

Curriculum of M.Ed. in Special Needs Education

Office of the Dean
Faculty of Education
Tribhuvan University
Kathmandu
2015

Acknowledgement

Two-year Master of Education (M.Ed.) in Special Needs Education (SNE), a new academic programme started from March 2015, is designed to produce high level human resources required for governmental and non-governmental organizations and universities. Specially, the graduates of this programme will work as teacher educators to teach SNE courses at Bachelor level in different campuses and as experts at different agencies under Ministry of Education, and national and international non-governmental organizations.

This programme is jointly conducted at Central Department of Education, Kirtipur by Faculty of Education, Tribhuvan University/Nepal and Changwon National University/South Korea under Leading University Project for International Cooperation (LUPIC). The project has been providing technical as well as financial support to develop courses and run the academic programmes. A concerted effort was made to develop SNE courses in several stages. As an initial stage of course development, needs of Special Needs Education teachers and coordinators of assessment centres were assessed through workshops held in Biratnagar and Pokhara as well as from special and integrated schools. On the basis identified needs and consultation of literature on Special Needs Education, required courses were prepared by subject experts and then, were fine-tuned in a workshop after thorough discussion. After further refinement of those courses by incorporating the suggestions given by Subject Standing Committee of Early Childhood Development, Primary Education and Special Needs Education, these courses were submitted to Faculty Board of FoE for approval. Again, after incorporating the suggestions of Faculty Board, those courses were submitted to Academic Council. Upon the approval of Academic Council, these courses have been implemented as per TU rules and regulations.

More importantly, I would like to express my sincere gratitude to Prof. Dr. Heera Bahadur Maharjan, Vice-chancellor, Tribhuvan University and Prof. Dr Chan-Gyu Lee, President, Changwon National University for signing Memorandum of Agreement to launch LUPIC under Tribhuvan University. Similarly, I gratefully acknowledge the contribution made by Prof. Dr Dae Young Jung, Changwon National University to get financial support from Ministry of Education, South Korea for implementing LUPIC. In the same way, special thanks are extended to Prof. Dr Arbinda Lal Bhomi for coordinating the project activities including course development for M.Ed. in SNE and its launching at Central Department of Education, Kirtipur and Ms. Boreum Kim & Hayun Lee, the Project Managers, LUPIC for providing managerial support to operationalize the project activities in Nepal including financial matters. Special thanks also go to Prof. Dr Basu Dev Kafle, Head of Special Needs Education and Prof. Dr Shiva Ram Neupane, Assistant Dean, Faculty of Education for providing support to develop and implement SNE courses. Thanks are due to Dr Bishwa Bala Shah Thapa, Dr Baburam Dhungana, Dr Shovakhar Aryal and Mr Ramchandra Giri for developing SNE courses. Finally, I would like to thank the staff of Dean's Office, Faculty of Education for facilitating the project activities.

Prof. Dr Prakash Man Shrestha

Dean

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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 field of Special Needs Education under teacher 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 and teacher educators for 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 from TU and equivalent degree from recognized higher education institution 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 and Number of Courses in Each Semester

S. N.	Nature of courses	Semester				Sub total	Total Credit
		1 st	2 nd	3 rd	4 th		
1.	Professional/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.	Practicum	-	-	-	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 to be offered in four semesters are presented in Table 2.

Table 2: List of Core Courses

S.N.	Code No.	Course titles	Credit hrs.
1.	Ed.511	Foundations of Education	3
2.	Ed.512	Measurement and Evaluation in Education	3
3.	Ed.513	Advanced Educational Psychology	3
4.	Ed.521	Curriculum Practices	3
5.	Ed.522	Education and Development	3
6.	Ed.531	Measurement and Evaluation	3
7.	Ed.532	Research Methodology in Education	3
Total			21

7. Specialization Courses

The details of specialization courses to be offered in four semesters are presented 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	1. Education for Children with Visual Impairment 2. Education for Children with Deaf and Hard of Hearing Impairment 3. Assessment of children with special needs 4. Theories and Practices of Behavioural modification	1. Assistive Technology in Special Needs Education 2. Instructional Techniques for Special Needs and Inclusive Education 3. Education for Children with Multiple Disability 4. Emotional, Behaviour and Autism Spectrum Disorders	1. Sports, Cultural and Recreational Activities for Special Needs Children or Multiple Intelligence Approaches to Teaching Children with Special Needs 2. Practicum 3. Thesis

Note: The courses mentioned in above table are developed for those students who study SNE from the beginning. When B.Ed. in SNE from TU will be produced, those courses will be revised to maintain vertical integration with special education courses of B.Ed.

8. Evaluation

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

8.1 Internal Assessment 40%

The concerned teacher will carry out the internal assessment of the students as per distribution of points stated below.

• Attendance	05 points
• Participation in learning	05 points
• First assessment	10 points
• Second assessment	10 points
• Third assessment	10 points
Total	40 points

8.2 Semester/Final Examination 60%

Examination Division, 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 in M.Ed. in SNE is compulsory. Only those students who have passed all the courses of the first to third semesters will be allowed to undertake thesis writing. Students are required to complete all the requirements and follow all the procedures as mentioned in 'Thesis' course. The thesis has to be written under the direct supervision of the Faculty Member of the Campus /Department. Departmental Research Committee will constantly monitor the progress of the students in his/her thesis work to ensure the quality of thesis.

10. Practicum

Practicum is the integral part of the M.Ed. in SNE. 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 including case study and organizing seminar. This practicum course is carried out within or after the fourth of the programme for six weeks. Only those students who have passed all the courses of the first to third semesters will be allowed to participate in practicum.

11. Instructional Techniques

Instructional techniques in this programme will be the combination of several techniques. Class lecture, group discussion, demonstration, guest lecture, seminar, term paper, case analysis, problem solving, practical experience, field work and so forth are used according to the nature of courses to ensure active participation of the students and to make

the teaching–learning research-oriented.

12. Teaching Hours

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. Most of the courses are of 3 credit hours. One credit hour in theoretical courses carries 16 teaching hours and hence theoretical courses of 3 credit hours will have 48 teaching hours. For fully practical and partially practical courses, one credit hour will have 32 to 48 teaching hours depending upon the specialization areas.

13. Certification

Four-semester 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 (i.e. 80%) in each subject in order to be eligible for semester examination.

At the end of each semester, Examination Division 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.

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 below 4.00	80 to below 90	Very Good
B+	3.30 to below 3.70	70 to below 80	Good
B	3.00 to below 3.30	60 to below 70	Fair
B-	2.70 to below 3.00	50 to below 60	Pass in individual course
F	Below 2.70	Below 50	Fail

Courses of M.Ed. in SNE

First Semester

Core Courses

- 1. Foundations of Education**
- 2. Advanced Educational Psychology**

Specialization Courses

- 1. Fundamentals of Special Needs and Inclusive Education**
- 2. Socialization and Communication Skills**
- 3. Psychology of Individual Differences**
- 4. Learning Diversity and Disability in Inclusive Classroom**

Appendix- A
Professional/Core Courses

- 1. Foundations of Education**
- 2. Advanced Educational Psychology**

Course Title: **Foundations of Education**

Course No. : Ed. 511

Level: M.Ed.

Semester: First

Nature of Course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Description

This is a core and compulsory course designed for the students of the Master's Degree in education. It enables students to develop a comprehensive theoretical knowledge and profound understanding related to different philosophical approaches. It also orients students about the social foundation and different power perspectives in education, role of state in education, and educational development in Nepal at various historical times.

2. General objectives

The general objectives of this course are as follows:

- To assist the students to analyze the philosophical base of education from different schools of philosophy.
- To enable the students to analyze the sociological basis of knowledge and identify its possible use in education.
- To familiarize the students with the role of state in education.
- To orient the students to educational development in Nepal at various historical periods and make them able to draw implications for future.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Elaborate the eastern philosophical thought with their educational implications • Draw implications of each philosophies in terms of objective, curriculum and pedagogy • Identify the channel of eastern education system and its educational implications • Critically analyze the above eastern philosophies 	<p>Unit I: Eastern Philosophies of Education (12)</p> <p>1.1 Introduction to Vedic philosophy and its educational implications</p> <p style="padding-left: 20px;">1.1.1 Sankhya</p> <p style="padding-left: 20px;">1.1.2 Yoga</p> <p style="padding-left: 20px;">1.1.3 Vaishesika</p> <p style="padding-left: 20px;">1.1.4 Nyaya</p> <p style="padding-left: 20px;">1.1.5 Mimamsa</p> <p style="padding-left: 20px;">1.1.6 Vedanta</p> <p style="padding-left: 20px;">1.1.7 Gurukul education system</p> <p>1.2 Introduction to Buddhist philosophy and its educational implication</p> <p style="padding-left: 20px;">1.2.1 Monastic education system</p> <p>1.3 Introduction to Islam and its educational implications</p> <p style="padding-left: 20px;">1.3.1 Madarsa education system</p> <p>1.4 The critique of eastern philosophies</p>

<ul style="list-style-type: none"> • Conceptualize the fields of philosophy. • Understand indigenous knowledge. • identify relationship of indigenous knowledge with the fields of philosophy • Explore philosophical elements like Metaphysics, Epistemology, Axiology and Logic embedded in different isms. • Compare the four philosophies and draw lessons for contemporary educational development. 	<p>Unit II: Introduction to Educational Philosophy (10)</p> <p>2.1 Fields of philosophy (Metaphysics, Epistemology, Axiology and Logic)</p> <p>2.2 Linking above fields of philosophy with indigenous knowledge</p> <p>2.3 Introduction to and implications (in terms of objectives, curriculum and pedagogy) of western educational philosophies</p> <p>2.3.1 Perennialism</p> <p>2.3.2 Essentialism</p> <p>2.3.3 Progressivism</p> <p>2.3.4 Existentialism</p> <p>2.3.5 Reconstructionism</p> <p>2.3.6 Modernism and Postmodernism</p>
<ul style="list-style-type: none"> • Elaborate the origin, development, theories and methodologies of sociological foundations of education • Clarify the contents and the scope of the sociology of education. • Discuss the theories and the methodologies such as structural and functional, conflict, and symbolic Interactionism) 	<p>Unit III: Theories of Sociological Foundation of Education (8)</p> <p>3.1 Sociological theories and their implications in education</p> <p>3.1.1 Structural-functional</p> <p>3.1.2 Conflict theory</p> <p>3.1.3 Critical theory</p> <p>3.1.4 Symbolic interaction theory</p> <p>3.2 Integralism from eastern philosophy to above theories in contemporary society</p>

<ul style="list-style-type: none"> • Clarify the concepts of social stratification, change, mobility and transformation • Analyze the elements, process and characteristics, of social stratification in education • Elaborate theories related to social change, types and measures of social mobility • Explain factors affecting mobility with reference to Nepal. • Specify the multicultural perspective of education and social transformation. • Analyze the role of education in social transformation in Nepalese context 	<p>Unit IV: Social Transformation (10)</p> <p>4.1 Concept of social stratification, change, mobility, and social transformation</p> <p>4.2 Social stratification</p> <p>4.2.1 Basic elements, processes, and characteristics of social stratification</p> <p>4.2.2 Linking sociological theories (functional and conflict) to social stratification</p> <p>4.2.3 Impact of social stratification on education</p> <p>4.3 Social change</p> <p>4.3.1 Theories related to social change (Evolutionary, conflict, cyclic)</p> <p>4.4 Social mobility</p> <p>4.4.1 Types and measures of social mobility</p> <p>4.4.2 Factors affecting mobility: socio-economic status (culture, caste/ethnicity, family status, demography, gender, income, property and resource), intelligence, education</p> <p>4.4.3 Role of education for social mobility with reference to Nepal</p> <p>4.5 Social transformation and education in Nepalese Society</p>
<ul style="list-style-type: none"> • Clarify the concept of politics and power • Explore different power perspectives in education • Explain the role of state in education • Analyze the educational development in Nepal in various historical times from political perspectives 	<p>Unit V: Politics of Education (8)</p> <p>5.1 Concept of power, politics and politics of education</p> <p>5.2 Different power perspectives (functional, conflict, elite and plural) in education</p> <p>5.3 Linking power perspectives in relation to political, economic, cultural and global context</p> <p>5.4 Role of state in education</p> <p>5.5 Politics of education in Rana, Panchyat, Multi-party democracy systems and their implications in education in Federal 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
- Discussion

- Question answer

4.2 Specific Instruction Techniques

Unit	Activity and Instructional Techniques
III	<ul style="list-style-type: none"> • Individual students or groups of students will be assigned to work on educational implications of different philosophies • Paper will be presented in the classroom for discussion.
V	<ul style="list-style-type: none"> • Students will study and analyze given problems and issues of social transformation with respect to socio-cultural context on Nepal. • They will prepare report and present in the classroom for discussion.
VI	<ul style="list-style-type: none"> • Students will study and analyze different power perspectives in education and role of state in Nepalese context • They will prepare report and present in the classroom for discussion

5. Evaluation

5.1 Internal Assessment 40%

The concerned teacher will carry out the internal assessment of the students as per distribution of points stated below.

• Attendance	05 points
• Participation in learning	05 points
• First assessment	10 points
• Second assessment	10 points
• Third assessment	10 points
Total	40 points

5.2 Semester/Final Examination 60%

Examination Division, 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

6. Recommended and Supplementary Books

Recommended Books

- Banks, J. A. (2006). *Cultural diversity and education: Foundation, curriculum and teaching*. New York: Boston (Unit V).
- Brannigan, M.C. (2000). *The pulse of wisdom* (2nd ed.). United State: (Unit III)
- Wingo, G. M. (1947). *Philosophies of education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Giddens, A. (2006). *Sociology* (5th ed.). Delhi: AITBS Publishers and Distributers (Unit IV, V)

- Ozmon, H. A. & Craver, S. M. (1999, 6th ed). *Philosophical foundation of education*. New Jersey: Prentice Hall Inc. (Unit II)
- Morris, I. (1972). *Sociology: An introduction*. London: George Allen & Unwin Publisher. (Unit V)
- Mrudalini, T. (2008). *Philosophical foundations of education*. New Delhi: Neelkamal Publication Pvt. Ltd. (Unit II)
- Sharma, P. R. (2006). *The state and the society in Nepal*. Lalitpur, Nepal: Himal Books (VI)
- Siderits, M. (2007). *Buddhism as philosophy: An introduction*. UK: Ashgate Publishing Limited. (Unit III).
- Tunim, M. M. (2009). *Social stratification: the forms and functions of inequality*. New Delhi: Prentice Hall (Unit V)
- Harlambos, M. (2007). *Sociology: themes and perspectives*. New Delhi: Oxford University Press. (All units of Part III)
- Ornstein, A. C. & Levine, D.U. (1989). *Foundations of education* (4th ed.). USA: Houghton Mifflin Company. (Unit I)
- Worthington, W.T. (2002). *Philosophy of education: The pulse of wisdom of philosophy. India, China and Japan*(Unit I)

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- Brubacher, J.S. (2007). *Modern philosophies of education*. New Delhi: Surjeet Publication
- Nodding, (1998). *Philosophy of education: dimension of philosophy series*. Prentice Hall
- Pojman, L. P. (2003). *Classics of philosophy* (2nd ed.). New York: Oxford University Press
- Rao, C.N. (2010). *Sociology: principles of sociology with an introduction to social thought*. India: Chand and Company Limited
- Ritzer, G.C. (2000). *Sociology: theory*. Singapore: Mc Graw Hill
- Velasquez, M. (2007). *Philosophy*. New Delhi: Cengage Learning Indian Private Limited
- Sarup, M. (1993). *An introductory guide to post-structuralism and post modernism*. England: Pearson Education Limited

Course Title: **Advanced Educational Psychology**

Course No.: Ed. 512

Level: M. Ed.

Semester: First

Nature of course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Description

This course is designed as a compulsory course for the students of Master of Education. It comprises two parts. The first part aims to inform students about physical changes, mental development, emotional development, social development, development of self, moral development and personality development during adolescence. The course further provides the students with understanding of Nepali adolescents from educational perspectives. The second part deals with psychology of learning, which seeks out how a child learns in his/her everyday life, judged from different learning theories. Thus, the course includes the learning theories and paradigms ranging from the behaviorist theories to cognitive theories. This course also informs about cognitive processes such as concept formation, thinking and problem solving and enables the student in drawing upon these theories in their everyday teaching and professional practices.

2. General Objectives of the course

The general objectives of this course are as follows:

- To make the students knowledgeable about the alternative approaches to human development
- To familiarize the students with specific feature of adolescent stage of development
- To enhance the knowledge of students to explain the philosophical orientation to alternative epistemologies and learning theories
- To orient the students with major learning theories with their educational implications
- To make the students able to portray cognitive process such as concept formation, thinking and problem solving.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe the concept of human development • Identify the issues in human development • Explain the behaviorist, psychoanalytic, cognitive approach and ecological contextual approaches of human development • analyze the concepts, issues, and approaches to human development from Nepalese perspective 	<p>Unit I: Understanding Human Development (8)</p> <p>1.1 Concept of human development</p> <p>1.2 Issues in human development</p> <p style="padding-left: 20px;">1.2.1 Nature vs. nurture</p> <p style="padding-left: 20px;">1.2.2 Stability vs. change</p> <p style="padding-left: 20px;">1.2.3 Continuity vs. discontinuity</p> <p>1.3 Approaches to human development</p> <p style="padding-left: 20px;">1.3.1 Behaviorist view: B. F Skinner</p> <p style="padding-left: 20px;">1.3.2 Psycho-analytical approach: Sigmund Freud</p> <p style="padding-left: 20px;">1.3.3 Cognitive approach: Piaget's view</p> <p style="padding-left: 20px;">1.3.4 Ecological contextual approach: Urie Bronfenbrenner</p> <p>1.4 Revisiting human development concepts, issues</p>

	and approaches from the Nepalese perspectives
<ul style="list-style-type: none"> • Describe the Cognitive development of adolescence and its educational implications • Identify the emotional development during adolescence and its effects • Draw conclusions about the emotional and social development of this stage. • Acquainted with their pattern of personality development • Describe the pattern of moral development of adolescence. • Analyze the Nepali adolescents from the above perspectives. 	<p style="text-align: right;">Unit II: Understanding Adolescence (12)</p> <p>2.1. Cognitive development of adolescence and its educational implications</p> <p>2.2. Emotional development in adolescence</p> <p style="padding-left: 20px;">2.2.1 Emotional pattern</p> <p style="padding-left: 20px;">2.2.2 Emotional competence</p> <p style="padding-left: 20px;">2.2.3 Emotional characteristics and its educational implications</p> <p>2.3 Social development</p> <p style="padding-left: 20px;">2.3.1 Role seeking</p> <p style="padding-left: 20px;">2.3.2 Development of identity</p> <p>2.4 Personality development : Personality trait and temperaments</p> <p>2.5 Moral development during adolescence</p> <p style="padding-left: 20px;">2.5.1 Kohlberg's theory</p> <p style="padding-left: 20px;">2.5.2 Domains and context of moral development</p> <p>2.6 Understanding Nepali adolescents from the above perspectives</p>
<ul style="list-style-type: none"> • Identify and explain the basic concept of behaviorism. • Explain the mechanism of operant conditioning • Describe the major theoretical concepts related to operant conditioning • Give the concept of reinforcement and its application to change behavior • Use operant conditioning in classroom instruction • Spell out the process of learning as proposed by Guthrie • Clarify the concept of phi-phenomenon in productive thinking and its implication for teaching and learning • Explain purposive behaviorism based on Tolman's experiments • Analyze the premises of rational constructivism • Draw a educational implication of individual constructivism • Define social constructivism 	<p style="text-align: right;">Unit III: Learning Theories (16)</p> <p>3.1 Behaviorism</p> <p style="padding-left: 20px;">3.1.1 Behaviorist learning theories</p> <p style="padding-left: 20px;">3.1.2 Skinnerian conditioning</p> <ul style="list-style-type: none"> • Mechanism of learning • Major theoretical concepts – radical behaviorism, respondent and operant behavior, behavior shaping, contingency contracting, reinforcement and reinforcer, punishment and its alternative • Schedule of reinforcement • Role of reinforcement • Implications for teaching and learning – Behavior objectives, Programmed instruction, personalized system of instruction, Contingency contract and Behavior modification. <p style="padding-left: 20px;">3.1.3 E. R. Guthrie's contiguous conditioning</p> <ul style="list-style-type: none"> • Major theoretical concepts – one law of learning, learning in one trial, the recency principle, movement produced stimuli, role of practice • Associative interference, forgetting and breaking of habits • Guthrie's view on motivation, reward and punishment • Implications for teaching and learning

<p>and its premise</p>	<p>3.2. Cognitivism</p> <p>3.2.1 Cognitive theories</p> <p>3.2.2 Wertheimer's theory of learning</p> <ul style="list-style-type: none"> • Productive thinking • Phi-phenomenon • Concept and principle of perception • Implications for teaching and learning <p>3.2.3 Tolman's purposive behaviorism</p> <ul style="list-style-type: none"> • Major theoretical concepts - what is learned, confirmation vs. reinforcement, vicarious trial and error, and emphasis vs. motivation • Experiments on purposive behaviorism – Reward expectancy, place and latent learning • Implication for teaching learning <p>3.3. Constructivism</p> <p>3.3.1 Piaget's rational constructivism</p> <ul style="list-style-type: none"> • Premises of rational constructivism • Implicit theories and knowledge construction process • Basic features - Schema, assimilation and accommodation, equilibration • Implication for teaching and learning <p>3.3.2 Vygotsky's social constructivism</p> <ul style="list-style-type: none"> • Premises of social constructivism • Vygotsky's theories of learning • Implication for teaching and learning
<ul style="list-style-type: none"> • Describe concept and process for promoting concept formation. • Explain reasoning, critical thinking, decision making and creative thinking as thinking process. • Clarify the concept and process of problem solving. • Describe socio-cultural dimensions of learning from gender and ethnic perspectives. 	<p>Unit IV: Complex Cognitive Process (12)</p> <p>4.1 Understanding the Concept</p> <p>4.1.1 Meaning of concept</p> <p>4.1.2 Promoting concept formation</p> <p>4.2 Thinking</p> <p>4.2.1 Reasoning: Inductive and deductive reasoning</p> <p>4.2.2 Critical Thinking</p> <ul style="list-style-type: none"> • Building critical thinking • Strategies for improving children's thinking <p>4.3 Decision making: common flaws in decision making</p> <p>4.3.1 Creative thinking</p> <ul style="list-style-type: none"> • Steps in creative process • Strategies for developing creative thinking <p>4.4 Problem Solving</p> <p>4.4.1 Steps in problem solving</p> <p>4.4.2 Obstacles to Solving problems</p>

	<p>4.4.3 Problem based learning and Project based learning</p> <p>4.5 Socio-cultural dimensions of learning</p> <p>4.5.1 Knowing and leaning from gender perspectives</p> <p>4.5.2 Knowing and learning practices from cultural perspectives</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 instructional techniques can be used by the teacher as general and specific instructional techniques in the classroom.

4.1 General Instructional Techniques

- Lecture with discussion
- Demonstration
- Home assignment and self study
- Question answer

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
II	<ul style="list-style-type: none"> • Divide the students into 7 groups • Let the group of students study cognitive development, emotional development, social development, personality development, and moral development of adolescence from the book. • Let the groups of students visit some schools to interview some secondary school teachers and students to get information regarding the assigned topics • Let the groups prepare comparative report • Report presentation in the classroom followed by discussion
III	<ul style="list-style-type: none"> • Divide the students into 6 groups • Let the groups of students study Skinner, Guthrie, Wertheimer, Tolman, Piaget's rational constructivism and Vygotsky's social constructivism from the book linking with the sub-unit of this unit • Let the groups of students prepare the report and present in the classroom followed by discussion
IV	<ul style="list-style-type: none"> • Divide the students into 4 groups • Let the groups of students study understanding concept, critical thinking, creative thinking and problem solving from the book (Santrock, 2011) linking with the sub-unit of this unit • Let the groups of students prepare the report and present in the classroom followed by discussion

5. Evaluation

5.1 Internal Evaluation 40%

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

- Attendance 05 points

• Participation	05 points
• First assessment:/book review/written assignment/quizzes	10 points
• Second assessment:/paper writing and or presentation	10 points
• <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.

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

6. Recommended Books and References

Recommended Books

- 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. (Unit I & II)
- Osmon, M. H. & Hergehahn, B.R. (2010) *An introduction to theories of learning VIII ed*. New Delhi : PHI Learning Private Limited. . (Unit III)
- Santrock J.W. (2011) *Educational Psychology, IV ed*. New Delhi: Tata McGraw-Hill Publishing Company Limited (Unit IV)
- Santrock J.W. (2007) *Adolescence, XI 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)
- Woolfolk, A. (2008). *Educational psychology*. India: Pearson Education. (Unit III & IV)

References

- Grace, J.C. (1976). *Human Development*. New York, N.Y.
- Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. Great Britain: Lowe & Brydone.
- Rogers, D. (1972). *Psychology of adolescence*. New York, N.Y.

Appendix-B
Specialization Courses of Special Needs Education

- 1. Fundamentals of Special Needs and Inclusive Education**
- 2. Socialization and Communication Skills**
- 3. Psychology of Individual Differences**
- 4. Learning Diversity and Disability in Inclusive Classroom**

Course Title: **Fundamentals of Special Needs and Inclusive Education**

Course No: SN.Ed.515

Level: M.Ed.

Semester: First

Nature of course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Description

This course is designed to provide general understanding regarding the right to education of children with diverse needs. Fundamental targets groups and their general introduction in terms of theories and practice of Special Education (SE), Special Needs Education (SNE) and Inclusive Education (IE) are dealt with in this course. It helps students enrich their understanding of ways and measures to apply inclusion in regular schools. It, therefore, intends to engage the students in self-oriented study with deeper understanding of the diverse needs of children with special needs.

2. General Objectives

The general objectives of this course are as follows:

- To make the students knowledgeable about the basic concepts of special needs education.
- To provide the students with a deeper understanding of special needs and inclusive education.
- To prepare the students to have wider knowledge of diversified needs of children with special needs.
- To enhance the knowledge of students about fundamental process of inclusion.
- To prepare the students to be able to apply theories on inclusion in classroom settings.
- To acquaint the students with modern technologies to teaching students with disabilities.
- To provide students with an introductory knowledge about support services for children with special needs.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define special, special needs and inclusive education • State the major stages of development of special education to modern inclusive educational practice • Explain the basic classification of disability related terms like congenital, developmental and acquired disability • Identify the major target groups of special needs education • Relate international development of special needs education with the Nepalese context 	<p>Unit I: Introduction to SE, SNE and IE (4)</p> <p>1.1 Definition of Special Education, Special Needs Education and Inclusive Education</p> <p>1.2 Evolution of SNE and IE</p> <p>1.2.1 Rejection</p> <p>1.2.2 Segregation</p> <p>1.2.3 Integration to Inclusion</p> <p>1.3 Basic concepts about disabilities/difficulties, congenital, developmental and acquired disability.</p> <p>1.4 Target Groups of SE/SNE/IE</p> <p>1.5 Development of SNE/IE from national Perspectives (NESP, PEP, BPEP, EFA, SSR P)</p>

<ul style="list-style-type: none"> • Define and differentiate major characteristics of exceptional children with major causes of such disabilities. • Define and distinguish major characteristics of other target groups of children with major causes of such situation. • Distinguish children With exceptionalities for further educational intervention 	<p>Unit II: Classification and Description of Exceptional Children (20)</p> <p>2.1 Definition, Characteristics and Major Causes of Different Exceptionalities</p> <p>2.1.1 Learning Disability</p> <p>2.1.2 Attention Deficit Hyperactive Disorder (ADHD)</p> <p>2.1.3 Children With Autism Spectrum Disorder</p> <p>2.1.4 Children with Sensory Impairments</p> <ul style="list-style-type: none"> • Visual Impairment • Hearing Impairment <p>2.1.5 Physical Impairment</p> <ul style="list-style-type: none"> • Amputations • Cerebral Palsy • Spina Bifida • Traumatic Brain Injury <p>2.2 Developmental Disability</p> <p>2.3 Speech and language disorders</p> <p>2.4 Other target Groups of SNE</p> <p>2.4.1 Gifted and Talented</p> <p>2.4.2 Severe illness</p> <p>2.4.3 Students at risk: Diabetes, Cystic, Fibrosis, Asthma, Epilepsy, HIV and Aids</p> <p>2.4.4 Poor</p> <p>2.4.5 Marginalized</p> <p>2.4.6 Ethnic minorities</p> <p>2.4.7 Abused,</p> <p>2.4.8 Delinquents</p> <p>2.4.9 Third gender</p> <p>2.4.10 Transgendered</p> <p>2.4.11 Multiple Disability</p> <p>2.5 Educational intervention for target groups</p>
<ul style="list-style-type: none"> • Identify children with special needs through screening and decide the necessary early intervention strategies. • Point out the screening, assessment and diagnosis methods for referral purpose. • Explain the role of legislation with reference to IDEA and UNCRPD • Elaborate the educational 	<p>Unit III: Intervention Strategies (12)</p> <p>3.1 Early identification and Intervention</p> <p>3.1.1 Prevention, early screening, early intervention.</p> <p>3.1.2 Screening, assessment , diagnosis and referral service</p> <p>3.1.3 Role of legislation on Early Intervention (IDEA and UNCRPD)</p> <p>3.2 Educational Intervention on major target groups.</p> <p>3.2.1 Corrective, rehabilitative and remediation methods</p>

<p>intervention/promotion methods for major target groups of special needs education.</p> <ul style="list-style-type: none"> • Define Corrective, rehabilitative and remediation methods. • Identify adjustment and socialization skills for exceptional children. • Describe therapeutic measures as speech therapy, physio- therapy and occupational therapy with reference to exceptionalities. • Identify the methods of gross motor and fine motor skills development, audio logical assessment and service, Sign language and Braille teaching, and teaching orientation and mobility. • List the ways of ensuring access to education 	<p>3.2.2 Development of gross and fine motor skills</p> <p>3.2.3 Teaching adjustment and socialization.</p> <p>3.2.4 Audio logical assessment and services.</p> <p>3.2.5 Speech-physio and occupational therapy.</p> <p>3.2.6 Use of Sign language and interpreter service</p> <p>3.2.7 Braille teaching /training</p> <p>3.2.8 Orientation and Mobility</p> <p>3.3 Ensuring access to education</p>
<ul style="list-style-type: none"> • Define types of support services. • Classify support services • Differentiate medical, assistive and therapeutic services • Categorize the resource room services • Describe the importance of networking parents and professionals • List different instructional technologies to educate persons with special needs. 	<p>Unit IV: Support Services (6)</p> <p>4.1 Definition</p> <p>4.2 Types</p> <p>4.2.1 Medical Services</p> <p>4.2.2 Assistive devices</p> <p>4.2.3 Therapeutic Services</p> <p>4.2.4 Resources Room Services</p> <p>4.3 Networking parents, professional and their services.</p> <p>4.5 Instructional technologies and their use in Classroom</p>
<p>Describe major processes of inclusion and teachers' role in inclusive class room.</p>	<p>Unit 5: Process of Inclusion (6)</p> <p>5.1 Creating supportive school environment</p> <p>5.2 Setting and managing classroom in an inclusive way</p> <p>5.3 Using differentiated teaching techniques</p> <p>5.4 Adjusting infrastructural facilities</p> <p>5.5 Professional team work: cooperation, collaboration and co-work.</p> <p>5.6 Teachers' role in inclusive classroom setting</p>

Note: The figures in the parentheses indicate the approximate teaching hours allocated to 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:

4.1 General instructional techniques

Lecture, discussion and question-answer are suggested as general instructional techniques, which are applicable to most of the units. Active participation of students should be ensured while using these techniques to make the teaching interactive. As this course is descriptive in nature with theoretical references, lecture preferably with the use of multimedia projector will be an effective technique. In order to generate discussion and brain storming 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 Special needs education/Inclusive education.

4.2 Specific instructional techniques

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 teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit III	Students will be divided in groups and certain topics will be assigned to them. Each group will prepare a brief field-based report and present it in the class using preferably multimedia projector. The presentation will be supplemented through teacher's comments.
Unit IV	Some case studies will be presented to help students understand the issues which will be followed by discussion.

5. Evaluation

5.1 Internal Assessment 40%

The concerned teacher will carry out the internal assessment of the students based on the distribution of points as stated below:

• Attendance	05 points
• Participation in learning	05 points
• First assessment	10 points
• Second assessment	10 points
• Third assessment	10 points
Total	40 points

5.2 Semester/Final Examination 60%

Examination Division, 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

6. Recommended Books and Reading Materials

Recommended Books

- Kirk, S.A., Gallager, J.J., & Anastasiow & Coleman, (2009).Educating exceptional children (ed.). Boston Newyork: Houghton Mifflin company. (For units 1, 3, 4 and 5)
- William L. H. (2012). Exceptional Children: An introduction to special education (10th ed). New Delhi: Pearson. (For unit 2)

Reading Materials

- Kafle, B.D.(2002). Including the Excluded: A critical evaluation of special needs education program in Nepal, Banaras Hindu University, India

Course Title: **Socialization and Communication Skills**

Course No.: SN.Ed.516

Level: M. Ed.

Semester: First

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

The course aims to develop knowledge on socialization and communication skills needed to teach children with special needs. There are two parts in this course: the first part deals with concepts/definition and importance of socialization including strategies of socialization, social skills, life skills and interpersonal relationship between children with special needs and school, community and parents; the second part is about the definition, importance and principles of communication including classification of non-communication. The role of teachers in socializing and communicating with children with special needs is highlighted. This course intends to shape the perspectives of students towards socialization and communication skills which form the key to the life of children with special needs.

2. General Objectives

The general objectives of this course are as follows:

- To acquaint the students with the concepts, importance and strategies of socialization and communication skills that are needed to teach students with special needs.
- To develop students' knowledge and perspectives on the concepts, importance and principles of communication skills.
- To develop students' competencies in dealing with children with special needs by using appropriate strategies.
- To highlight the need of developing interpersonal relationships between the teacher and students for effective curriculum transaction.

3. Specific Objectives and Contents

Part I: Socialization Skills

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define the meaning of socialization • Explain the importance of socialization • Identify interpersonal relationships between teacher and students 	<p>Unit I: Concept and Meaning of Socialization of Children with Special Needs (8)</p> <p>1.1. Meaning and definition of socialization</p> <p>1.2. Importance of socialization</p> <p>1.3. Building Relationships</p> <p>1.3.1. Respect</p> <p>1.3.2. Encouragement</p> <p>1.3.3. The gift of time</p> <p>1.3.4. Teacher-student relationships</p>
<ul style="list-style-type: none"> • Describe different development contexts: individual, family, 	<p>Unit II: Normative Development (10)</p> <p>2.1. Development in the Individual Context</p>

<p>cultural and social contexts</p> <ul style="list-style-type: none"> • Explain the concept and role of sex and gender in normative development 	<p>2.1.1. Cognitive development 2.1.2. Emotional development 2.1.3. Moral development</p> <p>2.2 Sex and gender 2.2.1 Concept of sex and gender 2.2.2 Role of sex and gender</p> <p>2.3 Development in the family context 2.3.1 Parenting style 2.3.2 Parental sensitivity 2.3.3 Parent child bondage 2.3.4 Effect of maltreatment and family violence</p> <p>2.4 Development in the cultural context 2.4.1 Poverty and social class 2.4.2 Ethnic diversity 2.4.3 Cross cultural norms and expectations</p> <p>2.5 Development in the social context 2.5.1 Peer relations 2.5.2 Extra familial context</p>
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Part II: Communication Skills

<ul style="list-style-type: none"> • Explain the meaning and concept of communication in language and speech development. • Delineate the differences between verbal and non- verbal communication. • Explain the importance and functions of non-verbal communication • Classify the non-verbal communication skills • Describe language and speech development in children. 	<p>Unit III: Development of Communication, Language and Speech (10)</p> <p>3.1. Conceptualizing communication 3.1.1. Defining communication 3.1.2. Importance of communication 3.1.3. Principles of communication</p> <p>3.2. Non- verbal communication 3.2.1 Definition 3.2.2 Classification of non-verbal communication skills 3.2.3 The Messages of action, space, time and silence 3.2.4 The importance of non-verbal communication 3.2.5 Functions of non-verbal communication</p> <p>3.3. Language development 3.4. Speech development</p>
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<ul style="list-style-type: none"> • Explain professional collaboration in terms of co-teaching, cooperative teaching and arranging the use of paraprofessionals • Describe the role of family in communication and socialization of children with special needs • Identify the impact of disability on the siblings and parents. • Identify the ways of using home-school and parental support in socialization and communication of children with special needs. • Identify ways to provide instructional support to facilitate communication. 	<p>Unit IV: Professional Collaboration and Home-School Collaboration (8)</p> <p>4.1 Professional Collaboration</p> <p style="padding-left: 20px;">4.1.1. Co-Teaching</p> <p style="padding-left: 20px;">4.1.2. Cooperative teaching arrangements</p> <p style="padding-left: 20px;">4.1.3. Using Paraprofessionals</p> <p>4.2. The Family</p> <p style="padding-left: 20px;">4.2.1. Cultural considerations: Families and children with special needs</p> <p style="padding-left: 20px;">4.2.2. Impact on siblings</p> <p style="padding-left: 20px;">4.2.3. Parental support</p> <p>4.3. Home-school collaboration</p> <p style="padding-left: 20px;">4.3.1. Communicating with parents</p> <p style="padding-left: 20px;">4.3.2. Providing reinforcement and encouragement</p> <p style="padding-left: 20px;">4.3.3. Providing instructional support</p>
<ul style="list-style-type: none"> • Describe the procedures of differentiating instructions for students with special needs. • Illustrate the comprehensive model of differentiating instruction in the classroom. • Identify ways of managing classroom for the use of differentiated instruction. 	<p>Unit V: Managing and Differentiating Classroom Instruction (12)</p> <p>5.1. Basic concepts about differentiating instructions</p> <p style="padding-left: 20px;">5.1.1. Conceptual basis and definition</p> <p style="padding-left: 20px;">5.1.2. Operating procedures for differentiated classrooms</p> <p>5.2. Comprehensive model of differentiating instruction</p> <p style="padding-left: 20px;">5.2.1. Setting differentiation</p> <p style="padding-left: 20px;">5.2.2. Material differentiation</p> <p style="padding-left: 20px;">5.2.3. Instructional differentiation</p> <p style="padding-left: 20px;">5.2.4. Management/behavioral differentiation</p> <p style="padding-left: 20px;">5.2.5. Personal-social-emotional (Affective) differentiation</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:

4.1 General instructional techniques

Lecture, discussion and question-answer are suggested as general instructional techniques, which are applicable to most of the units. Active participation of students should be ensured while using these techniques to make the teaching interactive. As this course is descriptive in nature with theoretical references, lecture preferably with the use of multimedia projector will be an effective technique. In order to generate discussion and brain storming 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 socialization and communication skills of children with special needs.

4.2 Specific instructional techniques

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 teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit II: Normative Development	Group work and presentation The students will be divided in groups and certain topics will be assigned to prepare a brief field-based report and they will present their report in the class preferably using multimedia projector. The presentation will be supplemented by teacher's comments.
Unit III: Development of Communication, Language and Speech	Class activity The students will be asked to demonstrate how the children with special needs communicate with others through non-verbal communication. The students with the help of the teacher will make a write up of result of class activities.
Unit V: Managing and Differentiating Classroom Instruction	Assignment and presentation The students will be divided into groups. Each group will be assigned to prepare a part of comprehensive model of differentiating instruction. Each group will present its assignment in the class and it will be followed by discussion.

5. Evaluation

5.1 Internal Evaluation 40%

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

• Attendance	5 points
• Participation in class activities	5 points
• First assessment: written assignment	10 points
• Second assessment: paper writing or presentation or test	10 points
• <u>Third assessment: test</u>	10 points
Total	40 points

5.2 External Evaluation (Final Examination) 60%

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

• Objective questions (Multiple choice 10 questions x 1 point)	10 points
• Short answer questions (6 questions x 5 points)	30 points
• <u>Long answer questions (2 questions x 10 points)</u>	<u>20 points</u>
Total	60 points

6. Recommended Books

- Anderson, N.B., & Shames, G.H. (2011). Human communication disorders: An Introduction (8th edition). Delhi: Pearson Education, Inc. (For unit III)
- Samovar, L.A., & Porter, R.E. (2001). Communication between cultures. Australia. Canada. Mexico. Singapore. Spain. United Kingdom. United States: Wadsworth Thomson Learning. (For unit III)
- 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. (For units IV & V)
- Wenar, C. & Kerig, P. (2005). Developmental psychopathology: From Infancy through Adolescence (5th edition). Delhi: McGraw-Hill International Edition. (For units I & II)

Course Title: **Psychology of Individual Differences**

Course No: SN.Ed.517

Level: M. Ed.

Semester: First

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

This course on Psychology of Individual Differences is about the rudimentary knowledge of the unique characteristics of learners with their different individual needs. Theoretical orientation, strategies of learning and teaching, foundations of human growth and development, cognition and information processing, learning processes, and pedagogical aspects are the key themes included in this course. These contents will be dealt with in relation to the educational needs of children with special needs.

2. General Objectives

The following are the general objectives of the course:

- To provide fundamental knowledge about the dimensions of individual differences and educational psychology with regard to children with special needs
- To orient the students to theoretical foundations of human growth and development
- To develop the concept of cognition and information processing
- To provide theoretical knowledge about the learning processes
- To develop skill and knowledge regarding pedagogical aspects to address children's special needs.

3. Specific Objectives and Contents

Specific objectives	Contents
<ul style="list-style-type: none"> • Elucidate the concept, meaning and the importance of individual differences • Illustrate the perspective of normality and abnormality • Explain the nature and scope of educational psychology • Identify different methods of studying children with special needs • Apply educational psychology to children with special needs 	<p>Unit 1: Introduction to Psychology of Individual Differences (8)</p> <p>1.1 Concept and meaning of individual differences or differential educational psychology</p> <p>1.2 Importance of individual difference</p> <p>1.3 Perspective of normality and abnormality</p> <p style="padding-left: 20px;">1.3.2 Biological factor</p> <p style="padding-left: 20px;">1.3.3 Cognitive factor</p> <p style="padding-left: 20px;">1.3.4 Socio-cultural factors</p> <p>1.2. Nature and scope of educational psychology</p> <p>1.3. Methods of educational psychology</p> <p style="padding-left: 20px;">1.3.1 Observation</p> <p style="padding-left: 20px;">1.3.2 Experimentation</p> <p style="padding-left: 20px;">1.3.3 Clinical method</p> <p style="padding-left: 20px;">1.3.4 Case study</p> <p>1.4. Application of educational psychology to</p>

	learners with special needs
<ul style="list-style-type: none"> • Identify different methods of studying development • Describe human growth and development with regard to physical, cognitive, personality, intellectual and social development • Explain development delays and disorders associated with special needs 	<p>Unit 2: Foundations of Human Growth and Development (9)</p> <p>2.1. Methods of studying development – Longitudinal, cross-sectional and cohort sequence</p> <p>2.2. Physical development</p> <p>2.3. Cognitive and intellectual development regarding children with special needs – Views of Piaget, Vygotsky and Kohlberg</p> <p>2.4. Personality and social development</p> <p>2.5. Development delays and disorders associated with special needs</p>
<ul style="list-style-type: none"> • Describe cognition and information processing methods and modalities • Differentiate memory, thinking and intelligence • Explain individual differences in cognition and information processing abilities of children with special needs 	<p>Unit 3: Cognition and Information Processing (10)</p> <p>3.1 Cognition and Information Processing</p> <p>3.1.1 Sensation</p> <p>3.1.2 Perception</p> <p>3.1.3 Attention</p> <p>3.2 Memory</p> <p>3.2.1 Nature</p> <p>3.2.2 Types</p> <p>3.2.3 Remembering</p> <p>3.2.4 Forgetting</p> <p>3.3 Thinking</p> <p>3.3.1 Concept formation</p> <p>3.3.2 Reasoning</p> <p>3.3.3 Problem solving</p> <p>3.3.4 Creativity</p> <p>3.4 Intelligence</p> <p>3.4.1 Nature</p> <p>3.4.2 Types</p> <p>3.4.3 Assessment</p> <p>3.5 Individual differences in cognition and information processing abilities of children with special needs</p>
<ul style="list-style-type: none"> • 	<p>Unit 4: Learning Processes (11)</p> <p>4.1. Intelligence Theories</p> <p>4.1.1 Spearman</p> <p>4.1.2 Thurston</p> <p>4.1.3 Cattell</p> <p>4.1.4 Guilford</p>

	<p>4.1.5 Gardner</p> <p>4.2. Classical and contemporary learning theories</p> <p>4.2.1 Behavioral</p> <p>4.2.2 Cognitive</p> <p>4.2.3 Social</p> <p>4.3. Motivation Theories</p> <p>4.3.1 Achievement</p> <p>4.3.2 Attribution</p> <p>4.3.3 Cognitive</p> <p>4.3.4 Dissonance</p> <p>4.4. Personality and Assessment</p> <p>4.4.1. Personality Theories</p> <ul style="list-style-type: none"> • Psychoanalytic - Freud and Neo Freudians • Humanistic <p>4.4.2. Assessment of personality</p>
<ul style="list-style-type: none"> • Explain the pedagogical dimensions of learning styles and teaching styles • Derive educational implications from learning styles • State teaching strategies for enhancing self-esteem of children with special needs 	<p>Unit 5: Pedagogical Dimensions (10)</p> <p>5.1. Learning Styles</p> <p>5.1.1 Individual differences in cognitive and affective areas</p> <p>5.1.2 Educational Implications</p> <p>5.2. Teaching Styles</p> <p>5.2.1. Classroom climate, group dynamics and teacher effectiveness</p> <p>5.2.2. Peer tutoring, cooperative learning, self-regulated learning</p> <p>5.3. Strategies for enhancing self-esteem of children with special needs</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:

4.1 General instructional techniques

Lecture, discussion and question-answer are suggested as general instructional techniques, which are applicable to most of the units. Active participation of students should be ensured while using these techniques to make the teaching interactive. As this course is descriptive in nature with theoretical references, lecture preferably with the use of multi-media projector will be an effective technique. In order to generate discussion and brain storming 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

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 teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit 3 Cognition and Information Processing	Brain storming exercises will be carried in the class to differentiate between memory, thinking and intelligence to utilize students' higher order mental processes. Results will be derived through thorough deliberations among the students, which will be facilitated by the subject teacher.
Unit 5 Pedagogical Dimensions	Students will be divided in groups and certain topics will be assigned to them. Each group will prepare a brief teaching plan for peer tutoring or cooperative learning or self-regulated learning and present it in the class using preferably multimedia projector. The presentation will be followed by discussion and supplemented by teacher's comments.

5. Evaluation

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 x 5 points)	30 points
3) <u>Long answer questions (2 questions x 10 points)</u>	<u>20 points</u>
Total	60 points

6. Recommended books

- Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. (2007). *Abnormal psychology* (13th Edition). India: Pearson Education, Inc. (For unit I)
- Coleman, J. C. (2007). *Abnormal psychology and modern life*. New Delhi: D. B. Taraporevada Sons & Co. Private Limited with Scott Foreman & Company. (For unit I)
- Driscoll, P. M. (1994). *Psychology of learning for instructions*. London: Allyn & Bacon. (For units I, II, III, & IV)
- Joyce, B., Weil, M. & Calhoun, E. (2011). *Models of teaching* (8th Edition). New Delhi: PHI Learning Private Limited. (For unit V)
- Reid, G. (2005). *Learning styles and inclusion*. New Delhi: Sage Publications. (For unit V)
- Slavin, E. R. (2003). *Educational psychology: Theory and practice* (7th Edition). London: Allyn & Bacon. (For units I, II, III, & IV)
- Wenar, C. & Kerig, P. (2005). *Developmental psychopathology: From Infancy through Adolescence* (5th Edition). New Delhi: McGraw-Hill International Edition. (For unit I)
- Woolfolk, A. (2008). *Educational psychology* (9th Edition). New Delhi: Pearson Education, Inc. (For units I, II, III, & IV)

Course Title: **Learning Diversity and Disability in Inclusive Classroom**

Course No: SN Ed. 518

Level: M.Ed.

Semester: First

Nature of Course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

The course deals with necessary concepts and characteristics of learning diversities, difficulties, and disabilities in inclusive classroom. It aims to enable students to gain wider knowledge in identifying the differences, difficulties and disabilities in learning. The course further deals with specific strategies to be adopted to educate the children with difficulties and diversities in an inclusive classroom.

2. General Objectives

The general objectives of this course are as follows:

- To provide the students with a deeper understanding of diversity, difficulty and disability in learning in an inclusive classroom.
- To enable the students to map out the dimensions of inclusion and exclusion from education for all perspective.
- To prepare the students to manage diversity in an inclusive classroom
- To equip the students to apply individualized instruction to respond to the diverse needs of the students
- To develop skill and knowledge of inclusive classroom to address the diverse special educational needs of children

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the key concepts of diversity, disability and special needs education • Differentiate learning diversity, difficulty and disability in an inclusive classroom • Map out inclusion and exclusion from the concept of education for all • Explain the main purpose of equalization of educational opportunity for children with special need from the EFA perspective. 	<p>Unit I: Concepts about Diversity and Disability (7)</p> <p>1.1. Diversity and coherence</p> <p style="padding-left: 20px;">1.1.1. Diversity dimensions</p> <p style="padding-left: 20px;">1.1.2. Sense of community and social acceptance</p> <p style="padding-left: 20px;">1.1.3. Appreciation of student diversity</p> <p>1.2. Special needs education and disability</p> <p>1.3. Mapping out inclusion and exclusion: Concept of education for all (EFA) programme</p> <p style="padding-left: 20px;">1.3.1. The assumptions of difference</p> <p style="padding-left: 20px;">1.3.2. Concept of education for all</p> <p style="padding-left: 20px;">1.3.3. Inclusion in effective schools</p> <p style="padding-left: 20px;">1.3.4. Mapping out inclusion and exclusion</p>

<ul style="list-style-type: none"> • Explain the key concepts of diversity, disability and special needs education • Differentiate learning diversity, difficulty and disability in an inclusive classroom • Map out inclusion and exclusion from the concept of education for all • Explain the main purpose of equalization of educational opportunity for children with special need from the EFA perspective. 	<p>Unit I: Concepts about Diversity and Disability (7)</p> <ol style="list-style-type: none"> 1.1. Diversity and coherence <ol style="list-style-type: none"> 1.1.1. Diversity dimensions 1.1.2. Sense of community and social acceptance 1.1.3. Appreciation of student diversity 1.2. Special needs education and disability 1.3. Mapping out inclusion and exclusion: Concept of education for all (EFA) programme <ol style="list-style-type: none"> 1.3.1. The assumptions of difference 1.3.2. Concept of education for all 1.3.3. Inclusion in effective schools 1.3.4. Mapping out inclusion and exclusion 1.4. Towards equalization of educational opportunity for children with special needs
<ul style="list-style-type: none"> • Describe the inclusive model of management of diversity • Outline the principles of equality and diversity • Explain the inter-cultural communication model from the perspective of inclusion. • Explain the system-theoretical approach to inter-cultural communication 	<p>Unit II Management of Diversity: the Inter-cultural Communication Perspective (9)</p> <ol style="list-style-type: none"> 2.1. The inclusive model of management of diversity 2.2. The principles of equality and diversity 2.3. Inclusive thinking and acting 2.4. The inclusive model of inter-cultural communication 2.5. A system-theoretical approach to Inter-cultural communication
<ul style="list-style-type: none"> • Explain the re-conceiving purposes of schooling for students with disabilities • Describe how the inclusive classrooms are created, managed and promoted • Identify the barriers to inclusion in the classroom from its critical dimensions • Explain the linkage between social inclusion, political agenda and expansion of inclusion 	<p>Unit III: The Making of the Inclusive School (13)</p> <ol style="list-style-type: none"> 3.1. Re-conceiving the purposes of schooling for students with disabilities <ol style="list-style-type: none"> 3.1.1. The continuum of services 3.1.2. Inclusive school 3.1.3. Learner-centered school 3.2. Creating and managing inclusive classrooms <ol style="list-style-type: none"> 3.2.1. Preparing staff for inclusion 3.2.2. Preparing students for inclusion: Circle of friends 3.2.3. Maintaining effective inclusive classrooms:

	<p>Interaction and communication</p> <p>3.2.4. Planning for successful inclusion</p> <p>3.2.5. Classroom design for promoting inclusion</p> <p>3.3. Barriers to inclusion</p> <p>3.4. Critical dimensions of inclusive classroom</p> <p>3.5. Social inclusion and political agenda</p> <p>3.6. Expanding concept of inclusion</p>
<ul style="list-style-type: none"> • Define adaptive curriculum and instruction • Explain the process of adapting curriculum and instruction • Describe basic concepts about differentiation techniques • Identify ways of differentiating content, instruction, assessment and student output • Explain how differences of students with special needs can be accommodated 	<p>Unit IV: Adaptive Curriculum and Instruction (10)</p> <p>4.1 Adaptive Curriculum</p> <p>4.1.1. Basic concept of differentiation</p> <p>4.1.2. Specific examples of differentiation</p> <p>4.2 Modifying curriculum content and adapting resources</p> <p>4.2.1 Potential problems with modified curriculum</p> <p>4.2.2 Potential problems with modified resource materials</p> <p>4.3 Adapting instruction</p> <p>4.3.1 Ways of adapting instruction</p> <p>4.3.2 Difficulties in adapting teaching process</p> <p>4.4 Differentiating Techniques</p> <p>4.4.1 Differentiating student output, assessment and grading</p> <p>4.4.2 Potential problems with differentiating student output, assessment and grading</p> <p>4.5 Accommodating differences of students with special needs</p> <p>4.5.1 Differentiation is not easy</p> <p>4.5.2 Prerequisites for using a differentiated approach</p>
<ul style="list-style-type: none"> • Discuss trends and issues of special needs education • Describe the paradigm shift of special needs education 	<p>Unit V: Trends and Future Perspectives of Special Needs Education (9)</p> <p>5.1 Trends and Issues on SNE</p> <p>5.1.1 Identification and labeling</p> <p>5.1.2 Accepting cultural diversity</p> <p>5.1.3 Taking accountability</p>

<ul style="list-style-type: none"> • Examine the need and importance of cross-disability approach to inclusion • Identify the ways of involving parent and community in SNE • Explore future perspectives of special needs education from learning difficulty point of view 	5.1.4 Developing positive attitudes and awareness 5.2 Paradigm shift in SNE 5.2.1 Normalization 5.2.2 Deinstitutionalization 5.2.3 Mainstreaming 5.2.4 Integration 5.2.5 Inclusion 5.3 Cross-disability approach 5.4 Parent and Community Involvement 5.5 Future perspectives of SNE from learning difficulty point of view
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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:

4.1 General instructional techniques

Lecture, discussion and question-answer are suggested as general instructional techniques, which are applicable to most of the units. Active participation of students should be ensured while using these techniques to make the teaching interactive. As this course is descriptive in nature with theoretical references, lecture preferably with the use of multi-media projector will be an effective technique. In order to generate discussion and brain storming 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 learning disability and diversity in inclusive education.

4.2 Specific instructional techniques

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 teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit 3 The Making of Inclusive School	Students will be divided into a group of three to five students depending on the class size. Each group will visit inclusive schools to study the creation and management of inclusive classrooms and prepare a brief report including the recommendation for improving inclusive classrooms. Present the report in the classroom followed by discussion.
Unit 5 Trends and Future Perspective	Students will be divided in groups and certain topics will be assigned to them. Each group will

s of SNE	prepare a brief paper on paradigm shift in SNE or future of SNE from learning difficulty point of view in Nepal or cross-diversity and present it in the class using preferably multimedia projector. The presentation will be followed by discussion and supplemented by teacher's comments.
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5. Evaluation

5.1 Internal Evaluation 40%

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

Attendance and participation	10 points
First assignment/book review/written assignment/quizzes	10 points
Second assignment/paper writing and or presentation	10 points
<u>Third assessment/ written test (1 or 2)</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:

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

6. Recommended books

Burrello, L., Lashley, C., & Beatty, E.E. (2001). Educating all students together: How school leaders create unified systems. London: Corwin Press, Inc. Sage Publications.
(For unit I)

Clark, C., Dyson, A. & Milward, A. (1995). Towards inclusive schools? London: David Fulton Publishers Ltd. (For Unit I)

Deschenes, C., Ebeling, D. & Sprague, J. (1999). Adapting the curriculum in inclusive classrooms. New York: National Professional Resources. (For unit IV)

Hoffman, E. (2001). Inclusive thinking and acting: Intercultural communication and management of diversity in social work and practice (For unit)

Tom E.C. S., Edward A. P., James R.P. P., & Carol A. D. (2011). Teaching students with special needs in inclusive settings (6th Edition). Pearson Education Inc. PHI Learning Private Ltd. (For unit III)

Thomas, G., Walker, D., & Webb, J. (1998). The Making of the inclusive school. London & New York: Routledge (For unit III & V)

Topping, K. & Maloney, S. (2005). Inclusive education. London & New York: Routledge.

(For unit III)

Westwood, P. (2003). Commonsense methods for children with special educational needs: Strategies for the regular classroom (4th Edition). London & New York: Routledge Falmer. (For unit IV)

Heward, W. L. (2013). Exceptional children: An introduction to special Education (10th edition). Delhi: Pearson Education, Inc. (For unit V)

Evans, P & Vema, V. (Eds.) (1990). Special education past, present and future. The Falmer Press.

Courses of M.Ed. in SNE

Second Semester

Core Courses

- 1. Education and Development**
- 2. Curriculum Practices**

Specialization Courses

- 1. Education for Children with Visual Impairment**
- 2. Education for Children with Deaf and Hard of Hearing Impairment**
- 3. Assessment of children with special needs**
- 4. Theories and Practices of Behavioural modification**

Appendix- C
Professional/Core Courses

- 1. Education and Development**
- 2. Curriculum Practices**

Course Title: Education and Development

Course No.: Ed. 522

Level: M. Ed.

Semester: Second

Nature of course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Description

This course is the core and compulsory designed especially for Master's Degree students. It intends to develop a comprehensive knowledge about education and different aspects of development and their impetus in education. It also intends to make the students familiar with different aspects of development such as societal, economic, cultural, modern trends in education, open learning system and global trends and efforts of educational development.

2. Course objectives

The general objectives of this course are follows:

- To acquaint the students with the concept of development and its relation with education
- To assist the students in understanding the dimensions of education and development
- To assist the students to elaborate different perspectives of education such as sociological, economic, cultural, in relation to their development perspectives.
- To assist the students to understand development efforts of the government in education through national periodic plans
- To explain how education can intervene for different development efforts (national and international efforts)
- To acquaint the students with Global initiatives in education and their relation with the development of education in the country.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Clarify the concept of education and development • state the contribution of education to economic growth • Elaborate the relationship between education and development in different perspectives like declining dependency rates, slowing population growth, avoidance of social and environment stress and spreading economic development of the country 	<p>Unit I: Concept of Education and Development (10)</p> <p>1. 1 Concept of development and education</p> <p>1. 2 Contribution of education to economic growth</p> <p style="padding-left: 20px;">1.2.1 Approach (correlation approach, The residual approach, Economic returns to education)</p> <p style="padding-left: 20px;">1.2.2 Growth effects on education</p> <p>1. 3 Relating education with development</p> <p style="padding-left: 20px;">1.3.1 Declining dependency rates</p> <p style="padding-left: 20px;">1.3.2 Slowing population growth</p> <p style="padding-left: 20px;">1.3.3 Avoidance of social and environment stress</p> <p style="padding-left: 20px;">1.3.4 Spreading economic development of the country</p>

<ul style="list-style-type: none"> • State three dimensions of education and development (pedagogical, economic and socio-cultural) • Discuss different dimensions of education in Nepalese context 	<p>Unit II: Dimensions of Education and Development (10)</p> <p>2.1 Pedagogical dimensions</p> <p>2.1.1 Education and teacher development</p> <p>2.1.2 Teacher development in Nepalese context</p> <p>2.1.3 Understanding students</p> <p>2.1.4 Socio-cultural factors affecting students' learning</p> <p>2.2 Economic dimensions</p> <p>2.2.1 Human resource development</p> <p>2.2.2 Education and economic growth</p> <p>2.2.3 Cost and financing in education</p> <p>2.3 Socio-cultural perspectives in education</p> <p>2.3.1 Society and education system</p> <p>2.3.2 Education as a changing system</p> <p>2.3.3 Urban-rural perspectives in education and development</p> <p>2.3.4 Multi-cultural perspective in education and development</p>
<ul style="list-style-type: none"> • State the concept investment in education • Discuss the role of education for building sustainable development 	<p>Unit III: Education for building Sustainable Development (10)</p> <p>1.4 Investment in education</p> <p>1.5 Maintaining environmental assets</p> <p>1.6 Ensuring approaches to sustainable development in education</p> <p>1.7 labor and service delivery</p> <p>1.8 Avoiding inflation</p>
<ul style="list-style-type: none"> • Clarify the concept and types of educational planning • Discuss the approaches to educational planning • Elaborate the access and equity analysis in education • Review education planning in Nepal 	<p>Unit IV Education and development plans (12)</p> <p>4.1 Concepts and types of education planning</p> <p>4.2 Approaches to education planning</p> <p>4.2.1 Social demand approach</p> <p>4.2.2 Manpower approach</p> <p>4.2.3 Cost benefit approach</p> <p>4.2.4 Social justice approach</p> <p>4.3 Access and equity analysis in education</p> <p>4.4 Review of education planning in Nepal</p>
<ul style="list-style-type: none"> • Clarify the concept of rights to development, education and health • Discuss the concept of human rights and peace education • State international conventions for education development • elaborate the concepts of open and 	<p>Unit V: Global Trends in Education (6)</p> <p>4.1 Concept of rights to development</p> <p>4.2 Rights to education and health</p> <p>4.3 Human rights and peace education</p> <p>4.4 International conventions for education development</p> <p>4.5 Open and distance education</p> <p>4.6 Continuous education and lifelong</p>

distance education, continuous and lifelong education and education for broadening opportunities	education 4.7 Education for broadening opportunities
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Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. First group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

4.1 General Instruction Techniques

- Lecture with illustration
- Discussion
- Question answer

4.2 Specific Instruction Techniques: Teachers can manage specific instructional activities. Some model activities are presented as follows

Unit	Activity and Instructional Techniques
II	<ul style="list-style-type: none"> • Individual or group of students will be assigned to study on various Dimensions of Education and Development and prepare report. • Paper will be presented in the classroom for discussion.
IV	<ul style="list-style-type: none"> • Review of Education Planning in Nepal in groups • Prepare reports and present the reports in the classroom
V	<ul style="list-style-type: none"> • Students will study and analyze the Global Trends in Education. • They will prepare report and present in the classroom for discussion.

5. Evaluation

5.1 Internal Evaluation 40%

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

• Attendance	5 points
• Participation in learning activities	5 points
• First assignment	10 points
• Mid-term assignment	10 points
• <u>Class-test</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.

• Objective type question (Multiple choice 10x1)	10 points
• Short answer questions (6 questions x 6 points)	30 points
• <u>Long answer questions (2 questions x 12 points)</u>	<u>30 points</u>
<u>Total</u>	<u>60 points</u>

6. Recommended Books and References

- Banks, James A. (2005). Cultural diversity and education: Foundations, curriculum and teaching. New York: Pearson Education Inc. (Unit II)
- Blaug, M. (ed.). (1968). Economics of Education: Selected reading, Vol.1. Middlesex, UK: Penguin Books. (Unit III)
- Boydell, Tom & Leary, Malcolm (1998). Identifying training needs. Hyderabad, India: Universities Press Ltd.
- Centre for Development and Human Right. (2004). The rights to development : A Primer. New Delhi: SAGE Publication.
- Chakrabarti, Mohit: Teacher education: Modern trends. New Delhi: Kanishka Publishers, Distributors. (Unit II)
- Combs, P and Hallak, J.. (1987). *Cost Analysis in Education: A Tools for Policy and Planning*. London: The Johns Hopkins University Press. (Unit II)
- Development and the Next Generation” , World Development Report, 2007
- Dikshit, HP et al. (2002). Access and equity: Challenges for open and distance learning. New Delhi: KOGAN PAGE.(Unit IV)
- Gupta, K. R. (2011). Advanced Economics of Development. New Delhi: ATLANTIC Publishers and Distributors (Unit I)
- Gupta, KR. (2011). Advanced Economics of Development. New Delhi: ATLANTIC Publishers and Distributors (Unit II)
- Gupta, KR. (2011). Advanced Economics of Development. New Delhi: ATLANTIC Publishers and Distributors (Unit IV)
- Hammond, L. D. & Bransford. J. (2005) (Eds). Preparing teachers for a changing world: What teachers should learn and be able to do. United States of America: JOSSEY-BASS. (Unit II)
- Hinzen, Heribert (Ed) (2006). Adult education and development. Bonn: Institute for International Zusammenarbeit/German Adult Education Association (DVV).
- John’s, W. and Hanson at al. (1966). Education and the Development of the Nations. Bombay: The Times of India Press. (Unit II)
- John’s, W. and Hanson at al. (1966). Education and the Development of the Nations. Bombay: The Times of India Press.(Unit II)
- Malassis, Louis (1976). The rural world education and development. London: Croom Helm London and The UNESCO Press ,
- Natarajan, S. (1990). Introduction to economics of education. New Delhi: Sterling Publishing Pvt. Ltd.
- Quereshi, Muniruddin, Education for all in the New Millennium”, Anmol Publication, 2004
- Rao, V.K. (1999). *Trends in Education*. Delhi: Rajat Publications.(Unit-V)

- Reddy, V. Venugopal and S. Manjulika (2000). *The World of Open and Distance Learning*. New Delhi: Viva Books Pvt. Ltd.(Unit-V)
- Todaro, P. Michael.(1993). *Economic development in the third world*. Hyderabad: Orient Longman Ltd.(Unit II)
- UNESCO (1998). *Teachers and Teaching in a Changing World*. UNESCO World Education Report. The author.
- UNESCO (2002). *Information and communication technologies in teacher education: A planning guide*. Paris: Division of Higher Education, UNESCO.
- Veer, Udai: “Modern Education for New Generation”, Anmol Publication pvt. Ltd 2004
- World Development Report 2003-2007, The World Bank

Course Title: **Curriculum Practices**

Course No. Ed 521

Level: M. Ed.

Semester: Second

Nature of course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Description

This is a core course designed for M. Ed. programme. This course aims to equip students with deeper knowledge and understanding of various conceptions of curriculum, theoretical base for managing curriculum development, standards movement of curriculum, as well as models of curriculum development. Besides, this course aims at providing theoretical knowledge regarding curriculum dissemination and implementation as well as curriculum dissemination and implementation practices in Nepal.

2. General Objectives

The general objectives of this course are as follows:

- To provide in-depth knowledge on definitional issues of curriculum.
- To familiarize students with curriculum management and development process.
- To acquaint students with the standard based curriculum.
- To enable the students in analyzing various curriculum development models.
- To acquaint students with different models of curriculum dissemination.
- To familiarize students with the curriculum dissemination and implementation practices in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Critically examine the definitional issues of curriculum. • Define curriculum as a system • Illustrate the model of curriculum as a system. 	<p>Unit I: Conceptualizing Curriculum (6)</p> <p>1.1 Definitional issues of curriculum</p> <p style="padding-left: 20px;">1.1.1 Curriculum as subjects and subject matter</p> <p style="padding-left: 20px;">1.1.2 Curriculum as experiences</p> <p style="padding-left: 20px;">1.1.3 Curriculum as objectives</p> <p style="padding-left: 20px;">1.1.4 Curriculum as a plan</p> <p>1.2 System view of curriculum</p> <p style="padding-left: 20px;">1.2.1 Curriculum as a system</p> <p style="padding-left: 20px;">1.2.2 Model of the curriculum as a system</p>
<ul style="list-style-type: none"> • Explain the foundations of curriculum planning. • Describe the process of managing curriculum development. • Critically examine the 	<p>Unit II: Managing Curriculum Development (8)</p> <p>2.1 Foundations of curriculum planning</p> <p style="padding-left: 20px;">2.1.1 Social forces</p> <p style="padding-left: 20px;">2.1.2 Treatment of knowledge</p> <p style="padding-left: 20px;">2.1.3 Human growth and development</p> <p style="padding-left: 20px;">2.1.4 Learning as a process</p>

<p>classification of goals and objectives.</p> <ul style="list-style-type: none"> • Exemplify each aspect of needs assessment. • Illustrate each stage of curriculum management plans. 	<p>2.1.5 Technology</p> <p>2.2 Managing curriculum development</p> <p>2.2.1 Establishing a philosophy</p> <p>2.2.2 Formulating goals</p> <p>2.2.3 Classifying goals and objectives</p> <p>2.2.4 Using objectives to order learning</p> <p>2.2.5 Assessing needs and aspects of needs assessment</p> <p>2.2.6 Stages of curriculum management plans - Analysis stage, Design stage, Implementation stage, and Evaluation stage</p>
<ul style="list-style-type: none"> • Define standards-based curriculum and describe its origin, importance, and advantages and disadvantages • Explain the roles played by standards in teaching-learning-assessment process • Explain how standards work in school. • Describe the process of managing standards-based education. • Explain the role of technology in standards-based curriculum • Illustrate the process of balancing standards- based curriculum. 	<p>Unit III: The Standards-Based Curriculum (8)</p> <p>3.1 Concept, origin, importance, and advantages and disadvantages of standards-based education</p> <p>3.2 Roles played by standards in teaching-learning-assessment process</p> <p>3.3 How standards works in school</p> <p>3.4 Managing standards-based education</p> <p>3.5 Role of technology</p> <p>3.6 Balancing standards- based curriculum</p>
<ul style="list-style-type: none"> • Define model and show the continuum of curriculum model • Critically examine the rational, cyclical, and dynamic models of curriculum development. 	<p>Unit IV: Curriculum Development Models (8)</p> <p>4.1 Concept of model</p> <p>4.2 Continuum of curriculum model</p> <p>4.3 Representative curriculum models</p> <p>4.3.1 Rational models</p> <ul style="list-style-type: none"> • Ralph Tyler model • Hilda Taba model • Strengths and weaknesses of rational model <p>4.3.2 Cyclical models</p> <ul style="list-style-type: none"> • Wheeler’s model • Audrey and Howard Nichole’s model • Strengths and weaknesses of cyclical

	<p>model</p> <p>4.3.3 Dynamic models</p> <ul style="list-style-type: none"> • Decker Walker's model • Malcolm Skibeck's model • Strengths and weaknesses of dynamic model
<ul style="list-style-type: none"> • Explain the concept of curriculum dissemination. • Describe the models of curriculum dissemination. • Illustrate the concept of curriculum implementation. • Examine the relationship of implementation to planning. • Explain the factors related to effective curriculum implementation. • Explain the theory and models of change. 	<p>Unit V: Dissemination and Implementation of Curriculum (10)</p> <p>5.1 Concept of curriculum dissemination</p> <p>5.2 Models of curriculum dissemination</p> <p>5.2.1 Schon's models</p> <p>5.2.2 Havelock's model</p> <p>5.3 Concept of implementation of curriculum</p> <p>5.4 Relationship of implementation to planning</p> <p>5.5 Role of incrementalism, communication and supports in effective curriculum implementation</p> <p>5.6 Theory of change</p> <p>5.6.1 Resistance to curriculum change</p> <p>5.6.2 Receptivity to curriculum change</p> <p>5.6.3 Models of curriculum change</p> <ul style="list-style-type: none"> • Overcoming resistance to change model • Organizational change model
<ul style="list-style-type: none"> • Identify the curriculum structure in terms of school education structure of Nepal. • Analyze the curricular issues and challenges of Nepal. • Explain the principles of curriculum development in Nepal. • Examine the curriculum development process in Nepal. • Describe the curriculum implementation practices and issues of Nepal. 	<p>Unit VI: Curriculum Development and Implementation Practices in Nepal (8)</p> <p>6.1 Structure of school education</p> <p>6.2 Curriculum structure of school education</p> <p>6.3 Curricular issues and challenges of Nepal</p> <p>6.4 Principles of curriculum development in Nepal</p> <p>6.5 Curriculum development process in Nepal</p> <p>6.6 Curriculum dissemination practices and issues of Nepal</p> <p>6.7 Curriculum implementation practices and issues of Nepal</p>

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

4. Instructional Techniques

4.1 General Techniques

- Lecture with discussion
- Demonstration

- Home assignment and self study

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
I	<ul style="list-style-type: none"> • Divide the students into 5 groups • Let each group of students study (a) Curriculum as subjects and subject matter, (b) Curriculum as experiences, (c) Curriculum as objectives, (d) Curriculum as a plan, (e) Curriculum as a system • Let the groups prepare 2/3 page report • Report presentation in the classroom followed by discussion
II	<ul style="list-style-type: none"> • Divide the students into 5 groups • Let each group of students study various aspects of Foundations of curriculum planning : (a) Social forces, (b) Treatment of knowledge, (c) Human growth and development, (d) Learning as a process, and (e) Technology • Let the groups prepare 2/3 page report • Report presentation in the classroom followed by discussion
III	<ul style="list-style-type: none"> • Divide the students into 6 groups • Let each groups of students study curriculum development models Ralph Tyler model Hilda Taba model Wheeler's model Audrey and Howard Nichole's model Decker Walker's model Malcolm Skibeck's model • Let each group of students prepare the report • Report presentation in the classroom followed by discussion
VI	<ul style="list-style-type: none"> • Divide the students into 6 groups • Let each groups of students study the various aspects of curriculum development and implementation practices of Nepal <ul style="list-style-type: none"> a. Curriculum structure of school education b. Curricular issues and challenges of Nepal c. Curriculum dissemination practices and issues of Nepal d. Principles of curriculum development in Nepal e. Curriculum development process in Nepal f. Curriculum implementation practices and issues of Nepal • Let each group of students prepare the report • presentation in the classroom followed by discussion

5. Evaluation

5.1 Internal Evaluation 40%

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

• Attendance	05 points
• Participation	05 points
• First assignment/book review/written assignment/quizzes	10 points
• Second assignment/paper writing and or presentation	10 points
• <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.

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

6. Recommended Books and References

Recommended Books

- Kelly, A. V. (2004). *The curriculum theory and practice*. London: Sage Publication. **(For unit V)**
- Ornstein, A. C. & Hunkins, F. (1993). *Curriculum foundation, principles and theory*, 2nd ed. Boston: Allyn and Bacon. **(For units IV and V)**
- Print, M. (1993). *Curriculum development and design*. 2nd ed. St. Leonards: Allen & Unwin Pvt. Ltd. **(For units IV and V)**
- Saylor, J. G. & Alexander, W. M. (1974). *Planning curriculum for schools*. New York: Holt, Rinehart and Wonston, Inc. **(For unit I)**
- Snyder, J. F. B. & Karen Z. (1985). *Curriculum implementation*. Columbia: Columbia University. **(For unit V)**
- Wiles, J. W. & Bondi, J. C. (2011). *Curriculum development a guide to practice*. 8th ed. New Jersey: Pearson. **(For units I, II and III)**
- Zais, R. S. (1976). *Curriculum principles and foundations*. New York: Harper & Row Publishers. **(For units I and IV)**
- CDC (2007). *National curriculum framework for school education in Nepal*. Bhaktapur: Ministry of Education and Sports. **(For unit VI)**

References

- Sowell, E. J. (1996). *Curriculum & integrative introduction*. New Jersey: Merrill an Imprint of Prentice Hall.
- Taba, H. (1962). *Curriculum development theory and practice*. New York: Harcourt, Brace & World, Inc.

Appendix- D
Specialization Courses

- 1. Education for Children with Visual Impairment**
- 2. Education for Children with Deaf and Hard of Hearing**
- 3. Assessment of Children with Special Needs**
- 4. Theories and Practices of Behavioural Modification**

Course Title: **Education for Children with Visual Impairment**

Course No.: SN.Ed.525

Level: M. Ed.

Semester: Second

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

This course deals with the conceptual and practical aspects concerned with vision, visual impairment and education of children with visual impairment. The course divulges about the anatomy and physiology of human eye, process of vision, and the historical review of education of children with visual impairment. Furthermore, it comprises concepts, characteristics, prevalence, types and causes of visual impairment. It entails about the adaptation of curriculum and environment for children with visual impairment, association of visual impairment with other impairments and educational placement of children with visual impairment.

2. General Objectives

The general objectives of the course are stated below:

- To acquaint the students with the anatomical and physiological aspects of human eye, process of vision and the educational history of children with visual impairment
- To develop students' knowledge and perspectives regarding concepts, characteristics, prevalence, types and causes of visual impairment
- To provide students with the ways of adapting curriculum and environment for children with visual impairment
- To develop students' knowledge about the association of visual impairment with other impairments.
- To familiarize the students with educational placement of children with visual impairment along with its effects on the child

3. Specific objectives and contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Identify the anatomical and physiological aspects of human eye • Explain the visioning process • Review the history of education of children with visual impairment 	<p>Unit 1: Human Eye, Vision and Education of Children with Visual Impairment (8)</p> <p>1.1 Anatomical and Physiological Aspects of Human Eye</p> <p>1.2 Process of vision</p> <p style="padding-left: 20px;">1.2.1 Accommodation</p> <p style="padding-left: 20px;">1.2.2 Visual Acuity and Its maturation</p> <p style="padding-left: 20px;">1.2.3 Refraction and Refractive Error</p> <p style="padding-left: 20px;">1.2.4 Visual Screening</p> <p>1.3 Historical Aspects</p> <p style="padding-left: 20px;">1.3.1 The Stages of rejection, liability, protection, integration and inclusion</p>

	<p>1.3.2 Education of Children with Visual Impairment</p> <ul style="list-style-type: none"> • Development of School • Development of Services
<ul style="list-style-type: none"> • Clarify the concept of visual impairment • State educational and legal definitions of visual impairment • Explain the characteristics of visual impairment • Mention the prevalence of visual impairment • Describe the types and causes of visual impairment 	<p>Unit 2: Concepts, Characteristics and Types of Visual Impairment (10)</p> <p>2.1 Concepts of visual impairment</p> <p>2.2 Educational and legal definitions of visual impairment</p> <p>2.3 Characteristics</p> <p style="padding-left: 20px;">2.3.1 Cognition and language</p> <p style="padding-left: 20px;">2.3.2 Motor development and mobility</p> <p style="padding-left: 20px;">2.3.3 Social adjustment and interaction</p> <p>2.4 Prevalence</p> <p>2.5 Types and causes of visual impairments</p>
<ul style="list-style-type: none"> • Elucidate adaptations of curriculum and environment for students with visual impairment • Explore ways to adapt aids and devices for students with visual impairment and low vision • Explain the concept of expanded core curriculum for students with visual impairment and low vision • Identify ways to expand core curriculum for students with visual impairment and low vision 	<p>Unit 3: Adaptation of Curriculum and Environment for Children with visual impairment (12)</p> <p>3.1 Aids and Devices for visual impairment</p> <p style="padding-left: 20px;">3.1.1 Use of Braille and Technical Aids</p> <p style="padding-left: 20px;">3.1.2 Tactile Aids and manipulations</p> <p style="padding-left: 20px;">3.1.3 Technological Aids for Reading Print</p> <p style="padding-left: 20px;">3.1.4 Computer Assisted learning</p> <p>3.2 Aids and Devices for Students with Low Vision</p> <p style="padding-left: 20px;">3.2.1 Optical Devices</p> <p style="padding-left: 20px;">3.2.2 Reading Print</p> <p style="padding-left: 20px;">3.2.3 Classroom Adaptations</p> <p>3.3 Expanded Core Curriculum</p> <p style="padding-left: 20px;">3.3.1 Orientation and Mobility</p> <p style="padding-left: 20px;">3.3.2 Listening Skills</p> <p style="padding-left: 20px;">3.3.3 Functional Life Skills</p>
<ul style="list-style-type: none"> • Explain visual impairment with other impairments: intellectual disability, deafness, cerebral palsy, learning disability • Explain multiple handicaps in students with visual impairment 	<p>Unit 4: Visual Impairment with Other Impairments (9)</p> <p>4.1 Visual Impairment and intellectual disability</p> <p>4.2 Blindness-Deafness</p> <p>4.3 Visual Impairment and cerebral Palsy</p> <p>4.4 Visual impairment and Learning Disability</p> <p>4.5 Multiple handicaps in students with visual impairment</p>
<ul style="list-style-type: none"> • Describe educational placement for children with 	<p>Unit V: Educational Placement and Effects of Visual Impairment (9)</p> <p>5.1 Educational placement</p>

visual impairment	5.1.1 Inclusive classroom
• Explain the effects of visual impairment on the child	5.1.2 Residential Schools
	5.1.3 Itinerant teacher service
	5.2 Effects of visual impairment on the child

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: general and specific to deliver the contents in the classroom. A brief account of these techniques is stated below:

4.1 General instructional techniques

The following techniques can be applied as general instruction:

- Lecture/illustrated talk with the use of multi-media projector
- Discussion
- Question-answer

4.2 Specific instructional techniques

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

Units	Specific Instructional Techniques
Unit 1	Community-based Activity Students will visit Eye Hospital for observing eye-check-up activities. Prepare and present observational report in the classroom followed by the teacher's feedback.
Unit II	Classroom Presentation The sub-topics of this unit are divided in different groups. Students will prepare the presentation notes on the given topics. The notes will be presented in the class followed by discussion and feedback.
Unit III	Case Study Students will visit integrated schools and they will be asked to develop cases of children with visual impairment. The cases should include how the students are accommodated in the integrated setting. Presentation of the cases will be made in the classroom followed by discussion and feedback.
Unit IV	Individual Study Students will explore ways to relate visual impairment with other impairment. Students will visit library and consult materials both electronic and printed. Based on the consultation, they will prepare a brief report and present in the classroom.

Unit V	Group Activity
	<p>Students in groups will visit residential school (special or integrated) for observing the existing facilities and identifying their needs. They will identify the gaps that exist between the facilities and the needs. They will prepare a brief report for presentation.</p> <p>The presentation will be followed by discussion and supplemented by teacher's comments.</p>

5. Evaluation

5.1 Internal Evaluation 40%

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

• Attendance	5 points
• Participation in class activities	5 points
• First assessment: written assignment	10 points
• Second assessment: paper writing or presentation or test	10 points
• <u>Third assessment: test</u>	<u>10 points</u>
Total	40 points

5.2 External Evaluation (Final Examination) 60%

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

• Objective questions (Multiple choice 10 questions x 1 point)	10 points
• Short answer questions (6 questions x 5 points)	30 points
• <u>Long answer questions (2 questions x 10 points)</u>	<u>20 points</u>
Total	60 points

6. Recommended Book and Reference

Recommended Book

Jan, J. E., Freeman R. D. & Scott. E. P. (1977). Visual impairment in children and adolescents. New York San Francisco London: Grune & Stratton, Inc.

Reference

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

Course Title:	Education for the Deaf and Hard of Hearing	Nature of Course:	Theoretical
Course No:	SN.Ed.526	Credit Hours:	3
Level:	M.Ed	Teaching Hours:	48
Semester:	Second		

5.1 Course Description

The main intention of this course is to provide in-depth understanding of theories and practices of educating the deaf and hard of hearing students. This course provides an opportunity to develop basic research skills in the field of deaf education. The course provides an evidence-based approach to find ways and measures to help address the diverse needs of deaf children. It engages students to conduct brief case studies and field studies regarding the education of the deaf and hard of hearing children.

5.2 General Objectives

The general objectives of this course are as follows:

- To make the students knowledgeable about the basic concepts of education for the deaf and hard of hearing and allied terms
- To provide the students with a deeper understanding of contribution of education for the deaf and hard of hearing
- To prepare the students to have wider knowledge on educational approaches to deafness and hard of hearing
- To enable the students to be conversant with social and emotional adjustment in deaf and hard of hearing children
- To familiarize the students with interpersonal relations of deaf and hard of hearing children with their families
- To enhance the knowledge of students on early intervention to deaf and hard of hearing children
- To make students aware of educational considerations of deaf and hard of hearing students in schools
- To prepare the students to link deafness with cognitive functioning.
- To familiarize the students with the concept of sign language and manual communication.

5.3 Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define deafness and hard of hearing • Identify the characteristics and prevalence of deafness • Identify the causes and prevention of deafness • Identify and assess deafness and hard of hearing • Explain the anatomy and physiology of human ear and hearing 	<p>Unit 1: Deafness and Hard of Hearing (10)</p> <p>1.1 Introduction to Deafness and Hard of Hearing</p> <p>1.1.1 Definitions, characteristics, and prevalence of deafness and hearing loss</p> <p>1.1.2 Causes and preventions</p> <p>1.1.3 Identification and assessment</p> <p>1.2 Anatomy and physiology of human ear and hearing</p>
<ul style="list-style-type: none"> • Discuss the relation of a deaf child with family 	<p>Unit II: Families with deaf individuals: Inter Personal Relations (10)</p>

<ul style="list-style-type: none"> • Analyse the impact of a deaf child in a family • Suggest parents for their deaf child's entry into the formal school setting • Explain the ways of satisfactory growth and development of a deaf child. 	<p>2.1 Relation of deaf child with family 2.2 Impact of a deaf child in a family 2.3 Entrance into the formal educational settings 2.4 Facilitation for satisfactory growth and development</p>
<ul style="list-style-type: none"> • Explain cognitive functioning in a deaf child focusing on metacognitive theory • Elucidate social- emotional adjustment in deafness. 	<p>Unit III: Cognitive Functioning and Adjustment (8)</p> <p>3.1 Deafness and cognitive functioning 3.1.1 Attention and Perception 3.1.2 Modes, Codes, and Nodes 3.1.3 Visual Imagery and Visual Cognition 3.1.4 Memory: Working Memory, Semantic Memory and Mental Lexicon 3.1.5 Strategic Utilization of Knowledge 3.1.6 Metacognition theory</p> <p>3.2 Deafness and social-emotional adjustment</p>
<ul style="list-style-type: none"> • Identify the communication options for children with deaf and hard of hearing • State the types of manual communication • Describe the concept of sign language with reference to NSL and ESL • Illustrate the artificial signing system • Discuss the issues and challenges in teaching and using sign language in Nepal • Explain technological supports in teaching children with deaf and hard of hearing. 	<p>Unit IV: Sign Language, Manual Communication and Technological Support (12)</p> <p>4.1 Communication options for children with deaf and hard of hearing 4.2 Manual communications 4.2.1 Sign languages: Nepali Sign Language (NSL) and English Sign Language (ESL) 4.2.2 Artificial signing system 4.3 Issues and challenges in teaching and using sign language in Nepal 4.4 Technological supports: 4.4.1 Amplification: Loop, infrared and FM system 4.4.2 Supplementation: Cochlear implants</p>
<ol style="list-style-type: none"> 1. Explicate educational approaches to deafness 2. Discuss educational considerations with respect to placements of children with deafness and hard of hearing at different levels 3. Mention appropriate intervention strategies to preschool, basic school and secondary school students 	<p>Unit V: Early Interventions and Educational Considerations of Deafness and Hard of Hearing (8)</p> <p>5.1 Educational approaches to deafness 5.2 Educational considerations 5.2.1 Preschool placement 5.2.2 Basic education placement 5.2.3 Secondary education placement 5.3 Intervention strategies 5.3.1 Early intervention 5.3.2 Preschool</p>

	5.3.3 Basic level 5.3.4 Secondary level
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Note: The figures in the parentheses indicate approximate hours allotted to each unit.

- 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 is stated below:

4.1 General instructional techniques

General instructional techniques are those techniques, which are applicable to most of the units. These include lecture, discussion and question-answer. Active participation of students should be ensured while using these techniques to make the teaching interactive. It is suggested to use multi-media projector to make their more effective. It is also suggested to present relevant themes, problems, issues and challenges linking with the cases happening in the field of special needs education in Nepal to generate discussion and brain storming exercises in the class.

4.2 Specific instructional techniques

Specific instructional techniques are suggested for all units to ensure students' active participation in teaching-learning process and to involve research-oriented activities in the teaching-learning.

Units	Specific Instructional Techniques
Unit 1 Introduction to Deafness and Hard of Hearing	Presentation by Resource Persons Invite professionals or paraprofessionals as resource person: Doctor, sign language interpreter, parents of the child with deaf and hard of hearing, deaf students having higher education
Unit 2 Families with deaf individuals: Inter Personal Relations	Home Visit Organize a short visit to a deaf child's parents and let students interact on the given topic according to the course. Prepare and present the report after visit.
Unit 3 Cognitive Functioning and Adjustment	Round Table Discussion Organize a round table discussion in the class and let every student participate in the discussion on cognitive functioning and social-emotional adjustment of children with deaf and hard of hearing. Help students draw conclusions from the discussion.
Unit 4 Communication options for a child who is deaf or hard of hearing	School Visit Organize a visit to deaf school and let students observe the communication in the classroom. Prepare the report after class observation.
Unit 5 Educational approaches to deafness and hearing loss	School Visit Arrange a visit to deaf special school and an integrated school with resource class for deaf and hard of hearing. Divide students in different groups as per the situation of

	the classroom. Let them observe classroom activities in the reference of active learning in different subjects.
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Note: Specific instructional techniques mentioned above are suggestive activities. Teachers can use appropriate instructional of their own.

5. Evaluation

5.1 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

5.2 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 three types of questions 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

6. Recommended Books and Reading Materials

- Knight, P.A. and Swanwick, R.A. (1999). *The Care and Education of a Deaf: A Book for the Parents (Parents' and Teachers Guides)*. Multilingual Matters Ltd.
- Macschark M., Harry, G.L. & John, A.A. (2002). *Educating Deaf Students: From research to practice*. Oxford University Press.
- Marschark, M. (1997). *Raising and educating a deaf child*. Oxford University Press.
- Moore, D.F. (2001). *Educating the Deaf: Psychology, principles and practices*. Gallaudet University, New York.
- Swanwick, R. (1998). *Issues in deaf education*. The University of Michigan.

Course Title: **Assessment of Students with Special Needs**

Course No.: SN.Ed.527

Level: M. Ed.

Semester: Second

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

This is an introductory course on assessment principles and practices related to students with special needs. The main purpose of the course is to develop students' general conceptual knowledge, skills, and practices of assessment for children with special needs, including those with different types of disabilities. Assessment is essential to effective teaching and instructional planning. Therefore, emphasis is given on administration and interpretation of assessment test results from appropriate instruments applied in assessing children with and without disabilities. Further, it deals with the content areas as assessment of intelligence and IQ, language and speech, behavioral, perceptual, cognitive and sensory processing disorders.

2. General Objectives

The general objectives of the course are stated below:

- To make the students knowledgeable about the basic concepts, principles and practices of assessment process in special needs education
- To prepare the students to have a deeper understanding in assessing and measuring cognitive, speech and language competency and behavioral functioning of children with developmental disabilities/special needs
- To make the students able to select appropriate assessment instruments that are technically sound and appropriate to use with children of special needs
- To enable students with the skills of administering the test, analyzing and interpreting test results of assessments of children with special needs

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain concepts, purpose and types of assessment. • Mention key principles and practices of assessment in relation to children with special needs. • Describe models of assessment. • Identify major issues and concerns regarding identification and assessment system of PWDs in Nepal. • Develop measures to assess students' academic achievement • Demonstrate Wechsler Individual 	<p>Unit I: Assessment of students with special needs (12)</p> <p>1.1 Assessment: Concepts, Purpose and Types</p> <p>1.2 Principles and Practices of Assessment</p> <p>1.3 Models of Assessment</p> <p>1.4 Issues and concerns about identification and assessment system of persons with disabilities(PWDs) in Nepal</p> <p>1.5 Assessing students' academic achievement</p> <p>1.5.1 Assessments of Reading</p> <p>1.5.2 Assessments of Written Language</p>

<p>Achievement Test-3rd Edi.(WIAT-III) to measure academic performance of children with special needs.</p>	<p>1.5.3 Assessments of Mathematics 1.6 Wechsler Individual Achievement Test-3rd Edi.(WIAT-III)</p>
<ul style="list-style-type: none"> • Describe developmental disabilities. • Illustrate key elements in measuring intelligence. • Outline the features of IQ tests. • Explain nonverbal tests of intelligence. • Explore key ideas in interpreting intelligence test results. • Demonstrate Wechsler Intelligence Scale for Children to measure IQ of children with special needs. 	<p>Unit II: Intellectual Evaluations and IQ Testing (8) 2.1 Developmental Disabilities 2.2 Measuring Intelligence 2.3 Tests of intelligence quotient (IQ) 2.4 Nonverbal Tests of Intelligence 2.5 Interpreting Intelligence Test Results 2.6 Wechsler Intelligence Scale for Children –Revised IV (WISC-R-IV)</p>
<ul style="list-style-type: none"> • Assess speech and language skills of children with special needs • Explain receptive and expressive language skills. • Prepare and use vocabulary tests. • Explain speech and articulation test designed for children with speech and language impairments. • Identify pragmatic and social language evaluation techniques. • Use the <i>Test of Language Development</i> to measure language development in speech and language impaired children. 	<p>Unit III: Speech and Language Assessments (10) 3.1 Assessing Speech and Language Skills 3.2 Receptive and Expressive Language 3.3 Vocabulary Tests 3.4 Speech and Articulation Tests 3.5 Pragmatics and Social Language Evaluations 3.6 Test of Language Development-Primary-4th Edi. (TOLD-P.4)</p>
<ul style="list-style-type: none"> • Explain procedures for assessing different disorders. • Describe procedures of Assistive Technology (AT) for assessing quality of life of children with special needs. • Use Test of Visual Perceptual Skills (TVPS) for children with special needs. 	<p>Unit IV: Assessment of Auditory, Visual and Sensory Processing (10) 4.1 Assessment of sensory disorders 4.1.1 Auditory Processing Disorders 4.1.2 Visual Processing Disorders 4.1.3 Sensory Processing Disorders 4.2 Assistive Technology Assessments 4.3 Test of Visual Perceptual Skills (TVPS)</p>
<ul style="list-style-type: none"> • Identify major characteristics of LD, EBD and ADHD • Explain procedures of assessing LD, EBD and ADHD 	<p>Unit V: Assessment of Different Disorders (8) 5.1 Characteristics : Learning Disabilities (LD), Emotional and Behaviour Disorders (EBD), Attention-Deficit</p>

<ul style="list-style-type: none"> • Differentiate adaptive and functional assessments • Use Kaufman Assessment Battery to measure cognitive performance of children with LD, EBD and ADHD 	<p>Hyperactivity Disorders (ADHD)</p> <p>5.2 Assessing LD, EBD and ADHD</p> <p>5.3 Adaptive and Functional Behavior Assessments(FBA)</p> <p>5.4 Kaufman Assessment Battery for Children-Revised 4th Edi.(K-ABC-R-IV)</p>
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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: general and specific to deliver the contents in the classroom. A brief account of these techniques is presented below:

4.1 General Instructional Techniques

Lecture preferably with the use of multi-media projector will be an effective technique to all units. In addition, discussion, question-answer and quiz are suggested as general instructional techniques. Importantly, active participation of students should be ensured while using these techniques to make the teaching interactive. In order to generate discussion and brain storming exercises in the class, it is suggested that the teachers present introductory presentation on each unit's relevant themes, problems, issues and challenges linking with the cases happening in relation to 'Assessment of Students with Special Needs'.

4.2 Specific instructional techniques

For this course, 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.

Units	Specific Instructional Techniques
<p>Unit I: Assessment of students with special needs</p>	<p>Field work</p> <p>Make students work in groups and arrange a visit to District Assessment Center. Students will collect information on existing assessment systems in relation to the student's academic performance and achievement.</p> <p>Prepare and present a report followed by discussion and feedback.</p>

Unit II: Intellectual Evaluations and IQ Testing	Presentation by Resource Person Invite a resource person/professional/paraprofessional to present basic procedures applied in measuring and assessing IQ of children with special needs. Make students work in group or individually to calculate mental age (MA) and chronological age (CA) in relation to testing intelligence (IQ) by following the procedures presented by the resource person.
Unit V: Assessment of Different Disorders	Case Study Divide the class into groups of students to observe and assess students with challenging behavior. Arrange a visit to school for this purpose. The groups of students will prepare and present their case reports followed by discussion and feedback.

5. Evaluation

5.1. 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 |

5.2. 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 three types of questions 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 |

6. Recommended books

Melissa L. F., Pamela D. W., & Peter W. D. (2014). *Wrightslaw: All about tests and assessments* (For all units)

Overton, T. (2012). *Assessing Learners with Special Needs: An Applied Approach* (7th ed.) Boston Columbus, OH: Pearson (For all units)

Pierangelo, R. & Giuliani, G. (2008). *Understanding assessment in the special education process:*

Course Title: Theories and Practices of Behavior Modification

Course No.: SN.Ed.528

Nature of course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: Second

Teaching Hours: 48

1. Course Description

The course is about theoretical concepts and practical measures that are applicable to children with emotional and behavioral difficulties which are often termed as emotional and behavioral disorder. Behavior modification is deemed necessary to manage the challenging behavior and increase the prevalence of desired behavior that may often take a course of time. The course, therefore, revolves around the conceptual frame of behavior management in order to modify it toward the accepted one with some practices that have worked well over the years.

2. General Objectives

The general objectives of the course are stated below:

- To provide the students with a deeper understanding of the conceptual frame that addresses the issue of behavior management toward the modification of the expected behavior.
- To prepare students to make an investigation into characteristic behaviors of persons with emotional and behavioral difficulties.
- To enable the students to manage the disruptive behavior of persons with behavioral difficulties.
- To develop skills to apply reinforcement techniques to augment the desired behavior.
- To prepare students to make an enquiry into the theories and practical measures of behavior management for modification of behavior.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept of general and legal behavior and behavior modification • Clarify the concept of emotional, behavioral and conduct disorders • Identify the characteristics of EBD • Assess the prevalence and causes of EBD 	<p>Unit I: Introduction to Behavior Management (8)</p> <p>1.1 Key Concept of General and Legal behavior and behavior modification</p> <p>1.2 Concept of emotional, behavioral and conduct disorders</p> <p>1.3 Characteristics of emotional behavioral disorder (EBD)</p> <p style="padding-left: 20px;">1.3.1 Externalizing and internalizing behavior</p> <p style="padding-left: 20px;">1.3.2 Academic achievement</p> <p style="padding-left: 20px;">1.3.3 Intelligence</p> <p style="padding-left: 20px;">1.3.4 Social skills and interpersonal relationships</p> <p style="padding-left: 20px;">1.3.5 Juvenile delinquency</p> <p>1.4 Prevalence of EBD:</p> <p style="padding-left: 20px;">1.4.1 Gender</p> <p style="padding-left: 20px;">1.4.2 Students in Juvenile detention facilities</p> <p>1.5 Causes of EBD:</p>

	<p>1.5.1 Biological and environmental factors</p> <p>1.5.2 A complex pathway of risk</p>
<ul style="list-style-type: none"> • Explain psychodynamic and social learning theories • Describe behavioral approaches and biophysical explanations • Illustrate the ecological and sociological model as applied to behavior modification 	<p>Unit II: Theories of Behavior (9)</p> <p>2.1 Psychodynamic theory</p> <p>2.2 Social learning theory</p> <p>2.3 Behavioral approaches</p> <p>2.4 Biophysical explanations</p> <p>2.5 The ecological and sociological model</p>
<ul style="list-style-type: none"> • Elaborate principles of behavior management • Explain principles of cognitive behavior and its assessment methods • Apply Cognitive-behavior modification techniques 	<p>Unit III: Principles of Behavior management and Cognitive-Behavior Modification (10)</p> <p>3.1 Principles of Behavior Management</p> <p>3.1.1 Principles of decreasing disruptive behavior and increasing desired behavior</p> <p>3.1.2 Schedules of reinforcement</p> <p>3.1.3 Stimulus control and response</p> <p>3.2 Principles of Cognitive Behavior Modification</p> <p>3.2.1 Cognitive behavior and its assessment methods</p> <p>3.2.2 Cognitive-behavior modification techniques</p>
<ul style="list-style-type: none"> • Explain curricular considerations • State direct instruction • Illustrate environmental accommodations • State token economies • List out behavioral contracts • Explore group-contingencies • Apply positive reinforcement technique to behavior modification 	<p>Unit IV: Behavior Management and Modification Techniques (10)</p> <p>4.1 Curricular considerations</p> <p>4.2 Direct instruction</p> <p>4.3 Environmental accommodations</p> <p>4.4 Token economies</p> <p>4.5 Behavioral contracts</p> <p>4.6 Group-oriented contingencies</p> <p>4.7 Application of positive reinforcement</p>
<ul style="list-style-type: none"> • Identify the types and limitations of punishment • Assess the undesirable effects of punishment • Explain Self-management perspectives to modify behavior 	<p>Unit V: Punishment and Self-Management (11)</p> <p>5.1 Types and Limitations of punishment</p> <p>5.1.1 Undesirable side-effects of punishment</p> <p>5.1.2 Self-management perspectives:</p> <ul style="list-style-type: none"> • Self-monitoring • Self-evaluation • Self-reinforcement

Note: The figures in parentheses indicate approximate teaching hours allotted to respective units.

4. **Instructional Techniques:** General and specific instructional are suggested to transact the course in the classroom. What follows is a brief account of these techniques:

4.1 General Instructional Techniques

General instructional techniques are those techniques which are applicable to most of the units. It includes lecture, discussion, demonstration and question-answer. Teaching has to be made interactive through active participation of students while using these techniques. The use of multi-media projector is recommended to make for presentation more effective.

4.2 Specific instructional techniques

Specific instructional techniques intend to ensure students' active participation in teaching-learning process by making it research-oriented. Following specific instructional techniques are suggested to use for selected units of the course.

Units	Specific Instructional Techniques
Unit IV	<p>Brainstorming and Group-work</p> <p>A brief brain storming on positive reinforcement techniques will be carried out in the class before asking the students to work in groups about the application of these techniques.</p> <p>Group work on how to apply positive reinforcement techniques to behavior modification will be presented in the class supplemented by comments and suggestions from the teacher.</p>
Unit V	<p>Case Study</p> <p>Cases of selected students from integrated schools will be presented with reference to Punishment and Self-Management. Students in groups will be asked to develop cases of children who have suffered from punishment by making a quick visit to integrated schools. Their presentation will be supplied with feedback on how to avoid punishment to move toward self-management of the disruptive behavior.</p>

5. Evaluation

5.1 Internal Evaluation

40%

Internal evaluation will be conducted by the subject teacher based on the distribution of points as stated below:

• Attendance	5 points
• Participation in classroom activities	5 points
• First assignment/book review/written assignment	10 points
• Second assignment/paper writing and or presentation	10 points
• <u>Third assessment/ written test (1 or two)</u>	10 points
Total	40 points

5.2 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 and types of test items:

• Objective type questions (Multiple choice items 10x 1)	10 points
• Short answer questions (6 questions x 5 points)	30 point
• <u>Long answer questions (2 questions x 10 points)</u>	<u>20 points</u>
Total	60 points

6. Recommended Books and Reference

Recommended Book

Maag, J. W. (2004). Behavior management: From Theoretical implications to practical applications (2nd Ed.). Australia. Canada. Mexico. Singapore. Spain. United Kingdom. United States: Thomson Wadworth.

Reference

William, L.H. (2012). Exceptional Children: An Introduction to Special Education (10th ed.). New Delhi: Pearson.

Courses of M.Ed. in SNE

Third Semester

Core Courses

- 1. Measurement and Evaluation**
- 2. Research Methodology**

Specialization Courses

- 1. Assistive Technology in Special Needs Education**
- 2. Instructional Techniques for Special Needs and Inclusive Education**
- 3. Education for Children with Multiple Disability**
- 4. Emotional, Behaviour and Autism Spectrum Disorders**

Appendix- E
Professional/Core Courses

- 1. Measurement and Evaluation**
- 2. Research Methodology**

Course Title: Measurement and Evaluation in Education

Course No.: Ed. 531

Nature of course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: Third

Teaching Hours: 48

1. Course Description

This is a professional core course designed for the Master's Degree in Education. This course deals with the nature of educational measurement and evaluation along with reliability and validity of a test, standardization of a test, measuring complex achievement, and intelligence and standardized achievement tests. The course aims to enable the students in designing standardized tests.

2. General Objectives of the course

The general objectives of this course are as follows:

- To introduce the students with different concepts and the general problems and current trends in educational measurement.
- To acquaint the students with major considerations in validation and factors influencing validity.
- To help students develop skills in estimating reliability and interpreting validity and reality coefficient.
- To equip the students with skills in measuring students' achievement.
- To provide the students with skills in constructing standardized test.
- To acquaint the students with selected intelligence tests and standardized achievement test.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Show relationship among test, measurement and evaluation. • Differentiate between psychological and physical measurement. • Explain the various scales of measurement. • Explain the problems of measurement. • Explain the current trends in educational measurement. • Differentiate between norm reference test and criterion reference test. • Explain the relationship between 	<p>Unit I : Educational Measurement and Evaluation (8)</p> <p>1.1 Overview of test, measurement and evaluation</p> <p>1.2 Types of measurement</p> <p style="padding-left: 20px;">1.2.1 Psychological measurement</p> <p style="padding-left: 20px;">1.2.2 Physical measurement</p> <p>1.3 Scales of measurement – nominal scale, ordinal scales, equal interval scale and ratio scales</p> <p>1.4 General problems of measurement</p> <p>1.5 Current trends in educational measurement</p> <p style="padding-left: 20px;">1.5.1 'High stakes' testing</p> <p style="padding-left: 20px;">1.5.2 Performance and portfolio assessment</p> <p style="padding-left: 20px;">1.5.3 Technological advances in testing</p> <p style="padding-left: 20px;">1.5.4 National assessment of students' achievement</p>

<p>evaluation and the instructional process.</p>	<p>1.6 Norm reference test vs. criterion reference test 1.7 Relationship between evaluation and instruction.</p>
<ul style="list-style-type: none"> • Explain the major considerations in validation. • Interpret validity coefficients. • Explain the factors influencing validity. • Compute reliability using various methods. • Explain the factors influencing reliability and interpretation of reliability coefficient. . • Show relationship between reliability and validity. • Explain the concept and use of standard error of measurement. • Compute standard error of measurement. 	<p>Unit II: Validity and Reliability of a Test (10)</p> <p>2.1 Overview of validity</p> <p>2.2 Major considerations in Validation</p> <p style="padding-left: 20px;">2.2.1 Content consideration</p> <p style="padding-left: 20px;">2.2.2 Construct validation</p> <p style="padding-left: 20px;">2.2.3 Test-criterion relationship</p> <p style="padding-left: 20px;">2.2.4 Consideration of consequences</p> <p>2.3 Interpreting validity coefficients</p> <p>2.4 Factors influencing validity</p> <p>2.5 Overview of reliability</p> <p>2.6 Methods of estimating reliability with computation</p> <p style="padding-left: 20px;">2.6.1 Test retest method</p> <p style="padding-left: 20px;">2.6.2 Equivalent forms method</p> <p style="padding-left: 20px;">2.6.3 Split half method</p> <p style="padding-left: 20px;">2.6.4 Kuder-Richardson method</p> <p style="padding-left: 20px;">2.6.5 Interrater consistency</p> <p>2.7 Interpreting reliability coefficients</p> <p>2.8 Factors influencing reliability measures</p> <p>2.9 Relationship between reliability and validity</p> <p>2.10 Standard error of measurement</p> <p style="padding-left: 20px;">2.10.1 Concept</p> <p style="padding-left: 20px;">2.10.2 Use of standard error of measurement</p> <p style="padding-left: 20px;">2.10.3 Computing Standard error of measurement</p>
<ul style="list-style-type: none"> • Explain the concept of interpretive exercise. • Construct the various forms of interpretive exercises. • Explain the advantages and limitations of interpretive exercise. • Construct the various forms of essay questions. • Explain the advantages and limitations of essay questions. • Prepare scoring criteria for essay questions. 	<p>Unit III : Measuring Achievement (10)</p> <p>3.1 Measuring complex achievement: Interpretive exercises</p> <p style="padding-left: 20px;">3.1.1 Concept of interpretive exercises</p> <p style="padding-left: 20px;">3.1.2 Forms and uses</p> <p style="padding-left: 20px;">3.1.3 Advantages and limitations</p> <p>3.2 Essay questions</p> <p style="padding-left: 20px;">3.2.1 Forms and uses of essay questions</p> <p style="padding-left: 20px;">3.2.2 Suggestions for writing essay questions</p> <p style="padding-left: 20px;">3.2.3 Advantages and limitations of essay questions</p> <p style="padding-left: 20px;">3.2.4 Essay scoring criteria</p> <p style="padding-left: 20px;">3.2.5 Suggestions for scoring essay questions</p> <p>3.3 Performance-based assessment</p> <p style="padding-left: 20px;">3.3.1 Concept</p>

<ul style="list-style-type: none"> • Suggest ways of improving scoring essay questions. • Construct the various types of performance assessment • Explain the advantages and limitations of performance assessment. • Describe the guidelines for developing portfolios. • Explain the strengths and weaknesses of portfolios. • Explain the functions and types of grading and reporting. • Suggest letter grading system for the course. 	<ul style="list-style-type: none"> 3.3.2 Types of performance assessment 3.3.3 Advantages and limitations of performance assessment 3.3.4 Suggestions for constructing performance tasks 3.4 Portfolios <ul style="list-style-type: none"> 3.4.1 Concept and purposes of portfolios 3.4.2 Guidelines for developing portfolio 3.4.3 Strength and weakness of portfolio assessment 3.5 Grading and reporting <ul style="list-style-type: none"> 3.5.1 Formal and informal evaluation 3.5.2 Functions of grading and reporting systems 3.5.3 Types of grading and reporting systems 3.5.4 Multiple grading and reporting systems 3.5.5 Assigning letter grades 3.5.6 Conducting parent-teacher conference
<ul style="list-style-type: none"> • Explain the concept and uses of standardized test. • Explain the characteristics of standardized test. • Plan for preparing the standardized test. • Prepare the preliminary format of the test. • Compute item analysis. • Prepare final form of the test. • Administer the final form of the test and determine reliability and validity of the test. • Prepare norms. • Prepare test manual. 	<p>Unit IV: Standardization of a Test (8)</p> <ul style="list-style-type: none"> 4.1 Concept and uses of standardized test 4.2 Characteristics of standardized test 4.3 Planning the Standardized test 4.4 Preparing the preliminary format 4.5 Tryout of the test 4.6 Item Analysis <ul style="list-style-type: none"> 4.6.1 Item difficulty index and discrimination index 4.6.2 Distracter analysis 4.6.3 Using item analysis for improving test items 4.7 Preparing the final form of the test 4.8 Administration of the final form of test <ul style="list-style-type: none"> 4.8.1 Determining validity 4.8.2 Determining reliability 4.8.3 Norms – raw scores, age norms, grade norm, percentile norms and standard scores. 4.9 Preparation of test manual
<ul style="list-style-type: none"> • Define the term intelligence. • Explain some facts about intelligence. • Explain the concept and uses of 	<p>Unit V: Intelligence and Standardized Achievement Test (12)</p> <ul style="list-style-type: none"> 5.1 Concept of intelligence 5.2 Facts about intelligence <ul style="list-style-type: none"> 5.2.1 Intelligence and age

<p>intelligence tests.</p> <ul style="list-style-type: none"> • Differentiate between individual and group intelligence test. • Explain briefly the early editions of SB intelligence scale. • Explain the characteristics and psychometric properties of modern SB scale 5th edition. • Explain the general features of Wechsler tests. • Explain the various subtests of Wechsler test. • Explain briefly the WAIS III and WISC IV. • Explain the concept and uses of standardized achievement test. • Explain briefly the Stanford Achievement Test. 	<p>5.2.2 Intelligence quotient</p> <p>5.2.3 Intelligence and sex differences</p> <p>5.2.4 Heredity and intelligence</p> <p>5.3 Intelligence Tests</p> <p>5.3.1 Concept and uses of intelligence tests</p> <p>5.3.2 Types of intelligence test – individual and group test</p> <p>5.3.3 Brief review of early editions Stanford-Binet (SB) tests</p> <p>5.3.4 Characteristics and psychometric properties of SB test 2003 fifth edition.</p> <p>5.3.5 General features and subtests of Wechsler Adult Intelligence Scale III and Wechsler Intelligence scale for Children IV</p> <p>5.4 Standardized Achievement test</p> <p>5.4.1 Concept and uses of standardized achievement test.</p> <p>5.4.2 Brief review of Stanford Achievement Test (SAT)</p>
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Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

4.1 General Techniques

- Lecture with discussion
- Demonstration
- Home assignment and self study

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
II	Computation of reliability using various methods and interpreting reliability coefficient. Computation of standard error of measurement.
IV	Preparation of specification chart for test preparation, construction of test items, administration and practice on item analysis, and determining reliability, validity and norms
V	Assignment on paper writing on intelligence tests and achievement tests and classroom presentation

5. Evaluation

5.1 Internal Evaluation 40%

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

• Attendance	5 points
• Participation in learning activities	5 points
• First assignment/book review/written assignment/quizzes	10 points
• Second assignment/paper writing and presentation	10 points
• <u>Third assessment/ written test (1 or two)</u>	<u>10 points</u>
Total	40 points

5.2 External Evaluation (Final Examination) 60%

The types and number of questions to be included in the final paper are as follows:

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

6. Recommended Books and References

Recommended Books

- Gregory, R. J. (2005). *Psychological testing : History, principles, and applications* (4th ed.) Delhi : Pearson Education Pte. Ltd. (For unit 5)
- Kubiszyn, T., & Borich, G. (2004). *Educational testing and measurement: Classroom application and practice* (7th ed.). India : John Wiley & Sons, Inc. (For units 1, 2 and 4)
- Linn, R. L. & Gronlund, N. E. (2003), *Measurement and assessment in teaching* (8th ed.) Delhi : Pearson Education. (For units 1, 2, 3 and 4)
- Reynolds, C. R. et.al. (2009). *Measurement and assessment in education* (2nd ed.) New Delhi: PHI learning Pvt. Ltd. (For unit 1, 2, 3, and 4)
- Sharma, R. A. (2004). *Essentials of measurement in education and psychology*. Meerut : R. Lall Book Depot. (For unit 1, 2 and 5)
- Sidhu, K. S. (2005). *New approaches to measurement and evaluation*. New Delhi : Sterling Publishers Pvt. Ltd. (For unit 1 and 4)

References

- Ebel,, R. L. & Frisbie, D. A. (1991). *Essentials of educational measurement* (5th ed.). New Delhi : Prentice-Hall of India Pvt. Ltd.
- Patel, R. N. (2005), *Educational evaluation theory and Practice* (6th ed.) Mumbai : Himalaya Publishing House Pvt., Ltd.
- Singh, A. K. (1997). *Tests, measurements, and research methods in behavioural Sciences* (2nd ed.) Patna : Bharati Bhawan Publishers and Distributors.
- Swain, S. K., Pradhan, C., & Khato, P. K. (2005). *Educational measurement statistics and guidance* (2nd ed.) New Delhi : Kalyani Publishers.

Course Title: **Research Methodology in Education**

Course No: Ed.532

Level: M.Ed.

Semester: Third

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 8

1. Course Description

This course is designed to provide the students with the basic concepts, knowledge and skills of research methodology. It intends to make students familiar with different types of research methods and enrich them with an in-depth understanding of quantitative as well as qualitative research designs, sampling techniques, preparation and validation of data/information tools, data/information analysis procedures, and ethical considerations related to these designs. The course also focuses on the study and application of descriptive and inferential statistics in research. Further, it will help students develop in-depth knowledge and skills required for developing proposal and conducting research using quantitative, qualitative and mixed methods approach, and writing research report.

2. General Objectives

The general objectives of this course are as follows:

- To make the students familiar with the basic concepts of research
- To acquaint the students with quantitative and qualitative research designs
- To prepare the students to use statistical tools in quantitative data analysis and use thematic and narrative analysis approach in qualitative data analysis
- To enable students in preparing research proposal for different nature of inquiry
- To prepare the students to write research report using appropriate methods and approaches.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Clarify the meaning and definition of research and educational research • Select and define variables • Explain use of scale of measurement in research • Select, define, analyze and state researchable problems • State objectives, write research questions, and formulate hypothesis • Delimit the problems by explaining the scopes of the study 	<p>Unit 1: Concept of Research (10)</p> <p>1.1 Concept and characteristics of research</p> <p>1.2 Educational research and its importance</p> <p>1.3 Variables and scale of measurement in research</p> <p>1.4 Research Problem</p> <p style="padding-left: 20px;">1.5.1 Sources of research problem</p> <p style="padding-left: 20px;">1.5.2 Identifying, defining, analyzing and stating research problem</p> <p>1.5 Research objectives</p> <p>1.6 Research questions</p> <p>1.7 Hypotheses</p> <p>1.8 Limitations and delimitations in research</p> <p>1.9 Review of related literature</p> <p style="padding-left: 20px;">1.9.1 Primary, secondary and online sources of</p>

<ul style="list-style-type: none"> • Write review of related literature, and design theoretical and conceptual framework 	<p>literature</p> <p>1.9.2 Steps in literature review</p> <p>1.9.3 Review of Theoretical literature/related concept and theories</p> <p>1.9.4 Review of Empirical Literature/previous studies</p> <p>1.11 Theoretical and conceptual framework</p>
<ul style="list-style-type: none"> • State the characteristics of quantitative research • Use appropriate sampling in quantitative research • Develop and validate different types of tools • Design various types of researches • Use different approaches of data analysis in quantitative research • Explain process of quantitative data analysis • Describe process of presenting data/findings on tables, figures and graph • Explain techniques of analysis and interpretation of data • Explain different ethical aspects in quantitative research 	<p>Unit 2: Quantitative Research (20)</p> <p>2.1 Concept and characteristics</p> <p>2.2 Types and steps of quantitative research designs</p> <p>2.2.1 Survey (cross-sectional and longitudinal)</p> <p>2.2.2 Ex-post facto</p> <p>2.3.3 Correlational</p> <p>2.3.4 Experimental (pre, true, and quasi)</p> <p>2.3 Sampling in quantitative research</p> <p>2.3.1 Probability sampling design</p> <p>2.3.2 Non-probability sampling design</p> <p>2.4 Construction and validation of research tools/instruments</p> <p>2.4.1 Questionnaire</p> <p>2.4.2 Attitude scale</p> <p>2.4.3 Interview schedule</p> <p>2.4.4 Check list and</p> <p>2.4.5 Rating scale</p> <p>2.5 Quantitative data analysis</p> <p>2.5.1 Concept of quantitative data analysis</p> <p>2.5.2 Data processing and tabulation</p> <p>2.5.3 Summarizing and presenting data using tables, figure and graph</p> <p>2.5.4 Analysis and interpretation of data/finding</p> <p>2.6 Ethical issues in quantitative research</p>
<ul style="list-style-type: none"> • Differentiate between quantitative and qualitative research • Explain sampling strategies in qualitative research • Design different qualitative research • Describe and use qualitative data collection techniques • Explain qualitative data analysis approach 	<p>Unit 3: Qualitative Research (8)</p> <p>3.1 Concept and characteristics</p> <p>3.2 Qualitative research designs</p> <p>3.2.1 Case study</p> <p>3.2.2 Ethnography</p> <p>3.2.3 Narrative inquiry</p> <p>3.2.4 Grounded theory</p> <p>3.2.5 Phenomenology</p> <p>3.3 Sampling strategy in qualitative research</p> <p>3.4 Collection and analysis of qualitative data</p> <p>3.4.1 Techniques of collecting qualitative data</p>

<ul style="list-style-type: none"> • Illustrate basic steps of qualitative data analysis • Discuss the techniques of maintaining quality and credibility/validity of qualitative data • Describe ethical aspects in qualitative inquiry 	<ul style="list-style-type: none"> • In-depth interview • Participant observation • Focus Group Discussion (FGD) <p>3.4.2 Techniques of maintaining quality and credibility/validity of qualitative data</p> <p>3.4.3 Qualitative data analysis</p> <ul style="list-style-type: none"> • Thematic and narrative approach • Basic steps in analyzing and interpreting qualitative data <p>3.5 Ethical consideration in qualitative research</p>
<ul style="list-style-type: none"> • Conceptualize and explain characteristics of mixed method research • Discuss different types of mixed method research • Explain steps in conducting mixed method research • Give concepts and characteristics of action research in education • Describe types of action research design with examples • Explain steps in conducting action research 	<p>Unit 4: Mixed Method and Action Research (5)</p> <p>4.1 Concept and characteristics of mixed method research</p> <p>4.2 Types of mixed method research design</p> <p>4.2.1 Concurrent/convergent design</p> <p>4.2.3 Sequential design</p> <p>4.2.3 Embedded design</p> <p>4.3 Steps in conducting mixed research</p> <p>4.5 Action research</p> <p>4.5.1 Concept and characteristics of action research</p> <p>4.5.2 Types of action research design: practical and participatory</p> <p>4.5.3 Steps in conducting action research</p>
<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 by steps by steps manner in chosen/given problem • Describe essential skills and steps in research report writing • Explain the components of research report/thesis • Use APA format in thesis writing in relation to layout 	<p>Unit 5: Proposal and Report Writing (5)</p> <p>5.1 Concept and need of research proposal</p> <p>5.2 Components of research proposal</p> <p>5.3 Steps in developing research proposal</p> <p>5.2 Essential of report writing</p> <p>5.2.1 Professionalism</p> <p>5.2.2 In-depth knowledge</p> <p>5.2.3 Concentration</p> <p>5.3.4 Writing skill</p> <p>5.3 Basic skills in report writing (Using APA Style)</p> <p>5.3.1 Abstract</p> <p>5.3.2 Content organization and linkage</p> <p>5.3.2 Citation</p> <p>5.3.3 Presenting tables and figures</p> <p>5.3.4 Referencing</p> <p>5.4 Format and Components of research report/thesis as prepared by FOE, Dean's Office</p>

Note: The figures within parentheses indicate approximate teaching hours allocated for respective units.

4. Instructional techniques: Two types of instructional methods are suggested: General and specific

4.1 General instruction techniques

Participatory interactive lecture method, discussion, question answer, brainstorming, etc. are suggested.

4.2 Specific instructional techniques-

The following class tasks/ homework/ project work are suggested to conduct individually or in group:

Units	Activities/Instructional Techniques
I	<p>Exercises and Presentation</p> <p>Exercises</p> <ul style="list-style-type: none"> • Selecting researchable problems • Writing the selected problem appropriately • Writing limitations and delimitations of problems • Writing the significance of the selected study • Writing objectives of the study • Paraphrasing reviewed work in required format <p>Students will present their works in the class followed by discussion and teacher's feedback.</p>
II & II I	<p>Exercises and Presentation</p> <p>Exercises</p> <ul style="list-style-type: none"> • Preparing and validating data/information collection tools for specified research • Preparing a brief write-up/analysis paragraph from dummy data <p>Students will present their work in the class followed by discussion and teacher's feedback</p>
IV & V	<p>Exercise</p> <ul style="list-style-type: none"> • Designing research format in accordance with the context of the study <p>Students will present their work in the class followed by discussion and \ teacher's feedback</p>
V	<p>Exercises</p> <ul style="list-style-type: none"> • Giving Citation in the text and preparing references using Publication Manual of American Psychological Association • Writing a brief research proposal <p>Students will present their work in the class followed by discussion and \ teacher's feedback</p>

5. Evaluation

5.1 Internal Evaluation 40%

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

- 1) Attendance 5 points

2) Participation in learning activities	5 points
3) First assignment	10 points
4) Second assignment/mid-term exam	10 points
5) <u>Second assignment/assignment</u>	<u>10 points</u>
Total	40 points

5.2 External Evaluation (Final Examination) 40%

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 x 5 points)	30 points
3) <u>Long answer questions (2 questions x 10 points)</u>	<u>20 points</u>
<u>Total</u>	<u>60 points</u>

6. Recommended Books and Reference Materials

Recommended Books

- American Psychological Association.(2009). *Publication manual of American Psychological Association*.(6th ed.). Washington, DC: APA. (For unit-V)
- Cohen, L., Manion, L., & Morrioso, K., (2010). *Research methods in education*. Noida, India: Sirohi Brothers. (For Units- II, III, IV).
- Creswell, John W. (2011). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). New Delhi: PHI Learning Pvt. Ltd. (For units- I, II, III, & IV)
- Flick, U. (2006). *An introduction to qualitative research* (Third edition). Los Angeles Sage Publication. (For unit III)
- Kerlinger, F.N.(1983). *Foundations of behavioral research*. New York: Holt Rinehart and Winston, Inc. U.S.A. (For units- I, & II)
- Lodico, M.G., Spaulding, D.T. and Voegtler, K.H. (2006). *Method in educational research: From theory to practice*. San Francisco, USA: Jossey-Bass: (For unit II, III and V)
- Mack, N., Woodsong, C., Mac Queen, K. M., Guest, G., & Nancy, E.(2005). *Qualitative research methods: A data collector's field guide*. California: USAID, Family Health International. (For units-II, & III)
- Pelton, R.P. (Ed) (2010). *Action research for teacher candidates: Using classroom data to enhance instruction*. Maryland: Association of Teacher Educators. (For unit IV)
- Punch, K. (2000). *Developing effective research proposal*. London Sage Publication. (For unit V)

References

- Best J.W., & Kahn J. V.(2012). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Elliott, J. (1991). *Action research for educational changes*. Buckingham: Open University Press
- Koul, L., (2009). *Methodology of educational research*. New Delhi: Vikash Publishing House Pvt. Ltd.

- Denizen, N. K., & Lincoln, Y. S. (Eds.).(2000). *Handbook of qualitative research*. London: Sage Publication.
- Hancock, B.(2002). *An introduction to qualitative research*. Nottingham: Trent Focus Group.
- Van Dalen, B. & Mayer, W. J.(1966). *Understanding educational research: An introduction*. California, America: Mc Graw-Hill Series in Education.

Appendix- F
Specialization Courses

- 1. Assistive Technology in Special Needs Education**
- 2. Instructional Techniques for Special Needs and Inclusive Education**
- 3. Education for Children with Multiple Disability**
- 4. Emotional, Behaviour and Autism Spectrum Disorders**

Course Title: Assistive Technology in Special Needs Education

Course No: SN.Ed.534

Nature of course: Theoretical

Level: M.Ed.

Credit Hours: 3

Semester: Third

Teaching Hours: 48

1. Course Description

This course emphasizes the integration of Assistive Technology (AT) into the curriculum and instruction focusing on the use of assistive technology in schools to enhance learning of students with special needs. The linkage between technology and teaching-learning drives the organization of the course into school-related tasks that students must perform on a daily basis to be successful. It presents description of technology-based solutions to the obstacles of students especially with disabilities.

2. General Objectives

The general objectives of the course are as stated below:

- To introduce the students with different instructional aspects of assistive technologies
- To familiarize the students with AT and its linkages with language teaching, Augmentative and Alternative Communication (AAC), Information and Communication Technology (ICT), and rehabilitation
- To distinguish between assistive technology and other educational technologies
- To develop skills among the students in use of ATs in teaching children with disabilities
- To provide knowledge about selected learning tools and help to use them

3. Specific Objectives and Content

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe assistive technology and its use in school. • Clarify the purposes of AT in teaching Students with Disabilities • Explain the role of AT in promoting IT literacy. • Use AT for instructional activities • Explain the use of low, mid and high tech devices • Illustrate the Communication Aids, Daily Living Aids, and Ergonomic Aids. • Identify the misconceptions about AT and precautions in the use of assistive technology devices 	<p>Unit I: Assistive Technology (AT) in Instruction (15)</p> <p>1.1 Concept of Assistive Technology (AT) with its use in school</p> <p>1.2 Purposes of assistive technology in teaching Students with Disabilities</p> <p>1.3 Assistive technology and IT literacy</p> <p>1.4 Assistive technology in instructional activities</p> <p>1.5 Low, Mid and High tech devices</p> <p>1.6 Assistive Technology</p> <p style="padding-left: 20px;">1.6.1 Communication Aids</p> <p style="padding-left: 20px;">1.6.2 Daily Living Aids</p> <p style="padding-left: 20px;">1.6.3 Ergonomic Aids</p> <p>1.7 Misconceptions about AT: Precautions in the use of assistive technology</p>

<p>(ATDs)</p> <ul style="list-style-type: none"> • Suggest guiding principles to select the appropriate technologies • Analyze the issues and challenges of AT use in promoting inclusive education in Nepal 	<p>devices (ATDs)</p> <p>1.8 Guiding principles in selecting appropriate technologies</p> <p>1.9 Issues and challenges of AT use in promoting inclusive education in Nepal</p>
<ul style="list-style-type: none"> • Use the AT tools in language teaching. • Apply ATDs in Alternative and Augmentative Communication (AAC). • Mention the role of ICT in teaching the SWD. • Present the role of AT in rehabilitation of person with disabilities (PWDs). 	<p>Unit II: Application of Assistive Technology (AT) (6)</p> <p>2.1 AT tools and language teaching</p> <p>2.2 Use of ATDs in Alternative and Augmentative Communication (AAC).</p> <p>2.3 Teaching students with disabilities (SWD) through Information and Communication Technology (ICT)</p> <p>2.4 Assistive Technology and Rehabilitation</p>
<ul style="list-style-type: none"> • Relate AT with Instructional Technology. • Differentiate AT with adaptive technology. • Select AT in designing IEP. • Assess the use of AT in school environment. • Relate AT with DI. 	<p>Unit III: Relation of AT with Other Technologies (6)</p> <p>3.1 Relation between Assistive Technology (AT) and Instructional Technology (IT)</p> <p>3.2 Difference between Assistive Technology (AT) and Adaptive Technology</p> <p>3.3 Selection of assistive devices in developing Individualized Educational Plan (IEP)</p> <p>3.4 Assessment of AT in school environment</p> <p>3.5 AT and Digital Inclusion (DI)</p>
<ul style="list-style-type: none"> • Discuss the use of ATs in enhancing teaching CWDs. 	<p>Unit IV: Use of ATs in Teaching Children with Disabilities (CWDs) (6)</p> <p>4.1 Reading technology</p> <p>4.2 Written language technology</p> <p>4.3 Listening technologies</p> <p>4.4 Math technology</p> <p>4.5 Memory technology</p>
<p>Mention the concept and uses of ATs and ACC tools with examples</p>	<p>Unit V: Concept and Uses of Assistive Technologies and Learning Tools (15)</p> <p>5.1 Assistive Technologies</p> <p>5.1.1 Environmental Aids</p>

	5.1.2 Sensory Aids 5.1.3 Mobility and Transportation Aids 5.1.4 Seating and Positioning Aids 5.1.5 Sports, Recreation and Leisure Aids 5.1.6 Computer Access Aids 5.1.7 Education and Learning Aids 5.2 Augmentative and Alternative Communication (AAC) Tools
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Note: Figures within parentheses indicate approximate teaching hours allocated to respective units.

4. Instructional Techniques

General and specific instructional are recommended to deliver the contents in the classroom. Brief accounts of these techniques are as follows:

4.1 General Instructional Techniques

- Lecture with Discussion
- Group and Individual work
- Presentation
- Field study
- Report writing
- Home assignment and self-study

4.2 Specific Instructional Techniques

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 teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit I	<p style="text-align: center;">Library Visit</p> Consult E-/library and explore the possible reading materials from the available resources. Let students prepare and present the report of library task.
Unit II	<p style="text-align: center;">Virtual Exhibition</p> Display the video to demonstrate ACC using AT
Unit III	<p style="text-align: center;">Students' Presentation</p> Let every student prepare and present a given topic using power point in smart board
Unit IV	<p style="text-align: center;">School-based Activities</p> Make students work in different groups (representing reading technology,

	written language technology, listening technologies, memory technology, and math technology) to identify assistive devices being used in schools and prepare and present the use of ADs.
Unit V	Field Survey Let the student explore individually AT tools through Internet and reference books that can be used as learning tools in the classroom. Let the students conduct a survey of local market to explore learning tools. Prepare a report with types, uses and limitations of ATs and present in the classroom.

5. Evaluation

5.1 Internal Assessment 40%

The concerned teacher will carry out the internal evaluation of the students based on the distribution of points as stated below:

• Attendance	05 points
• Participation in learning	05 points
• First assessment	10 points
• Second assessment	10 points
• Third assessment	10 points
Total	40 points

5.2 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 three types of questions 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

6. Recommended Books

Albert, M., Cook P. E., Janice, M. P. (2015). *Assistive Technologies: Principles and Practice*, 4e 4th Edition, Mosby.

Diane P. B., Brian. R. B. (2011). *Assistive Technology for People with Disabilities* 2nd Edition Pearson.

Amy, G. D., Deborah, N., Jerry, G. P.(2011). *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities*. Pearson 2nd Edition

Kathleen, S., Nancy, R., (2010). *Assistive Technology for Young Children: Creating Inclusive Learning Environments*. Brookes Publishing , 1 edition.

Course Title: **Instructional Techniques for Special Needs and Inclusive Education**

Course No: SN.Ed.535

Nature of course: Theoretical

Level: M.Ed.

Credit Hours: 3

Semester: Third

Teaching Hours: 48

1. Course Description

This course is designed to provide general understanding on common instructional techniques used in both special needs and inclusive educational settings. Specific instructional techniques necessary to address learning difficulties due to particular disabilities are also dealt with in this course. It helps students enrich their understanding on how effective learning for diverse groups of students can take place through the use of meaningful, participatory and rewarding techniques in the integrated as well as inclusive classrooms settings. The instructional techniques are of course not prescriptive but inclusive of other student-centered delivery methods.

2. General Objectives

The general objectives of this course are as follows:

- To make the students knowledgeable about the basic concepts of learning and instructional techniques for all learners including children with special needs.
- To provide the students with a deeper understanding of Universal Design for Learning.
- To prepare the students to have wider knowledge of planning and process of instruction for all learners focusing children with special needs.
- To develop deeper knowledge of students about fundamental instructional techniques to address specific needs of children.
- To enable the students to do assessment for the appropriate educational placement and referral for all learners.
- To familiarize the students with bases planning instruction for all learners including children with special needs.
- To provide students with an introductory knowledge about support services for children with special needs.
- To help students develop classroom management techniques to facilitate the implementation of flexible learning strategies.

3. Specific Objective and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Clarify the concept and principles of universal design for learning. • Explain the essential qualities of universal design for learning. • Relate universal design for learning with differentiated instruction. • Prepare a UDL model lesson along with differentiated instruction. 	<p>Unit I: Universal Design for Learning (UDL) (6)</p> <p>1.1 Concept and principles of Universal Design 1.2 Essential qualities of UDL 1.3 Development of UDL 1.4 UDL and differentiated instruction 1.5 Preparation of a UDL model lesson and differentiated instruction 1.6. Implications for classroom</p>

<ul style="list-style-type: none"> • Draw major implications of UDL for classroom instruction. 	
<ul style="list-style-type: none"> • State procedures of identification and assessment of individual differences for instructional planning purpose. • Prepare instructional programming and placement techniques. • Define individualised education plan along with its elements. • Identify related services to support learners with special needs. 	<p>Unit 2: Process of Special Needs and Inclusive Education (7)</p> <p>2.1 Identification and assessment of individual differences.</p> <p>2.2 Assessment and referral process</p> <p>2.3 Accommodating all learners</p> <p>2.4 Instruction: Programming and placement</p> <p>2.5 Individualized Education Plan (IEP)</p> <p>2.6 Support services</p>
<ul style="list-style-type: none"> • Explain the bases of planning instruction for all learners. • State the characteristics of collaboration and collaborative consultation. • Identify the qualities of co-operative teaching. • Describe how assessment of learner’s progress can be made. • Explain positive behaviour intervention and support. 	<p>Unit 3: Bases of Planning Instruction for All Learners (12)</p> <p>3.1 Collaboration: General and special needs educators, professionals, parents and families.</p> <p>3.2 Collaborative Consultation</p> <p>3.2.1 Teaming model</p> <p>3.2.2 Multidisciplinary, interdisciplinary and trans- disciplinary team.</p> <p>3.3 Cooperative teaching :Co-teaching, Peer tutoring, team teaching</p> <p>3.4 Assessment of learner’s progress</p> <p>3.4.1 Large scale, alternative and ongoing assessment.</p> <p>3.4.2 Formal and informal assessment</p> <p>3.5 Positive behavior intervention and support.</p>
<ul style="list-style-type: none"> • Describe assistive technologies along with innovative learning tools. • Describe the use of different types of aids and services. • Relate differentiated instruction with assistive technology. • Identify possible barriers and solutions to literacy achievement. • List out methods that can be used to promote mathematics, science and social studies to all learners. 	<p>Unit IV: Implementation of Effective Instructional Techniques (15)</p> <p>4.1.1 Communication aid, Daily living aids and ergonomic aids</p> <p>4.1.2 Use of Aids/Services:</p> <ul style="list-style-type: none"> • Environmental aids • Sensory aids • Mobility aids • Seating and positioning aids • Sports, recreation and leisure service • Computer access aids, and • Education and learning aids. <p>4.2 Differentiated instruction and use of assistive technology</p> <p>4.3 Barrers and solutions to literacy achievement</p> <p>4.4 Methods to promote mathematics for all learners</p> <p>4.5 Methods, tools, materials and resources for sci</p>

<ul style="list-style-type: none"> • Describe physical set up of the classroom to promote learning of diverse students. • Identify the techniques to be used to group students in the classroom. • List out ways and techniques of managing collaborative learning in the classroom. • Explore techniques to address conflicts and problem behavior in the classroom. • Explain how flexible learning strategies can be used to manage the classroom. 	<p>Unit 5: Classroom Management (8)</p> <p>5.1 Physical set up of the classroom: 5.1.1 Seating arrangement 5.1.2 Learning materials</p> <p>5.2 Grouping of students</p> <p>5.3 Pro-active, reactive and interactive techniques</p> <p>5.4 Management of co-operation, collaboration, consultation and co-work</p> <p>5.5 Addressing conflicts and problem behavior</p> <p>5.6 Use of flexible learning strategies</p>
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Note: The figures in the parenthesis indicate the approximate teaching hours allocated to respective units.

4. Instructional techniques

Instructional techniques can be of varied nature depending on the nature of the classroom as well as the courses to be delivered. The course can be delivered through the application of techniques ranging from peer- moderated to differentiated teaching techniques. The teachers are therefore advised to use their imagination, ingenuity, and knowledge to respond to the diverse learning needs of the students. Individual differences of the learners should be the bases for making a choice over the different techniques to deliver instruction in the classroom.

4.1 General instructional techniques

General instructional techniques like lecture, discussion, question-answer, brain storming are commonly applied in the classroom but instruction techniques should differ depending on the nature of the class, subject to be taught, individual differences of the students, and the type of evaluation to be used to assess the achievements of the students.

Active participation of students should be ensured while using these techniques to make the teaching interactive and inter-relational. As this course is descriptive in nature with theoretical references, lecture, question- answer, discussion and group work as well as group presentation, preferably with the use of multi-media projector, will be the effective techniques. In order to generate discussions and facilitate brain storming exercises in the class, it is suggested that the teachers present relevant themes, problems, issues, and challenges linking with the cases related to instructional techniques in the field of special needs education/inclusive education.

4.2 Specific instructional techniques

Specific instructional techniques such as group preparation and presentation by the students, guided individual study, independent study/work, 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 teaching-learning process and make the teaching-learning meaningful.

Units	Specific Instructional Techniques
Unit II	<p>All students are required to prepare at least three IEPs of different nature of students in groups and share them in the class as a practical learning experience.</p> <p>Students will be divided into groups and will be assigned to prepare three different types of IEPs based on the selection of needs of children with special needs. Each group will prepare a brief plan and present it in the class using preferably multimedia projector.</p> <p>The presentation will be supplemented by teacher's feedback and comments.</p>
Unit IV	<p>Students will be individually assigned to identify effective instructional technique for children with special needs after doing a literature survey and a brief visit to a neighboring integrated school in groups. They will then prepare a frame work (outline) of the intended instructional technique to use in the classroom. The frame work will be presented in the classroom for all for their feedback and comments. The presenter will incorporate the comments into the frame work and then prepare it as an assignment for his evaluation.</p>

5. Evaluation

5.1 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

5.2 Semester/Final Examination

60%

Examination Division, 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

6. Recommended Books and Reading Materials

Recommended Books

Garguilo, R. M., & Metcalf, D. (2000). Teaching in today's inclusive classroom, (2nd ed). Belmont, USA: Wards worth cengage learning,. (For all Units).

Reading Materials

Kirk, S.A., Gallager, J.J., Anastasiow & Coleman. (2009). Educating Exceptional

Children (ed.). Boston: Houghton Mifflin Company.

William, L. H. (2012). *Exceptional Children: An Introduction to Special Education*, (10th ed). Newyork: Pearson Publications.

Course Title: **Education for Children with Multiple Disabilities**

Course No.: SN.Ed.536

Level: M. Ed.

Semester: Third

Nature of course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Description

This course describes educational accommodations for individuals with multiple disabilities affected by neuro-motor impairments, developmental delays and health impairments with an emphasis on prevalence, characteristics and causes. It entails models of disability and explores 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 education. Leisure education and recreation for individuals with multiple disabilities form the other components of the course.

2. General Objectives

The general objectives of the course are stated below:

- To enable students to identify individuals with multiple disabilities and manage their educational accommodations
- To help students to analyze multiple disabilities in relation to prevalence, characteristics and causes with implications for educational and personal autonomy
- To prepare students to design instructional planning for persons with multiple disabilities.
- To develop skills of the students to assess individuals with multiple disabilities
- To prepare the student to apply adaptation skills for personal independence of individuals with multiple disabilities
- To enable students to develop ways to adapt physical education, leisure education, recreation and sports for individuals with multiple disabilities

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe concept and prevalence of multiple disabilities • Explain the models of disability • Explore critical issues in the lives of individuals with multiple disabilities 	<p>Unit I: Understanding Children with Multiple Disabilities (MD) (9)</p> <p>1.1 Concept and Prevalence of Multiple Disabilities</p> <p>1.2 Models of Disability</p> <p style="padding-left: 20px;">1.2.1 Medical</p> <p style="padding-left: 20px;">1.2.2 Socio-cultural</p> <p style="padding-left: 20px;">1.2.3 Educational</p> <p style="padding-left: 20px;">1.2.4 Charity- vs rights-based</p> <p style="padding-left: 20px;">1.2.5 Community-based rehabilitation (CBR)</p>

	<p>1.3 Critical Issues of Multiple Disabilities</p> <p>1.3.1 Attitudinal: rejection vs acceptance</p> <p>1.3.2 Educational: educable vs uneducable</p> <p>1.3.3 Employability: independence vs dependence</p> <p>1.3.4 Service Delivery: general vs intensive</p>
<ul style="list-style-type: none"> • Discuss multiple disabilities like neuro-motor impairments, developmental delays and health impairments • Identify the prevalence, characteristics, causes, and medical as well as therapeutic treatments of individuals with multiple disabilities • Distinguish the potential impact on motor, physical, cognitive and psychological developments of individuals with multiple disabilities • Discuss the implications for education and personal autonomy of individuals with multiple disabilities 	<p>Unit II: Multiple Disabilities: Prevalence, Causes and Characteristics (9)</p> <p>2.1 Neuro-motor Impairments: Cerebral Palsy</p> <p>2.1.1 Prevalence, characteristics and causes</p> <p>2.1.2 Medical and therapeutic treatments</p> <p>2.1.3 Impact on motor, cognitive, and psychological development</p> <p>2.1.4 Implications for education and personal autonomy</p> <p>2.2 Developmental Delays: Autism</p> <p>2.2.1 Prevalence, characteristics and causes</p> <p>2.2.2 Medical and therapeutic treatments</p> <p>2.2.3 Impact on motor, cognitive, and psychological development</p> <p>2.2.4 Implications for education and personal autonomy</p> <p>2.3 Health Impairments: Congenital and Acquired Impairments</p> <p>2.3.1 Prevalence, characteristics and causes</p> <p>2.3.2 Medical and therapeutic treatments</p> <p>2.3.3 Impact on motor, cognitive, and psychological development</p> <p>2.3.4 Implications for education and personal autonomy</p>
<ul style="list-style-type: none"> • Explain the alignment of general curriculum • Discuss curriculum modification process • Determine the process of unique curriculum • Develop annual IEP goals 	<p>Unit III: Instructional Planning for Children with Multiple Disabilities (11)</p> <p>3.1 Alignment of General Curriculum</p> <p>3.1.1 Accommodations</p> <p>3.1.2 Modifications</p> <p>3.1.3 Augmentation</p> <p>3.2 Curriculum Modification Process</p> <p>3.2.1 The educator team problem-solving</p>

	<p style="text-align: center;">approach</p> <p style="text-align: center;">3.2.2 The objective evaluation approach</p> <p>3.3 Determining Unique Curriculum</p> <p style="text-align: center;">3.3.1 Identification of the need</p> <p style="text-align: center;">3.3.2 Narrowing the focus</p> <p style="text-align: center;">3.3.3 Accommodating the learning conditions</p> <p>3.4 Developing Annual IEP Goals</p> <p style="text-align: center;">3.4.1 Assessment of present level of performance</p> <p style="text-align: center;">3.4.2 Preparing measurable IEP goals</p> <p style="text-align: center;">3.4.3 Suggesting special education services as per the goals</p>
<ul style="list-style-type: none"> • Assess daily living and personal hygiene management skills for children with multiple disabilities • Teach daily living and personal hygiene management skills for children with multiple disabilities • Delineate basic self-help skills • Discuss home-care and management for children with multiple disabilities • Explain technology and support services for children with multiple disabilities 	<p>Unit IV: Activities of Daily Living Skills (ADLS) (10)</p> <p>4.1 Assessing the Daily Living Skills for Children with Multiple Disabilities</p> <p>4.2 Personal Hygiene Management Skills</p> <p>4.3 Basic Self-help Skills</p> <p>4.4 Home Care and Management</p> <p>4.5 Technology and Support Services: Home and School</p>
<ul style="list-style-type: none"> • Outline ways of adapting physical education activities • Adapt leisure time and recreational activities to the needs of children with multiple disabilities • Identify appropriate physical and recreational activities sports for individuals with physical or multiple disabilities 	<p>Unit V: Adaptation: Physical Education and Recreational Activities (11)</p> <p>5.3 Adapting Physical Education Activities</p> <p style="text-align: center;">5.3.1 Collaboration with physical education specialists</p> <p style="text-align: center;">5.3.2 Assessment of students' needs, abilities and interests</p> <p style="text-align: center;">5.3.3 Planning for instructional programme and strategies</p> <p style="text-align: center;">5.3.4 Strategies for inclusion</p> <p>5.4 Leisure Time and Recreational Activities</p> <p style="text-align: center;">5.4.1 Programme Domains: recreational, creative, as well as science and</p>

	technology domains
	5.4.2 Programme Development
	5.4.3 Special Interests

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: general and specific to deliver the contents in the classroom. A brief account of these techniques follows:

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

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.

Units	Specific Instructional Techniques
Unit 1	<p style="text-align: center;">Peer-tutoring</p> <p>Students will prepare presentation on assigned topic and discuss in the class with feedback to each other.</p>
Unit II	<p style="text-align: center;">Case Study</p> <p>Cases of selected students from special/integrated schools will be presented with reference to any neuro-motor impairments/developmental delays/health impairments. 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.</p>
Unit III	<p style="text-align: center;">Individual Activity</p> <p>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?</p>
Unit V	<p style="text-align: center;">Group Activity</p> <p>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.</p>

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following

activities.

• Attendance	05 points
• Participation in class activities	05 points
• First assessment: written assignment	10 points
• Second assessment: paper writing or presentation or test	10 points
• <u>Third assessment: test</u>	<u>10 points</u>
Total	40 points

5.2 External Evaluation (Final Examination) 60%

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

• Objective questions (Multiple choice 10 questions x 1 point)	10 points
• Short answer questions (6 questions x 5 points)	30 points
• <u>Long answer questions (2 questions x 10 points)</u>	<u>20 points</u>
Total	60 points

6. Recommended Books and References

Recommended Books

Best, S. J., Heller, K. W., & Bigge, J. L. (2010). Teaching Individuals with Physical or Multiple Disabilities (6th ed.). Boston: Pearson.

References

William L. Heward (2013). Exceptional Children: An Introduction to Special Education (10th ed.). Boston: Pearson

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

Course Title:	Emotional, Behavioral and Autism Spectrum Disorders	Nature of course: Theoretical
Course No:	SN.Ed.537	Credit hours: 3
Level:	M.Ed.	Teaching hours: 48
Semester:	Third	

1. Course Description

This course focuses on emotional, behavioral and autistic spectrum disorders of diverse learners with specific attention to social learning as practiced through classroom dynamics. It will provide the students with the knowledge and skills to effectively work with learners with Emotional and Behavioral Disorder (EBD) and Autism Spectrum Disorder (ASD) in school. It also provides a range of skills for assessment, diagnosis and Positive Behavior Support (PBS) to such students in different educational settings.

2. General Objectives

The general objectives of the course are as stated below:

- To introduce students with the concepts of EBD and ASD
- To familiarize students with assessment and diagnosis process of EBD and ASD
- To develop skills in managing behavioral problems in the classroom
- To provide knowledge about selected learning tools with their use
- To develop classroom organization skills for children with EBD and ASD
- To enable students to apply appropriate teaching approaches for children with EBD and ASD
- To enhance students' knowledge to relate multicultural considerations with communication and languages of children with EBD and ASD
- To acquaint the students with domains of risk and protective factors for EBD and ASD

3. Specific Objectives and Content

Specific Objectives	Contents
<ul style="list-style-type: none"> • Discuss multi-faces of challenging behavior of children with EBD and ASD. • Present the characteristics of EBD and ASD with respect to prevalence and challenges. • Determine the causes of EBD and ASD. • Identify the characteristics of external behavioral disorders. • Explain the characteristics of mood disorders 	<p>Unit 1: Introduction to EBD and ASD (16)</p> <p>1.1 Multi-faces of children with EBD and ASD: Concept, prevalence and challenges</p> <p>1.2 Causes of EBD and ASD: Biological, familial, school, and cultural</p> <p>1.3 Parameters of Emotional and Behavioral Disorders :</p> <p>1.3.1 Externalized behaviors</p> <ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Conduct disorder • Oppositional defiant disorder

<ul style="list-style-type: none"> List out the salient features of pervasive developmental disorders 	<ul style="list-style-type: none"> Tics and Tourette's Syndrome (TTS) <p>1.3.2 Mood disorders</p> <p>1.3.3 Pervasive developmental disorder:</p> <ul style="list-style-type: none"> Autism Spectrum Disorder Asperger's Syndrome
<ul style="list-style-type: none"> Diagnose EBD clinically. State the role of RTI and PBS in making assessment and diagnosis of EBD. Discuss different tests and techniques to assess and diagnose EBD and ASD. Relate Teachers' assessment with pupils' learning style. Identify the issues of diagnosing children with EBD and ASD in Nepal. 	<p>Unit II: Assessment and Diagnosis (16)</p> <p>2.1 Clinical diagnosis</p> <p>2.2 Response to Intervention (RTI) and Positive Behavior Support (PBS)</p> <p>2.3 Specific tests and techniques for assessment</p> <p>2.3.1 Developmental history</p> <p>2.3.2 Behavioral observations</p> <p>2.3.3 Behavioral checklists and rating scales</p> <p>2.3.4 Child interview</p> <p>2.3.5 Projective techniques</p> <p>2.3.6 Academic assessment and determination of educational need</p> <p>2.3.7 The multidisciplinary approach</p> <p>2.3.8 Methods of assessment</p> <p>2.3.9 Labeling</p> <p>2.4 Teachers' assessment and pupils' learning style</p> <p>2.5 Issues of diagnosis and assessment of children with EBD-ASD in Nepal</p>
<ul style="list-style-type: none"> Assess the effect of multicultural background in language style of children with EBD and ASD. Link the triads of impairments with focus on ASD. Identify the domains of risk and protective factors 	<p>Unit III: The Inter-linkages of EBD-ASD (8)</p> <p>3.1 Multicultural considerations: Language styles of children with EBD-ASD</p> <p>3.2 The triad of impairments</p> <p>3.2.1 Social interaction</p> <p>3.2.2 Language and communication</p> <p>3.2.3 Flexibility of thought and imagination</p> <p>3.3 Domains of the risk and protective factors: Individual, family, school, peer group and community</p>
<ul style="list-style-type: none"> Identify factors for creating effective classroom environment to manage behavioral problems of students Discuss instructional approaches to classroom management. Explore the role of speech and language therapist in language 	<p>Unit IV: Managing Behavior Problems in the classroom (8)</p> <p>4.1 Establishing effective classroom environment</p> <p>4.1.1 Physical environment of the classroom</p> <p>4.1.2 Effective instruction/teachers</p> <p>4.1.3 Differentiated instruction,</p> <p>4.1.4 Communication and Conflicts in the classroom</p>

development of children with ASD.	4.1.5 Peer mediation 4.2 Instructional approaches 4.2.1 Classroom organization 4.2.2 Use of teacher aid 4.2.3 Use of language, communication and social skills 4.2.4 Inclusive approach to classroom 4.3 The role of speech and language therapist
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Note: Figures within the parentheses indicate approximate teaching hours allocated to respective units.

4. Instructional Techniques

General and specific instructional are recommended to deliver the contents in the classroom. Brief accounts of these techniques are as follows:

4.1 General Instructional Techniques

Multiple techniques like lecture, discussion and question-answer, group and individual work are suggested as general instructional techniques. Ensuring active participation of students is expected while using these techniques to make the teaching interactive. As this course is descriptive in nature with theoretical references, lecture preferably with the use of multi-media projector will be an effective technique. In order to generate discussion and brain storming 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 special needs education in Nepal.

4.2 Specific Instructional Techniques

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 teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit I	Home Visit Organize a short visit to parents and teachers and let students interact on the given topic according to the course. Prepare and present the report after visit.
Unit II	Presentation by Resource Persons Invite professionals or paraprofessionals as resource person: Experts, child and parents of the child with EBD and ASD
Unit III	Round Table Discussion Organize a round table discussion in the class and let every student participate in the discussion on multicultural consideration in the language development, triads of impairments and risk and protective factors of

	children with EBD and ASD. Help students draw conclusions from the discussion.
Unit IV	<p>Group Discussions</p> <p>Divide students into three groups and let them discuss on the appropriate ways of effective classroom environment, instructional approaches and the role of speech therapist in the development of language of the children with ASD. Let students present their conclusion in group.</p>

5. Evaluation

5.1 Internal Assessment 40%

The concerned teacher will carry out the internal evaluation of the students based on the distribution of points stated below:

• Attendance	05 points
• Participation in learning	05 points
• First assessment	10 points
• Second assessment	10 points
• Third assessment	10 points
Total	40 points

5.2 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 three types of questions 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

6. Recommended Books and References

Recommended Books

- Flick G.L., (2011). *Understanding and Managing Emotional and Behavioral Disorders in the Classroom*. New Jersey: Pearson Education, Inc. Upper Saddle River.
- Kauffman, J.M. & Landrum, T. J. (2013). *Characteristics of Emotional and Behavioral Disorders of Children and Youth*. New Jersey: Pearson Education, Inc. Upper Saddle River.
- Worth, S. (2005). *Autism Spectrum Disorder*. London, New York: Continuum International Publishing Group.

References

Bakken, J.P., Obiakor, F.E., & Rotatori, A.F. (2012). *Behavioral disorders: Identification, assessment, and Instruction of Students with EBD*. UK: Emerald Group Publishing Limited, UK.

Davis, M.R., Culotta, V.P., Levine, E.A., & Rice E.H., (2011). *School success for kids with emotional and behavioral disorders*. USA: Prufrock Press Inc.

Courses of M.Ed. in SNE

Fourth Semester

Core Courses

- 1. Contemporary Issues in Education**

Specialization Courses

- 1. Sports, Cultural and Recreational Activities for Special Needs Children**
Or
Multiple Intelligence Approaches to Teaching Children with Special Needs

Practicum

Thesis

Appendix- G
Professional/Core Courses

1. Project on Contemporary Issues in Education

Course Title: **Contemporary Educational Issues**

Course No. Ed.541

Nature of course: Theoretical and Practical

Level: M. Ed

Credit hours: 3

Semester: Third

Teaching hours: 80

1. Course Description

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

2. General Objectives

The general objectives of this courses are as follows:

- To assist the students to identify contemporary educational issues.
- To prepare a proposal for undertaking review study and writing the seminar paper.
- To review the theoretical literature, policy documents and research reports.
- To develop critical perspectives about the selected educational issue(s).
- To write a comprehensive seminar paper in the given format.
- To disseminate the report in a seminar organized the campus

3. Specific Objectives and Contents

Part I: Theoretical understanding of educational issues

Specific objectives	Contents
<ul style="list-style-type: none"> • Discuss different issues related to school education in Nepal • Explain critical insights/perspectives on each issue 	<p>Unit I: Theoretical Understanding of Educational Issues (20)</p> <p>1.1 Language</p> <p>1.2 Inclusion</p> <p>1.3 Access and continuation</p> <p>1.4 Affirmative action's (quota, scholarship)</p> <p>1.5 Classroom teaching and learning</p> <p>1.6 Licensing</p> <p>1.7 Assessment</p> <p>1.8 Free and compulsory education</p> <p>1.9 Private schooling</p> <p>1.10 Shadow education</p> <p>1.11 Community participation, PPT</p> <p>1.12 Teacher professional development</p> <p>1.13 Teacher evaluation</p> <p>1.14 School governance</p> <p>1.15 Alternative approaches to education</p>

<ul style="list-style-type: none"> • Explore and identify the provisions related to the above issues in different educational policies in Nepal • Review analytically the policy documents from the perspectives of the identified issues • 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>Unit II: Reviewing the issues based on the policy/plan documents (15)</p> <p>2.1 Discussion of above Issues and problems addressed in/by</p> <p>2.1.1 School Sector Reform Program (SSRP),</p> <p>2.1.2 Equity strategy</p> <p>2.1.3 National Curriculum Framework</p> <p>2.1.4 Education Act and Regulations</p> <p>2.1.5 Scholarship guidelines</p> <p>2.1.6 Non-formal Education policy/guidelines</p> <p>2.1.7 Early Childhood Development policy/guidelines</p> <p>2.1.8 TPD guidelines (Available at NCED Website)</p>
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Part II. Practical Understanding of Educational Issues

<ul style="list-style-type: none"> • Develop plan and strategy to study about the selected educational issue(s). • Review and finalize the proposal upon approval of the department/mentor. • Undertake the theoretical review on the related issues • Review policy and research report exploring the educational issues • Develop a seminar paper in the given format. • Present the seminar paper individually 	<p>Unit III: Practical understanding of educational issues (45)</p> <p>3.1 Proposal development</p> <p>3.1.1 Introduction/context</p> <p>3.1.2 Objectives of the study</p> <p>3.1.3 Rationale</p> <p>3.1.4 Methodology</p> <p>3.1.5 Review work</p> <p>3.1.6 Theoretical review</p> <p>3.1.7 Policy documents</p> <p>3.1.8 Research report/dissertation review</p> <p>3.2 Writing and presenting the seminar paper</p> <p>3.2.1 Introductory part: Writing the context, objectives, and methods of the study and limitations, if any, of the review work (500 to 700 words)</p> <p>3.2.2 Main body: Writing a comprehensive seminar paper based on the analysis of the selected educational issues comparing, relating and drawing upon the theoretical perspectives, policy provisions and research findings.(2000 to 3000 words)</p> <p>3.2.3 Conclusive part : Writing major arguments, findings, perspectives, implications (500 to 600 words) References (APA format)</p>
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4. Instructional Techniques

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

4.1 Part I: Lecture, discussion and document review

Present and discuss different educational issues in the classroom.

Seminar will be organized with the involvement of concerned experts in order to deliver educational issues.

The teacher will divide the class into different groups for review work as mentioned in the content.

They will locate, collect and review the materials in relation to the contemporary educational issues mentioned in unit I.

4.2 Part II: Review study (Practical)

The students will prepare a proposal for the review study with the help of the teacher concerned.

They will locate, collect and review the materials: theoretical literature, policy documents and research reports.

Students will write comprehensive seminar paper analyzing the selected educational issues by comparing, relating and drawing upon the theoretical perspectives, policy provisions and research findings

The students will present the seminar paper in the class.

5. Evaluation

5.1 Internal Evaluation 40%

• Attendance	05 points
• Participation in learning activities	05 points
• Review works	10 points
• Seminar paper	10 points
• Presentation	10 points
Total	40 points

5.2 External Evaluation 60 %

Theoretical 30 % (written examination)	30 points
Viva of seminar paper 30% (External from Dean's Office)	30 points

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

Time for written examination: 1 hr. 30 minute

• Objective type questions (multiple choice questions 10 × 1)	10 points
• Subjective questions (4 questions × 5 points)	20 points
• Viva of seminar paper 30% (External from Dean Office)	30 points
Total	60 points

6. Recommended and References

Recommended Books

- Hemlata, T. et.al. (Editors) (2004). *Agenda for Education: Design and Direction*. New Delhi: Kanishka Publishers, Distributors.
- Kafle, B. D. & Aryal P. N. (2007). *Open Access to Quality Teacher Education: Some Prospects & Issues for Nepal* (A Thematic Paper Presented at the National Seminar organized by Institute of Open Learning- a College of Distance Teacher Education, Kathmandu).
- Khaniya, T. R. (2007). *New Horizons in Education in Nepal*. Kathmandu: KishorKhaniya.
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- Ball, J. (2011). Enhancing learning of children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in the early years. Paris: UNESCO.
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- Department of education (2013). Strategy and action plan on bringing out of school children into basic education. Kathmandu: Ministry of Education.
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- Duwadi, E. P. (2009). *Female teachers at schools in Nepal: Cats on the hot tin roof*. (Unpublished M. Phil. dissertation). Kathmandu University, School of Education, Balkumari, Lalitpur, Nepal.
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- Luykx, A., Lee, O., Mahotiere, M., Lester, B., Hart, J., & Deaktor, R. (2007). Cultural and home language influences on children's responses to science assessments. *Teachers College Record Volume 109 Number 4, 2007, p. 897-926*. Retrieved from: <http://www.tcrecord.org> ID Number: 12869.
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For equally important and relevant documents/materials please visit web sites of the Ministry of education, Department of Education, National Center for Education Development, Education Review Office, and other organizations of the Ministry. Also visit web sites of 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.

Appendix- H
Specialization Courses

- 1. Sports, Cultural and Recreational Activities for Special Needs Children**
Or
Multiple Intelligence Approaches to Teaching Children with Special Needs

Course Title: Sports, Cultural and Recreational Activities for Children with Special Needs

Course No: SN.Ed.545

Nature of course: Theoretical and Practical

Level: M.Ed.

Credit hours: 3 (1T+2P)

Semester: Fourth

Teaching hours : 80 (16T+64P)

1. Course Description

This course is designed to develop the skills of students to teach sports, cultural and recreational activities for students with special needs in an inclusive way. It intends to provide the students with theoretical as well as practical experiences in track and field events, games of low organisation, recreational activities, age wise activities, cultural activities and Olympics Games for children with special needs.

2. General Objectives

The general objectives of this course are as follows:

- To develop the skills of performing track and field events, different games and sports for children with special needs.
- To promote the students to develop a better understanding on the importance of different games of low organization and recreational activities for children with special needs.
- To enable the students to demonstrate different skills of recreational and cultural activities.
- To acquaint the students with Special Olympics, Para Olympics and Abilympics.
- To prepare the students to plan and organise activities and sports competition for children with special needs.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Demonstrate the skills, techniques and ways of performing different activities of track and field events for children with special needs. • Coach and organise track and field events for children with special needs. 	<p>Unit I: Track and Field Events (15)</p> <p>1.1 Running activities</p> <p style="padding-left: 20px;">1.1.1 Sprinting skills and techniques</p> <p style="padding-left: 20px;">1.1.2 Middle distance running</p> <p style="padding-left: 20px;">1.1.3 Long distance running</p> <p>1.2 Jumping activities</p> <p style="padding-left: 20px;">1.2.1 Standing long jump</p> <p style="padding-left: 20px;">1.2.2 High jump</p> <p>1.3 Throwing activities</p> <p style="padding-left: 20px;">1.3.1 Ball throw</p> <p style="padding-left: 20px;">1.3.2 Shot put</p>

<ul style="list-style-type: none"> • Demonstrate different games of low organisation. • Explain, demonstrate and organise dramatic and imitative activities, outing, arts and crafts. • Identify local/traditional games and demonstrate skills and techniques. • Describe the skill and techniques of performing recreational activities. • Illustrate the values of ALPS and demonstrate a model of organizing ALPS. 	<p>Unit II: Games of Low Organisation and Recreational Activities (15)</p> <p>2.1 Skills and techniques of playing popular tagging games</p> <p>2.1.1 Rat and cat</p> <p>2.1.2 Fox and geese</p> <p>2.1.3 Hot potato</p> <p>2.1.4 Skills and techniques of playing local /traditional games</p> <p>2.2 Skills and techniques of playing recreational activities</p> <p>2.2.1 Dramatic/Imitative activities</p> <p>2.2.2 Outing/Travelling</p> <p>2.2.3 Arts and crafts</p> <p>2.2.4 Values, process and organizing Athletic Leadership Programmes (ALPS)</p>
<ul style="list-style-type: none"> • Classify activities according to the needs of the particular age of students. • Demonstrate different activities based on age of children with special needs. • Organise the age wise activities of children with special needs. 	<p>Unit III: Age Wise Activities for Children with Special Needs (15)</p> <p>3.1 Preschool Age 4-6</p> <p>3.1.1 Running</p> <p>3.1.2 Skipping/hopping/galloping</p> <p>3.1.3 Jumping</p> <p>3.1.4 Kicking</p> <p>3.1.5 Throwing</p> <p>3.1.6 Striking</p> <p>3.1.7 Catching/trapping</p> <p>3.1.8 Rhythm and dance</p> <p>3.1.9 Ball Games</p> <p>3.1.10 Dramatic Play</p> <p>3.2 Ages 6 -9</p> <p>3.2.1 Games of low organization like tagging games and minor games</p> <p>3.2.2 Aerobic activities</p> <p>3.3 Ages 9-14</p> <p>3.3.1 Brisk walking/hiking</p> <p>3.3.2 Jogging</p> <p>3.3.3 Cycling</p> <p>3.3.4 Aerobics</p> <p>3.3.5 Foot ball and Basket ball</p> <p>3.3.6 Racket and arm sports</p>

<ul style="list-style-type: none"> • Orient the students to group songs and group dances • Demonstrate ways of performing classical, folk and modern songs and dances in group. 	<p>Unit IV: Ways of Organising Cultural Activities (10)</p> <p>4.1 Group songs and group dance</p> <p>4.1.1 Classical songs and dances</p> <p>4.1.2 Folk songs and dance</p> <p>4.1.3 Modern songs and dance</p>
<ul style="list-style-type: none"> • Delineate the history of Special and Para Olympics. • List down purposes of Special Olympics and Para Olympics. • Illustrate games and sports played in Special Olympics and Para Olympics. • Discuss the sports activities of Special Olympics Nepal and Nepal Para Olympic Committee • Organise an event of Special Olympics, Para Olympics and Unified Sports. • Delineate the concept and activities of unified games • Organise one of the unified game. • Explain the concept and activities of Abilympics. • Organise one of the Abilympics event 	<p>Unit V: Olympic Games for Special Needs Children (25)</p> <p>5.1 Special Olympics</p> <p>5.1.1 History of Special Olympics</p> <p>5.1.2 Purposes of Special Olympics</p> <p>5.1.3 Games and sports for individual with Intellectual disability</p> <p>5.1.4 Sports activities of Special Olympics Nepal</p> <p>5.2 Para Olympics</p> <p>5.2.1 History of Para Olympics</p> <p>5.2.2 Purposes of Para Olympics</p> <p>5.2.3 Games and sports organised in Para Olympics</p> <p>5.2.4 Sports activities of Nepal Para Olympic Committee</p> <p>5.3 Unified games</p> <p>5.3.1 Concept</p> <p>5.3.2 Activities</p> <p>5.4 Abilympics</p> <p>5.4.1 Concept</p> <p>5.4.2 Activities</p>

Note: The figure in the parenthesis indicates the approximate weightage for the respective units.

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units and sub-units. Similarly, the second group consists of proposed specific instructional techniques applicable to specific units, sub-units and contents.

4.1 General Instructional Techniques

- Lectures
- Discussions

- Independent activities
- Demonstration
- Drill

4.2 Specific Instructional Techniques

Unit	Examples of Instructional Techniques
I	<ul style="list-style-type: none"> • The teacher will demonstrate different skills of athletic events and students will observe and participate in the activities along with the teacher. The students will also practice the skills.
II	<ul style="list-style-type: none"> • The teacher will demonstrate different games of low organization and the students will observe and participate in the activities along with the teacher. • The students will be asked to form a group to organize and participate in ALPS. • The students will be asked to identify some traditional/local games which are popular in their community and let the students practice with teachers.
III	<ul style="list-style-type: none"> • The students will be asked to identify different activities for different students according to the age of the students and present these in the class followed by discussion.
IV	<ul style="list-style-type: none"> • Resource person will teach songs and dance in the presence of the teacher.
V	<ul style="list-style-type: none"> • The teacher will discuss the origin, history and purposes of Special Olympics and Para Olympics Games. • The students will be asked to search sports and activities for children with special needs through websites/utube or collect reference material and discuss in the class. • The students will be asked to collect references regarding Special Olympics Nepal, Nepal Para Olympics Committee and abilympics and discuss in the class. • A project work will be assigned to the students to organise an event of Special Olympics, Para Olympics and Unified Sports with the help of Special Olympics Nepal and Nepal Para Olympic Committee.

5. Evaluation

5.1 Internal evaluation: 40%

Internal evaluation will be conducted by subject teachers based on following criteria

S.N	Criteria for Internal Evaluation	Marks : 40
1	Attendance	5
2	Participation in learning	5
3	Project works	10
4	Class work	10
5	Practical performance test	10
Total		40

5.2 External examination (Final examination) 60%

Examination section, office of the Dean, faculty of Education will appoint an external examiner to conduct final practical examination after completing the final examination.

Criteria for final examination		
S.N	Criteria for final and external practical performance test	Marks
1	Theoretical Test Objectives : 10 Short Answers: 6X5=30	40
2	External Practical Performance Test Divisions of Skills: 1. Track and field events: 5 2. Major games: 5 3. Cultural activities: 5 4. Recreational activities: 5	20
Total		60

6. References

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- Special Olympics Activities -
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Course Title: **Multiple Intelligence Approach to Teaching Children with Special Needs**

Course No: SN.Ed.546

Nature of the Course: Theoretical

Level: M.Ed.

Credit hours: 3

Semester: Fourth

Teaching hours: 48

1. Course Description

This course provides general understanding of Multiple Intelligence (MI) and Individualized Education Plan (IEP) approach to the development of instructional planning for children with diverse needs. The main purpose of this course is to enhance the skills of students to write appropriate IEP goals, objectives and benchmarks with the use of multiple intelligence theory in teaching. It acknowledges different people's strengths and abilities for the development of curriculum /instructional planning. Further, it explores children's various intelligences in areas previously ignored in the traditional classroom.

2. General Objectives

The general objectives of this course are stated below:

- To provide students a deeper understanding/knowledge about MI theory and IEP components.
- To familiarize students with the techniques of developing measurable and result-oriented IEP goals and objectives.
- To prepare students to develop instructional strategies for improving academic achievements/performances of persons with special needs.
- To enable students to apply the key principles of MI theory and IEP in designing lesson plan for diverse learners.
- To develop students' skills in strengthening particular area(s) of intelligence for the diverse learners.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Clarify foundational concept of MI and IEP approach. • Discuss the interrelation between MI and IEP based on Individual with Disability Education Act (IDEA-2004). • State the major components of MI and IEP. • Discuss key issues of an IEP in terms of measurability, ambiguity, specificity and myth of IEP. 	<p>Unit I: Multiple Intelligence Approach and IEP Goals (12)</p> <p>1.1 Foundation of MI and IEP 1.2 Relation between MI and IEP(IDEA-2004) 1.3 Components of MI and IEP 1.4 Issues of IEP 1.4.1 Measurability 1.4.2 Ambiguity 1.4.3 Specificity 1.4.4 Myths of IEP</p>
<ul style="list-style-type: none"> • Elucidate the importance of IEP goals, objectives and benchmarks. • Explore IEP writing process based 	<p>Unit II: Writing IEP Goals, Objectives and Benchmarks (10)</p>

<p>on PLOP, measurable goals and objectives with focus on the factors influencing in projecting annual goals for the children with exceptional needs.</p> <ul style="list-style-type: none"> • Elaborate benchmarking or due process of IEP goals and objectives. • State the role of MI theory in the development of IEP. 	<p>2.1. Importance of IEP Goals, Objectives and Benchmarks</p> <p>2.2. IEP writing process:</p> <p>2.2.1 Assessing Present Level of Performance(PLOP)</p> <p>2.2.2 Writing Measurable Goals and Objectives</p> <p>2.2.3 Factors in Projecting Annual Goals</p> <p>2.3 Benchmarking IEP Goals and Objectives</p> <p>2.4 MI Theory in the Development of IEPs</p>
<ul style="list-style-type: none"> • Describe various intelligences in children. • List the key components of MI theory. • Discuss the application of MI theory with references to identification, tapping and development of intelligences in children. • Mention activators and deactivators of intelligences in the growth of children. 	<p>Unit III: MI Theory & Personal Development of Special Needs Students (10)</p> <p>3.1 Describing Intelligences in Children</p> <p>3.2 Components of MI Theory</p> <p>3.3 Application of MI Theory</p> <p>3.3.1 Identifying Multiple Intelligences</p> <p>3.3.2 Tapping MI Resources</p> <p>3.3.3 Developing Multiple Intelligences</p> <p>3.4 Activators and Deactivators of Intelligences</p>
<ul style="list-style-type: none"> • Illustrate concept of multimodal teaching. • Explain the role of MI teacher in developing instructional strategies for the children with special needs. • Identify key materials and methods used in teaching MI. • Explain the ways to prepare lesson plan by using MI approach. • Describe the major areas of MI and thematic instruction. 	<p>Unit IV: MI and Curriculum Development (10)</p> <p>4.1 Concept of Multimodal Teaching</p> <p>4.2 The MI Teacher</p> <p>4.3 Key Materials and Methods of Teaching MI</p> <p>4.4 Preparing Lesson Plans by Using MI Approach</p> <p>4.5 MI and Thematic Instruction</p>
<ul style="list-style-type: none"> • Discuss MI theory as a growth paradigm. • Identify the leading individuals with disabilities as role model. • Draw the implications of MI theory for special needs education. 	<p>Unit V: MI Theory and Special Needs Education (6)</p> <p>5.1 MI Theory as a Growth Paradigm</p> <p>5.2 Individuals with disability as Role Model</p> <p>5.3 Implications of MI Theory for Special Needs Education</p>

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

4. Instructional techniques

Two types of instructional techniques are suggested. The first one contains of general instructional techniques applicable to most of the contents. The second consists of specific instructional techniques applicable to specific contents.

4.1 General Instructional Techniques

- Introductory multimedia –projector presentation on each topic of the units by the teachers.
- Use of lecture-cum discussion, question-answer, quiz and brainstorming for the theoretical contents.
- Presentation on each unit by students.

4.2 Specific instructional techniques

To this course, the following instructional techniques are suggestive as specific instructional techniques:

Units	Specific Instructional Techniques
Unit I	<p style="text-align: center;">Classroom Presentation</p> <p>Students will prepare power point presentation on MI approach and determining IEP goals- short and long term goals. And the students will present their power point text in the class followed by discussion and teacher's feedback.</p>
Unit II	<p style="text-align: center;">Case Study</p> <p>Students will visit special school/resource room class/inclusive classroom setting to explore the skills of instructional strategies or IEP as applied to meet students' needs, abilities and interests. The cases will be presented in the class followed by discussion and teacher's feedback.</p>
Unit IV	<p style="text-align: center;">Project work</p> <p>The groups of students will visit an inclusive classroom setting/ special school or community based rehabilitation (CBR) centers. They will observe and compare general lesson plan development strategy with MI instructional planning approach. The students will prepare a lesson plan or a plan of action by using MI approach for children with disabilities or diverse needs. And students will present their report in class followed by discussion and teacher's comments.</p>
Unit V	<p style="text-align: center;">Brainstorming and Group –Work Activities</p> <p>A brief brainstorming activity on the implication of MI theory for Special Needs Education will be carried out. The students will be asked to work in group about the implications of MI techniques in preparing instructional strategies for children with special needs.</p> <p>The group will present their activities on MI instructional strategies in preparing IEP as followed by teacher's feedback and comments.</p>

5. Evaluation

5.1 Internal Assessment 40%

The concerned teacher will carry out the internal evaluation of the students based on the distribution of points given below:

- | | |
|-----------------------------|-----------|
| • Attendance | 05 points |
| • Participation in learning | 05 points |
| • First assessment | 10 points |
| • Second assessment | 10 points |

- Third assessment 10 points
- Total 40 points**

5.2 Semester/Final Examination 60%

Examination Division, Dean's Office, Faculty of Education will conduct semester/final examination at the end of each semester. The distribution of points for three types of questions 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**

6. Recommended Books and References

Recommended Books

- Barbara, D.B. & Cynthia M. H. (2006). *Writing Measurable IEP Goals and Objectives (2nd edition)*. New York: Attainment Co., Inc. (For units 1 and 2)
- Armstrong, T. (2006). *Multiple Intelligences in the Classroom (3rd edition)*. Alexandria: Association for Supervision in the Classroom.(For all units)

References

- Gardner, H. (1993b). *Multiple intelligences: The theory in practice*. New York: Basic Books.(For units 1,2 and 3)
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.(For unit 5)
- Gardner, H. (2006a). *Multiple intelligences: New horizons in theory and practice*. New York: Basic Books.(For units 3,4 and 5)

Appendix- I
Practicum

Course title: **Practicum in Special Needs Education**

Course No.: SN.Ed.543

Level: M.Ed.

Semester: Fourth

Nature of the course: Practical

Credit hours: 3

Duration: 8 weeks

1. Course Description

This course is designed to equip students for becoming good teachers and practitioners of Special Needs/Inclusive Education by enabling them to develop teaching competencies while teaching children with special needs in real classrooms and at the same time helping them to develop basic skills related to management of special schools and integrated schools. It intends to help the students to gain insight into learning to teach children with special needs. The course has three major parts. First part deals with involvement of the students in teaching school subjects in special schools and integrated schools. Second part is related to students' engagement in the study of management practices in special school and integrated schools by observing closely the activities of head teacher or principal. In the third part, the students will organize seminar in which they will present papers on important issues of special needs/inclusive education.

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 at special schools and integrated schools after gaining prerequisite knowledge and skills by observing teaching of teachers in special schools and integrated schools and teaching micro-teaching lessons
- To prepare students with abilities to analyze, share and learn different dimensions of teaching practice at special schools and integrated schools
- To provide opportunities to students to work as interns for gaining practical experiences on management of teachers, students and instructional facilities in special schools and integrated schools
- To enable the students to prepare in-depth case study in one of the areas of special schools and integrated schools
- To give students hands-on experience the ways of organizing seminar

3. Specific Objectives and Activities

Part I: Teaching Practice

Specific Objectives	Teaching Practice Activities (5 weeks)
<ul style="list-style-type: none"> • Prepare observation guidelines for collecting information from teaching of teachers of special schools and integrated schools • Collect pertinent information during observation of teaching • Prepare a brief report of collected 	<ol style="list-style-type: none"> 1. Experience as a Learner <ol style="list-style-type: none"> 1.1 Preparation of observation guidelines for observing the teaching of teachers who are teaching the children with visual impairment, hearing impairment, intellectual disability and physical disabilities in special schools and in inclusive classroom in

<p>information to find out good practices and sharing it among the peers</p> <ul style="list-style-type: none"> • Prepare good lesson plans for micro-teaching with teaching aids • Conduct micro-teaching practice in their campuses following micro-teaching cycle • Prepare good lesson plans for teaching using appropriate instructional techniques with teaching aids • Observe and record the teaching of their 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 their peers and provide feedback to them • Prepare report of teaching practice 	<p>integrated schools</p> <ol style="list-style-type: none"> 1.2 Observation of teaching of effective teachers of special schools and integrated schools/campuses at least one from each area of special needs mentioned in 1.1 1.3 Analysis of information collected from observation of teaching 1.4 Identification of good practices and lesson learnt 1.5 Experience sharing of brief observation report of teaching at their own campus 2. Experience as a Teacher in Micro-teaching Practice Using Lessons Learnt during Observation <ol style="list-style-type: none"> 2.1 Planning micro-lessons for developing specific skills focusing on simulation and role play 2.2 Teaching micro-lessons following micro-teaching cycle 3. Experience as a full-teacher at special schools and integrated school/campus <ol style="list-style-type: none"> 3.1 Preparation of full lessons at least four lessons from each area of disability mentioned in 1.1 in consultation with campus supervisor 3.2 Preparation of instructional aids 3.3 Teaching at assigned schools along with observation of campus supervisor and feedback in selected lessons and with observation of their peers in most of the lessons 3.4 Feedback of the campus supervisor and peers 3.5 Re-planning and re-teaching 3.6 Preparation of teaching practice report
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Part II: Management Practices at Cooperating Schools

Specific Objectives	Management of Special Schools and Integrated Schools (2 weeks)
<ul style="list-style-type: none"> • Examine teacher management and development activities being practiced in special schools and integrated schools • Point out problems and issues in teacher management and development in special schools and integrated schools • Assess the ways of managing instructional facilities at special 	<ol style="list-style-type: none"> 1. Teacher management and development in special schools and integrated schools <ol style="list-style-type: none"> 1.1 Teacher selection practices 1.2 Teacher development practices 1.3 Problems and issues in teacher management and development 2. Ways of managing instructional facilities at special schools and integrated schools <ol style="list-style-type: none"> 2.1 Classroom management in special schools and integrated schools

<p>schools and integrated schools</p> <ul style="list-style-type: none"> • Explain the ways of managing residential facilities, scholarships and health and nutrition of students in special schools and integrated schools • Prepare an in-depth case study report • Prepare internship report 	<p>2.2 Equipment and resources in special schools and integrated schools</p> <p>3. Managing students in special schools and integrated schools</p> <p>3.1 Residential facilities</p> <p>3.2 Scholarships to the students</p> <p>3.3 Health and nutrition</p> <p>4. Preparation of in-depth case study report in any one critical area of special schools and integrated schools</p> <p>5. Preparation of internship report</p>
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Part III: Organizing Seminar

Specific Objectives	Activities
<p>3 Organize seminar</p> <p>4 Prepare seminar report</p>	<p>1. Organizing seminar (1 week)</p> <p>1.1 Seminar at special school/ integrated school in which each student will present synopsis of the report of in-depth case study</p> <p>1.2 Preparation of seminar report</p>

4. Guidelines for Conducting Major Activities

4.1 Orientation of Practicum

- Conduct a workshop for those campus tutors/supervisors who will be involved in practicum and it will be facilitated by experts from Faculty of Education and/or chairperson of practice teaching instruction committee of respective campus
- Conduct orientation of practicum for students by campus supervisors addressing three parts

4.2 Requirements to be fulfilled by the student-teachers (Daily attendance is compulsory during practicum period)

- On-campus activities
 - Participation in orientation programme
 - Preparation of guidelines for observing the teaching
 - Campus level experience sharing: Students will share their experiences which they utilize for improving their teaching competencies
 - Micro-teaching practices with the support of campus supervisor: Let the students include those skills or competencies identified in the teaching of teachers of special schools and integrated schools in their micro-teaching lessons. Teach those lessons to develop teaching skills using the micro-teaching cycle
(For this, students will prepare a brief report from the observation of teaching of school/campus teachers focusing on the lesson learnt which will be useful for improving their teaching)
- Activities to be carried at special schools and integrated schools
 - Observation of teaching of school or campus teachers
 - Study of management of special schools and integrated schools

- Preparation of at least 30 lesson plans using variety of instructional techniques
 - Preparation of teaching aids
 - Teaching of at least 30 lessons (Prepare lessons using different instructional techniques with the support of campus supervisor Improve the lessons through continual repetitions with 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
 - Preparation of a report of in-depth case study
 - Organizing seminar at cooperating higher secondary school/campus
 - Report preparation along with the record of all the activities conducted during practicum period
- 4.3 Student-teachers should be regarded as 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), and are expected to make themselves available for extra-curricular responsibility when requested to do so.
- 4.4 Prepare a comprehensive practicum report including teaching practice, management in special schools and integrated schools and seminar reports and submit it to concerned department for evaluation

5. Evaluation of Practicum

Distribution of Points (Total Points: 100)

Main Parts	Headings	Internal Supervisor (50%)	Concerned Teacher of Cooperating School or Campus (10%)	External Examination (40%)
Teaching Practice	Experience as a learner <ul style="list-style-type: none"> • Observation report • Sharing of experiences 	5	-	5 (Based on report)
	Experience as a teacher in Micro-teaching practice <ul style="list-style-type: none"> • Lesson plan • Micro-teaching practice 	10	-	-
	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 	15	5	15
Internship	Internship report	10	-	10
	In-depth case study report	5	-	5
Organizing Seminar	Seminar <ul style="list-style-type: none"> • Presentation of case study 	5	5	5

	report • Organization of seminar			
	Total	50	10	40

Note: 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.

6. Recommended Books and Reference Materials

American Psychological Association.(2009). *Publication manual of American Psychological Association*. (6th ed.). Washington DC: APA.

Baharain Teachers College. (2008). *Teaching practice: Student teacher handbook*. Baharain: Baharain University

<http://www.btc.uob.edu.bh/UltimateEditorInclude/UserFiles/StuTeach%20TP1.pdf>

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Cohen, L., Menion, L., & Morriuson, K. (2010). *Teaching practice*. India: Routledge.

Department of Education. (2008-2009). *Special Education Practicum Handbook*. Staten Island: College of Staten Island/CUNY.

http://csivc.csi.cuny.edu/education/files/pdf/edp630_practium_handbook.pdf

Faculty of Education. (2014). *Teaching practice handbook*. Hongkong: The University of Hongkong.

<http://web.edu.hku.hk/community/school-university-partnerships/teaching-practice/teaching-practice-handbook> (Retrieved 8/23/2015)

School of Education. (2013). *Teaching practice handbook*. Cape Town: University of Cape Town

The Open University (Posted in 27th August 2015). *Learning to teach: Becoming a reflective practitioner*.

<http://www.open.edu/openlearn/education/learning-teach-becoming-reflective-practitioner/content-section-2.1>

Appendix- J
Thesis

(To be inserted)