

**Dalit Students' Participation in ELT Classroom: A Case of  
Shahidbhumi Rural Municipality**

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

**Submitted by  
Bipin B.K**

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

**2023**

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### **Declaration**

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

**Date:** 15-06-2023

.....

**Bipin B.K**

## **Dedication**

*Dedicated*

*to*

*my parents especially my Dad Mr. Bam Bahadur B.K who perpetually strived to make me the person that I am today and my mom and grandma who always support and love me in every difficult step of my life.*

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**Bipin B.K**



## Abstract

This study entitled **Dalit Students' Participation in ELT Classroom: A Case of Shahidbhumi Rural Municipality** aimed at finding out the performance of Dalit students and identify the challenges faced by the Dalit students at secondary level. Keeping the objective in consideration, all Dalit students studying in three different secondary level schools of Shahidbhumi as the population, however only 33 Dalit students were included using convenience sampling. The study adopted survey as a design and set of questionnaires was used as the tool of data collection. After the analysis and interpretation of raw data, it was found that the performance and access of Dalit students was satisfactory. This study showed that Dalit students faced several challenges such as caste-based discrimination, poor family background which psychologically as well as physically affected in their learning English. Because of those challenges they had poor performance in English. It was also found that there was the close relationship between family background and English language learning. This study concludes that extra opportunities for learning and awareness programs should be conducted to enhance Dalit students access and performance.

This thesis consists of five chapters. Chapter one is introductory part which includes background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, delimitations of the study and operational definition of the key terms. Similarly, chapter two includes the review of the related theoretical literature, review of related empirical literature, conceptual framework, implications of the review for the research. Similarly, chapter three deals with methods and procedures of the study under which design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures, analysis, interpretation procedures and ethical consideration. Likewise, chapter four includes analysis and interpretation of results and discussion of research. In the same way, chapter five includes conclusions and implications. Recommendations include; policy, practice and further research related areas. Finally, the references and appendices are included.

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## Abbreviations

ELL	–	English Language Learning
ELT	–	English Language Teaching
M.Ed.	–	Masters of Education
Prof.	–	Professor
S.N	–	Serial Number
SEE	–	Secondary Education Examination
T.U	–	Tribhuvan University

## **Chapter1**

### **Introduction**

This chapter consists of background of the study, statement of the problems, rationale of the study, objectives of the study, research questions, delimitations of the study, operational definitions of the key terms respectively.

#### **Background of the Study**

Language in its general sense can be defined as voluntary vocal system of human communication. According to Spair (1921) "Language is purely human and non-institutive method of communicating ideas, emotions and desires by means of vocabulary produced symbols." Likewise, Crystal (2003) says, "Language is concrete act of speaking, writing and singing in a given situation." Similarly, Wardaugh (1986) says, "language is a system of arbitrary vocal symbols used for human communication."

There is various language in the world, among them English language is regarded to be a global language, not only that it is taken as a dominant language. English language is becoming a foundation of life survive not only means of communication.

English language teaching refers to the process of instructing non-native speakers in the English language. This can include teaching grammar, vocabulary, pronunciation, reading, writing, and listening skills. English language teaching can take place in a variety of settings, such as schools, universities, language institutes, and online. The methods and approaches used in teaching English can vary, with some teachers focusing on communicative language teaching, task-based language teaching, or a more traditional approach that emphasizes grammar and vocabulary instruction.

English language teaching is a significant aspect of education in Nepal. It is a mandatory subject in schools and is also used as a medium of instruction in some higher education institutions. However, due to a lack of resources and qualified teachers, the standard of English language teaching in Nepal can be inconsistent. Despite this, English is considered an important skill in Nepal for both academic and

professional advancement. As Nepal is a multilingual country, it is also important to teach English in a way that is inclusive of different languages and cultures.

Dalits, also known as "untouchables," are a marginalized group in Nepal who face discrimination and social exclusion. English education is often seen as a way for Dalit students to improve their economic and social status, but they may face barriers to accessing and succeeding in English-language education. This could include lack of access to quality education, discrimination or bias from teachers or classmates, and limited resources or support to help them succeed. Some organizations and initiatives are working to improve access to education for Dalit students, including providing scholarships, training for teachers, and supporting community-based organizations.

Dalit students in Nepal face a number of barriers to accessing education, including poverty, discrimination, and a lack of educational resources in their communities. Despite efforts to improve access to education for Dalit students, such as government programs and scholarships, many Dalit students still struggle to attend school and complete their education. Factors such as caste-based discrimination and lack of awareness about their rights can also contribute to these challenges.

Regarding the study, the term Dalit students' participation represents the involvement of Dalit students in education. Dalits, who had not been provided opportunity to read and write in early period. Because of the government policy and social step structure, where Dalit community was not access in government opportunity, who faced very bad behavior from the upper cast people.

Dalit represents struggle for equity and equality who are always ready to fight against the wrong social system, traditional assumptions for their right. This struggle helps to reduce social distance among the upper and lower -cast as a result society will be like a follower.

Dalits are those people who are back warded, marginalized and dominated by other higher caste people in educational as well as governmental system. Dalit has been used as a caste, group of people, who are socially vulnerable, economically deprived and politically excluded they are treated as untouchable since long ago.

In the words of Upadhyaya, Dalits are struggling to access the mainstream of the nation of government system. They are struggling for avoiding discrimination and untouchability. So, Dalits are dominated by upper class people. They are generally less educated because of the lack of opportunity, economically poor because of lack of product of economic resources and far from main stream of development, and opportunity.

This study had been conducted in three selected secondary level schools of Shahidbhumi Rural Municipality of Dhankuta district in far- eastern region. This study will try to find out the performance of Dalit students at secondary level in Shahidbhumi Rural municipality.

According to the data of google (2078) Shahidbhumi is located in a mountain region of east of Nepal in Dhankuta District of Koshi Province. In shahidbhumi, there are Brahmans,Rai, Chhetries, even of the population of Dalits in this Rural municipality is moderate.Shahidbhumi is a Rural Municipality (Gaunpalika) out of four rural municipality located in Dhankuta District of Koshi province of Nepal. There are total 7 municipalities in Dhankuta in which 3 are urban and 4 are rural.

According to Ministry of Federal Affairs and Local Development KhalsaChhintangSahidbhumi has an area of 99.55 square kilometres (38.44 sq. mi) and the total population of the municipality is 17767 as of Census of Nepal 2021.<sup>[1][2]</sup> To form this new Rural Municipality Chhintang, Khoku and Ankhisalla were merged, which previously were all separate Village Development Committee (local level administrative villages).<sup>[1]</sup> Fulfilling the requirement of the new Constitution of Nepal 2015, Ministry of Federal Affairs and Local Development replaced all old VDCs and Municipalities into 753 new local level bodies (Municipality).

The Rural Municipality (Gaunpalika) is divided into 7 wards and Khoku is the Headquarter of this newly formed Rural Municipality. The Rural Municipality was established as "KhalsaChhintangSahidbhumi" on 10 March 2017 but it shortened to just "Shahidbhumi" on 8 January 2018.



## **Statement of the Problem**

The problem of Dalit students' participation in English Language Teaching (ELT) classrooms is a complex issue that is likely caused by a combination of factors, including socio-economic status, caste discrimination, and a lack of resources or support. This can result in these students facing barriers to participating fully in class and achieving the same level of success as their non-Dalit peers. This problem requires a multifaceted approach, which may include providing additional support and resources for Dalit students, increasing awareness and addressing caste discrimination within the education system, and implementing policies and programs to promote inclusivity and equity in the classroom.

Discrimination against Dalits in the educational system is a widespread problem in caste-affected countries. Alienation, social exclusion, and physical abuse transcend all levels of education, from primary education to university. Illiteracy and drop-out rates among Dalits are very high due to a number of social and physical factors. Legislation on the area is limited, and measures that have been taken are often inadequately implemented.

The forms of structural discrimination and abuse that Dalit children faced in schools are often so stigmatizing that they are forced to drop out of school. One of the main issues is the discriminatory practices conducted by teachers, which may include corporal punishment, denial of access to school water supplies, segregation in class rooms, and forcing Dalit children to perform manual scavenging on and around school premises.

In addition, Dalit children face discriminatory attitudes from fellow students and the community as a whole, in particular from higher caste members who perceive education for Dalits as a threat to village hierarchies and power relations.

Intolerance, prejudice and harassment towards Dalits are equally prevalent in institutions of higher education where discrimination is practiced by senior upper-caste students, teachers, faculties, and administrations. The caste bias manifests itself in the way teachers ignore Dalit students and unjustly fail them in exams, in social exclusion and physical abuse, and in the unwillingness of the university administration to assist Dalits and support them. As a grave consequence of this

harassment, a disproportionate number of Dalit and Adivasi students have committed suicide in Nepal.

Most of the Dalit students are far from the light of education in the context of Nepal as well as Dhankuta district. They don't get the chance to access the education. Most of the Dalit children are working as child labor, house worker, carrying load etc. as a result they don't go to school. Some students are going to school but they do not get equal opportunities in classroom activities, as well as other constructive activities. Dalits are poor in English because, Untouchability is practiced in schools, be they government- or NGO- supported schools. Teachers do not take care of their Dalit students. In remote areas of Nepal, Dalit students could not sit beside the so-called high-caste students. There are documented cases in NGO-supported schools of isolating Dalit students when eating school-supplied food, and treating them badly. Scholarships for Dalit students are inadequate if not irregular.

Likewise, the so-called high-caste teachers do not want Dalits to become teachers because they do not want to do the traditional gesture of giving respect to them. They also do not want to eat and drink together with them as is the custom among teachers. Competent Dalit teachers are discouraged from occupying higher executive positions in schools.

Most of the legal provisions have ensured the right to education, but only partially implemented. More than 65% of Dalit children are far from the educational access or educational mainstream. So, it is necessary to study how are they participating in ELT classroom? Condition of their activities, curiosity of their internal desire, motivation factor, affecting factors of learning in ELT, how do teachers behave them? Many researchers have done different research regarding the Dalit community problems but nobody try to do research on my topic and never try to find out the exact access and performance level of Dalit students. So that I had selected this topic. I succeed in this research and success for finding the problems and giving the better solution as a result this study helps to improve the access and performance level of Dalit students.

The study, Dalitstudents'participation in English Language Teaching (ELT) classrooms is important for several reasons. One reason is to understand the barriers

that Dalit students face in accessing education and how they affect their learning and academic performance. Another reason is to identify ways to improve the inclusion and participation of Dalit students in ELT classrooms, including addressing issues of discrimination, bias, and cultural sensitivity. Additionally, studying access of Dalit students can also help to promote social justice and equity in education, which is an important goal in itself.

### **Rationale for the Study**

This study mainly focuses on the status, educational access, participation and performance level of Dalit students in Dhankuta district. Especially this study will be helpful to the teachers who are teaching in remote area, because this study helps to understand the fact issue of Dalit students. Not only that it will be helpful for the plan maker in related to the educational plans, policies and strategies concerning with Dalit students. My study has mainly focused on access and performance in ELT. This study has tried to find out the main negative factor of Dalit students which helps to decrease always in educational participation as a result Dalit student access has not satisfied and provide some techniques to solve those problems. During the research I have faced various, challenges, problems, and find out solutions, and in future that solution will be significant to the local curriculum designers, policy makers, journalist, social worker etc. Furthermore, it will be helpful to all of the researchers who want to carry out research in the field of Dalit students and it will be beneficial local government to make plans policies, strategies for improving the educational access and achievements of Dalit students. More specifically, this study will be advantageous for all those who are directly and indirectly engaging with English language learning.

### **Objectives of the Study**

The objectives of the study were as follows:

- a. To find out the performance of Dalit students in English language teaching at secondary level in Shahidbhumi.
- b. To identify the challenges faced by Dalit students in learning English.
- c. To suggest some pedagogical implications.

### **Research Question**

This study addressed the following research questions.

- a. What is the actual performance level of Dalit students in English Language Teaching at secondary level in Shahidbhumi Rural municipality?
- b. What are the challenges of Dalit students while learning English?

c. What are the ways to practice in Education sector of this study?

### **Delimitations of the Study**

The researcher was limited his study to a certain boundary. In the same way, the study had the following limitations.

- This study was conducted in three secondary community-based schools located in Shahidbhumi Rural Municipality ward no.3, 4, and 6
- The sample size of the study consisted 33 students from three schools studying at grade 10.
- All the class 10 Dalit students were the respondents of this study.
- Only questionnaire includes open and close ended items were used as the tools.
- The study followed survey research design.

### **Operational Definition of the Key Terms**

**Access.** Access refers to the opportunity or ability to acquire and use the English Language effectively. And Access in English language teaching means providing equal opportunities and removing barriers for learners to acquire and use the English language effectively. It involves addressing physical linguistic, socioeconomic, cultural and pedagogical aspects to ensure inclusive language learning environments.

**Participation.** It refers to the act of taking part or engaging in a particular activity, event, or process.

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

**Dalit Networks.** Dalit networks are the group of Dalit individuals or organizations working in the district in favor of Dalits. The network has had a significant impact on the internationalization of caste discrimination as a critical human rights issue.

**Dalits.** The communities, who by virtue of atrocities of caste-based discrimination and untouchability, are most backward in socioeconomic, educational, political and religious fields and are most backward to live in human dignity and social justice.

**Stakeholder.** Stakeholders are the persons who are directly and indirectly involved in particular work.

## Chapter 2

### Review of Related Literature

This chapter consist of review of related theoretical and empirical literature, implication of review literature, and conceptual framework of the research.

#### Review of Related Theoretical Literature

Theoretical literature refers to works that explore and analyze theoretical concepts and ideas, often in the fields of philosophy, literature, and the social sciences. This type of literature may include philosophical treatises, literary theory, and academic research papers that propose new theories or analyze existing ones. Theoretical literature often explores complex and abstract ideas and can be challenging to understand for those not familiar with the field or the specific theory being discussed.

**English as Global Language.** English has become a global language for a variety of reasons. One of the main reasons is the historical influence of the British Empire, which spread the language to many parts of the world. Additionally, the rise of the United States as a superpower and the dominance of American culture in media and entertainment has also contributed to the spread of the English language. Furthermore, many international organizations such as the United Nations, the World Bank, and the International Monetary Fund use English as their official language

English as a world language is not merely an international language. The notion of international language can be understood as a language which is used in any international communication which involves people from two or more countries. This is different from the fact of English as a global language. English is not only used when people communicate with English speakers. English is used by people of different first languages. It is not only applied when people speak to English people, but also used when people from different nations meet. English is the most widely spoken language in very different contexts in the world. Therefore, English is not only an international language, but also a global language.

A language gains a status as a global language when it has a special role that is recognized in every country in the world (Crystal, 1997). To gain recognition from

certain country does not mean that the language should speak as the first language by people in the country.

The global language can be spoken as either first, second or foreign language. The prominent characteristics of a global language is that it is the most widely used language in communication in most places in the world. People feel the need to master it for their life. As a global language, of course, English has certain countries wherein people speak it as a first language. USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa and several Caribbean countries are among the thirty territories that use English as the first language.

(Crystal, 1997; Graddol, 1997; Komin, 1998). However, English does not gain its special status as a global language merely by being spoken by people in those countries. English becomes a world language because people in other countries give a special credence to English, even though they do not speak it as a first language. Special status given to English by other countries can be in the form of using English as a second language (ESL) and English as a foreign language (EFL). As a second language, English is spoken by people in the countries as the official language (Crystal, 1997, p. 4) or the language of the administration (Graddol, 1997, p.11). English is used as a means of communication in various contexts such as government, the law courts, the media, and the educational system. There are more than seventy countries that place English as a second language.

(Crystal, 1997). Because of this special role of English in these countries, mastering English should be done as early as possible. As an official language, English may be the one and only official language or it may share the status with other languages, such as that in India, Singapore, and Malaysia. In the later version, English is usually spoken in a distinct way which is influenced by the accompanying language(s) in the territories. This results in the emergence of new varieties of English. The new varieties of English are called New English's (Graddol, 1997:11). English as a foreign language does not have the official status, but it is the language which is most likely to be taught to children and learned by adults for various reasons. Now, English is the most widely taught as a foreign language in more than 100 countries, including China, Russia, Germany, Spain, Egypt, Brazil, and Indonesia (Crystal, 1997). There are various reasons of favoring English as the language to be

learned, ranging from the need for business and trade, academic pursuit, cultural and technological contact, to political convenience.

The use of English as a first language, a second language and a foreign language is as described by Kachru (1985) in three concentric circles. The three circles, namely the inner, the outer and the expanding circles, represent the native speakers of English, ESL and EFL speakers respectively.

Thus, the three concentric circles of the speakers of English suggested by Kachru (1985) will quite possibly not apply anymore. Instead, three circles standing side by side as suggested by Graddol (1997) will be probably more suitable to describe the future of English and its speakers. In the future, English as an international language will stand side by side with local language(s). It entails the use of English which is suited to the local taste and the use of local languages for international communication in the region. For example, in addition to English, Chinese might be used in the Southeast Asian countries as the language used for international meetings or communication. This tendency arises from the awareness of people in the outer and expanding circles in that they should maintain their own language(s) while making use of English. Thus, to secure its role in the global context, English should compete, or possibly lives in harmony, with local languages maintained by their speakers.

**Dalits:** Dalit are the people who are marginalized, back warded, and untouchable, in the societies. They are discriminated people by the higher caste community people. Dalits refers to the group of people who are religiously, culturally, economically, and historically oppressed, excluded and treated as untouchables and they belong different geographical region, language, culture and castes. According to National Dalit Commission (NDC, 2060), Dalits are: 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 deprived of human dignity and social justice. Dalit are also known as lower caste under the stratified Hindu caste system originated some 3000 years ago. Dalit faces an estimated 205 forms of discriminatory practices their daily life ([www.ndc.gov.np](http://www.ndc.gov.np), retrieved on 2015/11/115).

Dalits, also known as "untouchables," are members of the lowest caste in the traditional Indian social hierarchy. They have historically faced discrimination and social exclusion due to their caste status. The Indian Constitution has made provisions to protect the rights of Dalits and promote their social and economic upliftment, but discrimination and violence against Dalits continue to be major issues in India today.

According to national census (2021), there are various castes. Among them 17.2% was Dalit community which is neglected by society since long. As a result, such caste cannot get opportunity for education. They are out of mainstream of education due to various difficulties and challenges. Ambedkar (as cited in Ahuti,2010) has defined the term 'Dalit' in India as untouchable people. According to Hindu religion, caste is divided into four groups; Brahman, Kshetri, Baishya, and Sudras. Sudras were called Dalits or lowest caste and regarded as unholy. It happened in Nepal during the Lichhavi King Mandev.

As a whole Dalits can be defined as those communities who, virtue of caste-based discrimination and so-called untouchable. Dalits are most back warded in social economic, educational, political, and religious spheres and deprived of human dignity and social justice.

**Access.** Access to education for Dalit students in Nepal has been a longstanding issue, as they have historically faced discrimination and marginalization in the educational system. Factors such as poverty, lack of infrastructure, and cultural biases have all contributed to the limited access to education for Dalit students. In recent years, there have been efforts by the government and non-governmental organizations to increase access to education for Dalit students, such as scholarships and programs to improve infrastructure in Dalit communities. However, more needs to be done to address the root causes of educational disparities for Dalit students and ensure that they have equal opportunities to succeed in the educational system.

Here, we talk about educational access. Education is the main pillar of nation, for make better nation education plays vital role. In my mind one slogan is coming, for destroy the any country there is no necessary to Bom, if you destroy the education system in this country the nation automatically will be destroyed.



According to the scenario of Nepal education system there is a discrimination, rich and poor, rural and town, community and private school, Dalit and non-Dalit caste, but why it happened? Nobody shows their curiosity about such critical issue.

So that every people should have to be responsible towards such issue and try to search ideas to fulfill such gap between two variables. In nation every citizen should have equal right to mainstream education everywhere. He/ she should have access to get good education.

In ancient period there was not equal access to education for all people, education had been provided in terms of their social status, economic status, caste, etc. so in that time Dalit people had more suffered than other caste peoples. as a result they don't get opportunity to increase their access in educational sector, in that time their main concern was how to join mouth and hand rather than education. They were no idea; education is important for our upcoming generation and with the help of education we can establish our right on government policy as a result Dalit access is low in comparison to others. But now Dalit education access will be increasing day by day, this is a positive vibe towards education. Everybody tries to understand importance of education and they start to send their children to school. If this thing will be improving day by day, the education access will be increased. As a result, we hope, the gap between the two variables will be fulfilled.

**Dalit Castes in Nepal by the Origin.** Over the total population of 30 million, the Dalits in Nepal comprise of 13.6% of the total population according to the 2078 census. However, Researches have suggested that the percentage could be over 20% with an estimation of 5 million people. The Dalit Development Committee of the Ministry of Local Development has identified 22 Dalit groups (Previously stated as 28).

**Hill Origin.** Gandarva (Gaine), Pariyar (Damai, Darji, Suchikar, Nagarchi, Dholi, Hoodke), Badi, Viswakarma (Kami, Lohar, Sunar, Wod, Chunara, Parki, Tamata), and Sarki (Mijar, Charmakar, bhool)

**Madheshi Origin.** Kalar, Kakaihiya, Kori, Khatbe (Mandal, Khanka), Chamar (Ram, moche, Harijan, Rabidas), Tatma (Tanti, Das), Dusadh (Paswan, Hajara), Dhobi (Hindu, Rajak), Pattharkatta, Pasi, Bantar, Mushar, Mestar (Halkhor), and Sarvanga (Sarbaraiya).

According to the Central Bureau of Statistics (2078), data on the poverty rate, literacy rate and the percentage of Dalits in Nepal who experience chronic childhood malnutrition were: Poverty Rate 48%, Literacy Rate 40%, Chronic Childhood Malnutrition 60%.

**Status of Dalits in Nepal.** According to Lamsal (2012, p.4), “Dalits have been economically deprived, socially discriminated against, politically underrepresented, and excluded and treated as untouchable for centuries.”

Dalits are understood as less educated in comparison to other caste groups, because in ancient period they had not gotten opportunity for education in comparison to other caste people. As a result, they had not gotten opportunity to participate in mainstream of government, they had been stopped to speak for own right, if they speak for their right against to the government, they would punish physically as well as mentally. As a result, they were hide their voice and hard work for only food for alive. Therefore, we can guess that a smaller number of Dalits children go to school for the study and they have low English language proficiency in comparison to the other castes children.

Regarding the educational access of Dalit students, Dhalet al. (2002) says, in the past, the schooling system was based on the varnashrama model during the Vedic and post Vedic and there was restriction in access to schooling to *sudra* (Dalits) especially, *paninachalne* groups in varnashrama system of education because their prescribed duty was to serve to people of other caste (p.29)

Bishwabhakta Dulal Aahuti (2004) says, “Dalit is a class group of Hindu society of Nepal. In Nepalese society, they are in last position from the economic sense and more exploited and vulnerable group from the political and socio-cultural point of view”. They are socially oppressed, economically hard pressed, political silent, educationally illiterate and religiously hated group of people.

Despite the effort to make access educational to all group of people, Dalit children faced a number of problems with getting admission in the school, seating and eating together with other student at school.

But at present, educational access of Dalits is gradually increasing rather than past. Different programs, policies, and provision as well as political movement and many more organizations are much more responsible for bringing change in educational access of Dalits.

**Dalit Castes in Nepal by the Settlements.** According to national census report, CBS (2022) the following caste are categorized.

Hill/ Mountain Dalits (Chamar, Sunar, Gaine, Badi, Sarki, Damai, Kami etc.) Many Dalits live in rural areas, including hilly regions, where they often have limited access to education, healthcare, and economic opportunities. They may also face discrimination from other members of their communities, and may be denied access to important resources like land and water. Despite these challenges, there are organizations and movements working to empower Dalits and improve their lives, and there have been some efforts by the government to address discrimination against Dalits in recent years.

Terai Dalits (Totma, Mushar, Lohar, Khatwe, Jangar, Balkhor, Dhobi, Banta, Chamar, Chidhimar, Santal, Doom, Paswan etc.). In the Terai region of Nepal, which is located in the southern part of the country and borders India, there is a large population of Dalits. Many of these individuals work in low-paying jobs and may not have access to education or other resources. Despite efforts to improve their situation, Dalits in the Terai region and throughout Nepal still face significant challenges.

Newar Dalits (Pode, Kuche, Kasai, Chyame etc.). Newar Dalits are a marginalized group of people within the Newar community in Nepal. They are considered to be of lower social status and often face discrimination and marginalization in various aspects of their lives, such as education, employment, and access to resources. Despite efforts to raise awareness and improve their status, many Newar Dalits still face significant challenges in Nepal today.

**Status of Dalits Shahidbhumi Rural Municipality.** Shahidbhumi is a rural municipality out of four rural municipality located in east of Nepal in Dhankuta district of Koshi province. There are a total of 7 municipalities in Dhankuta in which 3 are urban and 4 are rural. In Shahidbhumi rural municipality there are various castes which are, Rai, Chhetri, Kami, Damai, Sarki, Magar, Majhi, Newar. The total

population is here 18730 among this 14783(78.80%) is Rai, 764(4.07%) is Brahmin, 695(3.71%) is Chhetri, 591(3.15%) is Kami, 411(2.19%) is Sarki, 365(1.95%) is Magar, 309(1.65%) is Damai, 229(1.22%) is Majhi, 228(1.22%) is Newar, and 385(2.05%) others according to the census of 2022.

The total population of Dalits in this municipality is 1311(6.99%) among them 504 peoples are male, and 807 peoples are female. (Rural municipality data 2022) in this rural 2 peoples passed the master's degree, 8 peoples passed bachelor degree, 22 peoples passed 10+2, among them 20 peoples are male and 12 peoples are female. And 35 peoples passed SEE, among them 22 are male and 23 are female (Dalit parswochitra 2078)

In academic year 2079, 210 children were enrolled in class one to ten, among them 80 were boys and 130 were girls.

**Legal Provision.** The interim constitution of Nepal 2063 declares that no one is superior and inferior on the basis of their caste, sex and religion and such type of division is punishable. It has ensured the right against untouchability and racial discrimination as fundamental rights. (Universal declaration of human right 1948)

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Source <http://www.wikigender.org/Wiki>).

There are many more legal provisions, some are among them as;

**The Constitution of Nepal 2015.** According to the Constitution of Nepal, 2015, Dalit students have the right to education and to participate in the educational system without discrimination. The Constitution also states that the government must take necessary measures to ensure the inclusion of Dalit and marginalized communities in education. Additionally, the Constitution guarantees the right to affirmative action in education for marginalized communities, including Dalits, to ensure their participation and advancement in educational institutions. And has guaranteed right against untouchability and caste discrimination as fundamental right

as stated in the article. 24 and has declared caste discrimination as a punishable crime. Similarly, it has ensured the right to education in the article no. 31. The clause 2 of the article no 31 has also guaranteed the right to education as every citizen shall have the right to free education from the state up to the secondary level.

Likewise, it has guaranteed the right of Dalits in the article No. 40. The clause No.2 of the article no.40 clearly states about the right of detail in education as the provision of free scholarships shall be made for Dalit students from primary to higher level of education as provided for in law. Special provision shall be made in law for Dalits to pursue higher education in technical and professional subjects.

**Provision for scholarship can be made.** Government of Nepal can arrange scholarship for the students enrolled at Lower secondary education and secondary education as per the rules specified. Community school shall make provision for providing free education to the students living below the poverty line, ethnic and Dalits community students and female students.

**Rules of fee structure.**

- a. The education provided by the community school up to the primary level will be free, and the students enrolled in such school will be provided free of cost textbooks by government of Nepal.
- b. A provision of free education will be made for girl children and the students from the Dalits and the tribal class that fall below the poverty line.
- c. Once the schools charge admission fees to the students while getting admitted to a particular grade, the same school cannot collect any kind of tax from the same students while getting readmitted to another grade.
- d. The school will not be allowed to collect any kind of fees toward building the physical infrastructure of the school from the students.
- e. The fees that a school is to collect from the students should be decided only with the permission of government of the fee structure will be based on the classification of school.
- f. The concerned authority must make the school return the fee provided that the school has collected fees from the students against this act.

- g. The concerned authority can punish the school with a fine of up to rupees twenty-five thousand provided that school has collected fees against act.

**Government policy.** The 10<sup>th</sup> five-year plan of Nepal has the following policy and strategy:

- a. To develop the free primary education towards compulsory education and to provide scholarship for Dalits, disadvantaged, ethnic groups, girls, handicapped children, economically poor children.
- b. To set special program to increase of the girls, Dalits and disadvantages group in the qualitative education.
- c. To encourage program of providing the education on their mother language to increase access of the various lingual community children.

### **Dalit Students' Challenges and Relationship in Learning**

**English.** Relationship and learning process of a language is a complex phenomenon. Learning is fascinated by the teaching and better teaching is a symbol of effective learning. It may be affected by family background viz. parents' occupation, education, family structure, locality, ethnicity, economic condition, attitudes of students towards teacher and parental involvement in students' studies. Without finding out the effect of these factors in teaching and learning process, it will be 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 learner's family background and economic status, attitudes of learners 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 differs as Bernstein (Wardhuagh2000) status such as restricted and elaborated code. If there are challenges with the learners it directly or indirectly interrupts in language learning of the learners.

### **Review of Related Empirical Literature**

All progress is born of inquiry. Doubt is often better than confidence, for it leads to inquiry, and inquiry, and inquiry leads to invention, Nowadays, research has made every impossible fact possible in this tentative world. Many researches have

been conducted in different aspects of English language and different aspects of Dalits. Some of the studies related to this research are reviewed here.

Timsina(2006) studied “A comparative study on language proficiency of Dalit and non-Dalit students in the English language.” The objectives of his study were to find out the English language proficiency of Dalit and non- Dalit students. His findings on English proficiency of the students in the district show very low and unsatisfactory achievement. Dalit students have less proficiency in comparison to non-Dalit ones. In totally, the study concluded that Dalit students achieved 28% overall English proficiency where as non-Dalit students’ achievements was 41%.

Eimar Barr & et al. (2007) carried out a study on “Dalits in India and Nepal: policy options for improving social inclusion in education” (presented through the working papers submitted to the division of policy and planning, the UNICEF, United Nations Plaza, global policy section, New York NY 10017, USA). In this study, the researcher had presented the status of Dalits in Nepal and India and it concluded that many of the children without access to education will be those who are barred from school by social discrimination. While the MDG costing exercise for Nepal included special measures for girls, it noted the exclusion of Dalits and other socially marginalized groups, and costs scholarships for excluded groups, and awareness programs for communities. This current paper endorses broader strategies in the MDG costing exercise to decrease time of children collecting water, better rural infrastructure and increased livelihoods. These measures will support policies in the education sector for the universalization of education, but not necessarily for Dalits.

B.K (2011) has carried out research on “Reading comprehension ability of the Dalit students in Sankhuwasava district” to find out reading comprehension ability of the Dalit students. He had used the random sampling procedure for the selecting the sampling population. He selected 6 different schools took out 6 students including 3 boys and 3 girls from each school for the population of the study. Test item was the main tool for the data collection. He had analyzed the data by using statistical tools such as mean of Dalit students is no satisfactory and the boy’s performance was better than girl.

Similarly, Bhattarai (2012) conducted research on “Participation of Dalit students in ELT classroom interaction]”, to analyze and describe Dalit students’ participation in ELT classroom interaction. That was a qualitative study based on

multi-method approaches, descriptive and narrative analysis. He selected 40 Dalit students of grade 9 and 10 and 4 teachers from government school in Tehrathoom district. He used two sets of questionnaires and a set of checklist tools for data collection. He concluded that the participation of Dalit students was passive and inactive in ELT classroom and communication is the key of success.

DNF (Dalit NGO federation 2012) had also carried out research by the help of three people. The topic was “an assessment of the situation of Dalits in education policy, gaps challenges and prospect” its main objective was to assess the overall situation of education of Dalits in Nepal. That study was based on mixed method. Kailali and Saptaridistricts were selected as population. Altogether, two districts and 6 VDCs were selected where, as 10 schools (primary and secondary) were selected as sample. Survey design was mostly used in that research. Findings of that research were Dalit parents, many of the parents did not send them to school. The parents and home environment are responsible for the Dalits children unsatisfactory result. The boys are provided liberty in comparison to their siblings. Due to the feeling of inferiority, Dalit students don't want to continue their study instead they prefer to drop and work or go for search of jobs. Many Dalit children are found to drop out when they reach at the age of 12 and above pass grade 5.

Yadav (2012) has conducted research on “Attitudes of Dalit students towards learning English” to find out the various attitudes of Dalit students regarding English language learning and aimed to some pedagogical implications. He used primary and secondary data to carry out the research. He selected ten community secondary school as purposive non-random sampling from Siraha district. He selected five Dalits students from each school. The number of total informants is 50. He used questionnaire for data collection. He concluded that Dalit students extremely positive towards learning English and they opined that all the students must change themselves in learning English. He analyzed data percentage and presented using para-orthographical modes.

Upadhyaya (2016) had also carried out research on “factors affecting accessibility of Dalit students in English language teaching and learning” to identify the affecting factors in accessibility of Dalits students in ELL/ ELT and to recommend some pedagogical implication from the finding. He had used survey research design a non-random sampling procedure, and used two sets of questionnaires as the main tool for the data collection. And sample population was 20



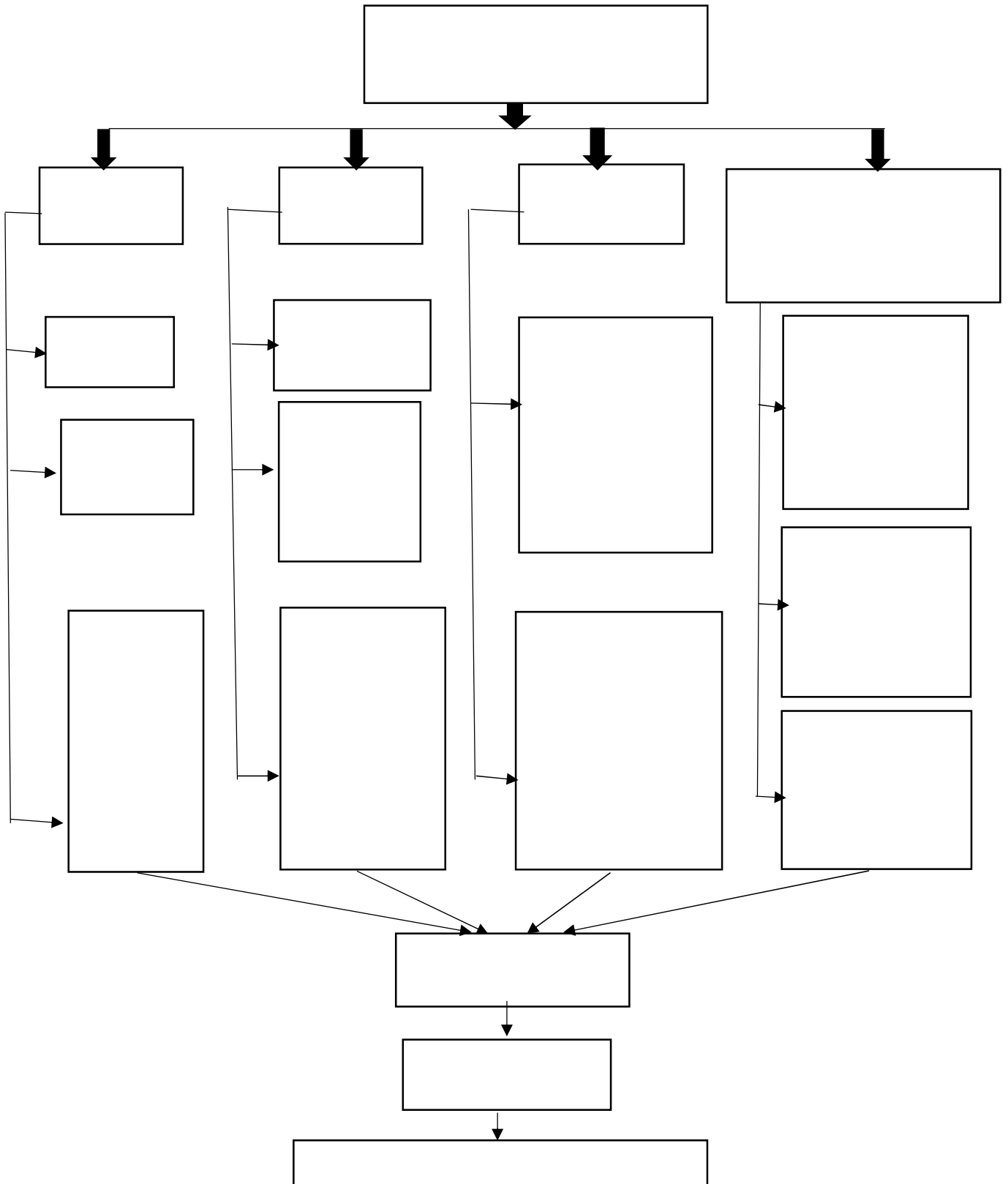
Dalits students and 10 English teachers from lower secondary and secondary school in Doti district. He had analyzed the data with the help of simple statistical tool, computation and represented in tabular forms. He had got as, untouchability, caste discrimination, poverty, low level of awareness and parents' education are the major affecting factors in accessibility of Dalit students in English language teaching and learning.

Finally, B.K. (2016) carried out research on the role of socio- economic status of Dalit students in learning English language.” His objectives were (a) to find out the role of socio- economic status and family background of Dalit students and its impact on learning the English language, (b) to identify the challenges faced by the Dalit students in learning English language. He used purposive non- random sampling procedures to select sample. He collected data using questionnaire and semi-structured interview. He selected 40 students, 10 teachers and 10 parents as a sample. He found that most of the Dalit students are from poor socio- economic background which directly and indirectly affect to their study.

Finally, my study term Dalit students' participation in English Language Teaching (ELT) may differ from above mentioned related Dalit topics in that it specifically pertains to the education and language acquisition of Dalit students, rather than broader issues related to the social and economic status of Dalits in society. This may include issues such as access to resources and opportunities for learning English, cultural and linguistic barriers, and discrimination within the education system. Additionally, it may also include considerations of how English is taught and used within the classroom and its impact on the identities and self-perceptions of Dalit students.

### Conceptual Framework

The study on Dalit students' participation in ELT classroom in Shahidbhumi Rural Municipality were based on the following framework:



The above framework shows the interconnected aspects/ variables in related with this study. in Shahidbhumi Rural Municipality the opportunity and resources provided to Dalit students in learning and acquiring proficiency in the English Language. Dalit also known as scheduled castes are a marginalized community in Nepal who have historically faced social discrimination and exclusion. Dalit students have faced different obstacles those are **social problems** (Discrimination and Prejudice, Homelessness, Substance Abuse and Addiction, Mental Health Issue, Violence and crime etc.) **Economic problems** (Inflation, unemployment, Income Inequality, Poverty, Trade Imbalance, Slow Economic Growth, financial Crises etc.) **Educational Problems** (Lack of Access, Inadequate Funding, Quality Education. Educational Equity, Updated Curriculum, Standardized Testing, Teacher Shortage and Quality, Lack of relevance, Technological Divide. They might have little.

Educational access may be affected by different factor like, Motivation, Age, Environment, previous language learning experience, Teaching Methods resources, cultural factors, Communication, economic status, Education and Academic Pursuits, Career Advancement, Access to information. Even family background and socio-economic status can impact on Dalit student's access. In learning English there are different issue like, Limited exposure, lack of practice, inadequate resources, complex grammar, pronunciation challenges, fear of making mistakes are the language acquisition obstacles. Even English language have own value because it is use as the global communication, for cultural exchange, for career opportunities, and foreducational advancement.

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

After reviewing the literature, the researchers have gotten lots of ideas about how to conduct the study, what design of study to adopt for achieving the stated objectives, how to review the related literature, how to select the data collection tools, ways of data analyses and interpretation ideas. The review of the literature also has provided the researcher clear idea about the topic. The researcher has gotten lots of ideas, ways and concept about the study after reviewing different previous research and thesis. Moreover, the researcher has gotten good ideas to decide research design, specifying the objective of the study, determine selection of the research tools, data collecting procedures, analysis and interoperate sate and etc. to say in a single sentence those review has helped the researcher in all aspects of the study.

After the reviewing the literature of different scholars I learnt various things such as:

- a) Recognizing and addressing the historical and societal barriers that Dalit students face in accessing education, including discrimination and lack of resources.
- b) Recognizing and addressing the historical and societal barriers that Dalit students face in accessing education, including discrimination and lack of resources.
- c) Providing targeted support and resources, such as language classes and mentoring programs, to help Dalit students succeed in ELT.
- d) Creating an inclusive and culturally responsive classroom environment, where all students feel valued and respected.
- e) Collaborating with community organizations and leaders to ensure that the needs and perspectives of Dalit students are considered in educational policies and programs.
- f) Providing training and support for teachers to address the specific needs of Dalit students and promote inclusion in the classroom.
- g) Building strong partnerships between schools and local communities to ensure that all students have access to educational opportunities.

## **Chapter 3**

### **Methods and Procedures of the Study**

This chapter deals with methodology which had been used in the study. This chapter includes design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

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

In course of this study, the researcher had adopted survey research. This study had based on the values, norms of survey research design. It had followed the steps of survey research design. Survey research design is much more famous research design in social fields as well as educational field.

In this regard, the survey is a research technique in which data are gathered by asking question, observing and interviewing.” Similarly, in the words of Kerlinger (1986, p.). “Survey research is a kind of research which studies large and small population to discover the relative incidence, distribution and inter- relationship of social and psychological variables.”

Survey research is also called census. Its findings can be generalized in large population. Survey research design tries to study both large and small population by selecting and studying sample in order to find the present situation or present activities. So, this study will be strictly based on steps and procedures of survey research design.

Survey research design is often considered the best method for a study because it allows for the collection of a large amount of data from a large number of participants in a relatively short amount of time. Surveys also allow for the collection of both quantitative and qualitative data, making them a versatile research method. Additionally, surveys can be administered in a variety of ways, such as online, by phone, or in person, which allows for a diverse sample of participants. Surveys can also be administered to a representative sample of a population, which allows for generalization of findings to the larger population. Finally, survey research is relatively inexpensive and low-risk, making it an efficient method for research.

## **Population Sample and Sampling Strategy**

The all-Dalit students, in Shahidbhumi Rural Municipality were the population of the study. The researcher had used the convenience sampling procedure to select the sample. In doing so, 33 students from 3 different schools, were the sample of this study.

## **Sources of Data**

### **Primary Sources of Data**

The selected 33 Dalit students were the primary sources of data in this research.

### **Secondary Sources of Data**

The secondary sources included articles, journals, previous research related to analyze data.

## **Study/ Area Field**

The research area of this study was secondary level school in Shahidbhumi Rural Municipality. The DEO and concerned school authorities were the stakeholders where the English teachers and Dalit students were the respondents. The field of the research study were ELT/ELL at school level in relation to accessibility of Dalit students studying at secondary level school. The main focus of this study was to find out the exact educational access of Dalit students in ELT/ ELL.

## **Data Collection Tools and Technique**

For collecting data, I used questionnaire (open ended and close ended) and Document analysis techniques as the tools.

## **Data Collection Procedure**

At first, I visited the selected school of Shahidbhumi Rural Municipality, Then, the researcher explained the purposes of visiting, and asked for permission with the authority and build rapport with the concerned people. After getting permission, the researcher provided the questionnaire to the selected students. After the allocated time is over, the researcher collected the distributed questionnaire from the students. At last researcher thanked the respondents.

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

Data analyzed quantitatively and qualitatively. After the data collection, the data analyzed and interpreted with the help of simple statistical computation and presented in tabular forms. In this study, data analysis involved breaking the data in to manageable themes, patterns and relationship to understand various elements of raw data collected in course of the study. The questionnaire was primary tool of data collection. The collected data has putted under different headings and then has analyzed and interpreted descriptively.

### **Ethical Considerations**

Ethical considerations are so significant in the field of research. Field. The ethical issues to be considered have the equal importance in both quantitative and qualitative research. Research as a joint and collaborative work, it requires a researcher to be serious in dealing with people involved in the study and using the ideas of other scholars to support their study. There are inherent tension and complexities in research. And to overcome these tensions and complexities, the researcher should follow the certain rules, principles or guidelines. It gives credit to the scholars, avoids plagiarism and less harm to the informants. For completing the research work I haveapplied the following safeguards;

Initially, I was sure that their participation in the study is altogether voluntary. Then, I assure the participants that the information they have given me had been strictly confidential and their anonymity had maintained forevermore. I have been orally circulated the purpose of the study, giving them a complete picture of how the data used and what I anticipated to derive from it, and make sure they comprehend entirely about what I say. Afterwards, I visualized that my research carried out so as completed a requirement for drawing up my master's thesis. I never used the data for any other purposes except my study without permission of the respondents. I have given proper credit to the authors of books, journals, articles, research works to avoid the risk of plagiarism. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research. Finally, I gavethanks to all participants.

## Chapter 4

### Result and Discussion

This chapter includes the data analysis and interpretation of results with the summary and discussion. The collected data has been analyzed and interpreted as follows.

#### Analysis of Data and Interpretation of the Results

This section mainly concerns with the presentation, analysis and interpretation of collected data. The study consisted of 33 participants and data were collected through questionnaire. For this study two different sets of questions were used as the questionnaire for Dalits students from the 3 secondary level (class 10) school. Which are Shree Pancha Krishna Secondary School, Khoku, Shree Aadarsha Secondary School, Chhintang, and Shree Thakurdevi Secondary School, Aankhisalla.

#### Analytical and Interpretation of Data obtained from students through close ended Questions

Regarding the achieving the first objectives, performances of Dalit students I asked 30 objectives questions related to the performances and access the responses them are interpreted below.

**Access of English language.** The first question asked to the students was related to their access in ELT. Question was, *Does the English language education accessible to you?* The responses are given in table below:

**Table 1: Access of English Language**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Does the English language education accessible to you?	Yes	20	60.6
	No	13	39.3
	Total	33	100

Table 1 indicates that 60.6% (20) Dalit students chose 'yes' regarding the access of English Language and 39.3% (13) Dalit students went for 'no' regarding the same statement.

It means the most of the student 60.6% (20) are near the access of English education except few.



**Role of adequate resources to motivation.** Regarding the question no.2, *Lack of adequate resources barrier to the motivation of Dalit students in ELT.* The responses are given in table below:

**Table 2: Adequate Resources**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Lack of adequate resources barrier to the motivation of Dalit students in ELT.	Strongly Agree	7	21.21
	Agree	21	63.63
	Undecided	2	6
	Disagree	3	9
	Strongly disagree	0	0
	Total	33	100

Table 2 displays that 21.21% (7) of the respondents strongly agreed and 63,63% (21) of the respondents agreed that lack of adequate resources barrier to the motivation of Dalit students where, 6% (2) of the respondents remained undecided and 9% (3) of the respondents disagreed regarding this statement.

That is 84.84% (28) respondents are in the favor of this statement. It means for the language learning process lack of adequate resources affected their learning.

**Opportunities for language practice.** Regarding the question no.3, *Do the opportunities for language practice outside the classroom impact the motivation of Dalit students in ELT?* The responses are given in table below:

**Table 3: Opportunities for Language Practice**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Do the opportunities for language practice outside the classroom impact the motivation of Dalit students in ELT?	Yes	25	75.5
	No	8	24.4
	Total	33	100

Table 3 shows that 75.5% (25) of the respondents chose 'yes' opportunities for language practice outside the classroom impact the motivation and 24.4% (8) of the respondents went for 'no' regarding this statement.

That is majority 75.5% (25) of the respondents argued that not only inside the classroom even outside the classroom language practice plays the important role in ELT.

**Discrimination faced in classroom.** Regarding the question no.4, *Have you ever faced any discrimination and prejudice in the ELT classroom?* The responses are given in table below:

**Table 4: Discrimination Behavior**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Have you ever faced any discrimination and prejudice in the ELT classroom?	Yes	10	30.3
	No	23	69.69
	Total	33	100

Table 4 depicts that 30.3% (10) of the respondents chose 'yes', they faced discrimination in ELT classroom and 69.69% (23) of the respondents went for 'no' regarding this statement.

It means that 69.69% (23) of the respondents feel comfort during the ELT classroom, which helps to create good environment in the classroom in order to increase the access of Dalit students.

**Discrimination in evaluation process.** Regarding the question no.5, *Does the evaluation process discrimination against Dalit students and affect their motivation?*

The responses are given in table below:

**Table 5: Discrimination in Evaluation Process**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Does the evaluation process discrimination against Dalit students and affect their motivation?	Yes	22	66.6
	No	11	33.3
	Total	33	100

Table 5 demonstrates that 66.6% (22) of the respondents chose 'yes', the evaluation process discrimination against Dalit students and 33.3% (11) of the respondents went for 'no' regarding this statement.

It means that, 66.6% (22) of the respondents feel uneasy during the ELT classroom and most of the time, the variation of evaluation process discriminated to the Dalit students and effected their motivation.

**Participation of Dalit students' in ELT classroom.** Regarding the question no.6, *Dalit students participate actively in ELT classroom activities.* The responses are given in table below:

**Table 6: Involvement Situation in Classroom**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Dalit students participate actively in ELT classroom activities.	Strongly Agree	4	12.1
	Agree	23	69.6
	Undecided	6	18.1
	Disagree	0	0
	Strongly disagree	0	0
	Total	33	100

Table 6 displays that 12.1% (4) of the respondents strongly agreed that Dalit students always participate actively in ELT classroom, similarly 69.6% (23) of the respondents agreed that the same statement and 18.1% (6) of the respondent's remained undecided that they have unsure that Dalit students participate actively or not in ELT classroom.

That is 81.7% (2) Dalit students are participated actively in ELT classroom which always helps to increase the access of Dalit students in ELT classroom.

**Equal opportunity to interact in the classroom.** Regarding the question no.7, *Dalit students receive equal opportunity to showcase their skills and abilities in ELT classrooms.* The responses are given in table below:

**Table 7: Opportunity for Interact**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Dalit students receive equal opportunity to showcase their skills and abilities in ELT classrooms.	Strongly Agree	6	18.18
	Agree	16	48.48
	Undecided	6	18.18
	Disagree	5	15.15
	Strongly disagree	0	0
	Total	33	100

Table 7 demonstrate that 18.18% (6) of the respondents strongly agreed and 48.48% (16) of the respondents agreed that they were getting equal opportunity in the English language classroom. In the same statement 18.18% (6) of the respondents remained undecided and 15.15% (5) of the respondents disagreed.

That is 66.66% students are in the favor of this statement it means that Dalit students are getting equal opportunity in the English language classroom. Which helps to makes better their skills and abilities.

**Comfortable and confidence.** Regarding the question no.8, *Do you feel comfortable and confident during ELT classroom activities?* The responses are given in table below:

**Table 8: Comfortable and confidence**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Do you feel comfortable and confident during ELT classroom activities?	Yes	17	51.51
	No	16	48.48
	Total	33	100

Table 8 shows that 51.51% (17) of the respondents chose 'yes' regarding the comfortable and confident during ELT classroom activities and 48.48% (16) of the respondents went for 'no' with the same statement.

It means that about half % students still uncomfortable and uneasy during the ELT classroom so it should be practice to remove such type of anxiety from the students.

**Barriers and difficulties in ELT.** Regarding the question no.9, do you face any barriers or difficulties in understanding and participating in ELT classroom activities? The responses are given in table below:

**Table 9: Barriers or Difficulties**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Do you faced any barriers or difficulties in understanding and participating in ELT classroom activities?	Yes	28	84.84
	No	5	15.15
	Total	33	100

Table 9 demonstrates that 84.84% (28) of the respondents chose 'yes' regarding the facing barriers or difficulties during the participating in ELT classroom, and 15.15% (5) of the respondents went for 'no' with the same statement.

That is 84.84% (28) of the students are being suffered from the different type of difficulties which is always harmful to them in the English language learning classroom.

**Impact of ELT on the academic and personal growth.** Regarding the question no 10, *Is there any positive impact of ELT classroom activities on the academic and your personal growth?* The responses are given in table below:

**Table 10: Impact of ELT on the Academic and Personal Growth**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Is there any positive impact of ELT classroom activities on the academic and your personal growth?	Yes	29	87.8
	No	4	12.1
	Total	33	100

Table 10 displays that 87.8% (29) of the respondents chose 'yes' regarding the ELT classroom activities which helps to their academic and personal growth and 12.1% (4) of the respondents went for 'no' with this statement.

It means that the most of the students 87.8 9% (29) are taken benefit in their personal carrier and growth with the help of ELT.

**Problems due to the cast.** Regarding the question no 11, *You faced some problems in learning English language due to your cast?* The responses are given in table below:

**Table 11: Problems due to the Cast**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
You faced some problems in learning English language due to your cast?	Strongly Agree	3	9
	Agree	18	54.5
	Undecided	7	21.2
	Disagree	4	12
	Strongly disagree	1	3
	Total	33	100

Table 11 addressed that 9% (3) of the respondents strongly agreed that they have faced problems in learning English language due to their caste, and 54.5% (18) of the respondents agreed that they have problems in learning English due to their caste. Similarly, 21.2% (7) of the respondents remained undecided. In the same way 12% (4) of the respondents disagreed and 3% (1) of the respondents strongly disagreed to the statement.

It shows that majority of the respondents 63% (21) students are in favor of this statement. It means that Dalit students have problem in learning English due to their caste except few of them.

**Support for English language development.** Regarding the question no.12, *Dalit students receive adequate support for English language proficiency development.* The responses are given in table below:

**Table 12: Support for Proficiency Development**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Dalit students receive adequate support for English language proficiency development	Strongly Agree	3	9
	Agree	15	45.4
	Undecided	10	30.3
	Disagree	5	15.1
	Strongly disagree	0	0
	Total	33	100

Table 12 shows that 9% (3) of the respondents strongly agreed that they were getting adequate support for English language proficiency development, and 45.4% (15) of the respondents agreed that they were getting adequate support for language proficiency, similarly in the same statement 30.3% (10) of the respondents remained undecided and 15.1% (5) of the respondents disagreed regarding the same statement.

It means that the majority of students 54.4% (18) are getting adequate support for English language proficiency, which helps always to increase the access of English Language proficiency of Dalit students.

**Strategies of motivation in language learning.** Regarding the question no.1, *Language learning strategies impact the motivation of Dalit students in ELT.* The responses are given in table below:

**Table 13: Strategies of Motivation**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Language Learning Strategies affected the Motivation of Dalit Students in ELT.	Strongly Agree	8	24.24
	Agree	22	66.66
	Undecided	1	3
	Disagree	2	6
	Strongly disagree	0	0
	Total	33	100

Table 1 presents that 24.24% (8) of the respondents strongly agreed and 66.66% (22) of the respondents agreed that their language learning strategies affected the motivation of Dalit students in ELT. whereas 3% (1) of the respondents remained undecided and 6% (2) of the respondents disagreed that language learning strategies impact the motivation of Dalit students.

That is, 90.9 % (30) of the respondents are in the favor of this statement, that language learning strategies plays a key role in ELL for Dalit students.

**Opportunities for participation.** Regarding the question no 14, *Do you get equal opportunities to participate in English language learning activities.?*The responses are given in table below:

**Table 14: Opportunities for Participation**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Do you get equal opportunities to participate in English language learning activities?	Yes	24	72.7
	No	9	27.2
	Total	33	100



Table 14 shows that 72.7% (24) students chose 'yes' regarding the getting equal opportunity to participate in English Language learning and 27.25(9) students went for 'no' getting such type of opportunity.

It means that the majority of Dalit students 72.7% (24) are always participate in English class like non-Dalit students except few Dalit students.

**Assessment systems.** Regarding the question no 15, *Are the assessment methods fair for Dalit students in English language learning?* the responses are given in table below:

**Table 15: Assessment System**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Are the assessment methods fair for Dalit students in English language learning?	Yes	24	72.7
	No	9	27.2
	Total	33	100

Table 15 presents that 72.7% (24) students chose 'yes' regarding the participate in assessment system as fully fairly and 27.2% (9) students went for 'no' with this statement.

That is 72.7% (24) Dalit students have no problem regarding the assessment system except the few Dalit students.

**Socio-economic factor.** Regarding the question no 16, *Socio-economic background of Dalit students a barrier to their success in English language teaching.* The responses are given in table below:

**Table 16: Socio-economic Background**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Socio economic background of Dalit students a barrier to their success in English language teaching.	Strongly Agree	8	24.2
	Agree	23	69.6
	Undecided	1	3
	Disagree	1	3
	Strongly disagree	0	0
	Total	33	100

Table 16 presents that 24.2% (8) of the respondents strongly agreed that they are unsuccessful in English language due to their socio-economic status, and 69.6% (23) of the respondents also agreed that their success is always harmful due to their socio-economic status, similarly regarding the same statement 3% (1) students remained undecided, and 3% (1) students disagreed with this statement.

It means the most of the Dalit students 'that is 93.4% (31) lose their golden opportunity due to their socio-economic status as a result their English language learning practices is not sufficient.

**Discrimination and socio-economic status.** Regarding the question no 17, *Dalit students face discrimination in language learning environment due to their socio-economic status.* The responses are given in table below:

**Table 17: Discrimination and Socio-economic Status**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Dalit students face discrimination in language learning environment due to their socio-economic status.	Strongly Agree	9	27.2
	Agree	14	42.4
	Undecided	5	15.1
	Disagree	5	15.1
	Strongly disagree	0	0
	Total	33	100

Table, no 17 depicts that 27.2% (9) of the respondents strongly agreed that they are being faced discrimination due to their poor socio-economic status, and 42.4% (14) of the respondents agreed that are also facing discrimination due to their socio-economic status. Among them 15.1% (5) of the respondents remained undecided and disagreed with this statement.

It means that we can understand the most of the Dalit students that is 69.6% (23) are facing a lot of caste discrimination and others' problems day by day due to their poor socio-economic status.

**Poverty and English language learning.** Regarding the question no 18, *Does poverty limit the access of Dalit students to quality English language education.* The responses are given in table below:

**Table 18: Poverty Limits the English Language Learning**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Does poverty limit the access of Dalit students to quality English language education.	Yes	29	87.8
	No	4	12.1
	Total	33	100

Table 18 demonstrate that, 87.8% (29) of the respondents chose 'yes' with this statement, it means they are unable to take quality education due to their poor family background, similarly 12.1% (4) students went for 'no' with this statement, it means quality education never depend upon the economic status.

That is most of the Dalit students that is 87.8% (29) desire going to limit due to their poverty and poor family background.

**Differences between Dalit and non-Dalit due to the socio-economic factor in ELT.** Regarding the question no 19, *Are there any socio economic related differences in the language learning outcomes of Dalit and non-Dalit students?* The responses are given in table below:

**Table 19: Differences between Dalit and non-Dalit due to the Socio-economic Factor in ELT**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Are there any socio economic related differences in the language learning outcomes of Dalit and non-Dalit students?	Yes	29	87.8
	No	4	12.1
	Total	33	100

Table 19 addressed that, 87.8% (29) of the respondents chose 'yes' in favor of this statement, it means they are conformed that there are differences in language learning outcomes between Dalit and non-Dalit due to the socio-economic reason, Similarly 12.1% (4) Dalit students went for 'no', it means that there are no any differences between Dalit and non-Dalit in language learning due to their socio-economic status.

That is the most of the Dalit students 87.8% (29) are feel differences with the non-Dalit students in language learning due to their socio-economic status.

**Socio economic status and motivation in ELT.** Regarding the question no 20, *Does the socio-economic status of Dalit students affect their motivation for learning English?* The responses are given in table below

**Table 20: Socio-economic Status and Motivation in ELT**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Does the socio-economic status of Dalit students affect their motivation for learning English?	Yes	29	87.8
	No	4	12.1
	Total	33	100

Table 20 shows that 87.8% (29) of the respondents chose 'yes' in favor of this statement it means that the motivation of English language learning is affected by the socio-economic status, similarly 12.1% (4) students went for 'no' that is against this statement, it means for the motivation of English language learning there is no role of socio-economic status.

Any way the data says that the most of the Dalit students 87.8% (29) are demotivated to learn English language due to their socio-economic status.

**Culture and English language.** Regarding the question no 21, *Culture affects the English language learning for you.* The responses are given in table below:

**Table 21: Culture and English Language**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Culture affects the English language learning for you.	Strongly Agree	10	30.3
	Agree	19	57.5
	Undecided	1	3
	Disagree	3	9
	Strongly disagree	0	0
	Total	33	100

Table 21 demonstrate that 30.3% (10) of the respondents strongly agreed with this statement, similarly 57.5% (19) of the respondents agreed with this statement similarly 3% (1) of the respondents remained undecided and 9% (3) of the respondents are disagreed with this statement.

It means that the majority of the students that is 87.8% (29) are compelled by the culture and the culture always play the role and affect the English language learning.

**Learning style in terms of different culture.** Regarding the question no 22, *English language learning style ifs differing in terms of different culture.* The responses are given in table below:

**Table 22: Learning Style in Terms of Different Culture**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
English language learning style ifs differing in terms of different culture.	Strongly Agree	15	45.4
	Agree	10	30.3
	Undecided	4	12.1
	Disagree	3	9
	Strongly disagree	1	3
	Total	33	100

Table 22 addressed that 45.4% (15) of the respondents strongly agreed with this statement, similarly 30.3% (10) of the respondents agreed with this statement, 12.1% (4) students remained undecided, 9% (3) students disagree and 3% (1) students strongly disagree.

It means that the most of the students that is 75.7% (25) keep their opinion English language learning style is not same it is different in terms of different culture.

**Supportive role of culture.** Regarding the question no 23, *does your culture support to the English language teaching?* The responses are given in table below:

**Table 23: Supportive Role of Culture**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Does your culture support to the English language teaching?	Yes	20	60.6
	No	13	39.3
	Total	33	100

Table 23 presents that 60.6% (20) students chose 'yes' whose culture always support to the English language teaching and 39.3% (13) students went for 'no' whose culture never support to the English language teaching.

It means that for the majority of the students that is 60.6% (20) culture plays the vital role to learn English language.

**Role of culture.** Regarding the question no 24, *does your culture have been barrier to access for you in ELT classroom?* The responses are given in table below:

**Table 24: Role of Culture**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Does your culture have been barrier to access for you in ELT classroom?	Yes	22	66.6
	No	11	33.3
	Total	33	100

Table 24 depicts that 66.6% (22) of the respondents chose 'yes' in favor of this statement and 33.3% (11) of the respondents went for 'no' that is against this statement.

It means that the most of the students that is 66.6% (22) have been barrier to access in ELT classroom due to their culture, here the culture play the crucial role for the students to learn English language.

**Teachers'role.** Regarding the question no 25, *your teacher provides individual attention and support to you during classroom activities.* The responses are given in table below:

**Table 25: Teachers' Role**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Your teacher provides individual attention and support to you during classroom activities.	Strongly Agree	8	24.2
	Agree	15	45.4
	Undecided	3	9
	Disagree	6	18.1
	Strongly disagree	1	3
	Total	33	100

Table 25 presents that 24.2% (8) of the respondents strongly agreed with this statement, 45.4% (15) of the respondents agreed with the statement, 9% (3) of the respondents remained undecided, 18.1% (6) of the respondents disagreed and 3% (1) of the respondents strongly disagreed.

It means that the most of the students that is 69.6% (23) are getting full individual support from the teachers during the classroom activities.

**Cooperation with non-Dalit.** Regarding the question no 26, *your non-Dalit friends are co-operative to you?* the responses are given in table below:

**Table 26: Cooperation with non-Dalit**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Your non-Dalit friends are co-operative to you.	Strongly Agree	4	12.1
	Agree	25	75.7
	Undecided	2	6
	Disagree	2	6
	Strongly disagree	0	0
	Total	33	100

Table 26 presents that 12.1% (4) students strongly agreed with this statement and 75.7% (25) students are agreed, 6% (2) students remained undecided and disagreed and no one is strongly disagreed.

It means that the most of the Dalit students that is 87.8% (29) are familiar with the non-Dalit students as a result it creates beautiful friendship and good English language teaching environment.

**Discrimination in community and school.** Regarding the question no 27, *You feel caste-based discrimination in your community as well as at school.* The responses are given in table below:

**Table 27: Discrimination Community and School**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
You feel caste-based discrimination in your community as well as at school.	Strongly Agree	4	12.1
	Agree	18	54.5
	Undecided	1	3
	Disagree	10	30
	Strongly disagree	0	0
	Total	33	100

Table 27 shows that 12.1% (4) of the respondents strongly agreed with this statement, and 54.5% (18) of the respondents agreed with this statement, 3% (1) of the respondents remained undecided, 30% (10) of the respondents disagreed and no respondents strongly disagree with this statement.

It means that the most of the Dalit students that is 66.6% (22) still feel discrimination in their community as well school but it is going to solving slowly.

**Teaching activities according to the students' interest.** Regarding the question no 28, *Do your teachers conduct the teaching learning activities according to your need, interest and level of learning?* the responses are given in table below:

**Table 28: Teaching Activities According to the Students' Interest**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Do your teachers conduct the teaching learning activities according to your need, interest and level of learning?	Yes	19	57.5
	No	14	42.4
	Total	33	100



Table 28 addresses that 57.5% (19) of the respondents chose 'yes' in favor with this statement, and 42.4% (14) of the respondents went for 'no' that is against with this statement.

It means that the most of the students that is 57.5% (19) are getting English language education according to their need, interest, and level of learning except few students as a result it helps to always increase the access of Dalit students' English language.

**Discrimination.** Regarding the question no 29, *Have you been discriminated by other cast students?* The responses are given in table below:

**Table 29: Discrimination**

Statement	Respondents attitude	Response	
		Frequency	Percentage
Have you been discriminated by other cast students?	Yes	16	48.4
	No	17	51.5
	Total	33	100

Table 29 shows that 48.4% (16) of the respondents chose 'yes' in favor this statement, it means they are facing discrimination by non-Dalit friends, similarly 51.5% (17) of the respondents went for 'no' that is against with this statement,

It means that, the most of the students that is 51.5% (17) are not faced such type of discrimination from the non-Dalit. It shows that the half percentage students are faced problems due to their cast and others does not have such type of problem due to their cast.

**Ways of increasing education access.** Regarding the question no 30, *what should be done to increase the accessibility of Dalit students in ELT classroom?* The responses are given in table below:

**Table 30: Ways of Increasing Educational Access**

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
What should be done to increase the accessibility of Dalit students in ELT classroom.	Political commitment	4	12.1
	Teachers' commitment	2	6
	Parents commitment	0	0
	Others commitment	0	0
	All of the above	27	81.8
	Total	33	100

Table 30 demonstrate that 12.1% (4) of the respondents are believe on the political commitment for increase the access of Dalit student in ELTclassroom, similarly 6% (2) of the respondents are believe on the teacher's commitment for increase the access of Dalit students in ELT classroom and 81.8% (27) of the respondents believe on the political, teachers, parents' commitment.

It means that for increase the access of Dalit students in ELT classroom, the most of the students argued that is 81.8% (27) there should be the political, teachers, and parents' combination as a result the access of Dalit students always increase.

**SEE result 2078.**The SEE result 2078shows that the Dalit students' achievement in English. It is given in table below.

**Table 31: Performance of SEE Results 2078**

S. N	Grade	Dalit Students	%	Remarks	Non-Dalit students	%	Remarks
1	A	4	2.59	Excellent	32	20.77	Excellent
2	A+	1	0.64	Outstanding	3	1.94	Outstanding
3	B	7	4.54	Good	23	14.93	Good
4	B+	1	0.64	Very good	21	13.63	Very good
5	C	4	2.59	Acceptable	14	9	Acceptable
6	C+	1	0.64	Satisfactory	4	2.59	Satisfactory
7	D	3	1.94	Basic	24	15.58	Basic
8	NG	2	1.29	Not grade	10	6.49	Not grade
Total		23	14.93		131	85.06	

Table 31 addressed that in last year 2078 in ShahidbhumiRural Municipality there was three (3) secondary level school where SEE exam was held, according to the SEE result of 2078, the totalstudents were 154 who were participated in SEE exam among them 23 students were Dalit and 131 students were non Dalit where let see the result among the total students of Shahidbhimi rural municipality, 4 Dalit students got A grade, where 32 non Dalit students got A grade, similarly 1 Dalit students got A+ grade, where 3 non Dalit students got A+ grade, similarly 7 Dalit students got B grade and 23 non Dalit students got B grade, similarly 1 Dalit students got B+ grade where 21 non Dalit students got B+ grade, similarly 4 Dalit students got

C grade where 14 non Dalit students got C grade, similarly 1 Dalit students got C+ grade, where 4 non Dalit students got C+ grade, similarly 3 Dalit students got D grade where 24 non Dalit students got D grade, and 2 Dalit students got NG grade that is no grade, where 10 non Dalit students got NG grade.

It means that as a whole the performance is not bad comparatively but not what we expected, any way this result shows that in Shahidbhumi Rural Municipality Dalit students' performance is going to increase and improving, if there the local government keep the positive intention towards Dalit students the result will automatically change in Next year.

### **Analysis and interpretation of data obtained from Students through pen ended questions.**

Regarding the achieving these second objectives, challenges faced by the Dalit students I asked 7 questions related to the challenges the responses them are interpreted below.

**Feeling of cast-based discrimination.** In responses to the question no.1, *Do you have any feeling of Discrimination in your school environment between Dalit and non-Dalits students? If yes, what type of discrimination you have faced.* The responses are given the below:

- i) Among the 33 students 19 student have no any feeling in related to discrimination but remaining students faced and felt some discrimination during the school environment.
- ii) Some students were faced some discrimination like; caste-based discrimination from the fellow students, humiliation or exclusion due to their cast identity.
- iii) Some higher caste students refused for interact with Dalit students or participate in activities with them due to ingrained prejudices and social hierarchies.
- iv) Some students had experienced psychologically distress
- v) Some Dalit students received differential treatment in terms of access to educational resources quality of teaching and opportunities for extra activities

- vi) Some students faced lack of support mechanisms within the school system to address their specific challenges and provide guidance or counselling to help them overcome barriers.

In this connection one of the participants reported, *yes, I have been feeling discrimination in my school environment between Dalit and non- Dalit students, actually Dalit students are economically poor, but other friends are relatively rich so they exclude Dalit students in much of the entertainment which require more money.*

In conclusion that, it is important to recognize that efforts are being made to address these issues and promote inclusively and equality in education.

**Problems in ELT classroom faced by Dalit students.** In responses to the question no.2, *Mention the problems that you have faced in ELT classroom regularly as a Dalit student.* The responses are given the below:

- i) Few students are not faced problems but most of the students faced various problems during the English class
- ii) Participation problem, lack of motivation, interaction problems with others, lack of confident, lack of speaking practice, lack of get equal chance to practice, lack of extra activities, limitation of resources, no chance to ask a question to teacher, lack of coordination idea, teachers maximum use mother language during the teaching, comprehensive problems, cultural disconnect, lack of representation those problems faced by the Dalit students in ELT class.

In this connection one of the participants reported, *interaction is less rather than other, teacher focus to the other, lack of opportunities, limited resources provide.*

In conclusion that, for addressing these challenges requires a multi-faceted approach. It includes creating an inclusion and supportive classroom environment, providing additional language support and resources, promoting cultural diversity in the curriculum, training teachers in culturally responsive pedagogy, and actively combating discrimination and bias. Empowering those Dalit students and ensuring their voices are heard is essential to create equitable and effective English language classes.

**Rewarded in ELT classroom.** In response to the question no.3 *have you ever rewarded in ELT classroom? Please mention the reason.* The responses are given the below:

- i) Most of the Dalit students have been rewarded in the different segment
- ii) Maximus the students rewarded in the sports segment like football, volleyball, badminton, running competition etc.
- iii) Similarly, rewarded for the listening competition, English debate competition, quiz segment, writing competition, encouragement by the teacher as a motivation

In this connection one of the participants reported, *singing competition I got third position. And speaking competition*

In conclusion that, Reward system is very good we can reward to the students differentially like; certificates, classroom privileges, positive notes or postcard, class rewards, showcasing students work, positive reinforcement. Student choice activities which help to motivate in English language.

Not only that the most effective rewards are tailored to each students' individual strengths and interest. Understanding the students and preferences will help the teachers design rewards that resonate with them and foster a positive and motivated learning environment.

**Teachers, students, and parents' relationship.** In response to the question no.4, *How can teachers, students and parents' relationship can be used to support the access of Dalit students to English language education.* The responses are given the below:

- i) According to the student's perception, the relationship among the teachers, students, and parents should be: friendship manner, as a learning environment creator, triangle role, mutual relationship, work combination, sharing ideas to each other's, play supportive role, rapport building with others
- ii) Similarly, open communication, mutual respect, partnership, trust and support, regular updates and feedback, recognition of individuality etc.

In this connection one of the participants reported, *these three-factor combinations should be collaborative.*

In conclusion, the relationship between teachers, students, and parents should be a collaborative effort, working together to support the educational and personal growth of the student.

**Students' expectation for the improvement of their proficiency in English.** In response to the question no.5, *Write suggestion to improve in learning English language in Shahidbhumi Rural Municipality for Dalit students.* I have collected different ideas and expectation from the students to address their improvement of proficiency in English. the responses are given below.

- i) Distribute scholarship to the students,
- ii) Find out the weakness of students and practice accordingly
- iii) Parents must be conscious
- iv) Economic support
- v) Local government role
- vi) Library in school
- vii) English motivation and conference class
- viii) Documentary video in English
- ix) Novel, magazine, book available
- x) Empowerment in education
- xi) ICT based English class
- xii) Teach with practical
- xiii) Interactive activities, multimedia resources, real life contexts, writing practice, reading comprehensive, vocabulary building practice, pronunciation practice, collaborative learning, encourage self-learning

In this connection one of the participants reported, *online class, tuition class, library, free education*

In conclusion, creating an engaging and effective English language class requires a student- centered approach with emphasis on active participation, practical application and meaningful communication.

**Role of socio-economic background in ELT.** In response to the question no. 6, *how does your socio-economic background play vital role to success in English language teaching?* Give reasons. The responses are given the below:

According to the respondents, the role of socio-economic background is;

- i) For maintaining social harmony
- ii) For motivation and aspirations
- iii) Provide equitable access to resources and opportunities for language learning
- iv) Foster a supportive an inclusive learning environment where students feel valued and motivated to learn
- v) Advocate for policies and initiatives that promote equal educational opportunities for all students regardless of their socio-economic background.

In this connection one of the participants reported, *if we have good socio-economic background, we have all thing access to everything.*

In conclusion, by considering the socio- economic context of students, English language teaching can be become more inclusive and effective in supporting the language development of all learners.

**Government policies.** In response to the question no.7, *how can the government design about educational policies and programs in order to address the access of Dalit students in English language classroom?* The responses are given the below:

According to the respondents the government policy should be in the followingly.

- i. Free education with scholarship
- ii. Online and tuition class with free
- iii. Special needs education
- iv. Provide the skillful training
- v. Local government fulfill the Dalit students' empty stomach and necked body

- vi. Policies should be in favor of Dalit issue and apply according to their needs.
- vii. Reservation policies
- viii. Quality education infrastructure
- ix. Teacher training and sensitization
- x. Anti- discrimination policies and monitoring
- xi. Awareness and outreach programs
- xii. Affirmative action in employment
- xiii. Special support programs

In this connection one of the participants reported, *the local government should formulate strong policies for the related student.*

In conclusion, that the effectiveness of these policies depends on their implementation, monitoring, and continuous evaluation to address the specific needs and challenges faced by Dalit students in each context, if those policies will implementation the access of Dalit students automatically improved.

### **Summary of the Findings**

After the analysis and interpretation of data, I come to list the following findings:

1. Dalit students, who were belong to the lowest cast, faced several challenges in an English language teaching classroom. The challenges were as follows:
  - a. **Discrimination and bias:** Dalit students may face discrimination and bias from peers which can create a hostile learning environment. This discrimination can manifest in subtle or overt ways, such as biased treatment, neglect, or inclusion. It can severely impact their self-esteem and motivation to learn English.
  - b. **Lack of resources:** Dalit students often come from economically disadvantaged backgrounds, which can result in a lack of access to



quality educational resources. Limited access to books, technology, language learning English.

- c. **Cultural disconnect:** English language teaching materials and methodologies often reflect the cultural norms and experience of the dominant upper- caste groups. Dalit students may find it challenging to connect with the content and relate it to their own experience, making it harder for them to engage actively in the classroom.
  - d. **Language proficiency:** English is often not the first language for Dalit students, as they may primarily speak regional language or dialects. This language barrier can make it difficult for them to understand and participate fully in the classroom, leading to a lack of confidence and limited academic progress.
  - e. **Lack of representation:** the lack of Dalit representation in the teaching staff and educational materials can make it difficult for Dalit students to find role models or see themselves reflected in the educational context. This absence of representation can impact their motivation, self- perception, and sense of belonging in the English language classroom.
2. Most of the Dalit students are being loosed their golden opportunity due to their economic background.
  3. Still in some of the cases Dalit students have faced discrimination due to their cast.
  4. Untouchability, cast discrimination, poverty, low level of awareness and parents' education are the major affecting factors in accessibility of Dalit students in English language teaching and learning.
  5. Almost all the respondents have understood English that ELT is very important and necessary because it is used as a global language.
  6. Teachers' commitment, students' commitment, and parents' commitment are the necessary factors to increase the accessibility of Dalits in ELL/ ELT.

7. Addressing these problems require a comprehensive approach that includes creating an inclusive and respectful classroom environment, incorporating diverse perspectives and representations in the curriculum, providing language support and resources, and implementing anti-discrimination policies and teacher training programs. It is essential to promote equality, empathy, and understanding to ensure Dalit students have equal opportunities to thrive in the English classroom.

### **Ways to Increase Dalits participation and performance in ELT.**

From the analysis and interpretation of data, the respondents have suggested the ways to increase Dalits participation in English language teaching and learning as presented below:

- i) Dalit students and their parents should be aware themselves and the government should provide extra opportunities and untouchability in relation to discrimination should be totally discouraged.
- ii) The books and learning materials should be provided free cost along with scholarship scheme.
- iii) The parents should be serious and responsible towards their children as well as the teachers should inspire and supervise their learning progress.
- iv) The Dalit students should be behaved equally and encouraged providing other opportunities in school and their progress should be supervised daily by the parents as well as the teachers
- v) Awareness programs should be conducted and increase in the schools and society and the local government should focus on the consolation and interaction with concerned stakeholders regularly.
- vi) Multimedia approaches: utilize diverse teaching methods and resource such as audio- visual materials, interactive technology which always support to increase the access of Dalit.
- vii) Collaborative learning: encourage peer learning and collaboration; learning among the students also helps to the access of Dalit

- viii) Affirmative Action: implement affirmative action policies to ensure opportunities for Dalit students in accessing quality education
- ix) Mentoring and guidance: establish mentoring programs where Dalit students can receive guidance and support from teachers or older students.
- x) Safe space: create safe spaces within the school where Dalit students can freely express their experience, their opinions, their experiences, without the fear of discrimination or prejudice.

As a whole, creating an inclusive environment requires a long- term commitment from all stakeholders involved, including teachers, administrators, policymakers, and the wider community. By implementing these strategies, English language teaching and learning classrooms can become more accessible and supportive for Dalit students.

## Chapter 5

### Conclusion and Implications

In this chapter, I have presented the conclusion of the research and recommendations of the study on the basis of presentation, analysis and interpretation of the collected data. The following conclusions and implications of the study have been drawn on the basis of the analyzed data. I have presented the conclusions and recommendations in the separate headings so that it will be comprehensible for the concerned readers.

#### **Conclusion**

From the summary of the findings, it can be concluded that most of the Dalit students that is 60.6% are near the access of ELT. It means that, the majority of Dalit students got access for English Language Learning without any obstacles. After the research I found there are various problems which hinder access to learning, those problems are: lack of motivation, interaction problems with others, lack of confidence, lack of speaking practice, lack of getting equal chance to practice, lack of extra activities, limitation of resources, no chance to ask a question to teacher, lack of coordination idea, teachers maximum use mother language during the teaching, comprehensive problems, cultural disconnect, lack of representation.

The expectation is totally different with the recent results. Before doing the research, the expectation was very low, the accessibility of Dalit students I think only 40-45% only but my expectation has failed and it has increased with 60.6%. Similarly, after doing this research in my mind came different things, when I felt difficult and think how it is possible to do this research and what may be the techniques for doing this and I faced various problems during the research which forced me to go ahead and to reach the destination and after the research, I realized that, if the Dalit students got the equal opportunities like others the access would be 100% not only that if the local Government policy could address the Dalit students' problems, the performance would be better but slowly those problems will be addressed.

The performance is not bad comparatively and the result shows that in Shahidbhumi Rural Municipality Dalit students' performance is going to increase and improve and trying to do hard work to give better performance with the various

problems. They are always ready to give well performance even they have various difficulties situations and trying to make better their performance with their own struggle. if there the local government keep the positive intention towards Dalit students the performance will improve in upcoming moments.

The participation of Dalit students in ELT classroom in Shahidbhumi Rural Municipality is medium level and it is improving, in Shahidbhumi Rural municipality not all the Dalit students are accessed in ELT classroom and some students are far from the main stream of education in Shahidbhumi Rural municipality.

Access to English language education for Dalit students in Shahidbhumi Rural Municipality can be significant challenges due to various socio- economic factors and educational disparities. However, we should follow the different ideas and strategies to address those problems.

The respondents have suggested some ideas like, awareness programs organized in the society, untouchability should be discouraged, Dalit students should be equally behaved at school environment, teachers and parents should observe and supervise and their progress, and local government should focus on the consultation and interaction with concerned stakeholders.

Not only that, to improve the participation of Dalit students in Shahidbhumi Rural Municipality, each stakeholder should be responsible to bring community-based English language programs, mobile learning initiatives, teacher training and support, scholarship and financial aid, collaborations and partnership and long-term support and monitoring. For these solutions require collaboration long term commitment, and sustained efforts from various stakeholders to address the access and equity gaps in English Language education for Dalit students in Shahidbhumi Rural Municipality.

### **Implications**

On the basis of the above conclusions and findings the researcher presents some recommendations in the following different level:

#### **Policy Related**

The findings of the study shows that only 60.6% of Dalit students have educational access and still 40% of them are out of access so:

- i) Policy makers should formulate the policy that encourages stakeholders to increase the educational access of Dalit students in ELT classroom.
- ii) Policy makers should formulate the policy that eliminates the child labor and untouchability in the society.
- iii) Most of the Dalit students are found to be absent and have poor performance in English due to their poverty so sufficient scholarship should be provided by the government.
- iv) Awareness campaign should be launched to bring Dalit students in the main stream of the education by the stakeholders.
- v) Inclusive education policies: these policies may include provisions to address the needs of marginalized groups, such as Dalit students. Inclusive education policies promote the creation of an environment that accommodates diverse learning needs and encourages participation from all students.
- vi) Affirmative action: these policies aim to address historical disadvantages faced by marginalized communities, including Dalits. These policies may provide reserved seats for Dalit students in educational institutions, including English language teaching programs.
- vii) Scholarships and financial assistance: these initiatives aim to remove financial barriers that may prevent Dalit students from accessing quality education and provide them with equal opportunities.
- viii) Curriculum and pedagogy: policies may encourage the development of inclusive curriculum and pedagogical practices in English language teaching. This culturally responsive teaching methods to ensure that the learning environment is inclusive could involve incorporating diverse perspectives, histories and experiences of marginalized communities, including Dalits, in the curriculum. It may also involve training teachers on and supportive for all students.

In last but not least, the implementation and effectiveness of these policies can vary. The specific policies and their impact on addressing the access of Dalit students in English language teaching may depend on the local context and political landscape. Consulting the education authorities or relevant organizations in a specific region will provide more accurate and up to date information about the policies in place.

### **Practice Related**

The stakeholders should encourage and motivated Dalit students in learning English in different ways because they had different problems in educational in English,

- i) The project designers can develop new projects to increase Dalits access to ELT.
- ii) The local government should organize consultation and interaction workshop with concerned stakeholders in relation to the issue of Dalits accessibility in English language teaching and learning.
- iii) Concerned authority should develop the environment to eliminate discrimination and untouchability at school environment
- iv) The teacher should implement the reservation and quota system in the selection of any leader such as class monitor, team leader, and committee leader etc.
- v) It is not possible to eliminate caste-based discrimination only through the effort made by Dalits. That is why, Dalits and non- Dalit should cooperate each other to remove it from the root.
- vi) School should reward Dalit students and pay attention to them
- vii) Special attention by English teachers should be given to Dalit students to improve their poor performance in English.
- viii) Regular assessment and monitoring: implement regular assessment and monitoring systems to track the progress of Dalit students in English language education. This will help identify areas of improvement, measure

the effectiveness of interventions, and ensure accountability in providing quality education to all.

These recommendations should be implemented in conjunction with broader efforts to address social discrimination and promote equality in society.

### **Further Research Related**

- i) This research report will provide the valuable secondary source for the researcher.
- ii) This study will provide the sources to carry out the research on Different aspect of Dalit students learning English language.
- iii) Some possible research titles are given the below for the further research
  - The role of socioeconomic Factors in Dalit students Access to English Language Education
  - “Empowering Dalit students through English Language Education: a case study on effective interventions”
  - “Addressing Linguistic and socioeconomic inequalities: Enhancing Dalit students access to English Language Education”
  - “Promoting Equity in English language Education: strategies for Enhancing Access for Dalit Students”



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**Appendix - I**  
**Questionnaire for the students**

Dear respondents

This questionnaire is a research tool for the gathering information for my study entitled **Access of Dalit Students in ELT classroom: A Case of Shahidbhumi Rural Municipality** under the supervision of **Dr. Gopal Prasad Pandey**, Reader and Head of English Department of Education, TU Kirtipur. Your Co-operation in completion of the questionnaire will be a great value for me. I am interested in your personal opinion. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you will be exclusively used only for the research study and mention confidential and anonymous.

**Bipin B.K**

Researcher

M.Ed. 4<sup>th</sup> semester

Department of English Education

Tribhuvan University,

Kirtipur, Kathmandu.

**Personal Details:**

Students Name:

Age:

Gender:

grade:

Occupation of parents:

School Name:

**Section -A: Rate the following statements with the scale (SA, A, U, D, SD, YES, NO)**

**A. Motivation factor**

1. language learning strategies impact the motivation of Dalit students in ELT.
  - a) Strongly agree
  - b) Agree
  - c) Undecided
  - d) Disagree
  - e) Strongly disagree

2. Lack of adequate resources barrier to the motivation of Dalit students in ELT.
  - a) Strongly agree
  - b) Agree
  - c) Undecided
  - d) Disagree
  - e) Strongly disagree
3. Do the opportunities for language practice outside the classroom impact the motivation of Dalit students in ELT?
  - a) Yes
  - b) No
4. Have you ever faced any discrimination and prejudice in the ELT classroom?
  - a) Yes
  - b) No
5. Does the evaluation process discriminate against Dalit students and affect their motivation?
  - a) Yes
  - b) No

**B. Classroom activities**

6. Dalit students participate actively in ELT classrooms activities.
  - a) Strongly agree
  - b) Agree
  - c) Undecided
  - d) Disagree
  - e) Strongly disagree
7. Dalit students receive equal opportunities to showcase their skills and abilities in ELT classrooms.
  - a) Strongly agree
  - b) Agree
  - c) Undecided
  - d) Disagree
  - e) Strongly disagree
8. Do you feel comfortable and confident during ELT classroom activities?
  - a) Yes
  - b) No
9. Do you face any barriers or difficulties in understanding and participating in ELT classroom activities?
  - a) Yes
  - b) No

10. Is there any positive impact of ELT classroom activities on the academic and your personal growth?  
a) Yes      b) No

**C. Learning English language**

11. You face some problems in learning English language due to your cast.  
a) Strongly agree  
b) Agree  
c) Undecided  
d) Disagree  
e) Strongly disagree
12. Dalit students receive adequate support for English language proficiency development.  
a) Strongly agree  
b) Agree  
c) Undecided  
d) Disagree  
e) Strongly disagree
13. Does the English language education accessible to you?  
a) Yes      b) No
14. Do you get equal opportunities to participate in English language learning activities?  
a) Yes      b) No
15. Are the assessment methods fair for Dalit students in English language learning?  
a) Yes      b) No

**D. Socio-economic factor**

16. socio-economic background of Dalit students a barrier to their success in English Language Teaching.  
a) Agree  
b) Strongly agree  
c) Undecided  
d) Disagree  
e) Strongly disagree

17. Dalit students face discrimination in language learning environments due to their socio-economic status.
  - a) Strongly agree
  - b) Agree
  - c) Undecided
  - d) Disagree
  - e) Strongly disagree
18. Does poverty limit the access of Dalit students to quality English language education?
  - a) Yes    b) No
19. Are there any socio-economic related differences in the language learning outcomes of Dalit and non-Dalit students?
  - a) Yes    b) No
20. Does the socio-economic status of Dalit students affect their motivation for learning English?
  - a) Yes    b) No

**E. Culture factor**

21. Culture affects the English language learning for you.
  - a) Agree
  - b) Strongly agree
  - c) Undecided
  - d) Disagree
  - e) Strongly disagree
22. English language learning style is differing in terms of different culture.
  - a) Agree
  - b) Strongly agree
  - c) Undecided
  - d) Disagree
  - e) Strongly Disagree
23. Does your culture support to the English language teaching?
  - a) Yes    b) No
24. Does your culture have been barrier to access for you in ELT classroom?
  - a) Yes    b) No

**F. Teacher, friends, and community factor**

25. Your teacher provides individual attention and support to you during classroom activities.
- a) Strongly agree
  - b) Agree
  - c) Undecided
  - d) Disagree
  - e) Strongly disagree
26. Your non- Dalit friends are so co-operative to you.
- a) Strongly agree
  - b) Agree
  - c) Undecided
  - d) Disagree
  - e) Strongly disagree
27. You feel caste-based discrimination in your community as well as at school.
- a) Strongly agree
  - b) Agree
  - c) Undecided
  - d) Disagree
  - e) Strongly disagree
28. Do your teachers conduct the teaching learning activities according to your need, interest, and level of learning?
- a) Yes    b) No
29. Have you been discriminated by other cast students?
- a) Yes    b) No
30. What should be done to increase the accessibility of Dalit students in ELT classroom?
- a) Political commitment
  - b) Teachers' commitment
  - c) Parents commitment
  - d) All of the above



**Section-B: give the answer naturally in short**

1. Do you have any feeling of discrimination in your school environment between Dalit and non-Dalit students? If yes, what type of discrimination you have faced.

.....  
.....

2. Please, mention the 5 problems that you have faced in ELT classroom regularly as a Dalit.

.....  
.....  
.....  
.....

3. Have you ever rewarded in ELT classrooms? Please mention the reasons.

.....  
.....

4. How can teachers, students and parents' relationship can be used to support the access of Dalit students to English Language education.

.....  
.....

5. Write 5 suggestion to improve in learning English Language in Shahidbhumi Rural Municipality for Dalit students.

.....  
.....

6. How does Your socio-economic background play a vital role to success in English Language Teaching? Give reasons.

.....  
.....

7. How can the government design about educational policies and programs in order to address the access of Dalit students in English Language Classroom?

.....  
.....

**Thank you for your co-operation**