

**ROLE OF SOCIO-ECONOMIC STATUS OF DALIT  
STUDENTS IN LEARNING THE ENGLISH LANGUAGE**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for Master of Education in English**

**Submitted by  
Dhan Bahadur B.K.**

**Faculty of Education,  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2016**

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## **DECLARATION**

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

Date:07/08/2016

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dhan Bahadur B.K.** has prepared this thesis entitled **Role of Socio-economic Status of Dalit Students in The Learning English Language** under my guidance and supervision. I recommend this thesis for acceptance.

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## DEDICATION

Dedicated to  
My parents **Mr. Sher Bahadur B.K.** and **Mrs, Harimay B.K.** whose illiteracy  
and honesty always mockingly inspired  
me to get where I am today.

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.....  
**Dhan Bahadur B.K.**

## **ABSTRACT**

This research study entitled **Role of Socio-economic Status of Dalit Students Learning the English Language** aimed at exploring the problems of Dalit students and effect of socio-economic family background of Dalit students. For this purpose, In doing so forty students from ten communities schools, 30 parents form 10 different communities and 10 teachers from 10 different community schools were the sample of this study. I used purposive non-random sampling procedure to select the institutions and respondents. I used both questionnaire and interview as my tools to collect the required information. Both the primary and secondary sources of data were used in this study. The collected data were analyzed and interpreted qualitatively and quantitatively. The study found that socio-economic status of the Dalit students effect in their learning English.

This thesis comprises of five chapters. The first chapter deals with the introduction of the topic in which background of the study, state of the problems, objectives of the study, research question, signification of the study, delimitations of the study and operational definition of the key term are presented. The second chapters includes the review of the theoretical literature, review of empirical literature, implication of the review for study and conceptual framework. The third chapter contains design and method of the study, population sample and sampling strategies, study area, data collection procedure and analysis and interpretation procedure. The fourth chapter contains the analysis and interpretation of the collected data using different tables and figures. Similarly, the fifth chapter deals with the and conclusion and results, and ends with references and appendices.

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## **LIST OF ABBREVIATIONS AND SYMBOLS**

%	:	Percentage
BS	:	Bikram Sambat
BC`	:	Before Christ
CUP	:	Cambridge University Press
Dr.	:	Doctor
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
Etc	:	Etcetera
INGO	:	International Non- Governmental Organization
M. Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
NDC	:	National Dalit Commission
NGO	:	Non-Governmental Organization
No.	:	Number
P	:	Participant
PP.	:	Pages
Prof.	:	Professor
SLC	:	School Living Certificate
S.N.	:	Serial Number
SMS	:	School Management committee
T	:	Teacher
T.U.	:	Tribhuvan University
VDC	:	Village Development Committee
WWW	:	World Wide Web

# CHAPTER ONE

## INTRODUCTION

This is the research entitled **Role of socio-economic status of Dalit students learning the English language**. This is the first chapter which consists of background of study, statements of the problem, objectives of the study, research question, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 Background of the Study

The term "Dalits" is considered to carry a historical, socio-economic and political-sociological meaning. As long as caste based untouchability and other forms of caste based discrimination exist the term "Dalits" would remain to be meaningful. The term Dalits is derived from the Sanskrit root *dal* which means split, broken, down trodden. Dalits has become part of the vocabulary of the North-Indian languages.

Zelliot (1992), quotes the definition about Dalits from Ambedkar as, " Dalits refers to those who have been broken, grounded down by those above them in a deliberate way, there is in, the word itself, an internal denial-pollution, Karma and justified caste hierarchy" (p.77)

Nepali and Hindi dictionary define the word Dalits; dominating, marginalized, and untouchable group. But Indian and Nepali Dalits Movement identify the broadly. Hindu society and Varna system, who is untouchable (restating water for drinking) group, is called Dalits. The name

of Dalits not given by the ruler or Politician of Nepal, it is come from the Indian and Nepali Dalits movement.(Aahuti;2010 p.2)

According to the Nepali and Hindi dictionary the word Dalits means domination marginalized and untouchable group. Untouchable group means such caste i.e, Kami,Damai, Sarki, Gaine, Halkhor, Mushahar, Pode, Chyame, Dome, Chamar, etc. The word Dalits come from the Indian Dalits movement. Similarly another scholar Pyakuryal, (2008,p.81) argue,

Caste system was introduced in *vedic* Period (6000-4000 B.C.) in Hindu society. It is an inseparable aspect of Hindu society and closely related with the Hindu philosophy; religion, custom and tradition, marriage and family, moral and manner, food and dress habit, occupation and hobbies etc. The caste culture is the major factor for the increasing social discrimination, segmentation and stratification of Hindu society.

Caste system practice form long history Nepal. It is connected with religion, custom and tradition, marriage and family, moral and manner, food and dress habit, occupation and hobbies, and Hindu philosophy. It is connected in every fields in our Nepali society.

The caste system of Nepal is basically related to Hindu religion. In Nepal, there are four racial groups, Caucasians, Mongolian, Dravidian and Proto-Austroliad. Caucasians are further divided into four *Varnas*: *Brahaman*, *Kshyatriya*, *Vaishya* and *Sudra* and each of *Varna* is further divided into many caste groups. King Jayasthiti Malla (1380-1394 B.S.) formalized the caste system in Kathmandu valley by dividing the Newar (Indigenous people) population in 64 caste groups. Each occupying a distinct functional basis in ancestry or strictly religious ascription, but denude from the nature of work performed (UNDP, 2004).

According to the Bhattachan (2001), it has been identified 21 Dalits sub-castes spreaded across Nepal, such as Lohar, Sunar, Kami, Sarki, Gaine, Kusule, Kuche, Chyame, Chamar, Dhobi, Pashwan (Dusadh), Tamata, Dom, Pode, Badi, Bantar, Khatwe, Musahar, Santal (Satar), and Halkhor etc (p.17)

‘Untouchability’ and the caste-based discrimination which mentioned above is its traditional and cultural problem or social system of Nepal. This caste system in Nepal was heavily practiced during the King Jayasthiti Malla (1360-1395) during the mid-half of the fourteenth century. Although through the Muluki Ain 2020 B.S. abolished the untouchability and caste discrimination. In the Muluki Ain2020BS stated that, the caste based discrimination is a social anomalies, it still practiced more or less in urban and rural area in the society. Mostly, the people in remote villages are not still and completely come on awareness caste based discrimination system could be an obstacle on the nation building process. There are many of the people whose social, economic upliftment have gone worst to such extent that, their access prohibiting then to acquire from the basic right of equality. The Dalits do not have access to political parties such mentionable and as well as higher government jobs. They have very less appointed to the post of selection officers in the civil services. The social economic upliftments of the Dalits castes have still lagging behind which come to be a social problem. There are great many studies on the ethnic groups of Nepal.

Gurung and Bhattachan, (2006) have listed 207 publications on ethnic groups in Nepal, but these hardly touched upon the Dalits who are present in almost every Nepali village and form an integral economic as well as socio-cultural part of the society. However, along with the present days people are educated and aware of their surroundings; it seems that the ancient concept is slowly changing now.(p.28),Also the Dalits in Nepal have come on freely thinking about in their domination and exploitation done by high castes people and in all the bias rules made from them.

The constitution of Nepal, 1990 and even in the interim constitution, 2006, then written provision have made and said that, punishment shall be given to those who practice any of discrimination (i.e. miss-behave and insulting in public place) regarding the caste, but in the real ground or in practical life these provision also have seen unable to eliminate the caste based discrimination in the society. (Aahuti,2010)

To expand equitable access of education to all children globally, it is important to understand special education practices of least developed countries such as Nepal has different historical and perspectives which are different other Developing and develop country in the world. As a whole, learning English affected by the different challenges faced by the minority group i.e. Dalit students. The problems may be poverty, discriminatory practices in educational practices, inaccessibility of scholarship, illiterate family etc. Dalits education condition in Nepal is so poor then the other in caste. According to the website of DWO, net enrolment ratio in primary education national average is 93.7 % but Dalits net enrolment ratio in primary education is 20%. Literacy rate above 5 or above of National average is 65.9% but Literacy rate about 5 or above of Dalits is 33%. Education above SLC in national average is 17.6% But, Dalits education above SLC is 3.8 %. Education above Bachelor in national average is 3.4% but, Dalits education above Bachelor is 0.4 %.(Web of DWO 2015)

According to Myagdi District educational flash report 2070 the total governmental primary schools in only Myagdi district are 147, lower secondary schools are 34, secondary schools are 39 and higher secondary schools are 19. In Myagdi District there are 12 Resource center, they are Bhurung-Tatopani, Ghara, Rima, Rakhu, Beni, Pakhapani, Bhakunde, Singha, Babiyachaur Darbang, Marang, Siwang. (Myagdi District educational report 2070)

According to census 2068 BS total educational average of Myagdi district is . 72.42% Dalits educational percentage is 25.14%. Dalits education status is very poor comparison to other caste.(Consus report 2068BS)

Every years data shows that the Dalits castes people have lowest status than so called non-Dalits people. Nepal government and may other organizations like NGOs, INGOs are working to uplift their status regarding socio-economic and untouchability with different projects and programme in various sectors. To uplift of socio-economic status, it helps to students' mainstream of education and English language learning. Individuals also learn their social roles through the process of communication. This process differs from social group to social group, and, because it is different in each social group, existing role perpetuated in society. So I feel that it is necessary to study about the Dalit students of Myagdi to improve their education.

## **1.2 Statement of the Problem**

Socio-economic factor also plays an important role in the process of language learning. But Nepal is not still been free from these socio-cultural problems such as caste discrimination and biases between the Dalits and non-Dalits people in Nepal. Every year data shows that the Dalits castes people having been lowest status than non-Dalits people. Nepal government and may other organizations like NGOs, INGOs are working to uplift their status regarding socio-economic and untouchability with different projects and programme in various sectors. To uplift of socio-economic status, it help to students' mainstream of education and English language learning. Individuals also learn their social roles through the process of communication. This process differs from social group to social group, and, because it is different in each social group, existing role perpetuated in society. Thus, Bernstein(1961)distinguished between restricted code (or language ) of the lower socioeconomic status group and the elaborated code of the higher socioeconomic status group.(p.67)

According to the website of DWO, net enrolment ratio in primary education national average is 93.7 % but Dalits net enrolment ratio in primary education is 20%. Literacy rate of Dalits above 5 or above of National average is 65.9% but Literacy rate of Dalits about 5 or above of Dalits is 33%. Education above SLC in national average is 17.6% But, Dalits education above SLC is 3.8 %. Education above Bachelor in national average is 3.4% but, Dalits education above Bachelor is 0.4 %.(web page of DWO) So we can say Dalits are not educated comparison to there, they are searching the opportunity for the education. Dalit students are lagging behind in various problems in learning English because they don't get chance to equal chance in learning language by the cause of socio-economical problems. Dalit students' dropout rate is high than other students in school level because previous data shown that only 0.4% of Dalits are getting higher education. There are fewer participants in the English language learning and no more socializing. By the social structure they are hesitate for speaking English language learning. Proportion of the population below national poverty line according to head count index (Government of Nepal) national average is 25% but Dalits national poverty line is 41% so we can say most of the Dalit students from the poor family background so they are straggling for hand to mouth. So the Dalit students cannot get sufficient material for study. Most of the students are working in their home so not time for homework and not good opportunity for practice English language.

We can say that there are different types of problems faced by different minority groups i.e. Dalits to be particular which are being responsible in learning English and their academic achievement. Therefore, the researcher has attempted to analyze this situation through his study entitled "Role of Socio-economic status of Dalit students in learning English language.

### **1.3 Objectives of the Study**



The present study was the following objectives:

- a) To find out the role of socio-economical status and family background of Dalit students and its impact on learning the English language.
- b) To identify the challenges faced by Dalit students' in learning the English Language.
- c) To suggest some pedagogical implications from the study.

#### **1.4 Research Questions**

The

study was oriented to find out the answers of the following research questions:

- a) What is the socio-economical status family background of Dalit students and what are their impacts on learning English?
- b) Is there any relationship between family background of Dalit students and learning the English?
- c) What are the challenges of Dalit students' in learning the English Language?

#### **1.5 Significance of the Study**

Since the primary objective of the study is to find 'Role of socio-economical status of Dalit students' in the English language learning the study will provide insights to the students, parents and teachers. It is useful for the students in the sense that they will know role of the Socio-economic status of Dalit students' in the English language learning. Also know the challenges of Dalit students' English language learning. In a similar vein, parents will also be able to see or realize the problems of their children they are facing while learning English. Similarly, teachers will also be aware about Dalit students and listen them when they beg for a pardon for help outside the classroom or school. Hence, the present study will be beneficial for all the stakeholders who are concerned with educational field and education of marginalize group.

## 1.6 Delimitations of the Study

The study was limited to the following points:

- a) The area of this study was Myagdi district within Dalit students of higher secondary level.
- b) The sample size of the study consisted of 40 Dalit students from 10 different schools, 30 parents from 10 different communities and 10 teachers from 10 different schools.
- c) Non-random sampling procedure (quota sampling and accidental sampling) was applied to select sample population.
- d) The focus of the study was only on the role of socio-economic status of Dalit students in learning the English language.
- e) The tools of data collection were questionnaire and semi structured interviews.

## 1.7 Operational Definitions of the Key Terms

**Dalits** : The communities, who by virtue of atrocities of caste-based discrimination and untouchability, are most backward in socio-economic, educational, political and religious fields and are most backward to live in human dignity and social justice. They are treated as untouchables and are occupational caste. In the study area, Damais (Tailors) and Kamis (Blacksmiths) are taken as Dalits.

**Upper Caste:** The upper caste includes Brahmin, Chhetri and other ethnic groups.

**Untouchability:** People from Dalits community, which are indicate Sudra in Varna system, they don't eat and drink with Dalits and misbehave in many more places.

**Dalit students:** Students from marginalized and back warded community who are treated as untouchable by so called upper caste people in our society.

**Challenges:** Here, the term signifies the issues, difficulties or problems faced by the Dalit students to get education particularly in learning English.

**Status:** social-economical and educational positions

**Socio-econimic status:** Dalit students' social position and economical condition; poor or good i.e. fooding, clothes, and learning materials.

**Family background:** Dalit peoples family conditions

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This part of the study consists of review of the theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework for the study.

#### **2.1 Review of Theoretical Literature**

These sub-chapter deals with different theoretical perspectives related to the factors that directly or indirectly associated with the English language of the Dalit students.

##### **2.1.1. ELT in Nepal**

It is very difficult to say exactly when the English language teaching started in the world. However, some of the researchers show that it was started in the 20<sup>th</sup> century. According to Richard and Rogers (2010,p.1)

Language teaching came into its own as profession in the 20<sup>th</sup> century. The whole foundation of current language teaching was develop during the early part of 20<sup>th</sup> century as applied linguistics and other sought to develop principle and procedure for the design of teaching methods and materials drawing on the developing fields of linguistics and psychology to support a succession of proposal for what thought to be more effective and theoretically sound teaching method.

In Nepal, ELT was started when the Rana prime minister Janga Bahadur Rana established Darbar High School at Thapathali, Kathmandu as the influence of United Kingdom tour. At that time, he had invited English teacher form the United Kingdom to handle the school and curriculum design. Nowadays, English is

compulsory subject form grade one to secondary level. Private school have also English medium curriculum and some of government aided school have also English medium curriculum. However, English was not introducing in the higher education until 1918 AD. Trichanda College, the first college in the Kingdom was established. Then formal beginning of teaching English at the higher level was started. According to Awasti( 2005, p.22), "The introduction of ELT in Nepalese education system plan 1971". The same year Tribhuvan University started B.Ed. programmer in English education. When the high level National Education Commission (2049) recommended that ELT should started form grade one of school, which added a new brick in English education in Nepal. As a result English in taught as a compulsory subject form grade one to secondary level. In course of the English language teaching the teacher should play the role of instructor, facilitator and guide as well. And while managing classroom s/he should manage the classroom instructively. Thus, not only in the English languageteaching but also to all kinds of teaching should capable of effective management of classroom.

### **2.1.2 Dalits and Dalit Education**

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. In the context of Nepal, Dalits children are not encouraged to get education due to their different problems. The educational background and their socio-economic situation play a vital role in their achievement in education.

#### **a) Introduction to Dalits**

Dalits are the defacto 'untouchables' of contemporary Nepal. Dalits refers to the group of people who are religiously, culturally, socially, economically and historically oppressed, excluded and treated as untouchables and they belong to different geographical region, language, culture and castes. According to National Dalits Commission (NDC), Dalits are defined as:

Those communities who, by virtue of atrocities of caste based discrimination and untouchability, are most backward in social, economic, educational, political and religious fields, and are deprived of human dignity and social justice. Dalits are also known as lower caste under the stratified Hindu caste system originated some 3000 years ago. Dalits faces an estimated 205 forms of discriminatory practices their daily life..(in webpage of NDC [www.ndc.gov.np](http://www.ndc.gov.np))

So, those people, who are marginalized, back-warded and untouchable in our society are called Dalits. The people who are called themselves as the upper castes in our society do not drink even a glass of water by the hand of untouchable group. According to the Bhattachan (2001), it has been identified 21 Dalits sub-castes spreaded across Nepal, such as Lohar, Sunar, Kami, Sarki, Gaine, Kusule, Kuche, Chyame, Chamar, Dhobi, Pashwan (Dusadh), Tamata, Dom, Pode, Badi, Bantar, Khatwe, Musahar, Santal (Satar), and Halkhor etc. And another scholar Kisan, (2005,p.22), statedds:

In Nepal, most of people are Hindu and they believe in caste system based on *Varna* system. Nepalese social structure is based on the *Varna* system where different caste group and individual interact and interdependent upon each other. Caste system is based on four primary social classifications.

There are *Brahmin* (Priest /Worshipers), *Kshatriya* (Warrior /Ruler

/Administrator), *Vaishya*(Merchant/Agriculture/ Trades), *Sudra*

(Servants/Labor) and untouchable or polluted. In the history of Nepal, the caste system began from *Lichhivi* period. The Lichhivi king divided people into four *Varna* and Eighteen castes.

In this way cast based discrimination and caste system are basis on Varna system. Caste system is based on four primary social classifications which are classified by Lichhivi king Jayasthiti Mall. They are Brahmin, Kshatriya, Vaishya and Sudra. Lichhivi king Jayasthiti Mall divided these caste only for the development all the works but not it is malpractice in the society. Brahmin are worshiper and priest, Kshyatriy are warrior, administer and ruler. *Vaishya* are merchant and businessmen. Dalits are belongs to Sudra. Sudra are known as servant and labor in society. Another scholar Pyakuryal,( 2008, p.81) says,

Caste system was introduced in *vedic* Period (6000-4000 B.C.) in Hindu society. It is an inseparable aspect of Hindu society and closely related with the Hindu philosophy; religion, custom and tradition, marriage and family, moral and manner, food and dress habit, occupation and hobbies etc. The caste culture is the major factor for the increasing social discrimination, segmentation and stratification of Hindu society.

Caste system practice form long history. It is connected with religion, custom and tradition, marriage and family, moral and manner, food and dress habit, occupation and hobbies, and Hindu philosophy. Hindu philosophy creates all type of the discrimination in the society. Such discriminations affect not only in the

society but also affect in the education sector. Another Scholar Koirala (1996), says

The caste system is believed to have divine origin and sanction is endlessly supported by rituals and ceremonies. The society was differently classified in different epoch of development. Some people classified the society according to their belief or origin of birth, color, nature, profession, heredity, marriage, and so on.

The Nepalese people are socially segmented along the lines of caste, sub-caste, ethnic and sub-ethnic groups. The members of such group cannot be stated with sufficient precision, partly because it is dependent on the definition employed, while the 2001 census records more than 60 such groups and 20 major languages were identified. Caste and race is very famous and deeply rooted in Nepalese society. According to national census 2001, there are various castes. Among them about 13.07 percent is Dalits community which is neglected by society since long. Socially excluded such caste cannot get opportunity for education.

### **b) Dalits' Education**

Dalits are less educated in comparison to other caste group. So, they rarely help each other in their problem. On the other hand, they are deprived of others so called higher class communities. Dalits are very few or rare in every sector in Nepal. Education is the main factor of these problems. Therefore we can guess that less number of Dalits children go to school for further study and there is low participation in learning English in comparison to children from other castes.

According to reports ( Integrated National Index of governance, 2008), the representation of Dalits is not found in different sectors such as court, civil society



leaderships, and political parties leaderships. But, constitutional assembly first (Dalits Rights and New work plan.2071 BS. pp9-19). they are selected directly seven members and inclusively selected 43 numbers of representative that is 8.31% of whole representative. And second constitutional assembly they were 41 Dalits representatives that is 6.10% in aggregate among the 601 representatives. This was the highest participation of Dalits in comparison to other sectors. However, education status of Dalits is not satisfactory. Dalits are skillful but they are illiterate because in the lack of connection between their skill and formal education system of Nepal. In this regard Bidhyanath Koirala said "no letters joined in their learning as a result they became skilled illiterate and oral professional literate. Similarly, Dalits were busy in serving people by doing various task for other task group. They didn't get opportunity to go to school at that time." Another scholar Nightingle,(2011,p.156) argue,

Non-Hindu group are situated in relation to the caste system in the complex and often contradictory ways. Generally westerner force papers are considered out of caste. Although I have experience very contradictory practices where is some instances I am considered untouchable( notably by a Bahun priest eating in the house I stayed in) and a other times considered high caste. The ambiguities assigned to westerners are reflective to the ways that class interest with. Caste as it is financial power that is the basis of respect given to the westerners.

In the context of Nepal, Dalits children are not encouraged to get education due to their different problems. The educational background and their socio-economic situation play 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 a vital role directly and indirectly for their achievement in ELT classroom.

After implementation of Education for All (EFA), some programs to empower Dalits educations are lunched. However, because of socio-economic Educational, political, religious reasons the literacy rate of Dalits is very low in comparison to others.

### 2.1.3. Existing Educational Status of Dalits in Nepal

In the past, the schooling system was based on Vernasram model. There was deliberate denial of schooling to *Sudras*. Therefore, education was prerogatives of high caste Hindus, particularly Brahmins. Only after the over throw of Rana regime, there had been access to formal education to all groups including Dalits in Nepal. However, due to the deeply rooted Hindu values in Nepalese society for centuries, Dalits children face many problems while admitting in the school, sitting and eating together with other students and affording schooling in terms of finance, which prohibited them from getting education.

The existing facts about the Dalits are given below.

**Table 1**  
**Fact Sheet about Dalits**

SN	Particular	National Average	Dalits	Remarks
1	Proportion of population below national poverty line according to head count index (Government of	25%	41%	

	Nepal)			
2	Multidimensional poverty according to 2013 Human Development Index	44%		
3	Population	26,494,504 (48.50 % Male and 51.50% Female)	13%	Dalits claims to be over 20%
4	Net enrolment ratio in primary education	93.7	20	
5	Literacy rate above 5 or above	65.9% (75.1% Male and 57.4% female)	33%	
6	Ratio of girls to boys at primary level	1	<1	
7	Under-five mortality rate	68	90	
8	Maternal Mortality Ratio (MMR)	229	273	
9	Proportion of population using an improved drinking-water source (%)	80	73	
10	Life Expectancy	68.73	61	
11	Landless	24%	90%	
12	Education above SLC	17.6	3.8	
13	Education above Bachelor (Undergraduate)	3.4	0.4	
14	Civil Servant (Bureaucrats)		1%	
15	Dalits Primary level Teachers		4.5%	

Source: <http://www.dwo.org.np/Dalits.php> (2015)

Dalits education condition in Nepal is so poor (average poverty line is 25% but, Dalits poverty line is 41%) then the other caste. According to the website of WDO, net enrolment ratio in primary education national average is 93.7 % but Dalits net enrolment ratio in primary education is 20%. Literacy rate above 5 or above of National average is 65.9% but Literacy rate 5 and Dalits is 33%. Education above SLC in national average is 17.6% But, Dalits education above SLC is 3.8 %. Education above Bachelor in national average is 3.4% but, Dalits

education above Bachelor is 0.4 %. (source: <http://www.dwo.org.np/Dalits.php> (2015))

As we have seen the scenario of Dalits education given in the chart above, we can say that Dalits are back warded in education and other field also.

#### **2.1.4 Socio-economic Status of Dalits**

Caste system is undoubtedly an obstacle for the Social and economic prosperity of Dalits. Even though untouchability is fading from the urban milieu and among the educated, the principle of heredity in occupation has been segregating them from the socio-economic mainstream of the country. There is not yet full and free access to Dalits to have an alien profession beyond their heredity occupation. This sort of psychological restriction is not conducive for the upliftment of the backward people. Hence, the needs to provide them free mobility in every field and walk of life and allow them to improve their standard of living just like others (Davis,1983 p.193).

An expert on Nationalities and anthropologist Gurung,(2002)has given different meaning of untouchability. He says , “ Physically one can sit, can’t sit; socially one can eat can’t eat; something can be taken or can’t be taken alone or together, something which is traditional, cultural, and emotional discrimination is what is called untouchability.” He further adds, “untouchability is a feudal tradition based upon Hindu Varna system, Hindu religion and culture.” In our society there are malpractice of Hindu caste system which is traditional, cultural, and emotional discriminate. Such discriminate create gap between people in the society. Social and economically backwarded people cannot get chance for education without help of educated people. So there should good relationship among all the people. Bhattachan et, al (2002.p.3) added,

there are various type of discriminations practice in society some are done directly other are done indirectly. The root cause of untouchability is the malpractices of *Hindusm* and its socio cultural values that have flourished under authoritarian regimes, their beneficiaries and hardliners. Dalits have been treated as third rate citizens and sub-humans. Tarai Dalits bear even harder life then their brethren in hills and cities.

The problem is not merely limited to caste base untouchability, but goes on into historical, socio-cultural, philosophical, economic, religious, and psychological dimensions also involving all of us- caste, class, gender, language, religion, culture and region. All sector affected by the Hindu philosophy and its malpractice, it hinder marginalized group to get education. It is also determine the socio-economic status of the Dalits community. Socio-economic status helps to take education.

Both Brahamans and ruling elites called as have high prestige. The poor lower castes, *Sudras* were dominated by the high caste and were dependent on them for their livelihood. Vaishya or Sudra saw no advantage in becoming part of the caste system and none among the shoe makers, blacksmith, goldsmith, tanners or tailors were willing to accept the position of untouchability. Dalits became the slave for ruling elites.

### **2.1.5 Problems of Dalit Students and Learning English**

The Nepalese people are socially segmented along the lines of caste, sub-caste, ethnic and sub-ethnic groups. The members of such group cannot be stated with sufficient precision, partly because it is dependent on the definition employed, while the 2001 census records more than 60 such groups and 20 major languages were identified. Caste and race is very famous and deeply rooted in Nepalese

society. . Nepal is a complex and diversified country in socio-economic and cultural aspects of the society. The caste is the basic foundation for a society that is well recognized where each caste has their socio-economic, cultural and traditional knowledge. Dalits is one of the marginalized groups in our society. They are facing many more problems. Dalits are no exception, they themselves use practices the Hindu model of untouchability and exclusion n which is very much alive within their soul structure. 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. By the cause socio-economical problem they can't go school for education. 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 Dalits children go to school for study and they have low English language proficiency in comparison to the children from the higher castes.

#### **a) Dalit Students' Problems and Challenges**

Dalits are still not allowed to enter religious, educational, health and common natural resources at all or with some degree of ease that members of upper caste do. So they are excluded and deprived from the basic socio-economic infrastructure and living in vulnerable condition. The historical effect of the caste system to exist wherein families belong to upper castes tend to priorities education and stated jobs, while the lower caste are still confined to manual labor over generations (Bhattachan, et. al, 2002 p123).

In the present situation Dalits are still face different untouchability problem. These untouchability areas are school, teashop, taps, wells, picnic party and personal house. Teacher, friends, and other neighbor are the main against of such works. Socio-cultural aspect,i.e. religion, festival, language, culture, family kinship, marriage etc. and economical aspect i.e. Occupation, landholding, house pattern, poverty and low income are the main challenge of the Dalit students.

Ogbu (1990) in his article "overcoming racial barriers to equal access", talks about the schooling and racial barriers. According to him, race alone does not explain the variability in school achievement. He has identified two types of barriers for achievement in education. One is instrumental barriers, fairly overt and visible exclusionary activities such as discrimination in jobs, housing and education. Other barriers he terms expressive: conscious and unconscious derogatory treatment of a minority group by members of the dominant group that satisfies the letters' psychological needs such as scapegoat.

The Dalits, in Nepal are the most exploited people and oppressed community of this nation. These Dalits are socially and religiously hated, culturally oppressed, economically exploited and hard-pressed, educationally illiterate and disadvantaged, politically silent and powerless group of people in this egoistic stratification in Nepal (Koirala, 1996 p.17). Dalits is not a single caste, but in general, it has been referred that a socially backward and down trodden classes of people in which traditionally they comprise Kami, Damai, Sarki, Gaine, Pode, Chyame etc. more than 21 sub castes (Bhattachan, 1999).

Social structure is comprised with the Hindu philosophy and Varna system. It leads all social activities in our society. So Dalits are never get the chance for own their development. Dalit students have been facing of caste based untouchability problem which has been existing for century's hatred and humiliated for thousands of year. They are facing other problems like Socio-cultural problems, economical

problems i.e (unemployment/wage), traditional occupation, lack of training. Dalit students are silent to keep their things with the teachers because of their haltered conditions, In this regard Ahuti (2010, pp.13-15) describes in his article regarding the question that why the Sudra were silent? It is because,

- a) The feudalist rulers forced to believe in fatalism for the Sudras.
- b) Sudras were kept far from gaining education and knowledge.
- c) The untouchability movement of Buddha and Jain couldn't be so much effective against to the Hindu fatalism.
- d) Population pressure was less; a small mass could not struggle.

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 Thus; problems faced by the learners determine their further learning.

### **b) English Language Learning**

A language can be viewed as an instrument of communication. It serves to establish sound meaning correlation, so that message can be sent by the exchange of overt acoustic signals Wardhaugh (1998) says language is "what the members of a particular society speak." Language is the expression of human personality. It is a form of social behavior that enables the individual to co-operate with other in a group. The major function of language is to communicate.

In Nepal, English has been taught as a foreign language. No doubt, learning a foreign or second language is not an easy task. It needs a lot of a time and effort to



have mastery over all the levels of language. These levels are phonology, morphology, grammar, and semantics.

### **c) Relationships of Dalit students' Socio-economic Status and Learning English Language**

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. Languages used by them also differ as Bernstein says restricted and elaborated code.

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 Thus, problems related by the learners determine their further learning.

## **2.2 Review of Empirical Literature**

Much has already been done in the field of different affective aspect of language learning. Nowadays, research has made every impossible fact possible in this tentative world. Much research has been conducted in different aspects of English. Some of the studies related to this research are reviewed here:

Kijima (2006) has conducted research on the title “Caste and Tribe Inequality: Evidence from India, 1983–1999” with the main objective to analyze the causes of ethnic and caste disparities in living standards and wage earnings. The research is based on the 38<sup>th</sup>, 43<sup>th</sup>, and 55<sup>th</sup> rounds of the National Sample Survey (NSS), conducted on 1983, 1987, 1993, and 1999. The sample of the households was drawn using a stratified random sampling procedure. With the exclusion, there are 78,772 non-SC/ST households, 18,015 SC households, and 8,211 ST households for the 1999 data. The main analyses of this study were carried out on data for the households in 16 major state of India. The study has employed the Neumark method to decompose the disparities in mean living standards between the scheduled castes (SC) and scheduled tribes (ST) and the non-SC/ST into the component explained by the differences in economic characteristics and the component attributable to the differences in the returns to the characteristics. The castes and tribes that were economically weakest and historically subjected to discrimination and deprivation were identified in a government schedule as a target group for reservation policies. Household monthly consumption expenditure per capita is used as an indicator of welfare in the study. Consumption expenditure is considered to be a measure of well-being over a relatively longer time period than income stating that consumption tends to be smoothed against income fluctuation.

Barooh (2007) conducted a research in Indian Scenario on "Role of English Language in social and economic upliftment of children of labor community". Her objectives of the study were, to find out the role of English language in the social

and economical upliftment of children of labor community and to find out the challenge of labor children on learning English language. She used the interview and observation. She used nonrandom sample. 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.

Simkhada(2007) carried out a research entitled, "Inclusion of Dalit students in a formal school." His objectives of study were,(a) to assess caste discrimination and inclusion in the community , and (b) to find out the situation of inclusion of the *Dalits* in formal education. The community he selected is random sampling in nature. Ethnic groups like Magar, Gurung, Newar and Bhujel outnumber the so-called "high caste" people viz. Brahmans and Chhetris. The number of *Dalits* residing in the community is also considerable. Among *Dalits*, there are Kami, Sarki and Damai. He visited the school; and interviewed the teachers and head teacher. So he used the interview and observation tools. He founds that caste discriminations are in decreasing order in the community. Liberal expression and behavior are shown to *Dalits* by younger generation in comparison to the people of older generation.(a)Caste norms are still rigid in private and religious spheres. Caste discriminations have been reduced in public spheres of the community. Outside community, caste norms do not work. (b)Income and educational levels have positive relation with inclusion. Respectful language and behaviors have

been used with educated and well to do *Dalits* even if they are discriminated. (c) Change and continuity in caste have been found simultaneously in the thought and actions of people residing in the community. (d) Some of the behaviors based on caste are persisting even today through hierarchical norms, belief system and social stigma. They have been transferred from generation to generation through socialization process.

Sapkota (2008) carried out a research entitled, "Role of social and economic status of marginalized group in developing English language proficiency." His objectives were (a) to find out the proficiency of marginalized group in terms of variable like boys versus girls, and Arghakhanchi versus Kathmandu (b) to find out the role of English in uplifting their social and economic status. He used two different tools of the data collection viz. set of questionnaire and test items. The sample which was selected through purposive non-random sampling procedure was one hundred students. Both primary and secondary source of data were used to elicit relevant data. He 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. Proficiency in comparison to non-Dalits ones. In totality, the study concluded that Dalit students achieved 28.5% overall English proficiency where as non-Dalit students' achievement was 41%.

Balami (2009) carried out a research entitled, " Socio-economic condition of Dalits: A case study of the Kamis Shesh VDC." His objective of study were (a) to introduce Kamis, (b) to study the social and cultural aspects of Kamis, and (c) to

analysis the economic condition of Kamis. Sesh Narayan VDC of Kathmandu was selected for the study area. The majority of the Kamis people are found here. There are 35 households out of 40 live in this area. A census method is the complex enumeration of the of each and every unit of universe, so the researcher used to the census method to find out the socio-economic condition of Dalits. All the 35 were included in the household survey. A house lists or schedule was prepared during the survey. He used to different tool for data collection viz. house hold survey, observation and interview. Especially primary data and secondary data were used to elicit relevant data. He used non-random sampling procedure. It house hold survey of Shesh VDC. His findings were that (a) only 28.6 %respondentsare illiterate. (b) ratio of secondary their children to the government school is high only few boys and girls are sending to private schools. (c) no female have passed above SLC level but only 6.5% male has passed above SLC. There is no people who passed master level.

Bhandari (2009) carried out a research on "Effect of Family Background on student's English language Achievement." The major objectives of study were to find out the effect of family background of the student on their English language achievement. The major tools used in his study were test items and questionnaire. 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 The major finding of his study were that (a) students who were form the family that led by father were found to have higher achievement score (29.69%) than that of students from the family that was led by other (22.61%) and the students who were from the family that was led by other were found to have higher scores than that of students from the family led by mother (20.37%). (b) Students who were from urban areas where found to have higher achievement score (24.08%) than that of students from rural

background. (c) Students who were from family that business occupation were found to have lower achievement score (23.5%) than that of students from the family that has mixed occupation. (d) of total students whose parents were both educated were found to have higher achievement score (25.82%) and students from that Dalits family were found to have lowest achievements score (18.31%) Bhattarai (2012) carried out the research entitled "Participation of Dalit students in ELT classroom interaction". His objective was to find out the participation of Dalit students in ELT classroom interaction. He used to different tools of data collection viz. a set of checklist and observation. The sample which was selected through judgmental and purposive sampling procedure. Both primary and secondary source of data were used to elicit relevant data. His finding was (a) Dalit students did not want to take part in interaction activities such as collaboration, discussion, negotiation, role play, group work, etc. (b) Dalit students performed the given roles very passively in ELT classroom. (c) 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. (d) social, economical and educational background of parents directly and indirectly affected the participation of Dalit students in interaction activities in ELT classroom.

Sapkota (2012) carried out the research entitled "Causes of social deprivation in Dalits: a study of Wami VDC Gulmi District Nepal" His objectives was (a) to find out the socio-economic condition of Dalits of Wami VDC of Gulmi district (b) to identify the causes of deprivation in Dalits (c) To show the changing relationship between Dalits and non- Dalits people. In the study, process of data collection plays a vital role, without this the research study couldn't complete. The applied data collection techniques are framework for the accurate results. A close link is maintained with all the households taking part in this research. Observation, interviewing through the prepared questionnaire etc are widely applied in this research. It is only concentrated in 56 Dalits's households of Wami VDC ward

No.2,3,4,7 and 9 of Gulmi district. It is use the non-random sampling producer in the study. His finding were (a) The economic condition of Dalits is poor, thus many children of them are forced to dropout form schools when their parents cannot afford to pay for their education.(b) The social status of the females in the Dalits community is very low than the males as their society is patriarchal society. After the father's death all the properties goes to the sons. (c) The main causes for degrading situation of Dalits are due to poverty, lack of education and lack of social awareness. So far there have not been any kinds of policies and plans being formulated to uplift the Dalits community in study area.

Thought the present study was selected to the previous study the carry the study was different from many ways firstly, almost all the research had chosen primary and secondary source of institutional sectors. So the level wise section from the institution sector was the key similarity in the previous research. Secondly, another crucial similarity was the selection of research tools. i.e. questionnaire and semi stricture interview. Thirdly, Few scholar research about the socio-economical status of Dalits and its impact in different sector, i.e. paritcation, development, socialization etc. Fourthly, nobody has done the research on the role of socio-economical status of Dalit students in Learning English language. For this reason, the present study is entirely different form previous research. The present researches centrally incorporate socio-economical status of Dalit students and its impact in learning English language. The researcher very much eager to know the attitude of these groups and pinpoint the their problems in different area of ELT specifying the place of language learning difficulties, school facilities, causes of learning English, social impact, cultural impact, students' needs, economical impact, religion impact and language endangerment.

### **2.3 Implications of the Review of Literature for the Study**

Through the intensive study on theoretical and empirical literature, the researcher pinpointed the fact that the previous researchers missed the challenges faced by the Dalit students in learning English and also missed Role of socio-economic status of Dalit students' in the English language. The review of the related literature made the researcher feel the need to carry out this study. They also helped the researcher in order to lubricate his courage and curiosity.

From the reviewed works of Bhandary (2009), I learned that there is interrelationship between family background and students English language achievement. Socio-economic status paly great role to learning English language.. Sapkota (2010), has found that socio- economic condition of marginalized children has directly affected in the development of English language proficiency. Brooh (2007) ,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. Balami, (2009) His finding were that (a) only 28.6 % of the respondents are illiterate. (b) Ratio of secondary their children to the government school is high only few boys and girls are sending to private schools. (c) No female have passed above SLC level but only 6.5% male has passed above SLC. There is no people who passed master level. Bhattraï (2012) found that Dalit students were feeling depressed, oppressed, difficult, shy etc. that created problems for them to participate freely in ELT classroom. Kajima (2006) found that castes and tribes that were economically weakest and historically subjected to discrimination and deprivation were identified in a government schedule as a target group for reservation policies. Simkhada (2007) found that income and educational levels have positive relation with inclusion. Respectful language and behaviors have been used with educated and well to do *Dalits* even if they are discriminated. Sapkota (2012) found that, the main causes for degrading situation of Dalits are due to poverty, lack of education and lack of



social awareness. So far there have not been any kinds of policies and plans being formulated to uplift the Dalits community in study area.

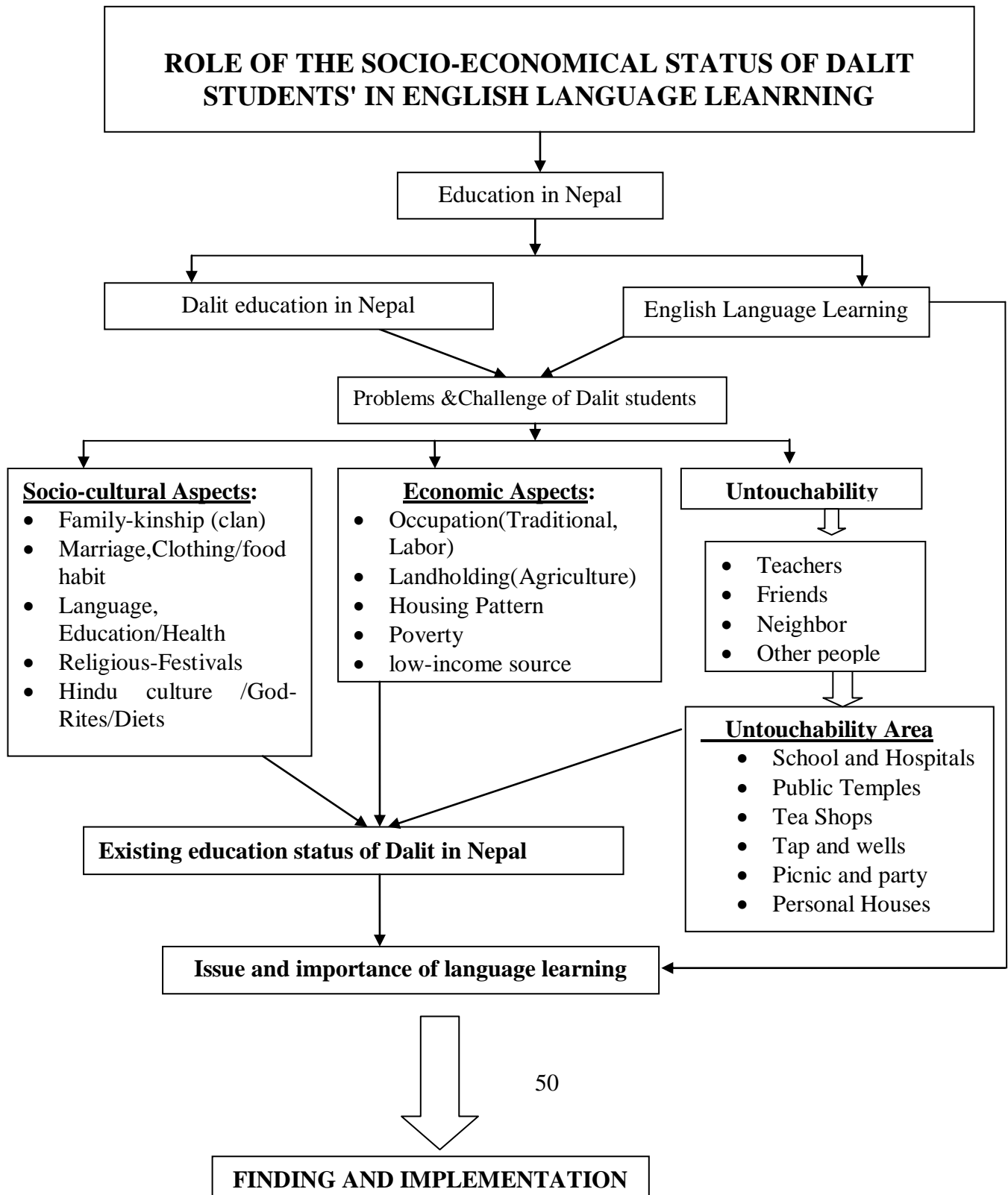
To my best insight for this research work, I learnt some crucial guidelines and framework for my survey study. They provided me lots of ideas regarding the study. The researches carried out by Bhandari and Bhattraï provided deep insights and information about the problems, issues and challenges of Dalit students in learning English. Balami find out the many more Dalit students are less educate and they find lots of problem in learning English. Sapkota provide the information main causes for degrading situation of Dalits. All are important factor of second language teaching and learning process. Hence this research is different from the aforementioned research in a sense that it will cover role of socio-economic status of Dalit students' in the English language learning.

## 2.4 Conceptual Framework

Through the review of the related literature mentioned in the previous section.

The researcher is curious enough to carry out the study to find out

**Table 2**  
**Conceptual Framework of the Study**



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The following methodology will be adopted to fulfill the above mentioned objectives of the study.

#### **3.1 Design and Method of the Study**

The research topic itself reveals the nature of the research to be undertaken. To be precise, the researcher adopted the survey research design. The survey research, research gather data at particular point of time specially to describe the nature of the existing situation or to identify more standard one against the existing situation Cohen and Morison (1985, as cited in Nunan 1992,p.145) say , "Surveys are the most commonly used descriptive methods in educational research and may vary large scale government investigation to small studies carried out by a single researcher. "

According to Kidder (1981,p.81), "survey research is the best research design carried to fine out public opinion and the behaviors and attitude of different professional to access certain activities and study certain trends almost at a single points od time."

This study is of survey due to the following reasons:

- a) The study was conducted to identify role of social and economical status of Dalit students in learning English language.
- b) This study was represented the whole Myagdi district.
- c) Population sample was carried out from the large number.
- d) The findings were generalized to the whole population.

There are the step of survey research which presented by Nunan (1992,p.160) are as follows:

- a) Define the objectives

- b) Identify target population
- c) Literature review
- d) Determinal sample
- e) Identify survey instruments
- f) Design survey procedure
- g) Identify analytical procedure
- h) Determine reporting procedure

All in all, survey in the descriptive research which is use for collecting data in most areas of social inquiry for politics to sociology, from education to linguistic. The purpose of survey is generally to find out opinion, beliefs and attitudes on a certain issues as well as to find out behaviors of different professionals which is quite related subjective of my study.

### **3.2 Population, Sample and Sampling Procedure**

Every study is carried out in Myagdi district. Dalits are studying at higher secondary level was the population of my study. To accomplish the targeted objectives of my research, I have selected forty students from ten communities schools, 30 parents from 10 communities and 10 teachers from 10 communities ( i.e. Bhakimly, Baranja, Ratnechaur, Beni, Babiyachaur, Kuhun, Darbang, Singa, Bhakunde, Rakhu) schools. I have used questionnaire and semi-structure interviews. I have used purposive non-random sampling procedure to select the institutions and respondents.

### **3.3 Study Area/Field**

The study area was the education field of socio-economical status in Myagdi district. I selected

### **3.4 Data Collection Tools**

For collecting data, I was used questionnaire and semi-structured interview as tools.

### **3.5 Data Collection Procedure**

In order to collect data, after the determination of prerequisites I have visited ten secondary community schools, ten community of Myagdi district and I have established rapport with authority (Head Teacher). After clarifying the purpose and getting approval I have visited the Dalit students and distributed the questionnaire to the students and teacher also take interview with parents.

### **3.6 Data Analysis and Interpretation Procedure**

Qualitative data was analyzed in a narrative way with description and quantitative data is presented through table or statistical computation.

## **CHAPTER FOUR**

### **ANALYSIS, INTERPRETATION AND RESULT**

This chapter mainly deals with the analysis and interpretation of the data collected from primary source to fulfill the determined objectives of the study. The analysis and interpretation of the collected data is made under three broad headings.

- .Questionnaire for students' opinion
- Questionnaire for teachers' opinion
- Interview to get information from parents

This study mainly concerned with role of socio-economic status of Dalit students in learning English language in the +2 level students. So, the data collected from primary sources are analyzed separately in the following sections.

#### **4.1 Students' Opinion on English Language Learning**

This section of the thesis deals with analysis and interpretation of students' opinion on English language learning. The responses of students to each heading are analyzed and interpreted qualitatively and quantitatively. The data are analyzed and interpretations as follows:

##### **4.1.1 View on Supporting English**

This sub-section deals with the attitude of Dalit students on English language and daily use. According to respondents interpretation and analysis are given below:

**Table 3**  
**View on Supporting English**

The table 3 shows that

Yes		No		Total participation	
No. of Students	%	No. of Students	%	Total Number	%
38	95	2	5	40	100

95 % ( 38) of the respondents stated that English helps them for daily life. And just 5 % (2) of the respondents stated that English do not helpful in their life. It can be concluded that English language is useful for most of the respondents in daily life.

#### 4.1.2 Opportunity for Dalit Students in the English Language Class

This sub-section deals with the opportunity for Dalit students in the English language class. According to respondents, interpretation and analysis are given below:

**Table 4**  
**Opportunity for Dalit Students**

Yes		No		Total participation	
No. of Students	%	No. of Students	%	Total Number	%
37	92.5	3	7.5	40	100

The table 4 shows that 92.5 % (37) of the respondents stated that teacher provides opportunity in the English classroom and very few 7.5% (3) of the respondents stated that teacher does not provide equal opportunity for Dalit students in the English language class. It can be concluded that, teacher provides good opportunity in the ELT classroom.

#### 4.1.3 Supporting Dalit Students from Their Friends

This sub-section deals with the support of non-Dalit to Dalit students in the English language class. According to respondents interpretation and analysis are given below:

**Table 5**  
**Supporting Dalit Students from Their Friends**

Yes		No		Total participation	
No. of Students	%	No. of Students	%	Total Number	%
38	95	2	5	40	100

The table 5 shows that,

95%(38) of the respondents stated that most of their friends help in the English language class room, and just 5% (2) of the respondents stated that their friends do not help in the English language class room. It can be concluded that, Dalit student's get good help form their friends in the English language classroom.

#### **4.1.4 Dalit Students Provide Time for Study**

This sub-section deals with management of time for study by Dalit students. According to respondents, in village most of the students work in the fields. Very few number of the respondents stated that they just study for 3 hour per a day. So, it can be concluded that, most of the students do not get chances for their study at home.

#### **4.1.5 Dalit Students' Activities After School**



This sub-section deals with the Dalit students' activities after school. . According to respondents interpretation and analysis are given below:

**Table 6**  
**Dalit Students' Activities After School**

Do your homework		Work with parents		Go out for play		Other		Total participation	
No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	Total Number	%
28	70	10	25	1	2.5	1	2.5	40	100

The table 6 shows

that 70 % (28) of respondents stated that, they do their homework after school. But 25% (10) of the respondents stated that, they work with their parents after school, and 2.5 % (1) of respondents stated that that they play games after school time. Similarly, 2.5 % (1) of respondents stated that, they do something after school. It can be concluded that, Majority of the Dalit students get good opportunity for study after school.

#### **4.1.6 Obstacles of Dalit Students in the English Language Classroom**

This sub-section deals with the obstacles of Dalit students in the English language classroom. According to respondents, Dalit students sometimes feel unequal behavior in the classroom. They also stated that, Dalit students work like i.e. climbing on tree, cleaning toilet, receiving and sending materials of teacher etc. It can be concluded that, sometime teacher take help Dalit students for their own purpose. Teacher should make Dalit friendly environment in the school.

#### **4.1.7 Teacher Attitude Toward Dalit Students**

This sub-section deals with the teachers' attitude toward Dalit students. According to respondents interpretation and analysis are given below:

**Table 7**  
**Teacher Attitude Toward Dalit Students**

Not response		Not good		Helpful		Total participation	
No. of Students	%	No. of Students	%	No. of Students	%	Total Number	%
4	10	4	10	32	80	40	100

The table 7 shows

that 80% (32) of the respondents stated that teacher are helpful in the class room. But 10% (4) of the respondents stated that teachers do not good, likewise 10% (4) of the students stated that teacher do not respond in the classroom. In conclusion, Most of the teachers help in ELT classroom. On the other hand few of the teachers do not help. Teacher should change their attitude towards Dalit students.

#### **4.1.8 Sufficiency of Reading Books and Exercise Books**

This sub-section deals with the sufficiency of reading books and exercise books. According to respondents interpretation and analysis are given below:

**Table 8**  
**Sufficiency of Reading Books and Exercise Books**

Yes		No		Total participation	
No. of Students	%	No. of Students	%	Total Number	%
35	87.5	5	12.5	40	100

The table 8 shows

that, 87.5% (35) of the respondents stated that they have sufficient reading books, note books and pens. But 12.5% (5) of the respondents are facing problems related to basic material. It can be concluded that, the Dalit students are getting materials for studying. Very few of the Dalit students are facing related with the basic materials.

#### 4.1.9 Providing English Magazine by Parents

This sub-section deals with the providing English magazine by the parents.

According to respondents interpretation and analysis are given below:

**Table 9**

#### Providing English Magazine by Parents

Yes		No		Total participation	
No. of Students	%	No. of Students	%	Total Number	%
15	37.5	25	62.5	40	100

The table 9 shows that 62.5 % (25) of the respondents stated that, their parents do not buy magazine for their children. But just 37.5% (15) of the respondents stated that their parents buy magazine for their children. It shows that, most of the parents do not conscious about the extra-materials for the English language learning.

#### 4.1.10 Face Problems Without Books, Copy and Pen

This sub-section deals with the problems face by the Dalit students without books, copies and pens. According to respondents interpretation and analysis are given below:

**Table 10**

#### Face Problems Without Books, Copy and Pen

Yes		No		Total participation	
No. of Students	%	No. of Students	%	Total Number	%
25	62.5	15	37.5	40	100

The table 10 show

s that, 62.5 %(25) of the respondents stated that, they have experience of problem

without books, copy and pens but, 37.5% (15) of the respondents stated that they do not have experience without book, copy and pen. It can be concluded that, most of the students are frequently face problems without books, copies and pens.

#### 4.1.11 Causes of Economic Backwardness

This sub-section deals with the causes of the economic backwardness.

Respondents state that there are many reasons of economic backwardness. They are given as follows;

- a) Lack of job opportunity
- b) Uneducated and illiteration
- c) Lack of own land and lack of investment
- d) Lack of the awareness
- e) Early marriage and social structure
- f) Negligence of old occupation
- g) Lack of skills and empowerment programme
- h) Negligence of government

#### 4.1.12 Condition of Scholarship of Dalit Students

This sub-section deals with the condition of scholarship for Dalit students.

According to respondents interpretation and analysis are given below:

**Table 11**  
**Condition of Scholarship of Dalit Students**

Yes		No		Total participation	
No. of Students	%	No. of Students	%	Total Number	%
36	90	4	10	40	100

The table 11 shows

that 90% (36) of the respondents stated they are getting scholarship form school. But very few 10% (4) of them stated they do not get opportunity of scholarship. It

can be concluded that, Dalit students are getting scholarship from their schools, but amount of the scholarship is not sufficient for them.

#### 4.1.13 Feeling Mistreat in School

This sub-section deals with the feeling of mistreat in school. According to respondents interpretation and analysis are given below:

**Table 12**  
**Feeling Mistreat in School**

Yes		No		Total participation	
No. of Students	%	No. of Students	%	Total Number	%
28	70	12	30	40	100

The table 12 shows that 70 % (28 ) of the respondents stated that they feel mistreat in the school. But just 30% (12) of the respondents stated that they do not feel mistreat in the school. It can be concluded that, Dalit students are directly or indirectly feeling mistreat in the school. It is the terribly hindrance in their English language learning.

#### 4.1.14 Field and Area Untouchability

This sub-section deals with the area of untouchability. According to respondents interpretation and analysis are given below:

**Table 13**  
**Field and Area Untouchability**

Tample		Tap/well		School		Upper caste house		All places		Total participation	
No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	Total Number	%
5	12.5	6	15	1	2.5	4	10	28	70	40	100

The table 13 shows that, 70% (28) of the respondents stated that, all places untouchability is deeply rooted (i.e temples, tap/well, school, and upper caste). About 15 % (6) of the respondents stated that untouchability is deeply rooted in tap and well. In the similar vein 12.5% (5) in temple, 10% (4) and 2.5% (1). It can be concluded that most of the places in the community, Dalit students are facing untouchability directly and indirectly.

#### 4.1.15 Suggestion for Minimizing Caste-based Discrimination

This sub-section deal with the some suggestion for minimize case-base discrimination. According to respondents interpretation and analysis are given below:

**Table 14**  
**Suggestion for Minimizing Caste-based Discrimination**

Through education		Elimination poverty		Providing skill and training	Changing traditional occupation			Total participation	
No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	Total Number	%
31	77.5	4	10	3	7.5	2	5	40	100

The table 14 shows that 77.5%(31) of respondents suggested that untouchability can minimized through education. 10%(4) of the respondents suggested that it can be minimized through elimination of poverty, 7.5% (3) through providing skills and training and 5 %(2) students stated by changing traditional occupation. It can be concluded that, caste-based discrimination can be minimized through education.

#### 4.1.16 Friends' Relation with Lodging and Fooding

This sub-section deals with the friends' relation with lodging and fooding. According to respondents interpretation and analysis are given below:

**Table 15**  
**Friends' Relation with Lodging and Fooding**

The	Yes		No		Total participation	
	No. of Students	%	No. of Students	%	Total Number	%
	24	60	16	40	40	100

table 15 shows that 60 % (24) of the respondents agreed their friends come at their home and eat with them. But just 40% (16) of the respondents stated that they do not come and eat at their home. It can be conclude that, most of the students easily accept their friends. Few of the respondents stated that they do not easily accept them.

#### **4.1.17 Other Students' Participation with Dalit Students**

This sub-section deals with the Dalit students' friends participation in classroom activities. According to respondents interpretation and analysis are given below:

**Table 16**  
**Other Students' Participation with Dalit Students**

Yes	No		Total participation	
	No. of Students	%	No. of Students	%
36	90	4	10	40

The table 16 shows that 90 % (36) of the respondents stated that their friends participate in classroom activities. But just 10% (4) of the respondents stated that they do not participate with Dalit students in classroom activities. It shows that, most of the students participate in classroom activities with Dalit students.

#### **4.1.18 Suggestion to Dalit Students' English Language Learning Environment**

This sub-section deals with the some suggestion to improve Dalit students' English language learning environments. According to respondents there are many more suggestions to improve Dalit students' English learning environment in following:

- a) Teacher should create equal environment in the ELT classroom and also use many more new techniques and method.
- b) Identify the ability of the students and encourage them for further development.
- c) Teacher should motivate on their activities in the classroom and help them in the difficult areas.
- d) Government should made plan and policy remove caste-based discrimination. also
- e) Dalit students should concern on their study and their parents should manage time for their Childs. Also provide sufficient scholarship and materials.
- f) Held meeting frequently with parents and make aware about importance of education.
- g) Liberty is main essential things for learning, so all of the students should feel secure in the classroom.

#### **4.2 Teachers' Opinion on English Language Learning of Dalit Students**

This section deals with the responses of teachers which are analyzed and interpreted qualitatively for open- ended questions and with the help of percentage and table for close- ended questions. The data are analyzed below.



## **A. Analysis and Interpretation of the Responses from Close-Ended Questions**

The responses of parents to each question are analyzed and interpreted qualitatively for open- ended questions and with the help of percentage and table for close- ended questions. The data are analyzed as follows;

### **4.2.1 Motivation in Classroom**

This sub-section deals with the motivation of the Dalit students in the English language classroom. According to respondents interpretation and analysis are given below:

**Table 17**  
**Motivation in Classroom**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
4	40	6	60	10	100

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shows that, 40 %(4) of the respondents stated that, all the students motivated in the classroom and 60% (6) of the respondents stated that most of the Dalit students are not motivated in the interactive activities. It can be concluded that, most of Dalit students do not motivate in the classroom.

### **4.2.2 Teacher Attention to the Poor and Shy Students**

This sub-section deals with the teacher attention to the poor and shy students. According to respondents interpretation and analysis are given below:

**Table 18**  
**Teacher Attention to the Poor and Shy Students**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
5	50	5	50	10	100

The table 18 shows that, 50% (5) of the respondents stated that they paid attention poor and shy students, likewise 50% (5) of the respondents stated that they do not pay special attention to poor and shy students. According to data, it can be concluded that, half of the teacher pays attention and take care to shy and poor students in the classroom.

#### **4.2.3 Group Division in Classroom**

This sub-section deals with the group division of Dalit and non-Dalit students in the classroom. According to respondents interpretation and analysis are given below:

**Table 19**  
**Group Division in Classroom**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
7	70	3	30	10	100

The table 19 shows that 70% (7) of the respondents stated that they divide class in different group equally for classroom activities, but 30% (3) of the respondents stated that they do not divide group equally in the classroom activities. It can be concluded that 70% of the teachers are familiar with interactive classroom for enhancing students' ability. Group dividing is one of the socializing parts of students which make students close each other. Closer each other make strong

attachment with different students so, teacher should include all students equally in classroom activities.

#### **4.2.4 Participation as a Group Leader**

This sub-section deals with the Dalit students participation as a group leader.

According to respondents interpretation and analysis are given below:

**Table 20**  
**Participation as a Group Leader**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
7	70	3	30	10	100

The table 20 shows that 70% (7) of the respondents stated that Dalit students participate as a group leader and 30% (3) of the respondents stated that they do not accept as a leader. It can be concluded that, majority of the Dalit participate as a group leader.

#### **4.2.5 Dalit Students' Participation in Activities**

This sub-section deals with the Dalit students' participation in the activities.

According to respondents interpretation and analysis are given below:

**Table 21**  
**Dalit Students' Participation in Activities**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
3	30	7	70	10	100

This table 21 shows that 70% (7) of the respondents stated that, they do not actively participate in their given role and 30% (3) of the respondents stated that Dalit students participate actively in their roles in the classroom. It can be concluded that, Dalit students' participation in activities is poor.

#### 4.2.6 Dalit Students' Shyness

This sub-section deals with the Dalit students' shyness in the classroom. According to respondents interpretation and analysis are given below:

**Table 22**  
**Dalit Students' Shyness**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
6	60	4	40	10	100

This table 22 shows that 60% (6) of the respondents stated that Dalit students are shy and do not speak in class room and 40% (4) of the respondents stated that Dalit students do not become shy in classroom. It can be concluded that, Dalit students are shy and do not speak in the classroom.

#### 4.2.7 Dalit Students' Motivation in the ELT Classroom

This sub-section deal with the Dalit students' motivation in the ELT classroom. According to respondents interpretation and analysis are given below:

**Table 23**  
**Dalit Students' Motivation in the ELT Classroom**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%

4	40	6	60	10	100
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The table 23 shows that 40% (4) of the respondents stated that, Dalit students motivate in learning English language and, 60% (6) of the respondents stated that Dalit students do not motivate for learning English language. It can be concluded that, Dalit students do not motivate in the learning English language.

#### **4.2.8 Fascination for Placement**

This sub-section deals with the fascination of placement of Dalit students in the English language classroom. According to respondents interpretation and analysis are given below:

**Table 24**  
**Fascination for Placement**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
10	100	0	0	10	100

The table 24 shows that 100% (10) of the respondents stated that placement for the Dalit students are equal to other students. It can be concluded that all of the students get chance for placement in the classroom. It is the strong points for preset situation for Dalit students.

#### **4.2.9 Equal Asking Question of Teacher**

This sub-section deals with the asking question to Dalit students. According to respondents interpretation and analysis are given below:

**Table 25**  
**Equal Asking Question of Teacher**

Yes	No	Total participation
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No. of Teachers	%	No. of Teachers	%	Total Number	%
9	90	1	10	10	100

The table 25 shows that 90% (9) of the respondents stated that they ask question equally in the class room. But 10% (1) of the respondent stated he/she does not ask question equally in the classroom. It can be concluded that, most of the respondents ask questions equally in the classroom.

#### **4.2.10 Dalit Students' Condition of Asking Question to the Teacher**

This sub-section deals with the students from Dalit community questioned to the teacher whenever they were confused in the class. According to respondents interpretation and analysis are given below:

**Table 26**

#### **Dalit Students' Condition of Asking Question to the Teacher**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
4	40	6	60	10	100

The table 26 shows that 60% (6) of the respondents stated that, Dalit students do not ask question to the teacher if they find any difficult in the English language learning. Approximately 40% (4) of the respondents stated that Dalit students ask question with teacher in the classroom. It can be concluded that, majority of the Dalit students do not ask question in the ELT classroom. Teacher should create conducive environment for all the students.

#### **4.2.11 Having Teaching Learning Materials of Dalit Students**

This sub-section deals with the availability of students' teaching learning materials. According to respondents interpretation and analysis are given below:

**Table 27**  
**Having Teaching Learning Materials of Dalit Students**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
7	70	3	30	10	100

The table 27 shows that 70% (7) of the respondents stated that they agree with the above statements. But 30% (3) of the respondents stated that they do not have sufficient teaching materials. It can be concluded that, most of the students are facing problems related to teaching materials.

#### **4.2.12 Encouragement of Teacher to Dalit Students**

This sub-section deals with the encouragements of teacher to Dalit students. According to respondents interpretation and analysis are given below:

**Table 28**  
**Encouragement of Teacher to Dalit Students**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
3	30	7	70	10	100

The table 28 shows that 30% (3) of the respondents stated they do not highly encourage for Dalit students in language classroom. But 70% (7) of the respondents stated that they encourage Dalit students in classroom. It can be concluded that, 70% teacher do not encourage Dalit students in classroom.

#### **4.2.13 Use of Translation Technique in Classroom**

This sub-section deals with the uses of the translation technique the in classroom. According to respondents interpretation and analysis are given below:

**Table 29**

**Use of Translation Technique in Classroom**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
10	100	0	0	10	100

The table 29 shows that 100% (10) of the respondents stated that they use translation technique in order to facilitate the classroom interaction. It can be concluded that, all of the teachers use translation method in the classroom. Teacher should use various techniques for teaching that enhance the students' knowledge.

**4.2.14 Satisfaction of Dalit Students in the ELT Classroom**

This sub-section deals with the satisfaction of Dalit students in the ELT classroom. According to respondents interpretation and analysis are given below:

**Table 30**

**Satisfaction of Dalit Students in the ELT Classroom**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
4	40	6	60	10	100

The table 30 shows that 60% (6) of the respondents stated that Dalit students are not satisfied in the classroom. But 40% (4) of the respondents stated that Dalit students are satisfied in the ELT classroom. It can be concluded that 60% Dalits are not satisfied in the ELT classroom.

**4.2.15 Problems Dalit students' Participation in Classroom**

This sub-section deals with the problems of Dalit students' participation in classroom. According to respondents interpretation and analysis are given below:



**Table 31**  
**Problems Dalit students' Participation in Classroom**

Yes		No		Total participation	
No. of Teachers	%	No. of Teachers	%	Total Number	%
7	70	3	30	10	100

The table 31 shows that,70% (7) of the respondents stated that Dalit students have problems in the participation. However, 30% (3) of the respondents stated that they do not seem problem in the participation in classroom. It can be concluded that, most of the Dalit students have problems in participation activities.

#### **4.2.16 Attitudes of the Dalit Students on Learning English Language**

This sub-section deals with the attitude of Dalit students on learning English language. According to respondents all Dalit students are positive for learning English language. Teacher should utilize their positive attitudes for the reasonable learning. Dalit students are marginalized form the society so teacher should maximize their horizon of the knowledge.

#### **4.2.17 Dalit students' Positive Attitude Towards Learning English**

This sub-section deals with the positive attitude of Dalit students on the English language learning. According to respondents Dalit students are disciplined and positive to learning English but they are shy and do not speak in the class. They are good in extracurricular activities. Teachers role should guide and mange for students' inner abilities.

#### **4.2.18 Teacher Views on Dalit Students Problems**

This sub-section deals with the teacher view on Dalit students' problems in the language class. According to respondents, Dalit students are facing much problems i.e. like, caste-based discrimination, poverty, unequal behavior of

teacher and other person, not fear competition with them. It can be concluded that they feel hesitation in front of teacher and his/her friends.

#### **4.2.19 Main Interest of Dalit Students in ELT Classroom**

This sub-section deals with the main interest of the Dalit students in the language classroom. According to respondents Dalit students' main interesting areas are music, dancing, drawing, role play, game etc. Teacher should organize the classroom activities according to their interest area.

#### **4.2.20 Important of Interaction Activities in Learning English Language**

This sub-section deals with the important of interaction activities in learning English language. According to respondents interaction activities are more powerful for developing students' leadership, co-operation, and four language skills. It is also makes class interesting, funny, joyful, and romantic and live. If they learn interactively in the classroom they will remember in life-long. Interactions help students for easily learn difficult concept also. Teacher should use maximum of the interactive activities in the class room.

#### **4.2.21 Regular Problems of Dalit Students in ELT Classroom**

This sub-section deals with the regular problems of Dalit students in ELT classroom. According to respondents, poverty, economical backwardness, untouchability, unequal participation, hesitation and uneducated family background are another regular problems of Dalit students. Sometime teacher and her/his friends' unequal behavior make them hesitate for learning. So, the teachers maintain good behavior with these students and create equal participation in classroom.

#### **4.2.22 Support of Non- Dalit Students to Dalit Students**

This sub-section deals with the support of non-Dalits students to Dalit students in the ELT classroom. In spite of strong social wall of caste-based discrimination, non-Dalit students are helping Dalit students. Non-Dalit students help for four skills of language learning and they also help for other classroom activities. Even they help by providing copy, pen etc. so we can say that Dalit students are getting good opportunity for learning in the classroom.

#### **4.2.23 Dalit Students' Family Background Find in Society**

This sub-section deals with the Dalit students family background in the society. According to respondents most of the Dalit students come from uneducated, illiterate, poor and backward family. Their parents' attitudes and knowledge are not so far sided. It do not creat good environment in their home for study. So, government should make efficiency policy and plan for upgrading their parents' attitude and knowledge. Policy maker, organization, politician and different stake holder should create job opportunity for poor peoples. Awareness programme is one of the main tools to drag in the mind.

#### **4.2.24 Suggestion to Improve Dalit Students' Learning English Language**

This sub-section deals with the some suggestion to improve Dalit students learning English language. According to respondents they give some suggestion for Dalit students' educational improvement. They are as below:

- a) Teacher should provide equal opportunity for all students and gave special attention for Dalit students.
- b) Awareness programme should be conducted. It must help illiterate parents and other stake holder to improve Dalit students learning English.
- c) Teacher should conduct group work, pair work, role play and interactive activities in the classroom. it certainly help poor and shy students.

- d) In school Dalit friendly environment should be managed. Nobody feel hesitate in the classroom.
- e) Students should provide maximum for study in home also provide sufficient material for study.
- f) Government should make special plans for Dalit students also provide sufficient scholarship for them.

### **4.3 Parents' Opinion on English Language Learning of Dalit Students.**

This section deals with the parents' opinion on English language leaning of Dalit students. The interpretation is based on the responses the informants. Here, I tried to draw the fact from the view point through the interview of parents. They are given below:

- a) Most of the parents say that they send their children to school make them teacher, officer and good person. They want to make them good person in society. Another aspect is that their children will take-care them in the future in returns.
- b) Very few Dalit parents send their children to school, but they do not provide sufficient times and materials for study.
- c) Parent says that, most of them provide copy, book, and pen for them but some time they did not provide material in time.
- d) Dalit are economically poor, educationally illiterate and socially back-ward. Most of them work in field they do not have time to take care about their children.
- e) They stated that most of the Dalits are fighting with bundle of the problems. But they are facing problems like proving material for their children, food for them, caring of home and providing basic need of the children.

- f) The while parent says that they do not have sufficient food for whole year. Most of them get food just 4-8 month form their own land. They work other' fields and farms for survive.
- g) Parents say that, very few numbers of families save money in the co-operative and share also. Most of them are fighting with the starvation so, they do not have good chance for share in co-operative.
- h) Parent stated that, their land is not sufficient for sustaining so, they work in other farm, building home, carrying materials and went foreign country (i.e. Arabia, Malaysia, Kubet etc.) for earn. .
- i) Dalits are handling traditional occupation. By the cause of the globalization their traditional occupation being lust. Few of them continuing their traditional occupation and other work in others' field, farm and business.
- j) In general Dalits' economic background is not so satisfactory. Most of the parents are fighting with the many more problems. Their income source and production is not sufficient for their family.
- k) By the cause of the illiterate Dalits are get early marry. Early marriage is the main problems for further developments. Most of them are staying with the joint family. Join family demand many more needs in the family..
- l) We already know most of the Dalits stay in joint family. According to Dalit parents they have 5-8 family members in their family. It is the great number in our context.
- m) Dalits are facing caste-based discrimination even now days. Not only private places it is also public places. They feel different mood of caste-based discrimination in their society.
- n) Very few Dalits are taking member in the SMC (school management committee) in the campus committee in the context of responded. Most of the palaces political parties, educated and reach people are take member in the SMC in the campus committee.

- o) In the village Dalits do not get chance for main role in political parties. They are using for strike holder of political parties in the village.

#### **4.4 Summary of Findings**

The research was carried out to find out the Role of socio-economic status of Dalit students in learning English language. The researcher has elicited the views of students, teacher and parents, who are directly connecting in learning English language. The researcher made the use of structured questionnaire and semi-structured interview schedule as research tools to collect the primary data. He selected ten different colleges, 10 different community of Myagdi district and purposive non-random sampling was the procedure of data collection. The researcher has listed the major findings and implications of the study after the rigorous analysis of the collected data. Both descriptive and statistics methods have been used to analyze the data. The many respondents i.e. students were asked to fill in the questionnaire, teacher were asked to fill in the questionnaire and some selected parents were interviewed for the collection of data.

##### **4.4.1 Socio-economic Family Background of Dalit Student**

- a) Dalit students get reading books, exercise books and uniforms for the study but they do not get English magazine for English language development.
- b) Dalit students are getting scholarship from their schools but it is not sufficient for them.
- c) The condition of untouchability is deeply rooted all of the public and private palace in the society. But the feeling of the untouchability is slowly declining.
- d) The condition of asking question of teacher is good but Dalit students poor to ask question to teacher.

- e) It was identify that Dalit economic condition is poor, thus many children of them are force to work in the fields. Majority of Dalit students work in the field after schools.
- f) Dalit students feel shy, hesitate and depress in the classroom. Teacher uses only grammar translation method in the classroom it hinders for learning the English language.
- g) The condition of helping friend side is good, but all their friends do not stay while drinking and eating breakfast.
- h) Most of the Dalit students are good at extra-curricular activities. Their English language performance is so poor.
- i) The condition of sitting and drinking water in the schools are good. They feel easy in the classroom.
- j) Parent's expectation is higher but Dalit students do not conscious in the English language learning.
- k) Lack of job opportunity, illiterations, lack of land, lack of investments, lack of awareness, early marriage, lack of the government support, social structure directly and indirectly affected the Dalit students' family background.
- l) Dalit are handling traditional occupation. By the causes of globalization their traditional occupation being lost. Few of them continuing their traditional occupation and other work in other's fields, farm and business.
- m) Very few Dalits take member in the SMC(school management committee ) of schools and political parties. In the village they do not get important role in political parties.

- n) Dalits are economically poor, educationally illiterate, and socially backward. Most of them work in the field or foreign country so; they do not take care about children

#### **4.4.2 Socio-economic Impact on Learning English Language**

- a) Dalit students are facing untouchability directly and indirectly in the school and society. By the cause of untouchability, Dalit students were feeling depressed, oppressed, difficult, shy etc. so, they do not feel free in the classroom. They hesitate in the classroom while asking question and participating activities. It hinders learning English language.
- b) Most of the Dalit students are from the poor socio-economical and educational background. So they face problem related basic reading and writing materials. It effects directly and indirectly to the students on English language learning.
- c) Most of the teacher ask question and take care in the ELT classroom but Dalit students' English preference is poor. Teacher and other students' social behavior are directly affected in Dalit students learning.
- d) The main causes for degrading situation of Dalits are due lack of the job opportunity, lack of education, lack of land and lack of investment, lack of the awareness, early marriage and social structure, negligence of old occupation, lack of the skills and empowerment programme and negligence of the governments. All of the causes, directly affected to Dalit family and students learning.
- e) It is found that that economic condition of Dalits is poor, thus many children of them are forced to work in the fields when their parents cannot afford to pay for their education. English language learning is directly affected by lack of opportunity to study at their home.



- f) Dalits are economically poor, educationally illiterate, and socially backward. Most of them work in the field or foreign country so; they do not take care about children. Take care of the parents play great role for students good performance in the classroom.
- g) The condition of helping friend side is good, but all their friends do not stay while drinking and eating breakfast. It creates vast difference between Dalit and non-Dalit students. Friend relation is directly effect on the English language learning.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions of the research and recommendations of the study on the basis of and interpretation of the collected data. The following conclusions and recommendation of the study have been drawn on the basis of the analyzed data. The researcher has presented the conclusions and recommendations in the separate headings so that it was comprehensible for the concerned readers.

#### 5.1 Conclusions

The major conclusions of the study are as below:

- a) Dalit students are facing untouchability directly and indirectly in the school and society. By the cause of untouchability Dalit students were feeling depressed, oppressed, difficult, shy etc. that created problems for them to participate freely in ELT classroom.
- b) Most of the Dalit students are from the poor socio-economical and educational background. It affects directly and indirectly to the students on English language learning.
- c) Most of the teacher ask question and take care in the ELT classroom but Dalit students' English preference is poor. They are not conscious to learning English language in the ELT classroom.
- d) The main causes for degrading situation of Dalits are due lack of the job opportunity, lack of education, lack of land and lack of investment, lack of the awareness, early marriage and social structure, negligence of old occupation, lack of the skills and empowerment programme and negligence of the governments.
- e) It is found that that economic condition of Dalits is poor, thus many children of them are forced to work in the fields when their parents cannot

afford to pay for their education. English language learning is directly affected by lack of opportunity to study at their home.

- f) Dalits do not get chance for main role in political parties in the village. Same as, very few Dalits are taking member in the SMC in the school. Such social role also play great role for developing consciousness for education.
- g) Most of the Dalit students feel shy in front of teacher and friends. There is alternative method which is used in the English language classroom. Teacher should use many other student center methods to minimize shyness of students.

## **5.2 Recommendations**

On the basis of the above conclusions following things have been recommended.

### **5.2.1 Policy Related**

- a) Some provision are presented in our constitution and other acts but implementation level is poor, so implementation level should be made strong, no one gets chance to rust out form the area of law.
- b) The Government should implement some action oriented plans and programs which, required to suit the demand of the new millennium and also needs of Dalit students.
- c) The presence of Dalit representatives among the policy making level and the higher governmental organization.
- d) Loans, grants and training should be provide Dalit peoples. The Dalit people can earn skill and build necessary infrastructure to improve their education and lifestyle.
- e) The government should support and provide help to organization willing to work for the welfare of Dalit students.
- f) The government should made plan and policy for encouragement of Dalits who are fighting with the starvation.
- g) In school teacher should make Dalit friendly environment.

### **5.2.2 Practice Related**

- a) Dalits people are engaged in traditional occupations of low productivity, their skill and technology in traditional occupation should improve.
- b) Provide loans and grants so that the Dalits can have basis ground to establish themselves in the community.
- c) Teacher should maximum use of interaction activities which help to develop co-operation and confidence in Dalits.
- d) Teacher should provide special attention on Dalit students and place them on front bench to remove hesitation in learning English language.
- e) Awareness programme should conduct. It must help illiterate parents and other stake holder to improve Dalit students learning English.
- f) NGO (Non-governmental Organization) and INGOI(International Non-governmental Organization) should watchdog for the implementation of the Dalits acts, laws and programme of the school. The NGOs must give priority to various support programs that is to be carried out in the Dalits community. Also they must help support Dalit students.

### **5.2.3 Further Research Related**

- a) This research will provide a valuable secondary source for the researchers.
- b) It will provide new research areas about Dalits, which are left to be investigated.
- c) The study will provide the source to carry out the research on different aspect of Dalit students' learning English language

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