



Development of Special Needs Education in Lumbini Province

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Abstract

This research study is related to the development of the special education in Lumbini province in Nepal and Dang district is taken as the sample of the study. This research article is a case study which is qualitative research design and interpretivism paradigm. In this research data were collected from the disabled students through focus group discussion and interview with head teacher, resource teachers of Secondary Schools of Dang district. The students said that there are good facilities for lodging and fooding in hostel. Resource teacher and other senior students also help in teaching and playing games. The other friends in inclusive class are also help to the disabled students in reading and writing. They also get writer in exam. There is main problem is inefficient number of resource teacher and trained teacher for teaching computer, teaching musical instruments and teacher for helping the students in playing games. From 2074 B.S. there is limitation of resource teacher due to this limitation of resource teacher students are facing problems in teaching learning process. The researcher feel that the government must be prepared a new plan for the disabled students to provide technical skills due to this technical skill the life style of the disabled students become easier.

Keywords: disable student, resource teacher, focus group discussion (FGD), brail, special education.

Introduction

Special needs education is to tailored instructional methods, support services, and educational programs designed to address the unique learning requirements of individuals with disabilities or developmental challenges. These needs may be including physical difficulties, sensory difficulties, intellectual difficulties, emotional difficulties, and behavioral difficulties. The purpose of special need education is to ensure equal access to education, promote inclusion, and enable students to achieve their full potential by adapting teaching approaches, curricula, and learning environments to meet their specific needs.

In recent practice inclusive education was preferred rather than special needs education. Inclusive education refers to an approach in which students require different needs, including those with disabilities, learn alongside their peer in same classroom. In inclusive education the normal students help the disable students in all aspects what they need. Inclusive education also involves creating supportive learning environments, adapting teaching methods, and providing necessary resources so every student can grow academically, specially, and emotionally. The focus is on removing barriers and fostering a sense of belonging for all learners.

Special education was started in 2052 BS in Lumbini Province through *Bishes Shiksha Shaksha* a branch of education ministry in Nepal. In Lumbini province there are not any branch of special education in *Samajik Vikas Mantralaya* and also in *Shiksha Tatha Samajik Vikash Nirdesanalaya*. Due to this the number of resource class in Lumbini Province are not conformed. In Dang district special education resource class are started from 2052 BS. The special education resource classes are started in three number in starting time. Out of these classes one for deaf students, one is for blind, and one is for vocal disabled students. Nowadays there are four special needs education schools in Dang district. In Aadarsa Model Secondary School, Lalmatiya for blind students, Bal Bikash Secondary school, Ghorahi for deaf students, Guru Jajur Model Secondary School, Rakshyachaur for vocal disabled students and Shree Secondary School, Aswara Dang for mental disabled students. Altogether 208 disable students are studying in these four schools in Dang district. The researcher selects Krishna Secondary School (imaginary name of school) for case study. The special education was started in 2063 BS for blind students.

(B.C.,2024) In Lumbini province, 17% of school-age children are denied their right to an education. Despite the government's efforts to launch a quality education campaign, 853000 school-age children nationwide, 17% of whom are in Lumbini province, have been denied their right to an education. Despite the government's annual enrollment campaigns, many parents are still unable to send their children to school because of poverty and illiteracy. Out of 750,000 children aged 4 to 17, 11.3% are not able to attend school, which is approximately 18.5% of 24,39,200 children in the 4-year group and 8.1% of children in the age group of Educationalist Vidya Nath Koirala suggests special programs for children and job opportunities for financially unstable parents to facilitate their access to school. Despite a government campaign launched two decades ago to enroll all children in classrooms, it appears to be ineffective in addressing the issue. According to Thaneshwar Gyawali, deputy secretary of the Education Department of the ministry of social development in Lumbini

province, 7.4% of children studying in the sixth to eighth grade are unable to attend school, and poverty and illiteracy make it difficult for parents to send their children to school.

Article 31 of the Constitution of Nepal, 2015 provides for the right to education under the fundamental right, in which all citizens are guaranteed to basic education. Similarly, education up to the basic level is compulsory and free, and education up to the secondary level is also provided free of charge. However, in Lumbini province, 17% of children are still deprived of their fundamental right to education. (Constitution of Nepal, 2015)

The special classes were started from 2052 BS in Lumbini province. The students who were studying in school level in Lumbini province were 10 types of disabilities. Which can be represents in table 1.

Table 1

Types of Disable Students in District of Lumbini Province

Disability District	visual	blind	physical	Multiple disabilities	Mental	Low vision	intellectual	Hemophilia	deaf	Autism	Deaf and blind	Hard of hearing	vocal
Kapilvastu	0	30	176	21	20	24	7	0	20	1	1	33	15
Nawalparasi	4	10	76	2	5	5	1	0	9	3	0	5	10
Rupandehi	2	61	231	87	13	43	39	0	230	4	1	11	19
Arghakhanchi	13	6	397	20	10	86	50	3	23	11	7	1	27
Gulmi	9	20	185	34	3	73	23	0	39	10	3	1	14
Palpa	14	19	306	26	21	164	78	0	48	22	1	1	40
Dang	3	63	212	16	8	19	17	1	142	4	1	1	14
Pyuthan	4	16	177	7	12	30	13	0	28	5	1	1	12
Rolpa	2	23	672	14	7	16	8	1	31	15	1	1	8
Rukum	1	2	52	2	1	13	7	0	8	1	1	0	5
Banke	5	29	242	13	11	41	22	0	118	3	1	18	27
Bardiya	21	10	235	36	17	39	48	0	36	4	1	4	16
Total	78	289	2861	270	128	553	313	5	732	83	21	77	207

Source: CHERD, 2080

From the table 1, it is found that in Lumbini Province physically disabled students are about 2861 which is maximum number and hemophilia students are about 5 which are minimum number.

Statement of problem

In Nepal the constitution of Nepal 2015 is develop very important and useful rights to the persons who are disable (or differently able). The constitution of Nepal 2015 provides right to free education for physical, mental, hearing impaired, listening impaired, and autism. Researcher want to find the development of special school in Lumbini province and the

facilities provide by special schools to the disable students are follow the rights given by constitution of Nepal 2015.

Objectives of The Study

This study was conducted with the aim to find the development process of special education in Lumbini province of Nepal. This paper was prepared the following objectives.

- a. To identify development of special needs education in Lumbini province.
- b. To identify the condition of facilities, provide by special schools to the disable students.

Literature review

Special education is one of the more recently developed areas in the field of education and psychology. The scientific study of this aspect of education can be traced to the beginning of the last century. Where children with exceptional needs have always existed, special education programs are a comparatively new invention. The history of this discipline and its moral and legal ramifications are hotly debated. Armstrong (2003). Thus, the historical and cultural viewpoints on special education needs are covered in this section. Scholars from France and America studied the educational requirements of people with certain disabilities, such deafness, in the eighteenth century. In the nineteenth century, this concern evolved to include a focus on those children with mental problems. Traditionally, due to the challenges they had adjusting to daily life, the services that were offered to these kids tended to concentrate on protecting them from the outside world and "institutionalizing" them. It was demanded that these outstanding children be educated in special schools or institutions of their own because of the democratic values that the French and American revolutions promoted (Weijers, 2000).

A thorough understanding of a society's culture is necessary before one can comprehend the requirements, behaviors, and growth of its individuals, groups, and organizations. Finding a definition of culture that is widely accepted, however, may prove difficult because there are a number of definitions in the literature that typically reflect the specific biases and backgrounds of the authors. Haralambos offered a widely accepted definition, stating that "The learned shared behavior of members of a society is known as culture" (1996:8). Hofstede, on the other hand, contends that the best way to describe national culture is as ".... collective programming of the mind that distinguishes the members of one group or category of people from another" (Hofstede, 2001:9).

Feedback is a support provided to the students at the end of a learning period, task or cycle of the teaching learning process. Summative feedback is effective for measuring

students' learning achievement but it is less effective for immediate improvement of the students' performance. Therefore, feedback is not always appropriate for to reduce the learning difficulties of the students. Students were more benefited from continuous feedback and formative guidance (Indrawati, 2021).

The term special education needs (SEN) has popularized to capture different kinds of difficulties that Faced by some student when they want to learn in school. Special education needs comprise learning difficulties like physical difficulties, emotional difficulties, behavior difficulties, developmental difficulties, dyslexia and Attention-Deficit/ Hyperactivity Disorder (ADHD). All these difficulties seriously effect a child in learning (Damyano, 2024).

The inclusive education is not just a fad but it is a type of movement in education which provides equal opportunities for all students in a same school and same classroom with using different teaching learning equipment. Inclusive education respects the diversity of the society. It is a move towards reforming diversity in the classroom also. Inclusive education helps to develop an institution where every child feel comfort to learn. There are not any barriers for the disable students in learning. In inclusive education there is tolerance, co-operation, help and better understanding between students of the classroom and they can improve their study with the help of each other (Damyano, 2024).

Inclusive education cannot be operating with educational intervention of the children. These strategies and supports are relevant to every child. The intervention can be followed by individual educational plan (IEP) documents; these special treatments are used in giving instructions to the disable students. These specifications to the teaching learning process adjust the learning modality of every disable student (Damyano, 2024).

According the report of Nepal Human Rights Watch (2018) there are numerous barriers to the inclusive education system of Nepal. The first barrier is the government of Nepal has not provided the adequate number of teaching/ learning materials and support for inclusive education. The second barrier is the curriculum does not cater to all the learners of inclusive education. The third barrier is there is shortage of trained teachers who provide inclusive education to the learners and the fourth barrier is the societal attitudes toward the disable person, which is very harmful and support the discrimination between the students in school. One of the most significant barrier for disable students was identified as the lack of access to quality education due to inadequate infrastructure, teaching materials, teaching aids, and suitable behavior from the related stakeholders. This report identified poverty of the people as a significant 15 barriers to the inclusive education system of Nepal. It was found

that the more students from poor families miss out their education than the students from rich families.

According to the UNICEF (2021) report, some significant barrier to inclusive education system in Nepal is social stigma and discrimination towards the children specially who are disable. The children with disabilities often facing bullying, social exclusion and harassment, leading to low self- esteem and lack of motivation by the teachers and other member of society. This report also noted that the inclusive education system of Nepal is not well equipped with teaching/learning aids and teaching/learning materials for the disabled students. There is huge lack of trained teachers, funds and suitable implement plan for inclusive education in Nepal.

According to the UNICEF Nepal Country Profile (2021), Nepal has improved the access of the children by increasing the enrolment of students in primary level up to 96% in 2018. However, the children with disability are also facing different kinds of barriers in getting education in proper way. Out of the disable children only 47% children are enrolled in primary school. Inclusive education is more critical to get sustainable development goal 4, which promotes the opportunities for the disable students as well as other students to study their whole lives and works to provide inclusive and equitable quality education (United Nation, 2021).

Lamichane (2013) study examines the barriers in studying faced by the disable students in Nepal. From this study it is found that there are multiple barriers in faced by the students in the process of getting education in Nepal. The negative attitudes from society, inaccessible schools and transportation, and lack of resources and support for inclusive education. This study suggests that to address these barriers it is required a multifaceted approach, which include change the attitudes and perception of the society towards the disable person, policy reforms, and increase the investment in improve the infrastructure and resource aids and materials for inclusive education.

Maudslay (2013) completed a qualitative study that explored the perception of parents and teachers toward the inclusive education in Nepal. This study found that the assumptions which are made for the inclusive education are not corresponds to the ground reality in Nepal. The lack of resources, support, training for the teachers about the barriers of disable students and the ways of addressing the difficulties of the students. The other barriers are related to the curriculum of inclusive education and change the attitudes of society and teacher positively toward the disable student.

Niure and Shrestha (2021) studied the realities and challenges of providing education to the students with intellectual disabilities in Nepal. This study found that these intellectual disable students facing several challenges including insufficient facilities of physical infrastructure, lack of trained teachers and negative attitudes from peers, and teachers. The curriculum of inclusive education of Nepal is also not fully suitable for the disable students. To solve the problem the government of Nepal must be responsible and sensitive toward the inclusive education in Nepal.

The earlier definition, which will be used for additional research and debate in this study, maintains that personal values form the foundation of a nation's culture. Hofstede acknowledges the challenge of cultural change and contends that although actions and behaviors are rarely changing, social and individual values play a significant role in culture. One could claim that these principles are "the foundation of conceptions of good and wrong, of high quality and low quality of what's preferred and what is rejected". (Petrie, 1994:60).

Research Methodology

This research paper was based on development of special education and the facilities provided by schools to disable students in Lumbini province. This research is a case study, qualitative research design. This research is mainly based on interpretivism paradigm. Focus Group Discussion (FGD) with students, observation and in-depth interview method was used for data collection from head teacher, officers related to special education and other related teachers. For method of collection of data, a set of data collection guideline and was prepared for focus group discussion to the students and a set of questionnaire was prepared for in-depth interview to the head teacher, officers related to special education and teachers.

Ontology: in this research there are multiple reality so the paradigm will be interpretivism and the design will be qualitative.

Epistemology: the knowledge of this research is based on student's and related person's views, experiences, expressions etc. and need to construct so this research is interpretivism paradigm and qualitative design.

Axiology: the value of the study attachment with respondents, affected by my values and value laden so this research is interpretivism paradigm and qualitative design.

The population of the study considered as all the special schools of Lumbini province for development of special education. Krishna Secondary School (imaginary name of school) of Dang district was selected for case study of special education.

Researcher visit Shree Krishna Secondary School, Shree Bal Secondary school, Shree Model Secondary School, and Shree Secondary School (imaginary name of all schools)

which are the special schools. Researcher observe these schools and interact with principals. Among them Krishna Secondary School, select as case study. This school is a oldest school Dang district established in 2017 BS and it is a well-known and well managed school for quality of education. This school running from nursery to class 12. In Krishna Secondary School class nursery to class five is in English medium only, Nepali medium and English medium from class 6 to class 10. In eleven and twelve class education, commerce, science subjects are teaching as general and computer science is teaching as technical subject. There altogether 14 disable students are studying in present time. Among 14 students four students are multi disabled and ten students are blind. Mr A is a resource teacher who is also a blind teacher and school is developing Mr. B as another resource teacher. Mr. B just finished five days training for special students from *Shiksha Talim Kendra* Bhairahawa.

Result

In this research focus group discussion was organized with students which are studying in class five to twelve. Among them students studying in this school are from mainly Dang district but some students from Rolpa, Pyuthan and Kapilvastu district. One student said that about 7 years he stays in home without studying after that his parent know about this special school and his parent contact head teacher of this school and admit him in special school. After six month studying in special school and learning brail he admitted in class three in inclusive class. Present time he is studying in class five. Another girl said that at beginning she admitted in general school when she seen some things slightly but after some time she can't read and write. Then head teacher of this school call her parents and suggest to contact this Krishna Secondary School. After that her father contact this school and admitted in special resource class. After three-month study in resource class she admitted in class three present time she was studying in class six as inclusive class. They argue that the hostel building is very old so new building was constructed with the help of Rural Municipality in near future they are transfer in new building. They said that the helping staffs are very helpful, fooding system is good, their friends in inclusive class are very helpful, the seniors of special students living in hostel also teaches very well. There are facilities of television, computer, different kinds of games materials.

These students said some problems faced by them the available resource teachers are not able to teach computer. Due to this they cannot study properly and they cannot play games. The new students have problems in play games due to the lack of resource teachers. There are some musical instruments which are provided by different organizations but due to lack of guru of musical instruments students cannot learn about musical instruments.

From the interview with principal of this school and resource teacher it was found that they are trying to add two resource teachers but any level of government is not listening their voice. The empty seat of *Rahat Kota* after retirement of former resource teacher was shifted to another school. Now one *Gaupalika Anudan* teacher was developing as resource teacher and he took five days special education training. School management committee and head teacher are regular practice to improve the management of living and fooding of disabled students and quality of teaching. Policy of Nepal is very good but implementation of this policy in the field is very weak. One trained resource teacher was retired in 2074 BS after that school is request in all level of government but they are not able to get trained resource teacher.

Discussion

From this study it was found that the policy of Nepal is best for differently abled students but the process of implementation in real field is very weak. So the school and students are facing different kinds of problems. In this Krishna Secondary School lodging, fooding facility are good. The resource teacher, helper (cook woman or *Aaya*) and friends are very helpful. Other students in inclusive class are also helping special students in reading and writing. There is main problem of trained resource teacher which teach them computer and help them to play games and play musical instruments. I feel that all these students are studying only normal education so to spent their life easily government must provide them technical education. The trained resource teacher must be provided to each special school. It was found that due to the lack of trained resource teacher the number of students is gradually decreasing.

Conclusion

Special education system is a very important for those students which are differently abled. Krishna Secondary School of a rural municipality of Dang district, this is a school where four multiple disabled students and ten blind students are studying. The facility provided by school is satisfactory. The instruments for play and musical instruments are available. Television and computer are also available but due to the lack of trained resource teacher students are cannot studying computer and facing problem in playing games and musical instrument. School is trying to provide resource teacher to fulfil the students interest but they are not able in this present time. The government all three level (federal, provincial, and local) are not interested to fulfil the desire of the disabled students. The resource teacher, head teacher and School Management Committee are trying continuously to

improve the condition of lodging and fooding and for provide quality education to the all students.

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