EXECUTIVE SUMMARY

The study entitled **A STUDY ON MOTHER TONGUE BASED MULTILINGUAL EDUCATIONIN NEPAL**is an attempt to study and present the 'state-of-the-art' situation of MLE policy and practices in the country. Specifically, it aimed to present an overview of the MLE related national and international provisions and the MLE policy and practice in the current sociolinguistic context of Nepal. It further assessed the present MLE practices in the selected MLE schools in terms of pedagogy, teaching materials, writing tradition, school mapping, community awareness, teacher's training and language proficiency. It also discovered the MLE related issues and challenges along with the identification of policy and practice (implementation) gaps. To fulfill these objectives, both the primary and secondary sources of data were used in the study. The primary data were collected from the field with the help of the research tools such as, Questionnaire for the key informants, Semi-structured interview schedule, Focus group discussion, direct observation, Field notes, Case study, and Document study. The head teachers and teachers of the sampled schools, the representatives of SMC and TPA, parents, students, local political leaders, RP/SS, DEOs, representative of CSOs/CBOs and some other central level stakeholders were regarded as the sources of primary data in the study. Secondary data were collected from different related secondary sources through document study. Some of the major sources of secondary data were:

- The Interim Constitution of Nepal
- The Three Year Interim Plan
- EFA National Plan of Action
- SSRP Main Document
- Multilingual Education Implementation Guideline
- National Curriculum Framework for School Education
- Universal Declaration of Linguistic Rights-1966
- Convention Note of the UNESCO Convention against Discrimination in Education-1960
- Document of Jomtien World Conference on EFA-1990
- The Dakar Framework of Action-2000
- Some important national and international research studies

The study was carried out with mixed (qual-quan) design of qualitative and quantitative approaches; however, the focus of the study was on qualitative methods of inquiry. The study was descriptive, analytical and exploratory at all. Qualitative data in the study were described and analyzed in a narrative way. Qualitative data were analyzed and interpreted quantitatively with simple statistical tools like frequency distribution, ratio and percentage and presented and displayed in different tabular form.

The sample of the study represented altogether 11 primary level MT-based MLE school from 7 districts representing 9 language groups in Nepal in which 7 were government-run and four were run by NGO and INGO. The total sample size was of 292 stakeholders including Head teachers- 11, MLE teachers- 22, Other teachers- 26, SMC and PTA representatives- 35, Parents- 60, Students- 75, Local political leaders- 15, RP/SS- 9/7,

DEOs- 7, CSOs/CBOs representatives- 15, and Central level stakeholders- 10. The study was conducted and completed within three month.

While assessing the sociolinguistic context of the country, the study found Nepal as a multilingual country having 92 different languages in practice. However, not all the languages spoken in Nepal have been explored yet. The languages spoken in the country are found under the five language families as Tibeto-Burman (57 Languages), Indo-Aryan (30 Languages), Austro-Asiatic (2 Languages), Dravidian (2 Languages), and Kusunda Family (1 Language). However, it found that the representation of the language is not adequately addressed while launching the program. That is, the pilot schools were selected based on their linguistic homogeneity that only represented the linguistic characters of very few schools in Nepal.

According to the study, many different international and national policies have supported the use of mother tongue as the medium of instruction in the school level. The review of national and international policies, plans, and provisions showed that these policies have greatly advocated the use of MT-MLE in schools, at the basic level.

Although MT-based MLE is in practice in 21 different schools in the country, the study had included only 11 schools in its scope. Further, four schools in those 11 were run by NGO/INGO. While analyzing the pedagogical situation in those sampled schools, the study found the following features of MT-based MLE program:

a) Representation of four language families- Tibeto-Burman, Indo-Aryan, Austro-Asiatic, and Dravidian
b) Monolingual (who do not speak dominant language) and relatively small language group
c) Representation of ecological variation- mountain, hill and terai
d) Highly endangered language groups
e) Mixed classroom–monolingual/multilingual and grade/multi-grade teaching
f) Fluent teachers in local language
g) Addressing long literacy, developing literacy and oral tradition
h) Instrumental and professional support to the teachers

Similarly, the study explored the following model of teaching at the sampled schools:

District	Features	Models
Jhapa	Both 'multilingual, multi grade, grade teaching' and 'monolingual, multi grade, grade teaching'	Santhali both MoI and subject and Rajbansi only MoI, Santhali in a combined class of grade 1 and 2, Rajbansi and Nepali in a combined class of grade 1 and 2 (half a day Rajbansi and the second half in Nepali)
Jhapa	Monolingual, multi-grade, subject teaching	Rajbansi both MoI and subject in grade 1-3

Dhankuta	Monolingual, multi-grade, subject teaching	Athpahariya Rai both MoI and subject in grade 1-3
Sunsari	Monolingual, multi-grade, subject teaching	Uraw and Tharu-Maithili both MoI and subject
Rasuwa	Monolingual, multi-grade, subject teaching	Tamang both MoI and subject in grade 1-3
Palpa	Monolingual, multi-grade, grade teaching	Magar both MoI and subject in grade 1-3
Kapilvastu	Monolingual, multi-grade, subject teaching	Awadhi both MoI and subject in grade 1-3
Kanchanpur	Monolingual, multi-grade, subject teaching	Rana Tharu both MoI and subject in grade 1-3

The study found that 'MT' and 'both MT and Nepali' were the MOI in some school where as in some schools it was just taught as a subject. The pedagogical situation went smooth and the students' learning achievement was satisfactory. However, all the schools had only the teaching materials of regular use. Most of the schools had textbooks only for this academic year. No extra teaching materials specific to MLE were found at schools. The teachers in three schools have prepared textbooks for grade three without any support from GoN, however, they were not sure about the publication of them. Almost all the schools have prepared textbook in MT, however, in some school the textbooks have to be reprinted. Almost all the schools had lacking of textbooks for grade three. The study found that the assessment is also based on how the MT-MLE is practiced in school.

Among the six public schools practicing MLE as MOI, school mapping of one of the schools at Jhapa-Rastriya Ekata Primary School was found not appropriate. Neither the language group nor the local community, parents and even students were found interested to MT-MLE at the school. It is also found that the school had terminated to English subject and MOI (from MLE) immediately after one years of program implementation. In rest of the other districts, school mapping for MLE program is found to be appropriate. In case of the schools run by NGO/INGO, there was proper school mapping and the classes were running smoothly.

As the study explored least number of community people aware and known to the importance of MT-MLE to their children, awareness rising and capacity development of SMC and other local level stakeholders seemed needy. The schoolteachers were trained however; they had only little knowledge of teaching with MLE system. The study shows the need of teacher training and financial support for textbook and other material preparation in MT. Further, the study found improved and noticeable development in language proficiency in the students. Mostly, the students have acquired MT and Nepali language proficiency well and little English language proficiency as well. All the teachers were found fluent and competent speakers of the MT at the schools.

While surveying the attitudes of different stakeholders towards MLE, the study found that some stakeholders at local as well as district level had some misconception/misinterpretation about the program. The main reason behind this was the lack of adequate knowledge of the program. In most of the cases, the students were satisfied with their learning and feeling ease to learn at school with MT. Teachers were enthusiastic, interested and committed to continue the program. They were also satisfied with the learning achievement of the pupil; however, they are waiting for adequate training, material support and technical support from the respective community as well as from government. Many of the parents were happy with the program but they have some misunderstanding and misconception regarding MLE. That is, they had understood MT-MLE not as MOI but as the teaching of MT as subject.

During the discussion and interaction, many parents and teachers were found in favor of the trilingual (MT-Nepali-English) model of teaching learning from the beginning as they regarded that their children are not completely monolingual. Most of the parents were found having 'English mania' and would like to teach English for their children from the beginning. The SMC representatives were found feeling the need of MT MLE and expect separate teachers and adequate training for them. Despite of many problems and challenges, government officials both at district and at national level had found the program as prime need and were committed to improve the quality of it. By this, an encouraging MLE situation was found in the nation. Further, the stakeholders at advocacy level were found highly advocating about the continuation, extension and betterment of the program, however, their effort in awareness rising of parents and empowering SMC and teachers were found least significant and least concerning. As a result, many parents do not actually realize the MT-MLE as a medium to enhance the capacity of their children to learn second and foreign language.

The study had explored the following issues and challenges in implementing MT-MLE in Nepal:
- o Analyzing the need of the society
- o Developing orthography, grammar and other writing system of language
- o Material collection from oral literature and publishing them in language
- o Material production from the local stakeholders with no technical and academic knowledge
- o Employment of MLE teachers and training for them
- o Social awareness rising
- o Large class size
- o Problems in designing curriculum, preparing instructional materials and developing orthography
- o Develop stages of language policy in context of a federal Nepal
- o Misconception/misinterpretation: MT-based MLE as MoI or MT-teaching
- o Allocation and distribution of financial resources
- o Make MT-based MLE a inclusive system

- o Poor coordination among different government agent
- o Involvement of concerned language community in education decision making
- o Less concern of school, local government and language community for quality of education
- o Attitude of people towards non-dominant language as MOI
- o The lack of knowledge and awareness of parents and other stakeholders about the educational and cultural advantages of MLE program to children

The study found the following policy and practice gap in implementing the MT-MLE in Nepal:

Policy	Practice
i. MT-MLE will be implemented in the 7500 schools by 2015 (SSRP) ii. Each of the six pilot MT-MLE schools is expected to expand the MLE programs in two more neighboring schools iii. Bottom –up approach of program implementation iv. MLE as medium of instruction v. National policy has greatly advocated and emphasized the necessity of MLE in Primary level education in Nepal. However, it is not clear in which contexts primary education should be provided in mother tongue vi. Everyone has the right to have basic education in her MT. vii. The provision of formation of MT school development management sub-committee	i. There are only 21 MT-MLE schools in Nepal by 2011. ii. In the initial phase, all the schools had expanded MLE to two more other neighboring schools. However, they are not practicing the MLE program now due to lack of material, manpower and training in one hand and in the other hand, due to low community support. iii. Top-down approach in teacher management, training and in some cases, material support iv. Mother tongue is taught only as a subject in more than half of the schools v. Language selection as MoI in a multiple MT context is difficult due to which (also) MLE implementation is not progressed expectedly vi. Heritage languages are neglected in MLE. vii. None of the schools had formed this committee as many of them were unknown about it.

Most of the international practices of MLE (Odisa of india, Philipines, Combodia, Pakistan) are based on trilingual (MT-medium language- international language) policy in monolingual context. However, MLE practice in Nepal is (in addition to this) found based on multiple MT to other tongue in multilingual context as well. However, using more than one language as MoI did not find representing the language of some minority the students. That is, only the use of non-Nepali language as MoI may not address the problem of the students who speaks different languages other than MoI in school.

Presently practicing MLE is employing early transitional model (ECED) and early basic education (grade 1-3) transposition to Nepali and English (grade 4) in one hand. In the other hand, English and Nepali are used as subject from grade one. This may not be a good MLE model. Theories on psycholinguistic and cognitive psychology and literacy

development do not generally support this model for ensuring equal access to the quality basic education. According to them, just learning a neighboring language (of wider communication) and academic achievement in a language are not the same. That is, multilingual students can have basic communication skill in more than one language, but the cognitive development and academic achievement requires high-level competency in mother tongue.

Based on these findings of the study, the study has suggested some constructive recommendations to improve the existing MLE situation in Nepal. In this line, the study recommended GoN to develop a policy to impart basic education in mother tongue of all learners, irrespective of the number of students in the classroom, in order to ensure the access of minority language children to the quality basic education. Further, there is the need of a detailed sociolinguistic survey so that all the languages spoken in the country along with their affiliated family can easily be discovered. As MLE is an inherent part of the basic education MoI, GoN should analyze the need of the MT children and should extend the MT-MLE school to fulfill the linguistic need of the children. Necessary policy has to develop to implement MLE as MoI up to secondary level, if the community and the school want it.

As the student's language progression did not show the satisfactory result (as expected), the study has suggested the following language progression steps for MT-MLE practice in Nepal:

ECED	G1	G2	G3	G4	G5
Develop oral L1	Develop oral L1 & introduce written L1	Develop oral and written L1 & oral L2/L3	L1 & L2/L3 taught as subjects	L1 & L2/L3 taught as subjects	L1 & L2/L3 taught as subjects
	Introduce oral L2/L3	Bridge to reading & writing in L2/L3			
L1 for teaching	L1 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching

For the betterment of MLE implementation, it is strongly recommended for GON to:
o launch an effective awareness raising program
o manage MT-MLE teachers at school
o make material and professional support to teachers
o extend the programs to such other schools where MT-MLE is necessary and possible
o Coordinate with the advocates and stakeholders to solve the problems and challenges

As the program has some challenges, the study has recommended the following suggestions to use to overcome them:

- Need based distribution of the program to the language community
- Awareness raising program for parents and the concerned stakeholder of the language group
- Proper dissemination of all the formulated plan, policies provisions and guidelines from center to the grass root level
- Proper school mapping
- Flexible policy for recruitment MT-based MLE teachers
- Provision of related training for teacher
- Production of sufficient instructional material
- Coordination with language communities to different national and international governmental and non-governmental agencies

Similarly, to solve the problems created by the policy and implementation gap, the following suggestive measures have been recommended:

- Community need analysis and school mapping should be started as soon as possible. GoN has to follow both of the following ways to meet the target:
  o Implementation MT-MLE in the new schools where it is necessary
  o Recognizing the self-practiced MLE schools in nation
- Program implantation should be need based not for formality. GoN has to support for technical, instructional and human resource aspect.
- Awareness raising, capacity development and technical and financial support for the local authority/SMC, stakeholders seem necessary to implement bottom-up approach in MLE implementation.
- Regular financial and technical support along with strong monitoring and evaluation should be provided for effective implementation of program. If not, the negative aspect of the community relating to program can attack on the better implementation.
- All the confusion in policy should be re-visited and refined to make a clear MLE policy in Nepal
- MLE should be practiced in the heritage languages as well
- Assess the need of the committee and make the SMCs to form this committee, if it is required.

The MoI must be able to enhance cognitive development and academic achievement of students. However, many languages in Nepal do not have literary tradition and are orally transmitted. Thus, as far as possible, it is recommended to base the MLE model on the learning theories of psycholinguistics and cognitive psychology for the systematic and adequate achievement of language proficiency in the children. It would be better to develop MLE model based on the sociolinguistic context of country.

Finally, the study has suggested using the following measures for sustainability of the MT-MLE program in Nepal:

- The starting of the program should be need based. That is, the implementation of program should meet the needs of both the learners and the community/society
- Community member should take accountability and leadership in planning, implementing and maintaining the program
- Community should participate and bear responsibility
- The program should link to other formal and/or non-formal education programs within the country
- The program should receive necessary support from both inside and outside the country (i.e., governments, NGOs, universities, donor organization, business sectors, INGOs, and foreign government agencies etc).

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LIST OF TEBLES AND FIGURES

LIST OF ACRONYMS AND ABBREVIATIONS

ARNEC	:	All Round National Education Committee
BS	:	Bikram Sambat
CBOs	:	Community Based Organizations
CBS	:	Central Bureau of Statistic
CCB	:	Community Citizen Board
CCIP-TEEP	:	Culture-Responsive Curriculum for Indigenous People Third Elementary Education Project
CSOs	:	Civil Society Organization
DEC	:	District Education Committee
DEO	:	District Education Office/Officer
Dev.	:	Development
DOE	:	Department of Education
ECED	:	Early Childhood Education Development
Eco.	:	Ecological
EFA NPA	:	Education for All National Plan of Action
EFA	:	Education for All
EMIS	:	Education Management Information Systems
FLC-BP	:	First Language Component-Bridging Program
FoA	:	Framework of Action
GoN	:	Government of Nepal
HLCE	:	High Level Commission for Education
HLNEC	:	High Level National Education Commission
HT	:	Head Teacher
ILO	:	International Labor Organization
INGO	:	International Non-government Organization
ITM	:	Indigenous/Tribal/Minority
KKBS	:	Kanun Kitab Byawasthapan Samiti
L/RC	:	Lead Resource Center
L1	:	First Language
L2	:	Second Language
L3	:	Third Language
L4	:	Fourth Language
MDGs	:	Millennium Development Goals
MEIG	:	Multilingual Education Implementation Guideline
MLE	:	Multilingual Education
MoE	:	Ministry of Education
MoF	:	Ministry of Finance
MOI	:	Medium of Instruction
MT	:	Mother Tongue
MTBMLE	:	Mother Tongue Based Multilingual Education
NCED	:	National Centre for Education Development

NCF	:	National Curriculum Framework
NEFIN	:	National Federation of Indigenous Nationalities
NEPC	:	National Education Planning Commission
NESP	:	National Education System Plan
NGOs	:	Non-government Organization
NLPRC	:	National Languages Planning Recommendation Commission
NPC	:	National Planning Commission
OPEPA	:	Odisha Primary Education Program Authority
OT	:	Other Tongue
PCDP	:	Parkari Community Development Project
PLP	:	Parkari Literacy Project
PTA	:	Parents-Teacher Association
RP	:	Resource Person
SIL	:	Summer Institute of Linguistics
SMC	:	School Management Committee
SS	:	School Supervisor
SSA	*:*	Sarva Shiksha Abhiyan
SSRP	:	School Sector Reform Plan
STR	:	Student-Teacher Ratio
TAP	:	Translators Association of the Philippines
ToR	:	Terms of Reference
TPD	:	Teacher Professional Development
UEE	:	Universal Elementary Education
UN	:	United Nations
UNESCO	:	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE
INTRODUCTION

1.1 General Background

Language is one of the most powerful means of human communication. It is a universal medium of exchanging the message among the human beings. As the use of language in education is concerned, 'it is one of the most contested issues' (Liddicoat, 2007). According to UNESCO (2011), language in education is a competitive event especially 'in a multilingual country like Nepal where children from different indigenous/tribal/minority (ITM) groups find it hard to understand the legitimized medium of instruction (MOI), Nepali and English in schools.'

Nepal is a multilingual country. It has more than a hundred of languages in existence. National census 2001 has reported 92 different languages being spoken in Nepal whereas the report in National census 2011 has not yet been published. Lewis (2009) has recorded 126 languages spoken in Nepal. Further, Yonjan and Tamang (2005) argue there are 144 spoken languages in existence in Nepal. This evidence shows that there are more than a hundred of languages spoken in Nepal. The reality behind it is that the majority of languages in this number are from the Tibeto-Burman language family and many of the languages of this family spoken in Nepal (according to different linguistic survey) are on the verge of extinction. Toba, Rai and Toba (2005), have pointed out different reasons for majority of indigenous languages being endangered in Nepal. UNESCO (2011) writes quoting Sonntag (1995) and Eagle (1999), that the trend of not using mother tongue, not only in wider social contexts but also at home, is increased among the young people due to the dominant role of Nepali and English in mass media and education.

People of different linguistic groups live in different places of the country and so is the use of the language. As stated earlier, except 25 to 30 percent of the total languages spoken in Nepal, all the languages belong to the language group of marginalized and disadvantaged indigenous people. These people live in a particular area which is somehow isolated and have little or no contact with the people speaking the language other than theirs. In this context, they only use their (own) mother tongue at their home and within their community. Thus, their children get lesser exposure to other languages and are bound to use their mother tongue from their very childhood. As a result, linguistic diversity poses serious challenge to school going children especially to those whose mother tongue is different from the one used as the medium of instruction in schools. Keeping this context in mind, Government of Nepal (GoN) has made some policies, plans and programs to provide mother tongue based education to the children in schools at their early ages. For this, mother tongue based multilingual education program has been launched on pilot basis and the program is in the process of further extension in the near future.

1.2 What is Mother Tongue-based Multilingual Education?

According to Kandal (2010), 'there are many misconceptions about multilingual education in Nepal. It is mainly due to the fact that not all the stakeholders of the MLE are aware of and known to it'. According to him, 'MTBMLE program is for All Non-Nepali Speaking Students' (DoE/Inclusive Education Section, 2007-09).' Why not for Nepali speaking children? Does the state allow make discrimination among children based on their gender, caste, race and languages? It is important that we have the same level of understanding and a similar definition for MLE, especially among key stakeholders (parents, teachers, government and non-government agencies), in order to implement strong and effective MTBMLE programs.

Kandel (ibid) writes quoting June Jordan that 'mother tongue instruction is very important not only to develop a strong educational foundation, but also to strengthen the cognitive development of learners at the beginning of education. Unless the mother tongue is used in education, there remains a big gap between the student's home and the school. By developing literacy skills in the first language, MTBMLE helps strengthen the first language and provides a smooth transition from L1 (First language) to L2 (National language) or L3 (International language) to be used as a medium of instruction.

Kandel (ibid) puts forward the two lines of argument that support MTB MLE: educational argument and cultural argument. According to him, 'MTB MLE needs to focus on providing quality education for children to support, promote, preserve and maintain both primary language and culture. If children have an opportunity to begin their education in their own language and gradually transit to additional languages, their learning achievement will be effective and sustainable.' As its further importance is concerned, it also helps to promote unity amidst diversity in the different language communities in the country and develop a congenial environment in them. He states that when people start to respect each other's language and culture, it automatically creates the peace and prosperity in the society.

Multilingual Education Trainer's Handbook highlights that the multilingual education program:

- Gives status to ethnic and local community languages
- Enables children to maintain links with their cultural backgrounds and to develop a close relationship with their families and their communities
- Increases people's employment opportunities in the modern world
- Facilities access to the curriculum and to learning in schools
- Improves communication between different linguistic and cultural groups
- Provides children with the ability to share in a wide range of intercultural experiences such as literature, entertainment, religion and interests

Mother tongue-based education program has been started in almost every country of the world. However, the nature of the program differs from country to country due to its difference in planning, policy and implementation. Malone (2007) writes that

> Discussions relating to MT-based MLE in Asia tend to use the term in one of the two ways. In some contexts, MT-based MLE refers to the use of student's mother tongue and two or more additional languages as language of instruction in school. In other contexts, the term is used to describe bilingual education across multiple language communities – each communities using their own mother tongue plus the official school language for instruction.

According to him, multilingual education in the non-dominant language communities of South Asia usually follows the first (i.e. learning and using multiple language in school) definition. He writes MT-based MLE, in context to some South Asian countries, includes four languages (i.e. student's mother tongue, regional language, national language and international language) as well.

Based on this definition, MT-based MLE in Nepal can be categorized under the second definition i.e., MT plus official language (as its practice is concerned). As MLE typically refers to "first language first" in education, a child begins her schooling in mother tongue and later transition to the other language (Nepali in our context). Thus, MT-based MLE practice in Nepal seems the shift of the language of medium of instruction from mother tongue to other tongue.

1.3 Why MT-based MLE?

Mother tongue-based multilingual education program is conducted in developing countries where the speakers of minority language tend to be disadvantaged in mainstream education. The mother tongue as the medium of instruction of the schools is an equitable and accessible approaches of education to the children with different linguistic background. Shaeffer (2007) states that effective teaching is the result of clear and understandable communication. For him, the language of instruction is at the heart of any learning process and MT-based instruction is crucial to providing with early access to education and to enabling them to participate in learning process according to their evolving capacities. In fact, it also helps children's cognitive development and makes equitable access of education to all the children of diverse mother tongues. As a result, it helps strengthening their self-confidence by reducing high repetition and drop-out rates.

According to Kosonen (2009),"multilingual education helps linguistically marginalized communities bridge to the broader society, allowing them to acquire the national language without losing their own identity." By this, it can be said that it paves the way for marginalized community in uplifting their mother tongue in one hand, and in the other hand, it indirectly helps to protect their linguistic identity.

Children from ethnolingiustic communities are generally seen to have two-fold problems in the context of Nepal. Firstly, it is hard for them to have their access to education. Secondly, those who have access to school education, rarely learn anything at school due to the medium of instruction (being the official language other than their mother tongue that they only know) used in the schools. In this situation, neither can they be expected to speak/learn/understand what is being taught nor their knowledge and skill of language serve any more to them at school.

According to Malone (2007), by the time children begin school, they have begun gaining confidence in their ability to communicate meaningfully in their mother tongue. They have built a foundation of knowledge and experience through observing and interacting with peers and adult in their community. The language, knowledge and experience that children bring to school form an important foundation for their learning in the classroom.

Malone (ibid) further states referring back to some research studies that the class-room culture, the text books, and the medium of instruction in schools which are different from the language the students know (mother tongue) do not serve them to be educated. Instead, it may result in the following predictable consequences:

- Loss of confidence in themselves as learners
- Inability to learn the official school language well
- High repetition, irregularity and drop-out rates
- Alienation from heritage language and culture from parents and community
- Disempowerment of girls
- Lack of access to socio-economic, political and physical development process
- Underutilization of human resources
- Ineffective and inefficient use of human resource
- Loss of languages, cultures and knowledge systems

Skutnabb-Kangas (2003) is found to argue in support of the MT-based MLE. According to her," children speak fluently with a native accent, and they know the basic grammar and many concrete words. They can explain all the basic needs in the MT: they have basic interpersonal communicative skills. This (ability) may be enough for the first grades in school where teachers are still talking about things that the child knows." This shows that the teaching in MT becomes the strong foundation for children of the indigenous/tribal community to go to the official language (from MT to OT) of the nation.

In the same way, UNESCO (2011) also writes about the relation of MT-based MLE in school education. It refers to Skutnabb-Kangas (ibid) and writes that:

if teaching is in a language that the indigenous/tribal/minority child does not know (e.g., Nepali), the child sits in the classroom the first 2-3 years without understanding much of the teaching. S/he may repeat mechanically without developing her capacity to think with the help of language and without learning almost anything of the subjects that she is

taught. This is why, many ITM children leave school early, not having learned much Nepali, not having learned properly how to read and write, not having developed their mother tongue, and almost without any school knowledge. If the child has the MT as the teaching language, s/he understands the teaching, learns the subjects, develops the cognitive-academic language proficiency in the MT and has very good chances of becoming thinking, knowledgeable person who can continue the education.

By this discussion, the rationale of MT-based MLE seems very high. It is the only approach to teach the children of ITM community who only know their mother tongue while they go to school. Teaching in MT at the early stage develops all the necessary knowledge and skills in the learners so that it becomes the backbone to learn other tongues.

1.4 Statement of Problem

MT-based MLE is the cry of the day as it is globally realized need. The Universal Declaration of Linguistic Rights-1966, in its article-23 and 24 has made the provisions for the linguistic rights of the people in the globe. Similarly, the following international policies and convention also have supported the MT-based education at the school:

- The Universal Declaration of Human Rights-1948
- The UNESCO Convention against Discrimination in Education-1960
- The International Convention on Civil and Political Rights-1966
- The International Convention on Economic, Social and Cultural Rights-1966
- The Jomtien World Conference on Education for All-1990
- The Dakar Framework of Action-2000
- The Millennium Development Goals-2000
- The UN Declaration on the Rights of IndigeneousPeople-2007

With the global realization of the advantages of MT-based education, Nepal has introduced it in the early classes of basis level education. In fact, the Bilingual Education Program for non-Nepali Speaking Student (2006-2008) with technical and financial support from the Government of Finland has been a major step in MLE implementation in the Nepalese schools. The program was launched in 8 schools with 7 languages in 6 districts. After the project period, the inclusive education action of the Department of Education is continuing the MLE program.

In the same line, different constitutional and statutory provisions (such as the National Curriculum Framework for School Education-2005, the Interim Constitution of Nepal-2007, the Three Year Interim Plan-2007-2010, the School Sector Reform Plan-2009-015, National EFA Program-2009-015 etc.) have been made to support MLE in the country. The MT-based MLE program is still running in the piloting schools. Further, the Curriculum Development Centre has developed curriculum and textbooks in 19 different mother tongues as optional subjects. National centre for education development (NCED) has been conducting training and workshop to MT teachers at schools. Recently, Government of Nepal is planning to extend the MT-based MLE schools up to 75

hundred in number to implement the effective MLE program as per the set objectives of EFA National Plan of Action.

Some institutions and scholars have carried out research works in MT-based MLE in Nepal. The studies have tried to explore the status of policy provision and implementation of MLE to some extent in Nepal. Different stakeholders of education along with the government of Nepal have made some crucial efforts to foster the MT-based MLE. Despite the fact, no large scale research has yet been carried out aiming to explore the overall scenario of multilingual education and its status, prospects, challenges and potentialities in the countries. Further, the MT-based MLE pilot program has not been assessed yet after the completion of the project period (2006-08) of the Finish Government. Thus, this study is carried out to research the overall dimension of MT-based MLE policies and their implementation along with the problems, issues and challenges of the entire policy provision and their implementation status as well as to explore and suggest the effective measures for better implementation of MLE in the future.

1.5 Research Questions

The study was based on the answers of the following research questions:

(a) What is the present sociolinguistic context of Nepal?
(b) What are the national-international provisions for MT-based MLE?
(c) How is MLE practiced in Nepal?
(d) What are the attitudes of MLE stakeholders towards MLE?
(e) What are the issues and challenges related to MLE program?
(f) What are the policy and implementation gap in the MLE program?
(g) How can the implementation of MT-based MLE be imported?

1.6 Objectives of the Study

As envisaged in the ToR, the study aimed to investigate and present the 'state-of- the-art' situation of MLE policy and practices in the country. Specifically, the study had the following objectives:

a) To present an overview of the sociolinguistic context of Nepal
b) To present an overview of the MLE related national and international provisions and the MLE policy and practice in Nepal
c) To assess the present MLE practices in the selected MLE schools in terms of pedagogy ,teaching materials, writing tradition, school mapping, community awareness, teacher's training and language proficiency
d) To survey the attitudes of MLE stakeholders towards MLE
e) To discover MLE related issues and challenges
f) To identify policy and practice (implementation) gaps

g) To suggest possible future directions for improving MLE implementation in Nepal

1.7 Significance of the Study

The study is very significant as it is the first national level detailed study of MLE practice in Nepal. It provides conceptual explanations of mother tongue based multilingual education to the MLE stakeholders so that it helps understand the related thematic issues. Further, it serves as an advocacy material for them. As the study presents an analysis of the current MLE policy and program, MLE related issues and challenges, and the gaps between policy and practice, Government of Nepal, Ministry of Education can take it as a conducive material for the improvement of MLE practice. Thus, the findings of the study become an asset for formulating more viable mother tongue based MLE policy. The study can be a guideline and pathfinder for the stakeholders at planning and policy making level. Similarly, it can be equally valuable document to the teachers, trainers, textbook writers, teaching material producers, subject experts and curriculum designers. The study will be important for the journalist and further researchers who intend to carry out researches in the linguistic issues, particularly in the MT-based MLE in Nepal. The study will also be helpful for all the school and university level students who are directly and/or indirectly related to MLE issues in Nepal.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Theoretical Background

Mother tongue based MLE is a new practice for Nepal. It is different from the previous policy of MT as the subject in primary schools. That is, it is not simplify teaching through and about more than two languages. Due to this, many people and concerned stakeholders of MLE do not have conceptual clarity regarding what MLE is and is not.

According to Skutnabb-Kangas and Mohanty (2009), the mother tongue based MLE is 'the use of three or more languages of instruction, in subjects other than the languages themselves, at a single school in a multilingual community.' This shows that it refers to the use of two or more local languages as the medium of instructions in primary level classes. Ball (2010) writes that 'MT-based MLE is the use of L1 as the primary medium of instruction for the whole of primary school while L2 is introduced as a subject of study in itself to prepare students for eventual transition to some academic subjects in L2.'

The primary concept of MT-based MLE is that the children having only the mother tongue background learn in the mother tongue at the preliminary class at school. In having so, the proficiency in L1 is considered a foundation for learning L2 and other international languages.

By this, MT-based MLE programs ensure that students achieve educational competencies established by education officials for each grades when they use the L1 only for teaching in the early grades as students are learning basic communication skills in the L2 and use the L1with the L2 for teaching in later grades, as students gain fluency and confidence in using the school language for learning academic concepts.

Malone (ibid) suggests the following example of a progression and using languages in a three-language MT-based MLE program:

Table No. 1 Language progression in three-language MT-based MLE program

K1	K2	G1	G2	G3	G4	G5	G6
Develop oral L1	Develop oral L1 & introduce written L1	Develop oral and written L1 & oral L2	Develop oral and written L1 & oral L2	L1 & L2 taught as subjects	L1 & L2 taught as subjects	L1 & L2 taught as subjects	L1 & L2 taught as subjects
	Introduce oral L2	Introduce oral L2 alphabets	Bridge to reading & writing in L2				
L1 for teaching	L1 for teaching	L1 for teaching	L1-L2-L1 for teaching	L1-L2-L1 for teaching	L1-L2-L1 for teaching	L1-L2-L1 for teaching	L1-L2-L1 for teaching

Similar to this, UNESCO Institute for Lifelong Learning (2010) has suggested,Multilingual Education System based on the research in language and education, two different models for both 'multilingual countries with no obvious national language of wider communication' and 'multilingual countries with a strong national language of wider communication' from year (of the child) 1-12. This is based on a minimal option of bilingualism and an ideal objective of trilingualism. The following two tables show this fact in a comprehensive way:

Table No. 2 Suggestion for multilingual countries with no obvious national language of wider communication

Year	Teaching time per language and activity		
	% of L1 as subject and MOI	% of L2 as subject and MOI	Optional extra: % of L3 as subject and/or MOI
1-2	90%: literacy and numeracy	10%: mainly oral	
3-4	80%: literacy development	15-20%: oral and literacy	5%: oral
5	70%: especially for mathematics, science, strengthen L1 literacy, and L1 as a subject	20-30%: literacy, and as a subject, can also be used as MOI for: sport/music/art	10%
6	60%: mathematics & science, and either geography or history, strengthen academic literacy, and L1 as subject	30-40%: build academic literacy, and as a subject, and can be used as MOI for sport, history, geography, etc.	10%
7-12	45-50%: for mathematics, science etc. strengthen academic literacy, and L1 as subject	40-50%: build academic literacy, and as a subject, and can be used as MOI for sport, history, geography, etc.	10-15% as subject, and may be used as MOI in art or another subject

according to the scope and nature of the program. As MT-based MLE program is concerned, it may have the following stakeholders in its different level. The MT-based MLE program can only be successful if it has the responsibility and active (needful) participation of all its stakeholders mentioned below:

Figure No.1 Potential stakeholders in MT-based education program

Source: Malone (2010, p. 5)

Based on the example of the most strong and sustained MLE program, Malone (2003,as cited in Malone, 2010) talks about the following features of an MLE program that is successful and sustained:

Figure No. 2 Features of a successful MLE program

1. **Research** that provides information about (i) language attitudes and uses in the community; (ii) the community's goal, needs and problems; and (iii) resources for the program

2. **Mobilization** activities that generate interest and support (including resources) for the program within and outside the community (government, NGOs, universities, donors, businesses)

3. **Recruitment** methods that bring motivated, knowledgeable and respected individuals into the program (and keep them there)

4. **Training and supervision** that help all staff gain competence, creativity, commitment and credibility within and outside the community

11. **A political environment** that supports the use of minority languages in education; **Cooperation** among supporting agencies: government, NGOs, universities, etc

FEATURES OF STRONG MULTILINGUAL EDUCATION PROGRAM

5. A process of developing and testing an **orthography** that is acceptable to the majority of stakeholders and promotes on-going reading and writing in the language

10. A system for obtaining, distributing, accounting for and reporting on **funding** for the program

9. **Evaluation and documentation** that regularly provides information for strengthening the program and for reporting to other stakeholders (e.g., government, donors)

8. A **management and coordination** system that provides support for program staff and ensures that necessary materials are on hand

7. A system for writing, illustrating, editing, evaluating, producing, storing, and distributing **literature** in the minority language

6. A process for developing, testing and revising curriculum and **instruction methods** so they are relevant and appropriate in the ethnic minority community

Source: Malone (2010, p. 9)

According to Benson (2004), 'short term transitional models of MLE are the most commonly practiced, presumably because resources are scare and decision makers hope for a quick solution to the schools linguistic problems.' He further writes that 'more appropriate models require more time, resources and commitment to implement, leaving a gap between even well-intentioned policies and actual practice.' This shows that MLE practice is expensive and not an easy enterprise.

Challenges of MTB MLE

Though MTB MLE is the cry of the day, the program does not stand out of any challenges. The challenges may be related to different level of its implementation planning, implementing and sustaining quality. Malone (2010), points out the following major challenges of MTB MLE mainly relating to its implementation:

+ Multiple languages, many with multiple dialects
+ Lack of practical orthographies
+ Lack of mother tongue speakers with teaching credentials
+ Lack of written literature
+ Multiple mother tongues
+ Large class sizes
+ Lack of curriculum and instructional materials
+ Poor coordination among different government agencies
+ Misconception and differences in understanding about MTBMLE

Instead of these challenges, some other minor challenges related to MTB MLE implementation are there. Some of these challenges are:

- Parents are confused about the concept of MTBMLE, thus are not supportive
- Debates on whether language or script more important than the other
- How to promote language and culture in higher education system through MTBMLE and its definition
- Hesitation among the teachers in the government schools
- Parents are eager to send their children to English medium schools
- The process of making MTBMLE inclusive
- No fair distribution of financial resources from the supporting agencies (The plan and allocation of the resources are not transparent)

Tove Skutnabb-Kangasand and Mohathy (2010) points out some specific challenges of MTB MLE implementation in Nepal in the report 'Policy Strategy for MLE in Nepal'. According to the report, the main challenges of MLE implementation in Nepal are:

+ What has been suggested for Nepal in various reports in relation to mother tongue, Nepali and English?
+ Developing stage of language policy in the context of a federal policy
+ Curriculum and materials

  + Evaluation and research

Kandel (2010) suggests that the state should develop same education system for public and private schools with supportive and effective regulation system. MTBMLE should focus to provide inclusive and quality education to the children and help to promote diverse language and cultures as well.

2.2 Empirical Review

The study conducted by UNESCO (2011) found that policies regarding MLE in Nepal were good in principle but in real life practice the implementation of the program was very weak. However, the study found MLE program successful in creating a positive environment for learning both at school and at home.' According to the study, the dropout rate had significantly decreased and children liked to go to school with the MLE. The teacher were enthusiastic about the program and despite many problems, they were in favor of continuing it. Parents were happy with the program but they expected trilingual (MT-Nepali-English) teaching from the beginning.

The report has critically analyzed the overall implementation aspects and stated that 'unless the implementation aspect of MLE is realistic, the MLE program may not be sustainable.' According to the study, 'after the termination of finish government's technical assistance, the sources of supports for the teacher were significantly reduced.' The study has found encouraging MLE situation at schools and has strongly suggested the need of teacher support and parents awareness program for better and sustainable implementation/continuation of the program.

Ghimire (2011) writes that 'Nepal's educational language policies favor mother tongues to be used as instructional medium in early basic grades and gradually transition to the languages of wider communication. However, the program has been able to address very few languages and most of the MBT MLE schools are concentrated in linguistically homogeneous communities.' He further writes that the majority of schools in Nepal are linguistically heterogeneous. Thus model of MT-based MLE has to be explored in order to address the learning need of students in linguistically heterogeneous class room and the students whose mother tongue is only living in oral tradition.

According to Awasthi (2009) 'the multilingual education policies (in Nepal) are vital and appear to be an effective means of healing the wounds caused by the conflicts and can provide the basis for harmonizing relation. Thus MLE is seen to be a remedial response and is believed to ultimately help sustain peace and regain prosperity in the country.'

According to Grove (2009) 'mother tongue based MLE refers to as approach to education that brings by using the students mother tongue as a medium of instruction. Eventually a second language is introduced and the medium of instruction gradually changes to that

second language.' Referring back to Malone (2007), he argues ten things as a prime need for successful MLE program as below:

- Preliminary research
- Awareness rising
- Recruitment and training
- Orthographies (writing system)
- Teaching and learning materials
- Graded reading materials
- Funding
- Co-ordination and super-vision
- Documentation and evaluation
- Supportive policies

Bandhu (2009) has discussed the issues of language development in relation to mother tongue instruction. According to him, 'there are many different issues in the implementation of mother tongue instructions in all linguistic, literacy, educational and administrative level.' The issues pointed out have been listed out as below:

(1) Linguistic issues
- Making and standardization of the orthography
- Writing of grammar of the language
- Compilation of a dictionary of the language

(2) Literacy issues
- Collection of materials from oral literature and publishing them in the original language
- Develop creative writing in the language
- Translate from other languages

(3) Educational issues
- Curriculum designing
- Textbook preparation
- Preparation of other reading materials
- Preparation of the teachers guide

(4) Administrative issues
- Teacher training
- Employing teachers for mother tongue education

Grove (2009) points out the need of MT-based MLE in Nepal and writes that 'the need for mother tongue-based MLE in Nepal is very great, as less than half of the population speaks Nepali as their first language. When the components (of successful MLE programs) are all in place MT-based MLE programs will have great positive impact on education for ethno linguistic minority students and on the communities where they live.' This emphasizes the need of MT-based MLE in the ethno linguistically minority groups.

Malone (2007) regards mother tongue as the foundation for uplifting learning. According to him, 'MT-based MLE programs enables students from non-dominant language communities to build a strong educational foundation in the language they know best (L1) and a good bridge to the official language (L2) and other languages of learning (L3) or (L4).' Malone (ibid) writes that the strong and well-planned MT-based MLE programs have students build a strong foundation when they-

- Enabled and encourage students to develop oral fluency in their L1
- Introduce reading and writing in the L1, helps students to become fluent and confidents in L1 literacy
- Built their capacity use the L1 for everyday communication and for learning in school

MT-based MLE program helps students build a good bridge when they-

- Introduce oral L2 through meaningful, non-threatening activities.
- Introduce reading and writing in the L2 by building on what the children have learned about the oral L2 and their foundation in L1 literacy.
- Built fluency and confidence in using oral and written L2 for every day communication and for academic learning

Benson (2004) conducted a commissioned study for EFA global monitoring report 2005 through his work "the importance of mother tongue based schooling for educational quality." According to him, 'while there are many factors involved in delivering quality basic education, language is clearly the key to communication and understanding in the classroom. Instruction through the language that the learners do not speak has been called 'submersion' (Skutnabb-Kangas-2000) because it is analogous to holding learners under water without teaching them how to swim.'

To quote Benson (ibid), mother tongue based bilingual programs 'use the learner's first language, known as the L1 to teach beginning reading and writing skills along with academic content. The second and foreign language, known as the L2, should be taught systematically so that learners can gradually transfer skills from the familiar language to the unfamiliar one.'

In the study, he has pointed out the challenges of mother-tongue based schooling. The major challenges he has pointed out are:

- The one nation-one language myth
- The myth that local languages cannot express modern concepts
- The ;either-or' myth (L1 must be pushed aside to learn L2)
- The L2 as global language
- The myth that parents want L2-only schooling
- Poverty

- Human resource development
- Linguistic and materials developments
- Educational decision making in countries with linguistically diverse regions
- Allocation of materials resources

UNESCO Education Position Paper (2003) entitled "Education in a Multilingual World" defines mother tongue instruction in a comprehensive way. According to it, 'mother tongue instruction generally refers to the use of the learner's mother tongue as the medium of instruction. Additionally, it can refer to the mother tongue as a subject of instruction.' It is considered to be an important component of the quality education, particularly in the early years. The paper further writes that, 'instruction in the mother tongue is beneficial to language competencies in the first language, achievement in other subject areas, and second language learning. The application of the principle of the mother tongue instruction nevertheless is far from being the rule.' The paper has pointed out the following things as the difficulties encountered by the use of mother tongue as languages of instructions in the class:

- ❖ It may be an unwritten language
- ❖ It may not even be generally recognized as constituting a legitimate language
- ❖ There may be a shortage of educational materials in the language
- ❖ The appropriate terminology for education purposes may still have to be developed
- ❖ The multiplicity of languages may exacerbate the difficulty of providing schooling in each mother tongue
- ❖ There may be a lack of appropriately trained teacher
- ❖ There may be resistance to schooling in the mother tongue by students, parents and teachers

2.3 Some International Practices

Mt-based MLE is a matter of international concern, as a result many countries in the world having ITM population have practiced it in schools in the pre-primary and primary levels. Here an attempt has been made to put some of the examples of international practices of MLE.

2.3.1   The Philippines

As the history of MLE in the Philippines is concerned, it can be studied in different phases of development. Yolanda states and writes about the following main phases of historical development of MLE in Philippines:

- First Iloilo Experiment: 1948-54
- Second Iloilo Language Experiment (1961-64)
- Rizal Experiment: 1960-66
- First Language Component-Bridging Program (FLC-BP): 1986-93

- Lingua Franca Project: 1999-2001
- Other Regional Lingua Franca or First Language Programs:1970s- 1980s
- Lubuagan MLE Program: The First in the Philippines, 1998 to Present

The First Iloilo Experiment (1948-54) had used Hiligaynon as MOI in Grades 1 and 2. Children learning in Hiligaynon outperformed English-taught students in reading, math and social studies at the end of 1st year. According to Yolanda, the children were able to transfer what they had learned to English after six months of exposure. It was the first developmental phase of MLE there.

As the Second Iloilo Language Experiment (1961-64) is concerned, the project tested hypothesis that it was best to introduce only one non-native language at a time. The result showed that using both English and Filipino in Grade 1 was preferable to using only one language in Grades 1 & 2. Introducing two languages as subjects in Grade 1 follows the educational psychology principle that "spaced practice and review" was usually more effective than "concentrated practice." The purpose of Rizal Experiment (1960-66) was to identify most effective time to begin teaching English as a subject and as MOI in elementary schools in which Tagalog was the MOI in Grade 1. The study concluded that the longer English is used as the MOI, the more proficient the pupils were in using the language.

First Language Component-Bridging Program-FLC-BP (1986-93) was another development in which a 6-year pilot project in Ifugao province that used Tuwali as MOI was launched. The hypothesis of the program was that the children who acquire reading and writing skills in first language, accompanied by structured program of language arts that provides "bridge" to Filipino and English – will be more competent in all areas of study than those who learn in the two official languages. The program had three principles as below:
- Use the children's first language for teaching and learning in Grades 1 and 2
- Use children's own cultural model of world to help them process information, understand concepts and form new ones
- Introduce new concepts and skills by building on existing knowledge structures

While viewing the result of the program, the children who began school in first language (Tuwali) with careful bridging to two-second languages, were significantly more competent in all areas of study than children who did not. Thus, the use of Tuwali in bridging to Filipino was found more effective than bridging to English.

In another phase, Lingua Franca Project (1999-2001) defined and implemented a national bridging program to develop initial literacy. Lingua Franca or spoken language of region or community was used as bridge language. A research was carried out in the children dividing in to two groups. Experimental groups used three lingua franca: Ilokano, Tagalog and Cebuano as MOI in Grades 1 and 2 however, control groups used

English and Filipino in designated areas (bilingual policy) After the second year of implementation, the experimental groups had numerically higher mean scores in Math, Science, Sibika at Kultura and Filipino than control groups except in English due pupils' exposure in English for two years. Greater change shown in increased enthusiasm and self-confidence of pupils to participate in different classroom activities. Further, the parents and community support was evident in preparation of local materials and in following up pupils assignments.

In the next step, Other Regional Lingua Franca or First Language Programs (1970s-1980s) was started in the 70s. The first language literacy project in non-formal sector was supported by Summer Institute of Linguistics (SIL)-Philippines and by Translators Association of the Philippines (TAP). Varieties of instructional and supplementary reading materials have been developed in lingua franca and first languages. It was a non-formal program especially for adult and olds.

Lubuagan MLE Program, started in 1998 and lasting till now, has the goal of higher achievement, stronger English and Filipino acquisition, and lower dropout rate of children. In this program 3 experimental class schools implementing Mother Tongue-Based MLE approach (use of MT to teach curriculum content and to teach English and Filipino as second and third languages) compared with three control class schools implementing the bilingual policy or using Filipino and English as MOI in designated areas. The study showed significant differences in the achievement levels for the different learning areas (Reading Math, English, Filipino, Makabayan) of pupils in experimental classes compared to the control groups. As a result, it is proved that the use of the MT strengthens the acquisition of the second and third languages.

Later a case study from CCIP-TEEP (Culture-Responsive Curriculum for Indigenous People-Third Elementary Education Project) was launched in 2003-2007 with the aim to use mother tongue as bridge language for instruction to improve pupil performance. It further aimed to inculcate spiritual and civic values and take pride in one's culture, traditions and values. By the study, Pupils learning achievement showed consistent and significant increment in Mean Percentage Scores in Division and National Achievement Tests was found. Children learnt to read more quickly and learnt better in Math and Science when the MOI was their mother tongue. Their cognitive skills continued to build, enabling greater ability to handle cognitively demanding tasks. Further, dropout and repetition rates also decreased.

These historical background expresses the possibilities of MLE in the Philippines. In the same base, an Expanded Lingua Franca Project to Mother Tongue-Based Multilingual Education is in progress. The goal of the program is to develop lifelong learners who are proficient in the use of their first language (L1), the national language (L2) and other languages (L3 and L4) and who take pride of their heritage and culture. the MT-Based MLE program has the following objectives:

    i.   Improve schools' performance indicators: dropout, repetition, retention and completion rates among elementary pupils

    ii.   Increase pupils' academic performance through acquisition of oral fluency, reading and writing skills in their first language that provide them a bridge to learning Filipino and English enabling them to become more competent in all areas of study

    iii.   Demonstrate self-confidence and pride in one's culture, tradition and values.

Afterwards, 104 schools are reported implementing MLE for SY 2009-2010. Similarly, 53 teachers from Luzon and Visayas handling classes trained in summer 2009 at UP. The eight major languages/mother tongues (Ilocano, Pangasinense, Kapampangan, Tagalog, Bikol, Cebuano, Hiligaynon, and Waray-Samar) are being used in pedagogy.

The Philippines MT-based MLE Framework is based on the fact that language has to be considered as an educational value. Article 29 of the 1989 convention on the Rights of the Child sets up that the education of the child shall be directed to the development of respect for the child's cultural identity, language and values. Its Educational Policy provides relevant education for all learners, regardless of their language by ensuring that students who do not speak the official school language when they begin school will:

- build a strong educational foundation in the language they know best
- build a good "bridge" for learning the school language
- be encouraged to use all their languages for life-long learning

Thus, the framework has included the following objectives of percent MT-based MLE in Philippines:

- Develop lifelong learners who are proficient in the use of their first language (L1), the national language (L2: Filipino) and other languages (L3: English and L4: Arabic, Chinese/Spanish, etc.) and who gain pleasure or fulfillment as listeners, speakers, readers, writers and viewers.
- Develop active inquirers, experimenters, problem solvers, and decision makers who are *able* to use language as a means of giving insights into, and reflecting upon their own and others.
- Develop and maintain their love and respect for their heritage, culture, their mother tongue and national language and be prepared to contribute to the development of their own community and the nation.

The following figure shows the practiced Bridging Model in a 12-Year Program in which Mother Tongue/ Home Language is as L1, Filipino as L2, English as L3, and other Foreign Languages as L4.

Figure No. 3 Bridging Model in a 12-Year MLE Program in Philippines

First Year to Fourth Year
- **L4 (Foreign Languages to be taken as electives)**
- **L3 as LOI in Math, Science, English, TLE & MAPEH**
- **L2 as LOI in AP, EP, and Filipino**
- **L1 to promote intercultural understanding**

Grades 4, 5 & 6
- L3 as LOI for Math, Science and Health
- L2 as LOI for HEKASI, Ed. Pagpapakatao, MSEP, EPP
- L1 as LOI for the subject on Local Culture
- Continue to develop oral fluency, reading and writing in L1, L2 and L3 (MT, Filipino, English) as subjects

Grade 3
- Continue to develop oral fluency in L3 (English) & introduce reading and writing in L3 (English) as a subject• L1 as LOI for all subjects
- Continue to develop oral fluency, reading and writing in L1 & L2 (MT and Filipino) as subjects

Grade 2
- Continue to build oral fluency, reading and writing in L2 (Filipino) as a subject
- Continue to develop oral fluency, read ing and writing in L1 (MT) as a subject
- ● L1 as LOI for all subjects

Grade 1 (6 year old)
- Introduce oral fluency in L3 (English) as a subject   ● L1 as LOI for all subjects
- Continue to build oral fluency in L2 (Filipino) as a subject
- Continue to develop oral fluency in L1 & introduce reading and writing in L1 (MT) as a subject

Kinder (5 year old)
- Introduce oral fluency in L2 (Filipino) as a subject   ● L1 as LOI for all subjects
- Continue to develop oral fluency in L1 & introduce L1 emergent literacy (MT) as a subject

Day Care
- **L1 as LOI (Language of Instruction) for all subjects**
- **Build oral fluency in L1 (MT) as a subject**

Source: Adopted from the Philippines MT-based MLE Framework.//www.google.com//)

Nonasco (2008) haspointed out 21 reasons behind better learning in using mother tongue in the Philippines. The points as suggested by him are as below:

1. Tagalong/Filipino, Cebuano, Ilokano, Hiligaynon, bikol, Kapampangan, Pangasinan, Waray, Meranao, and Tausug are the major L1 of the children, which the children used most (first). Teaching in MT helps learn better in L2 and /or L3.
2. Learning in L1 develops a strong foundation to go to official language like Filipino and English.
3. MLE in Philippines is well planned in all- urricula, teacher training, teaching material, and community empowerment. Only translating existing materials in MT is reduced and new material are developed locally.
4. The children are from multilingual, multicultural, and multi-literate background.
5. It has addressed the high functional illiteracy of Filipinos (according to FLEMMS-2003, out of 57.59 million Filipinos aged 10-64 years, 5.24 million could not read and write, 7.83 million could not read write and compute and 18.37 million could not read, write, compute and comprehend).
6. MLE creates integrations of people's community knowledge into the school system so that the children can learn and understand better at school with the MT.
7. MT is necessary not only to know conversational language but also to master accademi9c and intellectual knowledge. As the children learn in MT they easily master it.
8. Having more than 150 languages, Filipino, the national language, is a powerful resource for interethnic dialogue, political unity and national identity. The use of Filipino is a success path for MT- based MLE.
9. The use of Filipino as medium of instruction and as a subject is advantageous to native Tagalag speakers to compensate the over whelming bias of English language.
10. The use of local and regional languages plays detrimental role in nation building.
11. English as a part of MLE helps children to know international discourse.
12. Mother tongue as MOI facilitates and develops learning in L2 and/ or L3.
13. As the timing and the manner of exposure (not the amount of exposure) help improve the L2/ L3 proficiency, L1 proficiency always helps learn English.
14. English is taught as a separate subject in the elementary level.
15. The local language is function as a capable means of language of instruction.
16. Filipino MLE system uses and early exit program where the L1 is used from Pre-school up to grade three and English is used as the exclusive medium of instruction thereafter.
17. English is not the primary need as the local language is providing job opportunities for the compatriots, such as in the call center industry.
18. Bill no. 3719 (MLE and literacy bill) is far better than the 'English only ' Bill.
19. MLE practice is not so costly as it also uses locally available materials and other sources.
20. Almost all the stakeholders of education have positive attitude towards MLE.
21. It is possible to undertake an MLE program without waiting for Legislation.

2.3.2   India

Government of India has conducted a MT based MLE program for primary education in its one of the eastern state, Odisha. The government of Odisha launched the MLE project in 2007 as a part of its attempts to realize the goals of universal elementary education (UEE) under the auspices of the centre's flagship program-*Sarva Shiksha Abhiyan* (SSA). Odisha Primary Education Program Authority (OPEPA) has selected nine districts of Odisha among thirty, for the MLE program. The selected districts for MLE projects are Kandhamal, Malkangiri, Gajapati, Mayurbhanj, Sambalpur, Sundargarh, Raygada, Koraput, and Kendujhar. Ten mother tongues were selected, as the languages of education in class out of which (According to Bedamatta) two were *Juanga* and *Bonda*, which are the endangered languages of India.

Bedamatta (2010) carried out a research work entitled 'the policies of mother tongue based multilingual education: A case study on MLE for *Jaunga* children in an eastern state of India." The study was exploratory based on the grounded theory approach to analyze the mother tongue based multilingual education program for tribal education launched under the auspices of the Indian government flagship program *Sarva Shiksha Abhiyan* (EFA). The main subjects of the study were the *Juangas*, a primitive tribe in Odisha. The study tried to explore mainly the two things:

- The use of mother tongue in a primary classroom, in a multilingual setting
- The potential of the classroom as a site for multilingual transaction in the face of the national imperative to achieve universal elementary education

The study found that the use of the mother tongue is a strategy to improve statistics on access with little concern for retention. According to the study, the use of the mother tongue does not guarantee the use of local cultural knowledge for academic learning. However, the local cultural knowledge is transformed to assimilate with knowledge legitimized in the curriculum. The study further found that the role of teacher was not as expected; the teacher did not become the agent for the change in education. That is the MLE teacher became only the means to cope with teacher shortage in the tribal areas.

By this analysis, it can be said that the *Juangas* mother tongue based multilingual program in India is facing the threat of being an instrument in the service of an institutional cause.

2.3.3   Pakistan

An NGO in Pakistan has launched an MLE project in the southern part of the country entitled the Parkari Community Development Project (PCDP) for Parkari literacy. According to Paul et.al (nd.), Parkari Literacy Project (PLP) is the core activities of PCDP, which aims to provide the education for children living in isolated villages.

PCDP's projects include Parkari literacy, health care, development and relief, production and distribution, advocacy and awareness, literature translation and the Parkari audio-video projects, in which PLP has been regarded as the main activity for the projects.

The Parkari literacy projects is a mother tongue based MLE program based on the Parkari language. The project is launched in the coverage area of PCDP at Mirpurkhas, Sindh. The institution has managed one project manager and five schools supervisor to manage the project and monitor the progress of both students and teacher. The PLP is running in 27 village's schools in which 18 are in desert area and nine are in irrigated area. In the 1,030 students benefiting from these 27 community schools, 686 students belong to the schools to the desert area. Forty-five teachers and 14 assistant teachers have been trained for Parkari MT based MLE and working successfully in the community schools.

The Parkari language is highly respected language at the local area of Sindh. The propose of PLP's bilingual education program is to teach in the mother tongue in order to built a good foundation and increase the confidence of the students so that they will have an easier time while being transferred into the government school.

According to Paul et al. (nd.), the Parkari community in the Sindh province of Pakistan has a literacy rate of rarely two percent compared to the national rate of 45 percent in the census of 1998. A number of factors contribute to this small literacy rate. Low income level of the people, lack of schools close to the community, lack of teachers at the schools and high absenteeism of teachers as well as lack of supervision are some of the key factors causing this dismal literacy rate of the community.

In this bedrock, a local NGO, PCDP has launched the PLP projects to provide education in their mother tongue to help the student's better learning. The project helps the children bridge into Sindh (official state language), in addition to teaching in Urdu and English. To run the project, teacher are recruited from the local Parkari community and trained with learner center instrumental approaches. A Community Citizen Board (CCB) has been formed for the management and supervision of those schools. Locally written parkari books, language learning cassettes, training materials and health education materials have been prepared and used. Though the project run with expected success, the opposition from landlords and politicians, natural disaster like drought, famine, floods, and the lack of girls access to schools education remained some of the major challenges faced by the projects.

2.3.4 Africa

Different estimates and definition claimed that 1,000-2,500 languages are spoken in Africa. However almost half (48%) of Sub-Saharan African countries have an African languages that is spoken by over 50 percent of the population as a mother tongue. Sixteen of Africa's shared cross border languages have more than 150 million speakers.

According to Gadelii (2004), outside the education sectors, at least 56 African languages are used in administration and at least 63 African languages are used in judicial system. Further, 66 African languages are used in written business communication and more than 242 African languages are used in mass media.

According to the UNESCO institute for lifelong learning (2010), the existence of so many languages within single country and their right not only to survival but also to development represent a matter of importance that has to be considered over and above the categories into which they fall. This diversity, in one hand, is the inherent property of the country and in the other hand is an inherent problem in matters of communication, governance and education.

The international language survey commission by UNESCO (2004) has found that only 176 African languages are used in the African education system. However, only between 10 and 15 percent of the population in most African countries are estimated to be fluent in these languages. This is mainly because most of African education systems focus on the use of international languages in education.

It is very difficult to define multilingualism in context to African societies as children naturally grow up with more than one mother tongue because there are several languages spoken in the family of the child or in its intermediate neighborhood. Thus, UNESCO (2010) has defined mother tongue as 'a language or languages with which a child grows up and of which the child has learnt the structured before school.'

So many MT-based multilingual education systems are launched and adopted in Africa among them Somali, Burkina Faso, Senegal, Niger, Malawi etc. are the major ones.

2.3.5 Others

Pinnock writes quoting Webley (2000) that progress has made towards MT based MLE in some multilingual setting, often in countries with very limited resources. In fact, Eritrea is one of the examples of the same situation. Eritrea brought in a mother tongue based multilingual education system after conflicts with Ethiopia in 1993. What it had made a significant change is the teacher training schemes in which the teachers were trained to enable people from a range of ethno linguistic groups to become MT based teacher.

Benson (2004) writes quoting Albo and Anaya (2003) that the Latin American countries like Guatemala and Bolivia have made compensatory motivations to their education system. For this a new and more inclusionary policies are being directed towards traditionally marginalized groups. According to him, Guatemala initiated mother tongue based schooling to remedy the situation where only about 40 percent of its rural Maya Language speaking population enrolled in school and half of them dropped out by the end of first grade.

Bolivia has different context. It has two to three times more indigenous population than that of the monolingual Spanish speaking elites. So that it is now in the process of implementing a comprehensive education reform that promises bilingual intercultural schooling for all. For this, it has made provision of complementary decentralization and popular participation measures set up structures for more democratic decision making about schooling.

In fact, the transitional program that has had the most success has been Nigeria's experiment with Yoruba use throughout the six years of primary education with English taught as a subject and phased in gradually. As the pedagogy is concerned, the L2 starts serving, as a language of instruction is grade three. It has followed the better version of MLE practice beginning at pre-school level, and provided for continued study of the L1 through the end of primary schooling.

Bolivian Maintenance and Development Model of MLE for long-term continuous study lasted for ten years. According to ETARE (1993), Spanish was taught as a second language throughout, having arrived at a 50:50 model around grade four. The project faced many difficulties like the shortage of trained teachers, failure to keep bilingual teachers in most of the remote areas, and delays in developing, supply and distribution of L1 and L2 materials. Further, inter-culturalism (L1 study through secondary schooling and indigenous language instructions for the monolingual Spanish-speaking elite) practice was also not so easy. However, the success and sustainability of the projects is one of the examples to watch as a specific case by the MLE stakeholders and practitioners.

The review of the literature reveals the fact that MT-based MLE, though a new concept in the field of pre and primary schooling in Nepal, is seen to be used throughout the world with desirable outcome and seems to be widely spreading specially in those nations which are multilingual and struggling to keep up with the MGD goals of Education. The implementation of MT-based MLE as a pilot project has not remained without controversy in the context of Nepal. However, in consistent with the international practice, it can be taken as a good move to keep its commitment to fulfill EFA MGD goals by 2015.

CHAPTER THREE
RESEARCH METHODOLOGY

The study was conducted and completed applying the following methodological strategies:

3.1 Sources of Data

Both the primary and secondary sources of data were used in the study. The primary data were collected from the field with the help of research tools mentioned below. The head teachers and teachers of the sampled schools, the representatives of SMC and TPA, parents, students, local political leaders, RP/SS, DEOs, representative of CSOs/CBOs and some other central level stakeholders were regarded as the sources of primary data in the study. Secondary data were collected from different related secondary sources through document study. Some of the major sources of secondary data were:

- The Interim Constitution of Nepal
- The Three Year Interim Plan
- EFA National Plan of Action
- SSRP Main Document
- Multilingual Education Implementation Guideline
- National Curriculum Framework for School Education
- Universal Declaration of Linguistic Rights-1966
- Convention Note of the UNESCO Convention against Discrimination in Education-1960
- Document of Jomtien World Conference on EFA-1990
- The Dakar Framework of Action-2000
- Some important national and international research studies

3.2 Study Design

The study was carried out with mixed (qual-quan) design of qualitative and quantitative approaches, however, the focus of the study was on qualitative methods of inquiry. The study was descriptive, analytical and exploratory at all. Qualitative data in the study, were described and analyzed in a narrative way. Qualitative data were analyzed and interpreted quantitatively with simple statistical tools like frequency distribution, ratio and percentage and presented and displayed in different tabular and graphical form.

3.3 Sample of the Study

The sample of the study represented altogether eleven primary level MT-based MLE school in Nepal in which seven were government-run and four were run by NGO and INGO. From these schools, the following people as sample were involved in study. The detailed of the sample of the study has been placed in the annex section of the report.

- Head teachers- 11
- MLE teachers- 22
- Other teachers- 26
- SMC and PTA representatives- 35
- Parents- 60
- Students- 75
- Local political leaders- 15
- RP/SS- 9/7
- DEOs- 7
- CSOs/CBOs representatives- 15
- Central level stakeholders- 10
- Total sample size- 292

3.4 Tools and Techniques of Data Collection

The following tools and techniques were used to collect the data for the study:

- Questionnaire for the key informants
- Semi-structured interview schedule
- Focus group discussion
- Direct observation
- Field notes
- Case study
- Document study

3.5 Limitations of the Study

The study had the following limitations:

- Primary level MT- based MLE schools
- 7 districts,9 language groups and 11 schools
- 7 government-run and 4 non-government-run schools
- Study of the "state-of-the-art" situation
- Time frame of total 3 months

CHAPTER FOUR

ANALYSIS ANDINTERPRETATION OF DATA

The analysis, interpretation, and presentation of collected data have been made in detail in this chapter. As the collected data were both quantitative and qualitative in nature, qualitative data have been analyzed and interpreted descriptively in a narration. The quantitative data have been analyzed and interpreted using simple statistical tools, mainly in percentage. The facts have been presented in different lists and tables as per the need. For the convenience of our presentation, the facts have been presented in different headings and sub-headings.

4.1 The Sociolinguistic Context of Nepal

Nepal is a multilingual country, however, the exact number of languages spoken in Nepal is yet unknown. The national census of 2001 has listed 92 different languages. The final report of 2011 census has not been published and released yet. Similarly, Ethnologue (2005) listed 126 and the indigenous linguistic society of Nepal listed 143 languages in Nepal. While dialectical differences of the languages are taken into consideration, the number of languages spoken in Nepal may be more than 200. The national census of 2001 reported that there are approximately 48 percent speakers of Nepali language. This means, there are more than 52 percent non-Nepali speaking peoples in Nepal.

Apart from Nepali, Maithili (12.30%), Bhojpuri (7.53%) Tharu (5.19%) and Tamang (5.19%) are some of the major languages of Nepal (CBS, 2001). What is interesting in the linguistic situation is that more than 80 percent of the total languages have less than one percent speakers and there are 59 heritage languages having less than 10 thousand speakers in which total percentage of these speakers is only 0.48 percent (Ghimire, 2011). These languages are restricted only for the home use and have minimum speakers.

According to Ghimire (2011), linguistic diversity of Nepal is characterized by the presence of majority languages with small number of speakers and, consequently, the small number of languages spoken by the majority of the population. Therefore, few languages are strong enough, but the large number of languages are endangered and threatened to disappearance.

This shows that linguistic heterogeneity is one of the important characteristics of Nepalese sociolinguistic situation. Although having not discovered all the languages, yet Nepal has linguistic pluralism. The 59 heritage languages having less than each 10 thousand speakers, comprising of total 0.48 percent of the total speakers is one of the relevant and contextual environment to express Nepalese linguistic pluralism. How interesting the national data is that among the 59 heritage languages, 30 have less than 10 thousand, 17 have less than one thousand and 12 have less than 100 speakers.

The study made an assessment of the languages and their respective families and found that all the languages reported so far belong to five different language families: Tibeto-Burman (57 Languages), Indo-Aryan (30 Languages), Austro-Asiatic (2 Languages), Dravidian (2 Languages), and Kusunda Family (1 Language). The detail list of the member languages of the families are found as below (Giri, 2010):

Tibeto-Burman Family

Tamang, Newar, Magar, Bantawa, Gurung, Limbu, Sherpa, Chamling, Chepang, Sunuwar, Thami, Kulung, Dhimal, Yakkha, Thulung, Sangpang, Bhujel/Khawas, Khaling, Thakali, Chhantyal, Tibetan, Dumi, Jirel, Bambule/Umbule, Puma, Yhelmo, Nachhiring, Dura, Meche, Pahari, Lepcha, Bahing, Koyu, Hayu, Raji, Byasi, Yamphu, Ghale, Chhiling, Lohorung, Chinese, Mobahang, Kaike, Raute, Baram, Tilung, Jerung, Dungmali, Lingkhim, Sam, Kagate, Zonkha, Kuki, Chhintang, Mijo, Nagami, and Lhomi.

Indo-Aryan Family

Nepali, Maithili, Bhojpuri, Tharu, Awadhi, Bazzika, Urdu, Rajbansi, Hindi, Danuwar, Bangali, Marwadi (Rajesthani), Majhi, Angika, Darai, Kumal, Bote, Panjabi, English, Sanskrit, Kisan, Churaute, Udiya, Sindhi, Koche, Hariyanawi, Magahi, Kurmali, Asami, and Sadhani

Austro-Asiatic Family

Santhal/Satar, and Khadiya

Dravidian Family

Jhagadh/Dhangadh, and Munda

Kusunda Family

Kusunda

By this analysis of sociolinguistic context, the study showed the need of a detailed sociolinguistic survey so that all the languages spoken in the country along with their affiliated family can easily be discovered. As this diversifying sociolinguistic context of Nepal is concerned, it is seen that GoN has to develop a policy to impart basic education in mother tongue of all learners, irrespective of the number of students in the classroom, in order to ensure the access of not only the majority of mother tongue speakers but also of the heritage language children to the quality basic education.

4.2 National-International Provisions for MT-based MLE

MT-based MLE program is a newly recognized educational program for Nepal (though it was in practice for a long time) however it is not a new system in the globe. It means different countries of the world have introduced MT-based MLE program since half

century ago. As a medium of instruction MT- based MLE was in practice in the formal educational system of almost all the countries. However, it was not recognized as separate system. Here, an attempt has been made to analyze some national and international provisions set for MT-based MLE in education system.

4.2.1 International Provisions

There are so many plans, policies and declarations related to the application (use) of mother tongue as a medium of instruction in MT-based multilingual education program. An attempt has been made here to present and analyze some of such important international provisions.

4.2.1.1 The Universal Declaration of Linguistic Rights-1996

As we know, the universal declaration of linguistic right is one of the most important international events in safeguarding rights in linguistically minority group. In this context, the declaration of 1996 has made the following provisions in support of MT-based MLE:

a) **Article 23 of the Declaration**
- Education most help foster the capacity for linguistic and cultural self expression of the territory where it is provided
- Education must help maintain and develop the spoken language by the language community.
- Education must be in service of linguistic and cultural diversity along with harmonious relations between different language communities in the world.
- Everyone has the right to learn any language.

b) **Article 24**
- All language communities have the right to decide to what extent their language is to be present as a vehicular language and as an object of study at all level of education within their territory, pre-school, primary, secondary, technical and vocational, universities and adult education.

4.2.1.2 The Universal Declaration of Human Right
- Every people of the world will have the right and freedom irrespective of race, gender, color, language, religion, political sentiments, national and social origin and so on.

4.2.1.3 The UN Declaration on the Rights of Indigenous People-2007

a) **Article 13.1**

- Indigenous people have the right to re-vitalized, use, develop and transmit to future generations their histories, language, or traditions philosophies, writing system and literature and to designate and retain their own names for their communities, place and person.

b) **Article 14.1**

- Indigenous people have the right to establish and control their educational system and institutions providing educations in their own languages in a manner appropriate to their cultural methods of teaching and learning.

c) **Article 14.2**

- Indigenous individuals particularly children have the right to all levels and forms of education of the state without discrimination.

4.2.1.4 ILO 169

The educational rights of indigenous people are addressed by the ILO convention 169 concerning indigenous and tribal people in independent countries, 1989. The article 28 states that-

> Children belonging to the people concerned shall wherever practicable, be taught to read and write in their own indigenous language or in the language most commonly used by the group to which they belong and that adequate measures shall be taken to insure that these peoples have the opportunities to attain fluency in the national language, or in one of the official language of the country.

4.2.1.5 The UNESCO Convention against Discrimination in Education-1960

The UNESCO convention against discrimination in education-1960 adopts a broader perspective on language learning. Article 5 of the convention states that-

> the members of national minorities [have the right] to carry on their own educational activities, including… the use or the teaching of their own language, provided… that this rights is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities.

4.2.1.6 The UNESCO Constitution

- The human rights and fundamental freedom… are affirmed for the peoples of the world, without distinction of race, sex, language or religion (article 1).

4.2.1.7 The Dakar Framework of Action-2000

- Insuring that by 2015 all children, particularly girls, children in difference circumstances, and those belonging to ethnic minorities have access to the complete, free and compulsory primary education of good quality.

4.2.1.8 The International Covenant on Civil and Political Rights-1996

- To use their own language…in community with the other members of their group (Article 27).
- Persons belonging to minorities should have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue [and that measures should be taken] in order to encourage knowledge of the … language and culture of the minorities (Article 4).

4.2.1.9 UNESCO Declaration on Race and Racial Prejudice-1978

- Steps should be taken to make it possible for (the) children (of population group of foreign origin) to be taught their mother tongue (article-9).

4.2.1.10 Delhi Declaration and Framework of Action (UNESCO)-1993

- … initial instruction in mother tongue…

4.2.1.11 Hamburg Declaration of Adult Learning-1997

- The right to learn in the mother tongue should be respected and implemented (article 15).

4.2.1.12 The Vienna Declaration and Program of Action

- Persons belonging to minorities have the right…to use their own language in private and in public, freely and without interference or any form of discrimination (Section I, paragraph 19).

4.2.1.13 World Declaration on Higher Education for the Twenty First Century: Vision and Action-1998

- [In order to encourage international understanding] the practice of multilingualism, faculty and student exchange programs…should be integral part of all higher education systems (article 15).

While reviewing these international plans, policies, provisions and declarations, it is found that the documents have highly advocated the need of mother tongue instruction in the basic level not only in Nepal but throughout the world. The Policy documents have protected and/or safeguarded the linguistic rights of children and clearly specified the need and necessary provisions of school education through the medium of mother tongue.

4.2.2 National Provisions

Based on the aforementioned international provisions, Nepal also has made different plans, policies, and provisions to educate her children through the medium of mother tongue. However, the review of related documents reveals the fact that Nepalese language planning and educational policies and plans are inconsistent. According to Yadav (1990; 1992; 2007; 2008), Awasthi (2004) and Turin (2004), educational policies are formed in Nepal mainly in response to social, political and historical context but not particularly in response of people's desires. Nepal's language policies in education neglect minority languages. As historical background of it is concerned, shift in policies (monolingual to multilingual) appeared long before along with the political change of 1990. The educational language policies in Nepal appears to concern more the power struggle and ideologies in Nepalese society (Ghimire, 2011) than the interest of majority of people.

The shift from monolingualism towards multilingualism in the educational language policies of Nepal is observed as an ideological shift in the sociopolitical context. The objectives of education are also oriented towards the political goal of the state. Therefore, the educational language policies of the state reflect the goal of language competency that the state expects in the future citizen (Skutnabb-Kangas and Mohanthi, 2009). The following are the major policy document to influence the educational language policies in Nepal:

i. The national education planning commission-NEPC, 1956
ii. National education system plan-NESP, 1971
iii. National languages planning recommendation commission- NLPRC, 1994
iv. Nepal education for all national plan of action-EFA NPA, 2003
v. National curriculum framework- NCF,2005
vi. School sector reform plan-SSRP, 2009
vii. Multilingual education implementation guideline-MEIG, 2010

As the use of language in instruction is concerned, the MoI of the first school in Nepal (Durbar high school, 1854) was English. Political change of 1952 brought Nepali language as the medium of instruction in the classroom, which was also followed by the Panchayat system. In fact, it was based on the 'one nation one language' policy. The political change of 1990 made necessary changes in education as well and introduced and recognized the mother tongue of the learners as the medium of instruction in the classroom. Later, Nepal's commitment on EFA (1990) and Dakar FoA (2000) significantly directed the policy to apply mother tongue as MoI to achieve educational goal with quality education. To foster development and enhance the MT-based MLE in the country, Nepal has made different legal and constitutional provisions; some of such provisions are furnished below:

4.2.2.1 Constitutional Provisions

The constitution of the kingdom of Nepal-1990 has made the first constitutional provision regarding MT- based education at the primary level. Article-18.2 of the

constitution guaranteed the primary education provision in the mother tongue. Similarly, article 26.2 of the constitution guaranteed the right to preserve cultures, scripts and languages.

After this constitutional provision, curriculum development center, produced textbooks in 19 different local languages. It also has planned to produce other textbooks in other languages based on the demand from local communities. Similarly, as an impact of these provisions and procedures the national education committee-1992, high education commission 2000, and BPEP 1991- 2004 also took necessary steps to focus on mother tongue education in school.

Following the earlier constitution provisions, the interim constitution of Nepal- 2007 in its article- 17 focuses on the right in receiving basic education in one's own mother tongue and presenting and promoting one's language, script, culture, cultural civility and heritage. The article states that the state shall not discriminate citizens on ground of religion, race, cast, drive, sex, origin, language or ideological conviction or any of these. Similarly article 5 and 13 talking about the language policy writes that all languages spoken in Nepal as national languages and Nepali as official language. Further, it also includes the right to basic education in mother tongue.

Similarly, the articles 33, 34, 35 and 138 also describe the responsibility of the state in maintaining cultural diversity and equal promotion of all languages and cultures bringing an end to all forms of inequalities and discriminations.

4.2.2.2 Education for All National Plan of Action

As a signatory partner of EFA, Nepal has made different commitments in educating her pupil by 2015. To achieve this objectives ministry of education and sport prepared EFA NPA (2003) and EFA core document (2004-2009) for the implementation of EFA program in country. One of the main objectives set in these documents is meeting the learning needs of all children including indigenous people and linguistic minorities. It emissions primary education and non-formal literary programs in one's mother tongue. According to UNESCO (2011) the EFA, NPA provides directions and strategies for introducing mother tongue as a subject and medium of instruction at the primary education level in Nepal. For this, EFA, NPA has specified five different phases (UNESCO 2011):

- **Phase I (2003-2005)**

Boost up of the teaching of 11 minority languages, which have literary tradition and textbooks as a subject and medium of instruction in a multilingual context at the primary level.

- **Phase II (2006-2008)**
  - Curriculum design and textbook preparation in minority languages, which are inclined towards developing their written system

- Introduce the languages and subject as medium of instruction in the MLE context at the primary level
- **Phase III (2009-2011)**
  - Develop a writing system of the minority languages
  - Introduce those languages as subject and MoI in MLE context at the primary level
- **Phase IV (2012- 2013)**
  - Design curriculum and prepare textbook in order to introduce all the minority languages including the most endangered one as the MoI at primary level.
- **Phase V (2014-2015)**
  - Establish at least one mother tongue school in each election constituency.

4.2.2.3 Education Act, 2028 (Amd. 2063)

- The medium of education at the school shall be the Nepali Language provided that education up to primary level may be given in mother tongue (Article 7.2 (kha))

4.2.2.4 National Curriculum Framework for School Education (2005)

- Primary education may be provided in mother tongue for basic level. Language shall be taught in the language itself (Number 3.3.5)

4.2.2.5 Local Self-government Act, 2055 and Regulation, 2056

- To help provide primary level education in mother tongue within the VDC (Article 28 (gha-3)).
- To help provide primary level education in mother tongue with in a municipality (Article 96 (gha-3)).

4.2.2.6 The Three-Year Interim Plan (2007-2010)

- Government will exercise a trilingual policy: Nepali language as the official language, mother tongue and English as an international language.
- Basic education can be provided in the mother tongues(s).

4.2.2.7 MLE Implementation Guideline-2066

The guideline has perceived mother tongue as medium of instruction and has made the following provisions:

(I)   Pre primary: local mother tongue as MoI
(II)   Class 1-3: mother tongue as MoI except English and Nepali language
(III)   Class 4-5: mother tongue and official languages both as MoI
(IV)   Class 6-8: official language as MoI and mother tongue can be MoI if the school wants.
(V)   Non-formal education: local mother tongue as MoI

4.2.2.8 SSRP (2009-2015)

- With the view to promote a child friendly environment in ELED centers and to ensure children rights to their own mother tongue, children mother tongue will be employed as the medium of instruction.
- Introducing mother tongue as the medium of instruction and the MLE will be implemented in 7500 schools by 2015.
- Mother tongue medium literacy programs will be emphasized.

4.2.2.9 NEPC, 1956

English and Sanskrit MoI in education could not satisfy the need of rural people and Nepali should be employed as medium of instruction from primary school up to university level.

4.2.2.10 All Round National Education Committee-ARNEC, 1961

Nepali should be employed as the medium of instruction in every primary and secondary schools, except for language subjects.

4.2.2.11 NESP, 1971

Nepali language should be the medium of instruction for primary and secondary education. However, teachers could use local language to explain lesion if the children could not understand Nepali language.

4.2.2.12 HLNEC, 1999

Bilingual education program was first recommended with a view that it promotes harmony among the language groups in the country and to facilitate transition from MT to OT (Nepali). The commission recommended government to develop curriculum, textbooks, dictionaries, language teacher and teacher training programs in order to begin education through the medium of mother tongue.

4.2.2.13 HLCE, 2002

The Nepali and English should be used as subjects from grade one and the mother tongues should be employed as the medium of instruction, except for language subjects at primary level.

4.2.2.14 EFA NPA, 2003

Mother tongue as instructional medium is obligatory to the achievement of educational goals and for the success of educational programs.

4.2.2.15 NCF, 2005

Curriculum and learning material can be developed under the broad national framework and the local languages (mother tongue) can be used as medium of instruction. The school can after MT instruction as per the demand of the community.

This specification of national provisions show that following different international provisions, Nepal has made different constitutional and legal provisions to use mother tongue as the medium of instruction in the schools. It is found that the MT can be used as medium of instruction up to basic level. MT in education has been regarded as the rights of the concerned children by the law.

4.3 MLE Practice in Nepal

After the political change of 1990, the constitution of kingdom of Nepal 1990, for the first time accepted Nepal as a multilingual country. The constitution further made provision for mother tongue based education at primary level. This was, in fact, one of the most important historical incidents in the field of MLE implementation in Nepal.

Different documents show that in the same year 1990, Nepal kept her commitment in educating her children in mother tongue while participating in the Jomtine World Conference. In the same process, she had already sighed in the universal child right convent as well.

This evidence shows that Nepal had started to initiate the provisions of MT-based MLE after Jomtine World Conference. However, the MLE procedures were not objectively implemented. That is, Nepal started the discussion of MLE after the political change in 1990 and implemented it only after the political change in 2007. During this period different taskforce, plan, policies, legal provisions, programs, materials resources etc. were operated regarding the implementation of MLE program. The formal launching of the program become possible only in 2007 while the government of Finland kept keen interest to assist government of Nepal for MLE implementation. Beginning from January-2007, the project entitled 'multilingual education program for all no Nepali speaking students of primary schools of Nepal' was launched for 3 consecutive years.

As the related project documents are concerned, the overall objectives of the project was to enhance quality education for all through the provision of MLE. For this, DoE with the support of indigenous organization-NEFIN and NFDIN selected the pilot schools in six districts based on the following criteria:

- Community wants
- High level marginalization and poverty in the school community
- Low academic achievement
- Geographical balance in site selection

Based on these criteria, the following schools and languages groups from the following districts were selected as pilot project to implement MLE in Nepal.

Table No. 4 List of pilot MT MLE schools

District	Mother tongue	Name of schools
Rasuwa	Tamang	Saraswati primary school, Thade Bhimsen Primary school, Thulo Barkhu
Palpa	Magar	Nawajagrity Primary school, Dhaireni
Dhankuta	Aathpaharia Rai	Deurali lower secondary school, Sangtang
Kanchanpur	Rana Tharu	Rastriya primary school, Dekha Bhuli
Sunsari	Uraw/Tharu-Maithili	Sarada Primary school, Simaria
Jhapa	Santhali/ Rasbasi/Nepali	Rastriya Ekata Primary School, Haldibari

This research is based on the study of present status of these schools along with the identification of problems and challenges in MLE implementation so that the program can be continued effectively, efficiently and purposefully. By assessing the ground reality of the MLE implementation, it also put some thought on whether or not program remained worthy under the direct control of the GoN after tenure of the Finnish assisted project was over in December, 2009.

The use of MT in education has been a matter of great debates since the beginning of the history of Nepalese education system. The debate on MT as MoI in the past was concerned mostly with the issue of national integrity and nationalism. However, the recent debate concentrates on the issues of the quality of education and language proficiency (Ghimire, 2011).

In the same line, as a crucial element of Nepal's EFA focusing on the learning needs of non-Nepali speaking children, MTB MLE program was initiated in 2007. It was a pilot program including a small-scale intervention to build models of MLE in primary schools. For this, seven schools from six districts representing the eight-language groups were selected and the program was launched. Among these, the study found the following model of education system being practiced in the schools:

Table No. 5 Models of MT-based MLE in Nepal

Districts	Features	Models
Jhapa	Both 'multilingual, multigrade, grade teaching' and 'monolingual, multi grade, grade teaching'	Santhali both MoI and subject and Rajbansi only MoI, Santhali in a combined class of grade 1 and 2, Rajbansi and Nepali in a combined class of grade 1 and 2 (half a day Rajbansi and the second half in Nepali)
Dhankuta	Monolingual, multi-grade, subject teaching	Athpahariya Rai both MoI and subject in grade 1-3
Sunsari	Monolingual, multi-grade, subject teaching	Uraw and Tharu-Maithili both MoI and subject
Rasuwa	Monolingual, multi-grade, subject teaching	Tamang both MoI and subject in grade 1-3
Palpa	Monolingual, multi-grade, grade teaching	Magar both MoI and subject in grade 1-3
Kanchanpur	Monolingual, multi-grade, subject teaching	Rana Tharu both MoI and subject in grade 1-3

Source: DoE, 2009

MT and both MT and Nepali are the MoI in some schools where as in some schools it is just taught as a subject. The pedagogical situation went smooth and the students' learning achievement is satisfactory. The schools had only the teaching materials of regular use. Most of the schools had textbooks just for the academic year. No extra teaching materials specific to MLE were found at schools. The teachers in three schools were found to have prepared textbooks for grade three without any support from GoN, however, they were confused about their publication. Almost all the schools had prepared textbook in MT, however, in some schools the textbooks had to be reprinted. Almost all the schools had lacking of textbooks for grade three. The study found that the assessment is also based on how the MT-MLE is practiced in school.

Most of the schools have used *Devnagari* as script for writing in the MT. Santhali and Tamang have the textbooks in their own scripts. Most of the contents in the textbooks are from orally transmitted cultural and social values and systems.

Among the six pilot schools, school mapping of one of the schools at Jhapa-Rastriya Ekta Primary School was found not appropriate. Neither the language group nor the local community, parents and even students were found interested to MT-MLE. It is also found that the school had terminated the English subject (from MLE) immediately after one year of program implementation. In rest of the other districts, school mapping for MLE program is found to be appropriate.

All the community people are least aware and known to the importance of MT-MLE in their childern's education. Awareness rising and capacity development of SMC and other local level stakeholders seems needy. Schoolteachers are trained however, they have only little knowledge of teaching with MLE system. The study shows the need of teacher training for textbook and other material preparation, and for teaching in MT.

The study found improved and noticeable language proficiency in the students. Mostly, the students were seen to acqurie better MT and Nepali language proficiency and very little English language proficiency. All the teachers were found fluent and competent speakers of the MT language at the schools. As the students' language progression did not show the satisfactory result (as expected), the study found following as the language progression steps in MT-MLE practice in Nepal:

Subject-wise average achievement of the students in MT-MLE schools (2067/68 BS)

Schools	Class	Subjects					
		Nepali	Maths	English	Social	Science	Local lg.
1	1	54.7	57	57.2	58	56.3	74
	2	43	50.5	47.8	48.5	53.7	57
2	1	34.1	38.1	29.9	32	33.7	33.83
	2	35.1	43.5	38.9	33.3	28.3	41.51
3	1	44	43	58	40	28.5	56
	2	45	45	54	35	35.5	55
4	1	37	37	37	37	37	37
	2	39	39	39	39	39	39
5	1	63.1	57	39	35	63	40
	2	53	56	49	56	68	59
6	1	44.55	49.87	44.88	41.07	43.22	44.67
	2	48.75	45.05	43.55	48.01	43.27	53.25
7	1	38	40	37	36	48.33	45
	2	42.33	39	44	37	37.66	37.33
8	1	55.90	50.60	40.51	40.32	43.35	42.90
	2	38.05	33.63	35.71	40.54	36.43	45.53
9	1	42	35	39	47	38	74.24
	2	47	45	40	39	49	45.58

Table No. 6Language progression in three-language MT-based MLE program

ECED	G1	G2	G3	G4	G5
Develop oral L1	Develop oral L1 & introduce written L1	Develop oral and written L1 & oral L2/L3	L1 & L2/L3 taught as subjects	L1 & L2/L3 taught as subjects	L1 & L2/L3 taught as subjects
	Introduce oral L2/L3	Bridge to reading & writing in L2/L3			
L1 for teaching	L1 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching

The study has explored the following features of MT-based MLE program in Nepal. These features are discovered based on the educational situation of the pilot schools:

a) Representation of four language families- Tibeto-Burman, Indo-Aryan, Austro-Asiatic, and Dravidian
b) Monolingual (who do not speak dominant language) and relatively small language group
c) Representation of ecological variation- mountain, hill and terai
d) Highly endangered language groups
e) Mixed classroom–monolingual/multilingual and grade/multi-grade teaching
f) Fluent teachers in local language
g) Addressing long literacy developing literacy and oral tradition
h) Instrumental and professional support to the teachers

By this, the theme of the study was explored regarding the MLE practice. According to the field survey, MT and both MT and Nepali are the MoI in some schools whereas in some schools it is just taught as a subject. The pedagogical situation went smooth and the students' learning achievement is satisfactory. The schools had only the teaching materials of regular use. Most of the schools have textbooks just for this academic year. No extra teaching materials specific to MLE were found at schools. The teachers in three schools have prepared textbooks for grade three without any support from GoN, however, they were confused whether the books would be published. Almost all the schools were found to have prepared textbook in MT, however, in some schools the textbooks were to be reprinted. Almost all the schools ran short of of textbooks for grade three. The study found that the assessment was also based on how the MT-MLE was being practiced in schools.

> *"The problems we are facing teaching in MT are many but to mention a few, we find it difficult to apply discussion method, demonstrate teaching materials and have enough linguistic knowledge due to lack of textbooks."*

Based on the analysis of the present MLE practice in Nepal, the table below has presented the synopsis of the findings. Accordingly, the steps to be taken have also been shown in the table below:

Table No. 7 Synopsis of findings

Finding	Recommendation
The study found that the pilot schools try to represent the diversity of the nation (language groups-Indo-Aryan,Tibeto-Burman and Austro-Asiatic, ecological area- mountain hill terai etc.) however, it finds that the representation of the language is not adequately addressed while launching the program. That is, the pilot schools were selected based on their linguistic homogeneity that only represented the linguistic characters of very few schools.	As Nepal is linguistically diverse country having linguistically heterogeneous schools, the program launched in linguistically homogeneous schools may not be applicable in other schools. Thus, a detail language assessment is required before implementing and extending the program to other school for better implementation.
The study found that present MLE model carries the argument of minority language students in the MLE class can understand majority languages used in the class room as MOI, but, in many respect the students of heritage language are found effected by this	A new model of MTV-MLE should also be developed to address multiple language in classroom as well as to foster the educational right of students from language minority groups. The development of model can be an agenda for another research
Most of the international practices of MLE (Odisa of india, Philipines, Combodia, Pakistan) are based on trilingual (MT-medium language – international language) policy in monolingual context. However, MLE practice in Nepal is (in addition to this) found based on multiple MT to other tongue in multi lingual context as well. However, using more than one language as MOI did not find representing the language of some minority the students. That is, only the use of non Nepali language as MOI may not address the problem of the students who speaks different languages other than MoI in school	A necessary provision should be made to educate even the students from minority groups in their own mother tongue. The MoI should not be dominant to the other small mother tongue groups at class.
Presently practicing MLE is employing early transitional model (ECED) and early basic education (grade 1-3) transposition to Nepali and English (grade 4) in one hand. In the other hand English and Nepali are used as subject from grade one. This may not be a good MLE model.	The MoI must be able to enhance cognitive development and academic achievement of students. However, many languages in Nepal do not have literary tradition and are orally transmitted. Thus, as far as possible, it is recommended to base the MLE model on the learning theories of psycholinguistic

Theories on psycholinguistic and cognitive psychology and literacy development do not generally support this model for ensuring equal access to the quality basic education. According to them, just learning a neighboring language (of wider communication) and academic achievement in a language are not the same. That is, multilingual students can have basic communication skill in more than one language, but the cognitive development and academic achievement requires high-level competency in mother tongue.	and cognitive psychology for the systematic and aquatic and adequate achievement of language proficiency in the children. It would be better to develop MLE model based on the sociolinguistic context of country.
Attitude of people towards non dominant language as MoI and the lack of knowledge and awareness about the educational and cultural advantages of MLE program to children in the language community are found two main issues that are playing no supportive role in better MLE implementation in Nepal.	It is necessary to conduct social awareness program in the local level to make aware all the local level stakeholders regarding the importance of MLE and advantages of MT as MoI in the early grades of schools. It is strongly recommended to GoN to take a serious and necessary action to make aware the local stakeholders about MLE.
There found some misconception and misunderstanding (MT: MoI or language teaching) of MLE program in almost all the stakeholders at local and some at district level. This is mainly due to the lack of proper dissemination of all the formulated plans, policies, programs and provisions to the concerned level.	It is suggested to disseminate all the provisions of plans, policies and programs related to the MT-MLE to all the stakeholders from center to grass root level. So that all the stakeholders get chance to be familiar with them which further assists better implementation of the program.
While surveying the attitudes of different stakeholders towards MLE, some stakeholders at local as well as district level were found having some misconception of it. The main reason behind this was the lack of adequate knowledge of the program. In most of the cases, the students are satisfied with their learning and feeling ease to learn at school. Teachers are enthusiastic, interested and committed to continue the program as well as are satisfied with the learning achievement of the pupil; however, they	For the betterment of MLE implementation, it is strongly recommended for GON to: - launch an effective awareness raising program - manage MMLE teacher - make material and professional support to teachers - extend the programs to such other schools where necessary - MT-MLE is necessary - Coordinate with the advocates to solve the problems and challenges (

are waiting for adequate training, material support and technical support from the respective community.	if any)
Many of the parents are happy with the program but they have some misunderstanding and misconception regarding MLE. During the discussion and interaction many parents and teachers were found in favor of the trilingual (MT-Nepali-English) model of teaching learning from the beginning. Most of the parents are found having 'English mania' and would like to be taught English form beginning. The SMC representatives have felt the need of MT MLE and expect separate teachers and adequate training for them. Despite of many problems and challenges, government officials at both district and national level have found the program as prime need and are committed to improve the quality of it. These all show an encouraging MLE situation at nation. Further, the stakeholders at advocacy level are found highly advocating of the continuation, extension and betterment of the program, however, their effort is awareness rising of parents and empowering SMC and teachers are found least significant. As a result, many parents do not actually realize the MT-MLE as a medium to enhance the capacity of their children to learn second and foreign language.	

4.4 Policy and Practice Gap in MLE Implementation

As MT-based MLE is in practice in the country in approximately two dozens of the schools in the basic level, the study shows that the status of the program implementation is not found as expected. The study has found the following policy and practice gap in implementing the MT MLE in Nepal. For the convenience of our study, the policy and practice gap has been presented along with necessary recommendations.

Table No. 8 Policy practice gap

Policy	Practice	Recommendation
i. MT-MLE will be implemented in the 7500 schools by 2015 (SSRP)	i. There are only 21 MT-MLE schools in Nepal by 2011 (Ghimire, 2011).	i) Community need analysis and school mapping should be started as soon as possible. GoN has to follow both of the following ways to meet the target: - Implementation MT-MLE in the new schools where it is necessary - Recognizing the self practiced MLE schools in nation.
ii. Each of the six pilot MT-MLE schools is expected to expand the MLE programs in two more neighboring schools	ii. In the initial phase, all the schools had expanded MLE to two more other neighboring schools. However, they are not practicing the MLE program now due to lack of material, man-power and training in one hand and in the other hand, due to low community support.	ii) Program implantation should be need based not for formality. GoN has to support for technical, instructional and human resource aspect
iii. Buttum –up approach of program implementation	iii. Top-down approach in teacher management, training and in some cases, material support	iii) Awareness raising, capacity development and technical and financial support for the local authority/SMC, stakeholders seem necessary to implement bottom-up approach in MLE implementation
iv. MLE as medium of instruction	iv. Mother tongue is taught only as a subject in more than half of the schools	

v. National policy has greatly advocated and emphasized the necessity of MLE in Primary level education in Nepal. However, it is not clear in which contexts primary education should be provided in mother tongue	v. Language selection as MoI in a multiple MT context is difficult due to which (also) MLE implementation is not progressed expectedly	
vi. Everyone has the right to have basic education in her MT.	vi. Heritage language are neglected in MLE	

While analyzing the MLE policy in Nepal, some confusion in policy has been explored by the study. The major such confusions are as follows:

- Is the MT as MoI possible to implement if all the language community demand it to implement in the primary level school?
- What will be the implementation of MLE after EFA by 2015?
- MLE model should follow the transitional MLE program (Skutnabb-Kangas Mohanthi) in which primary education starts with MT as MOI and the second and international language are gradually introduced later on. (Only the four NGOs funded schools are found following pure MLE transitional program in Nepal). Public schools are introducing just the multilingual classes i.e. multiple MT as medium of instruction.

While analyzing the policy and practice gap in MLE implementation, it seems necessary to provide regular financial and technical support along with strong monitoring and evaluation for effective implementation of program. If not, the negative aspect of the community relating to program can attack on the better implementation. The study found that all the confusion in policy should be re-visited and refined so as to make a clear MLE policy in Nepal.

4.5 Issues and challenges of MT-based MLE

During the period of field visit, discussion with different stakeholder such as SMC person, teacher, head teacher, parents PTA member and other local and district level stakeholders was made. Similarly, a central level interaction program was also conducted with the central level stakeholders. Further, the head teachers and the MLE teachers from the concerned schools were the participants as the key informants in the study. All interactions, discussions and interviews related that an MT-based MLE program has many issues and challenges. Here an attempted has been made to analyze these issues

and challenges that are explored by the study. For the convenience of the study, the issues and challenges have been presented separately.

4.5.1 Different Issues of MLE Implementation

The study revealed the following issues in MLE implementation in Nepal.

- Analyzing the need of the society
- Developing orthography of language
- Developing grammar and other writing system
- Material collection from oral literature
- Publishing the orally collection material in language
- Curriculum designing
- Preparation of text book and other teaching materials
- Teacher training
- Employment of MLE teachers

"Being the MT-MLE the education provided based on the number of students, there is scarcity of specialist teacher in MT. Therefore, learning the language first, I have to teach in one language by making the use of other languages as well."

By this, MLE practice in Nepal has mainly pedagogical issues. That is, material development through oral tradition and publishing them in the written form is a serious issue to practice MLE. As the program wants material production from the local level, the local level stakeholders are not found so competent to produce the materials. Further, they lack necessary training and other incentives to do so.

4.5.2 Challenges of MLE Implementation

The study has found the following challenges in implementing the MT-based MLE program in the schools in Nepal:

- Dialectical variation of language
- Selection of appropriate language group
- Social awareness rising
- Large class size
- Problems in designing curriculum, preparing instructional materials and developing orthography
- Develop stages of language policy in context of a federal Nepal.
- Misconceptions: MT-based MLE as MoI or MT-teaching
- Hesitation among teachers in school
- Allocation and distribution of financial resources
- Make MT-based MLE a inclusive system
- Poor coordination among different government agent

- Center-based plan and policy formation
- Involvement of concerned language community in education decision making

> *"Despite the lack of skills in local material production, the materials produced with such limited skills are presented in the class."*

The aforementioned points indicate that it is somehow difficult to practice MT-based MLE in the schools. However, there are certain measures that can help better implementation of the program. The study has explored some of such remedial measures as listed below:

- Need based distribution of the program to the language community
- Awareness raising program for parents and the concerned stakeholders of the language group
- Proper dissemination of all the formulated plan, policies provisions and guidelines from center to the grass-root level
- Proper school mapping
- Flexible policy for recruitment MT-based MLE teachers
- Provision of related training for teachers
- Production of sufficient instructional material
- Coordination with language communities to different national and international governmental and non-governmental agencies

4.6 Sustainability of the Program

The sustainability of any program depends on how well the program is implemented. That is, sustainability of the program seeks positive attitude and participation of the concerned group along with financial support. The study has explored the following points for the sustainability of MT-based MLE program in Nepal:

- Need based starting of the program
- Proper mapping at school
- Leadership and involvement of community members in planning, management implementation and maintaining at the program
- Responsibility ownership of the community people
- Legal and institutional provision
- Perception of other stakeholders
- Necessary support from government and non-governmental organization and agencies from national and international field

As there are the basic requirement for the sustainability of the program, MT based MLE can be sustained in Nepal by having fulfilled many of these indicators. In most of the cases, the lunching of the program is a need based however, revised school mapping appears imparative. Although community members are either reluctant or unwilling to assume the leadership role in planning and implementing program, it has high

responsibility and ownership of the concerned community people if they are availed an opportunity and prepared to do so. Further, the program has regular support from government as an inherent and regular structure of school education. This is why; the MT-based MLE program has high sustainability in Nepal

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CHAPTER   FIVE

FINDINGS AND RECOMMENDATIONS

Based on the aforementioned analysis and interpretation of the data the findings and recommendations of the study have been made. For the convenience of our study, the findings and recommendations have been presented separately

5.1 Findings of the Study

The Major Findings of the study are as followings:

5.1.1   Nepal is found as multilingual country having 92 different languages in practice. However, not all the languages have been explored yet. The languages spoken in Nepal are found under the five language families as Tibeto-Burman (57 Languages), Indo-Aryan (30 Languages), Austro-Asiatic (2 Languages), Dravidian (2 Languages), and Kusunda Family (1 Language).

5.1.2   Many different international and national policies were found to support the use of mother tongue as the medium of instruction in the school level. The review of national and international policies, plans, and provisions showed that these policies have greatly advocated the use of MT-MLE in schools, at the basic level.

5.1.3   The study found the following features of pilot MT- MLE program:
   i) Representation of four language families- Tibeto-Burman, Indo-Aryan, Austro-Asiatic, and Dravidian
   j) Monolingual (who do not speak dominant language) and relatively small language group
   k) Representation of ecological variation- Mountain, Hill and Terai
   l) Highly endangered language groups
   m) Mixed classroom–monolingual/multilingual and grade/multi-grade teaching
   n) Fluent teachers in local language
   o) Addressing long literacy, developing literacy and oral tradition
   p) Instrumental and professional support to the teachers

5.1.3.1 The assessment on the study explored the following model of teaching at pilot schools:

Table No. 9 The model of teaching at pilot school

District	Features	Models
Jhapa	Both 'multilingual, multi grade, grade teaching' and 'monolingual, multi grade, grade teaching'	Santhali both MoI and subject and Rajbansi only MoI, Santhali in a combined class of grade 1 and 2, Rajbansi and Nepali in a combined class of grade 1 and 2 (half a day Rajbansi and the second half in Nepali)
Dhankuta	Monolingual, multi-grade, subject teaching	Athpahariya Rai both MoI and subject in grade 1-3
Sunsari	Monolingual, multi-grade, subject teaching	Uraw and Tharu-Maithili both MoI and subject
Rasuwa	Monolingual, multi-grade, subject teaching	Tamang both MoI and subject in grade 1-3
Palpa	Monolingual, multi-grade, grade teaching	Magar both MoI and subject in grade 1-3
Kanchanpur	Monolingual, multi-grade, subject teaching	Rana Tharu both MoI and subject in grade 1-3

5.1.3.2 It was found that MT and both MT and Nepali are the MoI in some schools where as in some schools it is just taught as a subject. The pedagogical situation went smooth and the students' learning achievement was found satisfactory.

5.1.3.3 The schools had only the teaching materials of regular uses. Most of the schools had textbooks just for the academic year. No extra teaching materials specific to MLE were found at schools. The teachers in three schools were found to have prepared textbooks for grade three without any support from GoN, however, they were confused about their publication and almost all the schools were found to have prepared textbook in MT, however, in some schools the textbooks were to be reprinted. It was also found that almost all the schools are in need of textbooks for grade three. The study found that the assessment is also based on how the MT-MLE is practiced in a school.

5.1.3.4 Most of the schools were found to use *Devnagari* as script for writing in the MT. Santhali and Tamang had the textbooks in their own scripts. Most of the contents in the textbooks were from orally transmitted cultural and social values and systems.

5.1.3.5 Among the six pilot schools studied, school mapping of one of the schools at Jhapa-Rastriya Ekta Primary School was found inappropriate. Neither the language group nor the local community, parents and even students were found

interested in MT-MLE. It was also found that the school had terminated the English subject (from MLE) immediately after one year of program implementation. In rest of the other districts, school mapping for MLE program is found to be appropriate.

5.1.3.6 All the community people were found least aware and known to the importance of MT-MLE in the education of their children. Awareness rising and capacity development of SMC and other local level stakeholders appeared wanting.

5.1.3.7 Though the schoolteachers were found trained, they had only a little knowledge of teaching in MLE system. The study shows the need of teacher training for handling textbook and other material preparation and teaching in MT.

5.1.3.8 The study found improved and noticeable language proficiency in the students. Mostly, the students have acquired MT and Nepali language proficiency well and little least English language proficiency. All the teachers were found fluent and competent speakers of the MT language at the schools.

5.1.4 While surveying the attitudes of different stakeholders towards MLE, some stakeholders at local as well as district level were found having different conception on MT-based MLE. The main reason behind this was felt to be inadequate knowledge about the program. In most of the cases, the students were found satisfied with their learning and felt at ease leaning at schools. Teachers were enthusiastic, interested and committed to continue the program as well as were satisfied with the learning achievement of the pupil; however, they were found waiting for adequate training, material support and technical support from the respective community. Many of the parents were found happy with the program but they were found to have different understanding and conception regarding MLE. During the discussion and interaction, many parents and teachers were found in favor of the trilingual (MT-Nepali-English) model of teaching learning from the beginning. Most of the parents are found having 'English mania' and would like to be taught English form the beginning. The SMC representatives felt the need of MT MLE and expected separate teachers with adequate training. Despite many problems and challenges, government officials both at district and at national level found the program as prime need and were found committed to improve the its quality. These all showed an encouraging MLE situation in the nation. Further, the stakeholders at advocacy level were found highly advocating for the continuation, extension and betterment of the program, however, their effort in the matters like raising awareness among the parents, empowering the the SMC's and teachers were found inadequately focused. As a result, it was found that many parents did not actually realize the MT-MLE as a medium to enhance the capacity of their children to learn second and foreign language.

5.1.5   The study explored the following issues and challenges of MLE implementation in Nepal:

5.1.5.1 Different issues of MLE implementation were found as following:
- o Analyzing the need of the society
- o Developing orthography of language
- o Developing grammar and other writing system
- o Material collection from oral literature
- o Publishing the orally collected material in language
- o Curriculum designing
- o Preparation of textbooks and other teaching materials
- o Teacher training
- o Employment of MLE teachers

5.1.5.2 As explored by the study, the following major challenges of MLE implementation in Nepal were seen:
- o Dialectical variation of language
- o Selection of appropriate language group for MT-MLE
- o Social awareness rising
- o Large class size
- o Problems in designing curriculum, preparing instructional materials and developing orthography
- o Develop stages of language policy in context of a federal Nepal
- o Misconception: MT-based MLE as MoI or MT-teaching
- o Hesitation among teachers in school
- o Allocation and distribution of financial resources
- o Make MT-based MLE a inclusive system
- o Poor coordination among different government agent
- o Center-based plan and policy formation
- o Involvement of concerned language community in education decision making
- o Lack of well trained language teacher
- o Less concern of school local government and language committing for quality of education
- o Fulfilling the need of children from heritage of language
- o Attitude of people towards non dominant language
- o Material production from the local stakeholders with no technical and academic knowledge

5.1.5.3 The study found some dissimilar conceptions and understanding (MT: MoI or language teaching) of MLE program among almost all the stakeholders at local and some at district level. The main cause behind it was found to be weaker dissemination of all the formulated plans, policies, programs and provisions to the concerned level.

5.1.6   The study found the following policy and practice gap in implementing the MT-MLE in Nepal:

Table No. 10 Summary of policy and practice gap

Policy	Practice
iii. MT-MLE will be implemented in the 7500 schools by 2015 (SSRP)	ii. There are only 21 MT-MLE schools in Nepal by 2011.
ix. Each of the six pilot MT-MLE schools is expected to expand the MLE programs in two more neighboring schools.	ix. In the initial phase, all the schools had expanded MLE to two more other neighboring schools. However, they are not practicing the MLE program now due to lack of material, manpower and training in one hand and in the other hand, due to low community support.
x. Bottom –up approach of program implementation.	x. Top-down approach in teacher management, training and in some cases, material support
xi. MLE as medium of instruction	xi. Mother tongue is taught only as a subject in more than half of the schools
xii. National policy has greatly advocated and emphasized the necessity of MLE in Primary level education in Nepal. However, it is not clear in which contexts primary education should be provided in mother tongue	xii. Language selection as MoI in a multiple MT context is difficult due to which (also) MLE implementation is not progressed expectedly
iii. Everyone has the right to have basic education in her MT.	
xiv. The provision of formation of MT school development management sub-committee	iii. Heritage languages are neglected in MLE.
	xiv. None of the schools had formed this committee as many of them were unknown about it.

5.1.7 The study found the pilot schools trying to represent the diversity of the nation (language groups-Indo-Aryan, Tibeto-Burman, Austro-Asiatic, and Dravidian, ecological area- mountain hill and terai, etc.) however, the representation of the language was found inadequately addressed while launching the program. That is, the pilot schools were selected based on their linguistic homogeneity that only represented the linguistic characters of very few schools in Nepal.

5.1.7.1 The study found that present MLE model carries the argument of minority language students in the MLE class can understand majority languages used in

the class room as MOI, but, in many respect the students of heritage language are found affected by this.

5.1.7.2 Based on the literature review, it was found that most of the international practices of MLE (Odisa of India, Philipines, Combodia, Pakistan) were based on trilingual (MT-medium language- international language) policy in monolingual context. However, MLE practice in Nepal was (in addition to this) found based on multiple MT to other tongue in multilingual context as well. However, using more than one language as MoI did not find representing the language of some minority students. That is, only the use of non-Nepali language as MoI may not address the problem of the students who speak different languages other than MoI in school.

5.1.7.3 Presently practicing MLE is employing early transitional model (ECED) and early basic education (grade 1-3) transposition to Nepali and English (grade 4) in one hand. In the other hand, English and Nepali are used as subject from grade one. This may not be a good MLE model. Theories on psycholinguistic and cognitive psychology and literacy development do not generally support this model for ensuring equal access to the quality basic education. According to them, just learning a neighboring language (of wider communication) and academic achievement in a language are not the same. That is, multilingual students can have basic communication skill in more than one language, but the cognitive development and academic achievement requires high-level competency in mother tongue.

5.1.7.4 Attitude of people towards non- dominant language as MoI and the lack of knowledge and awareness about the educational and cultural advantages of MLE program to children in the language community are found two main issues that are playing 'no supportive' role in better MLE implementation in Nepal. (meaning??)

5.1.7.5 The study has explored the following points for the sustainability of MT-based MLE program in Nepal. (how about considering this in recommendation part??)
- Need based starting of the program
- Proper mapping at school
- Leadership and involvement of community members in planning, management implementation and maintaining at the program
- Responsibility ownership of the community people
- Legal and institutional provision
- Perception of other stakeholders
- Necessary support from government and non-governmental organization and agencies from national and international field

5.1.7.6 While analyzing the MLE policy in Nepal, the following confusions were seen to prevail in the policy:

- Is it possible to implement the MT as MoI if all the language community demand it to implement in the primary level schools?
- What will be the implementation status of MLE after EFA comes to the end by 2015?

5.2 Recommendations of the Study with Action Steps

Based on the aforementioned findings of the study, the following recommendations with action steps for implementation are made for the betterment of the project:

5.2.1 It is recommended to GoN to develop a policy so as to facilitate all learns to acquire basic education in their mother tongue irrespective of the number of students in the classroom in order to ensure the access of heritage language children to the quality basic education. Further, there is the need of a detailed sociolinguistic survey so that all the languages spoken in the country along with their affiliated family can easily be discovered.

5.2.2 As MLE is an inherent part of the basic education MoI, GoN should analyze the need of the MT children and should extend the MT-MLE school to fulfill the linguistic need of the children from minority language group. Necessary policy has to be developed to implement MLE as MoI up to secondary level, if the community and the school are ready.

5.2.3 Compared to the student's language progression at present, it is suggested that the following can be used as the language progression steps in MT-MLE practice in Nepal for more satisfactory result:

Table No. 11 The suggested language progression steps

ECED	G1	G2	G3	G4	G5
Develop oral L1	Develop oral L1 & introduce written L1	Develop oral and written L1 & oral L2/L3	L1 & L2/L3 taught as subjects	L1 & L2/L3 taught as subjects	L1 & L2/L3 taught as subjects
	Introduce oral L2/L3	Bridge to reading & writing in L2/L3			
L1 for teaching	L1 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching

5.2.4 For the betterment of MLE implementation, the GoN is strongly recommended to:

    o launch an effective awareness raising program
    o manage MT-MLE teacher
    o make material and professional support to teachers
    o extend the programs to such other schools where MT-MLE is necessary
    o Coordinate with the advocates to solve the problems and challenges (if any

5.2.5   To overcome the issues and challenges of implementing MT-based MLE in Nepal, the following suggestions have been recommended:

- Need based distribution of the program to the language community
- Awareness raising program for parents and the concerned stakeholder of the language group
- Proper dissemination of all the formulated plan, policies provisions and guidelines from center to the grass root level
- Proper school mapping
- Flexible policy for recruitment MT-based MLE teachers
- Provision of related training for teacher
- Production of sufficient instructional material
- Coordination with language communities to different national and international governmental and non-governmental agencies

5.2.5.1 It is suggested to disseminate all the provisions of plans, policies and programs related to the MT-MLE to all the stakeholders from center to grass root level. So that all the stakeholders get chance to be familiar with them, which further assists better implementation of the program.

5.2.6   To solve the problems related to policy and implementation gap, the following suggestive measures have been recommended:

- Community need analysis and school mapping should be started as soon as possible. GoN has to follow both of the following ways to meet the target:
  - o Implementation of MT-MLE in the new schools where it is necessary
  - o Recognizing the self-practiced MLE schools in the nation
- Program implantation should be need based not for formality. GoN has to support the technical, instructional and human resource aspect.
- Awareness raising, capacity development and technical and financial support for the local authority/SMC, stakeholders seem necessary to implement bottom-up approach in MLE implementation.
- Regular financial and technical support along with strong monitoring and evaluation should be provided for effective implementation of program. If not, the negative aspect of the community relating to program can attack on the better implementation.
- All the confusion in policy should be re-visited and refined to make a clear MLE policy in Nepal
- MLE should be practiced in the heritage languages as well

- Assess the need of the committee and make the SMCs to form this committee, if it is required.

5.2.7 As Nepal is linguistically diverse country having linguistically heterogeneous schools, the program launched in linguistically homogeneous schools may not be applicable in other schools. Thus, a detailed language assessment is required before implementing and extending the program to other school for better implementation.

5.2.7.1 A new model of MTV-MLE should (also) be developed to address multiple language in classroom as well as to foster the educational right of students from language minority groups. The development of model can be an agenda for another research.

5.2.7.2 A necessary provision should be made to educate even the students from minority groups in their own mother tongue. The MoI should not be dominant to the other small mother tongue groups at class.

5.2.7.3 The MoI must be able to enhance cognitive development and academic achievement of students. But, many language in Nepal do not have literary tradition and are orally transmitted. Thus, as far as possible, it is recommended to base the MLE model on the learning theories of psycholinguistics and cognitive psychology for the systematic and adequate achievement of language proficiency in the children. It would be better to develop MLE model based on the sociolinguistic context of country.

5.2.7.4 It is necessary to conduct social awareness program in the local level to make all the local level stakeholders aware regarding the importance of MLE and advantages of MT as MoI in the early grades of schools. It is strongly recommended to GoN to take a serious and necessary action to make aware the local stakeholders about the importance of MT-MLE.

5.2.7.5 It is suggested to follow these sustainability measures to sustain of the MT-MLE program:
- The starting of the program should be need based.
- Community member should take leadership in planning, implementing and maintaining the program
- The implementation of program should meet the needs of the community
- Community should participate and bear responsibility
- The program should link to other formal and/or non-formal education programs within the country
- The program should receive necessary support from outside the country (i.e., governments, NGOs, universities, donor organization, business sectors etc.).

5.2.7.6 It is suggested to GoN to review the entire MLE policy and to form uniform, clear and intelligible concrete MLE policy in Nepal by clearing all the confusions and ambiguities.

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APPENDIX

APPENDIX A: CASE STUDIES

A Case Study of Shree Rastriya Ekata Primary School, Haldibari, Jhapa

MT based MLE program in Santhali and Rajbansi medium of instruction was started on first Magh, 2063 at Shree Rastriya Ekata Primary School. The school is situated at Haldibari VDC Ward No.9 of Jhapa district. The school is located 4 kilometer far from the district headquarter, Chandragadhi.

The society at Kajali, where the school is located, is heterogeneous in ethnic composition. However, Santhal and Rajbansi are in remarkable number. Further, the number of Rajbansi people is greater than that of santhal.

Accoding to Mr. Dwarika Subedi, the head teacher of the school, district education office, Jhapa requested the school to launch pilot Mt-based MLE program at 2007. The SMC, teachers, and local community discussed a lot about it. Many of the community people were not in favor of conducting these classes in MT medium of instruction. Those who were the direct stakeholders (Santhal and Rajbansi people) were not so aware and concerned of it at that time. According to him, due to this the SMC, teachers and head teachers, local people and some local level educational contributors discussed a lot regarding whether to run Mt-MLE classes or not. He said, "as a responsible head teacher, I myself try my best to analyze the need whether MT-based MLE in Santhali and Rajbansi medium of instruction is really necessary to the students. By this I did not find it as a prime need as almost all the Santhali and Rajbansi children understand Nepali."

According to him, having this situation at school, finally the school agreed to conduct the Mt-based MLE class in those two MoI due to regular request of DEO. The DEO had told to provide different physical infrastructure like school building, classroom, toilet and drinking water as well as teacher support and instructional support to teacher. According to some of the parents involved in interaction, they had started these classes with the expectation to get physical assistance.

Mr. Bishnu Rajbansi, a teacher of the school has assigned as the Rajbansi teacer and Phul Kumari Hemram has appointed as Santhali MLE teacher. Lakhan Hemram, the chairperson of the SMC devoted a lot for the betterment of the program. The head teacher, teachers and SMC started motivating and making aware the parents regarding the importance of Mt-MLE for the students. The school got positive response from the community as well. The school implemented MLE from grade 1 to 3 in which Santhali, Rajbansi and Nepali are the MoI. Teachers have developed textbooks of science, mathematics and social studies in both the respective language for Grade one and two.

The walls of the classroom were decorated with different pictures, letters, alphabets, numbers, names of days, and months in three languages simultaneously. According to

Mr. Bishnu Rajbansi, the Rajbansi MLE teacher, this is done to create learning friendly environment at the class.

The school run the Mt-based MLE in the intact from how it was launched for the first one year. According to many parents participated in the group discussion, they as well as their children did not feel comfortable learning with this system. According to both the MLE teachers, the school tried her best to convince and make aware the parents regarding the importance of Mt-MLE at early ages of children but their effort could influence them only a little. Due to this, parents started to drop out their children from the school in order to admit them to the English medium private schools. When this situation occurred, according to the head teacerh, the school and SMC also decided to introduce English as a subject from grade one mostly in order to control the leaving and transferring of the students. Due to this, the school gradually transferred into the previous from how it was before MLE implementation. Now, the Rajbansi and Santhali is taught only as subject in Grade 1 and 2. The teacher have prepared textbook for grade 3 as well but it is not published ye. Due to the attraction of both parents and students, the number of students at school is greatly reduced and MT –based MLE program is completely terminated. Now, it has just a trace of this program.

The study found some important reasons behind this situation of pilot MT-based MLE program at Jhapa. The major reasons are:
- Improper school mapping
- Heterogeneous society having least dominance of Santhal and Rajbansi people
- English mania in parents
- Lack of awareness in the concerned parents
- Lack of expected support from DEO
- Teachers, head teachers and SMC did not become successful in convincing and making aware the parents and other concerned stakeholders regarding the importance of MT based MLE.
- Least community support and participation
- Misconception and misinterpretation: whether they are teaching and learning MT as MoI or teaching the MT at school.
  A Case Study of Bishnu Multilingual School, Khajurgachhi, Jhapa

Bishnu multilingual school is located at word No. four of Khajurgachhi VDC, Jhapa. It is in the Chilahara village where there is the density and dominance of Rajbansi people. This is a primary level multilingual school especially of Rajbansi mother tongue. The school is running up to grade three; however, it only has the government reorganization of pre primary ECED class. The school is running by an NGO named Nepali national language preservation institute (NNLPI), Kathmandu. The institute has run three such schools in Jhapa. All the schools are based on Rajbansi MT.

Mr. Bishnu Prasad Rajbansi, the patron of the school has donated five *kaththa* of land for school in which the institute has built a seven-roomed concrete building in the cost of 3.5 million. The school is well facilitated in both physical and instructional infrastructure. It has good facility of drinking water, toilet and sanitation play ground and playing materials.

The SMC is formed and chaired by Mr. Dhananjaya Rajbansi. The school has approximately 90 students up to grade three who are taught and learnt by four teachers. The teachers are also welt trained with the theme based teaching methodology. The classes are child friendly with learning friendly environment. Mr. Jaya Ram Rajbansi, The head teacher whereas Ms. Indrawati Rajbansi, Madhuri Kumari Rajbansi and Mr. Mahendara Thakur are the teachers. The teachers have qualification from SLC to Bachelor level.

The institute, in close collaboration with the teachers and local people has develop its own course and materials for pre primary class which are really attractive and child friendly. For rests of the grades, national curriculum offered by the GoN is followed. Rajbansi is MoI for pre primary class. Nepali is orally introduced only at grade one and both Rajbansi and Nepali are used as MoI in grade one. English is introduced in grade two and tri lingual (Rajbansi-Nepali-English) MoI is followed in both the grades two and three.

The courses offered by the school to the students are as below:

ECED		G1		G2		G3	
Subjects	FM	Subjects	FM	Subjects	FM	Subjects	FM
Songs/ rhymes		Rajbansi	100	Rajbansi	100	Rajbansi	100
Alphabets		Nepali	100	Nepali	100	Nepali	100
Numerical		Mathematics	100	English	100	English	100
Work sheet assessment		Science	100	Mathematics	100	Mathematics	100
Skill test		Social studies	100	Science	100	Science	100
Play		Creative arts	100	Social studies	100	Social studies	100
				Creative arts		Creative arts	
Total			500		700		700

While assessing the learning achievement of the students based on the result of the academic year 2010/11, the grade wise learning achievement was as below:

Subject	Grade 1	Grade 2
	LA(%) (2067)	LA(%) (2068)
Rajbansi	87	88
Nepali	82	85
Mathematics	86	83
Science	81	86
Social studies	88	84
Creative arts	0	81
Social Studies	-	87
Total	84.8	85

The study found an encouraging and interesting situation of MT-based MLE practice in the school. As the school itself manages the dress, bags, books, stationary, day mean and so on for the students, the parents and students both are so happy. Very rarely the students become absent at class. Above all a good practice of MT-based MLE can be found in the school and class.

A Case Study of Deurali Lower Secondary School, Santang, Dhankuta

Shree Deurali Lower Secondary School is located at ward No. 8 Santang, Dhankuta municipality at Dhandkuata district. It is a highly densities village dominated by Athapahariya Rai. The school had 198 students in the academic year 2010/11 in which

196 students were from Athpahariya Rai. The village is also dwelled by some Yakkha people; however, they are also immersed in the Athpahariya Rai language and culture.

Almost all the parents are formers and wage labor. They have lower level of their economy. They use only their mother tongue at home. As a result, their children also confined with the same tongue (Athpahariya mother tongue). In the junior level, the children, very difficultly speak Nepali language. While they first go to school, they mostly go with the competency of only their mother tongue.

Due to this, the school has very encouraging MLE situation. The group discussion with teachers, head teachers SMC members and parents show that they need the MT-based MLE as medium of instruction in the school for better understanding of their children's learning.

The walls of the classroom are pointed with different pictures, alphabets, numbers and the names of days and months. Similarly, the school has some related teaching materials as well. The school has started the MT-based MLE form 2007 as the GoN's pilot project on MLE. To educate the children, the school has appointed two teachers form the some Athpahariaya community as well.

As the teaching and learning at present is concerned, Athpahariya Rai is used as MoI only at grade one. For grade 2 and 3, it is just used as subject. Rests of the subjects are taught in Nepali medium of instruction except English. As the parents are interested in teaching English to their children, it is very difficult to convince some of them about the importance of MLE to their children. However, satisfied with the Athpahariya MoI in the school.

After the interaction and group discussion with the local level stakeholders, the study found that the school has the following problems in implementation of MT-based MLE:
- Lack of textbook and teaching materials
- Lack of MT-based LE training for teachers
- The community people are least aware of the importance of MT-based MLE to their children.
- The parents have misconception/ misinterpretation regarding Athpahariya as MoI or Subject teaching
- Lack of instructional materials at school

However having these problems, MT-based MLE is found necessary at the school to address the problems of other language at school for the children form Athpahariya Rai community.

APPENDIX B: RESEARCH TOOLS

नेपालमा मातृभाषामा आधारित बहुभाषिक शिक्षाको अवस्था सम्बन्धी अध्ययन

<u>शिक्षकका लागि प्रश्नावली</u>

शिक्षकको नाम :

विद्यालयको नाम:

ठेगाना:

प्रधानाध्यापकको नाम:

सम्पर्क फोन नं.:

मोवाईल नं. :

प्रश्नावली भर्नेको हस्ताक्षर :

प्रश्नावली भरेको मिति:

विद्यालयको छाप:

कृपया तलको प्रश्नको उत्तर दिनुहोस् ।

१. विद्यालयमा अध्ययनरत विद्यार्थीहरुको विवरण:

क्र.सं.	कक्षा	छात्र	छात्रा	जम्मा
१	पूर्व प्राथमिक			
२	१			
३	२			
४	३			
५	४			
६	५			
जम्मा				

२. विद्यालयमा कार्यरत शिक्षकहरुको विवरण :

क्र.सं	शिक्षकहरुको नाम थर	शैक्षिक योग्यता	अध्यापनको विषय	कार्य अनुभव(वर्षमा)
१				
२				
३				
४				
५				
६				
७				

३. शिक्षक तालिमको अवस्था:

क्र.सं.	शिक्षकको नाम	तालिमको विवरण

४. शिक्षकको भाषिक ज्ञान:

क्र.स.	भाषा	भाषिक ज्ञानको अवस्था			
		सुनाइ	बोलाइ	लेखाइ	पढाइ

५. विद्यालयको शैक्षिक अवस्था :

क्र.सं	विवरण	तथ्याङ्ग
१	प्रत्येक दिन विद्यालय खुल्ने समय	
२	प्रत्येक दिन विद्यालय बन्द हुने समय	
३	प्रत्येक हप्ता विद्यालय लाग्ने दिन	
४	प्रत्येक महिना विद्यालय लाग्ने दिन	
५	वर्षमा विद्यालय सञ्चालन हुने कुल दिन	
६	बर्षमा पठनपाठन हुने अनुमानित दिन	
७	अतिरिक्त क्रियाकलाप हुने अनुमानित दिन	
८	विद्यालय विदा हुने अनुमानित दिन	

६. विद्यालयको भौतिक अवस्था कस्तो छ ? तलको तालिकामा रेजा लगाउनुहोला ?

क्र.सं	भौतिक विकासको अवस्था	भएको	नभएको	संख्या	कैफियत
१	विद्यालय भवन				
२	कक्षाकोठाहरु				
३	कार्यलय				
४	शौचालय				
५	खेल मैदान				
६	खानेपानी				
७	पुस्तकालय				
८	शैक्षिक सामाग्रीहरु				
९	भौतिक सामाग्रीहरु				
१०	अन्य (उल्लेख गर्ने)				

७. यस विद्यालयमा कुन-कुन मातृभाषामा पठन पाठन हुन्छ ?

८. सो भाषामा शिक्षण गर्ने शिक्षक/शिक्षिका कति जना हुनुहुन्छ ?

९. विद्यालयमा मातृभाषामा कति कक्षा सम्म पठन पाठन हुन्छ ?प

१०. यसरी पठन पाठन हुदाँ प्रति शिक्षक साप्ताहिक पाठ्यभार कति पर्छ ?

११. यो भाषाको पाठ्यपुस्तक छ की छैन ? छ भने पठ्यपुस्तकको निर्माण कसरी गरिएको छ ?

१२. पाठ्यपुस्तक छ भने त्यसमा कुन लिपीको प्रयोग गरिएको छ ?

१३. पाठ्यपुस्तक पाठ्यक्रम विकास केन्द्रबाट निर्मित हो कि स्थानीय स्तरबाटै तयार गरिएको हो ?

१४. पाठ्यपुस्तक बाहेक विद्यालयमा के के सहायक पाठ्यसामाग्रीहरु छन् ?

१५. यस भाषाको पठनपाठनका लागि पाठ्यक्रम छ कि छैन? छ भने पाठ्यक्रमको निर्माण कसरी गरिएको छ ?

१६. पठनपाठनका लागि पाठ्यपुस्तक तथा अन्य पाठ्यसामाग्रीहरु पर्याप्त छन् कि छैनन् ?

१७. पाठ्यक्रम, पाठ्यपुस्त तथा अन्य पाठ्यसामाग्रीहरुको उपलब्धता सम्बन्धमा मुख्य के के समस्याहरु छन् ?

१८. कक्षा कोठामा पठनपाठन गर्दा कुन कुन विधिहरुको प्रयोग गर्नुहुन्छ ?

१९. यस मातृभाषाको लेख्य परम्परामा भाषिक विधितालाई कसरी छनोट गरिएको छ ?

२०. यो भाषाको मानकिकरणको अवस्था कस्तो छ ?

२१. विद्यार्थीहरुमा यो भाषाको भाषिक ज्ञानको अवस्था कस्तो छ ?

२२. विद्यार्थीहरुमा यो भाषाको अंकहरुको ज्ञान कस्तो छ ?

२३. विद्यार्थीहरुको सिकाइ कतिको प्रभावकारी देख्नुहुन्छ ?

२४ के आधारमा शिकाइलाई प्रभावकारी मान्नुभएको हो ?

२५. स्थानीय स्तरमा शैक्षिक सामाग्रीहरु निर्माण गरी प्रयोग गर्ने गर्नुभएको छ कि छैन ? छैन भने किन ?

२६. स्थानीय स्तरमा शैक्षिक सामाग्रीहरु निर्माण गरी प्रयोग गर्न के के समस्याहरु छन् ?

२७. मातृभाषामा बल साहित्यका सामाग्रीहरुको उपलब्धताको अवस्था चाहि कस्तो छ ?

२८. शिक्षकको रुपमा आफूले प्राप्त गर्नु भएको तालिम प्रति सन्तुष्ट हुनुहुन्छ कि छैन ? छैन भने किन ?

२९. तालिम प्रति सन्तुष्ट हुनुहुन्न भने अव तपाईलाई कस्तो खालको तालिमको जरुरत छ ?

३० विद्यालयमा पठनपाठनका लागि व्यवस्थापन समितिबाट के कस्तो सहयोग पाउनुभएको छ ? .

३१. विद्यालयमा पठनपाठनका लागि अन्य सरोकारवालाहरुबाट के कस्तो सहयोग पाउनुभएको छ ? .

३२. मातृभाषाको शिक्षा प्रति सम्बन्धित सरोकारवाला समुदाय कतिको सचेत रहेको पाउनुभएको छ ?

३३. मातृभाषाको शिक्षा प्रति सम्बन्धित समुदायको धारणा चाहि के पाउनुभएको छ ?

३४. मातृभाषामा शिक्षा प्रदान गर्न के के समस्याहरु छन् ?

३५. मातृभाषामा शिक्षा सम्बन्धि उपरोक्त समस्याहरु कसरी समाधान गर्न सकिन्छ ?

३६. मातृभाषि शिक्षाको समग्र विकासको लागि के के गर्न आवश्यक देख्नुहुन्छ ?

<div align="center">सहयोगका लागि हार्दिक धन्यबाद</div>

नेपालमा मातृभाषामा आधारित बहुभाषिक शिक्षाको अवस्था सम्बन्धी अध्ययन

प्रधानाध्यापकका लागि प्रश्नावली

विद्यालयको नाम:

ठेगाना:

प्रधानाध्यापकको नाम:

सम्पर्क फोन नं.:

मोवाईल नं. :

प्रश्नावली भर्नेको हस्ताक्षर :

प्रश्नावली भरेको मिति:

विद्यालयको छाप:

कृपया तलका प्रश्नहरुको उत्तर दिनुहोला ।

१. विद्यालय व्यवस्थापन समितिको नामावली तलको तालिकामा उल्लेख गर्नुहोला ।

क्र.स.	नाम	पद	शैक्षिक योग्यता	उमेर (बर्षमा)

२. मातृभाषी विद्यालय विकास व्यवस्थापन उपसमितिको गठन भएको छ कि छैन ? छ भने विवरण दिनुहोला । छैन भने कारण दिनुहोला ।

३. विद्यलायमा विद्यार्थी भर्ना प्रवाह कस्तो छ ? कृपया गत तीन बर्षको विद्यार्थी संख्या तलको तालिकामा उल्लेख गर्नुहोला ।

विवरण	२०६६ साल ⁄ कक्षा					२०६७ साल ⁄ कक्षा					२०६८ साल ⁄ कक्षा				
	१	२	३	४	५	१	२	३	४	५	१	२	३	४	५
कुल भर्ना															
अन्तिम परिक्षामा सहभागी															
कक्षा दोहोर्‍याउने															
विद्यालय छोड्ने															

४. विद्यालयमा भौतिक सामाग्रीको पर्याप्तताको अवस्था कस्तो छ ?

५. विद्यालयमा शैक्षिक सामाग्रीको उपलब्धताको अवस्था कस्तो छ ?

६. शिक्षक अभिभावक संघ गठन भएको छ कि छैन ? छ भने संघबाट के के सहयोग पाइरहनुभएको छ ?

७. विद्यालय संचालनमा स्थानीय समुदायको सहयोग कस्तो छ ?

८. स्रोत केन्द्र ⁄ व्यक्ति बाट के कस्ता सहयोगका अपेक्षा गर्नुभएको छ ?

९. तपाइको यस्ता के के अपेक्षाहरु पुरा भए ?

१०. स्रोत व्यक्ति ⁄ निरीक्षकले बर्षमा कतिपटक विद्यालयको निरीक्षण भ्रमण गर्ने गरेका छन् ?

११. निरीक्षणका क्रममा उनीहरुले के के कार्यहरु गर्ने गरेका छन् ?

१२. यसरी निरीक्षणमा आएका निरीक्षकहरुबाट के कस्ता सुफावहरु पाउनुभएको छ ?

१३.शिक्षक तालिमको अवस्था कस्तो छ ?

१४. शिक्षकहरुलाई तालिम कसले दिएको हो ?

१५.उक्त तालिम कति समयावधिको थियो ?

१६. शिक्षकलाई यस बाहेका थप कस्तो खालको तालिमको आवश्यकता देख्नुहुन्छ ?

१७. मातृभाषाको शिक्षाप्रति समुदायको धारणा के छ ?

१८. मातृभाषामा शिक्षा प्रदान गर्न के के समस्याहरु छन् ?

१९. मातृभाषामा शिक्षा सम्बन्धि उपरोक्त समस्याहरु कसरी समाधान गर्न सकिन्छ ?

२०. मातृभाषि शिक्षाको समग्र विकासको लागि के के गर्न आवश्यक देख्नुहुन्छ ?

२१. मातृभाषाको शिक्षा सम्बन्धमा सरोकारवालाहरुको धारणा के पउनुभएको छ ?

२२. विद्यार्थीहरुको सिकाई उपलब्धीको अवस्था कस्तो छ ? कृपया अघिल्लो शैक्षिक सत्रको अन्तिम परीक्षाको लब्धाङ्कपत्र अनुसार प्रत्येक विषयको विषयगत शैक्षिक उपलब्धि दिनुहोला ।

सहयोगका लागि हार्दिक धन्यबाद

नेपालमा मातृभाषामा आधारित बहुभाषिक शिक्षाको अवस्था सम्बन्धी अध्ययन

अवलोकन जाँच सूची

विद्यालयको नाम:

ठेगाना:

सम्पर्क फोन नं.:

जम्मा विद्यार्थी संख्या:

अवलोकनको दिनको कुल विद्यार्थी संख्या:

जम्मा शिक्षक संख्या:

अवलोकनका दिन उपस्थित शिक्षक संख्या:

अवलोकनकर्ताको नाम:

हस्ताक्षर :

अवलोकनको मिति:

क्र.सं	अवलोकन गरिएको विषयवस्तु	अवलोकनको अवस्था				
		अति उत्तम	उत्तम	मध्यम	निम्न	नभएको
१	विद्यालयको अवस्थिति					
२	विद्यालयको भवन र कक्षा कोठा					
३	डेक्स बेन्च					
४	कालो पार्टी					
५	खेल मैदान					
६	खानेपानी					
७	शौचालय					
८	कक्षामा विद्यार्थी सहभागिता					
९	विद्यार्थीहरुको नियमित उपस्थिति					
१०	शिक्षकको नियमित उपस्थिति					
११	सिकाई उपलब्धि					
१२	शिक्षकको पठन सीप/क्षमता					
१३	शिक्षकको भाषिक क्षमता/दक्षता					
१४	विद्यार्थीहरुमा भाषाको ज्ञान					
१५	विद्यार्थीहरुमा अंकको ज्ञान					

नोट: ८० प्रतिशत भन्दा माथि अति उत्तम, ६०-८० प्रतिशत सम्म उत्तम, ४०-६० प्रतिशतसम्म मध्यम र ४० प्रतिशत भन्दा तल निम्न भन्ने बुझ्ने ।

A study on mother tongue based MLE in Nepal
FGD Guideline

- Overview of MLE policy

- Review of MLE practices

- Assessment of policy and practice gap

    o Pedagogy

    o Writing tradition

    o Teaching materials

    o Teacher training

    o Community awareness

- Attitude of MLE stakeholders towards MLE

- Major MLE related issues

- Major policy and implementation gap

- Suggestion with action steps to improve MLE implementation in Nepal

APPENDIX C: PHOTOSAPPENDIX C: PHOTOS RELATED TO THE STUDY

Discussion with stakeholders at DEO

Research team observing the class of an MLE teacher

An MLE teacher at class

Interview with an SMC Chairperson

ECED Students in the classroom

An interaction with district level stakeholders

Research team with an SMC
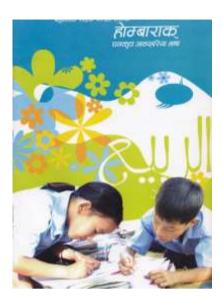

An MLE school
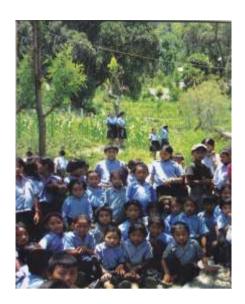

A school's sign board

Advocating MLE at School

Research team with school level stakeholders at group discussion

Textbook of Rai

MT-Based MLE Students

Team leader at interaction

Fileld visit on Bandha

JKHSS students

JKHSS

Presentation

GOOD AFTERNOON
09 July, 2012

SANTWONA MEMORIAL ACADEMY PVT. LTD.

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Secondary Sources of the Study

The Interim Constitution of Nepal
The Three Year Interim Plan
EFA National Plan of Action
SSRP Main Document
Multilingual Education Implementation Guideline
National Curriculum Framework for School Education
Universal Declaration of Linguistic Rights-1966
Convention Note of the UNESCO Convention against
discrimination in Education-1960
Document of Jomtien World Conference on EFA-1990
The Dakar Framework of Action-2000
Some important national and international research studies

Findings 1

Overview of the sociolinguistic context of Nepal

- multilingual country
- Linguistic heterogeneity
- Listed 92 different languages; ethnologue (2005) listed 126 and the indigenous linguistic society of Nepal listed 143 languages Nepal
- May be more than 200
- 48 percent Nepali language speakers in Nepal
- More than 80 percent of the total languages have less than one percent speakers and there are 59 heritage languages having less than each 10 thousand speakers, in which total percentage of these speakers is only 0.48 percent.

Findings 2

International provisions;

The universal declaration of linguistic rights-1996

The UN declaration on the rights of indigenous people, 2007

The universal declaration of human right

ILO 169

The UNESCO convention against discrimination in education-1960

The UNESCO constitution

The Dakar framework of action-2000

The international covenant on civil and political rights–1996

UNESCO declaration on race and racial prejudice-1978

Delhi declaration and framework of action (UNESCO)-1993

Hamburg declaration of adult learning-1997

The Vienna declaration and program of action

World declaration on higher education for the twenty first century: vision and action, 1998

Findings 3

National provisions;

- Constitutional provisions

The constitution of the kingdom of Nepal-1990

The interim constitution of Nepal- 2007

- Education for All National Plan of Action
- Phase I (2003-2005); Phase II (2006-2008); Phase III (2009-2011); Phase IV (2012- 2013); Phase V (2014-2015)
- Education Act, 2028 (Amd. 2063)
- National curriculum framework for school education (2005)
- Local self-government act, 2055 and regulation, 2056
- The three year interim plan (2007-2010)
- MLE implementation guideline-2066
- SSRP (2009-2015); NEPC, 1956
- All round national education committee-ARNEC, 1961

Contnd…

- NESP, 1971
- HLNEC, 1999
- HLCE, 2002
- EFA NPA, 2003
- NCF, 2005
- SSRP, 2009
- MLE implementation guideline, 2010

Models of MT-based MLE in Nepal

District	Features	Models
Jhapa	Both 'multilingual, multi grade, grade teaching' and 'monolingual, multi grade, grade teaching'	Santhali both MoI and subject and Rajbansi only MoI, Santhali in a combined class of grade 1 and 2, Rajbansi and Nepali in a combined class of grade 1 and 2 (half a day Rajbansi and the second half in Nepali)
Dhankuta	Monolingual, multi-grade, subject teaching	Athpahariya Rai both MoI and subject in grade 1-3
Sunsari	Monolingual, multi-grade, subject teaching	Uraw and Tharu-Maithili both MoI and subject
Rasuwa	Monolingual, multi-grade, subject teaching	Tamang both MoI and subject in grade 1-3
Palpa	Monolingual, multi-grade, grade teaching	Magar both MoI and subject in grade 1-3
Kanchanpur	Monolingual, multi-grade, subject teaching	Rana Tharu both MoI and subject in grade 1-3

Language progression in three-language MT-based MLE program

ECED	G1	G2	G3	G4	G5
Develop oral L1	Develop oral L1 & introduce written L1	Develop oral and written L1 & oral L2/L3	L1 & L2/L3 taught as subjects	L1 & L2/L3 taught as subjects	L1 & L2/L3 taught as subjects
	Introduce oral L2/L3	Bridge to reading & writing in L2/L3			
L1 for teaching	L1 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching

Different issues of MLE implementation

- Analyzing the need of the society
- Developing orthography of language
- Developing grammar and other writing system
- Material collection from oral literature
- Publishing the orally collection material in language
- Curriculum designing
- Preparation of text book and other teaching materials
- Teacher training
- Employment of MLE teachers

Challenges of MLE implementation

- Dialectical variation of language
- Selection of appropriate language group for MT-MLE
- Social awareness rising
- Large class size
- Problems in designing curriculum, preparing instructional materials and developing orthography
- Develop stages of language policy in context of a federal Nepal
- Misconception: MT-based MLE as MoI or MT-teaching
- Hesitation among teachers in school
- Allocation and distribution of financial resources

Contn …

- Make MT-based MLE a inclusive system
- Poor coordination among different government agent
- Center-based plan and policy formation
- Involvement of concerned language community in education decision making
- Lack of well trained language teacher
- Less concern of school local government and language committing for quality of education
- Fulfilling the need of children from heritage of language
- Attitude of people towards non dominant language
  Material production from the local stakeholders with no technical and academic knowledge

Findings 4

❑ Some misconception and misunderstanding (MT: MoI or language teaching) of MLE program in almost all the stakeholders at local and some at district level

❑ The study found policy and practice gap in implementing the Mt-MLE in Nepal
Pilot schools try to represent the diversity of the nation (language groups-Indo-Aryan, Tibeto-Burman, Austro-Asiatic, and Dravidian, ecological area- mountain hill and terai)

Recommendations

❖Develop a policy to impart basic education in mother tongue of all learners, irrespective of the number of students in the classroom, in order to ensure the access of heritage language children to the quality basic education

❖Need of a detailed sociolinguistic survey so that all the languages spoken in the country along with their affiliated family can easily be discovered

Contnd…

• Necessary policy has to develop to implement MLE as MoI up to secondary level, if the community and the school want to

• Launch an effective awareness raising program

• Coordinate with the advocates to solve the problems and challenges (if any)

Contnd…

- Awareness raising program for parents and the concerned stakeholder of the language group
- Proper dissemination of all the formulated plan, policies
- Provisions and guidelines from center to the grass root level
- Proper school mapping
- Flexible policy for recruitment MT-based MLE teachers
- Provision of related training for teacher
- Production of sufficient instructional material
- Coordination with language communities to different national and international governmental and non-governmental agencies

Contnd…

- Recognizing the self-practiced MLE schools in nation
- Program implantation should be need based not for formality.
- Regular financial and technical support along with strong monitoring and evaluation should be provided for effective implementation of program
- All the confusion in policy should be re-visited and refined to make a clear MLE policy in Nepal

Contnd…

- A detail language assessment is required before implementing and extending the program to other school for better implementation

- A new model of MTV-MLE should (also) be developed to address multiple language in classroom as well as to foster the educational right of students from language minority groups. The development of model can be an agenda for another research.

Contnd..

- A necessary provision should be made to educate even the students from minority groups in their own mother tongue. The MoI should not be dominant to the other small mother tongue groups at class.

- Conduct social awareness program in the local level to make aware all the local level stakeholders regarding the importance of MLE and advantages of MT as MoI in the early grades of schools

Sustainability measures to make sustain of the MT-MLE program
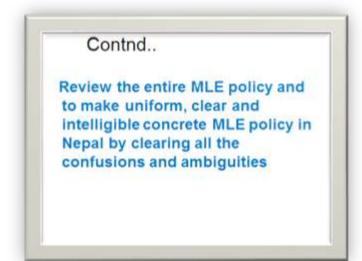
The starting of the program should be need based

Community member should take leadership in planning, implementing and maintaining the program

The implementation of program should meet the needs of the community

Community should participate and bear responsibility

The program should link to other formal and/or non-formal education programs within the country

The program should receive necessary support from outside the country (i.e., governments, NGOs, universities, donor organization,

Contnd..

Review the entire MLE policy and to make uniform, clear and intelligible concrete MLE policy in Nepal by clearing all the confusions and ambiguities

धन्यवाद

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A STUDY ON MOTHER TONGUE BASED MULTILINGUAL EDUCATION

A FINAL REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION (MOE), SANOTHIMI, BHAKTAPUR, NEPAL