to accomplish this work and all information obtained from you will be used only for the purpose of this research.

Name of the student: ....**Class:** …………..

School: ....   **Address:** ………

[Please tick the right or write your opinion in the spaces.]

1. What is the educational status of your parents?

   ....

2. What is your parent's occupation?

a) Agriculture   b) Business   c) Service   d) Other (please specify……………......................................).

3. Do you want to join in your parent's occupation?

 Yes……………   No………………..

4. What is your parent's average monthly income?

....

5. How much money do you spend at your education per month?

   a) up to Rs 100   b) up to Rs 300   c) up to Rs 500   d) more than Rs 500

 6. Mention the problems that you face in English Language classroom.

    ....

7. From which class did you start learning English?

    ....

8. Do you leave English classes? Why ?

…………………………………………………………………

9. What do you feel when you learn English?

....

10. Why do you want to learn English?

……………………………………………………………………..

…………………………………………………………………………

11. How much time do you manage to your study?

....

12. What do you do after school time?

      a) Do your homework   b) Work with parents

      c) Go out for play.   C) Other (please mention ……………

 13. What is your parents' expectation from your learning English?

……………………………………………………………...........

14. What is your parents' opinion on learning English?

....

15 Do Dalit students drop out the English classes? Why?

....

16. Does your English teacher motivate you to learn English?

Yes …...........   No……………………..

17. Are you always interested to learn English language?

Yes .... No....................

18. Do you think all students get equal chances to interact in ELT classroom?

Yes……………   No……

19. Why do you think English will be helpful to get better job?

……………………………………………………………………

20. Do you think your teacher makes the language classes more interactive
rather than keeping it passive?

....

21. Who takes much time in the classroom interaction?

....

22. Do you all equally play your given roles in ELT classroom?

....

(Thanks for your kind co-operation)

APPENDIX: II

Checklist Observation Form

School's Name: ....Class: ....

Teacher: ....

Total students: ....   Girls: .... Boys: ....

Total students of Dalit: ....   Girls: .... Boys:

S.N	Participation of dalit students in Interaction in ELT classroom.	Yes	No
1.	All students were motivated well for classroom interactive activities		
2.	All students had equal opportunities to take part in classroom activities.		
3.	The teacher paid special attention to the poor and shy students to make them participate in the classroom activities.		
4.	Teacher took attention of all the students.		
5.	Dalit students were equally given chances for each activity.		
6.	While dividing the class in different groups Dalit students were also divided equally in all the groups.		
7.	Some Dalit students were participated as group leader.		
8.	The participation of Dalit students were very active or play their given role very actively.		
9.	Some of the Dalit students were very shy and do not speak in the class.		

10.	The participation of Dalit students was highly motivated and interested in learning English.		
11.	The placement for Dalit students was equally facilitated.		
12.	The teacher equally asked questions to Dalit students.		
13.	The students from Dalit community questioned to the teacher whenever they were confused.		
14.	Non-Dalit students behaved with Dalit students in friendly environment.		
15.	Dalit students took part actively while solving any problems in the classroom activities.		
16.	Some Dalit students completed the given task earlier then Non-Dalit students.		
17.	Some Dalit students rewarded in the classroom.		
18.	The participation of Dalit students was involved equally in all language skills.		
19.	Dalit students had got all the teaching and learning materials like textbook, note copy etc.		
20.	The teacher highly encouraged to Dalit students than Non-Dalit students.		
21.	The teacher managed the other interactive activities such as, classroom discussions, debates, dramatization role play etc.		
22.	Teacher also used translation technique in order to facilitate the classroom interaction.		
23.	All Dalit students seem satisfied to their participation. in ELT classroom.		
24.	Some problems seem in the participation of Dalit students in the classroom.		
25.	The participation of Dalit students is better than Non-Dalit students in inte active activities in ELT classroom.		
26.	The participation of Dalit students is well in overall in ELT classroom.		

APPENDIX: III

Questionnaire for Teachers

Teacher:……………………………………………**Level:**…………............

Experience: ……………………..School: ……………………

(Please, fill the spaces according to your opinion)

1) Why do you choose to teach English Language?

……………………………………………………………………………………

2) Do you think all students show interest to learn English Language?

……………………………………………………………………………………

3) Why do you help to participate socially and economically poor students?

……………………………………………………………………………………

4) Are you satisfied with your pupils' participation in ELT classroom?

……………………………………………………………………………………

5) What is the attitude of the students' in learning English Language?

……………………………………………………………………………………

6) Do you think your all students are interested learning English language? Why?

……………………………………………………………………………………

7) How do you give equal opportunities to all students?

………………………………………………………………………………………

8) Do Dalit students take part equally in learning English? Why?

………………………………………………………………………………………

9) Comments on Dalit students have positive attitude towards learning

   English…………………………………………………………………………

10) Do you think Dalit students have lots of problems? Why?

………………………………………………………………………………………

11) Do you provide equal role to Dalit students? Why?

………………………………………………………………………………………

12) Do Dalit students equally play active role in ELT classroom? Why?

....……………….....

13) Mention the main interests of Dalit students in ELT classroom.

………………………………………………………………………………………

14) Who do you play active participation in your classroom?

………………………………………………………………………………………

15) Do you force to Dalit students to take part in interaction? Why?

………………………………………………………………………………………

16) Please, mention the methods and techniques that you apply in ELT classroom.

………………………………………………………………………………………

17) Why do you think interaction activities are important in learning English Language?

…………………………………………………………………………………

18) Please, mention the problems that Dalit students face in ELT classroom regularly.

…………………………………………………………………………………

19) Do Non- Dalit students support to Dalit students? Please, mention the conditions.

…………………………………………………………………………………

20) Have you ever rewarded Dalit students in ELT classroom? Please mention the reasons.   ……………………………………………….......

Thanks for your kind co-operation

Appendix - IV

The coded and name changed informants of this study are as follows:

S.N.	Schools	Teachers	Students	
A.	Balmakar Secondary School, Mayantapa	Punya Prasad Bhattarai (T_1)	1	Manoj Ramtel (S_1)
			2	Kumar Vishowkarma (S_2)
			3	Narendra K. Pariyar (S_3)
			4	Laxmi Maya BK (S_4)
			5	Binita Sharki (S_5)
			6	Ranjan Barahili (S_6)
			7	Ram Kamari Nepali (S_7)
			8	Sundar Pariyar (S_8)
			9	Samjhana B.K. (S_9)
			10	Manju Ramtel(S_{10})
B	Shree Singha Bahini Higher Secondary School, Mayanglung	Bhakta Bhadur Thapa (T_2)	1	Anu Rashili (S_{11})
			2	Laxmi Rashili (S_{12})
			3	Foolmaya Purkuti (S_{13})
			4	Ramesh Nepali (S_{14})
			5	Maina B.K. (S_{15})

			6	Niruta B.K. (S_{16})
			7	Puja Rashili (S_{17})
			8	Hemanta Ramtel (S_{18})
			9	Man. B. Shankar (S_{19})
			10	Hom Kumar Darji (S_{20})
			11	Manju Diuali (BK) (S_{21})
			12	Yam B. Nepali (S_{22})
			13	Hari Bd. Baraili (S_{23})
C	Shree Mahakali Higher Secondary School, Puldung	Bhakti Pd. Kafle (T_3)	1	Ramesh Ghatani (S_{24})
			2	Bimala B.K. (S_{25})
			3	Krishna Bd. Nepali (S_{26})
			4	Phool Maya Rashaili (S_{27})
			5	Narmaya Nepali (S_{28})
			6	Laxmi Nepali (S_{29})
			7	Bipand B.K. (S_{30})
			8	Anupa B.K. (S_{31})
			9	Tikendra Nepali (S_{32})
			10	Rajesh Diyali (B.K.) (S_{33})

			11	Ramila Sharki (S_{34})
D.	Shree Jana Jyoti Higher Secondary School, Simle	Dinesh Adhikari	1	Nirmala Ghatani (S_{35})
			2	Ujawal Lakandri (S_{36})
			3	Bishnu Maya Lakandri (S_{37})
			4	Nirmal Ghatani(S_{38})
			5	Bimala B.K.(S_{39})
			6	Narendra K. Pariyar (S_{40})