

**FACTORS AFFECTING ACCESSIBILITY OF DALIT
STUDENTS IN ENGLISH LANGUAGE TEACHING AND
LEARNING**

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

**Submitted by
Ganesh Prasad Upadhyay**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2016**

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2016**

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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: April 06, 2016

.....

Ganesh Prasad Upadhayay

DEDICATION

Dedicated

to

*My parents Mr. Navraj Upadhyay and Mrs. Damara Devi Upadhyay who
spent their whole life to make me what I am today.*

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Ganesh Prasad Upadhyay

ABSTRACT

This research work entitled **Factors Affecting Accessibility of Dalit Students in English Language Teaching and Learning** has been carried out to identify the affecting factors in accessibility of Dalit students in English language teaching and learning. The researcher used purposive non-random sampling procedures to select 20 Dalit students and 10 English teachers as the respondents from lower secondary and secondary level schools in Doti district. Two sets of questionnaire were used to gather the teachers' and students' perceptions separately. The data obtained from the respondents were analyzed and interpreted descriptively. As the findings were summarized and concluded, it was found that untouchability, caste discrimination, poverty, low level of awareness, parent education, domination, humiliation, discouragement and negative attitude towards Dalits are the major factors affecting accessibility of Dalit students in English language teaching and learning.

This study is divided into five chapters. Chapter one deals with introduction. It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Second chapter deals with the review of theoretical literature, empirical literature, implications of the review for the study and theoretical / conceptual framework respectively. Likewise, third chapter includes the design and method of the study, population, sample and sampling strategy, study area, tools and techniques for data collection, data collection procedure, data analysis and interpretation procedure. The fourth chapter deals with the analysis of data and interpretation of the results with summary and discussion of findings. Similarly, the data obtained from the students have been described, analyzed and interpreted descriptively. Finally, the last chapter deals with the conclusions and recommendation made on the basis of summary and discussion of the findings.

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LIST OF ACRONYMS / ABBREVIATIONS

%	Percentage
&	and
ADB	Asian Development Bank
CBS	Central Bureau of Statistics
DANIDA	Danish International Development Agency
DFA	Dakar Framework for Action
DFID	Department for International Development
e.g.	For example
EFA	Education for All
ELL	English Language Learning
ELT	English Language Teaching
GoN	Government of Nepal
GOs	Governmental Organizations
H.S.	Higher Secondary School
HHs	Households
i.e.	That is
I/NGOs	International/Non-Governmental Organizations
IIDS	Indian Institute for Dalit Studies
JICA	Japan International Cooperation Agency
Km.	Kilometer
L.W.	Lower Secondary
M.Phil.	Master's of Philosophy
MDGs	Millennium Development Goals
MoE	Ministry of Education
NDC	National Dalit Commission
NESP	National Education System Plan
NPA	National Plan of Action
NPHC	National Population and Housing Census
S.No.	Serial Number
S.S.	Secondary School

SAARC	South Asian Association Regional Cooperation
SIRF	Social Inclusion Research Fund
SMC	School Management Committee
SNV	Stichting Nederlandse Vrijwilligers (Netherlands Development Organization)
Sq.	Square
T.U.	Tribhuvan University
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UNO	United Nations Organization
VDC	Village Development Committee
viz.	Such as
WB	World Bank
WFP	World Food Programme

CHAPTER - ONE

INTRODUCTION

This is the study on **Factors Affecting Accessibility of Dalit Students in English Language Teaching and Learning**. This part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms respectively.

1.1 Background of the Study

The term 'Dalit' represents struggle for equity and equality in the context of Nepal. It is unanimously agreed that the term 'Dalit' must be used as long as caste based discrimination including untouchability continues to exist in Nepal. A DFID and the World Bank report aptly notes, "A lingering hesitation to use the term Dalit or to name caste-based discrimination head-on and a preference for euphemisms only serves to confuse issues pertaining to Dalit rights. The term Dalit needs to be accepted universally" (World Bank and DFID, 2006). After nationwide consultation, the National Dalit Commission (NDC) defined Dalit community and caste-based untouchability in its Proposed Bill, 2003. NDC defines 'Dalit community' as social, economical, educational, political and religious spheres and deprived from human dignity and social justice due to caste based discrimination and untouchability.

Social deprivation may be correlated with or contribute to social exclusion, which is when a member in a particular society is ostracized by other members of the society. The excluded member is denied access to the resources that allow for healthy social, educational, economic, and political interaction. Social deprivation is the reduction or prevention of culturally normal interaction between an individual and the rest of society. It is included in a broad network of correlated factors that contribute to social exclusion; these factors include mental illness, poverty, poor education, and low socio-economic status. The socially deprived may experience "a deprivation of basic

capabilities due to a lack of freedom, rather than merely low income. This lack of freedoms may include reduced opportunity, political voice, or dignity."

(Retrieved from: https://www.google.com.np/en.wikipedia.org/wiki/social_deprivation)

This study was conducted in 5 selected secondary and lower secondary level schools of Doti district located in Far-western hills. There are 50 VDCs and 1 Municipality in the district having 211,746 total population in which 97252 male and 114494 are female (National Census Report, CBS, 2012). Regarding the educational status in Doti district, there are 380 Primary schools, 142 Lower secondary, 68 Secondary and 32 Higher Secondary level schools. According to CBS Report-2012, the literary rate of Doti district is 56.3%. The enrollment status of Dalit students from Primary to Higher secondary level seems 1313 girls and 1231 boys in total (National Census Report, CBS, 2012).

1.2 Statement of the Problem

Discrimination against Dalits in the educational system is a widespread problem in caste-affected countries especially in Nepal. The 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. There may be so many other causes and factors behind it. It was necessary to study on the affecting factors to Dalit students in English language learning/ELT in relation to social deprivation and caste discrimination. In various rural communities and schools of Doti district, it seems very difficult to increase participation of dalit students in education specially in English language classes and coaching due to social discrimination and other associated factors. So, this study was conducted to explore the affecting factors and analyse them.

1.3 Objectives of the Study

This study had the following specific objectives:

- (i) To identify the affecting factors in accessibility of Dalit students in ELL/ELT, and
- (ii) To recommend some pedagogical implications from the findings.

1.4 Research Questions

This study sought the answers of the following research questions:

- a) What are the affecting factors and causes of Dalit Students' low accessibility towards English Language Teaching and Learning ?
- b) What are the ways to increase access of Dalit students in English Language Teaching and Learning ?

1.5 Significance of the Study

As this study was focused on identifying the affecting factors in accessibility of Dalit students in ELL/ELT, the study is significant to the Dalit students who are studying English at basic and higher level education in Nepal. It helps knowing how the status of Dalit students is in relation to the affecting factors in ELT/ELL. It was studied and analysed along with the interaction and discussion with the teachers and students respectively. The students can be aware of the status of Dalit students learning English language in relation to society. Similarly, it is significant to the English teachers and others along with the parents, local leaders and the concerned stakeholders. The findings and recommendations of the study can also be helpful to the real classroom teaching.

Moreover, the findings of the study are beneficial to the course designers, concerned authorities like Ministry of Education (MoE) and local level School Management Committee (SMC), development workers, textbook writers and material producers. They can design course and materials according to the needs that the students and teachers feel. Likewise, it can also be equally helpful to the trainers, counselors, subject experts, parents and others who are directly and indirectly involved in language teaching and learning activities.

1.6 Delimitations of the Study

This study was delimited to the following:

-) Researcher included the lower secondary and secondary level community based schools only.

-) This study analyzed the situation of Doti district only.
-) The study sample population was confined to 20 lower secondary and secondary level Dalit students and 10 English teachers in Doti district.
-) Questionnaire was used as the tool only for this study.

1.7 Operational Definition of the Key Terms

Dalit Networks: Dalit networks are the group of Dalit individuals or organizations working in the district in favor of Dalits.

Stakeholders: Stakeholders are the persons who are directly and indirectly involved in particular work. Here, this study was limited to the following stakeholders:

-) DEO (District Education Office)
-) English teachers of lower secondary and secondary level school
-) Dalit students at lower secondary and secondary level.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Theoretical Literature

A language is a systematic means of communication. Human beings share their feelings, ideas, thoughts, emotions, desires, and opinions with each other by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people. It is a social phenomenon which is used in our society to establish the relationship.

Different scholars have defined language differently. Richards et al. (1999, p. 196) define language as “the system of human communication which consists of the structural arrangement of sounds (or their written representation) into larger units, e.g. morpheme, words, sentences, utterances”. Similarly, Crystal (2002, p. 1) says, “a particular variety or level of speech/writing may also be regarded to a language”.

2.1.1 English Language Teaching (ELT) in Nepal

The history of English Language Teaching (ELT) in Nepal is about a half a century. Earlier education was limited to the members of the royal family and there were not

any public schools across the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patana University, India in the early fifties.

The first university of the country, Tribhuvan University, was established in 1959 which gave high priority to its curriculum in English. But after a decade, a national wide master plan known as The National Education System Plan (NESP 1971-76) was implemented that brought a drastic change in the system of curriculum, textbook, examination and so on from primary to the university levels of education. First, this plan reduced the weight age of English courses (from 200 marks to 100 marks) set up by earlier system. Second, it reduced the credit hours of English from 15 to 10 from high school to university levels (Malla, 1977). The Plan made English no longer a compulsory school subject but made a provision to opt for any of the United Nations languages such as Chinese, French, Spanish, German-not necessarily English. Awasthi (1979, p.64) mentioned that majority of educators and students were in favors of "continuing English in secondary level." Meanwhile, the government made its decision to "switch over from English to Nepali" as a medium of instruction in schools (Malla, 1977, p. 69).

Later in 1981, Tribhuvan University brought a change in the structure of English syllabi allotting weight age of 200 marks instead of 100 to the campus level English. The university also discontinued the semester system and reintroduced the annual system of teaching and assessment (Malla, 1977). In last three decades, English language teaching has been improved largely in Nepal. The change can be noticed in terms of structure of Education, pedagogies and institutions of higher learning.

In the context of Nepal, the school level of education consists of five years of primary, three years of lower secondary, two years of secondary and two years of higher secondary teaching. Likewise, three to four years of Bachelor's degree, two years of Master's Degree and a research based three to five years terminal doctorate degrees are offered in the colleges and universities in Nepal. English is taught as a compulsory

subject from grade four to the bachelor level. Teaching English in Nepal aims to making students able to communicate their thoughts, feelings and beliefs with one another and with the people of any country. Now, teaching English is regarded as developing of four skills-listening, speaking, reading and writing.

2.1.2 Second Language Acquisition (SLA)

The term "Language Acquisition" become commonly used after Stephen Krashan contrasted it with formal and non-constructive "Learning". Krashan as cited in Richards and Rodgers (2001, p.181) makes distinction between acquisition and learning. According to him, we get mastery over to procedures, acquisition and learning. Acquisition occurs subconsciously in natural setting in which the focus is on meaning whereas learning occurs consciously in a tutorial setting in which the focus is on form or structure. Both Ellis (1985) and Gass and Selinker (2008) define SLA in a similar way though the wordings they use seem different. The important aspect is SLA refers to learning of a non native language after learning the native language.

Second Language Acquisition (SLA) is a relatively new field. Although some interests had been seen in the past, the study of SLA has expanded and developed significantly only in the last 40-45 years. Since that time, the body of knowledge of the field has been increased very much. SLA is the process by which people learn languages in addition to their native language. The term Second Language (L2) is used to describe any language whose acquisition starts after early childhood. The language to be learned is often referred to as the "target language or "L2", compared to the first language. Generally, SLA refers to the process of acquiring the language other than the first language. Gass and Selinker (2008, p.7) define SLA as the process of learning another language after the native language has been learned according to them, SLA sometimes refers to the learning of a third or fourth language, too. Similarly, Ellis (1985, p.6.) argues, "second language acquisition refers to the subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or a tutorial setting." By this definition we can understand that SLA is used as

a general term that includes the acquisition of second language either in natural setting or in formal setting.

2.1.3 Major Affecting Factors in ELT/ELL

Madhavi Latha, & Ramesh (2012, p. 2-5) presents the factors affecting English language learning as follows:

-) Education
-) Employment
-) Social Mobility
-) Learner inhibition
-) Lack of motivation
-) Lack of subject matter and proper vocabulary
-) Lack of confidence
-) Poor non-verbal communication
-) Anxiety
-) Strong and quick learners domination in the class
-) Family background
-) Rural background
-) Excessive use of mother-tongue
-) Lack of proper orientation
-) Mother-tongue pattern and its influence

Similarly, Pierson (n.d.) has identified five key factors that set social exclusion include the following:

-) Poverty;
-) Lack of access to jobs;
-) Denial of social supports or peer networks;
-) Exclusion from services; and
-) Negative attitude of the local neighborhoods.

(Retrieved from: https://www.google.com.np/en.wikipedia.org/wiki/social_deprivation)

2.1.4 Social Exclusion and Education

Social exclusion (also referred to as marginalisation) is a concept used in many parts of the world to characterise contemporary forms of social disadvantage and relegation to the fringe of society. It is used across disciplines including education, sociology, psychology, politics and economics. It refers to processes in which individuals or entire communities of people are systematically blocked from rights, opportunities and resources (e.g. housing, employment, healthcare, civic engagement, democratic participation and due process) that are normally available to members of society and which are keys to social integration.

United Nation's Universal Declaration of Human Rights (1948) has asserted that, "everyone has a right to education." In the context of this reality socially and economic deprived groups of society in Nepal like Dalit, Janjati, Madhesi, indigenous people and girls are found more deprived from basic education as an educational right. Therefore, basic education is the key factor to generate social exclusion and inclusion in the society.

Literacy is a basic tool of social transaction in society. Therefore, in the present context, education is perhaps the most important way available for the excluded to improve their personnel endowment and prepare themselves to ensure their inclusion in the competitive society.

The root of educational deprivation of the excluded community is primarily related to their exclusion from the larger socio-economic, political and cultural processes. It is the discriminatory system that has its own repressions on the education of these communities. Education, as one of the most socially valued attributes, was historically unequal and hierarchicized. Therefore, there is a great need for the country to adopt new policy measures to give equal opportunity of education for all caste, class and region.

The resulting alienation or disenfranchisement is often connected to a person's social class, educational status, relationships in childhood and living standards. It also applies to some degree to people with a disability, minorities, people of all sexual orientations and gender identities. Anyone who deviates in any perceived way from the norm of a population may become subject to coarse or subtle forms of social exclusion.

2.1.5 Identification, Recognition and Situation of Dalits in Nepal

The word 'Dalit' is widely used both at national and international level. However, Nepal Government, international aid agencies and academics use many terms to refer to Dalits. Bhattachan, Krishna B. & et al., 2009 presents some terms, such as "*paninachalne* (water restricted), *aqchhoot* (untouchables), *doom*, *pariganit*, and *tallo jat* (low caste) are derogatory, while other terms, such as *uppechhit* (ignored), *utpidit* (oppressed), *sosit* (exploited), *pacchadi pareka* (lagging behind), *bipanna* (downtrodden), *garib* (poor), *nimukha* (helpless), *simantakrit* (marginalised), *subidhabata banchit* (disadvantaged), *alpasankhyak* (minorities), *banchitikaranma pareka* (excluded), *harijan* (god's people) are non-derogatory".

Ahauti (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". In a nutshell, they are socially oppressed, economically hard pressed, political silent, educationally illiterate and religiously hated group of people (Koirala, 1996). Nowadays, everywhere there is raising voices from different sides and Dalit themselves to improve Dalits' socio-cultural and economic levels. Consequently Dalits' problems have been put into development agenda of the GOs and I/NGOs. This has been made possible only after the restoration of democracy in 1990. As a result of this initiative targeted programs have been developed.

According to NDC, caste-based untouchability refers to the discrimination practised toward the communities whose touch is believed to pollute so needs to be purified to the extent of sprinkling water; or any form of discrimination against any community that was identified as untouchable before the promulgation of the New Civil Code,

1963. NDC has tentatively identified 22 Dalit castes – 5 from the Hills and 17 from the Terai. Although 10 castes, including *Badi* and *Musahar*, have single caste-name, 12 castes including *Gandarva* and *Chamar* have multiple caste-names. Some Dalit castes, such as *Viswakarma*, *Pariyar*, and *Sarki* of the Hills and *Chamar* of the Terai have multiple names while some Dalit castes, such as *Musahar* and *Bantar* of the Terai have single names; e.g., *Viswakarma* has now become a common caste name that refers to *Kami* or *Lohar* or *Sunar* or *Wod* or *Chunara* or *Parki* or *Tamata*. It seems without clear Constitutional and Legal recognition of definition and identification of Dalits, would be difficult to ensure democracy and development, or rights and services to Dalits in the effectively.

Dalits can be examined in three broad regional groups in Nepal: i) Dalits in the hill areas; ii) Dalits in the Newari community; and iii) Dalits in the Terai areas. The practice of untouchability is more severe among the Madhesi community in the terai and in the hills of the Mid Western Region and Far Western Development regions of Nepal. Some Dalit groups far better than others. For example, the literacy rate among the Gaine (singers) is 49% and is higher than the national average. The lowest literacy rate is found among the Mushar community, who live in the terai. On most socio-economic indicators, Terai Dalits fare worse than hill Dalits (Eimar Barr & et al., June 2007). In general, the presence of Dalits in Nepal seems as follows:

(i) Dalit Castes in Nepal by the Origin

There are mainly two categories of Dalits in Nepal by origin as hill/mountain and Madhesi/terai region. Bhattachan, Krishna B. & et al. (2009, p-4) presents dalit casts by hill/mountain origin as "Gandarva (Gaine), Pariyar (Damai, Darji, Suchikar, Nagarchi, Dholi, Hoodke), Badi, Viswakarma (Kami, Lohar, Sunar, Wod, Chunara, Parki, Tamata), and Sarki (Mijar, Charmakar, Bhool)".

Similarly, Bhattachan, Krishna B. & et al. (2009, p-4) presents dalit casts by madhesi origin as "Kalar, Kakaihiya, Kori, Khatik, Khatbe (Mandal, Khanka), Chamar (Ram, Mochee, Harijan, Rabidas), Chidimar, Dom (Marik), Tatma (Tanti, Das), Dusadh (Paswan, Hajara), Dhobi (Hindu Rajak), Pattharkatta, Pasi, Bantar, Mushar, Mestar (Halkhor), and Sarvanga (Sarbaraiya)".

(ii) Dalit Castes in Nepal by the Settlements

Likewise, dalit cases in Nepal by settlements is also found, According to Table-16 of National Census Report, CBS (2001), the following caste is categorized:

a. Hill/Mountain Dalits: Kami, Damai, Sarki, Badi, Gaine, Sunar, Chamar

b. Terai Dalists: Bantar, Chamar, Chidhimar, Santal / Sattar, Doom, Dushadha / Paswan, Dhobi, Halkhor, Jhangar, Khatwe, Lohar, Mushar, Sattar, Tatma

c. Newar Dalits: Chyame, Kasai, Kuche, Kusule, Pode.

(iii) Discriminatory Practices against Dalit Children in Schools

A Nepalese study on caste-based discrimination in school documented that indirect discrimination by teachers, such as neglect, repeated blaming, and labeling of Dalit students as weak performers, lead to social exclusion of Dalit students in schools.

Bishwokarma, D.R. (2010) says, 'the consequence was irregular attendance in classroom, less concentration in studies, less participation in school activities, lower performance, failure, and school drop-out'

(iv) Particular Measures for Dalits - the Relational Aspect of Deprivation

The additional and dominant disadvantage for Dalits is one concerning social relations, their 'untouchability', the *intentional* exclusion of them by other, more dominant, and in this case high caste groups, both allowed and perpetuated or continued by the system itself. This is referred to as the relational aspect of social exclusion and manifests itself as stigma, discrimination and identities. Eimar Barr & et al. (2007, p.p. 35-36) presents the following measures:

a. Transfers – sufficient funds are needed for coverage

Firstly, cost barriers to education need to be reduced. The simplest way of achieving this is, rather than means-testing, to target scholarships to all Dalits, with sufficient funding available and protected in the education budget. This might also need to be done for other marginalized groups, especially the poor. While not all Dalits are poor, and some non-poor Dalits will be included, it would be better to include more Dalits even if not poor, as means-testing is likely to unintentionally exclude members of a social group who need to benefit from education.

b. Quotas – the labour market needs them too

If universal, free and compulsory primary education is achieved, quotas at this level will not be needed. While the secondary (or post-basic) levels of education are not universal, quotas are one way of uplifting the Dalit community and therefore *quotas should be implemented at post-basic level*. Although the above policy discussion emphasizes the importance of completion and learning outcomes if any impact on entering the labour market is to be felt, Dalits experience discrimination in the labour market even if they have completed school and acquired the relevant qualifications. If this continues, motivation for participating in education in the first place will decrease. Anecdotal evidence for this trend exists. *Therefore, governments should extend the quota policy, e.g. now in higher levels of education in India, to the labour market (and outside to the civil service also)*, as has been done in post-apartheid South Africa. The recent move of Nepal to include Dalits in the newly formed interim government is one step in the right direction, but has resulted from violent and political struggle, and it would be preferred that policies are in place to prevent the needs for this. To pursue a more developmental path, Dalits need to be in decision-making positions at all levels, as a policy, and therefore *quotas relating to the catchment area of the school should be in place for school management committees, and quotas reserved in policy committees, the civil service, and teaching service. This would not only increase the voice of Dalits in decision-making affecting them but also prepare them for participation in other levels of a democratic system*.

c. Early Childhood Development – avoiding cumulative deprivation for Dalits

Interventions to mitigate against the deficiencies described above are needed for many children but should also be targeted and monitored in the case of Dalit children so that they do not suffer these disadvantages as well as those of their untouchability. Experience suggests that they are the last to benefit from such measures, so suffering multiple and cumulative disadvantage from service delivery. This disadvantage will extend through life if they do not perform well at primary level, and suggests that ECD is one intervention which may give them a good chance. For ECD to be universalized in Nepal, an additional costing will be needed.

d. Other measures are equally important

Information regarding the level of exclusion of Dalit children from education is necessary to enable an effective management process at local level. The attendance of socially excluded children, such as the scheduled caste, tends to be more irregular than other children and therefore moving beyond enrolment data to focus instead on retention, transition, average years of schooling data, and most importantly completion rates and assessment of basic learning competencies, disaggregated by caste (and gender, and other social groupings), is necessary. This would improve the ability to assess and monitor the capacity of the education system to reach and provide a quality service to traditionally excluded groups. Strengthening data management systems which provide disaggregated data by caste, gender and other characteristics at local level is therefore necessary.

While the above suggestions will give Dalits a chance in the system, there is need to emphasize other measures which fulfil the human rights approach to education. There are needs for teachers to teach Dalits, and sensitively, for textbooks to portray Dalits in a positive light in relation to other groups, for mutual use of water sources and equitable access to meals and other benefits, and for anti-discrimination laws to be enforced.

2.1.6 Legal Provisions

(i) The Constitution of Nepal-2015

The new constitution of Nepal - 2015 has guaranteed right against untouchability and caste discrimination as fundamental right as stated in the article No. 24 and has declared caste discrimination as a punishable crime. According to Lamichhane, B. & Dhakal, K.D. (2016), the clause-1 of article no. 24 has declared, "no person shall be treated with any kind of untouchability or discrimination in any private or public place on grounds of caste, ethnicity, origin, community, occupation, or physical condition". Similarly, the clause-4 of article no. 24 states as "there shall not be any racial discrimination in the workplace by indulging or not indulging in untouchability".

Likewise, the clause-2 of article no. 31 has guaranteed the right to education as "every citizen shall have the right to free education from the state up to the secondary level". Similarly, the clause-2 of article no. 40 clearly states about the right of dalits in education as "the provision of free education with scholarships shall be made for Dalit students from the 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".

Likewise, the clause-1 of article no. 42 has guaranteed right to social justice for Dalits who are also economically, socially and educationally backward, to participate in the state mechanism on the basis of proportional inclusive principles.

(ii) Laws

Education Act and regulation has guaranteed for free education and free of cost textbooks by the government. Section 11 (O) and 16 (D) of the Education Act 1971 (2028 BS) reads as follows (8th/9th Amendment 2007):

11(O) 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.

16(D) Rules of fee structure:

- (1) The education provided by Community Schools up to the Primary level will be free, and the students enrolled in such schools will be provided free of cost textbooks by Government of Nepal.
- (2) 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.
- (3) 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 student while getting readmitted to another grade.
- (4) The school will not be allowed to collect any kind of fees towards building the physical infrastructure of the school from the students.

- (5) The fees that a school is to collect from the students should be decided only with the permission of Government of Nepal or the person authorized. The permission of the fee structure will be based on the classification of schools.
- (6) The concerned authority must make the school return the fee provided that the school has collected fees from the students against this Act.
- (7) 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.

As well as the **Rule No. 152** of Education Rules-2002 (2059 BS) reads as follows:

152. Free Education to be Provided:

- (1) Community school shall make provisions for providing free education to the students living below the poverty line, ethnic and Dalits community students and female students.
- (2) For the purpose of providing free education in accordance with Sub-rule (1), the school shall publish notice at the school for submitting application for such free education.

Explanation: For the purpose of these Rules "students living below the poverty line" means Dalit students, ethnic communities, women and others who have been recommended by the Village Education Committee or the concerned Ward Office of Municipality stating that such students are as follows:-

- (i) Since no member of the family of the student has a job, business, profession or means of livelihood and no minimum income required for living they, she/he is unable to pay school fees.
- (ii) Having arable land less than five, ten and fifteen percent of the maximum ceiling of land which one family is entitled to own as in the capacity of a landowner in Terai and Valley, Hilly areas and Himalayan areas respectively under the Land Reform Act, 2021 (1964).
- (iii) Having income falling into or below poverty line as defined by National Planning Commission.

2.1.7 Government Policy

(i) Tenth Plan of Government of Nepal

The 10th five year plan of Nepal has the following policy and strategy:

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

(ii) Education for All (EFA) Programme (2004-2009)

Inspired from the collective commitment expressed in the Dakar Framework for Action (DFA) 2000, Nepal adopted the *Education for All National Plan of Action (NPA EFA) 2001-2015* in 2003. As a strategic programme document for implementing NPA EFA, the Education for All Programme 2004-2009 was developed, which is being implemented since 2004 with the financial and technical assistance of different donor agencies including DANIDA, DFID, Finland, Norway, World Bank, ADB, JICA, UNESCO, UNICEF, WFP, etc.

EFA draws its programme components from the six policy goals of the Dakar Framework for Action and one of the most crucial and important goal is “to ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality”. It strives for ensuring access and equity, enhancing quality and relevance and improving efficiency and institutional capacity of primary education. The essence of the programme warrants that each child has a right to receive quality basic education and the nation has the obligation to ensure that no child is denied with such education.

Despite the legal provisions and government policy, caste-based discrimination continues to be practised. Indeed, the Dalits themselves practise discrimination among

their own group. According to Eimar Barr & et al. (2007), "there are two kinds of 'untouchabilities': i) between upper caste and Dalits; and ii) within the Dalits".

2.2 Review of Empirical Literature / Previous Studies

A number of related research works have been conducted previously. Some of the major related previous research works and articles have been reviewed and summarized as below:

Madhavi Latha & Pettela (2012) had carried out a study on "Teaching English as a second language: Factors affecting learning speaking skills" (presented in an International Journal of Engineering Research & Technology (IJERT), Vol. 1 Issue 7, ISSN: 2278-0181, India). It had highlighted the factors affecting learning speaking skills in relation to teaching English as a second language. The factors are: Education, Employment, Social Mobility, Learner inhibition, Lack of motivation, Lack of subject matter, Lack of proper vocabulary, Lack of confidence, Poor non-verbal communication, Anxiety, Strong and quick learners domination in the class, Family background, Rural background, Excessive use of mother-tongue, Lack of proper orientation, Mother-tongue pattern and its influence.

Similarly, Navsarjan Trust and RFK Centre for Justice & Human Rights (2010) had surveyed on "Understanding Untouchability: A Comprehensive Study of Practices and Conditions in 1589 Villages" in India. It had highlighted the Case Stories of Dalit Children in India in relation to Victims of Caste Discrimination. A survey by Navsarjan Trust, India reveals that teachers, local governments, and community members routinely subject the children of manual scavengers to discrimination and forced labour as part of their daily experience of attending school and living in their communities. The survey - Voices of Children of Manual Scavengers – is based on interviews with 1,048 children between the ages of 6 and 17 in the state of Gujarat.

Bhattachan & et al. (2009) carried out the study on "Caste-based discrimination in Nepal" (through the Working Paper Series, Volume III, Number 08 by Indian Institute

of Dalit Studies, New Delhi). It was found that there was a significant gap between the share of the Dalit population in relation to illiteracy rates and enrollment shares. In Nepal, the literacy rate of Dalits increased from 17 % in 1991 to 33.8% in 2001. At the same time the national literacy rate had increased to 54%. The share of enrollment of Dalit and indigenous peoples in Nepal is also lower than their population size. Dalits and indigenous peoples comprise approximately 57% of the total population but their children's representation in primary school is 34%. The national enrolment in higher education is 17.6%, but Dalits' average is 3.8%. Only 15% of the total Dalit population in Nepal has educational attainment, which is almost half of the national average. Dropout rates, especially in the first grade, are high. The completion rate is equally low in primary schools, especially for Dalit girls.

In such a way, Bishwakarma (2008) carried out a research on "Educational status of Musahar community". Survey research was carried out and it highlighted the overall educational status of Musahar community in relation to the Terai Dalits of Nepal. The research report was submitted to Social Inclusion Research Fund Secretariat, SNV Nepal.

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 programmes for communities. This current paper endorses broader strategies in the MDG costing exercise for Nepal which recommends measures such as more water supplies 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.

Khadka (2007) had studied on "Understanding Dalits of Nepal from different lenses: A socio-cultural study - A six month proposal on group – specific theme". Survey research was carried out. It was the study report submitted to Social Inclusion Research Fund (SIRF), SNV, Nepal, Bakhundole, Lalitpur. It had focused on understanding the situation of Dalits in Nepal in relation to the socio-cultural perspectives.

Kushiyait (2007) had studied on "Social exclusion in education: a study on school dropouts in Terai and hill districts of Nepal" by survey research. It had highlighted on the issue of social exclusion in relation to school dropouts in Terai and hill districts of Nepal. The report was submitted to the Social Inclusion Research Fund, SIRF Secretariat. SNV Nepal)

Finally, Koirala (1996) had studied on "Schooling and the Dalits of Nepal: A Case Study of Bungkot Dalit Community". It had presented that the caste system as the major structural problem in Nepali society, not the economy or the political system or even the educational system. Besides, the research concluded that a lot of intellectual work related to Hindu teachings about caste and the cosmogenic relations of the world are one to the main ways to address this problem, as well as some specific change in schooling.

2.3 Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. Out of the different studies reviewed, my central focus is to examine and evaluate what has been before on a topic and establish relevant information to my own research. This review of the study is taken from various sources including books, journals, articles, previous researchers etc. This entire source helps to bring the clarity and focus on the

research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

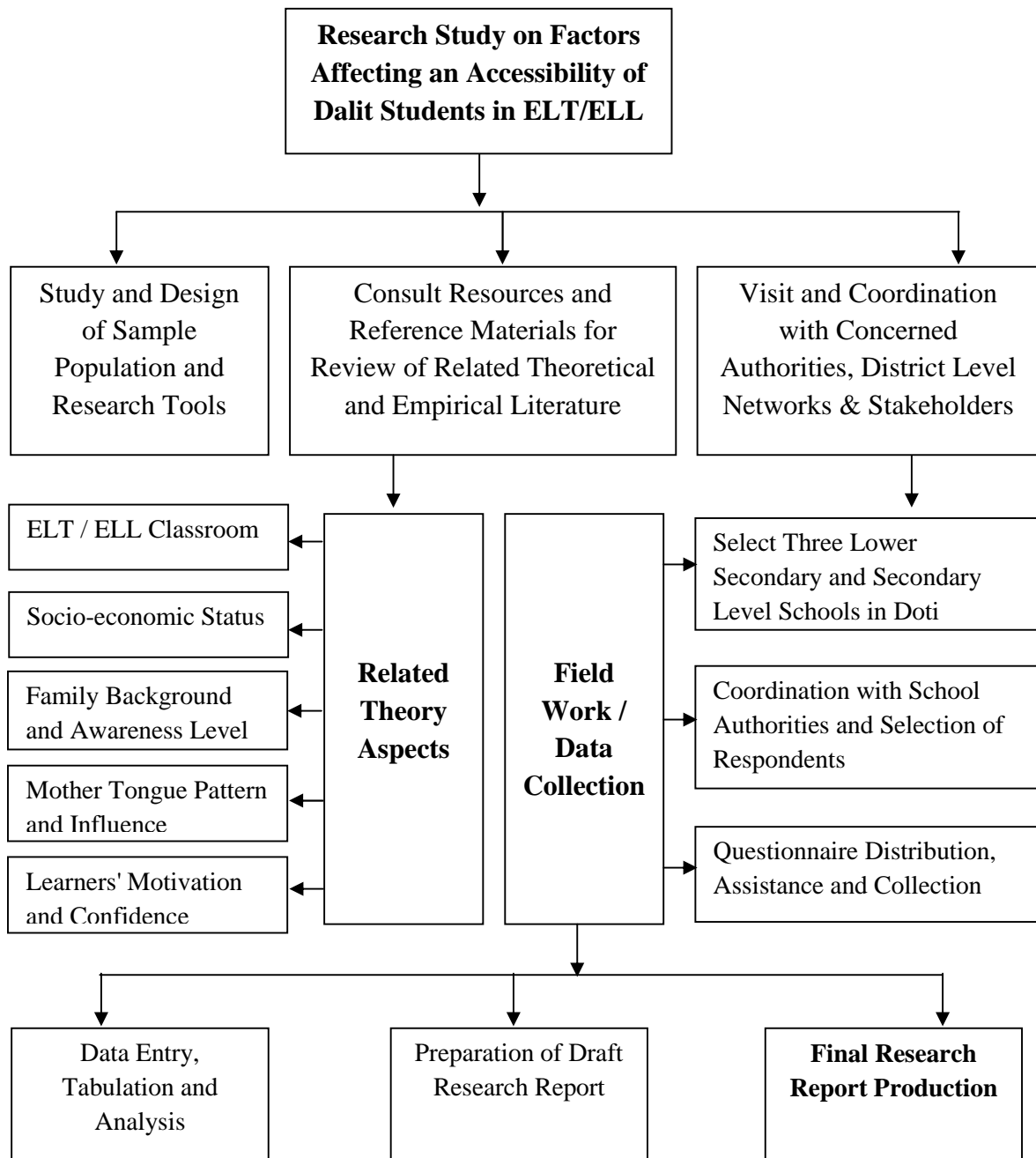
To summarize, the aforementioned studies have their own value and importance in their respective fields. Here, this research focused on the perspectives of studies towards Dalit students. This study is related to the affecting factors in accessibility of Dalit students in ELT/ELL in context of Nepal. As a result, the students have the problem of school drop out and irregularity in classroom teaching and learning. I got information on survey research design from different reviewed regarding status of Dalits in education and related sector. I also followed the same i.e. survey research design. I used questionnaire as a tool of data collection. The related issues and problems have been found and it helped me to make this study more effective and meaningful. That is why; I selected the topic to study on 'Factors Affecting Accessibility of Dalit Students in English Language Teaching and Learning'.

2.4 Theoretical / Conceptual Framework

The study on **Factors Affecting Accessibility of Dalit Students in ELT/ELL** was based on the following theoretical / conceptual framework:

Figure 1

Theoretical / Conceptual Framework



CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

The following methods and procedures were adopted to carry out this research study:

3.1 Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. To be precise, survey research design was adopted. Survey is a research design that is widely used in social and educational researches. Primarily, it is carried out in the large numbers of population to find out an attitude, belief and behavior of particular group of people or an individual as well. It is mostly used to generalize the findings in a large number of populations. In survey research, data are gathered from relatively large numbers of population using certain sampling procedure where the whole population for the data collection is not feasible.

This study entitled 'Factors Affecting Accessibility of Dalit Students in English Language Teaching and Learning' used the survey research design. It was studied in order to find out the public opinion on certain issues, to address and explore certain problems and causes with selecting and studying sample chosen from the large number of population.

3.2 Population, Sample and Sampling Strategy

The Dalit students and English teachers of lower secondary and secondary level schools in Doti district were the population of this study. Likewise, 20 Dalit students studying at lower secondary and secondary level and 10 English language teachers were the sample of this study. So, the required sample consisted of 20 Dalit students and 10 English teachers from lower secondary and secondary level schools in Doti district. These samples were selected using purposive non-random sampling procedure.

3.3 Study Area / Field

The research area of this study was secondary and lower secondary level schools of Doti district. The DEO and concerned school authorities are the stakeholders where the English teachers and Dalit students are the respondents. The field of the research study was ELT/ELL at school level in relation to accessibility of Dalit students studying at lower secondary and secondary level schools. The main focus of this study was to find out the factors affecting accessibility of Dalit students in ELT/ELL.

3.4 Data Collection Tools and Techniques

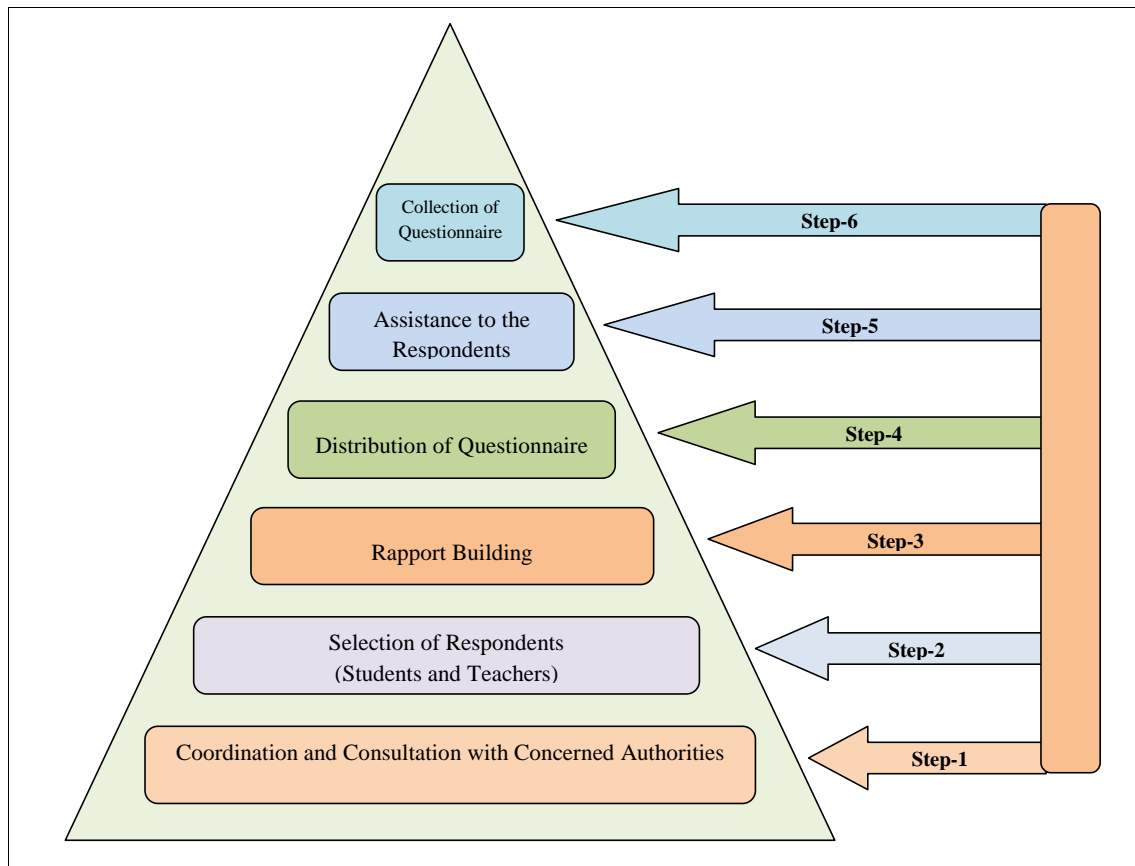
The main tool of data collection for this research study was questionnaire. Two different sets of questions were used to elicit the perception, causes, problems and suggestions regarding an accessibility of Dalit students in ELT/ELL. The questionnaires were used as the primary tool for data collection for this study, one for students and another for English teachers. It contains open - ended and close-ended questions to be provided to the respondents only. The sample of questionnaire used as the tool for data collection is also attached in the Appendices.

3.5 Data Collection Procedure

First of all, the researcher contacted District Education Office (DEO) so as to get the list of secondary and lower secondary level schools in the district and rapport building explaining the objectives of this study. Then 10 lower secondary and secondary level schools were recommended and selected. The researcher visited the school authority separately. Then, it was discussed and described about the research study and objectives with topic and conducted with the help of questionnaire.

The following figure-2 presents the processes of data collection:

Figure 2
Process of Data Collection



3.6 Data Analysis and Interpretation Procedure

After data collection, the data was analyzed and interpreted with the help of simple statistical computation and presented in tabular forms. The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be taken as a process of bringing order, structure and meaning of the mass of collected data. In this study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand various elements of the raw data collected in course of the research study. In this study, questionnaire was used as the primary tool of data collection. The collected data were put under different headings and then analyzed and interpreted descriptively.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

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

4.1 Analysis of Data and Interpretation of the Results

This section mainly concerns with the presentation, analysis and interpretation of collected data. The 20 Dalit students studying at lower secondary and secondary level schools and 10 English teachers were present in data collection process as the respondents with the help of filling-up of questionnaire in order to identify the factors affecting accessibility of Dalit students in ELT/ELL. For this study, Two different sets of questions were used as the questionnaire for Dalit students and English teachers from the following 3 lower secondary and secondary level schools:

- (i) Sri Mastamandu Secondary School of Pokhari VDC, Doti
- (ii) Sri Janta Janardan Secondary School of Daud VDC, Doti
- (iii) Sri Bhawani Secondary School of Toleni VDC, Doti.

4.1.1 Analysis and Interpretation of Data Obtained from Students through Close Ended Questions

A set of questionnaire was provided to the 20 Dalit students of lower secondary and secondary schools in Doti district in order to study on identifying the factors affecting Dalit Students' accessibility in ELT/ELL. Five close ended questions were asked to the students who were studying at lower secondary and secondary level in the selected schools. The data obtained from students through close ended questions have been analysed and interpreted as follows:

4.1.1.1 Mother Tongue of Students

In response to the question no. 1, *What is your mother tongue ?*, the following responses were found as shown in the table below:

Table 1
Mother Tongue of Students

Question No.	Responses					
	English		Nepali		Doteli	
1. Mother Tongue of Students	Students	%	Students	%	Students	%
	-	-	1	5	19	95

The above table shows that 95% students have Doteli language whereas only 5% students use Nepali as mother tongue language. From the data, it can be analysed and interpreted that almost all the students use Doteli language as their mother tongue.

4.1.1.2 Use of Language at Home

In response to the question no. 2, *In which language do you communicate at home ?*, the responses were found as shown in the table below:

Table 2
Students' Language at Home

Question No.	Responses					
	English		Nepali		Doteli	
2. Students' Language at Home	Students	%	Students	%	Students	%
	-	-	6	30	14	70

The above table shows that 70% students use Doteli language at home in day-to-day communication whereas only 30% students use Nepali language at home. None of the respondents use English at home for communication. From the data analysis point of view, most of the students use Doteli as language for day-to-day communication at home.

4.1.1.3 Feelings of Discrimination between Dalits and Non-Dalits

In response to the question no. 5, *Do you have any feelings of discrimination on your locality between Dalits and Non-Dalits ?*, the responses were found as shown in the table below:

Table 3
Feelings of Discrimination between Dalits and Non-Dalits

Question No.	Responses			
5. Feelings of Discrimination between Dalits and Non-Dalits	Yes		No	
	Students	%	Students	%
	18	90	2	10

The above table shows that 90% students have the feelings of discrimination in their locality whereas only 10% students responded as having no feeling of discrimination found on their locality. It can be interpreted that most of the respondents feel having discrimination between Dalits and Non-Dalits at present day.

4.1.1.4 Inclination of Dalits in Society for Education

In response to the question no. 7, *How much accessible is the Dalit students' entrance (inclination) for educational attainment in your society ?*, the responses were found as shown in the table below:

Table 4
Inclination of Dalits in Society for Education

Question No.	Responses			
7. Inclination of Dalits in Society for Education	Easily Accessible		Not Accessible	
	Students	%	Students	%
	10	50	10	50

The above table shows that 50% students have responded 'yes' and rest 50% students responded 'no' for the inclination of Dalits in educational attainment. The presented data can be interpreted that only few people have preference to education in their society and the rest of the communities do not worry about it.

4.1.1.5 Increasing Ways in the Accessibility of Dalits

In response to the question no. 10, *What should be needed to increase the accessibility of Dalit students in ELL/ELT ?*, the responses were found as shown in the table below:

Table 5
Increasing Dalits' Accessibility in ELT/ELL

Question No.	Responses							
10. Increasing Dalits' Accessibility in ELT/ELL	Political		Teachers		Parents		All of the	
	Commitment		Commitment		Awareness		above	
	Students	%	Students	%	Students	%	Students	%
	-	-	5	25	1	5	14	70

The above table reflects that 70% students have responded as teachers commitment, political commitment and parents awareness required to increase Dalits' access in ELT/ELL. Similarly, 25% students responded necessity of teachers commitment and 5% of students responded parents awareness for the betterment. Therefore, it can be said that parents education, teachers commitment and political commitment are the necessary factors to increase accessibility of Dalits in ELL/ELT.

4.1.2 Analysis and Interpretation of Data Obtained from Students through Open Ended Questions

Five open ended questions were asked to 20 Dalit students who were studying at lower secondary and secondary level in selected schools of Doti district. The data obtained from students through open ended questions have been analysed and interpreted as follows:

4.1.2.1 Students' Attitude towards ELL

In response to the question no. 3, *What is your attitude towards the English Language Learning (ELL) ?*, the responses were found as given below:

- (i) Eight students responded as ELL is important and necessary

- (ii) Four students responded as it is essential for work in every sector
- (iii) Three students responded as it is good because it helps in communication worldwide.
- (iv) Similarly, 1 student responded as English is necessary for communication but it is too much difficult to learn due to poverty, 1 student responded as English language skill is to be developed.
- (v) Likewise, 1 student responded as ELL is essential in the world, 1 student responded as English language as international language and 1 student responded as English is only one language which is spoken all over the world.

4.1.2.2 Affecting Factors to Dalits in ELL

In response to the question no. 4, *What might be the factors affecting Dalits in English Language Learning ?*, the responses were found as untouchability, caste discrimination, poverty, and parent education are the major affecting factors in Dalits' access to ELT/ELL as shown in the table below:

- (i) Six students responded poverty as the major affecting factors
- (ii) Four students responded untouchability as the affecting factor
- (iii) Four students responded factors as lack of essential materials
- (iv) Two students responded the factors as economic problem, parents' education and social aspect
- (v) One student responded as caste discrimination is the affecting factor.

4.1.2.3 Types of Discrimination to Dalit Students

In response to the question no. 6, *If yes, what types of discrimination do you find presently ?*, most of the students responded as having caste discrimination (low caste/high caste) and untouchability. The responses were found as given below:

- (i) Eight students responded caste discrimination found on their locality.
- (ii) Seven students responded as effect of untouchability as discrimination found on their locality.
- (iii) Three students responded both untouchability and caste discrimination found on their locality.

4.1.2.4 Adjustment for Home Tuition and Coaching Classes

In response to the question no. 8, *If Dalit students' entrance for educational attainment is not accessible in your society, how do you adjust for taking tuition classes (home tuition), coaching etc.?*, the responses were found as shown below:

- (i) Twelve students responded as they get admission at School Hostel for tuition and coaching classes
- (ii) Eight students responded as it is difficult for Home Tuition classes in our society because of untouchability and caste discrimination.

4.1.2.5 Priorities and Supportive Schemes for Dalit Students

In response to the question no. 9, *What are the priorities and supportive schemes for Dalit students in ELT/ELL ?*, the responses were found as shown below:

- (i) Four students responded as they are getting Dalit scholarship
- (ii) Three students responded as they get learning materials provided by school
- (iii) Three students responded as they get school dress provided by school
- (iv) Two students responded as they get books free of cost provided by school
- (v) Other 8 students did not respond on that question.

4.1.3 Analysis and Interpretation of Data Obtained from Teachers through Close Ended Questions

A set of questionnaire was provided to the 10 English Teachers of lower secondary and secondary schools in Doti district in order to study on identifying the factors affecting Dalit Students' accessibility in ELT/ELL. Six close ended questions were asked to the teachers who were teaching at lower secondary and secondary level in the selected schools. The data obtained from teachers through close ended questions have been analysed and interpreted as follows:

4.1.3.1 Causes of Discrimination to Dalit Students

In response to the question no. 2, *What may be the causes of social discrimination to Dalit students in schools ?*, the following responses were found as shown in the table below:

Table 6
Causes of Discrimination to Dalit Students

Question No.	Responses							
2. Causes of Discrimination to Dalit Students	Untouchability		Parents' irresponsibility		Lack of awareness		All of the above	
	Teachers	%	Teachers	%	Teachers	%	Teachers	%
	-	-	-	-	-	-	10	100

The above table reflects that 100% teachers have chosen all of the above as untouchability, parents' irresponsibility and lack of awareness are the causes of discrimination. From the above data, it can be interpreted that untouchability, parent education and lack of awareness are the major causes of discrimination to Dalit students.

4.1.3.2 Untouchability as Most Affecting Factor

In response to the question no. 3, *Untouchability is the most affecting factor in Dalit education. Do you agree ?*, the following responses were found as shown in the following table:

Table 7
Untouchability as Most Affecting Factor

Question No.	Responses			
3. Untouchability as Most Affecting Factor	Agree		Disagree	
	Teachers	%	Teachers	%
	5	50	5	50

The above table shows that 50% teachers responded as they agree and the rest 50% teachers responded as they disagree with untouchability as most affecting factor in

Dalit education. It is reflected that untouchability is also the affecting factor in accessibility of Dalits in relation to caste discrimination.

4.1.3.3 Discrimination between Dalit and Non-Dalits in Schools

In response to the question no. 5, *Do you have any feelings of discrimination in your school environment between Dalit and Non-Dalit Students ?*, the following responses were found as shown in the table below:

Table 8
Discrimination between Dalit and Non-Dalits

Question No.	Responses			
5. Discrimination between Dalit and Non-Dalits	Yes		No	
	Teachers	%	Teachers	%
	8	80	2	20

The above table shows that 80% teachers responded 'yes' and 20% teachers responded 'no' about having feelings of discrimination between Dalits and non-Dalits students in school environment.

From the presented data, it can be interpreted that most of the respondents have feeling of discrimination between Dalit and Non-Dalits.

4.1.3.4 Parents' Responsibility in Educational Achievement

In response to the question no. 7, *How much responsible the parents of Dalit students are in relation to the educational achievement of their children ?*, the following responses were found as shown in the table below:

Table 9
Parents' Responsibility in Educational Achievement

Question No.	Responses					
7. Parents' Responsibility in Educational Achievement	More Responsible		Responsible		Not Responsible	
	Teachers	%	Teachers	%	Teachers	%
	1	10	4	40	5	50

The above table shows that 50% parents of Dalit students seem responsible and conscious towards the education achievement of their children whereas 50% parents seem not responsible. The above data reflects that parent education and awareness program should be conducted at community and school level that only a few parents are conscious and responsible towards the educational achievement of their children.

4.1.3.5 Irresponsibility of Parents as Cause of Accessibility

In response to the question no. 8, *Irresponsibility of parents regarding to their children in relation to education is also one of the major cause. Do you agree?*, the following responses were found as shown in the table below:

Table 10
Irresponsibility of Parents as Cause of Low Access

Question No.	Responses					
	Strongly Agree		Agree		Disagree	
8. Irresponsibility of Parents as Cause of Low Access	Teachers	%	Teachers	%	Teachers	%
	2	20	8	80	-	-

The table presents that out of 10 respondents in total, 80% teachers seem agree and 20% disagree with irresponsibility of parents of Dalit students towards their children in relation to education is one of the major cause of accessibility of Dalits in ELL/ELT. The above data reflects that the responsibility and seriousness of parents of Dalit students can play very important role in accessibility of Dalit to ELL.

4.1.3.6 Ways to Increase Dalits' Access in ELL/ELT

In response to the question no. 9, *What should be needed to increase the accessibility of Dalit students in ELL/ELT ?*, the following responses were found as shown in the table below:

Table 11
Ways to Increase Dalits' Access in ELT/ELL

Question No.	Responses							
9. Ways to Increase Dalits' Access in ELT/ELL	Political Commitment		Teachers Commitment		Parents Awareness		All of the above	
	Teachers	%	Teachers	%	Teachers	%	Teachers	%
	-	-	-	-	-	-	10	100

The above table reflects that 100% teachers have responded as political commitment, teachers' commitment, and parents awareness is required to increase Dalits' access in ELT/ELL. From the above data, parent education, teachers commitment and political commitment are the suggestive ways to increase Dalits' access.

4.1.4 Analysis and Interpretation of Data Obtained from Teachers through Open Ended Questions

Four open ended questions were asked to 10 English teachers who were teaching at lower secondary and secondary level in selected schools of Doti district. The data obtained from teachers through open ended questions have been analysed and interpreted as follows:

4.1.4.1 Major Affecting Factors in Dalits' Accessibility

In response to the question no. 1, *What are the major affecting factors in Dalit access to ELT/ELL ?*, lack of education, awareness, political commitment, poverty, social culture, irregularity of students and parents supervision are the major affecting factors as they responded shown as follows:

- (i) Five teachers responded as lack of opportunity, awareness, political commitment and inspiration are the major affecting factors
- (ii) Two teachers responded as poverty, lack of education and social culture are the affecting factors
- (iii) Two teachers added as lack of money

- (iv) One teacher responded as the affecting factors are lack of regularity, lack of parents proper control and supervision.

4.1.4.2 Ways for Addressing Dalits Accessibility

In response to the question no. 4, *What might be the solutions affecting Dalits in English Language Teaching ?*, the following responses were found as given below:

- (i) Three teachers responded as the Dalit students should be behaved equally and encouraged providing other opportunities in schools
- (ii) Two teachers suggested to increase awareness programs in the society
- (iii) Two teachers responded as they should be given equal opportunity and exposure and their progress should be supervised daily
- (iv) Two teachers suggested that they should be encouraged and inspired from Government of Nepal
- (v) One teacher responded as Dalit students need proper environment with inspiration.

4.1.4.3 Types of Discrimination in School Environment

In response to the question no. 6, *If yes, what types of discrimination do you find ?*, the following responses were found as presented below:

- (i) Six teachers responded as the Dalit students have domination, humiliation and discouragement by the non-dalit students with a proudness.
- (ii) Two teachers responded as having discrimination with negative attitude towards Dalit students due to lack of moral education, positivity and common understanding.

4.1.4.4 Necessary Priorities and Supportive Schemes

In response to the question no. 10, *What are the priorities and supportive schemes you suggest for Dalit students in ELT/ELL ?*, the following responses were found as shown in the table below:

- (i) Five teachers responded as (i) Dalit students and their parents should be aware themselves and the government should provide extra opportunities, (ii) discrimination in relation to untouchability should be totally discouraged; (iii) they need love from the teacher to encourage their study inside and outside of classroom.
- (ii) Two teachers responded that books and learning materials should be provided free of cost along with scholarship schemes.
- (iii) Two teachers responded that the parents should be awareful and responsible as well as the teachers should inspire and supervise their learning progress.
- (iv) One teacher responded that the teachers should behave equally to Dalit and non-dalits with encouragement and motivation.

4.2 Summary / Discussion of Findings

The data obtained from the respondents have been analysed and interpreted descriptively. Overall, it is generalized as the summary and discussion of findings have been concluded as presented below:

4.2.1 Summary of Findings as Responded by Students

The major findings as responded by students are as follows:

- (i) Untouchability, caste discrimination, poverty, low level of awareness and parent education are the major affecting factors in accessibility of Dalit Students in English language teaching and learning.
- (ii) Lack of education, awareness, political commitment, poverty, social culture, irregularity of students and parents' supervision are also the affecting factors.
- (iii) Almost all (95%) students use Doteli language as their mother tongue and most of the students use Doteli language at home for their day-to-day communication.

- (iv) The feelings of discrimination occur where 90% students responded as having discrimination found on their locality. Most of the respondents feel having discrimination between Dalits and Non-Dalits at present day.
- (v) Only few people have preference to education in their society and the rest of the communities do not worry about it.
- (vi) Parents' education, teachers commitment and political commitment are the necessary factors to increase accessibility of Dalits in ELL/ELT.
- (vii) Almost all the respondents have understood English that ELL is very important and necessary because it is used as international language.
- (viii) Untouchability and Caste Discrimination seem as the major types of discrimination.

4.2.2 Summary of Findings as Responded by Teachers

The major findings as responded by teachers are as follows:

- (i) Untouchability, parent education and lack of awareness are as the major causes of discrimination to Dalit students.
- (ii) Most of the teachers responded having feelings of discrimination between dalits and non-dalits students in school environment.
- (iii) According to the teachers responses, parent education and awareness program should be conducted at community and school level that only a few parents are conscious and responsible towards the educational achievement of their children.
- (iv) The responsibility and seriousness of parents of Dalit students can play very important role in accessibility of Dalit to ELL.
- (v) 100% teachers have responded as political commitment, teachers commitment, and parents awareness is required to increase Dalits' access in ELT/ELL.

- (vi) Teachers responded that lack of education, awareness, political commitment, poverty, social culture, irregularity of students and parents supervision are the major affecting factors.
- (vii) Domination, humiliation and discouragement, negative attitude towards Dalit students due to lack of moral education, positivity and common understanding seem the types of discrimination between Dalit and Non-Dalit students.

4.2.3 Ways to Increase Dalits' Accessibility in ELL/ELT as Suggested by Respondents

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

- (i) The 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 of cost along with scholarship schemes.
- (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 schools and their progress should be supervised daily by the parents as well as the teachers.
- (v) Awareness programs should be conducted and increased in the schools and society and the local government should focus on the consultation and interaction with concerned stakeholders regularly.

CHAPTER - FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis and interpretation of the collected data and its recommendations on the different levels.

5.1 Conclusions

This study was divided into five chapters viz. (i) Introduction (ii) Review of the related literature and conceptual framework, (iii) Methods and procedures of the study, (iv) Analysis of data and interpretation of the results, and (v) Conclusions and recommendations.

The first chapter deals with the introduction. In this chapter, I have mentioned the background of the study as the context in which this research has been carried out. Similarly, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms have been mentioned.

The second chapter consists of the review of theoretical literature, empirical literature, implications of the review for the study. In the same way, conceptual framework is also presented, based upon the theoretical basis of the study.

Similarly, third chapter includes how the research was carried out. Such as design and method of the study, population, sample and sampling strategy, study area, tools and techniques for data collection, data collection procedure, data analysis and interpretation procedure have been mentioned.

Likewise, the fourth chapter deals with the analysis of data and interpretation of the results with summary and discussion of findings. Similarly, the data obtained from the students have been described, analyzed and interpreted descriptively.

Finally, the fifth chapter presents the conclusions and recommendation made on the basis of summary and discussion of the findings.

The data collected from the respondents were analyzed and interpreted. It was found that untouchability, caste discrimination, poverty, low level of awareness, parent education, domination, humiliation, discouragement and negative attitude towards Dalits are the major affecting factors in Dalit's access to ELT/ELL. The respondents have suggested some ways as awareness programs should be increased in the society, untouchability should be discouraged, Dalit students should be equally behaved at school environment, teachers and parents should observe and supervise their progress, and local government should focus on the consultation and interaction with concerned stakeholders.

5.2 Recommendations

Every research study should have its recommendation in one or another ways. So, this research work has also same recommendation. It is hoped that the finding as summary and the gist as conclusion will be utilized in the following mentioned levels. The recommendation on these has been presented separately below.

5.2.1 Policy Related

-) Policy makers should formulate policy that encourages stakeholders to increase the presence of Dalit students in ELT/ELL.
-) Policy makers should formulate policy regarding easily availability and accessibility of Dalit students to education providing the special package to them.

-) Government should generate rules and regulations that motivate stakeholders in creating supportive atmosphere to minimize the dropout rate of Dalit students.

5.2.2 Practice Related

-) The project designers can develop new projects to increase Dalits' access to ELT/ELL.
-) Concerned authority should develop the environment to eliminate discrimination and untouchability at school environment.
-) Teachers can carry out action research in order to find out issues with their solutions in relation to ELT/ELL.
-) The Dalit students should be behaved equally and encouraged providing other opportunities in schools and their progress should be supervised daily by the parents as well as the teachers.
-) The local government like VDC, DDC, Muniicpality should organize consultation and interaction workshop with concerned stakeholders in relation to the issues of Dalits' accessibility in English language teaching and learning.

5.2.3 Further Research Related

-) This research report will provide the valuable secondary source for the researchers.
-) The development workers can get the reference and sample to their further study and related activities.
-) It will provide new research areas like study on increasing ways of accessibility of Dalits in English language teaching and learning which are left to be investigated.

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APPENDIX-I

QUESTIONNAIRE FOR STUDENTS

The questionnaire is part of a study conducted by **Ganesh Prasad Upadhayay**, Student of Tribhuvan University, Kirtipur for the study on **Factors Affecting Accessibility of Dalit Students in English Language Teaching and Learning** under supervision of **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu.

Your experiences and opinions are important and will definitely help me understanding Dalits in ELT and ELL from your viewpoints. Your answers will remain strictly confidential.

Part-A: Personal Information

Name:

Age:

Gender:

Grade/Class:

Occupation of Parents:

School Name:

Part-B: Questions

1. What is your mother tongue ?

- a. English
- b. Nepali
- c. Doteli
- d. Any others

2. In which language do you communicate at home ?

- a. English
- b. Nepali
- c. Doteli
- d. Any others

3. What is your attitude towards the English Language Learning (ELL) ?

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

4. What might be the factors affecting Dalits in English Language Learning ?

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

5. Do you have any feelings of discrimination in your locality between Dalits and Non-Dalits ?

- a. Yes
- b. No

6. If yes, what types of discrimination do you find presently ?

- a.
- b.
- c.
- d.

7. How much accessible is the Dalits students' entrance (inclination) for educational attainment in your society ?

- a. Easily accessible
- b. Not accessible

8. If Dalit students' entrance for educational attainment is not accessible, how do you adjust for taking tuition classes (home tuition), coaching etc. ?

- a.
- b.
- c.
- d.

9. What are the priorities and supportive schemes for Dalit students in ELT/ELL ?

- a.
- b.
- c.
- d.

10. What should be needed to increase the accessibility of Dalit students in ELL/ELT ?

- a. Political Commitment
- b. Teachers Commitment
- c. Parents' Awareness
- d. All of the Above.

THANK YOU FOR YOUR PARTICIPATION !!!

APPENDIX-II

QUESTIONNAIRE FOR TEACHERS

The questionnaire is part of a study conducted by **Ganesh Prasad Upadhayay**, Student of Tribhuvan University, Kirtipur for the study on **Factors Affecting Accessibility of Dalit Students in Factors Affecting Accessibility of Dalit Students in English Language Teaching and Learning** under supervision of **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu.

Your experiences and opinions are important and will definitely help me understanding Dalits in ELT and ELL from your viewpoints. Your answers will remain strictly confidential.

Part-A: Personal Information

Name:

Age:

Gender:

Address:

School Name:

Part-B: Questions

1. What are the major affecting factors in dalit access to ELT/ELL ?

a.

b.

c.

2. What may be the causes of social discrimination to Dalit students in schools?

a. Untouchability

b. Parents' irresponsibility

c. Lack of Awareness

d. All of the above

3. Untouchability is the most affecting factor in dalit education. Do you agree ?

- a. Strongly agree
- b. Agree
- c. Disagree

4. What might be the solutions affecting Dalits in English Language Teaching ?

.....
.....

5. Do you have any feelings of discrimination in your school environment between Dalit and Non-Dalit students ?

- a. Yes
- b. No

6. If yes, what types of discrimination you find ?

- a.
- b.
- c.
- d.

7. How much responsible the parents of dalit students are in relation to the educational achievement of their children ?

- a. More responsible
- b. Responsible
- c. Not responsible

8. Irresponsibility of parents regarding to their children in relation to education is also one of the major cause. Do you agree ?

- a. Strongly agree
- b. Agree
- c. Disagree

9. What should be needed to increase the accessibility of Dalit students in ELL/ELT ?

- a. Political Commitment
- b. Teachers Commitment
- c. Parents' Awareness
- d. All of the Above.

10. What are the priorities and supportive schemes you suggest for Dalit students in ELT/ELL ?

- a.
- b.
- c.
- d.

THANK YOU FOR YOUR PARTICIPATION !!!