TRIBHUVAN UNIVERSITY

Faculty of Education

M.Ed. in Special Needs Education

Office of the Dean

Faculty of Education

1. Introduction

Special Education in Nepal was commenced in 1967 A.D. with the operation of integrated education programme for blind students at Laboratory School, Kathmandu. Prior to it, some teachers of Laboratory School and some students of College of Education were provided with training on teaching blinds. Later, the effort for the planned development and expansion got momentum with the implementation of National Education System Plan (1971-1976). The formation of Special Education Council in 1973 was one of the outcomes of this plan. However, it could not develop and expand as expected because of several reasons such as less understanding of importance of special education by government and social sector, lack of human resources, lack of physical and instructional facilities and inadequate financial resources etc. In spite of these shortcomings, School for Deafs under Bal Mandir (Children’s Home) for deaf children, Khagendra Navjeewan Kendra (Khagendra New Life Centre) for blind and disable children, Nirmal Child Development Centre for intellectually disable children were established in non-government sector to provide special education to deaf, blind and, physically and intellectually disable children outside the formal school structure. Those centres were manned with teachers trained within the country and abroad.

Faculty of Education (FoE), the recent form/identity of College of Education established in 1956 had first prepared teachers for special education programme in late 1960s. Until the last decade of 20th century, significant progress has not been made in the teacher education in special education because of lack of specialized teacher educators. This lacking was filled up when seven senior faculty members of FoE came from the US after completing their M.S. in Special Education from the University of Oregon. With their active involvement, three courses were developed to provide at Three-Year B.Ed. and One-Year B.Ed. level. However, these courses were not found to have implemented in three-year B.Ed. Rather, one-year B.Ed. in Special Needs Education (SNE) has been operation since 2003 exclusively at Central Department of Education, University Campus, Kirtipur. A separate Department of Special Needs Education was established at Central Department of Education to run B.Ed. in SNE. However, this programme could not run effectively and extensively because six faculty members with M.S. in Special Education had got compulsory retirement and only one of them is working in the Department of SNE. A part time teacher is also working to run one-year B.Ed. in SNE. Hence, there is an acute shortage of human resources/teacher educators who can run M.Ed. and B.Ed. in SNE. Similarly, there is an extreme need of human resources in the field of SNE who can organize short-term training for government officials and school teachers.

Considering above scenario, it was realized that in order to run B.Ed. in SNE, it was necessary to prepare teacher educators who can teach SNE courses at B.Ed. level in the campuses/colleges of different part of the country. For this, M.Ed. in SNE programme is being launched with the financial and technical support of Changwon National University under Leading University Project for International Cooperation, South Korea

**2. Aims and objectives**

The major aim of Two-year M.Ed. in Special Needs Education Programme is to prepare theoretically and practically competent human resources who will work as teacher educators, government officials and NGO workers to provide services to the children with different types of disabilities.

The major objectives of this programme are as follows:

* To prepare professionally sound special needs education teachers of Nepal
* To produce efficient educational planners, administrators, managers, supervisors and other educational experts required for the development of special needs education in Nepal
* To enhance ability by researching communication, hearing impairment, multiple disorders, physical disability, emotional and behavioral disorder, learning disorder and intellectual disorder as well as therapeutic teaching, educational evaluation.

**3. Entry Requirement**

Graduates who have Bachelor of Education in any subject can apply for M.Ed in Special Needs Education.

**4. Entrance Test**

Examination Section of Dean’s Office, Faculty of Education will develop and administer entrance test. The test includes items related to professional education courses and special needs education.

**5. Structure of Two-Year M.Ed. in SNE**

M.Ed. in SNE consists of 69 credit hours. Its course structure is given in Table 1.

Table 1: Course structure

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S.N. | Nature of courses | Semester | | | | Sub total | Total Credit |
| 1st | 2nd | 3rd | 4th |
| 1 | Core courses | 2 | 2 | 2 | 1 | 7 | 3 credit hours x 7 courses  = 21 credit hours |
| 2 | Specialization  courses | 4 | 4 | 4 | 1 | 13 | 3 credit hours x 13 courses  = 39 credit hours |
| 3 | Teaching practice | - | - | - | 1 | 1 | 3 credit hours x 1 course  = 3 credit hours |
| 4 | Thesis | - | - | - | 1 | 1 | 6 credit hours x 1 thesis  = 6 credit hours |
| Total | | 18 | 18 | 18 | 15 | 22 | 69 credit hours |

6. Professional/Core Courses

The professional/core courses which are also common to all M.Ed. courses are presented in Table 2.

Table 2: List of core courses

|  |  |  |  |
| --- | --- | --- | --- |
| **S.N.** | **Code No.** | **Course titles** | **Credit hrs.** |
| 1 |  | Foundations of Education | 3 |
| 2 |  | Measurement and Evaluation in Education | 3 |
| 3 |  | Advanced Educational Psychology | 3 |
| 4 |  | Curriculum Practices | 3 |
| 5 |  | Education and Development | 3 |
| 6 |  | Educational Research | 3 |
| 7 |  | Project on Contemporary Educational Issues | 3 |
| Total | | | 21 |

7. Specialization Courses

The details of specialization courses to be offered in four semester in Table 3.

Table 3: Structure and Cycle of Specialization Courses

|  |  |  |  |
| --- | --- | --- | --- |
| **First Semester** | **Second Semester** | **Third Semester** | **Fourth Semester** |
| 1. Psychology and Individual Differences 2. Fundamentals of Special Needs and Inclusive Education 3. Socialization and Communication Skills 4. Learning Diversity and Disability in Inclusive Classroom | The students will choose one of the following options.  Option I: Blindness and low vision and deafness and hearing loss  Option II: Communication disorders, EBD, ID and Autism  Option III: Physical disabilities, health impairment and ADHD  Option IV: Severe and multiple disabilities  Under each group, the students will study four courses.  For the running batch of students, the first option has been opened. Under this course, the students will study the following four courses:   1. Education for children with visual impairment 2. Education for children with hearing impairment 3. Assessment of children with special needs 4. Behavioural modification: Theory and Practice | 1. Assistive Technology for Children with Special Needs 2. Instructional Techniques for Selected School Subjects 3. Physical Disorder and Multiple Disability 4. Emotional Disorder and Autism | 1. Sports, Cultural and Recreational Activities for Special Needs Children or Individualized Education Plan |
| 2. Practicum/Practice Teaching including Seminar on Current Issues, Research and Application of Special Needs Education |
| 3. Thesis |

Note: The course titles for Third and Fourth semester have been proposed and the required courses will be selected and developed by subject committee soon.

**8. Evaluation**

Students will be evaluated during course work and at the end the course work. The evaluation system for theoretical courses is as follows.

**1. Internal Assessment 40%**

The concerned teacher will carry out the internal evaluation of the students based on the following criteria:

* Attendance 05 points
* Participation in learning 05 points
* First assessment 10 points
* Second assessment 10 points
* Third assessment 10 points

**Total** **40 points**

**2. Semester/Final Examination** **60%**

Examination section, Dean’s Office, Faculty of Education will conduct semester/final examination at the end of each semester. The distribution of points for the types of questions to be asked in final examination is as follows:

* Objective type questions (10 Multiple choice items x 1 point) 10 points
* Short answer questions (6 questions x 5 points) 30 points
* Long answer questions (2 questions x 10 points) 20 points

**Total**  **60 points**

**9. Thesis Writing and Evaluation**

Thesis writing within the specialization area is compulsory .Only those students who have passed all the course of the first year programme will be allowed to undertake thesis writing. The thesis has to be written under the direct supervision of the Faculty Member of the Campus /Department. The format for writing the thesis proposal and the procedure for approving it will be fixed by the Department Research Committee. The evaluation of the thesis will be based on the written part and viva-voice .The quality of thesis will be controlled by the Research Committees for each Department and Guidance and Evaluation Committees instituted under the same.

**10. Practicum**

Practicum is the integral part of the M.Ed. programme. It is designed to provide opportunities to student to actually participate in the activity of the campuses or the higher secondary schools. Each student is required to complete three activities classroom teaching, internship and curriculum evaluation in their specialization subject. This practicum course is carried out with or after the second year of the programme for six weeks.

**11. Method of Instruction**

The methods of the teaching M.Ed., programme will be the combination of several approaches. Class lectures, group discussion, demonstration, guest lecture, seminars, term paper presentation, case analysis, problem solving, practical experience and field work approaches will be used as different techniques of giving instruction in the course so that students will be able to develop abilities for self-learning, problem solving and critical thinking.

**12. Instruction Days**

Two-year M.Ed. in SNE consists of four semesters. Each semester will be of 5 months. The teaching hours for courses depend on the nature of course whether it is fully theoretical, or theoretical and practical, or fully practical.

**13. Graduation Requirement**

The M.Ed. programme extends over two academic years. M.Ed. degree is awarded on its successful completion.

**14. Attendance and Evaluation System**

Minimum attendance in accordance with the university regulation is required in (i.e. 80%) each subject in order to be eligible for semester examination.

At the end each semester, Examination Section of Dean’s office, FoE will conduct the final examination. Each student must appear in and pass all those examination in order to qualify for M.Ed. degree.

The evaluation procedures for practical course will be specified by the subject committees.

**15. Grading System**

Below is the grading system being applied in the semester system of FoE.

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Grade Point Average (GPA) | Equivalent Percentage Based on Individual  Paper Marks | Remarks |
| A | 4.00 | 90 and above | Distinction |
| A- | 3.70 to 3.97 | 80 to 89 | Very Good |
| B+ | 3.30 to 3.66 | 70 to 79 | Good |
| B | 3.00 to 3.27 | 60 to 69 | Fair |
| B- | 2.70 to 2.97 | 50 to 59 | Pass in  individual course |
| F | Below 2.70 | Below 50 | Fail |