

CHAPTER-ONE

INTRODUCTION

1.1. General Background

It is very difficult to define language even if it is one of the means of communication. It is purely the gift of human beings. No other creatures use language except human beings. So it is species specific. The widely known definition of language is ‘the voluntary vocal system of human communication’. Many languages have their own writing system but some languages do not have. Bloomfield (1934:21) says, ‘Writing is not language but merely a way of recording language by means of visible marks’. Language has different characteristics, which make it different from other communication systems. Language has been changed from time to time. For example, in the context of Nepal, the language used by the people in the time of Prithvi Narayan Shah was different from the Nepali language used by the people of this 21st century. Oxford Advance Learner’s Dictionary (sixth edition, 2000) defines language as ‘the system of communication in speech and writing that is used by people of a particular country’.

For successful communication, language should serve the functions of the intended purpose of the speaker. If the addressee does not understand what the addresser says it brings difficulty in communication. For that cohesion and coherence among the language exponents play a vital role. But, now a days people less care on structures (linguistic components) and give emphasis on functions (communicative components). Sinclair and Coulthard (1975:13) argue that ‘the level of language function in which we are certainly interested is ... the level of function of a particular utterance, in a particular social situation and at a particular place in a sequence, as a

specific contribution to a developing discourse'. So a proficient language user should be able to handle the overall four skills of language. Four skills of language include all the components of language such as grammar, vocabulary, sociolinguistic components, writing system, politeness, etc. Communicative competence should have been developed to a good speaker (user) of language. According to Sthapit (2003:6) communicative competence can be said to consist of the extended linguistic competence, the extra-linguistic competence and the pragmatic competence or language sensitivity'. In a society, some of the people are from higher classes and some are from lower classes. Not only in Nepal, this class division system can be found in other western countries like the United States of America. The language used by the former to the lower class might be different and always informal. For example, a master uses informal language (low variety) to his servant and always receives formal language (high variety) from him. By the influence of the inequality of social setting, language use would be different. The economic status of the people also influences in language use. If we look at the context of Nepal, people belong to higher economic status use low variety to the people with low economic status and receive high variety from them. In this context Bernstein, a great sociolinguist says that the children from lower working class are exposed to only restricted code but formal language is used in teaching learning activities at school. So, these children face difficulty in language learning. Educational failure is likely to be the result (Wardhaugh 2000:328).

1.2. Language Proficiency

Language proficiency refers to the ability and capacity to overall four skills: listening, speaking, reading and writing. It is the capability or the efficiency of the learners for the broader skills of language. It means a

proficient speaker (user) of language should be able to listen and understand, speak, read and write perfectly in the same language. Richards J. (1999) in his book 'Longman Dictionary of Language Teaching and Applied Linguistics' defines language proficiency as 'a degree of skill with which a person can use a language, such as how well a person can read, write, speak or understand language'. Like wise, Corder (1977) defines language proficiency as '...a person's knowledge of the whole language'.

Listening skill includes two things: listening and understanding. It is a process of understanding speech in a language. To listen any speech perfectly, a person should be able to discriminate sounds and words at first and then he/ she should be able to comprehend the text on the basis of context or situation. It covers the knowledge of grammar and vocabulary too. Listening skill is the prerequisite of other three skills: speaking, reading and writing even if it is the most neglected skill in our context.

The second skill in the hierarchy of language skills is speaking skill. It includes the ability to produce correct language on the basis of contexts or situations. This skill requires the mastery over sound system, grammar and vocabulary. In other words, to be a good speaker a person should be linguistically as well as communicatively competent. It is the main medium for our daily communication. While speaking, the speaker should be careful about to whom he is speaking and in which situation he is speaking. Now a days, not as in the past, communicative competence is emphasized more than linguistic competence.

Reading is the third skill among four skills of language. It is a process of perceiving a written text in order to understand its contents. It includes both physical and mental activities or processes. There are different stages and ways of reading. Loud reading attracts the attention of people. Silent

reading is useful only for the reader himself/ herself. The main purpose of reading is to interpret the text. Reading is based on how much information the reader requires. It includes some processes of reading such as recognizing the visual marks, vocalizing words and sentences and understanding or interpreting the meaning of the text. Generally there are three reasons of reading: for information; for pleasure and for language learning (Basnet, 2005:188).

Writing is a complex skill that requires the skills of language use, mechanics, stylistics, judgments, etc. It is viewed as the representation of speech in graphic symbols. To prepare final form of writing there are different processes to go through. They are planning, gathering data or information, drafting, revising and rewriting. From this point of view, this skill is taken as a process. If we take writing skill as only the final form of the processes it is called a product. Writing is the productive and active skill. Basnet (2005:213) defines 'writing is conveying meaning through the use of graphic symbols that represent language'. Anyway, it is a necessary and important skill to learn a language (especially an L2).

1.2.1. Ways of Testing Language Proficiency

The history of language testing is as old as the teaching of language. In the case of English language, in the beginning, there was lack of teaching materials for teaching language and so was the case in language testing. With the development of teaching trends the trend of language testing has also been developed and language testing has been defined on the basis of the definition of language. Language cannot be tested perfectly on the basis of testing language skills individually because all the skills of language are interrelated to one another. But generally, language has been tested by testing four skills individually.

- **Testing Listening Comprehension**

Testing listening means testing the ability of learners to discriminate sounds (phonemes), to recognize stress, intonation and to express what he/she has heard. Listening test should include all the authentic performance tasks. So, while testing listening skill all the capabilities mentioned are tested either separately or in an integrative manner. Different tasks and activities can be given to perform to the learners to test listening skill of a person. The commonly used ways of testing listening comprehension are given below.

- (i) Multiple choice questions
- (ii) True / false items
- (iii) Gap – filling
- (iv) Matching exercises
- (v) Short answer questions
- (vi) Information transfer techniques
- (vii) Dictation

- **Testing speaking**

The traditional ways of testing speaking skill have been taken as insufficient techniques. To test learners' speaking skill they should be asked to speak in particular situations or contexts. In other words, other types of tests such as multiple choice tests or essay type answer to be written on papers can not judge the speaking ability of the learners. For this, the tester should be clear on what activities the candidate is expected to perform and should test according to his/ her criteria. In other words, the learner should be asked to speak in a given context or situation to test their speaking skill. Some of the commonly used criteria to test speaking skill are listed below.

- (i) Interview
- (ii) Information transfer
- (iii) Interaction with peers
- (iv) Role play
- (v) Discussion
- (vi) Exposition
- (vii) Interview
- (viii) Conversation

- **Testing Reading Skill**

Reading is the skill of recognizing words or word groups and deducing meaning from the text. While reading, the reader should know the implicit and explicit meaning of the text and be able to predict what comes next. In other words, the reader should be able to get the intended information from the text. To test the reading skill of the learners they are asked not only to simply read the text but also to express if he/ she perceive the required information or not. The following techniques can be applied to test reading skill of a learner.

- (i) Matching items
- (ii) Multiple choice items
- (iii) True false items
- (iv) Short answer questions
- (v) Summary
- (vi) Information transfer
- (vii) Cloze tests

- **Testing Writing**

This skill is taught and tested differently on the basis of the level of students. The beginners are given simple tasks to write but the tasks are different in case of others. The marking systems of writing skill are generally of two types: holistic and analytic. In holistic scoring, writing is tested on the basis of the overall impression of the tester on it, the tester does not provide marks on the basis of item-wise procedure but the tester provides marks on the basis of item-wise procedure in analytical marking system. Testing writing should be based on the accuracy, the fluency, the relevance and the appropriateness of language used by the students. The following types of tests are generally applied to test writing skill of a person.

- (i) Essay tests
- (ii) Describing pictures
- (iii) Writing a report
- (iv) Controlled writing
- (v) Task editing
- (vi) Writing summary
- (vii) Writing freely on the given topic

1.3 The Aims of Secondary Education

The following aims of secondary education focus the national goals of education within the grade 9 and grade 10 age range. The aims of secondary education are to produce healthy citizens who are familiar with national traditions, culture and social environment and with democratic values. They should be able to use language in daily life. They should be creative, co-operative, industrious, independent and aware of scientific issues. The students are expected to be able to contribute to economic development too.

1.3.1 General Objectives of Secondary Level

The general objectives of teaching English are to enable students to develop an understanding of and competence in spoken English and communicate fluently and accurately with other speakers of English. In addition, they should be able to develop competence in understanding a variety of reading texts. The students should be able to gain the skills necessary to write English appropriately and effectively and they are also expected to develop an ability to use simple reference materials. The students should be able to read, appreciate and enjoy literary texts and develop an awareness of cultural and ethical values relevant to Nepal.

1.3.2 Marks Allocation in Different Skills in S.L.C. Examination

It is very difficult to test all four skills at a time in the S.L.C. examination. Listening and speaking have been tested internally, within schools, on a continuous basis. It was decided that the allocation of marks in the S.L.C. examination should be as indicated in the grid below.

Listening	Speaking	Reading	Writing
8	12	45	35

After studying this table we can easily say that our secondary curriculum emphasizes reading and writing more than listening and speaking.

1.3.3 Teaching Methods

The following methods, techniques and activities are generally followed in teaching - learning English language as a whole.

- (i) demonstration and dramatization
- (ii) questions and answer

- (iii) guessing the meaning of new words from their context
- (iv) role play and simulation
- (v) group and pair work (information-gap activities)
- (vi) silent reading preceded by pre-questions and use of pictures/ figures
- (vii) inquiry and discovery

1.4 The Educational Situation of Dalits in Nepal

The term *Dalit* for the first time was used in India in 60's meaning as the group of further stratified *Sudras* who were considered as untouchable. The term has not been defined officially yet because The Constitution of Kingdom of Nepal (1990) declares that no one superior and inferior on the basis of their casts or the superiority and inferiority on the basis of cast, sex, religion, etc. and such type of division is punishable. But in practice, the societal structure of Nepal is based on four- fold discrimination such as Bramin, Chhetry, Baishya and Sudra. Dalits or the Sudras have been placed at the bottom of the Hindu caste hierarchy. Dalits have been provided traditionally lower occupations such as leather works, beating drums, tailoring, etc. People really feel difficult to differentiate Dalits from other communities. To define them in another way, they are the most marginalized, discriminated and improvised communities. They are fewer in number. They constitute about twenty percent of the total population of Nepal (NHRC 2004). Dalits are badly affected by the so-called higher casts. Different organizations such as UN, EU, ILO, etc. have been working against the inhuman treatment to the Dalits in Nepal. The caste groups, according to the 'Upechhit Utpidit ra Dalit Barga Utthan Samiti' (quoted in IODRPP 2004), which are called Dalits are as follows:

- (i) Lohar
- (ii) Sunar

- (iii) Kami
- (iv) Damai
- (v) Sarki
- (vi) Badi
- (vii) Gaine
- (viii) Kasai
- (ix) Kushule
- (x) Koche
- (xi) Chyame
- (xii) Pode
- (xiii) Dhobi
- (xiv) Paswan
- (xv) Tamata
- (xvi) Dum
- (xvii) Batar
- (xviii) Khatwe
- (xix) Mushhar
- (xx) Santhal
- (xxi) Satar
- (xxii) Chamar and
- (xxiii) Halkhor

Generally, in hilly regions, only five casts of Dalits viz. Gandharwa (Gaine), Badi, Pariyar (Damai, Darji, Suchikar, Nagarchi, Dholi, Hudko), Vishwokarma (Kami, Lohar, Sunar, Tamata), Sharki (Mijar, Charmakar Bhul) can be found (Koirala, B. et.al. 2061 V.S.).

The hierarchical caste system among Dalits, which discriminates and treats one Dalit group as superior to other Dalit group has been also a major

problem in Dalit movements. In the society, one Dalit group treats other Dalit group as untouchable and do not drink water provided by the so-called lower ranked Dalits. The first group does not want to keep marital relationship and do not allow to enter in to their houses to the second group. For example,

- (i) In hilly region, Damai, Badi and Gaine are untouchable for Kami and Sharki
- (ii) For Gaine, Badi and Pode are untouchable
- (iii) In Terai region, Mushhar, Khatwe, Chamar and Dom are untouchable for Teli and Kalawar
- (iv) For Dushad and Mushhar, Chamar and Dom are untouchable
(Nepalma Dalit Samudayako Sthiti, 2060:65)

Dalits are less educated in comparison to other caste groups. So, they rarely help each other in their problems. On one hand, they are deprived from other so-called higher class communities and on the other hand, they themselves are deprived from other Dalits. Dalits are very few or rare in every sectors of Nepal. Education is the main factor of this problem. Therefore, we can guess that less number of Dalit children go to school for study and they have low English Language Proficiency in comparison to the children from other casts. According to the report (Integrated National index of Governance, 1999) the representation of Dalits is not found in different sectors such as court, constitutional bodies, civil society leadership, political parties leaderships, etc. but in parliament, there were four Dalit representatives that is only 1.5% in aggregate among the 265 representatives which was the highest participation of Dalits in comparison to other sectors.

In Educational and Academic Professional leadership there was only one representative of Dalits where as there were 75 representatives of Khas

for the same positions (Darban Ghosana ra Karyayojana tatha Nepalma Jatiya Bived, 2001:143). If we look at the history of Dalit movement, we can find that different organizations and commissions have been formed but unable to work properly in favour of the target group. 'Viswa Sarvajan Sangha' established by Sarvajit Vishwokarma, in 2004 V.S. was the first organization in the history of Dalit movement (Koirala et. al. 2061V.S.). Even now, we can see different governmental and non-governmental institutions, which have been working in economic, educational, social and religious development of Dalits. 'Dalit NGO Federation' can be taken as an example of non-governmental organization, which was established in 2054 V.S. and has been working to develop different aspects of Dalits. National and International donor agencies have been investing huge amount of money and manpower in this field but they are also unable to reach in the target. One of the causes for this result is the institutions focus their programme only in Kathmandu valley. There fore, Dalit movement is being unable to step forward to the target.

1.4.1 The Educational Situation of Dalits in Tehrathum District

Tehrathum is located in a hilly region. About 55% people living there are Kiraties (Limbus). Even if the population of Dalits in this district is lower, it is higher in comparison to other districts. The population of Dalits in this district is 10,581, among them 5,350 are female and 5,231 are male. We can find the representation of Dalits in all 32 Village Development Committees of the district. Talking to the matter of the children, there are 670 Dalit students studying in primary level, 405 in the lower secondary level, 217 in secondary level, 15 in higher secondary level, 10 in diploma level and only 3 in master's degree level. Many Dalit children have been leaving schools for the purpose of helping their parents in their traditional

works and in farming. More than 50% Dalit families do not have their own toilets. Many children have been suffering from malnutrition. Some Dalits do not have their own field for farming. 222 Dalit youths have gone to earn money in international sectors, especially in gulf countries as labors. 83 families have little field to work and they use their production of crops only for three months. They have to help others in salary or in work basis system.

(Source: DAS, Tehrathum, 2004)

1.5 Review of Literature

Different research studies have been carried out related to this area but no research has been done regarding the comparative study of language proficiency between Dalit and Non-Dalit students. Some of the researches carried out in the Department of English Language Education related to this study are as follows:

Giri, (1981) carried out a research on ‘A Comparative Study of English Language Proficiency of the Students Studying in Grade-10 in the Secondary Level of Doti and Kathmandu Districts’. He found that the students of urban area had greater language proficiency in the English language than the rural school students.

Parajuli, (1997) conducted a research work on ‘A Comparative study on the Proficiency in the Use of Simple Present Tense Attained by the Students of Grade-viii’. He found that the students of private schools have the better proficiency in the use of tenses in comparison with public schools of grade –viii.

Aryal, (2001) conducted a research on ‘A Study on Listening Proficiency of Grade-10 Students’. He found that the students showed better proficiency in seen texts than in unseen texts. But the scores are only slightly different between them.

Oli, (2003) conducted a research on ‘A Study on Proficiency in the Speaking Skill of 9th Graders’. He found that the speaking skill proficiency of the girls was found poorer in rural areas in comparison with the girls studying in urban areas.

Shah, (2003) carried out a research on ‘writing Proficiency of Grade-9 Students of Siraha District’. His conclusion was the writing skill of boys was better than writing skills of girls and the students obtained more marks in mechanics of writing than in guided and free writing composition.

DAS, Tehrathum (2004) has conducted a survey on Dalits of Tehrathum on statistical number with their gender, age, marital status, occupation and education. This survey has enumerated the Dalits of Tehrathum on the above-mentioned criteria.

1.6 Objectives of the study

This study has the following objectives:

- (a) To find out the existing proficiency level of Dalit students in English Language
- (b) To compare the proficiency level between Dalit and Non-Dalit students in English language
- (c) To point out some suggestions

1.7 Significance of the study

This study can give insight into the status Dalits to the teachers and the students who are involved in teaching and learning English language. It can also be very useful for curriculum designers, textbook writers and teacher trainers. Similarly, the students of psycholinguistics and sociolinguistics, language instructors, etc. will be benefited from this study.

The governmental and non-governmental organizations, which have been working in the fields related to Dalits, will also be benefited from this study.

1.8 Definitions of specific terms

Calculated value – the value out come through mathematical calculation

Curriculum – plan or programme for instruction

Dalits – the lower caste groups, or Sudras, who have been treated as untouchable

Discourse – meaningful unit of language

Extensive reading – reading for general understanding or for pleasure

Findings – the results of the research

Intensive reading – reading for understanding in detail

Khash – so called higher class people

Language competence – internal ability to use language

Mean – the average of the set of numbers

Objective – the purpose of the study

Proficiency – Command over the language

Recommendations – suggestions after completing the research work

Scanning – reading for particular piece of information

Scores – numbers or marks obtained by students in different skills

Skill – ability to use language

Skimming- reading for general information

Sociolinguistics – study of language in relation to society

Standard Deviation – deviation of scores from the mean

Stylistics – the study of the distinctive uses of language

Tabulated value – the already set values in tables

T-test – a means of mathematical analysis to test whether the finding is significant or not

CHAPTER- TWO

METHODOLOGY

2.1 Sources of Data

For the fulfillment of the objectives of the research the following sources of data have been included.

2.1.1 Primary Sources of Data

The researcher had selected 10 secondary schools of Tehrathum district from random sampling procedure technique and tested English language proficiency level of Dalit and Non-Dalit students of grade-9 and 10. The researcher took only two Dalit and two Non-Dalit students from each school. For testing them the questions are included in the appendices.

2.1.2 Secondary Sources of Data

Different books, journals, articles related to this study were consulted for the facilitation of this study.

2.2 Sampling procedure

The sample population of this study was 40 students of Tehrathum district. Out of them, 20 were Dalits and the remaining were Non-Dalits. They were selected maximally from class-10 and if the researcher was unable to find Dalit students in class-10 he selected from class-9. In this study only two students (one Dalit and one Non-Dalit) were selected from class-9.

The researcher selected his study population through the process of lottery system.

2.3 Tools for data collection

The questions were the tools for data collection, which are included in the appendices. Tape-recorder, cassettes, etc. were also other tools for data collection.

2.4 Processes of data collection

The researcher prepared four sets of questions to test the language proficiency of the students. Then he went to the selected schools and talked to the head teachers. He selected Forty students from ten schools of Tehrathum district. Among them, half of the numbers were Dalit students and another half Non-Dalits. The researcher presented all the four sets of questions to the selected number of students. The answer sheets were collected after their tests and the rank of the students is determined on the basis of their individual scores obtained in the tests.

For listening, the students listened to the text from the tape recorder three times and answered the given questions. For testing speaking skill, the researcher presented some situations and the students tried to handle the situations. For example,

- how do you instruct your friend to keep his/ her books safely?
- state two exponents of starting and ending conversations, etc.

The researcher provided reading material to the participants and they tried to solve the problems after reading the text for testing reading skill. For testing writing skill, the students were provided different types of problems to be written, which are included in the appendices. For listening and speaking tests, the researcher provided scores at the same time or on the spot.

2.5 Limitations of the study

The study was carried out under the following limitations:

- (i) The study was limited only in Ten secondary schools of Tehrathum district
- (ii) The population of this study was confined to forty students (Twenty Dalits and twenty Non-Dalits)
- (iii) The primary data was collected from both oral and written tests.
- (iv) Even if the reports say that there are five castes of Dalits in hilly regions of Nepal, the researcher was able to find only three castes of Dalits (Vishwokarma, Pariyar and Sharki) in Tehrathum district.

2.6. Expected Level of Language Proficiency of the Students of Secondary Level

The students of secondary level should have been able to read and comprehend variety of texts without any guidance of the teachers or others. They should also have been able to write letters, paragraphs and other types of texts according to the purpose, situation and need of the students. Similarly, they were expected to talk in various topics in English easily with other speakers of English. They were also expected to listen to authentic text materials (either teacher's voice or from cassettes) and comprehend the text on the basis of their purpose. In this research, the researcher also expected the above-mentioned competence of the students of secondary level.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

3.1 Introduction

This chapter deals with the analysis and interpretation of the students' performance in different skills and total proficiency as a whole. The main concern of this study is to compare the level of listening, speaking, reading and writing or total language proficiency as a whole. So, the scores of the students of secondary level of Tehrathum district are analyzed and interpreted descriptively using statistical tools such as mean, percentage, standard deviation and t-test.

3.2 Analysis of Listening Proficiency between Dalit and Non-Dalit Students

3.2.1 Dalit Students in Listening Skill

S.N.	Names of the Students	Obtained Scores
1	Kumar Vishwokarma	2.4
2	Sova Vishwokarma	1.2
3	Hari K. Barayali (Vishwokarma)	1.2
4	Man Bdr. Vishwokarma	1.6
5	Manju Diyali (Vishwokarma)	1.2
6	Arjun Vishwokarma	1.6
7	Narendra K. Pariyar	2
8	Yam Bdr. Nepali	1.6
9	Baburam Nepali	1.2
10	Manoj Ramtel (Sharki)	2.8
11	Janga Bdr. Nepali	2

12	Tulsa Sharki	1.6
13	Kopila Darji (Nepali)	1.6
14	Parbati Nepali	1.6
15	Bal Kumari Nepali	2
16	Sabina Vishwokarma	1.6
17	Nabin K. Nepali	2.4
18	Sita Vishwokarma	2
19	Hom Kumari Darji (Nepali)	2.4
20	Bhim Bdr. Vishwokarma	2

Table No. 1

(Scores of Dalit Students in Listening Skill)

Marks Distribution	Middle Point (m)	No. of Students (f)	f×m
0-2	1	11	11
2-4	3	<u>9</u>	<u>27</u>
		N = 20	∑ fm = 38

$$\begin{aligned}
 \text{Mean } \bar{X} &= \frac{\sum fm}{N} \\
 &= \frac{38}{20} \\
 &= 1.9
 \end{aligned}$$

The mean of the above score is 1.9 in the full marks 8, which is very low. There are 9 students who obtain their marks below the mean and 11 above the mean. The maximum number they obtained is 2.8, which is 35% of the full marks.

To calculate the Standard deviation of the above scores, the following table and formula are applicable.

$$x = m - \bar{X}$$

Where,

x = Deviation of the items from the actual mean

\bar{X} = Mean Score

m = Middle point

Table No. 2

x	x^2	f	fx^2
-0.9	0.81	11	8.91
1.1	1.21	9	10.89
		$N = 20$	$\sum fx^2 = 19.8$

For Standard deviation,

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum fx^2}{N}} \\
 &= \sqrt{\frac{19.8}{20}} \\
 &= \sqrt{0.99} \\
 &= 0.995
 \end{aligned}$$

3.2.2 Non-Dalit Students in Listening skill

S.N.	Names of the Students	Obtained Scores
1	Radha K. Adhikari	4
2	Kamala Magar	3.2
3	Marich Man Limbu	2
4	Lokendra Shrestha	2.4
5	Tika Ram Giri	1.6

6	Gopal Pd. Dhakal	2.4
7	Menuka Upreti	1.6
8	Prakash Shrestha	1.6
9	Bimala Timsina	3.2
10	Sushila Dulal	1.6
11	Rajendra Budhathoki	2
12	Bhuwan Khulal	2.4
13	Cheet Raj Limbu	2.4
14	Kiran Niroula	3.2
15	Shishir Timsina	3.2
16	Arpan Paunthak (Limbu)	2.4
17	Sushila Niroula	3.2
18	Durga Limbu	2.4
19	Santosh Bhattarai	2.8
20	Aita Maya Limbu	3.2

Table No. 3

Scores of Non-Dalit Students in Listening Skill

Marks Distribution	Middle Point (m)	No.of Students (f)	f×m
0-2	1	4	11
2-4	3	15	45
4-6	5	<u>1</u>	<u>5</u>
		N = 20	∑ fm = 54

To calculate mean of the above score,

$$\text{Mean } \bar{X} = \frac{\sum fm}{N}$$

$$= \frac{54}{20}$$

$$= 2.7$$

The mean score of the above data is 2.7 and it is only 33.75% of the full marks 8.

Table No. 4

x	x²	f	fx²
-1.7	2.89	4	11.56
0.3	0.09	15	1.35
2.3	5.29	<u>1</u>	<u>5.29</u>
		N = 20	∑ fx ² = 18.2

To calculate the standard deviation of the score the following formula can be applied.

$$SD = \sqrt{\frac{\sum fx^2}{N}}$$

$$= \sqrt{\frac{18.2}{20}}$$

$$= \sqrt{0.91}$$

$$= 0.95$$

This standard deviation shows that the scores are not highly deviated from the mean. It means the scores are near the mean score.

Before calculating t-test or t-distribution between the two items the combined standard deviation of item I and II can be calculated. For that the following formula should be applied.

$$S = \sqrt{\frac{(n_1 - 1)SD_1^2 + (n_2 - 1)SD_2^2}{n_1 + n_2 - 2}}$$

Where,

S = Combined standard deviation

n_1 = No. of students in the first item

n_2 = No. of Students in the second item

SD_1 = Standard deviation of the first item

SD_2 = Standard deviation of the second item

$$\begin{aligned} &= \sqrt{\frac{(20-1)SD_1^2 + (20-1)SD_2^2}{20+20-2}} \\ &= \sqrt{\frac{19 \times 0.99 + 19 \times 0.90}{38}} \\ &= \sqrt{\frac{18.81 + 17.1}{38}} \\ &= \sqrt{\frac{35.91}{38}} \\ &= \sqrt{0.94} \\ &= 0.97 \end{aligned}$$

To calculate t-distribution of the above two item the following formula can be applied with 5% level of significance, i.e. $\alpha = 0.05$ and the degree of freedom (df) = 38.

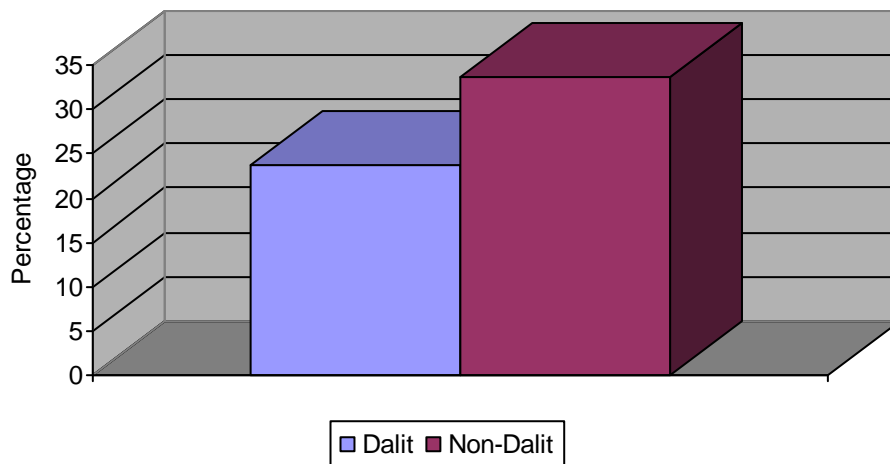
$$\begin{aligned} t &= \frac{\bar{X}_A - \bar{X}_B}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{2.7 - 1.9}{0.97 \sqrt{\frac{1}{20} + \frac{1}{20}}} \\ &= \frac{0.8}{0.97 \sqrt{\frac{2}{20}}} \\ &= \frac{0.8}{0.31} \end{aligned}$$

$$= 2.58$$

The calculated value of the two groups (t-calculated) is 2.58 which is greater than the tabulated value (t-tabulated) 2.0252 with 5% level of significance i.e. $(\alpha) = 0.05$ and 38 degree of freedom i.e. $(df) = 38$. So, the null hypothesis 'The listening proficiency between Dalit and Non-Dalit students is equal' is rejected and we came to the conclusion that the listening proficiency level of Dalit and Non-Dalit students is different.

The scores of Dalit and Non-Dalit students can also be shown in the bar diagram as in the following way.

Listening Proficiency of Dalit and Non-Dalit Students



This diagram also shows that the listening proficiency of Dalit students is lower than Non-Dalit students in which Dalit students got only 23.75% marks and Non-Dalit students got 33.75%.

3.3 Analysis of Speaking Proficiency between Dailit and Non-Dalit Students

3.3.1 Speaking Proficiency of Dalit Students

S.N.	Names of the Students	Obtained Scores
1	Kumar Vishwokarma	4.8
2	Sova Vishwokarma	3.6
3	Hari K. Barayali (Vishwokarma)	3
4	Man Bdr. Vishwokarma	3.6
5	Manju Diyali (Vishwokarma)	2.4
6	Arjun Vishwokarma	3.6
7	Narendra K. Pariyar	2.4
8	Yam Bdr. Nepali	2.4
9	Baburam Nepali	2.4
10	Manoj Ramtel (Sharki)	4.2
11	Janga Bdr. Nepali	2.4
12	Tulsa Sharki	1.8
13	Kopila Darji (Nepali)	2.4
14	Parbati Nepali	2.4
15	Bal Kumari Nepali	3
16	Sabina Vishwokarma	2.4
17	Nabin K. Nepali	3.6
18	Sita Vishwokarma	3
19	Hom Kumari Darji (Nepali)	3
20	Bhim Bdr. Vishwokarma	3.6

Table No.5

(Scores of Dalit Students in Speaking Skill)

Marks Distribution	Middle Point (m)	No.of Students(f)	f×m
0-2	1	1	1
2-4	3	17	51
4-6	5	<u>2</u>	<u>10</u>
		N = 20	∑fm = 62

$$\begin{aligned} \text{Mean } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{62}{20} \\ &= 3.1 \end{aligned}$$

The full marks in testing this skill is 12. The average score 3.1 that is only 25.83%. So, the scores are so poor in this skill. Among 20 students, only six students are above the average and 13 students are below the average.

Table No. 6

x	x ²	f	fx ²
-2.1	4.41	1	4.41
-0.1	0.01	17	0.17
1.9	3.61	<u>2</u>	<u>7.22</u>
		N = 20	∑ fx ² = 11.8

For the calculation of Standard Deviation,

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum fx^2}{N}} \\ &= \sqrt{\frac{11.8}{20}} \end{aligned}$$

$$= \sqrt{0.59}$$

$$= 0.77$$

It has been shown that the scores are in the periphery of mean, or they are not highly scattered.

b. Speaking Proficiency of Non-Dalit Students

S.N.	Names of the Students	Obtained Scores
1	Radha K. Adhikari	7.2
2	Kamala Magar	6
3	Marich Man Limbu	3.6
4	Lokendra Shrestha	4.8
5	Tika Ram Giri	2.4
6	Gopal Pd. Dhakal	4.8
7	Menuka Upreti	2.4
8	Prakash Shrestha	2.4
9	Bimala Timsina	6
10	Sushila Dulal	4.8
11	Rajendra Budhathoki	4.2
12	Bhuwan Khulal	4.8
13	Cheet Raj Limbu	6
14	Kiran Niroula	5.4
15	Shishir Timsina	4.8
16	Arpan Paunthak (Limbu)	4.2
17	Sushila Niroula	6
18	Durga Limbu	6
19	Santosh Bhattarai	2.4
20	Aita Maya Limbu	4.8

Table No. 7

(Scores of Non-Dalit students in Speaking Skill)

Marks Distribution	Middle Point(m)	No.of Students(f)	f×m
0-2	1	0	0
2-4	3	5	15
4-6	5	9	45
6-8	7	<u>6</u>	<u>42</u>
		N = 20	∑ fm = 102

$$\begin{aligned} \text{Mean } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{102}{20} \\ &= 5.1 \end{aligned}$$

The mean of the above scores is 5.1 which is 42.5% in the full marks 12. in this group, 7 students got above the mean score and 13 below the average. These scores are some how better in comparison to Dalit students but 42% marks is not taken as good marks. The mean of the Dalit students in this skill is only 3.1.

Table No. 8

x	x ²	f	fx ²
-4.1	16.81	0	0
-2.1	4.41	5	22.05
0.1	0.01	9	0.09
1.9	3.61	6	21.66
		N = 20	∑ fx ² = 43.8

For the calculation of Standard deviation,

$$\begin{aligned}
SD &= \sqrt{\frac{\sum fx^2}{N}} \\
&= \sqrt{\frac{43.8}{20}} \\
&= \sqrt{2.19} \\
&= 1.47
\end{aligned}$$

The calculated standard deviation 1.47 shows that the scores of the students are not so scattered. It means 95% scores should be from 2.16- 8.04.

For Combined Standard Deviation,

$$\begin{aligned}
S &= \sqrt{\frac{(n_1 - 1)SD_1^2 + (n_2 - 1)SD_2^2}{n_1 + n_2 - 2}} \\
&= \sqrt{\frac{(20 - 1)(0.77)^2 + (20 - 1)(1.47)^2}{20 + 20 - 2}} \\
&= \sqrt{\frac{19 \times 0.6 + 19 \times 2.16}{38}} \\
&= \sqrt{\frac{11.4 + 41.04}{38}} \\
&= \sqrt{\frac{52.44}{38}} \\
&= 1.17
\end{aligned}$$

For calculating t-test or t-distribution we should apply the following formula with 5% level of significant i.e. $\alpha = 0.05$ and the degree of freedom (df) = 38.

$$t = \frac{\bar{X}_A - \bar{X}_B}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned}
&= \frac{5.1 - 3.1}{1.17 \sqrt{\frac{1}{20} + \frac{1}{20}}} \\
&= \frac{2}{1.17 \sqrt{\frac{1}{10}}} \\
&= \frac{2}{1.17 \times 0.32} \\
&= \frac{2}{0.37} \\
&= 5.4
\end{aligned}$$

The calculated value (t-calculated) is 5.4 and the tabulated value (t-tabulated) is 2.0252 with 5% level of significance () at 38 degree of freedom, i.e. () = 38.

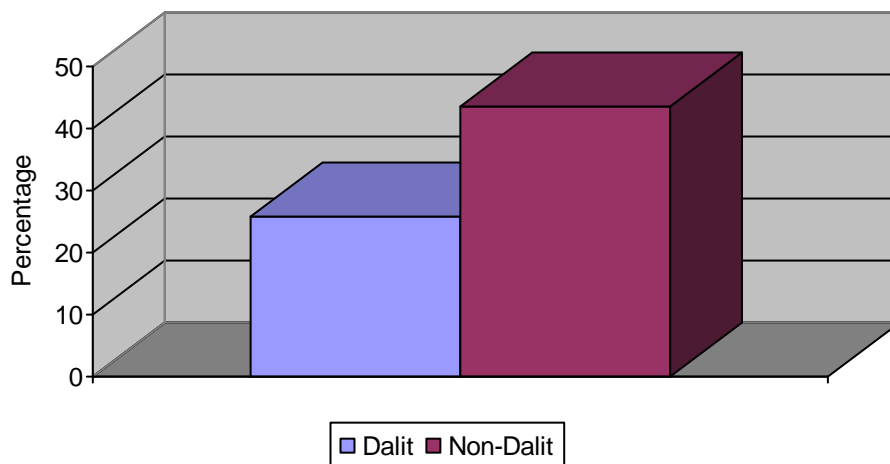
Hence, t-calculated > t-tabulated

Or, 4.55 > 2.0252

Or, A B

The speaking proficiency of Dalit and Non-Dalit students can also be shown in the following way.

Speaking Proficiency of Dalit and Non-Dalit Students



3.4 Analysis of Reading Proficiency between Dalit and Non-Dalit Students

3.4.1 Dalit Students in Reading Skill

S.N.	Names of the Students	Obtained Scores
1	Kumar Vishwokarma	24.75
2	Sova Vishwokarma	13.5
3	Hari K. Barayali (Vishwokarma)	13.5
4	Man Bdr. Vishwokarma	18
5	Manju Diyali (Vishwokarma)	13.5
6	Arjun Vishwokarma	15.75
7	Narendra K. Pariyar	13.5
8	Yam Bdr. Nepali	15.75
9	Baburam Nepali	9
10	Manoj Ramtel (Sharki)	24.75
11	Janga Bdr. Nepali	20.25
12	Tulsa Sharki	6.75
13	Kopila Darji (Nepali)	6.75
14	Parbati Nepali	11.25
15	Bal Kumari Nepali	11.25
16	Sabina Vishwokarma	11.25
17	Nabin K. Nepali	15.75
18	Sita Vishwokarma	13.5
19	Hom Kumari Darji (Nepali)	13.5
20	Bhim Bdr. Vishwokarma	18

Table No. 9

(Scores of Dalit Students in Reading Skill)

Marks Distribution	Middle Point(m)	No.of Students(f)	f×m
0-4	2	0	0
4-8	6	2	12
8-12	10	4	40
12-16	14	9	126
16-20	18	2	36
20-24	22	1	22
24-28	26	<u>2</u>	<u>52</u>
		N = 20	∑fm = 288

$$\begin{aligned} \text{Mean } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{288}{20} \\ &= 14.4 \end{aligned}$$

The mean score of the above table is 14.5 which is only 32% of the full marks (45).

Table No. 10

x	x ²	f	fx ²
-12.4	153.76	0	0
-8.4	70	2	141.12
-4.4	19.36	4	77.44
0.4	0.16	9	1.44
3.6	12.96	2	25.92
7.6	57.76	1	57.76
11.6	134.56	2	269.12
		N = 20	∑fx ² = 572.8

Standard Deviation

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum fx^2}{N}} \\ &= \sqrt{\frac{572.8}{20}} \\ &= \sqrt{28.64} \\ &= 5.35 \end{aligned}$$

This standard deviation indicates that the scores are mostly deviated from the mean.

3.4.2 Reading Proficiency of Non-Dalit Students

S.N.	Names of the Students	Obtained Scores
1	Radha K. Adhikari	18
2	Kamala Magar	22.5
3	Marich Man Limbu	22.5
4	Lokendra Shrestha	24.75
5	Tika Ram Giri	13.5
6	Gopal Pd. Dhakal	18
7	Menuka Upreti	9
8	Prakash Shrestha	11.25
9	Bimala Timsina	24.75
10	Sushila Dulal	24.75
11	Rajendra Budhathoki	15.75
12	Bhuvan Khulal	20.25
13	Cheet Raj Limbu	9
14	Kiran Niroula	18
15	Shishir Timsina	24.75

16	Arpan Paunthak (Limbu)	22.5
17	Sushila Niroula	18
18	Durga Limbu	15.75
19	Santosh Bhattarai	18
20	Aita Maya Limbu	20.25

Table No. 11

(Scores of Non-Dalit Students in Reading Skill)

Marks Distribution	Middle Point (m)	No.of Students(f)	f×m
0-4	2	0	0
4-8	6	0	0
8-12	10	3	30
12-16	14	3	42
16-20	18	5	90
20-24	22	5	110
24-28	26	<u>4</u>	<u>104</u>
		N = 20	∑ fm = 376

$$\begin{aligned}
 \text{Mean } (\bar{X}) &= \frac{\sum fm}{N} \\
 &= \frac{376}{20} \\
 &= 18.8
 \end{aligned}$$

The average score of Non-Dalit students in reading skill is 18.8, which is 42.5% in the full marks 45.

Table No. 12

x	x²	f	fx²
-16.8	282.24	0	0
-12.8	163.84	0	0
-8.8	77.44	3	232.32
-4.4	19.36	3	58.08
-0.8	0.64	5	3.2
3.2	10.24	5	51.2
7.2	51.84	<u>4</u>	<u>207.36</u>
		N = 20	$\Sigma fx^2 = 552.16$

$$\begin{aligned}\text{Standard Deviation (SD)} &= \sqrt{\frac{\Sigma fx^2}{N}} \\ &= \sqrt{\frac{552.16}{20}} \\ &= \sqrt{27.60} \\ &= 5.25\end{aligned}$$

After calculating standard deviation, it is known that the scores are highly deviated from the mean as in the above (SD of Dalit students).

The common Standard Deviation (S) between the group 'a' and 'b' is equal to

$$\begin{aligned}S &= \sqrt{\frac{(n_1 - 1)SD_1^2 + (n_2 - 1)SD_2^2}{n_1 + n_2 - 2}} = \sqrt{\frac{(20 - 1) 28.62 + (20 - 1) 27.56}{20 + 20 - 2}} \\ &= \sqrt{\frac{19 \times 28.62 + 19 \times 27.56}{38}} \\ &= \sqrt{\frac{543.78 + 523.64}{38}}\end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{1067.42}{38}} \\
&= \sqrt{28.09} \\
&= 5.3
\end{aligned}$$

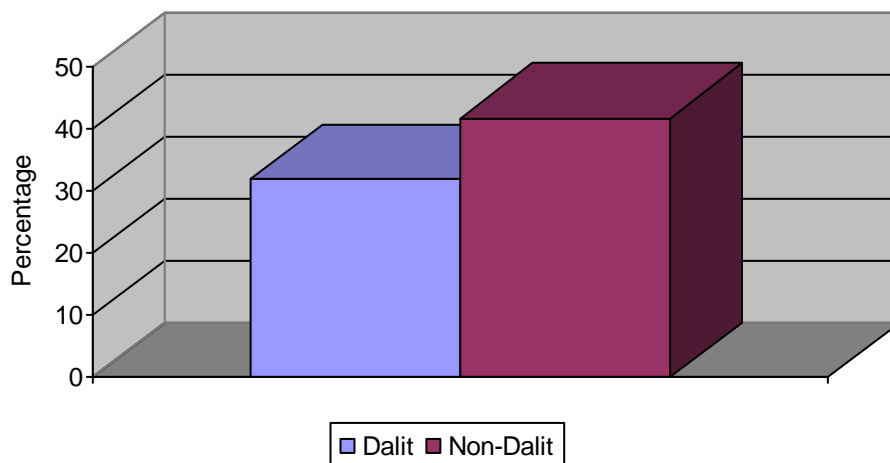
For T-distribution or T-score of the two groups the following common formula can be applied.

$$\begin{aligned}
t &= \frac{\bar{X}_A - \bar{X}_B}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{18.8 - 14.4}{5.3 \sqrt{\frac{1}{20} + \frac{1}{20}}} \\
&= \frac{4.4}{5.3 \sqrt{0.1}} = \frac{4.4}{5.3 \times 0.316} = 2.63
\end{aligned}$$

The calculated value of the scores (t-calculated) is 2.63, which is greater than the tabulated value (t-tabulated) 2.0252 with 5% level of significance at 38 degree of freedom. So,
 $2.63 > 2.0252$

What it means is the students from Dalit communities and Non-Dalit communities do not have equal proficiency in reading skill. Reading proficiency of the students from two groups can also be shown in the following bar diagram.

Reading Proficiency of Dalit and Non-Dalit Students



3.5 Analysis of writing proficiency between Dalit and Non-Dalit students.

3.5.1 Writing Proficiency of Dalit Students

S. N.	Names of the Students	Obtained Scores
1	Kumar Vishwokarma	14
2	Sova Vishwokarma	7
3	Hari K. Barayali (Vishwokarma)	3.5
4	Man Bdr. Vishwokarma	10.5
5	Manju Diyali (Vishwokarma)	3.5
6	Arjun Vishwokarma	7
7	Narendra K. Pariyar	5.25
8	Yam Bdr. Nepali	8.75
9	Baburam Nepali	5.25
10	Manoj Ramtel (Sharki)	15.75
11	Janga Bdr. Nepali	12.25
12	Tulsa Sharki	7
13	Kopila Darji (Nepali)	10.5
14	Parbati Nepali	10.5
15	Bal Kumari Nepali	2.25
16	Sabina Vishwokarma	5.25
17	Nabin K. Nepali	12.25
18	Sita Vishwokarma	12.25
19	Hom Kumari Darji (Nepali)	14
20	Bhim Bdr. Vishwokarma	12.25

Table No. 13

(Scores of Dalit Students in Writing Skill)

Marks Distribution	Middle Point (m)	No. of Students(f)	f×m
0-4	2	3	6
4-8	6	6	36
8-12	10	4	40
12-16	14	<u>7</u>	<u>98</u>
		N = 20	∑fm = 108

To calculate mean of the above score

$$\begin{aligned}\text{Mean } (\bar{X}) &= \frac{\sum fm}{N} \\ &= \frac{108}{20} \\ &= 5.4\end{aligned}$$

The calculated mean of the above scores is 5.4, which is only 15.43% of the full marks (35).

Table No. 14

x	x ²	f	fx ²
-7	49	3	147
-3	9	6	54
1	1	4	4
6	36	7	252
		N = 20	∑fx ² = 457

For the calculation of Standard Deviation,

$$SD = \sqrt{\frac{\sum fx^2}{N}}$$

$$= \sqrt{\frac{457}{20}} = \sqrt{22.85} = 4.78$$

It indicates that the scores are some how deviated from the mean.

They all are not in the periphery of mean.

3.5.2 Writing Proficiency of Non-Dalit Students

S. N.	Names of the Students	Obtained Scores
1	Radha K. Adhikari	17.5
2	Kamala Magar	14
3	Marich Man Limbu	14
4	Lokendra Shrestha	14
5	Tika Ram Giri	8.75
6	Gopal Pd. Dhakal	19.25
7	Menuka Upreti	7
8	Prakash Shrestha	7
9	Bimala Timsina	14
10	Sushila Dulal	10.5
11	Rajendra Budhathoki	14
12	Bhuwan Khulal	14
13	Cheet Raj Limbu	17.5
14	Kiran Niroula	17.5
15	Shishir Timsina	17.5
16	Arpan Paunthak (Limbu)	17.5
17	Sushila Niroula	15.75
18	Durga Limbu	17.5
19	Santosh Bhattarai	14
20	Aita Maya Limbu	15.75

Table No. 15

(Scores of Non-Dalit Students in Writing)

Marks Distribution	Middle Point (m)	No.of Students(f)	f×m
0-4	2	0	0
4-8	6	2	12
8-12	10	2	20
12-16	14	9	126
16-20	18	<u>7</u>	<u>126</u>
		N = 20	$\Sigma fm = 284$

To calculate mean of the above score,

$$\begin{aligned} \text{Mean } \bar{X} &= \Sigma fm/N \\ &= \frac{284}{20} \\ &= 14.2 \end{aligned}$$

The mean of the above scores is 14.2, only 40.57% of the full marks. Even if the scores are higher than Dalit students, in totality, the scores are not taken as good scores.

Table No. 16

x	x ²	f	fx ²
-12.2	148.48	0	0
-8.2	67.24	2	134.48
-4.2	17.64	2	35.28
-0.2	0.4	9	3.6
3.8	14.44	7	<u>101.08</u>
		N= 20	$\Sigma fx^2 = 274.44$

$$\begin{aligned}
\text{Standard Deviation (SD)} &= \sqrt{\frac{\sum fx^2}{N}} \\
&= \sqrt{\frac{274.44}{20}} \\
&= \sqrt{13.72} \\
&= 3.7
\end{aligned}$$

This means the scores are neither highly scattered nor in the periphery of the average score.

Common Standard Deviation of the two scores is calculated in the following way.

Common Standard Deviation (S),

$$\begin{aligned}
&= \sqrt{\frac{(n_1 - 1)SD_1^2 + (n_2 - 1)SD_2^2}{n_1 + n_2 - 2}} \\
&= \sqrt{\frac{(20 - 1) 22.85 + (20 - 1) 13.69}{20 + 20 - 2}} \\
&= \sqrt{\frac{19 \times 22.85 + 19 \times 13.69}{38}} \\
&= \sqrt{\frac{434.15 + 260.11}{38}} \\
&= \sqrt{\frac{694.26}{38}} \\
&= \sqrt{18.27} \\
&= 4.27
\end{aligned}$$

For Calculating t-distribution of the two groups,

$$t = \frac{\bar{X}_A - \bar{X}_B}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

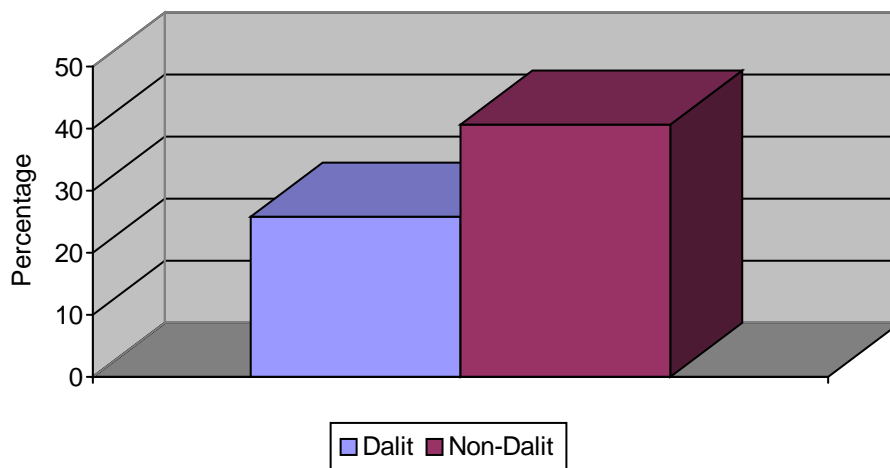
$$\begin{aligned}
&= \frac{14.2 - 9}{4.27 \sqrt{\frac{1}{20} + \frac{1}{20}}} \\
&= \frac{5.2}{4.27 \sqrt{0.1}} \\
&= \frac{5.2}{4.27 \times 0.32} \\
&= 3.82
\end{aligned}$$

After calculating T-score of the two groups, we came to the conclusion that the writing proficiency of Dalit and Non-Dalit students differ in each other. The calculated value of the groups is 3.82, which is greater than the tabulated value (2.0252).

Or, $3.82 > 2.0252$

Writing proficiency level of Dalit and Non-Dalit students can also be shown as in the following way.

Writing Proficiency of Dalit and Non-Dalit Students



3.6 Analysis of Language Proficiency on the basis of four language skills as a whole.

3.6.1 Total Language Proficiency of Dalit Students

S. N.	Names of the Students	Obtained Scores
1	Kumar Vishwokarma	45.95
2	Sova Vishwokarma	25.3
3	Hari K. Barayali (Vishwokarma)	21.2
4	Man Bdr. Vishwokarma	33.7
5	Manju Diyali (Vishwokarma)	20.6
6	Arjun Vishwokarma	27.95
7	Narendra K. Pariyar	23.15
8	Yam Bdr. Nepali	28.5
9	Baburam Nepali	17.85
10	Manoj Ramtel (Sharki)	47.5
11	Janga Bdr. Nepali	36.9
12	Tulsa Sharki	17.15
13	Kopila Darji (Nepali)	21.25
14	Parbati Nepali	25.75
15	Bal Kumari Nepali	18.5
16	Sabina Vishwokarma	20.5
17	Nabin K. Nepali	34
18	Sita Vishwokarma	30.75
19	Hom Kumari Darji (Nepali)	32.9
20	Bhim Bdr. Vishwokarma	35.85

Table No. 17

(Total Scores of Dalit Students)

Marks Distribution	Middle Point(m)	No. of Students(f)	f×m
10-20	15	3	45
20-30	25	9	225
30-40	35	6	210
40-50	45	<u>2</u>	<u>90</u>
		N = 20	$\Sigma fm = 570$

To calculate mean of the above score,

$$\begin{aligned}\text{Mean } \bar{X} &= \Sigma fm/N \\ &= \frac{570}{20} \\ &= 28.8\end{aligned}$$

The mean of Dalit students in four skills is 28.8 or 28.8% those are very poor scores. According to the scores, it is known that Dalit students have poor English language Proficiency.

Table No. 18

x	x ²	f	fx ²
-13.5	182.25	3	546.75
-3.5	12.25	9	110.25
6.5	42.25	6	253.5
16.5	272.25	2	544.5
		N = 20	$\Sigma fx^2 = 1455$

$$\text{Standard Deviation (SD)} = \sqrt{\frac{\Sigma fx^2}{N}}$$

$$= \sqrt{\frac{1455}{20}} = \sqrt{72.75}$$

$$= 8.529$$

The total scores of Dalit students are highly deviated from the mean.

3.6.2 Total Language Proficiency of Non-Dalit students

S. N.	Names of the Students	Obtained Scores
1	Radha K. Adhikari	46.7
2	Kamala Magar	45.7
3	Marich Man Limbu	42.1
4	Lokendra Shrestha	45.95
5	Tika Ram Giri	26.25
6	Gopal Pd. Dhakal	44.45
7	Menuka Upreti	20
8	Prakash Shrestha	22.25
9	Bimala Timsina	47.95
10	Sushila Dulal	41.65
11	Rajendra Budhathoki	35.95
12	Bhuwan Khulal	41.45
13	Cheet Raj Limbu	34.9
14	Kiran Niroula	44.1
15	Shishir Timsina	50.25
16	Arpan Paunthak (Limbu)	46.6
17	Sushila Niroula	42.95
18	Durga Limbu	41.65
19	Santosh Bhattarai	37.2
20	Aita Maya Limbu	44

Table No. 19

(Total Scores of Non-Dalit Students)

Marks Distribution	Middle Point(m)	No.of Students(f)	f×m
20-30	25	3	75
30-40	35	3	105
40-50	45	13	585
50-60	55	<u>1</u>	<u>55</u>
		N = 20	∑fm = 820

To calculate mean of the above score, the following formula can be applied.

$$\begin{aligned}\text{Mean } (\bar{X}) &= \frac{\sum fm}{N} \\ &= \frac{820}{20} \\ &= 41\end{aligned}$$

The average score of Non-Dalit students in totality is 41 or 41%. It can be seen as good scores in comparison to Dalit students but in reality, only 41% marks is not taken as better.

Table No. 20

x	x ²	f	fx ²
-16	256	3	768
-6	36	3	108
4	16	13	208
14	196	1	196
		N = 20	∑fx ² = 1280

$$\text{Standard Deviation (SD)} = \sqrt{\frac{\sum fx^2}{N}}$$

$$\begin{aligned}
&= \sqrt{\frac{1280}{20}} \\
&= \sqrt{64} \\
&= 8
\end{aligned}$$

This shows that the scores are mostly deviated from the mean (average).

Common Standard Deviation of the two groups can be calculated by applying following formula.

$$\begin{aligned}
(S) &= \sqrt{\frac{(n_1 - 1)SD_1^2 + (n_2 - 1)SD_2^2}{n_1 + n_2 - 2}} \\
&= \sqrt{\frac{(20 - 1) 72.75 + (20 - 1) 64}{20 + 20 - 2}} \\
&= \sqrt{\frac{19 \times 72.75 + 19 \times 64}{38}} \\
&= \sqrt{\frac{1382.25 + 1216}{38}} \\
&= \sqrt{\frac{2598}{38}} \\
&= \sqrt{68.36} \\
&= 8.27
\end{aligned}$$

The scores are highly scattered from the mean according to the standard deviation.

For Calculating t-distribution,

$$t = \frac{\bar{X}_A - \bar{X}_B}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned}
&= \frac{41 - 28.5}{8.27 \sqrt{\frac{1}{20} + \frac{1}{20}}} \\
&= \frac{12.5}{8.27 \times 0.3} \\
&= \frac{12.5}{2.48} \\
&= 5.16
\end{aligned}$$

The researcher found out the calculated value of the two groups (t-calculated) is 5.16, which is greater than the tabulated value (t-tabulated) 2.0252.

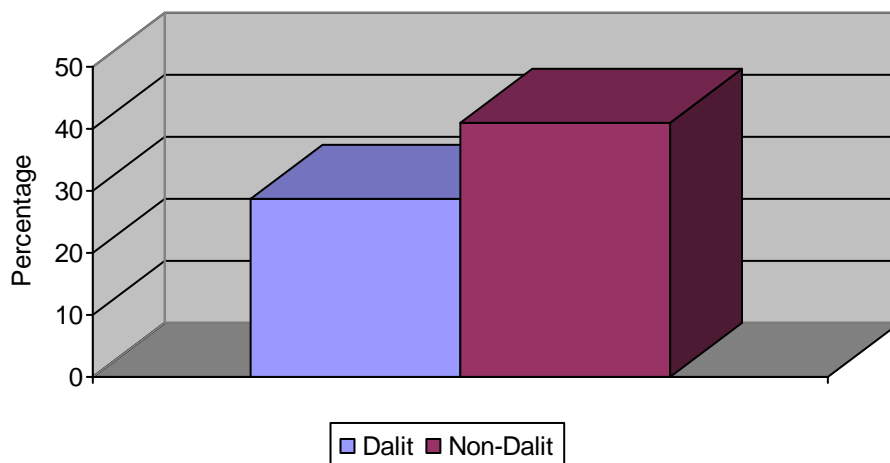
Or, $t\text{-calculated} > t\text{-tabulated}$

Or, $5.16 > 2.052$

Or, A B

So, he made the conclusion that the proficiency of Dalit and Non-Dalit in English language is different. It will be clear after observing the following bar diagram.

Total Proficiency of Dalit and Non-Dalit Students



CHAPTER-FOUR

FINDINGS, CONCLUSION AND RECOMMENDATIONS

4.1 Findings

- English language proficiency of the students of Tehrathum district is very low as a whole.
- In comparison to other caste groups, Dalit (Sudra) Students have less English Language Proficiency than Non-Dalit students.
- The respondents of this research were not able to achieve the expected level of English language proficiency of the researcher.
- Dalit students of this district were able to show less English language proficiency in comparison to Non-Dalit students.
- In listening skill, Dalit students were able to achieve 23.75% marks where as Non-Dalit students got 33.75% marks.
- In speaking skill, the marks achieved by Dalit students is 25.83% where as Non-Dalit students achieved 42.5%.
- In reading skill, Dalit students got only 32% marks where as 41.8% was obtained by Non-Dalit students.
- In writing skill, Dalit students achieved 25.71% marks where as 40.57% by Non-Dalit students.
- In totality, Dalit students achieved 28.5% marks where as Non-Dalit students achieved 41% marks.

4.2 Conclusion

The students are the future of the nation. The secondary level is the main part and the highest level of education in school life. It is the foundation of the students for S.L.C. examination which have been saying the iron gate of the students of school level. The curriculum of this level has expected different activities to be performed after the completion of this level. The curriculum of English of this level has also expected different activities to be performed. The whole English language proficiency has been divided in to four separate language skills: listening, speaking, reading and writing.

Our country Nepal has been running under the system of four -fold cast system: Bramin, Chhetry, Baishya and Sudra from higher to lower respectively. There is great discrimination among these casts. Within the same cast, there can be found other sub-cast divisions and there can also be found discrimination among the same cast. In this research study the researcher has found the following results in course of his research. The English language proficiency was also divided in to four separate language skills.

In listening skill, the students were expected to listen and comprehend the authentic texts. They should have been able to comprehend the text either from cassette player or the direct voice of the cassette player. But the researcher was not able to find as expected. Maximum students were unable to answer all the questions after listening cassette player. The researcher has made the comparison between Dalit and Non-Dalit students. On the basis of the comparison, he found that the students from Dalit community performed weaker listening proficiency in comparison to other caste groups.

For speaking, the students were expected to be able to develop and understanding of and competence in spoken English and communicate fluently and accurately with other speakers of English. In reality the researcher did not find the performance level as expected by the curriculum of secondary level. The researcher found the students very weak in speaking skill. They felt difficulty in simple communication with the researcher even in simple topics and language. They felt more difficult to speak in situation No.1. Then situation No. 2 and 3. In this skill Dalits students perform weaker proficiency than others.

The students were expected to develop competence in understanding a variety of reading tests for reading skill, even if they performed lower proficiency in reading skill. They were able to show better proficiency in comparison to the performance of other skills. Most of the students were found to be able to solve objective type questions better than the subjective types. In this skill too, Dalit students couldn't perform as the level of Non-Dalits.

In writing skill, it was expected that the students should be able to gain the skills necessary to write English appropriately and effectively (and they were also expected to develop an ability to use simple reference materials). Even in this skill, the students performed weaker proficiency and the students from Dalit cast group performed weaker proficiency than the other cast groups within this skill.

4.3 Recommendations

- Equal emphasis and opportunity should be given to the boys and girls and Dalits and Non-Dalits.
- As a whole, different educational programmes should be conducted in this district from government and non government sectors giving emphasis to Dalit children.
- All the teachers teaching English language should be well trained. The teachers who are trained but using traditional methods of teaching are also encouraged to use new techniques what they have learned in course of their training.
- The teachers and the students should be encouraged in listening practice using cassette players or the teacher's voice. The cassettes prepared by Curriculum Development Centre should be practiced many times.
- Most of Dalits are below the line of poverty. So the government has to conduct especial programmes for them. It can help their children for going to school.
- Educational awareness is the main part of the development of the country. So all the people should be encouraged in education.
- All the materials prepared by CDC should be available at schools in time.
- Teaching programmes of the schools do not meet the objectives of the course. So that it should be changed on the basis of its utility and the invention of new things.

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Appendix-I

Text for Testing Listening

(Source: the question asked in the examination of Class: 11, Compulsory English, HSEB, 2062)

Full marks – 10 (4 x 2 + 2 x 1)

Time – 20 minutes

Listen the text and answer the questions given below.

Once upon a time, there was a man who was very thin and small. He felt sad when he saw the tall and fat persons. ‘How unlucky I am!’ he moaned. If God made him tall and strong he would be happy.

One day, when he got out from the bed, in the morning, he found himself tall and strong. He became so happy and thanked the God. But when he tried to walk here and there he became unsuccessful because of his fatness. Then he started to worship the God to turn him back in the earlier situation.

Questions

1. Why did the man feel sad at the beginning?
2. What happened when the man got out from the bed in the morning?
3. Why did the man thank the God?
4. Why was the man not able to walk here and there?

5. Fill in the blank with an appropriate word.

- a. The man felt sad because he was and small.
6. Choose the most appropriate phrase for the following gap.
 - a. The man became happy because he found himself.....
 - (i) Thin and strong
 - (ii) Thin and small
 - (iii) Tall and small
 - (iv) Tall and strong

Appendix- II

Situations for Testing Speaking Skill

3 x 3 +1 (one mark is for facial expression)

1. State your views on teaching profession in Nepal (in three points)
2. Suppose you meet your old friend, how do you start your communication and how do you end at last?
3. Instruct your friend (in three points) how to keep his/ her books safely.

Appendix – III

Text for Testing Reading

(Source: From The Kathmandu Post, Kartik-14, 2062)

Full marks – 10 (5 x 2)

Time – 20 minutes

Read the following text and answer the questions given below.

The people living in Kathmandu are facing severe water shortages. Majorities of the people are not provided fresh drinking water or the water provided is also not of standard quality. There is an urgent need for action to maintain the health of our systems. Shortages of fresh water and its pollution are threatening the quality of life of many Nepalese.

The solution to all these problems is water harvesting. Technically speaking, water harvesting means capturing the rain when it falls, or capturing the run-off in one's own village or town. Apart from increasing the availability of water, local water harvesting systems developed by local communities and households can reduce the pressure on the state to provide all the financial resources needed for water supply.

Over the years, it has been stressed that safe water, being one of the necessities of life, must be freely available to all. Unfortunately, we have not been able to achieve this but rain water harvesting can help us to achieve it.

Questions

1. What is the current problem of Kathmandu valley according to the passage?
2. How can we reduce the problem?
3. Supply an appropriate title for the text.
4. **Fill in the blanks with appropriate words.**
 - (a)water is one of the necessities of life.

(b) Local water harvesting systems developed by local communities and Can reduce the problem of water.

5. Tick () the best answers.

(a) Where are the people facing severe water shortages?

i. In Biratnagar

ii. In Pokhara

iii. In Kathmandu

iv. In Nepalganj

(b) What do you understand by water harvesting?

i. Capturing the rain when it falls

ii. Bringing water from the river

iii. Evaporating water to make water vapor

iv. Using medicine to kill the virus of water

Appendix – IV

Questions for testing writing

Full marks- 20 (4 x 5)

Time – 40 minutes

1. Write a letter to your friend who has been studying in the U.S.A. for five years telling him the current situation of your village.
2. Write short note on any one of the following topics.
 - (a) School life
 - (b) Coming S.L.C. examination
 - (c) Your favorite place to visit
3. Prepare your curriculum- vitae.
4. Summarize the following passage.

(Source: Social Studies, class-9 and 10, JEMCL)

In Eastern Development Region, there lie mountain, Hilly and Terai regions respectively from northern boarder to southern border. There are world's first and third highest mountains namely Mount Everest (8,848m.) and Kanchanjunga (8,598 m.) respectively in the northern part of this development region. Tenjing Sherpa and Edmond Hilary first reached at the top of the Mt. Everest in 2010 B.S. This region is irrigated by one of the largest rivers of Nepal, the Sapta Koshi, which flows to join Gangas in India. Despite the high potential of hydroelectricity from this river we are not able to get enough benefits. This region is called the Mahabharat, which has various types of vegetation. Sagarmatha National Park also lies in this region. The monsoon rain from the Bay of Bangal causes abundant rainfall in this region.

Appendix –V

Scores Achieved by Dalit Students in Different Four Skills

S.N.	Names	Listening	Speaking	Reading	Writing	Total
1	Kumar Vishwokarma	2.4	4.8	24.75	14	45.95
2	Sova Vishwokarma	1.2	3.6	13.5	7	25.3
3	Hari K. Baraili	1.2	3	13.5	3.5	21.2
4	Man B. Shankar	1.6	3.6	18	10.5	33.7
5	Manju Diyali (B.K.)	1.2	2.4	13.5	3.5	20.6
6	Arjun Vishwokarma	1.6	3.6	15.75	7	27.95
7	Narendra K. Pariyar	2	2.4	13.5	5.25	23.15
8	Yam B. Nepali	1.6	2.4	15.75	8.75	28.5
9	Baburam Nepali	1.2	2.4	9	5.25	17.85
10	Manoj Ramtel(Sharki)	2.8	4.2	24.75	15.75	47.5
11	Janga B. Nepali	2	2.4	20.25	12.25	36.9
12	Tulsa Sharki	1.6	1.8	6.75	7	17.15
13	Kopila Darji	1.6	2.4	6.75	10.5	21.25
14	Parbati Nepali	1.6	2.4	11.25	10.5	25.75
15	Bal Kumari Nepali	2	3	11.25	2.25	18.5
16	Sabina Vishwokarma	1.6	2.4	11.25	5.25	20.5
17	Nabin K. Nepali	2.4	3.6	15.75	12.25	34
18	Sita Vishwokarma	2	3	13.5	12.25	30.75
19	Hom K. Darji	2.4	3	13.5	14	32.9
20	Bhim B. Vishwokarma	2	3.6	18	12.25	35.85

Appendix –VI

Scores Achieved by Non-Dalit Students in Four Skills of Language

S.N.	Names	Listening	Speaking	Reading	Writing	Total
1	Radha K. Adhikari	4	7.2	18	17.5	46.7
2	Kamala Magar	3.2	6	22.5	14	45.7
3	Marich Man Limbu	2	3.6	22.5	14	42.1
4	Lokendra Shrestha	2.4	4.8	24.75	14	45.95
5	Tika Ram Giri	1.6	2.4	13.5	8.75	26.25
6	Gopal Pd. Dhakal	2.4	4.8	18	19.25	44.45
7	Menuka Upreti	1.6	2.4	9	7	20
8	Prakash Shrestha	1.6	2.4	11.25	7	22.25
9	Bimala Timsina	3.2	6	24.75	14	47.95
10	Sushila Dulal	1.6	4.8	24.75	10.5	41.65
11	Rajendra Budhathoki	2	4.2	15.75	14	35.95
12	Bhuvan Khulal	2.4	4.8	20.25	14	41.45
13	Cheet Raj Limbu	2.4	6	9	17.5	34.9
14	Kiran Niroula	3.2	5.4	18	17.5	44.1
15	Shishir Timsina	3.2	4.8	24.75	17.5	50.25
16	Arpan Paunthak (Limbu)	2.4	4.2	22.5	17.5	46.6
17	Sushila Niroula	3.2	6	18	15.75	42.95
18	Durga Limbu	2.4	6	15.75	17.5	41.65
19	Santosh Bhattarai	2.8	2.4	18	14	37.2
20	Aita Maya Limbu	3.2	4.8	20.25	15.75	44