

CHAPTER -I

INTRODUCTION

If you think of one year, plant a seed. If you think of ten years, plant a tree. If you think of hundred years, educate children--Anonymous.

1.1 Background of the study

An educated child is the greatest treasure of any society. Education is important as it gives imagination, creativity and energy. Formal teaching provided by schools and colleges, have become fundamental to our way of life. It is by respecting the school rules that the child learns to respect rules in general, that he develops the habit of self-control and restraint simply because he should control and restrain himself. It is a first initiation into the austerity of duty. From the functional point of view the school class can be treated as an agency of socialization.

Education is the one of the inalienable rights of every person and has been recognized as such in both the Universal Declaration of Human Rights and the Universal Convention on Economic, Social and Cultural Rights. According to UNESCO Statistics, one out of five over the age of 15 can neither read nor write. If no action is taken, two out of six adults will be illiterate by the year 2010 (UNESCO, 2003).

Gaps in opportunities for education remain large. In an increasingly knowledge-based global economy about 115 million children are denied even the most basic primary education. Most of the children who are not enrolled in school are in Sub-Saharan Africa and South Asia. On average, a child born in Mozambique today can anticipate four years of formal education. One born in France will receive 15 years at vastly higher levels of provision. Average schooling in South Asia, at eight years, is half the level in high-income countries. Moreover, while the primary school enrolment gap may be closing, the gap between rich and poor countries measured in terms of average years of education is widening. (Human Development Report, 2005)

“The Development Data Bank” of World Bank (1995) reported that the developing countries have succeeded in sharply increasing the percentage of children who are enrolled in primary schools, even with the rapid growth in number of children of primary school age. Developing countries are working hard to ensure that all children get a basic education. But enrolment rates are only one indication of a country’s school system. They cannot measure the quality of education a student receives, the amount of time he/she actually spends in the classroom.

Educational discrimination against women hinders economic development in addition to reinforcing social inequality. Studies from around the developing world consistently show that expansion of basic education of girls earn among the very highest rates of return of any investment (UNESCO, 2000).

With the dawn of democracy in Nepal in 1950, there came an awakening of the need for education. The necessity for mass literacy and the spread of education all over the country, from the Mechi to the Mahakali and the Himalayas to the Tarai, has been keenly felt. With the recognition of education as the keystone for democracy, the Government of Nepal established an Education Board in 1952 to supervise and expand the existing educational facilities. The share of the government budget allocated to education has increased in recent years. New educational policies have been adapted to emphasizing access to, quality of and equal opportunity in primary education. The emphasis given to education since the democratic government came into power, leads to the hope that Nepal will achieve substantial improvement in education by the end of the twentieth century.

The United Nations General Assembly adopted the Convention on the Right of the Child (UN CRC) on November 20, 1989. HMG/Nepal has ratified the UN Convention on the Rights of the Child in 1990. In article 28 it is mentioned, “The child’s right to education and the state’s duty to ensure that primary education at least is made free and compulsory. Administration of school discipline is to reflect the child’s human dignity. Emphasis is laid as the need for international cooperation to ensure this right.” Similarly in article 29 it is mentioned that “The states’ recognition that education should be directed at developing the child’s personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing respect for the child’s own cultural and national values and those of others” (Article 29, UN CRC 1989:9).

It has been decade since Nepal has ratified the UN Convention on CRC. Since then, HMG/Nepal has expressed a number of political, commitment towards safeguarding the rights and interests of Nepali Children. Many of these commitments are remain only on paper.

Efforts have been made in the past for the development of education in Nepal. Government implemented projects on primary education, especially the Seti Education for Rural Development Project (Seti ERDP) and the Primary Education Project (PEP) of the 1980s.HMG/Nepal has ratified many conventions for the betterment of and welfare of children, but still hundreds of thousands of school-aged children are deprived of the right of education.

In the context of the principle of 'Education for All', 10th 5-year plan has made special provisions to increase the access of women and people with disability to the opportunities of education. Regarding primary education, the government has aimed to raise net enrolment of primary level to 90 percent; improve the ratio of female teacher to 30 percent; provide nutritious food to 450 thousand children every year; provide scholarships to the girls and children from disadvantaged communities (*dalits*, backward indigenous communities, persons with disability and economically backward).

In 1972, the number of students enrolled in primary schools was about 450,000 of which girls comprised only around 16 percent. The figure in 2006 stood at 4,515,059 of which girls comprised 48 percent. At primary level the share of Dalit enrolment is 18 percent, Janajati 38 percent students with disability 1 percent and for others 44.3 percent.(Ministry of Education and Sports, 2007)

1.1.1 Disability

Disability is defined as a result of impairment a person might not be able to perform activities of daily life considered normal for his/her age, sex etc. A disability describes a functional limitation. For example, being disabled means having difficulty communicating (includes difficulty seeing, hearing and speaking), having difficulty moving and having difficulty learning. In other words, 'it is the restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being.' (UNICEF/NPC, 2001).

In 1980, the WHO adopted an international definition of disability as, “A disability is any restriction or lack of ability (resulting impairment) to perform an activity within the range considered normal for a human being. A disability may be temporary or permanent, reversible and progressive or regressive”

National Disabled Federation-Nepal, representing 171 organizations working in disability including self-help organizations, has defined disability as the condition of limitations in carrying out activities of daily living (ADL) as well as full participation in social life due to problems in body organs, body systems affecting physical, social and cultural environment along with communication.

And physical disability is the condition in which the person can not walk, function and uses the body organs due to disorders of nervous, muscular, structure of joints and bones. For example: Poliomyelitis, Muscular Dystrophy, Chronic problems related to joints and spine, club feet, rickets, disability caused by diseases of bones etc. WHO has categorized the dwarf people as physical disability. (National Disabled Federation-Nepal, 2063 BS)

In its study, UNICEF/NPC (2001) had classified disability into four categories:

- 1. Communication disability:** a disability concerning seeing, hearing and speaking.
- 2. Locomotion disability** (concerns with the defect or deformity in the limbs, which make a person unable to perform the daily activities of life. Locomotion disability includes the mobility and manipulation disability concerning the lower limbs and the upper limbs respectively.
- 3. Mentally retarded:** is further divided into two categories:
 - a) Mental retardation: The failure to acquire the ability to perform activities or to learn new tasks as per the person’s age and environment, due to delayed mental development prior to the age of 18 years was classified as mental retardation.
 - b) Disabilities as a result of neuro-psychiatric conditions: Disabilities due to neuro-psychiatric conditions can be classified as epilepsy and chronic mental illness.

4. Multiple/Complex Disabilities:

Those who had more than one type of disability were considered to have multiple/complex disabilities.

1.1.2 Legal Reforms and Policy Initiatives for People with Disabilities

The first government programme to help disabled persons began in 1964 in the field of Special Education (Integrated Education) for the blind and visually impaired, followed by its 1967 enlargement to accommodate deaf children and its 1969 admission of physically disabled children. The Special Education Council was established in Ministry of Education in 1973. During the International Year of Disabled Persons, 1981, special education was expanded in all the five development regions for all types of disabled persons. Significant expansion in Special Education started in 1993, when the Danish Government provided support to Nepal's Basic Primary Education Project (BPEP) for establishment of special education in 56 districts. These special education initiatives exemplify the thrust of integrating challenged children into mainstream citizenship via special schools, Integrated Schools and inclusive Schools that, taken together, reach over 6500 youngsters. More than 2000 also receive education through advocacy and welfare-based NGOs.

The advent of democracy in 1990 allowed PwDs to exercise their human rights and to establish advocacy-based NGOs. The Constitution had guaranteed the rights, welfare and security of PwDs equal to other citizens without discrimination. The United Nations Standard Rules on Equalization of Opportunity for Persons with Disability of 1993 has emphasized the establishment of self-help organizations and guided the government in its support of PwDs for their empowerment.

The Tenth Plan also addressed these issues, including the mainstreaming of PwDs in national development. Yet although the government promulgated the Disabled Protection and Welfare Act in 1982, practices remained unchanged even after Rules were adopted for the implementation of the Act in 1993. While identity cards were distributed in 50 districts by the end of 2001, those who carry them still have received only limited benefits promised by the 1982 Act.

At present, the Social Welfare Council supports income-generating programmes; and a number of NGOs provide soft loans. United Nations agencies, I/NGOs, Community Based Organizations (CBOs) and volunteer organizations also provide financial and technical support. The exclusion of disability issues from all national developmental processes has compelled PwDs to demand the formation of National Disabled Commission to design and develop plans and programmes to address their problems; its establishment has foundered due to insufficient resources. Indeed, the ineffective management and insensitivity of government agencies towards disability problems is summed up by their failure to implement the Disabled Protection and Welfare Act of 1982 even after the approval of its Rules 11 years later. The national Coordination Committee formed within the MoWCSW has prepared amendments to this Act -which, however, still awaits mission to the House of Representatives for adoption by special ordinance. Only with such measures can a paradigm shift from a charity-based approach to a rights-based approach begin to take place.

This study on the topic “*Situation Analysis of Educational Attainment Children with Physical Disability*” has attempted to analyze the situation of education among the children with physical disability and formulate the ways to improve their education attainment.

Only few survey/research has done about education of children with physical disability. Some of the NGOs are actively involved in the education sector for the children with disability but still children with physical disabilities are deprived of education.

1.2 Statement of the Problem

The right to education is a fundamental human right. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adult and children can lift themselves out of poverty, and obtain the means to participate fully in their communities. Individuals can exercise none of the civil, political, economic and social rights unless they have received a certain minimum education.

Education makes a difference in everyone’s life, but it makes a much greater relative difference in the lives of children with disabilities. Education is the most vital way to

promote and to protect the right of the child. Education is a right not a privilege. But education should be meaningful, functional and scientific (CWIN, 1998).

According to CWIN (1998), in Nepal, 41% of total population is children below 16 years. Literacy rate of girls is 42.8% compared to 65% with the boys. In Nepal, primary school going girls is 74% compared to 86% with the boys. CWIN further mentions, out of 100 children, 80 are admitted to school, but only 51 complete primary level; 86 boys and 74 girls are enrolled in primary level

In Nepal, education is given lower priority especially in rural areas where the families see their children as substitution of family work and labour especially in marginalized communities, *dalits* and disadvantaged groups. In spite of the protective legislation and progressive policies in Nepal, government apathy and a lack of awareness at all levels mean that children with disabilities remain severely underserved. (Save the Children Norway- Nepal, 2004) Besides, Nepal is one of the least developed and the poorest countries in the world with GNP per capita of just \$270 in 2005 (World Bank).

Children living in the least developed countries, the poorest communities, and the most impoverished households are less likely to be enrolled in, or be able to regularly attend school, as are children in rural areas, children with disabilities and those living in areas affected by armed conflict. (State of the World's Children, UNICEF, 2006)

Education status of the Nepali children lags behind as compared to other South Asian countries. Nepal's net primary school enrollment/attendance from 1996 to 2004 stood at 74% whereas India has 77%, Bangladesh has 79% and Maldives has 92% enrollment. (State of the World's Children, UNICEF, 2006)

According to the annual school-based data of Ministry of Education and Sports, of the total primary school age children 19.6% are never enrolled in school, 45.4% of the children enrolled in primary schools drop out without completing grade five. According to 2001 census, Nepal has 53.7% literacy rate of which Male literacy is 65.1% and that of female is 42.5 %. 46.3% above 6 years of age and 56 % above 15 years of age are illiterate (MoES, 2007).

Although Nepal has shown solidarity and taken actions towards achieving the two major global initiatives-- Education for All by 2015 as well as Millennium Development Goals, the target of educating all the children remains unlikely. Universal primary education is one of the Millennium Development Goals.

Nepal Millennium Development Goals progress report 2005 mentions, “Given the recent progress of the net enrollment rate (NER) in primary education, it seems less likely that Nepal will achieve the target of universal primary education by 2015. Furthermore, unless special initiatives to reach children from disadvantaged families are introduced, it will be difficult for Nepal to maintain the same pace of improvement and reach 100%--the Millennium Development Goals (MDG) target.”

This study focused on the situation of the education status of children with physical disabilities and analysis of the problems faced by the children, the causal factors and the possible solutions.

In Nepal, disability is looked down upon as curse and the children with disability are forbidden to live alone miserably. Often the children with disabilities are ignored from their access to education, health care and sanitation measures.

Of the total population of disabled persons in Nepal, 27.8% are reported to be children below the age of 15 years (Boyce, Malakar et. al, 2000). When physical disability was considered by the sample survey of disabled people in Nepal in 1980, about 1.2% of the population was found to be under this category. (NPC/UNICEF, 2001)

According to the National Federation for the Disabled, almost 10 per cent of the total population is living with one or other kind of disability and that the state's response is inadequate for the support and development of disabled population. The federation estimates that there are about 250,000 children under 18 living with disabilities (The State of the Rights of the Child in Nepal, CWIN, 2003)

Discrimination against people with disabilities (PwDs) is rampant in all communities in general and in rural/remote communities in particular. Even their families tend to neglect their basic needs (enough food, clothing, care concerning personal hygiene and medical treatment equal to that of the non-disabled.) PwDs often languish in a corner or an isolated room or outside homes altogether (where they can be housed separately), without

proper care and participation in day-to-day household activities or in any other cultural and religious activities. (Nepal Human Development Report, UNDP, 2004).

UNICEF/NPC (2001) in its study found that those having no education comprised of 68.2% of the total disabled persons. It can be observed that only 31.8% of the disabled persons had acquired any education including the non-formal education. It was found that 43.7% of the disabled persons in this age group of 6 to 20 never enrolled in school while 56.3% had been enrolled in school. The main reason given for not enrolling in school was that the parents did not feel that education was important. The other reason was that their disability prevented them from going to school. Others (10.8%) said that they could not go to school because of financial problems at home.

The study is aimed to find out the present educational status of the children with physical disabilities and analyze it. This study explored the following research questions. Such as--

- i. What are the relationship between physical disability and educational attainment of the children with physical disabilities?
- ii. What are the problems faced by the physically disabled children in going to school?
- iii. What are the roles of their parents and families for their access to education?
- iv. What impact does physical disability have upon their educational attainment?
- v. To what extent they are aware about child rights and right to education?

1.3 Objectives of the Study

The general objective of this study is to find-out the existing educational status of children with physical disabilities. Based on this general objective, the following specific objectives have been defined:

-) To explore and analyze the present educational status of children with physical disabilities admitted at Hospital and Rehabilitation Centre for Disabled Children in Banepa and their opinion towards education.
-) To study the educational problems of children with physical disabilities.
-) To identify the impact of physical disability on educational attainment of the children.

1.4 Rationale of the Study

The study would contribute to understand the educational situation of the children with physical disabilities. Very few studies have been carried out on the topic so far. So this sociological study would be of important source of reference for the researchers, educators and policy makers in the field of education for the children with disabilities.

Disability is regarded as social stigma and highly neglected issue in our society. Children with disability is taken as burden and liability by their parents, communities and even the government appears to ignore their rights to education, health care and career development. In this context, this study would serve as an eye-opener to realize the education needs and the problems faced by those children.

The study therefore, would attempt to shed light on the education scenario of the children with physical disabilities, the causes of educational problems such as drop-outs, gaps in educational attainment (if any) and mitigation measures of educational problems. The hospital has so far treated nearly 30,000 children with disabilities where patients having various types of physical disabilities are catered and given medical treatment as well as rehabilitative services including physiotherapy and prosthetic and orthotic services, follow-up visits.

The independent study has not yet been launched so far on situation analysis of the education status of the children with physical disabilities.

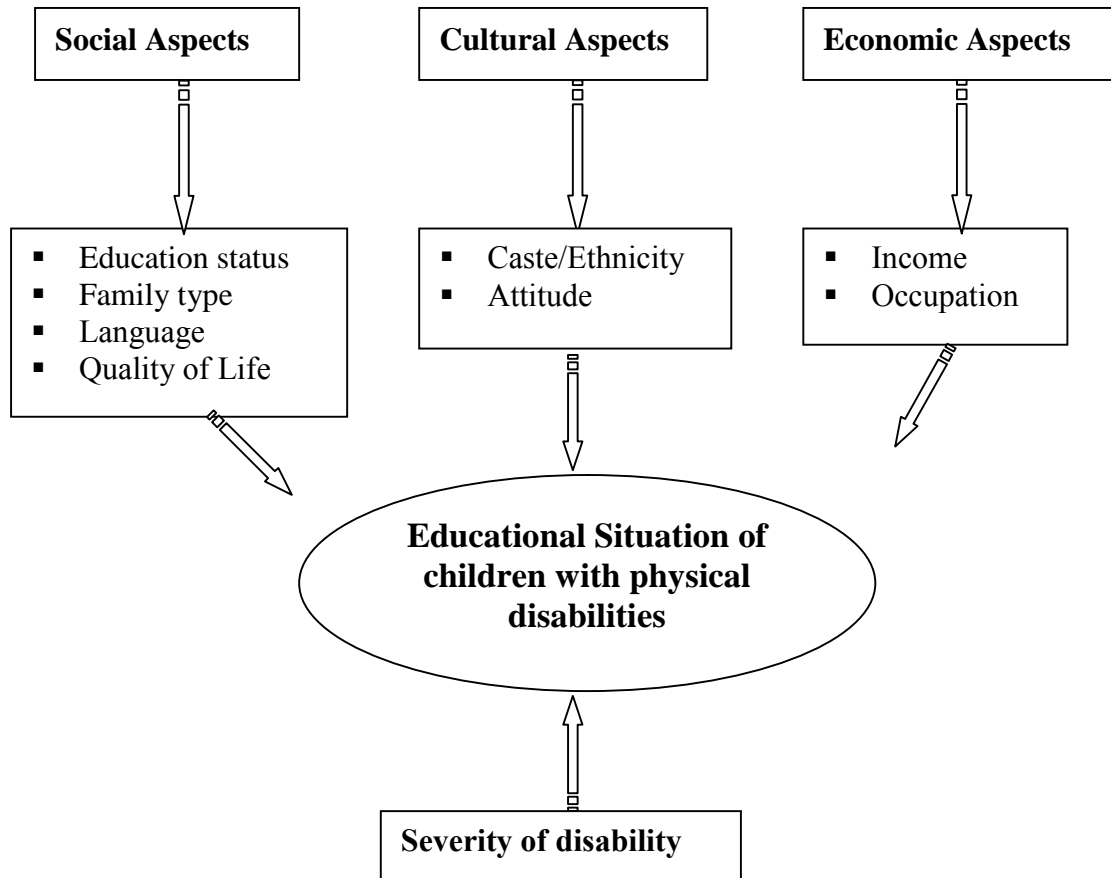
1.5 Theoretical Framework

Based on the problem statement and literature review, some generalizations were extracted. There is higher potential for the child with physical disability to have schooling if the economic status, social background and the cultural aspects remain favorable.

There is link between poverty and disability. The families who are economically disadvantaged cannot afford the expenses for their children. As schooling demands books, transport expenses, school fees etc for the child. The independent variables are

social aspects, cultural aspects and economic aspects. Besides, the educational status of the parents and ethnicity also play equally important roles in supporting children attend to schools.

Dependent variable is educational situation of the children with physical disabilities.



1.6 Definition of the Terms Used

Anchylosis : Fusion of bones; complete or partial fixation of joint, by some disease (arthritis) or surgical operation.

CBR : Community Based Rehabilitation is rights based approach active in many countries in the world, is based on the recognition that families, with proper training and support, can work in collaboration with others in the community to promote the optimum development of children with disabilities.

Cerebral palsy : Disorder resulting from non progressive brain damage during early development. It may be defined as a disorder of movement and posture due to progressive lesion in an immature brain. The injury can arise before, during or short time after child birth. At a young age C.P. can be recognized by impaired control of posture and movement.

Clubfoot (CTEV) : CTEV is one of the common congenital deformities of foot. Also known as club foot owing to its shape and appearance of club.

Orthosis : It is a device used externally in existing organ with musculo-skeletal problem on treatment process. For example: Ankle Foot Orthosis.

Orthotics : It is a science / technology of evaluation, designing and fabrication of orthosis

Osteogenesis imperfecta : Osteogenesis imperfecta is a rare connective tissue disorder in which bones bend and break easily.

Physical Therapy or physiotherapy : The art of improving position, movement, strength, balance and control of the body.

Polio	: Poliomyelitis is viral infection disease, which affects on the anterior horn cells of spinal cord.
Prosthesis	: It is a device used as replacement of non-existing organ on the rehabilitation process. For example: Below Knee Prosthesis
Prosthetics	: It is a science / technology of evaluation, designing and fabrication of prosthesis
Rehabilitation	: Rehabilitation means returning of ability or helping a disabled person to manage better at home and in the community.
Study gap	:Discontinuation in regular study due to disability, or during their treatment and rehabilitation
Therapy	: Healing treatment by any method

1.7 Organization of the Study

The study is divided into six chapters. The introductory chapter presents background of the study, disability, legal reforms and policy initiatives for people with disabilities, statement of problem, objectives of the study, rationale of the study, theoretical framework and definitions of the terms used. The Chapter II presents literature review covering sociological perspectives on education, review of previous studies and research methodologies are described in Chapter III. The major findings of the research have been presented in Chapter IV and V covering education situation of children with physical disability and experiences/attitudes of parents and teachers respectively.

Finally, Chapter VI presents a brief summary of the overall research and conclusions. The bibliography provides the lists of references used in this research by the researcher. The section on annexes provides the detailed lists of the types of questionnaires used in the research.

CHAPTER –II

LITERATURE REVIEW

Education has become a vast and complex social institution throughout the world. It prepares citizens for the various roles demanded by other social institutions, such as the family, government, and the economy. *The Functionalist, Liberal and Marxian perspectives* offer distinctive ways of examining education as a social institution.

2.1 Sociological Perspectives on Education

Education - A Functionalist Perspective

The French sociologist Emile Durkheim saw the major function of education as the transmission of society's norms and values. He maintained that, 'Society can survive only if there exists among its members a sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the child from beginning the similarities which collective life demands.' Durkheim argues that in complex industrial societies, the school serves a function which cannot be provided either by the family or peer groups. Durkheim argues that 'It is by respecting the school rules that the child learns to respect rules in general, that he develops the habit of self-control and restraint simply because he should control and restraint himself. It is a first initiation into the austerity of duty. Serious life has now begun '

American sociologist Talcott Parsons argues that after primary socialization within the family, the school takes over as the 'focal socializing agency'. School acts as a bridge between the family and society as a whole, preparing the child for his adult role. Like Durkheim, Parsons argues that the school represents society in miniature. Modern industrial society is increasingly based on achievement rather than ascription, on universalistic rather than particularistic standards, on meritocratic principles which apply to all its members. By reflecting the operation of society as a whole, the school prepares young people for their adult roles.

Finally, Parsons sees the educational system as an important mechanism for the selection of individuals for their future role in society. In his words, it 'functions to allocate these

human resources within the role structure of adult society'. Thus schools, by testing and evaluating students, match their talents, skills and capacities to the jobs for which they are best suited. The school is therefore seen as the major mechanism for role allocation.

From the functionalist perspective, the function of education in industrial society may be summarized as follows; the transmission of society's norms and values; the preparation of young people for adult roles; the selection of young people in terms of their talents and abilities for appropriate roles in adult life; the provision of knowledge, skills and training necessary for effective participation in the labour force. (Haralambos, 2004)

Education – A Liberal Perspective

According to this perspective, education fosters personal development and self-fulfillment. It encourages an individual to develop his mental, physical, emotional and spiritual talents to the full. By providing free schooling for all, education gives everyone equal opportunities for developing these capacities and talents. Both educational system and democratic operates on meritocratic principles. Academic credentials are awarded on the merit in a system of fair competition. In the same way, jobs are awarded as merit and there is a strong relationship between educational qualification and occupational status. Since schools provide equality of opportunity for all members of society, regardless of their position in the stratification system, a more 'open' society and therefore a higher rate of social mobility will result. The expansion of education will also reduce inequality in society. Though liberals admit that schools have yet to fully realize these ideals, they believe that things are moving in the right direction, that the promise of education is steadily being fulfilled. (Haralambos, 2004)

Education – A Marxian Perspective

According to Marxian perspective, the role of education in western industrial society is guided by several related questions. One of the major questions asked is, 'How is the educational system shaped by the economic infrastructure?' French philosopher Althusser argues that the reproduction of labour power involves two processes. First, the reproduction of the skills necessary for an efficient labour force. Second, the reproduction of ruling class ideology and the socialization of workers in terms of it. These processes combine to reproduce a technically efficient and submissive and obedient workforce. The

role of education in capitalist society is the reproduction of such a workforce. However, Louis Althusser, Samuel Bowles and Herbert Gintis and Ivan Illich have provided a general framework and supported the Marxian perspective. Although in sympathy with much of what Illich says, Marxists such as Bowles and Gintis argue that he has made a fundamental error. Rather than seeing schools as the basis of problem and their removal as its solution, Bowles and Gintis argue that, 'The social problems to which these reforms are addressed have their roots not primarily in the school system itself, but rather in the normal functioning of the economic system.' From their viewpoint, the deschooling would only produce 'occupational misfits' and 'job blues', which are hardly sufficient to transform society as whole. From a Marxian perspective liberation involves a revolutionary change in the economic infrastructure of the society. (Haralambos, 2004)

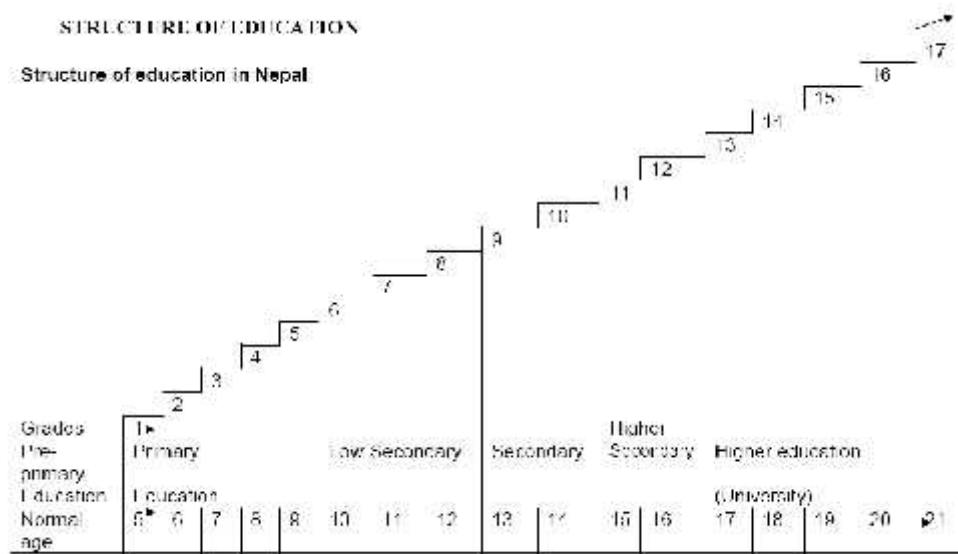
The researcher has laid higher priority for Liberal Perspectives. Personal development and academic talents are essential to find the right avenues in this competitive society.

As Peter Worsely says," A large part of our social and technical skills are acquired through deliberate instruction which we call education. It is the main waking activity of children from the ages of five to fifteen and often beyond...." As further to it, Durkheim conceives of education as "the socialization of the younger generation". He further states that it is "a continuous effort to impose on the child ways of seeing, feeling and acting which he could not have arrived at spontaneously" and F.J. Brown and J.S. Roucek say that education is "the sum total of the experience which moulds the attitudes and determines the conduct of both the child and adult".

Social functions of education are to complete the socialization process, transmit the central heritage, for the formation of social personality, reformation of attitudes, and education for occupational placement-an instrument of livelihood. (Rao, 2001)

As stated in the UN Convention on the Rights of the Child, in Article 1; a child means every human being below the age of eighteen years unless under the law applicable to the child. The structure of education in Nepal depicting the comparison of age and educational level is given below.

Education in Nepal



Durbar High School which was established in 1854 in Kathmandu was the first step towards modern type of education in Nepal. The main purpose of this school was to provide English education of for the children of ruling class and the high rank officials. So, the pace of education development was very slow, and by 1950 less than one percent of people was literate (CERID, 1984)

In 1954 Nepal National Education Planning Commission laid the foundation for a national education system within the framework of national unity, democracy, and development. The All-round National Education Commission (1962) added nationalism and the prevailing political ideology to the national education system. In practice, however, during the period of 1956-1970, national education efforts focused more on expanding access than the doctrine. The adoption of the National Education System Plan (NESP) for 1971-76 nationalized education and moulded the system in line with the values of the Panchayat Political System. Although the NESP attempted to improve school quality, set national standards, and integrate general and vocational education at the school level. The integrated system never got materialized and, eventually, the NESP was succeeded by other education initiatives. In the late 1980s and 1990s encouraged by the emergence of private schools and the initiation of projects (such as the Primary Education Project, Basic and Primary Education Programme I and II, and Secondary Education Development Project) was introduced to improve the quality of schooling. During this period, the Government appointed two high-level commissions (the National

Education Commission, 1992; and the High Level National Education Commission, 1999) to address inconsistencies, streamline the system, and place education on a path of improvement. After 2000, the government policies shifted towards "fundamental reforms" such as decentralization and community involvement to improve school performance mainly through various projects. In the last five decades, access to primary education has increased considerably in quantitative terms. From 1952 onwards, foundations were also developed for secondary and tertiary education. The total number of schools is 28,131 of which 27,901 are primary; 8,880 are lower-secondary; 5,329 are secondary and 1,197 are higher secondary level. The number of primary schools increased from 321 in 1952 to 27,901 in 2006. In 1972, the number of students enrolled in primary schools was about 450,000 of which girls comprised only around 16 percent. The figure in 2006 stood at 4,515,059 of which girls comprised 48 percent. At primary level the share of *Dalit* enrolment is 18 percent, Janajati 38 percent students with disability 1 percent and for others 44.3 percent. At lower secondary level the enrolment is 1,301,134 of which share of girls is 46.6, Dalit enrollment is 9.5 percent, Janajati 38.6 percent, and for others 51.9 percent. At secondary level the enrolment is 679,387 of which share of girls is 46.1, Dalit enrolment is 5.3 percent, Janajati 29.9 percent, and for others 64.8 percent. The overall survival rate to grade 5 is 80.3 percent out of which 83 percent is for boys and 77.4 percent for the girls. (MoES, 2007).

After the end of Basic and Primary Education Programme (BPEP 1999- 2003) II, Education for All (EFA, 2004-2009) has been implemented by the Government of Nepal. The EFA programme is the five year strategic programme based on the National Plan of Action (NPA, 2001-2005). The NPA has set the national targets of EFA as "universal access to primary education, eradication of illiteracy and eliminating the gender gap by the year 2015". All educational programmes related to basic and primary education (BPE) both from the government and non-government sectors are coordinated and directed to achieve the EFA goals. (HMG/MoES, May 2005)

Nepal is also the state party of UN Convention on the Rights of Persons with Disabilities and Optional Protocol (CRPD-2006) as stated in Article 24, States Parties shall ensure that:

- (a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from

free and compulsory primary education, or from secondary education, on the basis of disability;

(b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.

2.2 Review of Previous Studies

Previous studies related to education situation of children and disabilities were also consulted to understand about the findings and inferences.

There are various factors that can affect the educational status of the children. Lamsal (2004) stated in his study, “Parental education is also the major source of child education. Educated people of all groups have not discriminated their child based on sex for their education, but uneducated people of all groups have discriminated. Low educated people have given emphasis to sons than daughter”. Similar conclusion was reflected in Bhatta’s study “*A comparative study of girls students enrollment rate of the school*” that the school enrollment of girl student are directly affected by the education of their parents whose who are literate, the enrollment of girls is high in comparison to illiterate parents.

The above findings contrasts with what Subba (2060 B.S.) found in her study “Education and Children of Squatter Areas of Kathmandu District” which reveals that all the parents were interested to see their children educated. They had recognized the value of education and did not want their children to become like them. They were also facing problems while sending their children to school. The main problem was the poor economic conditions, affecting children’s education.

It is imperative to note that girl children lag behind in attaining education in Nepali society. Bhatta(2005) again writes in its study conclusion that the girl enrollment and dropout are related to poverty, agriculture based society, early marriage, involved in household chores, uneducated parents and ethnicity.

Financial hardships of people and unequal distribution of freely-available textbooks has also fueled to created disparity in educating all the children. Lamsal mentioned, “Despite

announced policies, public school education is not totally free. Almost all schools charge one-time, non-tuition annual fees. Access to free textbook is limited to girl students at the primary level and to the small body of (all) primary school children in the designated 'remote areas'”

As Nepali people rely on subsistence agriculture based works for feeding their families, financial difficulties also pose a major challenge in providing education to the children especially girl children and children with disability.

Timsina (*The Kathmandu Post*, 2003) wrote in his article that while considerable progress has been achieved in the expansion of basic and primary education, basic education is far from universal. Exclusion is higher for girl and economically poor and backward particularly in rural areas. There are over 300,000(25%) primary aged girls deprived of schooling. And about 19% children of the primary aged children are still deprived of their right to basic and compulsory education. ...The government data shows that the most visible achievement of Basic Primary Education Program (BPEP) was reduction in repetition rate to 39%. Another was drop out rate from 23.8% in 1998 to 14%. Girls' net enrollment rate at the primary level was 61.2% in 1988. It has now marginally increased to about 75%.”

Despite the increasing trend of female literacy, females still lag far behind males, as evidenced by the 25 percentage difference between males and females in the 6+ age group (CBS 2004)

A study reveals that in Nepalese society, caste and ethnic groups and their economic status play major role in sending or not sending their children to schools. According to this study the *Damai* sent only 16.7 percent of their girls to school, and *Sarki* none at all (Shrestha & Gurung, 1973). This has been attributed to the fact that low-income families cannot afford to send their children to school and the children also work for the maintenance of the family.

Lamsal (2004) concluded in his study,” *Brahmin* and *Chhetri* have the highest educational attainment than other caste groups. In these caste groups, the disparity between male and female children for education is low. The *Tharu* caste group has more

disparities between male and female children's education. However, in other caste groups like *Chamar*, *musashar*, *Harijan*, *Pariya* and *BK* have lower literacy rate. “

PLAN Nepal (2006) in its research report 'Realities of School Dropout' concludes, Literacy and educational achievement are correlated with caste and ethnic status. Poverty-stricken subsistence farmers and daily wage earners see little use for schooling. For them, schooling is not closely associated with their everyday life realities and only a few had achieved 'success' in their schooling endeavors.

A number of studies have shown that certain castes and ethnic groups have lagged behind in terms of access to education, resources, political awareness and enjoyment of basic civil rights. Children with disability from such caste and ethnic groups suffer even more regarding access to school.

The attainment of the national educational goal depends much on the progress made by the disadvantaged and marginalized groups such as the low caste *Dalits*, ethnic communities and women. The educational attainment of *Dalits* remains below the national average, with two-thirds of them being illiterate...However, out of 100 ethnic groups, 64 groups have literacy rates below 50%. Two large groups- the Tharu and Tamang- and 30 indigenous groups fall below the national average in literacy and educational attainment (Nepal Human Development Report/UNDP, 2004)

As evident from what Tilak (1994) said in “Education for development in Asia” that education contributes positively and significantly to development. Education improves the productivity of the labour force, enhances individual earning, raises national income, reduces poverty and improves income distribution. “

Manandhar (1974) stated “Education prepares human resources by providing people skills for working and by shaping their attitude towards work. Development of human resources depends to a considerable extent on the system of formal education and training from primary level to the level of specialized training. “

Besides, Education is looked upon as a force to address the issue of poverty through human development measures by enhancing the capacity of the people in terms of

appropriate life skills, knowledge and experiential wisdom to acquire economic and social prosperity. (HMG/MoES/ UNESCO, 2003)

Political instability and armed conflicts further escalate the growing school problems. During the period of January 2005 - December 2006, 3840 schools were affected by armed conflict. It was recorded that 3735 schools were closed from time to time. Bunkers were built in at least 56 schools and some of the schools that were closed are unavailable. 32 schools were affected by bomb explosions and at least 8 schools were destroyed by setting fires and 3 school was affected by crossfire between conflicting parties, 8 School are using by security force and 3 school are affected by program in School with arms. (CWIN NRC) Over 11 years of armed conflict, 475 (139 girls) innocent children lost their lives and 562 (156 girls) have been physically hurt. (CWIN)

Further, politicking can also propel the worsening situation of education in the country. As schooling is an important arena of local politics and power struggles, the whole spectrum of schooling has a political dimension. Unsurprisingly, the dropout problem has a political dimension: it is intimately linked with aspects like poverty, discrimination and social exclusion as well as with livelihood and survival. All of these factors are among the main reasons cited for dropping out of school". (PLAN Nepal, 2006)

People's perceptions of schooling are closely linked with their concern about *jagir* or economic well-being and with practical considerations like empowerment and knowledge. For the large majority of deprived people, however, the whole purpose of schooling was limited to acquiring some basic literacy and numeracy. As a result, they could afford to dropout after a few years. (PLAN Nepal, 2006)

There were a number of studies that have shown distinct pictures about the plight of deprivation of education to children in general but fewer studies are carried out about the education situation of children with physical disability. This study has explored the underlying factors associated with the education situation of children with physical disability and left with ample analysis using survey method.

Baral (2005) in her study "*A Situation Analysis of Locomotion Disability among children*" concludes saying that disabled children were facing difficulties in different places in different ways. Most of the difficulties that they were facing were caused by

their disability. Such difficulties include difficulties at educational institute to reach there, difficulties to perform activities and so forth. And Baral further added, “94 percent of the disabled children could read and write, among them, about 90 percent were currently attending school and majority (84.9 percent) were studying in primary level. Only 37.7 percent participated in extra curricular activities (mainly games) at school”

More number of children missing school education can be depicted as Amatya (Maharjan) [2058 B.S.] found that out of 50 children studied 50% children with disability were uneducated, 30% had general literacy and 26% attended primary school and barely 4% were studying secondary level education. The study also revealed the people’s perception about the causes of disability which stated that 40 % of the respondents believed disability is a result of *karma*; 20 % said due to punishment by God, 16% caused by disease, 10% said due to carelessness of doctors, 6% said due to accidents, 46% replied “do not know anything”.

Similarly, Boyce, Malakar et. al (2000) found similar responses regarding the causes of disability. Respondents were asked to comment on the general causes of disability in children. Factors such as poor medical facilities (83.9%), carelessness (75.6%), congenital problems (71.9%), neglect (69.6%), infection (64.5%), poverty (57.1%) and lack of education (55.3%) are reported to be the most significant causes of disability. It is interesting to note that only 39.2% of the respondents cite bad Karma as one of the causes of disability, which is lower than has been reported elsewhere in Southeast Asia (Murti, 1993).

The causes of disability may be multi-factorial including poverty, the influence of poor antenatal, postnatal and general health care, malnutrition, accidents, and other social factors such as the low status of women. In most parts of the world, many causes of disability relate to poverty. (Werner, 1987)

The prevalence of different types of disability was revealed in a study conducted in Bhaktapur by Bhaktapur CBR in 2003. According to the study of 7000 people with disabilities (which is 3.06% of total population of Bhaktapur district) in Bhaktapur conducted by Bhaktapur CBR in 2003, it was found that 28.41% people had hearing disability; 26.14% had physical disability; 12.50% had visual disability; 5.68% had mental illness and mental retardation. (Bhaktapur CBR, 2003). The study further found

that out of all the people with disability, 56.34% people had enrolled in schools and out of them only 13.41% continued their studies regularly. (National Physical Disability Association – Nepal, 2062)

Given above studies, there still abodes a dire need to carry out an in-depth study of the children with disabilities focusing on the education status. This study has attempted to further reveal unheard facts and the realities of children which would contribute to the educationalists, researchers and policy makers as well.

International Classification of Functioning, Disability and Health is known as ICF. The overall aim of the ICF classification is to provide a unified and standard language and frame work for the description of health and the health-related states. It defines the components of health and some health-related components of well-being (such as education and labor). Functioning is an umbrella term encompassing all body functions, activities and participation; similarly, disability serves as an umbrella term for impairments, activity limitations or participation restrictions. ICF also lists environmental factors that interact with all these constructs. In this way, it enables the user to record useful profiles of individuals functioning, disability and health in various domains. (WHO, 2007)

The ICF-CY is intended for use by clinicians, educators, policy-makers, family members, consumers and researchers to document characteristics of health and functioning in children and youth. The ICF-CY offers a conceptual framework and a common language and terminology for recording problems manifested in infancy, childhood and adolescence involving functions and structures of the body, activity limitations and participation restrictions and environmental factors important for children and youth.

Overview of ICF Components: Definitions in context of health

Body functions are the physiological function of body systems (including psychological functions)

Body structures are anatomical parts of the body such as organs, limbs and their components.

Impairments are problems in body function or structure such as a significant deviation or loss.

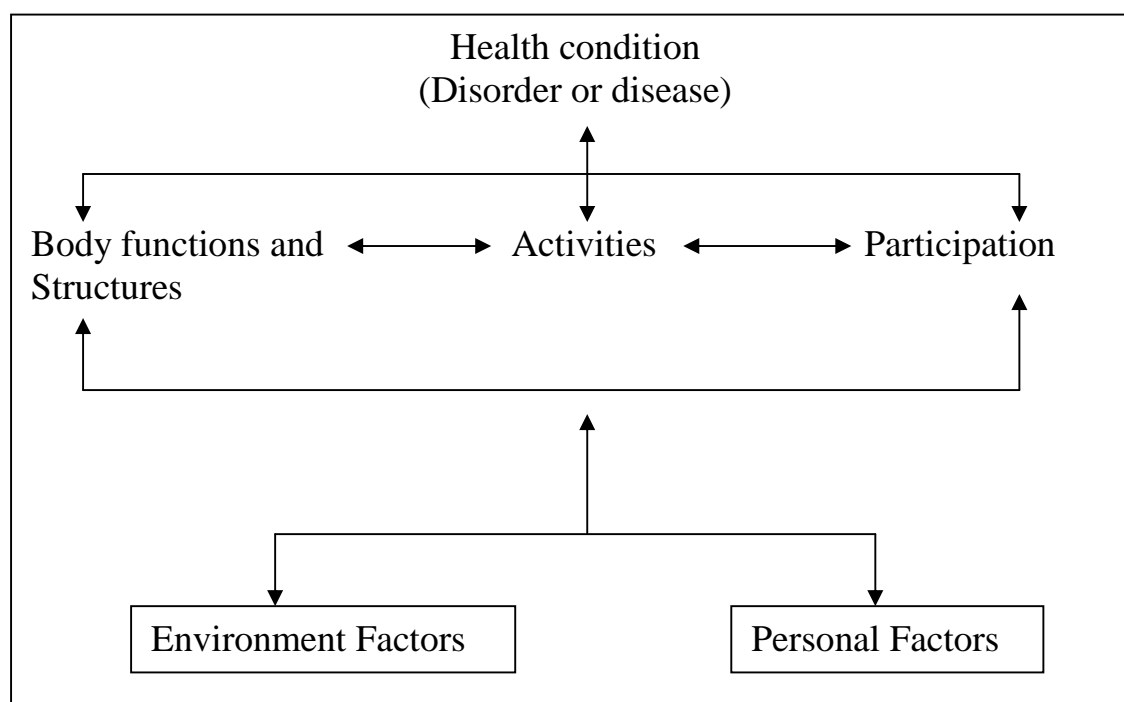
Activity is the execution of a task or action by an individual.

Participation is involvement in a life situation.

Activity limitations are difficulties an individual may have in involvement in life situations.

Environmental factors make up the physical, social and attitudinal environment in which people live and conduct their lives.

Fig 01: Interactions between the Components of ICF



Source: ICF-CY International Classification of Functioning, Disability and Health Children & Youth Version, World Health Organization, Switzerland, 2007

CHAPTER –III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is an important part of social research. P.V. Young defines research design as the logical and systematic planning which directs the research. This research study attempts to analyze the situation of education attainment of children with physical disability. The study is based on survey method. Descriptive and analytical research designs were applied in the study to gather required information and analyze the findings.

3.2 Study Area and Rationale for Selection

The Hospital & Rehabilitation Centre for Disabled Children (HRDC) is a program of the Friends of the Disabled (FOD), a local Non-Governmental Organization (NGO) registered with District Administration Office according to the NGO ACT 2034 of Nepal Government. It is also affiliated with the Social Welfare Council.

The HRDC has a state-of-art facility at Adhikari Gaon, Janagal, Kavre District with 72 beds. Since the last 23 years, dedicated quality treatment and rehabilitation services to physically challenged children continue through HRDC making it the "centre of excellence".

HRDC admitted 1071 children- an increase of 7.1% from the goal of admitting 1000 patients (HRDC/FOD Annual Report, 2006). Given its wide coverage of children from different districts, the study would give an idea of educational status, underlying problems associated with physical disability and their aspirations etc. Here the admitted patients stay on average 22 days. The patients come from different place of origin and from the different caste, culture and ethnic background. The access of this area is also easier for the researcher that makes collection of required information convenient.

This study would focus on the education situation analysis of educational attainment of the children with physical disabilities. HRDC has been leading referral centre for

reconstructive orthopaedic/musculoskeletal surgery and pediatric rehabilitation in Nepal and beyond. Since 1985, the program successfully treated a total of 24, 415 disabled children (15014 boys and 9411 girls) mainly from poor families from 74 districts except Manang district. Over 15% of the children with physical disabilities in Nepal have been treated so far. (HRDC/FOD Annual Report 2005)

The objective of the HRDC programme is to formulate and implement an individual rehabilitation plan for each disabled child served through its in-patient and out-patient CBR programmes (Banskota, et al., 1993). Although physiotherapy is provided as needed to disabled children at the Kathmandu hospital site, there is also a great deal of follow-up work accomplished by the HRDC field department through CBR activities and initiatives. Eventually, children are discharged from HRDC when they have achieved their functional rehabilitation goals, when they are referred to adult rehabilitation programmes, when they move and cannot be traced, or when families decide not to continue in the programme.

3.3 The Universe and Sample

It is not possible to find out all the patients coming to HRDC throughout the year and carryout the study but for fulfillment of the thesis of MA, an appropriate number of patients and their parents/ guardians were chosen. Therefore, as the sample for the study, 50 children of age-group 5 to 16 and their parents/guardians and the teachers of one-fifth of the children were also selected to collect required information. Similarly all admitted children were selected as the respondents. A purposive sampling method was adopted to select respondents and to gather the required information. While selecting the sample, the availability of children at the hospital and at home was used as convenient for the researcher besides, considering the children with various physical disabilities. At hospital, the children were engaged in medical treatment, physiotherapy and education activities etc.

3.4 Nature and the Sources of Data

The nature of data was both qualitative and quantitative. In qualitative data, the respondents provided the difficulties and opinions about disability etc. whereas the quantitative data included the duration of study gap, year of occurrence of disability etc.

The nature of data included both primary and secondary sources were used in this study to meet the objectives of the study. Primary data was collected from the children, parents and children. Secondary data was obtained from the previous studies, books, library resources, Internet etc.

3.5 Data Collection Method

Interview schedule was used to collect required information. Both parents and children were taken as respondents. One set of semi-structured questionnaire was developed to collect information regarding present educational status and other related information from the parents/guardians. And the second set of questionnaire was developed to gather information from the children about their aim in life, their views on education, and other related information and third set of interview schedule was prepared to understand the education situation from teachers of children who come from Kathmandu. Besides observation method among the parents and guardians of the children was also used to solicit their views.

3.5.1. Structured Interview

Structured questionnaire was developed to collect primary data. Three different sets of questionnaire were used to gather information from children, parents and teachers. Only one guardian/parent was interviewed from each patient to gather the required information. All children of 5-16 age groups were interviewed for gathering the information and findings. The secondary data necessary for this study were collected from relevant literatures, library studies, research reports, various publications, articles, educational Internet sites and district level records.

3.5.2 Observation

Observation method was used to know about the environment of home and school where the children with disability spend most of their time and form the basis of their physical, emotional and psychological growth. The researcher had visited the homes of one-tenth

of the children and their schools to understand about accessibility for the children to go to classroom and within their house etc.

3.6 Data Analysis and Interpretation

The collected data was processed and analyzed and presented in tabular form, graphs and charts to interpret the raw data into systematic manner. Software programmes like MS Excel and SPSS were used to analyze the data effectively and efficiently.

3.7 Ethical Consideration

Human subject protection statement or ethical matter is important element to be considered in social research. None can give any information about themselves until they are convinced of their confidentiality. For this researcher promised the respondents to respect their privacy, and make them clear that in social research individual information is disguised in the generalization of the findings. The right to refuse to participate in study had been respected.

3.8 Limitations of the Study

This study was carried out at HRDC located in Banepa of Kavre district and Kathmandu only. Only those children of ages 5 to 16 who come to HRDC for treatment and rehabilitation service were selected for study. That's why; there is limitation in the number of children selected for the study. Home environment of only one-fifth of the children who lived in Kathmandu had been observed and visited by the researcher due to diverse place of residence of children i.e. from 29 different districts. The researcher had depended only on the children and their guardians/parents during their stay at the hospital for their key information and opinions and additionally visited homes of one-fifth of the total children (respondents) and their teachers in Kathmandu.

) This study was confined within the Hospital and Rehabilitation Centre for Disabled Children and about 10 respondents were visited personally by the researcher in their home environment along with their teachers. All the physically

challenged children had not been covered by the study. So the findings cannot be generalized for all.

) This study was based on purposive sample. So it would not represent the facts of the whole country. The study would be generalized under these samples.

CHAPTER-IV

EDUCATIONAL SITUATION OF CHILDREN WITH PHYSICAL DISABILITY

4.1 Educational Situation of Children with Physical Disability

The history of human settlements indicates a predominance of settlements in places where climate, agricultural activities and water were favorable for their livelihood. The respondents were distributed according to their place of origin, as geographical regions, development regions, districts.

4.1.1 Distribution by Geographical Regions

These factors which depend upon the topography of the land are still valid for the present day spatial distribution of population. Topographically, the land of Nepal is divided into three distinct ecological zones. These are Mountain, Hill and Terai.

As shown in Table 01, among the total children with physical disability interviewed, the majority were from Hill comprising of 56%, while the rest 44% were from Terai region. There were no respondents from Mountain region during the time of survey.

Table 01: Distribution of respondents by geographical regions

<i>S.No</i>	<i>Geographical regions</i>	<i>Districts</i>	<i>Respondents</i>	<i>Percent</i>
1	Hill	16	28	56%
2	Terai	13	22	44%
	Total	29	50	100%

Source: Field Survey (2008)

4.1.2 Distribution by Development Regions

In 2001 Census, the highest proportion of population was in the Central Development Region (34.09%), followed by Eastern Development Region (23.09%), Western

Development Region (19.74%), Mid-western Development Region (13.01%) and Far-western Development Region had the lowest proportion of population (9.47%)-(MOPE, 2004). The distribution of interviewed children by development regions is shown in Table 02.

Table 02: Distribution of respondents by development regions

<i>S.No</i>	<i>Development Regions</i>	<i>Districts</i>	<i>Respondents</i>	<i>Percent</i>
1	Eastern	9	16	32
2	Central	11	19	38
3	Western	4	5	10
4	Mid-Western	4	7	14
5	Far-Western	1	3	6
	Total	29	50	100

Source: Field Survey (2008)

There were 38% respondents from Central development region, followed by 32% from Eastern region and 14% from Mid-western region. The least number of respondents were covered from the Far-western region.

4.1.3 Distribution by Districts

Of the total children surveyed there were children from 29 districts covering almost 38.6% of the total districts of Nepal—ranging from Jhapa and Panchthar in the East to Kailali in the Far-western region; there were 10 respondents (22%) from Kathmandu 9 from Lalitpur district and 1 from Kathmandu. Likewise, there were 3 respondents (6%) each from Jhapa, Kailali and Okhaldhunga; 2 respondents (4%) each from Banke, Jajarkot, Morang, Rukum, Rupandehi, Siraha and Sunsari; and 1 respondent (2%) each from Bara, Chitwan, Dhading, Dhanusha, Gulmi, Kavre, Khotang, Lamjung, Mahottari and Nawalparasi. The table can be seen in *Annex I*.

4.1.4 Distribution of Respondents by Sex and Age

Family, community and society are made of people of different sex and age. And status in society differs according to it. It sets up different kinds of duties and responsibilities for people of various age groups. The table below provides information about age and sex of the respondents.

Table 03: Distribution of the respondents by age and sex

<i>S.No.</i>	<i>Age group (in years)</i>	<i>Sex</i>		<i>Total Number</i>	<i>Percentage (%)</i>
		<i>Male</i>	<i>Female</i>		
1	5 to 7	1	3	4	8
2	8 to 10	2	9	11	22
3	11 to 13	11	7	18	36
4	14 to 16	11	6	17	34
	Total	25	25	50	100

Source: Field Survey (2008)

Table 04: Mean age of the respondents

<i>Sex</i>	<i>Mean age</i>	<i>Frequency</i>	<i>Std. Deviation</i>
Male	12.88	25	2.74
Female	11.12	25	3.10
Total	12	50	3.03

Source: Field survey (2008)

During this research, a total of 50 children of age 5 to 16 were selected for data collection. This is partly due to reason that Hospital and Rehabilitation Centre for Disabled Children (HRDC), a located in Banepa where data survey was conducted, admits the children up to 16 years of age and however provides rehabilitation and follow-up services to children up to 18 years of age. As clearly visible from above table, there were 25 male and 25 female children as respondents. Among the respondents, the highest number of children was under the age group 11 to 13 with 36%, followed by 34% in the age group 14 to 16. Whereas, female children were of highest number i.e. 9 in the range of 8 to 10.

Mean age of male and female respondents was 12.88 and 11.12 respectively. The overall mean age of the respondents was 12.

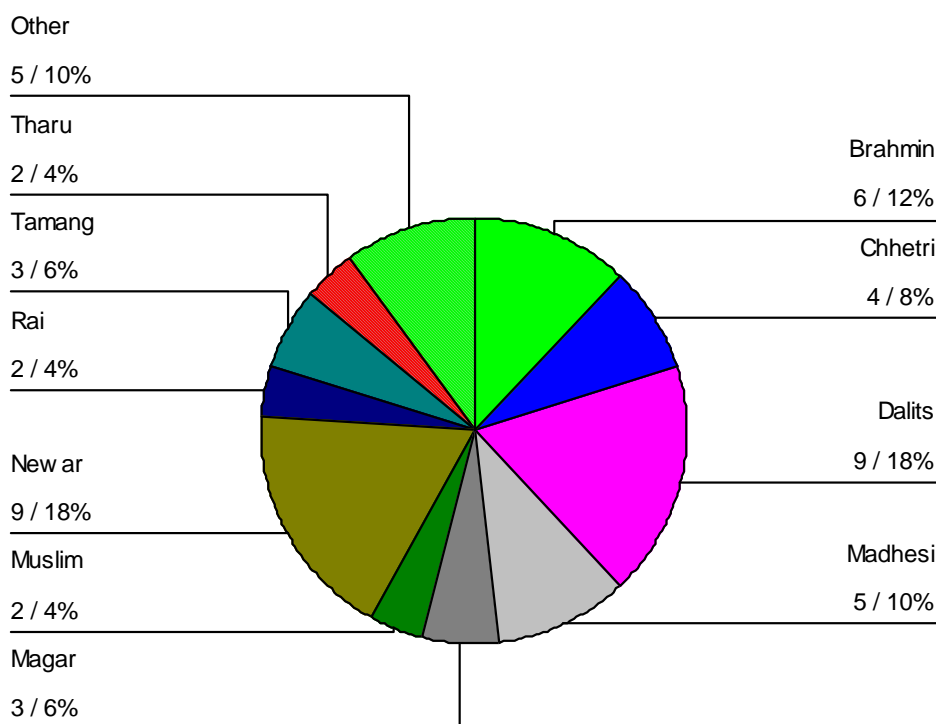
4.1.5 Distribution of Respondents by Caste/Ethnicity

Caste/Ethnicity gives identification to an individual. Each caste/ethnicity group has its own socio-cultural norms and values, which affects the entire behaviors of the groups. In this view, school enrollments of children were compared with different caste/ethnicity groups.

The census of 2001 has listed 103 caste/ethnic groups including “unidentified groups”. The major caste/ethnic group identified by the census area Chhetri (15.8%), Brahmin Hill (12.7%), Magar (7.1%), Tharu (6.8%), Tamang (5.6%), Newar (5.5%), Muslim (4.3%), Kami (3.9%), Rai (2.7%), Gurung (2.5%), Damai/Dhobi (1.7%). Other caste/ethnic group constitutes less than 2 per cent of the population. (MOPE, 2004). In this study, various ethnic groups were found. Their list can be found from Fig 02.

There were altogether children from 15 different ethnic groups. The highest number of children interviewed were from Newar and dalits ethnic groups at 18% each of the total children followed by Brahmin, *Madhesi* and Chhetri at 12%, 10% and 6% respectively. Besides, there were representation of 6% each from Tamang and Magar whereas 4% each from Tharu, Rai and muslim communities. In other categories there were representation of just 2% each from Sherpa, Majhi, Gurung, Dhimal and Baniya.

Fig 02: Distribution of respondents by caste/ethnicity



Source: Field Survey (2008)

According to census of 2001, the ethnicity distribution in Nepal depicts that Chhetris represented 15.8%, Brahmin 12.7%, Newars 5.5%, Muslim 4.3% etc. However, the sample of respondents of HRDC represented 32% from indigenous communities, the highest group. And Newars and Dalits stood second with 18% representation each. Likewise 12% Brahmin and 8% Chhetris represented the total respondents. However, there was minimal representation of children from *Madhesi* and Muslim communities.

4.1.6 Distribution of Respondents by Religion

Nepal is predominantly a Hindu nation with more than 80% of the population embracing Hindu religion. However the interim constitution of 2006 mentioned Nepal as a secular country. Given the religious status of the respondents, Hindu comprised of the largest proportion at 88% followed by Buddhists at 8% and Muslims at 4%.

Table 05: Distribution of respondents by religion

<i>S.No.</i>	<i>Religion</i>	<i>Frequency</i>	<i>Percent</i>
1	Hindu	44	88
2	Buddhist	4	8
3	Muslim	2	4
	Total	50	100

Source: Field Survey (2008)

4.1.7 Type of Family

Family is the basic social institution of human beings, which gives the first identity to the individual in the society. Family provides him/her a healthy upbringing and socialization. Environment experienced in the family has impact on a person throughout his life. It influences on their activities as well as in the educational sector and in the enrolment to the school.

Distribution of respondents according to the family type is given in the table below. More families lived in nuclear families as compared to joint families as seen among the respondents. As high as 76% of the respondents have been living in nuclear families.

Table 06: Type of family:

<i>S.No.</i>	<i>Type of family</i>	<i>Frequency</i>	<i>Percent</i>
1	Joint Family	12	24
2	Nuclear Family	38	76
	Total	50	100

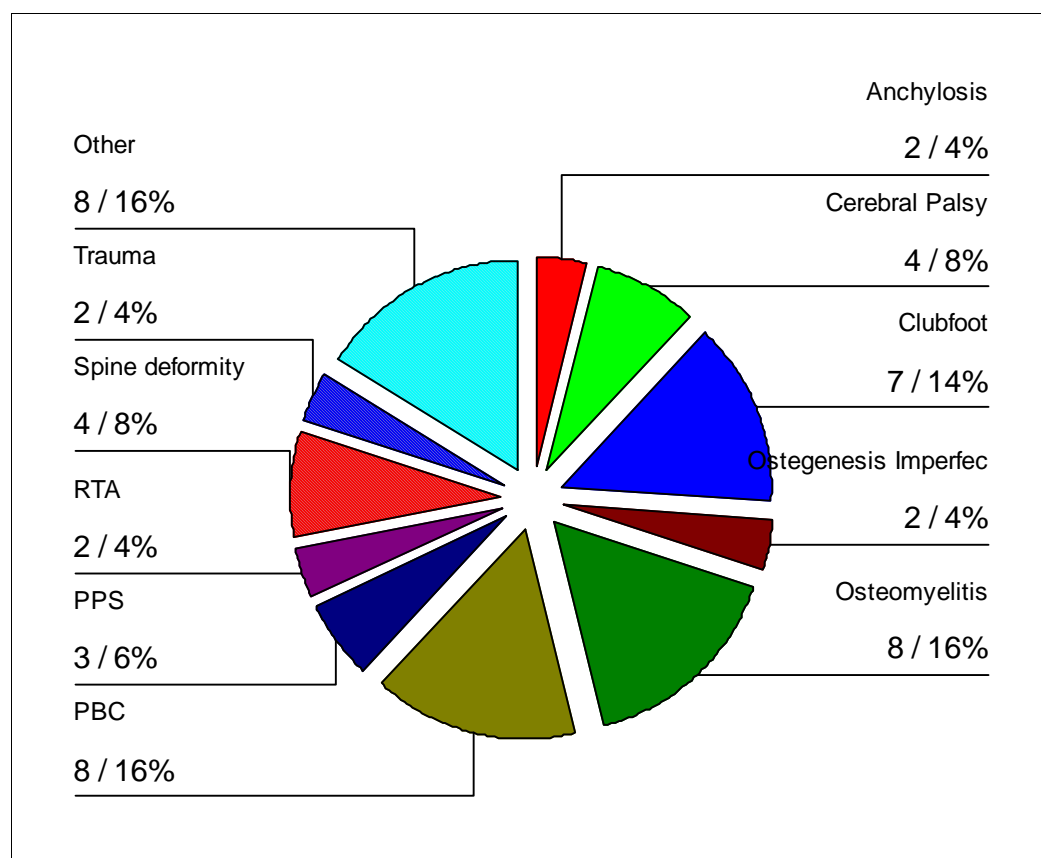
Source: Field Survey (2008)

4.1.8. Type of Disability

The respondents were found to have various types of physical disability such as Anchylosis, cerebral palsy, clubfoot, Osteogenesis Imperfecta, Osteomyelitis, Road traffic Accident, Post burn contractures, Post-polio sequele, spinal deformity etc. Out of all the respondents, the highest number of respondents was children with osteomyelitis at

18%, followed by post-burn contractures and clubfoot at 16% and 14% respectively. The table can be seen in the *annex II*.

Fig 03: Distribution of disability of the respondents



Source: Field Survey (2008)

Osteomyelitis is a disease of bone caused by bacteria usually as a result of poor health and malnutrition. Many children suffer from burn as the children at infancy and while children start to crawl of its own, they were caught by open fire when left alone by their parents. Clubfoot is caused by birth; it consists of bending of the feet inward.

As this research centered on the educational situation analysis of children with physical disabilities, the data mentioned above showed different conditions of physical disability such as Osteomyelitis, PBC, PPS etc. The major cases of burn were due to accidental incidences mostly at children's infant stage.

4.1.9 Duration of Onset of Physical Disability

While studying the duration of occurrences of disability among the children, the highest number of children suffered from congenital condition i.e. a condition which occurs by birth such as Clubfoot and Cerebral Palsy. 28% of the total respondents suffered from congenital diseases. Then there were 22% of children who had disability within a year. And equal number of cases (i.e. 7 each) was found to have occurred in 1-3, 7-9 and 10-12 years ago among the sample children. Some children even had disability for more than 13 years.

Table 07: Duration of occurrence of disability

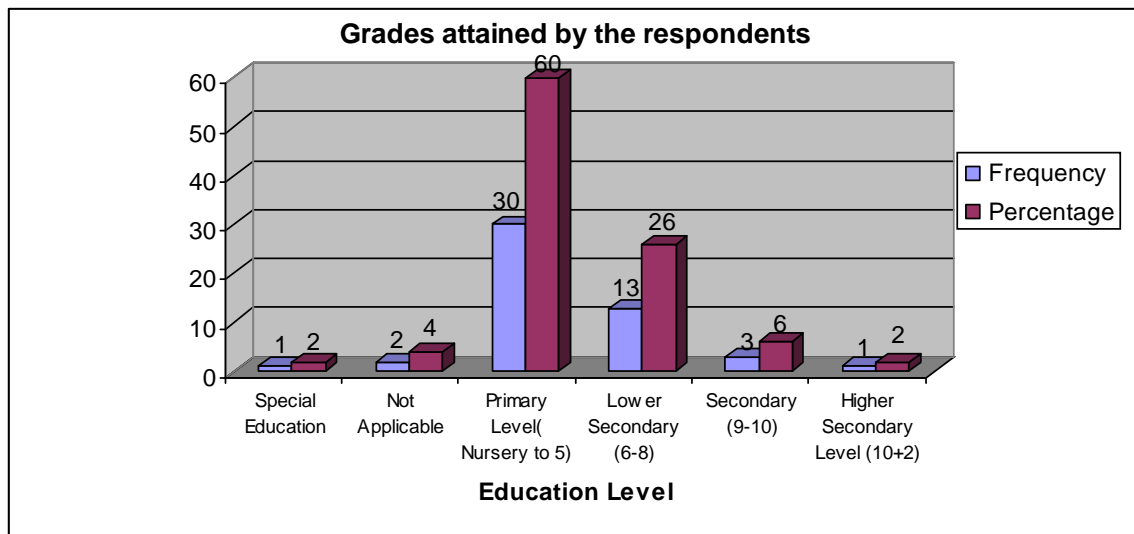
<i>S.No.</i>	<i>Duration of occurrence</i>	<i>Frequency</i>	<i>Percent</i>
1	By birth	14	28
2	< 1 year	11	22
3	1-3 years	7	14
4	7-9 years	7	14
5	10-12 years	7	14
6	13 or more years	3	6
7	4-6 years	1	2
	Total	50	100

Source: Field Survey (2008)

4.1.10 Grades Attended by the Children

The education status of children was also assessed in the survey questionnaires. The children with primary level occupied 60% of the total children. And 26% of the children were studying in lower secondary level. Whereas, the percentage of children studying in Secondary and Higher Secondary level were found to be 6% and 2% respectively. Only 2% among all the children was provided special education as shown in the bar chart below.

Fig 04: Grades attained by the children

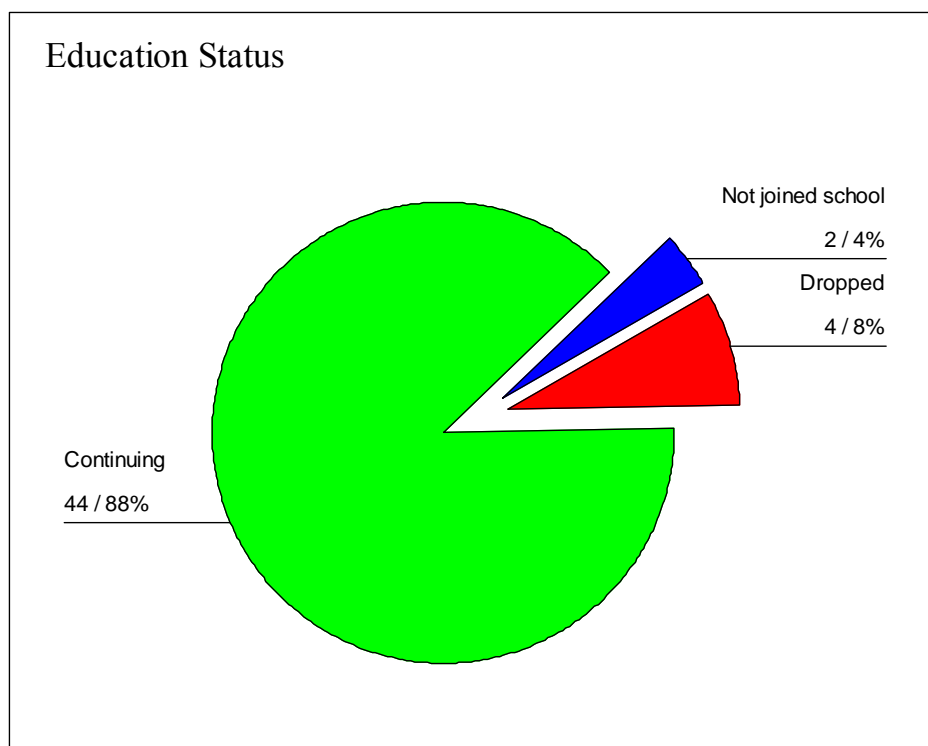


Source: Field Survey (2008)

4.1.11 Education Status of the Children

According to field survey of children, there were 8% of children who had dropped the school due to disability and 4% of the children had not joined school despite their age of joining school. Whereas majority of the children i.e. 88% of the children were still continuing their studies despite irregularity in school attendances and problems associated with mobility and physical shortcomings.

Fig 05: Current Education status of the respondents



Source: Field Survey (2008)

4.1.12 Study Gap

Often, the children with disability are ignored in our society. Sometimes even the family members too hide their children in locked rooms to get rid of publicity about their children. This research had found that there were huge gaps of study among the children mainly due to disability. The highest number i.e. 30% of the children had loss of study period from 1 to 2 years, followed by 20% of the children missing 1 to 3 months of schooling due to disability. There were combined 20% of children who missed the studies more than 3 years. These interruptions definitely affect the children's study. They lost their academic sessions and lagged behind in their studies. Some students had not been able to continue study due to their health condition such as the children with RTA (Road traffic accidents).

Almost all the children were directly or indirectly affected in the regular flow of study. Majority of children miss their school days during treatment and while taking rest after their treatment procedure. Major of the children had undergone operation such as plastic surgery in children with burns to complex spinal surgery to children with spinal deformity

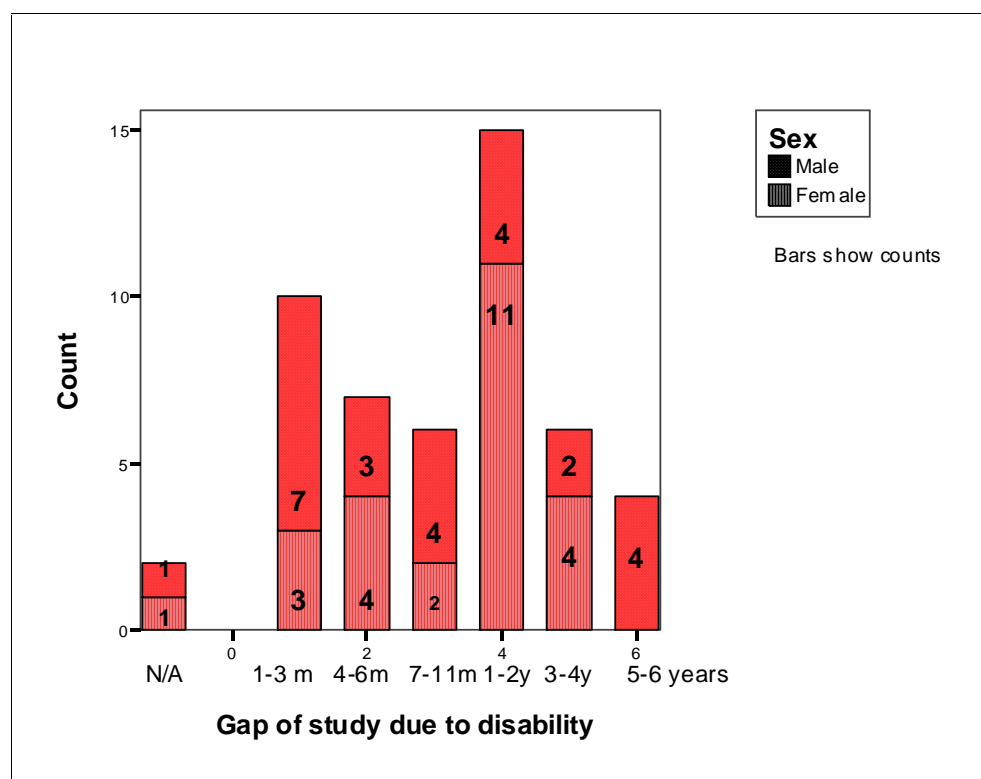
which usually require several months of rest before the child can lead the life of normalcy.

Table 08: Study gap of the respondents

<i>S. No.</i>	<i>Gap Duration</i>	<i>Frequency</i>	<i>Percent</i>
1	NOT APPLICABLE	2	4
2	1-3 months	10	20
3	4-6 months	7	14
4	7-11 months	6	12
5	1-2 year	15	30
6	3-4 years	6	12
7	5-6 years	4	8
	Total	50	100

Source: Field Survey (2008)

Fig 06: Study gap between male and female respondents



Source: Field Survey (2008)

While analyzing the gap of study between male and female children, female children outnumbered the male counterparts in loss of school years of 1 to 2 years and 3-4 years

against 4 and 2 male children by 11 and 4 female children respectively. Whereas there were 4 male children only who lost studies up to 5 to 6 years, the highest gap period with no female children fallen in this gap.

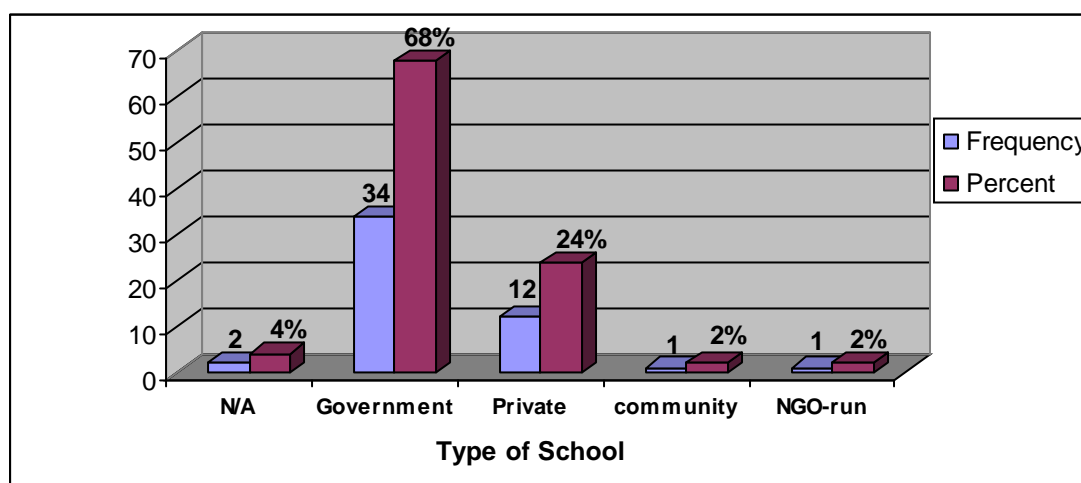
4.1.13 Type of School

In Nepal, there are generally two types of schools i.e. private and government schools. Generally, Nepalis believe Private boarding schools provide quality education and Government schools deliver poor quality education. Besides, Private Boarding schools carry out studies in English-medium. So, people in general prefer to send their kids to private boarding schools. Despite this belief, income of parents also plays a vital role whether they can afford to send their children to boarding schools.

In the survey, 68% of the respondents were studying in government schools. Only 24% of all respondents were enrolled in private schools. And a meager number of children were reported to have attended in community and NGO-run school at 2% each.

The representation of the boy and girl children was found to be almost equal in government and private schools. In comparison, enrollment of boy children in government school outnumbered girls by just 4%. Similarly, enrollment of girls exceeds the boys by 4% in attending private schools.

Fig 07: Distribution of the respondents by type of school attended

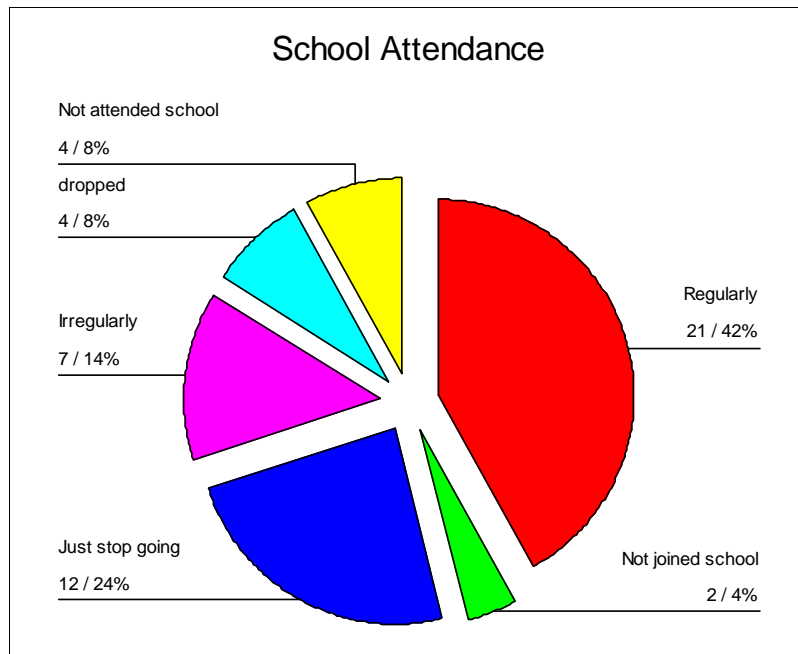


Source: Field Survey (2008)

4.1.14 School Attendance

Out of all respondents, the school attendance was highly affected by disability. More than half of the respondents expressed that due to disability, they were not able to attend school regularly.

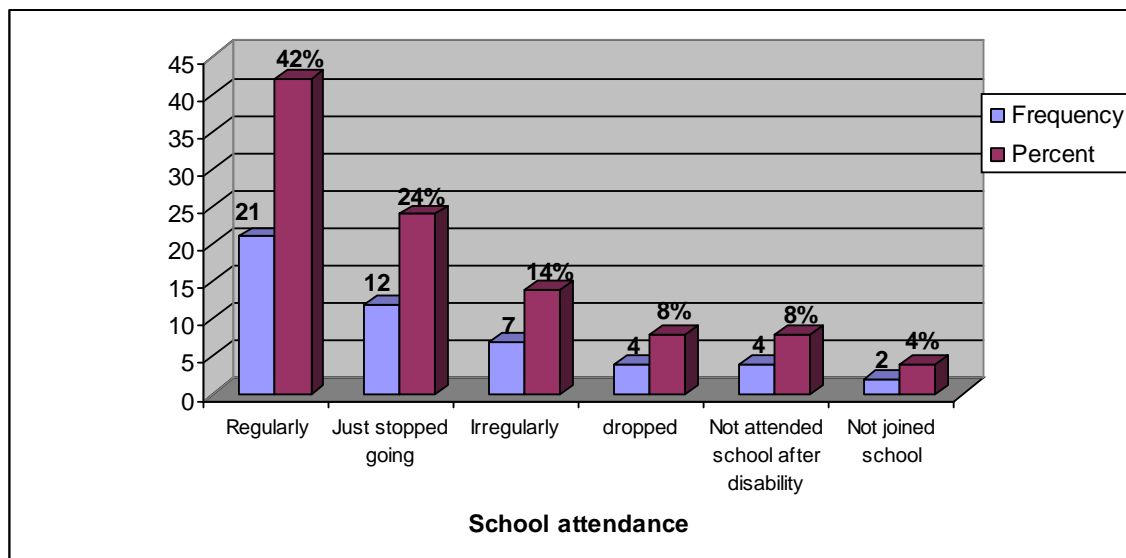
Fig 08: School attendance of the respondents



Source: Field Survey (2008)

Most of the parents agreed that their children had difficulties reaching to school on time due to disability. Some children have difficulty in writing due to burnt fingers and some have difficulty in walking. So they were concerned about missing school days. The children had missed school as they needed support of their parents to drop them to school by carrying or on bicycles.

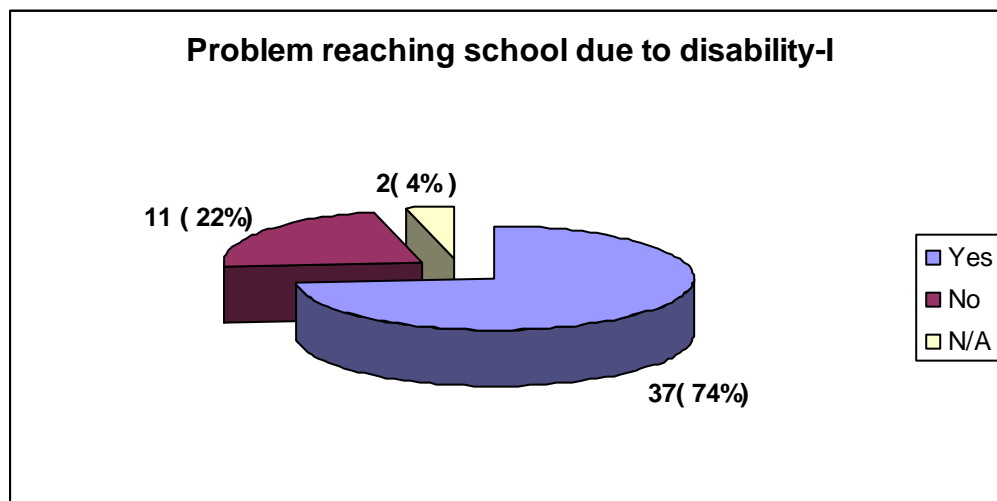
Fig 09: status of school attendance of the respondents



Source: Field Survey (2008)

The above table displays the overall status of school attendance which is the main purpose of this research that is to explore and analyze the situation of education attainment of children with physical disability. Despite disability of various nature and types, 42% of all the children were able to attend the school regularly. Whereas, the rest of the children had suffered from different problems such as --24% children had stopped going to school due to difficulty in walking and also due to immobility of their limbs etc. However 8% of the children had already dropped out of the school. And the same number of the children had stopped attending the school after occurrence of the disability. And 14% of the children could only attend the school irregularly i.e. 2 to 3 times a week only.

Fig 10: Problem reaching to school



Source: Field Survey (2008)

4.1.15 Problems Caused by Disability

Table 09: Problems caused by disability

<i>S. No.</i>	<i>Problems in</i>	<i>Frequency</i>	<i>Percent</i>
1	Walking	22	44
2	NOT APPLICABLE	13	26
3	Both walking and ADL	13	26
4	Others	2	4

Source: Field Survey (2008)

In the survey, while we categorize problems and restrictions associated with disability. We found that 44% of the children mentioned that they had problem in walking due to disability and 26% of the children had difficulty in walking and in carryout ADL activities.

4.1.16 Future Ambition

At the time of interview, the respondents were asked about their future ambition after studies. Among the total respondents, 26 respondents had replied the question and 24 had mentioned that they did not know about their future ambitions. Table 10 gives the detail.

Table 10: Ambition of respondents

<i>S.No.</i>	<i>Ambition</i>	<i>Frequency</i>	<i>Percent</i>
1	Teacher	13	26
2	Doctor	5	10
3	Engineer	3	6
4	Artist	3	6
5	Nurse	1	2
6	Manager	1	2
7	Don't know	24	48
	Total	50	100

Source: Field Survey (2008)

Of all the respondents, majority (26%) responded 'become a teacher' as their future ambition, followed by doctor (10%), engineer and artist at 6% each. And 48% of the respondents mentioned they did not know about their future ambitions.

4.1.17 Involvement in Household work

Since study needs time to complete homework upon return from school, the respondents were asked whether they had also engaged in household tasks. The 60% of the respondents had not carried out household tasks and the remaining 40% of the respondents only were involved in household works at their homes after/before the school time. Table 11 below gives the details.

Table 11: Household work

<i>S.No.</i>	<i>Help in household work</i>	<i>Frequency</i>	<i>Percent</i>
1	No	30	60
2	Yes	20	40
	Total	50	100

Source: Field Survey (2008)

4.1.18 Time Availability to Do Homework

Majority of the respondents agreed that they had enough time to complete their homework after returning from the school. A whopping 86% of the respondents expressed that they had enough time to do their school homework and 8% of the respondents mentioned that they did not have enough time to do their homework due to engagement in household tasks. There were 6% of the children had not joined the school despite they reached the age of schooling.

Table 12: Time availability at home to do homework

<i>S.No.</i>	<i>Enough time</i>	<i>Frequency</i>	<i>Percent</i>
1	Yes	43	86
2	No	4	8
3	Not applicable	3	6
	Total	50	100

Source: Field Survey (2008)

4.1.19 Discrimination by Teacher

The children are very sensitive to what they think and what they feel. The respondents were asked if they feel they had been discriminated by their teacher in the school due to their disability. The table No.13 gives the details.

Of all the respondents, 78% responded that they were not discriminated by their teachers. 4% of them only mentioned that faced some discrimination. Such as one respondent, who had deformed hand as a result of burnt fingers, often missed writing from the board, as teachers erases what was written quickly before the respondent could write them. Besides, in the exam he was not given extra time as his writing speed was slower as compared to normal 'able' persons. 18% of the children had not attended school after the occurrence of disability.

Table 13: Discrimination by teacher

<i>S.No</i>	<i>Discrimination</i>	<i>Frequency</i>	<i>Percent</i>
1	No	39	78
2	Not applicable	9	18
3	Yes	2	4
	Total	50	100

Source: Field Survey (2008)

4.1.20 Availability of Books and Stationeries

The students need books and stationeries to study and do homework as well as to prepare for the exams. All the respondents who had started going to school reported that they had enough books and stationeries.

4.1.21 Feeling about Disability

When the respondents were asked if they feel discrimination/humiliation in community due to disability, they responded as shown below in Table 14.

24% of the respondents said they did not feel any discrimination or humiliation in the community despite being disabled. But the highest number of them i.e. 24% of them mentioned they often felt sad and angry due to disability; 12% of them felt helpless and 8% of the respondents mentioned that their friends tease them and they often get angry over them.

Table 14: Feeling about disability

<i>S.No</i>	<i>Feeling about disability</i>	<i>Frequency</i>	<i>Percent</i>
1	No feeling of discrimination	12	24
2	Feels sad and angry	12	24
3	Feels helpless	6	12
4	Friends tease me and I get angry at them	4	8
5	Feels bad about disability	4	8
6	feel like being normal	3	6
7	Not applicable	2	4
8	Onlookers say 'disabled'	2	4
9	Feels like burden	2	4
10	Feels isolated during play time	2	4
11	Feels grievance	1	2
	Total	50	100

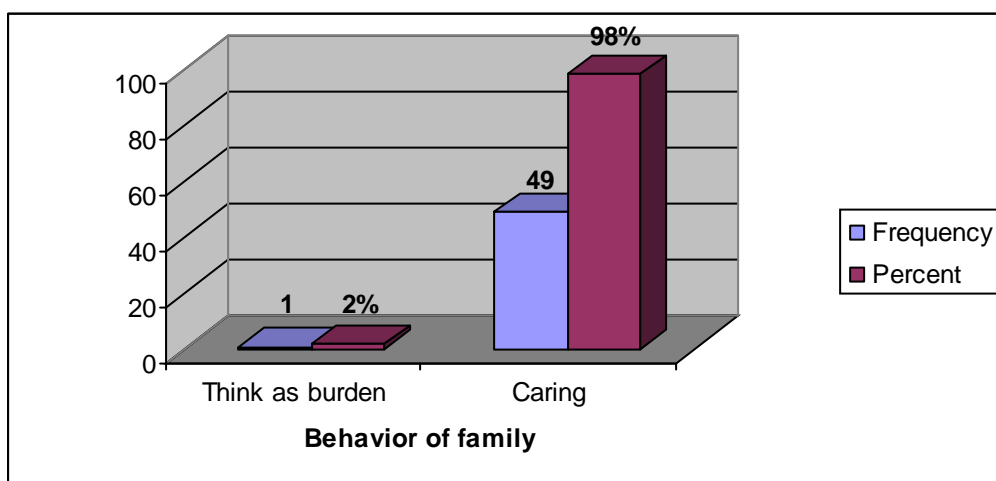
Source: Field Survey (2008)

4.1.22 Behavior of Family

For overall development of the child, he needs emotional and psychological support as well. Parents are his first and primary support and through them he feels confident and self-esteemed. We asked the respondents how their parents behave with them.

Almost all the respondents i.e. 98% of them expressed that their parents are caring and they take care of them and love them but only 2% of them felt that their parents behave with them as burden due to disability.

Fig 11: Care by family



Source: Field Survey (2008)

4.1.23 Behavior of Friends

Children's relationship with their peers also matters when it comes to their growing age. They interact with them and will feel equal as their friends. From Table 15, it can be noted that most of the respondents (86%) reported that their friends were friendly and caring to them, followed by 10% who mentioned that due to disability, their friends often ignored them.

Table 15: Care by friends

<i>S.No.</i>	<i>Behavior by friends</i>	<i>Frequency</i>	<i>Percent</i>
1	Ignoring	5	10
2	Caring	43	86
3	Caring sometimes	2	4
	Total	50	100

Source: Field Survey (2008)

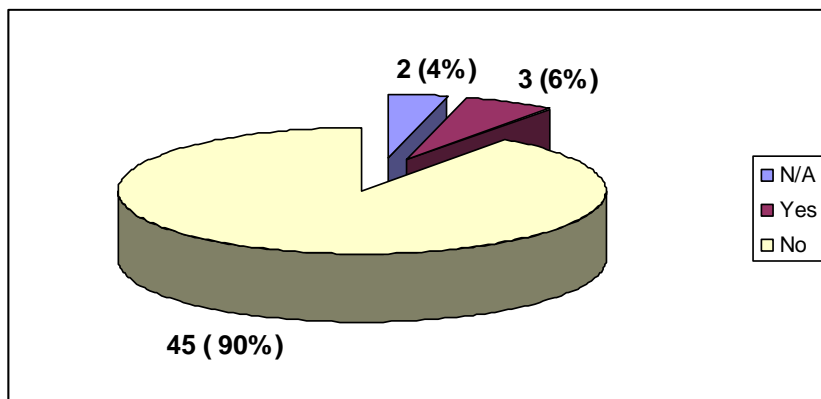
4.1.24 Special Classes

Children with disability often exhibit the problems in ADL (Activities of Daily Living) activities such as in toileting, walking, eating and washing hands etc. Such children need special arrangements like for sitting, toileting etc. Various assistive devices like wheelchair, crutches are needed to them. However, it also depends on the type of

disability such as children with cerebral palsy display uncontrolled body movements and positioning. They need special arrangements in sitting, toileting, walking etc.

During the survey, the respondents were asked if there were special arrangements in the school e.g. ramps, user friendly toilets for differently able children etc. Fig. 12 shows the details.

Fig 12: Special classes with arrangement of ramp, toilet etc.



Source: Field Survey (2008)

90% of the respondents responded that there were no special classes or arrangements and while only 6% of the respondents mentioned that there were necessary arrangement in the school to perform the ADL activities.

4.1.25 Access to Library

Library plays a vital role in uplifting the children's interests of various fields of knowledge. Library contains books, materials and resources on science, literature, social sciences, magazines etc. Library helps the children to widen the knowledge and interests in different facets of knowledge. With this view, the respondents reported that only 38% of the children had access to library in schools whereas 58% of the respondents responded that there were no libraries in their schools.

Table 16: Access to library at School

<i>S.No.</i>	<i>Access to library</i>	<i>Frequency</i>	<i>Percent</i>
1	NOT APPLICABLE	2	4
2	Yes	19	38
3	No	29	58
	Total	50	100

Source: Field Survey (2008)

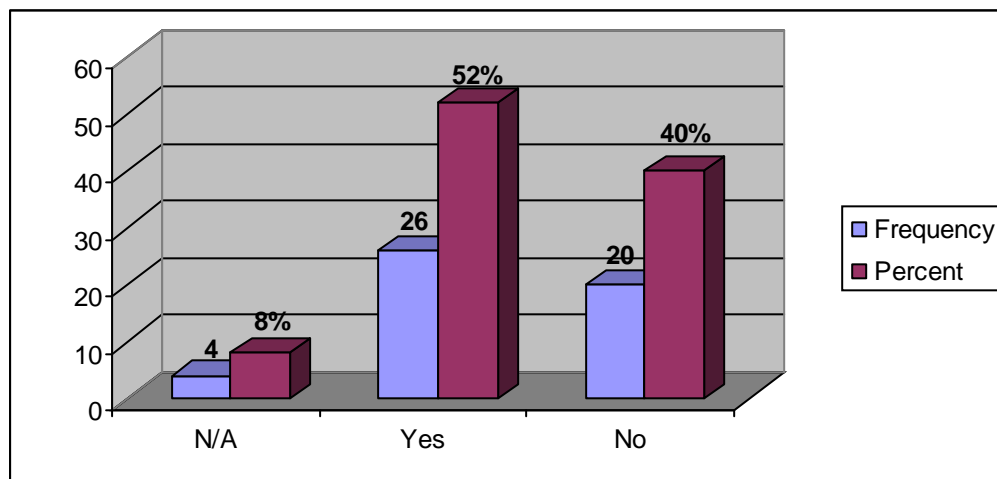
4.1.26 Participation in Extra Curricular Activities

Extra-curricular activities are needed to develop overall physical, mental and emotional development of children. Involvement in ECA gives the children opportunity to make new friends and also display their hidden talent in different games, sports and other activities. A just above half of the respondents (52%) responded that they had participated in extra-curricular activities (ECA) at school, among them 40% did not participate in ECA due to disability.

Of those who participated in ECA, majority of them participated in singing, quiz contests, drawings, carom-playing, ludo, chess, puzzle games etc. Among those who participated, only 19% expressed satisfaction over their performance in ECA and rest 81% were not satisfied despite their participation.

Among those who did not participate in ECA, 80% reported due to disability, they could not participate in ECA. And 15% reported that they did not feel like participating and 5% responded that the school did not have such facilities.

Fig 13: Extra-curricular activities



Source: Field Survey (2008)

4.1.27 Expectations from Community

An attempt was made to find out from the respondents what they expected from the community. The study found that 54% of the respondents mentioned they did not know about their expectations. Of those who affirmed the expectation, 18% expressed good and equal behavior from community members. 8% reported that they expected support in treatment expenses and 8% responded that they did not expect anything from the community. And 6% of them expected support in ADL activities such as --walking and toileting.

Table 17: Expectation from community:

S.No.	Expectation from community	Frequency	Percent
1	Don't know	27	54
2	Good behavior from community	9	18
3	No expectation	4	8
4	Support in treatment	4	8
5	Support in walking	2	4
6	Not supported yet	2	4
7	Support in education	1	2
8	support in toileting	1	2
	Total	50	100

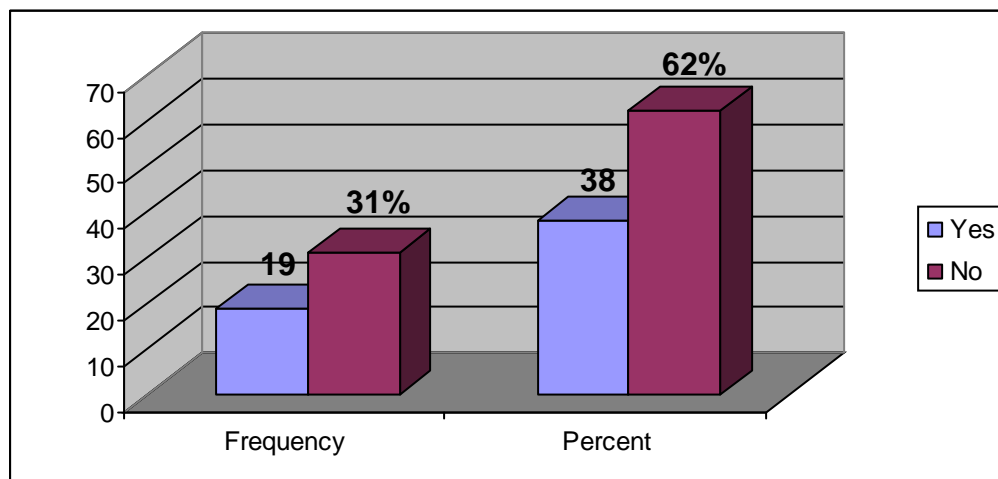
Source: Field Survey (2008)

4.1.28 Support from I/NGOs

The study also attempted to figure out how many of the children had received support from different I/NGOs working in the field of disability. As most of the children come from economically backward communities, they definitely need support from such organizations for treatment and rehabilitation.

Majority of the respondents (62%) reported that they did not get any support from I/NGOs. 38% of the respondents had received support from I/NGOs. These organizations have supported the children in bearing transport and treatment costs, referral to HRDC for treatment, scholarships in schools, follow-up and physiotherapy services among others.

Fig 14: Support from I/NGOs

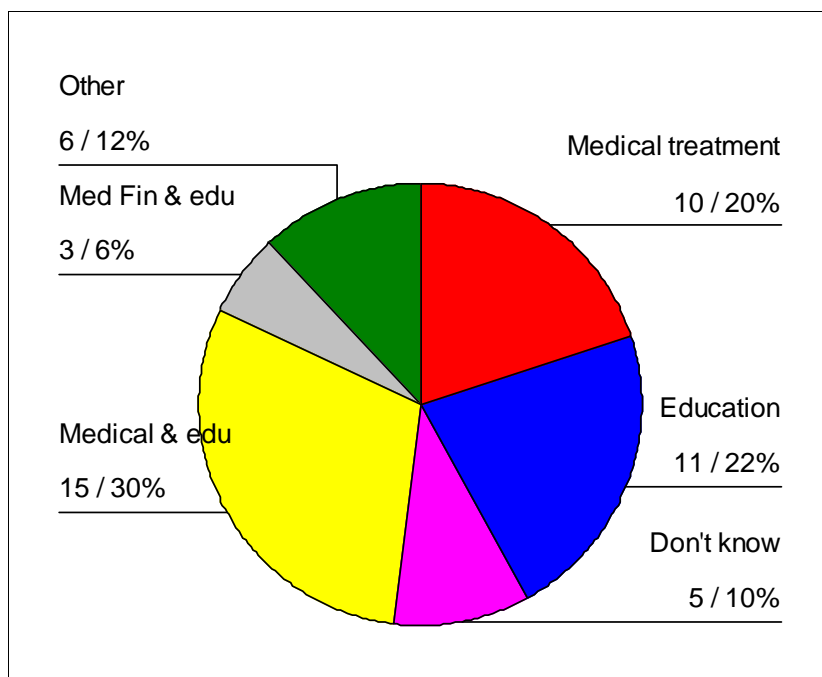


Source: Field Survey (2008)

4.1.29 Expectations of Support from Government

It was also asked to the respondents if the government should have a role in helping disabled children. Of the total respondents, 30% reported that they should be given medical treatment and assurance of quality education; 22% responded that they should be given education, followed by medical treatment at 20% and medical, financial support and education stood at 6%.

Fig 15: Expectations from Government



Source: Field Survey (2008)

4.1.29 Further Improvement in Education

The respondents were asked to suggest how their educational attainment can be improved. They had suggested the followings:

- i) Continue the education with hard work.
- ii) First recover from the weakness of legs, then study harder.
- iii) If they were given scholarships and sponsorships in studies, they can excel in studies.
- iv) Good earning is needed to afford good education to them.
- v) Arrangement of home study is important and taking of exam should be arranged.
- vi) Expect financial support from the family or other sources.
- vii) Education as well as skill development training would be essential to do better in studies.
- viii) There should be cooperation from family members and encourage them to study further and focus on technical education to make a better career.
- ix) Continue special education

CHAPTER – V

**EXPERIENCES AND ATTITUDE OF PARENTS AND
TEACHERS**

5.1 Parents’ Response on Educational Attainment of Disabled Children

5.1.1 Education Status of Parents

Education gives social status to the individuals. In developing countries like Nepal, illiteracy rate is high and is a serious problem. The widespread poverty and ignorance are perhaps the major reasons for illiteracy. The education of parents is most important factor for career development of their children.

Table 18: Education status of parents of the respondents

<i>S.no</i>	<i>Education status</i>	<i>Father</i>	<i>Percent</i>	<i>Mother</i>	<i>Percent</i>	<i>Total Number</i>	<i>Percent</i>
1	Illiterate	17	34	37	74	54	54
2	Primary level	18	36	6	12	24	24
3	Lower Secondary	4	8	4	8	8	8
4	Secondary	10	20	3	6	13	13
5	Intermediate	1	2	0	0	1	1
	Total	50	100	50	100	100	100

Source: Field Survey (2008)

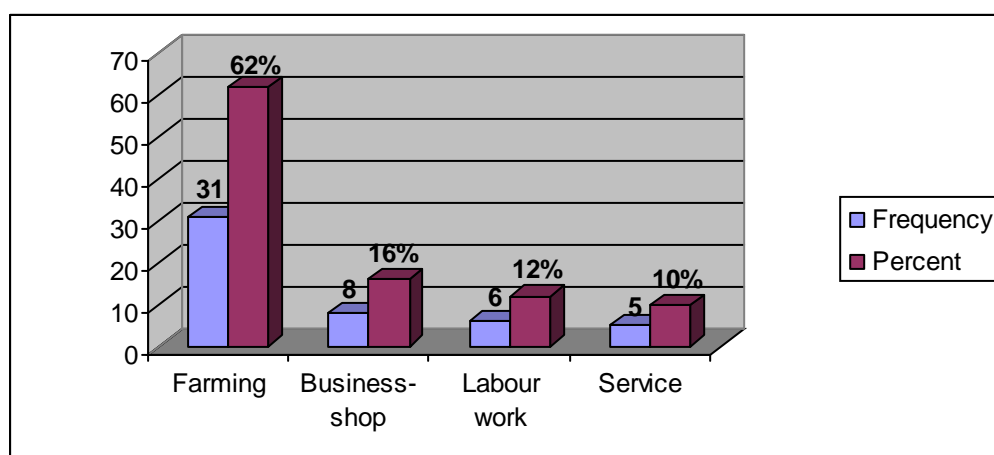
It is clear from the above table that 54% of the parents were illiterate. Of which mothers were more illiterate than fathers i.e. 74% mothers were illiterate as compared to 34% of the fathers. Among mothers, only 12% had studied up to primary level, 4% were in lower secondary level and just 3% were in secondary level. However, 36% fathers had studied up to primary level, followed by secondary level and lower secondary level at 20% and 8% respectively.

5.1.2 Parental Occupation

Education of the child depends upon the occupation of the parents. The occupation of the parents is responsible for determining the economic status, through which the enrollment of children in school can be judged. Occupation of the parents not only influences the income of the family thus having an influence in all members of the family.

The figure given below represents the distribution of parents by their occupational status.

Fig 16: Occupation of the parents of respondents



Source: Field Survey (2008)

The majority of the parents (62%) responded that they were dependent on farming, followed by occupation of business-shop at 16%. 12% reported their occupation as laborers and only 10% were engaged in service.

5.1.3 School Drop-outs

An attempt was made to find out the families with drop out children other than the respondents. If any of the siblings of the respondent had dropped out from the school that can affect the respondent/s as well. Causes of drop out were noted as financial hardship in the family, company of friends who had already dropped out from the school, long distance of school from home, lack of motivation to study etc. Table below shows that 38% of the families of respondents had other children dropped out from the school.

Table 19: Drop out in family other than respondents

<i>S.no</i>	<i>Dropped children</i>	<i>Frequency</i>	<i>Percent</i>
1	No	29	58
2	Yes	19	38
3	NOT APPLICABLE	2	4
	Total	50	100

Source: Field Survey (2008)

5. 1.4 Knowledge about Children’s Schools

Parents play an important role to monitor their children’s studies and encourage them to study better. During the survey, parents of the respondents were asked to respond if they know the name of schools. The knowledge of children’s school name reflects parent’s interest in the children’s education. Study reveals that all the parents are aware about the name of the schools where their children are studying. On asking the name of the schools, 58% knew their children’s school names and 40% could not answer the school names.

Table 20: Knowledge about the School name of their children

<i>S. No.</i>	<i>Knowledge of School Name</i>	<i>Frequency</i>	<i>Percent</i>
1	Yes	29	58
2	No	20	40
3	NOT APPLICABLE	1	2
	Total	50	100

Source: Field Survey (2008)

5.1.5 Visit to School

Visit to school also shows interest of parents towards education of their children. It helps parents to know the performance of their child in his studies. On the other hand it also encourages child to study in better way. It was found that only 20% parents paid regular

visit to school to inquire about their children's studies. And 40% of the parents visited the school occasionally for collecting mark-sheets and in need and 34% parents reported that they did not visit their children's school at all.

Table 21: Visit to school to find out about their children's studies

<i>S.no</i>	<i>Visit to school</i>	<i>Frequency</i>	<i>Percent</i>
1	NOT APPLICABLE	2	4
2	Regularly	11	22
3	No	17	34
4	Sometimes	20	40
	Total	50	100

Source: Field Survey (2008)

5. 1.6 Effect of Disability

The parents were asked if their children's disability had hindered their ability to do better in studies. As parents, they found that their children had several difficulties as a result of disability such as 24% had reported that their children had difficulty in walking affecting their regular attendance at school. Similarly, 20% of the children were unable to attend school regularly due to severe pain. 18% faced gap in study during involvement in treatment. And 6% responded that their children were restricted from participation in extra-curricular activities due to disability. Likewise the children were found to have problems in coordination of body movement and positioning, slow in writing, hearing problems and difficult to catch up with the ongoing studies due to disability.

Table 22: Effect of Disability

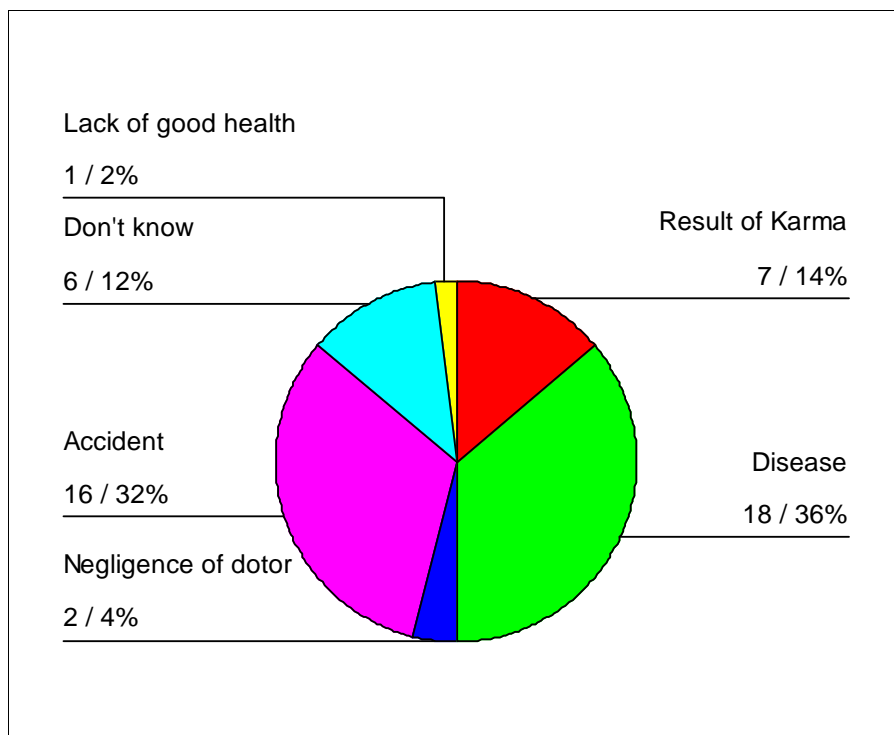
<i>S.no</i>	<i>Effect of Disability</i>	<i>Frequency</i>	<i>Percent</i>
1	Difficulty in walking	12	24
2	Absent/Unable to attend school	10	20
3	Gap in study during treatment	9	18
4	No	7	14
5	hinder participation in extra-curricular activities	3	6
6	NOT APPLICABLE	2	4
7	Lack of body movement control	2	4
8	Slow in writing	2	4
9	Difficult to catch up the studies due to disability	2	4
10	Hearing problem	1	2
	Total	50	100

Source: Field Survey (2008)

5.1.7 Reported Causes of Disability

As shown in Fig 17, 36% of the parents reported that the cause of disability in their children was due to disease, followed by 32% who responded that due to accident, their children were suffering disability of one or another kind. Like that 14% blamed the past *karma* as the cause for occurring disability in their children.

Fig 17: Cause of disability



Source: Field Survey (2008)

5. 1.8 Ways of Supporting Children in Studies

The parents were also asked about the ways of supporting their children in studies when they complain about difficulty in studies. The majority of the parents i.e. 66% responded that their children themselves should work hard to improve their studies. 20% reported that they would provide coaching in the difficult subjects to their children to better their studies. And 10% mentioned that they would their elder brothers or sisters would provide necessary tutoring.

Table 23: Ways of supporting their children when they were weak in studies

<i>S.No.</i>	<i>Ways of support</i>	<i>Frequency</i>	<i>Percent</i>
1	Self-study	33	66
2	Provide coaching	10	20
3	Tutoring by elders	5	10
4	NOT APPLICABLE	2	4
	Total	50	100

Source: Field Survey (2008)

5.1.9 School-going Status of Neighboring Children

The study also inquired about the school going status of the neighboring children. It was found that majority of the children (88%) living nearby the respondents were going to school but 12% did not attend schools.

Table 24: Neighboring children going to schools

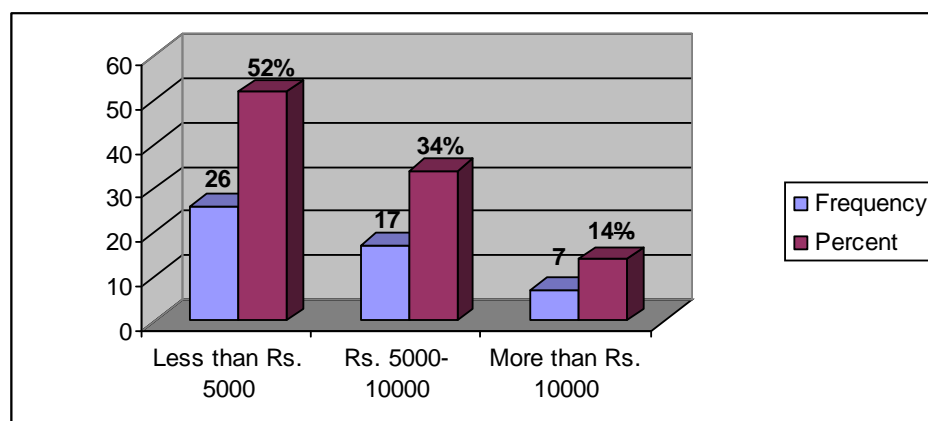
<i>S.No.</i>	<i>School going</i>	<i>Frequency</i>	<i>Percent</i>
1	Yes	44	88
2	No	6	12
	Total	50	100

5.1.10 Household Income

In a country like Nepal, majority of people are poor so their economic activities revolve around meeting their ends meet. Living standard of a family depends on the income of the household. Enrollment of children depends on their family income. Distribution of income per month is given in the table below:

Fig 18 shows that 52% of the households had a monthly income of less than Rs. 5000. The family having monthly income from Rs. 5000 to 10000 were 34%. From the table, the highest monthly income of families stood at 14%.

Fig 18: Monthly income level of parents of the respondents



Source: Field Survey (2008)

5.1.11 Attitude on Educating Children

Education is right of every child. It is duty of parents to provide right of education to their child. Study reveals that all the parents of all the respondents think that they have done good job by sending their children to school. Education is equally important as the love and care they give to them as their child.

5.2 Teachers' Response on Education Status of Children with Physical Disability

Children spend most of their time in schools with the teachers. It is therefore inevitable to learn from the teachers about the situation of educational attainment of the children.

A total of 10 children located in Kathmandu were selected to visit in their homes and also visit their teachers in the school. the researcher could contact their school teachers face to face. It was not feasible to visit all the children at their homes and schools who came from 29 different districts. Out of 10 respondents, 1 of them had not attended school till the time of data collection as she was told to take rest for the next six months. That's why only 9 school teachers from 9 children were visited.

5.2.1 Teachers and Their Subjects

Of all the teachers interviewed, 2 teachers taught Social Studies and another 2 teachers taught Maths. The remaining 4 teachers were teachers of Drawing, English, Nepali, Science and Special Education each.

Table 25: distribution of teachers by subjects

<i>S.No.</i>	<i>Subjects</i>	<i>Frequency</i>	<i>Percent</i>
1	Maths	2	20
2	Social Studies	2	20
3	Drawing	1	10
4	English	1	10
5	NOT APPLICABLE	1	10
6	Nepali	1	10
7	Science	1	10
8	Special Education	1	10
	Total	10	100

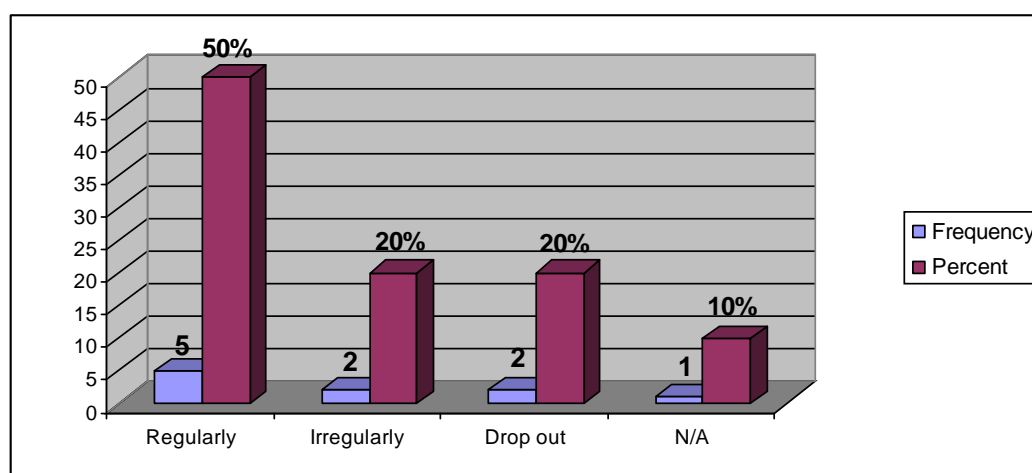
Source: Field Survey (2008)

5.2.2 School Attendance of Children

According to teachers, they reported that only 50% children attended the school regularly. 20% of the children had dropped out from the school due to disability. They also faced humiliation from their friends in the school. However, 10% of the respondents reported that there was no provision of special education after 16 years of age.

The remaining 20% responded that they attended school irregularly due to their ongoing treatment at hospital.

Fig 19: School attendance of children

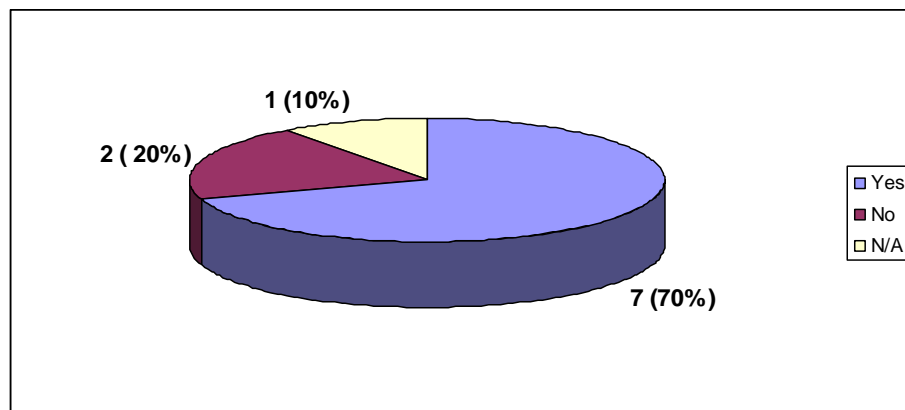


Source: Field Survey (2008)

5.2.3 Problems Reaching to School

It was found from the survey that all the children enjoyed the schooling. Despite that 70% children faced problems reaching to school due to disability. The problems included difficulty to walk, lack of control and coordination of body movements, pain in spine.

Fig 20: Problems reaching to school



Source: Field Survey (2008)

5.2.4 Performance in the Particular Subjects and in General

An attempt was made to find out the performance of the children in particular subjects and in general despite they have physical disability. The results depicted that 50% of the children were good in both particular subjects and in general. The detailed subjects were also presented in earlier analysis. The performance of 40% children was reported as “fair” and 10% children had not joined school after the occurrence of disability.

Table 26: Performance in particular subjects and in general

<i>S.No.</i>	<i>Performance</i>	<i>Frequency</i>	<i>Percent</i>
1	Good	5	50
2	Fair	4	40
3	NOT APPLICABLE	1	10
	Total	10	100

Source: Field Survey (2008)

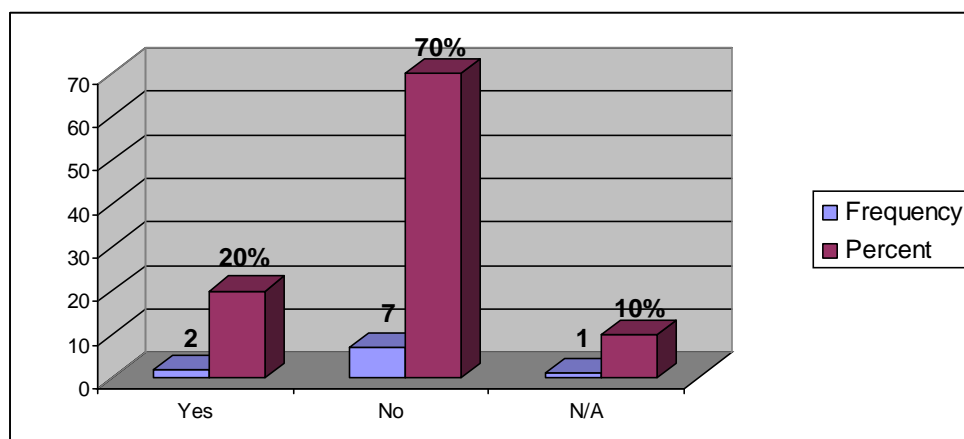
5.2.5 Special Arrangement for Children

During the interview with the teachers of respective children, the teachers responded that in 70% of the schools did not have special arrangements for the children such as provision of ramps that provides access to travel to and fro the classrooms, library etc. Some children with disability use wheelchair and they need special arrangement in toilet.

Only 20% schools were found to have necessary arrangements for the children with disability such as ramps, arrangement at toilets etc.

The above data was also reflected through observation. At homes too the children did not have special arrangements like ramps, wheel-chair friendly passages etc.

Fig 21: Special arrangement for children



Source: Field Survey (2008)

5.2.6 Participation in ECA

Teachers were also asked to respond about participation of their children in the school. It was reported that 50% children participated in ECA and 40% children did not participate in ECA mostly due to disability. Extra-curricular activities included chess, carom, ludo, quiz contest, poem writing, learning ADL activities and some creative tasks e.g. solving puzzles etc.

Table 27: Participation in ECA

<i>S.No.</i>	<i>Participation in ECA</i>	<i>Frequency</i>	<i>Percent</i>
1	Yes	5	50
2	No	4	40
3	NOT APPLICABLE	1	10
	Total	10	100

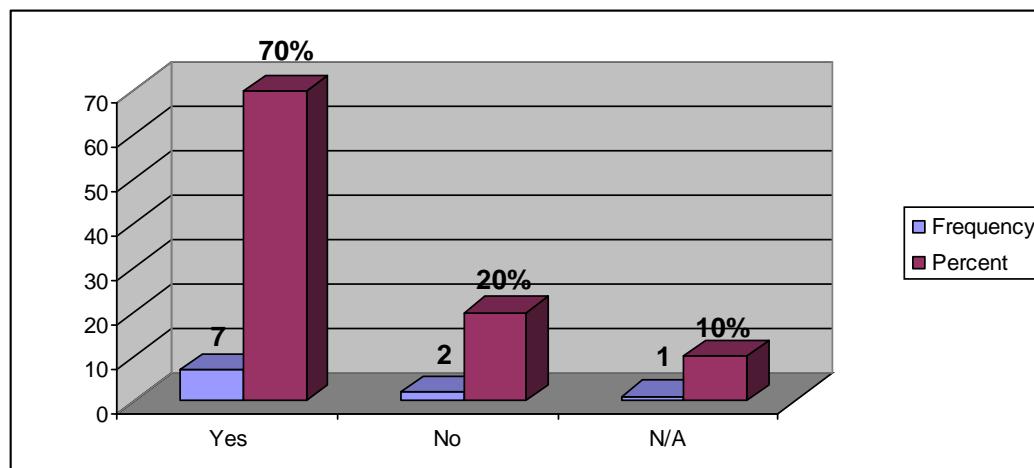
Source: Field Survey (2008)

5.2.7 Problems in Continuing Studies

Teachers also observed that disability affects the children in educational attainment. According to teachers, 70% of the children were found to have problems in continuing studies. 20% reported that they did not face problems in continuing studies.

There were various reasons that caused the children bear the obstacles in going to school. Due to disability, the children were not able to continue the studies. Likewise, one child (student) could not catch up with the subject due to severe disability and associated mental retardation. One child could not continue the school due to age limit whereas another child faced problems in regular attendance in school due to frequent visits to hospital for treatment and rehabilitation.

Fig 22: Problems in continuing studies



Source: Field Survey (2008)

5.2.8 School Fee Payment

The teachers reported that almost all the students were found to have paid the school fees regularly which reflect that was no students faced problems in paying fees.

5.2.9 Discrimination/Humiliation at School

As per interview with teachers, it was found that 70% of the children had faced discrimination at the school, or class. Usually the children with disability were teased by their friends. The teachers observed that two of the children faced uncomfortable among peers due to their dwarfism. The children also reported that they felt lonely and were not able to participate in outdoor games as their counterparts. However, 20% of the children did not feel discrimination, or humiliation at school due to disability.

It was learnt from the interview with the teachers that they had not discriminated the children with disability at all. All the teachers interviewed expressed that they were caring to them.

Table 28: Discrimination/humiliation at school

<i>S.No.</i>	<i>Discrimination</i>	<i>Frequency</i>	<i>Percent</i>
1	Yes	7	70
2	No	2	20
3	NOT APPLICABLE	1	10
	Total	10	100

Source: Field Survey (2008)

5.2.10 Behavior of Classmates

The survey showed that 60% of the total children (with disability) observed by their teachers found that their classmates were caring and friendly to them, followed by 30% of them faced “feeling ignored” by their classmates.

Table 29: Behavior of classmates

<i>S.No.</i>	<i>Behavior</i>	<i>Frequency</i>	<i>Percent</i>
1	Caring	6	60
2	Ignoring	3	30
3	NOT APPLICABLE	1	10
	Total	10	100

Source: Field Survey (2008)

5.2.11 Teachers' Expectations from Children

An attempt was made to learn the teachers' expectations from the children. They reported that the children would be able to lead a successful life after completion of higher studies. Teachers also expressed that the children would continue to perform activities of daily living.

5.2.12 Teachers' Expectations from Government

Among the teachers interviewed, most of them urged the need of medical treatment to the children with disability and they should receive education despite several difficulties and problems faced by them for their bright future.

5.2.13 Suggestions from Teachers

Teachers were asked to solicit their suggestions for improving the children's education attainment. The following suggestions were reported.

- i) The children should be given proper medical treatment and continuous physiotherapy to improve their body movement and positioning as well as for their well being.
- ii) There is a need of rehabilitation centre even after the age of 16 years of age.
- iii) They need to develop strong will to study further despite difficulties caused by disability.
- iv) Children with disability need patience to learn and study further and the support from their family members matter a lot to their progress in studies.

CHAPTER-VI

SUMMARY AND CONCLUSIONS

6.1. Summary of Findings

This research entitled “*Situation Analysis of Educational Attainment of Children with Physical Disability: A Case Study of children admitted at Hospital & Rehabilitation Centre for Disabled Children (HRDC)*” aimed at studying situation of educational attainment of children with physical disability (sometimes also called locomotion disability). The study has attempted to find out the socio-economic and demographic characteristics of household having children with physical disability and to analyze of the prevalence of different types of childhood physical disability, to find out the educational status of the children with physical disability, to identify the socio-economic problems faced by them and to identify the required support and solutions.

The study is an outcome of field study carried out from April to September 2008 at Hospital and Rehabilitation Centre for Disabled Children (HRDC) and in Lalitpur district. The overall objective of the research was to analyze the education situation of children with physical disability of Nepal from various districts admitted at the hospital and from surrounding areas of Kathmandu.

The hospital was chosen as the location of the study because there are many children from various parts of Nepal and abroad who come to the hospital for treatment and rehabilitation services.

The research was exploratory cum descriptive in design using a range of methods and instruments, and primary as well as secondary data. Detailed interviews were carried out with the children and parents and teachers as well.

It was found that the genders of children are equal in number. The average age of respondents was 12. The study also found that the children have representation from

varied ethnic background from 29 districts of Nepal. The research showed clearly that children were very much concerned about education. They know the importance of education.

Among the respondent children, the highest number of respondents was children with osteomyelitis at 18%, followed by post-burn contractures and clubfoot at 16% and 14% respectively. 28% of the total respondents suffered from congenital diseases. Then there were 22% of children who had disability within a year. And equal number of cases (i.e. 7 each) was found to have occurred in 1-3, 7-9 and 10-12 years ago among the sample children. Some children even had disability for more than 13 years.

The children with primary level occupied 60% of the total children. And 26% of the children were studying in lower secondary level. Whereas, the percentage of children studying in Secondary and Higher Secondary level were found to be 6% and 2% respectively.

There were 8% of children who had dropped the school due to disability and 4% of the children had not joined school despite their age of joining school whereas majority of the children i.e. 88% of the children were still continuing their studies. Despite there were higher number of children still continuing the school, they have missed school days from 1 to 2 years to more than 13 years. The highest number i.e. 30% of the children had loss of study period from 1 to 2 years, followed by 20% of the children missing 1 to 3 months of schooling due to disability. There were combined 20% of children who missed the studies more than 3 years. So, there was massive irregularity of school attendance among children. 42% of all the children were able to attend the school regularly. Whereas, the rest of the children had suffered from different problems such as --24% children had stopped going to school due to difficulty in walking and also due to immobility of their limbs etc. 44% of the children mentioned that they had problem in walking due to disability and 26% of the children had difficulty in walking and in carryout ADL activities.

Given their family's economic status as well as the distance of school from their homes, majority (68%) of the respondents were studying in government schools. Only 24% of all respondents were enrolled in private schools. Obviously, enrollment of children in government schools was higher than enrollment in private schools. Although, most of the

respondents reported that they had enough time to do their homework at home, only 8% responded that they had to engage in household tasks and which gave them little time to do homework.

Performance of children in school also depends on how they are treated at school, home and community. An attempt was made to know if they were discriminated by teachers, or friends, family members and community members. Of all the respondents, 78% responded that they were not discriminated by their teachers. 4% of them only mentioned that faced some discrimination. 24% of the respondents said they did not feel any discrimination or humiliation in the community despite being disabled. But the highest number of them i.e. 24% of them mentioned they often felt sad and angry due to disability; 12% of them felt helpless and 8% of the respondents mentioned that their friends tease them and they often get angry over them. And only 10% who mentioned that due to disability, their friends often ignored them.

For children with cerebral palsy, and those who use wheel chair to travel to and fro the home, they would need special arrangements such as ramps, special sitting arrangements and arrangements in toilets. During the survey, the availability of special arrangements for the children with physical disability was also analyzed. It was found that 90% of schools did not have special classes or arrangements and while only 6% of the respondents mentioned that there were necessary arrangement in the school to perform the ADL activities. Likewise, only 38% of the children had access to library in schools.

Regarding participation in extra-curricular activities, 40% did not participate in ECA due to disability such as difficulty in walking, severe pain etc.

Regarding the occupation of the families of the children, 62% of the families depend on farming. Some 30% children could get the medical treatment at HRDC only with support of I/NGOs. 52% of the households had a monthly income of less than Rs. 5000.

It was also noted that irrespective of parents' education status, children were given education with high priority.

Majority of the parents would prefer their children to study harder in case of difficulty and poor result in studies. Only 20% recommend their children to provide coaching, or private tuition.

According to teachers, they reported that only 50% children attended the school regularly. 20% of the children had dropped out from the school due to disability. They also faced humiliation from their friends in the school. 70% of the children had faced discrimination at the school, or class. Usually the children with disability were teased by their friends. However, 20% of the children did not feel discrimination, or humiliation at school due to disability. Despite that 70% children faced problems reaching to school due to disability. The problems included difficulty to walk, lack of control and coordination of body movements, pain in spine.

The teachers responded that 50% of the children were good in both particular subjects and in general. The detailed subjects were also presented in earlier analysis. The performance of 40% children was reported as “fair” and 10% children had not joined school after the occurrence of disability. It was reported that 70% of the schools did not have special arrangements for the children such as provision of ramps that provides access to travel to and fro the classrooms, library etc. Only 20% schools were found to have necessary arrangements for the children with disability such as ramps, arrangement at toilets etc.

6.2. Conclusion

Children were greatly affected by disability in the educational attainment. There were several factors that affect the children’s access to school and continuation of study. The economic situation of the family, ethnicity of the children also placed higher impact on prioritizing the education to the children. The majority of the children were attending the school, but with irregular attendance due to difficulties in walking, physical pain, psychological trauma and discrimination among the peers.

Few children were found to have dropped out due to disability and associated difficulties. Still there were many possibilities for children to drop out from school. More than half of the children could not attend school regularly. It was evident from the study that the school attendance was deeply affected by the occurrence of disability in children. Lack of

special arrangement for the children with physical disability in schools, difficulty in walking, long distance to reach school, poor economic condition of the families attributed to such plight of educational attainment of children. Due to poor economic condition, children were not able to afford *tiffin* and did not have access to library as the majority of children were enrolled in government schools and these schools do not have library of their own.

The study also revealed that medical treatment, rehabilitation and financial support for continuing education are vital to improve the educational attainment of the children with physical disability. Need of Government policies to support such children were highly felt by the children, parents and the teachers alike.

6.3 Recommendations

Some recommendations may be helpful to those who are interested in the field of education for children with physical disability such as—

-) There is greater need of special arrangement such as ramps, wheel chairs, special arrangement in toileting and sitting etc. for children with physical disability in schools.
-) There should be timely medical treatment of the children with disability and rehabilitation services and also programs to prevent disability to the general public should be given higher priority with due support from the Government.
-) There should be provision of scholarships and provision of tiffin, for the needy children especially for those who come from disadvantaged groups.
-) Awareness among the parents about protecting their children from burns, accidents and importance of balanced diet, nutrition, health care should be provided to the families and community.
-) There should be provision of home-study, or an examination system for the children with physical disability who cannot walk or reach to school due to disability.

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ANNEX-I: Distribution of respondents by districts

<i>Sno</i>	<i>Districts</i>	<i>Frequency</i>	<i>Percent</i>
1	Lalitpur	9	18
2	Jhapa	3	6
3	Kailali	3	6
4	Okhaldhunga	3	6
5	Banke	2	4
6	Jajarkot	2	4
7	Morang	2	4
8	Rukum	2	4
9	Rupandehi	2	4
10	Siraha	2	4
11	Sunsari	2	4
12	Bara	1	2
13	Chitwan	1	2
14	Dhading	1	2
15	Dhanusa	1	2
16	Gulmi	1	2
17	Kathmandu	1	2
18	Kavre	1	2
19	Khotang	1	2
20	Lamjung	1	2
21	Mahotari	1	2
22	Nawalparasi	1	2
23	Nuwakot	1	2
24	Panchthar	1	2
25	Ramechhap	1	2
26	Salyan	1	2
27	Saptari	1	2
28	Sindhuli	1	2
29	Tehrathum	1	2
	Total	50	100

ANNEX-II: Distribution of respondents by Type of Disability

<i>S.No.</i>	<i>Type of Disability</i>	<i>Frequency</i>	<i>Percent</i>
1	Osteomyelitis	8	16
2	PBC	8	16
3	Clubfoot	7	14
4	Cerebral Palsy	4	8
5	Spine deformity	4	8
6	PPS	3	6
7	Anchylosis	2	4
8	Osteogenesis Imperfecta	2	4
9	RTA	2	4
10	Trauma	2	4
11	Fracture	1	2
12	Genu Varus	1	2
13	Hydrocephalus	1	2
14	JRA	1	2
15	MD	1	2
16	Spina bifida	1	2
17	TB Spine	1	2
18	Spinal Injury	1	2
	Total	50	100

ANNEX-III: Interview Questionnaires for the Child

H.No.....

Date:

1. Name: Age: Sex: M/F

2. Father/Mother/Guardian's Name:

3. Caste/Ethnicity: Address:.....

4. Religion: a) Hindu b) Buddhist c) Christian d) Muslim e) Others

5. Your family members:

<i>Relation</i>	<i>Yes</i>	<i>No</i>
Grandfather		
Grandmother		
Father		
Mother		
Sister 1		
Brother 1		
Sister 2		
Brother 2		
Others		

6. Information about your disability:

Cause of disability:.....

7. What sort of difficulties do you face as a result of disability?.....

a) In Walking b) In climbing c) In Toileting d) In sitting e) Others
(specify).....

8. How long have you had this problem?When did it occur?.....

HRDC admission:

9. Do any of your family members have disability? Y/N. If Yes to whom?.....

i. What is type of disability?

a) Blindness b) hearing impairment c) physical disability
d) Mental retardation e) multiple disability f) others (specify).....

10. To what extent do you think you will improve functional independence after treatment at HRDC?

a) Completely recover from the disability
b) Improve the locomotion & movement drastically

- c) No improvement in bodily functions
- d) Improve the locomotion and movement to some extent

11. Education status: Are you studying? Yes/No. Study Gap due to disability?.....

i) If yes in which grade?.....Name of the school:
 Type of your school: Government/Private/community :

ii) If No, why do not you attend school?

- a) Because of disability b) Lack of sponsorship c) Lack of scholarship d)
- No school near home e) Others (specify).....

12. Education Status of your family members:

Relation	Illiterate	Literate	Below SLC	SLC	PCL	Bachelors	Masters or above	Remarks
Grandfather								
Grandmother								
Father								
Mother								
Sister1								
Brother1								
Others								

13. How often do you attend school? a) Regularly b) No c) Just left d)

14. Are there any problem/s reaching to school? Yes/No

i. If yes, what sort of problem? Specify..... causes.....

ii. Does physical disability cause difficulty in reaching to school.? If yes, in which way?

- a) in walking b) in climbing the bus c) Others (specify).....

15. Aspiration towards education?

Up to which level do you want to study?

- i. Upto SLC ii. 10+2 iii. Bachelors iv. Masters and Higher v. don't know

16. What is your future ambition?

- a) Doctor b) Engineer c) Teacher d) Lawyer e)

17. Do you get involved in household work? Yes/No. If yes for what activities?

18. Do you find enough time for school chores? Yes/ No. If yes how many hours in a day?

If No, why?.....

19. Do you enjoy schooling? Yes/No. Reasons.....

What is your performance compared to that of your classmates

- a) Poor b) Good c) Average d) Very Good

20. Do you feel discrimination from your teacher? a) Yes b) No
21. Do you have enough educational items/study materials?
 a) Enough books Y/N
 b) Enough stationery Y/N
 c) Tiffin Y/N
22. Did you feel humiliation/discrimination in community due to your disability?
 If yes, in which sense.....
24. Is there any discrimination in teacher's behaviour with disabled students? Yes/No
 If yes, what sort of discrimination do they do?
 a) Don't give attention to you b) Laugh at you
 c) Scold you d) Give more priority to abled students
 e) Provide less opportunities f) No support from teachers
 g) Others (specify)
25. How do your family members behave with you?
 a) think as a burden b) ignoring c) caring d) so-so e) Others (specify).....
26. How do your friends behave with you?
 a) think as a burden b) ignoring c) caring d) so-so e) Others (specify).....
27. Does your school have managed special classes for disabled students? Yes/No. If yes, what kinds of classes are there?
28. Does your school have ramp to travel to and fro the school?
29. Do you have access to library? Yes/ No
30. Have you participated in Extra-curricular activities in your school? Yes/No
 i) If no, what were the causes/factors affecting your participation?.....
 ii) If yes, in what kind of activities have you participated?.....
 iii) Are you satisfied with your performance in Extra-curricular activities?.....
 iv) If no, what is the reason behind not participating in any ECA?.....
 a) Because of disability b) Feel uncomfortable c) Fear of being mocked
 d) Don't feel like participating
31. What do you think? Is education the rights or privilege?
32. What is the attitude of parents towards your education?
33. What kind of support do you expect from the community members?
34. Do you get support from INGOs/NGOs? a) Yes b) No

If yes, what types of support do you get?
Which organization is supporting to you?

35. What kind of support do you expect from the government?
- a) Medical treatment
 - b) Financial support
 - c) Education
 - d) Skill Development Training
 - e) Separate accommodation
 - f) Job opportunities
 - g) Others(specify).....

36. In your opinion, how can you improve your educational attainment in spite of your disability?.....

ANNEX-IV: Interview Questionnaires for the Parent/Guardian

1. Name:..... Age: Sex: M/F

2. Father/Mother/Guardian of

3. Address: Ethnicity/Caste.....

4. Family type: a) Joint b) Nuclear

5. Occupation.....

6. Education level of Father:
 i. Illiterate ii. Below SLC iii. Intermediate iv. Bachelors v. Masters

7. Education level of Mother:
 i. Illiterate ii. Below SLC iii. Intermediate iv. Bachelors v. Masters

8. How many of your family members are there from age group 6-16?
 a) Male..... b) Female.....

9. Where are you sending your children for studies?

<i>Sons/Daughters</i>	<i>Government School</i>	<i>Private School</i>
Male		
Female		

10. Are there any differences in type of schooling among your children? Yes/ No. If yes, what are the reasons

11. Are you sending all your kids to school? Yes/ No. What is the motive behind it?.....

12. Are there any of your children who have dropped out of school? Yes/ No. If yes, who made your child drop out from study? Why?

13. Are you thinking of sending your child back to school again if the condition improves with time? OR there is provision of scholarship or sponsorship? Yes/ No. If No, Why?.....

14. Do you know the school name of your son/daughter? Yes/No

15. How often do you visit in your son/daughter's school to find out how their teaching is taking place?.....

16. Have you ever discussed your children's education with school teachers? Yes/ No.
If yes, How often? a) once a month b) twice a year c) regularly
17. Do you face any problems sending your kids to school? Yes/ No
Does disability make him/her difficult to go to school? Yes/ No.
18. Has disability hindered his/her ability to do better in studies? Yes/No.....If yes, in which ways.....
19. In your opinion, what is the cause of disability?
a) Result of *karma* b) Curse from God/witch c) Disease
d) Negligence of doctor e) Accident f) Don't know
20. To what extent do you think you will improve functional independence after treatment at HRDC?
a) Completely recover from the disability
b) Improve the locomotion & movement drastically
c) No improvement in bodily functions
d) Improve the locomotion and movement to some extent
21. Do you help children in studies at home? Yes/ No
a) By teaching b) motivating c) supporting in education
22. If your children complain about their study being very difficult, then what do you do?
23. What is your attitude on educating children? How important is sending your child to school?
a) Very important
b) It depends on his/her *karma*
c) Supporting the family is more important than studying
d) Expensive to afford schooling
e) Not important
f) Others (specify).....
24. Have your children been discriminated at school? If yes by whom? And the reasons behind.....
25. What do you expect from your son/daughter upon attaining education?
26. What ambition do you have for your son/daughter?
27. Do you have any preference to send your child between disabled and abled child? Why?
28. Are all children in your community going to school? a) Yes b) No.
29. What do you think education is right of every child or privilege?

30. Income level: a) <5000/month b) 5000 to 10000/month c) >10000/month
 Economic status: a) Poor b) Fair c) Good d) Very Good
31. Do you pay school fees regularly? Or difficulty in paying fees?
32. How much do you spend for education activities of your children in a year?
33. Are all your family members depend on your income?
 a) Fully b) Partially c) No
34. Is your salary enough to support your family? Yes/No
35. For how long your farm land support your family's feeding?
 i. <3 month b) 4-6 month c) 7-9 month d) 10 to 12 months e) sale
 How will you fulfill the rest of the months for feeding your family.
36. Do you get support from INGOs/NGOs? a) Yes b) No
 If yes, what types of support do you get?
 what is the mode of support?.....
37. Have you got any idea to promote educational status of your children?
 a) Earn more b) Provide training c) education
 d) Others (specify)

ANNEX-V: Interview Questionnaires for Teacher

1. Name of teacher: Age: Sex: M/F
2. Teacher of of Grade.....
3. Name of School:
4. Address of School:
5. Type of your school: Government/Private/community:

6. Which subject do you teach?
7. How often does s/he attend school? a) Regularly b) No c) Just left d)
If No, why does not s/he attend school?
a) Because of disability b) Lack of sponsorship c) Lack of scholarship
d) No school near home e) Drop out f)Others (specify).....
8. Are there any problems for her/him reaching to school? Yes/No
i. If yes, what sort of problem? Specify..... causes.....

ii. Does physical disability cause difficulty in reaching to school.? Y/N
If yes, in which way? a) in walking b) in climbing the bus c) Others
(specify).....
9. In your opinion, does s/he enjoy schooling? Yes/No. Reasons.....
10. How is her/his performance in your subject?
a. Good b. Fair c. Poor d. Very Good.
Reasons for it:.....
11. How is the performance of her/him in school in general?
a. Good b. Fair c. Poor d. Very Good.
Reasons for it:.....
12. Does your school have necessary arrangement for children with disability to travel to and fro the classroom? (E.g. ramp?...)

Special arrangement of toilet for disabled children?
13. Does s/he participate in extracurricular activities? Y/N
If yes in what sort of activities.....
If No, the reasons.....

14. Does s/he have problems in continuing her studies? Y/N.
If yes, what sort of problems.....
15. Does s/he have enough educational items/study materials?
a) Enough books Y/N
b) Enough stationery Y/N
c) Tiffin Y/N
16. Does s/he pay school fees regularly? Or difficulty in paying fees?
17. What do you expect from her/him upon attaining education?.....
18. What ambition do you have for her/him?.....
19. Does s/he feel humiliation/discrimination in school/classroom due to her/his disability? Y/N. If yes, in which sense.....
20. How do her/his classmates behave with him/her?
a) think as a burden b) ignoring c) caring d) so-so e) Others (specify).....
21. Is there any discrimination in teacher's behaviour with disabled students? Yes/No
If yes, what sort of discrimination do they do?
a) Don't give attention to him/her b) Laugh at him/her
c) Scold him/her d) Give more priority to abled students
e) Provide less opportunities f) No support from teachers
g) Others (specify)
22. How do teachers behave with her/him?
a) think as a burden b) ignoring c) caring d) so-so e) Others (specify).....
23. What kind of support do you expect from the government?
a) Medical treatment b) Financial support c) Education
d) Skill Development Training e) Separate accommodation
f) Job opportunities g) Others(specify).....
24. Can your school support her/his education attainment? If yes in which way/s.....
25. What are your suggestions for improving his/her education attainment?
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