

**ACCESS TO EDUCATION OF CHILDREN
WITH DISABILITIES**

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LETTER OF RECOMMENDATION

I certify that Thesis entitled **ACCESS TO EDUCATION OF CHILDREN WITH DISABILITIES** was prepared under my guidance. I hereby recommend this thesis for the final examination the research committee of the Central Department of sociology, Tribhuvan University, in partial fulfillment of the requirements for the Master Degree of Arts in Sociology.

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ACCEPTANCE LETTER

This dissertation entitled **ACCESS TO EDUCATION FOR CHILDREN WITH DISABILITY** submitted by Ms. Pawan Kunwar has been accepted as the partial fulfillment of the required for the Degree of Master of Arts in Sociology.

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DECLARATION

I hereby declare that dissertation entitled **ACCESS TO EDUCATION OF CHILDREN WITH DISABILITIES**, submitted by me to the Central Department of Sociology, Tribhuvan University, Nepal is an entirely original work prepared under the supervision and guidance of Dr. Pramod Bhatta. I have made due to acknowledgements to all ideas and information borrowed from different sources in the course of writing this thesis. The result presented or submitted anywhere else for the award of any degree or for any other purpose. No part of the content of this thesis has ever been published in the form or part of any book. I am solely responsible if any evidence is found against my declaration.

Pawan Kunwar

July, 2019

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ABBREVIATIONS

| | |
|--------|---|
| ASIP | Annual Strategic Implementation Plan |
| CAA | Composite Area Approach |
| CBS | Central Bureau of Statistics |
| CCTV | Close Circuit Television |
| CRPD | Convention on the Rights of Persons with Disabilities |
| CWDs | Children with disabilities |
| DINF | Disability Information Resources |
| EFA | Education for All |
| etc | Etcetera |
| GBD | Global Burden of Disease |
| GON | Government of Nepal |
| HRW | Human Right Watch |
| MDG | Millennium Development Goals |
| MECs | Minimum Enabling Conditions |
| No. | Number |
| PIED | Project Integrated Education for the Disabled |
| PwDs | Person with Disabilities |
| UN | United Nation |
| UNCRC | United Nation Convention on the Right of the Child |
| UNCRPD | United Nation Convention on the Right of the Person with Disabilities |
| UNESCO | United Nation Education Science and Cultural Organization |
| UNICEF | United Nation International Children Emergency Fund |
| WB | World Bank |
| WHO | World Health Organization |

CHAPTER I

INTRODUCTION

1.1 General Background of the Study

This study is concerned with access to education of children with disabilities. It discusses about the factors that enable children with disabilities (CWDs) to access education.

According to Sharma and Sharma, (2067) Education is desire to know. Education is rational explanation. Education is discussion with open mindedness. Education is observation, verifying and industrial for finding out new things. According to John Lock “Plants are developed by cultivation and man by education, Life is education and education is life”. According to John Dewey “Education is life, not a preparation for life”. By Aristotle “Education is a creation of sound mind in a sound body. Education is life long process from conception to death”. According to Socrates “Education means the bringing out of the ideas of universal validity which are latent in the mind of everybody” (Sharma and Sharma, 2067).

Disability is defined as a condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness and various types of chronic disease (Disable World, 2018).

Disability is conceptualized as being a multidimensional experience for the person involved. There may be effect on organs or body parts and there may be effects on a person’s participation in areas of life (Disabled World, 2018).

Disability is an umbrella terms, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure an activity limitation is a difficulty encountered by individual in executing a task or action while a participation restriction is a problem experienced by an individual in involvement in life situations. Disability is thus not just a health problem. It is a

complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities required intervention to remove environmental and social barriers (WHO, 2011).

The prevalence of children with disabilities vary substantially depending on the definition and measure of disability. The Global Burden of Disease estimated as the number of children aged 0- 14 years experiencing “moderate or severe disability” at 93 million (5.1%), with 13 million (0.7%) children experiencing server difficulties (46). In 2005 the United Nation Children's Fund (UNICEF) estimated the number of children with disabilities under age 18. In low – income and middle - income countries reports child disability prevalence from 0.4% to 12.7% depending on the study and assessment tool. The children in ethnic minority groups were more likely than other children to screen positive for disability. Children who screened positive for increased risk of disability were also more likely than others

-) To come from poor households
-) To face discrimination and restricted access to social services, including early childhood education etc (World Health Organization and the World Bank, 2011).

According to United Nation Convention on the Right of the Child (UNCRC) a child is “every human being below the age of 18 years”. Nepal as a state member of United Nation Convention on right of the children (UNCRC) ratified on 14th September 1990 began working on the area of ensuring child rights in Nepal. This has helped to develop children's Act 2048 (1992) and the Regulation 2051 (1995).Central Child Welfare Board was established in 1992 to monitor and supervise children's issue, coordination, collaboration and networking with and among government and different development parents. Likewise government initiation to establish different formal and informal systems, Ministry of Women and social welfare (1995), District child welfare Board in 1996, Department of Women and Children 2010. Similarly, government also focused on developing programs and policies like 10 years master plan of action for children (2005-2015), guaranteed the child right in developed over the decades, largely issue by basis. Governed by a general range of laws, rules and

policies aimed at preventing and responding to all forms of violence, exploitation and abuse against children, this system cuts across the social welfare, security and justice, labor, health and education sectors.

Children with disabilities are one of the most marginalized and excluded groups in society. Facing daily discrimination in the form of negative attitudes, lack of adequate policies and legislation, they are effectively barred from realizing their rights to healthcare, education and even survival. Protecting the right of children with disabilities is not a new theme for UNICEF (UNICEF 2011).

Many children and adults with disabilities have historically been excluded from mainstream education opportunities. In most countries early efforts at providing education or training were generally through separate special schools, usually targeting specific impairments, such as schools for the blind. The situation began to change only when legislation started to require including children with disabilities in educational systems.

Ensuring that children with disabilities receive good quality education in an inclusive environment should be a priority of all countries. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right of all children with disabilities both to be included in the general education systems and to receive the individual support they require. Systemic change to remove barriers and provide reasonable accommodation and support services is required to ensure that children with disabilities are not excluded from mainstream educational opportunities.

The inclusion of children and adults with disabilities in education is important for four main reasons. Education contributes to human capital formation and is thus a key determinant of personal well-being and welfare.

Excluding children with disabilities from educational and employment opportunities has high social and economic costs. For example, adults with disabilities tend to be poorer than those without disabilities, but education weakens this association.

Countries cannot achieve Education for All or the Millennium Development Goal of universal completion of primary education without ensuring access to education for

children with disabilities. Countries that are signatories to the CRPD cannot fulfil their responsibilities under Article 24. For children with disabilities, as for all children, education is vital in itself but also instrumental for participating in employment (World report on disability, 2011).

There are 120 to 150 million children with disabilities under the age of 18 worldwide. UNESCO estimates that children with disabilities represent more than one-third of the 67 million children who are out of school worldwide. In some countries, the chances of a child with a disabilities not attending school are two or three times greater than a child without a disability. However, in context to Nepal and how many of them are out of school. (HRW, 2011) Based on the government's data from a 2001 analysis, there are the very least, 207000 children with disabilities in Nepal (CBS, 2001) which may or may not be representing the actual figure (Dynamic Institute of Research and Development (P), Limited, 2075).

Disabled persons (protection and welfare) Act 2039(1981) true to its name is welfare oriented. However, DPWA needs be revised based on the issues identified by CRPD. Education Act (2028), Special Education Policy (2053) and Education Rule (2059) that continues to use derogatory words to denote PWDs. It is of utmost importance to replace these words with the disability friendly language.

The government's education policy categorizes three types of education, namely, education for children in general, education for children with disabilities (mainly in the form of special education and integrated education), and education for other vulnerable children, such as ethnic groups, out-of-school children, women, poor and low-caste children (Mahesh Baskota).

1.2 Statement of the Problem

Children are the source of the inspiration and hope of the society. Every society wishes to bring up its children in an atmosphere of love and care in peace and harmony. Disability is one of the social problem of the society. Most of the physical bodily problem people are not easily go to places because of they are not provide any available good services that of people and also transportation problem. In this situation we can say that physically disabled children becoming day by day backward

in educational system. In Nepal government has through its legislation so many steps to support the CWDs programmers but those type of programmers not effectively there are lack of commitment and inadequate resources. There is also not manageable effected policy in Nepal government for the disabled children. Due to lack of adequate human and financial resources to collect information on CWDs protection. Many children with disabilities are deprived of their right to education and they are negligent. Due to lack of education and awareness policies are only implementation on urban areas of CWDs.

Nepal was committed to achieve the MDG of education by 2015. The actions and activities are also conducting accordingly. However, the progress the progress rate of such programs seem slower than the expectation. Which in one hand has created challenges to achieve the goals and in the other hand, the children still are being out of the access of formal schooling, even for the basic level (Dynamic Institute of research and Development (p) Limited, 2075.)

According to UNICEF, (2018) Children with disabilities have restricted opportunities to access services are often restricted, despite policy provisions of specialized support. For example, illiteracy rates are high for children with disabilities (45% among disabled compared to among 11% of children without disabilities), with many children with disabilities dropping out of non-specialized school, largely in rural areas, as a result of their disability (UNICEF, 2018).

The Constitution of Nepal clearly prohibits all kinds of discriminations on the grounds of disability and has a provision for equal access to people with disabilities to basic services and rights including healthcare, education etc. Even children living with disabilities face huge barriers in reaching their full potential and experience the worst forms of discrimination (Global Disability Summit, 2018).

Marginal children are marginalized by social, political and economic forces outside the education system. They are of lower status, possibly stigmatized at least of lower national priority. The relation between marginalized and dominant groups are problematic. Educating marginalized groups requires political will on the part of the government as a whole, education ministries ill served. An initial step may be raising

awareness on the part of dominant groups of the status and problems of marginal groups (Williams, 2008).

I am a student of Sociology. In third semester one of the subject is Sociology of health and in fourth semester optional subject was Sociology of ageing and Disability So, I have got opportunity to read many article about disabilities. Also I have read many books of Human Rights commission there is describes about children and disability right on education and. Due to my different experience I want know about what are the factors that enable CWDs to access education?

Access to and participation in school education is still a huge challenge for CWDs. Although there are sufficient policies, plans and programmes in place in the field of education. Children with disabilities have very low rates of initial enrolment. Even if they do attend school, children with disabilities are more likely to drop out and leave school early without transitioning to secondary school and beyond. Children with disabilities are also at increased risk of school violence and bullying, preventing the safe enjoyment of their right to education. But despite of the many challenges faced, we also find that many children with disabilities come to school for study. So, in this research, I am interested in finding out the factors that enable CWDs to access education.

The United Nation Convention on the Right of Persons with Disabilities adopted in 2006 aims to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedom by all the persons with disabilities and promote respects for their inherent dignity (WHO, 2011).

According to the book Futures stolen: Barriers on education for children with disabilities in Nepal found many children with disabilities in Nepal faced barriers in accessing schools and obtaining a quality education. Since that time, Nepal has improved laws and policies regarding access to education for children with disabilities, and some children have benefited. Thousands of children with disabilities continue to face significant obstacles to education, however. Based on UN and WHO estimates, Nepal has 60,000 to 180,000 children ages 5 to 14 with disabilities. In a 2011 report, Human Rights Watch estimated that at least 207,000 children in Nepal have a disability. In 2016, UNICEF found that 30.6 percent of children with

disabilities, or approximately 15,000 to 56,000 children, ages 5 to 12, did not attend school. Very few mainstream public schools enroll children with disabilities. (Nepal: Barriers to Inclusive education, segregation, Lack of Accessibility for children with disabilities) Research will be focus on access to education with CWDs in Khagendra New life Special Education Secondary School at Jorpati – 4, Gokarnashwor Municipality - 6, Narayantar, Kathmandu district.

The Overall question of the study is:

-) What are the factors that enable children with disabilities to access education?

1.3 Research Objective and Research Questions

There are many studies that have focused on why CWDs do not go to school. Such studies have focused on family, community and school related factors that hinder access of CWDs to education. However, there are very few studies which have focused on how and why CWDs go to schools. In such a context, this research focuses on how CWDs are coming to schools education?

The overall objective of this study is to identify the factors that enable children with disabilities to access school education. The following are the specific research questions:

-) What is the education experience of CWDs?
-) What factors in the school provide them with positive schooling experience?
-) What could be done to enhance their education?

1.4 Significance of the Study

This study is oriented towards investigating access to education of disabled children and factors that enable children with disabilities to access education and study will help to know about the educational access of the CWDs in Khagendra New life Special Education Secondary School at Jorpati – 4, Gokarnashwor Municipality - 6, Narayantar, Kathmandu district. This study will support and help to planner, policy maker, researcher and decision maker. This study will also try to discuss and analyses about Factors affect access to schooling of CWDs. This study will be useful to reduce

the barriers factors to CWDs on education. Also the study will be useful to stimulate further research.

The school play importance role to growth of child. Disabled children are also the important part of the country like normal children. If they are given any opportunity they can do everything. They need encouragement and help. Education is the most importance to us. It can be taken as an element of individual development. But disable people get change to attain higher education they can access to development activities. They are getting access of education and this study will be helps to inform the CWDs. Who have different social and educational condition? The finding of the study is also useful for the additional research related with CWDs.

1.5 Organization of the Study

This study is divided into four chapters:

Chapter 1 deals with the general background of the study, statement of the problem, objective of the study, significance of the study and organization of the study.

Chapter 2 deals with literature review of the study focuses on education, disability, factors affected CWDs access to education, factors enable CWDs to come to school, policies for CWDs education in Nepal.

Chapter 3 includes on the methodological section which describe research design, methods of data collection and procedure applied for this dissertation. This chapter also introduces briefly the study school Khagendra New life Special Education Secondary School at Jorpati – 4, Gokarnashwor Municipality - 6, Narayantar, Kathmandu district. In this chapter of this dissertation are finding chapter to above mentioned research question.

Chapter 4 presents the overall summary, conclusion and recommendations.

CHAPTER II

LITERATURE REVIEW

Literature Review is an important process of research work which help us to bridge the gap between the existing problem and past research work in subject matter. Review of the related literature refers to the study of theories from the previously carried out research studies etc. In other words the study of the other related topics that help the desired topic to be effective and more experimental is called literature review. This section includes the previously done research report, objective, methods and findings of this research that can help another research to develop new idea and identify the new aspects of the research problems.

The main objective of literature review is to accumulate adequate knowledge on the subject matter of the study. For conducting research effectively, researches are required to be familiar with related research reports, articles, newspapers, magazines , books and websites that help in conceptualizing the problems, conducting the study and analyzing the data for arriving at findings so that study could be related with previous works and placed in its proper context and picture (vockell,1983).

The literature was review to analyze the background information related to the objective. “The review of related literature serves multiple purposes and is essential for a well-designed research study. It generally comes early in the research process, and it can contribute valuable information to any pary of the research study” (William, & Jurs, 2005). Thus this literature review can help develop conceptual framework for the study.

2.1 Theoretical Overview

Literature review is one of the important parts of any research work. The present research aims to analyze the factors enable with CWDs to access education. For this propose, a review of related literatures in this concerned area is most which was helpful to me to get clear ideas, opinions and other concept. This chapter emphasizes about the literatures which were concerned in this connections.

2.2 Definition and Meaning of Education

According to John Dewey the function of education is to help the growing of a helpless young animals into a happy, moral and efficient human being. According to M. L. Jacks Education must enable the child to think for himself; to respect hard work to have good fellowship; to have and eternal realization. According to Bhatia and Bhatia In educational system there is provision for the complete and all round development of child's personality (Sharma and Sharma, 2067).

Education is the process of development of the child. Education is harmonious development of all the powers of the human being i.e. physical, social, intellectual, aesthetic and spiritual. Thus, education is intimately connected with the life and experience of an individual. Education is not mere schooling or instruction imposed by the elders on the younger ones. It is equivalent to the development of character or personality by means of the social life of education institutions. Education sociology focuses upon the social forces through which the individual gains experience (Sajjad Ahmad, Satish Kumar, Sonia Gulati, 2008).

The root meaning of education is given as bringing up or making manifest the inherent potentialities in a pupil. Broadly education refers to any act or experience that has a formative effect on the personality of an individual. Education will include all of life's experiences. Education refer to the process by which society and accumulated values, knowledge and skill from one generation to another. Education is the process of helping the child to adjust to the changing world. Education emphasis has always been on the mental and physical growth of individual. Education adjustment of child is conditioned by the nature and demands of society. In the basic theory of education as well as in its tools and techniques augur well for human welfare. An effective pattern of education in consonance with the emerging problems and values of contemporary society with its root in science and technology. Education is now interpreted not as referring to an initial period of training of youth only, it to a continual and life long process. The children were seated as rows of butterflies transfixed with pins. Children learn by doing and learn in groups and individually (A Panneerselvan, K Sampath, S Santhanam, 2004).

Education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity (Meaning, aims and process of education, P.3).

Education became the paramount agenda ever since its recognition as essential for the development of human capital. It can be seen as an enabling factor that promotes or constrains the freedom that individuals have, Education is important if equal economic opportunities are to be provided to humans. Dreze argues that literacy is an essential tool of self-defense in a society. It is not only being seen as a tool of facilitating economic opportunities but also taken as essential to overcome the traditional inequalities of caste, class, and gender just as the removal of these inequalities contributes to the spread of the education. International and national development agencies have constantly been reflecting on the concerns of getting every child into school. It interpreted in variety of ways is being monitored by bodies like UNICEF and the World Bank Aid is pouring into expand opportunities and freedoms of individual and enhance their capability through adequate provisions of education, health and nutrition (Kumar, 2006).

Inclusive education is the programme for disabled children as an integral part of the general educational system rather than a system within general education'. UNESCO (1994) states that 'All children learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive education promotes child-to-child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular. In several parts of India, the Project Integrated Education for the Disabled (PIED) has been functioning since 1987.

A CAA is followed where regular classroom teachers, specialist teachers, parents and community members jointly work in the program. The regular teachers are given training in handling disabled children (Manivannam, 2000).

UN and WHO estimates, Nepal has 60,000 to 180,000 children ages 5 to 14 with disabilities. In a 2011 report, Human Rights Watch estimated that at least 207,000

children in Nepal have a disability. In 2016, UNICEF found that 30.6 percent of children with disabilities, or approximately 15,000 to 56,000 children, ages 5 to 12, did not attend school (HRW, 2018).

Nepal has made impressive progress in increasing access of all school age children to schooling. Few years ago, Educational policy and program documents have place a greater emphasis on closer monitoring of classroom pedagogy and instructional process in order to rise student learning outcomes, primary texts books have been provided free of charge to all students up to grade 3 and female students and students in remote areas up to grade 5 to increase girls enrollment, 5% of girls are provided with uniforms and monthly allowances. To improved participation in schooling is mostly a result of systematic state interventions in the form of scholarships and incentives targets at various hitherto marginalized groups, women, dalits and disabled in particular (Bhatta, 2009).

Educational expansion is a recent phenomenon in Nepal. However, substantial barriers to access to persist. Beyond the still strikingly low rates of students who have ever been enrollment delayed entry into schooling is a problem. Vast differences exist between schooling in Urban and rural settings reflecting both different socio – economic compositions and differential access to schools of reasonably good quality (Stash and Hannum, 2009).

Nepal made enormous progress in access to education. The children with school going age may not be able to go school something special should be done for them. The notion of inclusiveness in education emerged during 1960s in Europe. The concept of inclusive education is not new but in Nepal it is new context. Developed countries address in this education by enabling their citizens from all sectors and levels through education to participate in the mainstream of national development. Nepal brought education programs like education for all and universal and compulsory primary education but problem in implementation. In inclusiveness in education we understand that the inclusion in the student body of full range of potential learners at school. Including various barriers to learning like poverty, ethnicity, disability, gender, distance, language, etc. the main reason is that there are people with certain difficulties because of language, ethnicity, poverty, location,

gender etc. who in general conditions cannot take benefits of what the state offers them (khaniya, 2007).

2.3 Definition of Disability

Disability is a major public health issue, denoting the negative aspects of the relationship between an individual's health condition and his/her environmental and personal factors. Disability has often been defined as a physical, mental, or psychological condition that limits a person's activities. It has different meanings to different people and different contexts. The Global Burden of disease (GBD) uses the term disability to refer to loss of health, where health is conceptualized in terms of functioning capacity in a set of health domains such as mobility, cognition , hearing, and vision (WHO, 2004).

Disability is caused by illness and impairment and entails suffering and social disadvantage (Thomas, 2004).

The advocates of the social model argue that the interventions should be taken not only at the individual level, for example by introducing designs to make infrastructure more accessible, provide inclusive education systems and create community awareness programs to combat stigma. This is heart of disabled people's currents fights for civil and political rights. As the convention on the Rights of persons with disabilities took effect on 3 May 2008, the social model of disability is gaining importance in awareness raising, policy actions, and the empowerment of persons with disabilities around the world. Disability also depends on a person's perception of his/ her ability to perform activities associated with daily living. There is no single correct definition of disability that the nature and severity of disabilities vary greatly. Types of disability according to 2011 Population Census. Physical, Blindness/ low vision, Deaf/ Hard to Hearing, Deaf-Blind, Speech Problem, Mental Disable, Intellectual Disable, Multiple Disable. A person who has only a short experience of living with blindness will surely cope with the new situation by learning new skills that meet new condition and hopefully begin to modify the environment to better suit relevant needs (Subedi, 2012).

According to professor Stephen W Hawking Disability need not be obstacle to success. He welcome world report on disability. That report makes a major contribution to understanding of disability and its impact on individual and society. It highlight the different barriers that people with disabilities face such as attitudinal, physical and financial. In fact moral duty to remove the barriers to participation and to invest sufficient funding and expertise to unlock the vast potential of the people with disabilities. Governments throughout the world can no longer overlook the hundreds of millions of people with disabilities. Who are denied access to education, health, employment, rehabilitation etc (Who and the World Bank, 2011).

Disability is part of human condition almost every will be temporarily or permanently impaired at some point in life. The world report disability assembles the best available scientific information on disability to improve the lives of people with disability to improve the lives of people with disabilities and facilitate implementation of CRPD (Who and the World Bank, 2011).

2.3.1 Body Image and Physical Disability Personal Perspectives

The social model of disability infers that individual with identical physical impairments are likely to vary in their feelings and attitudes towards their own body because of social factors such as education, social support and real and perceived social attitudes. Researching body image from this perspective involves investigating the individual's experiences of the social world as well as learning about social cues that they have received about the social attitudes to which they have been exposed (George Talepores, Marita P McCabe, 2002).

2.3.2 Empirical Studies on Disability

People with disability are particular vulnerable to deficiencies in services such as health care, rehabilitation and support and assistance. Data from four southern African countries found that only 26-55 percent of the people received the medical rehabilitation they needed 17- 37 percent received the assistive devices they needed and 5–23 percent received the vocational training they needed 5–24 percent received the welfare services they needed (7–10). Resulting from the world health survey indicated the higher disability prevalence in lower income countries than in higher

income countries. People from the poorest wealth quintile, women and older people also have a higher prevalence (WHO, 2011).

There is limited data on people with disabilities in Nepal, including how many adult and children are living with disabilities their specific housing, education and health care needs and what factors promote or hinder their equal membership in Nepali society. The available statistics are wide ranging from percent (in the 2001 National census) to 1.63 percent (base on a 2001 Situation Analysis on Disability carried out by the Nepal National planning commission and UNICEF) to more than 25 percent prevalence of disability in Nepal. According to WHO more than 15 percent of the world's population is living with significant physical or mental disability using the government's conservative estimate of 1.63 percent prevalence, there would be the very least 207,000 children with disabilities in Nepal Children with serve or intellectual disabilities as well as girls with disabilities are often hidden in their homes away from public and may not be included in any data on CWDs (HRW, 2011).

2.4 Meaning and Definition of Inclusive Education

Inclusive education is that how we develop and design to schools, classrooms, programmer and activities because all students can learn and participate together. Inclusive education system provides a better-quality education for all children and is instrumental in creating more inclusive and open societies. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. The right to education still is a pipedream for girls with disabilities, especially in remote rural areas as they face multiple challenges. These problems are associated to disability-related discrimination. Some of the challenges they have to face only because of the fact that they are girls. Some parents do not send girls with severe disabilities to schools in order to protect them from the stigma associated with education. Girls living in rural areas in developing nations like Nepal face various forms of discrimination due to their age, sex and disability (Joshi, 2018).

An education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play

areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools. (Including children with disabilities in quality learning what needs to be done, 2017)

Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices (Inclusive education- education Queensland, 2019).

Global Citizen said that despite the fact that education is a universal human right, being denied access to school is common for the world's 93 million children with disabilities. In some of the world's poorest countries, up to 95% of children with disabilities are out of school. A combination of discrimination, lack of training in inclusive teaching methods among teachers, and a lack of accessible schools leave this group uniquely vulnerable to being denied their right to education. Students with disabilities aren't attending school is not much lower in developed countries, at 90% (Global citizen, 2019).

Inclusive education mostly concentrated on special need education because disability discourse has very significant role in the development of inclusive education. The disability discourse in education has established the right perspective in education (Regmi, 2017).

A common school as an education all children is to be imbibed as an educational philosophy, making it simpler to transform the school system. School in the meantime are using the term inclusion and rhetorically (Jha, 2006).

The right to education still is a pipedream for girls with disabilities, especially in remote rural areas as they face multiple challenges. These problems are associated to disability-related discrimination. Some of the challenges they have to face only because of the fact that they are girls. Some parents do not send girls with severe disabilities to schools in order to protect them from the stigma associated with education. Girls living in rural areas in developing nations like Nepal face various forms of discrimination due to their age, sex and disability (Joshi, 2018).

An education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools (Including children with disabilities in quality learning, 2017).

Children with disabilities are entitled to attend school like all other children. However, thousands of children with disabilities in Nepal are deprived of this right. Not only does this reduce their choices in life, but they also have limited opportunities to socialize with other children, making them feel isolated (Plan International, 2016).

Children with disabilities face multiple forms of discrimination. Access to school for children with disabilities is limited by various factors. This leads to their exclusion from society and hampers their financial, social and human development. Education is one of the most effective ways to cycle of unfair treatment children with disabilities frequently face. Children with disabilities are in most of the access to school for children with disabilities is limited by various factors-lack of understanding about their needs, a shortage of trained teachers, educational resources and conveniences. Article 7 of the United Nation Convention on the Rights of Persons with Disabilities (UNCRPD), which the Government of Nepal ratified in 2010, calls on state parties to take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children. The consent is explicable: children with disabilities have the right to be part of regular classroom. Children with disabilities convey potency in the classroom. We usually pay attention to where children with disabilities lack, whereas we have to focus on where they can do well (Acharya, 2018).

The focus of such a system (inclusive education) is to adapt the environment and teaching methods to support the needs of all students. Although in theory the government promotes an inclusive education policy, in practice, it supports a system of segregated resource classes designated for children with disabilities in mainstream schools and separate schools for deaf, blind and children with physical and intellectual disabilities. According to the Human Rights Watch (ibid), while it takes

time to transition from resource classes and special schools to a fully inclusive education system, the government has not done enough to ensure that children with disabilities attend school and that the education system is accessible, appropriate, and of good quality for children with disabilities, particularly those with intellectual disabilities. Furthermore, the government's inclusive education policy does not appear to be serious since there is no clear plan for the integration of children with disabilities, particularly intellectual or developmental disabilities, into mainstream schools.

Nepal has ratified a number of international human rights treaties, including the UN Convention on the Rights of Persons with Disabilities (CRPD), which articulates that children with disabilities are entitled to the same rights as other children, including the right to inclusive education. This means that children with and without disabilities should be able to attend schools in their communities without discrimination (HRW, 2011).

Nepal has improved laws and policies regarding access to education for children with disabilities and some children have benefited. However, thousands of children with disabilities continue to face significant obstacles to education. In 2010, Nepal ratified the UN Convention on the Rights of Persons with Disabilities, which guarantees the right to inclusive, quality education. Children with and without disabilities should learn together in classrooms with adequate support in an inclusive environment. According to Human Rights Watch found and said that children with disabilities face in getting quality education in the country. Some of these children experience abuse and neglect at home and in their communities, making it harder for them to gain access to schooling. In addition to this, the schools do not have ramps to allow easier passage of children with disabilities into classrooms and teachers are inadequately trained. The government should revise teacher training materials, train all teachers about inclusive education methods, and improve monitoring of access to and the effectiveness of education for children with disabilities (Nepali Times, 2011).

2.5 Factors affecting CWDs Access to Education

Children with disabilities are less likely to start school than their peers without disabilities and have lower rates of staying and being promoted in schools. Education

completion gaps are found across all age groups in both low income and high income countries with the pattern more pronounced in poor countries. The differences between the percentages of disabled children and the percentage of non-disabled children attending primary school ranges from 10% in India to 60% in Indonesia. In secondary education the difference in attendance ranges from 15% in Cambodia to 58% in Indonesia. Countries with high primary school enrollment rates such as those in eastern Europe many children with disabilities do not attend school (World Health Organization and The World Bank, 2011).

According to Global citizen shows that ten greatest challenges for students

1. A lack of funding for education
2. Having no teacher or having an untrained teacher
3. No classroom
4. A lack of learning materials
5. The exclusion of children with disabilities
6. Being the gender
7. Living in a country in conflict or risk of conflict
8. Distance from home to school
9. Hunger and poor Nutrition
10. The expense of education (Global Citizen, 2019).

The CRPD and the ICF both highlight the role of the environment in facilitating or restricting participation for people with disabilities. Report documents widespread evidence of barriers, including the following.

Inadequate policies and standards, Negative attitudes, Lack of provision of services, Problems with service delivery, Inadequate funding, Lack of accessibility, Lack of consultation and involvement, lack of data and evidence (WHO AND THE WORLD BANK, 2011).

Following are the causes that children who are at risk of dropping out of school include those who start schooling late, new entrants in Grade I without pre-school experience, children who repeat grades, children underperforming in Grade VIII, children involved in child labor, seasonal migration and marriage, children with

disability, children speaking ethnic-minority language and children residing in the earthquake-affected districts. Similarly, the key barriers to education for children included poverty, social exclusion linked to caste/ethnicity, disability, migration, child labor, child marriage, trafficking, harmful social norms and gender biases, poor school infrastructure and staffing, language barriers, natural disasters and civil strike, and financial bottlenecks (The Himalayan Times, 2016).

2.5.1 The Factors Affecting Children's Enrollment are given below

Low level of awareness of the parents, least publicity of the resources class school, No space for new comers at the hostel of the schools due to over aged children resident, the poor condition of the hostel and food, the least effectiveness of the inclusive education (Dynamic Institute of Research and development (p) Limited, 2075).

2.5.2 Following are the Affecting Children's for Retention

Inferiority complex of the students, Weakness and other health related problems, problems in going to school because of the lack of vehicles, least disable friendly school infrastructure and physical setting, Least appropriate and friendly hostel, parents related factors like ignorance, migration etc., teacher's different attitude and behavior, peer group's behavior like violence and abuse, less effective and less desirable teaching learning etc (Dynamic Institute of Research and development (p) Limited, 2075).

2.5.3 The Factors Affecting Children's for Success are given below

Lack of disability specific supporting materials like brail book, audio recording pictures, equipments etc to treat them based on individual difference and specific to disability, least support from the part of the parents and the family members, lack of disability specific contents in the curricula /textbook and assessment system, Inadequate financial resources, Inadequate training and other support for the resource teachers, etc (Dynamic Institute of Research and development (p) Limited, 2075).

The paper on disabled by Madan Mohan Jha argue the inclusive education can best be addressed as part of the regular schooling system. The notion of charity and benevolence cannot address the concern of disabled children (Kumar, 2006).

2.6 Developments of Inclusive Education in Nepal

Nepal has committed itself to the principal of education for all and the Nepal Government along with UNESCO have developed pilot inclusive project in some districts. The evaluation of these has been written up in the report Training Inclusive Education Teachers in Nepal. This report gives examples of positive developments which are occurring within these areas. Practice which seeks to include exclude learners in education for example by mapping current enrollment, establishing baseline figures and finding ways of encouraging excluded children to attend school, Developing access to education for under- represented groups for example by improving physical access for disabled children developing physical aids and specially designed teaching materials, creating a safe environment for all learners, finding ways of making under-represented groups feel more welcome (DHRC, Nepal).

Nepali children with a disabilities the outlook is dire, since Nepali children's capacity and adaptability to learn are rarely screened (New project empowers children with disabilities to read confidently, 2018).

The government is also developing an inclusive education master plan to create disability-friendly educational infrastructure and facilities, improve teacher training, and develop a flexible curriculum by 2030. However, the government has yet to articulate in law or policy a clear understanding of what quality, inclusive education in line with international standards requires and how to provide it (Human Rights watch, 2018).

Inclusive education is a tool for social change wrote that the SDG will cover the period from 2015-2030. Nepal has further committed to SDG4 to “ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities” by 2030 (Joshi, 2018).

The government of Nepal has made efforts to promote equitable access to educational facility for all children including children with disability. Free education up to higher education, scholarship and residential facility at the school level, free textbooks including the braille materials for the blind students, priority in recruiting people who have disability in teaching, teacher training, managements of resource classes to ensure transfer to regular classes are some of the examples that aim to promote the education of children with disability (Dynamic Institute of Research and development (p) Limited, 2075).

2.7 Addressing Barriers to Education

According to world report on disability including children with disabilities in education requires changes to systems and schools. The success of inclusive of education depends largely on country's commitment to adopt appropriate legislation provide clear policy direction develop a national plan of action establish infrastructure and capacity for implementation and benefit from long term funding. Ensuring that children with disabilities can have the same standard of education as their peers often requires increased financing. Creating an inclusive learning environment will assist all children in learning and achieving their potential. Education systems need to adopt more learner centered approaches with changes in curricula, teaching methods and materials and assessment and examination systems. Many countries have adopted individual education plans as a tool to support the inclusion of children with disabilities in educational setting. Many of the physical barriers that children with disabilities face in education can easily be overcome with simple measures such as changing the layout of classrooms. Some children will require access to additional support services including specialist education teachers, classroom assistants. Appropriate training of mainstream teachers can improve teacher confidence and skill in educating children with disabilities. Principles of inclusion should be built into teacher training programs and accompanied by other initiatives that provide teachers with opportunities to share expertise and experiences about inclusive education (World Health Organization, 2011).

2.8 Factors Enable CWDs to Come to School

The SSRP has emphasized promoting equity and inclusion and increasing access to and participation in improving quality and relevance of basic education. The Basic and Secondary Education components in the SSRP have been given high priority. Creating a child friendly environment and making physical facilities available at school plays a vital role in insuring students access to retention in, Basic and secondary education. Keeping children in school and bringing in out of school children demands sufficient space, appropriate furniture, safe school premises, and appropriate and sufficient water and sanitation facilities. In this context, SSRP emphasized construction of classroom meeting minimum standards, restoration of school building/ classrooms, improvement of school's external environments. Strengthening diagnostic and referral mechanisms for children with disabilities development of MoI policy as informed by the outcomes on the study on MoI continuation of free and compulsory basic education program. Continuation of the current incentive scheme to ensure access to and completion of secondary education especially for Dalits, Marginalized groups disabled students, girls and children from economically poor households (Gverment of Nepal Ministry of Education Department of education, 2016).

Teachers and school administrators who have had prior training in inclusive education and experiences appear to be more positive towards student with disabilities than those without this training. Specific types of impairment that students have appear to have an effect on their level of inclusion. Students with mild disabilities appeared to be recognised as teachable more often than students with severe disabilities. The school infrastructures and environment, which denote teaching and learning resources, school building designs and accessibility, classroom layouts, toilets, child-friendly school playground and child-friendly teaching and learning pedagogies and spaces, were found to be supportive of inclusion (Thapaliya, 2017).

A common school as an education all children is to be imbibed as an educational philosophy, making it simpler to program in the identified transform the school system. School in the meantime are using the term inclusion and rhetorically (Jha, 2006).

Children with disabilities are entitled to attend school like all other children. However, thousands of children with disabilities in Nepal are deprived of this right. Not only does this reduce their choices in life, but they also have limited opportunities to socialized with other children, making them feel isolated (Plan International, 2016).

Children with disabilities being one of the most marginalized groups in education (lewis, 2019).

Following factors help to access for children with disability on education.

i. Conscious Raising program: this orientation for parents should be organized. They could be convinced for ensuring the education of the disabled children by enrolling and retaining at schools. Community should be mobilized for the expansion of inclusive education program.

ii. Physical Infrastructures: The physical infrastructure of the school must be disabled friendly in any cost of educate the CWDs, The classrooms should be well furnished. Toilet must be disability friendly. As children with disability prefer to be involved in co-curricular and extra-curricular activities, the playing materials and other infrastructure and instrument should be maintained.

iii. Teacher Training and Incentives: Adequate training for the resource teachers as well as other teachers at the school is necessary. The content of the training must be focusing on disability aspects their psychology and inclusion. These must be included in all the services. The achieved high enrollment and success rate of the children with disabilities incentives as reward should be provided to those schools and the teachers by government.

iv. Curriculum and text book: Appropriate and flexible curriculum text book and other references materials should be developed and implemented according to the learning needs of disabilities. The contents of the course should be technical and vocational specific to the disability types as the emphasized on vocational education and life skills training for children will help them to be self-dependent in the future

fostering the vocational and income generating skills in CWDs (Dynamic Institute of Research and Development (p) Limited, 2075).

a. Following are the promoting factors of CWDs for enrollment

Children's interest to study at school, Disability friendly school structure and learning environment , Provision of well facility hostel, Free of cost vehicle support to the CWDs, Disability specific skill based learning contents, Incentives for the children based on disability.

b. The promoting factors of CWDs for retention are given below

Disable friendly physical infrastructures of the school and classroom, Teachers' polite and friendly behaviors, sufficient involvement in extra - curricular activity, Additional support by the teacher after class, child friendly and disability friendly residential facility, scholarship and other incentives for the children, management of the vehicle facility wherever necessary and possible, parental involvement in their children's education reward.

c. The factors promoting for success

Residential facility for the children, Vehicle support to go school, effectiveness of parental awareness raising program, scholarship to the children, free of cost textbooks, continuous effort of the resources teachers and schools despite of limiter resources, training and other facilities, Involving students in extracurricular activities, The use of promotion materials like brail books sign language etc (Dynamic Institute of Research and development (p) Limited, 2075).

Children with disabilities face multiple forms of discrimination. Access to school for children with disabilities is limited by various factors. This leads to their exclusion from society and hampers their financial, social and human development. Education is one of the most effective ways to cycle of unfair treatment children with disabilities frequently face. Children with disabilities are in most of the access to school for children with disabilities is limited by various factors lack of understanding about their needs, a shortage of trained teachers, educational resources and conveniences. Article 7 of the United Nation Convention on the Rights of Persons with Disabilities

(UNCRPD), which the Government of Nepal ratified in 2010, calls on state parties to take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children. The consent is explicable: children with disabilities have the right to be part of regular classroom. Children with disabilities convey potency in the classroom. We usually pay attention to where children with disabilities lack, whereas we have to focus on where they can do well. Technology role is also very important. Technology has served to empower special needs of such students and enable them to do extremely well not just in the classroom but also in the community. Need to promote accessible and inclusive learning spaces and invest in teacher training for inclusive education. The community also needs to be involved in promoting inclusive education. Obstacles that prevent children with disabilities from accessing quality education are located both within and outside the education system-for example transport, social services for assistive devices and health among others-and we need to have a multi-sectorial approach to dismantle these barriers so as to ensure quality, inclusive education. (Acharya, 2018)

The focus on inclusive education is to adapt the environment and teaching methods to support the needs of all students. Although in theory the government promotes an inclusive education policy, in practice, it supports a system of segregated resource classes designated for children with disabilities in mainstream schools and separate schools for deaf, blind and children with physical and intellectual disabilities. According to the Human Rights Watch (ibid), while it takes time to transition from resource classes and special schools to a fully inclusive education system, the government has not done enough to ensure that children with disabilities attend school and that the education system is accessible, appropriate, and of good quality for children with disabilities, particularly those with intellectual disabilities. Furthermore, the government's inclusive education policy does not appear to be serious since there is no clear plan for the integration of children with disabilities, particularly intellectual or developmental disabilities, into mainstream schools.

Nepal has ratified a number of international human rights treaties, including the UN Convention on the Rights of Persons with Disabilities (CRPD), which articulates that children with disabilities are entitled to the same rights as other children, including the

right to inclusive education. This means that children with and without disabilities should be able to attend schools in their communities without discrimination (HRW, 2011).

Education is a fundamental human rights. UNICEF is dedicated to making sure that all children can enjoy their right to quality education from early learning opportunities that lay the groundwork for success in school all the way through secondary school. Nepal still has many challenges to tackle. Issue that persist in education include poor quality and inequality in access, geographical remoteness, and gender and socio economic and ethnic differences. Key barriers to enrolment and attendance include poverty, social exclusion, disability etc. Support government personnel to monitor out of school children, including children with disabilities through the education management information system(EMIS)and support local governments to carry support the implementation of inclusive education for children with disabilities and child friendly schools 'framework support the implementation of inclusive education for children with disabilities and child friendly schools' framework (UNESCO,2015).

2.9 Nepal's Education System for Children with Disabilities

The concept of inclusive education a development approach to education has become a popular global buzzword over the last decade or so and has received attention in the educational literature worldwide. The inclusive education policy is a scientific approach to address the reading and learning opportunities for all children, regardless of their physical, intellectual, social, economic, cultural or linguistic backgrounds. The millions of students who are excluded from their fundamental rights to education with prominent exclusion factors being caste, class, gender, race and disabilities etc. Nepal has made tremendous improvement in education system in the last few decades. Despite these improvements almost 14% of primary school students are not attending. One of the eight Millennium Development Goals adopted by the UN is achieving universal primary education fundamental Human rights define basic education as free, compulsory and accessible to every child without any discrimination (UN 1948 Article 26/1).however the facets of educational exclusion on the basis of gender, class, race, caste and other disabilities are one of the greatest problems facing children in society, particularly in developing countries. In Nepal, most primary school students are unable to read at grade level. For Nepali children with a

disabilities, the outlook is dire, since Nepali children's capacity and adaptability to learn are rarely screened (New project empowers children with disabilities to read confidently, 2018).

The beginning of the SCHOOL SECTOR REFORM PROGRAM (SSRP), considerable effort equitable has been made to ensure equitable access to quality basic education. Aligning with the constitution of Nepal, the GON has decided to implement free education up to Grade 8 and has prioritized several incentive schemes to support the schooling of children and to ensure that Minimum Enabling Conditions (MECs) are in place in all schools for the delivery of education. In 2015/16 ASIP Priorities of strategic priorities on access and equity there is continuation of incentive schemes for the enhancement of access and improvement of transition to secondary education with special focus to the students from the targeted communities, improvement in retention of those children, Technology based learning support focusing on students, to safeguard access to quality secondary education in areas that are not well served with educational services and development of attractive packages to attract such partnerships in mountain districts and remote hilly areas, continuation the current incentive to ensure to and completion of secondary education especially for Disabled students, girls, children from economically poor household, dalits, marginalized groups etc. (Government of Nepal Ministry of Education, Department of Education, status Report, 2016)

The 1971 Education Act extended this right to ensure that disabled children also had the right to free education. Similarly, in 1971, the Special National Council (MoE) was established to facilitate special education programs in the country while the 1982 Disabled and Welfare Act of Nepal worked to promote and protect the rights to equality and free education for disabled persons (Thapaliya,2016).

Children with disabilities have very low rates of initial enrolment. Even if they do attend school, children with disabilities are more likely to drop out and leave school early without transitioning to secondary school and beyond (GCE, *Equal right, equal opportunity report*, 2014). Children with disabilities are also at increased risk of school violence and bullying, preventing the safe enjoyment of their right to education (UNESCO, *Global status report*, 2016).

Children with disabilities in Nepal face serious obstacles to quality, inclusive education, Brussels-based Human Rights Watch said today. Despite progress in law and policy, the government segregates most children with disabilities into separate classrooms. It has yet to train teachers to provide inclusive education, in which children with and without disabilities learn together. Thousands of children with disabilities remain out of school. “Despite several new policies to promote disability rights, including for access to education, many children with disabilities in Nepal are not getting quality, inclusive education. According to Alpana Bhandari said, disability rights fellow at HRW “Public schools should provide adequate support for children with disabilities to learn in classrooms with other children and not segregate them”. On the August 2011 HRW report ‘Futures Stolen: Barriers to Education for Children with Disabilities in Nepal,’ which found many children with disabilities in Nepal faced obstacles in accessing schools and obtaining quality education. Nepal has improved laws and policies regarding access to education for children with disabilities and some children have benefited. However, thousands of children with disabilities continue to face significant obstacles to education. Based on UN and World Health Organization estimates, Nepal has 60,000 to 180,000 children between the ages of five and 14 with disabilities. In a 2011 report, HRW estimated that at least 207,000 children in Nepal have a disability. In 2016, UNICEF found that 30.6 per cent of children were living with disabilities, or approximately 15,000 to 56,000 children between the ages of five and 12 did not attend school. Very few mainstream public schools enroll children with disabilities. Out of more than 30,000 schools in Nepal, just 380 have what they call ‘resource classes,’ where children with a particular disability, such as children who are blind or who have an intellectual disability, are grouped with others with a similar disability. In 2010, Nepal ratified the UN Convention on the Rights of Persons with Disabilities, which guarantees the right to inclusive, quality education. Children with and without disabilities should learn together in classrooms with adequate support in an inclusive environment (The Himalayan Times, 2018).

From the new paper of UNESCO Institute for Statistics (UIS), education and disability, presents the first in-depth analysis of available data for 49 countries. It confirms that persons with disabilities are less likely to ever attend school, more likely to be out of school and that they tend to have fewer years of education than persons

without disabilities. They are less likely to complete primary or secondary education and are less likely to possess basic literacy skills. (Education and disability, 2018)

Following are the causes that children who are at risk of dropping out of school include those who start schooling late, new entrants in Grade I without pre-school experience, children who repeat grades, children underperforming in Grade VIII, children involved in child labor, seasonal migration and marriage, children with disability, children speaking ethnic-minority language and children residing in the earthquake-affected districts. Similarly, the key barriers to education for children included poverty, social exclusion linked to caste/ethnicity, disability, migration, child labor, child marriage, trafficking, harmful social norms and gender biases, poor school infrastructure and staffing, language barriers, natural disasters and civil strife, and financial bottlenecks (The Himalayan Times, 2016).

All children with disabilities are entitled to have access to quality education on an equal basis with non-disabled children. The flash Report of Department of education (DOE) 2013 – 2014 state that the total number of children with disabilities (5-18years) is 179,000 throughout the nation. A total of 73,985 or only 41.3% of all children with disability are benefiting from some kind of educational opportunities (RCRD, 2015).

2.10 Policies for CWDs education in Nepal

Nepali government has introduced reforms to strengthen the rights of people with disabilities and to expand educational opportunity. The constitution 2015 says that education is a fundamental right and provides for free and compulsory primary education and free secondary education, as well as the right to free education through braille and sign language. In 2017, Nepal adopted the Disability Rights Act and an Inclusive Education Policy for Persons with Disabilities. The policy says that children should be able to study, without discrimination, in their own communities, but also allows educating for children with disabilities separately. The government is also developing an inclusive education master plan to create disability-friendly educational infrastructure and facilities, improve teacher training, and develop a flexible curriculum by 2030 (Nepal barriers to Inclusive education, 2018).

The SDG will cover the period from 2015-2030. Nepal has further committed to SDG4 to “ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities” by 2030 (Joshi, 2018).

Inclusiveness in education works better when it is fully backed by national policies. It is necessary to ensure that policies relating to inclusiveness are clear, coherent and relate well to each other and ensure that guidance, support and other functions promoting inclusiveness are well coordinated to promote coherent planning for a joined up service to students. Also (as well as) necessary to have the policy on inclusiveness with all provisions on the top of social inclusive wider access and disability (Tirtha, 2007).

According to Nepal barriers to inclusive education July 2018, mainstream schools could apply to the Education Ministry for funding to teach children with disabilities. As of August 28, schools apply to local authorities instead. However, funding is only allocated if a school has a set minimum number of children with a specific type of disability. Because of the funding structure, children are compartmentalized into classrooms based on their disability. And if a school has funding for one type of disability, it may not have the resources to teach children with other disabilities (Nepal barriers to inclusive education, 2018).

An Education Ministry official involved in developing an inclusive education policy said resource classes should be preparatory environments for younger children who should move to a mainstream classroom around. However, based on interviews with principals, teachers, disability rights advocates, and parents of children with disabilities, children do not consistently move into mainstream classrooms due to the lack of accessibility and reasonable accommodations. UNESCO has organized with the Department of Education a one-day workshop on 28 January addressing the inclusion of people with disability in the education sector. From UNESCO Office in Kathmandu presented the draft policy sketching out the vision and mission of the Inclusive Education policy. Presentations focused on possible measures increasing access to education for children with disability, improving curriculum features, scholarship policies, the assessment system and teachers’ trainings. In 2010, Nepal ratified the UN Convention on the Rights of Persons with Disabilities, which guarantees the right to inclusive, quality education. Children with and without

disabilities should learn together in classrooms with adequate support in an inclusive environment (The Himalaya times, 2018).

Nepal's policies on inclusive and child friendly school the government is failing to make the school environment accessible for children with disabilities which in many cases effectively denies these children their right to education. The government of Nepal has made effort to promote equitable access to educational facility for all children including children with disabilities. Free education up to, scholarship and residential facility at the school level, free textbooks including the braille materials for the blind students, priority in recruiting people who have disabilities in teaching, teacher training, management of resource class to ensure transfer to regular classes are some of examples that aims to promote the education of children with disability. The 1971 Education Act extended this right to ensure that disabled children also had the right to free education. Similarly, in 1971, the Special National Council (MoE) was established to facilitate special education programs in the country while the 1982 Disabled and Welfare Act of Nepal worked to promote and protect the rights to equality and free education for disabled persons (Thapaliya, 2016).

Children with disabilities remain one of the most excluded groups from education. of the one billion persons with disabilities worldwide, 150 million are children, according to the World Health Organization. However, there is limited information on who these children are and what their individual needs may be. As a result, countries often do not know how to include children with disabilities in their national education systems. Persisting stigmas, unconducive school design, and a lack of teacher training and appropriate learning materials (UNESCO inclusive education, 2017.)

The Nepali legislation appears to provide many positive ways in which disabled people can access education, health and social support. The radio programme raise awareness of the right of PwDs to admit to medical services and education. A child aware of its right through the radio programme and as a result was admitted or education. In 2002DHRC successfully took a case to the Supreme Court which resulted in the court ordering the government to endorse the legislation providing free education to disabled students (DHRC, Nepal).

CHAPTER III

RESEARCH METHODOLOGY

The research methodology is a way to systematically solve the research problem. It is a science of studying how research is done scientifically solve the research problem. All those techniques and method which are used by researcher during the course of research are termed research method. Not only on the field of physical science but also in the social sciences researches is taking place. The research in the social field not just with academic interest but it has both academic and non-academic purposes and importance. Like other purpose it is also great helpful for the study about the access to education with disabled children. It helps in collecting data, discover or find out valuable facts, which will be useful for further application/

3.1 Introduction of Site Selection

In this research the researcher has chosen Khagendra New Life Special Education Secondary School. This school is located at Jorpati - 4, Gokarneshwor Municipality - 6, Narayantar, Kathmandu district. In this School total number of students are 373 and only total number of physically disabled students were 83, of which physically disabled boys were 47, and physically disabled girls were 36 studying there.

This school was selected to know about the factors that enable children with physically disabled to access education. From the beginning the school gave special education for physically disabled students. This school was specially opened with objective to teach for physically disabled Students. The school was established in 2026B.S and provide regular access to education of intellectual disabled students at the capital of the country. This school have already given good facilities more than other school for intellectual disabled students.

3.2 Research Design

With the view of achieving research objective the design of this study was based on descriptive types with the help of various research tools and techniques. The study explores and describes the factors that enable children with physically disabled to

access education Children with physically disabled required to fulfill the objective of the research mostly qualitative therefore data was taken from questionnaire and interview methods. Primary and secondary data was collected and analyze and interpreted for the final presentation. It is hoped that this research design would yield more valid data of the CWDs of the study area. For the interview I went to Khagendra New Life Special Education Secondary School. This school is located at Jorpati - 4, Gokarneshwor Municipality - 6, Narayantar, Kathmandu district. It is one of the best government school popularly known as for special education to intellectual disabled students in the country. Various social background child comes here for study. This school is one of the best educational organization in the country for disabled students. Good professional teacher, peace environment at all. However, I was interested to know the reality of the factors that enable children with disabilities to access education? With the help of the following research questions.

What is the education experience of CWDs? What factors in the school provide them with positive schooling experience? What could be done to enhance their education? I was interested in this type of finding letup. So, I formulated these questions in this dissertation and hope I will be able to get correct answers from these questions.

3.3 Nature and Sources of Data

This study has basically relied on primary data: through semi-structured interview. Interview was major method of data collection. In this research 25 respondents were CWDs and 5 respondents were teachers from that school. This study is quantitative nature and qualitative data are presented. The nature of data is of two types like qualitative and quantitative. The data was collected from the primary and secondary sources. Both primary and secondary data was in this study for obtaining requires information. Primary data has been collect with the help of semi structured questionnaire, interview and observation. Secondary data has been collected from the various publications related on education to disable child / physically disabled students, NGOs/INGOs, research reports, Newspapers and policy and practice related articles etc.

3.4 Methods of Data Collection

The study has been conducted in Khagendra New life Special Education Secondary School. This school was located at Jorpati – 4, Gokarnashwor Municipality - 6, Narayantar, Kathmandu district. This school is specify for intellectual disabled students and established on 2026 B.S. By giving regular priority and provide access to education of physically disabled students. In this school total no. of students are 373 and total no. of physically disabled students were 83. Total no of physically disabled boys were 47 and total no. of physically disabled girls were 36. From them I have taken interview with 25 children with physical disabled children and their 5 teachers from that school. Students taken mainly physically disabilities from class 3 up to 9 taken through semi structured questionnaire and interview with physically disabled students who were above 12 years old. For certain resource, time and facilities all physically disabled students of the school were not taken for the study of that school.

3.5 Techniques and Instrument of Data Collection

The study was based on qualitative and quantitative data collection and analysis. Primary and secondary source of the data were utilized in the research. Primary data mainly through the use of questionnaire, interview and observation. The secondary data was collected through various published materials. Books, reports NGOs/INGOs and different consultants of the related field.

The primary data was collected from following methods:-

The semi structured questionnaire was designed to collect the necessary data which were suitable for the study concerned. Here, the semi structured questionnaire had been used. The interviews were conducted at their place of work and at the residence of respondent. Observation methods was adopted as a supplementary technique by staying with them to provide more accurate information about the respondents to gather data. The secondary data for the present study had been obtained through governments reports.

In this research main method for data collection was interview.

3.5.1 Interview

Interviewing is one of the major methods of data collection in qualitative research. It may be defined as a two- way systematic conversation between an interviewer and an Informant, initiated for obtaining information that is relevant to a specific study (Krishaswami, 2000). Furthermore, it can be defined as a face to face verbal interchange in which one person, the interviewer, attempts to elicit information or expression of opinion or belief from another person or persons (Dunn, 2000).

Interview question were only taken as interview schedule guide. All of the interviews were started after introducing the participants to the purpose and objectives of the research. All conversation was recorded in mobile phone. All respondents were selected randomly. In this study, the real names of the respondents are not mentioned for the privacy purpose. Interview is one of the major methods of obtaining information from respondents. Interview was held in Khagendra New life Special Education Secondary School. This school was located at Jorpati – 4, Gokarnashwor Municipality - 6, Narayantar, Kathmandu district. Respondents were physically disabled students and their 5 teachers by using interview schedule with open ended questionnaire and related with CWDs access to education. Teacher’s interview schedule was focused on education policy centered, inclusive education and practical education to CWDs. Teachers were expected to be well know about pedagogy to teach CWDs so, I also covered this areas in the interview schedule. The interview schedule is attached in Annex B.

It helps research to establish rapport with participants to make them feel at ease which can generate more insightful responses especially regarding sensitive topics. The interview was taken with CWDs and their teachers. Open- ended questions was used to give freedom to the respondents to express their own feelings and perspective. Semi structured questions was used to extract the experiences and meanings of their inner feelings. Interview is one of the major methods of data collection in qualitative research.

3.6 Reliability and Validity of the Data

Semi structured Questionnaire was developed according to the objective of the study which was in Nepali language and after taken advices of supervisor it was revised and used for the data collection. Furthermore questionnaire was revised necessary corrections. This condition has helped very credibility in the collection of data and information. The informants were very friendly and cooperative. Thus the collected data and information are definitely reliable.

3.7 Data Analysis

Analysis is necessary for the data interpreting and analyzing for meaningful generalization. For meaning generalization of unorganized data, data are translated to English from Nepali then transcribed and edited, code and categories have been created for systematic and thematic classification based on the nature of the data and also frequency count, thematic categorizations of responses and Description was done. Qualitative data were collected using a semi structured interviews were taken to fulfill the objective of the study. Data collected by involving the researcher own self and as well as with the help of assistant teachers at that school.

The secondary information has been taken in reference to various published and unpublished materials. The published and unpublished journals, books, literatures, documents as well as web sites were consulted to collect importance and essential information to complete this task.

3.8 Ethical Consideration

Ethics have been strictly maintained during data collection period and confidentiality has also been kept during and after the field research. Cultural norms, values and beliefs have highly respected of the respective participants. Research has been conducted by getting informed consent of the respondent. And to maintain the privacy, anonymity and confidentiality of the respondents, pseudonyms has been used for the participants. Confidentiality and privacy of the participants was maintained throughout research period. The consent of participants and informants has been taken while accumulating data and information. The researcher has remanded neutral and

fair. There is not any kind of biasness and partiality which hurts and creates negative impact to the community and individuals. The researcher has not gone beyond the rules and regulations imposed by the respective university. Entire research activities can definitely be for the CWDs welfare.

3.9 Limitation of the Study

This thesis has to be completed within certain period of time, with limited budget and limited human resources. My study was confined in Khagendra New Life Special secondary school's physically disabled children only due to various constraints of time and cost. So, the study was focused on the physically disabled children only. The CWDs are scattered on other school also. It was not possible to carry out to study of physically disabled children in other school with limited time and resources. Only 25 students taken for interview from physically disabled children and their 5 teachers on the data available from that school. They were asked about the basic information of the family occupation, their problems on education, family economic condition, support from family and other groups on their education and financial support and expectation from family, teacher friends and other groups on their education. The finding may not represent the whole physically disabled students of that school as it has more focused on the physically disabled children of that school. In this study objective was factors enable children with disabled to access education. This was descriptive type of study with the specific academic purpose.

3.10 Experiences during the Field Work and Research

During my research I went to Khagendra New Life Special Education Secondary School to fulfill my research question. I didn't feel any difficulties during my Questionnaire and Interview with respondents. Everyone was happy to share their problem, challenges they are facing. All the things gone well, only I had difficult on time management. My some of the respondents were busy in their activities during the school time but however I manage it. There was total 83 disabled students in that school among them I took 25 disabled children and 5 teachers for my research. I get to learn many things like their challenges what they are facing and how government and NGOs/ INGOs are playing their role for disabled children for their study.

I took Interview and fill up all questions they did not hesitate to answer they were open which makes me easier and more chance to understand them and their problem. Overall experience was I feel emotional with respondents and new experience to study on this sensitive issue because this research help me to understand our society and their problem which still exist in our society.

CHAPTER IV

BACKGROUND INFORMATION ON SOCIO ECONOMIC AND DEMOGRAPHIC CHARACTERISTICS OF THE CWDS ON ACCESS TO EDUCATION

This chapter describes the factors enable children with physically disabled to access education on the basis of the information collected from the field work. This research was taken on Khagendra New life Special Education Secondary School, Kathmandu district at Jorpati. On the basis of class 3 up to class 9 physically disabled children. To know enable factor and access on education of physical disabled children. By interpreting and describing data on qualitative method by using tabulation from field survey.

Disability is one of the worldwide public health problems. Their educational achievements, economic participation are less than normal people. Most of disabled children are found to be poor and have to suffer many problems than non-disabled children. This section includes age, caste/ethnicity, sex, religion, grade etc of the respondents.

4.1 Demographic Characteristics of Respondents

Access on education to children with disabilities is a child sensitive issue. In society different factors enabling to children with disabilities to access education. I selected Khagendra New Life Special Education Secondary School, Jorpati, Kathmandu. Its objective is to analyze the factors enabling to children with disabilities on education. First I need to know the social background of the respondents. These three variables are an important part of the study. The findings of sex, age group and caste/ethnicity are presented in table 1.

Table 1 : Age, Sex, Caste/Ethnicity Composition of the Respondents

Frequency and percentage Distribution of disable children by Age, Sex and caste / ethnicity.

| Age | Caste/ethnicity | No. of respondent | Male (%) | Female (%) | Total (%) |
|---------|-----------------|-------------------|----------|------------|-----------|
| 12 - 18 | Brahmin | 4 | 2 (8%) | 2(8%) | 16% |
| | Chhetri | 1 | 1 (4%) | - | 4% |
| | Thakuri | 3 | 2 (8%) | 1(4%) | 12% |
| | ethnicity | 17 | 10 (40%) | 7(28%) | 68% |
| | total | 25 | 15 (60%) | 10 (40%) | 100% |

Source: - Field Survey, 2019

Table 1 shows that 60% (15) male and only 40% (10) are studying in that school. Basically most of the ethnicity 68 % (17), Brahmin 16 % (4), Thakuri 12 % (3) and chhetri 4% (1) disable children studying in that school. The total age group 12 – 18 based on caste /ethnicity and sex. The table shows that the individuals disable child between the age group 12-18 from the Khagendra New Life Special Education Secondary School where 68% ethnicity. This is followed by the age group 12 -18 during the survey of the study area different caste/ ethnicity has access on education among disable children with in Brahmin, chhetri, Thakuri and ethnicity. In the table ethnicity of different age group are in highest position access to education of disable children so, the ethnicity has more access to education of disable children.

Similarly, sex is another most significant variable that determine the flow access to education of disable children. The participation of female who were less access on education was compare to male participant. Thus we can conduct that male disable children has more access on education.

4.1.1 Family Background Description of Respondents by their Caste/Ethnicity

Nepal is a country of caste and ethnicity diversity. There are 125caste/ ethnic groups reported in the census 2011. The following data show the caste and ethnicity

Family is the basic socialization agency for the children. Children can get and learn good guidance from the family members. Family can make the personality of the children. In the family the most important role is played by the parents and siblings.

Table 2: Distribution of Respondents by Caste /Ethnicity

| Caste/ ethnicity | No. of physically disabled children | Percentage |
|-------------------------|--|-------------------|
| Brahmin | 3 | 12% |
| Chhetri | 1 | 4% |
| Thakuri | 3 | 12% |
| ethnicity | 18 | 72% |
| Total | 25 | 100% |

Source: - Field Survey, 2019

From the above table physically disabled children higher 72 % (18) mostly were ethnicity. They are Magar, Tamange, Sherpa, Grunge, Bhujel, Sunwar, Weiba etc. than 12 % (3) of physically disabled children were Brahmin. Same as Thakuri and 4% (1) Chhetri. According to above table show that more no. of ethnicity were physically disabled children because their parents transfer from village to capital city. In the school poor and disabled children receive scholarship for their study. The school also provide assistant materials according to disabled types and give free education materials. The school also provide good transport facility to disabled students. The school was community school. So, table show different disabled children on caste and ethnicity.

4.1.2 Education Level of CWD's

Education has most important value in our society. We can be better person and get more information when we are educated. Level of education play a vital role with CWD's life. This subtitle is important because the research cannot be conducted without education. Based on age group the education status of the children are presented in the table.

Table 3: According to the Age Group Education Level of CWD's

| Class | No. of respondents | Age group students | % of respondents |
|--------------|---------------------------|---------------------------|-------------------------|
| 3 | 4 | 12 | 16% |
| 4 | 3 | 11 - 14 | 12% |
| 5 | 7 | 12 - 15 | 28% |
| 6 | 4 | 15 -18 | 16% |
| 7 | 4 | 15 – 16 | 16% |
| 9 | 3 | 15 - 18 | 12% |
| | 25 | | 100% |

Source: - Field Survey, 2019

From the above table shows that education level of physically disabled children age group of Khagendra New Life Special Education Secondary School. According to their class age group children age was higher in class they study. In class 3 children age group is 16 %(12). Same as in class 4 children age group was 12% (11 – 14). Same as in class 5 children age group is 28 %(12- 15) years age. In class 6 children age was 16 %(15- 18) this age group was higher than comparison to other class. Same as in class 7 children age group was 16% (15 – 16). Same as in class 9 children age group was 12% (15 – 18). This age group shows that Children age is higher according to their class. Disable children late admitted /enable in their study.

4.1.3 Religion of the Respondent

Religion is a cultural system of any worship, including designate behaviors and practices. Religion gives right shelter to human. Its gives mental peace and emotional support. It encourages him/her to face his life and problems. Religion promotes the major social virtues like truth, honesty, non- violence, service, love, discipline etc. There are different types of religious different people follows different religious. But I see only physical disable respondents which are given table

Table 4: Frequency and Percentage Distribution of Respondent by Religion

| Religion of children | No. of respondents | Percentage |
|-----------------------------|---------------------------|-------------------|
| Hindu | 14 | 56% |
| Buddhist | 10 | 40% |
| Christian | 1 | 4% |
| Total | 25 | 100% |

Source: - Field Survey, 2019

Table shows that the religion of students of disable children at khagendra New Life special education secondary school, Kathmandu district, Jorpati. There are various disable children among them 56% (14) Hinduism, 40 % (10) from Buddhist and 4% (1) from Christianity to the participants of the survey. Most of the disable children follow Hinduism.

4.1.4 Description of Respondents by Place of Residence

Most of the respondents' parents migrate from their native place for increase their economic status and helps their disable children on education. Due to lack of disable friendly school and special needs education parents settled from rural to urban city. Migration is a buzz word. People are aware towards migration. Though migration has great influence in socio economic as well demographic aspects. It should bring positive impacts in CWDs study as well as family member's income. Physically disable children comes from out of capital city. Their parent migrate to capital city. Due to poor economic condition and poor facilities. CWDs were comes to study from (different districts) all parts of the country in that school. Because the school was especially opened for physically disabled students.

4.1.5 Source of Income of Parents

Income is directly related to the economic status with disable children on their study. In my thesis there is an objective that completed after analyzing their economic back ground. Income is the most importance variable that determines the access to education of disable children. Which type of family occupation having what economic

background children access on education. Good economic status help the physically disable children on the education.

Table 5: According to Occupation of Physically Disable Children's Parent

| Types of occupation | Family no. | Economic condition | percentage |
|----------------------------|-------------------|---------------------------|-------------------|
| Agriculture | 8 | Not Good | 32% |
| Wage Labour | 7 | Not good | 28% |
| Small business | 6 | Good | 24% |
| others | 4 | Good | 16% |
| Total | 25 | | 100% |

Source: - Field Survey, 2019

From the above table no. 5 shows according to physically disable children parent's occupation. During the field visit researcher found not good economic status of physically disable children. Most of the children parent's occupation was farming and engage on agriculture. Engage on agriculture families were 32% (8) which was maximum no. in the data. Respectively small business family no. was 24% (6). Same as families occupation wage labour was 28% (7) and 16% (4) children parents' occupation was others.

4.1.6 Parental Educational Status

Education is the basic foundation for human development. With the pace of social changes in modern society. We can be better person and got more information when we are educated.

Table 6: Educational Status of Physically Disable Children Parents

| Educational status | No. of parents | percentages |
|---------------------------|-----------------------|--------------------|
| Literate | 13 | 52% |
| illiterate | 12 | 48% |
| total | 25 | 100% |

Source: - Field Survey, 2019

From the above table we saw that most of the parents of physically disable children were literate 52% (13) of children parents were literate and 48 % (12).of the children has illiterate parents. Due to maximum no. of literate parent help children enable to education.

4.2 Experience of Schooling of CWDs

Most of the disable children regularly goes to school because they likes to study with their friends. Maximum respondents said their school was with disable friendly environment. School provide books, white stick, wheelchair and necessary educational materials etc. to disable students. They wants to stay in hostel. But there is not enough place to live in hostel.

4.2.1 School Going Respondents by Gender

School is importance for everyone and also school is an institution. Where we are learning and gaining to knowledge thought of teachers in school. Our home is the first learning place and school is second. In my research I was seeing going respondents among gender because of disability they are not easier to go to school. It was hard for them and they did not walk properly. I was found among respondents going to school was more male children than female children. In my research I found that disable female don't send to school. They face discrimination on education.

Table 7: According to Access to Education of Physically Disable Children by Gender

| Gender | No. of students | Percentage |
|---------------|------------------------|-------------------|
| Girls | 10 | 40% |
| Boys | 15 | 60% |
| Total | 25 | 100% |

Source: - Field Survey, 2019

From the above table no. 6 shows that sex of the respondents. The table shows that the percentage of girls respondent are 40% (10) and the percentage of boys respondents are 60 % (15). Here, male no. is higher than female no. this is because sons were

maximum no. admitted in that school than daughter. I was found among respondents going to school is more male children than female children. Which creates increasing rate of disable boys' children access on education than disable girls' access on education. Thus disable boys may be got more educational preference. This reflects that the discrimination toward girls children in educational attainment. Thus we can conclude that disable girls has less access on education.

4.2.2 Economic Problem in Family

Often the barriers of children on education is economic problem in family. Children with disabilities belonging from poor economic status which, creates difficulties access on education with disabled children. Nepal has improved laws and policies regarding access to education with children with disabilities. Some disabled children getting opportunity/ benefited on education. The experience of a students with economic problem is described in box 1 below.

Box:- 1

CASE Study

Roshan Magar (name changed) study in class 7. He lives in the single family but his family has weak economic condition. His father died in his early age. Mother face difficult to pay his fee in time. So, that he left school 2 years before ago because of low income in his family. He said **“I have many siblings. So, mother didn't afford for our education because of this I left studying, I want to study but what can I do”** after left study tractor accident occur with him. His one hand cut off and he became physical disable. At that time he live at Dolkha. After accident his sister admitted him on that school. His got scholarship and freely got books due to disable and give continuity on his study. Nowadays he live with his sister in rent. His sister help him on his study and financial support now. He likes to play game. He comes from Baneshwor so, he need transport facilities. His teachers and friends help him at school.

4.2.3 Family Treat to Children with Disabilities

CWDs face problem in their daily activities. They always need to help by family members while going to school. Going to school is one of the problem. Some of my respondent had walking problem, carry bag load problem, sitting problem and moving wheel chair problem etc. on going to school. Those different (difficulties) problems solve by family Members of my respondents. CWDs family members taking caring and raring to them from home to school. In My research I found that most of the respondent's family shows well behave to them. So, my respondents got opportunity for enable to access on education. CWDs were Living and taking care with family member. Family is important for everybody without family we are not stand here because family every time supports, helps and love to their CWDs. I was found my research that different family members helps to them on education at home.

Table 8: According to Family Members Taking Care to Physically Disable Children At home

| Family members taking care to physically disable at home | No. of respondents | percentage |
|---|---------------------------|-------------------|
| Mother | 15 | 60% |
| Father | 4 | 16% |
| Sister | 5 | 20% |
| Brother | 1 | 4% |
| total | 25 | 100% |

Source: - Field Survey, 2019

From the above table shows that 60 %(15) children were taking care from mother at home. Same as 16 %(4) children were taking care from father. Same as 20 %(5) children were taking care from sister. A child taking care from brother. Maximum no. of children taking care from mother. Only less no. of children taking care from brother.

4.2.4 Behaviors of Friends' at School

At school the behaviors of friends to respondents were found to be good. On school they were care by friends. Friends do help them in difficulty like to go from place to place, carry their bags, helps to move their wheelchair and do not discriminate them. Almost all friends' behaviors were found to be positive. All friends were helpful on different activities on that school of my Respondents.

4.2.5 Behaviors of Teachers' at School

The school was especially opened the objective to teach disable students. In that school teachers were helpful, give motivation to disable children on education, take care, helps to eat tiffin on interval time and love to CWD. At school they were care by their teacher.

4.2.6 Hostel Facilities

Disable children face various difficulty on their study. They face problem on going to school due to far distance from home to school. So, Hostel is best place to lives them. Which make them easy to go school. On the hostel most of the respondent were wheel chair user. In my research most hostel students were born disable children, such as effect by polio. From the view of respondents Maximum number of student wants to live in hostel but there is limited rooms only.

Table 9: According to Physically Disable Children Stay in Hostel

| Categories | No. of children | Percentages |
|--------------------|------------------------|--------------------|
| Stay in hostel | 9 | 36% |
| Not stay in hostel | 16 | 64% |
| total | 25 | 100% |

Source: - Field Survey, 2019

Table shows that 36% (9) CWDs stay in the hostel and only 64 % (16) not stay in hostel. There was maximum no. of students not stay at hostel and less number of students stay at hostel. Because there is only limited seat only.

I have taken two CWDs case study. In box 2 a boy getting hostel facilities and in box 3 a girl getting hostel facility.

Box:- 2

Case study

Prem pandey (name change) 16 years physically disable children. Study in grade 7 from Baglung. Now lives in Jorpati at hostel. He was effected by polio disease and became disable. He has 6 family members. His mother take care him at home. His brother helps him on his study. He had educated parents. His family back ground was good. His family occupation was an agriculture. Donor helps him on food facility at hostel. He was regular student. He wants to engage in extra actives on the school. He like to involve on quiz completion. He said that his school has disable friendly environment but infrastructure was not totally/completely finished. When infrastructure completely finished the school became one of the best school for disable children in Nepal. To provide scholarship with well manage hostel facilities, transportation facilities, well financial support, well care giver are enable factors in society to increase disable children on education. He said that due to lack of scholarship, Lack of well manage hostel facilities, lack of transportation facilities, poverty, gender, age , distance from home and school, lack of public awareness on education are obstacles factors to enable children with disable to access education. He said that there is difficulty on the public transportation. Bus did not stop diver think that we haven't money to pay. He said his teacher teach him in well method and encourage him on study more than beginning time of the study in that school.

Box:- 3**Case Study**

During the field visit I met another physically disable student (name change) prativa Dhakal from Accham , Kuija. Now lives in Jorpati at hostel. She was regular student of that school. She is 14 years old student of grade 5. Her religion was Hindu. Her family has not good economic status with 7 family members. Her family occupation was agriculture. Her parents take care her at home. Her brother admit her in that school. Her parents were illiterate. Her friends helps her on her study. She likes to involve on extra activities. She likes to sing a song. She told that her school has disable friendly environment. She got scholarship on her study but she can't get scholarship from other organization. She know about policy on education to disable children. Her teacher told about disable policy on education. She likes to read with her friends. She was wheelchair students. Her friends helps her to move her. She said her school's physical infrastructure were making well but there needs to adds dustbin, (rame) a kind of ladder in her school. In her school there is good access on education with disable children. She told that following factors enable children with disable to access education. Disable children should give scholarship on education, hostel facilities, disable friendly environment, awareness to people on education etc. above factor increase disable children on education. She feel easy to read and write with non-disable friends because she got helps from them. They treat her on good way and helps on different activities on school. She told we should face various difficulties on public transportation. She face difficulty in riding public transportation to up and down with wheel chair. She said there needs to develop for easy access to disable passenger. She suffered from her health problem which is hampering her study. She is very dedicated towards her study. Her aim is to study better and to be a successful person in the future.

4.2.7 CWDs Interested Subject

The school should identify interests, aspiration, and capabilities of the students from the early period and should counsel them in such a manner. By analyzing such interest of the student's .school should give such environment to groom their ability in their interested subject.

Table 10: Following Subjects Like by Children on their Study

| Subject liked by children | No of respondents | Percentage |
|----------------------------------|--------------------------|-------------------|
| Nepali | 13 | 52% |
| English | 4 | 16% |
| math | 7 | 28% |
| Science | 1 | 4% |
| Others | - | - |
| total | 25 | 100% |

Source: - Field Survey, 2019

From the above table shows that students liked following subjects (Nepali, English, math, science) 52% (13) respondents liked Nepali subject. Same as 16 % (4) respondents liked English subject. Same as 28 % (7) respondents liked Math subject. Respectively 4 % (1) respondent like Science subjects. Maximum no. of children liked Nepali subject because children study on government school.

4.2.8 Helping Member's Description of Respondents on their Study

Helping members in family is the basic socialization agency for the children. Disabled children can get and learn good guidance from the helping members. Helping members in Family can make the personality of the children. In the family the most importance role is played by the parents and siblings. Helping members play vital role with children with disabilities on their study .In society there are different helping members to CWDs on education.

Table 11: According to Helping Members to Children on Study (Multiple Response)

| Helping members on children study | No. of respondents | Percentage |
|--|---------------------------|-------------------|
| Teacher | 15 | 60% |
| father | 7 | 28% |
| Mother | 5 | 20% |
| Brother | 11 | 44% |
| Sister | 14 | 56% |
| mama | 1 | 4% |
| Friends | 12 | 48% |

Source: - Field Survey, 2019

From the above data we can found that 60 %(15) children get help with their teacher on study. Same as 28 %(7) children get help from their father on study. Same as 20 %(5) children get help from their mother on study. Same as 44 %(11) children get help from their brother on study same as 56 %(14) children get help from their sister on study. Respectively 48 %(12) children gets help from friends on their study. From the above table shows that maximum no. of children get helps from their teachers on their study.

4.2.9 Getting to Scholarship from School on Education

Provisions for access to free and compulsory education to CWDs in the constitutions. So, to attract the CWDs to school and continue their education scholarship has given in that school.

Table 12: According to Getting Scholarship from School on Education

| Categories | No. of respondents | Percentage |
|-------------------|---------------------------|-------------------|
| Yes | 25 | 100% |
| No | 0 | - |
| Total | 25 | 100% |

Source: - Field Survey, 2019

From above table shows that 25 disable children we found that 100% (25) children with disabilities getting scholarship on education from that school.

4.2.10 CWDs Getting Scholarship from Other Organization

Active participation of INGOs and community base organizations working in the field of disability and children's education issues is necessary in real practice. For this Government of Nepal should make necessary coordination to them while planning, programming and implementing the educational programs for the CWDs.

Table 13: According Getting Scholarship from Other Organization

| Categories | No. of respondents | Percentage |
|-------------------|---------------------------|-------------------|
| Yes | 6 | 24% |
| No | 19 | 76% |
| total | 25 | 100% |

Source: - Field Survey, 2019

From the above table shows that among 25 disable children only 24%(6) students getting scholarship from other organization with the help of donor and 76%(19) disable children not getting scholarship from other organization.

4.3 Extra Curricular Activities

In school management team has conducted different types of extra curriculum activities for better learning of CWDs. So respondents are also participating in different kinds of activities. While researching we found that they are participating in different kinds of activities. Most of the respondents were felt sad and unhappy on becoming disable. As it was hard for them to do the work of their interest hence, can't do the work whatever they could not go to the place they like by self. Some time they like to involve in extra curriculum activities. Which give them entertainment and knowledge about activity. Following are the effective program held in that school and disable students attend those activities.

Table 14: According to Children Like to Involve in Extra Activities

| Like to involve in extra activities | No. of respondents | Percentage |
|--|---------------------------|-------------------|
| Drawing | 8 | 32% |
| Dance | 3 | 12% |
| Sing a song | 3 | 12% |
| quiz | 6 | 24% |
| Other games | 5 | 20% |
| Total | 25 | 100% |

Source: - Field Survey, 2019

From the above table shows that 32 %(8) children like to involve in drawing. Same as 12 %(3) children like to involve in dance. Same as 12 %(3) children like to sing a song. Same as 24 %(6) children like to involve to attend on Quiz. Same as 20 %(5) children like to involve on game. From the data maximum no. of children like to involve in drawing.

4.4 Satisfactions with School Infrastructure

Khagendra New Life Special Education Secondary School was establish in 2026 B.S and giving regular priority and provide different educational materials to CWDs. Now, new building were making with disable friendly environment.

Table 15: According to Felling Disable Friendly Environment at School

| Categories | No. of respondents | Percentage |
|--|---------------------------|-------------------|
| Feel Disable friendly environment | 22 | 88% |
| Totally not feeling disable friendly environment | 3 | 12% |
| total | 25 | 100% |

Source: - Field Survey, 2019

From the above table shows that (88%) 22 children fell disable friendly environment in that school. Only (12%) 3 students not feel disable friendly environment in that school. From data maximum no. of children feel disable friendly environment. Less no. of children doesn't feel disable friendly in that school.

4.5 Respondents Related with Getting about Disable Policy on Education or Not

The Nepali legislation appears to provide many positive ways in which disable people can access education, health, social support in fact on closer examination the legislation can be seen to be hedged by many provisos.

Table 16: According to Getting Information about Disable Child Policy on Education

| categories | No. of respondents | Percentage |
|--|---------------------------|-------------------|
| Getting information about disable policy | 6 | 24% |
| Not getting information about disable policy | 19 | 76% |
| total | 25 | 100% |

Source: - Field Survey, 2019

From the above table shows that only (24%) 6 children getting information from their teacher about disable children policy on education. Only (76%) 19 students not getting information about disable children policy on education. Majority of children did not about know about disable children policy on education.

4.6 Need to Improve and Add Physical Infrastructure Facilities

On account of make easy to move with disable person on school. There is making two new building with disable friendly environment. There is available disable friendly environment. Government provide scholarship, education materials etc. We can see reservation set to disable which helps them on reach school at the time. Creating a child friendly environment and making physical facilities available at schools plays a vital role in ensuring disable children access and retention in education. Keeping children in school and bringing in out of school these children needs sufficient space, appropriate furniture, and safe school premise and appropriate and sufficient water sanitation facilities. Construction of new school buildings meeting their requirements of students with disabilities, construction of classrooms meeting minimum standards, restoration of school building/classrooms improvements of school's external environments. There is following things need to improve and add to the new building of the school.

**Table 17: According to Need to Improve and Add Infrastructure on that School
(Multiple Response)**

| Categories | No. of respondents | Percentage |
|---------------------------------|---------------------------|-------------------|
| Dustbin | 15 | 60% |
| Fan | 5 | 20% |
| CCt.v | 17 | 44% |
| Pitch on all around school area | 11 | 60% |
| Water tap | 5 | 20% |
| toilet | 2 | 8% |

Source: - Field Survey, 2019

From the above table shows that 60 % (15) children need to add dustbin in that school. Same as 44 % (17) children need to add CCt.v. same as 60 % (11) children need to improve pitch on that school area. Respectively 20 % (5) child need to improve water tap. Same as 8% (2) children need to improve toilet. Majority children said to improve pitch around on that school area.

4.7 Need for Additional Support for Children with Disabilities to Access Education

To increase disabled children on education we should give them different facilities. factors promoting children with disabilities to access education for success in school were residential facility for the children; vehicle support to go to school; effectiveness of parental awareness raising program and admission campaign, scholarship to the children; free of cost textbooks; and free of cost availability of the stationary like exercise book, pencil/pen, instruments etc. To access on education these factors are importance to access on education with children with disabilities.

Table 18: According to the /Factors Needs to be Enable Children with Physically Disable to Access Education (Multiple Response).

| Factors | No. of respondents | Percentage |
|---------------------------|---------------------------|-------------------|
| Give scholarship | 15 | 60% |
| Give hostel facilities | 11 | 44% |
| Give transport facilities | 11 | 44% |
| Give public awareness | 7 | 28% |

Source: - Field Survey, 2019

From the above table shows that 60 % (15) children said give scholarship with disable children to enable on education. Same as 44 % (11) children said give hostel facilities with disable children to enable on education. Same as 44% (11) children said give transport facilities with disable children to enable on education. Respectively 28 % (7) children said give public awareness to enable on education with disable children. Children's interest to study at school, Disable friendly school structure and learning environment, Admission campaign home visit, counseling, awareness raising, community mobilization, Provision of well facility hostel ,Free of cost vehicle support to the children etc. Play vital role with children with disability.

4.8 Obstacles Face on Education with Physically Disable Children

What are the Obstacles face on education with physically disable children. So, it is asked all the respondent whose views are on the following tables.

Table 19: According to Obstacles Face on Education with Physically Disable Children (Multiple Response).

| Obstacles | No. of respondents | Percentage |
|---------------------------------------|---------------------------|-------------------|
| Lack of financial support | 21 | 84% |
| Lack of public awareness on education | 11 | 44% |
| Lack of transport | 15 | 60% |
| Lack of disable friendly environment | 15 | 60% |
| Lack of hostel facilities | 14 | 56% |

Source: - Field Survey, 2019

From the above table shows that 84 % (21) children put their view due to lacks of financial support with physically disable children face obstacles on education. Same as 44 % (11) children said that due to lacks of public awareness on education physically disable children face obstacles on education. Same as 60 % (15) children said due to lacks of transport physically disable face obstacles on education. Same as 60 % (15) children said due to lacks of disable friendly environment physically disable children face obstacles on education. Same as 56 % (14) children said that due to lack of hostel facilities physically disable children face obstacles on education. From the 5 respondents of teachers. They said most of the CWD's students comes from lower class medium to study on that school because school was public school. In Nepal access on education with disabled children were not well management, we should develop curriculum base on theirs needs like visual impairment children teach from Braille and deaf children teach by using sign language. Inclusive education is good education system to them. The Low level of consciousness of the parents, Parents related problems like migration, ignorance, Far distance of the school from home, Lack of publicity of the resource class and special schools, Geographical complexity, Lack of vehicle facility, No/least friendly hostel facility at school etc. are creates problems enable with children with disabilities.

Major Findings

The Major findings of the study are summarized as following thematic categories:

Both qualitative and quantitative data were collected and used. The data will be collected using both primary sources of data were collected from CWDs and their teachers in Khagendra New life Special Education Secondary School, Kathmandu district. Respondents were 25 CWDs and 5 their teachers. In My research I found that most of the respondent's family, friends and teachers shows well behave to them. All respondents are getting Scholarship and some respondents are getting hostel facilities. So, my respondents got opportunity for enable to access on education. Some time they like to involve in extra curriculum activities. Which give them entertainment and knowledge about activity. Creating a child friendly environment and making physical facilities available at schools plays a vital role in ensuring disable children access and retention in education. Keeping children in school and bringing in out of school these children needs sufficient space, appropriate furniture, and safe school premise and

appropriate and sufficient water sanitation facilities. In my research most of the CWDs regularly goes to school because they like to study with their friends. Maximum respondents said their school was with disabled friendly environment. School provide books, white stick, wheelchair and necessary educational materials etc. to disabled students. At school the behaviors of friends to respondents were found to be good. On school they were care by friends. Friends help them in difficulty time like to go from place to place, carry their bags, helps to move their wheelchair and do not discriminate them. Almost all friends' behaviors were found to be positive. All friends were helpful on different activities on that school of my respondents. The school was especially opened the objective to teach disabled students. In that school teachers were helpful, give motivation to disabled children on education, take care, helps to eat tiffin on interval time and love to CWD. At school they were care by their teachers. CWDs face various difficulty on their study. They face problem on going to school due to far distance from home to school. So, Hostel is best place to lives them. Which make them easy to go school.

Education is more important day by day. It is the basic foundation for human development. With the place of social change and development by education. Number of CWDs have access to educational facilities because of various factors. They are as given below:

i. Scholarship Facilities: - In that school total CWDs of my research respondents got scholarship facilities on education. Many of CWDs were from poor family economic status. Generally, socio – economic status of family plays vital role to CWDs on education. . If they get scholarship facilities then they got opportunity to get access to education.

ii. Hostel Facilities: - Many CWDs comes to study from various part of the country on that school. If CWDs got hostel facilities they have access to education. I found some of my CWDs respondent live with their relatives.

iii. Transport Facilities: - That school provided transport facilities to CWDs. Because of many disabilities students came from far away to get education on that school.

iv. Public and parents Awareness and Conscious Raising program: - This factor play very important role to CWDs access to education. Because people know that and inform them there is school where CWDs read. Then CWDs know information about disabilities friendly school. Facilities provided by school to CWDs access to education. Parents should be organized. They could be convinced for ensuring the education of the disabled children by enrolling and retaining at schools. Community should be mobilized for the expansion of inclusive education program.

v. Peer Group Influence:- Peer group is very important factors to access education CWDs. They do not feel inferior with peer. So, their access to education may be increase. Peer group influence is very strong factor that enable to CWDs to access to education on same school.

vi. Teaching and learning Materials: - If the school should have provided sufficient teaching and learning materials, The disability specific language and textbooks should be managed, Teachers should be trained in the constructed and use of educational materials. Then CWDs get access on education.

vii Teacher Training and Incentive:- Adequate training for the resources teachers as well as other teachers at school is necessary. The content of the training must be focusing on disability aspects, their psychology and inclusion. The incentives as reward should be provided to those schools and the teachers by the government who achieved high enrollment, retention and success rate of the CWD.

Viii. Physical Infrastructure: - The condition of being able to perform daily activities by oneself with or without taking others support. If the physical facilities are available the physical barriers are removed and there are opportunities of training and education.

CHAPTER V

SUMMARY, CONCLUSION & RECOMMENDATIONS

5.1 Summary

This study has considered the factors enable with disable children to education on Khagendra new life Special secondary school, Jorpati. The general objective of the study was to analyze access to education of disabled children and specific objective of the study was to identify the factors enable with disable children to education. The research was based on qualitative data with both descriptive and explorative research design to fulfill the specific objective of the data, Interview schedule was use to collect the primary information about the process of access on education of disable children to education. The questions were prepared in result oriented format base on the objective of the study. The major findings and the conclusions of the study are as:

The pervious table shows the individuals related to disable children above 12 years old and between the different age group of 12-18 years of class three in percentage of 16% of total respondents of 25 and same number of percentage children in class six and seven. Same number of percentage children in class four and nine. In class four 12% disable children studying. In class five 28% of total number of disable children studying. It was highest number of disable children studying class. Disable children studying of that age group highest in class six of that school.

Among them 40% were female and 60% male. Furthermore from the data among the respondents highest number 72% were from ethnicity, 12% were Brahmin. 4% from Chhetri, 12% from Thakuri caste. Regarding to stay in hostel 36% lives in hostel and 64% didn't lives in hostel. Base on education status of parents with disable children participation 52% parents were educated and 48% parents were uneducated. From total children participation 88% were feeling disable friendly environment and 12% didn't feeling disable friendly environment. Majority of the following those 76% didn't got policy information on education with disabilities and 24% got policy information on education with disabilities. Majority of respondents parents are involve in agriculture 32%, wage labour 28%, small business 24% and other occupation 16%. Out of them 24% got scholarship from other organization and 76%

didn't getting scholarship from other organization. But 100% disable children getting scholarship from that school. Among them 56% Hinduism, 40% Buddhist and 4% Christianity participants of the survey of that school. Hindu religion is more common in the context of the community.

Education is the most important for everyone. Education is key element for the development of the society. It plays an important role in our life and influences our lifestyle. The door of opportunities can only be opened with the development of education. An education gives us knowledge about right and wrong work. It helps to uplift our personality, make us strong mentally. To be economically active, education play vital role. Disability children have very difficulty in getting education as they cannot perform each and every work by themselves. So, an educational achievement among disability is found to be less than normal healthy children.

Family background (Expectation of disable children from their family on education) shows that Family is the basic socialization agency for the children. Family can make or break the personality of the children. In the family most importance role is played by the parents and siblings. Parents and elder siblings have responsibility to mold the personality and motivation of the children. Almost children has expressed that they had got good support from family members. The family members were (father, mother, brother, sister and mama) they got encouragement care and love from the family members. More had expected more support for caring, sharing and daring them from family members. They want to get more and continue support from family members on their study. School's experience of CWD's shows that most of the disable children regularly goes to school because they likes to study with their friends. Maximum respondents said their school was with disable friendly environment. School provide books, white stick, wheelchair and necessary educational materials etc. to disable students. They wants to stay in hostel. But there is not enough place to live in hostel. Behaviors of friends' at school shows that at school the behaviors of friends to respondents were found to be good. Friends do help them in difficulty like to go from place to place, carry their bags, helps to move their wheelchair and do not discriminate them. Almost all friends' behaviors were found to be positive. All friends were helpful on different activities. Behaviors of teachers' at school shows that the school was especially opened the objective to teach disable students. In that

school teachers were helpful, give motivation to disable children on education, take care, helps to eat tiffin on interval time and love to disable children. Behaviors of the society towards physically disabled children shows that Society is important because it provides us with a system and a platform to work together for the betterment of the world. With the collective efforts of the society, we are able to improve our living and social condition. In my research I was found that in khagendra New Life Special Education Secondary School, teachers and friends behaved well supporting, helpful, loving and caring. CWDS did not felt any kinds of discrimination in society.

The present study was conducted to find out the access on education of physically disabled children. The study was concluded in Khagendra New Life Special Education Secondary School, Jorpati in Kathmandu district. In this study 25 CWDS and also with their 5 teachers were interview and asked questions of that school in related subject matters. Data were collected using various tools as open – ended questionnaire in depth interview, case study field notes and observation.

There were total 25 physical disabled children respondents for the study. In that school higher age physically disabled students were also studying. Age group 12-18 were found to be in more no. than others. In this age group male respondents were greater than in female respondents. There are different types of religious followed by respondents were Hinduism, Buddhism, Christianity. Hindu and Buddhist religion followers were found to be more in number than other religions. Because in that area Brahma in and ethnicity community lives. So, there were the population Hindu and Buddhist was large majority group. Also there was only one child which was from Christianity.

Respondents have different caste / ethnicity study in that school. From the study it was found that ethnicity was greater than others following Brahmin, Thakuri, Chhetri. Majority of Tamang and Magar community people lives around in that community school. Feeling of becoming disable shows that most of the respondents were not happy. They felt sad and unhappy on becoming disable. As it was hard for them to do the work of their interest hence, can't do the work whatever they could not go to the place they like by self.

5.2 Conclusion

The conclusions derive after the analysis of data collected during field study are as follows:

The increasing access to education for CWDs in that school is to be positively noted but there is a need to give more attention to improve more their life experiences.

All CWDs in that school are getting equal opportunity of reading and writing and involve in extra curriculum activities which organized by the school management team in the different occasion and time period. They were participating in different extra activities like singing, drawing, dancing etc. Managerial part of the school is satisfactory. The teachers and friends behave with friendly towards CWDs and strongly support for their better learning. Teachers are good qualified but still there are need to improve for some physical infrastructure and educational materials to the CWDs good learning and for more success.

Children with disability are deprived of school education because of cause's poor health, least conscious status of the parents, family economy school environment, and psychological problem and so on. As the enrollment of CWDs in the resource class developing their access to education, most important success is the access on education with CWDs from the inclusive school and good education service to the CWDs should maintain all the efforts of all the concerned stakeholder should be assisting the main implementing agency to achieve to ensure the successful education for CWDs reforms and improvements both in current policy and practice should be made. Factors contributing access to education of disable children are thus to be found by gender, age, scholarship, hostel facilities, family background, disable friendly environments etc. The above analysis shows that the factor enable children with disabilities on education focus on give scholarship, hostel facilities, transport facilities, public awareness, building disable – friendly infrastructure/ environment, especially disable children needs to ensure in the laws and policies on education. Government should work with development on education to make them accountable. They belief in different religion like Hindu, Buddhist and Christian.

From the case study, I came to know that it's very important to educate the children. Education is very important to all and it's right of all children to get education. Why not they are physically and economically weak, without parents and care giver, they need education for their bright future. Although they are physically weak, education gives them the platform to be mentally prepared to struggle every situations.

Lastly, disability makes children unable to do all kind of works by self. If we give different facilities to them they can be enable on all types of activities. There are different types of categories of disability. It can be too much emphasized that the factors enable with CWDs to access on education. Lack of financial support, lack of public awareness on education, lack of transport, lack of hostel facilities are barrier factors on education of disable children. Factor which lead access to education of disable children are many and diverse.

5.3 Recommendations

Based on the above mentioned summary, conclusion and researchers field experiences, following suggestions have been made for further improvement of successful implementation of access on education with children with disabilities.

- Raise awareness programme to disabled children and their parents on their education.
- Suggests that something of unique support for promoting both increased access and retention of children with disability in the classroom for their success in school education is to be seriously thought out and critical intervention strategies are to be identified and implemented. There could be a number of factors that contribute to students' easy access to learning and instruction and their retention in the classroom. The school and teacher related factors, students' personal factors, and their home related factors may have major roles to play.
- Focus on inclusive education to CWDs.
- The local bodies should make and implement the plan for the enrollment, retention, success in school and life skill development in coordination and participation with the schools, CBOs/INGo working in the field of the education for CWDs.

- It is very necessary to study on the present status of the children with disability in Nepal. This will be further help to find out the appropriate interventions to be used for their enrollment, retention and success in school. It will particularly to provide the guideline in order to achieve the MDGs of education. As a direct benefit the children who have disability will be taken into mainstream of national education which in turn assists to reduce the illiteracy rate and thus increase the literacy. Above all the study has helped nation building by the development in educational sector.

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ANNEX - A

Followings are the definitions of the specific disability categories are under IDEA.

| S.N | Specific disability categories | By the Definition of IDEA (Description of specific disability) |
|-----|--------------------------------|---|
| 1 | Autism | This type of developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and Unusual responses to sensory experiences. |
| | Deaf-Blindness | It is related Hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. |
| 3 | Deafness | This disability related to hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance. |
| 4 | Developmental Delay | This categories of disability related to Children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development, |

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| | | cognitive development, communication, social or emotional development; or adaptive [behavioral] development. |
| 5 | Emotional Disturbance | <p>This is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:</p> <p>(a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.</p> <p>(b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.</p> <p>(c) Inappropriate types of behavior or feelings under normal circumstances.</p> <p>(d) A general pervasive mood of unhappiness or depression.</p> <p>(e) A tendency to develop physical symptoms or fears associated with personal or school problems.</p> <p>The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.</p> |
| 6 | Intellectual Disability (formerly known as Mental Retardation) | This type of disabilities is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's Educational performance but is not included under the definition of "deafness. |
| 7 | Intellectual Disability (formerly known as Mental Retardation) | <p>It Significantly sub-average general intellectual functioning, existing concurrently [at the same time] With deficits in adaptive behavior and manifested during the developmental period, that adversely Affects a child's educational performance.</p> |
| 8 | Multiple Disabilities | This is related to Concomitant [simultaneous] impairments (such as mental retardation-blindness, mental retardation orthopedic impairment, etc.) the |

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|----|-------------------------------------|---|
| | | combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness. |
| 9 | Orthopedic Impairment | Orthopedic Impairment is a severe orthopedic impairment that adversely affects a child's educational performance. The term Includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis). |
| 10 | Other Health Impairment | This impairment having limited strength, vitality, or alertness, including a heightened alertness to environmental Stimuli, that results in limited alertness with respect to the educational environment, that (a) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention Deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, Leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (b) Adversely affects a child's educational performance. |
| 11 | Specific Learning Disability | This type of disability related to disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as Perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that |

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|----|--|--|
| | | are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage. |
| 12 | Speech or Language Impairment | This is communication disorder such as stuttering, impaired articulation, a language impairment, or a Voice impairment that adversely affects a child's educational performance. |
| 13 | Traumatic Brain Injury | This is an acquired injury to the brain caused by an external physical force, resulting in total or partial Functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning; abstract thinking, Judgment, problem-solving, sensory, perceptual, and motor abilities, psychosocial behavior, physical functions, information processing, and speech. |
| 14 | Visual Impairment Including Blindness | This is an impairment in vision that, even with correction, adversely affects a child's educational Performance. The term includes both partial sight and blindness. . (Categories of disabilities under IDEA, 2017) |

Source: - Categories of disabilities under IDEA, 2017)

ANNEX – B

अपाङ्गता भएका बालबालिकाहरुलाई अध्ययन गराउने शिक्षक शिक्षकालाई तयार पारिएको खुला प्रश्नावली

१. अपाङ्गता भएका बालबालिकाको शिक्षामा पहुँचको अवस्था कस्तो देख्नु हुन्छ?
२. अपाङ्गता भएका बालबालिकाको शिक्षामा पहुँच वृद्धि गर्न के गर्नुपर्दछ ?
३. अपाङ्गता भएका व्यक्तिहरुको शिक्षामा पहुँच कम हुनुका कारणहरु के-के हुन् ?
४. अपाङ्गता भएका बालबालिकाहरुको लागि शिक्षामा जीवन उपयोगि के हुन सक्छ?
५. यो विद्यालयमा कुन-कुन पक्षमा अपाङ्ग मैत्रि छ ?
६. हाल सम्म भएका विभिन्न अपाङ्ग सम्बन्धि नीतिहरुमा शिक्षा सम्बन्धि नीति मध्ये कुन उपयुक्त लाग्यो ?
७. किन अपाङ्ग भएका बालबालिकाले सजिलै शिक्षा पाउन सक्दैनन् ?
८. यस विद्यालयमा कस्तो प्रकारको आर्थिक अवस्था भएका परिवारका अपाङ्ग बालबालिका अध्ययन गर्न आउ छन् ?
९. CRPD बारे जानकारी छ ?
१०. अपाङ्गता भएका बालबालिकाहरुलाई शिक्षामा आकर्षण गर्न के गर्नु पर्दछ ?
११. अपाङ्गता अनुकूल शैक्षिक वातावरण तय गर्न के गर्नु पर्दछ ?
१२. अपाङ्गता भएका बालबालिकाहरुको शिक्षाको लागि राज्यले चालेका शैक्षिक नीति अपाङ्गता भएकाको लागि प्रोत्साहन गर्दछ ? हजरलाई के लाग्छ
१३. अपाङ्गता भएका बालबालिकाहरुको शिक्षाका लागि नेपाल सरकारका कस्ता प्रावधानहरु रहेका छन् ।
१४. यस विद्यालयमा अपाङ्गता मैत्री शैक्षिक सामग्री के-के उपलब्ध छन् ?
१५. यस विद्यालयमा पुस्तकालयको व्यवस्था छ ? छ भने पुस्तकालयमा अपाङ्ग मैत्रि के-के छ ?
१६. अपाङ्गता सम्बन्धि भएका अन्तराष्ट्रिय सन्धि सम्झौतामा भएका प्रावधानहरु विद्यालयमा लागु के-के छन् ?
१७. अपाङ्ग मैत्रीपाठ्य सामग्री (Audio, visul, Brail etc...) को स्थिती पर्याप्तता छ ?

१८. अपाङ्गता सम्बन्धि भएका नीतिबारे जानकारी छ ?
१९. अपाङ्ग भएका बालबालिकाहरुलाई बढी भन्दा बढी शिक्षामा पहुँच पुर्याउन के गर्नु पर्दछ ?
२०. अपाङ्गता सम्बन्धि शैक्षिक नीति अनुसार शिक्षा कस्तो प्रकारको हुनु पर्दछ ?
२१. नेपालमा अपाङ्गता भएका बालबालिकाहरु शिक्षामा अवरोध आउनुको कारण के-के हुन सक्छन् ?
२२. हजुरलाई लाई भन्न मन लागेका कुराहरु केही छ ? छ भने हजुरको विचार दिनु होला ।

अपाङ्गता भएका बालबालिकाको लागि तथा पारिएको प्रश्नावली

नाम उमेर लिङ्ग कक्षा
जात धर्म ठेगाना

अस्थाई ठेगाना

स्थाई ठेगाना

विद्यालयको नाम

बुवाको नाम शिक्षित/अशिक्षित

आमाको नाम शिक्षित/अशिक्षित

अपाङ्गताको प्रकार

१. तपाईंलाई यस विद्यालयमा कस्ले भर्ना गरि दिनु भयो ?
२. तपाईंको परिवारको संख्याकति छ ?
३. तपाईंको परिवारको पेशा के हो ?
४. तपाईंको परिवारको आर्थिक अवस्था कस्तो छ ?
५. तपाईंलाई घरमा कस्ले बढि स्याहार गर्दछ ?
६. तपाईंलाई अध्ययनमा कस्ले बढि सहयोग गर्दछ ?
७. तपाईंलाई मनपर्ने विषय कुन हो ?
८. के तपाईं नियमित रुपमा स्कुल पढन जानु हुन्छ?जानु हुन्छ भने किन होला?
९. तपाईंलाई कस्तो कस्तो कार्यक्रमहरुमा सहभागि हुन रुचाउनु हुन्छ?
१०. तपाईंको विद्यालय अपाङ्ग मैत्री छ ? छ भने कुन कुन पक्षमा अपाङ्गता मैत्री बनाइएको छ ?
११. के तपाईं होस्टेलमा बस्नु हुन्छ ? खाना र बस्न कस्तो छ ?
१२. तपाइले अध्ययन गरिरहेको विद्यालयबाट छात्रवृत्ति पाउनु भएको छ ?
१३. तपाईं कुनै संघ स्थानबाट छात्रवृत्ति पाउनु भएको छ ?
१५. तपाइको विचारमा अपाङ्गता भएका बालबालिकाहरुलाई शिक्षामा सक्षम बनाउन के गर्नु पर्दछ ?
१५. तपाईंलाई अपाङ्गता भएका बालबालिकाहरुको लागि भएका नीति नियमबारे जानकारी प्रावधान र सेवा सुविधा छ ? छ भने कहाँबाट थाहा पाउनु भयो ?

१६. तपाईंलाई विद्यालयमा पढन कतिको रुचि लाग्छ ? लाग्छ भने किन र लाग्दैन भने किन होला?
१७. के तपाईंलाई विद्यालय जानको लागि यातायात सुविधा चाहिन्छ? सवारी साधनको आवश्यक पर्छ ?
१८. तपाईंको विद्यालयमा भौतिक पूर्वाधारको अहिलेको अवस्था कस्तो छ र थप गर्न के-के थप गर्नु पर्ला ?
१९. अपाङ्गता भएका बालबालिकाहरूलाई शिक्षामा पहुँचको अवस्था कस्तो छ ?
२०. अपाङ्गता भएका बालबालिकाहरूलाई शिक्षामा पहुँच वृद्धि गर्न के कस्तो गर्नु पर्छ होला?
२१. अपाङ्गता भएका बालबालिकालाई कस्तो शिक्षा बढि उपलब्धि मुलक होला?
२२. के तपाईंलाई सपाङ्गता भएका साथीहरूसँग बसेर पढन सहज (सजिलो) लाग्छ ? लाग्दैन भने के-के कारण होला?
२३. विद्यालयमा तपाईंलाई अन्य बालबालिकाहरूले कस्तो व्यवहार गर्नु हुन्छ?
२४. अपाङ्गता सम्बन्धि शैक्षिक नीति अनुसार शिक्षा कस्तो प्रकारको हुनु पर्दछ ?
२५. नेपालमा अपाङ्गता भएका बालबालिकाहरू शिक्षामा अवरोध आउनुको कारण के-के हुन सक्छन् ?
२६. तपाईंलाई विद्यालयमा शिक्षामा प्राप्त गर्न अफठयारो भइरहेको छ ?
२७. विद्यालयबाट के अपेक्षा गर्नु हुन्छ?
२८. घर परिवारबाट शिक्षामा के अपेक्षा गर्नु हुन्छ?
२९. सार्वजनिक यातायातका साधन प्रयोग गर्दा के कस्ता समस्या भोग्नु भएको छ ?
३०. तपाईंले घर र स्कुलमा अपहेलना भोग्नु परेको छ ?
३१. तपाईंलाई भन्न मन लागेका कुराहरू केही छ ? छ भने तपाईंको विचार दिनु होला ।

Thank you very much for your cooperation!!

ANNEX – C

PHOTOGRAPHS





