**Curriculum of**

**B.Ed. in Special Needs Education**

**Office of the Dean**

**Faculty of Education**

**Tribhuvan University**

**Kathmandu, Nepal**

**2015**

# Acknowledgement

Four-year Bachelor of Education (B.Ed.) in Special Needs Education (SNE) is designed to produce teachers for special schools and integrated schools including coordinators for assessment centres and teachers for resource classes. The graduates of this programme may also work as experts at national and international non-governmental organizations to serve the children with special needs.

In the beginning, this programme will be conducted at Sanothimi Campus, Bhaktapur with the joint cooperation of Faculty of Education, Tribhuvan Univeristy/Nepal and Changwon National University/South Korea under Leading University Project for International Cooperation (LUPIC) and will expanded in other campuses in subsequent years. 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 LUPIC from Ministry of Education, South Korea in a stiff competition. 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 and Ms 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 and members of Subject Standing Committee of Early Childhood Development, Primary Education and Special Needs Education and members of Faculty Board of Faculty of Education. Similarly, thanks are extended to participants of Needs Assessment Workshops held in Biratnagar and Pokhara and concerned officials of Ministry of Education, Department of Education, National Centre for Educational Development, Curriculum Development Centre, Teacher Service Commission for providing inputs related to human resource needs for schools. I am thankful to Prof. Nar Prasad Thapa for making commitment to implement B.Ed. in SNE at Sanothimi Campus. 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 provision has been made for the education of children with special needs. Recently, Incheon Declaration - Education 2030 has set a new vision of education to ensure inclusive and equitable quality education and promote life-long learning for all. All the participants in this forum commit to making the necessary changes in education policies and focusing their efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind (Education Forum 2015).

Nationally, The Constitution of Nepal 2015 (Article 36) has made special provision for people with disabilities and enshrined right to education as a fundamental right with provisions of eight years of free and compulsory basic education, and free education up to secondary level for all; right to free education to people with visual impairment in Braille and those with hearing impairment and communication and speech disorders in sign language; and right to free tertiary education to citizens with disabilities and economically deprived citizens.

According to Nepal Population and Housing Census, 2011, 1.94% (513,321) of the total population (26,494,504) in Nepal has some kind of disability. By gender, out of total population, 2.18% (280,086) is male and 1.71% (233,235) is female. It further reports that people with physical disability constitutes 36.3% and it is followed by other disabilities such as Blindness/Low Vision (18.5%), Deaf/Hard to hearing (15.4%), Speech problem (11.5%), Multiple Disability (7.5%), Mental Disability (6%), Intellectual Disability (2.9%) and Deaf-Blind (1.8%) (CBS, 2011).

In total, 75,633 students with different types of disability have been enrolled in special and integrated schools and its details are presented in Table 1.

**Table 1: Students Enrollment with Disabilities**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Types of  Disability | ECD/PPC | Primary | Lower  Secondary | Secondary | Higher  Secondary | Total |
| Physical | 576 | 15049 | 66612 | 3218 | 639 | 26094 |
| Intellectual | 668 | 12818 | 2771 | 874 | 88 | 17219 |
| Deaf/Hard of hearing | 241 | 7251 | 2351 | 879 | 151 | 10873 |
| Blind | 52 | 908 | 371 | 172 | 40 | 1543 |
| Low vision | 156 | 4311 | 2494 | 1145 | 156 | 8262 |
| Deaf-Blind | 37 | 973 | 299 | 113 | 24 | 1446 |
| Speech difficulties | 334 | 6572 | 1567 | 536 | 1187 | 10196 |
| Total | 2064 | 47882 | 16465 | 6937 | 2285 | 75,633 |

*Source: Flash report, 2013/14, DoE*

Similarly, Table 2 shows the number of special and integrated schools where those students have been enrolled.

**Table 2: Special and Integrated Schools by Type of Disabilities and Region**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Regions | Types of Disabilities | | | | |
| Blind | Deaf | Intellectual \disability | Physical  disability | Total |
| Eastern | 2 | 4 | 1 | 0 | 7 |
| Central | 7 | 3 | 9 | 1 | 20 |
| Western | 5 | 4 | 1 | 0 | 10 |
| Mid-western | 2 | 2 | 0 | 0 | 4 |
| Far-western | 1 | 1 | 0 | 0 | 2 |
| Total | 17 | 14 | 11 | 1 | 42 |

*Source: Department of Education*

In addition, there are also community schools with resource classes, which are specially designed to prepare the students with disabilities so that they can adjust in normal classes. The number of resource classes by types of disability and region is given in Table 3.

**Table 3: Resource Classes by Type of Disabilities and Region**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Regions |  | Types of Disabilities | | | | |
| Blind | Deaf | Intellectual \disability | Autism | M.D. | Total |
| Eastern | 17 | 43 | 30 | 0 | 0 | 90 |
| Central | 19 | 44 | 31 | 1 | 1 | 96 |
| Western | 21 | 36 | 32 | 0 | 0 | 89 |
| Mid-western | 17 | 38 | 16 | 0 | 0 | 89 |
| Far-western | 7 | 17 | 15 | 0 | 0 | 39 |
| Total | 81 | 173 | 124 | 1 | 1 | 380 |

*Source: Department of Education*

Again, there are assessment centres at district level, which identify (screen) the disabled children and send (refer) the children to appropriate place (Resource Class or Inclusive Education Class) for formal education. A study conducted by CERID (2006) revealed that less qualified persons were working as coordinators of assessment centres. On the other hand, there is no provision for preparing appropriate teachers except six-day inclusive education training. However, knowledge and skills acquired by the teachers in this short term training were limited. As a result, the teachers did not have clear concept about inclusive education and not able to identify the needs of the children with special needs and did not have idea about individualized education plan (CERID, 2006).

In this context, B.Ed. in Special Needs Education programme which will be launched from the coming semester can be considered panacea for preparing required human resources for special and integrated schools in particular as well as community schools in general. This programme is being developed 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 Four-year B.Ed. in Special Needs Education Programme is to prepare theoretically and practically competent human resources who will work in the field of special needs education in Nepal.

The major objective of this programme is to prepare competent human resources who will work as teachers in special and integrated schools, coordinators in assessment centres, SNE officials in government and non-governmental organizations to provide services to the children with different types of disabilities.

**3. Entry Requirement**

Graduates who have twelve years of schooling i.e. Higher Secondary Education Certificate or Proficiency Certificate level in any subject can apply for B.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 Four-Year B.Ed. in SNE**

B.Ed. in SNE consists of 138 credit hours. Its course structure is given in Table 4.

**Table 4: Course Structure and Number of Courses in Each Semester**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S.N. | Course Categories | Semester | | | | | | | |  | Sub total | Total Credit |
| 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th |
| 1 | Communication Skills | 2 | 2 | - | - | - | - | - | - | - | 4 | 3 credit hours x 4 courses  **= 12 credit hours** |
| 2 | Professional Education | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 8 | 3 credit hours x 8 courses  **= 24 credit hours** |
| 3 | Specialization  Course I | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | - | 20 | 3 credit hours x 20 courses  **= 60 credit hours** |
| 4 | Specialization  Course II | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | - | 10 | 3 credit hours x 10 courses  **= 30 credit hours** |
| 5 | ICT in education | - | - | 1 | - | - | - | - | - | - | 1 | 3 credit hours x 1 course  **= 3 credit hours** |
| 6 | Practicum/Teaching practice | - | - | - | - | - | - | - | - | 1 | 1 | 9 credit hours x 1 courses  **= 9 credit hours** |
| Total | | 6 | 6 | 6 | 6 | 5 | 5 | 5 | 4 | 1 | 44 | **138 credit hours** |

**6. Communication Skills Courses**

The Communication skills courses which are also common to all B.Ed. courses are presented in Table 5.

**Table 5: List of Communication Skills Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| S.N | Code No. | Course title | Credit hrs. |
| 1 | Nep.Ed.411 | Nepali I | 3 |
| 2 | Eng.Ed.411 | General English I | 3 |
| 3 | Nep.Ed.421 | Nepali II | 3 |
| 4 | Eng.Ed.421 | General English II | 3 |
| Total | | | 12 |

**7. Professional/Core Courses**

The professional/core courses which are also common to all B.Ed. courses are presented in Table 6.

**Table 6: List of Professional/Core Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| S.N | Code No. | Course title | Credit Hours. |
| 1 | Ed.411 | Fundamental of education | 3 |
| 2 | Ed.421 | Social perspective in education | 3 |
| 3 | Ed.431 | Developmental psychology | 3 |
| 4 | Ed.441 | Psychology of learning | 3 |
| 5 | Ed.451 | Basics of curriculum | 3 |
| 6 | Ed.461 | Assessment and evaluation in education | 3 |
| 7 | Ed.471 | Pedagogy and inclusive education | 3 |
| 8 | Ed.481 | Basic statistics and research in education | 3 |
| 9 | Ed.431 | ICT in Education | 3 |
| 10 | Ed.482 | Practicum | 9 |
| Total | | | 36 |

**8. Specialization Courses I (Major)**

FoE, at present, has offered courses in English Education and Health Education. Courses in other specialization areas will be offered in subsequent years.

Students are required to choose one of the specialization majors either English Education or Health Education. List of courses of both specialization majors are presented in Table 7 and Table 8.

**Table 7: List of Specialization Major: English Education**

|  |  |  |  |
| --- | --- | --- | --- |
| S.N | Code No. | Course title | Credit hrs. |
| 1 | Eng.Ed.415 | English grammar and communication | 3 |
| 2 | Eng.Ed.416 | Language and linguistics | 3 |
| 3 | Eng.Ed.425 | English proficiency | 3 |
| 4 | Eng.Ed.426 | Critical thinking and writing | 3 |
| 5 | Eng.Ed.435 | English in mass media | 3 |
| 6 | Eng.Ed.436 | Theories and principles in English language teaching | 3 |
| 7 | Eng.Ed.437 | Techniques and resources in English language teaching (Seminar and workshop model) | 3 |
| 8 | Eng.Ed.445 | Perspectives on varieties of English | 3 |
| 9 | Eng.Ed.446 | Art of writing | 3 |
| 10 | Eng.Ed.447 | History of English language | 3 |
| 11 | Eng.Ed.455 | Poetry and drama | 3 |
| 12 | Eng.Ed.456 | History of English literature | 3 |
| 13 | Eng.Ed.457 | Interdisciplinary reading | 3 |
| 14 | Eng.Ed.465 | Literature in language classroom | 3 |
| 15 | Eng.Ed.466 | Teaching English for young learners (Activity based) | 3 |
| 16 | Eng.Ed.467 | Fiction and non-fiction | 3 |
| 17 | Eng.Ed.475 | Independent study | 3 |
| 18 | Eng.Ed.476 | Study skills for academic writing | 3 |
| 19 | Eng.Ed.485 | Translation practices | 3 |
| 20 | Eng.Ed.486 | Nepalese writing in English | 3 |
| Total | | | 60 |

**Table 8: List of Specialization major: Health Education**

|  |  |  |  |
| --- | --- | --- | --- |
| S.N | Code No. | Course title | Credit hrs. |
| 1 | HP.Ed.415 | Fundamentals of health education and health promotion | 3 |
| 2 | HP.Ed.416 | Fundamentals of physical education | 3 |
| 3 | HP.Ed.425 | Methods of disease control and preventions | 3 |
| 4 | HP.Ed.426 | Track and field | 3 |
| 5 | HP.Ed.435 | Environmental health | 3 |
| 6 | HP.Ed.436 | Human anatomy and physiology | 3 |
| 7 | HP.Ed.437 | Racket games and cricket | 3 |
| 8 | HP.Ed.445 | Epidemiology and community health | 3 |
| 9 | HP.Ed.446 | Evaluation in physical education | 3 |
| 10 | HP.Ed.447 | Sports psychology | 3 |
| 11 | HP.Ed.455 | School health programme | 3 |
| 12 | HP.Ed.456 | Fundamentals of food and nutrition | 3 |
| 13 | HP.Ed.457 | Sports medicine and first aid | 3 |
| 14 | HP.Ed.465 | Sexual and reproductive health | 3 |
| 15 | HP.Ed.466 | Exercise physiology and kinesiology | 3 |
| 16 | HP.Ed.467 | Project work on school and community health education | 3 |
| 17 | HP.Ed.475 | Management and supervision of HPE | 3 |
| 18 | HP.Ed.476 | Teaching health and physical education | 3 |
| 19 | HP.Ed.485 | Ball games | 3 |
| 20 | HP.Ed.486 | Sports training | 3 |
| Total | | | 60 |

**9. Specialization Courses II (Special Needs Education)**

Apart from Specialization major, students need to select one of the courses recommended by Faculty of Education. Presently, 10 courses of special needs education will be offered as specialization II, which are given in Table 9.

**Table 6: List of Specialization II Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| S.N | Code No. | Course title | Credit hrs. |
| 1 | SN.Ed.415 | Understanding children with special needs | 3 |
| 2 | SN.Ed.425 | Inclusion of students with special needs | 3 |
| 3 | SN.Ed.435 | Family supports for students with disabilities | 3 |
| 4 | SN.Ed.445 | Fundamental of individualized education plan | 3 |
| 5 | SN.Ed.446 | Education for children with speech and communication disorders | 3 |
| 6 | SN.Ed.455 | Educating deaf children | 3 |
| 7 | SN.Ed.465 | Introduction to education for children with visual impairment | 3 |
| 8 | SN.Ed.475 | Introduction to intellectual disability | 3 |
| 9 | SN.Ed.476 | Learning disability, Emotional and Behaviour Disorder and autism | 3 |
| 10 | SN.Ed.485 | Education for children with physical disability | 3 |
| Total | | | 30 |

**10. Evaluation**

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

**10.1 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**

**10.2 Semester/Final Examination** **60%**

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

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

**Total**  **60 points**

Note: The evaluation in practical or theoretical cum practical courses may differ. It will be mentioned in respective courses.

**11. Practicum**

After completing eight semesters, the students will be sent to special or integrated schools for providing them with hands-on experiences related to teaching specialization subject to the children with special needs

.

Practicum is an integral part of the B.Ed. programme. Each student is required to complete three activities: classroom teaching, internship and seminar in their specialization subject.

**12. Instructional Techniques**

The instructional techniques in B.Ed. programme will be the combination of several approaches. Class lecture, group discussion, demonstration, guest lecture etc. are instructional techniques regularly used. Importantly, seminars, case analysis, problem solving, and field work will be used as specific instructional techniques for giving instruction in the effective delivery of course.

**13. Teaching Hours**

Four-year B.Ed. in SNE consists of nine 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.

**14. Graduation Requirement**

The B.Ed. programme extends over four and half academic years. B.Ed. degree is awarded on its successful completion.

**15. 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 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 B.Ed. degree.

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

**16. Grading System**

Below is the grading system being applied in the semester system of Faculty of Education.

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | 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 B.Ed. First Semester**

**Communication Skills**

1. **General Nepali I**
2. **General English I**

**Core Courses**

* **Fundamentals of Education**

**Specialization Major (English Education) Courses**

1. **English Grammar for Communication**
2. **Language and Linguistics**

**Or**

**Specialization Major (Health Education) Courses**

* **Fundamentals of Health Education**
* **Fundamentals of Physical Education**

**Specialization Minor (Special Needs Education) Courses**

* **Understanding Children with Special Needs**

**Annex-A**

**Courses on Communication Skills**

1. **General Nepali I**
2. **General English I**

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| **ljlzi6 p2]Zo** | **kf7\oj:t'** |
| * g]kfnL efiffsf] sYo / n]Vo ¿ksf] kl/ro lbg, * g]kfnL efiffsf] k|of]u If]q atfpg, * klxnf] / bf];|f] efiffsf ¿kdf g]kfnL efiffsf] l:ylt klxNofpg, * g]kfnL efiffsf ljlzi6 k|sfo{x¿ pNn]v ug{ . * g]kfnLsf zAb;|f]t / zAbju{sf] klxrfg u/L ltgsf] k|of]u ug{, * zAblgdf{0fsf] k|ls|of atfpg, | **PsfO Ps M g]kfnL efiffsf] kl/ro, k|of]u / zAbe08f/ -\*\_**  !=! sYo / n]Vo g]kfnL efiff  !=@ g]kfnL efiffsf] k|of]uIf]q  !=# klxnf] efiffsf ¿kdf g]kfnL efiffsf] k|of]u  !=$ bf];|f] efiffsf ¿kdf g]kfnL efiffsf] k|of]u  !=% g]kfnL efiffsf ljlzi6 k|sfo{x¿  !=%=! lzIff  !=%=@ ;flxTo  !=%=# sfg'g  !=%=$ ;~rf/  !=%=% k|zf;g  !=%=^ 1fglj1fg  !=^ g]kfnL zAbe08f/  !=^=! zAb ;|f]t   * + tT;d   + tb\ej   + cfuGt's zAbx¿sf] k|of]u / k|:t'lt   !=^=@ zAbju{sf] k|of]u / k|:t'lt   * gfd * ;j{gfd * ljz]if0f * ls|of * gfdof]uL * ls|ofof]uL * ;+of]hs * lj:doflbaf]ws * lgkft   !=^=# zAblgdf{0f k|ls|ofsf] k|of]u / k|:t'lt   * ;u{k4lt * pk;u{ * k|Too - s[t\, tl4t\_ * ;df; / låTj k4lt |
| * g]kfnL jfª\dosf ljleGg ljifoIf]q;Fu ;DalGwt af]wfTds k|Zgsf] pQ/ lbg . * ljleGg ljifoIf]q;Fu ;DalGwt a'Fbfl6kf]6 / ;+If]kLs/0fsf] k|of]u / cEof; ug{, * jfSosf]l6cg'¿k j0f{gfTds k|s[ltsf :jtGq cg'R5]b /rgf ug{, * lgb]{lzt jfSosf]l6nfO{ jfSofGt/0f ug{ . | **PsfO b'O{ M k7gaf]w, a'Fbfl6kf]6, ;ª\If]kLs/0f / jfSotTTjk/s /rgf -!^\_**  **@=! k7gaf]w**  g]kfnL jfª\dosf ljljw If]q / ljifo;Fu ;DalGwt ;fdfGo / ljlzi6 af]w k|Zgx¿sf] pQ/ n]vg / k|:t'lt - efiff, ;flxTo, lzIff, e"uf]n, s[lif, cy{jfl0fHo, ;"rgf tyf ;~rf/, dgf]lj1fg, ;dfh, ;+:s[lt, bz{g, lj1fg tyf k|ljlw / :jf:Yo, jftfj/0f, sfg'g, v]ns'b\_  **@=@ a'Fbf l6kf]6 / ;+If]kLs/0f**  @=@=! a'Fbfl6kf]6sf] k|of]u / k|:t'lt  @=@=@ ;+If]kLs/0fsf] k|of]u / k|:t'lt  @=# **jfSotTTjk/s /rgf**  @=#=! lnª\u, jrg, k'?if / cfb/sf cfwf/df :jtGq /rgf  @=#=@ lnª\u, jrg, k'?if / cfb/sf cfwf/df jfSofGt/0f |
| * Jofjxfl/s n]vg ug{ . | **PsfO ltg M Jofjxfl/s n]vg -^\_**  #=! lgj]bg  #=@ ekf{O{  #=# dGh'/Lgfdf  #=$ tD;'s  #=% hfx]/L  #=^ sfof{noLo l6Kk0fL  #=& ef}r/ -uf]Zjf/f ef}r/ / a}ª\s ef}r/\_ |
| * ;"rgf / tYonfO{ cg'R5]bdf ¿kfGt/ ug{, | **PsfO rf/ M ;"rgf / tYosf] ¿kfGt/0f -^\_**  $=! tflnsf tyf lrqfs[lt -j[Qfsf/ tyf :tDefs[lt\_ df k|:t't ;"rgf / tYonfO{ cg'R5]bdf ¿kfGt/  $=@ /]vflrq tyf cf/]vdf k|:t't tYo / ;"rgfnfO{ cg'R5]bdf ¿kfGt/ |
| * lgwf{l/t ;flxlTos s[ltsf] ;/;tL{ cWoog u/L k|ltlqmofTds pQ/ n]Vg . | **PsfO kfFr M ;flxlTos s[ltsf] k7g, cf:jfbg / k|ltls|ofTds n]vg -!@\_**  **%=! sYff**  %=!=! ljZj]Zj/k|;fb sf]O/fnf **M Ps /ft**  %=!=@ efuL/yL >]i7 M **dft[Tjsf] lrTsf/**  %=!=# /fh]Gb| ljdn M **r/f af]N5**  **%=@ sljtf**  %=@=! nIdLk|;fb b]jsf]6f **M ofqL**  %=@=@ dfwjk|;fb l3ld/]**M Ps} / d'7L w/tLsf] w"nf]**  %=@=# cd/ lu/L M **r/fsf uLtx¿**  **%=# lgaGw M**  %=#=! zª\s/ nfld5fg] M **hLjg M Ps k|fWofks**  %=#=@ e}/j cof{n M **dxfk'?ifsf] ;ª\ut**  **%=$ Psfª\sL**  %=$=! x[borGb|l;+x k|wfg M **d?e"ldsf n]vs** |

**$= k|fof]lus lqmofsnfk / lzIf0f k|ljlw**

**k|fof]lus lqmofsnfk / lzIf0f k|ljlwnfO{ b'O{ ;d"xdf ljefhg ul/Psf] 5 M** klxnf]df ;fwf/0f lzIf0f k|ljlw / bf];|f]df ljlzi6 lzIf0f k|ljlw .

**$=! ;fwf/0f lzIf0f k|ljlw**

k|To]s PsfOdf cfjZostfcg';f/ lzIfsn] ;DalGwt ljifoj:t'sf] k|:t'lt, JofVofg, 5nkmn, k|Zgf]Q/ u/fO{ ljBfyL{x¿nfO{ tT;DaGwL cEof; ug{ nufOg] 5 .

**$=@ ljlzi6 lzIf0f k|ljlw**

|  |  |
| --- | --- |
| **PsfO** | **Lqmofsnfk** |
| **Ps**  g]kfnL zAbe08f/ | ;fd"lxs lqmofsnfksf ?kdf zAb ;|f]t, zAbju{ / zAblgdf{0f k|ls|ofsf] k|of]u / k|:t'lt ug{ nufpg] |
| b'O{  **a'Fbf l6kf]6 / ;+If]kLs/0f tyf jfSotTTjk/s /rgf** | * a'Fbfl6kf]6 / ;+If]kLs/0fsf] k|of]u / k|:t'ltdf JolStut / ;fd"lxs cEof; u/fpg] * lnª\u, jrg, k'?if / cfb/sf cfwf/df :jtGq / lgb{]lzt /rgf n]Vg] cEof; u/fpg] / sIffdf k|:t't ug{ nufpg] |
| **Ltg**  **Jofjxfl/s n]vg** | Hff]8L ;d"xdf lgj]bg, ekf{O{, dGh'/Lgfdf, hfx]/L, sfof{noLo l6Kk0fL / ef}r/ n]Vg nufO{ sIffdf k|:t't ug{ nufpg] / lzIfsn] cfjZostfcg';f/ k[i7kf]if0f lbg], |
| **rf/**  **;"rgf / tYosf] ¿kfGt/** | ;fd"lxs lqmofsnfksf ?kdf tflnsf, lrqfs[lt, /]vflrq tyf cf/]vdf k|:t't tYo / ;"rgfnfO{ cg'R5]bdf ¿kfGt/ ug{ nufO{ sIffdf k|:t't u/fpg] / lzIfsn] cfjZoStfcg';f/ k[i7kf]if0f lbg], |
| **kfFr**  **;flxlTos s[ltsf] k7g, cf:jfbg / k|ltls|ofTds n]vg** | lgwf{l/t ;flxlTos s[ltsf] k7g, cf:jfbg / k|ltls|ofTds n]vgsf nflu JolStut jf ;fd"lxs cEof; ug{ nufpg] . |

**%= d"Nofª\sg k|lqmof**

d"Nofª\sg b'O{ k|sf/n] ul/g]5 M

**%=! cfGtl/s d"Nofª\sg** M o;sf lglDt rfln; k|lt;t cª\s lgwf{/0f ul/Psf] 5 .

%=@ **afXod"Nofªsg**M o;sf lglDt ;f7L k|ltzt cª\s lgwf{/0f ul/Psf] 5 . cfGtl/s d"Nofª\sg sIff lzIf0f;Fu} ul/g]5 / afXo d"Nofª\sg l8g sfof{non] lgwf{/0f u/]sf] ;]d]:6/ k|0ffnLcg';f/ x'g] 5 . o;sf nflu lgDgfg';f/sf] k|Zgof]hgf /x]sf] 5 M

**cfGtl/s d"Nofª\sg -$) k|ltzt\_**

|  |  |  |
| --- | --- | --- |
| **qm=;+=** | **lqmofsnfk** | **cª\s** |
| ! | pkl:ylt | % |
| @ | l;sfO lqmofsnfkdf ;xeflutf | % |
| # | klxnf] cfGtl/s k/LIff | !) |
| $ | bf];|f] cfGtl/s k/LIff | !) |
| % | t];|f] cfGtl/s k/LIff | !) |
| **hDdf** | | **$)** |

**AffXo k/LIff -^) k|ltzt\_**

|  |  |  |
| --- | --- | --- |
| **qm=;+=** | **k|Zgsf] lsl;d** | **cª\s** |
| ! | j:t'ut k|Zg -!)×! = !)\_ | !) |
| @ | ;+lIfKt pQ/fTds k|Zg -^× % = #)\_ | #) |
| # | ljj]rgfTds k|Zg -@×!) = @)\_ | @) |
| **hDdf** | | **^)** |

**kf7\ok':ts**

uf}td, b]jLk|;fb, e08f/L, kf/;dl0f / cf]emf, /fdgfy -@)&)\_, *:gfts g]kfnL,*sf7df8f}+ M ljBfyL{ k':ts e08f/ -;Da4 c+z dfq\_ .

**;Gbe{ ;fdu|L**

cof{n, e}/j -@)&!\_, *hoe'F8L,* sf7df8f}+ M /Tg k':ts e08f/ .

sf]O/fnf, ljZj]Zj/k|;fb -@)^)\_, *bf]ifL r:df,* nlntk'/ M ;femf k|sfzg .

uf}td, b]jLk|;fb / l3ld/], s[i0fk|;fb -;Dkf=\_ -@)^#\_, *g]kfnL syf efu #,* nlntk'/ M ;femf k|sfzg .

lu/L, cd/ -@)^#\_, *r/fsf uLtx¿,* nlntk'/ M ;femf k|sfzg .

l3ld/], dfwjk|;fb -@)^)\_, *lsGg/lsGg/L,* nlntk'/ M ;femf k|sfzg .

b]jsf]6f, nIdLk|;fb -@)^@\_, *nIdL sljtf ;ª\u|x,* nlntk'/ M ;femf k|sfzg .

k|wfg, x[borGb|l;+x -@)^!\_, …d?e"ldsf n]vsÚ, *;femf Psfª\sL,* nlntk'/ M ;femf k|sfzg .

nfld5fg], zª\s/ -@)%\*\_, *uf]w"nL ;+;f/,*nlntk'/ M ;femf k|sfzg .

ljdn, /fh]Gb| -@)^!\_, *cfFvfsf ;dox¿,*sf7df8f}+ M ;fª\lu|nf k|sfzg .

Course Title: **General English I**

Course No. : Eng. Ed 411 Nature of the course: Theoretical

Level: B. Ed Credit hours: 3

Semester: First Teaching hours: 48

1. **Course Description**

This is a general English course designed to develop students’ proficiency in grammar, academic vocabulary, reading and writing. The grammar component includes elements ranging from tenses to transformation. Vocabulary component covers words from different academic fields. The reading component deals with a wide variety of carefully selected materials that include informative passages on contemporary and critical issues. The writing component includes materials required for effective communication on matters of general and academic interests.

1. **General Objectives**

The general objectives of this course are as follows:

* To help students use grammatically correct English.
* To expand students’ repertoire of general and academic vocabulary.
* To develop students’ ability to comprehend and interpret different kinds of written texts.
* To enable them to compose different kinds of writings for effective communication on matters of general and academic interests.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Make sentences using appropriate tenses * Use modals and verbs correctly * Supply correct prepositions, adjectives and adverbs * Apply conditionals in the given contexts * Form words and sentences | **Unit I. Grammar ( 10)**   * 1. Tenses   2. Modals   3. Questions, multi-words, verbs and verb structures   4. Determiners and prepositions   5. Adjectives, adverbs,   6. Passive and conditionals   7. Word formation and sentences |
| * Identify and use academic vocabulary in a given discourse. * Apply appropriate ways to enrich their academic vocabulary. | **Unit II: Vocabulary (8)**  2.1 Working with academic vocabulary  2.2 Word combinations  2.3 Vocabulary at academic institutions  2.4 Ways of talking about  2.5 Opinions and ideas  2.6 Functions  2.7 Reading and vocabulary  2.8 Reference |
| * Extract general idea from texts. * Find specific information in the text. * Answer questions for the details in the given text. * Read and make notes of the important points. * Draw inferences from varieties of reading texts. * Give opinions and express attitudes. * Interpret different types of texts. * Solve problems and puzzles | **Unit III: Reading (15)**  3.1 Determining co-references  3.2 Matching things  3.3 Understanding instructions  3.4 Unscrambling texts and anagrams  3.5 Scanning: locating and extracting information  3.6 Skimming: finding out main point and the central idea  3.7 Drawing inferences and implications  3.8 Assessing opinions and attitudes  3.9 Solving problems and puzzles |
| * Rewrite given texts in different forms. * Compose short and long texts in the given topics. * Maintain coherence and cohesion in writing. * Write letters, resumes, summaries, reports, news and essays. | **Unit IV: Writing (15)**  4.1 Rewriting: rephrasing, paraphrasing  4.2 Parallel writing  4.3 Completing a text  4.4 Organizing a text: sequencing instructions, ordering information, connecting ideas  4.5 Writing summaries  4.6 Writing letters: personal, official, business, job application  4.7 Writing curriculum vitae (resume)  4.8 Writing reports: events and news  4.9 Writing essays: descriptive, expository, narrative, argumentative |

*Note: The figures in the parentheses indicate the approximate teaching hours.*

1. **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.

* 1. **General Instructional Techniques**

Following general techniques are suggested for the overall delivery of the course.

* Lecture
* Discussion
* Explanation
* Illustration
* Demonstration
* Quizzes
* Presentation

It is expected that students are fully engaged in the lesson and sessions are interactive while presenting the lesson.

* 1. **Specific Instructional Techniques**

Some specific techniques are suggested to ensure the active engagement of the students.

|  |  |
| --- | --- |
| Unit I | Small group discussion for the various grammar elements, pair work to find out the rules of language, mini-projects to research the various grammar elements in the texts.  Groups will present their work followed by teacher’s feedback. |
| Unit II | Individual practice, small group discussion and pair work. |
| Unit III | Individual study, pair work for reading tasks and presentation. |
| Unit IV | Individual assignment on various writing tasks, small group discussion and presentation. |

In addition to the techniques mentioned above, observation of an English language class where children with different abilities are studying followed by presentation is also encouraged in all the units.

1. **Evaluation**

**5.1 Internal Assessment 40%**

Internal assessment will be conducted by course teacher based on following activities:

* Attendance 05 Points
* Participation in learning activities 05 points
* First assignment/midterm exam 10 points
* Second assignment/assessment (1 or 2) 10 points
* Third assignment/assessment 10 points

**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 the semester. Type of questions and the marks allocated for them are as follows:

* Objective type question (Multiple choice 10 × 1 10 points
* Short answer questions (6 questions × 5 points ) 30 points
* Long answer questions (2 questions × 10) 20 points

**Total 60 points**

1. **Recommended Books and Reference Materials**

**Recommended Books**

Awasthi, J. R. ,Bhattarai, G. R. & Khaniya, T. R. (eds.) (2008). *New Generation English.* Kathmandu: Vidyarthi Publication. **(For units III to IV) (Lessons from 1 – 26: page 1 - 138)**

McCarthy, M. & O’Dell, F. (2009). *Academic Vocabulary in Use*. Delhi: Cambridge University Press*.* **(For unit II)**

Lloyd, M. and Day, J. (2011). *Active Grammar, Level 2.* Cambridge. Cambridge University Press. ***(Unit I)***

**Reference Materials**

Hornby. A.S. (2010). Oxford Advanced Learner’s Dictionary (8th Edition). Oxford: Oxford University Press.

**Annex-B**

**Courses on Foundation/Core Course**

**Fundamentals of Education**

Course Title**: Fundamentals of Education**

Course No. : Ed. 411 Nature of course: Theoretical

Level: B.Ed. Credit hours: 3

Semester: First Teaching hours: 48

1. **Course Description**

This course is designed to orient the students to theoretical and fundamental characteristics of education. It also deals with philosophical and sociological approaches to education. Similarly, it covers educational thought of prominent educationists including recent trends of educational development in Nepal.The course intends to develop an insight into the students in relation to bases of education focusing on interactive participation of both the students and teachers.

1. **General Objectives**

The course is designed with the following general objectives:

* To develop broader understanding on bases of education
* To familiarize the students with the approaches to education
* To assist the students to analyze the philosophical base of education within different schools of philosophy.
* To develop students' knowledge on the sociological basis of education and identify its possible use in education.
* To acquaint the students with basic educational thought of prominent educationists.
* To make the students competent in reviewing the trends of educational development in Nepal.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Clarify the concept of education as a discipline * Describe the characteristics of discipline * Elaborate the meaning of education * Define education * Explain the forms/types of education * State the nature of education | **Unit I**: Education as a Discipline (8)   * 1. Meaning of education as a discipline   2. Characteristics of discipline   3. Meaning of education      1. Etymological      2. Narrow      3. Broader   4. Definitions of education   5. Major forms/types of education      1. Informal      2. Formal      3. Non-formal   6. Nature of education      1. Direct and indirect      2. Individual and collective      3. General and specific |
| 1. Explain the concept of approaches to education 2. Clarify concept of open and distance education and continuing education 3. State the process of open and distance learning 4. Elaborate needs of continuing education and skill-based and competency-based approaches to education 5. Draw implications of skill-based and competency-based approaches to education | **Unit II:** **Approaches to education (5)**   * 1. Open and distance learning   2.2.1 Concept  2.2.2 Process  2.2.3 Learning materials   * 1. Continuing education      1. Concept      2. Needs   2. Skill-based and competency-based approaches to education      1. Concept      2. Needs      3. Classroom implication |
| * Clarify concept, branches and functions of philosophy * Relate philosophy with education * Compare schools of philosophy in terms of its premises, objectives, curriculum , educative process, curriculum, role of teacher and student * Derive implications of philosophy of education for to-day's classroom teachers | **Unit III: Philosophical perspectives on Education (14)**   * 1. Concept, branches and functions of philosophy   2. Relation between philosophy and education   3. Schools of philosophy: Philosophical premises, objectives of education, educative process, curriculum, role of teacher and student in:      1. Idealism      2. Naturalism      3. Realism      4. Pragmatism   3.4 Implications of schools of philosophy for classroom teachers |

|  |  |
| --- | --- |
| * Relate sociology with education * Describe concept and modes of socialization as a base of education * Illustrate the agencies of socialization * Explain concept and importance of social interaction as a base of education * Explain the patterns of social interaction as a base of education * Classify social interaction * Derive implications of sociological base of education for schools | **Unit IV: Sociological Perspectives on**  **Education (8)**  4.1 Relation between sociology and education  4.2 Socialization as a base  4.2.1 Concept  4.2.2 Modes   * 1. Agencies of socialization      1. Active agencies      2. Passive agencies   2. Social interaction: Concept and importance   4.6 Implications of sociological bases of education for school |
| * Explain eastern and western educational thought in relation to aims, curriculum and educative process | **Unit V: Educational thought: Concept and Educational Implications** (4)   * 1. Eastern thought   2. Western thought |
| * Overview the trends of educational development in Nepal to identify the modern bases of education | **Unit VI: Shaping and Reshaping Educational Development in Nepal (9)**   * 1. Nepal National Education Planning Commission (NNEPC) 2011 B.S   2. National Education System Plan (NESP) 2028 B.S   3. National Education Commission (NEC) 2049 B.S   4. School Sector Reform Plan (SSRP) to Post-SSRP (From access to quality)   6.5 Integrated approach to education (Special Needs Education, technical education) |

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

1. **Instructional Techniques**

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

* 1. **General instructional strategies**
* Lecture with the use of multimedia projector
* Discussion
* Question answer
* Brainstorming
  1. **Specific Instructional Techniques**

The following techniques will be used for active participation of students in learning process:

|  |  |
| --- | --- |
| **Unit** | **Activity and Instructional Techniques** |
| II | * Groups of students will visit educational institutions with open and distance learning (ODL) programme to identify their implementation procedures.   The groups will prepare and present a brief report on implementation procedures of ODL programme in the class followed by discussion, and teachers' comments and suggestions.   * Groups of students will prepare and present a comparative report on differences between skill-based and competency-based approaches to education, followed by discussion and suggestions |
| VI | Groups of students will study different reports ranging from NNEPC to post-SSRP to identify their milestones. Each of the groups will share the milestones (characteristic features) of these reports in the class. |

1. **Evaluation**
   1. **Internal Evaluation 40%**

Internal evaluation will be conducted by subject teacher based on following activities:

* Attendance 5
* Class participation 5
* First assignment 10
* Second assignment 10
* Third assignment 10

|  |
| --- |
| Total 40 |
|  |

**5.2 Final/Semester Evaluation 60%**

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

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

Total 60

1. **Recommended Books and Materials**

**Recommended Books**

Brubacher, J.S. (2007). *Modern philosophies of education*. New Delhi: Surjeet Publication (Unit III)

Crow, L.D & Alice Crow (1976). *Modern philosophies of education.* New Delhi: Eurasia Publishing House (Unit III)

Das, B.N. (1995). *Foundation of education: Thought and practice.* Calcutta: Kalyani Publication (Unit I, II & III)

Giddens, A. (2006). *Sociology* (5th ed.). Delhi: AITBS Publishers and Distributers (Unit IV)

Morris, I. (1972). *Sociology: An introduction.* London: George Allen & Unwin Publisher. (Unit IV)

Ornstein, A. C. & Levine, D.U. (1989). *Foundations of education* (4th ed.). USA: Houghton Mifflin Company. (Unit III)

Sen, P. (1996). *Axiomatic philosophy*. New Delhi: New Age International Publishers.(Unit III)

Ministry of Education (1971*). National education system plan (from 1971 to 1976)*. Kathmandu: Ministry of education (Unit VI)

NEC (1972). Report of national education commission. Kathmandu: Author (Unit VI)

NNEPC (1956). Education in Nepal: Report of NNEPC. Kathmandu: College of Education (Unit VI)

Ministry of Education (2009). School sector reform plan. Kathmandu: Ministry of Education (Unit VI)

**References**

MoES (2003). Education in Nepal. Kathmandu : Planning Division, Statistics Section (Unit VI)

Nepal Sarkar (2072 B.S). Saikshaik suchana. Kathmandu: Ministry of Education (Unit VI)

**Annex-C**

**Specialization Major (English)**

* 1. **English Grammar for Communication**
  2. **Language and Linguistics**

Course title: **English Grammar for Communication**

Course No: Eng. Ed. 415 Nature of the course: Theoretical

Level: B. Ed. Credit hours: 3

Semester: First Teaching hours: 48

* 1. **Course Description**

The intent of the course is to expose the students to the wide range of student-centered grammar exercises and different types of listening and speaking situations. It is designed with a view to give them ample practice both in grammar structures and communication. The course is divided into four units. First unit exposes the students to the wide range of grammatical structures in context. Second and third units engage the students in various listening and speaking tasks through guided activities. The last unit offers practical communicative activities through the language functions used in real life situations.

* 1. **General Objectives**

The general objectives of this course are as follows:

* To develop grammatical competence among the students for day to day conversation in the English language.
* To develop different kinds of listening skills needed for effective communication on matters of general and academic interests.
* To engage students in various speaking activities both in general and academic setting.
* To enable students to communicate in the English language with appropriate levels of formality.
  1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Construct English sentences using appropriate tenses. * Use modal verbs, determiners and pronouns * Form words and noun phrases contextually * Make correct verb structures in speech and writing * Apply conditionals, clauses, questions and indirect speech in context. * Differentiate the varieties of English. | **Unit I: Grammar (13)**   * 1. Working with tenses   2. Using modals, determiners, pronouns   3. Constructing noun phrases   4. Prepositions, adjectives and adverbs   5. Verb structures   6. Word formation process   7. Conditionals, clauses, questions, indirect speech   8. Sentences and varieties of English |
| * Predict what they are going to listen. * Use their background knowledge for listening comprehension. * Respond to various listening tasks from the text * Take notes from the listening texts. | **Unit II: Listening (10)**   * 1. Predicting as pre-listening exercise   2. Activating background information   3. Listening for general and specific information   4. Listening for comprehension   5. Listening to a lecture and note taking |
| * Discuss reading texts in groups * Give individual and group presentations * Interview others * Talk about real and imaginative situations * Present opinions and critique materials | **Unit III: Speaking (10)**   * 1. Discussion of reading texts in groups   2. Giving individual and group presentations iterviewing skills   3. Talking about real and imaginative situations presenting opinions   4. Critiquing skills |
| * Communicate about information, attitudes and action * Engage in social communication using social formulas * Participate in contextual communication * Identify and use the language of communication | **Unit IV: Communication in Context (15)**   * 1. Communicating about information, attitudes and action   2. Communicating in social setting through social formulas   3. Making communication work in context   4. The language of communication |

*Note: The figures in the parentheses indicate the approximate hour for the respective units.*

1. **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.

* 1. **General Instructional Techniques**

Following general techniques are suggested for the overall delivery of the course.

* Lecture
* Discussion
* Explanation
* Illustration
* Demonstration
* Quizzes
* Presentation

It is expected that students are fully engaged in the lesson and sessions are interactive while presenting the lesson.

* 1. **Specific Instructional Techniques**

Some specific techniques are suggested to ensure the active engagement of the students.

|  |  |
| --- | --- |
| Unit I | * Small group discussion on various grammar elements, * Pair work to find out the rules of language, * Mini-projects to research various grammar elements in the texts. |
| Unit II | Individual practice for listening audio files followed by small group discussion. |
| Unit III | * Pair work to practice speaking tasks * Oral presentation on the given topics. |
| Unit IV | Pair work, small group discussion, situational presentation, role play, drama and acting. |

In addition to the techniques mentioned above, observation of an English language class where children with different abilities are studying followed by presentation is also encouraged in all units.

1. **Evaluation**

The course will be evaluated internally and externally.

**5.1. Internal Assessment: 40% *(20% from Unit 1, 2, 3 and 20% from unit 4)***

Internal evaluation will consists of the following criteria:

* Attendance 5 points
* Participation in learning 5 points
* First assignment 5 points
* Second assignment 5 points
* Practical exam (Unit four) 20 points

**Total 40 points**

**5.2. Semester examination 60%**

There will be a written examination of 60 points which will be conducted by the Dean’s Office. The types and number of test items to be asked in the annual examination are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Types of questions** | **Total questions** | **Points** | **Total points** |
| Group A: Multiple choice items | 10 questions | 10 × 1 point | 10 |
| Group B: Short answer questions | 6 questions | 6 × 5 points | 30 |
| Group C: Long answer questions | 2 questions | 2 × 10 points | 20 |

***Guidelines for practical activities***

The practical activities which will be carried out by the respective teacher consist of 20 marks. This will be a part of internal assessment but this particular task will focus on the communicative skills. The students will be asked to demonstrate their communicative skills from the language functions they studied in the course **(Unit IV).** Various situations will be given to them and they will have to supply the language exponents required to address the given language functions. Similarly, various language forms will be supplied to the students and they will have to identify the appropriate language functions.

1. **Recommended Books and Reading Materials**

**Recommended Books**

Blundell, J., Higgens, J. & Middlemiss, N. (2009). *Function in English*. Oxford: Oxford University Press **(For Unit IV).**

Freire, R. and Jones, T. (2011). *Q: Skills for Success* (Listening and Speaking) – 4. New York. Oxford University Press. **(For Unit II and III)**

Lloyd, M. and Day, J. (2011). *Active Grammar. Level 3*. Cambridge. Cambridge University Press. **(For Unit I)**

**Reading Materials**

Lawson. L. (2011). *Q: Skills for Success (Listening and Speaking) – 4*. Teacher’s Handbook. New York. Oxford University Press.

McIntosh, C. (2013). *Cambridge Advanced Learner’s Dictionary (4th Edition)*. Delhi: Cambridge University Press.

Course Title: Language and Linguistics

Course No. : Eng. Ed. 416 Nature of course: Theoretical

Level: B. Ed. Credit hours: 3

Semester: First Teaching hours: 48

1. **Course Description**

This is a basic course on language and linguistics with a particular reference to the English language. This course has been organized into five units. It starts with the definitions of language and linguistics and deals with the different concepts related to this field. It describes the English language in terms of different levels and areas of language and linguistics such as phonetics and phonology, morphology and syntax, semantics, pragmatics and discourse analysis. It further includes the regional and social variations of the English language.

1. **General Objectives**

The general objectives of the course are as follows:

* To acquaint the students with the basic concepts of the English language and linguistics.
* To introduce the students to the sound system of the English language.
* To make the students able to analyse speech sounds.
* To provide the students with an overview of morphology and syntax.
* To expose the students to the key concepts of semantics, pragmatics and discourse analysis.
* To familiarize the students with the regional and social variations of the English language.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| Specific Objectives | **Contents** |
| * Clarify the concept of language and linguistics. * Describe the origin and characteristics of language. * Explain language as a system of system and part of semiotic system * Differentiate language from animal communication. * Categorize different modes of language. * Discuss the development of writing. * Explain the varieties of language. * Classify and explain linguistics into various branches. | **Unit I: Introduction to Language and Linguistics (10)**   * 1. Concept of language and linguistics   2. The origin of language   3. Language as a part of semiotic system   4. Characteristics of language   5. Language and animal communication   6. Language as a system of system   7. Modes of language   8. Development of writing   9. Varieties of language: Dialect, Register, Idiolect   10. Branches of linguistics       1. Theoretical and applied linguistics       2. Synchronic and diachronic linguistics       3. General and descriptive linguistics       4. Micro and macro linguistics       5. Psycho and socio-linguistics       6. Neuro-linguistics       7. Computational linguistics       8. Ethno-linguistics |
| * Distinguish between phonetics and phonology. * Demonstrate the production of English sounds. * Prepare the inventory of English vowels and classify them into various categories. * List, classify and describe the consonants of the English language. * List and describe the English vowels and classify them. * Transcribe words and sentences phonemically. * Use appropriate supra-segmental features in spoken English. * Show the syllable structures of English words. * Define and use the features such as elision, assimilation, and intrusion. * Describe and differentiate consonant clusters and vowel sequences. | **Unit II: Phonetics and Phonology (15)**  2.1 Conceptualizing phonetics and phonology  2.2 Phone, phoneme, allophone   * 1. The organs of speech   2.4. The English consonants   * + 1. Voicing: voiced and voiceless     2. Place of articulation: bilabial, labio-dental, dental, alveolar, palato-alveolar, palatal, velar, glottal     3. Manner of articulation: stop , nasal, fricative, affricate, lateral, approximant,( semivowel, glide)   2.5. The English vowels   * + 1. Monophthongs and diphthongs     2. Short and long     3. High, mid, low (close, half-close, half open, open)     4. Front, central, back     5. Rounded and unrounded   2.6 Transcriptions: narrow and broad; phonetic and phonemic  2.7 Supra-segmental features: length, stress, tone, intonation, tempo, juncture  2.8 Consonant clusters and vowel sequences  2.8.1. Syllable structures  2.8.2. Strong forms and weak forms  2.8.3. Linking and intrusion  2.8.4. Elision  2.8.5. Assimilation |
| * Define morphology and syntax. * Classify morphemes. * Form words using different morphological combinations. * Describe the English phrase and clause system. * Classify English sentences into various categories. | **Unit III: Morphology and Syntax (9)**  3.1 The Morpheme  3.1.1 Definition of morpheme  3.1.2 Free and bound morphemes  3.1.3 Lexical and functional morphemes  3.1.4 Derivational and inflectional morphemes  3.1.5 Morpheme, morph and allomorph  3.1.6 Word formation: affixation, reduplication, compounding, clipping, derivation, backformation, blending, borrowing, acronymy, coinage, conversion and multiple process  3.2. The words, phrases and sentences  3.2.1 Formal Vs. Notional definition  3.2.2 The prescriptive approach vs. the descriptive approach  3.2.2 The linear and hierarchical structuring of constituents  3.2.3 Form and function  3.2.4 Word classes and phrases  3.2.5 Clauses, sentences, and clause functions |
| * Define semantics, pragmatics and discourse analysis. * Explain types of meaning. * Define and exemplify different semantic terms. * Describe the features of pragmatics. * Describe various concepts of discourse analysis. | **Unit IV: Semantics, Pragmatics and Discourse Analysis (9)**  4.1 Semantics  4.1.1 Conceptual and associative meaning  4.1.2 Semantic features  4.1.3 Semantic roles: agent, theme, instrument, experience, location, source and goal  4.1.4 Lexical relations: Synonymy, antonymy, hyponymy: homophony, polysemy homography, Metonymy and collocation  4.2 Pragmatics  4.2.1 Invisible meaning  4.2.2 Context  4.2.3 Deixis  4.2.4 Reference  4.2.5 Inference  4.2.6 Anaphora  4.2.7 Presupposition  4.2.8 Speech acts  4.2.9 Politeness  4.3. Discourse Analysis  4.3.1 Cohesion  4.3.2 Coherence  4.3.3 Speech events  4.3.4 Conversational analysis  4.3.5 Turn-taking  4.3.6 The co-operative principle  4.3.7 Hedges  4.3.8 Implicatures  4.3.9 Background knowledge  4.3.10 Schemas and scripts |
| * Define the standard language * Describe the concepts such as dialectology, bilingualism, diglossia isoglosses, pidgins and creoles. * Describe social variations in language * Conceptualize language planning. | **Unit V: Language and variation (5)**  5.1 The standard language, accent and dialect  5.2 Dialectology: regional dialects, isoglosses and dialect boundaries  5.3 The dialect continuum, bilingualism and diglossia  5.4 Social dialects: education and occupation, social markers, slang, social barriers, speech style and style shifting, prestige, speech accommodation  5.5 Pidgins and creoles  5.6 Language planning |

*Note: The figures in the parenthesis indicate the approximate teaching hours.*

**4. Instructional Techniques**

The instructional techniques for this course will be as follows:

* 1. **General Instructional techniques**
* Lecture and discussion
* Demonstration
* Explanation and illustration
* Group/pair and individual work
* Presentation
* Dictionary use

**4.2** **Specific Instructional techniques**

|  |  |
| --- | --- |
| **Unit** | **Activities and instructional techniques** |
| Unit I | Teacher - guided study, presentation, class discussion |
| Unit II | * Listening to audio materials and imitation * Dictionary use * Project work on the comparison of sounds, for example |
| Unit III | Group work on the use of grammar and word formation |
| Unit IV | Teacher - guided study and self study, reflective writing, presentation |
| Unit V | Self study, pair work and discussion, |

**5. Evaluation**

**5.1 Internal Evaluation 40%**

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

* Attendance 5 points
* Participation in learning activities 5 points
* First assessment 10 points
* Second assessment 10 points
* Third assignment 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 the semester. The distribution of points for three types of questions is as follows:

* Objective type question (MCQ 10 X 1) 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**

Meyer, C.F. (2009). *Introducing English Linguistics*. Cambridge: Cambridge University Press**.** (Units 1,2,3**)**

Yule, G. (2008). *The study of Language.* Cambridge: Cambridge University Press. (Units 1,2,3,4,5)

**References**

O’Connor, J. D. (2003). *Better English Pronunciation*. Cambridge: Cambridge University Press. (With audio CD)

Crystal, D. (2003). *A Dictionary of Linguistics and Phonetics*. Cornwell: Blackwell.

Lyons, J. (2002). *Language and Linguistics: An Introduction. Cambridge:* Cambridge University Press.

Roach, P. (2007). *English Phonetics and Phonology.* Cambridge: Cambridge University Press. (With audio CD)

**Annex-D**

**Specialization Major (Health and Physical Education)**

* 1. **Fundamentals of Health Education**
  2. **Fundamentals of Physical Education**

Course Title: **Fundamentals of Health Education**

Course No. : HP. Ed. 415Nature of course: Theoretical

Level: B.Ed. Credit hours: 3

Semester: First Teaching hours: 48

1. **Course Introduction**

This course is designed to acquaint the students with concept and theories of health and diseases, and fundamental elements and principles of health education. It also deals with approaches, methods and materials of health education. The course emphasizes on basic knowledge and skills of health education planning and implementation in different settings.

1. **General Objectives**

General objectives of the course are as follows:

* To provide students with concepts of health, diseases, illness and health education
* To acquaint students with theories of health and diseases, and determinants of health
* To orient students about principles, elements and foundations of health education
* To equip students with knowledge and skills required for planning health education
* To make students familiar with different health education settings
* To enable students to describe and apply different approaches, methods and materials of health education in schools and community

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe concept of health * Explain traditional and contemporary views of health * Elucidate key dimensions of health * Discuss concept of disease, sickness and illness * Explain different theories of diseases * Sketch health and disease spectrum * Explain determinants of health | **Unit I: Concept and Theories of Health and Diseases (12)**   * 1. Concept and dimensions of health      1. Traditional concept of health      2. Contemporary views of health      3. Dimensions of health   2. Concept of diseases, sickness and illness   3. Theories of diseases      1. Demonic and Divine theory      2. Miasmatic theory      3. Stress theory      4. Germ theory      5. Ecological theory   4. Health and disease spectrum   5. Biological, physical and social determinants of health |
| * Describe concept of health education and health promotion * Sketch brief history of health education * State goals and objectives   of health education   * Explain key principles of health education and promotion * Briefly describe elements of health education * Explain educational, psychological and scientific foundations of health education | **Unit II: Concepts, Principles and Foundations of Health Education (14)**   * 1. Meaning and concept of health education and health promotion   2. Historical brief of health Education   3. Goals and objectives of health education   4. Principles of health education and health promotion   5. Elements of health education:   2.5.1 Perceptions and motivation   * + 1. Learning styles and theories     2. Communication and group dynamics.   1. Educational, psychological and scientific foundations of health education |
| * Discuss home and family as primary setting for health education * Explain basic health education and promotion activities at the community level * Explore school as appropriate setting for health education and hygiene promotion * Discuss Colleges and Universities as good setting for health education and health promotion * Explain worksite as setting for health education and health promotion | **Unit III: Setting for Health Education** (4)   * 1. Home and Family   2. Communities   3. Schools   4. Colleges and Universities   5. Hospitals and Health Post   6. Worksites |
| * Describe preventive and social marketing approaches to health education * Explore the use of different methods of health education in school and community settings * Describe the use of different materials in health education * Explain needs and importance of electronic and mass media in health education | **Unit IV: Approaches, Methods and Materials of Health Education (10)**   * 1. Preventive and social marketing approaches to health education   2. Methods of health education      1. Individual methods      2. Group methods      3. Mass method   3. Materials and media of health education      1. Audio Aids      2. Audio visual aids      3. Visual aids      4. Electronic and Mass media in health education |
| * Describe the concept of health education planning * Explain the cycle of health education planning * Describe steps of health education planning * Discuss the procedure of implementing health education plan | **Unit V: Planning and Implementing Health Education (6)**   * 1. Concept of health education planning   2. Health education planning cycle   3. Planning process      1. Collecting data and information      2. Identifying health and health education needs      3. Setting goal and objectives      4. Deciding contents of health education      5. Selecting appropriate methods and media of health education      6. Identifying and obtaining necessary materials and resources      7. Developing detailed plan of action   5.4 Implementing plan of action |

*Note: The figures within the parentheses indicate teaching hours.*

1. **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. The second group consists of proposed specific instructional techniques applicable to specific units.

**4.1 General Instructional Techniques**

* Lecture
* Discussion
* Demonstration

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activity and Instructional techniques** |
| I | * Students will be divided into groups and they will be given assignments on three themes: Traditional concepts of health, contemporary views of health and dimensions of health. Each group will prepare and present their assignments in the class. After the presentation, teacher will clarify concepts and provide feedbacks * Teacher will use brainstorming technique to dig out information from the students on determinants of health. Students will categorize the collected information into three themes: biological, physical and social determinants, and present them in the class. |
| II | Class will be divided into three groups in order to prepare group report on educational, psychological and scientific foundations. Each group will be asked to find out relevant literature. Each of three groups will work on the given theme.  Each group will present key points of their reports. Their presentation will be followed by discussion and feedback from teacher. |
| III | School/community visit: Students will visit the nearest school/community in order to observe health education and health promotion activities. Then they will carry out brief interaction with teachers/health educators/community people. The students will prepare a brief report and present in the class. Their presentation will be followed by discussion and feedbacks from teacher. |
| IV | Students will collect different kinds of teaching aids/materials from different sources. Then the collected materials will be demonstrated in the class, followed by discussion and feedback. |
| V | Each student will be asked to review health plans and write sample objectives, and select appropriate contents, methods and materials for individual health education plan based on the review. |

1. **Evaluation**
   1. **Internal Evaluation 40%**

Internal evaluation will be conducted by subject teacher based on following activities:

* Attendance 5
* Class participation 5
* First assignment 10
* Second assignment 10
* Third assignment 10

|  |
| --- |
| **Total 40** |
|  |

* 1. **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 10 x 1ponts) 10
* Short answer questions (6 questions x 5 points) 30
* Long answer questions (2 questions x 10 points) 20

**Total 60**

1. **Recommended Books and References**

**Recommended Books**

Cottrell, R. R. , Girvan, J.T. & McKenzie, J.F. (2006). *Principles and foundations of health promotion and education, (Third edition)*. NY: Benjamin Cummings. (For Unit II and V)

Galli, N. (1978*). Foundations and principles of health education*. New York: John Wiley & Son Inc. (For Unit I and II)

Ramachandran, L. & Dharmalingam, T. (2000). *Health education: A new approach*. New Delhi: Vikas Publishing House. (For Unit I, II and V)

**References**

Naidoo, J. and Wills, J. (2009). *Foundation for health promotion* (Third edition), Edinburgh: Bailliere Tindall Elsevier

Pradhan, H.B. (2008). *A textbook of health education*. Kathmandu: Educational Publishing House

Course Title: **Fundamentals of Physical Education**

Course No.: HP. Ed. 416 Nature of the Course: Theoretical Level: B. Ed. Credit Hours: 3

Semester: First Teaching Hours: 48

* 1. **Course Introduction**

This course is designed to provide fundamental knowledge on foundations of physical education. It deals with meaning, objectives, importance, role, foundations, and history of physical education along with basic concepts of physical fitness. It also provides knowledge on movement education.The course is theoretical and involves students in explorative activities to find the sources of knowledge.

* 1. **General Objectives**

The general objectives of this course are as follows:

* To make the students familiar with the concept of physical education and its foundations.
* To provide knowledge about the role of physical education in society and education.
* To make the students familiar with the concept of movement education and physical fitness.
* To develop wider understanding of roles of selected countries in developing physical education and sports.
* To acquaint the students with the history of physical education.
  1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Define physical education and major terms related to physical education. * Explain the meaning, need and importance of physical education. * Describe the aims and objectives of physical education. * Explain the role of physical education in society and education. * Review Sports Development Act 2048 B.S. | **Unit I: Introduction to Physical Education (8)**   * 1. Meaning and definition of physical education   2. Major terms related to physical education      1. Sports culture      2. Physical training and drill      3. Athletics      4. Gymnastics      5. Locomotion      6. Aerobic and anaerobic activities      7. Games and sports   3. Need and importance of physical education   1.4 Aims and objectives of physical education  1.5 Role of Physical education and sports in society and education  1.6 Sports Development Act of Nepal, 2048 B.S. |
| * Describe the meaning and elements of philosophy * Show the relation between philosophy and physical education. * Describe physical education in general philosophies. * Explain biological and physiological foundations of physical education. * Relate human growth with development. * Analyze the body types with reference to physical activities and games. * Derive implications from biological and physiological foundations to develop physical education program. * Analyze the types of learning related with physical education activities. * Describe the laws of learning as applied to physical education and sports. * Derive implications from psychological foundation to develop physical education program. * Link social values with human nature. * Describe the modes of social learning. * Explain different theories of play with examples. * Relate social traits with physical education and sports. * Derive implications from sociological foundations for the development of physical education program. | **Unit II: Foundations of Physical Education (15)**  2.1 Philosophical Foundation  2.1.1 Meaning of philosophy  2.1.2 Elements of philosophy  2.1.3 Philosophy and physical education  2.1.4 Physical education in general philosophies   * Idealism * Realism * Pragmatism * Naturalism, and * Existentialism   **2.2 Biological and Physiological Foundation**  2.2.1 Human potential and performance  2.2.2 Evolution  2.2.3 Biological basis of life  2.2.4 Physical and motor growth and development  2.2.5 Principles of physical and motor growth and development  2.2.6 Body types  2.2.7 Implications from biology and physiology for physical education  **2.3 Psychological Foundation**  2.3.1 Types of learning related to physical education  2.3.2 Perceptual motor learning  2.3.3 Elements of learning  2.3.4 Motivation and learning in physical education  2.3.5 Maturation and learning  2.3.6 Individual difference and learning in physical education  2.3.7 Reinforcement and learning in physical education  2.3.8 Intelligence and learning in physical activities  2.3.9 Laws of learning applied to physical education and games  2.3.10 Implications from psychology for physical education  **2.4 Sociological Foundation**  2.4.1 Social values  2.4.2 Human nature   * Human characteristics * Human needs   2.4.3 Modes of social learning  2.4.4 Theories of play  2.4.5 Role of play in life and education  2.4.6 Sports as a socializing force  2.4.7 Social traits through physical education  2.4.8 Implications from sociological foundation for physical education program |
| * Explain the concept of movement and movement education * Classify the types of movement with reference to physical activities. * Describe the elements of movement in physical education and sports. * Discuss the importance of movement in the field of physical education. * State the application of movement in games and sports. | **Unit III: Movement Education (10)**  3.1 Meaning of movement and movement education  3.2 Types of movement  3.3 Basic concepts of movement education   * 1. Elements of movement      1. Speed      2. Power      3. Agility      4. Flexibility      5. Strength      6. Endurance      7. Coordination      8. Balance   3.5 Importance and application of movement |
| * Describe the ancient period of physical education. * Explain factors behind dark period of physical education. * Discuss the importance of renaissance in the development of physical education. * Explain modern history of physical education in selected Asian countries. * Describe the roles of international events in promoting games and sports. * Discuss the development of physical education and sports in Nepal. * Explain the role of national organizations in developing physical education and games in Nepal. | **Unit IV: History of Physical Education**  **(15**)   * 1. Ancient period      1. Greece      2. Rome   4.2 Dark/Medieval period  4.3 Renaissance period  4.4 Modern History of Physical Education in selected Asian countries  4.4.1 Japan  4.4.2 South Korea  4.4.3 India  4.4.4 China.  4.5 Promotion of games and sports at international level  4.6.1 Olympics   * Summer Olympics * Winter Olympics * Paralympics * Special Olympics   4.6.2 World Cup Football and Cricket  4.6.3 Asian Games  4.6.3 South Asian Games (SAG)  4.7 Development of Physical Education in Nepal  4.7.1 Ancient Period  4.7.2 Modern period   * National Sports Council * MoE - Curriculum Development Center * Faculty of Education, TU * Physical education at different universities of Nepal * Ministry of Youth and Sports |

* 1. **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. The second part consists of proposed specific instructional techniques applicable to specific units or sub units.

* 1. **General Instructional Techniques**

Lecture, Discussions, Brain storming, Presentations, Question answer

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activity and Instructional Techniques** |
| 1. Introduction to Physical Education | **Group work and presentation**   * The students will be given reading materials to prepare papers on meaning, definition, objectives and importance of physical education to present in the class. * Students will be asked to find the major terms related to physical education and sports and let them discuss in the class. |
| 1. Foundations of Physical Education | * The students will be divided into several groups and each group will be asked to prepare foundations of physical education. They will also be instructed to present their assignments in the class. The teacher will facilitate their activities and provide feedback. |
| III Movement Education | * The students will organize seminar on different topics of movement education and discuss them in the class, |
| IV History of Physical Education | * The students will collect information from different national organizations to prepare their contribution on the development of physical education and games in Nepal |

* 1. **Evaluation Scheme**
  2. **Internal evaluation 40%**

Internal evaluation will be conducted by subject teachers based on the following activities:

|  |  |  |
| --- | --- | --- |
| **SN** | **Activities** | **Points** |
| 1 | Attendance | 5 |
| 2 | Participation in learning activities | 5 |
| 3 | First assignment/ assessment | 10 |
| 4 | Second assignment/assessment | 10 |
| 5 | Third assignment/assessment (Paper presentation) | 10 |
| **Total** | | **40** |

**5.2 External Examination (Final Examination) 60%**

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

|  |  |  |
| --- | --- | --- |
| **SN** | **Types of question** | **Points** |
| 1 | Objective type question (multiple choice 10x1) | 10 |
| 2 | Short answer questions (6 questions x 5 points) | 30 |
| 3 | Long answer questions (2 questions x 10 points) | 20 |
| **Total** | | **60** |

**6. Recommended Books and References**

**Recommended Books**

Bucher, C. A. (1980). *Foundation of physical education*. St. Louis: C.V. Mosby Company. (Unit I - IV)

Wuest, D. A. & Bucher, C. A. (1992).*Foundations of physical education and sport.* New Delhi: B.I. Publications. (Unit I - IV)

**References**

Baruwal, H. B. and et al. (2071 ). *Foundations of physical education.* Kathmandu: Pinnacle Publication. (Unit I - IV)

Jha, A. K. & Baruwal, H. B. (2048). *An introduction to physical education.* Kathmandu: Ekta Publication. (Unit I - IV)

Maharjan, R. K. and Adhikari, P. (2010). *Foundations of physical education*. Kathmandpu: Sunlight Publication. (Unit I - IV)

Sherchan, L. (2008). *Foundations of physical education and sports.* Kathmandu: Ratna Pustak Bhandar. (Unit I- IV)

**Annex-E**

**Specialization Minor (Special Needs Education)**

**Understanding Children with Special Needs**

Course Title: **Understanding Children with Special Needs**

Course No: SN.Ed. 415 Nature of course: Theoretical

Level: B.Ed. Credit Hours:3

Semester: First Teaching Hours: 48

1. **Course Description**

The course deals with the special needs education and children with exceptionalities. Therefore, the main intention of this course is to make knowledgeable on general features of the children with exceptionality and delivery of special needs education. Moreover, this course enriches the students’ thinking on ways to recognize exceptional condition and the educational considerations in operating educational institutions. The course, therefore, intends to engage the students in brief case studies and field studies to get a feel of the understanding children with special needs.

1. **General Objectives**

The general objectives of this course are as follows:

* To make the students knowledgeable about the basic concepts of children with exceptionality and special needs education and allied terms
* To provide the students with a deeper understanding of contribution of special needs education to transform the children with exceptionalities
* To enable the students to be conversant with general understanding of exceptionalities.
* To enhance the knowledge of students on educational considerations to the children with exceptionalities
* To enable students to apply appropriate interventions suitable to the life of the children with special needs
* To acquaint the students with the importance and strategies ofspecial needs education across the life span

1. **Course Outlines**

|  |  |
| --- | --- |
| Specific Objectives | Contents |
| * Differentiateamongspecial needs education, integrated education and inclusive education * State the purpose and promises of special needs education * Make a plan for providing special needs education services * Identify ways to collaborate parents and families for special needs education | **Unit 1: Understanding Special Needs**  **Education (10)**  1.1 Concepts of special needs education,  integrated and inclusive education  1.2 Purposes and promises of Special Needs  Education  1.3 Planning and providing special needs  education services  1.4 Collaborating with parents and families |
| * Define different types of exceptionalities * Explain prevalence, causes, characteristics, early intervention and educational consideration of the given exceptionalities. | **Unit 2: Special Needs of Exceptional Children**  **(15)**  2.1 Definition, prevalence, identification, causes, characteristics, early intervention, and  educational considerations:  2.1.1 Intellectual disability  2.1.2 Learning disability  2.1.3 Emotional and Behavioral Disorders  (EBD)  2.1.4 Autism Spectrum Disorder (ASD)  2.1.5 Communication disorder  2.1.6 Deafness and hearing loss  2.1.7 Blindness and low vision  2.1.8 Physical disabilities, health impairments,  and Attention Deficit Hyperactive  Disorder (ADHD) |
| * Define low incidence disabilities * Explain prevalence, causes, characteristics, early intervention and educational consideration low incidence disabilities | **Unit 3: Low Incidence Disabilities (7)**  3.1 Severe disabilities  3.2 Multiple disabilities  3.3 Deaf-blindness  3.4 Traumatic Brain Injury (TBI) |
| * Define gifted and talented children * Explain prevalence, identification, characteristics, early intervention and educational consideration of gifted and talented children * Explain the concept multiple intelligence | **Unit 4: Gifted and Talented Children (8)**  4.1 Definition  4.2 Prevalence  4.3 Identification  4.4 Characteristics  4.5Multiple intelligence  4.6 Early intervention and educational  consideration |
| * Assess the impact of early intervention onchildren’s education * Justify the need of transition management from childhood to adulthood | **Unit 5: Special Needs Education from**  **Childhood to Adulthood (8)**  5.1 Early Childhood Special Needs Education  5.2 Transition from Childhood to Adulthood  5.3 Transition management |

*Note: The figures in the parenthesis indicate approximate hours allotted to each unit.*

1. **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. 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, discussion 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 1**  **Understanding of Special**  **Needs Education** | **Case Studies**   * Divide the class into groups of students to observe the daily activities of the students. Arrange a visit to school for children with special needs.   Let the groups of students present their reports in the class.   * Organize a meeting with theparentsof special needs children in school in the through SMC to list out the need of collaboration with families. |
| **Unit 2**  **Different kinds of Exceptionalities** | **Group Work**   * Divide the students into groups as required * Prepare general features of the different categories of exceptionalities * Presentation of lessons in the class followed by discussion |
| **Unit 5**  **Special Needs Education from childhood to adulthood** | **Field Studies**   * Engage groups of students to observe the Early Childhood Development (ECD) class and other youth club to analyze early intervention and post school activities with youth’s social attachment. * Present the findings in the class for discussion. |

1. **Evaluation**
   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**

* 1. **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**

1. **Recommended Books and Reading Materials**

**Recommended Books**

Garner, H. (nd). Multiple disabilities.

Hallahan,D.P.,  Kauffman,J.M., & Pullen, P. C. (2014).*Exceptional learners: An introduction to special education.* Pearson. 12th Edition.(For Units 1, and 2)

William, L.H. (2013). Exceptional children: An introduction to special education. The Ohio State University.10th Edition.Pearson. (For Unit 3)

**Reference Materials**

Werts, M.G.,Culatta, R. A., & Tompkins, J. R. (2007). *Fundamentals of special education: What every teacher needs to know*. PHI Learning Private Limited, New Delhi. Third Edition.

**Courses of B.Ed. Second Semester**

**Communication Skills**

* **General Nepali II**
* **General English II**

**Core Courses**

* **Social Perspectives of Education**

**Specialization Major (English Education) Courses**

* **English Proficiency**
* **Reading, Critical Thinking and Writing**

**or**

**Specialization Major (Health Education) Courses**

1. **Human Diseases and Prevention**
2. **Track and Field**

**Specialization Minor (Special Needs Education) Courses**

**Inclusion of Students with Special Needs**

**Communication Skills**

1. **General Nepali II**
2. **General English II**

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* zAbx¿sf Jofs/l0fs / sf]zLo ;+;lQm tyf cGtjf{SofTds clGjlt kQf nufpg k|f]T;flxt u/fpg],
* cg'R5]bsf ;"rgf÷tYonfO{ tflnsf / lrqfs[ltdf ¿kfGt/ ug{ ;an agfpg],
* lgwf{l/t uBf+zaf6 k|of]hgk/s af]w k|Zgsf] pQ/ n]vgsf] cEof;df bIf t'Nofpg],
* ljleGg k|sf/sf lnlvt cleJolQm l;h{gfdf ;lqmotf a9fpg],
* lglb{i6 ;flxlTos ljwfsf] ;/;/tL k7g, cf:jfbg / k|ltlqmof n]vgsf] cEof; u/fpg] .

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| * cg'R5]bsf ;"rgf / tYonfO{ j[Qfsf/, :tDe, /]vflrq / cf/]vdf ¿kfGt/  ug{ . | **PsfO b'O{ M ;"rgf / tYosf] ¿kfGt/ -^\_**  @=! cg'R5]bdf k|:t't ;"rgf / tYonfO{ tflnsf jf lrqfs[lt -j[Qfsf/, :tDe\_ df ¿kfGt/  @=@ cg'R5]bdf k|:t't ;"rgf / tYonfO{ /]vflrq / cf/]vdf ¿kfGt/ |
| * g]kfnL jfª\dosf ljleGg ljifoIf]q;Fu ;DalGwt af]wfTds k|Zgsf] pQ/ lbg , * ljleGg If]q;Fu ;DalGwt ;fdfGo tyf ljlzi6 b[i6f+z / cb[i6f+zdf cfwfl/t tYok/s, lgisif{k/s, cg'dfgk/s, t'ngfTds, JofVofTds, sfo{sf/0ffTds, af]w k|Zgsf] pQ/ n]vg ug{ . | **PsfO ltg M k|of]hgk/s af]w -!!\_**  #=! k7gaf]w  #=!=! g]kfnL jfª\dosf ljljw If]q / ljifo;Fu ;DalGwt ;fdfGo / ljlzi6 af]w k|Zgx¿sf] pQ/ n]vg / k|:t'lt   * + efiff,   + ;flxTo,   + lzIff,   + e"uf]n,   + s[lif,   + cy{jfl0fHo,   + ;"rgf tyf ;~rf/,   + dgf]lj1fg,   + ;dfh,   + ;+:s[lt,   + bz{g,   + lj1fg tyf k|ljlw   + :jf:Yo   + jftfj/0f,   + sfg'g,   + v]ns'b   #=!=@ ;fdfGo tyf ljlzi6 k|s[ltsf b[i6f+z / cb[i6f+zdf cfwfl/t tYok/s, lgisif{k/s, cg'dfgk/s, t'ngfTds, JofVofTds, sfo{sf/0ffTds, af]w k|Zgsf] pQ/ n]vg / k|:t'lt |
| * lgb{]lzt / :jtGq cg'R5]b /rgf ug{, * cfTdk/s / j:t'k/s lgaGw l;h{gf ug{, * 36gf, ;df/f]x / lg/LIf0f e|d0fdf cfwfl/t k|ltj]bg n]Vg . | **PsfO rf/ M lnlvt cleJolQm -\*\_**  $=! lgb{]lzt / :jtGq cg'R5]b /rgf  $=@ cfTdk/s / j:t'k/s lgaGw n]vg  $=# 36gf, ;df/f]x / lg/LIf0f e|d0fdf cfwfl/t k|ltj]bg n]vg |
| * lgwf{l/t ;flxlTos s[ltsf] ;/;tL{ cWoog u/L k|ltlqmofTds pQ/ n]Vg . | **PsfO kfFr M ;flxlTos s[ltsf] k7g, cf:jfbg / k|ltls|ofTds n]vg -!!\_**  %=! sYff  %=!=! /d]z ljsn M d]/L ;fgL elthL k|ltdf  %=!=@ O:dfnL M cfh zlgjf/  %=@ sljtf ÷uLt÷uhn  %=@=! e"lk z]/rg M d}gjQLsf] lzvf  %=@=@ xl/eQm s6'jfn M /x/  %=@=# b'uf{nfn >]i7 M km"nsf] cfFvfdf ======  %=# lgaGw M  %=#=! nIdLk|;fb b]jsf]6f M lzIff  %=#=@ zf/bf zdf{ M ;'v;Qf  %=#=# o'j/fh gofF3/] M e]6f}+nf sˆo{'df  %=$ pkGof;  %=$=! s]zj/fh lkF8fnL M afFRg] Pp6f lhGbuL |

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k|To]s PsfOdf cfjZostfcg';f/ lzIfsn] ;DalGwt ljifoj:t'sf] k|:t'lt, JofVofg, 5nkmn, k|Zgf]Q/ u/fO{ ljBfyL{x¿nfO{ tT;DaGwL cEof; ug{ nufOg] 5 .

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| **b'O{** | * hf]8L ;d"xsf ¿kdf kf7\o ;fdu|L x]/L ljleGg k|sf/sf ;"rgf / tYonfO{ j[Qfsf/, :tDe, cf/]v / /]vflrqdf k|:t't ug{ k|f]T;flxt u/fpg], |
| **ltg** | * ;d"x cg';f/ ljleGg ljifo If]q;Fu ;DalGwt ;fdu|Ldf cfwfl/t eO{ af]w k|Zgsf] pQ/ n]Vg nufpg] / sIffdf k|:t't ug{ ;xof]u k'¥ofpg] |
| **rf/** | -s\_ lgb{]zgcg';f/ :jtGq / lgb{lzt k|s[ltsf cg'R5]b j}olQms ¿kdf n]vg u/L sIffdf k|:t't ug{ nufpg]  -v\_ lbOPsf] zLif{sdf ;+/rgfcg';f/ ;d"xut k|ltj]bg n]vg u/fO{ sIffdf k|:t't ug{ nufpg] |
| **kfFr** | * lgwf{l/t ;flxlTos s[ltsf] k7g, cf:jfbg / k|ltls|ofTds n]vgsf nflu JolStut jf ;fd"lxs cEof; ug{ nufpg] . |

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| **hDdf** | | **$)** |

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| **hDdf** | | **^)** |

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gofF3/], o'j/fh -@)^^\_, *Psxftsf] tfnL,* sf7df8f}+ M ljBfyL{ k':ts e08f/ . -PsfO % sf nflu\_

lkF8fnL, s]zj/fh -@)^%\_, *afFRg] Pp6f lhGbuL,* nlntk'/ M ;femf k|sfzg . -PsfO % sf nflu\_ ljsn, /d]z -@)@%\_, *Pp6f a"9f] EjfOn]g cfzfj/Lsf] w"gdf,* nlntk'/ M ;femf k|sfzg . -PsfO % sf nflu\_

zdf{, zf/bf -@)^#\_, *clUg:kz{,* sf7df8f}+ M Pstf k|sfzg .-PsfO % sf nflu\_

z]/rg, e"lk -@)^%\_, *3'Dg] d]rdfly cGwf] dfG5],* nlntk'/ M ;femf k|sfzg . -PsfO % sf nflu\_

>]i7, b'uf{nfn -@)^&\_, *;Gtsf] 5ftf,* sf7df8f}+ M Pstf k|sfzg . -PsfO % sf nflu\_

Course Title: **General English II**

Course No. : Eng.Ed.421 Nature of the course: Theoretical

Level: B. Ed Credit hours: 3

Semester: Second Teaching hours: 48

* 1. **Course Description**

This is a general course of the English language for the second semester students of Bachelor of Education (B. Ed.). The course is designed to develop their proficiency in listening, speaking, reading and writing. It also intends to equip them with knowledge of vocabulary needed for academic purpose. The course includes listening, speaking, reading and writing components. The listening, speaking and reading components deal with a wide variety of carefully selected materials. They include, among other things, informative passages on contemporary and critical issues. The writing part includes materials geared to developing various writing skills required for effective communication on matters of general and academic interests.

* 1. **General Objectives**

The general objectives of this course are as follows:

* To help students listen for comprehension.
* To help students make fluent speaker.
* To familiarize students with the techniques of enriching vocabulary.
* To develop in students an ability to comprehend and interpret different kinds of written texts by exposing them to a wide variety of authentic contemporary reading materials.
* To develop in students different kinds of writing skills needed for effective communication on matters of general and academic interests.
  1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Use prior knowledge and personal experience to predict content * Listen for main ideas and details * Make inferences to fully understand what a speaker means * Listen for opinion to understand book review * Listen for reduced verb forms to understand everyday speech * Listen for causes and effects to understand relationships among idea * Follow a summary for several ideas * Listen for opinion | **Unit I: Listening ( 10)**   * 1. First impression   2. The psychology of first impression   3. Making inferences and listening for main ideas and details   4. Reviewing a book   5. Listening for causes and effects   6. Taking notes using a T- chart   7. Changing expectations   8. Corporate social and personal responsibility   9. Inferring a speakers attitude   10. Identifying fact and opinion, amounts   11. Advertising ethics and standards   12. Financing a dream   13. Understanding figurative meaning |
| * Make notes to prepare for a presentation or group discussion * Take turns to make conversation go smoothly * Imply opinions to avoid stating them too directly * Give advice and reasons * Ask for clarification * Clarify what you say * Describe a situation using details * Ask, express and use reasons * Make notes * Prepare a dialogue | **Unit II: Speaking (8)**   * 1. Taking conversation turns   2. Asking for and giving clarification   3. Asking for and giving reasons   4. Leading a group discussion   5. Giving and supporting your opinions and ideas   6. Giving a short presentation   7. Recapping a presentation   8. Agreeing and disagreeing   9. Expressing emotions |
| * Read texts for general idea. * Find specific information in the text. * Comprehend the text for detailed understanding. * Read and make notes of the important points. * Draw inferences from varieties of reading texts. * Give opinions and express attitudes. | **Unit III: Reading (15)**  3.1 Determining co-references  3.2 Matching things  3.3 Understanding instructions  3.4 Unscrambling texts and anagrams  3.5 Scanning: locating and extracting information  3.6 Skimming: finding out main point and the central idea  3.7 Drawing inferences and implications  3.8 Assessing opinions and attitudes  3.9 Solving problems and puzzles |
| * Write an imaginary dialogue, short sketch of a person, story * Prepare a speech andPost card * Write a report * Rewrite given texts in different forms. * Compose short and long texts in the given topics. * Write texts maintaining coherence and cohesion. * Interpret different types of texts. * Explain opinions and attitudes. * Write letters, resumes, summaries and short reports. * Write varieties of essays. | **Unit IV: Writing (15)**   * 1. Rewriting: rephrasing, paraphrasing   2. Parallel writing   3. Completing a text   4. Organizing a text: sequencing instructions, ordering information, connecting ideas   5. Writing summaries   6. Writing letters; personal, business, job application   7. Writing curriculum vitae (resume)   8. Writing reports: events and news   9. Writing essays: descriptive, expository, narrative, argumentative |

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

* 1. **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 Instructional Techniques**

Following general techniques are suggested for the overall delivery of the course.

* Lecture
* Discussion
* Explanation
* Illustration
* Demonstration
* Quizzes
* Seminar
* Guided study
* Presentation

It is expected that students are fully engaged in the lesson and sessions are interactive while presenting the lesson.

**4.2 Specific Instructional Techniques**

Some specific techniques are suggested to ensure the active engagement of the students.

|  |  |
| --- | --- |
| Unit I | Small group discussion for the various grammar points, pair work to find out the rules of language, mini-projects to research the various grammar points in the texts. |
| Unit II | Individual practice and small group discussion and pair work. |
| Unit III | Individual study, pair work for reading tasks and presentation. |
| Unit IV | Individual assignment on various writing tasks, small group discussion and presentation. |

In addition to the techniques mentioned above, observation of an English language class where children with different abilities are studying followed by presentation is also encouraged in all the units.

* 1. **Evaluation and Time Allotment**

The course is for one semester and it carries 100 marks. The time and marks allocated for the entire course is as follow:

**Unit Marks Time**

I: Grammar 20 20%

II: Vocabulary 15 15%

III: Reading 30 30%

IV: Writing 35 35%

**5.1 Internal Evaluation 40%**

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

* Attendance 05 points
* Participation in learning activities 05 points
* First assignment/midterm exam 10 points
* Second assignment/assessment (1 or two) 10 points
* Third assignment/assessment 10 points

**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 the semester. Type of questions and the marks allocated for them are as follows:

* Objective type question (Multiple choice 10 × 1 = 10 points
* Short answer questions(6 questions × 5 points ) = 30 points
* Long answer questions (2 questions × 10) = 20 points

**Total 60 points**

**6. Recommended Books and Reference Materials**

**Recommended Books**

Awasthi, J. R. ,Bhattarai, G. R. & Rai, V. S. (eds.) (2008). *English for the New Millennium.* Kathmandu: EKTA Books. **(For units III to IV) (Selected Lessons)**

*Craven, M. and Sherman, K.D. (2011). Q: Skills for Success: 3: Listening and Speaking. Oxford: Oxford University Press.***(For units I and II)**

**Following lessons have been selected from the book English for the New Millennium:**

1. **Unit I : Legend, Lore and Education**

a. Whole Child Education

b. The Five Dimensions of Education

c. The Essentials of Education

1. **Unit II:Short Stories**

a. The Gateman's Gift

b. The Martyr

c. The Joys of Motherhood

e. Grief

3) **Unit III: Non Fictional/ Factual Writings**

a. I Once Was Lost

b. Albert Einstein

C. Music and Science

4) **Unit IV: Essays**

a. Victory on Everest

b. Laughter is the Best Medicine

c. Liberty and Democracy

5) **Unit V:Interviews**

a. ImreKertesz

6) **Unit VI:One Act Plays**

a. A Horseman in the Sky

7) **Unit VII:Memoir and Travel**

a. The Boatman's Gift

8) **Unit VII: Journals**

a. Journal Writing II

9) **Unit IX: Novel Extract and Motion Picture**

a. My Love Story with the City of Joys

10) **Unit X: Contemporary Topics**

a. Inclusive Education

b. English as a World Language

c. Diasporas and Language

d. The New Electronic Media

11) **Unit XI: Poems**

a. Composed upon Westminster Bridge

b.Mid- Summer Noon in the Australian Forest

c. Baby's World

d. Butcher Shop

e. If

f. Before the Battle

g. Letter from Foreign Grave

h. Sonnet

**Reference Materials**

Hornby. A.S. (2010). Oxford Advanced Learner’s Dictionary (8thEdition). Oxford: Oxford University Press.

**Professional/Core Course**

**Social Perspectives of Education**

Course title: **Social Perspectives in Education**

Course No. : Ed.421 Nature of Course: Theoretical

Level: B.Ed. Credit hours: 3

Semester: Second Total teaching hours: 48

1. **Course Description**

This is a core course of B. Ed. This course is designed to provide students with an understanding of how social aspects interact with education. It is also designed to help students understand different social perspectives, their issues, reform movements and their associated programs. The course uses current research and sociological theory to understand Nepalese education within a global context, examine the impact of relevant government policies for schooling and to understand the interaction of sociological factors in relation to student achievements. Moreover, students will need to demonstrate an understanding of how a variety of social and cultural factors including socioeconomic status, ethnicity and cultural background, gender, geographic location and religion may impact learning and achievement of the students.

1. **General Objectives**

The general objectives of this course are as follows:

* To provide the students with deeper and broader understanding of social perspectives of education.
* To provide the students with in-depth knowledge on different aspects of schools and society.
* To develop the understanding of social environment and its influences on students’ achievement.
* To acquaint the students with the development programs and reforms in different periods in Nepal.
* To make the students familiar with the social policy and education in national context and for international understanding.
* To develop students’ understanding of participatory approached of different local and district level plans in Nepal.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * + Explain the concept of social perspectives of education   + Discuss the contents of sociology of education   + Clarify the sociological perspectives in education | **Unit I: Sociology of Education (5)**   1. Concept of social perspectives in education 2. Concept of sociology and sociology of education 3. Contents of sociology of education 4. Sociological perspectives in education    * 1. Structural-functional      2. Conflict      3. Symbolic interaction |
| * + Explain school as a sub-system of society.   + Clarify meaning and importance of socialization.   + Describe different agencies of socialization.   + Describe the influence of social environment in school | **Unit II: The School and Society (14)**   * 1. School as a sub-system of society   2. Socialization      1. Meaning      2. Importance   3. Agencies of education and socialization      1. Family      2. Peer Group      3. School      4. Community      5. Association media      6. Political, religious and economical groups   4. Educational system and the environment      1. Home and family influences on school      2. Influence of religion on school      3. Financing of schools      4. Influence of political and legal institutions on schools      5. Influence of community on school |
| * + Clarify different social issues related to education system of Nepal.   + Explain the influence of different social factors on educational access and achievement in the context of Nepal | Unit III Social issues and education (7)   * 1. Social class and status group   2. Caste and ethnicity   3. Gender   4. Language   5. Religion   6. Geography   7. Influence of these factors on educational access and achievement in the context of Nepal |
| * + Explain the meaning of social policy in education.   + Clarify the concept and measures of equality and equity in education.   + Discuss the role of equality and equity in access and achievement in school education in Nepal.   + Elaborate right based approach to education with reference to human right, child right, women’s right and people with disability in Nepalese context.   + Explain the need of education for national integration.   + Explain education from international understanding | Unit IV: Social Policy and Education (12)   * 1. Meaning of social policy in education   2. Equality and equity in education      1. Concept and measures      2. Access and achievement in school education in Nepal   3. Right based approach to education      1. Human right      2. Child right      3. Women’s right      4. Right of people with disability   4. Provision of these rights in Nepalese context   5. Inclusive education   6. Education for national integration   7. Education for international understanding |
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| * Elaborate the education programs and reforms in Nepal before democratic period, in transition period, democratic reform period. | Unit V Education programs and reforms in different periods in Nepal (7)   * 1. Pre-democratic period (before 2007 B.S.)   2. Transition period (2007 B.S. to 2027 B.S.)   3. Reform period (2028 to 2046 B.S.)   4. Democratic reform period (2046 B.S. onwards) |
| * Review the participatory planning process of local and districts level education plans VIP, SIP, DEP. | **Unit VI: Critical review of participatory planning process (3)**   * 1. School Improvement Plan (SIP)   2. Village Education Plan (VEP)   3. District Education Plan (DEP) |

*Note: The figures in the parentheses indicate the approximate periods for the respective units.*

1. **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. The second group consists of specific instructional techniques applicable to specific units.

* 1. **General Instructional Techniques**
* Lecture
* discussion
* Question answer
  1. **Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested Instructional Techniques** |
| II and III | Students will be divided into groups and given different topics for group work. Groups will prepare report and share in the class. Presentation will be followed by discussion and suggestions. |
| V | Groups of students will collect different plans study them to identify strengths and weaknesses in relation to participatory process in these plans. |

1. **Evaluation**

**5.1 Internal Evaluation (40%)**

Internal evaluation will be conducted by subject teacher based on following activities:

* Attendance 5
* Class participation 5
* First assignment 10
* Second assignment 10
* Third assignment 10

|  |
| --- |
| **Total 40** |
|  |

**5.2 Final/Semester Evaluation (60%)**

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

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

**Total 60**

1. **Recommended Books and References**

**Recommended Books**

Ballantine, J. H. (1997). *The sociology of education: A systematic analysis.* New Jersey: Prentice Hall. (Unit II).

Crow, & Crow, A. (1976). *Introduction to education*, New Delhi: Eurabia, Publishing House. (For units I & II)

Dash, B. N. (1995). *Foundations of education thought and practice* Calculatta: Kalyani Publication. (For units I, II & VI)

Mohanty, Jagannath (2005). *Teaching of sociology: New trends and innovations*. New Delhi: Deep & Deep Publications Pvt. Ltd. (Unit I)

Morris, V. C. et. al (1963). *Becoming an educator.* Boston: Hougton Miffin Company. (For Unit II)

Ornstein, A. C. and Levine D.U. (1989). *Foundations of Education (4th ed.).* Boston: Houghton Mifflin Company. (Unit I and II).

Ottaway, A. K. C. (1964). *Education and society. and introduction to sociology of education* London: Routtedge and Kegan Paul. (For units I & II)

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**References**

Aryal, P. N. et al. (2065*). Philosophical and sociological foundations of education,* Kirtipur: Quest Publication.

Bhatia, K. K. (1983). *Principles and practices of education,* Ludhiana: Kalyani Publishers.

Bhattarai, H. N. (2063). *Foundations of education,* Kathmandu: Jupiter Publisher and Distributor.

Coombs, P. H. (1960). *The world educational crisis: system analysis* Allahabad: A. H. Wheetoer & Co. Pvt. Ltd.

Dhakal, M. P. (2063). *Philosophical and sociological foundations of education*, Kathmandu: Bidhyarthi Pustak Bhandar.

Dorothy, (1965). *Social perspective on education. The society, the student, the school*. New York: John Wiley & sons. Inc.

Faure, E. et.al. (1992), *Learning to be, the world education today and tomorrow.* Paris: UNESCO.

Hammadi, A. H. (1989*). Open University (retrospect and prospect*), Delhi: Bibliographics: Bareau.

Kneller, G. E. (1967). *Foundations of education (2nd ed)* Sydney: John Wiles and Sons, Inc.

Shrestha, C. B. & Basnet, S. (2063). *Philosophical and sociological foundations of education.* Kathmandu: Bhudi Puran Prakashan.

Thio, A. (1968). *An introduction* *to sociology.* New York: Happer & Row Publisher.

**Specialization Major (English Education) Courses**

**1. English Proficiency**

**2. Reading, Critical Thinking and Writing**

Course title: **English Proficiency**

Course No: Eng.Ed.425 Nature of the course: Theoretical

Level: B. Ed. Credit hours: 3

Semester: Second Teaching hours: 48

1. **Course Description**

This course is designed with a view to develop academic English language proficiency among the students. The course gives students ample practice in academic English by engaging them in group discussion, reading academic texts and write essays. Students analyze characteristics of written and spoken academic texts, develop awareness of academic culture and learn to avoid plagiarism. The course consists of four units. The first and second units involve the students in academic discussions and presentations while the third and fourth unit encourage them to read critically and write essays in academic settings.

1. **General Objectives**

The general objectives of this course are as follows:

* To develop listening skills in students in understanding the academic discourse.
* To enable students to make presentations and engage them in academic discussion.
* To expose students to the various academic reading texts and enable them to read critically.
* To help them produce academic essays and avoid plagiarism.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Take notes from lecture * Differentiate the parts of lecture. * Explain the specialized term from listening text. * Identifying reasons in listening texts. * Show arguments in listening text. | **Unit I: Listening in Academic Setting (13)**   * 1. Understanding lectures and identifying key points   2. Understanding the relationship between parts of the lecture   3. Understanding specialized terms   4. Understanding reasons   5. Following anargument |
| * Make academic presentations in the assigned topics * Prepare slides for presentation * Illustrate points through referring backward and forward * Participate in group discussion * Conclude discussion through consensus. | **Unit II: Speaking in Academic Setting (10)**   1. Presentation skills 2. Presenting with slides 3. Referring backward and forward in presentations 4. Working with colleagues 5. Joining discussions 6. Reaching consensus in group work |
| * Research and list key points by reading texts. * Prioritize the reading according to their importance. * Present critique of reading in speech and writing * Identify plagiarism while reading * Prepare lecture notes | **Unit III: Academic Reading(10)**   1. Researching texts for essays 2. Selecting and prioritizing what is read 3. Reading critically 4. Recognizing plagiarism 5. Preparing for lecture |
| * List the points from research for writing * Write various essays using academic English * Write with proper citation * Avoid plagiarism in writing | **Unit IV: Academic Writing(15)**   1. The researched essay 2. Comparison-contrast essays 3. Cause-and-effect essays 4. Argumentative essays 5. Classification essays 6. Reaction essays 7. Avoiding plagiarism |

***Note: The figures in the parentheses indicate the approximate hour for the respective units.***

1. **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 the particular units.

1. **General Instructional Techniques**

Following general techniques are suggested for the overall delivery of the course.

* Lecture
* Discussion
* Explanation
* Illustration
* Demonstration
* Quizzes
* Presentation

It is expected that students are fully engaged in the lesson and sessions are interactive while presenting the lesson.

In addition to the techniques mentioned above, observation of an English language class where children with different abilities are studying followed by presentation is also encouraged in all units.

* 1. **Specific Instructional Techniques**

Some specific techniques are suggested to ensure the active engagement of the students.

|  |  |
| --- | --- |
| Unit I | * Individual listening and completing tasks * Pair work to find out the key information |
| Unit II | * Individual practice for presentation * Oral presentation on the given topics. * Small group discussion |
| Unit III | * Individual reading practice with tasks * Pair work to find out key points in reading |
| Unit IV | * Individual writing practice * Class presentation |

1. **Evaluation**

The course will be evaluated internally and externally.

**5.1. Internal Assessment: 40%**

Internal evaluation will consists of the following criteria:

* Attendance 5 points
* Participation in learning 5 points
* First assignment 5 points
* Second assignment 5 points
* Practical exam (Unit four) 20 points

**Total 40 points**

**5.2. Semester examination 60%**

There will be a written examination of 60 marks which will be conducted by the Dean’s Office. The types and number of test items to be asked in the annual examination are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Types of questions** | **Total questions** | **Points** | **Total points** |
| Group A: Multiple choice items | 10 questions | 10 × 1 point | 10 |
| Group B: Short answer questions | 6 questions | 6 × 5 points | 30 |
| Group C: Long answer questions | 2 questions | 2 × 10 points | 20 |

1. **Recommended Books and Reading Materials**

**Recommended Books**

Davis, J. &Liss, R. (2012). *Effective Academic Writing The Essay*. Oxford: Oxford University Press **(For Unit IV).**

Hewings, M. (2013). *Cambridge Academic English: An Integrated Course for EAP –* Student’s Book. (B2 Upper Intermediate). Cambridge. Cambridge University Press. **(For Unit I, II and III)**

**References**

Sowton, C. Hewings, M. (2012). *Cambridge Academic English: An Integrated Course for EAP* Teacher’s Book. *(*B2 Upper Intermediate. Cambridge. Cambridge University Press. **(For Unit I, II and III)**

Course Title: **Reading, Critical Thinking and Writing**

Course No. : Eng.Ed.426 Nature of course: Theoretical

Level: B. Ed. Credit hours: 3

Semester: Second Teaching hours: 48

1. **Course Description**

This course exposes the students to the varieties of reading materials and writing strategies in order to enhance their academic skills. It adopts a content-based approach to the development of reading, critical thinking and writing abilities. Furthermore, it focuses on stages of the writing process and the structure of academic writing.

1. **General Objectives**

The general objectives of the course are as follows:

* To expose the students to a wide variety of contemporary reading materials.
* To facilitate the students to read critically, and write logically.
* To encourage the students to think independently.
* To enhance students’ ability to argue with reason, and confidence
* To expose the students to a variety of writing activities.

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1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Read to find out the purposes of texts * Identify the general idea of the texts. * Find the main points in the texts. * Answer questions about the details of the texts. * Read and analyze the texts. * Read and take notes of the important points. | **Unit I: Reading (18)**   * 1. Reading with a purpose   2. Reading for specific information   3. Reading for general information   4. Reading for main ideas   5. Reading critically and analytically   6. Reading for pleasure   7. Reading and taking notes |
| * Read and analyze the text critically. * Argue with reasons. * Think independently. * Debate confidently | **Unit II: Critical Thinking (10)**   * 1. Developing a critical mind   2. Analyzing   3. Arguing   4. Reflecting   5. Reasoning |
| * Write keeping in mind the purpose and audience. * Organize main ideas with supporting details. * Explain the essentials of writing. * Write narratives and anecdotes. * Write poems and stories. * Write reports and letters. * Write different types of essays. * Write notes and summaries. | **Unit III: Writing (20)**   * 1. Purpose and audience   2. Main ideas and supporting details   3. The essentials of writing   4. Writing an essay      1. The structure of an essay      2. The writing process      3. Writing with sources   5. Creative writing      1. Different genres of creative writing      2. Writing narratives      3. Writing anecdotes      4. Writing stories      5. Writing poems   6. Writing journal entries   7. Writing notes and summaries   8. Writing reports and letters |

***Note: The figures in the parentheses indicate the approximate periods for the respective units.***

1. **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.

* 1. **General Instructional Techniques**

Following general techniques are suggested for the overall delivery of the course.

* Lecture
* Discussion
* Explanation
* Illustration
* Demonstration
* Presentation
  1. **Specific Instructional Techniques**

Some specific techniques are suggested to ensure the active engagement of the students.

|  |  |
| --- | --- |
| Unit I | * Small group discussion on the given texts * Pair work to find out themain ideas and specific points from the give texts |
| Unit II | Group work/pair work to apply critical thinking techniques in reading and writing |
| Unit III | * Project work to carry out small research and write reports * Individual work to write poems and stories. * Presentation on the given topics. |
|  |  |

1. **Evaluation**

**5.1 Internal Evaluation 40%**

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

* Attendance 5 points
* Participation in learning activities 5 points
* First assessment 10 points
* Second assessment 10 points
* Third assignment 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 the semester. The distribution of points for three types of questions is as follows:

* Objective type question (10 multiple choice questions X 1) 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**

1. **Recommended Books and References**

**Recommended Books**

Gardner, P. S. (2009). *New directions: Reading, writing and critical thinking*. New York: Cambridge University Press. (For all units)

**References**

Bell, J.& Paul, M. (eds.) (2001). *The creative writing course book*. London: Macmillan.

Gardner, P. S. (2009). *New directions: Reading, writing and critical thinking*, Teacher’s manual. New York: Cambridge University Press.

Grellet, F. (2009). *Developing reading skills.* Cambridge: Cambridge University Press.

Grellet, F. (2009). *Writing for advanced learners of English.* Cambridge: Cambridge University Press.

Morley, D. (2007). *The cambridge introduction to creative writing.* Delhi: Cambridge University Press.

Spiro, J. (2004) *Creativepoetry writing.* Oxford: Oxford University Press.

Spiro, J. (2006) *Creative story building*. Oxford: Oxford University Press.

Wright, L. (2001). *Critical thinking: an introduction to analytical reading and reasoning*. New York. Oxford University Press.

**Specialization Major (Health Education) Courses**

1. **Human Diseases and Prevention**
2. **Track and Field**

Course title: **Human Diseases and Prevention**

Course No. : HP.Ed.425 Nature of course: Theoretical

Level: B. Ed. Credit hours: 3

Semester: Second Teaching hours: 48

1. **Course Description**

This course is designed to develop an in-depth knowledge and understanding of concept and classification of communicable diseases based on mode of transmission and causative agents in the students. Furthermore, it intends to deliver of aetiology, mode of transmission, sign and symptoms, preventive and control measures against communicable diseases to the students. Similarly, the course also aims to develop wider knowledge and understanding of different types of non-communicable diseases with their causes, sign and symptoms and preventive measures.

1. **General Objectives**

The general objectives of this course are as follows:

* To make the students able to understand the concept of diseases and classification of communicable diseases.
* To make the students with the concept, causes, modes of transmission, signs and s ymptoms and preventive and control measures against viral and bacterial infectious diseases.
* To make the students knowledgeable about causes, modes of transmission, signs and symptoms and preventive and control measures against parasitic diseases.
* To make the students able in describing predisposing factors, symptoms and prevention measures against various non-communicable diseases.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| * Clarify the concept of diseases. * Explain the elements of communicable diseases * Classify communicable diseases with examples of diseases | **Unit I: Introduction to Diseases (5)**   * 1. Concept of Diseases   2. Elements of communicable diseases      1. The agent      2. Transmission      3. Host factors      4. The environment   3. Classification of communicable diseases   4. Classification based on modes of transmission      1. Water-washed diseases      2. Water/faecal borne diseases      3. Vector borne diseases      4. Food borne diseases      5. Diseases of soil contact (Helminthic diseases)      6. Air-borne diseases      7. Diseases transmitted by body fluids      8. Zoonotic diseases   5. Classification based on causative agents |
| 1. Delineate the causes, mode of transmissions, signs and symptoms and preventive and control against viral infections. | **Unit II: Causes, Mode of Transmissions, Signs and Symptoms and Preventive and Control Measures of** **Viral Infections**  **(13)**   * 1. Bird flu   2. Chicken pox   3. Dengue fever   4. Ebola Haemorrhagic Fever (EHF)   5. Encephalitis   6. HIV and AIDS   7. Influenza   8. Measles   9. Mumps      1. Poliomyelitis      2. Rabies      3. SARS      4. Swine flue |
| 1. Elucidate the causes, mode transmissions, signs and symptoms and preventive and control measures against bacterial infectious diseases. | **Unit III: Causes, Mode of Transmissions, Signs and Symptoms and Preventive and Control Measures of** **Bacterial infections (10)**  3.1 ARI (Acute respiratory infection)  3.2 Bacillary dysentery  3.3 Diarrhoea  3.4 Diphtheria  3.5 Gonorrhoea  3.6 Meningitis  3.7 Pertussis  3.8 Pneumonia  3.9 Syphilis  3.10 Tetanus  3.11 Tuberculosis  3.12 Typhoid |
| 1. Explain the causes, mode transmissions, signs and symptoms and preventive and control measures against protozoan diseases. 2. Clarify causes, mode transmissions, signs and symptoms and preventive and control and preventive measures against athlete's foot, ring worm and fungal eye infection. 3. Discuss the causes, mode transmissions, signs and symptoms and preventive and control and preventive measures against parasitic diseases. | **Unit IV: Causes, Mode of Transmissions, Signs and Symptoms and Preventive and Control Measures of** **Protozoan, Fungal and Parasitic Diseases (8)**   * 1. Protozoan diseases      1. Amoebiasis      2. Kala-azar      3. Malaria   2. Fungal Disease      1. Athlete's Foot      2. Fungal eye infection   4.2.3 Ring worm   * + 1. Scabies   1. Parasitic Diseases      1. Filariasis      2. Hook worm      3. Pinworm      4. Round worm      5. Tape worm |
| 1. Identify factors affecting non communicable diseases. 2. Describe the symptoms and preventive measures against different non-communicable diseases. | **Unit V. Non Communicable Diseases (12)**   * 1. Risk factors of Non-communicable Disease   2. Sign and Symptoms and Preventive Measures of:      1. Arthritis      2. Asthma      3. Cancer      4. Diabetes      5. Gastritis      6. Heart disease * Hypertension * Congestive * Cardiac failure (CCF) * Rheumatic fever   + 1. Kidney failure     2. Stones     3. Ulcers |

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

1. **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. The second group consists of proposed specific instructional techniques applicable to the particular units.

**4.1 General Instructional Techniques**

* Brain storming
* Collaborative learning
* Discussions
* Document reviews
* Guest lectures
* Independent learning
* Lectures
* Presentations

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activity and instructional techniques** |
| I | * Let the students discus about concept and elements of diseases and classify by using meta-cards. The teacher will use to stick meta-cards shared by students on board wall and classify diseases based on modes of transmission and causative agents. * Let the students visit health post, or primary health centres or district, Zonal or any hospital and collect data about occurrence of diseases within a year and present in class followed by discussion. * Ask the students to collect books or reading materials searching in library or internet about different kinds of infectious diseases. |
| II | * Let the students prepare a chart with heading like causes, mode of transmission, sign and symptoms and preventive measures of viral infections. Let them make brief note according to classified titles. * Invite a guest speaker to deliver a speech about bird flu, swine flu or dengue. * If possible a group of students will collect information from a HIV and AIDs victim and discuss in the class. * Go through newspaper, articles and web surfing about Ebola haemorrhagic fever and discuss about it mode of transmission, symptoms and preventive measures. |
| III | * A group of students prepare brief notes on introduction, causes, mode of transmission, sign and symptoms and preventive and control measures bacterial infections based on collected materials and will present in class and followed by discussion. |
| IV | * The students collect materials about the cases of Kala-azar with the help of library study or searching in internet and present in class followed by discussion. * A panel discuss about the fungal diseases will be organized and students will prepare a report and will be distributed to all students for the purpose of reading. * A film on parasitic disease will be shown in the class and students will be given assignment to write a report consisting introduction, causative agents, mode of transmission, sign and symptoms and preventive and control measures. |
| V | Let students divide in differ groups and collect information from the patients with cancer, diabetes and heart attack. The students will present in the class followed by dissuasion. |

1. **Evaluation**
   1. **Internal Evaluation 40%**

Internal evaluation will be conducted by subject teacher based on following aspects:

|  |  |  |
| --- | --- | --- |
| **SN** | **Particular** | **Points** |
| 1 | Attendance | 5 |
| 2 | Participation in learning activities | 5 |
| 3 | First assessment: Article review/ book review/ open book test/ unit test etc | 10 |
| 4 | Second assessment: Midterm test | 10 |
| 5 | Third assessment: Project work/case study/field/study/survey/seminar/workshop | 10 |
| Total | | 40 |

**5.2 External Examination (Final Examination) 60%**

Examination Section, Dean's Office will conduct final examination at the end of semester.

|  |  |  |
| --- | --- | --- |
| **S.N** | **Types of question** | **Points** |
| 1 | Objective type questions (Multiple choice 10 x 1 point) | 10 |
| 2 | Short answer questions (6 questions x 5 points) | 30 |
| 3 | Long answer questions (2 questions x 10 points) | 20 |
| Total | | 60 |

1. **Recommended Books and References**

**Recommended Books**

Carol, D. and Marcia, A. (2011). *Diseases of the human body* (Fifth edition). Philadelphia: Library of Congress Cataloguing-in-Publication Data (Unit I-IV)

Communicable disease epidemiology and control: A Glob al Perspective. www.amazon.com › ... › Medicine › Clinical › Forensic Medicine (Unit I-IV)

Park, K. (2008). *Textbook of preventive and social medicine.* Jabalpur: M/S Banarsidas Bhanot.

Tamparo, C.D., & Lewis, M.A. (2011). *Diseases of human body* (5th ed.). Philadelphia, PA: F.A. Davis Company (Unit II-IV)

**References**

Acharya, K.P., & Lama, C.K. (2055 B.S.) *Foundation of health*. Kathmandu: Vidharthi Pustakak Prakashan.

Dhakal, S. N. (2063 B.S.). *Foundation of health.* Kathmandu: Ratna Pustak Bhandar. (All units)

Giri, S. (2060 B.S.). *Foundation of health*. Kathmandu: Vidhyarthi Prakashan. (All units)

Jha, A.K. (2059 B.S.). *Foundation of health*. Kathmandu: M.K. Publishers and Distributors (P.) Ltd. (All units)

Maharjan, S.K. (2064 B.S.). *Foundation of health*. Kathmandu: Bhundipuran Prakashan. (All units)

Negi, M. *Classifications of communicable diseases according to nature of the pathogen.* <http://www.yourarticlelibrary.com/disease/9-classifications-of-communicable-diseases-according-to-nature-of-the-pathogen/14185/> (Unit I)

Pradhan, J.B. (N.D). *Epidemiology and communicable diseases.* Kathmandu: Makalu Prakashan Griha (Unit 1-5)

Sherchan, L., & Upreti, Y.R. (2070). *Foundation of health (fourth edition)*. Kathmandu: Quest Publication. (All units)

Upreti, Y. R. (2069). *Human illness: A source book*. Kathmandu: Quest Publication. (All units)

Wagle, D. C. (2066). *Foundations of health.* Pokhara: Ozone Books Publication.

**Course Title: Track and Field**

Course No.: HP.Ed.426 Nature of the Course: Practical

Level: B. Ed. Credit Hours: 3

Semester: First Teaching Hours: 96

* 1. **Course Description**

This course is designed to provide practical skills on running, jumping and throwing events. It is also designed to provide them practical experiences to plan coaching strategies to coach different events. The course is also aimed to provide experiences on organizing those events so that they can get the experience of officiating those events including rules and regulation of track and field.

* 1. **General Objectives**

The general objectives of this course are as follows:

* To make the students familiar with the concept of athletics.
* To develop the skills on different events of athletics.
* To make the students on layout of the sports facilities and preparing different timetable for competition.
* To develop the fundamental skills in athletics.
  1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe what track and field is. * Demonstrate different running events. * Construct different coaching strategies to coach running events. | **Unit I. Running (33)**  1.1. Short distance/sprint  1.1.1 100m  1.1.2 200m  1.1.3 400m  1.2 Middle distance  1.2.1 800m  1.2.2 1500m  1.3 Long distance  1.3.1 Cross country race  1.3.2 5000 m  1.3.3 10000 m  1.3.4 Marathon  1.4 Relay races  1.5 Methods of coaching running events |
| * Describe high jump, long jump and triple jump. * Perform different skills of jumping events. * Plan different strategies for coaching jumping events. | **Unit II. Jumping (24)**   * 1. High jump   2.1.1 Introduction of high jump  2.1.2 Steps of high jump   * Approach run * Take off * Mid air action * Clearance * Landing   2,1,3 Techniques of high jump   * Scissor's style * Western roll * Straddle roll   1. Long jump   2.2.1 Introduction of Long jump  2.2.2 Steps of long jump   * Approach run * Take off * Action in the air * Landing   2.2.3 Techniques of Long jump   * Hang style * Hitch kick style   2.3 Triple jump  2.3.1 Introduction to triple jump  2.3.2 Steps of triple jump   * Approach run * Take off (Hop) * Step * Jump * Action in the air * Landing   2.4 Coaching strategies of jumping events |
| * Explain different events of throwing. * Demonstrate different skills of throwing events. * Plan different strategies for coaching throwing events. | **Unit III. Throwing (21)**   * 1. Shot put   2.1.1 Introduction to shot put  2.1.2 Steps of shot put   * Holding the shot * Stance * Glide * Throw * Follow through   3.2 Javelin throw  3.2.1 Introduction of javelin throw  2.2.2 Steps of javelin throw   * Grip * Carry * Approach run * Withdrawal stride * Cross over stride * Throwing stride * Follow through   3.3 Coaching strategies for throwing events |
| * Mark track, jumping pits, throwing circles and throwing arcs. * Explain rules and regulations of different athletic events. * Officiate different athletic events. * Organize athletic meet. | **Unit IV. Officiating Athletic Events (18)**  4.1 Layout of facilities  4.1.1 Track (200 m and 400 m)  4.1.2 Long jump and high jump pits  4.1.3 Throwing circle for Shot put  4.1.4 Throwing arc for javelin  4.2 Rules and regulation of athletics  4.3 Officiating athletic events  4.4 Organization of athletic meet |

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

* 1. **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. The second group consists of proposed specific instructional techniques applicable to particular units or sub units.

**4.1 General Instruction Techniques**

Lecture, Demonstration, Drill

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activity and Instructional Techniques** |
| **I. Running** | * The teacher will explain different running events and demonstrate different skills of running events. The students will observe and practice the running events. * The teacher will prepare some strategies of coaching running events and the students will be asked to prepare coaching strategies for the rest of the running events. |
| **II. Jumping** | * The teacher will describe different jumping events and demonstrate different skills of jumping events. The students will observe and practice high jump, long jump and triple jump. * The teacher will prepare some strategies of coaching high jump and the students will be asked to prepare coaching strategies for long jump and triple jump. |
| **III. Throwing** | * The teacher will explain different throwing events and demonstrate different skills of shot put and javelin throw and the students will observe and practice the events. * The teacher will prepare some strategies of coaching shot put and the students will be asked to prepare coaching strategies for javelin throw. |
| **IV. Officiating Athletic Events** | * The students will be instructed how track, jumping pits and throwing sectors are marked. Then they will be asked to construct those facilities on the field. Teacher will facilitate and monitor their task. * The teacher will explain the rules and regulations of running, jumping and throwing events with examples. * The students will be asked to organize athletic meet (one running, one jumping and one throwing each) within their group so that they can have experience of officiating. |

* 1. **Evaluation**
  2. **Internal evaluation-40%**

Internal evaluation will be conducted by subject teachers based on the following activities:

|  |  |  |
| --- | --- | --- |
| **SN** | **Activities** | **Points** |
| 1 | Attendance | 5 |
| 2 | Participation in learning activities | 5 |
| 3 | Performance | 10 |
| 4 | Meet organization and oficiating | 10 |
| 5 | Notebook keeping | 10 |
| **Total** | | **40** |

**5.2 External Examination (Final Examination)-60%**

Examination Division, Office of the Dean, Faculty of Education will appoint an external examiner to conduct practical examination at the end of the semester.

|  |  |  |
| --- | --- | --- |
| **SN** | **Types of activities** | **Points** |
| 1 | Performance in different athletic events (at least one event each from running, jumping and throwing) | 40 |
| 2 | Oral test | 20 |
| **Total** | | **60** |

* 1. **References**

I.A.A.F. (1984). *Track and field: A basic coaching manual*. London: Author. (Unit I – IV)

I.A.A.F. (1990). *Hand book of rules in athletics*. London: Author. (Unit IV)

Singh, B. (1981). *Rules and skills of games and sports*. New Delhi: Pankaj Publication. (Unit IV)

Pardivala, J.D. (1978). *Manual of athletic competition*. Bombay: India Printing Workshop. (Unit I – IV)

**Specialization Minor (Special Needs Education) Courses**

**Inclusion of Students with Special Needs**

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

Course No: SN.Ed.425 Nature of course: Theoretical

Level: B.Ed. Credit Hours: 3

Semester: Second Teaching Hours: 48

1. **Course Description**

This course is designed for those students who specialize in Special Needs Education at the B.Ed. level. The main intention of this course is to provide in-depth understanding of theories and practice of inclusive education. This course enriches the students’ thinking on ways to implement inclusive education operating inclusive classroom. The course, therefore, intends to engage the students in brief case studies and field studies to get a feel of the operating special, integrated and inclusive schools.

1. **General Objectives**

The general objectives of this course are as follows:

* To make the students knowledgeable about the basic concepts of inclusive education and allied terms
* To provide the students with a deeper understanding of dimensions of inclusive education
* To prepare the students to have wider knowledge of parents’ role in inclusion
* To enable the students to be conversant with different aspect of professional collaboration for inclusion
* To prepare the students to be able to identify and make programmes for students needs for better inclusion
* To develop the skills of managing inclusive classroom
* To analyse the policy, programme and practice of inclusive education in Nepal

1. **Course Outlines**

|  |  |
| --- | --- |
| Specific Objectives | Contents |
| * Describe inclusive education programme * Elaborate the concept of inclusive education * Identify the barriers of inclusive education * Elucidate critical dimensions of inclusive education | **Unit 1: Dimensions of Inclusive Education** (8)  1.1 Inclusive education programme  1.2 Concept of inclusive education  1.3 Barriers to inclusive education: Disadvantages, exclusion and vulnerabilities  1.4 Critical dimensions of inclusive school |
| * Explain the cultural and linguistic considerations in inclusive education * Identify parental and familial role in education of children with diversities and disabilities * State home school collaboration and home based intervention | **Unit 2: Parents' Role in inclusive education**(8)   * 1. Cultural and linguistic considerations in inclusive education   2. Parental and familial role in education of children with diversities and disabilities   3. Home school collaboration   4. Home based intervention |
| * List out the types of professional collaboration-consultation for inclusive instruction * Elucidate the types of professional collaboration for inclusion. * Organize cooperative teaching arrangements * Explain ways of using paraprofessionals | **Unit 3: Professional collaboration**(8)   * 1. Collaboration-consultation   2. Co-teaching, peer teaching and team teaching   3. Cooperative teaching arrangements   4. Using paraprofessionals |
| * Schematize pre-referral interventions * Discuss the process of inclusive education * Relate eligibility and planning for placement * Justify Response to Intervention as a tool to identify program for students’ needs | **Unit 4: Identifying and Programming for Students with Special Needs**(8)   * 1. Pre-referral interventions   2. Process to inclusive education   3. Eligibility and planning for placement   4. Response to Intervention (RtI) as a tool |
| * Prepare a plan for school, family and students for inclusion * Explain ways of creating and maintaining effective inclusive classroom * Use differentiated instruction to manage inclusive classroom * Identify and use appropriate services for inclusive classroom | **Unit 5: Managing Inclusive Classrooms**(8)   * 1. Preparing a plan for school, family and students for inclusion   2. Creating and maintaining effective inclusive classroom   3. Using differentiated instruction   4. Using appropriate support services |
| * Review historical development of special needs and inclusive education movement in Nepal * Relate diversity management with inclusive education * Explain the legal aspects of inclusive education * Explain policies, programmes and practices of inclusive education | **Unit 6: Inclusive Education in Nepal: Policies, Programmes and Practices**(8)  6.1 History of Special needs and Inclusive educationpractices  6.2 Inclusive Education and Diversity Management  6.3 Legal aspects of Inclusive education  6.4 Policies, programmes and practices of inclusive education |

Note: The figures in the parenthesis indicate approximate hours allotted to each unit.

1. **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**

As this course is theoretical in nature, lecture preferably with the use of multi-media projector will be an effective instructional technique. In addition, discussion and question-answer are suggested in delivering the contents wherever appropriate and applicable. While using general instructional techniques, active participation of the students should be ensured.

**4.2 Specific instructional techniques**

Specific instructional techniques such as classroom presentation by the students, guided individual study 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 1**  Dimensions of Inclusive Education | **Report writing**  Divide the class in groups of students to write the report on the need of inclusive education including the list of barriers and critical dimensions of special education. Present their reports in the class and followed by discussion. |
| **Unit 2**  Parents' Role in inclusive education | **Group Work**   * Divide the students into groups. * Prepare lessons to analyze the home school collaboration and home based intervention in inclusive education. * Present their lessons in the class. |
| **Unit 4**  Identifying and Programming for Students’ Needs | **Group Work**   * Divide students into groups as required * Let the groups of students study identifying and programming for students’ needs * Prepare the lessons comparing both contents * Lessons presentation in the classroom followed discussion |
| **Unit 5**  Managing Inclusive Classrooms | **Field Studies**   * Engage groups of students interview the teachers of selected schools to explore the possible ways of managing inclusive classes * Present the findings in the class for discussion. |
| **Unit 6**  Inclusive education in Nepal: policies, programmes and practices | **Document studies**   * Form groups of students to explore the activities related to policies, programmes and practices of inclusive education in Nepal * Present the report in the class followed by discussion |

1. **Evaluation**
   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**

* 1. **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**

1. **Recommended Books and Reading Materials**

**Recommended Books**

Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2012).*Teaching students with special needs in inclusive settings.* Upper Saddel River, New Jersey. (For unit )

Gargiulo, R.M., & Metcalf, D. (2013).*Teaching in today's inclusive classrooms: A universal design for learning approach*. Belmont, CA: Wadsworth Cengage Learning.(For unit )

Hehir, T., &Katzman, L.I. (2012).*Effective inclusive schools: Designing successful school-wide programs*. Publisher: Jossey-Bass. (For unit )

**Reading Materials**

शिक्षामन्त्रालय,(२०५४) उच्चस्तरीयराष्ट्रियशिक्षाआयोगकोप्रतिवेदन, काठमाडौँ: लेखक।

शिक्षाविभाग, (२०६३)समाहितशिक्षापरिचय, भक्तपुर: लेखक।

शिक्षामन्त्रालय,(२०४९) राष्ट्रियशिक्षाआयोगकोप्रतिवेदन,काठमाडौँ: लेखक।

Courses of B.Ed. Second Semester

Communication Skills

* General Nepali II
* General English II

Core Courses

* Social Perspectives of Education

Specialization Major (English Education) Courses

* English Proficiency
* Reading, Critical Thinking and Writing

Specialization Major (Health Education) Courses

1. Human Diseases and Prevention
2. Track and Field

Specialization Minor (Special Needs Education) Courses

* Inclusion of Students with Special Needs

**Courses of B.Ed. Third Semester**

**Core Courses**

**Specialization Major (English Education) Courses**

* **English in Mass Media**
* **Theories and Principles in English Language**
* **Teaching Techniques and Resources in English Language Teaching**

**or**

**Specialization Major (Health Education) Courses**

1. **Environmental Health**
2. **Human Anatomy and Physiology**
3. **Racket Games and Cricket**

**Specialization Minor (Special Needs Education) Courses**

**Family Support for Students with Disabilities**

**Core Courses**

**1.**

**2.**

(To be inserted)

**Specialization Major (English Education) Courses**

1. **English in Mass Media**
2. **Theories and Principles in English Language**
3. **Teaching Techniques and Resources in English Language Teaching**

(To be inserted)

**Specialization Major (Health Education) Courses**

1. **Environmental Health**
2. **Human Anatomy and Physiology**
3. **Racket Games and Cricket**

Course Title: Environmental Health

Course No.: HP.Ed.435 Nature of Course: Theoretical

Level: B. Ed. Credit Hours: 3

Semester: Third Teaching Hours: 48

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|  |

**1. Course Description**

This course is designed to enhance basic understanding of environmental health among students. Moreover, it provides knowledge about environmental health-related themes such as solid waste and sewage management, water supply and sanitation, good housing, environmental pollution, natural disasters and their management. This course demands active participation of students in teaching–learning process by involving them in field visit, library study, report preparation and presentation.

**2. General Objectives**

The general objectives of this course are as follows:

* To make students familiar with environmental health.
* To expose students to quality water, sanitation and impact of good housing on health.
* To familiarize students with different types of environmental pollution and their management.
* To help students develop a basic understanding of different types of waste and their management.
* To orient students about consequences of different types of natural disasters on health and their management.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Define the concept of environment and environmental health * State the scope and importance of environmental health. * Describe environmental hazards and their effects in health. * Analyse the common environmental health problems of Nepal. * Discuss the plans and policies of environmental health of Nepal. | **Unit I: Introduction to Environmental Health (8)**  1.1 Definitions and concept of environment and environmental health.  1.2 Scope and importance of environmental health.  1.3 Environmental health hazards and their effects.  1.4 Common environmental health problems of Nepal  1.5 Plans and policies of environment health in Nepal |
| * Identify the sources of water. * Clarify the concept of potable/wholesome water * Identify the characteristics of fresh / drinking water. * Demonstrate the procedures of different types of purification of water for domestic purpose. * Clarify the concept of sanitation and hygiene. * List the elements of total sanitation * Delineate the consequences of poor sanitation on health. * Analyse the situation of water, sanitation and hygiene (WASH) in Nepal * Explain concept of good housing. * Discuss about impact of good housing on health. | **Unit II: Water, Sanitation and Good Housing (12)**  2.1 Water  2.1.1 Sources of water  2.1.2 Concept of potable/wholesome water  2.1.3 Quality water  2.1.4 Purification of water   * Boiling * Slow and rapid sand filtration * Filtration through readymade devices * Chlorination * Solar Disinfection System (SODIS)   1. Sanitation   2.2.1 Definitions and concept of sanitation and hygiene  2.2.2 Concept and elements of total sanitation  2.2.3 Consequences of poor sanitation  2.3 Situation of water, sanitation and hygiene (WASH) in Nepal  2.4 Good Housing  2.4.1 Concept of good housing  2.4.2 Housing and its impact on health |
| * Elaborate pollution and pollutant with examples. * Identify different types of pollution. * Discuss the sources and effects of different types of pollution. * Suggest the measures for managing different types of pollution. | **Unit III: Environmental Pollution (10)**  3.1 Concept of pollution and pollutant  3.2 Types of pollution  3.3 Sources, effects and management of various types of pollution  3.3.1 Air pollution  3.3.2 Water pollution  3.3.3 Land pollution  3.3.4 Noise pollution  3.3.5 Radiation pollution |
| * Explain the concept of solid waste and classify them. * Apply the principles and methods of solid waste management. * Delineate the concept of sewage and sewage system. * Explain the methods of sewage management. * Classify the hospital and industrial wastes and explain measures for their management * Examine the human excreta disposal system. * State the types of latrine with sketches. * Describe the use and cleanliness of latrine. * Assess the open defecation free campaign and its impact on sanitation. | **Unit IV: Solid waste and Sewage Management (10)**  4.1 Solid waste  4.1.1 Concept and classification of solid waste  4.1.2 Principles and methods of solid waste management  4.2 Sewage  4.2.1 Concept of sewage and sewerage system  4.2.2 Methods of sewage management  4.3 Hazardous waste  4.3.1 Classification of hospital and industrial wastes  4.3.2 Measures for management of hospital and industrial wastes  4.4 Management of human excreta  4.4.1 Types of latrine  4.4.2 Use and cleanliness of latrine  4.4.3 Open Defecation Free Campaign in  Nepal and its impact on sanitation. |
| * Clarify the concept of natural disasters. * Explain the effects of earthquake, landslide, flood and fire on health. * Discuss disaster management cycle | **Unit V : Natural Disasters and Their Impacts on Health (8)**   * 1. Concept of natural disaster   5.2 Types of natural disasters their effects on health  5.2.1 Earthquake  5.2.2 Landslide  5.2.3 Flood  5.2.4 Fire  5.3 Natural disaster management cycle |

*Note: Figures in the parentheses indicate the approximate teaching hours for the respective units.*

**4. Instructional Techniques**

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

**4.1 General Instructional Techniques**

* Lecture
* Discussion
* Question-answer
* Brain storming
* Materials collection and presentation

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested Instructional Techniques** |
| **I** | * Articles review/book review |
| II | * Students in group will be assigned to collect essential materials for demonstration of water filtration techniques. * They will demonstrate filtration techniques in classroom followed by discussion. |
| III | * The teacher will organize a talk programme on environmental pollution, its consequences and management followed by discussion. |
| IV | * Students in group will visit hospital and waste management centre of municipalities to observe the situation of waste management practices. * They will prepare field report and present it in classroom followed by discussion. |

**5. Evaluation**

**5.1 Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on the following aspects:

|  |  |
| --- | --- |
| **Evaluation Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in teaching learning activities | 5 |
| * First assessment: Articles review/book review/Open book test/Unit test. | 10 |
| * Second assessment: Mid-term test | 10 |
| * Third assessment: Project work on water purification and field visit report on waste management | 10 |
| **Total** | **40** |

**5.2 External Examination (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Types of Questions** | **Points** |
| * Multiple choice questions (10 x 1 point) | 10 |
| * Short answer questions (6 x 5 points) | 30 |
| * Long answer questions (2 x10 points) | 20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Bal, S. (2009). *An Introduction to environmental management*. New Delhi: Himalaya Publishing House Pvt. Ltd. (Unit III).

Dara, S. S. (2002). *A textbook of environmental chemistry and pollution control (Reprint)* New Delhi: S. Chand and Company Ltd. (Unit III).

Frumkin, H. (2005). *Environmental health: from global to local.* San Francisco: Jossey-Bass

(Unit I & IV).

Kapoor, B. S. (2001). *Environmental sanitation*. New Delhi: S. Chand & Company LTD (Unit II)

Katyal, T. & Satake, M. (1998). *Environmental pollution (Reprint).* New Delhi: Anmol Publications Pvt. Ltd. (Unit III).

Nag, A. & Vijayakumar, K. (2005). *Environmental education and solid waste management.* New Delhi: New Age International Publisher (Unit: IV)

NPC/IUCN (1992). Environmental pollution in Nepal: A review of studies, Nov. 1992, NCS. (Unit III)

Park, K. (2014). *Textbook of preventive and social medicine*. Jabalpur: Banarasidas Bhanot Publisher. (For all units).

**References**

Budhathoki, C.B. et. al, (2067 BS). *Fundamentals of public health*. Kathmandu, Pinacle Publication Ltd.

Dhakal, S.N. (2071 BS). *Population and environmental education.* Kathmandu: Ratna Pustak Bhandar.

Dhakal, S. N. (2069 BS). *Fundamentals of public health*. Kathmandu: Vidyarthi Prakashan, (P) Ltd. (2nd Edition).

Gartoula, P., (2010 BS). A *Textbook of environmental health*. Kathmandu: Vidarthi Prakashan (P.) Ltd.

Kudesia, V. P et al. (2000). *Noise pollution and its control*. (2nd edition), Meerut: Pragati Prakshan.

Kumar, D. A. et al. (2001). *Environmental* studies. New Delhi: New Age International Publishers.

Prabhakara, G.N., (2008). *Environmental health for nurses*. New Delhi: Jyeepe Publishers and Distributors (P) Ltd.

Course Title: Human Anatomy and Physiology

Course No.: HP.Ed.436 Nature of the Course: Theoretical

Level: B.Ed. Credit Hours: 3

Semester: Third Teaching Hours: 48

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|  |

1. **Course Description**

The course intends to delineate with the structure and functions of cells, tissues, special organs and musculoskeletal, cardiorespiratory, digestive, excretory, glandular, lymphatic, nervous and reproductive systems. It is designed to provide students with an in-depth knowledge on human anatomy and physiology. The content of this course is delivered through the active participation of the students in teaching learning process.

1. **General Objectives:**

The general objectives of this course are as follows:

* To prepare the students to develop the thorough understanding of human cell, tissues and sensory organs.
* To make the students familiar with human anatomy and physiology.
* To enable the students to develop basic knowledge of different human body systems.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
|  |  |
| * Explain the structure and functions of human cell with labelled diagram. * Delineate the processes of cell division. * Classify human tissues. * Explain the structure and functions of human tissues. | **Unit I : Human Cell and Tissue (6)**   * 1. Human cell      1. Basic structure      2. Functions      3. Cell division      + Mitosis      + Meiosis   2. Human tissues      1. Structure      2. Classification      3. Functions |
| * Illustrate the structure and functions of eye, ear, nose, tongue and skin with labelled diagram. | **Unit II : Special Sense Organs (4)**   * 1. Structure and functions      1. Eyes      2. Ear      3. Nose      4. Tongue      5. Skin |
| * Delineate muscular system. * Describe the structure, types and functions of muscles. * Elucidate the skeletal system. * Discuss the structure, types and functions of skeleton with labelled diagram. * Explain the structure, types and functions of joints. | **Unit III: Musculoskeletal System (6)**   * 1. Muscular system   3.3.1 Introduction to muscular system  3.3.2 Muscles   * Structure * Types * Functions   1. Skeletal system      1. Structure      2. Types      3. Functions   2. Joints      1. Structure      2. Types      3. Functions |
| * Describe the digestive system. * Explain structure and functions of organs that involve in digestive system with labelled diagram. * Illustrate the role of enzymes in digestion. * Elaborate the process of digestion. * Explain the excretory system. * Elaborate the external and internal structure of kidneys with labelled diagram. * Illustrate the functions of the kidneys. | **Unit IV: Digestive and Excretory System (5)**  4.1 Digestive System  4.1.1 Structure and function   * Tongue * Stomach * Pancreas * Liver * Intestines   + 1. Roles of enzymes in digestions     2. Process of digestion   1. Excretory system      1. Kidneys * Structure * Functions   + 1. Process of urinary system * Filtration * Absorption * Urination |
| * Explain circulatory system. * Describe the structure of heart with labelled diagram. * List out the functions of heart. * Explain the composition and functions of blood * Describe the structure and functions of blood vessels. * Illustrate the circulatory process. * Describe the respiratory system * Differentiate between external and internal respiration * Draw a labelled diagram of lungs. * Explain the structure and functions of lungs * Illustrate the process of respiration | **Unit V: Cardiorespiratory System (6)**   * 1. Circulatory system   5.1.1 Heart   * Structure * Functions   5.1.2 Blood and blood vessels   * + - Composition of blood     - Functions of blood     - Types of blood vessels     - Process of blood circulation * Systematic * Pulmonary   1. Respiratory system   5.2.1 Lungs   * Structure * Functions   + 1. Process of respiration * Internal respiration * External respiration |
| * Explain the lymphatic system. * Explain the structure and functions of lymph. * Describe the structure and functions of exocrine and endocrine glands. | **Unit VI:** **Lymphatic and Glandular system (4)**   * 1. Lymphatic system      1. Structure of lymph      2. Functions of lymph   2. Glandular system   6.2.1 Exocrine and endocrine glands   * Structure * Functions |
| * Describe nervous system * Mention the structure and functions of brain with labelled diagram * Explain the structure and functions of neurons. * Illustrate the process of central, peripheral and autonomic nervous system | **Unit VII: Nervous System (9)**   * 1. Brain      1. Structure      2. Functions   2. Neurons      1. Structure      2. Functions   3. Types of nervous system      1. Central      2. Peripheral      3. Autonomic |
| * Describe reproductive system * Explain the structure and functions of male reproductive organs with labelled diagram. * Describe structure and functions of female reproductive organs with labelled diagram. * Explain the structure and functions of mammary glands with labelled diagram. * Illustrate the process of menstruation, fertilisation, pregnancy and birth. | **Unit VIII: Reproductive System (8)**   * 1. Male reproductive system      1. Structure      2. Functions   2. Female reproductive system      1. Structure and functions of external and internal organs      2. Structure and functions of mammary glands      3. Menstruation      4. Fertilisation      5. Pregnancy      6. Birth |

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

1. **Methods/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. The second group consists of suggested specific instructional techniques applicable to specific units.

**4.1 General Instructional Techniques**

* Lecture
* Discussion
* Question answer
* Brain storming

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested specific instructional techniques** |
| I | * Students will collect video or you-tube on structure, functions of cell and cell division which will be shown in the class followed by discussion. * The students will be given task to draw diagram of cell and tissues, and label them. |
| V | * Students will be shown a video of cardiovascular and respiratory system followed by discussion. They will be asked to draw a diagram of lungs and heart and label them. |

1. **Evaluation**
   1. **Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in teaching learning activities | 5 |
| * First assessment: Unit test | 10 |
| * Second assessment: Midterm test | 10 |
| * Third assessment | 10 |
| Total | 40 |

* 1. **External Evaluation 60%**

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

|  |  |
| --- | --- |
| **Types of Questions** | **Points** |
| * Multiple choice questions (10 x 1 point) | 10 |
| * Short answer questions (6 x 5 points) | 30 |
| * Long answer questions (2 x10 points) | 20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Wilson, R. & Kathleen, J. W. (2006). *Anatomy and physiology in health and illness*. London: Churchill Livingstone (All units).

Winwood, R. S. & Smith, J. L. (1998). Anatomy and physiology for nurse. New Delhi: Jaypee Brother (All units).

Watson, R. (2001). *Anatomy and physiology for nurses*. New Delhi: Harcourt (India) Pvt. Ltd. (All units)

**References**

Acharya, K. P. & Lama, C. K. (2055 BS). *Foundations of health*. Kathmandu: Vidhyarthi Pustak Prakashan.

Budhathoki, C. B. & Wagle, B. P. (2069 BS*). Foundations of health education*. Kathmandu: Pinnacle Publication.

Dhakal, S. N. (2063 BS). *Foundations of health.* Kathmandu: Ratna Pustak Bhandar.

Giri, S. (2060 BS). *Foundations of health*, Kathmandu: Vidhyarthi Prakashan. (All units)

Jha, A. K. (2059 BS). *Foundations of health*. Kathmandu: M.K. Publishers and Distributors (P.) Ltd.

Maharjan, S.K. (2064 BS). *Foundations of health*. Kathmandu: Bhundipuran Prakashan.

Sherchan, L. & Upreti, Y. R. (2070 BS). *Foundations of health (4th edition)*. Kathmandu: Quest Publication.

Wagle, D. C. (2066 BS). *Foundations of health.* Pokhara: Ozone Books Publication

*(Note: All reference books given above are written in Nepali language).*

Course Title: Racket Games and Cricket

Course No.: HP.Ed.437 Nature of the Course: Practical

Level: B.Ed. Credit Hours: 3

Semester: Third Total Hours: 96

**1. Course Description**

This course is designed to equip the students with basic skills of racket games and cricket. The main intention of this course is to enable students to apply basic skills, coaching strategies, and rules and regulations used in those games. It also aims to make students able to conduct the tournament in dignified manner. In this course, students will be engaged in rigorous practice and drills.

**2. General Objectives**

The general objectives of this course are as follow:

* To make students knowledgeable about racket games and cricket, and their history.
* To make the students able to demonstrate skills required for racket games and cricket.
* To acquaint students with coaching strategies and rules and regulations in racket games and cricket.
* To enable the students to officiate racket games and cricket.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Explain badminton game and its brief history. * Perform basic skills of badminton. * Apply different coaching strategies of badminton game. * Officiate badminton game. | **Unit I. Badminton (32)**   * 1. Introduction and history of badminton game   2. Basic skills of badminton      1. Grip and stance      2. Receive (forehand and backhand)      3. Footwork      4. Strokes * Underhand * Overhead * Clear * Drops   1. Single's and double's play.   2. Coaching strategies   3. Rules and regulations, and officiating |
| * Introduce table tennis game. * Describe the brief history of table tennis. * Demonstrate different basic skills of table tennis. * Apply different strategies for coaching table tennis. * Organise table tennis game. | **Unit II. Table Tennis** **(32)**   * 1. Introduction and history of table tennis   2. Basic skills of table tennis      1. Grip * Shake hand * Pen holder   + 1. Service * Top spin * Sidespin * Backspin   + 1. Receive * Stance * Footwork in single's and double's   + 1. Strokes * Forehand and backhand counter attack * Drive * Push   1. Single's and Double's play   2. Coaching strategies in table tennis   3. Rules and regulations, and officiating |
| * Explain cricket game. * Sketch a short history of cricket in the world and Nepal. * List the equipment used in cricket. * Demonstrate different basic skills of cricket. * Explain the rules and regulations of cricket match. * Apply different coaching strategies of cricket. * Conduct cricket match. | **Unit III : Cricket (32)**  3.1 Introduction and brief history of cricket in world and Nepal  3.2 Equipment used in cricket  3.3 Basic skills of cricket  3.3.1 Bating style and positions  3.3.2 Bowling techniques and actions  3.3.3 Fielding positions  3.3.4 Scoring techniques  3.3.5 Dismissing   * Types * Causes   3.4 Training and coaching strategies in cricket  3.5 Team formation  3.6 Rules and regulation of cricket match  3.7 Officiating practice of cricket match |

***Note:*** *Figures in the parentheses indicate the approximate teaching hours for the respective units.*

**4. Instructional techniques**

Instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to particular units or sub units.

**4.1 General Instruction Techniques**

* Lecture
* Demonstration
* Drill

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested Instructional Techniques** |
| **I** | * Teacher will demonstrate different basic skills of badminton and students will observe and practice the skills. * Teacher will prepare specific strategies of coaching badminton skills and the students will be asked to prepare coaching strategies for the rest of the skills. * Students will conduct badminton tournament among themselves as a part of teaching learning situation. |
| **II** | * Teacher will demonstrate different strokes of table tennis and the students will observe and practice them. * Teacher will prepare specific strategies of coaching table tennis skills and the students will be asked to prepare coaching strategies for rest of the skills. * Students will organise table tennis tournament within their group to gain experience of officiating. |
| **III** | * Teacher will demonstrate different skills of batting, bowling and fielding and students will observe and practice those skills. * Students will prepare coaching strategies of different skills of cricket based on badminton and table tennis and apply those strategies. * Students will be divided into two groups and will be asked them to play the cricket match. Other students will officiate the game. All the students will have opportunities to officiate. |

**5. Evaluation**

* 1. **Internal evaluation - 40%**

Internal evaluation will be conducted by subject teachers based on the following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in learning activities | 5 |
| * Performance (5 for each game) | 15 |
| * Organisation of tournaments (5 for each game) | 15 |
| **Total** | **40** |

**5.2 External Examination (Final Examination) - 60%**

Examination Division, Office of the Dean, Faculty of Education will appoint an external examiner to conduct practical examination at the end of the semester. The external examiner will follow the detail criteria of practical examination attached herewith.

|  |  |
| --- | --- |
| **Types of aspects** | **Points** |
| * Performance in different games * Badminton * Table tennis * Cricket | 15  15  15 |
| * Oral test | 15 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Ballou, R. B. (1988). *Teaching badminton*. Delhi: Surjeet Publication. (For Unit I)

Dev, K. (1987). *Cricket my style*. New Delhi: Allied Publisher. (For Unit III)

Goel, R. G. and Goel, V. (1990). *Encyclopedia of sports and games.* New Delhi: Vikas Publishing House PVt. Ltd. (For Unit I to III)

Parker, D. & David, H. (1996). *Play the game table tennis*. London: Bland ford. (For Unit II)

Royal Navy (1968). *Cricket*. London: National Council. (For Unit III)

*The law of cricket* (1992). London: MCC. (For Unit III)

YMCA (1981). *Rules of games and sports*. New Delhi: YMCA Publishing House. (For Unit I – III)

**References**

Jha, A. K. (2003). *Lay-out of games and sports*. Kathmandu: Ratna Pustak Bhandar.

Parker, D. (nd). *Take up table tennis*. New Delhi: Learners Press.

**Specialization Minor (Special Needs Education) Courses**

**Family Support for Students with Disabilities**

Course Title: **Family Supports for Children with Disabilities**

Course No: SN Ed.435 Nature of course: Theoretical

Level: B.Ed. Credit Hours: 3

Semester: First Teaching Hours: 48

**1. Course Description**

This course is designed to study of the theory, research and best practices as that relate to the family-professional partnerships in both general and exceptional children’s education. The main purpose of this course is to develop an understanding of families and schools as interactive social systems. Although the course will focus specifically on developing collaboration and teams to support children with special needs and their families, and/or those from diverse social, cultural, and linguistic traditions, the concepts presented are applicable to strengthening partnerships with all families and building collaboration among all educators.

**2. General Objectives**

The general objectives of this course are as follows:

* + - * To make students knowledgeable about the basic concepts of family systems including the characteristics, interactions, functions, types, resources and life cycle of families.
      * To enhance the students with the knowledge of communication and collaboration skills as a responsive elements that promote effective partnerships for the individuals with exceptional learning needs, families, school personnel, and community members.
      * To provide the students with a deeper understanding of families as partners in evaluation a student
      * To enable the students with strategies that support and assist families to identify their priorities and concerns in developing Individualized Education Plans (IEP) for their children with special needs education.
      * To familiarize the students with the knowledge of laws, policies, and ethics of working with those children and families with special needs.

**3. Course Outlines**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Give a brief introduction to exceptional families * Define and explain the family system framework. * Explain the concepts of family supports, sources and types. * Describe the characteristics, interactions and functions of family. * Compare the special challenges in a family with and without disability | **Unit 1:Introduction to Exceptional Families (12)**  1.1 Concept of exceptional families  1.2 Family system framework  1.3 Family supports: Sources & types  1.4 Family characteristics, interactions and functions  1.5 Special challenges and diversity |
| * Identify the major principles of effective partnerships. * Explain the needs of advocacy for a child with disability. * Describe the key principles of IDEA (2004) and compare it with Nepal Government’s Inclusive Education Policy (1996) . * Find out the techniques to build trust at individual level. | **Unit 2: Partnerships as Archways (10)**  2.1 Principles of effective partnerships  2.2 Advocacy for a child with disability  2.3 Principles of Individual with Disability Education Act (IDEA,2004) and Nepal government’s inclusive education policy  2.4 Trust at individual level |
| * Describe the communication skills for effective collaboration. * Explain the needs of collaborative climate among the parents, family and school. * Outline the importance of interpersonal communication skills * Discuss communication strategies for mutual trust between the stakeholders. | **Unit 3: Communication and Collaboration (8)**  3.1 Communication skills for effective collaboration  3.2 Creating a collaborative climate  3.3 Interpersonal communication skills  3.4 Communication strategies |
| * Explain the roles of families as partners in student evaluation and placement. * Analyze the legal(due) process . * Explain the steps in referral and assessment process . * Discuss benchmarking of progress. | **Unit 4: Families as Partners in Student Evaluation (8)**  4.1 Role of families as partners in evaluation  4.2 Due Process  4.3 Steps in referral and assessment process  4.4 Benchmarking of Progress |
| * Describe the concepts of individualizing education in partnership. * Differentiate the components in IFSP and IEP. * Explain the roles of professionals and paraprofessionals in coordination within schools * Discuss the integrating school and community services systems. * Identify the key areas for effective partnerships in IFSP. | **Unit 5: Individualizing Education in Partnership (10)**  5.1 Concept of individualizing education in partnership 5.2 Individualized family service programmes (IFSP)  and Individualized education programme (IEP)  components  5.3 Coordinating services within schools  5.4 Integrating school and community services  5.5 Partnerships for Individualized Family Support Plan (IFSP) |

**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:

* 1. **General Instructional Techniques**

Lecture, discussion, question-answer, quiz are suggested as general instructional techniques, which are applicable to the all 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 introductory presentation on each unit’s relevant themes, problems, issues and challenges linking with the cases happening in the field of special needs educational management in Nepal and at global.

* 1. **Specific instructional techniques**

Following experiential exercises are suggested as specific instructional techniques for selected units to ensure students’ active participation in teaching-learning process and make the teaching-learning research-oriented.

|  |  |
| --- | --- |
| **Units** | **Specific Instructional Techniques** |
| **Unit1**   1. Introducing Exceptional Families | **Group Work**   * Divide the class into groups of students to observe the characteristics and Socio-Economic Situations (SES) of exceptional families. * List out the various characteristics of a family with and without disabilities. * Discuss the findings followed by presentation in the class. |
| **Unit 2**  Principles of effective partnerships | **Report writing**   * Divide the class in groups of students to write the report on the principles for effective partnerships in educating children with disabilities and the list out the barriers of collaboration approach in special needs education. Present their reports in the class and followed by discussion. |
| **Unit 4**  Academic performance assessment process at school level | **Case Studies**  The main intention of this *Case Study* is to identify current issues in assessment process at school level for a child with and without disability. The goal is to identify the factors that affect students’ performance in assessment process. The students will follow the following instructional process:  **Background** - describe the people involved in your case situation, time, place and current assessment process.  **Case situation** - describe the current issues arising in assessment process at school level.  **Class discussion** - group of students will present their findings of case study to the class for discussion. |
| **Unit 5**  Integrating school and community services | **Field Studies**   * Engage groups of students to find an individual case of integrating school and community services for an individual with special needs education in their community. * And the students will present group findings of their field studies followed by discussion. |

1. **Evaluation**
   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**

* 1. **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**

Turnbull, A., Turnbull, R., Erwin, E.J., Soodak, L.C., & Shogren, K.A. (2011). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust*(6thed.). New York: Pearson. (For Units 1, 2, 3, 4 and 5)

Friend, M., & Cook, L. (2010**). *Interactions: Collaboration skills for school professionals*** (6th ed.). New York: Pearson. (For Units 3)

**Reference materials**

Hanson, M. J., & Lynch, E. W. (2004). *Understanding families: Approaches to diversity, disability, and risk*. Baltimore, MD: Paul H. Brookes Publishing Co**.** ( For Units 1 and 2)

Kroth, R. L.& Edge, D. (2007). *Communicating with parents and families of exceptional children.* (4thed.) Denver: Love Publishing Co. (For Units 3 and 5)

**Courses of B.Ed. Fourth Semester**

**Core Courses**

* **Psychology of Learning**

**Specialization Major (English Education) Courses**

* **Perspectives on Varieties of English**
* **Art of Writing**
* **History of English Language**

**or**

**Specialization Major (Health Education) Courses**

1. **Epidemiology and Community Health**
2. **Evaluation in Physical Education**
3. **Sports Psychology**

**Specialization Minor (Special Needs Education) Courses**

**Individualized Education Plan Methodology**

**Education for Students with Language and Communication Disorders**

**Core Courses**

* **Psychology of Learning**

(To be inserted)

**Specialization Major (English Education) Courses**

1. **Perspectives on Varieties of English**
2. **Art of Writing**
3. **History of English Language**

(To be Inserted)

**Specialization Major (Health Education) Courses**

1. **Epidemiology and Community Health**
2. **Evaluation in Physical Education**
3. **Sports Psychology**

Course Title:Epidemiology and Community

Course No. : HP.Ed**.**445Nature of Course: Theoretical

Level: B.Ed. Credit hours: 3

Semester: Fourth Teaching hours: 48

1. **Course Description**

This course is designed to provide the students with basic understanding of epidemiology and community health. It also deals with epidemiologic approach, methods, tools that can be used in community health. The course emphasizes community health problems, occupational health, community health service and public health programmes of Nepal. This course demands active participation of students in teaching-learning process by engaging them in individual and group works, group discussion, field visits, presentation and interaction.

1. **General Objectives**

General objectives of the course are as follows:

* To provide students with basic concepts and understanding of epidemiologic approaches, tools and studies
* To orient students to the concept, scope, aims and history of community health
* To make students familiar with community health problems, concerns and programmes
* To help student develop basic understanding of occupational health
* To introduce students to health care systems and primary health care of Nepal
* To expose students to public health programmes of Nepal and organization/agencies that help shape and support community health programmes

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Define and describe concept of epidemiology * List components of epidemiology * State use of epidemiology in community health * Explain rate, proportion and ratio as measurement tools of epidemiology * Calculate prevalence and incidence rate * Calculate crude death rate, case fatality rate, maternal mortality ratio \, and infant and child mortality rates * Mention epidemiologic approaches * Describe concept and steps of descriptive study * Illustrate the concept and elements of case control and cohort study, and experimental studies * List sources of data for epidemiologic studies | **Unit I: Introduction to Epidemiology (11)**   * 1. Definition and concept of epidemiology   2. Components of epidemiology   3. Use of epidemiology in community health   4. Measurement in epidemiology      1. Measurement tools * Rate * Proportion * Ratio   + 1. Measurement of diseases frequency * Prevalence rate * Incidence rate   + 1. Mortality measurement * Crude death rate * Case fatality rate * Maternal mortality ratio * Infant and child mortality rates   1. Epidemiologic approach      1. Getting information/data      2. Making comparison   2. Types of epidemiologic studies      1. Descriptive study      2. Analytical studies      3. Case-control      4. Cohort study      5. Experimental study   3. Sources of data for epidemiologic studies |
| * Clarify the concept of public health and community health * Describe aims and scope of community health * Sketch brief history of community health * Discuss community health problems such as prevalence of communicable diseases, poverty, malnutrition, pollution, drug abuse and road traffic accidents * State current indicators of maternal, infant and child health and community health programme for maternal, infant and child health * Clarify the concept of mental health and community mental health * Classify mental disorders and illness * Explain causes of mental illness and disorders * Describe use and misuse of alcohol and their effects on health * List types of tobacco and their effect on health * Identify the factors leading to consumption of alcohol and tobacco products * Describe the types of drugs and their use, misuse and abuse * Discuss factors leading to drug abuse and addiction * Analyse the tobacco and drug prevention policies and programmes of Nepal | **Unit II: Introduction to Community Health (12)**   * 1. Definitions and concept of public health and community health   2. Aims and scope of community health   3. Brief history of community health   4. Community health problems of Nepal   5. Maternal, infant and child health      1. Health indicators      2. Community health programme for maternal, infant and child health   6. Community mental health      1. Concept of mental health and community mental health      2. Classification of mental disorders and illness      3. Causes of mental illness and disorders      4. Community mental health programme in Nepal   7. Substance abuse as community health concern      1. Use and misuse of alcohol      2. Alcohol consumptions and their effects on health      3. Types of tobacco and their effects on health      4. Factors leading to consumption of alcohol and tobacco      5. Meaning and types of drugs      6. Use, misuse and abuse of drugs      7. Factors leading to drug abuse and addiction      8. Tobacco and drug prevention policy and programme of Nepal |
| * Clarify the concept of occupational health. * List objectives and importance of occupational health * State basic principles and procedures of occupational health. * Explain the physical, chemical, biological, mechanical and psychological hazards of occupational and work place environment. * Describe recent trends in work place injuries and illness * Explain preventive measures of occupational health hazards | **Unit III: Occupational Health (5)**   * 1. Meaning, objectives, and importance of occupational health   2. Basic principles and procedures of occupational health   3. Occupational health hazards      1. Physical      2. Chemical      3. Biological      4. Mechanical      5. Psychological   4. Recent trends in work place injuries and illness   5. Preventive measures of occupational health hazards |
| * Describe concepts of health services and health care system * Discuss traditional and modern health care systems of Nepal * Sketch history of modern health care services in Nepal * Explain different types of health services in Nepal * Illustrate organizational structure of health services in Nepal * Clarify the concept of primary health care (PHC) * Describe elements of PHC * Explain principles of PHC with examples * State existing situation of PHC in Nepal * Discuss challenges to the implementation of PHC services | **Unit IV: Health Care System**  (10)   * 1. Concept of health service and health care system   2. Types of health care systems in Nepal      1. Traditional      2. Modern   3. History of modern health care services in Nepal   4. Health services in Nepal      1. Preventive health services      2. Curative health services      3. Promotive health services      4. Rehabilitative health services   5. Organizational structure of health services in Nepal   6. Primary Health Care (PHC)      1. Concept of PHC      2. Elements of PHC      3. Principles of PHC      4. PHC in Nepal      5. Challenges to PHC services |
| * Explain functions international organizations in community health programmes of Nepal * Describe contribution of USAID and DFID to the community health of Nepal * Discuss functions of selected voluntary organisations of Nepal in the fields of community health * Explain the activities of expanded immunisation programme at the community level * Discuss the public health efforts of the government in control of diarrheal diseases * Outline national tuberculosis HIV/AIDS and STI prevention and control programme * Summarize main activities of malaria, kala-azar and lymphatic filariases control programmes * Mention key activities of safe motherhood and family planning, and nutrition and child health programmes | **Unit V: Involvement of Organizations in Public Health Programmes (10)**   * 1. Organizations shaping and supporting community health      1. International health agencies and their functions * WHO * UNICEF * UNFPA * Save the Children   + 1. Bilateral agencies and their functions * USAID * DFID   + 1. Voluntary organizations and their functions * Nepal Red Cross Society * Nepal Paropakar Association * Nepal Leprosy Relief Association * Nepal Anti-Tuberculosis Association   1. Public health programmes in Nepal      1. Expanded Programme on Immunisation      2. Control of Diarrheal Diseases      3. National Tuberculosis Control Programme      4. HIV and AIDS and STIs Control Programme      5. Malaria, Kala-azar and Lymphatic Filariasis Control Programme      6. Safe Motherhood and Family Planning      7. Nutrition and Child Health Programme |

Note: *Figures within the parentheses indicate approximate teaching hours for the respective units*.

1. **Methods/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. The second group consists of proposed specific instructional techniques applicable to specific units.

**4.2 General Instructional Techniques**

* Lecture
* Discussion
* Demonstration

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested instructional techniques** |
| I | Individual exercise on calculation of prevalence, incidence, case fatality rates, maternal mortality ratio and infant mortality rate using hypothetical data |
| II | Students will be divided into groups. First group will prepare report on concepts and classification of mental disorders. Second group work will prepare a report on community health concern of alcohol and tobacco consumptions. Third group will work on drug abuse. Each group will present key points of their report. Their presentation will be followed by discussion and feedback from teacher. |
| III and IV | Students in groups will visit District Health Office (DHO) and discuss with DHO Officials about organizational structure of district health services, and collect related information about public health programmes. They will prepare a brief report and present in the class, followed by discussion and feedbacks from teacher. |

1. **Evaluation**
   1. **Internal Evaluation 40%**

Internal evaluation will be conducted by subject teacher based on following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Class participation | 5 |
| * First assignment | 10 |
| * Mid-term test) | 10 |
| * Third assignment (Field report) | 10 |
| **Total** | **40** |

* 1. **External Evaluation (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Types of questions** | **Points** |
| * Multiple choice questions (10 x 1 point) | 10 |
| * Short answer questions (5 x 6 points) | 30 |
| * Long answer questions (2 x 10 points) | 20 |
| **Total** | **60** |

1. **Recommended Books and References**

**Recommended Books**

Bonita, R., Beaglehole, R. & Kjellstorm, T. (2006). *Basic epidemiology* (2nd Edition). Genera: WHO (For unit I).

Carr, S., Unwin, N, & Pless-Mulloli, T. (2007*). Introduction to public health and epidemiology* (2nd Ed.). New York: McGraw-Hill House (for Unit I, II).

DHS (2015). *Annual report of Department of Health Services*. Kathmandu: Ministry of Health Services, Department of Health Services (For Units IV and V).

McKenzie, J.P.R. & Jerome, K. (2005). *An introduction to community health.* (5th Edition*)*. Boston: Allyn and Bacon (For units I to III).

Park, K. (2014). *Textbook of preventive and social medicine* (22nd Edition). Jabalpur: M/S Banarsidas Bhanot Publishers (For units I, II, III).

**References**

MoH (2013). *Nepal health sector programme II- Implementation plan*. Kathmandu: Author

Neupane, D. & Khanal, V. (2010). *A textbook of health service management in Nepal. Kathmandu:* Vidyarthi Pustak Bhandar (Unit V).

Dixit, H. (2005). *Quest for health. Kathmandu*: Educational Publishing House (For unit IV).

Budhathoki Chitra, et. al, (2067). *Fundamentals of public health*. Kathmandu: Pinacle Publication Ltd.

Dhakal, S. N. (2071). *Population and environmental education.* Kathmandu: Ratna Pustak Bhandar.

Dhakal, S. N. (2069). *Fundamentals of public health*. (2nd Edition). Kathmandu: Vidyarthi Prakashan Pvt. Ltd.

Gartoula, P. (2010). A *Textbook of environmental health*. Kathmandu: Vidarthi Prakashan Pvt. Ltd.

Course Title: Evaluation in Physical Education

Course No.: HP.Ed**.**446 Nature of the Course: Theoretical

Level: B. Ed. Credit hours: 3

Semester: Fourth Teaching hours: 48

1. **Course Description**

This course has been developed to provide the students with scientific knowledge on principles and skills of test, and evaluation in physical education and sports. It intends to develop skills and techniques of construction of test and measurement with their application in physical education and sports. The course also focuses on the application of tests related to physical fitness, motor fitness, motor ability and sports skills including anthropometric measurement.

1. **General Objectives**

The general objectives of this course are as follows:

* + To develop knowledge, skills and techniques of tests, measurement and evaluation on physical education and sports for the students.
  + To enable students to apply different physical fitness, motor fitness and motor ability tests.
  + To enable students to apply different motor performance tests and sports skill tests.
  + To provide the students with skills and technique of anthropometric measurement.

1. **Specific objectives and contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Discuss the uses of test, measurement and evaluation in physical education and sports. * Identify the criteria for selecting a good test. * Construct a good test for physical education and sports. | **Unit I: Test, Measurement and Evaluation in Physical Education and Sports (9)**   * 1. Use of test, measurement and evaluation in physical education and sports   2. Selection criteria of a good test for physical education and sports   3. Construction of a good test for physical education and sports |
| * Administer physical fitness test. * Use motor fitness and motor ability tests | **Unit II: Physical Fitness and Motor Ability Test (6)**  2.1 Physical fitness test  2.1.1 AAHPER youth fitness test  2.1.2 California Physical fitness test  2.2 Motor fitness test  2.2.1 J.C.R. test  2.2.2 Indiana motor fitness test  2.3 Motor ability test  2.3.1 Cozen athletic ability test.  2.3.2 Barrow motor ability test  2.4 Administration of above tests to assess physical fitness, motor fitness and motor ability |
| * Clarify the concept of different abilities in physical education and sports * Use strength and flexibility tests. * Apply muscular and cardiovascular tests in sports. | **Unit III: Measurement of Different Abilities (9)**   * 1. Measurement of strength      1. Concept of measurement of strength      2. Strength tests * Sit up test * Kraus Weber test * Overhead pull up test * Hand grip test   1. Measurement of flexibility      1. Concept of measurement of flexibility      2. Flexibility tests * Modified sit and reach test * Trunk and neck extension test   1. Measurement of muscular endurance      1. Concept of measurement of muscular endurance      2. Muscular endurance measuring tests * Chin-up * Squat thrust (Burpee)   1. Measurement of cardio-vascular endurance      1. Concept of measurement of cardio-vascular endurance      2. Cardio-vascular endurance tests * Cooper's 12 minute run/walk test * 600 yard run/walk test |
| * Explain the concept of motor performance and sports skill tests. * Apply power, speed and agility tests. * Administer balance test. * Draw implications of the motor performance tests for SNE children. * Conduct different sports skill tests | **Unit IV: Motor Performance and Sports Skill Tests (18)**  4.1 Motor performance test  4.1.1 Concept of motor performance test  4.1.2 Power measuring tests   * Sargent chalk jump * Standing broad Jump   4.1.3 Agility measuring tests   * Side step test * Shuttle run   4.1.4 Balance measuring tests   * Stork stand * One foot balance   4.1.5 Speed measuring test   * 30 yard dash * 50 yard dash   4.2 Implications of motor performance tests for Special Needs Education (SNE) children  4.3 Sports skills tests  4.3.1 McDonald Soccer's test  4.3.2 Russell-Lange Volleyball Test  4.3.3 Mott-Lockhart Table Tennis Test  4.3.4 Lockhart-McPherson Badminton Test  4.3.5 Johnson Basketball Ability Test |
| * Explain the concept and importance of anthropometric measurement. * Identify and use instruments for measuring body parts. * Administer measurement of height and weight, length and circumference and girdle. * Outline implications of measurement of girdle for SNE children. | **Unit V: Anthropometric Measurement (6)**  5.1 Concept and importance of anthropometric measurement  5.2 Instruments for measuring body components  5.3 Measurement of height and weight  5.4 Measurement of length and circumference  5,5 Measurement of girdle  5.5.1 Arm and hand  5.5.2 Head and neck  5.5.3 Chest and abdomen  5.5.4 Thigh, leg and calf  5.5.5 Implications of measurement of girdle for SNE children |

***Note:*** *Figures in the parentheses indicate the approximate teaching hours for the respective units.*

1. **Instructional Techniques**

The instructional techniques for this course are divided into two parts. The first part consists of general instructional techniques applicable to all units. The second part consists of suggested instructional techniques applicable to specific units and contents

* 1. **General instructional techniques**
* Group discussion
* Lecture
* Demonstration
* Library study
* Presentation
  1. **Specific instructional techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested instructional techniques** |
| I | * The students will visit library, consult different books, journals and reports and prepare notes on different aspects of test, measurement and evaluation in physical education and sports. * The students will present the notes in the class followed by interaction and feedback. |
| II | * Guest lectures will be organised on different tests with their application followed by discussion. |
| III | * The students will administer different ability tests with their analysis and present the analysis in the class. |
| IV | * The teacher will organise an interaction programme on muscular and cardio-vascular tests. Demonstration of muscular and cardiovascular tests will follow with students' participation. |
| V | * The students will be divided into groups to work on the preparation of reports on anthropometric measurements. They will present the report in the class followed by discussion and feedback. |

**5. Evaluation Scheme**

* 1. **Internal evaluation 40%**

Internal evaluation will be conducted by concerned teachers based on the following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in learning activities | 5 |
| * First assignment (Unit test) | 10 |
| * Second assignment (Midterm test) | 10 |
| * Third assignment (Paper presentation) | 10 |
| **Total** | **40** |

**5.2 External Examination (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Types of questions** | **Points** |
| * Multiple choice questions (10 x 1 point) | 10 |
| * Short answer questions (5 x 6 points) | 30 |
| * Long answer questions (2 x 10 points) | 20 |
| **Total** | **60** |

1. **Recommended Books and References**

**Recommended Books**

Bosco, J. S. & Gastafson, W. F. (1983). *Measurement and evaluation in physical education, fitness and sports.* New Jersey: Prentice Hall Inc. (Unit I, II, III, IV, V).

Clarke, H. H. & Clarke, D. H. (1987). *Application of measurement to physical education*. New Jersey: Prentice Hall Inc. (Unit I, II, III, IV, V).

John, B. L. & Nelson, J. K. (1982). *Practical measurement for evaluation in physical education.* New Delhi: Surjeet Publication (Unit I, II, III, IV, V).

Karpovich, H. M. & McGee, R. M. (1979). *A practical approach to measurement in physical education.* Philadelphia: Lea and Fabiger (Unit I, II, III, IV, V).

**References**

Baruwal, H. B., Shrestha, S. B., Bhatta, M. D., Shrestha, M. K. & Poudel, T. R. (2012). *Sport training and evaluation in physical education*. Kathmandu: Pinacal Publications.

Jha, A. K. (2009). *Test, measurement and evaluation in physical education*. Siraha: Renu Prakashan.

Nath, S. (1993). *Anthropometry: The measurement of body size, shape and form*. New Delhi: Friends Publication.

Sherchan, L. & Upreti Y. R. (2014). *Teaching methods in health and physical education.* Kirtipur: Quest Publication.

*Note: The books mentioned above in references are written in Nepali.*

Course Title: Sports Psychology

Course No.: HP.Ed**.**447 Nature of the Course: Theoretical

Level: B.Ed. Credit hours: 3

Semester: Fourth Teaching hours: 48

**1. Course Description**

This course is designed to provide basic knowledge of sports psychology to the students. It intends to delineate knowledge of human growth and development, laws of learning, motivation, personality, individual differences and sensation and perception in sports. The course further aims to motivate and encourage the students to apply laws of learning and transfer of training in different sports. In this course, students have to be involved in exploring activities related to games and sports.

**2. General Objectives**

The general objectives of this course are as follows:

* To provide students with an in-depth knowledge on sports psychology.
* To make students knowledgeable about the importance of instincts/innate tendencies in sports.
* To enable students to apply psychological principles and theories in teaching games and sports.

**3. Specific objectives and contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Define sports psychology. * Describe the aims, objectives, need, importance and areas of sports psychology. * Explain the concept of human growth and development with reference to sports psychology. * Describe physical activities for children and adolescents. | **Unit I: Introduction to Sports Psychology (12) 6**   * 1. Meaning and definitions of sports psychology   2. Aims and objectives of sports psychology   3. Need and importance of sports psychology   4. Areas/Scope of sports psychology      1. Individual behaviour      2. Individual differences      3. Heredity and environment      4. Developmental stages      5. Personality and intelligence      6. Individual learning      7. Measurement and evaluation   5. Human growth and development with reference to sports psychology   6. Physical activities for children and adolescents in relation to sports psychology |
| * Describe the application of laws of learning related to physical education and sports. * Discuss the methods of learning in physical education. * Explain transfer of training, learning curve as applied in physical education. | **Unit II: Learning in Sports Psychology (9)**   * 1. Application of laws of learning to physical education and sports   2. Methods of learning in physical education      1. Whole      2. Part      3. Whole and part   3. Transfer of learning and training in physical education and sports   4. Learning curves in motor skills |
| * Explain motivation as applied in sports. * Describe the mental set in sports. * Discuss the factors that influence motivation in sports. | **Unit III: Motivation in Sports (6)**   * 1. Motivation as applied in sports   2. Relation of need, drive, incentive, motive and reinforcement as mental set in sports   3. Factors influencing motivation in sports |
| * Explain the concept of instincts/innate tendencies * Describe the characteristics and importance of instincts/innate tendencies in sports * Differentiate play with imitation. | **Unit IV:** **Instincts/Innate Tendencies (7)**   * 1. Concept of instincts/innate tendencies   2. Characteristics and importance of instinct/innate tendencies in sports   3. Play and imitation      1. Concept of play and imitation      2. Differences between play and imitation |
| * Describe the types of personality according to Kretschmer, Sheldon and Jung. * List out the characteristics of athletic personality. * Describe adjustment techniques in sports. * Explain the role of personality in selecting games and sports. * Discuss the role of games and sports in shaping personality. * Describe how special needs children function in sports. | **Unit V: Personality in Sports (9)**   * 1. Types of personality according to Kretschmer, Sheldon and Jung   2. Personality characteristics of athletes   3. Adjustment in sports   4. Role of personality in selecting games and sports   5. Role of games and sports in shaping personality   6. Special needs children in sports |
| * Clarify the concept and importance of sensation and perception in sports. * Discuss the concept and importance of perceptual learning for motor activities. * Describe reaction time with its importance in sports. | **Unit VI: Perceptual Learning in Motor Activities (5)**  6.1 Concept and importance of sensation and perception in sports  6.2 Concept of perceptual learning for motor activities  6.3 Reaction time and its importance in sports |

***Note:*** *Figures in the parentheses indicate the approximate teaching hours 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. The second part consists of suggested instructional techniques applicable to specific units or sub units.

* 1. **General Instructional Techniques**
* Lecture
* Discussions
* Brain storming
* Presentations
* Guest lectures
* Seminar and workshops

**4.2 Suggested Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested Specific Instructional Techniques** |
| I | * The students will be given reading materials to prepare papers on related content area of sports psychology. They will be asked to present their papers in the class followed by discussion. |
| II | * The students will organise a seminar and present papers on various aspects of learning in sports psychology followed by discussion. The teacher will provide necessary reading materials to the students. |
| III | * The students will organise an interaction programme on various topics of motivation in sports. |
| IV | * A concerned expert will be invited for guest lecture about instincts/innate tendencies and followed by interactions. |
| V | * The students will collect a couple of brief cases of different sports personalities. They will be asked to present the cases in the class followed by discussion. |

**5. Evaluation**

* 1. **Internal evaluation 40%**

Internal evaluation will be conducted by concerned teachers based on the following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in learning activities | 5 |
| * First assignment (Unit test) | 10 |
| * Second assignment (Mid term test) | 10 |
| * Third assignment (Paper presentation) | 10 |
| **Total** | **40** |

**5.2 External Examination (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Types of question** | **Points** |
| * Multiple Choice question (10x1points) | 10 |
| * Short answer questions (5 x 6 points) | 30 |
| * Long answer questions (2 x 10 points) | 20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Barrow, H.M. (1977). *Man and movement: principles of physical education.* Philadelphia: Lea and Febiger (For units II, III & IV).

Howell, R. (1994). *Foundations of physical education*. Delhi: Friends Publications (For unit I).

Kamlesh, M.L. (1996). *Sports psychology.* Delhi: Surjeet Publication (For units I to VI).

Lawther, J.D. (1970). *Sports psychology*. New Delhi: Prentice Hall of India (For Units I, VI &VIII).

Maurya, B.K. & Gupta, S. C. (1975). *Psychology applied to physical education.* Meerut: Pragati Prakashan (For units I,V & VI).

Suinn, R. M. (1982). *Psychology in sports: methods and applications*. Delhi: Surjeet Publication. (For units I, IV & VI)

Wuest, D. A. & Bucher, C. A. (1992). *Foundations of physical education and sports*. New Delhi: B. I. Publications. (For unit V)

**References**

Baruwal, H. B., Shrestha S.B., Shrestha, M. Bhatt, M.D.T.D and Poudel, T. R. (2068 BS). *Sports science and games.* Kathmandu: Pinacal Publication.

Jha, A. K. (2060 BS). *Sports science*. Kathmandu : M. K. Publishers and Distributers.

Sherchan, L. (2060 BS). *Sports science*. Kathmandu: Ratna Pustak Bhandar.

*Note: The books mentioned above in references are written in Nepali.*

**Specialization Minor (Special Needs Education) Courses**

1. **Fundamentals of Individualized Education Plan**
2. **Education for Students with Speech and Communication Disorders**

Course Title: **Fundamentals of Individualized Education Plan**

Course No: SN.Ed.445 Nature of the Course: Theoretical

Level: B.Ed. Credit Hours: 3

Semester: Fourth Teaching Hours: 48

1. **Course Description:**

This course introduces learners the concept of aligning IEP for students with disabilities. This required course will address learners’ knowledge and skills for developing and designing a standard- based Individualized Education Plan (IEP) for the students with special needs education. The main intention of this course is to provide in-depth theoretical and legal aspects of an IEP. Moreover, the course also deals with the interface between theories and implications of IEP in general classroom setting for the students with disabilities.

1. **General Objectives:**

The general objectives of this course are as follows:

* To develop broader understanding of the Individualized Education Plan (IEP) concept in learners.
* To familiarize learners the steps involved in creating a meaningful IEP.
* To prepare students to be able to discuss different aspects of an IEP from a legal and educational perspectives.
* To make the students able to design an IEP.
* To enable students for the potential implications of an IEP for students with diverse needs.

**3. Course Outlines**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Define and clarify the concepts of GEP and IEP. * Give an overview of historical and current trends in special needs education * Discuss the needs of collaborative efforts for IEP. * Discuss the IEP team and IEP process | **Unit 1:Development of Meaningful Individualized Education Plan( IEP) (9)**  1.1 Group Education Plan (GEP) and IEP- concepts & definitions.  1.2 Historical & Legal Perspectives of Special Needs Education  1.3 Collaborative Teaming for Better IEP  1.4 IEP-team and IEP process |
| * Discuss the present level of performance (PLOP). * Elaborate measurable IEP goals and objectives * Explain the short-term IEP objectives and benchmarks. * Apply the ways of measuring and reporting process * Illustrate the concept and importance of LRE * Demonstrate the skills of accommodating and modifying curriculum and instruction for diverse learners | **Unit 2: Key Areas of IEP Development (12)**   * 1. Present Levels of Performance (PLOP)   2. Measurable IEP Goals   3. Short-Term IEP Objectives & Benchmarks   4. Measuring and Reporting Progress   5. Least Restrictive Environment (LRE)   6. Accommodation and Modification of curriculum and instruction for diverse learners |
| * Identify related services for special needs education * Describe support, counseling and trainings for school family including parents * Explain the extracurricular and nonacademic activities in IEP | **Unit 3:Related Services for Special Needs**  **Education (8)**  3.1 Related Services  3.2 Support &Training for School Family  3.3 Parent Counseling and Training  3.4 Extracurricular and Nonacademic Services in the IEP |
| * Prepare ITP for students with disabilities * Prepare FTP * Discuss the transition services & assessments * Explain self-advocacy measures after graduation from school | **Unit 4: Transition to Life After School (9)**   * 1. Individualized Transition Plan(ITP)   2. Family Transition Plan ( FTP)   3. Transition Services and Assessments   4. Graduation from school and self- advocacy |
| * Identify causes of Parent-School disputes * Review and Revise an IEP * Revise IEP by agreement | **Unit 5: Resolving Parent-School Disputes (10)**   * 1. Causes of Parent-School Disputes:      1. Inappropriate or Inadequate Services      2. Placement      3. Relationship Problems   2. Review and revise an IEP   3. Revising IEP by Agreement |

**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 as follows:

**4.1 General Instructional Techniques**

Teachers are suggested to use lecture, discussion, quiz and question-answer as general instructional techniques. While using these techniques, active participation of students should be ensured to make the teaching interactive. The use of multi-media projector will be preferable for making teaching-learning more effective.

**4.2 Specific instructional techniques**

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**  Development of a Meaningful Individualized Education Pan | **Group Work**   * Divide the class into groups of students to observe the instructional activities in schools/centers. * List out the differences in instructional delivery system of the schools/centers. * Discuss the findings followed by presentation in the class. |
| **Unit 3**  Special needs education related service | **Group Work**   * Divide the students into groups as required. The students will prepare a list of related services per students * Teacher will initiate the discussion on Individualized Education Plan (IEP) |
| **Unit 5**  Resolving parent- school disputes | **Field Studies**   * Engage groups of students to find an individual case of parent- school disputes of an individual with special needs education in their community. * And the students will present a group followed by discussion. |

1. **Evaluation**
   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**

* 1. **Semester/Final Examination60%**

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**

1. **Recommended Books and Reading Materials**

**Recommended Books**

Winterman, K.G. and Rosas, C.E.(2014). *The IEP Checklist: Your Guide to Creating Meaningful & Complete IEPs*. Baltimore, Maryland: Paul H.Brookes Publishing Co., 21285-0624. (For Units 1 and 2)

Wright, Pam and Peter (2014). Wrightlaw: *All About IEPS*, 7th Edition, Hartfield Virginia:Harbor House Law Press, Inc. 23071 (For Units 3, 4 and 5)

***Reading Materials***

Hock, M. (2000). *Ten Reasons Why We Should Use Standards in IEPs* .*In CASE*, 5-7. (For Units 1, 2 and 5)

Holbrook, M. D. (2007). *Standards-based Individualized Education Program examples*. *In Forum*, Alexandria, VA: NASDSE. (For Units 1, 2 and 4)

## Course Title: Education for Students with Speech and Communication Disorders

Course No.: SN.Ed.446 Nature of course: Theoretical

Level: B. Ed. Credit Hours: 3

Semester: Fourth Teaching Hours: 48

**1. Course Description**

This course aims to develop the knowledge on the education for students with speech and communication disorders. The course entails the detailed description about the contents like: typical and disrupted communication, types of communication disorders, development of communication skills, communication in high incidence of disabilities, augmentation and alternative communication etc. Furthermore, this course intends to shape the perspectives of students towards special needs children with communication disorders and to familiarize them with needed communication skills to special needs children with communication disorders.

**2. General Objectives**

The general objectives of this course are as follows:

* To acquaint the students with the concepts of typical and disrupted communication
* To familiarize the students about the different types of communication disorders
* To enable the students to explain communication development and barriers to it
* To equip the students with the concept of high incidence of disabilities
* To provide the students with the knowledge of augmentation and alternative communication (AAC)

**3. Course Outlines**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Differentiate typical and disrupted communication * Define speech and language communication * Discuss human communication spheres | **Unit 1:** Typical and Disrupted Communication (6)   * 1. Defining Speech and Language Communication   2. Human Communication Sphere:   1.1.1 Means of Communication  1.1.2 Social Communication |
| * Explain the types of communication disorders in language, speech and hearing * State the central auditory processing disorders * Identify common communication disorders | **Unit 2**: Types of Communication Disorders (10)   * 1. Language, Speech and Hearing Disorders   2. Central Auditory Processing Disorders   3. Common Communication Disorders |
| * Illustrate stages of communication development from infancy to adulthood * Analyze the barriers to communication development | **Unit 3**: Development of Communication Skills (11)   * 1. Stages of Communication Development   3.1.1 Infants and Toddlers  3.1.2 Pre-schoolers  3.1.3 School-age children and adolescents  3.1.4 Adults   * 1. Barriers to Communication Development |
| * Clarify the concept of high incidence disabilities * Classify learners with speech and language disorders with reference to their prevalence and characteristics | **Unit 4**: Communication in High Incidence Disabilities (10)   * 1. Concept of High Incidence Disabilities   2. Classification of Learners with Speech and Language Disorder   4.2.1 Prevalence  4.2.2 Characteristics |
| * Explain types and unaided augmentation and alternative communication (AAC) * Differentiate between speech and AAC * Analyze theory and reality of AAC * Discuss life span issues * Assess assessment considerations of AAC system, symbols and vocabulary selection * State intervention considerations | **Unit 5**: Augmentative and Alternative Communication (AAC) (11)   * 1. Types and Unaided AAC   2. Speech and AAC   3. Theory and Reality of AAC   4. Life span Issues   5. Assessment Considerations: AAC System, Symbol, and Vocabulary Selection   5.6 Intervention Considerations |

***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 and discussion are the major suggested general instructional techniques. While using lecture method, it is suggested to use multi-media projector to make the teaching more effective and the same time the students should be encouraged to participate in the teaching and learning process. Role play can also be used to demonstrate the speech and communication disorders of the students.

**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 |
| **Unit 2: Types of Communication Disorders** | **Group work and presentation**  The students will be divided in groups and certain topics (learner with language or speech or hearing disorder) 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 3: Development of Communication Skills** | **Group Work**  The students will be divided into groups and asked to identify barriers to communication development and discuss among peers and each group will present identified barriers in the class.  The students with the help of the teacher will make a write up of result of class activities. |

**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
* Third assessment: test 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
* Long answer questions (2 questions x 10 points) 20 points

**Total 60 points**

**6. Recommended Books and Reading Materials**

Anderson, N.B. & Shames, G.H. (2011). Human Communication Disorders: An Introduction (8th Edition). Boston. Columbus. Indianapolis. New York. San Franciso (Chapter 15 for Unit V)

Gargiulo, R. M. & Metcalf, D. (2013). Today's Inclusive Classrooms: A Universal Design for Learning Approach (2nd Ed.). Belmont, CA 94002-3098, U.S.A.: Wadsworth Cengage Learning. (Chapter Four for Unit IV)

Owens, R.E; Metz, D.E. & Haas, A. (2003). Introduction to Communication Disorders: A Life Span Perspective (2nd Edition). Boston, New York, San Francisco: Pearson Education Inc. (Chapter Two for Unit I, Chapter Four for Unit III, Chapter Fifteen for Unit V)

Wert, M. G.; Culatta, R. A. & Tompkins, J. R. (2007). Fundamentals of Special Education What Every Teacher Needs to Know (3rd Ed.). Upper Saddle River, New Jersey: Pearson Education, Inc. (Indian edition published by PHI Learning Private Limited. (Chapter Two for Unit II)

**References**

Heward, W. L. (2013). Exceptional Children: An Introduction to Special Education (10th Ed.). Boston. Columbus. Indianapolis. New York. San Francisco: Pearson Education, Inc.

**Courses of B.Ed. Fifth Semester**

**Core Courses**

* **Fundamentals of Curriculum**

**Specialization Major (English Education) Courses**

* **Poetry and Drama**
* **History of English Literature**
* **Interdisciplinary Reading**

**or**

**Specialization Major (Health Education) Courses**

1. **School Health Programme**
2. **Fundamentals of Food and Nutrition**
3. **Sports Medicine and First Aid**

**Specialization Minor (Special Needs Education) Courses**

**Educating Deaf Children**

**Core Courses**

* **Fundamentals of Curriculum**

(To be inserted)

**Specialization Major (English Education) Courses**

1. **Poetry and Drama**
2. **History of English Literature**
3. **Interdisciplinary Reading**

(To be inserted)

**Specialization Major (Health Education) Courses**

1. **School Health Programme**
2. **Fundamentals of Food and Nutrition**
3. **Sports Medicine and First Aid**

Course title: **School Health Programme**

Course No. : HP.Ed.455 Nature of course: Theoretical

Level: B. Ed. Credit hours: 3

Semester: Fifth Teaching hours: 48

1. **Course Description**

This course is designed to promote an understanding of school health programme in students. The course consists of six major units. First unit is related to introductory part of school health programme and its models and approaches. The other units deal with health education, healthful school environment, school heath service, school community cooperation and school nutrition programme. Students will also practice some aspects of school health programme as field work in neighbouring schools as part of internal assessment.

1. **General Objectives**

The general objectives of this course are as follows:

* To provide the students with the basic knowledge about school health programme and its models / approaches.
* To enable the students to identify different components of school health programme.
* To make the students familiar with health education, healthful school environment, school health services, school community co-operation and school nutrition programme and their elements.
* To expose students to existing status of different components of school health programme in neighbouring schools.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe the meaning and importance of SHP. * Illustrate different models/approaches of SHP. | **Unit I: Introduction to School Health Programme (SHP) (6)**   * 1. School health programme      1. Concept of SHP      2. Importance of SHP   2. Models/approaches of SHP      1. Integrated SHP with four components      2. Comprehensive/Coordinated SHP with eight components      3. Health Promoting School (HPS)      4. Focusing Resources in Effective School Health (FRESH) |
| * Describe the meaning and objectives of health instruction * Explain the types of health instruction * Make health instruction plans for teaching health education in school. | **Unit II: School Health Education/Instruction (5)**   * 1. Introduction to health education/instruction   2. Objectives of health instruction   3. Types of health instruction   4. Planning of health instruction |
| * Describe the meaning and objectives of healthful school environment. * Explain the concept, importance and elements of healthful physical and psycho-social environment of school. * Appraise the psycho-social problems of students and counsel them about their problems. | **Unit III: Healthful School Environment (10)**   * 1. Introduction of healthful school environment   2. Objectives of healthful school environment   3. Physical environment of school      1. Concept      2. Importance      3. Elements   4. Psycho-social environment of school      + - Concept        - Importance        - Elements      1. Appraisal of psycho-social problems of students      2. Counselling on psycho-social health problems |
| * Introduce health services as a major component of SHP * Explain the objectives and types of health services. * Describe appraisal, preventive and remedial aspects of school health services | **Unit IV: School Health Services (14)**   * 1. Introduction to health services   2. Objectives of health services   3. Types of health services   4.3.1 Appraisal aspects of health services   * Health observation, * Screening test of eye and ear * Health examination * Health record   4.3.2 Preventive health services   * Preventive measures of communicable diseases * Safety and first aid treatment   4.3.3 Remedial health services   * Guidance and counselling * Referral service * Health care for children with special needs |
| * Introduce the concept of for SHP * State the objectives of school community cooperation * Identify the ways of involving parents and community in SHP and school in community health. * Make a brief community resource mobilization plan for SHP | **Unit V: School-Community Co-operation for SHP (8)**   * 1. Introduction to school community co-operation   2. Objectives of school community co-operation   3. Cooperation and involvement of parents and community in School   4. Involvement of school in community health   5. Planning for community resource mobilisation for SHP |
| * Introduce the concept of school nutrition programme. * List the objectives of school nutrition programme * Assess the nutritional status of school children * Identify the ways of promoting healthy food habits in school children * Describe the need for proper management of school day meal and healthy school canteen | **Unit VI: School**   1. **Nutrition Programme (5)**    1. Introduction and objectives    2. Appraisal of nutritional status of children    3. Promoting healthy food habits    4. Management of school day meal    5. Supervision of school canteen/school day meal |

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

1. **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. The second group consists of proposed specific instructional techniques applicable to specific units.

**4.1 General Instructional Techniques**

* Lectures
* Discussions
* Brain storming
* Question-answer

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested specific instructional techniques** |
| I and VI | *Group presentation:* Students will be divided into different groups. Each group will review models of SHP and school nutrition programme to prepare a paper. Each group will present their paper in classroom followed by discussion and teacher's feedback. |
| III, IV and V | *Project work:* Students will be asked to visit in groups nearby school to identify state of implementation of various components of school health programme. They will identify gaps and prepare the report for presentation in the class. The presentation will be followed by discussion and teacher's feedback. |

1. **Evaluation**

**5.1 Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in teaching learning activities | 5 |
| * First assessment (Paper writing and presentation) | 10 |
| * Second assessment (Written test) | 10 |
| * Third assessment (Field report and presentation) | 10 |
| Total | 40 |

**5.2 External Examination (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Types of question** | **Points** |
| * Objective type question (Multiple choice 10 x1 point) | 10 |
| * Short answer questions (6 questions x 5 points) | 30 |
| * Long answer questions (2 questions x 10 points) | 20 |
| Total | **60** |

1. **Recommended Books and References**

**Recommended Books**

Anderson, C.L. (1972). *School health practice.* St. Louis: The CV Mosby Company.

Bruess, L.E. and Gay, J.E. (1987). Implementing of school health. New York: Macmillan Publishing Co. Inc.

Jenne, F.H. (1976). *Turner’s school health and health education* (7thed.). Saint Louis: The CV Mosby Company.

**References**

Barnekow, V., Bujis, G., Clift, S., Jensen, B.B., Paulus, P., Rivett, D., & Young, I. (2006). *Health-promoting schools: a resource for developing indicators.* \_\_\_\_\_\_\_\_\_ : International Planning Committee of the European Network of Health Promoting Schools. http://www.euro.who.int /ENHPS.

Budhathoki, C.B., & Wagle, B. (2068 BS). *School health programme management*. Kathmandu: Pinnacle Publication.

Gray, G., Young, I., & Barnekow, V. (2006). *Developing a health-promoting school.*  practical resource for developing effective partnerships in school health, based on the experience of the European Network of Health Promoting Schools. \_\_\_\_\_\_\_\_\_ : International Planning Committee of the European Network of Health Promoting Schools. http://www.euro.who.int /ENHPS.

Maharjan, S.S., & Khanal, S.P. (2068 BS). *School health programme management*. Kathmandu: Sunlight Publication.

World Health Organization Expert Committee on Comprehensive School Health Education and Promotion. (1997). *Promoting health through schools* (WHO technical report series; 870). Geneva, Switzerland: Author.

Young, I. (2005). Health promotion in schools-a historical perspective. *Promotion and Education, 12*(3-4), p. 112-117.

Course Title: Fundamentals of Food and Nutrition

Course No.: HP.Ed.456 Nature of course: Theoretical

Level: B.Ed. Credit hours: 3

Semester: Fifth Teaching hours: 48

1. **Course Description**

The main intent of this course is to impart basic knowledge of food and nutrition, and its effects on health to students. It consists of six units. First unit deals with the introductory part of food and nutrition whereas the second unit is related to classification of food and nutrition and dietary requirements. Similarly, third unit addresses nutritional problems in public health and their preventive measures. The fourth one focuses on food hygiene and preservation of nutrition**.** Thefifth unit includes food adulteration and consumer health and last unit emphases on nutrition education and nutrition policy.

**2. General objectives**

The general objectives of this course are as follows:

* To provide students with basic knowledge on food and nutrition.
* To familiarize the students with nutrients and their requirements for different groups of people.
* To enable students to assess nutrition status of children and create awareness about prevention and control of malnutrition and nutrition deficiencies.
* To provide students with basic knowledge of food hygiene and preservation of nutrition.
* To make the students aware of situation of adulteration in Nepal and its effect on public health.
* To make the students aware of food labeling, consumers right and consumers protection act.
* To familiarize the students with nutrition education, nutrition policy, and strategies of government of Nepal.

**3. Specific objectives and contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe the meaning and definition of food and nutrition. * Discuss the need and importance of food and nutrition. * Explain biological and social function of food. * Analyze determinants of food choices and dietary habits. * Discuss food habits and its effects on health. | **Unit I**: **Introduction of Food and Nutrition (6)**   * 1. Meaning and definitions of food and nutrition   2. Need and importance of food and nutrition in health, and growth and development   3. Biological and social functions of food   4. Determinants of food choices and dietary habits   5. Food habits and its effects on health |
| * Classify food by origin along with list of food items. * Classify the nutrition by chemical composition and functions. * Explain nature, composition, classification, sources, functions, deficiencies and recommended daily requirements of nutrients. * Describe nutritional requirements for different age, pregnant and lactating mothers. * Make a plan for preparing low cost balance diet using locally available food items. * Explain the ways of preparing balance diet using local food items for different groups. | **Unit II: Classification of Food and Nutrition, and Dietary Requirement (14)**   * 1. Classification of food by origin      1. Foods of animal origin      2. Foods of vegetable origin   2. Classification of nutrition in terms functions and chemical composition   3. Nature, composition, classification, sources, functions, deficiencies and recommended dietary allowance of :      1. Carbohydrate      2. Protein      3. Fats and other lipids      4. Vitamin      5. Minerals   4. Nutritional requirements for different age groups, pregnant and lactating mothers   5. Planning low cost balance diet using locally available food items.   6. Preparation of balanced diets for infants, children, pregnant, delivered and lactating mothers. |
| * Describe the situation of hunger and malnutrition in Nepal. * Explain causes, symptoms and prevention of PEM * Explain techniques of assessing nutritional status of children. * Illustrate the preventive measures against nutritious deficiency diseases. | **Unit III: Nutritional Problems in Public Health and their Preventive Measures (10)**   * 1. Situation of hunger and malnutrition in Nepal   2. Protein Energy Malnutrition (PEM)   3. Assessment of nutritional status of children      1. Early Detection of PEM on basis of symptoms      2. Anthropometric measurement * Gomez's classification * Water low's classification * Arm circumference   1. Preventive measures against nutritional deficiency diseases   3.6.1 Night blindness  3.6.2 Beriberi  3.6.3 Marasmus  3.6.4 Kwashiorker  3.6.5 Scurvey  3.6.6 Ricketsia  3.6.7 Anemia  3.6.8 Goiter |
| * Describe concept and general principles of food hygiene. * Explain the ways of managing food hygiene during preparation, processing, storage and consumption. * Explain causes of nutrients loss during food preparation and ways of minimizing nutrient loss. * Suggest measures of food preservation and storages. | **Unit IV: Food Hygiene and Preservation of Nutrition (5)**   * 1. Concept and general principles of food hygiene   2. Food hygiene during preparation, processing, storage and consumption   3. Nutrients loss during food preparation   4. Food preservation and storages |
| * Describe concept, causes and control of food adulteration. * Discuss effect of food adulteration on health. * Explain concept, need and important of consumer health. * Discuss consumer awareness of food labeling, consumer rights and consumer protection act. * Describe food fallacies in community. | **Unit V: Food Adulteration and Consumer Health (7)**   * 1. Food adulteration      1. Concept of food adulteration      2. Causes of food adulteration      3. Effect of food adulteration on health      4. Prevention of food adulteration   2. Consumer health      1. Concept of consumer health      2. Need and importance of consumer health      3. Consumer awareness of food labeling      4. Consumer's rights      5. Consumer protection act      6. Food fallacies in community * Junk and fast food * Teenage faddism |
| * Clarify concept of nutrition education * Explain needs and objectives of nutrition education. * Illustrate general framework for nutrition education * Identify materials and media for conducting nutrition education. * Discuss the roles of nutrition education for changing dietary habits. * Explain nutrition education policy and strategy of government of Nepal | **Unit VI: Nutrition Education and Nutrition Policy (6)**   * 1. Nutrition Education      1. Concept of nutrition education      2. Needs of nutrition education      3. Objectives of nutrition education      4. General framework for nutrition education      5. Material and media for nutrition education   2. Roles of nutrition education for changing dietary habits   3. Nutrition policy and strategy of government of Nepal |

**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. Second group consists of specific instructional techniques applicable to specific units.

**4.1 General Instructional Techniques**

* Lectures
* Discussion
* Demonstration

4.2 Specific Instructional Techniques

|  |  |
| --- | --- |
| **Unit** | **Suggested instructional techniques** |
| **II** | * Students will be divided into different groups and each group will be asked to make a brief plan for preparing low cost balance diet using locally available food items. * Each group will be asked to present their plan in the class, followed by discussion. |
| **III** | Teacher will ask the students to visit the library and search the internet to make notes on measures for preventing nutrition deficiency diseases in school children. Some selected students will be asked to present their notes. The teacher provides feedback. |
| **VI** | * Students will be divided into different groups. The first group will be assigned to collect poster, charts and other printed materials related to nutrition education from the government offices and NGOs/INGOs. The students will be demonstrate collected materials. Discussion on how to use these materials will be held in the class. * Similarly, the second group students will be asked to collect government nutrition policy/strategies and make a review report. They will present the report in the class followed by discussion. |

**5. Evaluation**

**5.1 Internal evaluation 40%**

Internal evaluation will be conducted by concerned teachers based on the following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in learning activities | 5 |
| * First assignment (Literature review and paper preparation on malnutrition and nutrition deficiency diseases) | 10 |
| * Second assignment (Written test) | 10 |
| * Third assignment (material collections and policy review ) | 10 |
| **Total** | **40** |

**5.2 External Examination (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Types of question** | **Points** |
| * Multiple Choice question (10 x 1 points) | 10 |
| * Short answer questions (6 x 5 points) | 30 |
| * Long answer questions (2 x 10 points) | 20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Content, I.R. (2007). *Nutrition education*. Linking research, theory, and practice: Sudbury MA: Jones and Bartlett Publishers. (For unit I and VI )

Eastwood, M. (2003). *Principles of human nutrition.* Oxford: Blackwell science. (For Unit I)

Mudambi, S.R. & Rajagopal, M. V. (2007). *Fundamental of foods, nutrition and diet therapy.* New Delhi: New Age International Publishers. (For Unit I, II and III)

Park, K. (2008). *Preventive and social medicine.* Jabalpur: Banarasidas Bhanon Publishers. (For Unit III)

WHO, (1988). *A guide to nutritional assessment* (For Units III, IV)

**References**

Budhathoki, C. B., Wagle, B.P., Sharma, Y. M. & Acharya, D.R. (2070). *Fundamental of public health.* Kathmandu: Pinnacle Publication Bagbazar.

Dhakal, K. P. (2060*). Basic health science*. Kathmandu: Nima Book Publication.

Dhakal, S. (2060)*. Basic health science*. Kathmandu: Ratna Pustak Publication.

Giri, S. (2060). *Basic health science.* Kathmandu: Asis Book Center.

Ministry of Health (2004). *National nutrition policy and strategies of Nepal.* Kathmandu: Nutrition Section, Department of Health Services

Nutrition society (Ed) (2009*). Introduction to human nutrition.* Oxford: Wiley, Blackwell. (For Unit II)

Samba, R. D. & Bloem, M.W. (2008). *Nutrition and health in developing countries*. Human Press

Course Title: Sports Medicine and First Aid

Course No.: HP.Ed.457 Nature of the Course: Theoretical

Level: B.Ed. Credit hours: 3

Semester: Fifth Teaching hours: 48

**1. Course Description**

This course is designed to provide students with knowledge on different aspects of sports medicine and first aid. It deals with introduction to sports medicine, sports injuries and their management, physiotherapy and exercise therapy. It also emphasizes on doping in sports, diet and nutrition for athletes, and first aid in common injuries.Focus is given to provide students with practical knowhow and skills of first aid treatment and management of some common sports injuries.

**2. General Objectives**

The general objectives of this course are as follows:

* To make students familiar with sports medicine
* To enable students to manage injured athletes
* To orient students to physiotherapy and exercise therapy
* To make students knowledgeable about concept of doping and misuse of drugs.
* To impart knowledge of diet and nutrition for athletes
* To enable the students to develop practical skills of using first aid box for providing first aid.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Explain the meaning and definition of sports medicine. * Sketch a brief history of sports medicine * Enumerate the objectives of sports medicine. * Describe the need and importance of sport medicine. * Explain the areas of sport medicine | **Unit I : Introduction to Sports Medicine**   * 1. Concept and definitions of sports medicine   2. Brief history of sports medicine   1.3 Objectives of sports medicine  1.4 Need and importance of sport medicine   * 1. Areas of sports medicine      1. Preventive service      2. First aid and emergency care      3. Diagnostic and counseling service      4. Therapeutic treatment      5. Referral service      6. Rehabilitation to injured persons      7. Balance diet      8. Conditioning training |
| * Explain causes, incidence of sports injuries. * Manage athletes injured from different types of sports injuries. | **Unit II: Sports Injuries and Their Management**   * 1. Sports injuries      1. Causes      2. Incidence   2. Types of sports injuries and their management      1. Shock      2. Bleeding      3. Strain and sprain      4. Soft tissues injuries      5. Muscle cramp      6. Muscle tear      7. Shin splint      8. Dislocation      9. Fracture      10. Facial and dental injury |
| * Explain concept, need and importance of physiotherapy for sports injuries. * Describe the uses of hydrotherapy, cryotherapy and electrotherapy for sports injuries. * Delineate need and importance of exercise therapy. * Demonstrate different movements used in exercise therapy. * Introduce massage and rehabilitation for sports injuries | Unit III: Physiotherapy and Exercise Therapy   * 1. Physiotherapy for sports injuries      1. Concept      2. Need and importance      3. Use of following therapies * Hydrotherapy * Cryotherapy * Electrotherapy   1. Exercise therapy      1. Need and importance      2. Movements * Passive movement * Active movement * Relaxed movement * Forced movement * Assisted movement * Resisted movement   1. Massage   2. Rehabilitation |
| Describe concept, causes and types of doping in sports.Explain misuse of different drugs and their effects.State laws against dopingSuggest measures for prevention of doping. | **Unit IV: Doping in Sports**   * 1. Concept   2. Causes   3. Types   4. Misuse of different drugs  Androgenic agentsStimulantsDiuretics and masking agentsNarcoticAnalgesics and cannabinoidsPeptide hormonesBlood doping,GlucocorticoidsBeta blockers,  * 1. Laws against doping   2. Prevention of doping |
| * Explain meaning, need and importance of diet and nutrition. * Differentiate between nutrition, metabolism and energy. * Illustrate the requirements of nutrition for based on nature of sports. * Suggest diet management for athletes. | **Unit V: Diet and Nutrition for Athletes**   * 1. Need and importance of diet and nutrition   2. Nutrition, metabolism and energy   3. Requirement of nutrition for different athletes based on nature of sports   4. Diet management for athletes |
| * State meaning, definition and importance of first aid. * Describe principles of first aid and qualities of first aider. * Delineate essential items included in a first aid box and their use. * Demonstrate skills for applying tourniquet, bandage, sling, artificial respiration/resuscitation techniques, and preparing and using stretcher * Explain first aid treatment procedures applied in different cases and common injuries. | **Unit VI: First Aid in Common Injuries**   * 1. Meaning and definitions of first aid   2. General principles of first aid   3. Qualities of a first aider   4. First aid kit and its related materials   5. Uses of first aid box   6. Practical skills for applying tourniquet, bandage, sling,   7. Artificial respiration/resuscitation techniques   8. Preparing and using stretcher   9. First aid treatment procedures in following cases and common injuries      1. Cut and wound      2. Drowning      3. Heat stroke      4. Frost bite      5. Snake bite      6. Dog bite      7. Poisoning      8. Electrocution      9. Burn      10. Altitude sickness |

***Note:*** *Figures in the parentheses indicate the approximate teaching hours 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. The second part consists of proposed specific instructional techniques applicable to specific units or sub units or content.

* 1. **General Instructional Techniques**
* Lecture
* Discussions
* Brain storming
* Presentations

**4.1 Specific Instruction Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested specific instructional techniques** |
| **I** | Students will be asked to visit the library and search the internet to make notes on areas of sports medicine. Selected students will be asked to present their notes in the class followed by the teacher’s feedback. |
| II | Selected students will be asked to play role of athletes injured from different types of sports injuries and other students will be asked to play the role of first aider. The role play will be followed by discussion and teacher’s feedback. |
| VI | Students will be asked to demonstrate the practical skills in using first aid box for first aid treatment to injured athletes. The class teacher will assist the students for the correct use and demonstration skills and techniques of using first aid box. |

**5. Evaluation**

* 1. **Internal evaluation 40%**

Internal evaluation will be conducted by concerned teachers based on the following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in learning activities | 5 |
| * First assignment (Literature review and presentation) | 10 |
| * Second assignment (Written test) | 10 |
| * Third assignment (Demonstration of practical skills) | 10 |
| **Total** | **40** |

**5.2 External Examination (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Types of question** | **Points** |
| * Multiple Choice question (10 x 1 point) | 10 |
| * Short answer questions (6 x 5 points) | 30 |
| * Long answer questions (2 x 10 points) | 20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Barrow, H. M. (1977). *Man and movement: principles of physical education*. (2nd ed.) Philadelphia: Lea and Febiger co. ( For Unit I &II)

Briksso, B. O. et al. (1990). *Sports medicine: Health and medication*. London: Guinness Books Publishing Ltd. ( For Unit I &)

Glenister, T. W. A. & Ross. J. R. W. (1991). *Anatomy and physiology of nurses*. New Delhi: C.B.S. Publishers and Distributors. ( For Unit……..)

Govindarajulu, N. (2006). *Sports medicine.* New Delhi: Friends Publications. (For Unit I to VI)

Gupta, L. C. et al. (1992). *Food and nutrition: Facts and figures*. New Delhi: Jaypee Brothers Medical Publishers Pvt. Ltd. (For Unit I & V)

Bytomski, J. R. & Moorman. C. T. (2010). O*xford American handbook of sports medicine.* New York: Oxford University Press (For Unit I,II, III, IV &VI)

Pande, P. K. (1989). *Know how sports Medicine*. Jalandhar: A.P. Publishers and Distributors Pvt. Ltd. (For Unit I, II, III and VI)

Whyte, G. P., Harries, M. and Williams, C. (2005). *Abc of sports and exercise medicine (3rd Edition).* Australia*:* Blackwell Publishing Ltd (For Unit I, II, III & IV)

**References**

Baruwal, H.B. et al. (2070). *Sports science and games*. Kathmandu: Pinacle Publisher and Distributers.

Sherchan, L. (2071). *Sports science and games*. Kirtipur: Quest Publication.

Sherchan, L. & Mijutani, H. (1994). *Modern physical education*. Kathmandu: J.O.C.V. JICA.

SOPHES. (2072). *Bianual journal of physical education and sports*. Kirtipur: SOPHES-Nepal.

**Specialization Minor (Special Needs Education) Courses**

**Educating Deaf Children**

Course Title: Educating Deaf Children

Course No.: SN.Ed.455 Nature of the Course: Theoretical

Level: B Ed Credit hours: 3

Semester: Fifth Teaching hours: 48

1. **Course Description**

This course is designed to provide the student with a deeper understanding of educating the deaf children. It provides an opportunity to develop practical experiences in the field of deaf education. Furthermore, it intends to find ways and measures to help the students address the diverse needs of deaf children. The course encourages the students to conduct field studies regarding the education of deaf and hard of hearing children.

**2. General Objectives**

The general objectives of this course are as follows:

* To familiarize students with general concepts of education for the deaf and hard of hearing children
* To provide students with knowledge of historical development of deaf education in USA and Nepal
* To enable students to be conversant with sign language and interpretation service in the classroom
* To familiarize students with educational consequences of alternative school placement
* To enable the students to relate the role of early intervention with educational achievement of deaf and hard of hearing children

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe the anatomy and physiology of human ear * Define deafness with its characteristics and prevalence. * Distinguish between deafness and hard of hearing * Describe the identification process * Identify the causes of deafness and hard of hearing | **Unit I: Introduction to Deafness and**  **Hard of Hearing (10)**  1.1 Anatomy and Physiology of the Human  Ear and Hearing  1.1.1. Sound conducting mechanism:  The outer ear and the middle ear  1.1.2 Sound transducing mechanism:  The inner ear  1.2 Definition, characteristics and  prevalence of deafness  1.3 Identification and causes |
| * Explore the history of deaf practice in different early times. * Outline the development of deaf education in different eras in USA and Nepal. | **Unit II: History of Deaf Education (8)**  2.1 Deaf practice in early times  2.2 Deaf education in nineteenth, twentieth  and twenty-first centuries  2.3 Deaf education in USA  2.4 Deaf education in Nepal |
| * Explain the origin, modality and structure of sign language. * Explain the development of Nepali sign language. * Explore the role of interpreters including their training | **Unit III: Sign Language and Interpretation System (8)**  3.1 Origin of sign languages  3.2 Modality and structure of sign  languages  3.3 Nepali Sign Language (NSL)  dictionary and NSL training  3.4 Interpretation system  3.5 Interpreters' training |
| * Explain the types of schools for the deaf. * Differentiate mainstreaming from inclusion. * Relate personal- social characteristics with achievement and placement. * Assess the educational consequences of alternative school placements. | **Unit IV: Educational Consequences of Alternative**  **School Placements (12)**  4.1 Types of deaf schools/classes  4.1.1 Resource class/rooms  4.1.2 Separate classes  4.1.3 General education classes  4.1.4 Co-enrollment classes  4.2 Mainstreaming, inclusion and  placement  4.2.1 Placement perspectives  4.2.2 Pragmatic perspectives  4.2.3 Philosophical perspectives  4.2.4 Perspectives of alternative  placement  4.3 Personal - social characteristics and  achievement and placement  4.4 Consequences of experiences in  alternative placements |
| * Describe the role of early intervention in academic achievements of deaf and hard of hearing students. * Relate students' characteristics with instructional settings * Explain the relation between academic achievement and early intervention for deaf and hard of hearing children. | **Unit V: Early Intervention and Achievement**  **of Deaf and Hard of Hearing Students (10)**  5.1 Early intervention  5.1.1 Purposes  5.1.2 Ways  5.1.3 Actors  5.1.4 Precautions  5.2 Student characteristics and instructional  settings  5.3 Academic achievement of deaf and  hard of hearing students  5.4 Students' characteristics and academic  achievement |

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 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.

**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.

**Evaluations**

|  |  |
| --- | --- |
| **Units** | **Specific Instructional Techniques** |
| **Unit II** | **Library Visit**  Arrange a library visit to collect reading materials related to history of deaf education. Organize a round table discussion in library-seminar room to draw related contents on history of deaf education. The teacher helps students draw conclusions from the discussion. |
| **Unit III** | **Visit to Sign Language Training Institute**  Organize a short visit to a sign language training institute for observing the sign language training. Prepare a short report on the lessons learned and present the report in the class. |
| **Unit IV** | **School Visit**  Organize a visit to deaf school and let students arrange a focus group discussion with the teachers of deaf students on educational consequences and placement. Let students prepare the report and present in the class. |
| **Unit V** | **Internet Search**  Arrange an internet search program in the classroom and let students explore the impact of early intervention on characteristics of deaf and hard of hearing students. Let them draw relevant contents to present in the class with the use of power point. |

1. **Evaluation**
   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**

* 1. **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**

1. **Recommended Books and References**

**Recommended Books**

Moores, D. F. (2001). *Educating the Deaf: Psychology, Principles and Practices*. New York: Gallaudet University. (Unit I, II, III and V)

Swanwick, R. (1998). *Issues in Deaf Education*. Michigan: The University of Michigan. (Unit IV)

**References**

Marschark, M. & Spencer, P.E. (2005). *Oxford Handbook of Deaf Studies, Language and Education*. New York: Oxford University Press.

**Courses of B.Ed. Sixth Semester**

**Core Courses**

* **Assessment in Teaching and Learning**

**Specialization Major (English Education) Courses**

* **Literature in Language Classroom**
* **Teaching English for Young Learners**
* **Fiction and Non-fiction**

**or**

**Specialization Major (Health Education) Courses**

1. **Adolescent Sexual and Reproductive Health Education**
2. **Exercise Physiology and Kinesiology**
3. **Project Work on School and Community Health**

**Specialization Minor (Special Needs Education) Courses**

**Introduction to Education for Children with Visual Impairment**

**Core Courses**

* **Assessment in Teaching and Learning**

(To be inserted)

**Specialization Major (English Education) Courses**

1. **Literature in Language Classroom**
2. **Teaching English for Young Learners**
3. **Fiction and Non-fiction**

(To be inserted)

**Specialization Major (Health Education) Courses**

1. **Adolescent Sexual and Reproductive Health Education**
2. **Exercise Physiology and Kinesiology**
3. **Project Work on School and Community Health**

Course Title: **Adolescent Sexual and Reproductive Health Education**

Course No. : HP.Ed.465 Nature of course: Theoretical

Level: B. Ed. Credit hours: 3

Semester: Sixth Teaching hours: 48

1. **Course Description**

This course is designed to introduce the students to the basic knowledge of adolescent sexual and reproductive health education. The focus of the course lies on components like adolescent sexuality, problems of adolescents' sexuality, addressing adolescents' sexual and reproductive health problems, comprehensive sexuality education and sexuality education for adolescents with special needs. This course demands creation of appropriate and stimulating environment for ensuring active participation of students in teaching learning process.

1. **General Objectives**

The general objectives of this course are as follows:

* To provide students with understanding of dimensions and objectives of adolescent sexual and reproductive health.
* To help students gain knowledge on sexual and reproductive health problems of adolescents and addressing them.
* To familiarize the students with components of reproductive health.
* To help students gain an understanding of comprehensive sexuality education.
* To expose the students to sexuality education for adolescents with special need and measures for addressing them.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * + Explain the traditional and contemporary views of sexuality.   + Discuss the dimensions of human sexuality.   + Illustrate physical, social and psychological changes during adolescence.   + Identify the problems and issues of adolescent sexuality.   + Suggest measures to reduce adolescent sexual health problem. | **Unit I: Adolescent Sexuality (15)**   * 1. Views towards sexuality      1. Traditional      2. Contemporary   2. Dimensions of human sexuality      1. Biological      2. Cultural      3. Ethical      4. Psychological   3. Changes in sexuality during adolescent      1. Physical      2. Social      3. Mental      4. Emotional   4. Problems and issues of adolescent sexuality      1. Sexual harassment      2. Sexual violence and abuse      3. Peer pressures      4. Unsafe sexual behaviour      5. Problems of adolescents' sexual activity, teen age marriage, teen age pregnancy and teen age mother      6. Unsafe and induced abortion      7. HIV and AIDS and Reproductive Tract Infection (RTIs)      8. Use of harmful substance |
| * + Describe peer education, guidance and counseling, and life skills approaches to address adolescent's problems.   + Illustrate creative activities to reduce adolescents' problems.   + Clarify the concept of, and describe the elements of adolescent friendly reproductive health services.   + Identify the barriers to adolescent reproductive health services.   + Suggest measures to manage adolescent friendly reproductive health services.   + Analyse policy-programme of government of Nepal for ensuring adolescent health services. | **Unit II: Addressing Adolescent's Sexual and Reproductive Health Problems (5)**   * 1. Peer education approach   2. Guidance and counseling approaches   3. Encouraging participation in creative activities   4. Life skills approach   2.4 Adolescent/youth friendly reproductive health services   * + 1. Concept and elements     2. Barriers to adolescent reproductive health services     3. Measures for managing adolescents friendly services     4. Government policy-programme for ensuring adolescent health services |
| * Introduce the different components of reproductive health. * Suggest preventive measures to manage the consequences of abortion, sexually transmitted infections (STIs)/RTIs and HIV and AIDS and sub-fertility. * Illustrate elder women's sexual health problems and their management. * Describe gender based violence and suggest measures to reduce this problem. | **Unit III: Introduction to Components of Reproductive Health (13)**   * 1. Family planning   2. Safe motherhood   3. Infant and child health care   4. Prevention and management of the   consequences of abortion   * 1. Prevention against sexually transmitted infections (STIs)/RTIs and HIV and AIDS   2. Prevention and management of sub-fertility   3. Adolescence reproductive health   4. Elder women’s problems and their management   5. Gender based violence |
| * Discuss the concept, objectives, need and components of comprehensive sexuality education. | **Unit IV: Comprehensive Sexuality Education (CSE) (5)**   * 1. Concept   2. Objectives and need of CSE   3. Components      1. Gender      2. Sexual and reproductive health      3. Sexual citizenship      4. Pleasure      5. Violence      6. Diversity      7. Relationship |
| * + Explain the need of sexuality education for adolescents with special needs.   + Identify sexuality problems of adolescents with special needs.   + Suggest measures to address sexual health problems of adolescents with special needs.   + Explain the need of sexual hygiene for adolescents with special needs. | **Unit V: Sexuality Education for adolescents with Special Needs (10)**   * 1. Need of sexuality education for adolescents with special needs   2. Sexuality problems of adolescents with special needs (Physical disability, blindness, deafness, intellectual disability, autism, emotional and behavioural disorder, and speech and language disorder)   3.3 Measures for addressing sexual health problems  3.4 Sexual hygiene for adolescents with special needs |

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

1. **Methods/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. The second group consists of suggested specific instructional techniques applicable to specific units.

**4.1 General Instructional Techniques**

* Lecture
* Discussion
* Presentation by students

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested specific instructional techniques** |
| I | * Students will be asked to write the concept of sexuality in Meta cards. * The cards written by the students will be placed on the wall to show traditional and contemporary concepts of sexuality. * Students will discuss about these concepts in the class followed by teachers’ feedback. |
| II | * Students will organise role play on peer group training about adolescent sexual and reproductive health problems followed by discussion. |
| III | * Teacher will apply a cafe method to demonstrate sexuality problems of adolescents with special needs followed by discussion. * A resource person will deliver a lecture on prevention and management of consequences of abortion, followed by discussion. |

1. **Evaluation**

Students' learning will be assessed through formative and summative evaluation.

* 1. **Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in teaching learning activities | 5 |
| * First assessment: Unit test | 10 |
| * Second assessment: Midterm test | 10 |
| * Third assessment | 10 |
| Total | 40 |

* 1. **External Evaluation 60%**

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

|  |  |
| --- | --- |
| **Types of Questions** | **Points** |
| * Multiple choice questions (10 x 1 point) | 10 |
| * Short answer questions (6 x 5 points) | 30 |
| * Long answer questions (2 x 10 points) | 20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Bruess, C. E & Greeiberg, J. S. (2004). *Sexuality education: theory and practice*. Boston: Jones and Bartlett Publishers. (For Unit I)

Hatcher, R. A. Rinehart, W. Blackburn, R. & Geller, J. S. (1997) *The essentials of contraceptives technology*. Baltimore: WHO/ USAID. (For Unit IV).

IPPF (2010). *IPPF framework for comprehensive sexuality*. London: Author. (For Unit V).

Masters, W. H., Johnson, V. E. & Kolondy R. C. (2007). *Human sexuality (Indian edition)* New Delhi: Dorling Kindersley. (For Unit I & III).

MoH & Unicef (1996). *National maternity care*. Kathmandu: Authors. (For Unit IV).

Shrestha, D. R. (2008). *Reproductive health: National and international perspectives.* Kavre: Mrs. Narayan Devi Shrestha. (For Unit II).

**References**

Maharjan, S. K. (2070 B. S). *Manav younikta ra prajanan swasthya.* (Sixth Ed.). Kirtipur: Sun Light Publication.

Pokhrel, N. (2060 B. S). *Youn, garva ra sutkeri.* Kathmandu: Educational Enterprise.

Tuitui, R. & Tuitui, S. (2064 B. S). *Prajajan swasthya*. Kathmandu: Prashanti Prakashan.

UNESCO (1998). *Handbook for educating on adolescent reproductive and sexual health*. Bangkok: Author.

UNFPA (2016). *Adolescent boys and young men: engaging them as supporters of gender equality and health and understanding their vulnerabilities.* Washington, D.C: UNFPA.

**Course Title: Exercise Physiology and Kinesiology**

Course No.: HP.Ed.466 Nature of the course: Theoretical

Level: B.Ed. Credit hours: 3

Semester: Sixth Teaching hours: 48

**1. Course Description**

This course is designed to equip students with the basic knowledge of exercise physiology and kinesiology. The course deals with the effects of physical exercises on human body systems. In addition, it also intends to provide knowledge of biomechanics and kinesiology as applied in different physical activities. Active students' participation is ensured to deliver the contents through students' presentations, classroom interaction, discussion, and so on.

**2. General Objectives**

The general objectives of this course are as follows:

* To familarise the students with the basic concepts of exercise physiology and kinesiology.
* To enable the students to assess the physiological effects of physical exercise on human body systems.
* To make students knowledgeable about the procedures of biomechanics in sports.
* To enable the students to analyse different aspects of biomechanics and kinesiology as applied in physical activities and games.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Define exercise physiology * Explain the meaning, objectives, importance and need of exercise physiology. * Analyse the microscopic structure of skeletal muscle and its functions. * Explain the contraction of muscle in the body and its role in sports. * Describe energy release process. * Illustrate glycogen cycle * Explain lactic acid formation with its effects. * Differentiate aerobic from anaerobic exercises with examples. | **Unit I: Introduction to Exercise Physiology (20)** 1.1Meaning and definitions   * 1. Objectives, need and importance   2. Microscopic structure of voluntary muscles and their functions   3. Contraction of muscles and their roles in sports   4. Energy release process and its utilization   5. Glycogen cycle   6. Lactic acid formation and its effect   7. Aerobic and anaerobic exercises |
| * Explain physiological changes in the body during and after exercise. | **Unit II: Physiological Effects of Exercise and Sports Training (8)**   * 1. Cardio respiratory system   2. Skeleto-muscular system   3. Neuro-muscular system   4. Excreto-digestive systems |
| * Clarify the concept of biomechanics. * Explain the need and importance of biomechanics in sports. * Explain the meaning and importance of kinesiology * Clarify the concept of planes and axes of the body. * Describe leverage system of human body. * Illustrate the types of leverage. * List out mechanical advantages of leverage system in spots. * Explain the role of gravity, motion, force and equilibrium in sports. | **Unit III Introduction to Biomechanics and Kinesiology (20)**  3.1 Concept of biomechanics  3.2 Need and importance of biomechanics in sports   * 1. Meaning and importance of kinesiology.   2. Concept of planes and axes of the body   3. Leverage system of human body      1. Types      2. Mechanical advantages   4. Gravity in physical activities      1. Force of gravity      2. Centre of gravity      3. The line of gravity   5. Motion in physical activities      1. Type * Translatory motion * Linear and curvilinear * Rotation: rotatory and angular   + 1. Laws of motion and its application in sports   1. Force in physical activities      1. Types of force * Centrifugal * Centripetal   + 1. Basic concept of friction and resistance (air, water) in sports   1. Equilibrium in physical activities      1. Concept      2. Types |

***Note:*** *Figures in the parentheses indicate the approximate teaching hours 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. The second part consists of proposed specific instructional techniques applicable to specific units or sub units or content.

**4.1 General Instructional Techniques**

* Lecture
* Discussions
* Brain storming
* Presentations

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested Specific Instructional Techniques** |
| II | Students will be divided into different groups and each group will be asked to prepare papers on effect of exercise on human body system during and after exercise. They will present their papers in the class followed by teachers' feedback. |
| III | * Teacher will demonstrate how basic principles of motion, gravity, force, lever and equilibriums can be applied in physical activities. * The students will follow the demonstration with their participation. |

**5. Evaluation**

Students' performance will be assessed through formative and summative evaluation.

**5.1 Internal evaluation 40%**

Internal evaluation will be conducted by the subject teacher based on the following activities:

|  |  |
| --- | --- |
| **Activities** | **Points** |
| * Attendance | 5 |
| * Participation in learning activities | 5 |
| * First assignment/ assessment | 10 |
| * Second assignment/assessment (1or 2) | 10 |
| * Paper presentation | 10 |
| **Total** | **40** |

**5.2 External Examination (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Types of question** | **Points** |
| * Multiple choice questions (10 x1 point) | 10 |
| * Short answer questions (6 x 5 points) | 30 |
| * Long answer questions (2 x 10 points) | 20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Frost, R. (2002). *Applied kinesiology*. California: North Atlantic Books. (For Unit III)

Karpowich, P. & Sinning, W. E. (1971). *Physiology of muscular activity*. Philadelphia: W.B. Saunders Co. (For Unit I and II)

Lamb, D. R. (1978). *Physiology of exercise*. New York: McMillan Publication. (For Unit I and II)

Uppal, A. K., Kumar, L. G., & Panda, M. M. (2004). *Kinesiology for physical education and exercise science*. Delhi: Friends Publications. (For Unit III)

**References**

Baruwal, H. B., Shrestha S. B., Shrestha, M. K. Bhatt, M. D. T. D & Poudel, T. R. (2013). *Sports science and games.* Kathmandu: Pinacal Publications.

Deshpande, S. H. (1990*). Kinesiology*. Amrawati: H.V.P.M. Publications.

Sherchan, L. (2013). *Sports science and games*. Kirtipur: Quest Publication.

Course Title: Project work in School and Community Health

Course No.: HP.Ed.467 Nature of the Course: Theoretical & Practical

Level: B.Ed. Credit hours: 3 (Th. + 2 Pr.)

Semester: Sixth Teaching hours: 80

**1.** **Course Description**

This course is designed to enhance students’ understanding and skills of conducting project work in school and community settings. It covers contents pertinent to designing and executing project work including report writing and dissemination of the results of the project work. The course will be delivered to the students using lectures, self-learning by the students, school and community fieldwork, interactive sessions and group discussion.

**2.** **General Objectives**

The general objectives of this course are as follows:

* To enhance students’ understanding of conducting of project work in a school or community.
* To yield the students with knowledge and skills for designing and implementing project work.
* To develop students capable with planning and implement health project plan.
* To enable students in writing report of project work and disseminate the key findings in the community.
* To build the student competent in monitoring the effectiveness of conduction of project work.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe the concept of project and its importance. * Illustrate the ways of conducting need assessment. * Enlist the components of project plan. * Explain the process of implementing project work. * Describe the ways for monitoring and evaluating project work. * Discuss the need of disseminating the findings of project work. | **Unit I: Introduction to Project Work (12)**   * 1. Concept and importance of project   2. Basic process of project work      1. Needs assessment      2. Project planning * Prioritising problems and needs * Setting objectives * Identifying and analyzing resources * Developing action plan * Publicity of the project work event   + 1. Forming project implementation committee     2. Implementation of project work * Orienting /training about project implementers * Coordination and collaboration with stakeholders * Implementing action plan   1.2.5 Monitoring and evaluation of the project work  1.3 Dissemination of the output/findings of the project work at school and community |
| * List the components of a project work proposal * Prepare a proposal for the project work based on need assessment. * Construct survey tools for needs assessment. * Programme schedule and budget | **Unit II: Proposal Development (12)**  4.1 Development of a proposal for the project work based on need assessment.  4.1.1 Components of the project work proposal  4.2.1 Introduction  4.2.2 Rationale  4.2.3 Objectives  4.2.4 Methods and materials  4.2.5 Programme schedule with responsibilities  4.2.6 Budgeting  4.3 Development of survey tools for needs assessment |
| * Identify the potential areas for project work in school health. * Perform preliminary school visit. * Construct need assessment tolls and administer them to collect essential data and information and analyse them. * Perform interaction with students, headteacer, teachers, SMC and PTA for determining priority areas. * Design and implement school health programme. * Monitor activities of school health. * Organise a evaluation and closing programme of project in school. | **Unit III: Project Work in School Health (12)**  2.1 Determining the areas for project work in school health  2.1.1 Preliminary school visit  2.1.2 Development of need assessment tools  2.1.3 Needs /situation assessment   * Collection of data and information * Analysis of data and information   + 1. Interaction with students, headteacher, teachers, SMC and PTA for determining priority areas.   1. Designing school health project   2. Implementing school health project   3. Monitoring implementation of school health project   4. Evaluating and closing of the project work |
| * Identify the potential areas for project work in community. * Perform ocular survey in community. * Construct need assessment tolls and administer them to collect essential data and information and analyse them. * Perform interaction with stakeholders for determining priority areas. * Design and implement community health project * Monitor activities of community health project. * Organise a evaluation and closing programme of project in community | **Unit IV: Project work in Community Health (12)**   * 1. Determining the areas for project work in community health      1. Preliminary community visit/Ocular survey in community      2. Development of need assessment tools      3. Needs /situation assessment * Collection of data and information * Analysis of data and information   + 1. Interaction with stakeholders for determining priority areas.   1. Designing community health project   2. Implementing community health project   3. Monitoring implementation of community health project   4. Evaluating and closing of the project work in community |
| * Develop skeleton/outline for project report writing * Write need assessment section of the report using proposal and findings of data analysis * Write project design and implementation section based information related to project plan and accomplished project activities * Include information related to monitoring and evaluation of the project in second section of the report * Summarize findings and lesson learnt, and draw conclusion and recommendation * Prepare references and appendices following a standard format. * Prepare a whole report of the project work * Disseminate the main findings of the project in community. | **Unit V: Report Writing on Project Work**  Section One: Needs assessment  5.1 Introduction  5.2 Methodology  5.3 Key findings of need assessment  Section Two: Project design and implementation  5.4 Development of action plan for project work  5.5 Implementation of the project work  5.6 Monitoring and evaluation  5.7 Findings, lessons learnt, conclusion and recommendations  5.8 References and appendices  5.9 Dissemination of the output/main findings of the project work report in community |

**4.** **Methods**/**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. The second group consists of suggested specific instructional techniques applicable to specific units.

**4.1 General Instructional Techniques**

* Lecture
* Field survey/work
* Presentation
* Group discussion
  1. Specific Instructional Techniques

|  |  |
| --- | --- |
| **Unit** | **Suggested specific instructional techniques** |
| II | * Students will be divided in group and each group prepare proposal of project including need assessment tools. * Each group will present in class, followed by discussion. * Student will finalize proposal based on the feedbacks of teacher. |
| III & IV | * Students of each group will conduct need assessment in school and community as per proposal and identify prioritized areas through data analysis and interaction with stakeholders for conducting project work. * Each group will design project work and develop a action plan. Then they will implement project work as per action plan mobilizing local resources with the involvement stakeholders. * Students will perform monitoring during project implementation and evaluate output of project at the end and they will conduct closing prgramme. |
| V | Each group will prepare draft report and submit to teacher, and then they will finalalize report based on feedback of teacher. |

**5. Evaluation**

**5.1 Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on the following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in learning activities | 5 |
| * First assessment: Development of proposal | 10 |
| * Second assessment: Participation in field activities | 10 |
| * Third assessment: Project work report | 10 |
| **Total** | **40** |

**5.2 External Examination (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Parts of final examination** | **Points** |
| Theoretical part : 20 |  |
| * Multiple choice questions (5 x1 point) | 5 |
| * Short answer questions (3x 5 points) | 15 |
| Practical part :40 |  |
| Practical Examination by external:   * Quality of report: * Viva | 20  20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Babbie, E. R. (2004). *Survey research methods*. Belmont, CA: Wadsworth.(For Unit IV)

Hale, C. (1996). *Community diagnosis manual*: Kathmandu, TU: Health learning materials Centre (For Unit I, II)

Mikkelsen, B. (1995). *Methods for development work and research*: *A guide for practitioners*. New Delhi: Sage Publications. (Unit I)

Minkler, M. (2004). *Community organizing and community building for health*. San Francisco: Jossey-Bass. (For Unit I, II & IV)

Payne, J. (1999). *Researching health needs: Community based approach*. London: Sage Publication. (For Unit I, II, IV)

Touwen, A. (ND). *Handbook for project*. Geneva: International Federation of University of Women.

**References**

Devkota, B. (2056). *Community health diagnosis*. Kathmandu: Ratna Pustak Bhandar. (Unit I, II, IV)

McKenzie, J., Pinger, R. and Jerome, K. (Eds) (2005). *An introduction to community health*, (Fifth Edition). Boston: Allyn and Bacon. (For Unit I, II)

**Specialization Minor (Special Needs Education) Courses**

**Introduction to Education for Children with Visual Impairment**

Course Title: Introduction to Education for Children with Visual Impairment

Course No.: SN.Ed.465 Nature of course: Theoretical

Level: B.Ed. Credit Hours: 3

Semester: Sixth Teaching Hours: 48

1. **Course Description**

This course intends to provide students with in-depth knowledge for teaching children with visual impairment. It deals with the conceptual and practical aspects of vision, children with visual impairment and education for them. The course delineates social dimensions, educational approaches and avenues for children with visual impairment. Furthermore, it describes disabilities associated with visual impairment. The pedagogical practices include active participation of students both in the classroom and field visit.

1. **General Objectives**

The general objectives of the course are stated below:

* To acquaint the students with education of children with visual impairment
* To enable students to explain social dimensions of visual impairment
* To impart knowledge about disabilities associated with visual impairment
* To promote students' understanding on educational approaches in educating children with visual impairment
* To familiarize students with knowledge of educational avenues for children with visual impairment.

1. **Specific objectives and contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe the anatomical and physiological aspects of human eye * State the educational and legal definitions of children with visual impairment * Identify children with visual impairment * Outline the prevalence of children with visual impairment * Explain the signs, symptoms and characteristics of children with visual impairment * Explore the causes of children with visual impairments * Explain the types of visual impairment | **Unit I: Introduction to Visual Impairment (10)**   * 1. Anatomical and Physiological Aspects of Human Eye   2. Meaning and Definitions of Visual Impairment      1. Legal Definition      2. Educational Definition   3. Identification   4. Prevalence   5. Signs, Symptoms and Characteristics   6. Causes of Visual Impairment   7. Types of Visual Impairment |
| * Explore the social and emotional dimensions of children with visual impairment * Describe stereotypical and modern attitudes of parental, siblings, peer groups, teachers towards visual impairment * Delineate the role of teacher in developing positive attitudes toward children with visual impairment * Describe the effects of visual impairment on growth and development of the child * Review education and services for children with visual impairment in Nepal with reference to WHO | **Unit II: Social Dimensions of Visual Impairment (8)**   * 1. Social and Emotional Dimensions   2. Attitude Towards Visual Impairment   3. Role of Teacher in Developing Positive Attitudes Towards Children with Visual Impairment   4. Effects of visual Impairment on Growth and Development of Child   5. Education and Services for Children with Visual Impairment in Nepal with Reference to WHO |
| * Explain associated disabilities with visual impairment * Delineate early intervention for associated disabilities * Describe concept and approach of rehabilitation * Explain linkages between teachers and rehabilitation professionals | **Unit III: Disabilities Associated with Visual Impairment (10)**   * 1. Associated Disabilities      1. Intellectual Disability      2. Blindness-Deafness      3. Cerebral Palsy      4. Learning Disability   2. Early Intervention for Associated Disabilities   3. Rehabilitation      1. Concept      2. Approach: Community-based Rehabilitation      3. Linkages between Teachers and rehabilitation Professionals |
| * Elucidate general considerations and UDL for children with visual impairment * Explore ways to adapt curriculum and instruction for children with visual impairment and low vision * Explain essential skills for children with visual impairment | **Unit IV: Educational Approaches for Children with Visual impairment (12)**   * 1. General Considerations and Universal Design for Learning (UDL)   2. Curricular and Instructional Considerations: Material and Equipment      1. Adaptations for Blind Children      + Use of Braille and Technical Aids      + Tactile Aids and manipulations      + Technological Aids for Reading Print      + Computer Assisted learning      + Classroom Adaptations      1. Adaptations for Low Vision Children      + Visual Efficiency      + Optical Devices      + Reading Print      + Classroom Adaptations      + Computer Assisted learning   3. Essential Skills for Children with Visual Impairment      1. Orientation and Mobility Skills      2. Listening Skills      3. Functional Life Skills |
| * Describe educational avenues for children with visual impairment | **Unit V: Educational Avenues for Children with Visual Impairment (8)**   * 1. Inclusive classroom   2. Residential Schools   3. Itinerant teacher service   4. Resource class |

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

1. **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 II | **Community Survey**  Students are divided into different groups. They will prepare reports on stereotypical and modern attitudes of parental, siblings, peer groups, teachers towards visual impairment. The reports will be presented in the class followed by discussion and feedback. |
| Unit III | **Case Study**  Students will visit the community to identify the cases of children with disabilities with a focus on visual impairment. They will prepare individual cases for presentation in the classroom followed by discussion and feedback. |
| Unit IV | **Material Preparation**  Students are divided into different groups. They will prepare materials on tactile, print and Braille. They will display materials in the classroom followed by discussion and feedback. |
| Unit V | **School Visit**  Students in groups will visit residential/inclusive school for observing the existing facilities and identifying needs of children with visual impairment. They will prepare a brief report for presentation. The presentationwill be followed by discussion and supplemented by teacher's comments. |

1. **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
* Third assessment: test 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
* Long answer questions (2 questions x 10 points) 20 points

**Total 60 points**

1. **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 Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo: Pearson

**Courses of B.Ed. Seventh Semester**

**Core Courses**

* **Pedagogy and Inclusive Education**

**Specialization Major (English Education) Courses**

* **Independent Study**
* **Study Skills for Academic Writing**

**or**

**Specialization Major (Health Education) Courses**

* **Management and Supervision of HPE**
* **Teaching Health and Physical Education**

**Specialization Minor (Special Needs Education) Courses**

**Introduction to Intellectual Disabilities**

**Learning Disability, Emotional and Behavioral Disorders and Autism**

**Core Courses**

* **Pedagogy and Inclusive Education**

(To be inserted)

**Specialization Major (English Education) Courses**

1. **Independent Study**
2. **Study Skills for Academic Writing**

(To be inserted)

**Specialization Major (Health Education) Courses**

1. **Management and Supervision of HPE**
2. **Teaching Health and Physical Education**

**Course Title: Management and Supervision of Health and Physical Education**

Course No.: HP. Ed.475 Nature of the Course: Theoretical

Level: B.Ed. Credit Hours: 3

Semester: Seventh Teaching Hours: 48

* 1. **Course Description**

This course is designed to provide students with basic understanding of management and supervision in relation to health and physical education (HPE). It emphasizes on human resource management and its challenges in HPE sector. It also deals with general and clinical supervision as applied to HPE. Students will be involved in self-learning, library study, field visit, presentation and discussion in the classroom.

**2. General Objectives**

The general objectives of this course are as follows:

* To provide students with basic knowledge of management with regard to HPE
* To make students familiar with elements, functions and theories of management and their implications in HPE sector.
* To acquaint the students with the human resource management in HPE
* To orient the students about supervision and the supervisory skills as applied to HPE

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Clarify concept of management * Describe scope, need and important of management with regard to HPE * Explain elements of management with regard to HPE. * Describe functions of management in relation to HPE. * Illustrate theories of management and draw implications from them for HPE * Explain the planning for management in health and physical education. * Discuss the management of physical facilities and funds for conducting health and physical education related activities in school. | **Unit I. Introduction to management (15)**   * 1. Concept and definition of management   2. Scope, need and importance of management in health and physical education (HPE)   3. Elements of management   4. Functions of management   5. Theories of management      1. Human relation theory      2. Contingency theory      3. System theory   6. Planning for effective management of health and physical education activities   7. Management of physical facilities and fund for conducting health and physical education related activities in school |
| * Describe the concept, importance and characteristics of HRM in HPE. * Describe the phases and steps of human resource planning in HPE. * Identify the challenges of HRM in HPE * Discuss ways for addressing challenges of HRM in HPE * Explain the recruitment process of required personnel in HPE in school. | **Unit II. Human resource management (HRM) in health and physical education (HPE)** **(12)**   * 1. Concept and importance of HRM in HPE   2. Characteristics of HRM   3. Phases of human resource planning in HPE   4. Steps of human resource planning in HPE   5. Challenges of HRM in HPE and ways for addressing them   6. Recruitment of required personnel for conducting HPE in school |
| * Explain the meaning, definition, need and importance of supervision in HPE * Describe objectives of supervision in HPE * Delineate the principles and functions in HPE * Discuss types of supervision as applied in HPE | **Unit III. Introduction to supervision in HPE at school level (8)**   * 1. Meaning and definition of supervision   2. Need and importance of supervision in HPE   3. Objectives of supervision in HPE   4. Principles of supervision in HPE   5. Functions of supervision in HPE   6. Types of supervision as applied in HPE      1. General      2. Clinical |
| * Discuss procedures and techniques of supervision * Illustrate basic supervisory skills * Identify barriers to effective supervision in HPE | **Unit IV. Supervisory Techniques (7)**   * 1. Procedures and techniques of supervision in HPE   2. Basic supervisory skills      1. Communication      2. Leadership      3. Potentiality      4. Morale   3. Barriers to effective supervision |
| * Describe the meaning and definition of professional preparation * Discuss need and importance of professional preparation in health and physical education * State professional qualities of health and physical education teachers * Describe professional qualities of managers and supervisors to be involved in HPE sector * Explain professional ethics of professionals working in HPE sector | **Unit V: Professional Preparation (6)**   * 1. Meaning and definitions   2. Need and importance   3. Professional qualities of health and physical education teachers,   4. Professional qualities of managers and supervisors   5. Professional ethics |

***Note:*** *The figures in the parentheses indicate the approximate teaching hours 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. The second group consists of proposed specific instructional techniques applicable to specific units.

**4.1 General Instructional Techniques**

* Lecture
* Discussion
* Brain storming

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested Specific instructional techniques** |
| I | * Students will be divided into groups. Each group will visit the selected schools and observe how schools are managing health and physical education related facilities and activities. Each group will prepare a field observation report and present in the class, followed by discussion. |
| III | * Students will be assigned to review literature related to techniques of general and clinical of supervision available from library as well as internet. Students will prepare a brief report and present it in the classroom, followed by discussions. |

**5. Evaluation**

* 1. **Internal Evaluation 40%**

Internal evaluation will be conducted by subject teacher based on following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in learning activities | 5 |
| * First assessment: Field observation report | 10 |
| * Second assessment: Written test | 10 |
| * Third assessment: Book review and writing paper on basic supervisory skills and practice | 10 |
| **Total** | **40** |

* 1. **External Examination (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Types of question** | **Points** |
| * Objective type question (Multiple choice 10 x1 point) | 10 |
| * Short answer questions (6 questions x 5 points) | 30 |
| * Long answer questions (2 questions x 10 points) | 20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Bucher, C.A. (1963). *Administration of school health and physical education programme.* St . Louis: The C.V. Mosby Company. (For Unit I to IV)

Chandorkar, A.G.(2008). *Management of healthcare professionals*. Hyderabad: Paras Medical Publishers. (For Unit I to IV)

Mohanty, B. (1995). *School administration and supervision*. New Delhi: Deep and Deep Publications. (For Unit I to IV)

Mukhiya, S. P. (1965). *School administration and organization*. Agra: Binod Pustak Mandir. (For Unit I to III)

**References**

Agrawal. G. (2003). *Principles of management in Nepal*. Kathmandu: M.K. Publisher and Distributor.

Budhathoki, C.B, Wagle B. & Wagle. D. (2067). *School health education administration and management*. Kathmandu: Pinacal Publication.

Devkota, B.S. (2056). *School health programme: administration and management*. Kathmandu: Ratna Pustak Bhandar.

Kafle, B. et al. (2069). *Educational administration and supervision*. Kathmandu: Vidyarthi Pustak Bhandar.

Maharjan, S.S. and Khanal, S. (2069). *School health programme management*. Kathmandu : Sunlight Publication.

**Course Title: Methods of Teaching Health and Physical Education**

Course No.: HP.Ed.476 Nature of Course: Theoretical

Level: B.Ed Credit hours: 3

Semester: Seventh Teaching Hours: 48

1. **Course Description**

This course is designed to provide the students with basic knowledge of teaching methods in health and physical education (HPE). It emphasizes on the instructional planning and application of various teaching methods and materials, and use of evaluation techniques in HPE. The course consists of six units: the first introduces to teaching and communication, the second unit is concentrated on teaching methods and strategies, the third unit deals with material and media relating to teaching HPE, the fourth unit is concerned with instructional planning, the fifth unit focuses on evaluation tools and techniques and the last unit deals with the use of curriculum in HPE teaching. The course is delivered using active teaching and learning strategies.

1. **General objectives:** The general objectives of this course are as follows;

* To make students familiar with teaching strategies, methods, and models and process of classroom communication
* To enable the students to apply different types of teaching methods in teaching HPE at school
* To enable students to select, prepare and use materials and media in teaching HPE.
* To provide students with knowledge and skills required for instructional planning in HPE teaching
* To enhance competencies of the students for developing test and using evaluation techniques in teaching.
* To equip students with competencies in analysing school level HPE curriculum and textbooks

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe meaning and nature of teaching * Illustrate functions of teaching * Explain principles of teaching * Clarify concepts of communication * List out basic elements of communication * Illustrate different models of communication * Explain process of classroom communication using communication models * Discuss ways for maintaining effective communication in classroom | **Unit I: Introduction to teaching and communication in HPE (6)**   * 1. Teaching      1. Meaning and nature      2. Functions      3. Principles   2. Communication      1. Concept and definitions      2. Basic elements of communication      3. Models of Communication * Aristotle model * Westly-Machlean model * Berlo's model   + 1. Process and ways of effective classroom communication with reference to communication models |
| * Describe meaning of teaching strategies and methods * State needs and importance of teaching methods in HPE * Discuss factors determining selection of teaching methods HPE * Explain use of teacher-centered methods in HPE * Explain application of student-oriented teaching methods * Apply group work and group teaching in classroom * Apply material-focused and action-oriented methods in teaching HPE | **Unit II: Methods of Teaching in HPE (11)**   * 1. Meaning of teaching strategies and methods   2. Needs and importance of teaching strategies and methods in HPE   3. Factors determining selection of teaching methods in HPE   4. Methods of teaching HPE      1. Teacher-centered methods * Lecture * Demonstration * Question-answer * Brain storming   + 1. Students-oriented methods * Field trip * Mini project * Problem solving   + 1. Group work and teaching method * Group discussion * Buzz session/small group discussion, * Panel discussion * Collaborative learning   + 1. Material-focused and action-oriented methods * Exhibition * Film/video show * Role plays * Puppet show * Puzzles and games * Simulation |
| * Clarify concept and explain importance of teaching materials in HPE * Classify teaching materials and media, describe their uses in HPE teaching * Prepare different types of teaching materials * Use locally available, printed and electronic materials in teaching HPE | **Unit III: Materials and Media in Teaching HPE (10)**   * 1. Concept and importance of teaching materials in HPE   3.2 Types of teaching materials and media, and their uses in HPE   * + 1. Printed materials     2. Audio aids     3. Visual aids     4. Audio- visual aids   1. Preparation and use of visual aids and charts      1. Posters      2. Flash cards      3. Flip charts      4. Puppets      5. Models      6. Graphs      7. Pictures      8. Flannel board   2. Use of locally available materials   3. Use of printed and electronic materials and media      1. Printed materials      2. Radio and TV      3. Video      4. Computer and LCD projector      5. Internet |
| * Describe meaning and importance of teaching/instructional planning * Construct work plan, unit plan and daily lesson plan | **Unit IV: Planning Teaching HPE (8)**   * 1. Meaning and importance of instructional planning   2. Construction of instructional planning      1. Work/annual plan      2. Unit plan      3. Daily lesson plan   3. Developing a lesson plan      1. Determining behaviour/performance objectives      2. Selecting contents      3. Selecting teaching materials and methods      4. Determining and stating learning opportunities and activities      5. Identifying evaluation techniques |
| * Clarify concepts of test, measurement and evaluation in HPE * Describe types of evaluation in relation to teaching HPE * Explain types of test * Prepare subjective and objective types of tests * Explain use of non-testing devices such as rating scale, anecdotal record, cumulative record, checklist, observation, and interview in evaluation of teaching HPE * Explain ways of analyzing and utilizing results of measurement and evaluation in HPE teaching | **Unit V: Application of Measurement and Evaluation in HPE (7)**  5.1 Review of concepts of test, measurement and evaluation for HPE purpose   * 1. Review of types of evaluation for HPE      1. Placement      2. Formative      3. Summative      4. Diagnostic   2. Types of tests      1. Written test      2. Oral test      3. Performance/practical test   3. Construction of testing devices/tools in HPE      1. Subjective types of test      2. Objective types of test   4. Application of non-testing devices in HPE      1. Rating scale      2. Anecdotal record      3. Cumulative record      4. Checklist      5. Observation      6. Interview   5. Analysis and utilization of results of measurement and evaluation in HPE |
| * Describe organizational patterns of curriculum in HPE * Discuss factors to be considered in developing HPE curriculum * Describe concept of curriculum-based teaching * Critically analyse HPE curriculum and textbook of secondary level. | **Unit VI: Use of HPE Curriculum in Teaching (5)**   * 1. Review of Organizational patterns of curriculum in HPE   2. Factors to be considered in developing HPE curriculum   3. Concept of curriculum-based teaching   4. Critical analysis of HPE curriculum and textbooks of secondary level in terms of relevancy, continuity, sequences, organization, appropriateness and adequacy |

**Note: *The figure in the parenthesis indicate the approximate periods for the perspective units***

1. **Instructional techniques**

The instructional techniques will be applied on the basis of the nature of lessons under each unit. 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. The second group consists of suggested specific instructional techniques applicable to specific units.

* 1. **General Instructional Techniques**

In general, following instructional techniques are applicable in teaching most of the units.

* Lecture cum question- answer
* Demonstration
* Presentation
* Self study
  1. **Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested instructional techniques** |
| II | * Students will be divided into groups. First group will prepare a plan for group discussion in any one topic and show the procedures of conducting group discussion as teaching method by performing simulation exercise. * The second group will demonstrate the procedures of conducting panel discussion by performing role play in class. * Simulation exercise and role play will be followed by discussion. |
| III | * Class is divided into two groups. Each student in the first group will be assigned to prepare poster, flip chart and models that can be used in teaching health and physical education. Students will show the materials in the class, followed by discussion. * Each student of the second group will be assigned to prepare flash card and puppet and will exhibit them in the classroom. After exhibition, there will be discussion and question-answer. |
| IV | * Each student will be asked to prepare work plan, unit plan and daily lesson plan. * Selected students will present their instructional plans in the class, followed by discussion and question-answer. |
| V | * Students will be divided into groups. First group will prepare subjective types of test using school level textbook of health and physical education. * Second group will prepare multiple choice questions using the prescribed text book of school level. * Third group will prepare sample rating scale * Each group will present their test/evaluation devices in the class. The presentation will be followed by question-answer and discussion. |
| VI | * Each student will be assigned to review textbook of either health education and physical education of grade X and to write critical review of the book. |

1. **Evaluation**

**5.1 Internal Evaluation 40%**

Internal evaluation will be conducted by subject teachers based on following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in teaching learning activities | 5 |
| * First assessment: Preparation and presentation of instruction plan and teaching materials | 10 |
| * Second assessment: Written test | 10 |
| * Third assessment: Critical analysis of HPE curriculum and text books, and test construction | 10 |
| Total | 40 |

**5.2 External Evaluation 60%**

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

|  |  |
| --- | --- |
| **Types of Questions** | **Points** |
| * Multiple choice questions (10 x 1 point) | 10 |
| * Short answer questions (6 x 5 points) | 30 |
| * Long answer questions (2 x10 points) | 20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Aggarwal, J. C. (1996). *Principles, methods and techniques of teaching*. New Delhi: Vkas Publishing House Pvt Ltd. (Unit I)

Anspaugh, D.J. (1998). *Teaching today's health*. Boston: Allyn and Bacon.(Unit II)

Bruess, G. (1990).*Implementing comprehensive school health*. New York: Macmillon Publishing Company. (Unit I- IV)

Gilbert, G.G., Sawyer, R.G., & McNeill, E.B. (2011). *Health education: Creating strategies for school and community health* (3rd Edition). Sudburry, M.A.: Jones and Bartlett Publishers. (Unit III, IV, and V)

Redican, K. J., Larry K. O. & Baffi, C. R. (1986). *Organization of School Health Programmes*. New Yorks: Macmillan Publishing Company. **(For unit VI)**

**References**

Budathoki, C.B. & Wagle, B. (2012). *Teaching health and physical education and school health program.* (Nepali) Kathmandu: Pinacal Publication. (Unit I-V)

Dhakal, S.N. (2012).*Teaching health and physical education and school health program.*(Nepali) Kathmandu: Ratna Book Publisher and Distributors.(Unit I-V)

Achary,KP & Adhikari BK (2014). *Modern approaches in health education*.(Nepali) Kathmandu: Dikshanta Prakasan.

Jha, AK (2003 ). *Method of teaching health education*(Nepali)Kathmandu: MK Publisher and Distributors.(Unit I-IV)

Jha, A.K. (2010 ). *Test, measurement and evaluation* (Nepali)Siraha:Renu Prakasan.(Unit V)

Karki, A.K. (2003). Technology of teaching in health education.(Nepali)Kathmandu: Pairabhi Prakasan (Unit I- III)

Mudwari, N.R. (2011). Modern approaches in health education.(Nepali)Kathmandu: Jupiter Publisher and distributors Pvt Ltd .(Unit I- III)

Sherchan, L. (2012). Teachiung HPE and school health. (Nepali)Kathmandu: Quest Publication. (Unit I- V)

**Specialization Minor (Special Needs Education) Courses**

1. **Introduction to Intellectual Disabilities**
2. **Learning Disability (LD), Emotional and Behavioral Disorders (EBD) and Autism Spectrum Disorder (ASD)**

Course Title: Introduction to Intellectual Disability

Course No: SN.Ed.475 Nature of the Course: Theoretical

Level: B.Ed. Credit hours: 3

Semester: Seventh Teaching hours: 48

1. **Course Description**

This course introduces fundamental concepts of intellectual disability (ID) with historical perspectives. The main purpose of the course is to help students explore contemporary ethical, social, educational and instructional issues that affect the lives of children with intellectual disability. Further, the course highlights biological, educational, social, and behavioral factors that contribute to delay in intellectual development. Lecture, small group work and individual activities are conducted to deliver the course to engage the students in direct interactive learning experiences.

1. **General Objectives**

The general objectives of this course are stated as below:

* To familiarize students with historical perspectives, educational practices, definition, influential factors, characteristics, classification, and support systems for children with intellectual disability.
* To provide students a deeper understanding of contemporary ethical, social, educational and instructional issues that affects the lives of children with intellectual disability.
* To develop students’ knowledge in educational, social, and behavioral factors that contribute to intellectual disability.
* To enable students to recognize and describe the interaction between perspectives of intellectual disability and the service systems for children with ID.
* To help students explore the future direction for children with intellectual disability

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Elucidate the concepts of ID * Explain the concepts of ID as defined by AAMD, AAMR, AAID and IDEA -2004. * Classify ID in terms of IQ and its support system * Discuss the multidimensional framework for understanding intellectual disability. | **Unit I: Introduction to ID (12)**   * 1. Concepts of ID      1. Historical Perspectives of ID      2. Naming and Defining Intellectual Disability: * American Association on Mental Deficiency (AAMD) * American Association on Mental Retardation (AAMR) * American Association of Intellectual and Developmental Disability (AAIDD) * Individual with Disability Education Act (IDEA-04)   1. Classification of ID in terms of IQ and support system   2. Multidimensional Framework of ID      1. Intellectual Abilities      2. Adaptive Behavior      3. Health      4. Participation      5. Context |
| * Explain the genetic and chromosomal factors of intellectual disability * Describe the environmental and psycho-social factors of intellectual disability. * Explain the preventive measures of ID | **Unit II. Influencing Factors of Intellectual Disability (9)**   * 1. Genetic and Chromosomal Factors      1. Role of Genes and Chromosomes in Heredity      2. Autosomal Genetic Disorders      3. Sex-Linked Disorders      4. Disorders Related to the Number of Chromosomes   2. Environmental and Psychosocial Factors      1. Prenatal Factors      2. Perinatal Factors      3. Postnatal Factors   3. Preventive Measures |
| * Discuss various characteristics of individuals with intellectual disability | **Unit III: Characteristics of Intellectual Disability (9)**   * 1. Cognitive and Learning Characteristics   2. Memory and Attention Characteristics   3. Speech and Language Characteristics   4. Behavioral and Adaptive Skill Characteristics   5. Societal, Familial, and Multicultural Characteristics |
| * Explain the multidimensional nature of instructional assessment in relation to instructional accommodation, modification, decision making, monitoring progress, and assessment by functional skill area for children with ID**.** * Describe instructional content and key learning areas for children with ID * State the procedure of organizing and delivering instruction to children with ID. | **Unit IV: Instructional Considerations (9)**   * 1. Assessment for Instruction      1. Instructional Accommodation and Modification      2. Instructional Decision Making and Monitoring Progress      3. Assessment by Functional Skill Area   2. Instructional Content: Key Learning Areas (KLS) for children with ID   3. Instructional Procedure: Instructional Organization and Delivery |
| * Discuss definitional, social, legal, medical and educational approaches to ID from a futuristic perspective . | **Unit V: Future of Intellectual Disability (9)**   * 1. Definitional Perspective   2. Social Perspective   3. Legal Perspective   4. Medical Perspective   5. Educational Perspective |

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

1. **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 and discussion with multimedia presentation
* Group & individual works
* Home assignment and self study

**4.2 Specific Instructional Techniques**

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** | **Case Study**  Students in groups will be assigned to study a case of the child with intellectual disability from special or integrated schools focusing on the classification of ID based on IQ and system of supports. The students in group will present their report in the class. The presentation will be followed by discussion and teacher’s feedback |
| **Unit II** | **Seminar**  Individually or in groups, the students will prepare paper on the assigned topics. They will present their paper in a seminar followed by discussion and teachers’ feedback. |
| **Unit IV** | **Interactive Learning Experience**  In this assignment, groups of students will spend minimum a day outside of class, interacting with individual with ID or his / her family. Each group prepare report and present their interactive learning experience in class. The report should include:   * Dates/times you interacted with a child with ID or his /her family. * Types of activities * Lesson learned about children with ID that surprised you with reasons. * Key concerns or issues in this field that you gained from your interactive experience. * Presentation of report followed by discussion and feedback |

1. **Evaluation**
   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**

* 1. **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**

Schalock, R. L. et al.. (2010). *Intellectual disability: Definition, classification, and system of support* (10th ed.). Washington, DC: American Association on Intellectual and Developmental Disabilities. (For unit I, II and V)

Taylor, R. L., Brady. [M., &](http://www.pearson.ch/autor/43372/Michael-Brady.aspx) Richards, [S. B.](http://www.pearson.ch/autor/43373/Stephen-B-Richards.aspx) (2006). *Mental Retardation: Historical perspectives, current practices, and future direction*s (1st ed.) New York : Pearson (for all units)

**References**

Brown, I., & Percy, M. (2007). *A comprehensive guide to intellectual & developmental disabilities*. Baltimore, MD: Paul H. Brookes.

Buntinx, H. E., & Schalock, R. L. (2010). Models of disability, quality of life, and individualizedsupports: Implications for professional practice in intellectual disability. *Journal of Policy and Practice in Intellectual Disabilities, 7*, 283-2949

Snell, M. E., & Luckasson, R. (2009). Characteristics and needs of people with intellectualdisability who have higher IQs. *Intellectual and Developmental Disabilities, 47*, 220-233

Course Title: Learning Disability (LD), Emotional and Behavioral Disorders (EBD) and Autism Spectrum Disorder (ASD)

Course No.: SN.Ed.476 Nature of the Course: Theoretical

Level: B. Ed. Credit Hours: 3

Semester: Seventh Teaching Hours: 48

**1. Course Description**

This is an introductory course to provide an in-depth understanding of theories and practices of educating the children with LD, EBD and ASD. It provides the students with an opportunity to develop basic research skills about students' behavior. The intention of the course is to provide an evidence-based approach to find ways and measures to help address the diverse needs of children with LD, EBD and ASD. The aim of the course is to engage the students to conduct brief case studies and field studies regarding the education of these children.

**2. General Objectives**

The general objectives of this course are as follows:

* To make the students knowledgeable about the general features of LD, EBD and ASD including their allied terms
* To provide the students with a deeper understanding of contribution of education to students with LD, EBD and ASD
* To promote students' understanding on dimensions of EBD and ASD
* To enable students to apply the comprehensive assessment process of LD, EBD and ASD
* To familiarize the students with techniques of differentiated instruction for students with LD, ASD and EBD
* To prepare the students to apply the concept of UDL, RtI and PBS in relation to the education of the LD, ASD and EBD

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Define LD with its types * Identify prevalence and causes of LD * Diagnose and classify LD * Determine academic placement for LD * List challenges of LD | **Unit I: Introduction to Learning Disabilities (LD) (8)**   * 1. Definition and types of LD   2. Prevalence and causes of LD   3. Diagnosis and classification of LD   4. Academic placement and challenges of LD |
| * Explain EBD and ASD with respect to their definition, characteristics, and demographics * Describe causes and myths of EBD and ASD * Identify challenging behaviors of EBD, and ASD | **Unit II: Understanding EBD and ASD (10)**   * 1. Definition   2. Characteristics   3. Demographics   4. Causes   5. Myths about EBD and ASD   6. Challenging behaviors |
| * List out the developmental (risk) factors associated with EBD and ASD * Describe the educational and long term outcomes of students with EBD and ASD | **Unit III: Dimensions of EBD and ASD (10)**   * 1. Developmental (risk) factors of EBD and ASD   2. Educational and long term outcomes of students with EBD and ASD      1. Overall intelligence      2. Academic performance      3. Effects of setting on school performance      4. Long-term outcomes |
| * Describe the procedural requirements for the assessment of LD, ASD and EBD * Explore the ways of clinical diagnosis for LD, ASD and EBD * Identify co-morbidity of other disorder with LD, EBD and ASD * State specific tests and techniques for assessment of EBD | **Unit IV: Assessment of LD, EBD and ASD (10)**   * 1. Procedural requirements      1. Parent consent      2. Full individual evaluation (IEP)      3. Nondiscriminatory testing      4. Use of multi trait and multi method assessment techniques      5. Appropriate test selection and administration      6. Reevaluation   2. Clinical diagnosis   3. Co-morbidity of other disorder with LD, EBD and ASD   4. Specific tests and techniques for assessment of EBD      1. Developing history      2. Behavioral observations      3. Child interviews      4. Projective techniques |
| * Identify techniques of using differentiated Instruction for students with LD, EBD and ASD * Differentiate UDL from DI * Explain the purpose, process and levels of RtI and PBS for students with LD, EBD and ASD | **Unit V: Differentiated Instruction for Students with LD, EBD and ASD (10)**   * 1. Differentiated instruction      1. Differentiating the learning environment      2. Differentiating content      3. Differentiating process      4. Differentiating products   2. Universal design for learning      1. Meaning      2. Comparison of UDL with Differentiated Instruction   3. Purposes, process and levels      1. Response to Intervention (RtI)      2. Positive behavior support (PBS) |

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 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 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.

**Evaluations**

|  |  |
| --- | --- |
| **Units** | **Specific Instructional Techniques** |
| Unit I | **Library Visit and Case study**  Organize a short visit to a library.  Let students collect cases from the literature on the given topic from the course. Prepare and present the report after the visit for discussion and feedback. |
| Unit II | **Seminar**  Organize a seminar on challenging behavior of EBD and ASD with individual task to all students. Let them present in the class through PPT followed by feedback. |
| Unit III | **Round Table Discussion**  Organize a round table discussion in the class for the students on dimensions of EBD and ASD. Help students draw conclusions from the discussion. |
| Unit IV | **Lecture by Resource Persons**  Invite resource person: Doctor/special educator/ professionals/parents of the child with LD, EBD and ASD for their input to the theme of the class. |
| Unit V | **Workshop**  Organize a workshop on Differentiated Instruction for students with LD, EBD and ASD. Prepare differentiated instruction strategies through literature review and discussion. Let them prepare the final report in a group and display it in the class. |

1. **Evaluation**
   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**

* 1. **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**

1. **Recommended Books**

Jo, W. & [Plotts](http://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&text=Cynthia+A.+Plotts&search-alias=books&field-author=Cynthia+A.+Plotts&sort=relevancerank), C. (2007). [*Emotional and Behavioral Disorders: Theory and Practice (5th ed.)*](http://www.amazon.com/review/R1992R51VL8SRG/ref=cm_cr_dp_title?ie=UTF8&ASIN=0205410669&channel=detail-glance&nodeID=283155&store=books). New York: Pearson. (unit….)

Temple, G. & Chantal, S. (2004). *Autism Spectrum Disorders: The Complete Guide*. Perigee Trade

Corinne, S. & Lisa, S. (1999). Learning Disabilities: A to Z: A Parent's Complete Guide to Learning Disabilities from Preschool to Adulthood. Free Press.

Jeffrey, B., Festus, O. & Anthony, R. (2012). *Behavioral Disorders: Identification, Assessment, and Instruction of Students with EBD.* Emerald Group Publishing Limited.

**Courses of B.Ed. Eighth Semester**

**Core Courses**

* **Basic Statistics and Research in Education**

**Specialization Major (English Education) Courses**

* **Translation Practices**
* **Nepalese Writings in English**
* **Elective**

**or**

**Specialization Major (Health Education) Courses**

1. **Ball Games**
2. **Sports Training**
3. **Elective**

**Specialization Minor (Special Needs Education) Courses**

**Education for Children with Physical Disability**

**Core Courses**

* **Basic Statistics and Research in Education**

(To be inserted)

**Specialization Major (English Education) Courses**

1. **Translation Practices**
2. **Nepalese Writings in English**
3. **Elective**

(To be inserted)

**Specialization Major (Health Education) Courses**

1. **Ball Games**
2. **Introduction to Sports Training, Coaching and Officiating**
3. **Elective**

Course Title: **Ball Games**

Course No.: HPEd.485 Nature of the course: Practical

Level: B.Ed. Credit hours: 3

Semester: Eighth Teaching hours: 96

**1. Course Description**

This course intends to develop basic skills of basketball and football in students. It emphasizes on providing students with hands-on experiences in planning and applying coaching techniques and strategies to organize basketball and football games. The course consists of two major units of which the first is concerned with components like basic skills, techniques and strategies, and officiating procedure of basketball and the second unit is also related with the same components of football. The course will be delivered through the adoption of practical approaches.

**2. General Objectives:**

The general objectives of this course are as follow:

* To make the students familiar with the brief history of basketball and football.
* To provide the students with hands-on experiences in basic skills of basketball and football.
* To enable the students to design and apply coaching techniques and strategies of basketball and football games.
* To develop officiating capacity in the students to conduct basketball and football games.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe the brief history of basketball. * Demonstrate basic skills of passing, dribbling, shooting and pivoting basket ball. * Apply offensive and defensive techniques and strategies. * Follow the rules and regulations of basket ball * Officiate the basket ball game and tournament. * Apply different coaching techniques and strategies in basket ball | **Unit I : Basketball (48)**   * 1. Brief history of basketball   2. Basic skills of basketball      1. [Passing](http://www.breakthroughbasketball.com/fundamentals/passing.html) * Chest pass * Under hand pass * Hook pass * Long pass * Overhead pass * Bounce pass   + 1. [Dribbling](http://www.breakthroughbasketball.com/fundamentals/ballhandling.html) * High * Low * Zigzag   + 1. [Shooting](http://www.breakthroughbasketball.com/fundamentals/shooting.html) * Set shots * [Jump shots](http://www.breakthroughbasketball.com/drills/jumpstops.html) * [Lay up](http://www.breakthroughbasketball.com/fundamentals/layups.html) shots   + 1. Pivoting     2. Offensive and [defens](http://www.breakthroughbasketball.com/fundamentals/mandefense.html)ive techniques and strategies   1. Rules, regulations and officiating   2. Coaching techniques and strategies |
| * Sketch the brief history of football. * Demonstrate basic skills of football. * Apply offensive and defensive techniques and strategies * Follow the rules and regulations of football game. * Officiate football game and tournament. * Apply different coaching techniques and strategies in football game. | **Unit II : Football (48)**  2.1 Brief history of football  2.2 Basic skills of football  2.2.1 Passing and trapping  2.2.2 Dribbling and feinting  2.2.3 Shooting  2.2.4 Throw in  2.2.5 Heading  2.2.6 Goal keeping  2.2.7 Offensive and defensive techniques and strategies  2.3 Rules, regulations and officiating  2.4 Coaching techniques and strategies |

***Note:*** *Figures in the parentheses indicate the approximate teaching hours 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 both the units. The second group consists of proposed specific instructional techniques applicable to particular unit and sub-units.

**4.1 General Instruction Techniques**

* Lecture
* Demonstration
* Drill
  1. **Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested Instructional Techniques** |
| I | * The teacher will explain and demonstrate the basic skills of basketball. * The teacher, together with students, will observe and participate in the drill. * Students will play basketball applying its rules and regulations. * Students will plan and apply coaching techniques of basket ball. * Students will act to officiate basketball game. |
| II | * The teacher will explain and demonstrate the basic skills of football. * The teacher, together with students, will observe and participate in the drill. * Students will play football applying its rules and regulations. * Students will plan and apply coaching techniques of football. * Students will act to officiate football game. |

**5. Evaluation**

**5.1 Internal evaluation-40%**

Internal evaluation will be conducted by subject teachers based on the following activities:

|  |  |
| --- | --- |
| **Activities** | **Points** |
| * Attendance | 5 |
| * Participation in learning activities | 5 |
| * Performance test of basic skills (basketball and football) | 15 |
| * Organization of games | 10 |
| * Notebook keeping | 5 |
| **Total** | **40** |

**5.2 External Examination (Final Examination)-60%**

Examination Division, Office of the Dean, Faculty of Education will appoint an external examiner to conduct practical examination at the end of the semester.

|  |  |
| --- | --- |
| **Types of Tests** | **Points** |
| * Performance skills in basketball and football games ( 25+25) | 50 |
| * Oral test   (Questions on : history, international rules and regulation, methods of play, skills, requirements and measurement of basketball and football games). | 10 |
| Total | 60 |

Game-wise scoring criteria for external examination

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Types of games | Performance skills | | | | |
| Basketball | Passing | Dribbling | Shooting | Game | Total |
| 6 | 6 | 6 | 7 | 25 |
| Football | Kicking+Trapping | Dribbling (speed dribbling) | Shooting+goal keeping | Game | Total |
| 6 | 6 | 6 | 7 | 25 |

**6. Recommended Books and References**

**Recommended Books**

Coleman, B. (nd). *Take up basketball*. New Delhi: Learners Press. (For Unit I)

Coleman, B. & Ray, P. (1987). *Basketball technique*. London: A & C Black. (For Unit I)

Goel, R. G. & Goel, V. (1990). *Encyclopaedia of sports and games*. New Delhi: Vikas Publishing House Pvt. Ltd. (For Unit I and II)

Sengupta, S. (nd). *How to play football*. New Delhi: Indica Publishers. (For Unit II)

**References**

Baruwal, H. B., Shrestha, S. B., Bhatta, M. D., Shrestha, M. K. & Poudel, T. R. (2012). *Sports science and games.* Kathmandu: Pinacal Publication. Baghbazar

Jha, A. K. (1993). *Planning and organising sports facilities*. Kathmandu: Ekta Prakashan.

Jha, A. K. (2003). *Lay-out of games and sports*. Kathmandu: Ratna Pustak Bhandar.

Jha, A. K. (2060). *Sports science*. Kathmandu : M. K. Publishers and distributers, Bhotahiti

Sherchan, L. (2060). *Sports science*. Kathmandu: Ratna Pustak Bhandar Bhotahiti.

Course Title:Introduction to Sports Training, Coaching and Officiating

Course No.: HP.Ed.486 Nature of the Course: Theoretical

Level: B.Ed. Credit hours: 3

Semester: Eighth Teaching hours: 48

1. **Course Description**

This course is designed to provide the students with the basics of training, coaching and officiating games and sports. In this course students will gain fundamental skills in coaching, training, officiating and organizing games and sports. The course is delivered through different methods and techniques such as basic practical activities along with lecture, discussion and demonstration.

1. **General Objectives**

The general objectives of this course are as follows:

* To provide the students with basic knowledge of sports training, coaching and officiating games.
* To acquaint the students with the skills of training, coaching and officiating games and sports.
* To expose the students to the procedures of organizing tournament for sports and games.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Delineate the meaning, aims, forms and characteristics of sport training. * Explain the principles of sports training. * Describe sports performance, and training means and loads. * Discuss the meaning, importance and methods of training and conditioning | **Unit I: Sports Training (14)**   * 1. Meaning   2. Aims   3. Forms   4. Characteristics   5. Principles   6. Sports performance   7. Training means and loads   8. Methods of training and conditioning      1. Interval training      2. Circuit training      3. Fartlek training      4. Altitude training      5. Isometric and isotonic training |
| * Describe the meaning, objectives and importance of coaching. * Discuss the principles of coaching. * Discuss the qualities, duties and responsibilities of a coach. | **Unit II: Coaching (10)**  2.1 Meaning  2.2 Objectives  2.3 Importance  2.4 Basic principles  2.5 Qualities of a coach  2.6 Duties and responsibilities of a coach |
| * Describe the meaning, objectives needs and importance of officiating games and sports. * State the principles of officiating games and sports. * Explain the roles of referee/ umpire/judge in games and sports. * Delineate the qualities, and duties and responsibilities of a referee/umpire/judge. | **Unit III: Officiating Games and Sports (15)**   * 1. Meaning   2. Objectives   3. Need and importance   4. Basic principles   5. Roles of a referee/umpire/judge      1. Athletics      2. Volleyball      3. Football      4. Basketball      5. Badminton      6. Table tennis      7. Cricket   6. Qualities of a referee/umpire/judge   7. Duties and responsibilities of a referee/umpire/judge |
| * Prepare a plan for conducting sports tournament. * Explain the principles of organizing sports tournament. * Prepare fixture/tie-sheets for tournaments. * Sketch the lay-out of sports facilities * Explain the procedures of managing logistics and conducting tournament. | **Unit IV: Organization of sports and games (14)**  **4.1** Planning of sports tournament  4.2 Principles of organizing sports tournament  4.3. Methods of conducting tournament  4.3.1 Fixture/Tie-sheet  4.3.2 Layout of sports facilities  4.3.3 Logistic management procedures  4.3.4 Conducting tournament procedures |

***Note:*** *Figures in the parentheses indicate the approximate teaching hours 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. The second part consists of proposed specific instructional techniques applicable to specific units or sub units or content.

**4.1 General Instructional Techniques**

* Lecture
* Discussions
* Presentations by students

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Suggested Instructional Techniques** |
| III | * The teacher will demonstrate signals and gestures related to officiating games and sports. * The students will follow the teacher’s demonstration. |
| IV | * The students in groups will prepare a plan for conducting sports tournament and fixture/tie-sheets. * They will sketch the lay-out of sports facilities. * The students will present their group work followed by discussion and feedback. |

**5. Evaluation**

**The students’ performance will be evaluated based on the following types of evaluation:**

**5.1 Internal evaluation 40%**

Internal evaluation will be conducted by concerned teachers based on the following aspects:

|  |  |
| --- | --- |
| **Aspects** | **Points** |
| * Attendance | 5 |
| * Participation in learning activities | 5 |
| * First assignment (Unit test) | 10 |
| * Second assignment (Mid-term test) | 10 |
| * Third assignment (Presentation of group work) | 10 |
| **Total** | **40** |

**5.2 External Examination (Final Examination) 60%**

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

|  |  |
| --- | --- |
| **Types of question** | **Points** |
| * Multiple Choice question (10 x1 points) | 10 |
| * Short answer questions (6 x 5 points) | 30 |
| * Long answer questions (2 x 10 points) | 20 |
| **Total** | **60** |

**6. Recommended Books and References**

**Recommended Books**

Lewellyn, J. H. & Blocker, J. A. (1982). *Psychology of coaching; Theory and applications*. New Delhi: Surjeet Publications. (For Unit II)

Prakash Brothers Educational Publishers(1991). *Officiating and coaching.* Ludhiana: Author. (For Unit II, III and IV)

Sharma, P. D. (nd). *Officiating and coaching*. Jalandhar: A.P. Publisher. (For Unit II, III and IV)

Singh, H. (1995). *Science of sports training*. New Delhi: D.V.S. Publications. (For Unit I )

**References**

Baruwal, H. B., Shrestha S.B., Shrestha, M. Bhatt, M.D.T.D. & Poudel, T. R. (2014). S*ports training and evalution in physical education*. (in Nepali) Kathmandu: Pinacal Publication.

Sherchan, L. (2013). *Sport training and evatution in physical education*. ( in Nepali) Kathmandu: Quest Publication.

Wagle, Deepak Chandra and Wagle, Keshab Raj (2070). *Foundation of physical education.* (in Nepali) Kathmandu: Asia books distributers Pvt. Ltd.

**Specialization Minor (Special Needs Education) Courses**

**Education for Children with Physical Disability**

Course Title: Education for Children with Physical Disabilities

Course No.: SN.Ed.485 Nature of course: Theoretical

Level: B. Ed. Credit hours: 3

Semester: Eighth Teaching hours: 48

1. **Course Description**

This course is designed to equip the students with conceptual clarity, dimensions, educational approaches, activities of daily living skills (ADLS), and multiple disabilities associated with physical disabilities. The focus is especially laid on concept of disability, models, critical issues, dimensions, and educational considerations of children with physical disabilities. Similarly, teaching-learning activities will be carried out through interactive participation of students and teachers.

**2. General Objectives**

The general objectives of the course are stated below:

* To orient students to conceptual clarity, models and critical issues of children with physical disabilities
* To enable students to thoroughly understand neuro-motor, developmental and health dimensions in relation to physical disabilities
* To make the students knowledgeable about educational approaches for children with physical disabilities.
* To impart students knowledge about Activities of Daily Living Skills (ADLS) of children with physical disabilities
* To enable students to associate multiple disabilities with physical disabilities in relation to intensity, characteristics, causes, and educational considerations

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Conceptualize disability with reference to WHO * Explain historical events, present perspectives, and rights movement of children with physical disability * Delineate models of disability * Analyze critical issues in relation to children with physical disabilities | **Unit I: Introduction to Children with Physical Disabilities (10)**   * 1. Concept of Disability with Reference to WHO      1. Orthopedic Impairments      2. Health Impairments      3. Multiple Disabilities   2. Understanding children with Physical Disabilities      1. Key Historical Events in the Education of Children with Physical Disabilities      2. Present Perspectives      3. The Disability Rights Movement   3. Models of Disability      1. Medical Model      2. Socio-cultural Model   4. Critical Issues of Children with Physical Disabilities      1. Alike and Different      2. Visible and Invisible      3. Acute and Chronic      4. Accommodation      5. Service Intensity and Personal Independence |
| * Discuss neuro-motor dimension of physical disabilities * Explain the developmental dimension of physical disabilities * Explore the health dimensions of physical disabilities | **Unit II: Dimensions of Physical Disabilities(11)**   * 1. Neuro-motor Dimension      1. Neural Tube Defects      2. Associated Medical Conditions      3. Medical and Therapeutic Treatments      4. Impact on Motor, Cognitive, and Psychological Development      5. Concepts of Neuro-motor Disorder * Traumatic Brain Injury (TBI)   + - Cerebral Palsy     - Epilepsy   1. Developmental Dimension      1. Autism      2. Down's Syndrome      3. Emotional-behavioral Disorder (EBD)   2. Health Dimensions      1. HIV/AIDs      2. Asthma      3. Muscular Dystrophy |
| * Describe curricular approach for accommodating children with physical disabilities * Discuss IEP approach in relation to children with physical disabilities | **Unit III: Educational Approaches for Children with Physical Disabilities (9)**   * 1. Curricular Approach      1. Needs Alignment      2. Accommodations * Environmental Accommodation * Physical/Sensory Accommodation * Health-Related Accommodation * Behavioral Accommodation   1. IEP Approach      1. Assessment of present level of performance      2. Preparing measurable IEP goals      3. Aligning special education services |
| * Conceptualize ADLS for children with multiple disabilities as embedded in physical disability * Delineate basic self-help skills * Discuss home-care and management skills for children with multiple disabilities * Explain technology and support services for children with multiple disabilities | **Unit IV: Introduction to Activities of Daily Living Skills (ADLS) (8)**   * 1. Concept of ADLS for Children with physical Disabilities   2. Basic Self-help Skills   3. Home Care and Management Skills   4. Technology and Support Services: Home and School |
| * Relate the association of physical disability with multiple disabilities * Differentiate the intensity of disability * Explain characteristics, prevalence and causes of multiple disabilities as embedded in physical disability * Explore educational considerations for children with multiple disabilities as embedded in physical disability | **Unit V: Physical Disabilities Associated with Multiple Disabilities (10)**   * 1. Association of Physical Disability with Multiple Disabilities   2. Intensity of Disability:      1. Mild      2. Moderate      3. Severe      4. Profound   3. Characteristics of Students with Severe and Multiple Disabilities   4. Prevalence of Severe and Multiple disabilities   5. Causes of Severe and Multiple Disabilities   6. Educational Considerations for Children with Multiple disabilities      1. Criteria for Selecting the Content      + Age-appropriateness      + Interactive Communication      + Recreation and leisure      1. Criteria for Selecting Instructional Methods      + Active Participation      + Positive Behavior Support      + Small Group Instruction |

***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 II** | **Case Study**  Cases of selected students from special/integrated schools will be presented with a reference to any area of physical disabilities such as Autism, cerebral palsy, Down's syndrome. Students in groups will be asked to develop cases of children with physical disabilities. Their presentation will be supplied with feedback. |
| **Unit III** | **School Visit**  Students will be asked to visit special/integrated/inclusive school. They will assess the needs of a child with physical disability. Based on the needs, they will prepare a report including IEP goals with suggestions for special educational services for the child. Their presentation will be supplied with feedback. |
| **Unit V** | **Peer Tutoring**  Students will prepare lecture notes on assigned topic. They will deliver their presentation in the class followed by discussion and feedback. |

1. **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
* Third assessment: test 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
* Long answer questions (2 questions x 10 points) 20 points

**Total 60 points**

1. **Recommended books and References**

**Recommended Book**

Best, S. J., Heller, K.W., & Bigge, J.L. (2010). Teaching Individuals with Physical or Multiple Disabilities (6th ed.). Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo: Pearson.

**References**

Heward, W. L. (2013). Exceptional Children: An Introduction to Special Education (10th Eds.). Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo: Pearson

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