

**TRIBHUVAN UNIVERSITY
FACULTY OF EDUCATION**

**MASTER OF EDUCATION
(Specialization in Inclusive Education)**

**FIRST SEMESTER COURSE
Effective From February 2023**



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Table of Contents

CORE COURSES	2
ED.511 FOUNDATIONS OF EDUCATION	2
ED.513: ADVANCED EDUCATIONAL PSYCHOLOGY	12
INCLUSIVE EDUCATION COURSES	20
INC.ED.515: PHILOSOPHIES AND THEORIES IN INCLUSIVE EDUCATION	20
INC.ED.516: POLICY DEVELOPMENT FOR INCLUSIVE EDUCATION IN NEPAL	25
INC.ED.517: UNDERSTANDING INDIVIDUAL DIFFERENCES FOR INCLUSION.....	30
INC.ED.518: INCLUSIVE EDUCATIONAL ENVIRONMENT.....	36



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CORE COURSES

ED.511 Foundations of Education

Course No.: Ed.511

Nature of Course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: First

Total teaching hours: 48

1. Course Introduction

This course is designed for the first semester Master of Education (M. Ed.) program of the Faculty of Education (FoE), Tribhuvan University (TU). The course includes the key Eastern and Western philosophical perspectives in order to develop students' competency for visualizing the educational processes from those perspectives. More specifically, it embraces Eastern ideas from Vedic, Buddhism, Kirat Mundhum, Islam, and other indigenous beliefs in relation to education. Further, it consists of the assumptions and beliefs of progressivism, modernism, post-modernism, and transformative learning theories. The course also contains the key sociological ideas to enable students to critically explain the educational practices in Nepal through those lenses. Finally, the course intends to impart the ideas of caste, ethnicity and nationalism, gender and feminism, and identity construction. These philosophical and theoretical ideas are expected to help students develop competencies required to become teaching professionals, educational administrators, educational supervisors, curriculum developers, and educational planners.

2. General Objectives

The course aims to make students able to;

- critically analyze the educational processes and practices in Nepal from Vedic, Buddhist, Islam, Kirat and other indigenous philosophies;
- assess educational processes and practices in Nepal from the key Western philosophies of education;
- acquaint themselves with the sociology of education and visualize the education systems, structures, and practices of Nepal from sociological perspectives;
- analyze the educational policies, programs, and practices from power perspectives; and
- Examine the key issues of gender, caste, ethnicity, nationalism, and identity in education.

3. Course Details

Unit I: Eastern Philosophies and Education (14 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none">• Conceptualize the meaning and scope of philosophy from Vedic perspective;• Assess the philosophical premises of the Bhagavad Gita;• Reflect on educational implication of the Bhagavad Gita;	<ul style="list-style-type: none">1.1 Meaning of philosophy in the Vedic thought;1.2 Bhagwat Gita and education;1.3 Buddhist philosophy and education;1.4 Quran and education; and1.5 Kirat Mundhum and indigenous philosophies and education.	<ul style="list-style-type: none">1.1.1 Meaning and scope of philosophy from Vedic perspective;1.1.2 Introduction, philosophical and educational perspectives of the Bhagavad Gita;1.1.3 Philosophical perspectives and educational implication of the Buddhism;1.1.4 Introduction, philosophical beliefs and educational

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काठमाडौं

Faculty of Education
Tribhuvan University
काठमाडौं

<ul style="list-style-type: none"> • Explain the philosophical premises and educational implication of Buddhism; • Introduce philosophy of Quran and educational implication; and • Acquaint with the Kirat Mundhum and other indigenous knowledge. 		implications of Quran/Islam; and 1.1.5 Introduction of indigenous knowledge: Kirat Mundhum, and other indigenous. Philosophies and their educational implications.
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Teaching learning strategies

Teacher's Inputs (14 hrs.)	Students' Efforts (28 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • Orient the course and assignments; • Share and generate students' ideas in different themes of this course; • Provide learning materials; • Encourage them to engage in group works, sharing ideas and presentation in the class; • Provide topics for class presentation; • Orient students about book/chapter review task with a set of guidelines; and • Provide feedback and maintain record of students' work. 	<ul style="list-style-type: none"> • Be oriented about the course and requirements; • Participate in class activities and make presentation in the class; • Study the resources provided by the teacher; • Explore the reading materials in the library or internet; • Be familiar with book/chapter review guidelines; • Identify a book/chapter for review from the content area; and • Review the book individually and submit the report. 	<ul style="list-style-type: none"> • Review a book/book chapter related to the content area and write a review in about 1000 words (Teacher may assign a particular book for review).

Unit II: Western Philosophies and Education (8 hours)

Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Conceptualize meaning and scope of western philosophy; • Elaborate philosophical perspectives and educational ideas of progressivism; • Critically analyze modern and postmodern philosophies and educational implication; • Explain Adult learning philosophies and 	2.1 Meaning and scope of philosophy from western perspective; 2.2 Progressivism in education; 2.3 Modernism and postmodernism in education; 2.4 Adult learning philosophy; and 2.5 Reflection of these philosophies and theories in Nepali context.	2.1.1 Meaning and scope (ontology, epistemology and axiology) of western philosophy; 2.1.2 Philosophical premises and educational implication (objectives, content, learning methods, teachers' and students' role) of progressivism; 2.1.3 Philosophical ideas and educational implication (objectives, content, learning methods, teachers' and

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कीर्तिपुर

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<p>educational implication; and</p> <ul style="list-style-type: none"> Relate these philosophies to understand Nepali educational processes and practices. 		<p>students' role) of modernism and post-modernism;</p> <p>2.1.4 General introduction of transformative learning philosophy: contribution of Paulo Freire (philosophical and educational views), contribution of Jack Mezirow (educational view); and</p> <p>2.1.5 Critical reflection of the fits and misfits of these theories in Nepali educational milieu.</p>
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Teaching learning strategies

Teacher's Inputs (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> Share ideas of Western philosophies allowing students to reflect on their ideas, experiences, and practices; Engage the students in group works and sharing ideas; Provide article review task and guideline of article review; and Provide feedback and maintain record of the review task, and class presentation. 	<ul style="list-style-type: none"> Share and discuss the ideas shared by the teachers; Search and study additional resources; Search articles for review; Review article based on the guideline provided; and Make class presentations. 	<ul style="list-style-type: none"> Students will explore a journal article and prepare a review note between 500 to 1000 words.

Unit III: Sociological Perspectives and Education (8 hours)

Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> Explain the basic ideas of structural- functionalism, conflict, symbolic interactionism, and critical theories; and Use the sociological theories to explain the particular sociological issues and practices in education sphere of Nepal and elsewhere. 	<p>3.1. Sociology, sociological theories and education;</p> <p>3.2. Structural-functionalism;</p> <p>3.3. Conflict theories;</p> <p>3.4. Symbolic interactionism; and</p> <p>3.5. Critical theories.</p>	<p>3.1.1 Introduction of sociology, sociological theories and their relation with education;</p> <p>3.1.2 Structural-functionalism (theoretical concept, fundamental assumptions, key criticism, educational views);</p> <p>3.1.3 Conflict theories (dialectical materialism, key beliefs, criticisms, educational views);</p> <p>3.1.4 Symbolic interactionism (concept, assumptions, criticism, educational views);</p>

		3.1.5 Critical theories (Concept, basic assumptions, criticism, educational views).
Teaching learning strategies		
Teacher's Inputs (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> Share ideas of key sociological theories; Provide resources; Encourage students to explore reading materials; Engage students in group works, discussion, and sharing ideas; Provide feedback on students' tasks; Provide project work guideline Form groups (5-7 students in a group) for collective project work; Provide feedback, evaluate the task, and maintain record. 	<ul style="list-style-type: none"> Actively participate in classroom activities of group works, sharing ideas, and presentations; Engage in class presentations; and Be aware of the project work and prepare project work report. 	<ul style="list-style-type: none"> The students are required to choose an issue of project related to content areas and prepare a project report in about 2000 words in groups.
Unit IV: Politics in/of Education (10 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> Clarify the concept of power, politics, and politics of/in education; Explain different power perspectives in education; Compare different power perspectives in education; Analyze the educational practices from any of the power perspectives; and Explain how educational systems are influenced by power in different periods of governance. 	<p>4.1. Power and politics in/of education;</p> <p>4.2. Foucauldian power and education;</p> <p>4.3. Linguistic power and education; and</p> <p>4.4. Elite power and education in Nepal.</p>	<p>4.1.1 Concept of power, politics, and politics in/of education;</p> <p>4.1.2 Foucault's discourse as power and its influence in educational, policies, programs, and classroom culture;</p> <p>4.1.3 Robert Philipson's ideas of linguistic imperialism: intrinsic, extrinsic, and functional power of language and language use in the classroom practices; and</p> <p>4.1.4 Education in different regimes in Nepal (Prior to Rana period, Rana period, Panchayat Era, and in Multi-party democracy in Nepal).</p>

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Balkhu, Kathmandu

Teaching learning strategies		
Teacher's Input (10 hrs.)	Students' Efforts (20 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • Share different power perspectives; • Provide reading materials; • Encourage the students in group works and discussion sharing their ideas; • Provide a task of writing reflective note to the students; • Provide feedback on the works (class presentation and reflective note) of students; and • Evaluate and maintain the record of the students' tasks. 	<ul style="list-style-type: none"> • Participation in the class activities; • Sharing ideas and experiences; • Making class presentation; and • Prepare reflective notes. 	<ul style="list-style-type: none"> • The students will prepare a reflective note on an educational issue or practices in Nepal.

Unit V: Gender, Ethnicity, Nationalism, and Identity Perspectives in Education (8 hours)

Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Clarify the concept of gender in educational processes; • Clarify the concept of multiple exclusions from inter-sectionality; • Conceptualize caste, ethnicity, nation, state, and nationalism; • Explain role of education for developing nationalism; • Explain the concept of identity; and • Visualize how education supports to construct identity. 	5.1. Gender and education; 5.2. Inter-sectionality and education; 5.3. Caste, Ethnicity and Nationalism; and 5.4 Identity and identity construction	5.1.1 Concept of gender, gender roles in educational processes and practices; 5.1.2 Multiple exclusions and its impact in education; 5.1.3 Concept of caste, ethnicity, race, nation, nationalism, nation-state, and state-nation; 5.1.4 Role of education on developing nationalism; 5.1.5 Concept of identity, construction of individual and social/ethnic identity; and 5.1.6 Role of education in the construction of identity.

Teaching Learning Strategies

Teacher's Input (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • Provide reading materials to the students; • Facilitate them to engage in reading papers on different concepts such as gender, ethnicity, nation- 	<ul style="list-style-type: none"> • Take part in reading activities in the class; • Take part in classroom discussion; • Make class presentation; and 	<ul style="list-style-type: none"> • The students will prepare a critique paper in the form of a newspaper article to be published in a magazine or daily newspaper.

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state, state-nation, race, nationalism, and identity; <ul style="list-style-type: none"> • Allow them to share the ideas in group and make presentation of group work in the class; • Allow them to find the similarities and differences of these ideas; • Provide a task of preparing critique paper of a newspaper article with a guideline; and • Provide feedback on the class presentation and critique paper of students. 	<ul style="list-style-type: none"> • Develop a critique paper on a newspaper article. 	
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4. Evaluation Criteria (Internal - 40% and External - 60%)

Students' learning will be evaluated based on 40% internal assessment and 60% external examination. Evaluation criteria will be as explained below.

Criteria	Marks	Description
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class presentation	5	Each student make a class presentation on a specific theme selected/provided.
Assignment I (Individual task)	10	Any one task from Unit 1 or 2 or 3 or 5.
Assignment II (Group task)	10	Task from Unit 3
Assignment III (Individual test)	10	Written examination: Objective and subjective items
Total internal assessment	40	
External evaluation: The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (10× 2) = 20 (including one or question)

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5. Recommended books and references

Unit I

- Ghimire, J. (2017). *Educational Perspectives in the Bhagavad Gita*. A dissertation Report Submitted for the PhD in Education to Nepal Sanskrit University. Sinduli: Himawatkhaanda Nepal Research Centre Pvt. Ltd.
- Madhavacharya, (1882). *The Sarva- Darshan-Samgraha on review of the different systems of Hindu philosophy* (Cowell, E.B. & Gough, A.E, Trans.) London: Trubner & Co., Language Hill. pp. 12 -35.
- Nasr, S. H. (2006). *Islamic Philosophy from Origin to the Present*. United State of America: State University of New York Press. Pp.31-47.
- Pthak, R. P. (2012). *Philosophical and Sociological Principle of Education*. Delhi: Pearson, pp. 65-76.
- Rai, I. M. (2020). *Indigenous Knowledge and Ways of Knowing: An Introduction. A Working Paper. Teacher Manual*. Tribhuvan University, Faculty of Education and Kathmandu University, Faculty of Education.
- Vidyarnava, R.B.S.C. (1918). *The Sacred Books of Hindus Volum XXI*. (Trans.). Allahabad: The Panini Office, Bhuvaneswari Asrama, pp.vxi-xix.
- Williams, M. (2009). *Indian Wisdom examples of the Religious, Philosophical, and Ethical Doctrines of the Hindus*. United States of America: Cambridge University Press.PP.294 -308.
- Yamphu. H. P. R. (2016). *Pellam: A Cultural Way of Making Yamphu Themselves Self-sovereign People. Nepali Anthropology: New Direction and Contributions*. Seminar Proceedings. (B. Pokharel, J. Rai, M. S. Lama, edits.). Kathmandu: Central Department of Anthropology Tribhuvan University, Kirtipur.
- चाम्लिङ, भोगीराज (२०७५) मुन्दुम के हो ? कति प्राचीन हो ? (प्रथम संस्करण) । कार्यपत्र । काठमाडौं: किरात राई संस्कृतिक कलाकार संघ, केन्द्रीय समिति ।
- चाम्लिङ, भोगीराज (२०७१, संकलन तथा सम्पादन) । मुन्दुम । सृष्टि भाग १ । काठमाडौं : किरात राई चाम्लिङ खाम्बातिम केन्द्रिय कार्यसमित । कोटेशोवर ।
- चेम्जोङ्ग, इमानसिंह (सम्बत २०५९) । किरात मुन्दुम (किरातको वेद) । ललितपुर: किरात याक्थुंग चुमुलुंग केन्द्रिय कार्याल, महालक्ष्मी थान ।
- राई, ज्ञावनशेर र राई, शिवराम (सम्बत २०७३, संकलक) । चाम्लिङ, भोगीराज (सम्पादक) । मुन्दुम होसुंग । काठमाडौं : किरात राई चाम्लिङ, खाम्बातिम केन्द्रिय कार्य समित । कोटेशोवर ।

Unit II

- Collins, D. E. (1998). Review Essay: From Oppression to Hope: Frere's Journey toward Utopia. *Anthropological & Education Quarterly* 29(1), pp. 116-124. Retrieved from <https://www.jstor.org/stable/3196106>



- Cranton, P. (2011). *Adult learning and instruction: Transformative-learning perspectives*. R. Kjell (Ed.). *Adult learning and education*. UK: Elsevier publications. PP.53 -59.
- Freire, P. (2000). *Pedagogy of the Oppressed* (Ramos, M.D. Trans.). London: Bloomsbury Publishing Inc.pp.72 -86.
- Kneller, G.F. (1971). *Introduction to the philosophy of education (2nd .ed.)*. New York: Macmillan Publishing Company. Pp. 47 -56.
- Nwabuisi, E. M. (1986). *Philosophical and Sociological Foundation of Education*. Nigeria: Institute of Education, University of Nigeria.pp.14 -23.
- Ornstein, A. C. and Levine, D. U. (2008). *Foundations of Education (10th ed.)*. USA: Houghton Mifflin Company. Pp.187 -185.
- Ozmon, A. H. and Craver, S. M. (2003). *Philosophical foundations of education (7th ed.)*. New Jersey: Merrill Prentice Hall. Pp337 -269.
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- Rennick, J. B. (2015). Learning that Makes a Difference: Pedagogy and Practice for Learning Abroad. *The Teaching and Learning: ISSOSTL*. 3(2), 71-88. Retrieved from <https://www.jstor.org/stable/pdf/10.2979>
- Rogers, A. (2014). Informal (prior) Learning: What has been Learned. *In The Base of the Iceberg: Informal Learning and Its Impact on Formal and Non-formal Learning* (pp. 45-58). Opladen; Berlin; Toronto: Verlag Barbara Budrich. doi:10.2307/j.ctvbkk3bb.7
- Wagle, M.P. (2008). Post-Modernism and Nepal's Education. *Journal of Education and Research* vol. 1(1).pp.9-12.

Unit III

- Rice University (2015). *Introduction to sociology*. Texas: Author.
- Ritzer, G. (2011). *Sociological theory (8th ed.)*. New York: The McGraw-Hill Companies Inc.
- Ormerod, R. J. (2008). The history and ideas of Marxism: The relevance for OR. *The Journal of the Operational Research Society*, 59 (12), 1573-1590.
- Gane, N. (2005). Max Weber as social theorist: 'Class, status, party'. *European Journal of Social Theory*, 8(2), 211-226.
- Sullivan, A. (2002). Bourdieu and education: How useful is Bourdieu's theory for researchers? *The Netherlands' Journal of Social Sciences*, 38(2), 144-166.
- Mayo, P. (2014). Gramsci and the politics of education. *Capital and Class*, 38 (2), 385-398.
- Thompson, M. J. (2017). Introduction: What is critical theory. In M. J. Thompson (Ed.), *The Palgrave of handbook of critical theory* (pp. 1-14).

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Angelo, T. D., Seaton, G., & Smith, N. (n.d.). Critical theory in education. Retrieved from https://www.academia.edu/8754749/Critical_Theory_in_Education

Singh, J. P. (2019). *Humanism*. Humanism and Jai Prithvi Foundation. Kathmandu: Author. First print of the book was published in Bangalore in 1928.

Unit IV

VeneKlasen, L., & Miller, V. (2006). Dynamics of power, inclusion, and exclusion. *Nonprofit Online News Journal*. Nonprofit Online News and The Gilbert Center.

Nordensvard, J. (2014). The politics of education: education from political and citizenship discourse. *Policy Futures in Education*, 12 (3), 340-346.

Pitsoe, V., & Letseka, M. (2013). Foucault's discourse and power: Implications for instructionist classroom management. *Open Journal of Philosophy*, 3(1), 23-28.

Dussel, I. (2010). Foucault and education. In M. W. Apple, S. J. Ball, & L. A. Gandin (Eds.), *The Routledge International Handbook of Sociology of Education* (pp. 26-36). London and New York: Routledge Taylor and Francis Group.

Awasthi, L. D. (2004). *Exploring monolingual education practices in multilingual Nepal* (Unpublished doctoral dissertation). Danish University of Education, Copenhagen, Denmark.

Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-58). Westport CT: Greenwood.

Rogosic, S., & Baranovic, B. (2016). Social capital and educational achievements: Coleman vs Bourdieu. *V.E.P.S. Journal*, 6 (2), 81-100.

Unit V

Wharton, A. S. (2005). *The sociology of gender: An Introduction to theory and research*. USA: Blackwell Publishing.

Smyth, E. (n. d.). *Gender and education*. Economic and Social Research Institute, Dublin.

Ghimire, D. (n. d.). Debates on social inclusion and exclusion in Nepal. *KMC Journal*, 49-58.

Carastathis, A. (2014). The concept of intersectionality in feminist theory. *Philosophy Compass*, 9(5), 304-314.

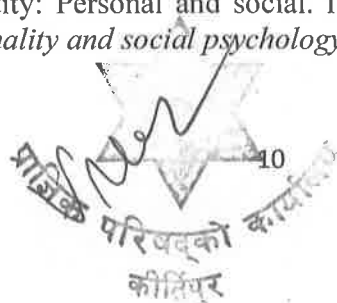
Subedi, M. (2010). Caste system: Theories and practices in Nepal. *Himalayan Journal of Sociology and Anthropology*, 4, 334-359.

Silva Santos, D. J., Palomares, N. B., Normando, D., & Quintao, C. C. A. (2010). Race versus ethnicity: Differing for better application. *Digital Press Jorthod*, 15 (3), 121-124.

Awasthi, L. D. (2004). *Exploring monolingual education practices in multilingual Nepal* (Unpublished doctoral dissertation). Danish University of Education, Copenhagen, Denmark.

Cerulo, C. A. (1997). Identity construction: New issues and new directions. *Annual Reviews Inc.*, 23, 385-409.

Vignoles, V. (n. d.). Identity: Personal and social. In K. Deaux, & M. Snyder (Eds.), *Oxford handbook of personality and social psychology* (2nd ed.).



Freire, S., & Associates (2009). Identity construction through schooling: listening to students' voices. *European Educational Research Journal*, 8 (1), 80-88.



Ed.513: Advanced Educational Psychology

Course No.: Ed.513

Level: M. Ed.

Semester: First

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

Teaching Hours: 48 hours

1. Course Introduction

This is a core course for a Master's degree in Education. The course consists of four units that deal with the theoretical and practical aspects of educational psychology. The course aims to provide students with professional knowledge, skills and understanding about developmental psychology and learning theories along with their educational implications. In case of developmental aspect, the emphasis will be given to adolescence's growth, development, problems behavior and disorders that arise during this phase. The course explores different schools of learning theories centering on how children learn in their everyday life and the implications of those theories in formal education. Finally, the course also introduces knowledge practices related to guidance and counselling in a school setting, and focuses on teachers' role as a guidance worker and counsellor.

2. General Objectives

- To conceptualize the theoretical nature of human development;
- To explore the developmental aspects and problem behavior and disorders of adolescence;
- To critically reflect on different schools of learning theories and their classroom implications;
- To get acquainted with the concept of student guidance and counselling;
- To explain the teacher's role as a guidance worker and counsellor in school.

3. Course Details


Unit I: Understanding Human Development (10 hrs.)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none">• Describe the concept of and issues of human development;• Explain the behaviorist, psychoanalytic, cognitive, and ecological theories of human development	<p>1.1 Concept and issues in human development</p> <p>1.2 Theories of human development and their educational implications</p>	<p>1.1 Concept and issues of human development: nature vs. nurture, continuity vs. discontinuity and universal vs. context specificity</p> <p>1.2.1 Behaviorist theory : B. F Skinner</p> <p>1.2.2 Psycho-analytical theory: Sigmund Freud</p> <p>1.2.3 Cognitive development theory: Jean Piaget</p>

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		1.2.4 Ecological theory: Bruffenbrenner
Teaching Learning Strategies		
Teacher's' Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Provides learning materials to the students and ask them to suggest ideas for classroom discussion. • Gives a short lecture and conceptual presentation on the issues and theories before the class discussion. • Forms groups for discussion. • Organize debate on the issues. • Summarizes the discussion. 	<ul style="list-style-type: none"> • Prepare discussion questions. • Participate in the group discussion equally and draw ideas. • Get involved in debate for and against the human development issues and theories. • Raise questions about the contents and issues that were not well understood. 	<ul style="list-style-type: none"> • Student need to prepare a four-page reflective report based on discussion in the group and their experience of the debate. • To prepare this report, students consult the books and articles available in the library as well as online materials.
Unit II: Adolescence and Educational Implication (12 hrs.)		
Specific objectives	Contents	Content coverages
<ul style="list-style-type: none"> • Describe the concept of Adolescence • Explore Physical, cognitive, emotional, social and moral development of adolescence and its 	<p>2.1 Introduction and developmental aspects of adolescence and their educational implication</p> <p>2.2 Problems behavior and disorder during Adolescence</p>	<p>2.1 Introduction to adolescence, Physical, cognitive, social, emotional, moral development and their educational implications.</p> <p>2.2.1 Problems behavior: Drug abuse, sexual perversion, bullying, loss and bereavement, anger, aggression and violence in school</p>


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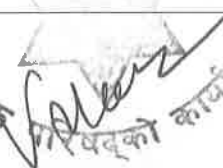

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<p>educational implications;</p> <ul style="list-style-type: none"> • Get acquainted with problems behavior and disorders during adolescence; • Assess the role of ICT and mass media and their impact during adolescence; • Develop ideas on adolescence from indigenous and gender perspectives. 	<p>2.3 Issues of ICTs and mass media and their educational implication</p> <p>2.4 Viewing Adolescence from indigenous and gender perspectives</p>	<p>2.2.2 Disorder: Depression and Suicide</p> <p>2.3. Short introduction to adolescents' engagement in ICTs and mass media and their effects on physical and psychological health of adolescents.</p> <p>2.4 Characteristics of adolescents from diverse socio-cultural backgrounds, their typical practices acknowledging children as adolescents.</p>
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Teaching Learning Strategies

Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Assists the students by elaborating the contents and the nature of the topics. • Highlights the major growth and developmental characteristics and changes. • Prepares a list of possible problems and issues faced by adolescents in contemporary society 	<ul style="list-style-type: none"> • Prepare the presentation of five to seven minutes in the group focusing on the physical, social, mental, emotional, characteristics and changes with implications. • Actively participate in the class discussion on problems and challenges that are to be faced during adolescence. • Work in group to explore the teaching learning 	<p>Two major tasks the students will accomplish in the unit:</p> <ol style="list-style-type: none"> Individually students must write a three-page reflective note as a summary of chapter compulsorily. Specifically as instructed by teachers, students will carry out certain number of presentation covering the course contents.


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 Office of the Dean
 Balkhu, Kathmandu



through classroom discussion. • Encourages students to explore strategies and methods to promote adolescents' well-being as a classroom implication.	strategies and methods for enhancing adolescents' wellbeing. • Share their work with each other.	
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Unit III: Learning Theories and Educational Implication (16 hrs.)

Specific objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Get acquainted with the basic concept of behaviorism and its implication in classroom teaching. • Develop ideas on cognitivism and its educational implications. • Get familiar with humanism theories and their educational implications. • Conceptualize constructivism and connectivism and their educational implication. 	3.1 Behaviorism and its educational implication 3.2 Cognitivism and its educational implication 3.3 Humanism and its educational implication 3.4 Constructivism and its educational implications 3.5 Connectivism and its educational implication	Brief introduction to behaviorism, cognitivism, humanism, constructivism and connectivism, their major characteristics, contributors, essence and their key strategies, critiques and techniques in classroom teaching and learning.

Teaching Learning Strategies

Teacher's Efforts	Student's Efforts	Tasks
• Assists to conceptualize the different schools of learning theories	• List out the major characteristics, contributors and essence of	• Library work of the group will be a key contribution to updating



<ul style="list-style-type: none"> Encourages students to design teaching learning activities based on the concepts provided. Manages classroom for students' presentation. Summarizes all different schools of learning theories. 	<p>different schools of learning theories.</p> <ul style="list-style-type: none"> Consult library to elaborate the concepts and ideas given in the classroom. Each group prepares a 7 to 10 minute presentation. Share their presentations with each other after drawing conclusions. 	<p>their learning theories and breaking their mind set.</p> <ul style="list-style-type: none"> Major task is students' presentation of 7 to 10 presentation. Prepare unit's summary on different school of learning theories and their strategies and methods informing classroom teaching and learning.
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Unit IV: Guidance and Counseling in School

(12hrs.)

Specific objectives	Content	Content Coverage
<ul style="list-style-type: none"> Get acquainted with the concept of guidance in school setting Discuss teachers' major concern in schools State the teachers' role as students' adviser in school. Get familiar with essential guidance program in school Show the relationship between teachers and guidance worker in school. Develop ideas on counseling in school setting 	<p>4.1 Introduction to guidance in school</p> <p>4.1.1 Teacher and school guidance</p> <p>4.1.2 Teacher concern</p> <p>4.1.3 Teacher as students' advisor</p> <p>4.1.4 Essential guidance program</p> <p>4.1.5 Teacher-guidance relationship</p> <p>4.2 Introduction to Counseling in School</p> <p>4.2.1 Stage of counseling</p> <ul style="list-style-type: none"> Technique of counseling <ul style="list-style-type: none"> Individual counseling Technique of individual counseling Group Counseling 	<p>4.1 Short introduction to guidance and its major characteristics.</p> <p>4.1.1 Role of teachers and school guidance program</p> <p>4.1.2 Major teacher concern about students and school program.</p> <p>4.1.3 Role of teachers as students' advisor (facilitator/ students' supporter, wise choice maker)</p> <p>4.1.4 Ideas on essential guidance program in school</p> <p>4.2 Short introduction to counseling in schools.</p> <p>4.2.1 Conceptualization of individual and group counseling, procedure of carrying out individual and group counseling.</p>

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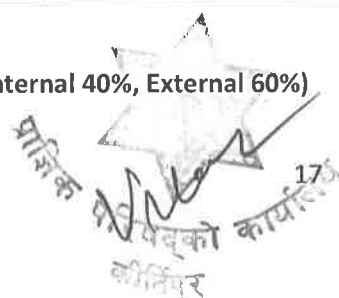
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 Balkhu, Kathmandu

<ul style="list-style-type: none"> • Mention the stages of counseling • Discuss the individual and group counseling and techniques • Show the relationship between counselor and teachers. 	<ul style="list-style-type: none"> ○ Technique of individual counseling <p>4.2.2. Teacher–counselor relationship.</p>	<p>4.2.2 Discuss the relationship between teacher-counselor.</p>
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Teaching Learning Strategies

Teacher's Efforts	Student's Efforts	Task
<ul style="list-style-type: none"> • Assists in conceptualizing guidance and counseling. • Demonstrates how a teacher advises students as a guidance worker. • Introduces essential guidance program • Mentions the technique of carrying out individual and group counseling. 	<ul style="list-style-type: none"> • Actively participate in the classroom discussion. • Work in group on how a guidance worker supports students' problems. • Perform roles as a guidance worker. • List out the essential skills and techniques for carrying out counseling in school setting. 	<ul style="list-style-type: none"> • Visit the schools and collect information about the 'students' difficulties. Then prepare a short advice plan to support the students • Students themselves perform as a guidance worker in their own group and each develop a plan of advising action. • Individual students, based on classroom interactions, teachers' inputs, and their visit to schools for conducting interviews, prepare a report as a plan for actions to support adolescents for resolving their educational difficulties. Plan should be 2500-3000, Times New Roman, 1.5 spacing.

4. Evaluation Criteria (Internal 40%, External 60%)







Students' learning will be evaluated based on 40% internal assessment and 60% external examination. Evaluation criteria are given below:

Criteria	Marks	Remarks
Internal assessment: The internal assessment will be formative as well as summative in nature which includes following activities.		
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Presentation (either in pair or individual).
Assignment I (Individual task)	10	Any one task from Units I or II.
Assignment II (Group task)	10	Any one task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items (from unit I, II, III and IV)
External evaluation: The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (10× 2) = 20 (including one or question)

5. Recommended books and references

- Crain, W. (2014). *Theories of adolescent concept and application (6th ed.)*. Pearson Education Limited USA. (Unit, II)
- Hilgard, E.R. & Bower, H.G. (1975). *Theories of Learning*. Delhi: Prentice Hall. (Unit, III)
- Hurlock, E. B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill Publishing Company. (Unit, I & II)
- Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. Great Britain: Lowe & Brydone. (Unit, III)
- Hergenhahn, B. R. & Olson, M. N. (2001). *An introduction to theory of learning (8th ed.)*. New Delhi: PHI Learning Private Limited. (Unit, III)
- Hergenhahn, B.R. & Henley, T. B. (2014). *An introduction to the history of psychology (7th ed.)*. USA: Wadsworth Cengage learning. (Unit, III)
- Hurlock, E.B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill. (Unit, I & II)
- King, D. B. Woody, W.D. & Viney, W. (2013). *History of psychology ideas & context (5th ed.)*. New York: Pearson Education, Inc. (Unit, III)
- Lerner, R.M & Steinberg, L. (2014). *Handbook of adolescent psychology*. John Willey and Sons, Inc. (Unit, II)
- Lines, D. (2006). *Brief counselling in schools working with young people from 11-18 (2ed)*. New Delhi: Sage Publication.
- Myrick, R. D. (2011). *Developmental guidance and counselling: A practical approach (5th ed.)*. Minneapolis: Educational Media Corporation. (Unit, IV)

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Balju, Kathmandu

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- Oslon, M. H. & Hergehahn, B.R. (2010). *An introduction to theories of learning (VIII ed.)*. New Delhi: PHI Learning Private Limited. (Unit, III)
- Ormrod, J.E. (2012). *Human learning (6th ed.)* New York: Pearson. (Unit, I & II)
- Rogers, D. (1972). *Psychology of adolescence*. New York, N.Y. (Unit, II)
- Sigelman, C. K. & Rider, E. A. (2018). *Life-span human development*. USA: Cengage learning. (Unit, III)
- Stenberg, L. (2017). *Adolescence (7th ed.)*. New York: McGraw-Hill Education. (Unit, II)
- Santrock J.W. (2011) *Educational Psychology, (IV ed.)*. New Delhi: Tata McGraw-Hill Publishing Company Limited. (Unit, I)
- Santrock J.W. (2007) *Adolescence, 11th ed.* New Delhi: Tata McGraw-Hill Publishing Company Limited. (Unit, II)
- Santrock J.W. (2011). *Lifespan development (14th ed.)*. New Delhi: Tata McGraw-Hill Publishing Company Limited. (Unit, I & II)
- Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall. (Unit, III)
- Sigelman C.K. & Rider E.A. (2012). *Lifespan human development, (7th ed.)*. USA: Wadsworth, Cengage Learning. (Unit, I & II)
- Woolfolk, A. (2008). *Educational psychology*. India: Pearson Education.



INCLUSIVE EDUCATION COURSES

Inc.Ed.515: Philosophies and Theories in Inclusive Education

Course No: Inc.Ed.515

Level: M.Ed.

Semester: First

Nature of the Course: Theoretical

Credit Hours: 3

Teaching hours: 48 Hrs.

1. Course Description

The course intends to provide students with philosophical and theoretical understanding on inclusion in education incorporating political, educational, disability, and social dimensions. It deals with epistemological, ontological and aesthetic views on inclusion in education including orientation to various inclusive theories and philosophies. The focus further lies on the emergence and paradigm shifts of inclusive concept from different perspectives. Similarly, the course provides insights into gender, ethnic and language aspects of inclusion in education with reference to exclusionary and inclusionary phenomena of Nepalis education and society.

2. Course Objectives

The course has the following general objectives:

- To acquaint the students with inclusive philosophies in education bringing various dimensions into focus
- To provide the students with conceptual knowledge of diversity and inclusion
- To equip them with knowledge of various theories and philosophies related to inclusion in education.
- To provide them with deeper understanding of paradigm shifts in philosophy of inclusive education including its social context.
- To develop deeper understanding into exclusion-inclusion phenomena with reference to gender, ethnicity, and language of Nepalis society from educational perspective.

3. Course Contents and Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• To describe inclusive philosophy from different dimensions• Explain epistemological, ontological, and aesthetic views of inclusive philosophy.• Draw implications of inclusive philosophy for Nepalis education system	<p>Unit I: 1. Introduction to Inclusive Philosophy in Education (10 hrs)</p> <p>1.1 Inclusive philosophy in different dimensions</p> <ul style="list-style-type: none">• Inclusion in political discourse• Inclusion in educational discourse• Disability inclusive education• Social discourse in inclusion• Critiquing special education

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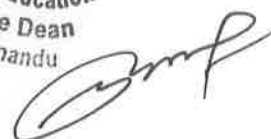
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	<p>1.2 Epistemological, Ontological and Aesthetic views of inclusive philosophy</p> <p>1.3 Implications of inclusive philosophy for Nepalis education system</p>
<ul style="list-style-type: none"> Identify major theories and philosophies of inclusion in education. Relate the theories and philosophies of inclusion to Nepalis education system. 	<p>Unit II: Theories and Philosophies of Inclusion in Education (10 hrs)</p> <p>2.1 Social justice and human rights</p> <p>2.2 Multiculturalism and multilingualism</p> <p>2.3 Concept of double consciousness (Identity crisis)</p> <p>2.4 Culture of power, culture of exclusion</p> <p>2.5 Critical pedagogy in inclusive education</p> <p>2.6 Transformative theories</p>
<ul style="list-style-type: none"> Describe the emergence of inclusion philosophy. Explain paradigm shifts in philosophy of inclusive education from various perspectives. Analyze inclusion as a tool for social justice 	<p>Unit III: Paradigm Shifts in the Philosophy of Inclusive Education (10 hrs)</p> <p>3.1 Emergence of inclusion philosophy</p> <p>3.2 Paradigm shifts in</p> <ul style="list-style-type: none"> National and international perspectives Policy perspective Human rights perspective Welfare perspective <p>3.3 Inclusion philosophy and inclusive education</p> <p>3.4 Inclusion as a tool for social justice</p>
<ul style="list-style-type: none"> Define gender equality from inclusive perspective. Explain ethnic consideration for inclusion in education. Elaborate 'language as a tool for inclusion and exclusion. Identify Bi/multilingual issues in education. Explore socio-cultural issues of Nepalis classrooms from inclusion perspective. 	<p>Unit IV: Gender, Ethnicity and Language Perspective in Inclusion (8 hrs)</p> <p>4.1 Gender equality as a crosscutting issue for inclusion</p> <p>4.2 Significance of gender perspective in education</p> <p>4.3 Ethnic consideration for inclusion in education</p> <p>4.4 Language as a tool for educational inclusion and exclusion</p> <p>4.5 Bi/Multilingual issues in education</p> <p>4.6 Considerations of Socio-cultural issues in Nepalis classrooms</p>

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Faculty of Education
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Balaju, Kathmandu



<ul style="list-style-type: none"> • Assess the role of Nepali social structure in inclusion/exclusion in education • Explore the social cost of exclusion • Identify policy challenges to combat educational exclusion • Workout reorientation strategies of teacher education for inclusion • Relate socio-economic and power structure of Nepal with inclusion in education 	<p>Unit V: Inclusion-Exclusion Phenomena in Nepalis Education (10 hrs)</p> <p>5.1 Existing Nepalis social structure (Inclusionary vs exclusionary) and education</p> <p>5.2 The social cost of exclusion</p> <p>5.3 Policy challenges to combat educational exclusion</p> <ul style="list-style-type: none"> • Addressing issues of educational exclusion (Access to general education curriculum for all) • Collaborating teaching as students' support • Creating barrier free environment <p>5.4 Reorienting teacher education for inclusion</p> <p>5.5 Socio-economic and power structure of Nepalis education system</p>
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Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

- Class discussion
- Presentation
- Quiz
- Group work/pair work
- Project work
- Self-study

5. Specific Instructional Techniques

Units	Instructional Strategies	Detail Activities
II	Presentation	Individual students will select any one theory of inclusion and make a comprehensive note incorporating inclusive perspective of Nepali ground reality in their respective work. They will make individual presentation of their findings; classmates and teacher will provide feedback for further correction of the presentations.
V	Project/Group work	Students will be divided into manageable groups. Each group will make a comprehensive study on the 'social cost of inclusion/exclusion' following the outline provided by the teacher in the form of a review report. As a joint project group work of the students, the teacher will evaluate each report and provide feedback for improvement.

प्राथमिक शिक्षण
कोशीपुर
22

Faculty of Education
Office of the Dean
Balaju, Kathmandu



5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be Based on the Following Criteria:

• Attendance and Class Presentation	5 points
• Project Work/Assignment/Seminar	10 points
• Presentation of individual study	10 points
• Mid-term Exam/Assignment	15 points
Total	40 points

External Evaluation (Final Examination 60%)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	10 x 1 Mark	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks
Total			60 Marks

5. Recommended Reading/References

Ainscow, M., Slee, R., & Best, M. (2019). The Salamanca Statement: 25 years on. *International Journal of Inclusive Education*, 23(7-8), 671-676. <https://doi.org/10.1080/13603116.2019.1622800>

Ashurst, F., & Venn, C. (2014). Inequality, poverty, education: *A political economy of school exclusion*. India: PALGRAVE MACMILLAN.

Banks, J. A., & Banks CA, M. (2010). *Multicultural education: Issues and perspectives*. USA: Wiley and Sons.

Halder, S., Argyropoulos, V. (2018). *Inclusion, equity and access for individuals with disabilities*. Singapore: Palgrave Macmillan.

Magnússon, G. (2019). An amalgam of ideals – images of inclusion in the Salamanca Statement. *International Journal of Inclusive Education*, 23(7-8), 677-690. <https://doi.org/10.1080/13603116.2019.1622805>

प्राज्ञिक पालिका काठमाडौं
कीर्तिपुर 23

Faculty of Education
Office of the Dean
Balkhu, Kathmandu

- Richards, G. & Armstrong, F. (2011). *Teaching and learning in diverse and inclusive classrooms: Key issues for new teachers*. USA and Canada: Routledge.
- Singal, N. (2019). Challenges and opportunities in efforts towards inclusive education: reflections from India. *International Journal of Inclusive Education*, 23(7-8), 827-840. <https://doi.org/10.1080/13603116.2019.1624845>
- Villa, R. A., & Thousand, J. S. (2016). *The inclusive education checklist: A self-assessment of best practices*. USA: Dude Publishing.
- Zelta, B. (2016). *Inclusive education: Perspectives on pedagogy, policy and practice*. London: Routledge, Tayler and Francis Group.



Inc.Ed.516: Policy Development for Inclusive Education in Nepal

Course No.: Inc.Ed.516

Level: M. Ed.

Semester: First

Nature of course: Theoretical

Credit Hours: 3 Cr. hrs.

Teaching Hours: 48 hours

1. Course Description

The course is designed to provide the students with in-depth knowledge on policy development practice for inclusive education in Nepal. It deals with conceptual development of inclusive education and focuses on international provisions of inclusive education including declarations, frameworks and acts that helped develop the policy on inclusive education in Nepal. The overall purpose of this course is to promote understanding of students on inclusive education policies and programs in Nepal with a reference to selected countries from Europe, Norway and the USA from North America.

2. General Objectives

The general objectives of this course are as follows:

- To help the students understand conceptual development of inclusive education in Nepal.
- To familiarize the students with international policy provisions of inclusive education.
- To enable students to analyze the policy support practice for inclusive education in Nepal.
- To provide broader perspectives on the educational plans and commissions of Nepal.
- To provide in-depth exposure to students about inclusive education of selected countries with a reference to Nepal.

3. Contents and Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• Describe the conceptual development of Special, Integrated, Special Needs, and Inclusive Education in Nepal.• Clarify the fundamental concept and features of policy theory.• Describe the four-dimensional views of policy theory for policy analysis.• Analyze the national education policy 2019 of Nepal in relation to inclusion.	<p>Unit I: Conceptual Development of Inclusive Education (8 hrs)</p> <p>1.1. Development of Inclusive Education from special education, integrated education and special needs education.</p> <p>1.2. Dimensional Views of Policy Theory</p> <p>1.2.1. Normative</p> <p>1.2.2. Constituent</p> <p>1.2.3. Structural and</p> <p>1.2.4. Technical Dimensions</p> <p>1.3. Analysis of National Education Policy 2019, Nepal in relation to inclusion.</p>

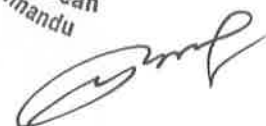
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25

Faculty of Education
Office of the Dean
Bairavi, Kathmandu

<ul style="list-style-type: none"> • Explain the policy provisions of inclusive education in relation to UN declaration of human rights and UNCRPD 2006. • Explain the provisions of Biwako Millennium Framework for action towards inclusion. • Describe the Individuals with Disability Education Act with its importance. • Describe briefly the Incheon Declaration and Sustainable Development Goals SDGs- 2030. • Explain the implications of these provisions for the development of inclusive education in Nepal. 	<p>Unit II: International Provisions of Inclusive Education (10 hrs)</p> <ol style="list-style-type: none"> 2.1. UN Declaration of Universal Human Rights, (1948) 2.2. United Nations Convention on the Rights of People with Disabilities (UNCRPD, 2006). 2.3. Millennium Framework for Action Towards Inclusion (2002) 2.4. Individuals with Disability Education Act (2004) 2.5. Incheon Declaration (2015) 2.6. Sustainable Development Goals (SDG 2030) 2.7. Implications of these perspectives for inclusive education in Nepal
<ul style="list-style-type: none"> • Describe major policy and plan of NESP-1971 to Special Education Policy 1996 as a base for inclusive education in Nepal. • Explain the constitutional provisions for inclusion, disability and child rights acts in Nepal. • Analyse briefly the Free and Compulsory Education Act 2019, Nepal in relation to inclusion. 	<p>Unit III: Policy Support for Inclusive Education in Nepal (10 hrs)</p> <ol style="list-style-type: none"> 3.1. National Education System Plan (NESP-1971) 3.2. Disabled Protection and Welfare Act 1982 3.3. Special Education Policy 1996 3.4. Constitutional Provision 2015 3.5. Disability Rights Act 2017 3.6. Child Rights Act 2018 3.7. Free and Compulsory Education Act 2019
<ul style="list-style-type: none"> • Describe the provisions of special education in BPEP, SSRP, SSDP, and SESP in Nepal. • Explain briefly National Policy and Plan of Action on Disability 2006 • Describe the Inclusive Education Policy for Persons with Disability, 2017 • Explain the contribution of Tribhuvan University in the development of inclusive education. 	<p>Unit IV: The Educational Plans and Commissions of Nepal (12 hrs)</p> <ol style="list-style-type: none"> 4.1. The Basic and Primary Education Project 1992-2004) 4.2. School Sector Reform Plan (2009-2015) 4.3. School Sector Development Plan (2016-2023) 4.4. School Education Sector Plan (2023-2030) 4.5. National Policy and Plan of Action on Disability 2006 4.6. Inclusive Education Policy for Persons with Disability, 2017 4.7. Contribution of Tribhuvan University for Inclusive Education


 प्राज्ञिक विद्यापीठ
 काठमाडौं
 26


 Faculty of Education
 Office of the Dean
 Balju, Kathmandu



<ul style="list-style-type: none"> Describe the development of inclusive education in USA and Norway in relation to Nepal. Explain the contribution of USA, and Norway to the development of inclusive education system in Nepal 	<p>Unit V: Inclusive Education in Selected Countries (8 hrs)</p> <p>5.1. Inclusive Education in USA, Norway, Nepal</p> <p>5.1.1. Developmental Perspective</p> <p>5.1.2. Legal Provisions</p> <p>5.1.3. Policies</p> <p>5.1.4. Practices</p> <p>5.2. Contribution of USA and Norway to Nepalis Inclusive Education System</p>
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Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Modes of Instructional Delivery

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom.

4.1 General instructional strategies

- Lecture and demonstration with discussion
- Home assignment/Group assignment
- Question answer
- Power point presentation by the students

5. Specific Instructional Techniques

Unit	Detail Activities
I Library Visit	<ul style="list-style-type: none"> Divide the students into groups Let the groups of students study the four dimensional views of policy theory consulting related reading materials from the available resources. Let the groups of students visit E-Library to get information regarding their assignment. Let the groups of students prepare comparative report for presentation in the classroom followed by discussion and feedback.
II Self-Study	<ul style="list-style-type: none"> Divide the students into groups Let the groups of students study international provisions on inclusive education from the e-sources in relation to the sub-units of this unit Let the groups of students prepare the report and present in the classroom followed by discussion and feedback.
III Individual Study	<ul style="list-style-type: none"> Let the students study individually the policy support documents for inclusive education in Nepal linking it with the sub-units of the unit. Let them prepare the report on individual basis and present in the classroom followed by discussion and feedback.
IV Case Study	<ul style="list-style-type: none"> Divide the students into groups Let the groups of students visit special and integrated schools to develop cases of schools on their inclusive education policies and programs.

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27

Faculty of Education
Office of the Dean
Balkhu, Kathmandu

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	<ul style="list-style-type: none"> • Let them prepare a case report and present it in the classroom followed by discussion and feedback.
V Field Survey	<ul style="list-style-type: none"> • The students visit special, integrated, and inclusive schools or related institutions and organization to explore their policies and practices of inclusive education. Let them identify the gaps and work out strategies to improve the implemented policies and practices. Ask the students to work in group to prepare the report and present in the classroom followed by discussion and feedback.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by the course teacher based on following activities.

1) Attendance	05 points
2) Participation in learning	05 points
3) First assignment	10 points
4) Second assignment	10 points
5) <u>Third assessment</u>	<u>10 points</u>
Total	40 points

5.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1) Objective type questions (Multiple choice 10x1)	10 points
2) Short answer questions (6 questions with 2 'OR' x 5 points)	30 points
3) <u>Long answer questions (2 questions with 1 'OR' x 10 points)</u>	<u>20 points</u>
Total	60 points

6. Recommended Books

Cooper, B. S.; Fusarelli, E. V. and Randall, E. V. (2004). *Better policies, better schools: theories and applications*. New York: Pearson Education, Inc.

Farrell, M. (2012). *New perspective in special education: Contemporary philosophical debates*. New York: Routledge, Taylor and Francis Group.

Friend, M. (2011). *Special Education: Contemporary Perspectives for School Professionals*. (3rd edition). USA: Pearson Education Inc.

Gargiulo, R. M., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms* (2nd Ed.). USA. Wadsworth Cengage Learning.

Hallahan, D.P. Kauffman, J.M., & Pullen, P.C. (2012). *Exceptional Learners: An Introduction to Special Education*. (12th edition). USA: Pearson Education Inc.

Heward, W. L. (2013). *Exceptional Children: An Introduction to Special Education* (10th Ed.). USA: Pearson Education, Inc.

प्राचार्य
28

Faculty of Education
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Balkhu, Kathmandu

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- CERID (2004). *Situation analysis of special needs education for the expansion of inclusive education*. Kathmandu: TU, Retrieved from http://www.cerid.org/formative/files/114838022-incl_edu.pdf
- CERID (2006). *Situation of inclusive education in Nepal*. Kathmandu: Tibhuvan University.
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- UNICEF (2003). *Examples of inclusive education in Nepal*. Author: Regional Office for South Asia.



Inc.Ed.517: Understanding Individual Differences for Inclusion

Course No: Inc.Ed.517

Nature of course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: First

Teaching Hours: 48

1. Course Description

This course is designed to provide fundamental knowledge about individual differences regarding unique characteristics and potentialities of learners. The contents are organized into five units. Thus, the course intends to develop students with a comprehensive understanding about individual differences, the phenomenon of human development and deviation. Furthermore, the course offers students to acquire techniques and develop skills regarding assessment of individual differences. The most important aspect of this course is to encourage students to identify learning processes and promote individualizing instruction based on individual learning styles.

2. General Objectives

The following are the general objectives of the course:

- To provide students with fundamental concept about individual differences with regard to children with special needs.
- To familiarize the students with theoretical knowledge of human development and developmental deviation.
- To provide students in-depth knowledge about individual differences and learning process.
- To enable students to apply techniques of assessment for identification of individual differences regarding children with special needs.
- To help students to develop students' skills in individualizing instruction for inclusion.

3. Contents and Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">● Explain individual differences and differential regarding children with special needs.● Describe the concept and importance of individual differences for inclusive education.● Elaborate different dimensions of individual differences in terms of biological (Brain anatomy & physiology, heredity and genes,	<p>Unit I: Introduction to the Concept of Individual Differences [10 hrs.]</p> <p>1.1 Individual Differences</p> <p>1.1.1 Individual differences and differential psychology</p> <p>1.1.2 Importance of individual differences</p>

<p>intelligence, attitudinal, motor ability and emotional differences), Cognitive, behavioral and cultural/environmental differences (race/ethnicity, nationality, socio-economic status, social and physical environment)</p> <ul style="list-style-type: none"> ● Describe educational implications of individual differences for inclusion in terms of learning styles, potentialities, cognitive strength and use of multiple intelligence 	<p>1.2. Dimensions of Individual Differences</p> <p>1.2.1 Biological</p> <p>1.2.2 Cognitive</p> <p>1.2.3 Behavioral</p> <p>1.2.4 Cultural</p> <p>1.3 Implications of Individual Differences for Inclusion in Education</p>
<ul style="list-style-type: none"> ● Describe the concept of human development and its areas in terms of motor, speech and language, cognitive intellectual and social development. ● Illustrate the perspective of developmental deviation, delay and disorders regarding motor, speech and language, cognitive and intellectual, social development. ● Identify the causes of developmental deviation in terms of biological, cognitive and socio-cultural ● Develop plan and strategies for the implication of human development and developmental delay for inclusion. 	<p>Unit II: Human Development and Developmental Deviation (8 hrs.)</p> <p>2.1. Concept and areas of Human Development</p> <p>2.2. Common Developmental Deviation, Delay and Disorders</p> <p>2.4.1. Motor (gross and fine motor)</p> <p>2.4.2. Speech and language</p> <p>2.4.3. Cognitive and intellectual</p> <p>2.4.4. Social development</p> <p>2.5. Causes of Developmental Deviation, Delay and Disorders</p> <p>2.6. Implications of Human Development and developmental delay for Inclusion</p>
<ul style="list-style-type: none"> ● Clarify the concept and purpose of assessment of individual differences. ● Outline the principles of assessment relating with individual differences ● Classify the strategies for identifying individual difference: formal and informal, direct and indirect assessment ● Explain the procedural requirement in assessing individual differences in terms of parental consent ,full individual evaluation, nondiscriminatory testing ,use of multi trait-multi method assessment and reevaluation. ● Discuss ways to select appropriate tests and their administration. 	<p>Unit III: Assessment for Identification of Individual Differences (10 hrs.)</p> <p>3.1. Assessment of Individual Differences: Concept and Purpose</p> <p>3.2. Principles of Assessment</p> <p>3.3. Strategies for Identifying Individual Differences</p> <p>3.4. Procedural Requirements of Assessment</p> <ul style="list-style-type: none"> ● Parental consent ● Full individual evaluation ● Nondiscriminatory testing ● Use of multi traits ● Multi method assessment

<ul style="list-style-type: none"> ● Explain Applications of assessment results regarding inclusion of children with special needs. 	<ul style="list-style-type: none"> ● Reevaluation <p>3.6 Appropriate test Selection and Administration</p> <p>3.7. Application of Assessment Results for Inclusion</p>
<ul style="list-style-type: none"> ● Highlights the concept of learning process relating to individual differences. ● Identify different intelligence theories and its implication in learning process. ● Discuss classical and contemporary learning theories and its implication in learning process. ● Evaluate motivation theories and relate its implication in learning process. ● Analyze the applications of learning theories for accelerating inclusion process. 	<p>Unit IV: Individual Differences and Learning Process (10 hrs.)</p> <p>4.1. Concept of Learning Process</p> <p>4.2. Theories of Learning</p> <p>4.2.1. Intelligence Theories</p> <p>4.2.2. Classical and Contemporary Learning Theories</p> <p>4.2.3. Motivation Theories</p> <p>4.2.4. Personality Theories</p> <p>4.3. Application of Learning Theories for Inclusion</p>
<ul style="list-style-type: none"> ● Describe different plans for individualizing instructional for inclusion. ● Identify the ways of promoting individual learning styles for inclusive education on the basis of visual, auditory, reading/writing, kinesthetic and interpersonal. ● Identify appropriate ways for adapting school learning activities to individual differences. ● Explain the uses of adaptive assistive devices for inclusion. ● Outline clinical counseling for responding individual differences in order to promote inclusion of children in education. 	<p>Unit V: Individualizing Instruction for Inclusion (10 hrs.)</p> <p>5.1 Individualizing Instructional plans</p> <p>5.1.1 Dalton Plan,</p> <p>5.1.2 Morrison Plan</p> <p>5.1.3 Project Method</p> <p>5.2 Promoting Individual Learning Styles</p> <p>5.3 Adapting Learning activities to Individual Differences</p> <p>5.4 Use of Adaptive Assistive Devices</p> <p>5.5 Applying Clinical Counseling for Responding Individual Differences</p>

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques: Two types of instructional techniques are suggested: general and specific, to deliver the contents in the classroom. A brief account of these techniques follows:

5. Specific Instructional Techniques

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Faculty of Education
Office of the Dean
Balkhu, Kathmandu



Specific instructional techniques such as classroom presentation by the students, guided individual study, tutorial support on different contents and project works are suggested. To this course, following specific instructional techniques are suggested for selected units to ensure students active participation in the teaching-learning process and make the teaching-learning research-oriented.

Units	Detail Activities
Unit I Self-study	The students will be assigned to develop a paper related to value of studying individual differences for inclusion. Paper writing will be guided by teacher. The teacher will encourage students to identify significance, issue/theme from their area of interest. Finally, they will present their findings (highlights) in the class and receive feedback from their peers and teacher.
Unit II Workshop	Teachers and students will work together in order to organize a workshop that should intend to involve students actively in identifying key areas of human development and developmental delay. Similarly, they will collaboratively identify and discuss about the appropriate ways for the inclusion of children in mainstream school. The teacher will help students in this process and student will present their conclusion among the participants of the workshop.
Unit III Project Work	Teacher will assign students with a project work for assessment and consequent application of assessment results. For that, the students will visit a nearest school and find some students in order to assess individual differences and obtain results. Similarly, they will analyze the data for results and prepare a short report including its use regarding classroom inclusion.
Unit IV Group Discussion	Students will work in a group divided by teacher accounting to individual differences. The group may consist of 3-5 individuals and will participate in a group discussion on some specific issue/theme they are interested or given by the teacher. The issue or theme will be largely based on learning theories and their application in inclusive instruction. Finally, they will present a conclusive note and improve or modify it as per the feedback from their peers and teacher.

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 Office of the Dean
 Balkhu, Kathmandu

<p>Unit V</p> <p>Presentation</p>	<p>The students will study about clinical counseling for responding individual needs and its implication and significance in promoting inclusion of children in education. Then, they will prepare a presentation in class using PowerPoint Presentation. Finally, the students will present their report highlights and submit it to their teacher. The role of teacher will be as a guide and mentor.</p>
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5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following criteria:

- | | |
|--|------------------|
| 1) Attendance | 5 points |
| 2) Participation in classroom activities | 5 points |
| 3) First assignment/book review/written assignment/quizzes | 10 points |
| 4) Second assignment/paper writing and or presentation | 10 points |
| 5) <u>Third assessment/ written test (1 or two)</u> | <u>10 points</u> |

Total 40 points

5.2 External Evaluation (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester with the following number of test items:

- | | |
|---|------------------|
| 1) Objective type questions (Multiple choice 10 x 1) | 10 points |
| 2) Short answer questions (6 questions with 2 'OR' x 5 points) | 30 points |
| 3) <u>Long answer questions (2 questions with 1 'OR' x 10 points)</u> | <u>20 points</u> |

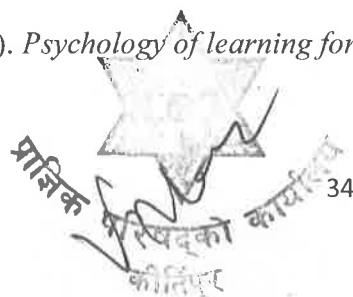
Total 60 points

7. Recommended Books and Materials

Chamorro-Premuzic, Tomas (2015). *Personality and Individual Differences* (3rd edition). United Kingdom: The British Psychological Society and Wiley & Sons Ltd.

Coleman, J. C. (2007). *Abnormal Psychology and Modern Life*. New Delhi: D. B. Taraporevada Sons & Co. Private Limited with Scott Foreman & Company.

Driscoll, P. M. (1994). *Psychology of learning for instructions*. London: Allyn & Bacon.



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- Reid, G. (2005). *Learning styles and inclusion*. New Delhi: Sage Publications.
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- Wenar, C. & Kerig, P. (2005). *Developmental psychopathology: From Infancy through Adolescence* (5th Edition). New Delhi: McGraw-Hill International Edition.



Inc.Ed.518: Inclusive Educational Environment

Course No: Inc.Ed.518

Level: M.Ed.

Semester: First

Nature of the Course: Theoretical

Credit Hours: 3

Teaching Hours: 48 Hours

1. Course Introduction

The course is designed to help develop skills among learners to manage an inclusive educational environment in the school. The course includes contents on the concept of diversity and inclusion, creating inclusive culture for accommodating learners with special needs, understanding skills regarding psycho-social supports and assistive technologies, aids, and services. Knowledge and skills in these areas are expected to prepare the students to create an inclusive school environment.

2. General Objectives of the Course

The course has the following general objectives:

- To provide the students with in- depth knowledge of diversity and inclusion.
- To enable students to create a supportive environment to develop inclusive culture in the school.
- To enhance students' understanding in different aspects of a schooling environment for learners with special needs.
- To enable students to apply skills for providing psycho-social support to learners for inclusion.
- To help students to develop skills in the use of assistive technologies to promote inclusive management.

3. Course Contents and Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• Explain the concept and meaning of diversity along with diversity dimensions and UDL.• Describe inclusive education from the perspective of social inclusion.• Explain diversity as an asset of inclusion in Nepal.	<p>Unit I: Unit I: Understanding Diversity for Inclusion (8 hrs.)</p> <p>1.1. Diversity: Concept and Meaning</p> <p>1.1.1. Diversity Dimensions</p> <p>1.1.2. Design for Human Diversity: Universal Design for Learning (UDL)</p> <p>1.2. Inclusive Education for Social Inclusion</p> <p>1.2.1. Social Inclusion: Concept and Meaning</p> <ul style="list-style-type: none">• The Principles of Equality and Equity

प्राज्ञिक
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Faculty of Education
Office of the Dean
Balkhu, Kathmandu

	<p>1.2.2. Equalization of Educational Opportunity for All</p> <p>1.3. Diversity as an Asset of Inclusion in Nepal</p>
<ul style="list-style-type: none"> • Explain the meaning of inclusive culture in school. • Explore the barriers to inclusion such as organizational, attitudinal, and knowledge. • Explain the ways of creating inclusive culture in an educational environment by visualizing its essential aspects. • Describe ways to bring together professionals, paraprofessionals and parents to create an inclusive environment. • Explore the critical dimensions of an inclusive environment. 	<p>Unit II: Inclusive Culture in Education (10 hrs.)</p> <p>2.1. Conceptualizing Inclusive Culture</p> <p>2.1.1. Barriers to Inclusive culture: organizational, attitudinal and knowledge barriers</p> <p>2.2. Creating Inclusive Culture in Education</p> <p>2.2.1 Essential Aspects of Inclusive Culture: physical culture, social culture, academic culture</p> <p>2.2.2 Networking Parents and Professionals/Paraprofessionals for Inclusive Environment</p> <p>2.2.3 Professional Team-work: Cooperation, Collaboration, and Co-work</p> <p>2.3 Critical Dimensions of Inclusive Environment</p> <p>2.3.1 Community and Social Acceptance</p> <p>2.3.2 Appreciation of Learner Diversity</p> <p>2.3.3 Effective Management and Instruction</p> <p>2.3.4 Personal Support and Collaboration</p>
<ul style="list-style-type: none"> • Explore ways to making schools inclusive in Nepal. • Explain the basic concept of differentiating instruction. • Describe a comprehensive model for differentiating classroom management. • Identify teachers' roles in an inclusive classroom setting. 	<p>Unit III: Schooling of Learners with Special Needs (10 hrs.)</p> <p>3.1. Making Schools Inclusive in Nepal</p> <p>3.1.1. The Continuum of Services</p> <p>3.1.2. Preparing Human Resources: Teaching and Non-Teaching</p> <p>3.1.3. Preparing Students for Inclusion: Interaction and Communication</p> <p>3.1.4. Classroom Design for Promoting Inclusion</p> <p>3.1.5. Accommodating Differences of Learners</p> <p>3.2. Basic Concept about Differentiating Instruction</p> <p>3.3. Comprehensive Model of Differentiating Classroom Management</p> <p>3.3.1. Setting Differentiation</p> <p>3.3.2. Material Differentiation</p> <p>3.3.3. Instructional Differentiation</p> <p>3.3.4. Behavioral Differentiation</p> <p>3.3.5. Personal-Social-Emotional Differentiation</p> <p>3.4. Teachers' Role in Inclusive Classroom Setting</p>

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कोशीपुर 37

Faculty of Education
Office of the Dean
Balkhu, Kathmandu

<ul style="list-style-type: none"> • Conceptualize the meaning, need for and importance of psycho-social support for learners. • Explain comprehensive school guidance and counseling program along with its meaning, characteristics, and components 	<p>Unit IV: Psycho-social Support for Inclusion (10 hrs.)</p> <p>4.1. Psycho-social Support</p> <p>4.1.1. Concept and Meaning</p> <p>4.1.2. Need of and Importance of Learners</p> <p>4.2. Comprehensive School Guidance and Counseling Program</p> <p>4.2.1. Meaning and Characteristics</p> <p>4.2.2. Components:</p> <ul style="list-style-type: none"> • Curriculum: Learning to Live, Learning to Learn, and Learning to Work • Individual Planning • Responsive Services • Systemic Support
<ul style="list-style-type: none"> • Describe the assistive and adaptive technology with reference to the concept, purpose, and types. • Identify different assistive aids used for inclusive classroom. • Explore the use of assistive services for the inclusion of students for their active participation in learning. • Analyze the present scenario of schools in Nepal in the use of assistive technologies for the promotion of inclusive education. 	<p>Unit V: Assistive Technology for Inclusive Management (10 hrs.)</p> <p>5.1. Assistive and Adaptive Technology: Concept, purpose and types</p> <p>5.2. Assistive Aids for Inclusive Classroom</p> <p>5.2.1. Communication Aids</p> <p>5.2.2. Daily Living Aids</p> <p>5.2.3. Ergonomic Aids</p> <p>5.2.4. Environmental Aids</p> <p>5.2.5. Sensory Aids</p> <p>5.2.6. Mobility Aids</p> <p>5.3. Use of Assistive Services</p> <p>5.3.1. Sports, Recreation, and Leisure Services</p> <p>5.3.2. Computer- aided Learning</p> <p>5.4. Assistive Technologies for Promoting Inclusive Education in Nepal</p>

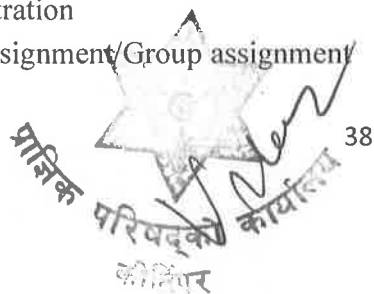
Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Modes of Instructional Delivery

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom.

4.1 General instructional strategies

- Lecture with discussion
- Demonstration
- Home assignment/Group assignment



Faculty of Education
Office of the Dean
Balkhu, Kathmandu

- Self-study
- Oral questioning
- Quiz contest
- Power point presentation by the students
- Field Study
- Report writing

4.2 Specific Instructional Techniques

Units	Detail Activities
I Individual study	<ul style="list-style-type: none"> • The students will be assigned reading topics individually. • Based on self-study, they will make presentations on the assigned topic in the class. • Presentations will be discussed and given feedback by the teacher and peers
II Group work	<ul style="list-style-type: none"> • The students will be divided into groups. • They will be assigned topics to prepare a brief field-based report. • The reports will be presented in the class preferably using a multimedia projector. • The presentations will be supplemented by teacher's comments and feedback.
III Field visit	<ul style="list-style-type: none"> • The students will be divided into groups (4-5 members in each group) • Each group will visit related schools to find out the available facilities and services for learners with exceptionality. • Each group prepares a report on their observation with suggestions to improve facilities and services for inclusion of learners with exceptionality • Each group will present the report followed by the teacher's feedback.
IV Case study	<ul style="list-style-type: none"> • The students will make home-visits of a child with exceptionality (any one type) in pairs. • Each pair will conduct in-depth interviews with the child/parent to find out the difficulties and needed support for their purposeful participation in the school activities. • Each pair will prepare a report based on their findings and suggest guidance and counseling support for the student from the responsible authority of the school. • Each pair will share their findings in the classroom followed by the teachers' comments and feedback.
V Individual study	<ul style="list-style-type: none"> • The students will be assigned reading topics individually. • Based on self-study, they will present the topic in the class. • The presentations will be discussed and given feedback by the teacher.

5. Evaluation Scheme

5.1 Internal Evaluation 40%



Internal evaluation will be conducted by the course teacher based on following activities.

6) Attendance	05 points
7) Participation in learning	05 points
8) First assignment	10 points
9) Second assignment	10 points
10) <u>Third assessment</u>	<u>10 points</u>
Total	40 points

5.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1) Objective type question (Multiple choice 10x1)	10 points
2) Short answer questions (6 questions with 2 'OR' x 5 points)	30 points
3) <u>Long answer questions (2 questions with 1 'OR' x 10 points)</u>	<u>20 points</u>
<u>Total</u>	<u>60 points</u>

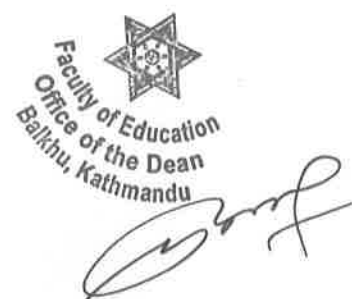
6. Recommended Books

Gargiulo, R.M. & Metcalf, D. (2013). Teaching in Today's Inclusive Classroom (2nd ed.). Belmont: Wadsworth, Cengage Learning.

Gibson R. L. and Mitchell, M. H. (2007). Introduction to Counselling and Guidance. Prentice Hall. New Jersey.

Reid, G. (2005). Learning styles and inclusion. New Delhi: Sage Publications.

Tom E.C. Smith, Edward A. Polloway, James R.P. Patton, & Carol A. Dowdy. (2011). Teaching students with special needs in inclusive settings (6th Edition). Delhi: Pearson Education Inc. PHI Learning Private Ltd



**TRIBHUVAN UNIVERSITY
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**MASTER OF EDUCATION
(Specialization in Inclusive Education)
SECOND SEMESTER COURSE
Effective From 2023**

Sanjiv Kumar



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Master of Education (M.Ed)

Inclusive Education

Second Semester Courses

Category	Course nos.	Name of Courses	Credit Hours
Core Courses	Ed. 521	Curriculum Practices	3
	Ed. 522	Education and Development	3
Specialization (Inclusive Education) Courses	Inc. Ed. 525	Pedagogical Approaches to inclusive Education	3
	Inc. Ed. 526	Inclusive Curriculum Planning and Practice	3
	Inc. Ed. 527	Assessment Practices in Inclusive Education	3
	Inc. Ed. 528	Research in Inclusive Education	3
Total			18



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List of Subjects

Ed. 521: Curriculum Practices	1
Ed. 522: Education and Development.....	11
Inc. Ed. 525: Pedagogical Approaches to Inclusive Education	18
Inc. Ed. 526: Inclusive Curriculum Planning and Practice	22
Inc. Ed. 527: Assessment Practices in Inclusive Education	29
Incl. Ed. 528: Research in Inclusive Education	34

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Ed. 521: Curriculum Practices

Course no.: Ed. 521
 Level: M. Ed.
 Semester: Second

Nature of the course: Theoretical
 Credit hours:3
 Teaching hours:48

1. Course Introduction

This course has been designed to provide fundamental knowledge and understanding of various concepts of curriculum, different curriculum development models, taxonomy of educational objectives, curriculum designs, and theoretical perspectives on analyzing a specific curriculum from indigenous and gender points of view. On completion of this course, the students are expected to have basic knowledge and skills of examining different concepts of curriculum critically; design a curriculum by reflecting the needs and aspirations of particular context; formulate specific instructional objectives based on the revised taxonomy; analyze the curricula from school to university levels from different design, dimensions, perspectives and examine the prepared curriculum from indigenous and gender lenses. Furthermore, this course will familiarize the students with practices that have been made in references to Nepal to plan, disseminate, implement, and evaluate the curriculum especially from school to university levels. It also provides ample opportunities to the learners to review school level curricula from multiple lenses and then enables them to find out a number of alternatives for further improvement of the reviewed curricula based on the theoretical underpinnings that they received under this course.

2. General Objectives

The general objectives of the course are:

- To make the students familiar with the various concepts of curriculum and enable them to assess these concepts critically so as to broaden their horizon of knowledge;
- To acquaint them with different types of curriculum development models so as to enable them to devise relevant curricula with reference to Nepal;
- To enable the students to formulate specific instructional objectives by integrating both knowledge and cognitive process dimensions incorporated under the revised taxonomy of educational objectives;
- To enable them to assess different curriculum designs encompassed within this course critically and to provide them with ample opportunities to analyze different curricula through the lens of design dimensions; and
- To enable them to examine the school level curricula critically from indigenous and gender perspectives.



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3. Course Details

Unit I: Conceptualizing Curriculum (6 hours)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Illustrate different concepts of the curriculum. • Examine diverse concepts of the curriculum through multiple lenses. • Explore the implications of various concepts of the curriculum. • Analyze the concept possessed by school-level curricula in Nepal from a critical perspective. 	1.1. Various concepts of curriculum 1.2. Critically analyze the concepts of the curriculum. 1.2. Implications of various concepts of the curriculum in Nepal	1.1 Various concepts of curriculum 1.1.1 Curriculum as subjects and subject matter 1.1.2 Curriculum as experiences 1.1.3 Curriculum as objectives 1.1.4 Curriculum as a plan 1.1.5 Curriculum as a technological system of production. 1.2 Strengths and limitations of these concepts 1.3 Implications of various concepts of the curriculum in Nepal
Teaching Learning Strategies		
Teacher's inputs (6 hrs.)	Students' efforts (12hrs.)	Tasks for assignments
<ul style="list-style-type: none"> • Distribute learning resources such as papers, books, links, and PowerPoint slides containing the concepts of the curriculum. • Ask discussion questions in relation to concepts, strengths, weaknesses, and implications of various concepts of curriculum, and then summarize the discussion result. • Encourage students to participate in cooperative learning activities to provide them a chance to learn from each other. 	<ul style="list-style-type: none"> • Access to the learning resources (papers, books, recorded video, and PowerPoint slides or email). • Engage in discussion of conceptual questions asked by the instructor and respond to these questions by following instructions given. • The student will review the school-level curricula in Nepal and assess how these concepts are reflected in them. • They will participate in group activities and complete the assigned tasks by playing a determining role. 	<ul style="list-style-type: none"> • The whole class will be divided into different groups and each group will be asked to access at least 10 teaching staff attending from school to university levels through different modes (direct contact, telephone, mail, messenger, etc.) to investigate how they conceptualize curriculum. Then they will be asked to share their findings among their peers by relating the results with the narrower to wider concepts of curriculum discussed under this course.
Unit II: Curriculum Development Models (12 hours)		
Specific Objectives	Contents	Content Coverage

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<ul style="list-style-type: none"> • Define model and exemplify the continuum of a curriculum model. • Explain different types of curriculum development models with their fundamental process. • Examine different types of curriculum development models with their strengths and weaknesses. • Design an outline of a curriculum for a particular context by following a specific model of curriculum development. • Assess curriculum the development process in Nepal by applying theoretical orientation provided under this unit. • Elucidate curriculum dissemination and implementation practices in Nepal. 	<p>2.1 Concept and continuum of models of curriculum</p> <p>2.2 Curriculum development models</p> <p>2.3 Curriculum development process in Nepal</p> <p>2.4 Curriculum dissemination and implementation practices in Nepal</p>	<p>2.1 Concept and continuum of the curriculum model</p> <p>2.2 Representative curriculum development models (concepts, strengths, and weaknesses)</p> <p>2.2.1 Tyler model</p> <p>2.2.2 Taba model</p> <p>2.2.3 Nicholls and Nicholls model</p> <p>2.2.4 Walker model</p> <p>2.2.5 Stenhouse model</p> <p>2.3 Curriculum development process in Nepal (school and university levels).</p> <p>2.4 Curriculum dissemination and implementation practices in Nepal.</p> <p>2.5 Implications of these models with references to Nepal.</p>
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Teaching Learning Strategies

Teacher's Inputs (12 hrs.)	Students' Efforts (24 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> • Distribute reference books, concise reading materials and slides related to this unit. • Provide enough opportunities to all learners to discuss concepts, characteristics, strengths and weaknesses, similarities and differences of models included in this chapter. • Give a curriculum of a specific subject that has been prepared for a grade at school level to review critically. 	<ul style="list-style-type: none"> • Study the distributed materials to get mastery of curricular contents encompassed within this unit. • Gather essential resources from various sources such as the library, internet, mentors, etc. • Draw the implications of these models to develop curricula in the Nepalese context. 	<ul style="list-style-type: none"> • The students will be classified into different groups each having 4/5 members and they will be asked to prepare an outline of the curriculum for a specific group of learners by encompassing curricular goals, contents, teaching methods, and evaluation. Then each group will be asked to present their project work in the class through poster presentation, and finally, participation of all students will be ensured to identify strengths and weaknesses of the curriculum outlines prepared by different groups for

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<p>Glasstone, S. & Lewis, D. <i>Elements of physical chemistry</i>. India: McMillan and Co. Ltd. Gurtu, J. N. & Gurtu, A. (2006). <i>Advance physical chemistry</i>. Meerut: Pragati Prakashan Kapoor (1992). <i>Textbook of physical chemistry</i>. India: McMillan India Ltd.</p>	<p>Glasstone, S. & Lewis, D. <i>Elements of physical chemistry</i>. India: McMillan and Co. Ltd. Gurtu, J. N. & Gurtu, A. (2006). <i>Advance physical chemistry</i>. Meerut: Pragati Prakashan Kapoor (1992). <i>Textbook of physical chemistry</i>. India: McMillan India Ltd.</p>	<p>Glasstone, S. & Lewis, D. <i>Elements of physical chemistry</i>. India: McMillan and Co. Ltd. Gurtu, J. N. & Gurtu, A. (2006). <i>Advance physical chemistry</i>. Meerut: Pragati Prakashan Kapoor (1992). <i>Textbook of physical chemistry</i>. India: McMillan India Ltd. giving appropriate feedback.</p>
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Unit III: Revised Taxonomy of Educational Objectives		(10 hrs.)
Specific objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Introduce Bloom's taxonomy in brief and describe the need for a new taxonomy. • Elaborate different dimensions of knowledge with examples. • Exemplify cognitive process dimensions of revised taxonomy briefly. • Formulate specific objectives by integrating knowledge and cognitive process dimensions. • Develop a taxonomy table and formulate at least one objective from each cell of the table. • Assess the taxonomy of educational objectives through a critical perspective. 	1.2 Recapitulation of Bloom's Taxonomy 1.3 Need for a revised taxonomy 1.4 Knowledge dimensions 1.5 Cognitive process Dimensions 1.6 Use of a taxonomy table 1.7 Criticism of the taxonomy	3.1 Recapitulation of Bloom's Taxonomy 3.2 The need for a revised taxonomy 3.3 Knowledge dimensions 3.3.1 Factual knowledge 3.3.2 Conceptual knowledge 3.3.3 Procedural knowledge 3.3.4 Meta-cognitive knowledge 3.4 Cognitive process dimensions 3.4.1 Remember 3.4.2 Understand 3.4.3 Apply 3.4.4 Analyze 3.4.5 Evaluate 3.4.6 Create 3.5 Using the taxonomy table 3.6 Criticism of the taxonomy
Teacher's inputs (10 hrs.)	Students' efforts (20 hrs.)	Task for assignments
<ul style="list-style-type: none"> • The teacher will provide reference materials, articles, and slides related to Bloom's taxonomy and the revised taxonomy. • The teacher will divide the students into different small groups and ask them to work on objective formulation representing different knowledge and cognitive process dimensions. • The teacher will ask the students to develop a table of the revised taxonomy and then to make at least one objective from each cell of the table. 	<ul style="list-style-type: none"> • The students will study all materials provided by the teacher in a group and share in the class the ideas that they learned from the materials. • Formulate at least one specific objective from each cell of the taxonomy table on the individual basis. • Find out any curriculum from the school level and identify the knowledge and cognitive process dimensions applied to each objective formulated in the curriculum in a group composed of 4/5 students. 	<ul style="list-style-type: none"> • The whole class will be divided into 6 to 10 groups, each composed of 5 members and then they will be asked to prepare 24 specific objectives representing each cell of the taxonomy table and then each group will be asked to present their group work in the class. Then feedback will be provided as required.

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Unit IV: Curriculum Designs (12 hours)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Describe curriculum design with its major components. • Find out the relationship between various dimensions to be considered while devising a curriculum design. • Epitomize different types of curriculum designs. • Assess different types of curriculum designs with their strengths and weaknesses. • Analyze how design dimensions are maintained in the Nepali curriculum. • Compare and contrast various types of design with examples. • Analyze the school level curricula through various sources and designs perspectives. 	4.1 Curriculum designs 4.1.1 Meaning 4.1.2 Components 4.1.3 Sources 4.1.4 Dimensions 4.2 Different curriculum designs	4.1 Meaning of curriculum design 4.1.1 Components of curriculum design 4.1.2 Sources of curriculum design (philosophy, learner, society, knowledge, technology) 4.1.3 Design dimensions (continuity, sequence, scope, integration, articulation, balance). 4.2 Curriculum designs (concept, characteristics, strengths, and weaknesses) 4.2.1 Subject-centered (discipline, broad-field, correlated) 4.2.2 Learner-centered (experience-centered, radical) 4.2.3 Problem-centered (reconstructionist) 4.2.4 Postmodernism-influenced
Teaching learning Strategies		
Teacher's inputs (12 hrs.)	Students' efforts (24 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • Essential references, books and handouts will be provided to develop intended competency on curricular contents. • The teacher will ask students to work in pairs/groups to provide 	<ul style="list-style-type: none"> • Study different materials provided by teachers as per their role assigned to them. • Prepare slides based on the contents given to them and deliver the assignments by each 	<ul style="list-style-type: none"> • The students will be classified into different groups composed of 4/5 members in each and they will be asked to find out a school level curriculum related to their major subject and then they will be asked to analyze the





<p>mastery of curricular contents.</p> <ul style="list-style-type: none"> • He/shewill provide feedback on a required basis on the presentation made by different groups as well as individual students so as to ensure their full access to curricular contents. 	<p>group through PowerPoint presentation.</p> <ul style="list-style-type: none"> • Comment the contents delivered by each group in a rational way for additional clarifications. 	<p>curriculum through the lens of design dimensions. Then, they will be asked to share their findings in the class simultaneously. Finally, the teacher will clarify how different dimensions of a curriculum design need to be considered while preparing a curriculum for a particular group of children.</p> <ul style="list-style-type: none"> • Each student will be asked to find out a school level curriculum from any subject and then they will be asked to identify which camp (subject-centered, learner-centered, and problem-centered for examples) this design belongs to with justifiable arguments and then opportunities will be provided to some students randomly to present their findings in the class.
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Unit V: Curricula from Gender and Indigenous Perspectives (8 hours)

Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Assess the centrally controlled curriculum critically from the local needs perspective. • Justify the need for bridging the gaps between planned curriculum and local needs. • Clarify the significance of integrating indigenous knowledge into curricula. • Analyze local, integrated, STEAM curricula from indigenous and gender perspectives. 	<p>5.1 Nature of centrally controlled curricula</p> <p>5.2 Rationale of bridging the gaps between curriculum and local needs</p> <p>5.3 Integrating indigenous knowledge in curriculum</p> <p>5.4 Gender sensitivity in curriculum</p> <p>5.5 Analyzing curricula (local, integrated, STEAM curricula) from indigenous and gender perspectives</p>	<p>5.1 Nature of centrally controlled curricula</p> <p>5.2 Rationale of bridging the gaps between curriculum and local needs</p> <p>5.3 Ways of decolonizing curricula</p> <p>5.4 Integrating indigenous knowledge (IK) in curricula (curricular goals, contents, instructional process, instructional materials, extra-curricular activities, assessment)</p> <p>5.5 Gender sensitivity in curricula (content, instructional process, instructional materials, extra-curricular activities, assessment)</p> <p>5.6 Analyzing curricula (local, integrated, STEAM) from indigenous and gender</p>



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Teaching learning strategies		
Teacher's inputs (8 hrs.)	Students' efforts (16 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> The teacher will provide essential references and supplementary materials to ensure students' access to curricular contents. He/she will encourage students to share their indigenous knowledge and gender sensitive issues in the class and then play a supportive role to justify the needs for integrating indigenous knowledge into the curriculum and making the curriculum neutral from the gender perspective. 	<ul style="list-style-type: none"> The students will identify some limitations of centrally devised curricula through brainstorming and then derived ideas will be shared in the class. They will review all of the references and other supplementary materials provided by the subject teacher to get mastery of the specified contents. They will select different curricula (integrated, STEAM for examples) related to their major subjects from the school level and then analyze them from indigenous and gender perspectives. 	<ul style="list-style-type: none"> The students will be divided into different groups consisting of 4/5 members in each and then they will be asked to select any curriculum (local, integrated, or STEAM) to analyze it from indigenous and gender perspectives. Finally, they will be asked to share their findings in the class and then the teacher will provide feedback as required to develop the behaviors as intended by this course.

Note: The subject teacher can assign these activities as part of the internal assignment and then s/he can determine grade as per the quality of the product.

4. Evaluation Criteria (internal 40%, external 60%)

The students' learning will be evaluated on the basis of the internal assessment (40%) and the external written examination (60%). The evaluation criteria will be as given below.

5. Internal Assessment:

The internal assessment will be formative as well as summative in nature including the following activities.





Criteria	Marks	Remarks
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Presentation (either in pair or individual) based on the Unit II task in an original and natural style.
Assignment I(Individual task)	10	Any task from Units II or III.
Assignment II(Group task)	10	Any task from Units IV or V.
Assignment III (Individual test)	10	Written examination: Objective and subjective items

6. External Evaluation:

The Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester.

The external (60%) written test covers the following nature of test items and marks.

External Examination 60

Group A: Objective items (10× 1) = 10
 Group B: Short answer type items (6× 5)
 = 30 (including two OR-questions)
 Group C: Essay type items (10× 2) = 20
 (including one OR-question)

Recommended Books and References

Anderson. L. W., & Krathwohl, D. R., (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*.

New York: Addison Wesley Longman, Inc.

Bloom, B. S. and et al. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*.

New York: David McKay Company, Inc.

CDC (2019). *A national curriculum framework for school education in Nepal*.

Bhaktapur: Ministry of Education and Sports.

Nicholls, A. & Nicholls, S. H. (1978). *Developing a curriculum: A practical guide*.

Britain: Cox and Wyman Ltd.

Ornstein, A. C. & Hunkins, F. (2017). *Curriculum: Foundation, principles, and issues (7th edition)*.

New York: Person Education, Inc.

Print, M. (1993). *Curriculum development and design*. Australia: Allen and Unwin Pvt. Ltd.

Taba, H. (1962). *Curriculum development theory and practice*. New York: Harcourt,

Brace & World, Inc.

Tanner, D. and Tanner, L. N. (1980). *Curriculum development: Theory into practice*.

London: Collier Macmillan Publishers.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago:

University of Chicago Press.



Walker, F. D. and Soltis, J. F. (1997). *Curriculum and aims*. New York: Teachers College Press. Walker, R. and MacDonald, B. (1976). *Changing the curriculum*. London: Open Books Publishing

Limited.

Wiles, J. W. & Bondi, J. C. (2011). *Curriculum development a practice guide* (8th edition) New Jersey: Pearson

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Prof

Ed. 522: Education and Development

Course no. Ed. 522

Level: M. Ed.

Semester: Second

Nature of the course: Theoretical

Credit hours: 3

Teaching Hours: 48

1. Course Introduction

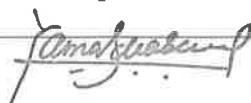
This course intends to develop knowledge about education and different aspects of development thereby enhancing the impetus in education. It also intends to make students familiar with the different perspectives of development and education, education for sustainable development in terms of its evolving perspectives, phases, characteristics, goals, progress, dimensions, and different forms of education. This course also deals with the right based approach to education and development and implication of sustainable development in the Nepalese context. It also focuses on the indigenous knowledge and practices of sustainable development and education for peace and development.

2. General Objectives

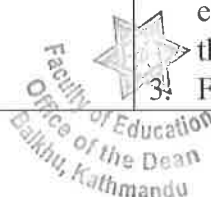
- To acquaint the students with the concept of development and role of education in development;
- To assist the students to conceptualize and visualize the connections of education and different approaches of development;
- To help the students conceptualize and analyze the development practices from different perspectives of development;
- To enable them to develop the understanding of sustainable development as alternative perspective of development and explain the role of education for sustainable development;
- To familiarize the with the indigenous knowledge and practice of sustainable development and right based approach to education and development;
- To help the conceptualize education for sustainable development in different forms of education and also describe the implication of sustainable development agendas in Nepalese context;
- To acquaint them with Nepal's efforts in peace education, and their relation with the development of education in the country;

3. Course Details

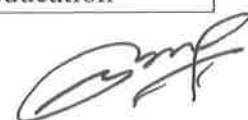
Unit I: Concept of Development and its Relation with Education (14 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Clarify the concepts of development • Explain how different ideas of development evolved over time • Relate education with the evolving development concepts 	1.1 Concept of development and its purpose 1.2 Evolving perspectives (economic, social, and human) of development 1.3 Relating education to economic, social, and human development 1.4 Education and the Need-based Approach to Development	1. Literary meaning, basic concepts, and purpose of development given by Todaro 2. Basic thoughts of the economic or the growth model (Rostow), social (cohesion, harmony, equity, equality, non-violence and so on), and human development (capability enhancement) focusing on how the thoughts kept on evolving 3. Focusing on how education




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		<p>supports to form, mobilize, and convert assets or capitals for production contributing to growth</p> <p>4. Focusing on how education empowers students for respecting human rights (non-discrimination, non-violence, equity, equality, justice, dignity, respect and so on) for building harmonious and cohesive society</p> <p>5. Emphasizing how knowledge and skills serve as assets for enhancing capability and freedom of choice</p> <p>6. Stressing on how knowledge and skills serve as capability for individual development enlarging choices of people</p> <p>Focusing on the concept of the need based approach to development and how education can play a catalytic role for fulfilling the basic needs of people</p>
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Teaching learning strategies		
Teacher's input (14 hrs.)	Students' efforts (28 hrs.)	Tasks for assignments
<ul style="list-style-type: none"> Provide learning materials Facilitate classroom discussion/interaction Share ideas on the contents Provide feedback on class presentation 	<ul style="list-style-type: none"> access the learning resources (papers, books, online sources, and power point slides) engage in discussing on ideas of development and role of education in development Group Presentation in Classroom 	<ul style="list-style-type: none"> Preparation of presentation schedule by teacher and students together.
Unit II: Development Perspectives and Education (14 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> Explain the different perspectives of development and education Visualize the development and education practices 	<p>2.1 Neoliberalism and education (privatization in Nepal)</p> <p>2.2 Modernization and modern schooling</p> <p>2.3 Dependency and schooling</p> <p>2.4 Globalization, localization, and</p>	<ul style="list-style-type: none"> Milton Friedman's ideas of free and competitive market (marketization and commodification of education) Modernization (rejection of traditionalism, centrality, rigidity, structured processes) in development and education (practices of mass education)

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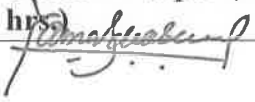
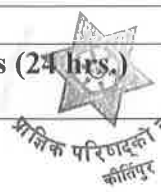

different perspectives	glocalization 2.5 The gender perspective on education	<ul style="list-style-type: none"> Exploitative core and periphery
<ul style="list-style-type: none"> Critically examine how the local ideas and practices are getting suppressed Describe implications of different perspectives development in education. 	<p>development (WID, WAD and GAD)</p> <p>2.6 Capitalist and socialist models of development and education</p> <p>2.7 Actor oriented approach and post-development approach</p>	<p>relations in development and education</p> <ul style="list-style-type: none"> Global spread of economy, culture, knowledge, skills; domination on local ideas and practices of development and education; creating justice via glocalization (synergy building) Concept of feminism and shifting ideas of Gender (WID, WAD, GAD) on development and education Stressing on the trickle down approach to development and social ownership and operation of the means of production Focusing on respecting the agency (knowledgeability, willingness, skills, interest) of local people for development of their own. Focusing on respecting local culture and knowledge (culture sensitivity) in development and education.
Teaching learning strategies		
Teacher's input (14 hrs.)	Students' efforts (28 hrs.)	Tasks for assignments
<ul style="list-style-type: none"> Provide reading materials Facilitate classroom discussion/ interaction Share key theoretical ideas, development and education Provide feedback on classroom Presentation 	<ul style="list-style-type: none"> Access the learning resources (papers, books, e-resources and power point slides) Engage in discussing on ideas of development linking with education Group II presentation 	<ul style="list-style-type: none"> Generate a case of local development practice of your community and analyze the case from any of relevant perspective/s discussed in this chapter. Prepare a reflective note of infrastructure development activities of your locality and explain the phenomena with any of the perspective/s of development. Case report
Unit III: Education for Sustainable Development (12 hours)		
Specific objectives	Contents	Content coverage

Jama Shrestha



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<ul style="list-style-type: none"> • Clarify the concept of Sustainable Development (SD) and the changes that occurred to its understanding over a period of time. • Elaborate the current SD goals with its implication in the Nepali context. • Explain the dimensions of education for SD. • Describe indigenous forms of SD. • Describe how different forms of education can promote SD. • Conceptualize the development and education from human rights perspectives 	<p>3.1 Concept of sustainable development</p> <p>3.2 Evolving perspectives of sustainable development</p> <p>3.2.1 Phases of sustainable development discourse (Environmental awareness, environment and development, and sustainable development)</p> <p>3.2.2 Sustainable development goals and progress achieved in the Nepali context</p> <p>3.2.3 Dimensions of sustainable development (environment, economy, and socio-cultural)</p> <p>3.3 Indigenous knowledge and practices of sustainable development</p> <p>3.4 Concept of education for sustainable development and its characteristics</p> <p>3.5 Education for sustainable development in different forms of education (formal, non-formal and informal)</p> <p>3.6 Right based approach to education and development</p> <p>3.7 Implication of sustainable development agendas in the Nepali context (policies and curriculum)</p>	<ul style="list-style-type: none"> • Significance of sustainable development (SD) • The conceptual development of SD over the period of time. Changes that occurred to the concept/understanding during different phases of SD discourse. • Sustainable Development Goals (SDGs) in general and goals related to Education in particular. Analysis of SDG from the sectorial lens (this can be student work). Link student work with the dimensions of SD. • Traditional or local systems of SD in Nepal or in other countries. For example in Nepal (Guthi-allotting land for cash generation to maintain infrastructure such as bridge, temple or institution), Specific ethnic practices of SD (Students will write and present about 1 or 2 indigenous practices of SD in their communities or elsewhere in other countries). • The significance of ESD • Identification of the key characteristics of ESD. • Curriculum, pedagogy and assessment techniques focused by ESD • Formal, non-formal and informal education forms of education • The ways these modes of education can ensure SD • Focusing on integration human rights of people in development and education policies and practices • The ways that SD features or aspects can or are reflected in education policies and practices (curricular materials, pedagogy, school governance, etc.)
Teaching learning strategies		
Teacher's input (12 hrs) 	Students' efforts (24 hrs.) 	Tasks for assignment 

<ul style="list-style-type: none"> • Provide reading materials • Moderate classroom discussion/ interaction • Share ideas of sustainable development • Providing feedback on classroom presentation 	<ul style="list-style-type: none"> • Access the learning resources (papers, books, e-resources, and power point slides) • Engage in discussing on ideas of sustainable development and education • Group III presentation 	<ul style="list-style-type: none"> • Review a school curriculum and analyze the content of the curriculum from the perspective of sustainable development (Student work) • Review the education policies (any two) and identify the notions of education for sustainable development (Student work)
Unit IV: Education for Peace and Development (8 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Describe the concept of peace in general and the Eastern understanding of peace in particular. • Describe intra and inter personal peace. • Elaborate the content and process of peace education. • Discuss the contextual perspectives of peace education linking it with content and process. • Conceptualize and explain the holistic framework and institutionalization process of peace education. • Analyze the contribution of peace education to social development • Describe Nepal's efforts in relation 	<p>4.1 Peace and peace education</p> <p>4.1.1. The Eastern understanding of peace</p> <p>4.1.2. Intra and inter-personal concepts of peace</p> <p>4.1.3. Content and process of peace education</p> <p>4.1.4. Contextual understanding of peace education</p> <p>4.2 Holistic framework of peace education</p> <p>4.3 Institutionalization of peace education</p> <p>4.4 Peace education and social development (participation, empowerment, equity, equality)</p> <p>4.5 State obligations and efforts relating to right to education for peace.</p>	<ol style="list-style-type: none"> 1. General understanding of peace and peace education 2. Concept of peace in Veda, Buddhism and Mundhum 3. Elements of inter and intra personal peace. 4. Conditions on which peace education becomes content and on which it becomes process 5. Forms of peace education to respond to different natures of conflict in different contexts and times. 6. Components of holistic peace. Analysis of the Eastern understanding of peace through holistic framework. 7. Integrating peace in content and process and teacher preparation for institutionalizing peace education. 8. Peace education as a transformative approach-transforming individual through participation, empowerment, equity, equality, etc. for social harmony and development. 9. Basic principles that guide the states to ensure right to education for peace. 10. Nepal's efforts to ensure right to education and their contribution to establishing peace.

4. Evaluation Criteria: (internal 40%, external 60%)

Students' learning will be evaluated based on the internal assessment (40 %) and the external examination (60%). The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal assessment: The internal assessment will be formative as well as summative in nature depending on the following activities.		
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Presentation (either in pairs or individual) on the given themes from within the content areas in an original and natural style.
Assignment I (Individual task)	10	Any one task from Units I or II.
Assignment II (Group task)	10	Any one task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External evaluation: Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. The external (60%) written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10×1) = 10 Group B: Short answer type items (6×5) = 30 (including two OR-questions) Group C: Essay type items (10×2) = 20 (including one OR-question)

Note: Relating the above mentioned criteria for the first and the second assessments, students may interchange the units specified above considering the practicability of the classroom situation.

5. Recommended Books and References

- Anjum, M. R. (2017). Concept of peace in World's major religions: An analysis. *International Journal of Scientific and Research Publications*, 7 (4), 248-259.
- Cornwall, A., Harrison, E., & Whitehead, A. (2007). *Feminisms in development: Contradictions, contestations and challenges*. London and New York: Zed Books.
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- Long, N. (2001). *Development sociology: Actor perspectives*. London and New York: Routledge.
- Navarro-Castro, L., & Anti-Balaka, J. (2008). *Peace education: A pathway to a culture of peace*. Philippines: Center for Peace Education.
- Osmani, S. R. (2013). The human rights-based approach to development in the era of globalization. In *Realizing the Right to Development: Understanding the Right to Development*. Geneva: United Nations.
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- Pieterse, J. N. (2010). *Development theory: Deconstructions/reconstructions* (2nd 3d.). Thousand Oaks, California: SAGE Publications Ltd.
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Inc. Ed. 525: Pedagogical Approaches to Inclusive Education

Level: M. Ed.

Nature of the Course: Theoretical

Course No: Inc. Ed. 525

Credit Hours: 3

Semester: Second

Teaching hours: 48hrs

1. Course Description

The course intends to provide students with in-depth knowledge and skills regarding pedagogical approaches to inclusive education. The course deals with strategies and pedagogies for quality inclusive instruction. The course further deals with the Universal Design for Learning (UDL) approach to creating an inclusive environment in the classrooms. In addition, it incorporates some behavioral approaches, such as defining, analyzing, and managing challenging behavior to make instruction more inclusive in nature. It further deals with an array of instructional approaches that support inclusion in classrooms. Finally, the course provides some approaches and technologies such as Individualized Education Program (IEP), Response to Intervention (RTI) approach, and Assistive Technologies (ATs), etc. to enhance educational inclusion.

2. Course Objectives

The course has the following general objectives:

- To acquaint the students with inclusive pedagogies and their use for meeting the parameters of quality instruction
- To equip the students with knowledge and skills in using the UDL approach for inclusive instruction
- To apply behavioral approaches to identify and analyze challenging classroom behavior and use intervention approaches to manage such behavior
- To familiarize the students with different inclusive instructional strategies and techniques; and their selection and use
- To cope with the issues and challenges of using different inclusive instructional strategies in classroom teaching
- To use different approaches of instructional support for inclusive instruction in classrooms.

3. Course Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • State the meaning of inclusive pedagogy • List out and select appropriate strategies of inclusive pedagogy during classroom instruction • Describe the indicators of quality education • Elucidate how learners can be connected with inclusive pedagogy • Identify issues and challenges in delivering quality instruction 	<p>Unit I: Inclusive Pedagogy for Quality Instruction (10 hrs.)</p> <p>1.1 Meaning of Inclusive Pedagogy</p> <p>1.2 Approaches to Inclusive Pedagogy</p> <ul style="list-style-type: none"> • Designing an inclusive classroom environment • Instructional differentiation • Creating and using inclusive materials • Adopting Universal Design for Learning (UDL) • Personalizing learning and assessment <p>1.3 Indicators of Quality Instruction</p> <p>1.4 Connecting Learners with Inclusive Pedagogy</p> <p>1.5 Issues and Challenges in Delivering Quality Instruction</p>
<ul style="list-style-type: none"> • Define Universal Design for Learning 	<p>Unit II: Universal Design for Learning (UDL) (8 hrs.)</p>



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<ul style="list-style-type: none"> • State seven principles of UDL • Use UDL qualities in classroom instruction • Describe brain-based learning in UDL strategy • Apply authentic and project-based learning in instruction • Design classroom from UDL perspectives 	<p>3.1 Meaning of Universal Design for Learning</p> <p>3.2 Principles of UDL</p> <p>3.3 UDL for Special Needs Students</p> <ul style="list-style-type: none"> • Multiple Means of Representation • Multiple Means of Engagement • Multiple Means of Actions and Expressions <p>3.4 Brain-based Learning: Recognition, Strategic and Affective Networks</p> <p>Authentic and Project-based Learning</p> <p>Designing Classroom Environment from UDL Perspective</p>
<ul style="list-style-type: none"> • Analyze behavior from a psycho-social perspective • Define and identify challenging behavior • Assess (target, track, and record) challenging behavior of a child with special needs • Apply different methods for managing challenging behaviors inside a classroom • Create an environment to promote peer relationships for behavior management • Identify behavioral intervention practices in Nepal 	<p>Unit III: School-wide Positive Behavior Support (10 hrs.)</p> <p>3.1 Understanding Behaviour from a Psych-Social Perspective</p> <ul style="list-style-type: none"> • Behaviour and context • Behavior from an individual perspective • Behavior from a relational perspective <p>3.2 Defining and Identifying Challenging Behavior</p> <p>3.3 Assessment of Behavior</p> <ul style="list-style-type: none"> • Targeting the Behavior • Tracking the behavior • Recording the behavior <p>3.4 Functional Analysis of Behavior</p> <p>3.5 Managing Challenging Behavior in the Classroom</p> <ul style="list-style-type: none"> • School-wide positive behavior • Increase on-task behavior • Use rewards and re-enforcers • Using differential reinforcement (DRO, DRA, DRL, DRI) • Promote peer group teaching • Team and parental collaboration <p>3.6 Behavioral Intervention Practices in Nepalese Classrooms</p>
<ul style="list-style-type: none"> • Define the concept of instructional pedagogy • Identify learners' differences • Select appropriate instructional strategies • Apply different inclusive instructional strategies in instructional work • List out issues and challenges in instruction and support for educational inclusion 	<p>Unit IV: Instructional Support for Inclusion (12 hrs.)</p> <p>4.1 Understanding Instructional Support</p> <p>4.2 Knowing Learners' Differences</p> <p>4.3. Prioritizing instructional strategies for inclusion</p> <p>4.4. Adopting Inclusive Instructional Strategies</p> <ul style="list-style-type: none"> • Cooperative teaching • Co-teaching • Peer tutoring • Mediated scaffolding • Cognitive strategy instruction • Self-regulated learning • Mnemonics and other learning • Reciprocal teaching

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	<ul style="list-style-type: none"> • Direct Instruction <p>4.6. Issues and Challenges in Instruction and Support for Educational Inclusion.</p>
<ul style="list-style-type: none"> • Identify the support area within an IEP for inclusion • Apply the RtI approach as support for inclusion in instruction • Illustrate different assistive technologies as support for inclusion in instruction • Explain the methods of augmentative and alternative communications for inclusion 	<p>Unit V: Support for Inclusive Instruction in Classroom (8 hrs)</p> <p>5.1. Support through Individualized Education Program (IEP)</p> <ul style="list-style-type: none"> • Identifying support needs • Working with a multidisciplinary team <p>5.2 Support through Response to Intervention (RtI) Approach</p> <ul style="list-style-type: none"> • UDL approach in Universal Tier <p>5.3 Support through Assistive Technology</p> <ul style="list-style-type: none"> • Use of multimedia in instruction • Technology approach to testing accommodations • Technology support for students' expression • Learner needs and preferences • Learning through innovative technologies <p>Augmentative and Alternative Communication</p>

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

- Class discussion
- Presentation
- Quiz
- Group work/pair work
- Project work
- Self-study

5. Specific Instructional Techniques

Units	Instructional Strategies	Detail Activities
II	Group Presentation on UDL Exercise	Make three groups of students and let them to design instructional activities. Each group will select on working with UDL perspective. For example; one group will design instructional work which seeks maximum engagement of the students; other group will design instructional work for representation; and other group will design the work for enhancing actions and expressions of the students. Teacher will assist, observe and evaluate the group work. And finally, provides feedback to each group.
IV	Simulation of the Instructional Strategies	Each of the students will first explain a specific instructional strategy and show how he/she will apply this strategy in a real classroom situation. Other students will assist him/her if necessary.
V	Project Work	Make at least three groups of students and Let them to visit nearby special or integrated schools; meet with the students with special needs; observe how they are technologically supported during their instructional/learning works. Note down, prepare short reports from each group, and share in the classroom.

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5. Evaluation Scheme

Internal – 40%

External – 60%

5.1 Internal Evaluation will be based on the Following Criteria:

- Attendance and Class Presentation 5 points
- Project Work/Assignment/Seminar 10 points
- Preparation of IEP 10 points
- Mid-term Exam/Project 15 points

5.2 External Evaluation

The final exam will be carried out by Examination Division, Dean's Office; Faculty of Education, TU at the end of the semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge and skills of prospective teachers. The structure of the final exam will be as follows:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks
Total			60 Marks

5. Reference Books

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Inc. Ed. 526: Inclusive Curriculum Planning and Practice

Course No.: Inc. Ed. 526

Nature of Course: Theoretical

Level: Master

Credit Hours: 3

Semester: Second

Total teaching hours: 48

1. Course Description

This course aims to develop a general understanding and competencies of students on inclusive curriculum planning and practice. The course is designed to provide knowledge, attitude, and skills that students require to differentiate general education curriculum for the inclusion of all students including girls, learners with disabilities, and learners from marginalized, disadvantaged, and endangered communities in education, to accommodate instructional objectives to cope with diverse learning needs of the students, to design inclusive curriculum, and to play a leading role in institutionalizing inclusionary curriculum practices at the classroom level in Nepal.

2. Course Objectives

The general objectives of this course are as follows:

- To develop a clear understanding of the meaning, characteristics, and rationale of inclusive curriculum within students and enable them to apply multiple lenses (gender, ethnicity, class, culture, language, and disability for example) while planning and implementing curricula in Nepal.
- To familiarize the students with the concept, rationale, and different options of curriculum differentiation for widening their knowledge, attitude, and skills to make the general education curricula accessible for all learners attending Nepali classrooms from diverse backgrounds.
- To enable the students to formulate different types of learning standards (grade-level, modified, and alternative) based on the taxonomy of educational objectives while making decisions about curriculum, IEP, and assessment techniques to allow all students including those with special needs to receive education based on their learning styles, cognitive abilities, learning pace, and linguistic background.
- To help the students play a leading role in developing inclusive curricula by reflecting the socio-economic, cultural, ethnic, and linguistic diversity of students and in making the curricula accessible for all by diversifying contents, providing multiple learning experiences, and using a wide range of assessment procedures.
- To strengthen the knowledge and understanding of students on exclusionary and inclusionary practices of the curriculum in Nepal, challenges of making the curriculum inclusive, and enable them to institutionalize inclusionary practices of the curriculum in their workplace effectively.





3. Specific Objectives and Contents

Specific objectives	Contents
<ul style="list-style-type: none"> Analyze the concepts of curriculum from multiple perspectives. Illustrate meaning and characteristics of inclusive curriculum. Identify the rationale of inclusive curriculum in Nepal. Examine the curriculum from multiple lenses. Draw the implications of analyzing curriculum from multiple lenses in Nepal. 	<p>Unit I: Introduction to Inclusive Curriculum (10hrs)</p> <p>1.1 Overview of Different Concepts of Curriculum</p> <p>1.2 Meaning and Characteristics of Inclusive Curriculum</p> <p>1.3 Rationale of Inclusive Curriculum in Nepal</p> <p>1.4 Understanding Curriculum from Multiple Lenses [Gender (including LGBT), ethnicity, class (Marxism), culture, language, and disability]</p> <p>1.5 Implications of Analyzing Curriculum from Multiple Lenses in Nepal</p>
<ul style="list-style-type: none"> Clarify the meaning of curriculum differentiation. Analyze the rationale of curriculum differentiation in the Nepali context. Use different curricular options to optimize the inclusion of all children in education based on their learning needs. Draw implications of curriculum differentiation in Nepal. Explore practices of curriculum differentiation in Nepali classrooms. 	<p>Unit II: Curriculum Differentiation for Inclusion in Education (10hrs)</p> <p>2.1 Conceptualizing Curriculum Differentiation: Curriculum Accommodation, Curriculum Modification, Curriculum Enrichment, Curriculum Acceleration, Curriculum Compacting</p> <p>2.2 Rationale of Curriculum Differentiation</p> <p>2.3 Curricular Options for Inclusion</p> <ul style="list-style-type: none"> General curriculum without accommodation and modification General curriculum with accommodation and modification <p>2.4 Implications of Curriculum Differentiation in Nepal</p> <p>2.5 Practice of Curriculum Differentiation in Nepal</p>
<ul style="list-style-type: none"> Formulate specific objectives from different levels of cognitive, affective, and psychomotor domains, and use them as per the individual learning needs of learners. Use cognitive, affective, and psychomotor domains to formulate grade-level, modified, and alternate achievement standards. Draw implications of cognitive, affective, and psychomotor domains for inclusion of all children in education. 	<p>Unit III: Use of Taxonomy of Educational Objectives for Inclusive Curriculum (10 hrs)</p> <p>3.1 Domains of Bloom's Taxonomy: Cognitive, Affective, and Psychomotor</p> <p>3.2 Use of These Domains to Determine:</p> <ul style="list-style-type: none"> Grade Level Achievement Standards Modified Achievement Standards Alternate Achievement Standards <p>3.3 Implications of These Domains for Inclusion in Education</p>




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<ul style="list-style-type: none"> • Explain inclusive curriculum development processes. • Formulate curricular objectives based on identified needs. • Select valid content and learning experiences to achieve curricular objectives. • Use both testing and non-testing devices of evaluation to determine the extent of curricular goals achieved. • Develop and implement IEP to optimize the access of children with special learning needs to the general education curriculum. • Describe how the student can be involved in their own IEP development. • Identify the rationale of revising specific curricula periodically. 	<p style="text-align: center;">Unit IV: Inclusive Curriculum Development Process (10hrs)</p> <p>4.1 Curriculum Development Process</p> <p>4.1.1 Diagnosis of needs</p> <p>4.1.2 Formulation of Objectives</p> <p>4.1.3 Diversification of curricular contents</p> <p>4.1.4 Selection and Organization of Multiple Learning Experiences</p> <p>4.1.5 Application of testing and non-testing devices of evaluation</p> <p>4.2 Individualization of Curriculum through IEP</p> <p>4.2.1 Pre-referral</p> <p>4.2.2 Referral</p> <p>4.2.3 Identification</p> <p>4.2.4 Eligibility</p> <p>4.2.5 Development of IEP (objective formulation, content selection, learning activities, evaluation)</p> <p>4.2.6 Implementation of IEP</p> <p>4.2.7 Evaluation and replanting</p> <p>4.3 Student Involvement in the IEP Development Process</p> <p>4.4 Periodic Revision of the Curriculum</p>
<ul style="list-style-type: none"> • Explain the nature of the school curriculum in Nepal. • Analyze exclusionary and inclusionary practices of curriculum in Nepal. • Identify major challenges of making a curriculum inclusive in Nepal. • Find out viable ways that need to be considered to make general education curriculum accessible for all. 	<p style="text-align: center;">Unit V: Inclusive Curriculum Practices in Nepal (8hrs)</p> <p>5.1 Nature of School Curriculum in Nepal</p> <ul style="list-style-type: none"> • Functional Curriculum • Academic Curriculum <p>5.2 Curriculum Practices in Nepal: Exclusionary and Inclusionary Perspectives</p> <p>5.3 Challenges of Making Curriculum Inclusive in Nepal</p> <p>5.4 Making General Education Curriculum Accessible for All</p>

Note: The figures within the course outline indicate tentative teaching hours allocated for the respective units.

4. Instructional Techniques

Several instructional techniques will be used to inculcate intended knowledge, attitude, and skills in the contents encompassed within this course. Primarily, two types of instructional techniques – general instructional techniques and specific instructional techniques – will be used to provide a wide range of learning experiences to prospective teachers to develop the behaviors intended. The brief description of these techniques has been given below respectively:

4.1 General Instructional Techniques

To enhance the comprehension of the chosen contents for students studying under the Department of Inclusive Education, a variety of instructional techniques such as teacher-oriented, student-oriented, and discussion-focused methods will be utilized. This will

include the use of lecture-style teaching, the question-answer method, problem-solving exercises, independent and group study, brainstorming sessions, and group discussions. The selection of instructional techniques will depend on participants' needs, the nature of the content, allocated time for each lesson, and the availability of instructional materials, all of which will be aimed at making the learning activities more efficient and productive. Nonetheless, priority will be given to cooperative instructional techniques to ensure active participation and engagement of the students in the learning process. Furthermore, the curriculum will be contextualized with Nepali learning culture, policy, and practices to promote greater relevance and understanding of curricular contents. To supplement the learning process, the students will be given various types of assignments after the completion of each unit. The instructor will act as a facilitator rather than a mere transmitter of knowledge during the implementation of the curriculum at the classroom level.

4.2 Specific Instructional Techniques

To equip students with the necessary knowledge and skills related to the curriculum, unit-specific activities will be conducted to allow them to practice the behaviors expected. These techniques will encourage the active participation of students in the classroom and facilitate a clear understanding of the material presented. The instructor will serve as a facilitator during these instructional activities. A table outlining the specific instructional techniques required for effective implementation of the course is provided below.

Units	Specific Instructional Techniques
Unit I	Each student will be asked to identify a school level curriculum from their area of interest to analyze at least a unit from gender, ethnic, Marxist, linguistic, and disability perspectives. Following this analysis, each of them is expected to present their findings to the class and receive feedback from their peers and facilitator regularly to get a deeper understanding of the content.
Unit II	The students will be divided into groups consisting of 4 or 5 members each. Each group will be asked to visit any school either general, special, or integrated in the vicinity, and explore the methods used for adapting and modifying the curriculum to cater to the special learning needs of students. Once they complete their investigations, the groups will present their findings to the class turn by turn. Finally, the facilitator will provide an overview of the actual situation of differentiating curriculum to achieve particular learning needs of students in Nepali schools.
Unit III	The students will be classified into three groups and then they will be asked to visit either a special or an integrated school to find out the diverse learning needs of students. Based on their findings, they will formulate grade-level, modified, and alternative achievement standards by following cognitive, affective, and psychomotor domains. Finally, an opportunity will be provided to each group to share their assignment in the class and then critical comments and feedback will be provided.

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Unit IV	The students will be divided into groups of 3 to 4 members each. The groups will then select a student who is eligible for special support. Each group will prepare an Individualized Education Plan (IEP) that reflects the specific learning needs of the chosen learner and then the plans will be presented through poster presentations. Lastly, each group will receive comments and feedback from their peers and the facilitator.
Unit V	The students will be divided into groups and tasked with visiting special and integrated schools to observe both exclusionary and inclusionary curriculum practices. Upon their return, they will have the opportunity to share their findings with the class. Constructive comments and feedback will be provided to each individual to improve their assignments.

Note: The facilitator can assign these activities as a part of internal assignments and then s/he can determine grades as per the quality of the product submitted by prospective teachers either individually or in groups.

5. Evaluation

To evaluate the knowledge and skills of prospective teachers taking the course, both internal and external assessments will be employed. The internal assessment will play a role in both formative and summative evaluations, and its results will be taken into account to enhance instructional activities in the classroom. Additionally, each prospective teacher's grade will be based on their internal assessment score. Brief description of internal and external assignment is given below:

5.1 Internal Assessment

Facilitator will conduct different types of internal assessments based on the taught contents on the behalf of related department/college. The facilitator should use attendance, classroom participation, presentation, written exam, etc. as the major criteria of internal assignment. Thus, the facilitator will evaluate each student internally by using following criteria:

Criteria of Assessment	Points
• Attendance	5
• Classroom participation	5
• First assignment	10
• Second assignment	10
• Third assignment	10
Total	40

5.2 Final Examination

Final exam will be carried out from Examination Division, Dean's Office; Faculty of Education, TU in the end of semester. Both subjective and objective questions will be addressed in the exam to assess the mastery of knowledge and skills of prospective teachers. The structure of the final exam will be as follows:



Types of Questions	Number of Questions	Marks
• Objective questions	10 multiple choice items	10x1=10
• Short answer-type questions	6 questions with 2 OR	6x5 = 30
• Long answer-type questions	2 questions with 1 OR	2x10 = 20
Total		60 points

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Additional/Alternative Readings

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- Florian, L., & Beaton, M. (2018). Inclusive pedagogy in action: getting it right for every child. *International Journal of Inclusive Education*, 22(8), 870-884. <https://doi.org/10.1080/13603116.2017.1412513>
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Inc. Ed. 527: Assessment Practices in Inclusive Education

Course No.: Inc. Ed. 527

Level: M. Ed.

Semester: Second

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

The purpose of this course is to provide equal and equitable educational assessment opportunities for all students regardless of their differences. As inclusive assessment and evaluation of learning performance values and supports the diversity of all students and recognizes that each student has unique strengths, needs, and experiences. Thus, this is a preliminary course on educational assessment practices in inclusive education settings for students with and without disability. The main intention of this course is to provide students with general knowledge about the perspective, strategies, and practices of evaluation for tracking the learning performance of students in an inclusive education. The terms assessment and evaluation have been interchangeably used in the course.

2. General Objectives

The general objectives of the course are as stated below:

- a. To provide students with general knowledge regarding educational assessment and evaluation of students with disability in inclusive education.
- b. To develop skills of students for managing the educational assessment of diverse learners in inclusive classrooms.
- c. To familiarize students with the current assessment and evaluation practices in the school level of Nepal
- d. To offer students in-depth knowledge about the multi-faceted strategies and techniques of assessment for measuring learning performance in inclusive education.
- e. To enable students to assess functional and learning skills of targeted groups of students (students with disability)

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Clarify the concept, importance and purpose of educational assessment of students with and without disability. • Explain the constructive perspectives of assessment along with assessment as learning, of learning and for learning. • Highlight educational assessments with reference to the approaches of contingent, alternative and inclusive. • Conceptualize the major components of educational assessment in terms of assessment as items related with assessment questions design, assessment 	<p>Unit I: Understanding Educational Assessment and Evaluation (10 Hrs)</p> <p>1.1 Educational Assessment and Evaluation-Concepts, Importance and Purpose</p> <p>1.2 Constructive Perspectives of Assessment</p> <ul style="list-style-type: none"> • Assessment as Learning • Assessment of Learning • Assessment for Learning <p>1.3 Approaches of Educational Assessment</p> <ul style="list-style-type: none"> • Contingent Approach • Alternative Approach • Inclusive Approach <p>1.4 Components of Educational Assessment</p>

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<p>tests with internal or external and assessment events as frequency of assessment.</p> <ul style="list-style-type: none"> • Explain current issues and challenges of assessing learners with diverse needs in Nepal. 	<ul style="list-style-type: none"> • Assessment Items • Assessment Test • Assessment Events <p>1.5 Issues and Challenges of Education Assessment to Diverse Learners in Nepal</p>
<ul style="list-style-type: none"> • Explain the ways to create an inclusive assessment environment allied with accessibility and accommodation. • Describe procedures of assessment with relation to collaboration, differentiation and flexibility. • Highlight the basic areas of assessment based on behavior, functional, speech, language and academic skills. • Clarify the differentiation of learning performance about school level. 	<p>Unit II: Managing Educational Assessment in Inclusion (10 Hrs)</p> <p>2.1 Creating Inclusive Assessment Environment</p> <ul style="list-style-type: none"> • Accessibility • Accommodation <p>2.2 Assessment Procedures In Inclusive Setting</p> <ul style="list-style-type: none"> • Collaborative Planning • Differentiation • Flexibility in examination process <p>2.3 Major Areas of Assessment in Inclusive Classroom</p> <ul style="list-style-type: none"> • Adaptive Behavior and Functional Skills • Speech and Language Skills • Academic Skills <p>2.4 Differentiating Learning Performance</p> <ul style="list-style-type: none"> • Pre-primary Education Level • Basic Education Level • Secondary Education Level
<ul style="list-style-type: none"> • Elucidate the existing policy and practices of educational evaluation in Nepal • Describe the policy provision of the continuous assessment system in Nepal. • Explain the problems and challenges of CAS. • Analyze the existing evaluation system at the school level in Nepal. • Explain the issues in measuring learning performance for all students in inclusive settings. • Explain the examination system and the need for improvement for making examination inclusive. 	<p>Unit III: Evaluation Practices in the School Level of Nepal (10 Hrs)</p> <p>3.1 Current Policy and Practices of Evaluation</p> <p>3.2 Policy Provision of Continuous Assessment System</p> <p>3.3 Problems and Challenges of Continuous Assessment Systems</p> <p>3.4 Existing Evaluation System at the School Level</p> <ul style="list-style-type: none"> • Pre-primary Education • Basic Education • Secondary Education <p>3.5 Issues in Measuring Learning Performance For All Students</p> <p>3.6 Examination Systems and Improvement Needs</p>
<ul style="list-style-type: none"> • Describe assessment strategies exemptions, concessions, and adaptation for diverse learners in inclusive settings. • Explain the core areas of continuous assessment along with class participation, behavioral change, performance, and creativity • Clarify accommodation techniques for inclusive evaluation of learners with disability. • Explain the ways of designing inclusive assessment as per exam time and exam 	<p>Unit IV: Assessment Strategies in Inclusive Settings(8 Hrs)</p> <p>4.1 Assessment Strategies for Diverse Learners</p> <ul style="list-style-type: none"> • Exemptions • Concessions • Adaptations <p>4.2 Considering the Area of Continuous Assessment</p> <ul style="list-style-type: none"> • Class Participation and Behavioral Change • Performance and Creativity <p>4.3 Accommodation Techniques for Inclusive Evaluation</p> <ul style="list-style-type: none"> • Time • Presentation



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Balkhu, Kathmandu

<p>methods and exam lengths and use of assistive devices.</p>	<ul style="list-style-type: none"> • Response • Setting <p>4.4 Designing Inclusive Exam</p> <ul style="list-style-type: none"> • Exam Time and Exam Methods • Exam Lengths and Use of Assistive Devices
<ul style="list-style-type: none"> • Discuss the assessment consideration for students with and without disability. • Explain the major areas of assessment for targeted groups in accordance with functional and learning skills. • Describe informal assessment in terms of instructional and non-instructional activities. • Explain the accommodation of formal assessment in relation to the modification, choices, and alternative standards. • Discuss the use of diagnostics assessment tools that is LAP™ B-K) and (DiaL-3). 	<p>Unit V: Assessment For Targeted Groups (10 Hrs)</p> <p>5.1 Considerations in Assessments</p> <ul style="list-style-type: none"> • Assessment for Students with and without Disability <p>5.2 Major Areas of Assessment For Targeted Groups</p> <ul style="list-style-type: none"> • Functional Skills • Learning Skills <p>5.3 Informal Assessment for Measuring Achievements</p> <ul style="list-style-type: none"> • Instructional Activities • Non-instructional Activities <p>5.4 Accommodations in Formal Assessments</p> <ul style="list-style-type: none"> • Modifying Achievement Standards • Alternating Achievement Standards • Providing Choices <p>5.5 Diagnostics Assessment Tools For Identifying Learning Progress</p> <ul style="list-style-type: none"> • Learning Accomplishment Profile™: Birth to Kindergarten (LAP™ B-K) • Developmental Indicators for Assessment of Learning (DiaL-3).

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Modes of Instructional Delivery

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom.

4.1 General instructional strategies

- Lecture with discussion
- Demonstration
- Home assignment/Group assignment
- Self-study
- Oral questioning
- Quiz contest
- Power point presentation by the students
- Field Study
- Report writing

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Balju, Kathmandu

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
I Individual study	The students will be assigned the unit topics and subtopics individually and based on their self-study, the students will present the assigned topic in the class for discussion and the discussion will be facilitated by the feedback and the teacher and peers.
III Field Visit	The students will be divided into groups (3-4 members in each group) Each group will visit general schools and integrated school and will find out the existing practices of continuous assessment and evaluation system at school level. And each group will prepare a journal report based on their observation and present PPT along with their reflection as followed by the teacher's feedback.
V Case Study	The students will individually go for home-visits of a child with and without disability (any one type). And the students will observe the existing situations and problems of educational assessment and evaluation as faced case of the child who has disability and the child who doesn't have disability. And then students will prepare a comparative case study report and present on the similarities and differences detected in the achievement in between those 2 sets of child.

5. Evaluation

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

1) Attendance	05 points
2) Participation in learning	05 points
3) First assignment	10 points
4) Second assignment	10 points
5) <u>Third assessment</u>	<u>10 points</u>
Total	40 points

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Office of the Dean
Balkhu, Kathmandu

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5.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1) Objective type question (Multiple choice 10x1)	10 points
2) Short answer questions (6 questions with OR x 5 points)	30 points
3) <u>Long answer questions (2 questions with OR x 10 points)</u>	<u>20 points</u>
<u>Total</u>	<u>60 points</u>

Essential Reading References

- Ysseldyke, J., E, Chaparro, E., A., Amanda, M., V.(2019). *Assessment in Special and Inclusive Education: A Practical Approach* (14th Edition).USA: Cengage Learning Inc. (For All Unit)
- Roger, A. P. and George, A, G.(2021).*Assessment in Special Education: A Practical Approach* (5th Edition), Publisher: Pearson, Kindle Edition (For Unit-II)
- Melissa L. F., Pamela D. W., & Peter W. D. (2014).Wrightslaw: All about tests and Assessments (For Unit -III)
- Overton, T. (2012). *Assessing Learners with Special Needs: An Applied Approach* (7th ed.) Boston Columbus, OH: Pearson (For Unit-V)
- Hernande, R. (2012). *Does Continuous Assessment in Higher Education Support Learning?* Journal of Higher Education 64,pp489-502 (For Unit IV)


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Incl. Ed. 528: Research in Inclusive Education**Course No.:** Incl. Ed. 528**Nature of course:** Theoretical**Level:** M. Ed.**Credit Hours:** 3**Semester:** Second**Teaching Hours:** 48**1. Course Description**

This course aims to enable students to conduct different types of research (single-subject, multiple-baseline, action, critical for example) in the field of inclusive education. At the end of this course, they will be able to select an appropriate research problem, formulate objectives, research questions, and hypotheses, and develop a conceptual and theoretical framework based on reviewed literature to carry out inclusive research in education. The course also provides the knowledge and skills that the students require to analyze quantitative and qualitative data/ information. Finally, this course enables them to write research proposals and reports by following the thesis writing guidelines proposed by the Dean's Office, Faculty of Education, and Tribhuvan University.

2. General Objectives

The main aim of the course is to widen the knowledge and skills of students to enable them to write proposals and reports to carry out inclusive research effectively. At the end of the semester, this course intends to:

- Develop a clear understanding of the concept, characteristics, needs, and importance of inclusive research in education including the skills to state the research problem, formulate objectives, research questions/hypothesis, and sketch conceptual and theoretical framework to carry out inclusive research in Nepali context.
- Enable the students to select the appropriate research paradigm and design by considering the nature of the study problem chosen either for single-subject, multiple-baseline, or critical research for inclusion of girls, marginalized, disadvantaged, and vulnerable people.
- Familiarize the students with the study population, sample, sample size, sampling techniques, data/information collection methods, and research ethics to enable them to select a valid population and sample to conduct educational research inclusively.
- Inculcate fundamental knowledge and understanding of data/information processing, tabulation, presentation, analysis, and interpretation, and help them identify ways of ensuring reliability and validity/credibility and authenticity of data/information while conducting inclusive research.
- Equip the students with knowledge and skills that they need to write proposals and report by following the 'Proposal and Thesis Writing Guidelines' prescribed by the Dean's Office, Faculty of Education, Tribhuvan University.






3. Specific Objectives and Contents

Specific Objectives	Units
<ul style="list-style-type: none"> • Introduce research and inclusive research in brief. • State major characteristics of inclusive research. • Describe needs and importance of research in inclusive education. • Identify relevant research problem and state it to carry out research in inclusive education. • Formulate objectives of inclusive research based on stated problem. • Construct research questions/hypothesis based on the formulated objectives. • Organize related literatures logically and systematically for inclusive research. • Make conceptual and theoretical framework based on reviewed literatures. 	<p style="text-align: center;">Unit I: Introduction to Research in Inclusive Education (12 hrs)</p> <ol style="list-style-type: none"> 1.1 Concept of Research and Inclusive Research 1.2 Characteristics of Inclusive Research 1.3 Needs and Importance of Research in Inclusive Education 1.4 Research Problem in Inclusive Education <ol style="list-style-type: none"> 1.4.1 Sources of research problem 1.4.2 Identification of Inclusive Research Problem 1.4.3 Stating inclusive research problem 1.5 Objectives of (Inclusive) Research 1.6 Research Questions/Hypothesis 1.7 Literature Review in Inclusive Research 1.8 Conceptual/Theoretical Framework
<ul style="list-style-type: none"> • Define research paradigm in brief. • Select appropriate research paradigm based on the study problem. • Explain research design with its characteristics and process. • Carry out research by using single-subject and multiple baseline designs. • Conduct participatory and emancipatory action research to include the excluded in education. • Use critical ethnography, Marxist, feminist, indigenous, and disability approaches as study design to carry out research to maximize the inclusion of the excluded. 	<p style="text-align: center;">Unit II: Research Paradigm and Design for Inclusion (12 hrs.)</p> <ol style="list-style-type: none"> 2.1 Research Paradigm <ol style="list-style-type: none"> 2.1.1 Concept 2.1.2 Pragmatic paradigm 2.1.3 Critical/transformational paradigm 2.2 Research Designs (concept, characteristics, and process) <ol style="list-style-type: none"> 2.2.1 Single subject designs (A-B, A-B-A, A-B-A-B designs) 2.2.2 Multiple baseline designs (across behaviors, subjects, settings) 2.2.3 Action research (participatory and emancipatory) 2.2.4 Critical ethnography 2.2.5 Marxist approach to research 2.2.6 Feminist approach to research 2.2.7 Indigenous approach to research (Kaupapa Maori Research) 2.2.8 Disability approach to research




Faculty of Education
Office of the Dean
Balju, Kathmandu



<ul style="list-style-type: none"> • Define population and sample in research. • Determine targeted and accessible population for inclusive research. • Choose a study sample of an appropriate size by using probabilistic and non-probabilistic sampling methods. • Select, construct, and use valid data collection techniques to gather both qualitative and quantitative data. • Follow ethical guidelines while carrying out a research in the field of inclusive education. 	<p style="text-align: center;">Unit III: Population, Sample, and Data Collection Methods (8 hrs.)</p> <p>3.1 Population and Sample</p> <p>3.1.1 Population of Inclusive Research (targeted and accessible)</p> <p>3.1.2 Sample, sampling procedures (brief introduction to probabilistic and non-probabilistic sampling methods), and sample size in inclusive research</p> <p>3.2 Data Collection Tools and Techniques</p> <p>3.2.1 Questionnaire</p> <p>3.2.2 Interview, Case stories, case study, experience sharing</p> <p>3.2.3 Observation/participant observation</p> <p>3.2.4 Focus-group discussion (FGD)</p> <p>3.2.5 Rapid rural appraisal (RRA)</p> <p>3.2.6 Participatory Rural Appraisal (PRA)</p> <p>3.2.7 Photographic method (video, diaries, reflective photography drawing)</p> <p>3.2.8 Document analysis</p> <p>3.3 Addressing Ethical Issues in Inclusive Research</p>
<ul style="list-style-type: none"> • Transcribe, edit, code, classify, and tabulate data/information collected from multiple sources. • Present collected data/information by using a frequency table, bar graph, pie-chart, histogram, and frequency polygon. • Analyze and interpret data/information by using statistical, narrative, and thematic approaches. • Select and practice different approaches for ensuring reliability and validity or credibility and authenticity of study results. 	<p style="text-align: center;">Unit IV: Analysis and Interpretation of Data/Information (8 hrs.)</p> <p>4.1 Processing Data/Information</p> <p>4.1.1 Data/information transcribing</p> <p>4.1.2 Data/information editing</p> <p>4.1.3 Data/information coding</p> <p>4.1.4 Data/information classification</p> <p>4.1.5 Data/information tabulation</p> <p>4.2 Pictorial and Graphic Presentation of Data/Information</p> <p>4.2.1 Frequency</p> <p>4.2.2 Bar-graph</p> <p>4.2.3 Pie-chart</p> <p>4.2.4 Histogram</p> <p>4.2.5 Frequency polygon</p> <p>4.3 Analysis and Interpretation of Data/Information</p> <p>4.3.1 Statistical analysis (descriptive and inferential)</p> <p>4.3.2 Narrative analysis (emic and etic)</p>



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	<p>4.3.3 Thematic analysis</p> <p>4.3.4 Analyzing data/information based on research objectives, research questions, research issues, respondents, and data/information collection methods</p> <p>4.4 Ensuring Reliability, Validity, Credibility, and Authenticity of Inclusive Research</p>
<ul style="list-style-type: none"> • Explain the concept, needs, importance, and components of the research proposal. • Prepare a research proposal to carry out research for inclusion in education. • Describe the concept, components, and format of the research report. • Use 'Proposal and Thesis Writing Guidelines' proposed by the Dean's Office to prepare proposals and reports for inclusive research. 	<p>Unit V: Writing Research Proposal and Report (8 hrs.)</p> <p>5.1 Research Proposal</p> <p>5.1.1 Concept</p> <p>5.1.2 Needs and Importance</p> <p>5.1.3 Components</p> <p>5.1.4 Preparing a proposal for inclusive research</p> <p>5.2 Research Report</p> <p>5.2.1 Concept</p> <p>5.2.2 Components</p> <p>5.2.3 Format</p> <p>5.3 Use of Proposal and Thesis Writing Guideline Proposed by Dean's Office, FOE, TU.</p>

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

Facilitators are suggested to follow two types of instructional techniques namely general and specific to put this course into action to achieve intended learning outcomes. A brief description of these techniques has been given below briefly.

4.1 General Instructional Techniques

To inculcate fundamental knowledge and skills of the students to carry out inclusive research, various instructional techniques will be employed. These techniques will include teacher-led (lectures, question and answer sessions for example), student-led (problem-solving, exercises, independent work, group work for example), and discussion-based (brainstorming, jigsaw for example) methods. Priority will be given to the active engagement of the students during instructional process and instructor will facilitate them on a regular basis.

4.2 Specific Instructional Techniques

To provide the students with the essential knowledge and skills that they need to conduct research activities to maximize the inclusion of girls, marginalized, vulnerable, poor, and people from endangered communities, specific activities will be carried out for each unit to enable them to develop the behaviors desired under this course. These unit-specific activities will promote the active involvement of the students in the classroom and foster fundamental knowledge and skills to conduct research in viable areas effectively. The instructor will act as a facilitator during these instructional activities. Below is a table that outlines the specific teaching methods necessary for the successful execution of the course.

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Unit I	Each student will be asked to select a research problem from the field of special, special needs, and inclusive education and then each of them will formulate research objectives, research questions/hypothesis, and theoretical and conceptual framework based on the chosen research problem. Finally, an opportunity will be provided to all of them to share their work in the class and constructive feedback will be given regularly.
Unit II	Each student will select a research paradigm and design with epistemological, ontological, axiological, and methodological assumptions based on the chosen research problem and then they will share their assignment in the class, answer raised questions, and revise their work by following given feedback.
Unit III	The students will work on determining the appropriate study population and make a sampling frame to select a sample in the proper size by using particular sampling procedure(s) based on the research problem identified in advance. They will also find some useful data/information collection techniques to collect reliable and valid data/information from the chosen sample to answer the research questions or to test hypotheses formulated in advance.
Unit IV	The students will make a plan to garner valid data/information from the chosen sample and determine data analysis and interpretation process to generate meaning from the data/information collated from multiple sources. They will also determine the techniques that need to be employed to ensure reliability and validity or credibility and authenticity of study results. And then they will share their work in the class to receive constructive feedback from colleagues and facilitator.
Unit V	The students will prepare an outline of a proposal on the research problem chosen at the beginning by encompassing all of the components prescribed by the 'Proposal and Thesis Writing Guideline' prepared by the Dean's Office, Faculty of Education, Tribhuvan University. Finally, each of them will share their proposal in the class to receive comments and feedback from their colleagues and instructor on an essential basis.


Note: The facilitator can assign these activities as a part of internal assignments and then s/he can determine grades as per the quality of the product submitted by prospective teachers either individually or in groups.

5. Evaluation

Both internal and external assessments will be employed to evaluate the knowledge and skills of prospective teachers joining this course. The internal assessment will play a role in both formative and summative evaluations, and its results will be taken into account to improve the instructional activities in the classroom. Additionally, each student's grade will also be based on their internal assessment score. The nature of the assignment has been discussed in the points below:

5.1 Internal Assessment

The facilitator will conduct different types of internal assessments based on the taught contents. The facilitator will use attendance, classroom participation, presentation, written exam, etc. as the major criteria of the internal assignment. Thus, the facilitator will evaluate each student internally by using the following criteria:






Criteria of Assessment	Points
• Attendance	5
• Classroom participation	5
• First assignment	10
• Second assignment	10
• Third assignment	10
Total	40

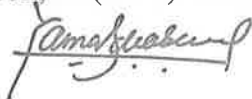
5.2 Final Examination

The final exam will be carried out from Examination Division, Dean's Office; Faculty of Education, TU at the end of the semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge and skills of the students. The structure of the final exam will be as follows:

Types of Questions	Number of Questions	Marks
• Objective questions	10 multiple-choice items	10x1=10
• Short answer-type questions	6 questions with 2 OR	6x5 = 30
• Long answer-type questions	2 questions with 1 OR	2x10 = 20
Total		60 points

References

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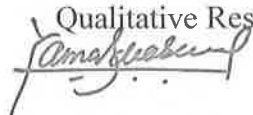


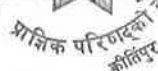

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Office of the Dean
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New York: Taylor and Francis Group.
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Additional/Alternative Readings

- Berger, R. (2015). Now I see it, now I don't: Researchers's position and reflexivity in qualitative research. *Qualitative Research* 15(2), 219-234. DOI: 10.1177/1468794112468475
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**TRIBHUVAN UNIVERSITY
FACULTY OF EDUCATION
OFFICE OF THE DEAN**



MASTER OF EDUCATION
(Specialization in Inclusive Education)
THIRD SEMESTER COURSE
Effective From 2023

Amal Kumar



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Specialization in Inclusive Education

Third Semester Course Structure

Category	Course Code	Name of the Courses	Credit Hour
Core Courses	Ed. 532	Research Methodology in Education	3
	Ed. 533	Measurement and Evaluation in Education	3
Specialization Courses			
(Students will choose any one group of the specialization courses form the following groups including Inc. Ed. 530)			
Specialization (Inclusive Education Courses)	Inc. Ed. 530	Disability Studies from Inclusive Perspective	3
	Group-A (Sensory and Motor Impairment)		
	Inc. Ed. 531	Inclusive Pedagogical Approaches to Hearing Impairment and Deaf-Blindness	3
	Inc. Ed. 532	Inclusive Pedagogical Approaches to Visual Impairment	3
	Inc. Ed. 533	Inclusive Pedagogical Approaches to Multiple Disabilities	3
	Group-B (Developmental Disabilities)		
	Inc. Ed. 534	Inclusive Pedagogical Approaches to Intellectual Disabilities	3
	Inc. Ed. 535	Inclusive Pedagogical Approaches to Autism Spectrum Disorder	3
	Inc. Ed. 536	Inclusive Pedagogical Approaches to EBD and ADHD	3
	Group –C (Learning, Communication and Language)		
	Inc. Ed. 537	Inclusive Pedagogical Approaches to Learning Disabilities	3
	Inc. Ed. 538	Inclusive Pedagogical Approaches to Communication Disorder	3
	Inc. Ed. 539	Inclusive Pedagogical Approaches to Children with Linguistic Diversity	3
Total			18



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List of Subjects

Ed. 532: Research Methodology in Education	1
Ed. 533: Measurement and Evaluation in Education.....	9
Inc. Ed. 530: Disability Studies from Inclusive Perspective	18
Inc. Ed. 531: Inclusive Pedagogical Approaches to Hearing Impairment and Deaf-blindness.....	24
Inc. Ed. 532: Inclusive Pedagogical Approaches to Visual Impairment	31
Inc. Ed. 533: Inclusive Pedagogical Approaches to Multiple Disabilities	37
Inc. Ed. 534: Inclusive Pedagogical Approaches to Intellectual Disabilities	43
Inc. Ed. 535: Inclusive Pedagogical Approaches to Autism Spectrum Disorder	48
Inc. Ed. 536: Inclusive Pedagogical Approaches to EBD and ADHD	53
Inc. Ed. 537: Inclusive Pedagogical Approaches to Learning Disabilities.....	58
Inc. Ed. 538: Inclusive Pedagogical Approaches to Communication Disorder	64
Inc. Ed. 539: Inclusive Pedagogical Approaches to Children with Linguistic Diversity	69

Amal K. B. S.



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Tribhuvan University
Faculty of Education
Master of Inclusive Education (MIE)

Ed. 532: Research Methodology in Education

Course No: Ed. 532

Nature of Course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: Third

Total Teaching Hours: 48

1. Course Introduction

This is a basic educational and social research methodology course aimed at helping students broaden their knowledge and skills in doing and writing quantitative, qualitative, and mixed research. The course begins with introducing social and educational research based on philosophies, and then enables students to select appropriate research designs and tools to conduct the research. The students will acquire knowledge and skills required for conducting research in both quantitative and qualitative areas. Taking survey (and other quantitative research methods), ethnographic, phenomenological, and narrative inquiry methods at disposal learners will chart the journey of scholarship about different research designs. In addition, there will be an opportunity for the students to familiarize themselves with quality and ethical standards needed by researchers. Finally, the course will enable the students to prepare research proposal and write report following the guidelines of American Psychological Association (APA)'s publication manual.

2. General Objectives

The general objectives of the course are to enable students to:

- Demonstrate the understanding of philosophical grounds of positivistic and interpretive research.
- Generate the research problems from within the field of interest of the students themselves engaging in the discourse and debates of knowledge in the field.
- Develop skills of reviewing different forms of literature for justifying the research and setting a lens of explaining phenomena of inquiry.
- Conceptualize the strategies of engaging in the field of research and processing different forms of data.
- Select appropriate design for conducting the research.
- Develop basic skills for tools construction, data collection, and analysis.
- Describe the need for ethical and quality standards in research project.
- Prepare research proposal for conducting the research.
- Use citation and referencing using APA guidelines.
- Write research report based on the APA guidelines.

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3. Course Details

Unit I: Understanding Social and Educational Research Based on Philosophies (8 hrs.)

Specific Objectives	Contents	Content coverage
<ul style="list-style-type: none"> Develop the basic concepts of research and characteristics Describe the concept of quantitative (i.e., positivistic/post positivist) and qualitative (i.e., interpretive) research paradigms in relation to chosen research problem; and Differentiate the philosophical assumptions of positivistic and interpretive research paradigms Generate quantitative and qualitative research problems Formulate hypotheses and research questions Conceptualize and explain the purpose and procedure of review Review different forms of literature Select appropriate theoretical framework and translate it into conceptual diagrams. 	1.1 Basic concepts of social and educational research 1.2 Needs/ use of educational and social research 1.3 Concept of research paradigms 1.3.1 Positivism and post positivism 1.3.2 Interpretivism 1.4 Differences on key tenets of quantitative and qualitative research 1.5 Problematizing the issue of inquiry 1.5.1 Selecting research problems for qualitative and quantitative research 1.5.2 Formulating research objectives/purpose, framing research questions and developing hypothesis (if required) 1.6 Reviewing literature: Importance and strategies 1.7 Theoretical and conceptual frameworks	1. Meaning and characteristics of research, and social and educational research 2. Paradigms and its components (ontology, epistemology, axiology, and methodology) 3. Meaning and characteristics of positivism and interpretivism (and their ontologies, epistemologies, axiologies, and methodologies) 4. Concepts, meaning, characteristics examples and differences of qualitative and quantitative research 5. Selecting research problem of their own discipline and formulating specific research objectives and research questions (concepts and examples) 6. Meaning and concepts of literature review, importance of literature review, strategies for doing literature review, reflecting the review 7. Meaning and examples of theoretical and conceptual framework
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> Orientation to the students about the 	<ul style="list-style-type: none"> Take part in discussion during discussion and presentation 	<ul style="list-style-type: none"> Select a research issue/title, formulate research objectives,




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<p>topics, their roles, and requirements</p> <ul style="list-style-type: none"> • Sharing ideas on content areas • Discussion and reflection • Reviewing books and articles related to content areas • Presentation of ideas, discussion, and feedback 	<p>session</p> <ul style="list-style-type: none"> • Search and collect learning materials for review • Review recommended books and articles individually • Select a research issue and develop research objectives and questions • Gets feedback from peers and teachers. 	<p>and research questions and write the importance or rationale for doing this study.</p> <ul style="list-style-type: none"> • Select a research issue, collect 4-5 relevant literature, review the literature and write a short review.
<p>Unit II: Comprehending Research Methodologies and Methods (14 hrs.)</p>		
Specific Objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Explain the key characteristics of major positivistic and non-positivistic research methodologies • Choose appropriate research methodology for the issue of inquiry chosen • Describe critically the relationship between research problem/agenda and methodology(s) 	<p>2.1 Quantitative research methodologies/methods</p> <p>2.1.1 Survey and its types</p> <p>2.1.2 Experimental designs</p> <p>2.2 Qualitative methodologies/methods</p> <p>2.2.1 Case study</p> <p>2.2.2 Ethnography</p> <p>2.2.3 Narrative inquiry</p> <p>2.2.4 Phenomenology</p> <p>2.2.5 Grounded Theory</p> <p>2.3 Mixed method research: sequential, parallel, and embedded</p> <p>2.4 Action research and its characteristics</p>	<p>1. Rationales for choosing a particular research design</p> <p>2. Concept, meaning, characteristics of each design.</p> <p>3. Steps for doing the research.</p> <p>4. Examples of each design.</p>
<p>Teaching Learning Strategies</p>		
Teacher's Inputs (14 hrs.)	Students' Effort (28 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> • Sharing theoretical ideas and reflection on various design of the research • Facilitate students for reflecting on the strategies for using appropriate research design • Provide a comparative overview of quantitative and qualitative designs 	<ul style="list-style-type: none"> • Participate in discussions and sharing ideas among the peers and facilitators • Presenting reflection of the ideas based on reading books and papers • Work in pair or group and reflect on various designs with their strengths and limitations • Choose appropriate design for doing a particular research. 	<ul style="list-style-type: none"> • Choose an appropriate research design and make a plan about what issue you want to study using this design and how. • Select a research issue or problem for action research and prepare a plan for doing the research.

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Unit III: Strategies of Selecting Respondents/Participants and Collecting Data (8 hrs.)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Conceptualize population and sampling procedure • Describe key techniques of selecting the research participants based on informed techniques • Developing different forms (questionnaires and guidelines) of tools and collecting data with the help of tools • Explain the ways of engaging meaningfully in the field with structured and open interviews and observations 	<p>3.1 Strategies of selecting respondents/participants</p> <p>3.1.1 Determining sampling size in quantitative research</p> <p>3.1.2 Sampling strategies for quantitative research</p> <p>3.1.3 Sampling strategies for qualitative research</p> <p>3.2 Tools and techniques of data collection</p> <p>3.2.1 Quantitative data collection tools</p> <p>a. Questionnaire</p> <p>b. Structured interview</p> <p>c. Attitude scale</p> <p>d. Test</p> <p>3.2.2 Qualitative data instruments</p> <p>a. Unstructured interviews</p> <p>b. Participant observation</p> <p>c. Focus group discussions</p> <p>d. Field notes</p>	<p>1. Concept of population, sampling</p> <p>2. Sample size calculation using Yamane's formula.</p> <p>3. Sampling for quantitative study - simple random, stratified random, systematic, cluster, etc.</p> <p>4. Sampling for qualitative study: Purposive, quota, convenience, snowball, etc.</p> <p>5. Tools – Introduction, types, characteristics, examples, strengths, limitations</p>
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Effort (16 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> • Providing resources, concepts and examples • Facilitating students to identify appropriate sampling design and techniques • Assisting students to calculate sample size • Facilitating students for designing appropriate data collection tools 	<ul style="list-style-type: none"> • Reflect on the concepts and examples provided by teachers • Read the resources provided about sampling and tools • Select appropriate sampling techniques that best fit to the issues/problems of the study • Design appropriate data collection tools for the issues/problems selected 	<ul style="list-style-type: none"> • Select an appropriate issue for a survey study and design a questionnaire for studying this issue from a particular group of respondents. • Elaboration based on the following questions: Which specific research methodology(s) do you plan to apply for your research problem? Why? Describe your study site, population and sampling (in positivistic research)/selecting participants (in non-positivistic research).

Unit IV: Data Analysis and Quality Standards in Research (8 hrs.)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> Describe basic data production and analysis methods in research project; and Discuss reflectively the experiences of learning of different approaches to data production and analysis 	<p>4.1 Quantitative data analysis</p> <p>4.1.1 Data cleaning and coding</p> <p>4.1.2 Statistical procedures of analyzing data (descriptive and inferential)</p> <p>4.2 Working with textual/qualitative information</p> <p>4.2.1 Coding, transcribing, generating themes, and interpreting meaning</p> <p>4.2.2 Crafting narratives, vignettes, and stories</p> <p>4.3 Quality standard in research</p> <p>4.3.1 Internal validity, external validity reliability and objectivity in quantitative research</p> <p>4.3.2 Credibility, transferability, dependability, and conformability in qualitative research</p> <p>4.4 Ethical issues in research</p>	<ol style="list-style-type: none"> Data cleaning, coding, entering, analysis using Excel or SPSS. Data analysis using Central Tendency and Measure of Dispersion (No. need of calculation); introduction of EXCEL and SPSS software for analyzing the quantitative data. Thematic techniques for qualitative data analysis [doing small interview, transcribing (transferring raw data into text), coding, comparing, grouping, theme generating, interpreting]. Strategies for integrating verbatim quotes, paraphrasing narratives, displaying vignettes and stories or case. Quality for quantitative analysis – internal and external validity, reliability and validity (concept and examples) Quality for qualitative data analysis (credibility, transferability, dependability and confirmability and strategies form ensuring them such as triangulation, peer review, thick description, member check, prolonged engagement in the field etc.) Ethical issues – informed consent, confidentiality, trust, reciprocity, no manipulation of data, academic honesty.
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Effort (16 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> Provide an overview of quantitative and 	<ul style="list-style-type: none"> Read the materials and resources provided by teachers and reflect 	<ul style="list-style-type: none"> Interview few participants on a particular group of

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<p>qualitative data analysis techniques.</p> <ul style="list-style-type: none"> • Provide examples of quantitative data analysis using EXCEL or SPSS software. 	<p>on the quantitative and qualitative data analysis techniques</p> <ul style="list-style-type: none"> • Doing practice of Excel or SPSS data analysis. • Reflect on quality standards on qualitative and quantitative data and results. 	<p>respondents, audio record and transcribe the interview. By coding, comparing and grouping, make a few themes and interpret them.</p> <ul style="list-style-type: none"> • Make a survey questionnaire on a particular issue.
Unit V: Preparing Research Proposal and Research Report (10 hrs.)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • State the need of proposal and requirements for research report • Explain essential components of research proposal • Develop a research proposal in chosen/given research problems. • Describe essential skills and steps in research report writing • Explain the components of research report/thesis • Use APA format in thesis writing 	<p>5.1 Need of preparing research proposal</p> <p>5.2 Components of research proposal</p> <p>5.3 Preparing research report based on the APA format</p> <p>5.3.1 Components of research report</p> <p>5.3.2 General formats and guidelines for preparing research report</p> <p>5.3.3 Citations</p> <p>5.3.4 Referencing</p>	<ol style="list-style-type: none"> 1. What is research proposal, why research proposal is important, what are the components of the research proposal, what is the difference between qualitative and quantitative research proposal 2. Research report: needs and formats 3. APA guidelines for preparing research report – general formatting, citation and referencing
Teaching Learning Strategies		
Teacher's Inputs (10 hrs.)	Students' Effort (20 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> • Presentation of need and components of research • Demonstration of sample of proposal • APA presentation (mainly the formatting of the report, citation and referencing) • Presentation of example/sample of 	<ul style="list-style-type: none"> • Reading, reflection and understanding – research proposal, research report and their components • Group work on reviewing research proposal and research report • Practice on APA citation and referencing 	<ul style="list-style-type: none"> • Choose a research issue and prepare a brief proposal to conduct research on the selected issue.

APA report and article		
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4. Evaluation Criteria (Internal 40%, External 60%)

Students' learning will be evaluated based on 40% internal assessment and 60% external examination. Evaluation criteria will be as explained below.

Criteria	Mark	Remarks
Internal Assessment: The internal assessment will be formative as well as summative in nature which includes following activities.		
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Presentation (either in pair or individual) of the given task in an original and natural style.
Assignment I (Individual task)	10	Any one task from Units I or II.
Assignment II (Group task)	10	Any one task from Units III or IV or V.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Evaluation: The external 60% written test covers the following nature of test items and points.		
External written examination	60	Group A: Objective items (10×1) = 10 Group B: Short answer type items (6×5) = 30 (including two or questions) Group C: Essay type items (2×10) = 20 (including one or question)



5. Recommended Books and References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.
- Bryman, A. (2012). *Social research methods*: UK: Oxford University press.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London and New York: Routledge
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage.
- Gobson, W. J., & Brown, A. (2009). *Working with qualitative data*. New Delhi: Sage Publications Inc.
- Hesse-Biber, S. N. (2010). *Mixed methods research: Merging theory with practice*: Guilford Press.
- Taylor, P. C., & Wallace, J. (Eds.). (2007). *Contemporary qualitative research: Exemplars for science and mathematics educators*. Dordrecht: Springer.
- Taylor, P. C., Taylor, E., & Luitel, B. C. (2012). Multi-Paradigmatic transformative research as/for teacher education: An integral perspective. In K. Tobin, B. Fraser & C. McRobbie (Eds.), *Second international handbook of science education* (pp. 373-388). Dordrecht, The Netherlands: Springer.
- Taylor, P.C. & Medina, M. (2011). Educational research paradigms: From positivism to pluralism. *College Research Journal*, 1(1), 1-16. Assumption College of Nabunturan, Philippines.



Tribhuvan University
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Master of Inclusive Education (MIE)

Ed. 533: Measurement and Evaluation in Education

Course No.: Ed. 533

Nature of Course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: Third

Total teaching Hours: 48

1. Course Introduction

The course 'Measurement and Evaluation in Education' is a core area of study designed for the third semester of master's degree program of faculty of education. This includes the concept and nature of educational measurement and evaluation thereby focusing on reliability and validity of a test. The course emphasizes on construction process of achievement test, standardization process of psychological tests, and critical analysis of evaluation system adopted in school level.

2. General Objectives:

- Analyze the relation among test, measurement, evaluation, and assessment,
- Critically analyze evaluation system of Nepal including grading system,
- Introduce concept, need, and use of reliability of test,
- Compute reliability using different methods,
- Orient to validity and validity consideration with its uses,
- Determine validity of test applying different methods,
- Construct achievement test using different processes,
- Advance understanding about standardizing process of psychological tests.

3. Course Details

In order to achieve the expected outcomes of the course, the following specific objectives, contents, content elaboration are framing in the table below:

Unit I: Educational Measurement		(8 hrs.)
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Develop concepts of measurement and evaluation • Elaborate use of evaluation • Show relationship among test measurement and evaluation • Introduce scales of measurement and elaborate its use • Explain the current trends in educational measurement • Critically analyze role and 	1.1 Test, measurement, evaluation, and assessment. 1.2 Purpose and use of educational evaluation 1.3 Difference among measurement, assessment, and evaluation 1.4 Measurement scales 1.5 Current trends in educational measurement 1.6 Student evaluation in school education in Nepal	1. Concept of test, measurement, evaluation, and assessment 2. Purpose and use of evaluation (instructional, research, planning, decision making) 3. Key differences among the construct measurement, assessment, and evaluation 4. Measurement scales (nominal, ordinal, interval, and ratio) with properties and uses 5. Current trends in educational measurement ('High stakes' testing, performance and

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<p>function of National Examination Board and National Assessment of Student.</p> <ul style="list-style-type: none"> Analyze internal assessment of school education in Nepal Introduce grading system and analyze its merits and demerits 		<p>portfolio assessment-concept and tools development, technological advances in testing-general introduction and use of ICT in evaluation)</p> <p>6. Internal and external assessment in schools, National Examination Board-structure and function, and National Assessment of Student Achievement - NASA- introduction, practice and use. Grading system (conventional, letter grading, GPA, CGPA, process, merits and demerits)</p>
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for assignment
<p>Introduce overall course and requirements, provide resources for study, deliver classes using different methods, orient students about the review, allocate content for presentation (provide opportunity to choose favorable content). Supervise required task, evaluate the task and provide feed-back.</p>	<p>Be oriented about the course and requirements, collect, and study the resources, choose/select a task from the content area, accomplish required task, present the task and gets feed-back from peers and teachers.</p>	<p>Review a book /book chapter based on the any content area of the course.</p>
Unit II: Reliability and Standard Error of Measurement (10hrs.)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> Introduce reliability and explain its in measurement Introduce different methods of estimating reliability Compute reliability coefficient using different methods Explore relationship between reliability and validity Elaborate the concept and use of standard error of measurement Compute standard error of measurement 	<p>2.1 Reliability</p> <p>2.2 Methods of estimating reliability with computation</p> <p>2.2.1 Measuring stability</p> <p>2.2.2 Measuring equivalency</p> <p>2.2.3 Measuring internal consistency</p> <p>2.2.4 Measuring Inter-rater consistency</p> <p>2.3 Interpreting reliability coefficients</p>	<ol style="list-style-type: none"> Concept of reliability and use of reliability in testing. Estimating reliability coefficient of the test and interpreting the result using test-retest, parallel forms, and internal consistency (split-half, Kuder-Richardson). Determining and interpreting consistency in scoring between scorer and within scorer. General interpretation using Garret's criterion, aspects to be considered while

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	2.4 Factors influencing reliability measures 2.5 Standard error of measurement	interpreting the coefficients (purpose of test, types of test, nature of variables, nature of groups, length of test, difficulty level of test, scoring reliability of test, and other obstacles). 4. Influencing factors (test, examinee, administration and scoring related). 5. Concept and estimation of standard error of measurement using classical concept and statistical computation, relation with reliability, finding standard error using raw score, showing error using normal curve.
Teaching Learning Strategies		
Teacher's Inputs (10 hrs.)	Students' Efforts (20hrs.)	Tasks for assignment
<ul style="list-style-type: none"> Introduce concept of reliability, its use in testing and measurement, share ideas on computing reliability coefficient using different methods. Provide text for study and give ideas to estimate standard error of measurement and interpret standard error using normal curve. Give guideline for required tasks. Allocate tasks, supervise students' activities, judge the task and provide feed-back. 	<ul style="list-style-type: none"> Actively participate in the class activities, study prescribed related texts, compute reliability and standard error of measurement, Be oriented to the required task. Accomplish required task according to provided guidelines. Present the result of task in class. Get feed-back from colleagues and teacher. 	<ul style="list-style-type: none"> Construct and administer objective test in a group of students and compute and interpret reliability.
Unit III: Test Validation		(10 hrs.)
Specific Objectives	Contents	Content coverage



<ul style="list-style-type: none"> • Clarify the concept of validity and validity consideration • Elaborate the need of validity in measurement and evaluation • Explain the major considerations in validation • Compute and interpret validity coefficients. • Explain the factors influencing validity. 	<p>3.1 Validity 3.2 Major considerations in validation 3.2.1 Content consideration 3.2.2 Construct consideration 3.2.3 Test-criterion relationships 3.2.4 Consideration of consequences 3.3 Interpreting validity coefficients 3.4 Factors influencing validity 3.5 Relation between test reliability and validity</p>	<ol style="list-style-type: none"> 1. Concept of validity and validity consideration, need and use of validity in measurement and evaluation. 2. Concept and procedure of estimation of validity using content, construct, criterion, and consequences consideration. 3. Interpretation of validity (logical and statistical) 4. Key factors influencing validity (test related factors, administration related, student related, context related) 5. Relation between reliability and validity in terms of meaning, purpose, focus, method, statistical relation, variance relation
Teaching Learning Strategies		
Teacher's Inputs' (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • Sharing ideas on the contents, provide resources and opportunity of computing validity, provide guidelines for the tasks, supervise, evaluate, and provide feed-back. 	<ul style="list-style-type: none"> • Actively participate in class, be oriented and select the task, act the selected task, prepare report, present the task and get feed-back from colleagues and teacher. 	<ul style="list-style-type: none"> • Prepare a reflective report including all the processes of test validation.
Unit IV: Achievement Test Construction (10 hrs.)		
Specific Objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Elaborate concept and use of achievement test. • Preparation of specification grid using blooms' and Kortholts' taxonomy. • Write different types of test items and prepare scoring rubrics and answer key. • Organize of test items. • Administer prepared test • Identify P value, D value and power of distractor of the items. 	<p>4.1 Achievement test 4.2 Answer writing art 4.3 Test specification 4.4 Item writing 4.5 Test administration 4.6 Scoring and item analysis 4.7 Result analysis 4.8 Use of test result</p>	<ol style="list-style-type: none"> 1. Concept and use of achievement test 2. Style of responding questions 3. Preparation of specification grid using modified Blooms' taxonomy. 4. Objective test (multiple choice items including higher levels questions with answer key). Subjective items (Short- for measuring knowledge to evaluation level; long- for measuring understanding, interpretive, critical,

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<ul style="list-style-type: none"> • Prepare chart of P and D value and interpret the chart. • Prepare result sheet. • Analyze and interpret test result. • Elaborate formative and summative use of test result. 		<p>reflective, problem solving, analytical, and creative abilities with scoring rubrics).</p> <ol style="list-style-type: none"> 5. Administration of the test (Test environment, management, invigilation, ethical aspects). 6. Scoring of test papers using scoring key and rubrics, making result sheet, doing item analysis (difficulty level, discrimination index, and distractor/foil analysis). 7. Analysis of result- using bar diagram, histogram, pie-chart, mean, median, mode, percentile rank, standard deviation. 8. Use of result: Diagnostic, formative and summative.
Teaching Learning Strategies		
Teachers Input (10 hrs.)	Students Efforts (20 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • This unit is focused on practical activities. Present the concept and use of achievement test. • Provide ideas and models of specification chart using blooms' and Kortholts' taxonomy. Provide ideas and examples for writing different types of test items and rubrics and answer key. Provide guideline for organizing test items, administering and scoring the test. • Instruct about item analysis, develop item analysis chart, prepare result sheet, analyze result and use of result. Allocate task, supervise the task, judge the task, and provide feedback. 	<ul style="list-style-type: none"> • Take part in classroom discussion to develop conceptual clearance about the content. • Study the resources. Be oriented for required task. • Prepare a specification chart of any subject of major or core areas of secondary level using Blooms' or Kortholts' taxonomy. Write test items according to specification chart (at list short answer type 5, long answer type 5, multiple choice 10), organize and arrange the items, administrate the test visiting school, score the test, analyze the test items, identify P value, D value and power of distractor of the items, prepare chart of P and D value and interpret the chart. 	<ul style="list-style-type: none"> • Construct an achievement test collectively following the steps of test construction process.

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	<ul style="list-style-type: none"> • Prepare result sheet, interpret result using graph and pie chart, interpret further the use of the test result. • Write a reflective report including accomplished tasks. 	
Unit V Standardization of Test		(10 hrs.)
Specific Objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Explain the concept, characteristics and uses of standardized test • Explain the process of test standardization • Introduce intelligence, personality, and aptitude • Construct test items for testing intelligence, personality, and aptitude • Critically analyze role and function of National Examination Board and National Assessment of Student. • Analyze the process of schools' performance evaluation. 	5.1 Introduction of standardization of test 5.2 Process of standardization of test 5.3 Testing intelligence, personality, attitude, and aptitude 5.4 Measuring complex achievement (interpretive exercise) 5.5 Performance-based assessment of students. 5.6 Performance evaluation of schools	1. Concept, characteristics, and uses of standardized test. 2. Standardization process (Planning, preparing the preliminary format, administration of the test, item analysis, determine reliability and validity, preparing final form, determining norms (raw scores, age norms, grade norm, percentile norms and standard scores), preparing test manual. 3. Concept and use of intelligence, personality, attitude and aptitude test. Construction of test items for measuring intelligence, personality, attitude and aptitude. 4. Concept and developing tools for interpretive exercise. 5. Performance based assessment (Concept, types of performance assessment, construction of performance task). 6. Introduction of performance assessment of schools conducted by ERO and review of school performance evaluation form.
Teaching Learning Strategies		
Teacher's Inputs (20 hrs.)	Students' Efforts (40 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • Class presentation for clarifying the concept, characteristics, uses and process of test 	<ul style="list-style-type: none"> • Search reading materials in websites, study the searched materials, discuss on the concept, 	<ul style="list-style-type: none"> • The students will review one published standardized test and write a summary report.


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<p>standardization.</p> <ul style="list-style-type: none"> • Introduce intelligence, personality, and aptitude test. Provide guidelines and task for constructing test items for testing intelligence, personality, and aptitude. • Provide task for analyzing the role and function of National Examination Board and National Assessment of Student and the process of schools' performance evaluation. • Provide opportunity of presenting the accomplished task in class. Judge the task and provide feed-back. 	<p>characteristics, uses, and the process of test standardization.</p> <ul style="list-style-type: none"> • Construct test items for measuring intelligence, personality, and aptitude (at list five items for each psychological construct). Analyze the test items used by National Examination Board and National Assessment of Students Achievement. • Analyze the performance assessment tools developed by ERO. • Review a book or book chapter or a journal article or write an article based on the accomplished tasks. 	
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4. Evaluation Criteria: (internal 40%, external 60%)

Students' learning will be evaluated based on 40 % internal assessment and 60% external examination. Evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal assessment: The internal 40% will focus on formative as well as summative nature which includes following activities with respective weightages.		
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Student will participate in dramatic informal pair presentation to the assigned content related topic.
Assignment I (Individual task)	10	<p>Any one task from the following:</p> <p>Task 1: The students will review a book, book chapter, research report, thesis, journal article, commissions' report, education rules and regulation, evaluation guidelines, CAS, flash reports and so on. The review work will be based on any content area of the whole course. They will prepare a review report in about 500 words.</p> <p>Task 2: The students will prepare a reflective report including all the processes of test validation based on the content area of unit III.</p> <p>Task 3: The students will review one published standardized test (e. g. IELTS, TOEFL, GRE, SAT, GMAT, test developed by NASA and other standardized tests) and write a summary report. This task will be based on the content area of unit V.</p>
Assignment II (Group task)	10	<p>Any one task from the following:</p> <p>Task 1: Students will collectively construct an achievement test (including all types of test items) specifying the detail activities and steps studied in Unit 4.</p>

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		Task 2: Construct and administer an objective test (including multiple-choice, true-false, fill in the blanks items) in a group of students and compute and interpret reliability.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External evaluation: The external 60% written test covers the following nature of test items.		
External Examination	60	Group A: Objective items (10×1) = 10 Group B: Short answer type items (6×5) = 30 (including two or questions) Group C: Essay type items (2×10) = 20 (including one or question)

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5. Recommended Books and References

- Ebel, R. L. & Frisbie, D. A. (1991). *Essentials of Educational Measurement* (5th ed.). New Delhi: Prentice-Hall of India Pvt. Ltd. (For unit II, III, IV)
- Education Review Office (latest report). *Report on National Assessment of Student Achievement*. Government of Nepal, Ministry of education. Bhaktapur, Education Review Office.(For unit I)
- Freeman, Frank S. (1965). *Psychological testing*. New Delhi: Oxford and IBH Publishing Company (For unit V)
- Gregory, Robert J. (2005). *Psychological testing: History, principles, and applications*. Delhi: Pearson Education Pte. Ltd. (For unit II, III, IV and V)
- Gronlund, Norman E. (1995). *How to write and use instructional objectives*. U.S. A.: Prentice Hall Inc. (For unit IV)
- Kaplan, Robert M. & Saccuzzo, Dennis, P. (2009). *Principles, applications, and issues*. India: Cengage Learning India Private Limited. (For unit II, III, and V)
- Kubiszyn, Tom, & Borich, Gary. (2004). *Educational testing and measurement: Classroom application and practice*. India: John Wiley & Sons, Inc. (For unit I, IV and V).
- Linn, Robert L. & Miller, M. David. (2008), *Measurement and Assessment in Teaching*. India: Pearson Education. (For unit I, II, III, IV)
- Sharma, R. A. (2004). *Essentials of Measurement in Education and Psychology*. Meerut: R Lall Book Depot. (For unit V)
- Singh, Arun Kumar. (1997). *Tests, measurements, and research methods in behavioural sciences*. India: Bharati Bhawan Publishers and Distributors. (For unit I, II, III, IV).



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Tribhuvan University
Faculty of Education
Master of Inclusive Education (MIE)

Inc. Ed. 530: Disability Studies from Inclusive Perspective

Course No: Inc. Ed. 530

Level: M. Ed.

Semester: III

Nature of the Course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

Inclusive education perspective to disability studies is an approach to study disability as an integrated component of overall education system that takes it as a social construct inseparable from the existing equity studies. As inclusive education is for all irrespective of the differences transforming it from culture of exclusion to culture of inclusion, the perspective of inclusion in the study of disabilities brings in critical approaches to embrace diversity in education. This course therefore discusses the elements of disability studies from the viewpoint of social construct challenging the medical model of study. Disability rights, theoretical approaches to study disability, intersectionality and identity of disability, curriculum, and teaching, not only building attitude, form the bases of the course.

2. General Objectives

- To provide foundational knowledge of inclusion to students to prepare them to critique curricular and pedagogic strategies to respond diversity.
- To orient students to theoretical construct of disability studies from the perspective of inclusion.
- To enable students to thoroughly discuss the legislative approach adopted to ensure disability rights as human rights.
- To develop students' ability to critically analyze the identity issue of disability in the intersectionality of education studies.
- To enable students to use inclusive curricular and pedagogic strategies to accommodate diversity in their educational practice.

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2. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Introduce disability studies. • Explain the term 'disability' as a social construct. • Explore the concept of disability, inclusion, and equity from disability studies perspective. • Explore the differences between the medical model and social model of disability. Identify recent theoretical framework that can be applied to disability studies. • Analyze the development of global perspectives on disability. • Trace out disability studies carried out in Nepal. 	<p>Unit I: Theoretical Framework in Disability Studies (12 hrs.)</p> <p>1.1 Introduction to Disability Studies.</p> <p>1.2 Understanding Disability as a Social Construct</p> <p>1.3 Disability, Inclusion, and Equity</p> <p>1.4 Medical Model vs. Social Model of Disability</p> <p>1.5 Theoretical Approaches to Disability Studies</p> <ul style="list-style-type: none"> • Critical Disability Studies • Feminist Disability Studies • Queer Disability Studies • Global Perspectives on Disability <p>1.6 Disability Studies in Nepal</p>
<ul style="list-style-type: none"> • Outline the movements that are dedicated to secure disability rights. • Explore the frameworks adopted to study international disability rights. • Identify the connection between legislative measures and initiation of inclusive education. • Analyze the link between employment and the accessibility legislation. • Explore the legal provisions dedicated to disability rights in Nepal. 	<p>Unit II: Disability Rights and Legislation (12 hrs.)</p> <p>2.1 Disability Rights Movements</p> <p>2.2 International Disability Rights Frameworks</p> <p>2.3 Inclusive Education and the Law</p> <p>2.4 Employment and Accessibility Legislation</p> <p>2.5 Legal Provisions for Disability Rights in Nepal</p>
<ul style="list-style-type: none"> • Explore disability identity as a pride 	<p>Unit III: Intersectionality and Identity (14 hrs.)</p> <p>3.1 Disability Identity and Pride</p>

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<p>across gender, sexuality, and indigeneity.</p> <ul style="list-style-type: none"> • Show the relation between aging, marginality, and disability. • Apply strategies to promote intersectionality in education. • Identify measures to help create inclusive culture in Nepalis schools. 	<p>3.2 Gender, Sexuality, and Disability 3.3 Disability in Indigenous Communities 3.4 Aging and Disability 3.5 Disability and Marginality 3.6 Strategies for Fostering Intersectional Inclusivity in Education. 3.7 Creating Inclusive Culture in Nepalis Schools</p>
<ul style="list-style-type: none"> • Explore the relation between curricular and pedagogical strategies. • Identify measures to adjust the curriculum in an inclusive way. • Analyze measures that can be adopted to make the classroom inclusive. • Investigate ways to apply critical pedagogy to dis/ability. • Critique the relation between disablism and ableism in the classroom. 	<p>Unit IV: Curricular and Pedagogical Strategies (10 hrs.)</p> <p>4.1 Covering or Uncovering the Curriculum 4.2 Adjusting the Curriculum, the Inclusive Way 4.3 Promoting Classroom Adaptations for Inclusion 4.4 Critical Pedagogy to Dis/ability. 4.5 Disablism and Ableism in the Classroom</p>

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

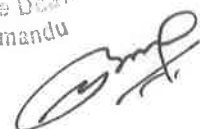
The following techniques of delivery can be used by the teacher.

4.1 General instructional techniques

- Lecture with discussion and demonstration.
- Home assignment/Group assignment
- Self-study and group study
- Quiz contest.
- Group work presentation by the students.
- Field Study/Project study




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- Report writing and presentation.

4.2 Specific instructional techniques

Unit	Activity and Instructional Techniques
I Individual study and group	<ul style="list-style-type: none"> • Ask the students to study the concepts of disability, inclusion and equity as social constructs and prepare a concept note of about a one and half pages to submit to the instructor and present it before the class followed by feedback and clarity. • Allow the class to work in groups to widely discuss the theoretical perspectives toward disabilities differentiating the medical model of the study from that of social model. Relating the discussion to the situation of studies in Nepal, prepare a group paper and present it before the class for both discussion and feedback including that of the instructor.
II Field visit	<p>Disability rights and legislative measures are the backbone that help create functional inclusion of people with disabilities. The students under this assignment are required to visit specific organizations like the NFDN, CEHRD and local government offices to prepare in groups a field report about the legal status of people with disabilities and the services they are provided with. In the field report, the students in group are required to present their observation on what exists in Nepal as a Disability Rights Framework in relation to the international framework, inclusive education and the law, employment and accessibility legislation including the disability rights movement in Nepal. The field report is to be presented in the class for discussion, feedback and suggestions from the classmates and the instructor.</p>
III Case study	<p>Disability has been a crosscutting issue with disability, identity, and pride along with gender and sexuality, aging, marginality as intersectional inclusivity in education. Disability studies are interrelated with other studies as well. In this assignment, students are required to select any of these cross-cutting issues as a focused area for their cases. They will be aided with a format for the development of the issues into suitable cases. Groups of students should choose issue of their interest and work together to develop the issue into a presentable case. Cases are to be presented by the groups in the classroom. The presentation</p>

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	is to be followed by feedback and suggestions from the instructor and students.
IV Individual study	Individual students under this assignment are required to have knowledge of curricular and pedagogical strategies such as uncovering the curriculum, adjusting the curriculum, classroom adaptations, critical pedagogy to dis/ability, <i>disablism and ableism</i> in the classroom. The instructor will assign these themes to each student as per their interest. Each student will review the related literature references and prepare the study brief for presentation in the class inviting the feedback.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal Assessment:		
The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	5	70-80= 3, 81-90= 4, 91-100= 5
Class participation	5	Presentation (either in pair or individual)
Assignment I (Individual task)	10	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (2× 10) = 20 (including one or question)

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6. Recommended Books

- Baglieri, S., & Shapiro, A. (2017). *Disability studies and the inclusive classroom: Critical practices for embracing diversity in education* (2nd ed.). Routledge.
- Goodley, D. R., Gargiulo, R. M., & Metcalf, D. (2014). *Disability studies: Theorizing disablism and ableism in Teaching in today's inclusive classroom* (2nd ed.). Wadsworth, Cengage Learning.
- Wappett, M., & Arndt, K. (2013). *Foundations of disability studies*. Palgrave Macmillan.
- Smith, T. E. C., Followay, E. A., Patton, J. R. P., & Dowdy, C. A. (2011). *Teaching students with special needs in inclusive settings* (6th ed.). Pearson Education Inc. PHI Learning Private Ltd. (Unit IV & V).

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Tribhuvan University
Faculty of Education
Master of Inclusive Education (MIE)

Inc. Ed. 531: Inclusive Pedagogical Approaches to Hearing Impairment and Deaf-blindness

Course No: Inc. Ed. 531

Nature of Course: Theoretical

Level: M.Ed.

Credit Hours: 3

Semester: Third

Teaching Hours: 48

1. Course Description

This course aims at providing students with a broader understanding of hearing impairments and deaf-blindness including a number of strategies that need to be practiced in an inclusive classroom. The course focuses on individualized support, multidisciplinary collaboration, and all-inclusive approach to enable students to conduct assessment-based interventions. In addition, the course intends to help to create inclusive learning environment by optimizing the accessibility, effective communication, autonomy, and meaningful engagement of the students. Finally, curriculum differentiation techniques have been introduced to enable them to adapt general education curricula for promoting inclusion in education.

2. General Objectives

- Provide students with a broader understanding of hearing impairment and deaf-blindness with their educational implications.
- Equip students with the knowledge and skills of communication as a circular and reciprocal process for creating an inclusive learning environment.
- Help students develop knowledge and skills for conducting comprehensive assessments and implementing assessment-based interventions.
- Enable students to apply curriculum differentiation techniques for ensuring inclusion of students in education.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define hard of hearing, deafness, and deaf-blindness. • Introduce different combinations of 	<p style="text-align: center;">Unit I: Introduction to Hearing Impairments and Deaf-blindness [10 hrs.]</p> <p>1.1. Concepts of Hearing Impairments and Deaf-blindness</p>

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<p>impairments causing deaf-blindness.</p> <ul style="list-style-type: none"> ● Draw educational implications of hearing impairments and deaf-blindness in reference to Nepal. ● Explain the strategies for inclusion of children with hearing impairments and deaf-blindness in schools. 	<ul style="list-style-type: none"> ● Congenital hearing and visual impairment ● Congenital hearing with acquired visual impairment ● Congenital visual impairment with acquired hearing impairment ● Late onset of hearing and visual impairments <p>1.2. Educational Implications of the Impairments</p> <p>1.3. Inclusive education strategies for children with hearing impairments and deaf-blindness</p> <ul style="list-style-type: none"> ● Individualized support ● Multidisciplinary collaboration ● Holistic approach
<ul style="list-style-type: none"> ● Explain the need and importance of developing communication strategies. ● Justify the need of kinesthetic perception, orientation and mobility for children with deaf-blindness for communication. ● Apply alternative and augmentative communication techniques for meaningful communication. ● Promote collaborative learning for inclusion in education. ● Facilitate learning through the utilization of communicative means. 	<p>Unit II: Use of Communication Strategies for Learning [12 hrs.]</p> <p>2.1 Need and Importance of Developing Communication Strategies,</p> <p>2.2 Kinesthetic Perception, Orientation and Mobility for Communication</p> <p>2.3 Alternative and Augmentative Communication</p> <ul style="list-style-type: none"> ● Cued speech ● Sign language ● Tactile communication ● Total communication ● Bicultural, bilingual-bimodal ● Technology-assisted communication <p>2.4 Promoting Collaborative Learning for Inclusion</p> <p>2.5 Promoting Learning Through Communicative Means</p> <ul style="list-style-type: none"> ● Visual captioning ● Induction loops ● Clip-on microphone

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	<ul style="list-style-type: none"> • Hearing aids • Cochlear implants
<ul style="list-style-type: none"> • Use collaborative and comprehensive assessment processes for developing communication skills of students. • Assess literacy, numeracy, sociocy, and vocational skills of students. • Accommodate assessment in presentation, response, setting, and time as per the need of students. • Implement different assessment-based interventions for strengthening learning of students. 	<p>Unit III: Assessment and Intervention for Inclusion in Education [12 hrs.]</p> <p>3.1 Assessment of Communication Skills: Tactile, Social Interaction and Daily Living Skills</p> <p>3.2 Assessment for Leisure and Recreation Skills</p> <p>3.3 Assessment of Literacy, Numeracy, Sociocy, and Vocational Skills</p> <p>3.4 Assessment Accommodations: Presentation, Response, Setting, and Time Accommodation.</p> <p>3.5 Assessment-based Intervention</p> <ul style="list-style-type: none"> • Auditory-verbal therapy (AVT) • Individualized family service plan (IFSP) • Individualized education plan (IEP) • Individualized transition plan (ITP)
<ul style="list-style-type: none"> • Identify and minimize distractors within learning environment to facilitate effective communication. • Use of gestures, prompts and other means of AAC for communication. • Promote learners' autonomy through inclusive learning environment. • Apply various touch strategies to facilitate communication and promote social interaction. • Explain the approaches to curriculum differentiation for 	<p>Unit IV: Curriculum Differentiation for Inclusion in Education (14 hrs.)</p> <p>4.1 Reducing Distractors for Effective Communication</p> <p>4.2 Using Gestures, Prompts and Other Means of AAC</p> <p>4.3 Promoting Learner Autonomy,</p> <p>4.4 Using Touch Strategies</p> <ul style="list-style-type: none"> • Social touch • Active or haptic touch • Passive touch <p>4.5 Curriculum Differentiation</p> <ul style="list-style-type: none"> • Inclusive pedagogy • Universal design • Functional curriculum

students. <ul style="list-style-type: none"> • Draw implications of expanded core curriculum for students with visual impairments and deaf-blindness. 	4.6 Expanded Core Curriculum (ECC)
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Note: The number in parentheses indicated approximate teaching hours allocated for each unit.

4. Instructional Techniques

This course recommends both general and specific instructional techniques appropriate for all students. A brief account of these instructional techniques is as follows:

4.1. General instructional techniques

General instructional techniques include lectures, discussions, and question-and-answer methods, which are applicable to most units. Active participation of students is highly recommended throughout the instructional process. Facilitator is required to use multimedia presentations and make them accessible to students. It is recommended that facilitator presents relevant themes, problems, issues, and challenges associated with individuals with hearing impairments and deaf-blindness, and use discussion and brainstorming techniques in the class to promote students' participation.

4.2. Specific instructional techniques

Unit I Self-study	Each student will be asked to make power point presentations on the concepts, types, causes, prevalence, and ways to the inclusion of students in education. They will then ask their colleagues to provide feedback and comments on their presentation. Finally, the facilitator will provide feedback with concluding remarks.
Unit III	Students will be divided into groups comprised of 3 to 5 members in each and they will be asked to observe children with hard of hearing, and deaf-blindness for the purpose of suggesting early intervention.



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Workshop	services. Finally, the student will share their findings among the class.
Unit IV Presentation	Students will be asked to use the functional and expanded core curriculum for children with deaf-blindness. The students will write a brief note on the use of functional and expanded core curriculum. The facilitator will suggest the methods and process of using functional and expanded curriculum on a required basis.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal Assessment:		
The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	5	70-80= 3, 81-90= 4, 91-100= 5
Class participation	5	Presentation (either in pair or individual)
Assignment I (Individual task)	10	Anyone task from Units I to III.
Assignment II (Group task)	10	Anyone task from Units IV or V.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (2× 10) = 20 (including one or question)

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- Aneraye, A.V., Shirpurkar, S. K., Pandey, R. K., Warle, S.S. (2023) . Inclusive education for students with deaf-blindness. *Visual Impairment and Multiple Disability*, 7(4) ISSN: 2456-8880
- Carrol, J. J. (2002) . *Evaluational and educational programming of students with deafblindness and severe disabilitie* (2nd ed.). Thomas Publishers.
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- Nichilas, J. (2020). Cognitive assessment of children who are deafblindness: Perspectives and suggestions for Assessments. *Frontiers in Psychology* 11(20) <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2020.571358/full>
- Paul, V. P. (2019). *The education of deaf and hard of hearing children: Perspectives on language and literacy development*. https://mdpi-res.com/bookfiles/book/2021/The_Education_of_dDeaf_and_Hard_of_Hearing_Children.pdf?v=1714698058.
- Riggio, M. (2009). Deaf-blindness: Educational services guidelines. *Deaf-blind Persective* 16(20). <https://documents.nationaldb.org/dbp/pdf/apr09.pdf>

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Tribhuvan University
Faculty of Education
Master of Inclusive Education (MIE)

Inc. Ed. 532: Inclusive Pedagogical Approaches to Visual Impairment

Course No: Inc. Ed. 532

Level: M. Ed.

Semester: Third

Nature of the Course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

The course intends to provide students with in-depth knowledge and skills regarding inclusive pedagogical approaches to visual impairments. It deals with structure and functions of human eye and eyesight screening to respond to the specific needs of the students. This course also adds knowledge and skills required to implement expanded core curriculum for promoting inclusion in education. Further attempt is made to prepare students to adapt general education curriculum and technology for successful inclusion. Finally, it intends to familiarize students with different practices of school readiness for inclusion.

2. General Objectives

- To provide the students with knowledge and skills to support inclusive education for visually impaired students.
- To acquaint the students with structure and functions of human eye and eyesight screening.
- To ensure access of students to general education through Expanded Core Curriculum.
- To prepare students to adapt curriculum and technology for successful inclusion.
- To familiarize students with different practices of school readiness for inclusion.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the structure and functions of human eye. • Describe the vision screening of students with visual impairment • Clarify the concept and importance of visual impairment including its types. 	<p>Unit I: Anatomy and Physiology of Human Eye and Eyesight Screening (12hrs.)</p> <p>1.1 Structure and Functions of the Human Eye</p> <ul style="list-style-type: none"> • External structure • Internal structure • Process of vision

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	<p>1.2 Vision Screening</p> <ul style="list-style-type: none"> • Basic test, • Age-appropriate vision test, • Visual acuity testing <p>1.3 Visual Impairment and its Types</p> <ul style="list-style-type: none"> • Visual impairment • Temporary blindness • Short-term vision loss, • Permanent loss of vision
<ul style="list-style-type: none"> • Explain the concept and needs of expanded core curriculum. • Describe the domains of expanded core curriculum. • Identify the Braille skills for addressing the expanded core curriculum for inclusion. 	<p>Unit II: Expanded Core Curriculum for Inclusion (12hrs.)</p> <p>2.1 Concept and Needs of Expanded Core Curriculum</p> <p>2.2 Domains of Expanded Core Curriculum</p> <ul style="list-style-type: none"> • Self-determination skills • Social interaction skills • Independent living skills • Recreation and leisure skills • Orientation and mobility • Use of assistive technology <p>2.3 Braille Skills</p> <ul style="list-style-type: none"> • General Braille with six dots • Grade 1 Braille • Grade 2 contracted Braille • Nemeth Braille code
<ul style="list-style-type: none"> • Explain the concept and importance of curriculum adaptation. • Describe the areas of curriculum adaptation. • Identify the technology for ensuing the access to general education curriculum. 	<p>Unit III: Adaptation of Curriculum and Technology for Inclusion (12 hrs.)</p> <p>3.1 Concept and Importance of Curriculum Adaptation</p> <p>3.2 Areas of Curriculum Adaptation</p> <ul style="list-style-type: none"> • Curricular content



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	<ul style="list-style-type: none"> • Instructional materials and strategies • Evaluation and assessment techniques <p>3.3 Technology for Accessibility</p> <ul style="list-style-type: none"> • Computer software • Screen reading software • EPUB multimedia books • Refreshable Braille displayer • DAISY books reader • Voice recorder • Large print
<ul style="list-style-type: none"> • Analyze the school policy and readiness for inclusion. • Describe the attitude and actions required for inclusion. • Design and analyze the classroom setup for inclusion. • Use the methods of increasing access to test items for inclusion. 	<p>Unit IV: School Readiness for Inclusion (12 hrs.)</p> <p>4.1 School Policy and Readiness for Inclusion</p> <ul style="list-style-type: none"> • Welcoming school culture • Accessible infrastructural facilities • Continuum of services • Collaborative culture • Readiness for transition <p>4.2 Positive Attitude and Actions</p> <p>4.3 Inclusive Classroom Setup</p> <p>4.4 Methods of Increasing Access to Test Items</p> <ul style="list-style-type: none"> • Peer assistance • Time extension • Setting accommodation • Alternation in presentation • Response accommodation

Note: The figures in the parentheses indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

Two types of instructional techniques are suggested here: general and specific to deliver the contents in the classroom. A brief account of these techniques are as follows.




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4.1 General instructional techniques

The following techniques can be applied as general instruction:

- Lecture/illustrated talk with the use of multi-media
- Discussion
- Question-answer
- Independent study
- Value clarification

4.2 Specific instructional techniques

The following specific instructional techniques are suggested for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Unit	Activity and Instructional Techniques
II Case Study	Make three groups of students and let them to design Compensatory skills and present. Each group will select on working for understanding Braille and writing. For example; one group will write grade 1 Braille, which seeks maximum engagement of the students; other group will cover some words in Braille Contraction (Grade 2) and next group use Nemeth Braille code. Instructional work for representation; and other group will identify the work of the students. Teacher will assist, observe and evaluate the group work. And finally, provides feedback to each group.
III Individual Activity	Each of the student will first explain specific instructional strategy for orientation and mobility and show how he/she will imply this strategy in a real classroom situation through simulation exercise. Other students will assist him/her if necessary.
III Self-Learning	Make at least three groups students and Let them download three different software applications in computers such as NVDA (Screen Reading software), OBI (DAISY audio book preparation software) and Saveas DAISY pipeline (Conversion tools from Microsoft Word into EPUB format). Give instructions for using the corresponding software and let the students enjoy the Youtube instructions to use this software which are easily available openly. Ask each of



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	groups how they are technologically supported during their instructional/learning works. Note down, prepare short reports from each group and share in the classroom.
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5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal Assessment:		
The internal assessment will be formative as well as summative in nature which includes the following activities.		
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Tribhuvan University	
Faculty of Education	
Master of Inclusive Education (MIE)	
Inc. Ed. 533: Inclusive Pedagogical Approaches to Multiple Disabilities	
Course No: Inc. Ed. 533	Nature of course: Theoretical
Level: M. Ed.	Credit hours: 3
Semester: Third	Teaching hours: 48

1. Course Description

The course intends to provide comprehensive knowledge of inclusive pedagogical approaches for students with multiple disabilities. It deals with different aspects of inclusive pedagogical strategies and techniques including accommodations, modification, and differentiation. It entails diagnostic assessment and evaluation criteria for children with multiple disabilities by exploring critical issues in the lives of persons with multiple disabilities. Furthermore, the course deals with the curriculum options and avenues for performance improvement, adaptations for personal independence in a variety of self-care areas and physical activities.

2. General Objectives

- To provide knowledge and strategies to design inclusive education for students with multiple disabilities.
- To help students analyze the prevalence, characteristics and causes of multiple disabilities with their educational implications.
- To enable students to identify and analyze the educational support services for students with multiple disabilities.
- To enable students to develop ways to adapt physical, leisure and recreational activities for students with multiple disabilities.

2. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe concept, types and prevalence of multiple disabilities. 	<p>Unit I: Introduction of Students with Multiple Disabilities (14 hrs.)</p> <p>1.1. Concept, Types and Prevalence of Multiple Disabilities</p>

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<ul style="list-style-type: none"> • Explain the classification, causes and characteristics of multiple disabilities. • Explore critical issues in the lives of individuals with multiple disabilities. • Analyze quality of life and quality of school life for students with extensive challenges. • Describe the different areas of functional assessment of multiple disabilities 	<p>1.2. Classification, Causes and Characteristics of Multiple Disabilities</p> <p>1.3. Critical Issues of Multiple Disabilities</p> <p>1.3.1. Attitudinal: rejection and acceptance</p> <p>1.3.2. Employability: independence and dependence</p> <p>1.4. Assessment Areas of Multiple Disabilities</p> <p>Activities of Daily Living</p> <ul style="list-style-type: none"> • Mobility • Physical Ability • Psychosocial Ability • Communication Skills
<ul style="list-style-type: none"> • Explain the alignment of general curriculum for multiple disabilities • Discuss the curriculum modification process for children with multiple disabilities • Develop concept of IEP and its goals for children with multiple disabilities • Identify responding to cross cutting issues in relation to gender, climate change, comprehensive sexuality education etc. 	<p>Unit II: Instructional Planning for Inclusion (14 hrs.)</p> <p>2.1. Alignment of General Curriculum</p> <p>2.1.1. Accommodations</p> <p>2.1.2. Modifications</p> <p>2.1.3. Augmentation</p> <p>2.1.4. Alteration</p> <p>2.2. Curriculum Modification Process</p> <p>2.2.1. Team approach to problem solving</p> <p>2.2.2. Objective evaluation approach</p> <p>2.3. Individualized Education Plan</p> <p>2.3.1. Developing IEP goals</p> <p>2.3.2. Assessment of present level of performance</p> <p>2.3.3. Preparing measurable IEP goals</p> <p>2.3.4. Suggesting individualized support</p> <p>2.4. Responding to cross cutting issues (gender, climate change, and sexual orientation)</p>




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<ul style="list-style-type: none"> • Describe the basic educational support and intervention of multiple disabilities • Identify the itinerant education for children with multiples disabilities • Clarify the hospital-based support for students with multiples disabilities • Explain the technological support including video lecturer for children with multiple disabilities 	<p>Unit III: Educational Support for Inclusion (10 hrs.)</p> <p>3.1 Itinerant Services</p> <p>3.1.1. Early childhood development</p> <p>3.1.2. Basic education</p> <p>3.1.3. Secondary education</p> <p>3.2. Hospital-based Services</p> <p>3.2.1. Team organization and relevant services</p> <p>3.2.2. Physical, speech and occupational therapy</p> <p>3.2.3. Medical services</p> <p>3.3. Technological Support (including video lecture)</p>
<ul style="list-style-type: none"> • Explain physical and recreational activities. • Outline ways of adapting physical education activities • Use leisure time and recreational activities to the needs of children with multiple disabilities • Identify appropriate physical activities for individuals with multiple disabilities 	<p>Unit IV: Physical and Recreational Activities (10 hrs.)</p> <p>4.1 Concept of Physical and Recreational Activities</p> <p>4.2 Assessment of students' needs, abilities and interests</p> <p>4.3 Planning for instructional program and strategies</p> <p>4.4 Adapting leisure time and recreational activities</p> <p>4.5 Adapting physical education activities</p>

Note: The figures in the parentheses indicate the approximate teaching hours for the respective units.

3. Instructional Techniques

Two types of instructional techniques are suggested here: general and specific to deliver the contents in the classroom. A brief account of these techniques are as follows.

4.1 General instructional techniques

The following techniques can be applied as general instruction:

- Lecture/illustrated talk with the use of multi-media




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- Discussion
- Question-answer
- Independent study
- Value clarification

4.2 Specific instructional techniques

The following specific instructional techniques are suggested for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Unit	Activity and Instructional Techniques
I Case Study	Cases of selected students from special/integrated schools will be presented with a reference to any diagnostic assessment and evaluation. Students in groups will be asked to develop cases of children who have suffered from such disabilities by making a quick visit to special/integrated schools. Their presentation will be supplied with feedback.
II Individual Activity	Students will visit and observe teaching-learning activities in inclusive/integrated/special school and explore answers to following questions: • What accommodations have the teachers made to include students with multiple disabilities in content and assessments in general curriculum. The observed grade? • What is your evaluation of the effectiveness of the accommodations or special conditions? What suggestions do you have?
III Self-Learning	Visit either a special or an integrated school where children with multiples disabilities have been receiving educational services and then collect information regarding their daily living activities. Prepare a brief report based on the information and share it among your peers inside your classroom.
IV Group Activity	What sports activities would you recommend for someone with cerebral palsy? Autism? What sports would you not recommend for these individuals, and why? Discuss and prepare a report.

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4. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal Assessment:		
The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	5	70-80= 3, 81-90= 4, 91-100= 5
Class participation	5	Presentation (either in pair or individual)
Assignment I (Individual task)	10	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10×1) = 10 Group B: Short answer type items (6×5) = 30 (including two or questions) Group C: Essay type items (2×10) = 20 (including one or question)

6. Recommended Books

Best, S. J., Heller, K. W., & Bigge, J. L. (2010). *Teaching individuals with physical or multiple disabilities* (6th ed.). Pearson Education, Inc.

Gargiulo, R. M., & Metcalf, D. (2017). *Teaching in today's Inclusive Classrooms: A Universal Design for Learning Approach*. Pearson Education Inc.

Heward, L. W. (2013). *Exceptional children: An introduction to special education* (10th ed.). Pearson Education, Inc.

Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). Cengage Learning



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Tom, E. C., Smith, E. A., Polloway, J., Patton, R. P., & Carol, A. D. (2011). *Teaching Students with Special Needs in Inclusive Settings* (6th ed.). Pearson Education, Inc.

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Tribhuvan University	
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Master of Inclusive Education (MIE)	
Inc. Ed. 534: Inclusive Pedagogical Approaches to Intellectual Disabilities	
Course No.: Inc. Ed. 534	Nature of Course: Theoretical
Level: M. Ed.	Credit Hours: 3
Semester: Third	Teaching Hours: 48

1. Course Description

This course is designed to provide comprehensive knowledge and skills regarding inclusive pedagogical approaches to teaching students with intellectual disabilities. The course aims to enable learners to gain wider knowledge and skills in accommodating and differentiating instructional strategies and techniques for addressing learning needs of students with intellectual disabilities during inclusion process. The course further deals with specific instructional considerations to be adopted for ensuring inclusion of students with intellectual disabilities.

2. General Objectives

- Provide students with a thorough understanding of the pervasive challenges of intellectual disabilities and an in-depth knowledge regarding inclusive pedagogical approaches for teaching the students.
- To familiarize learners with wider knowledge and skills about instructional accommodation techniques in order to respond learning needs of students with intellectual disabilities.
- To equip learners with the knowledge and skills for applying instructional differentiation in inclusive classroom.
- To offer learners with strategies and techniques to teach academic and functional skills for students with intellectual disabilities.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept and purpose of inclusive pedagogy. • Adopt the principles of inclusive pedagogy to accommodate individual learning needs of students with intellectual 	<p>Unit I: Understanding Inclusive Pedagogy (12 hrs)</p> <p>1.1 Concepts and Purposes of Inclusive Pedagogy</p> <p>1.2 Principles of Inclusive Pedagogy</p> <p>1.2.1 Recognizing individual differences</p> <p>1.2.2 Equitability in diversity</p>

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<p>disabilities.</p> <ul style="list-style-type: none"> • Use whole class and individualized learning approaches to ensure inclusion. 	<ul style="list-style-type: none"> • Flexibility in curricular activities • Teachers and parents collaboration <p>1.3 Inclusive Pedagogical Approaches</p> <ul style="list-style-type: none"> • Whole class learning • Individualized learning
<ul style="list-style-type: none"> • Clarify the concept and purpose of curriculum accommodation. • Explain key areas of curriculum accommodation. • Apply curriculum accommodation techniques for teaching students with intellectual disabilities. • Use inclusive pedagogical strategies for students with intellectual disabilities. 	<p>Unit II: Curriculum Accommodation and Pedagogical Strategies (14 hrs.)</p> <p>2.1 Concepts and Purpose of Curriculum Accommodation</p> <p>2.2 Key Areas of Accommodation: Content, Process, Product and Environment</p> <p>2.3 Curriculum Accommodation Techniques</p> <ul style="list-style-type: none"> • Compacting content coverage • Covering needs-based content <p>2.4 Inclusive Pedagogical Strategies</p> <ul style="list-style-type: none"> • Universal design for learning (UDL) • Differentiated instruction (DI) • Multi-tiered pedagogical intervention • Task analysis • Backward and forward chaining • Activity -based learning
<ul style="list-style-type: none"> • Explain the ways to facilitate literacy skills of students with intellectual disabilities. • Adopt ways to develop numerical skills of students with intellectual disabilities. 	<p>Unit III: Teaching Academic Skills (10 hrs.)</p> <p>4.1 Literacy Skills</p> <ul style="list-style-type: none"> • Reading and Writing Skills • Vocabulary Building • Sight word recognition <p>4.2 Numerical Skills</p> <ul style="list-style-type: none"> • Number recognition and counting • Basic mathematics operational skills • Time and money management skills

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<ul style="list-style-type: none"> • Provide adaptive skills to students with intellectual disabilities. • Develop cognitive skills in the students. 	<p>Unit IV: Teaching Adaptive and Cognitive Skills (12 hrs.)</p> <p>5.1 Adaptive Skills</p> <ul style="list-style-type: none"> • Socialization and communication • Self-help and self-advocacy • Health and safety <p>5.2 Cognitive Skills</p> <ul style="list-style-type: none"> • Problem-solving and thinking • Reasoning and mnemonics
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Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom.

4.1 General instructional techniques

- Lecture with discussion
- Demonstration
- Assignments
- Self-study
- Oral questioning
- Quiz contest
- Power point presentation
- Field Study
- Report writing

4.2 Specific instructional techniques

Unit	Activity and Instructional Techniques
	Each student will be assigned a topic of their interest regarding inclusive

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<p style="text-align: center;">I</p> <p style="text-align: center;">Individual Study and Presentation</p>	<p>pedagogical approaches for teaching students with intellectual disabilities. The students will present their assigned task based on their individual study. The class will discuss the presentation supported by the feedback from the teacher and the peers.</p>
<p style="text-align: center;">II</p> <p style="text-align: center;">Field Visit</p>	<p>Students will be divided into groups (3-4 members in each group) each group will visit general or integrated or resource class schools to find out the existing pedagogical practices of curriculum accommodation for meeting learning needs of students with intellectual disabilities. And each group will prepare a report based on their class observation and present their reflection in the class. Students' presentation will be followed by teacher's feedback.</p>

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
<p>Internal Assessment:</p>		
<p>The internal assessment will be formative as well as summative in nature which includes the following activities.</p>		
Attendance	5	70-80= 3, 81-90= 4, 91-100= 5
Class participation	5	Presentation (either in pair or individual)
Assignment I (Individual task)	10	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
<p>External Assessment:</p>		
<p>The external 60% written test covers the following nature of test items and marks.</p>		
External Examination	60	Group A: Objective items (10× 1) = 10



		<p>Group B: Short answer type items (6×5) = 30 (including two or questions)</p> <p>Group C: Essay type items (2×10) = 20 (including one or question)</p>
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6. References

Ainscow, M. (2008). Teaching for diversity: The next big challenge. In F. M. Connelly, M. F. He, & J. A. Phillion (Eds.). *The SAGE Handbook of Curriculum and Instruction*. SAGE Publications.

Emily C. B., & Richard M. (2017). *Instructional strategies for students with mild, moderate, and severe intellectual disability*. SAGE Publications, Inc.

Hall, T. E., Meyer, A. & Rose, D. H. (2012). *Universal design for learning in the classroom: Practical applications*. Guilford Press.

Peter, W. (2018). *Inclusive and adaptive teaching: Meeting the challenge of diversity in the classroom* (2nd ed.). Kindle Edition.

Richard M. G., & Emily C. B. (2018). *Instructional strategies for students with mild, moderate, and severe intellectual disability*. SAGE Publications, Inc.

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Tribhuvan University
Faculty of Education
Master of Inclusive Education (MIE)

Inc. Ed. 535: Inclusive Pedagogical Approaches to Autism Spectrum Disorder

Course No: Inc. Ed. 535

Level: M. Ed.

Semester: III

Nature of Course: Theoretical

Credit Hours: 3

Teaching hours: 48

1. Course Description

The course is designed to provide a comprehensive understanding of students with Autism Spectrum Disorders, and pedagogical approaches to ensure their inclusion in education. It also includes various inclusive educational approaches including a number of therapeutic services essential for students with ASD. Furthermore, the course places a strong emphasis on principles and types of family support mechanisms for inclusion incorporating the practices held in Nepal.

2. General Objectives

- To enrich with knowledge and skills of identification and assessment strategies to promote inclusion of children with ASD to meet their diverse needs.
- To provide in-depth understanding of implementing inclusive teaching strategies meeting the diverse needs of students with ASD.
- To enhance expertise in selection and use of educational approaches and therapeutic services for students with ASD.
- To develop in-depth understanding of the principles and practices of family support options for promoting inclusion of students with ASD in education.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept of autism spectrum disorders. • Identify early signs of ASD. • Describe characteristics, prevalence, and causes of ASD. • Draw educational implications of the 	<p>Unit I: Autism Spectrum Disorder: Identification and Assessment (12 hrs)</p> <p>1.1 Concept of Autism Spectrum Disorders (ASD)</p> <p>1.2 Early Signs of Autism</p> <p>1.3 Characteristics, Prevalence, and Causes</p>

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<p>concept and importance of early identification and assessment.</p> <ul style="list-style-type: none"> • Outline screening and diagnosis methods based on DSM-V for children with ASD. • Explain different domains of assessment. • Explore the existing situation and practices of ASD in Nepal. 	<p>1.4 Early Identification and Assessment</p> <p>1.5 Screening and Diagnosis</p> <ul style="list-style-type: none"> • Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-V) <p>1.6 Domains of Assessments</p> <ul style="list-style-type: none"> • Cognition • Language • Motor skills <p>1.7 Existing Scenario of ASD in Nepal</p>
<ul style="list-style-type: none"> • Clarify the concept of inclusive teaching. • Illustrate the diverse teaching strategies used for students with ASD. • Identify the barriers to instruction for students with ASD in Nepal. • Apply the instructional practices used for students with ASD. 	<p>Unit II: Inclusive Teaching Strategies (12 hrs)</p> <p>2.1 Concept of Inclusive Teaching</p> <p>2.2 Teaching Strategies for students with ASD</p> <ul style="list-style-type: none"> • Direct instructions • Video modeling • Collaborative instruction • Establishing a classroom routine • Use of graphic organizer <p>2.3 Barriers to Instruction for Students with ASD in Nepal</p> <p>2.4 Instructional Practices for Students with ASD in Nepal</p>
<ul style="list-style-type: none"> • Discuss various educational approaches used for students with ASD. • Describe therapeutic services provided to students with ASD. • Explore educational practices provided for the students with ASD in Nepal. 	<p>Unit III: Inclusive Educational Approaches (12 hrs.)</p> <p>3.1 Educational Approaches for Students with ASD</p> <ul style="list-style-type: none"> • Visual supports • Functional behavior assessment (FBA) • Positive behavior supports (PBS) • IEP-based instruction • Augmentative and alternative communication (AAC)

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	<p>3.2 Therapeutic Services</p> <ul style="list-style-type: none"> • Occupational therapy • Cognitive-behavioral therapy • Play therapy • Social skills training • Physical, music and water therapies • Speech language therapy <p>3.3 Educational Practices of Children with ASD in Nepal</p>
<ul style="list-style-type: none"> • Clarify the concept, importance and principles of family support. • Enumerate the various types of family support. • Explain different kinds parental concerns about ASD. • Apply the individualized family service plan. • Explore the family support practices in Nepal. 	<p>Unit IV: Family Support for Inclusion (12 hrs.)</p> <p>4.1 Concept, Importance and Principles of Family Support</p> <p>4.2 Types of Family Support</p> <ul style="list-style-type: none"> • Professionals' support • Parental engagement • Family-centered support <p>4.3 Concerns of Parents</p> <ul style="list-style-type: none"> • Future planning • Transition planning • Living situations <p>4.4 Supports Based on IFSP</p> <p>4.5 Family Support Practices in Nepal</p>

Note: The figures within the course outline indicate tentative lecture hours allocated for the respective units.

4. Instructional Techniques

General and specific instructional approaches are suggested for this course.

4.1 General Instructional Techniques

The general instructional techniques are as given below:

- Participatory interactive lecture method.




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- Guest Lecture,
- Group Discussion,
- Question Answer,
- Home Assignment, and
- Self-Study.

4.2 Specific Instructional Techniques

In this course, to ensure the student's active participation in the teaching-learning process, the following specific instructional techniques are suggested:

Units	Activities and Instructional Techniques
II Hands-on Activities	Organize and conduct hands on training to teachers teaching students with ASD to make them acquainted with screening and diagnosis methods based on DSM-V. Training will focus on tools administration, result interpretation and implications of DSM-V.
IV Field Based Work	Visit any GOs, NGOs or INGOs involved in providing family support to facilitate learning of children with ASD. Observe different models of family support schemes/plans implemented by the organization; and share the findings in the class.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal Assessment:		
The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	5	70-80= 3, 81-90= 4, 91-100= 5
Class participation	5	Presentation (either in pair or individual)
Assignment I (Individual task)	10	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual	10	Written examination: Objective and subjective items

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External Assessment:		
The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10×1) = 10 Group B: Short answer type items (6×5) = 30 (including two or questions) Group C: Essay type items (2×10) = 20 (including one or question)

6. Recommended Books

- Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th ed.). Pearson Education, Inc.
- Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). Cengage Learning.
- Lewis, R. B., Wheeler, J. J., & Carter, S. T. (2017). *Teaching students with special needs in general education classroom* (9th ed.). Pearson Education, Inc.
- Wheeler, J. J., Mayton, M. R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorders: Evidence-based practice*. Pearson Education Inc.
- Williams, B. F. & Williams, R. L. (2011). *Effective programs for treating autism spectrum disorders: Applied behavior analysis model*. Routledge.

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Tribhuvan University	
Faculty of Education	
Master of Inclusive Education (MIE)	
Inc. Ed. 536: Inclusive Pedagogical Approaches to EBD and ADHD	
Course No.: Inc. Ed. 536	Nature of course: Theoretical
Level: M. Ed.	Credit Hours: 3
Semester: Third	Teaching Hours: 48

1. Course Introduction

The course is designed to provide in-depth knowledge and skills on inclusive pedagogical approaches to teaching students with Emotional and Behavioral Disorders (EBD) and Attention Deficit and Hyperactivity Disorder (ADHD). It deals with school readiness with effective classroom practice and focuses on classroom intervention. Furthermore, consideration is given to teaching strategies as they apply in the classroom situation to promote inclusion.

2. General Objectives

- To help students to understand the concept, characteristics, causes, types, and prevalence of EBD and ADHD including the situation of Nepal.
- To introduce the components of school readiness for inclusion of students with EBD and ADHD.
- To design classroom intervention strategies to support positive behavior of students with EBD and ADHD.
- To apply teaching strategies for improving the students' behaviors in an inclusive classroom.

3. Specific Objectives and the Content

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain concepts of EBD and ADHD. • Describe characteristics, causes, types and prevalence of EBD and ADHD. • Analyze existing situation of EBD 	<p>Unit I: Understanding EBD and ADHD (12 hrs)</p> <p>1.1 Concept of EBD and ADHD</p> <p>1.2 Characteristics, Causes and Types of EBD and ADHD</p> <p>1.3 Prevalence of EBD and ADHD</p> <p>1.4 Existing Situation of EBD and ADHD in Nepal</p>

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and ADHD in Nepal.	
<ul style="list-style-type: none"> • Clarify concept of school readiness, and its importance for inclusion. • Identify and illustrate the components of school readiness for students with EBD and ADHD 	<p>Unit II: School Readiness for Inclusion (10 hrs)</p> <p>2.1 Concept and Importance of School Readiness</p> <p>2.2 Components of School Readiness</p> <ul style="list-style-type: none"> • Least-restrictive environment • Teacher professional skills • Accommodating lessons • Individualized instructional planning • Pro-active school management
<ul style="list-style-type: none"> • Explain concept and importance of classroom interventions. • Describe the types of classroom intervention. • Use strategies for classroom intervention. • Apply the techniques for supporting positive behavior. 	<p>Unit III. Classroom Intervention (14 hrs.)</p> <p>3.1 Concept and importance of classroom interventions</p> <p>3.2 Types of Classroom Intervention</p> <ul style="list-style-type: none"> • Peer-mediated instructions (PMI) • Self-mediated interventions (SMI) • Teacher mediated interventions (TMI) • Differentiated reinforcement (DR) <p>3.3 Strategies for classroom intervention</p> <ul style="list-style-type: none"> • Educational considerations • Evidence-based strategies • Reinforcement • Peer tutoring • Functional behavioral assessment • Self-management skills • Strengthening students-teacher relationship <p>3.4 Techniques for Supporting Positive Behavior</p> <ul style="list-style-type: none"> • Rewarding positive behavior • Prompts • Token Economy • Classroom Behavior Chart • Positive Peer Review

<ul style="list-style-type: none"> • Use inclusive teaching strategies for students with EBD and ADHD • Apply class-wide positive behavior support techniques for students with EBD and ADHD. 	<p>Unit IV Teaching Strategies for an Inclusive classroom (12 hrs)</p> <p>4.1. Inclusive Strategies for Students with EBD</p> <ul style="list-style-type: none"> • Creating an appropriate emotional environment • Demonstrating model behavior • Teaching self-management, self-monitoring and social skills • Mnemonic instruction • Story mapping <p>4.2 Inclusive Strategies for Students with ADHD</p> <ul style="list-style-type: none"> • Minimizing distractions • Creating consistent routine • providing feedback and positive reinforcement • Adopting direct instruction • Providing concrete experiences • Using graphic organizer • Promoting computer-assisted learning <p>4.3 Class-wide Positive Behavior Support</p>
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Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom.

4.1 General instructional techniques

- Lecture with discussion
- Demonstration
- Home assignment/Group assignment
- Question answer
- Power point presentation by the students

4.2 Specific instructional techniques

Unit	Activity and Instructional Techniques
I Library	<ul style="list-style-type: none"> • Divide the students in different groups.

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Work	<ul style="list-style-type: none"> • Let the group of students study the suggested reading materials related to EBD and ADHD. • Let the groups of students work in E-Library to get information regarding the suggested topics. • Let the groups prepare report on the suggested topics. • Provide the students with opportunities to make the presentation of their report in the classroom followed by discussion and feedback.
II Independent Study	<ul style="list-style-type: none"> • Let the students study international provisions on inclusive education from the e-sources with focus on emotional and behavioral disorder • Let the students prepare the report individually and present in the classroom followed by discussion. <p>The teacher, after listening the presentation provides feedback to improve the report.</p>
III Case Study	<ul style="list-style-type: none"> • Ask the students to visit the school (general, integrated and schools with resource classrooms) in groups (Three groups) with a semi-structured interview schedule. • Targeted schools will be informed officially about this study. • Let each group of students visit the assigned school to study students with emotional and behavioral disorder. • Ask the students to contact the teachers to locate students with EBD and ADHD. • Let the groups of students contact the students for obtaining information through the use of semi-structured interview schedule. <p>Prepare a brief case study report and present it in the classroom followed by discussion and feedback.</p>

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
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Internal Assessment:		
The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	5	70-80= 3, 81-90= 4, 91-100= 5
Class participation	5	Presentation (either in pair or individual)
Assignment I (Individual task)	10	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (2× 10) = 20 (including one or question)

6. Recommended Books

- Chris A. & Dendy, Z. (2000). *Teaching teens with ADD, ADHD and executive function deficits: A quick reference guide for teachers and parents.*
- Gresham, F. (2015). Evidence-based social skills interventions for students at risk for EBD. *Remedial and Special Education*, 36(2), 100-104.
<https://doi.org/10.1177/0741932514556183>
- Kaufman, J. M. & Landrum, T. J. (2009). *Characteristics of emotional and behavioral disorders of children and youth* (9th ed.). Merrill-Pearson.
- Training & Technical Assistance Center (1993). *Classroom interventions for attention deficit/hyperactivity disorder considerations packet.* Author. [adhd.pdf \(wm.edu\)](#)
- Yell, M. L., Meadows, N. B., Drasgow, E., & Shriner, J. G. (2013). *Evidence-based practices for educating students with emotional and behavioral disorders* (2nd ed.). Pearson.



Tribhuvan University	
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Master of Inclusive Education (MIE)	
Inc. Ed. 537: Inclusive Pedagogical Approaches to Learning Disabilities	
Course No: Inc. Ed. 537	Nature of Course: Theoretical
Level: M. Ed.	Credit Hours: 3
Semester: Third	Teaching Hours: 48

1. Course Description

This course is designed to provide comprehensive knowledge and skills in the area of learning disabilities. It discusses general, specific and non-verbal learning difficulties in general highlighting students' difficulties and intervention in reading, writing, speaking, mathematical skills including other processing difficulties. Similarly, it encompasses in-depth information about different aspects of inclusive pedagogy relevant to students with LD. The course also presents conceptual clarity of identification and intervention of LD. Furthermore, it includes the techniques of curriculum and instructional differentiations with recent trends in instructional delivery.

2. General Objectives

- To familiarize students with inclusive pedagogical approaches to learning disabilities.
- To provide students with in-depth knowledge regarding differentiated curriculum for promoting inclusive education.
- To develop students' fundamental skills regarding instructional practices in inclusive education setting.
- To explore recent trends in instructional delivery and counseling supports.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain learning disabilities referring its definition, types, prevalence and causes • Describe the characteristics of children with LD in terms of learning, behavior and social aspects 	<p>Unit - I: Early Identification and Intervention (14 hrs.)</p> <p>1.1 Concept, Types (general, specific and non-verbal), Prevalence</p> <p>1.2 Characteristics and Causes</p> <p>1.3 Classroom Challenges and Management</p>

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<ul style="list-style-type: none"> • Analyze classroom challenges and management strategies • Clarify the concept, needs and importance of early identification and intervention • Discuss modes of assessment in terms of direct and indirect • Identify the areas for assessment in terms of reading, writing, spelling and comprehension 	<p>Strategies</p> <p>1.4 Concept, Needs and Importance of Early Identification</p> <p>1.5 Concept, Need and Importance of Intervention</p> <p>1.6 Areas for Intervention</p> <p>1.7 Modes and Areas of Assessment</p>
<ul style="list-style-type: none"> • Elaborate concept and characteristics of inclusive pedagogy • Explain instructional designs relating inclusive pedagogy • Identify the approaches of inclusive pedagogy applicable for teaching children with LD • Discuss prerequisites of inclusive pedagogies emphasizing supports 	<p>Unit - II: Inclusive Pedagogy (14 hrs.)</p> <p>2.1 Concept and Characteristics of Inclusive Pedagogy</p> <p>2.2 Instructional Designs</p> <ul style="list-style-type: none"> • Universal design for learning • Individualized education plan (IEP) • The inclusive pedagogical approach in action framework (IPAA) • Response to intervention (RtI) • Information processing model <p>2.3 Approaches</p> <ul style="list-style-type: none"> • Cooperative instruction and self-sustained learning • Parental participation in learning supports • Activity-based learning • Multisensory input and activities • Graphic learning • Collaboration with parents • Support service <p>2.4 Prerequisites of Inclusive Pedagogy</p> <ul style="list-style-type: none"> • Resource classroom • Support service • Student support team • Flexible group formation

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<ul style="list-style-type: none"> • Explain differentiation for inclusive pedagogical practice and explore areas for differentiations • Identify the ways of adaptation of assistive technology • Suggest the ways of creating supportive environment linking extra and co-curricular activities, organizational arrangement and accessible learning platforms • Elaborate the differentiation in materials and resources relevant to inclusive pedagogy 	<p>Unit - III: Curriculum and Instructional Differentiation (12 hrs.)</p> <p>3.1 Concept of Curriculum Differentiation</p> <p>3.2 Process of Adaptation (Accommodation and Modification)</p> <p>4.3 Concept of Differentiated Instruction</p> <p>4.4 Process of Differentiated Instruction (Content and Process, Product and Environment)</p> <p>4.4 Adaptation of Assistive Technology</p> <p>4.5 Adaptation of Extra and Co-curricular Activities</p> <p>4.6 Organizational Arrangements</p> <p>4.7 Accessible Learning Platforms</p>
<ul style="list-style-type: none"> • Discuss the evidence-based instruction for enhancing learning • Outline features of multi-model instructional techniques • Discuss the needs and importance of counseling and out-school support services for students and parents • Explain the concept of life-long learning and its significance in learning and personal growth • Identify relevant professional collaboration in supporting students with LD 	<p>Unit-IV: Recent Trends in Instructional Delivery (8 hrs.)</p> <p>4.1 Evidence-based Instruction</p> <p>4.2 Multi-model Instruction</p> <p>4.3 Counseling and Out-schools Supports</p> <p>4.4 Life-long Learning and Transitioning Supports</p> <p>4.5 Professional Collaboration</p>

Note: The number in parentheses indicated approximate teaching hours allocated for each unit.

4. Instructional Techniques:



This course demands both general and specific techniques appropriate for effective delivering contents organized under this course. A brief account of these techniques follows:

4.1 General instructional techniques

General instructional techniques refer to broadly used techniques such as lecture, discussion and question-answer methods of teaching which are applicable to most of the units. It is intended that active participation of the students are highly recommended and ensured while using these techniques to make instruction more interactive and discursive. The instructor is expected to use presentations using multimedia to allow information to be easily transferred and shared. In order to generate discussion and brainstorming exercises in the class, it is suggested that the teachers present relevant themes, problems, issues, and challenges linking with the cases happening in the field of psychology of children with special needs.

4.2 Specific instructional techniques

This course offers some specific instructional techniques that may encourage student-center and activity-based learning as presented below table.

<p>Unit I</p> <p>Self-study</p>	<p>The students will be assigned to develop a paper related to learning disabilities. Paper writing will be guided by the teacher. The teacher will encourage students to identify multi-facets of learning disabilities and issue. Finally, they will present their findings (highlights) in the class and receive feedback from their peers and teacher.</p>
<p>Unit III</p> <p>Group Discussion</p>	<p>Students will work in a group divided by teachers accounting to individual differences. The group may consist of 3-5 individuals and will participate in a group discussion on some specific issue/theme as they are interested in or given by the teacher. The issue or theme will be largely based on Curriculum and Instructional Differentiation. Finally, they will present a conclusive note and improve as per the feedback from their peers and teacher.</p>

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Unit IV Presentation	The students will study counseling for responding individuals and and significance in promoting inclusion of children in education. Then, they will prepare a presentation and present in class using PowerPoint Presentation. The role of teacher will be as a guide and mentor.
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5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal Assessment:		
The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	5	70-80= 3, 81-90= 4, 91-100= 5
Class participation	5	Presentation (either in pair or individual)
Assignment I (Individual task)	10	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (2× 10) = 20 (including one or question)



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6. Recommended Books

- Bradley, R., Danielson, L., & Hallahan, D. P. (Eds.). (2002). *Identification of learning disabilities: Research to practice*. Routledge.
- Burns, M. K., & Ysseldyke, J. E. (2009). Reported prevalence of evidence-based instructional practices in special education. *The Journal of Special Education, 43*(1), 3-11.
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2018). *Learning disabilities: From identification to intervention*. Guilford Publications.
- Florian, L. (2015). Conceptualizing inclusive pedagogy: The inclusive pedagogical approach in action. *Inclusive Pedagogy Across the Curriculum (7)*, 11-24. Emerald Group Publishing Limited.
- Florian, L. and Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. *European Journal of Special Needs Education, 28*, 119-135.
- Guðjónsdóttir, H., & Óskarsdóttir, E. (2016). Inclusive education, pedagogy and practice. *Science Education Towards Inclusion, 7-22*.
- Loughran, S. B. (2012). The challenges of inclusive education and pedagogy. *Borota, Bogdana, Hozjan, Dejan: Social Cohesion in Education*. Ministry of Education and Science of Ukraine, 169-210.
- Makoelle, T. M. (2012). The state of inclusive pedagogy in South Africa: A literature review. *Journal of Sociology and Social Anthropology, 3*(2), 93-102.
- UNESCO. (1994). *The salamanca statement and framework for action on special needs education*. <https://www.europeanagency.org/sites/default/files/salamanca-statement-and-framework.pdf>

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Tribhuvan University	
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Master of Inclusive Education (MIE)	
Inc. Ed. 538: Inclusive Pedagogical Approaches to Communication Disorder	
Course No: Inc. Ed. 538	Nature of the Course: Theoretical
Level: M. Ed.	Credit Hours: 3
Semester: Third	Teaching Hours: 48 Hours

1. Course Introduction

This course discusses about the essential concepts of communication, language, and speech and related disorders. It explains about the programs and services to prepare the students with communication disorders to access inclusive education program. Furthermore, it describes about the inclusive pedagogies, augmentative, and alternative communication for the inclusion of students with communication disorders.

2. General Objectives

- To provide students with essential concepts and characteristics of communication, speech and language development and disorder.
- To develop students' skills in implementing inclusive pedagogies for students with communication disorders.
- To provide in-depth knowledge and strategies to promote inclusive education for students with communication disorders.
- To enable students to apply appropriate technology, augmentative and alternative communication (AAC) techniques in inclusive setting.

3. Specific Objectives the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain communication, language and speech development. • Explore the different modalities of communication. • Describe the importance of speech, 	<p>Unit I: Communication, Language, and Speech Development and Disorder (14 hrs.)</p> <p>1.1. Communication, Language and Speech Development</p> <p>1.1.1. Communication</p> <p>1.1.2. Speech</p>

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<p>language, and communication.</p> <ul style="list-style-type: none"> ● Explain disorders of communication, language and speech in terms to their concepts, types, characteristics, and causes. ● Describe the prevalence of speech, language and communication disorders in Nepalese context. ● Explore the challenges and issues of communication, speech and language disorders in Nepalese context. 	<p>1.1.3. Language</p> <p>1.2. Modality of Communication:</p> <p>1.2.1. Verbal communication</p> <p>1.2.2. Non-verbal communication: the messages of action, space and silence</p> <p>1.3. Importance of Communication, Language and Speech</p> <p>1.4. Communication, Language, and Speech Disorders (Concepts, types, characteristics and causes)</p> <p>1.5. Prevalence of Students with Speech, Language, and Communication Disorders in Nepalese Context</p> <p>1.6. Issues and Challenges of Speech, Language and Communication Disorders in Nepalese Context</p>
<ul style="list-style-type: none"> ● Explain different inclusion programs in enabling the students with communication disorders for inclusive setting. ● Find out different therapeutic techniques facilitating to students with communication disorders to ease their learning. ● Deploy professionals to support the learning of students with communication disorders. 	<p>Unit II: Inclusion of Students with Communication Disorders (12 hrs.)</p> <p>2.1 Inclusion Programs</p> <p>4.1.1. Service provision settings</p> <p>4.1.2. Types of service delivery</p> <p>4.1.3. Early intervention programs</p> <p>4.2. Therapeutic Techniques</p> <p>4.2.1. Articulation therapy</p> <p>4.2.2. Speech language therapy</p> <p>4.3. Professionals' Support</p> <p>4.3.1. Communication aides or assistants</p> <p>4.3.2. Educational professionals</p> <p>4.3.3. Medical and health professionals</p>

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<ul style="list-style-type: none"> ● Explain the different inclusive pedagogical approaches used for students with speech, language and communication disorders. ● Identify the strategies to promoting inclusive practices. 	<p>Unit III: Inclusive Pedagogical Practices (10 hrs.)</p> <p>3.1. Inclusive Pedagogical Approaches</p> <p>3.1.1. Differentiated instructions collaborative learning</p> <p>3.1.2. Universal design for learning</p> <p>3.2. Promoting Inclusive Practices</p> <p>3.2.1. Service delivery options</p> <p>3.2.2. Professional collaboration</p> <p>3.2.3. Classroom adaptations</p>
<ul style="list-style-type: none"> ● Explain the concept, purposes and types of AAC. ● Discuss the potential users and categories of AAC. ● Apply the AAC Model for accommodating learning needs of communication disorders. ● Explore the challenges in using augmentative and alternative communications in Nepal. 	<p>Unit IV: Augmentative and Alternative Communication (12 hrs.)</p> <p>4.1. Concept, Purposes and Types of AAC</p> <p>4.2. Users of AAC</p> <p>4.3. AAC Model for Responding to Communication Disorders</p> <p>4.4. Challenges in Using AAC in Nepalese School Context</p> <p>4.4.1. Appropriate settings for services</p> <p>4.4.2. Intervention of developmental, and phonological disorders</p>

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

The following modes of delivery can be used by the teacher.

4.1 General Instructional Techniques

- Lecture with discussion
- Demonstration
- Group-work
- Quiz

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- Power point presentation
- Field Study
- Report writing

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
II Field visit	<ul style="list-style-type: none"> • The students will be divided in groups • Certain topics will be assigned to prepare a brief field-based report • The reports will be presented in the class preferably using multimedia projector • The presentation will be supplemented by teacher's comments and feedback
III Case study	<ul style="list-style-type: none"> • The students will go for school-visits in pairs. • Each pair will conduct in-depth interviews with the learners with communication disorder or teachers to find-out the difficulties and needed supports for their purposeful participation in the school activities. • Each pair will prepare a report on the basis of their findings and suggest the need-based supports • Each pair will share their findings in the classroom followed by the teachers' comments and feedback.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal Assessment:		
The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	5	70-80= 3, 81-90= 4, 91-100= 5

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Class participation	5	Presentation (either in pair or individual)
Assignment I (Individual task)	10	Anyone task from Units I to III.
Assignment II (Group task)	10	Anyone task from Units IV or V.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (2× 10) = 20 (including one or question)

6. Recommended Books

Gargiulo, R. M. & Metcalf, D. (2013). *Teaching in today's inclusive classroom* (2nd ed.).

Wadsworth, Cengage Learning. (Unit IV & V)

Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th ed.).

Pearson Education, Inc. (Unit I & II)

Noma, B., Anderson, G., & Shames, H. (2011). *Human communication disorders: An introduction* (8th ed.). Pearson Education Publishing.

Tom, E. C., Smith, E. A., Polloway, J., Patton, R. P., & Carol A. D. (2011). *Teaching students with special needs in inclusive settings* (6th Edition). Pearson Education Inc. (Unit IV & V)

Werts, M. G., Culatta, R. A., & Tompkins, J. R. (2007). *Fundamentals of special education: What every teacher needs to know* (3rd ed.). PHI Learning Private Limited. (Unit III & V).

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Tribhuvan University
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Master of Inclusive Education (MIE)

Inc. Ed. 539: Inclusive Pedagogical Approaches to Children with Linguistic Diversity

Course No: Inc. Ed. 539

Level: M. Ed.

Semester: Third

Nature of the Course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

The course aims at providing insight into educating students with language minorities. It introduces inclusive pedagogical approaches to the teaching of linguistically diverse students in different contexts. The course further attempts to impart knowledge on linguistically responsive pedagogy for linguistic consideration for students from diverse linguistic backgrounds. Furthermore, the course provides skills and knowledge in developing partnerships with the families of language minorities making various considerations in adapting assessments for linguistically diverse students.

2. General Objectives

- To develop inclusive teaching strategies for linguistically diverse students.
- To acquaint students with an understanding of linguistic diversity.
- To familiarize the students with the technique of working with linguistically responsive pedagogy.
- To enrich students' knowledge and skills in building partnerships between schools and families with language minorities.
- To develop assessment strategies for students with linguistic minorities.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept and components of language • Interpret language from different perspectives • Describe the linguistic diversity of 	<p>Unit I: Introduction to Linguistic Diversity (8 hrs.)</p> <p>1.1. Concepts and Components of Language</p> <p>1.2. Language Perspectives</p> <ul style="list-style-type: none"> • Socio-historical, • Socio-political,

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students in Nepal	<ul style="list-style-type: none"> • Socio-cultural, and • Socio-linguistic contexts <p>1.3. Linguistically Diverse Students in Nepal</p>
<ul style="list-style-type: none"> • Explain the meaning of linguistically responsive pedagogy • Justify the purpose of LR pedagogy • List out different considerations of responsive pedagogies • Distinguish different linguistic behavior of students • Create stimulating language environment in the classroom 	<p>Unit II: Linguistically Responsive Pedagogy (10 hrs.)</p> <p>2.1 Concepts and Purposes of LR Pedagogy</p> <p>2.2. Considerations in Responsive Pedagogy</p> <ul style="list-style-type: none"> • Classroom management • Academic vocabulary and literacy • Academic language instruction • Learning environment • Individual differences <p>2.3. Linguistic Behavior of Students</p> <p>2.4. Stimulating Language Environment</p>
<ul style="list-style-type: none"> • Explain and adopt responsive teaching in different linguistic contexts • Clarify the implications of 'power of language uses in classroom instruction • Describe the critical pedagogy for LR instruction • Use LR pedagogy for transformative learning • Draw the implications of LR pedagogy in Nepalese contexts 	<p>Unit III: Language Considerations in Pedagogical Approaches (10 hrs.)</p> <p>3.1. Linguistically Responsive Teaching</p> <ul style="list-style-type: none"> • Easy to learn, • Monolingual, • Bilingual, and • Multilingual contexts <p>3.2. Power of Language</p> <p>3.3. Critical Pedagogy</p> <p>3.4. Transformative Learning</p> <p>3.5. Implications of Linguistically Responsive Pedagogy for Inclusion</p>
<ul style="list-style-type: none"> • Describe community learning practices to build partnership with families and communities • Explain the Unity Principle to 	<p>Unit IV: Building Partnership with Families and Communities (10 hrs.)</p> <p>4.1. Community Learning Practices</p> <ul style="list-style-type: none"> • The Unity Principle

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<p>justify language as a tool of empowerment</p> <ul style="list-style-type: none"> • State different models of parental involvement • Build LR school-community partnership for inclusion 	<ul style="list-style-type: none"> • Language as a Tool for Empowerment <p>4.2. Models of Parental Involvement</p> <p>4.3. Partnering for Inclusion</p> <ul style="list-style-type: none"> • Adopting Equity Lens • Making Collaborative Reflections • Accepting and Respecting Language Diversity • Promoting School-Community Relationship
<ul style="list-style-type: none"> • Discuss ethical requirements for the assessment • Apprise language acquisition of the students • Analyze the appropriate learning environment • Evaluate the effectiveness of mother tongue-based instruction. • Review policy provisions for inclusive assessment 	<p>Unit V: Inclusive Assessment Practices (10 hrs.)</p> <p>5.1. Ethical Considerations for Assessment</p> <p>5.2. Assessment of Language Acquisition</p> <p>5.3. Assessing the Appropriate Learning Environment</p> <p>5.4. Assessment of Mother Tongue Based Instruction</p> <p>5.5. Policy Provision for Inclusive Assessment</p>

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom.

4.1 General instructional techniques

- Class discussion
- Presentation
- Quiz
- Group work/pair work
- Project work
- Self-study

4.2. Specific instructional techniques




Units	Instructional Strategies	Detail Activities
II	Individual work	Students will be provided with some reading materials. They will be asked individually to study those materials and prepare their notes regarding their understanding of LR inclusive pedagogy and its implications for students' learning. The teacher will clarify LR pedagogy.
III	Group presentation	Students will be divided into groups with five students in each. Each group will be provided with the assignment to visit classrooms of a nearby school. The groups of students will first prepare criteria for LR classrooms and collect data. They will prepare short reports and present in the classroom. The discussion will be followed by teachers' feedback.
V	Field study, and group work	Based on the teacher's guideline, group of students (preferably 3 students) will prepare criteria for assessing learning environment. They will go to different schools, observe the classroom, and prepare reports by the respective groups. They will share their findings in the classroom and teacher will facilitate the discussion.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal Assessment:		
The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	5	70-80= 3, 81-90= 4, 91-100= 5
Class participation	5	Presentation (either in pair or individual)
Assignment I (Individual task)	10	Anyone task from Units I to III.
Assignment II (Group task)	10	Anyone task from Units IV or V.

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Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (2× 10) = 20 (including one or question)

6. Reference

- DePalma, R., Napier, D. B., & Dze-Ngwa, W. (2015). *Revitalizing minority voices: Language issues in the new millennium*. Sense Publishing.
- Hollie, S. (2012). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success*. Shell Education Publishing Inc.
- McNaughton, S. (2011). *Designing better schools for culturally and linguistically diverse children: A science of performance for research*. Routledge.
- Miller, J., Kostogriz, A., & Gearon, M. (2009). *Culturally and linguistically diverse classrooms: New dilemmas for teachers*. Multilingual Matters/Channel View Publication.
- Porter, P. & Rosalie (2000). *Educating language minority children READ perspectives*. Transaction Publishing.
- Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. The Guilford Press.
- Zacarian, D., & Soto, I. (2020). *Responsive schooling for culturally and linguistically diverse students*. W.W. Norton and Company

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**Tribhuvan University
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**MASTER OF EDUCATION
(Specialization in Inclusive Education)
FOURTH SEMESTER COURSE**

Effective From 2023



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Contents

Course Title: Contemporary Educational Issues	1
Course Title: Practicum in Inclusive Education	15
Course Title: Thesis Writing	25
Course Title: Project Planning and Management in Inclusive Education	47




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**Master of Education (M. Ed.)
Inclusive Education**

Fourth Semester Courses

Category	Course Code	Course Title	Credit Hours
Core Courses	Ed.545	Contemporary Educational Issues	3
	Ed.544	Thesis Writing	6
	Inc. Ed. 542	Practicum in Inclusive Education	3
Specialization (Inclusive Education) Course	Inc. Ed.546	Project Planning and Management in Inclusive Education	3
Total			15



Course Title: Contemporary Educational Issues

Course Code: Ed.545

Nature of Course: Theory and Practical

Level: M. Ed.

Credit Hours: 3 (1Th +2 Pr)

Semester: Fourth

Teaching Hours: 80 Hours (16 Th + 64 Pr)

1. Course Introduction

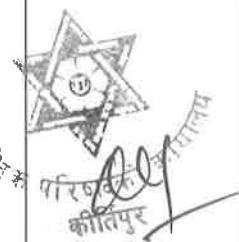
This course aims to provide students with opportunities to identify explore and understand issues relevant to the school education in Nepal. The course enables students to review the educational policies, research reports, and theoretical literature. This course also helps students directly link their knowledge with the current practices in the educational sector. It allows students to write and present comprehensive seminar paper based on the analysis of the selected educational issues comparing, relating, and reflecting upon the theoretical perspectives, policy provisions, and research findings.

2. General Objectives

- To identify contemporary educational issues.
- To develop critical perspectives about the selected educational issues.
- To review the theoretical literature, policy documents and research reports.
- To prepare a comprehensive seminar paper.

3. Specific Objectives and Course Details

Part I: Conceptual Understanding of Educational Issues (8 hours)		
Specific Objectives	Contents	Content Coverage (under each content area at least the following broad questions should be dealt with)
<ul style="list-style-type: none"> • To get oriented about different issues in school education with specific reference to Nepal. • To develop critical insight/perspectives on each issue • To be able to frame issues. 	1.1 Access, equity, inclusion, and medium of instruction	<ol style="list-style-type: none"> 1. How can e.g. gender, disability, caste, ethnicity, socio-economic status, geography, sexual orientation (Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex) be challenges or resources in teaching learning? 2. What should be the medium of instruction in early grades (bilingual, multilingual, English, Nepali)? Why? 3. Should mother tongue be medium of instruction or subject? Why? <p>Above questions are only examples. Please enable students to raise and explore other questions/issues.</p>
	1.2 Classroom teaching, learning, assessment, and	<ol style="list-style-type: none"> 1. What kind of issues can emerge in a diverse classroom? How to manage



	<p>relevance of curriculum</p>	<p>such issues in teaching learning and student evaluation according to learner's needs?</p> <ol style="list-style-type: none"> 2. Is National Curriculum required? Why? How much of the curriculum should be national and how much should be local? (Local vs. central) Why? 3. What is the implication of curriculum localization? Why? 4. How curriculum development is influenced by political belief system? How does it affect student learning? Should curriculum allow each and every student to pursue her or his interests and aptitude? Why? If it should then how? <p>Above questions are only examples. Please enable students to raise and explore other questions/issues.</p>
	<p>1.3 Free and compulsory education</p>	<ol style="list-style-type: none"> 1. Can education be completely free? Who pays for children's education? What should be free in free education? (Tuition fees, books and stationeries, tiffin, uniform, ..). Appropriateness of compulsory education policy to ensure education for all. 2. Who should take responsibility of implementing compulsory education provision (e.g. Local government; Provincial government; Federal government)? 3. Is compulsory education policy enough to bring children to school? Why? 4. Up to which level should education be free and compulsory?

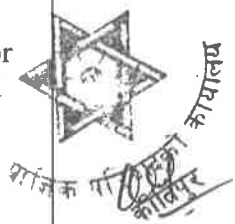


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		Above questions are only examples. Please enable students to raise and explore other questions/issues.
	1.4 Modes of schooling	<p>Different modes of schooling include Private, Community, Cooperative, Open, Faith based education institutions, etc. Some issues or questions that can be explored are:</p> <ol style="list-style-type: none"> 1. Should education be only the government's responsibility or non-state (Private, cooperative, religious faith based) providers should also be encouraged? Why? 2. Should curriculum (Content, pedagogy, assessment, etc.) be different in different modes of education? Why? 3. What are the issues and challenges in teaching learning and curriculum in Madarsa, Gurukul and Gompa? <p>Above questions are only examples. Please enable students to raise and explore other questions/issues.</p>
	1.5 Shadow education	<p>Shadow education refers to Private tuition center/institutes</p> <ol style="list-style-type: none"> 1. What does it mean by Shadow education? 2. How prevalent is shadow education in Nepal? 3. What are its implications in public education system? <p>Above questions are only examples. Please enable students to raise and explore other questions/issues.</p>
	1.6 Teacher development	<p>Teacher Development refers to or includes teacher management, career development, professional development, etc.</p> <ol style="list-style-type: none"> 1. What constitutes teacher professional development? 2. Should teacher professional



		<p>development be individual's responsibility or employer's responsibility? Why?</p> <p>3. Who should be responsible for teacher recruitment, transfer, promotion teachers in federal system? Why?</p> <p>Above questions are only examples. Please enable students to raise and explore other questions/issues.</p>
	<p>1.7 School governance and accountability</p>	<p>School governance here refers to school ownership, management, community participation, etc.</p> <ol style="list-style-type: none"> 1. Who should be responsible for the operation of schools in federal Nepal (Local or Provincial or Federal government?) Why? 2. What constitutes good governance (Transparency, accountability, participation, etc.)? 3. Who should be responsible for school management? 4. Should school management inclusive of gender, caste, and ethnicity? Why? 5. What does corruption constitute? What does corruption in education mean? <p>Above questions are only examples. Please enable students to raise and explore other questions/issues.</p>
	<p>1.8 ICT in education</p>	<p>ICT in education refers to both ICT education and use of ICT in education</p> <ol style="list-style-type: none"> 1. What are the ways of teacher preparation and continuous opportunity for upgrading knowledge and skills in ICT? 2. How much is enough in terms of the core ICT knowledge and skills? 3. What is the nature of ICT knowledge and its integration in school



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		<p>knowledge- primary or secondary (Where to start? separated subject or integrated?)</p> <ol style="list-style-type: none"> 4. How to address the rapid explosion and obsolescence of ICT knowledge? 5. How to reduce disparity and to enhance equity in ICT (issue of digital divide and its' impact in children's learning and education)? 6. What are the issues related to testing and assessment of ICT knowledge and skills? and how to address them? <p>Above questions are only examples. Please enable students to raise and explore other questions/issues.</p>
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Teaching Learning Strategies

Teacher's Inputs	Students' Efforts (8 hours)	Outcome
<ul style="list-style-type: none"> • To orient students about the identified areas through classroom teaching. • To assist students identify and frame issues in a given area. 	<ul style="list-style-type: none"> • Attend all the classes regularly. • Participate in classroom discussion and group work to understand and identify issues. • Do practice at home and generate issues in each area. 	Students will produce list of issues for further discussion and exploration in each area.

Part II: Conceptual Understanding of the Issues as Reflected in the Policy/Plan/Documents. (8 hours workshop, one hour to each issue area)

Teaching Learning Strategies

Documents	Teacher's Inputs	Students' Efforts	Outcome
Examples Only:	<ul style="list-style-type: none"> • Workshop support 	<ul style="list-style-type: none"> • To explore and identify the provisions related to issues. 	<ul style="list-style-type: none"> • Identify issue to further explore.
1. School Sector Development Program (SSDP),	<ul style="list-style-type: none"> • Assist students in locating documents Assist students 	<p>in different educational policies and plans in Nepal.</p> <ul style="list-style-type: none"> • To analytically 	<ul style="list-style-type: none"> • Identify minimum 2 policy documents for



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<p>Education Policy 2076.</p> <ol style="list-style-type: none"> 2. Equity strategy 2071 3. National Curriculum Framework 4. Current Education Act & Regulations 5. Scholarship guidelines 6. Open and distance education policy 7. The Prevention of Corruption Act, 2059 (2002 A.D) 8. Teacher professional development related policies, guidelines 9. The current Development Plan 10. Inclusive education policy 2017 (2073) 11. Cooperative Act & Regulation 12. Madarsa, Gompa and Gurukul related Acts and Policy documents. <p>The above are only examples. Please identify the latest policy documents in related to the selected issue.</p>	<p>identify the issue,</p>	<p>review the policy and plan documents from the perspectives of the identified issues (how the selected issues are discussed and addressed in the reviewed document/s).</p> <p>To relate theoretical/conceptual perspectives (sociological, psychological, curricular, learning management theories etc.) studied in the previous semesters with the particular educational issue/s in order to undertake document-based study.</p>	<p>further in-depth review.</p> <ul style="list-style-type: none"> • Identify theoretical/conceptual perspective relevant to the identify issue. <p>Identify research reports relevant to the selected issue.</p>
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Part III: Practical Activities on Educational Issues (64 hours)

Teaching Learning Strategies

Teacher's Inputs	Students' Efforts: Proposal Preparation (8 hours)	Outcome
<p>Assist students to prepare seminar paper proposal.</p>	<ul style="list-style-type: none"> • To develop plan and strategy to study and 	<p>Seminar paper proposal in the given format.</p>



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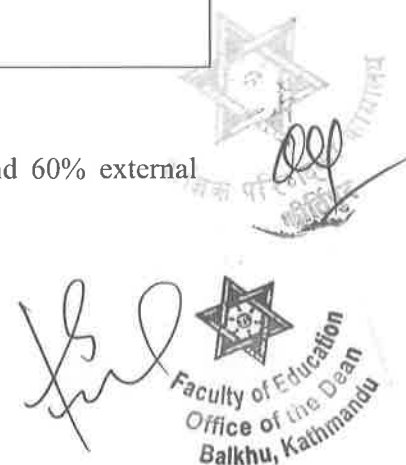
	the selected educational issue.	
	<ul style="list-style-type: none"> To finalize the proposal (plan and strategy) in consultation and approval of the department/mentor. 	
Teacher's Inputs	Students' Efforts: Review Paper Preparation (40 hours)	Outcome
<ul style="list-style-type: none"> Assist students to critically write the review paper. 	<ul style="list-style-type: none"> Review at least 3 policies, plan and strategy documents relevant for the selected issue from the list (or beyond) provided above. 	<ul style="list-style-type: none"> Students will select the issue for review from the given content areas.
<ul style="list-style-type: none"> Assist students to discuss, compare and contrast ideas/concepts and findings found in different types of literature (Policy/plan/strategies, theory/concept and findings of research/study reports). 	<ul style="list-style-type: none"> Review theoretical/conceptual literature. Review research report/dissertation relevant to the selected issue. Discuss analytically how all the above documents and concept view or speak about the issues selected for review. Compare and contrast all three types of documents/concept while analyzing them. 	<ul style="list-style-type: none"> Students will locate, collect and review the materials related to the issues that they selected. Prepare and submit a comprehensive review paper.
Teacher's Inputs	Students' Efforts: Seminar Paper Preparation (80 hours)	Outcome
<ul style="list-style-type: none"> Assist students to develop seminar paper on the selected issue. 	<ul style="list-style-type: none"> Do a mini research (telephone or face to face interview with 1 or 2 person or observe a classroom, etc.) Develop and finalize the seminar paper in the given format individually under the Guidance of the mentor. 	Seminar paper in the following format.

4. Evaluation Criteria (Internal 40%, External 60%)

Students' learning will be evaluated based on 40% internal assessment and 60% external examination.

Evaluation criteria will be as explained below:

Internal Evaluation



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Evaluation	Nature	Points	Criteria (Points)	Description
Internal Assessment (40%)	Theory	15	a. Attendance (5) b. Written test (10)	a. The percentage of attendance in theory class and participation in workshop will be rewarded as: 70-80=3, 81-90=4, 91-100=5 points. Supervisor may score these points even in decimal value. b. Department/campus will conduct internal written test which consists 2 questions each of 5 points.
	Practical	25	a. Participation (5) b. Review (5) c. Seminar paper(15)	a. Supervisor will provide 5 points on the basis of students' regularity on proposal, review work and effort in developing seminar paper. b. The review report will be evaluated on the basis of use of APA, review, and reflection of selected document. c. Seminar paper will be evaluated on the basis of technical aspect (5), analytical aspect (5), and presentation (5).

External Evaluation

Evaluation	Nature	Points	Criteria (Points)	Description
External	Theory	20	Written examination	Faculty of Education, Dean's Office will conduct written examination at the end of semester. The test will consist of 3 subjective questions with 1 OR question, each of 5 points and 5 objective questions each of 1 point.



Practical	40	External Evaluation and viva	<p>a. Structure and component of the report (20 points)</p> <ol style="list-style-type: none"> 1. Technical aspects: Cover page, report uniformity, language error, page setting, margin, indentation, heading, etc. (5) 2. Content coverage and organization (5) 3. Sufficient literature, citation and linkage with reference (7) 4. APA Referencing (3) <p>b. Presentation (20 points)</p> <ol style="list-style-type: none"> 1. Ability to communicate the objectives and method (8) 2. Ability to communicate findings and conclusion/reflection (8) 3. APA referencing practical (4)
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Note: **Number of students per class:** The number of students for theory class will be 50 per section. For the purpose of practical classes (seminar paper writing and instruction including student guidance, supervision and other practical activities) the number of students will be 15 per group per teacher. The sections will not break up to 20 students, and the sections will be broken when the number will cross 21. For example, if there are 80 students in the class then $80/15 = 5.33$, there will be 5 sections. If there are 81 students the section will be 6.

References

- a. Internet search for scholarly articles on the concepts related to the content areas.
- b. Important and relevant documents/materials (e.g. visit web sites of the Ministry of Education, Science and Technology and other agencies within the Ministry; web site of Nepal Law Commission and web site of UN agencies and I/NGOs working in education sector for additional documents/materials). All the materials may not be available in the web sites. Therefore, visiting libraries of the organizations is also necessary.
- c. National and international dissertations and other research and evaluation reports related to the issues.
- d. Daily newspapers, monthly and weekly education related authentic print as well as online magazines, newspapers/portals.
- e. Any other authentic resources and sources in addition to the above. Wikipedia and other similar sources are not acceptable.

Seminar Paper Proposal Format (Only One Page)

Issue Area

Write an area of issue among eight areas in the course.

Issue Title

Write an issue title that you generate during the workshop discussion and going to prepare seminar paper.

You read all the areas but you will select an issue from any one area of your interest and content command.

Objectives

Write one or two objectives of your seminar paper.

Method and Process

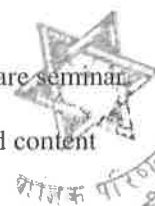
Mention exactly what you are planning to do during seminar paper writing.

Literature

Write the name of possible literatures that you are going to reviewed in your paper.

References

Prepare the list of the resources in APA format that you cited in seminar paper proposal.



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Five Step Guidelines for Practical Part

Step 1: Submit your seminar paper proposal (brief) in the following format.

Step 2: Review document and prepare report (5 points).

Under the guidance of your supervisor review selected document, research based article or research report using the following guideline

Guideline for policy and other relevant literature review on the issues selected

- A. **Select an area of the issue:** Which is already done in your seminar paper proposal
- B. **Write an issue:** More conventional in statement form but you can write either in a question form or in statement form– what you want to study/explore/analyze.
- C. **Locate and find out the document:** For literature review find latest policy documents, regulations, etc.
- D. **Study and analyze the literature:** Review research reports, research articles, journal articles, etc.
- E. **Prepare review report:** Prepare review paper using the following format
 - a. **Introduction:** What are your main aims/objectives/focus.. what are the document/literature reviewed, how review is carried out, what else are there in the preceding sections etc (just one or two paragraph).
 - b. **Major provisions:** Write the major provisions related to the area of an issue you selected (what actually you find in the policy and literature about your issue)
 - c. **Discussion of the findings:** Drawn from other literature (what you have understood, what is your thought, what are not stated/hidden, what alternative could be suggested etc.
 - d. **Conclusion:** What is your final thought and reflection?
 - e. **References:** Provide the list of resources in APA format that you cited in the review report.
- F. **Submit the report** with your personal details (Name, Roll No., Specialization, Section, etc.)

Note: Report may be of 1000 to 1500 words length.

Step 3: Prepare seminar paper under the guidance of your supervisor.

Students may use following guideline or format for writing seminar paper

Cover Page: First page should be in the following format (Model)



Seminar Paper Title(Seminar Paper)

**Submitted to:
Department of Foundations of Education,
Name of Your Campus, Address,
for the Partial Fulfillment of Contemporary Educational Issues (Ed 541)
M. Ed. Fourth Semester**

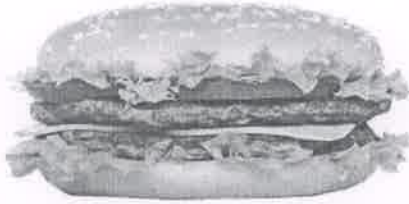
**Submitted by: Name of Student Symbol No
Major Subject Year**

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<i>Preliminary part</i>	Title	Your exact title (but don't write the heading 'title').
	Abstract	OMFC (1 or 2 sentences for Objectives, 1-2 sentence for Method, 2-4 sentences Findings, 1-2 sentence Conclusion). For more information regarding abstract writing see APA guidelines. (150 – 200 words).
	Keywords	4-6 words of great significance in your paper; can be used for indexing or search
<i>Main body</i>	Introduction	Your aims or objectives of the study (e.g. The aim of this paper is to), introduce the key theme/s that appear/s in your issue (what does it mean in your concern-based on your understanding and literature), debates on the issue, contextual information/data, rationale and significance, sections and headings/subheadings (what components are in your paper-structure/organization of the paper) (Maximum 500 words)
	Issue and Objectives	State issue topic exactly what you wrote in your proposal under 'issue' and 'objectives'. You may add one more objective if it requires.


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	Method	<ul style="list-style-type: none"> • Document analysis – which documents did your review? How did you study and analyze? (e.g. skimming, focused reading, summary taking, content analysis, comparing, connecting, and contrasting ideas or policy provisions, presenting opinion/thoughts of the self, etc.) (one or two paragraph) • Field study or empirical study – how did you collect and analyze data -where, who, when, how (one or two paragraph) <p>(Maximum 300 words)</p>
	Literature review	Include the document review paragraph you did earlier in the review paper and add some more relevant literature in chronological order.
	Findings and discussion	<ul style="list-style-type: none"> • Discuss the findings objective wise if there is more than one objective. • Findings should be based on the theme related to the objective. Create subtheme if it requires. Support or refute each theme or subtheme by field data, literature, theory (if any), or previous research findings. • You may write the finding paragraph in the following structure: <p>-Findings and discussion related to objective 1</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: left;"> <p>Topic Sentence</p> <p>It states the main idea. It limits the topic (by means of a controlling idea).</p> <p>Supporting Sentences</p> <p>It proves and develops the topic sentence. It contains examples, statistics, details, a quote, etc.</p> <p>Concluding Sentence</p> <p>It signals the end of the paragraph. It leaves the reader important ideas to remember.</p> </div> </div> <p>First topic sentence, add example, evidences and quotes (first hand data collected from the field or evidences from the literature) in between, state conclusion.</p>
		<p>What else in discussion? – what did they understand, what was in the policy in line with what you reviewed in the earlier section (or/and you can discuss the findings linking with other literature) and what was found in the practice, what could be alternatives/suggestions.</p> <p>-Findings and discussion related to objective 2 (same as above)</p> <p>(Maximum 1500 words in total)</p>

	Conclusion	Very short essence of your findings relating with the policy or literature reviewed earlier. Your final thought and reflection are crucial. Your conclusion must fulfill the intent of the objectives you formulated earlier (Maximum 500 words)
<i>Referencè part</i>	References	At the end of your paper include the list of all resources in APA format that you used in citations. For citation and referencing rule, you can use any research book in third semester or the American Psychological Association (APA) writing guidelines 7 th edition.

Step 4: Submit your final seminar paper to your supervisor for internal evaluation (15 points)

Upon completion of seminar paper student need to engage in seminar presentation. For this the college/department will form seminar organizing committee of students. The role of school/department and committee is as given below.

Role of Campus/Department

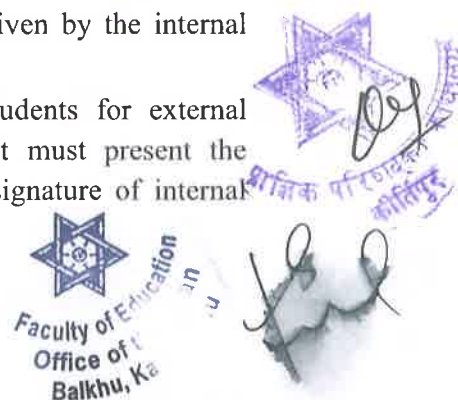
1. Publish the notice specifying the week of seminar presentation.
2. Develop the seminar presentation template (model) and different aspects to be included in it.
3. Form a **Seminar Organizing Committee** of students (5 to 7 members). If the number of students is large there may be more than one organizing committee based on the students' areas of issue.
4. Define and specify the role of seminar organizing committee.
5. Perform other administrative activities as required

Role of Seminar Organizing Committee

1. Run the meeting of seminar organizing committee
2. Decide the date, time, and venue of seminar paper presentation.
3. Manage room, hall, projector, etc. for the seminar paper presentation.
4. Inform and invite participants, supervisor/facilitator/mentor, and expert at the seminar presentation mentioning the objective of seminar.
5. Manage for registration and attendance of participants.
6. Prepare presentation schedule of each participants (better to provide 10-15 min to each participants).
7. Facilitate the presentation of the colleague; help incorporate the feedback and support for final report.
8. Collect all the presented slides, keep them separately in area wise folder, and send to the internal/department.
9. Provide support in slide preparation and seminar presentation if necessary.

Role of Internal Supervisor

1. Support students to incorporate the feedback given by the internal expert during seminar paper presentation.
2. Recommend the seminar paper written by students for external evaluation (During external evaluation student must present the finale seminar paper with the clear date and signature of internal



supervisor on the cover page).

Note: At the end of this step 4 supervisor have to accumulate internal scores obtained during the process and activities mentioned above (from Step 1 to 4) by each student (Re: out of 40 points) and submit the score to the campus/department. Submission of this score will make student eligible for written examination to be conducted by the Dean's Office, Faculty of Education, Balkhu.

Step 5: External evaluation (40 points)

After completion of all the written examination, the Dean's Office will arrange for external evaluator with the facilitation of respective campus/department for practical part. Student should attend final viva for external evaluation. During external evaluation includes the following tasks.

1. Student should submit all the checked/corrected versions of literature review, seminar paper and the slides presented internally to the external evaluator.
2. External Evaluator must read students' reports and the corrected versions of their literature review, seminar paper and the slides presented internally.
3. Students will sit for external viva where external evaluator will evaluate both the oral presentation and reports.



Course Title: Practicum in Inclusive Education
 Course Code: Inc. Ed. 542
 Level: M.Ed.
 Semester: Fourth

Nature of Course: Practical
 Credit Hours: 3
 Duration: 12 Weeks

1. Course Description

This course is designed to orient students to the application of theoretical constructs of inclusive education by developing teaching competencies in teachers. It is divided into three major parts: the first part deals with involvement in micro-teaching and teaching school subjects in integrated and resource class schools. The second part is related to the exposure visit of students to organizations/schools serving children with different needs. In the third part, focus is laid on students' engagement to study schools and institutional practices in integrated and resource class schools as well as organizations. The course overall seeks active participation in delivery-oriented teaching learning as a practicum experience.

2. General Objectives

The course is designed to accomplish the following general objectives:

- To provide the students with an opportunity to have hands-on experience of real teaching by observing related teachers' teaching in integrated or resource class schools, and teaching micro lessons.
- To expose the students as an intern to the activities of organizations serving children with different needs.
- To prepare students to analyze and share experiences of teaching practice at integrated or resource class schools or the related organizations.
- To provide students with opportunities to work as interns in both schools and organizations for gaining practical experiences on management practice and service delivery system.
- To enable the students to prepare in-depth case study in critical areas of integrated or resource class schools and related organizations.

3. Specific Objectives and Activities

Part 1: Teaching Practice

Specific Objectives	Teaching Practice Activities (7 Weeks)
<ul style="list-style-type: none"> • Prepare classroom observation guidelines to collect information from teaching of special, integrated or resource class. • Collect pertinent information during observation of teaching • Prepare a brief report of 	<ol style="list-style-type: none"> 1.1 Learner's Involvement 1.2 Preparation of classroom observation guidelines for teachers' teaching in a special, integrated or resource class schools 1.3 Observation of teaching of teachers of special/integrated/resource class based on the observation guidelines. 1.4 Identification of good practices and lessons learnt based on analysis of information collected

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<p>collected information to find out good practices and share it among the peers</p> <ul style="list-style-type: none"> • Prepare lesson plans for micro-teaching with the use of teaching aids • Conduct micro-teaching practice in the campus following micro-teaching cycle • Prepare five peer teaching lesson plans for teaching subjects using appropriate instructional techniques with teaching aids • Observe and record the teaching of peers • Analyse the teaching of peers and find the difference between their observation and that of campus supervisor • Find good practices of teaching demonstrated by the peers and provide feedback • Prepare 10 full lessons in consultation with campus supervisor and observe at least five lessons • Prepare low cost and no cost instructional aids • Analyse the existing tests to: identify their adaptability and accessibility to students with special needs • Prepare report of teaching practice 	<p>from observation of teaching</p> <p>1.5 Preparation and sharing brief observation report of school teaching at the campus (Annex I)</p> <p>Micro-Teaching Plan-On campus</p> <p>1.6 Experience as a teacher in micro-teaching practice using lessons learnt during observation (Annex II)</p> <p>1.7 Planning micro-lessons for developing specific skills focusing on simulation and role play</p> <p>1.8 Teaching 5 micro-lessons (2 generic, 3 individualized) following micro-teaching cycle</p> <p>Peer Teaching Practice-On Campus</p> <p>1.9 Experience as a teacher in peer teaching practice</p> <ul style="list-style-type: none"> • Preparation and teaching of 5 lessons using different methods and materials in real classroom of the campus (Annex III) • Post-teaching discussion and feedback <p>Real Teaching at Schools</p> <p>1.9 Experience as a teacher at special school/integrated school/campus/school with resource class</p> <p>1.10 Preparation of full 10 lessons in consultation with campus supervisor</p> <p>1.11 Teaching at least 10 lessons with lesson plans</p> <p>1.12 Preparation of low cost and no cost instructional aids</p> <p>1.13 Teaching at assigned schools followed by observation of campus supervisor and feedback in selected lessons.</p> <p>1.14 Observation of five peers' classes</p> <p>1.15 Feedback from the campus supervisor and peers</p> <p>1.16 Re-planning and re-teaching after the feedback</p> <p>1.17 Analyse tests for accessibility and adaptability to students with special needs (Annex IV)</p> <p>1.18 Preparation of teaching practice report</p>
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Part 2: Observation of Related Organizations/Schools (1 Week)

Specific Objectives	Activities
<ul style="list-style-type: none"> • Prepare guidelines for observing organizations serving children with special needs • Prepare observation report based on observation of data 	<p>2.1 Preparation of observation guidelines</p> <p>2.2 Observation of trend in teaching children with special needs, particularly disability</p> <p>2.3 Preparation of observation report (Annex V) along with lessons learnt</p>



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<ul style="list-style-type: none"> • Share observation report along with lessons learnt from organizations/schools serving children with special needs 	2.4 Sharing of observation report among the peers, internal supervisor, and campus teachers
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Part 3: Internship Practices at Cooperating Schools (4 Weeks)

Specific Objectives	Management of Special Schools and Integrated Schools (2 Weeks)
<ul style="list-style-type: none"> • Explore teacher management and development activities practiced in special schools and integrated schools • Identify problems and issues in teacher management and development in special schools and integrated schools • Assess the ways of managing instructional facilities at special schools and integrated schools • Explain the ways of managing residential students in special schools and integrated schools • Prepare an in-depth case study report • Prepare practicum internship report 	<p>3.1 Teacher management and development in special schools and integrated schools</p> <ul style="list-style-type: none"> • Teacher selection practices • Teacher development practices (Teacher support system) • Problems and issues in teacher management and development <p>3.2 Ways of managing instructional facilities at special schools and integrated schools</p> <p>2.1 Classroom management in special schools and integrated schools</p> <p>2.2 Equipment and resources in special schools and integrated schools</p> <p>3.3 Managing students in special schools and integrated schools</p> <ul style="list-style-type: none"> • Residential facilities • Scholarships to the students • Health and nutrition facility <p>3.4 Preparation of in-depth case study report (Annex VI) in any one area of special school/integrated school/school with resource class</p> <p>3.5 Preparation of practicum internship report (Annex VII)</p>

Note: The figures within parenthesis indicate approximate teaching hours allocated to respective units. (Information can be collected from interview with students, resource teachers, special education teachers, and head teachers, a micro-level community survey, classroom observation, focus group discussion etc.)

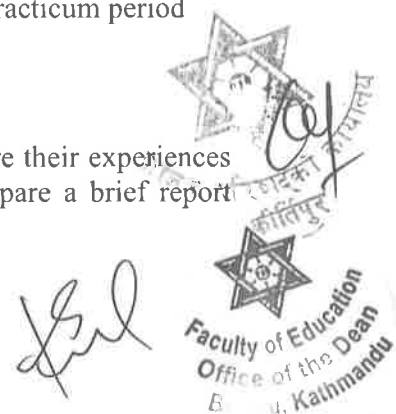
4. Guidelines for Conducting Practicum Activities

4.1 Orientation of Practicum

- Conduct a workshop for campus tutors/supervisors with facilitation by experts from the Faculty of Education and/or the Chairperson of the practice teaching instruction committee.
- Conduct orientation of practicum for students by campus supervisors addressing the three parts of the practicum course

4.2 Mandatory daily attendance of the student teachers during the practicum period

- On-campus activities
 - Participation in the orientation program
 - Preparation of guidelines for class observation
 - Campus/school level experience sharing: Students will share their experiences for improving their teaching competencies (They will prepare a brief report



from the observation of teaching of school/campus teachers focusing on lessons learned to improve their teaching)

- Micro-teaching practices with the support of the campus supervisor: Encourage the students to include skills or competencies identified in the teaching of teachers of special schools /integrated schools in their micro-teaching lessons.
 - Teach 5 lessons to develop teaching skills using the micro-teaching cycle
 - Preparation of guidelines for observing the organizations serving children with special needs
 - Campus-level sharing of observation report
 - Peer teaching practice on campus for two weeks
 - Prepare 5 lessons and teach with peer in a real classroom using different methods and materials
 - Activities to be carried out at an organization serving children with special needs
 - Observation of organization using the guidelines
 - Collection of data/information through guidelines and informal discussion with concerned officials
 - Activities to be carried at special school/integrated school/school resource class
 - Observation of teaching of school or campus teachers
 - Study of management of special schools and integrated schools
 - Preparation of at least 5 lessons in different areas of disabilities with a total of 10 lesson plans using a variety of instructional techniques
 - Preparation of teaching aids
 - Teaching of at least 10 lessons (Prepare lessons using different instructional techniques with the support of campus supervisor)
 - Improve the lessons through the suggestions of campus supervisor and concerned subject teacher
 - Observation of at least five lessons of peers' teaching and prepare its report after analyzing the results and provide knowledge of results to both students
 - Analyze testing tools and their administration adopted by the schools from accessibility and adaptability perspectives.
 - Preparation of a report of in-depth case study in the given format
 - Report preparation along with the record of all the activities conducted during the practicum period in an organized form following the format of a report
- 4.3 Student-teachers are unpaid full-time teachers of the school/campus and are required to be free from all other commitments during the school/campus day (usually 10:00 – 4:00; they are expected to participate and help organize extra-curricular activities upon request.
- 4.4 Prepare a comprehensive practicum report including teaching practice, observation of organization serving children with special needs, institutional practices in special school/integrated school and submit it to the concerned department for evaluation.

5 Evaluation of Practicum

The internal supervisor and external examiner must evaluate the performance of students' teaching practice and practicum activities independently. Each student must obtain 50% score in internal and external evaluation separately to pass the practicum course.

Students admitted to the blended/online mode must be engaged in campus micro and peer teaching activities virtually under the guidance and supervision of the subject






teacher/internal supervisor. However, they must teach 10 lessons in real classrooms (face to face) of cooperating schools/campuses chosen by them with the permission of Department of Teaching Practice of the Campus/Department and record the videos -10 of real classroom teaching activities and submit it to the internal supervisor. Final external examination will be conducted in the school/campus located near by the Department/Campus running blended/online classes. For final external evaluation, the student teacher must attend the concerned Department and teach at least one lesson in the real classroom of schools/campuses selected by the Department of Teaching Practice.

Internal and External Evaluation of the Practicum

Main Activities	Description of Activities	Internal Evaluation		External Examination (40%)
		Internal Supervisor (50%)	Concerned Teacher of Cooperating School or Campus (10%)	
Teaching Practice	Experience as a learner <ul style="list-style-type: none"> • Observation report • Sharing of experiences 	5 (3) (2)	-	5 (Based on report)
	Experience as a teacher in micro-teaching practice <ul style="list-style-type: none"> • Lesson plan • Micro-teaching practice 	5 (2) (3)	-	-
	Peer teaching in the department/campus	5	-	-
	Experience as a full-teacher at special schools and integrated school/campus <ul style="list-style-type: none"> • Lesson plan • Teaching aids • Classroom performance • Report on feedback to peers • Test analysis for accessibility and adaptability 	10 (5) (1) (1) (1) (2)	10 (5) (1) (1) (1) (2)	15 (8) (1) (2) (1) (3)
Observation of organization serving children with special needs <ul style="list-style-type: none"> • Observation report • Presentation of report 	5 (3) (2)	-	5 (3) (2)	
Internship	In-depth case study report	5	-	5
	Internship report	10	-	10
Gate up and setting of the comprehensive report		5	-	-
Total		50	10	40

Note: Final score will be adjusted automatically according to Semester Examination Rules if there is a variation of 20% or more between internal and external evaluation. Students' performance in all headings mentioned in above table should be evaluated addressing practical activities as well as their respective report. Detailed evaluation forms will be developed for evaluating the performance of the students in three different parts.

ANNEXES



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Annex I
Real Classroom Teaching Observation Guideline

- Classroom setting
- Teacher's entering behavior
- Use of pedagogy
- Use of instructional materials
- Activity designed
- Students' participation and engagement
- Collaborative work
- Interaction and communication
- Style of delivery
- Assessment strategy
- Wrapping up the lesson

Annex II
Micro-Teaching Lesson Plan

Micro Lesson Plan No.

Name of the School:

Subject:

Unit:

Title:

1. Specific Objectives:

2. Instructional Materials & Technologies:

3. Instructional Strategies:

4. Teaching Learning Activities:

Date:

Period:

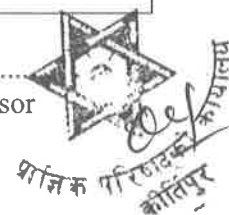
Time:

Stages	Methods/Pedagogy	Activities
Review of the previous lesson and introduction of the new lesson		
Initiation and presentation of core teaching-learning activities		
Recapitulation		
Evaluation and feedback		

.....
Subject Teacher

.....
School Supervisor

.....
Internal Supervisor



Annex III
Peer Teaching Lesson Plan (for 20 Minutes Teaching)



Name of the School:

Date:

Subject:

Period:

Unit:

Time:

Title:

1. Specific Objectives:

2. Instructional Materials & Technologies:

3. Instructional Strategies:

4. Teaching Learning Activities:

Stages	Methods/Pedagogy	Activities
Review of the previous lesson and introduction of the new lesson		
Initiation and presentation of core teaching-learning activities		
Recapitulation		
Evaluation and feedback		

.....
Subject Teacher

.....
School Supervisor

.....
Internal Supervisor

Annex IV

Analysis of Testing Tools for Their Accessibility and Adaptability

Report Framework (three to five pages)

- Introduction to testing tools used in school
 - Testing
 - Non-testing
- Objectives
- Practices to make them accessible and adaptable
- Challenges faced for ensuring accessibility and adaptability
- Suggestions
- Reflection

Annex V

Organization Visit Report

Report Framework (three to five pages)

- Title: School/Organization Visit Report (Date of visit: From.....to))
- Name of the organization
- Context
- Purpose of the visit
- Method of collecting information
- Findings
- Conclusion
- Lessons learnt

Annex VI

Case Study Report



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Student teachers can take any one student with special needs to prepare a case study report (at least five pages excluding preliminary, references, and appendices parts), encompassing the components given below:

Components of a Report

- Cover Page
- Acknowledgement
- Table of contents
- Chapter One - (Introduction, purpose of the study, significance of the study)
- Chapter Two –Methods (Selection of the case, study method, data collection tools)
- Chapter Three – Analysis and interpretation of the findings
- Chapter Four – Conclusion and recommendations
- References
- Appendices

Annex VII Internship Report

Students will thoroughly study about the historical, physical, administrative, academic, and inclusive aspects of the visited school and make a brief internship report individually (four to five pages) based on the information.

Components of the report

- Context
- Review of different aspects of visited institution (historical, physical, administrative, academic and inclusive aspects)
- Good practices
- Perceived problems
- Areas in need of improvement

Annex VIII Comprehensive Practicum Report

Student teachers need to arrange these components (different reports prepared in part I, part II, and part III) of the practicum serially and prepare the report in loose binding for final submission to the department/campus.

Components of the Comprehensive Practicum Report

- Cover page
- Brief summary of the report (Abstract)
- Table of contents
- List of tables and figures
- Part one
- Part two
- Part three
- Preparation of the report including a reflective note (reflection from all the three parts)

Annex IX Activity Matrix

Overall Activities		Activities			Intended Competencies/ Outcomes
Parts	On/off Campus				
Part I	On-Campus	<i>Orientation Program</i>	Attendance	Participation	Daily attendance
	Off-Campus	<i>Experience as a learner</i>	Preparation of the classroom observation	Observe, collect and analyze information	Prepare and share a brief report on good practices and lessons

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 Balkhu, Kathmandu

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Course Title: **Thesis Writing**
 Course Code: Ed. 544
 Level: M.Ed.
 Semester: Fourth

Nature of Course: Practical (Specialization)
 Credit Hours: 6 (Part A: 3, Part B: 3)
 Teaching Hours: 48 (For Part A)

Duration: Part A: Course work (Essentials of thesis/academic writing and proposal development and duration: 3 Months
Part B: Thesis Writing and duration: 3 Months

1. Course Description: This is a *specialization course* for master's degree students that aim to provide them with both theoretical knowledge and hands-on experience for conducting original research. Accomplishing this work, each student will produce a thesis on some novel issues of their specialization, which will contribute to their fields of knowledge.

This course is divided into two parts: Part A. Course work (Essentials of thesis writing and proposal development): Credit -3, Credit hours: 48, and duration: 3 months) and Part B. Thesis Writing: 3 Credit (expected duration: 3 months)

Part A. Course work (with proposal development)

The first part is a taught course, an integral part of thesis writing course. It is also considered as a part of specialization course, which will be delivered by the subject teacher(s) assigned by the concerned department and/or campus. Generally, for each group or section of the students, one or more teachers who have sound knowledge and skills for doing research will be assigned to this work. This course focuses on writing and research skills required for successful completion of thesis writing course. During course work, teachers will facilitate students to develop proposal, prepare data collection tools and write thesis. The workload can be divided between the teachers accordingly, if two or more teachers are assigned for facilitating one group of students (generally one section).

2. General Objectives:

The primary objective of the coursework is to equip students with the essential knowledge and abilities to compose each part of the proposal. To achieve this, objective both learning and writing will occur concurrently. During the writing of each section, students will create their own illustrative examples and generate the necessary written components, which they will subsequently integrate into their proposal.

3. Specific Objectives and Contents

Specific Objectives	Contents (Total 48 hours time duration allocated under time management schedule)
<ul style="list-style-type: none"> Develop basic ideas and skills for writing thesis including developing paragraph, avoiding plagiarism and using academic vocabularies and language 	<p>Essential of Thesis/Academic Writing</p> <ol style="list-style-type: none"> Ways to improve academic writing. Paragraph structure (topic sentence, supporting sentences, concluding and transition sentence) Exercise for paragraph writing Exercise for paraphrasing and avoid



	plagiarism
<ul style="list-style-type: none"> Develop the skills of writing a research proposal and be able to write introduction section of a research proposal. 	<p>Getting ideas for Writing a Research Proposal</p> <ul style="list-style-type: none"> Selecting research area and topic Search and relevant literature, find problem, Dissect and analyse research problem, Raise Research questions and Formulate research objectives. <ol style="list-style-type: none"> Write background/context of the study Write statement of the research problem Write and refine research objectives and research questions Write significance of the study Write Delimitation of the study
<ul style="list-style-type: none"> Learn techniques of reviewing literature and taking notes. Demonstrate skills for writing review of literature. Develop conceptual framework. 	<p>Writing Review of Literature</p> <ul style="list-style-type: none"> Review of conceptual, theoretical and empirical literature Ways for writing review of literature Exercise for writing review of literature in class Exercise for developing and writing conceptual framework
<ul style="list-style-type: none"> Develop skills for writing research method and procedures Prepare data collection tools 	<p>Writing Research Methodology</p> <ul style="list-style-type: none"> Choosing appropriate research methods and procedures Write about research approach and design Identifying study areas/sites and population/participants Exercise for writing about study population/research participants Exercise for write about sampling frame and sampling design for quantitative study Developing and writing criteria for selecting informants/research participants in qualitative study Choosing data collections methods and tools Exercise for preparing data collection tools based on research objectives and research questions Writing data collection and analysis procedures Writing ethical procedure
<ul style="list-style-type: none"> Develop the research proposal for master's thesis following given 	<p>Preparing complete proposal for thesis writing based on following format.</p> <ul style="list-style-type: none"> Preliminary Part



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<p>format/guidelines.</p> <ul style="list-style-type: none"> • Present the proposal in a systematic way. • Apply the APA style of writing the proposal in an organized way. 	<ul style="list-style-type: none"> • Cover page with the title, details of the researcher, the level for which it is written, and the department/campus. • Table of Contents • Acronyms/Abbreviations <p>Chapter I: Introduction</p> <ol style="list-style-type: none"> 1. Background of the Study 2. Statement of the Problem 3. Objectives of the Study 4. Research Question/s (if necessary) 5. Significance of the study 6. Delimitations of the Study 7. Definition of the Key Terms <p>Chapter II: Review of related literature and conceptual framework</p> <ol style="list-style-type: none"> 1. Review of Related Literature <ol style="list-style-type: none"> 1.1. Theoretical 1.2. Empirical 2. Conceptual Framework <p>Chapter III: Methods And Procedures</p> <ol style="list-style-type: none"> 3.1 Research design (qualitative, quantitative and mixed design) 3.2 Population and sample 3.3 Sampling strategy and procedures 3.3 Research tools 3.4 Sources of data (primary and secondary) 3.5 Data collection procedures 3.6 Data analysis procedures 3.7 Ethical considerations <p>Reference Refences (APA format)</p> <p>Appendices (Questionnaire, Interview questions or any other relevant tools etc.)</p>
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Time management and schedule:

The department will make a routine for this coursework in the following way:

- Each class will last for 2 hours, and there will be two classes in a week.
- In this way, the course and proposal development tasks will be completed in 48 contact hours in 12 weeks (3 months).

Organization of learning activities and teacher's facilitation:

The learning activities and tasks will be divided according to the following weekly activities:

Academic writing

Week 1.1. General structure of a chapter section and ways for improving academic writing

This week, students will become familiar with how to structure a section with appropriate paragraphs and sentences. The teacher will provide some relevant examples of a section of writing (e.g. introduction) with paragraphs and suggest students practicing to write a few paragraphs accordingly. Generally, each section of writing comprises of a number of



embedded ideas, and for each idea, the students make at least one paragraph. The sentences in paragraphs should be simple, meaningful and formal without jargon.

There are several strategies and ways to improve academic writing skills. Teacher will discuss about essential of academic writing and discuss on writing style and ways for improving writing focusing on following tips with examples:

- Read actively, widely and extensively,
- Paraphrase and summarize after reading,
- Plan and organize writing,
- Practice writing with contents and arguments,
- Write formally and with clarity and consistence,
- Write precisely, concisely and coherently,
- Use academic vocabulary and use of academic language,
- Avoid informal vocabulary/colloquialism and spoken language,
- Avoid contractions (aren't, don't..)
- Avoid repetition (use different sentence structures),
- Write with source/evidence,
- Avoid plagiarism,
- Take care of grammar and punctuation,
- Follow writing process: getting ideas, reading and note-taking, pre-writing/free writing, make outline/skeleton, writing draft, revising, editing and finalizing;
- Get feedback from teachers and others/experts

Paragraph structure and paragraph writing

A paragraph should consist of a topic sentence or thesis sentence that introduces the main idea. Following the topic sentence, it is essential to provide evidence and arguments that support the main idea. This evidence can be in the form of facts, examples, statistics, or logical reasoning. The paragraph should conclude with a sentence that summarizes the main point and possibly transitions to the next paragraph if needed. This concluding sentence should bring closure to the paragraph and reinforce the central idea.

If you are writing an 'introduction' section about learning style of students, first you should decide how many ideas about learning style you want to convey and then you should make the paragraph accordingly. Let's say, you have four ideas – 1) learning style is personal which differ from person and person, 2) learning style affects the memory of learning, 3) learning style can be both in-born and acquired, and 4) learning style is a neglected topic in educational research. Then, you can make at least one paragraph for each of these ideas. Example of the first paragraph is below (you can practice remaining paragraph accordingly):

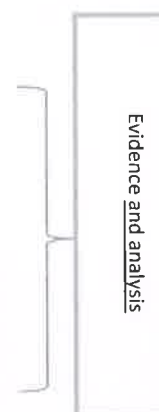
Example

Learning style is an individual phenomenon which differs from person to



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person based on their interests and social characteristics (topic sentence). In other words, how students learn best depends upon the ways they prefer to use their sense and motor activities for learning. Research by Kolb (2012), for example, suggests that individuals may have different preferences for learning, such as being more reflective or active in their approach. Additionally, VARK (Visual, Auditory, Reading/Writing, and Kinesthetic) theory (Fleming & Mills, 2002) underscores how students can have varying preferences for receiving and processing information. Considering these differences in learning styles is essential for educators to contextualize their teaching methods and materials to meet the diverse needs of students. In conclusion, acknowledging and addressing these variations in learning styles is crucial for promoting effective and inclusive education (concluding sentence).



Week 1.2. Paraphrasing

In this session, students will learn how to paraphrase others' work in their writing. Paraphrasing is the process of summarizing others' ideas in author's own words. Paraphrasing requires understanding the literature and summarizing the meaning in author's own styles and languages. A proper citation is required to acknowledge the author(s) whose ideas you are paraphrasing. While paraphrasing literature, the students should draw key ideas of the author(s) and write this topic idea in your first sentence, followed by discussion and analysis. The teacher first shows the relevant examples and asks the students to practice paraphrasing the literature they want to use.

Example

Original: "One of the most significant issues in learning to learn is an individual's taking the responsibility for his/her own learning. The individuals should know what their own learning styles are and what characteristics this style has and they should thereby behave according to this style. In this way, the individual can acquire the constantly changing and increasing amount of information without need for the assistance of others. When the learner takes the responsibility of his/her own learning, s/he attributes meaning to the process of learning. S/he develops an understanding of his/her own form of learning style and becomes much more satisfied with the environment s/he interacts with. Every opportunity for learning is a chance for him/her." (Gilakjani, 2012, p. 104)

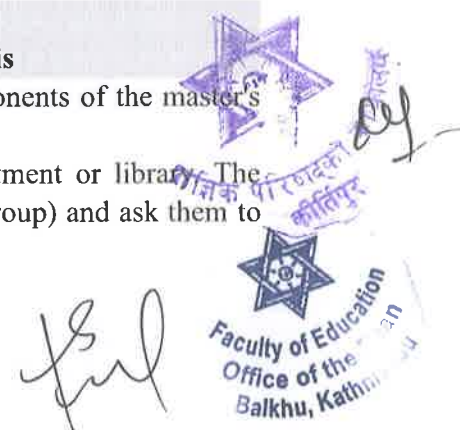
Paraphrased: Learning becomes easier when people understand how they learn best and take charge of their own learning (Gilakjani, 2012). This means knowing their learning style and adjusting their study habits to match it. When they do this, they can learn more on their own without needing as much help from others, making the learning process more meaningful and satisfying.

Writing introduction section of the proposal

Week 2.1. General overview and structure of the master degree thesis

This week, students will become familiar with the structure and components of the master's thesis.

The teachers and students will collect sample theses from the department or library. The teacher will divide students into smaller groups (3-4 students in each group) and ask them to



review the structure of the thesis. The teacher will ask students to review the table of contents carefully and make a list of components that should be included in the thesis.

When students are familiar with the basic structure of the thesis, the teacher will ask them to review the title of each thesis and ask them to come up with some areas or issues of their interest in the next class that they want to explore through their masteral research. The teacher will encourage students to bring specific, local, and contextual issues rather than a topic or issue of greater scope. The teacher will encourage students to be “microscopic rather than telescopic”.

Week 2.2. Selecting a research area and research topic

In this session, each student will share their research topic or issues of interest individually. Then, the teacher will provide feedback on their examples, first generally, then specifically. The general feedback could be as follows

Be as specific as possible, and bring unique and novel ideas:

Example

Less appropriate - Learning problems of students in mathematics classroom in Nepal

Appropriate - Learning problems of Chepang students in Grade 5 arithmetic

Less appropriate - Students’ knowledge, skills and attitude towards balanced diet

Appropriate - Cultural practices of food and nutrition among Tharu students

Week 3.1. Narrowing the topic with novel and unique issue(s)

Continuing the process of sharing, revising, and editing, the students will be able to bring novel and specific research issues. Sharing, discussion, and feedback will be the general pedagogical procedure in the class.

Week 3.2. Writing objective and research questions

Although the objectives and research questions can be framed in different ways, the basic idea to teach students is to make one general objective and break down this objective into two or three research questions. For this process, the teacher will first show examples in the following way:

Example

Objective:

- To explore the common cultural practices of food and nutrition among Tharu communities.

Research questions:

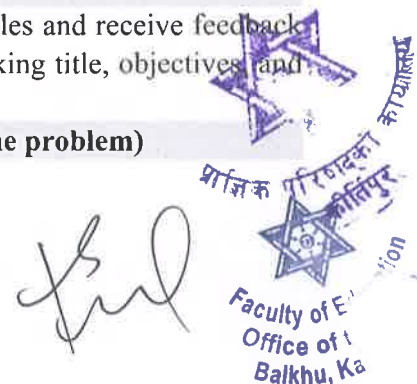
- What are the common foods and nutrients Tharu households consume in a typical week?
- What are the cultural and ethnic food types and habits in Tharu communities?
- In what ways do cultural practices of food and nutrition vary between older and younger generations in Tharu communities?

With such examples, the teachers will ask students to formulate their objectives and research questions and share them in the class. The teacher will provide feedback to each student and mentor the needy ones to finalize their objectives and research questions.

Week 4.1. Refining objective and research questions

Continuing from the previous week, students will share their examples and receive feedback from the teachers. This process will help students finalize their working title, objectives and research questions, which are the core components of their proposal.

Week 4.2. Writing Introduction (Background and statement of the problem)



The teacher will show examples of writing the background and statement of the problem sections and encourage students to practice this kind of writing.

Background:

This part sets the scene for students' work. The teacher will ask students to write about the context and available knowledge in the field, then gradually narrow down the writing towards the issues under study.

Example

In the context of primary education in Nepal, understanding and catering to the diverse learning styles of students is of paramount importance (Smith & Sharma, 2022). Nepal's primary school system encompasses a wide range of linguistic and cultural backgrounds, presenting a unique challenge for educators (Dahal & Rai, 2019). To optimize the learning experience for these young learners, it is crucial to explore how different learning styles manifest within this diverse landscape (Koirala et al., 2020). By delving into the learning preferences and strategies employed by primary-grade students in Nepal, this research proposal seeks to contribute valuable insights to the field of education and inform the development of more effective and inclusive teaching practices tailored to the specific needs of these students.

Week 5.1. Writing the statement of problems

In this section, starting with what knowledge is available in the field, the teacher will ask students to write what is 'lacking' in the field of knowledge. The main focus is to specify what is little known, and what is questionable.

Students can phrase the problem sentences in the following ways:

Questions have been raised about the

Scholars have long debated the....

Previous studies of X have not fully dealt with

Previous published studies are limited to ...

Up to now, far too little attention has been paid to ...

There is little published knowledge on ...

What is less clear is the nature of

Much uncertainty still exists about

Example

There are multiple issues and knowledge gap in the field of students' learning style in primary school. Primarily, questions have been raised about the effectiveness of current teaching methods in addressing the diverse learning styles of primary school students (Smith & Jones, 2021). Scholars have long debated the optimal approaches to accommodate these varying styles within the classroom (Brown & Patel, 2019). Previous studies of learning styles among primary school students have not fully addressed the influence of cultural and linguistic factors on their learning preferences (Gupta et al., 2020). Previous published studies primarily focus on a limited range of learning style factors and lack a comprehensive examination of their impact on academic performance (Lee & Kim, 2018). Up to now, far too little attention has been paid to understanding the specific learning preferences of primary school students in our regional context (Khan & Rahman, 2022). There is limited published knowledge on how socioeconomic factors intersect with learning styles among primary school children (Wang & Zhang, 2020). What is less clear is the types of learning styles students use while preparing for exams. This knowledge is rare and minimal in the context of Nepal's school education.




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Week 5.2. Writing significance of the study, delimitations and operational definition

Significance of the study

The students can write the significance in two to three paragraphs:

- First paragraph - What knowledge are they contributing to the field?
- Second paragraph - Who are the potential users of their work and how do they apply this knowledge?
- Third paragraph - In what ways does their research contribute to policy? or what changes their knowledge bring to the field?

Example

First paragraph - This study aims to make a significant contribution to the field of education by enhancing our understanding of the learning styles of primary school children in Nepal. Existing research in this area has been limited in scope and often overlooks the cultural and linguistic factors that influence the learning preferences of these young learners. This research seeks to fill this gap by providing a comprehensive analysis of the diverse learning styles among Nepalese primary school children. By shedding light on these nuanced aspects of learning, I will contribute to the existing body of knowledge, enabling educators and researchers to develop more effective teaching strategies and support systems tailored to the needs of these students.

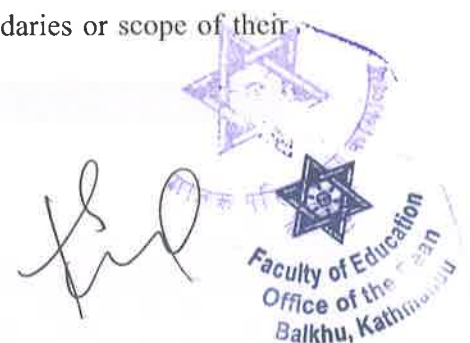
Second paragraph - The potential beneficiaries of this work extend to a range of stakeholders, including educators, curriculum developers, policymakers, and parents. Educators can apply the knowledge gained from our study to adapt their teaching methods and classroom environments to better accommodate the diverse learning styles of primary school children in Nepal. Curriculum developers can use our findings to create more inclusive and culturally sensitive educational materials. Policymakers can benefit from our research by using it to inform education policies that foster inclusive and equitable learning environments. Parents can also utilize our insights to better support their children's learning at home, aligning with their unique learning styles.

Third paragraph - This research has the potential to bring about significant changes in the field of education, particularly in the context of Nepal. By providing a evidence-based understanding of learning styles among primary school children, we can inform the development of evidence-based educational policies and practices that prioritize inclusivity and diversity. This knowledge can lead to the creation of more culturally relevant and effective teaching approaches, ultimately enhancing the quality of education for primary school children in Nepal. Furthermore, this research may contribute to the broader discourse on education and diversity, influencing educational policies and practices not only in Nepal but also in other regions facing similar challenges in accommodating diverse learning styles among young learners.

Delimitations

In this sub-section, the teacher asks students to write down the boundaries or scope of their work. This helps clarify what their research will and will not cover.

Example



In this study, I will focus exclusively on high school students in urban areas of Biratnagar City. I acknowledge that there are students in rural areas with potentially different experiences, and they are not within the scope of this research. Additionally, I am limiting my investigation to the learning style and its relationship with academic performance of students and will not cover the 'effective' aspects of learning styles that focus on the strategies to learn emotionally.

Operational definitions of key terms

This is not a dictionary definition, but the way students operationalize the terminology. For example, if a student select to carry out this study- Variation in learning styles and learning achievement among primary school children. In this example, three keywords—learning styles, learning achievement and primary children—are to be defined in the ways that the researcher uses them in his/her thesis. For example:

Example

Learning style: Students' preferred techniques for preparing their exams

Learning achievement - score obtained in the achievement test

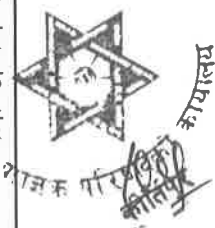
Primary school children - students studying in grades 4 and 5.

Writing Literature Review

Week 6.1. Writing conceptual and theoretical literature review

In this section, students will review the conceptual literature related to their topic and problems. For this, they have to identify and retrieve relevant books, journal articles, and policies in the related field. Then they will read and make notes on the ideas and categorize them into some themes. For example, if they are studying 'learning style of primary children in Nepal' their theoretical literature can be categorized into three sections: meaning and concepts of learning styles; types of learning styles, and theories of learning style. Students should write the section in paragraphs. They have to note the following examples while writing the review:

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भट्टराई) २०७९ (ले आफ्नो अध्ययन 'पुरस्कारले विद्यार्थीको शैक्षिक उपलब्धिमा पारेको प्रभाव' शीर्षकमा गरेको अध्ययनमा शिक्षकहरूले जति विद्यार्थीहरूलाई उत्साह र हौसला प्रदान गर्नुहुन्छ विद्यार्थीहरू त्यति नै सिकाइका लागि उत्प्रेरित र क्रियाशील हुन्छन् । भट्टराई) २०७९ (ले गरेको अध्ययनले विद्यार्थीहरूलाई प्रदान गरिने सकारात्मक उद्दिपकले सिकाइ सहभागिता र त्यसको प्रभावकारिता मात्र होइन सिकाइ उपलब्धिमा समेत परिमाणात्मक र गुणात्मक परिवर्तन ल्याउन सक्दछ भन्ने तथ्यलाई उजागर गरेको छ।	शिक्षकहरूले जति विद्यार्थीहरूलाई उत्साह र हौसला प्रदान गर्नुहुन्छ विद्यार्थीहरू त्यति नै सिकाइका लागि उत्प्रेरित र क्रियाशील हुन्छन् । भट्टराई) २०७९ (ले गरेको अध्ययनले विद्यार्थीहरूलाई प्रदान गरिने सकारात्मक उद्दिपकले सिकाइ सहभागिता र त्यसको प्रभावकारिता मात्र होइन सिकाइ उपलब्धिमा समेत परिमाणात्मक र गुणात्मक परिवर्तन ल्याउन सक्दछ भन्ने तथ्यलाई उजागर गरेको छ।
Asmelash (2019) mentioned that Heavy social	Social media has invited several



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<p>media use can be linked to depression and other mental disorders in teens. (No position, only citation)</p> <p>Heavy social media use can be linked to depression and other mental disorders in teens (Asmelash, 2019). (Little better, but still no position)</p>	<p>undesirable consequences. For example, social media is linked to with mental disorders such as depression and anxiety (Asmelash, 2019) (Strong position with a topic sentence)</p>
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Example of literature review paragraph

Example

Learning styles: Theoretical underpinning

Students prefer different learning styles and understanding the learning styles of primary children is important for effective educational practices. Honey and Mumford (1982) proposed a widely recognized model categorizing learning styles into four types: Activist, Reflector, Theorist, and Pragmatist, each characterizing distinct preferences for how students engage with and process information. Furthermore, Gardner's theory of multiple intelligences (1983) has significantly contributed to our understanding of the diverse ways in which primary children can excel academically, emphasizing individual strengths in areas such as verbal-linguistic, logical-mathematical, and bodily-kinesthetic intelligences. Additionally, Vygotsky's sociocultural theory (1978) has underscored the importance of social interactions and cultural contexts in shaping primary children's learning styles. As we delve into the learning styles of primary children, these influential theories provide a foundational framework for exploring how various teaching methods and strategies can accommodate and optimize their diverse learning preferences (Honey & Mumford, 1982; Gardner, 1983; Vygotsky, 1978).

Considering these theoretical knowledge bases, I use Gardner's theory of multiple intelligences and Vygotsky's sociocultural theory to look into the learning styles of students. As I understood from these two theories, I understand that learning styles align with the intelligence dimension that is socially constructed. Therefore, I will look into verbal, visual-spatial and kinesthetic learning, focusing on how these strategies work in a sociocultural environment.

Week 6.2. Writing review of empirical literature

In this section too, the students will identify, collect and review the published (research-based journal articles) and unpublished research works (such as theses and research reports), read them carefully, make notes, compare and categorize the major ideas into a few groups, and draw themes. Then, they will write the empirical review under each theme.

Example

Learning style in practice

Empirical studies on the learning styles of primary children in Nepal have yielded valuable insights into the educational landscape of the country. Sharma and Rai (2015) examined the prevalence of different learning styles among primary school students in urban and rural areas of Nepal, revealing notable variations. Their findings indicated that primary children in urban schools tend to exhibit a preference for kinesthetic learning styles, while those in rural areas lean towards visual and auditory styles. Similarly, a more recent study investigated the influence of cultural factors on learning styles among primary children in the Kathmandu Valley (Gurung & Shrestha, 2020). Their research highlighted the significant impact of cultural practices, such as community-based learning, on shaping learning preferences. Furthermore, another study explored the relationship between teacher instructional methods

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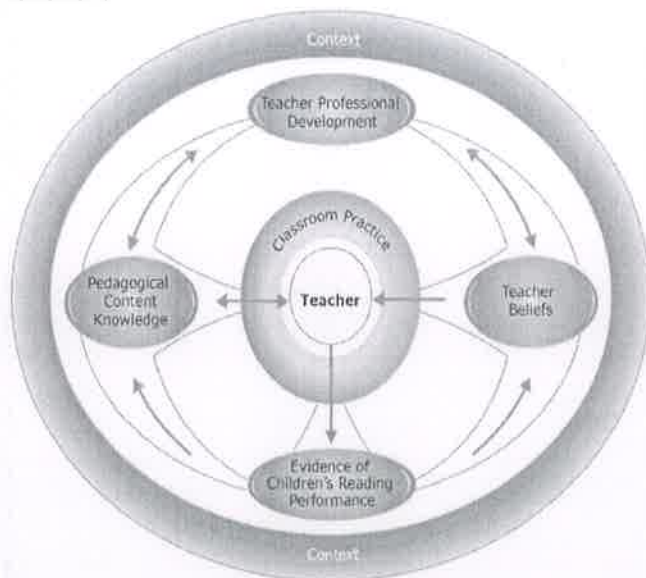
and the learning styles of primary students in Nepal (Bhattarai & Adhikari, 2017) . They found that an interactive teaching approach aligns well with the kinesthetic and auditory learning preferences commonly observed among Nepali primary children. These empirical studies underscore the importance of considering regional and cultural factors when designing effective educational strategies tailored to the learning styles of primary children in Nepal (Sharma & Rai, 2015; Gurung & Shrestha, 2020; Bhattarai & Adhikari, 2017). While this research focuses on generic aspects of learning style of children, there is a knowledge gap on how students use their learning styles while preparing for exams. In my research, I will contribute to this knowledge gap.

Week 7.1. Preparing a conceptual framework

Conceptual framework is generally a diagrammatic representation of the study, which visualizes key concepts and variables and their potential relationships. The following points should be taken into consideration while designing the conceptual framework:

- Identify key concepts and variables; define relationships among them.
- Use clear, concise labeling.
- Ensure alignment with research goals.
- Maintain consistency and precision.
- Seek feedback for clarity and accuracy.

Example: Conceptual framework for the study of continuous professional learning of teachers





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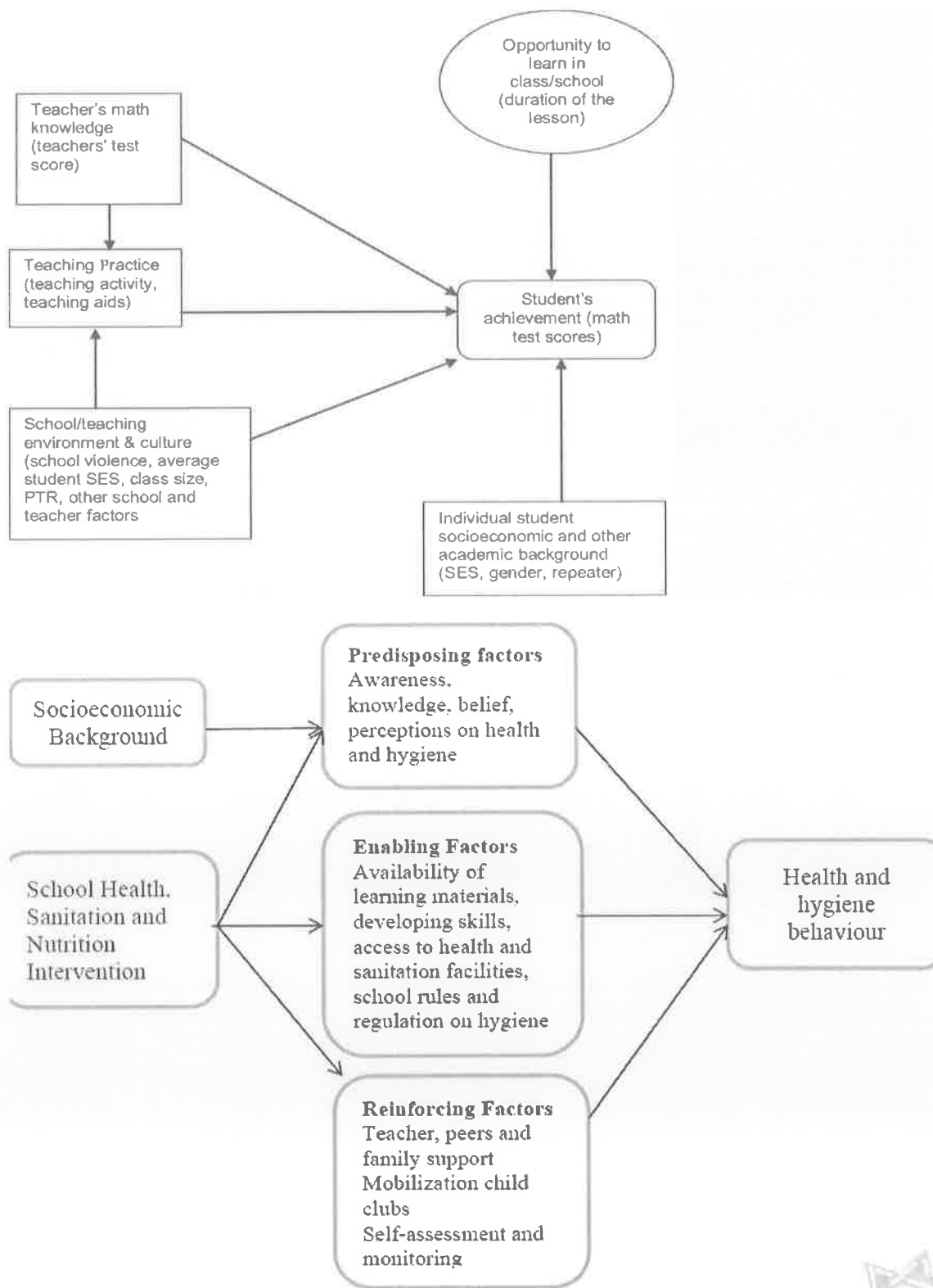


Fig.: Conceptual framework indicating how various factors and conditions influence health hygiene behaviour


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Writing methodology

Week 7.2. Writing research design, population and sampling

In this section, students should indicate which research design they will use (qualitative, quantitative, or mixed). They will read the research methodology book carefully. There are several designs under qualitative, quantitative, and mixed methods and students will choose an appropriate design for their study. Students will identify the target participants from whom they expect to collect the data. This is their population. They will read various sampling strategies from the research methodology book and choose the appropriate one for their research. If they are doing a quantitative survey research, they need to calculate the sample size using some formula. With this information, they will write the paragraph.

Example

Research Design: For the study on the learning styles of primary school children in Nepal, a parallel mixed-methods research design will be employed. This design will enable me to gather both quantitative and qualitative data to gain a comprehensive understanding of the topic. The study will consist of two main phases: a quantitative survey to assess the prevalence of different learning styles and a qualitative phase involving interviews and observations to provide deeper insights into the factors influencing these learning styles.

Population: The target population for this research will be primary school children in Nepal in Chandragiri municipality. Considering the fact that students are studying in both public and private schools in this municipality, samples will be drawn from both schools to ensure representation. The age range will encompass primary school children, typically aged between 6 and 12 years old. Since primary education in Nepal is provided in various languages and follows different curricula, this diversity will be considered when selecting the sample to ensure a broad representation of students.

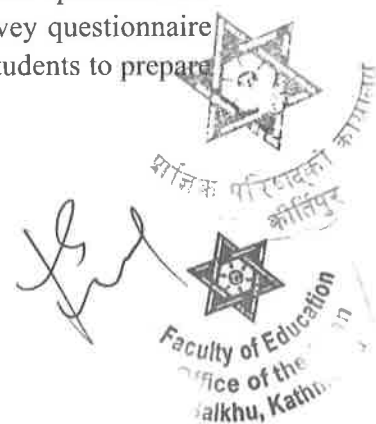
Sampling: To ensure the research's validity and generalizability, a stratified random sampling technique will be employed. First, a list of public and private schools will be prepared, and then, from each stratum, a random sample of ten public and ten private schools will be selected. Using Yate's formula, a total of 400 sample sizes are decided. Using a lottery method, 200 samples will be drawn from the list of children studying in 10 public schools and another 200 from 10 private schools.

For the qualitative interview, one student of age 12 studying in grade 5 will be purposefully selected from each school for the interview, totaling 20 students. In so doing, five girls and five boys will be selected from each school type.

Criteria for selecting research participants in qualitative study: Random sampling method is not suitable in selecting sample or research participants. Researcher should develop criteria for selecting a few persons from a large group or population to minimize biasness.

Week 8.1 Preparing data collection tools

In this session, students will prepare their data collection tools. The commonly used quantitative research tool is questionnaire and test, while interview and FGD questions are prepared before starting the fieldwork. The teacher shows examples of survey questionnaire and interview questions (in paper or online such as Google form, and asks students to prepare the similar tools they intend to use in their research.



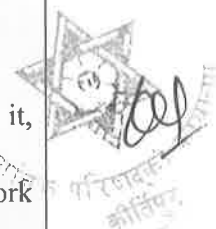
Example**Learning style questionnaire (for Quantitative study)**

Instructions: Please answer the following questions to help identify your preferred learning style.

1. What do you enjoy doing in your free time?
 - a. Reading books or comics
 - b. Playing sports or games outside
 - c. Drawing or creating art
 - d. Watching educational videos or documentaries
2. When you have to learn something new, which method helps you the most?
 - a. Listening to someone explain it
 - b. Trying it out yourself with hands-on activities
 - c. Reading about it in a book
 - d. Watching a video about it
3. Which of the following activities do you find interesting? (You can select more than one)
 - a. Solving puzzles or brainteasers
 - b. Working with a group of friends on a project
 - c. Listening to stories or audiobooks
 - d. Organizing and categorizing things
4. What types of materials do you like using when learning? (You can select more than one)
 - a. Books
 - b. Computers or tablets
 - c. Art supplies like markers, crayons, or paper
 - d. Outdoor materials like a ball or nature items
5. On a scale of 1 to 5, how comfortable are you with using a computer or tablet for learning, where 1 is not comfortable at all, and 5 is very comfortable?
1 2 3 4 5
6. How much do you enjoy learning new things at school?
1 (I don't enjoy it) 2 3 4 5 (I love learning new things)
7. How well do you work when you're in a group with other students?
1 (I don't work well in groups) 2 3 4 5 (I work great in groups)
8. Rate your interest in reading books for fun.
1 (Not interested) 2 3 4 5 (Very interested)
9. How much do you like doing hands-on activities, like experiments or art projects?
1 (I don't like them) 2 3 4 5 (I love them)
10. Rate your interest in listening to stories or podcasts.
1 (Not interested) 2 3 4 5 (Very interested)

Interview questions (for Qualitative research)

1. What's your favourite way to learn something new? Do you like reading about it, doing hands-on activities, listening to someone explain it, or watching videos?
2. When you're working on a school project or homework, do you prefer to work alone or with friends? Why?
3. Can you tell me about a time when you learned something really well? How did



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you do it?

4. Do you like to draw, write, or make things when you're learning? Can you give me an example of something you've created for school?
5. What subjects or topics do you find the most interesting at school? Why do you think you like those subjects?
6. Do you like it when your teacher explains things in class, or do you prefer to figure things out on your own?
7. How do you feel about reading books? Do you enjoy reading for fun?
8. When you have a big test or assignment, how do you usually study or prepare for it?
9. Are there any subjects or activities at school that you find challenging? What do you think makes them challenging for you?
10. Are there any specific tools or technologies (like computers, tablets, or educational apps) that you find helpful for your learning?
11. When you have to remember something important, what strategies do you use to remember it?
12. Do you enjoy group projects at school? Why or why not?

Week 8.2 Writing about data collection tools and strategies

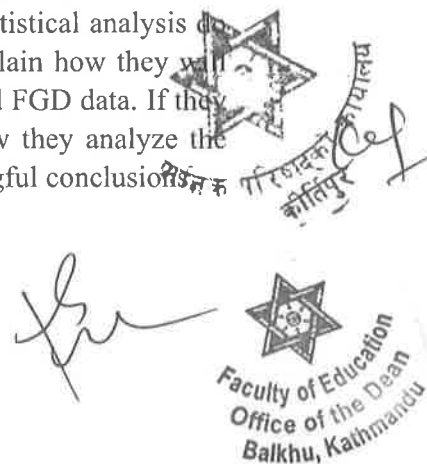
In this sub-section, students should detail which instruments and strategies they are going to use for collecting data from the field. It is essential for the students to draft the tool(s) in this phase, which they should mandatorily put in the appendix. If they are doing a quantitative study, they will provide a brief description of questionnaire or test that they will be using and refer this to the Appendix. If they are doing a qualitative study, they will provide a brief description of unstructured interview, focus group discussion, and participant observation notes that they propose to use which they should also refer to the Appendix. In a mixed method study, they should make and describe both.

Example

I will utilize a survey questionnaire and a test to assess the learning styles of students in grades 4 and 5 (see Appendix A). I will distribute the questionnaire to collect information about their preferred learning modalities and study habits. Additionally, I will administer a test designed to gauge their comprehension and retention abilities using various learning approaches. This combination of tools will help me comprehensively evaluate the learning styles of these students and gain valuable insights into their educational needs.

Week 9.1 Writing data analysis strategies

If students are doing a quantitative study, they should be able to explain which software (Excel or SPSS) they will use and how they will edit, code, and enter the data from the filled-out questionnaires into software. In addition, they should explain what statistical analysis they use and how. If they are doing a qualitative study, they need to explain how they will transcribe, code, compare, group and derive themes from the interview and FGD data. If they are doing a mixed-methods research, they should be able to explain how they analyze the quantitative and qualitative data and how they mix them and make meaningful conclusions.



Example

Quantitative:

In my research proposal for studying the learning styles of primary school children in Nepal, I will employ quantitative data analysis techniques using SPSS software. Once I collect data through questionnaires, I will edit and code the responses for clarity and consistency before entering them into SPSS. To analyze the data, I will initially utilize descriptive statistics like mean, standard deviation, and frequency distribution to summarize the prevalence of various learning styles. Subsequently, inferential statistical tests t-tests will be employed to determine significant differences in learning styles among demographic groups like gender, grade level, and linguistic background. By following this approach, I aim to generate objective insights into the learning styles of Nepalese primary school children, providing a solid foundation for meaningful conclusions in my mixed-methods research.

Qualitative:

In my research proposal for exploring the learning styles of primary school children in Nepal, I will employ qualitative data analysis techniques, focusing on thematic analysis of interviews and focus group discussions with the children. Firstly, I will meticulously transcribe the audio-recorded interviews and discussions to ensure accuracy and facilitate analysis. Then, I will use a systematic coding process to identify recurring patterns, ideas, and concepts within the transcripts. These codes will be grouped and compared to derive overarching themes that encapsulate the children's perspectives on learning styles. By following this structured approach, I aim to extract meaningful insights from the qualitative data, shedding light on the nuanced aspects of learning styles among primary school children in Nepal and contributing to a holistic understanding of the subject.

Mixed:

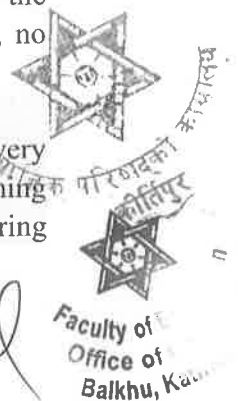
I will use a mixed-method data analysis technique to examine the learning styles of primary school children in Nepal using a mixed-methods approach. In so doing, I will integrate both quantitative and qualitative data analysis techniques. For the quantitative aspect, I will employ SPSS software to edit, code, and analyze the data collected from the questionnaires. This will involve summarizing the prevalence of different learning styles using descriptive statistics and conducting inferential statistical test, t-tests to identify significant differences among demographic groups. Simultaneously, in the qualitative phase, I will transcribe, code, compare, and group the data obtained from interviews and focus group discussions with the children. Thematic analysis will be applied to derive overarching themes from the qualitative data. Finally, I will employ a triangulation approach to combine the quantitative and qualitative findings, allowing for a comprehensive understanding of learning styles among primary school children in Nepal and enabling meaningful conclusions to emerge from the mixed-methods analysis.

Week 9.2. Writing ethical considerations

In this section, they will envision what ethical issues may arise while working with the participants and how they will address these issues. Generally, they should consider the following fundamental ethical issues: informed consent, confidentiality, no-harm, trust, no data manipulation and reciprocity.

Example:

In conducting this research on the learning styles of primary school students, I will be very much careful for maintaining the major ethical issues. First, I will prioritize obtaining informed consent from both the participating students and their parents or guardians, ensuring



that they fully understand the research objectives, procedures, and potential risks involved. Confidentiality will be rigorously maintained, with all collected data anonymized and stored securely. Moreover, I am committed to the principle of "do no harm," and every effort will be made to minimize any potential discomfort or stress for the participants. Building trust and rapport with the students and their communities will be paramount, emphasizing open communication and mutual respect. Data manipulation will be strictly avoided, and my analysis will adhere to rigorous ethical standards. Lastly, I will ensure reciprocity by sharing our research findings with the participants and their schools, fostering a sense of collaboration and benefit for all involved parties. I hope that these ethical strategies safeguard the rights and well-being of the primary school students and their communities throughout the study.

Week 10.1 & 10.2. Compiling and editing all chapters of the proposal

In the tenth week, students join together all chapters and subchapters of the proposal. They will make the proposal logical, connected and coherent. They will also proofread and finalize every section and sub-section of their proposal. They will continually share their work with the teacher and seek feedback for finalizing their contents.

Week 11.1 & 11.2. Chapter formatting, citation and referencing using APA 7th edition

Finally, students will format the proposal following the guidelines of APA 7th edition. In this process, the teachers will provide them theoretical knowledge of APA guidelines, mainly the structure, headings, citations and referencing. With teachers' feedback, students make appropriate formatting, citation and referencing using APA 7th edition. Then, they will type and make copies of proposal ready for submission and evaluation.

Week 12. Proposal presentation, defense, and evaluation of Part A (3 credit hours)

In these final two weeks, the department/college will arrange students' presentation and viva. An expert evaluator having specialization and expertise in the same subject or similar subject will be hired from within campus or nearby campus to evaluate the proposal. A senior faculty can be hired in case the department cannot hire relevant expert from the nearby campus. The regular teacher / supervisor will evaluate students' proposal in the capacity of internal expert. Both of these examiners (internal expert and expert evaluator) will evaluate the proposal based on the following criteria (Table 1):

Table 1. Proposal evaluation criteria (Internal Assessment)

Assessment criteria	Internal evaluation (Full marks 60)	Expert evaluation (Full marks 40)	Total 100
Defense on viva questions	10	6	16
Originality, novelty and contributory to the field	6	4	10
Appropriateness of introduction section, Researchable problems, objectives and questions	10	6	16
Appropriateness of literature review: thematic & relevant, Appropriateness of conceptual framework	6	4	10
Appropriateness of methodology	8	6	14

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Data collection tools (in Appendix)	6	4	10
Writing: academic style, clarity, coherent & error-free	8	6	14
Formatting, citation and referencing according to APA	6	4	10
Total	60	40	100

Each student required to submit a proposal for writing thesis with the recommendation of his/her teacher/supervisor to the department for internal assessment of thesis writing course. Internal evaluation should be done before filling up fourth semester examination form. The department/campus must send evaluation marks of each student of Part A, three credit hours (100 marks) with examination form. One printed copy of final proposal of each student, bearing the signatures of both internal and external evaluators as well as the official seals of the campus and department, must be retained for official documentation purposes. The Dean's Office reserves the right to periodically audit these proposal records. Additionally, it is imperative to maintain detailed meeting minutes of the final examination, including the students' names, proposal titles, viva dates, and awarded scores. As part of this process, the department is responsible for submitting individual student scores to the Dean's Office prior to the final examination.

Part B. Thesis Writing: 3 credit (expected duration: 3 months)

1. Course Description:

The research and writing the thesis is expected to complete in the remaining three months of the semester. The Dean' Office expects that students submit the thesis for final viva after completed (Passed) the all theories and Practical papers of the final exam.

Following the presentation and evaluation of their proposals, each student will be assigned a supervisor by the department or campus. Then, students will engage in the following tasks in close consultation with their supervisors in order to finalize their research activities and write their theses.

2. General Objectives

The general objectives of this part B are to enable student to:

- Prepare data collection tools or strategies and finalize them by incorporating the thesis supervisor's suggestions.
- Conduct fieldwork, collect data from the field, and analyze them using the strategies mentioned in their proposal.
- Collaborate closely with the supervisor to write the findings, discussion, and conclusion sections.
- Revisit and refine the introduction, literature review, and methodology sections of their proposal, making edits and adding information as needed to align them with the final thesis.



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- Compile all thesis components, ensuring they are interconnected, logical, and coherent.
- Share their progress with the supervisor, seeking feedback and suggestions for thesis improvement through the process of writing.
- Once the supervisor is satisfied with the thesis's quality and outcomes, they will recommend it for evaluation through a viva examination.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • State the ingredients of a thesis in a research way • Write the thesis by following the given format • Follow the APA style of research report writing while writing the thesis • Present the thesis in an organized way to face the viva voce in a confident way 	<p>Preliminary Part</p> <p>Cover page with the thesis title, details of the researcher, the level (M.Ed.) for which it is written, and department/campus.</p> <p>Recommendation letter (Letter from the head of the department/campus)</p> <p>Approval letter (Letter head of the department/campus)</p> <p>Acknowledgement (Few words of gratitude to the contributors of the thesis)</p> <p>Abstract (An abstract of the thesis with not more than one and half pages or in 350 to 400 words, including topic, major objectives, method and procedure, main findings, knowledge contribution and key implications of the study).</p> <p>Table of contents</p> <p>Acronyms/abbreviations</p> <p>List of tables (If necessary)</p> <p>List of figures (If necessary)</p> <p>List of charts and graphs (If necessary)</p> <p>CHAPTER ONE: INTRODUCTION</p> <p>1.1 Background of the study</p> <p>1.2 Statement of the problem</p> <p>1.3 Objectives of the study</p> <p>1.4 Research question/s (if necessary)</p> <p>1.5 Significant of the study</p> <p>1.6 Delimitations of the study</p> <p>1.7 Definition of the key terms</p> <p>CHAPTER TWO: REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK</p> <p>2.1 Review of related literature</p>



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	2.2 Theoretical/Conceptual framework 2.3 Implications of the review for the research CHAPTER THREE: METHODS AND PROCEDURES 3.1 Research design (qualitative, or quantitative or mixed method) 3.2 Population and sample/research participants 3.3 Sampling strategy and procedures 3.3 Research tools 3.4 Sources of data 3.5 Data collection procedures 3.6 Data analysis procedures 3.7 Ethical considerations CHAPTER FOUR: RESULT AND DISCUSSION (ANALYSIS AND INTERPRETATION OF RESULTS) CHAPTER FIVE : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
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Presentation and evaluation of the final thesis

When students finish their theses, a group made up of the department chair, the thesis supervisor, and another expert member from another Department or Campus will assess the thesis. A senior faculty can be hired in case the department cannot hire relevant expert from the nearby campus. They will use the criteria in Table 2 to evaluate 40 the marks of Part B. After that, a hard copy of the thesis signed by the member of thesis evaluation committee with internal marks will be sent to the Dean's Office for a final evaluation.

Table 2. Internal thesis evaluation criteria (Three member thesis evaluation committee: Department Head, Supervisor and Expert will evaluate thesis based on following criteria)

Assessment criteria	Evaluation by Department Thesis Evaluation Committee (Full marks 40)
Appropriateness of introduction section, researchable problems, objectives//questions, significance and delimitation of the study	5
Appropriateness of literature review: thematic & relevant; appropriateness of conceptual framework	4
Appropriateness of methodology and tools	5
Appropriateness of presentation of results/findings	4
Appropriateness of interpretation of results/findings in line with objectives/research questions	3
Appropriateness of conclusion and recommendations	4
Academic Writing: clarity, coherent, argument, style,	5

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grammar and error-free in writing	
Formatting, citation and referencing according to APA	4
Oral presentation and defending style in viva	6
Total	40

Final Evaluation of thesis

The hardbound thesis submitted to the Department/Campus will be sent to the Examination Division, Office of the Dean, Faculty of Education for final evaluation. The Office of the Dean, with consultation of the relevant Subject Committee, will appoint two professors/teachers to evaluate the thesis using the criteria in Table 3, accounting for the remaining 60 marks of Part B. The marks given by the two evaluators will be averaged and combined with the marks given by the campus/department as internal evaluation of the Thesis writing. Out of 200 marks in thesis writing course, 70% (140 marks) will be evaluated by the department/campus and only 30% (60 marks) will be externally evaluated by the office of the Dean, Kathmandu.

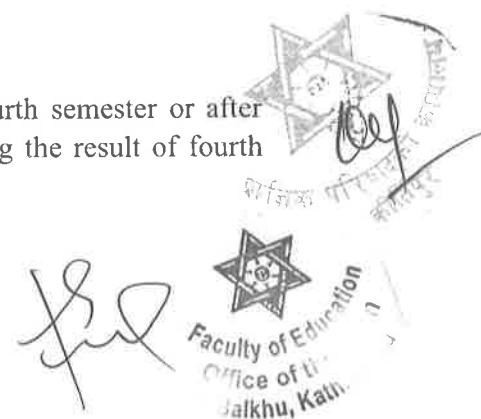
Table 3: External evaluation criteria

SN	Assessment criteria	Full marks 60
1	Appropriateness of title	3
2	Appropriateness of abstract	5
3	Appropriateness of introduction section: background, researchable problems, objectives//questions, significance and delimitation of the study	10
4	Appropriateness of literature review: thematic & relevant; appropriateness of conceptual framework	7
5	Appropriateness of research method design	5
6	Appropriateness of sampling/selection of research participants including data collection and analysis	5
7	Appropriateness of presentation of results/findings using tables, graphs, figures, statistics, verbatims, cases and narratives	5
8	Appropriateness of analysis of interpretation of results/findings in line with objectives/research questions	5
9	Appropriateness of conclusion and recommendations	5
10	Clarity, coherent, argument, style, grammar and error-free in writing	5
11	Formatting, citation and referencing according to APA	5
	Total	60

Submission of Final Thesis

Students are allowed to submit their Master Thesis by the end of fourth semester or after examination of the fourth semester final examination before publishing the result of fourth semester exam papers.

Grand total and grading



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The Dean's Office will aggregate the marks obtained in proposal (Part A) and thesis writing (Part B) and provide an appropriate grade to individual student based on the university criteria. The following forms will be used for the final grading purpose:

S.N.	Exam Roll No.	Name of the students	Marks in proposal (P) 100	Marks in thesis (T) 100	Total marks P+T 200	Grade

Key references:

Bailey, S. (2003). *Academic writing: A practical guide for students*. London: Routledge Falmer.

Bui, Y.N. (2020). *How to write a master's thesis* (3rd ed.) Sage.

Creswell, J.W., & Gutterman, T.C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.



Course Title: Project Planning and Management in Inclusive Education

Course Code: Inc. Ed. 546

Level: M. Ed.

Semester: Fourth

Nature of Course: Theory

Credit Hours: 3

Teaching Hours: 48

1. Course Description

This course aims at equipping students with knowledge and skills to initiate, plan, implement, monitor, evaluate, and close an inclusive education project successfully. The course encompasses the components like concept, purpose, project team, project cycle, delivery and deliverable, key areas, theory of change, and process of project planning and management. Furthermore, the course intends to enable students to identify project needs and opportunities, build project team by identifying potential human resources, find viable financial resources, and identify needs with priority setting to initiate inclusive education project. Writing project context, formulating objectives, determining scope, outlining methodology including time and budget plan, and visualizing potential risks and mitigation strategies for designing a relevant project are key areas of project planning and management. Planning, implementation, monitoring, evaluating, and wrapping up forms the cycle of a project.

2. General Objectives

- To equip students with knowledge and understanding of fundamentals of project planning and management in inclusive education.
- To familiarize students with concept, purpose, areas, theory of change, and process of project planning and management to prepare them to design successful inclusive education project in Nepalis context.
- To develop knowledge and skills of the students on identifying project needs and opportunities, organizing project team, finding financial sources, assessing needs and capacities with their prioritization, and planning project including resource mobilization, and risks mitigation strategies in the field of inclusive education.
- To acquaint them with planning and management strategies such as kick-off meeting, inception report, progress report, human resource mobilization techniques, channels of communication, performance indicators, monitoring tools and techniques, risk analysis and control, and closure of inclusive education project to prepare them to implement, monitor, evaluate, and close the project successfully.

3. Specific Objectives and Contents


Specific Objectives	Contents
<ul style="list-style-type: none"> • Define a project with its key characteristics. • Identify the needs of project in inclusive education. • Differentiate between project team members, stakeholders, and target group. • Analyze project cycle in the context of inclusive education. • State the rationale of preparing a Terms of Reference (ToR) in a project. • Distinguish between project delivery and deliverables with examples. • Find out common causes of project failure in inclusive education settings. 	<p>Unit 1: Introduction to Project in Inclusive Education (8 Hours)</p> <p>1.1 Meaning and Characteristics of Project</p> <p>1.2 Needs of Projects in Inclusive Education</p> <p>1.3 People Involved in a Project</p> <ul style="list-style-type: none"> • Project team • Project stakeholders • Project target group <p>1.4 Terms of References</p> <p>1.5 Project Cycle (brief introduction)</p> <p>1.6 Project Delivery and Deliverables</p> <p>1.7 Challenges of Inclusive Education Project</p>
<ul style="list-style-type: none"> • Define project planning with its purpose in inclusive education. • Introduce project management with its purpose in inclusive education. • Differentiate between project planning and project management. • Discuss the importance of effective project planning and management in inclusive education. • Identify the way to design a project by considering different areas of its planning and management in inclusive education. • Develop a Theory of Change for a project of inclusive education. • Clarify process of planning inclusive education project. 	<p>Unit 2: Areas of Project Planning and Management (10 Hours)</p> <p>2.1 Concept of Project Planning and Management</p> <p>2.2 Purpose of Project Planning and Management</p> <p>2.3 Areas of Project Planning and Management (Scope, time, cost, quality, human-resource, communication, risk, procurement)</p> <p>2.4 Developing Theory of Change in Inclusive Education</p> <p>2.5 Process of Planning Inclusive Education Projects</p>




<ul style="list-style-type: none"> • Identify needs and opportunities of any project designed in inclusive education. • Organize a project team by selecting right people based on project nature. • Explore potential sources of funding for inclusive education project in Nepal. • Conduct a needs assessment to identify specific needs of people in inclusive education. • Assess the capacity of beneficiaries to ensure their involvement in inclusive education projects. • Prioritize identified needs based on necessity and feasibility. • Write project context based on related literature review. • Formulate clear and measurable objectives for specific project. • Determine scope of inclusive education projects. • Design a valid and practical project methodology/intervention in inclusive education. • Prepare a detailed project timeline using a Gantt chart. • Identify competent human resources for the project and mobilize them on a required basis. • Develop project budget by considering the cost of human resources, materials, and overhead expenses. • Identify potential risks of a project and take initiatives to mitigate them. 	<p>Unit 3: Project Initiation and Planning (16 Hours)</p> <p>3.1 Project Initiation in Inclusive Education</p> <p>3.1.1 Identifying project needs and opportunities</p> <p>3.1.2 Organizing project team</p> <p>3.1.3 Identifying potential financial sources</p> <p>3.1.4 Need identification and prioritization</p> <p>3.1.5 Capacity assessment</p> <p>3.2 Project Planning in Inclusive Education</p> <p>3.2.1 Project context</p> <p>3.2.2 Formulating project objectives</p> <p>3.2.3 Determining scope</p> <p>3.2.4 Project methodology/intervention (Design, population and sample, tools, interventions, data collection and analysis process)</p> <p>3.2.5 Gantt chart</p> <p>3.2.6 Organogram</p> <p>3.2.7 Human resources and mobilization</p> <p>3.2.8 Budgeting</p> <p>3.2.9 Risk identification and mitigation</p>
<ul style="list-style-type: none"> • Conduct a kick-off meeting among 	<p>Unit 4: Project Implementation,</p>



<p>stakeholders to establish project expectations.</p> <ul style="list-style-type: none"> • Share project plan with all relevant stakeholders. • Prepare an inception report including, context, project scope, methodology, budget, timeline, and resource mobilization. • Mobilize necessary human resources to execute project activities efficiently. • Implement project activities as per the approved project plan. • Use various communication channels for information sharing and collaboration with project team and stakeholders. • Identify key performance indicators to measure project progress and outcomes. • Develop appropriate monitoring tools and techniques to measure project activities. • Identify potential threats of a project and develop mitigation strategies. • Prepare progress reports to stakeholders by encompassing achievements and difficulties. • Document all activities, decisions, and lessons learned in inclusive project. • Explain the process of auditing project finances and deliverables. • Close an inclusive education project by completing all procurement activities. 	<p style="text-align: center;">Monitoring, and Closing (14 Hours)</p> <p>4.1 Project Implementation</p> <p>4.1.1 Kick-off Meeting</p> <p>4.1.2 Sharing Project Plan</p> <p>4.1.3 Developing Inception Report</p> <p>4.1.4 Mobilizing Human Resources</p> <p>4.1.5 Executing Project Activities</p> <p>4.1.6 Using Communication Channels</p> <p>4.2 Project Monitoring</p> <p>4.2.1 Identifying performance indicators</p> <p>4.2.2 Developing monitoring tools</p> <p>4.2.3 Tracking project progress and outcomes</p> <p>4.2.4 Risk analysis and control</p> <p>4.2.5 Progress reporting</p> <p>4.3 Project Closing</p> <p>4.3.1 Documentation</p> <p>4.3.2 Auditing</p> <p>4.3.3 Termination and closing</p>
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Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.



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4. Instructional Techniques

Facilitators are suggested to follow two types of instructional techniques namely general and specific to put this course into action to achieve intended learning outcomes determined. Brief description of these techniques has been given below briefly.

4.1 General Instructional Techniques

In order to inculcate fundamental knowledge and skills of project planning and management in inclusive education to carry out project in the field, various instructional techniques will be employed. Primarily, teacher-led (lectures, question and answer sessions for examples), student-led (problem-solving, exercises, independent work, group work for examples), and discussion-based (brainstorming, buzz-session, jigsaw for examples) methods will be employed to implement this course. Priority will be given to the active engagement of the students during instructional process and facilitator(s) will support them on a required basis.

4.2 Specific Instructional Techniques

In order to provide the students with the essential knowledge and skills that they need to plan and manage the projects in the field of inclusive education, specific activities will be carried out for each unit to enable them to develop the behaviors intended under this course. These unit-specific activities will promote their active involvement in the classroom and foster a fundamental knowledge and skills to plan and manage projects in the area effectively. The facilitator will involve as a guide during these instructional activities. Below is a table that outlines the specific teaching methods necessary for the successful execution of the course.

Unit 3	Propose a title of a project for inclusive education and write context, project objectives, scope, methodology and interventions, Gantt chart, organogram, budget schedule, theory of change, and possible risks with mitigation strategies. Then share the project plan with two peers for feedback and comments. Revise the plan by addressing comments and finally share it with all.
Unit 4	Organize a kick-off meeting to establish project expectations, prepare an inception report, identify key performance indicators to measure project progress, and project deliverables. Then share the assignment among all to receive constructive feedback for improvement.

Note: Facilitator can assign these activities as a part of internal assignments and then s/he can determine grade as per the quality of the product submitted by prospective teachers either individually or in group.



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5. Evaluation Scheme

Both internal and external assessments will be used to appraise the knowledge and skills of students. The internal assessment will play a role in both formative and summative evaluations, and its results will be taken into account to improve the instructional activities in the classroom. Additionally, each student's grade will also be based on their internal assessment score. The nature of the assignment has been discussed in the points below:

5.1 Internal Assessment



Facilitator will conduct different types of internal assessments based on the taught contents. The facilitator will use attendance, classroom participation, presentation, written exam, etc. as the major criteria of internal assignment. Thus, the facilitator will evaluate each student internally by using following criteria:

Criteria of Assessment	Marks
• Attendance	5
• Classroom participation	5
• First assignment	10
• Second assignment	10
• Third assignment	10
Total	40

5.2 Final Examination

Final exam will be carried out from Examination Division, Dean's Office; Faculty of Education, TU in the end of semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge and skills of prospective teachers. The structure of the final exam will be as follows:

Types of Questions	Number of Questions	Marks
• Objective Questions	10 Multiple Choice Questions	$10 \times 1 = 10$
• Short Answer-type Questions	6 Questions (with 2 'OR')	$6 \times 5 = 30$
• Long Answer-type Questions	2 Questions (with 1 'OR')	$2 \times 10 = 20$
Total	18 Questions	60



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- Passenheim, O. (2009). *Project management*. Olaf Passenheim & Ventus Publishing ApS.
- Vergas, R. V. (2008). *Practical guide to project planning*. Auerbach Publications, Taylor and Francis Group.

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