**KANTIPUR CITY COLLEGE**

**(Affiliated to Purbanchal University)**

**Putalisadak, Kathmandu**

**A research proposal submitted for**

**Bachelor’s Degree advisory committee**

**V – semester**

**A Research Proposal**

**On**

**Literacy status of Disabled Persons in Nepal**

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**Submitted to**

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# INTRODUCTION

Nepal being a developing country, development of every sectors in Nepal is important. As the education helps in development of the country, knowing the literacy status of peoples will help a lot in estimating the needs and requirements for further steps required to develop the country. And the education of the disabled persons is equally important in this context. The education problems faced by normal children in Nepal is very dismaying itself. For the numbers of disabled persons in this area the problem keeps on increasing. Globally it is estimated that 70% of children with disabilities, including those with mild mental retardation, can attend regular schools provided the environment is designed to be accessible and the institution is willing to accommodate them.

This research on topic 'Literacy status of Disabled Persons in Nepal' will mainly focus on gathering information about the current status of education and its importance on disabled persons in Nepal.

My research area is among the disable persons in Nepal in both rural and urban areas. This research project will provide an overview on the status of literate and illiterate disabled persons on Nepal. It is hoped these documents will be a starting point for policies and practices that get many more children with disabilities into school.

Statement of the Problem

What is the current status of the education among the disable persons in Nepal?

Why are there not much disabled personals in technical field?

Objective

To assess the literacy status of the disabled persons in Nepal.

Literature Review

In the current context of Nepal, among the few disable persons who have access to the resources there are small numbers of schools for disabled persons, but if they want to continue their higher education there are very limited colleges specially for disabled persons. So, if those persons want to continue their higher education they have to go to normal colleges for normal persons and have to adopt the hard learning way that abled persons use.

The Situation Analysis of Disability in Nepal 2001 by NPC/UNICEF/New Era estimates the national prevalence of disability at 1.63 per cent of the population. However, various pocket studies have indicated a higher prevalence. Educational development is much lower among people with disabilities than the general population. While the national literacy rate of the country in 2001 was 52 per cent, only about 31.8 per cent of people with disabilities had received any form of education.

Several initiatives have been undertaken to provide integrated and inclusive education for children with disabilities by the Department of Education, charity organizations, religious institutions, local NGOs and international organizations. However, there is little documentation of such initiatives.

Methodology

According to the Nepal Census 2011 five districts of Nepal with highest number of physically disabled peoples. The five districts are, Kathmandu, Morang, Kailali, Jhapa and Surkhet. Among these districts Kathmandu and Kailali will be taken as a field for this research.

The methods of data collection I will be using throughout this research are as follows:

1. Interview

With this method I will interview 2-4 teachers and students of Schools for special children.

1. Case study
2. Questionaire

References

Proposal format: [*http://www.uh.edu/~lsong5/documents/A%20sample%20proposal%20with%20comment.pdf*](http://www.uh.edu/~lsong5/documents/A%20sample%20proposal%20with%20comment.pdf)

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