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List of Acronyms

CAS : Continuous Assessment System
CBS : Central Bureau of Statistics
DEO : District Education Office/Officer
DOE : Department of Education
ETC : Educational Training Center
FGD : Focus Group Discussion
HT : Head Teacher
ICT : Information and Communication Technology
IM : Instructional Materials
KII : Key Informant interview
KTM : Kathmandu
MLE : Multilingual Education
MOE : Ministry of Education
MT : Mother tongue
NCED : National Center for Educational Development
NGO : Non Governmental Organization
RP : Resource Person
SLC : School Leaving Certificate.
SMC : School Management committee.
SS : School Supervisor
TOR : Terms of Reference
TOT : Trainers of Training

TPD : Teachers’ Professional Development

मातृभाषा माध्यम स्तर वर्गीय शिक्षा की निर्देशन एवं अध्ययन कार्यक्रमों का अध्ययन करना।

कार्यकारी सारांश:

बहुभाषिक कार्यक्रमों के लिए अपने अध्ययन के लिए संक्षिप्त विवरण:
बहुभाषिक शिक्षण का प्रतीत इन 'पहलो भाषा पहलेको' शिक्षण भल्ले अर्थों में लागू है। विचारधारा मातृभाषावाद प्रारंभिक गरी अन्य अर्थ भाषामात्र स्थानान्तर गर्ने वाल्काँड़ा द्वारा नेपालको वह अध्ययन कार्यक्रम धनकुटामा वि.सं. २०६२ सालको शिक्षा विभागवाद कार्यान्वयन भएको पाइन्। शिक्षा भाषा एउटा मुख्य चित्र विस्तारस्वरूप चुनौती हो। विशेष गरेपर, तर वह जातजाति सहकर देशा अल्पसंख्यक विचारधारा नेपाल निर्माण १२ भाषाभाषिक हुनेले प्रतिस्पर्धी गरेका छ। (केन्द्रीय तथ्याखंड विभाग इ.सं.२००१)। विचारधारा नेपाली वा अंग्रेजी कुन माध्यम उपयुक्त हुन्छ, भल्ले गाहो छ। प्राथमिक अध्ययन हुनेले प्रारंभिक कक्षा मातृभाषा शिक्षण गर्दा विचारधारा हुनु तथा राम्रो भएको प्रमाणित गरिएको पाइन् (Unesco इ.सं.२००३, Skutnabb Kangas इ.सं.२००३)। विचारधारा अन्य भाषामा शिक्षण गर्दा विचारधारा छाडने प्रवृत्ति, न्यून उपलब्धि तथा कक्षा दोहियाँने प्रवृत्ति पति ओल्याईएको पाइन्। यसस्तो अथवा नेपालमा भन्न विचारधारा रहेको पाइन् (यादव इ.सं. २००७, अवस्था इ.सं. २००४)। यी कुराइ सम्बंध हुन्छ नेपालको यस सम्बन्धमा एउटा महत्त्वपूर्ण नीति तथा कानूनी प्रारूपको प्रयास गरेको पाइन्।

यस सम्बन्धमा पाठ्यक्रम विकास केन्द्रका विचारधारा विचारधारा शिक्षाको लागि शिक्षणको माध्यम नेपाली, अंग्रेजी वा दुवै भाषामा हुने उल्लेख गरिएको पाइन्। यदि विचारधारा थाहा नभएको भाषावाद सिकाइन्छ भने विचारधाराहरु नयुक्तिको नै शुरु को २-३ वर्ष विचारधारा भए रहने गर्दछ। यस्तो अथवा भाषामा विचारधाराहरु बुझ्नै नवुभाषी वा उनीहरुले त्रिव-ज्ञिति सिक्छ्नु नै कुराइ दोहियाई कण्ठ गर्नुपै
हुन्छ । यस्रों बहुभाषिक, आदिवासी,जनजाति तथा अत्यसंख्यक बालकहरूले शिक्षकले भनेका कुरा नै अवलम्बन गर्नुपर्न हुन्छ ।

बुधको नवृत्ती आफना सोच /चिन्तन आफनो भाषाको प्रयोग क्षमताको विकास नै नभई, पढाइएको विषयवस्तु सिके नसिकी शिक्षकले भनेको विषययहाँ दोहोल्याइ घोक्त मात्र गर्न सकिन्छ । यसको परिणाम स्वरूप मातृभाषा नेपाली इतर भएकाहरु कसरी पढ्ने र लेखने भने उपयुक्त सिकाइ र आफना भाषाको विकास नगरी, पूर्णस्तर हे नसिकी विद्यालय शिक्षा नै ग्रहण नगरी शुरुमा नै विद्यालय छोडने गर्दछन् । यदि बालवालीकाहरुलाई मातृभाषाको माध्यमवाट सिकाइन्छ, भने शिक्षण बुभन सकिने, विश्वयह र सिकिने चिन्तनयुक्त ज्ञानयुक्त व्यक्त हुने मौका पाउँदछ र शिक्षणइमा निरन्तरता दिन सकिने हुन्छ ।

इ.स.२००८ सालको विर्षय अन्तरिम योजना, सबैको लागि शिक्षको मुख्य दस्तावेज इ.स.२००४-२००९, सबैका लागि शिक्षको कार्ययोजना इ.स.२००३, दशौ योजना इ.स.२००२ - २००७ र नेपालमा विद्यालय शिक्षा लागि राष्ट्रिय पाठ्यक्रम प्रारूप अनुरूप सरकारबाट मातृभाषामा आधारित बहुभाषिक कार्यक्रमको परिक्षण चरणलाई भैस र तत्त्वता दिइएको हुँ।

बालकलाई सिकाइमा टेबा पुज्याउन र सबैलाई समान स्तरीय शिक्षको सुनिश्चितता गर्न शिक्षा मन्त्रालय र शिक्षा विभागले सामुदायिक विद्यालयका प्रारंभिक कक्षाहरु मा बहुभाषिक शिक्षको कार्यान्वयन गरिएको हुँ । केही विद्यालयले मातृभाषालाई शिक्षणको माध्यमको रूपमा अंगीकार गरेको पाइन्छ, भने कुन्नै/केही विद्यालयले मातृभाषालाई विषयको रूपमा शिक्षण गरिएको पाइन्छ । कुनै विद्यालयमा बहुभाषिक शिक्षणको शुरुवात अभै सम्म पनि गरिएको पाइदैन ।

बहुभाषिक शिक्षणको प्रारम्भ यति बेला नै भएको भन्न नसकिए तापनि नेपालमा बहुभाषिक शिक्षणको अभ्यास भई आएको भए तापनि ओपाचारिक रूपमा इ.स. २००७ सालमा नेपाल सरकार र फिनल्यांड सरकारले संयुक्त प्रायासबाट प्रारम्भ भएको पाइन्छ।

यस्तो अवस्थामा शिक्षा विभागले बहुभाषिक कक्ष शिक्षण अभ्यास बहुभाषिक विन्यास विषयको प्रारंभ दर्शाएको शक्ति, विद्वान तथा शिक्षण निदेशकहरूको सम्पन्न शिक्षा विभागले बहुभाषिक कक्ष शिक्षण अभ्यास निर्देशकहरूको सम्पन्न शिक्षा विभागले बहुभाषिक कक्ष शिक्षण अभ्यास निर्देशकहरूको सम्पन्न
बिद्यार्थीहरूको सिकाइ उपलब्धिको लेखाजोखा गर्न लागेको छ। यो अध्ययन यसैमा आधारित छ।

अध्ययन/परीक्षणका उद्देश्य तथा विधिहरू -
गुणस्तरीय शिक्षामा सुधार ल्याउन र विद्यालयमा गुणात्मक शिक्षण सिकाइको सुनिश्चितता प्रत्यावर्ति गराउन बहुभाषिक शिक्षण कार्यान्वयनको प्रभावकरिताको लागि उपायहरू सुभाष बहुभाषिक शिक्षण कार्यान्वयनको अवस्था को अध्ययन गर्नु यस अध्ययनको मुख्य उद्देश्य हो।
यस अध्ययन समूहवाड यस अध्ययन संग सम्बन्धित उपलब्धि दर्षावेजहरूको संकलन र पुनर्बलोकन गरियो। विस्तृत पुनर्बलोकन पवित्र अध्ययन समूहले छनौट गरिएका विद्यालयहरूबाट परिमाणातिमक र गुणात्मक आँकडा संकलन गर्न आवश्यक औजारहरूको निर्माण गरियो। अध्ययन औजारहरूको लागि शिक्षा विभागका सम्बन्धित व्यक्तिहरूसँग छलफल गरी प्राप्त पृष्ठभूमिका तथा सुभाषका आधारमा अन्तिम रूप दिइयो। चार जिल्ला धनकुटा, भक्तपुर, सुनसरी, र सप्तरीका ९३ विद्यालयहरूबाट उद्देश्यानुरुप आँकडा तथा जानकारीहरू संकलन गरियो।
गुणात्मक आँकडा/तथ्याङ्क विश्लेषण विश्लेषण विधिहरू र परिमाणातिमक आँकडा/तथ्याङ्क सामान्य संख्या, वार्षिकता तथा प्रतिशतमा विश्लेषण गरियो।

मुख्य उपलब्धि/प्राप्तिहरू तथा सारांश -
बहुभाषिकको अर्थ र बुकाइ मुख्य सरोकारवालाहरू - अभिभावक, शिक्षक, विद्यालय निरीक्षक, प्रशिक्षक, ब्राह्मण ध्वज, विद्यालय ध्वजाध्ययन समितिका सदस्यहरू, शिक्षा विभागका सम्बन्धित व्यक्तिहरूमा रहेको अध्ययनले निष्कर्ष निकालेको छ। सरोकारवालाहरू बहुभाषिक तथा यसको महत्वपूर्ण सकारात्मक रहेको पाइयो। तर केही व्यक्तिहरूले भने यसवारे आफ्नो अन्तराता य्थक गरे।
कक्षा शिक्षण प्रक्रिया र अभ्यासका सन्दर्भमा व्यवस्थापनका कक्षाहरु आहि पनि परम्परागत शिक्षण तरिकाका संचालन भइरहेको पाइन्छ । जसे होस वाल विकास तह र कक्षा एकमा भने मात्रावासो य्रोग भने भइरहेको पाइन्छ । यस अध्ययनमा अधिकांश विद्यालयरूपमा कक्षाको आकार प्रकार डेस्कबेन्च जस्ता भौतिक सुविधाहरु तथा स्वस्थ्यकर हावा लाग्ने कक्षा कोठा ऐवं उज्यालोपन जस्ता वातावरणीय अवस्था भने उपयुक्त र सन्तोषजनक रहेको पाइयो । तापि व्यवस्थापनीय र भौतिक समाधानको ध्वनि उल्लेख हुनपने निष्कर्ष बुझियो ।

अभिव्यक्तिहरूलाई व्यवस्थापनीय शिक्षणको महत्त्व छ अथवा भडी महत्त्व आफ्ना बालबैशिककाठिङ्गलाई अंग्रेजी माध्यमबाट शिक्षा दिनुपयोग । इतिहासकहरूले व्यवस्थापनीय शिक्षणबाट आफ्ना बालबैशिककाठिङ्ग आफ्ना रूप तथा एकाइयो शताब्दी अनुकूल समायोजन हुन अवश्यक क्षमता विकासमा वाध्यक हुनसक्ने वा अन्तर्राष्ट्रिय क्षेत्रबाट सुविधा पाउनबाट विद्यालय के विद्यार्थी हुनसक्ने आशाका व्यक्तिको गरेको पाइयो । व्यवस्थापनीय शिक्षणको अवधारण विकास योग्य छ तर यसको कार्यान्वयन पक्षमा कमी कमजोरी रहेको प्रतिक्रियाहरू उल्लेख भएका छन् ।

व्यवस्थापनीय शिक्षक तालिमको निर्देशिका स्पष्ट र पर्याप्त भएको पाइन्छ । शैक्षिक तालिम केन्द्रहरू भाषागत आधारका शिक्षण सामग्री निर्माण तथा नियमित समाचार बुलेटिन प्रकाशनमा अधिकतम प्रयासमा लगि रहेको पाइन्छ । व्यवस्थापनीय शिक्षणको निरन्तरतम सबै सरोकारवालाहरु एक मतले सहमत रहेको तथा माध्यमको कक्षाहरूमा भने अंग्रेजी माध्यमबाट आफ्ना बालबैगकाठिङ्गलाई पढाइयोस भने इच्छा पनि जाहि र प्रकट गरिएको पाइयो ।
पिछला अवस्था र स्वरूपका लागि शिक्षक तयारी व्यवस्था सम्बन्धी सुभावहरु -

बहुभाषापूर्वक शिक्षण कार्यक्रमको शैक्षिक तालिम केन्द्रका प्रशिक्षक, विचारघर निरीक्षक र शिक्षा विभागका व्यक्तिहरूका स्पष्ट आव्द्धारण रहेको तालिने कृत तहसम्म यसको कार्यान्वयन हुने भने कुरामा ढिविङ्ग रहेको पाइन्। यसका लागि स्पष्ट बहुभाषापूर्वक नीति निर्माण तथा निर्देशिका तर्जुमा गर्नुका साथै मुख्य सरोकारबालाहरूलाई परिचयात्मक कार्यक्रम संचालन गर्नुपर्ने देखि। अभिव्यक्ति आफ्ना बालवालिकाहरूमा अन्ग्रेजी माध्यमबाट संचार सिपको विकास होस भने चाहन्छछ। यसका लागि थप उपयुक्त तालिमको आयोजन गर्नुपर्ने सल्लाह/सुभाव प्रस्तुति गरिन्छ।

सामग्री सुविधा र प्राप्तिविधिक सुविधा सम्बन्धी सुभाव -

बहुभाषापूर्वक शिक्षण सम्बन्धी बुफाई स्पष्ट भएको प्रस्तुत भए पनि बहुभाषापूर्वक शिक्षण सम्बन्धी व्यापक र विस्तृत बुफाई वा स्पष्टतामा कमी भएको हुँदा बहुभाषापूर्वक शिक्षण कार्यान्वयन हुने स्थानीय परिवेशमा नै शैक्षिक कार्यक्रम संचालन गर्नुपर्ने तथा शैक्षिक सामग्री नेपाली तथा मात्रभाषामा उल्लेख गरी निर्माण गर्नुपर्ने देखि। सिकाईको उन्नतिमा धरै पक्षहरुले प्रभाव पाईर। विचारघरले जे सुन्तल विसिन्न, जे देखौ राम्रो सम्बन्धले र जे गर्न उनीहरुले विपयगत बुफाई गर्नु र विपयगत अव्द्धारणाको विकास गर्नु। अति शिक्षकहरूलाई बहुभाषापूर्वक तालिमका उपयुक्त सामग्री विकास गर्ने सिपको विकास गर्नु तालिमको संचालन गर्नु आवश्यक छ। गुणस्तरीय शिक्षको लागि शिक्षक विचारघरहरूको सहयोगात्मक वातावरणको आवश्यकता छ, जसको लागि आवश्यक सुविधाका साथै अतिरिक्त, उपयुक्त र सौहार्दपूर्ण वातावरणमा ध्यान पुन्याउन जरुरी छ। यसको अतिरिक्त शिक्षक शिक्षण तालिमका लागि भाषागत वेबमॉडल उद्देश्य, धारा, मैथिली उराच आदिमा निर्माण भएसकेको र यस्तो मॉडल अन्य भाषामा पनि निर्माण हुँदै जानृपर्ने हुन्छ।

viii
Executive Summary

Introduction and Brief Description of MLE Program

Department of Education (DOE) implemented Multi-lingual Education (MLE) program since 2062 BS in Dhankuta. Language is one of the most contested issues in education especially in a multilingual country like Nepal where children from different indigenous/tribal/minority (ITM) groups representing more than 92 languages (CBS, 2001). It is hard to understand the legitimized Medium of Instruction (MoI), Nepali and English, in schools.

Many studies have already revealed that teaching in mother tongue in the early grades enhances children’s ability to learn better than in second or foreign languages (e.g. UNESCO, 2003; Skutnabb-Kangas, 2003). It has also been reported that if children are taught in languages which are different from their home language, they drop-out from school, have low achievement and repeat classes due to a high failure rate. This state of affairs is still persistent in Nepal (Yadava, 2007; Awasthi, 2004). To address this issue, Nepal has made some significant language policy efforts in terms of legal frameworks with the restoration of democracy in 1990.

Regarding the MoI, the Curriculum Development Centre (CDC, 2008) has mentioned that ‘the MoI for school education shall be Nepali, English or both languages’ (p.4). If teaching is in a language that the Indigenous/Tribal/Minority (ITM) 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 what the teacher says, without understanding, without developing his/her capacity to think with the help of language, and without learning almost anything of the subjects that s/he 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, and has very good chances of becoming a thinking, knowledgeable person who can continue the education. (Source: Tove Skutnabb-Kangas).


In order to facilitate children’s learning and thereby ensure equitable quality education for all MOE/DOE has been implementing MLE in the early grades of community schools. Some Schools have been implementing mother tongue as medium of instruction, whereas some are teaching mother tongue as subject. But some schools have not yet started implementing MLE. Although MLE has been practiced in Nepal since time unknown it was technically and officially initiated at the national level in 2007 through two year long MLE Pilot program jointly implemented by the government of Nepal and the government of Finland.
In this context, DOE intended to assess MLE classroom practiced; stakeholders’ perception and understanding related to MLE; and student learning achievement after the implementation of MLE in the community schools of Nepal.
**Objective and Methodology of the Assessment**

The main objective of this study is to assess the status of MLE implementation for improving quality education and suggest measures for efficient MLE implementation to ensure quality teaching and learning practices in the school.

The study team gathered all documents related to this study and reviewed extensively in order to capture data and information that had already been collected. After the desk review the study team designed study tools to collect both the qualitative and quantitative data from the sample schools. The study tools were shared with the DOE concerned personnel and finalized with their feedback and suggestions. Data and information were collected from purposively selected 13 community schools of four districts: Dhankutta, Jhapa, Sunsari and Saptari.

While qualitative data were analyzed using content analysis technique, quantitative data were analyzed in the tabular form with simple numbers, frequencies, percentage, and so on.

**Major Findings and Conclusions**

The assessment concluded that key stakeholders (parents, teachers, school supervisors, trainers, resource persons, School Management Committee members, DOE personnel) have clearly understood the meaning of MLE. They have also positive attitudes towards MLE and its importance. Only very few arguably expressed their ignorance about the MLE program.

With regard to the class-room processes and practices, most of the MLE classes are still being run in a traditional way of teaching. However, students’ mother tongues are considerably used at the lower grades, i.e., child development level and grade one.

The physical facilities comprising the size of class-rooms, ventilation and provision of desk and bench are found adequate and satisfactory. However, the assessment concludes the lack of relevant instructional materials as a main drawback for MLE instruction.

The MLE program is important for all stakeholders, particularly parents, more important for them is to have their children taught in English medium. Moreover, concerns were also raised that the MLE program has hampered the interest of the child to develop child ability to adjust with the context of 21st century, depriving to get opportunity in the international arena. Respondents also commented that the philosophy of MLE concept is appreciable but has weaknesses in the implementation phase.

The MLE teacher training guidelines are clear and adequate. The training centers are trying their best in developing teaching model in different languages and have published newsletters covering the MLE program.

All respondents, particularly parents, from all sample schools unanimously agreed for the continuation of the MLE program. However, they have also a strong willingness to have taught their children in English medium at the upper grades.

**Recommendation for future modalities of teacher preparation:**

Although most of the ETC trainers, school supervisors, resource persons and DOE personnel are clear about the MLE program and its concept, some of them are still confused about at what
grade level the MLE program is to be implemented. For this, a clear policy and guidelines are required as well as orientation programs for key stakeholders should be organized.

One of the conclusions of the assessment was that parents want their children to be taught in English medium. In order to fulfill their demand and satisfy their needs it is advisable to train teachers to develop basic communication skills in English.

**Recommendation for material support and technical inputs:**

Even if most of the stakeholders revealed the understanding of MLE instruction, they lack the comprehensive understanding so it can be recommended to conduct the instructional program at the local level where MLE supposed to start. Instructional materials should also be made available in Nepali and local tongue.

Learning basically promotes with the support of many factors. Students may forget when they just hear, when they see they remember and when they do they understand and the clear cut concept will be developed. Thus skills to develop the instruction materials based on multi-lingual-based training should be organized for the teachers. Qualitative education needs the teacher and students friendly environment for which class-room environment along with necessary physical facilities should be considered.

The guidelines for the teachers are being gradually developed for some respective mother tongues (Tharu, Maithali, Uraw, Urdu). This type of materials should also be developed in all the existing language in Nepali and English versions.
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1. Introduction

1.1 Background of the Study

Language is one of the most contested issues in education especially in a multilingual country like Nepal where children from different indigenous/tribal/minority (ITM) groups representing more than 92 languages (CBS, 2001), It is hard to understand the legitimized Medium of Instruction (MoI), Nepali and English, in schools. Many studies have already revealed that teaching in mother tongue in the early grades enhances children’s ability to learn better than in second or foreign languages (e.g. UNESCO, 2003; Skutnabb-Kangas, 2003). It has also been reported that if children are taught in languages which are different from their home language, they drop-out from school, have low achievement and repeat classes due to a high failure rate. This state of affairs is still persistent in Nepal (Yadava, 2007; Awasthi, 2004). To address this issue, Nepal has made some significant language policy efforts in terms of legal frameworks with the restoration of democracy in 1990. Grounded on the provision that “each community shall have the right to operate schools up to the primary level in its own mother tongues for imparting education to its children,” as enshrined in the Constitution of Nepal-1990, the government has introduced a policy for teaching mother tongue as an ‘optional’ subject at the primary level.

The Constitution of Nepal – 1990 enshrined a more inclusive language policy by making the following provisions in its Part 1:

- The Nepali language in the script is the language of the nation of Nepal. The Nepali language shall be the official language. (Article 6.1).
- All the languages spoken as the ‘mother tongue’ [local languages] in the various parts of Nepal are the national languages of Nepal. (Article 6.2)

The Interim Constitution of Nepal (2007) is another important landmark for the language policy of Nepal. It has clearly stated that Nepal is a ‘multiethnic, multilingual, multi religious, and multicultural nation’ (Part I, Article 3) and enshrined the following provisions:

- All the languages spoken as the mother tongue [first language] in Nepal are the national languages of Nepal.
- The Nepali language in Devnagari script shall be the official language.

Regarding the MoI, the Curriculum Development Centre (CDC, 2008) has mentioned that ‘the MoI for school education shall be Nepali, English or both languages’ (p.4). At the same time, it states that MoI shall be as follows:

- Primary education can be provided in the mother tongue [first language].
- Languages [as a subject] shall be taught in the same language.

1.2 Brief Description of Mother-tongue based MLE

If teaching is in a language that the Indigenous/Tribal/Minority (ITM) 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 what the teacher says, without understanding, without developing his/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 CALP in the MT, and has very good chances of becoming a thinking, knowledgeable person who can continue the education. (Source: Tove Skutnabb-Kangas).


In order to facilitate children's learning and thereby ensure equitable quality education for all MOE/DOE has been implementing MLE in the early grades of community schools. Some Schools have been implementing mother tongue as medium of instruction, whereas some are teaching mother tongue as subject. But some schools have not yet started implementing MLE. Although MLE has been practiced in Nepal since time unknown it was technically and officially initiated at the national level in 2007 through two year long MLE Pilot program jointly implemented by the government of Nepal and the government of Finland.

By 2014 NCED has already trained some teachers in MLE, and CDC has published some books in different Mother tongues. INGO and NGOs are also involved in the implementation of MLE in different districts. Despite all these efforts understanding and strategies of MLE vary across schools, teachers, parents, and other stakeholders. Such variation to a larger extent has contributed to the implementation, motivation, as well as outcome level of MLE. On the other hand, market forces have motivated parents and community members towards English language although early graders better develop their cognitive functions and comprehension skill if they learn in their respective mother tongues, i.e. first language.

In this context, it has become imperative to assess MLE classroom practiced; stakeholders’ perception and understanding related to MLE; and student learning achievement after the implementation of MLE in the community schools of Nepal.

1.3 Objectives of the Study

The overall objective of this study is to assess the status of MLE implementation for improving quality education in the school and suggest measures for efficient MLE implementation to ensure quality teaching and learning practices for all children.

The specific objectives of the study are as follows:

i. To explore MLE understanding and perception of teachers, parents, local language community leaders and SMC members where MLE has been implemented.

ii. To explore the MLE understanding and perception of RPs, school supervisors, ETC trainers and concerned DEO personnel.

iii. To probe and record varied situation of MLE as medium of instruction implementation practices.

iv. To explore the MLE classroom processes and practice, including student participation.

v. To identify enabling and hindering factors in the implementation MLE in general and MLE strategy adoption by teachers in particular.

vi. To review the guidelines and present status of MLE teacher training.

vii. To suggest future modalities of teacher preparation, material support and technical inputs related to the MLE and medium of instruction.
2. Scope and Methodology of the Study

The scope of this study will consist of the areas briefly mentioned in Section 2. The following paragraphs briefly explain the methodology of the study.

2.1 Desk review

The study team gathered all documents related to this study and reviewed extensively in order to capture data and information that had already been collected. Some of the results of the desk review were adopted as inputs in developing study tools/discussion guidelines/checklist.

2.2 Study tools development

Based on the outputs of the desk review and synthesis framework of methodology provided in the ToR, the study team designed study tools to collect the qualitative and quantitative data from the sample schools. In order to collect data and information to meet the stated objectives of the study, a master data collection tool was designed covering all objectives then different sets of tool were developed for different respondents i.e., teachers, SMC members, parents and local language community leaders. A five-point rating scale questionnaire was prepared to collect the perception of the above mentioned stakeholders. A simple question guide/checklist was also developed to collect the qualitative data from the key informants through interviews and group discussions. Both the tools (semi-structured questionnaire and discussion checklist) are provided in Annex 1. All data collection tool sets were shared with thematic committee constituted at the Department of Education and all comments and suggestions were incorporated in the respective tool sets.

2.3 Data collection

The study basically requires quantitative data; however, the quantitative data are also required to complement the qualitative data. The study team will applied mixed-methods for data collection and data were mainly be collected from questionnaire survey/interviews, focus group discussions (FGD) with the key stakeholders, key informant interview (KII), direct MLE classroom observation, and review of relevant documents. Thus the qualitative data collected from one source and/or method were triangulated with other perspectives and/or methods.

A purposive sampling technique (as suggested by the ToR) was used to determine the sample size for the study. The study was conducted in four districts: Dhankuta, Jhapa, Sunsari and Saptari from Eastern Development region only. Schools where the MLE has been implemented for at least 4 years through the MOE effort were selected and assessment was carried out objectively. The SMC members, Head Teachers, Teachers, Supervisors, Resource Persons, Parents and Social Workers were selected as the key respondents of the study. District-wise number of sample schools and number of respondents are provided in Section 3.

2.4 Analysis of Data

All qualitative data collected from the field were analyzed using content analysis technique to analyze and synthesize responses provided by key stakeholders on the questionnaire. Stakeholders’ perceptions were summarized thematically together with the study
objectives, while quantitative data were analyzed in the tabular form with simple numbers, frequencies, percentage, and so on to substantiate the qualitative data and analysis.

2.5 Limitations of the Study

Major limitations of the study were as follows:

Due to time constraint, the study team had to face the difficulties in pre-testing the tools and collecting data as has been expected and planned to gather the data from the sample schools and stakeholders. It was also felt some difficulties to gather parents and SMC members immediately due to their involvement in their household works. Most of the schools were running in the morning shift, consequently the study team had to face difficulties in getting data in the day time. The study team could not meet some of the concerned DEO personnel because of their busy schedule of their own work.
3. Analysis of Data and Major Findings

Data were collected from SMC members, Head Teachers, Teachers, Supervisors, Resource Persons, Parents and Social Workers. Some photographs related to this assessment are provided in Table 1 presents district-wise numbers of sample schools and respondents from which data were collected.

### Table 1: Total Number of Schools and Respondents by District

<table>
<thead>
<tr>
<th>School/ Respondents Visited</th>
<th>Districts</th>
<th>Dhankuta</th>
<th>Jhapa</th>
<th>Sunsari</th>
<th>Saptari</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>6</td>
<td>6</td>
<td>11</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>Supervisor/RP</td>
<td></td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Parents/SMC</td>
<td></td>
<td>12</td>
<td>11</td>
<td>15</td>
<td>12</td>
<td>50</td>
</tr>
</tbody>
</table>

According to the above table, 13 head teachers from each of 13 sample schools from four districts were contacted and interviewed with the help of pre-designed semi-structured interview guidelines. Similarly, 34 school teachers, 16 school supervisors/resource persons and 50 parents/SMC members were also contacted and received their perception, opinion, and feedback on the MLE initiatives implemented in their schools. The following sections objectively analyze and summarize the responses obtained from different respondents:

#### 3.1 General Information of Respondents

A total of 34 MLE teachers were surveyed. Of them, majority of teachers were males (61.8%) and only 13 (38.2) were female teachers. Lower representation of female in the survey shows the low level of women participation in MLE. The gender disaggregated data of Head Teachers shows that majority of head teachers (84.7%) were male and only 15.3% head teachers were found female. The representation of female head teachers in the survey appeared to be as low. Similarly, the Trainers, School Supervisors and Resource Persons were appeared as male dominated. Table 2 below presents the gender disaggregated data of respondents obtained from the field visit.

### Table 1: Gender of the Respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Gender</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Male</td>
<td>21</td>
<td>61.8</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>13</td>
<td>38.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>34</td>
<td>100</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>Male</td>
<td>11</td>
<td>84.7</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2</td>
<td>15.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Trainers, SS and RP</td>
<td>Male</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>
3.2 Educational Qualification of Teachers and Head Teachers

Out of 34 teachers, 15 (44.2%) had IA/I.Ed qualification. It was also found that 26.5% had S.L.C qualification, 20.5% had BA/B.Ed qualification, and three teachers (8.8%) have higher degrees - M. Sc and M. Ed. The data obtained from the survey shows that nearly half of the head teachers (HT) (46.2%) have completed proficiency/intermediate level. 30.7% HTs have completed bachelor’s degree (BA, B.Ed), and 15.4% have completed master’s degree (MA, M.Ed). Only 7.7% have completed School Leaving Certificate (SLC). Table three below depicts the educational qualification of teachers and head teachers.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>S.L.C.</td>
<td>9</td>
<td>26.5</td>
</tr>
<tr>
<td></td>
<td>IA/I.Ed</td>
<td>15</td>
<td>44.2</td>
</tr>
<tr>
<td></td>
<td>BA/B.Ed</td>
<td>7</td>
<td>20.5</td>
</tr>
<tr>
<td></td>
<td>M.SC/ M.Ed</td>
<td>3</td>
<td>8.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>34</td>
<td>100</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>S.L.C.</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td>IA/I.Ed</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td></td>
<td>BA/B.Ed</td>
<td>4</td>
<td>30.7</td>
</tr>
<tr>
<td></td>
<td>M.SC/ M.Ed</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

3.3 MLE Understanding and Perception of Teachers, Parents, Local Language Community Leaders and SMC Members

Mother tongue of teachers: The Mother tongues of the teachers of respective districts are Athpariya, Maithali, Magar, Chaudhari, Rajbansi, Santhali, Rajbansi, Santhali and Nepali. Nepali mother tongue teachers were found in three district, i.e., Dhankuta, Jhapa, Sunsari; and Maithali mother tongue teachers were found in Sunsari and Saptari districts. Although Madharisa tongue teachers are also there, sample schools did not have such teachers. Similarly, the Head teachers’ mother tongues were Maithali, Tharu, Nepali, Rajbansi, Limbu and Uraw.

Training of MLE Teachers: Most of the teachers were trained from different training centers such as Kathmandu, Sunsari, Rajbiraj and Jankapur. The duration of training is found varied based on the types and nature of the training. The majority teachers have attended multilingual instruction training for 10 days. However, only 47% Head Teachers have received the training from different training centers. The duration of the training ranges from seven days to fifteen days. There have been some impacts of the training programs on the various aspects. Training programs have helped them understand the teaching methodology. Some expressed that they have ability to develop the curriculum and understand and perceived the importance of training. They also reported that the training had some weaknesses and had less time duration. They had also felt some difficulties to understand the words used in various mother tongues.
Strengths of the training: One of the strengths of the training was the capability development in teaching in MT and the help for teachers to let the students understand the subject in student's MT. It also helped for effective teaching. The weakness of the training as the teachers reported was the lack of instructional materials and insufficient time.

Availability of instructional materials for MLE: Most of the teachers expressed that they lack instructional materials for teaching in a multi-lingual and multi-grade teaching in the class. Since the availability of the textbook is for the lower grade, some teachers themselves had to develop few word cards and charts.

Problems faced in teaching MLE: Most of the teachers do not face a specific problem except language problems. Some have expressed the problem of multi-grade teaching.

The Perception of the stakeholder regarding MLE: Teachers’ perception regarding the concept, experiences and the perception of the stakeholders with respective MLE was mostly positive. MLE has motivated to learn more, teachers are confident in teaching, students are encouraged in learning and interaction, preservation of mother tongue were some of the positive reflections on MLE. According to the head Teachers, the MLE instruction is good and it has helped the students understand, attract to come to schools and helped in effective learning.

Availability and Provision of Instructional materials: No one would deny the importance/usefulness of MLE but few teachers expressed that they are tired and fed up with the practices and said "ताज्जू न ख्यात" that means useless. Even if all expressed the positive attitude toward MLE unanimously, they also mentioned the need of English based teaching. One of the students also felt the need of education as boarding schools are practicing. Some stakeholders' opinions were that multi-language instruction should be adopted where diversity of students are present who are minority in class. Some have pointed out the need to develop instructional materials in multi-lingual bases. Most of the head teachers complained about the unavailability of instructional materials. They did not get the instructional materials for MLE. Ten thousands rupees were made available for the awareness program each year.

Change of Students' behaviour after the implementation of MLE: Majority of the teachers perceived that students’ behaviors have changed in terms of their active participation in MLE. Some teachers (26.5%) also added that there has been improvement in the students’ regularity in attending the schools. Few teachers (23.5%) also expressed that there has been little improvement in the learning outcomes.

The Perception of Stakeholders towards schools after the implementation of MLE: Most of the stakeholders seemed to be positive. They do not have negative feeling towards MLE schools. However, in the beginning, they were more interested but gradually they are diverted and gave less importance in the school activities. They prefer in teaching in mother tongue, however, they also now prefer teaching in English medium rather than in their mother tongue. Further, few parents complained that they were discriminated from the distribution of scholarship to their children.

Types of Support provided from the stakeholders: Although there were no particular support for the students, they seemed to be attracted to come to schools and interested in
classroom learning. The teachers who have received MLE training were seemed to be happy and co-operative in teaching and they try to develop some of the instructional materials by themselves. Parents were happy as the teachers teach in their language. They thought that the nation has recognized them and gave the importance of them.

**Opinion about the Continuity of MLE:** Most of the Head Teachers expressed the need of continuity of MLE. It encouraged the students to learn and preserve the language of minority. For which training should be provided for the teachers in time to time and needed materials should be provided that support to strengthen the MLE program.

**Perception of MLE and the steps to be taken for continuation of MLE:** Regarding the continuation of MLE all respondents expressed that the continuity should be given. No one denied its importance. Most of the respondents felt the need of training of awareness.

**Continuation of teachers training and refresh training.** If it is to be continued the necessary instructional materials should be provided along with monitoring system. And English medium instruction should be followed.

**The Knowledge of guidance and understandable language:** Most of the teachers do not know and understand the guidelines (Nirdeshika) regarding MLE Program. Most of the teachers opinioned that the students can easily and quickly learn the MT and other subjects due to the use of mother tongue as a medium of instruction.

**The mechanism to be followed if the students are of multi-lingual tongue:** Teachers use Nepali language along with students’ mother tongue in case of multi-lingual students are in the class. In the case of Dhankuta they do not face such problems due to single language students i.e., Aathpahariya.

**Others:** Most parents are not interested even though they expressed the system in positive way in preserving and the development of mother tongue. They prefer the instruction in English medium and should be provided relevant instructional materials adequately.

In the process of the assessment, teachers were also asked to rate some of the MLE elements with a five-point rating scale. The analyses of the rating showed that teachers have rated positively on various aspects elements such as active participation of students in MT medium, MLE’s contribution to the quality education, students’ satisfaction in MLE instruction, and need for the continuation of MLE. Table 4 presents the summary analyses of the teachers’ ratings on the MLE implementation.

**Table 4: The Responses of Teachers in Percentage relating to MLE**

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Statement</th>
<th>Strongly Agreed.</th>
<th>Agreed</th>
<th>Can not say</th>
<th>Disagree</th>
<th>Strongly Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1</td>
<td>The vision of MLE is Clear.</td>
<td>23</td>
<td>67.5</td>
<td>5</td>
<td>14.7</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Teaching through MLE medium is satisfactory.</td>
<td>23</td>
<td>67.5</td>
<td>6</td>
<td>17.6</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>It is good to be continue MLE.</td>
<td>24</td>
<td>70.6</td>
<td>6</td>
<td>17.6</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Instructional material provided is relevant and adequate.</td>
<td>6</td>
<td>17.6</td>
<td>4</td>
<td>11.8</td>
<td>1</td>
</tr>
</tbody>
</table>
5. Easy to teach through MLE.
   | 22 | 64.7 | 5 | 14.7 | 1 | 2.9 | 5 | 14.7 | 1 | 2.9 |
6. Students are satisfied with MLE instruction medium.
   | 24 | 70.6 | 5 | 14.7 | 4 | 11.8 | - | - | - | - |
7. MLE help in achieving desire outcome.
   | 20 | 58.8 | 10 | 29.4 | 3 | 8.5 | - | - | - | - |
8. Parents have positive attitude towards MLE.
   | 13 | 38.2 | 5 | 11.7 | 5 | 14.7 | 7 | 20.6 | 4 | 11.8 |
9. MLE helps to upgrade the quality of education.
   | 24 | 70.7 | 6 | 17.6 | 1 | 29 | 1 | 2.9 | 2 | 5.9 |
10. MLE medium is useful for teaching other subject.
    | 16 | 47 | 13 | 38 | 1 | 2.9 | 1 | 2.9 | 3 | 8.8 |
11. MLE hampers on student’s cultural discrimination.
    | 8 | 23.5 | 13 | 38 | 4 | 11.8 | 5 | 14.7 | 3 | 8.8 |
12. Students are more active in MLE medium.
    | 26 | 76.4 | 5 | 14.7 | 2 | 5.9 | - | - | 1 | 2.9 |
13. The Policy of MLE system is clear.
    | 11 | 32.3 | 12 | 35.3 | 6 | 17.6 | 3 | 8.8 | 1 | 2.9 |
14. For effective MLE practices additional facilities to be provided.
    | 22 | 64.9 | 7 | 20.6 | - | - | 2 | 5.9 | 2 | 5.9 |
15. MLE system helps for students’ further education.
    | 20 | 58.8 | 5 | 14.7 | 4 | 11.8 | 3 | 8.8 | 1 | 2.9 |
16. Student’s dropout rates have reduced due to MLE medium.
    | 17 | 50 | 12 | 35.3 | 2 | 5.9 | - | - | 31 | 8.8 |
17. Parents are satisfied with MLE medium.
    | 16 | 47 | 8 | 23.5 | 4 | 11.8 | 4 | 11.8 | 2 | 5.9 |
18. Students are attracted to school due to MLE medium.
    | 13 | 38 | 12 | 35.3 | 1 | 2.9 | 7 | 20.6 | 1 | 2.9 |
19. Existing Teacher’s training of teacher for MLE is relevant.
    | 13 | 38 | 5 | 14.7 | 4 | 11.8 | 11 | 32.3 | - | - |
20. The practices in the class room is effective.
    | 16 | 47 | 12 | 35.3 | 3 | 8.8 | - | - | 2 | 5.9 |
21. The implementation of MLE in the class room is useful.
    | 13 | 38 | 11 | 32.3 | 4 | 11.8 | 4 | 11.8 | 1 | 2.9 |
22. The guidelines given for implementing MLE is clear and adequate.
    | 8 | 23.5 | 11 | 32.3 | 5 | 14.7 | 7 | 20.6 | 3 | 8.8 |
23. Teaching of English, Nepali, Math and Health education, MLE is good medium.
    | 19 | 55.9 | 6 | 17.6 | 3 | 8.8 | 2 | 5.9 | 4 | 11.8 |
24. Alternative medium of MLE should be needed.
    | 15 | 44 | 19 | 29 | 5 | 14.7 | 2 | 5.9 | 1 | 2.9 |

Source: Field survey

Head Teachers from the sample schools were also asked to assess various aspects of MLE implementation. The results of their assessment revealed positive reflection on the various

9
aspects of MLE including additional facilities for effective MLE practices, clear and adequate guidelines for implementing MLE, clear vision of MLE, and continuation of MLE implementation. Table 5 summarizes the Head Teachers’ perception on the MLE implementation.

Table 5: The Responses of Head Teachers in Percentage related to MLE

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Statement</th>
<th>Strongly Agreed.</th>
<th>Agreed</th>
<th>Can not say</th>
<th>Disagree</th>
<th>Strongly Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1.</td>
<td>The vision of MLE is Clear.</td>
<td>8</td>
<td>61.6</td>
<td>4</td>
<td>30.8</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching through MLE medium is satisfactory.</td>
<td>5</td>
<td>38.5</td>
<td>7</td>
<td>53.9</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>It is good to continue MLE.</td>
<td>7</td>
<td>53.9</td>
<td>3</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Instructional material provided is relevant and adequate.</td>
<td>1</td>
<td>7.7</td>
<td>2</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Easy to teach through MLE.</td>
<td>6</td>
<td>46</td>
<td>3</td>
<td>23</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>Students are satisfied with MLE instruction medium.</td>
<td>5</td>
<td>38.5</td>
<td>6</td>
<td>46</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>MLE help in achieving desire outcome.</td>
<td>5</td>
<td>38.5</td>
<td>6</td>
<td>46</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Parents have positive attitude towards MLE.</td>
<td>4</td>
<td>30.8</td>
<td>6</td>
<td>46</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>MLE helps to upgrade the quality of education.</td>
<td>5</td>
<td>38.5</td>
<td>6</td>
<td>46</td>
<td>-</td>
</tr>
<tr>
<td>10.</td>
<td>MLE medium is useful for teaching other subject.</td>
<td>2</td>
<td>15</td>
<td>8</td>
<td>61.6</td>
<td>-</td>
</tr>
<tr>
<td>11.</td>
<td>MLE hampers on student’s cultural discrimination.</td>
<td>3</td>
<td>23</td>
<td>5</td>
<td>38.5</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>Students are more active in MLE medium.</td>
<td>7</td>
<td>53.9</td>
<td>5</td>
<td>38.5</td>
<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>The Policy of MLE system is clear.</td>
<td>2</td>
<td>15</td>
<td>4</td>
<td>30.8</td>
<td>3</td>
</tr>
<tr>
<td>14.</td>
<td>For effective MLE practices additional facilities to be provided.</td>
<td>11</td>
<td>84.7</td>
<td>1</td>
<td>7.7</td>
<td>1</td>
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<tr>
<td>15.</td>
<td>MLE system helps for students’ further education.</td>
<td>5</td>
<td>38.5</td>
<td>6</td>
<td>46</td>
<td>-</td>
</tr>
<tr>
<td>16.</td>
<td>Student's dropout rates</td>
<td>5</td>
<td>38.5</td>
<td>5</td>
<td>38.5</td>
<td>1</td>
</tr>
</tbody>
</table>
have reduced due to MLE medium.

Parents are satisfied with MLE medium.

Students are attracted to school due to MLE medium.

Existing Teacher’s training of teacher for MLE is relevant.

The practices in the classroom is effective.

The implementation of MLE in the classroom is useful.

The guidelines given for implementing MLE is clear and adequate.

Teaching of English, Nepali, Math and Health education, MLE is good medium.

Alternative medium of MLE should be needed.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Parents are satisfied with MLE medium.</td>
<td>5</td>
<td>38.5</td>
<td>5</td>
<td>38.5</td>
<td>1</td>
</tr>
<tr>
<td>18.</td>
<td>Students are attracted to school due to MLE medium.</td>
<td>5</td>
<td>38.5</td>
<td>5</td>
<td>38.5</td>
<td>1</td>
</tr>
<tr>
<td>19.</td>
<td>Existing Teacher’s training of teacher for MLE is relevant.</td>
<td>4</td>
<td>30.8</td>
<td>4</td>
<td>30.8</td>
<td>-</td>
</tr>
<tr>
<td>20.</td>
<td>The practices in the classroom is effective.</td>
<td>3</td>
<td>23</td>
<td>5</td>
<td>38.5</td>
<td>1</td>
</tr>
<tr>
<td>21.</td>
<td>The implementation of MLE in the classroom is useful.</td>
<td>2</td>
<td>15</td>
<td>6</td>
<td>46</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>The guidelines given for implementing MLE is clear and adequate.</td>
<td>1</td>
<td>77</td>
<td>4</td>
<td>30.8</td>
<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>Teaching of English, Nepali, Math and Health education, MLE is good medium.</td>
<td>2</td>
<td>15</td>
<td>7</td>
<td>53.9</td>
<td>1</td>
</tr>
<tr>
<td>24.</td>
<td>Alternative medium of MLE should be needed.</td>
<td>3</td>
<td>23</td>
<td>5</td>
<td>38.8</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Field survey

In the assessment, some parents and SMC members were also consulted and discussed about the usefulness of the MLE implementation in their schools. Their opinion and perception are presented as follows:

Most of the participants in the discussion expressed the surfacial meaning of MLE. Some literate persons and some SMC members of Dhankuta and Jhapa were found acquainted with MLE instruction as the instruction used students’ MT. In the case of Saptari, SMC members expressed their ignorance related to MLE and pointed the need of orientation program for them, so that they will be able to observe and manage for the system.

Parents usually talk/communicate with their children with their own language as Aathpariya, Rajbansi, Santhal, Tharu, Jhangar, Urawo, Maithali, Urdu, Tethi Maithali. Besides their own language, some have expressed the Nepali as the communication language at their home.

Parents have expressed that their children were positive towards the MLE instruction. Because it helps the students understand the teaching. They also emphasized on the need of English along with their home language. They added that students have willingness and interest to go to schools and do homework at home. Children do not want to do their family work. But some parents gives the importance of their family work and do not send their children to schools. MLE program made aware about the importance of education and go to schools regularly and do the homework.
Most of the Parents and SMC members strongly agreed on the fact that MLE system is the foundation for later grade education. They expressed the continuity should be from grade one to three. According to them, there is a need of following Nepali and English medium of instruction from grade 4, 5 and onward.

Most of the parents do not visit the schools because of their ignorance and busy in work at home. But sometime go and check/watch their children’s activities. The parents who are near by the school sometime visit the school. SMC members also expressed a few visit in the schools. In some of the visited schools there was no formation of the SMC.

All of the parents and most of the SMC members believed that the teachers were dedicated towards their teaching and do their efforts at their level best.

Parents and SMC members are not able to express the factors that support or strengthen the program. What they know is the teachers or head masters were supporting the program. In the case of Dhankuta, the financial support appeared as one of the supporting factors. Some gave the example of District Education Offices that supports ten thousands rupees to implement MLE. Municipality is also providing 30,000 Rupees a year for salary of one teacher.

One important aspect mentioned by the parents and SMC members was that teachers have followed and tried to change their behavior to sustain the MLE Program. Further, teachers are active and sincere towards teaching and have tried to help students learn. The teachers are also interested to investigate the possible technique to be followed in the classroom teaching.

Most parents and SMC members seemed to be unaware about the existing teachers training. Although they are not able to provide the concrete suggestions for the future teaching modality, they mostly expressed the need of mother tongue teachers. The training of MLE be given for all teachers regularly and adequately. They have also expressed the need of relevant and adequate instructional materials. Most of participants in the discussion expressed the lack of knowledge related to technology and necessity of budget.

3.4 MLE Understanding and Perception of Resource Persons, School Supervisors, ETC Trainers and Concerned DEO Personnel

**Understanding and perception of MLE:** Trainers, Supervisors and Resource Persons have clear understanding about MLE. They understand that MLE instruction is a teaching using different and multi-languages.

**The effect on students’ enrollment:** Parents are satisfied with MLE instruction. They were interested to send their children to schools. Consequently, the enrollment of students has increased. The students also feel that learning is easy and understandable. Thus the MLE has the positive impact.

**Observation and monitoring activities:** Most of the respondents expressed that they do observe the MLE classroom. They have found that the classroom instruction is satisfactory. Students are interested in learning and participate actively in the classroom. MLE medium helps in developing the students speaking skills. Some of the supervisors expressed that they do rarely visit the schools because of their busy schedules.
**MLE guidelines and its implementation:** Respondents agreed that the implementation of MLE is guided by the guidelines. They also agreed on that there are some difficulties to follow the guideline in practice due to the lack of clear concept of stakeholders.

**Stakeholders’ support for MLE:** Most of the respondents expressed that the stakeholders support morally. In most of the schools they have textbooks, and some instructional materials. The schools had also developed the instructional materials at their own level. The appropriate instructional materials are still lacking for MLE instruction. The government should support for providing training and other facilities in order to prepare the teacher and develop by themselves.

**Problems and solutions in MLE:** As expressed by the respondents the problems are not having grade wise textbooks, teachers guide, and lack of awareness and teachers who could use multidialects in the class. The solutions for minimizing the problems may be awareness training and the support from the government. The summary percentage of the respondents’ perception on the MLE practices is given in Table 6.

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Statement</th>
<th>Strongly Agreed.</th>
<th>Agreed</th>
<th>Can not say</th>
<th>Disagree</th>
<th>Strongly Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The vision of MLE is Clear.</td>
<td>7 77.7</td>
<td>-</td>
<td>-</td>
<td>2 22.2</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching through MLE medium is satisfactory.</td>
<td>3 33.3</td>
<td>2 22.2</td>
<td>3 33.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>It is good to be continue MLE.</td>
<td>4 44.4</td>
<td>-</td>
<td>5 55.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Instructional material provided is relevant and adequate.</td>
<td>1 11.1</td>
<td>1 11.1</td>
<td>1 11.1</td>
<td>5 55.5</td>
<td>1 11.1</td>
</tr>
<tr>
<td>5.</td>
<td>Easy to teach through MLE.</td>
<td>2 22.2</td>
<td>1 11.1</td>
<td>2 22.2</td>
<td>1 11.1</td>
<td>3 33.3</td>
</tr>
<tr>
<td>6.</td>
<td>Students are satisfied with MLE instruction medium.</td>
<td>6 66.6</td>
<td>1 11.1</td>
<td>2 22.2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>MLE help in achieving desire outcome.</td>
<td>3 33.3</td>
<td>3 33.3</td>
<td>3 33.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Parents have positive attitude towards MLE.</td>
<td>2 22.2</td>
<td>5 55.5</td>
<td>1 11.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9.</td>
<td>MLE helps to upgrade the quality of education.</td>
<td>2 22.2</td>
<td>4 44.4</td>
<td>2 22.2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10.</td>
<td>MLE medium is useful for teaching other subject.</td>
<td>4 44.4</td>
<td>2 22.2</td>
<td>1 11.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11.</td>
<td>MLE hampers on student’s cultural discrimination.</td>
<td>1 11.1</td>
<td>1 11.1</td>
<td>2 22.2</td>
<td>4 44.4</td>
<td>1 11.1</td>
</tr>
<tr>
<td>12.</td>
<td>Students are more active</td>
<td>4 44.4</td>
<td>3 33.3</td>
<td>1 11.1</td>
<td>1 11.1</td>
<td>-</td>
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</tr>
<tr>
<td>13</td>
<td>The Policy of MLE system is clear.</td>
<td>2</td>
<td>22.2</td>
<td>2</td>
<td>22.2</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>For effective MLE practices additional facilities to be provided.</td>
<td>5</td>
<td>55.5</td>
<td>2</td>
<td>22.2</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>MLE system helps for students' further education.</td>
<td>2</td>
<td>22.2</td>
<td>4</td>
<td>44.4</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Student's dropout rates have reduced due to MLE medium.</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>44.4</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Parents are satisfied with MLE medium.</td>
<td>2</td>
<td>22.2</td>
<td>3</td>
<td>33.3</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>Students are attracted to school due to MLE medium.</td>
<td>2</td>
<td>22.2</td>
<td>3</td>
<td>33.3</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>Existing Teacher's training of teacher for MLE is relevant.</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>44.4</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>The practices in the class room are effective.</td>
<td>1</td>
<td>11.1</td>
<td>4</td>
<td>44.4</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>The implementation of MLE in the class room is useful.</td>
<td>4</td>
<td>44.4</td>
<td>2</td>
<td>22.2</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>The guidelines given for implementing MLE is clear and adequate.</td>
<td>1</td>
<td>11.1</td>
<td>2</td>
<td>22.2</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>Teaching of English, Nepali, Math and Health education, MLE is good medium.</td>
<td>2</td>
<td>22.2</td>
<td>2</td>
<td>22.2</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>Alternative medium of MLE should be needed.</td>
<td>1</td>
<td>11.1</td>
<td>5</td>
<td>55.5</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Field survey

### 3.5 Current Situation of MLE as Medium of Instruction and Practices

The assessment also explored the current situation of MLE in terms of medium of instruction and practices. MLE as medium of instruction were implemented since 2062 B.S. in Dhankuta. In the case of Sunsari, Jhapa, and Saptari it was started from 2064 B.S. Records provided by the MLE section of DOE, there were 13 schools in Dhankuta, 96 schools in Jhapa, 173 schools in Sunsari, and 328 schools in Saptari. The respective district lacks the record of actual number of schools. It is, however, noticeable that the Sunsari district education office had identified five schools as the MLE schools. Among those five, Hansposa was already closed due to the dropout of students.
The number of students involving in primary grade (1 to 5) in the schools ranges from 102 in the case of Saptari and 225 students in Sunsari. In the case of students presentation nearly half of the students were usually not present in the class-room. The detail records were unavailable due to the lack of proper record keeping system. In most of the schools, there were pre-trained teachers – at least one in each school, however in some schools there were more than two trained teachers.

The assessment found that most of the teachers can understand and speak the mother tongue of their students. In the case of Sunsari, four teachers were unable to speak students’ mother tongue. In the case of Dhankuta, Nepali mother tongue teachers have difficulties in speaking and understanding mother tongue i.e., Aathpariya. The teachers of Jhapa and Saptari have no such problems.

Most of the teachers tend to use students’ mother tongue in teaching whereas some teachers use the Nepali language in teaching. However, they can use the communicable terms of students’ language when needed.

The languages of students in the classes were Nepali, Newari, Rajbansi, Maithali, Sanghai, Tajpuriya, Santthali, and Aathpariya. All the students with different mother tongues are able to speak their language and can communicate and speak with their own mother tongue.

### 3.6 MLE Classroom Processes and Practices, including Students’ Participation

**Classroom observation:** Classroom observation form was developed to observe the context whether the teachers are able and use the Knowledge and skill as they were trained in the training. All the teachers were trained to manage the class-room, use of appropriate method, develop and use the instructional materials and use of evaluation technique.

**MLE classroom Management:** Classroom observation revealed that almost all the schools visited in the districts were found appropriate in terms of availability of desk, bench, size of class room, lighting and ventilation. But in few schools, they do not have desk, bench for students of grade 1 and 2. Most of the schools lack the display materials in the class-room.

**Class room teaching initiation:** It was also reported that most of the teachers initiated teaching with their previous lessons and started to teach lessons but did not follow to review the previous lesson as such. In the case of Dhankuta and Jhapa, it was practiced to some extent.

**Preparation of lesson plan:** Most of the teachers do not prepare their lesson plan in the written form. The teacher goes to the classroom and teaches using the textbook. However, what they teach helps in achieving lessons objectives.

**Teaching learning methods:** The methodology applied was mostly the question answer and discussion in a group and used a single language. However, they used L2 and expressed in L3 when needed. Teachers in most of the classes do not form different groups.

**Teaching activities:** In most of the visited schools, teachers were more active in teaching. Teachers teach through lecture. Somewhere it was noted that discussion method were practiced and students were also interact through discussion. The lesson usually starts with the subject languages.

**Availability and use of instructional materials:** In most of the classes the teacher does not carry and demonstrate the subject relevant instructional materials. What the teachers use is
the textbook. Even if the teachers were trained to develop instructional material, such as chart, word card, and different materials, based on L3, in some classes displayed the materials as it is brought from the market without revealing in students mother tongue.

**Students’ participation towards instruction:** Most of the classes’ students actively listen and concentrate in teaching. But students do not seem to be serious after the lesson starts, they do as they like, some are lying, some are sleeping, and some are playing with their friends. This form of habit developed in students because the teachers were directed to not to interfere in case of child development level. This habit has continued in the future too.

**Evaluation:** Teachers mostly evaluate the students frequently along with their teaching by asking questions orally. The teachers were acquainted with different methods of evaluation in the training. But due to the lack of time, they do not use different techniques of evaluation. In one school the head teacher showed the continuous assessment system (CAS) evaluation records. Teachers use ‘card’ in mother tongue somewhere and teach in a language according to the subjects. Most of the teachers are unable to develop L1, L2, L3 languages and their use. It is observed that teaching can still be perceived as the traditional one.

In the process of classroom observation, students were also consulted and discussed about the MLE instruction and practices. The following are the summary findings of the discussion with students:

Students are mostly attracted and interested and enjoyed in coming schools due to the instruction that followed with their mother tongue. They said that their teachers are good and they understand what they teach. Most of the students from all four districts were found that they were inspired to come to schools with their parents and elders.

Regarding the physical facility, most of the students expressed that there are appropriate and adequate physical facility. They are satisfied with provision of desk, bench, and the classroom provided.

The languages in class-room teaching were Nepali, Tharu, Uraw, Maithali, English, Rajbansi. Likewise mother tongue is used in teaching mother language. In Dhankuta and Saptari they used Aathpahariya and Maithali as the medium of class-room instruction.

Most of the students expressed the teaching is understood because the teacher teaches in students’ own mother tongue. They also expressed that they can understand the instruction even if the teacher teaches in Nepali too.

No specific problems were identified in teaching. Sometimes, the students feel difficulties in some circumstances. Most of them expressed the lack of instructional materials. They also pointed the need of teachers in multi-lingual tongues and create the scaffolding for MLE.

They do not see any difficulties in learning others subjects as such, but emphasized the need of national language besides MT.

Majority of students expressed their views that teachers’ behavior is lovely with no disparity. Few students expressed some teacher shows their angry behavior for not completing the home work given by them.

Most of the students expressed that teachers teach in mother tongue and Nepali language in the class. Few students expressed that few teachers teach in English language in the class.
Majority of the students expressed that their parents help send them to schools regularly and do their home-work. Few students said that they help manage the necessary education materials like textbook, copy, pencil, dot pen, school dress and bag.

Most of the students shared that the distance between schools and students’ residence and the lack of educational materials are the main problems they have been facing with regard to teaching and learning.

Majority of students expressed that they have friends of various mother tongue in their class-room and in that case/situation, the teacher teaches more in Nepali language than their mother tongue with the experimental method. Almost all students said their elder brothers and sisters are studying in other schools. Last but not the least, they expressed the need of mother tongue in higher/ further education in the translated version.

3.7 Enabling and Hindering Factors in the Implementation of MLE

One of the enabling factors for the MLE implementation was the positive attitude of key stakeholders towards the MLE program. As the need for the promotion of MLE concept proliferates, supports from the stakeholders become highly imperative. The assessment also noticed that the MLE teachers who had attended the MLE training programs seemed to be more serious and motivated to teach students in their mother tongue. Although the trained teachers want to adopt the tools and techniques acquired from the training program, the current school environment (such as cooperation from others in the school, the lack of instructional materials developed in MT) has not encouraged them to apply the tools and techniques in the classroom performance. According to some of the teachers and trainers, the MLE policy guideline and its procedural requirements are still not specific and clear, e.g., up to what grade the MLE should be implemented, what to do with those students who are not interested to learn through their MT, and so on. However, the MLE implementation guidelines clearly spells out in which year and what grades the MLE should be implemented.

Last but not the least, the assessment found a deep concern of parents to have their children to be taught in English medium at the upper grades, i.e., 3, 4, and 5. If this concern of parents could not be fulfilled, MLE program would greatly suffer, and this would appear as a major hindering factor for the success of the MLE program.

3.8 Review of the MLE Teacher Training Guidelines and Its Current Status

To help and support the effort of Nepal government in providing basic quality education for all children, Ministry of Education had published multi-lingual education implementation guide 2066. This guideline has nine sections namely, introduction of MLE guideline, implementing pattern, implementing process, teacher management, structural management, curriculum and materials development, process development of MT script, manpower planning and grant support.

This guideline provides clear cut and comprehensive and detail information regarding the meaning, concept and definition of MLE. It also has included the pattern of MLE, the process to be followed in managing and specifying teachers and their roles. It has mentioned the processed of development of curriculum and materials. It has also clearly stated regarding the manpower development. For the structural management the formation of Local level committee, district level committee and national level committee along with their duties and responsibilities is clearly stated. Manpower development as planned and approved by
NCED is also one of the mechanisms mentioned along with the process to be followed and grant system for teachers salary and for MLE related programs.

As mentioned in the MLE implementation guideline (Nirdeshika) 2066, NCED is responsible for planning and implementing to develop necessary manpower. There are nine training centers throughout the country that conduct training for teachers. Under these nine training centers, additional twenty training centers were involved in training the teachers. Out of nine training centers; Inerwa training center is responsible to train the teacher of eleven districts i.e., Taplejung, Panchthar, Ilam, Jhapa, Sankhuwasabha, Terhthum, Dhankuta, Okhaldhunga, Udaypur, Morang and Sunsari. Up to this date, as reported by an instructor of Inerwa training center altogether 2550 teachers have been trained. The types and nature of training programs cover a wide range such as capability development for RPs and teachers for seven days; orientation program and in-service training, MT and Multi-lingual education instructors training for ten days; activity oriented research and ICT training; leadership development training; and teachers' professional development training. Besides the training of teachers, the centres have also developed the module in four mother tongues i.e., Tharu, Urdu, Madarisa and Uraw. The training module for Uraw has been developed but yet to be translated in Uraw language. In addition to the module, the center is publishing ETC newsletter regularly.

In Saptari the training center of Rajbiraj is responsible for training the teachers of two districts i.e., Saptari and Siraha. The training centers have already trained 978 teachers as reported by an instructor. This center has also publishing educational bulletin regularly. The centers are also organizing training with various nature i.e., orientation for head teachers, TPD instructor training, leadership development training, multi-lingual teachers training, roster instructor training, English medium teacher training and CAS training.

3.9 Overall Suggestions Provided by the Respondents for the Continuity of MLE

There is a need of identifying different mother tongues in the school localities, developing training programs, and providing training for teachers, school supervisors, parents, SMC members, and DEO personnel. The government should facilitate for the curriculum development, provide training programs for teachers in order to capacitate them to develop required instructional materials.

There should be enough instructional materials in the MLE schools with a strong provision of monitoring and evaluation of MLE classes regularly.

4. Conclusions and Recommendations

4.1 Conclusions

The following conclusions are drawn based on the analyses and major findings presented in Section 3:

Almost all stakeholders have understood the meaning of MLE. The assessment revealed that they have positive attitudes towards MLE and its importance. Only very few arguably expressed their ignorance about the MLE program.

It was also found that the knowledge and understanding of MLE is much clearer to ETC Trainers, Resource Persons and DEO Personnel with a positive attitude towards MLE. They also seemed to be eager to play a significant role to improve the MLE program. Some have
suggested MLE program should be implemented with clear cut policy and in a more systematic way.

Regarding the class-room processes and practices most of the MLE classes are being run in a traditional way of teaching. However, students’ mother tongues are remarkably used at the lower grades, i.e., child development level and grade one. Teachers use Nepali language in grade three to five and explain the terms in students’ respective mother tongue when needed.

The class-room size, ventilation and provision of desk and bench are found adequate and satisfactory. However, the assessment concludes the lack of relevant instructional materials as a main drawback for MLE instruction.

Although all stakeholders did not deny the importance of the MLE program, most of them seemed to be eager to have taught their children in English medium. Moreover, concerns were also raised that the MLE program has hampered the interest of the child to develop child ability to adjust with the context of 21st century, depriving to get opportunity in the international arena. Respondents also commented that the philosophy of MLE concept is appreciable but has weaknesses in the implementation phase.

The guidelines developed for the teacher training program are clear and adequate. The training centers, particularly of Sunsari, Inerwa and Saptari, are trying their best in training and developing teaching model in different languages and have published newsletters covering the MLE program.

All respondents from all sample schools and districts unanimously agreed for the continuation of the MLE program. However, they have strong willingness to have taught their children in English medium at the upper grades – 3, 4, and 5.

4.2 Recommendations

Recommendation for future modalities of teacher preparation:

Although most of the ETC trainers, school supervisors, resource persons and DOE personnel are clear about the MLE program and its concept, some of them are still confused about at what grade level the MLE program is to be implemented. For this, a clear policy and guidelines are required as well as orientation programs for key stakeholders should be organized.

One of the conclusions of the assessment was that parents want their children to be taught in English medium. In order to fulfill their demand and satisfy their needs it is advisable to train teachers to develop basic communication skills in English.

Recommendation for material support and technical inputs:

Even if most of the stakeholders revealed the understanding of MLE instruction, they lack the comprehensive understanding so it can be recommended to conduct the instructional program at the local level where MLE supposed to start. Instructional materials should also be made available in Nepali and local tongue.

Learning basically promotes with the support of many factors. Students may forget when they just hear, when they see they remember and when they do they understand and the clear cut concept will be developed. Thus skills to develop the instruction materials based
on multi-lingual-based training should be organized or conducted for the teachers. Qualitative education needs the teacher and students friendly environment for which classroom environment along with necessary physical facilities should be considered.

The modules for teachers training are being gradually developed for some respective mother tongues (Tharu, Maithali, Uraw, Urdu). This type of materials should also be developed in all the existing MT languages in Nepali. In addition to this, materials and guidelines for teachers for teaching subjects other than MT should also be developed.

**Recommendations for further Research Topics**

- Assessment of achievement of Grade 5 of MLE medium schools’ students and private boarding schools’ students
- Assessment of monitoring practices in MLE schools and its effect in schooling.
- A Comprehensive Study on the MLE Program and Its Future Direction
References


Annexes

Annex 1: Study Tools
Set 1- Questionnaire for MLE Teachers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>School Name</th>
<th>Subject Teaching</th>
</tr>
</thead>
</table>

1. What is your mother’s tongue?
2. Do you speak mother tongue of your students?
3. Do you teach your subject with student mother tongue?
4. Do all the student mother tongue is same? If no how many in Percentage?
5. Did you get MLE instruction training? If Yes, where? Of what duration?
6. What are the strength or weaknesses of MLE instruction training?
   a. strength       b. weakness
7. Do the instructional material available for MLE instruction?
   a. yes; if yes what are they b. NO – if no what are lacking?
8. Did you face any difficulties in MLE instruction?
   a. what are they? b. how can these be overcome?
9. What are the feeling or responses regarding MLE instruction of teachers, head teachers, parents, local community member?
   a. teacher       b. head teacher       c. parents       d. local community member.
10. Students behavioral change towards.
    a. desired learning outcome b. active participation c. regularity d. any others
11. For the enhancement of MLE instruction what can further be done state in brief?
Set 2: Questionnaire for Head Teachers

Name : MEL Started Year :
Address : Grades in School Teaching
School : Teaching Subject :
Subject Teaching: Students Number
Qualification :

Questions -

1. What is your mother tongue ?
2. Do the students of your school speak in their mother tongue? 
   if not why ?
3. Do you teach mother tongue subject ? If yes in which class ?
   In which language ?
4. Do you have MLE Training ?
   A. if yes, where and of what duration ?
   B. what is your experience regarding the training ?
5. What are the achievement of MLE training ?
   Strength of Training
   Weaknesses of Training
6. Your experience related to MLE ?
7. Did you get necessary materials for MLE from related agencies ?
   A. If yes what short of materials .................. adequate and relevancy .
   B. If not why ? ............... 
8. What are the perception from the stakeholder towards school as being implementing MLE ?
9. What specific support you received after the implemention of MLE ?
   A. from students
B. from Teachers
C. from Parents
d. from social community members.

10. In your opinion, is it appropriate or not to continue the MLE program?

If appropriate support your statement.

If not appropriate why?

Thanks for your Co-operation!
Set 3: Questionnaire for School Supervisors/Resource Persons

<table>
<thead>
<tr>
<th>Name</th>
<th>Post</th>
<th>District</th>
<th>Work Experience</th>
<th>Language Spoken as mother tongue</th>
</tr>
</thead>
</table>

1. Do you understand MLE instruction in School?
2. In which medium of instruction does the students’ enrollment seem to be high in number? What are the reasons?
3. Do you observed / monitored school teaching based on MLE?
4. What are the good aspects of multilingual teaching?
5. What are the challenges / problems that you feel of multilingual teaching?
6. What may be the solutions of these problems?
7. What are the Perception of Head Teacher and parents relating multilingual teaching/instruction?
8. In what way MLE be the effective and appropriate instructional medium?
9. Does MLE help for their further education?
10. In what ways or what measures can be incorporated to promote MLE instructional system?

Set 4: Perception of Stakeholders

To access the perception regarding MEL Likert five points rating scale questionnaire has been prepared.

Read the statement carefully and give your Response by Marking a Tick (v) in the column regarding the statement given on the left.

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Statement</th>
<th>Strong Agree (SA)</th>
<th>Agree (A)</th>
<th>Undecided (U)</th>
<th>Decided (D)</th>
<th>Strong Decided (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The vision of MLE in the school system is clear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Quite satisfied to teach using MLE.</td>
<td></td>
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<tr>
<td>3.</td>
<td>The training given for teaching MLE is sufficient.</td>
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</tr>
<tr>
<td>4.</td>
<td>The relative instructional materials or the facilities provided by the government/agency is appropriate and sufficient.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>The teaching through MLE easy.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>The students of the class in MLE system seems very satisfactory.</td>
<td></td>
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<tr>
<td>7.</td>
<td>It helps to achieve learning outcome.</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>The parents are or have Positive (+Ve ) perception .</td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>It helps to promote the quality of education</td>
<td></td>
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<tr>
<td>10.</td>
<td>There in nothing to supported enhance .</td>
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</tr>
<tr>
<td>11.</td>
<td>Cultural differentiation hampered in teaching.</td>
<td></td>
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</tr>
<tr>
<td>12.</td>
<td>Students are more active in learning because of MLE</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13.</td>
<td>The policy about MLE is cleared enough.</td>
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</tr>
<tr>
<td>14.</td>
<td>For further enhancement additional support or facilities are needed.</td>
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<tr>
<td>15.</td>
<td>Does the MLE implementer are satisfactory.</td>
<td></td>
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</tr>
<tr>
<td>16.</td>
<td>MLE helps the students for further/ higher education.</td>
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<tr>
<td>17.</td>
<td>Due to MLE instruction students dropped out has been reduced .</td>
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<tr>
<td>18.</td>
<td>Parents perception toward MLE is satisfactory.</td>
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<td></td>
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</tr>
<tr>
<td>19.</td>
<td>The head teacher towards MLE is satisfactory.</td>
<td></td>
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</tr>
<tr>
<td>20.</td>
<td>For MLE instruction I am extremely fit.</td>
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<td></td>
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</tr>
</tbody>
</table>
Set 5 - Topics to be discussed in focus groups

- Concept about MLE
- Relevancy or appropriateness of MLE instruction do the classroom observed?
- What are the MLE classroom process and practices?
- Hindering factors in MLE implementation
  - a. Problem/difficulties
  - b. Measures of improvement.
- Are the student participated actively with interest?
- What do you see the behavioral change in student after the implementation of MLE system?
- Suggestion for future improvement
  - a. Teachers’ Participation
  - b. Material Support
  - c. Technical input
  - d. Medium of instruction
  - e. Any others.

Set-6 - Group Discussion with Students

Some guidelines for the discussion with students.

- Do you enjoy coming to the school?
  - If yes why?
- Who inspired you to come to school?
  - state How?
- Do you involve in other work besides coming to school?
  - If yes how do you manage?
- Are the desk bench in your class is appropriate and adequate?
- What is the language of teaching in your class?
- What are the difficulties do you face in learning?
  - if yes what should be done to improve or solve.
- how the teacher behave to the students?
- What opportunity does the teacher give in teaching?
  - a. Equal opportunity
  - b. Specific help
  - c. others
- What types of support you receive from your parent?
  - Encourage to come / attain to the school.
  - Providing necessary materials.
  - watching our study

- What are the problems in your study?
  - School distance
- Language problem
- Difficulties the teaching
- Lack of instructional materials
- problem to do home work
- others

- What sort of support you need to study regularly?
- What are the benefit or limitation of MLE instruction?
- What teachers & Head master perceive about MLE?
- How can be the MLE effective appropriate?
- Do you think MLE instruction is help/support in your latter learning?
  How/Why?

- What are the steps to be followed for the development of MLE instruction?

Set 7 - Class Observation Form

Effectiveness study of Multilingual Education

<table>
<thead>
<tr>
<th>School’s Name</th>
<th>Address</th>
<th>District</th>
<th>Teachers’ Name</th>
<th>Date</th>
<th>Grade</th>
<th>Subject</th>
<th>No of Students</th>
<th>Time of Class Conduction From ...... To ......</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Management/ Preparation for class room.</td>
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<td>- Suitable sitting arrangement.</td>
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<td>- Management of Physical facilities.</td>
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<td>- Lighting facilities.</td>
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<td>- Ventilation facilities.</td>
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|  | • Size work class according to the number of students.  
|  | • Management of Suitable education material in the class.  
|  | • Management of suitable text materials in the class  
|  | Others  
| 2. | Good starting of class  
|  | • Beginning of class in right time  
|  | • Review of former lesson.  
|  | • Introduction of lesson going to teach.  
|  | • Introduction of activities going to do in class.  
|  | • Motivate the student.  
|  | Others.  
| 3. | Preparation of Lesson:  
|  | • Very good  
|  | • Good  
|  | • Satisfactory  
|  | • To be improved  
| 4. | Teaching Learning Methods used in Classroom:  
|  | • Lecture.  
|  | • Discussion.  
|  | • Question and Answers.  
|  | • Individual Work.  
|  | • Group work.  
|  | • Experimental work.  
|  | • Participatory.  
|  | • Problem Solving.  
|  | • Language Used in the class .  
|  | • Language in Instruction-  
|  | a. single b. by lingual c. multilingual  
| 5. | Teaching Activities :  
|  | • Motivated the student.  
|  | • Practice/ Exercise the student.  
|  | Others.  
| 6. | Types and Use of Teaching Materials :  
|  | • Use of teaching materials Suitable to lesson.  
|  | • Use of teaching materials related to lesson.  
|  | a. text book  b. supplementary reading. C. visual
7. **Behavior of students:**
   - To show curiosity.
   - Express their response.
   - Participated in discussion.
   - Put question in subject which is not understand.
   - Co-operation share among students.
   - Others.

8. **Evaluation:**
   - Self – evaluated by students.
   - Take answer after asking question.
   - To write the answer of question.
   - Correction the wrong answer.
   - Repeat the matter which is not understanding.
   - Others.

9. **Suggestion of class observer:**
   - Good aspects
   - Improvement aspects.
Annex -2: Some Photographs Related to the assessment

Fig: MEL teachers filling the questionnaire
Fig: Head teachers filling the questionnaire
Fig: Trainers, supervisors and Resource persons filling the questionnaire
Fig: Discussion with parents, SMC members and social community members
Fig: Discussion with students
Fig: Classrooms
Fig: MLE classrooms teaching
Fig: Materials display in classrooms
Fig: Observation of classroom teaching