



Teaching Material of B. Ed. in Special Needs Education

Compendium : Contemporary Issues of SNE / Inclusive Education in Nepal

Office of the Dean
Faculty of Education
Tribhuvan University
Kathmandu, Nepal
2015~2020



CHANGWON NATIONAL UNIVERSITY



Leading University Project for International Cooperation



Ministry of Education



National Research Foundation of Korea

Contemporary Issues of Special Needs/Inclusive Education in
Nepal
(SN Ed....)

For B.Ed..... Semester

By

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May, 2018

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Specific objectives of the course

After the completion of the course, the students will be able to:

- Describe the conceptual issues in the field of special needs education in Nepal
- Explain the issues related to identification of children with disabilities
- Explore the issues of inclusion of disability in EMIS
- Access attitudinal issues as reflected in stereotypical notion
- Elaborate geographical remoteness as an issues of identifying children with disabilities
- Explain the paradigm shift in special needs education from Charity to Right based approach
- Discuss the curricular issues and challenges related to special needs education
- Discuss challenges of providing support services to children with special needs
- Prepare a report on the issues of SNE in the given format
- Present the report individually.

Unit I: Conceptual Issues of Special Needs Education / Inclusive Education

At one level, special education is an important part of society's response to the needs of exceptional children and the rights of individuals with disabilities a response brought about by parent advocacy, litigation, legislation, and increasingly, self advocacy by people with disabilities. At another level, special education is a profession with its own history, cultural practices, tools, and research based focused on the learning needs of exceptional children and adults. But at the level where exceptional children most meaningfully and frequently contact it, special education is individually planned, specialized, intensive, goal directed instruction. When practiced most effectively and ethically, special education is also characterized by the use of evidence based teaching methods, the application of which is guided and frequent measures of student performance. Special education is not general education, and efforts to blur the identity of special education are not in the best interest of children with disabilities who need specially designed instruction.

Many scholars have defined inclusive education in various ways. Sanagi (2011 as cited in Heward, 2013) notes that a process that allows expansion of the scope of inclusion so as to include diversity in individual education needs is a shared aspect of the various definitions of inclusive education. In other words, the target for inclusion is primarily diversity, rather than children in the concept. Changing the school learning environment to include the special educational needs of children can be expressed as a process by which the special provision that has become effective are transformed into regular provisions. This very process corresponds with the concept of inclusive education. As a result, children having particular educational needs can be included in a certain school.

From a phenomenological perspective, we are able to regard it as an inclusion superficially. However, it is appropriate to understand that the positioning of learning opportunities for such children is established through the process of including their educational needs. However, some people seem to jump too quickly to the conclusion that inclusive education means education at mainstream schools. For them, it is easier to understand a situation in which children that have learned at special schools or special units than mainstream schools participate in learning activities in mainstream schools than to

achieve a more structural understanding of the concept. For the development of inclusive education in various countries, it is essential to exchange opinions and hold discussions from different viewpoints.

1.1 Definitional Issues of Disability

Special education is a complex enterprise that can be defined and evaluated from many perspectives. One may, for examples, view special education as a legislatively governed enterprise whose practitioners are concerned with issues such as due process procedures for informing parents of their right to participate in decisions about their children's education and the extent to which the school district's IEPs include each component required by IDEA. From the sociopolitical perspectives, special education can be seen as an outgrowth of the civil rights movement and society's changing attitudes about people with disabilities. Each of these perspectives has some validity, and each has had and continues to play an important role in defining special education and its practice. Neither view, however, reveals the fundamental purpose of special education as instructionally based intervention.

1.1.1. Special Education as Intervention

Special education is, first of all, purposeful intervention designed to prevent, eliminate, and/or overcome the obstacles that might keep a child with disabilities from learning and from full and active participation in school and society. Special education provides three basic types of intervention: preventive, remedial, and compensatory.

1. **Preventive intervention:** Special educators design preventive intervention to keep a potential or minor problem from becoming a disability. Preventive interventions include actions that stop an event from happening and those that reduce the negative outcomes of a disability or condition that has already been identified. Preventive can occur at three levels:
 - **Primary prevention:** It is designed to reduce the number of new cases or incidence of a disability. It consists of efforts to eliminate or counteract risk factors so that a child never requires a disability. Educators use primary prevention efforts for all people who could be affected by the targeted problem. For example, in a school wide program to prevent behaviors disorders, primary prevention would include building and classroom wide systems of positive behavior support for all students (Sugai et al., 2010 as cited in Heward, 2013)

- **Secondary prevention:** It is aimed at individuals who have already been exposed to or are displaying specific risk factors and is intended to eliminate or counteract the effects of those risk factors. Secondary prevention in a school wide program to prevent behavior disorders would entail specialized interventions for those students exhibiting early signs of troubled behavior.
- **Tertiary prevention:** It is aimed at individuals with a disability and intended to prevent the effects of the disability from worsening. For example, intensive interventions would be provided for students identified with emotional or behavioral disorders.

Preventive efforts are most promising when they begin as early as possible even before birth in many cases. Unfortunately, widespread primary and secondary prevention programs are rare in this country, and it is likely that it will be decades before a significant reduction in the incidence and prevalence of most disabilities is achieved. In the meantime, we must rely on remedial and compensatory efforts to help individuals with disabilities achieve fuller and more independent lives.

2. **Remedial Intervention:** Remediation attempts to eliminate specific effects of a disability. The word remediation is primarily an educational term; social service agencies more often use the word rehabilitation. Both terms have a common purpose to teach the person with disabilities skills for independent and successful functioning. In school, those skills may be academic such reading, writing, and computing, social initiating and nominating a conversation, self care such as eating, dressing, using the toilet without assistance or vocational like as career and job skills to prepare secondary students for the world of work. The underlying assumption of remedial intervention is that a person with disabilities needs special instruction to succeed in typical settings.
3. **Compensatory Intervention:** it involves teaching a substitute skill that enables a person to engage in an activity or perform a task in spite of a disability. For example, although remedial instruction might help a child with cerebral palsy learn to use her hands in the same way that others do for some tasks, a head stick and a template place over a computer keyboard may compensate for her limited fine motor control and enable her to type instead of write lessons by hand. Compensatory interventions give the person with a disability an asset that nondisabled individuals do not need, including for example assistive devices or special training such as orientation and mobility instruction for a child who is blind.

1.1.2. Special Education as Instruction

Ultimately, teaching is what special education is most about. But the same can be said of all of education. What then, is special about special education? One way to answer that a question is to examine special education in terms of who, how, and where of its teaching.

Who: we have already identified the most important who in special education: exceptional children whose educational needs necessitate an individually planned program of instruction. Teachers provide the instruction that is the heart of each child's individualized education program. These teachers include both general education classroom teachers and special education teachers, teachers with a special certification who are specially trained to do special things with special students. Working with special educators and general education teachers are many other professionals such as school psychologists, speech language pathologists, physical therapists, counselor and paraprofessionals such as classroom aides who help provide the educational and related services that exceptional children need. This interdisciplinary team of professionals, working together with parents and families, bears the primary responsibility for helping exceptional children learn despite their special needs.

What: Special education can sometimes be differentiated from general education by its curriculum that is by what is taught. Although every students with disabilities needs access to and support in learning as much of the general education curriculum as appropriate, the IEP goals and objectives for some special education students will not be found in state standards or the school district's curriculum guide. Some children need intensive, systematic instruction to learn skills that typically developing children acquire without instruction. Educators often use the term functional curriculum to describe the knowledge and skills that some students with disabilities need in order to achieve as much success and independence as they can in school, home, community, and work setting. Skills such as dressing, toileting, making a purchase, preparing a snack are a critically important component of the special education received by many students with severe disabilities. Also, as discussed previously, some children are taught certain skills, such as reading Braille or using a voice output device to compensate for or reduce the effects of a disability.

How: Special education also differs from general education by its use of specialized or adapted materials and methods. This difference is obvious when we observe a special educators use sign language with students who are deaf. When watching a special educator gradually and systematically

withdraw verbal and physical prompts while helping a student learn to perform the steps of a task, we may find the differentiated nature of special education instruction less obvious, but it is no less specialized. Other features that often distinguish special education teaching from instruction in general education are its precision, focus, intensity, and frequency of student progress measures. For example, Mellard, McKnight, and Jordan (2011 as cited in Heward, 2013) identified 10 different dimensions by which the intensity of instruction can be varied including dosage, group size, number of response opportunities, and immediacy of feedback.

Where: Special education can sometimes be identified by where it takes place. Although the majority of children with disabilities spend most of the school day in general education classroom, others are in separate classrooms or separate residential and day schools. And many of the students in general education classrooms spend a portion of each day in a resource room, where they receive individualized instruction. Special educators also teach in many settings not usually thought of as school. An early childhood special education teacher may spend much of his time teaching parents how to work with their infant or toddler at home. Special education teachers of students with severe disabilities often conduct community based instruction, helping their students learn and practice functional daily living and job skills in the actual environments where those skills must be used.

Approximately four out of five school age children with disabilities received at least part of their education in general education classrooms during the 2009-2010 school year. This includes 59% who were served in a general education classroom and 21% who were served for part of each school day in a resource room, a special setting in which a special educator provides individualized instruction. About one in seven children with disabilities are educated in separate classrooms within a regular public school. About 3 % of school age students with disabilities usually those with severe disabilities are educated in special schools. Residential schools serve less than 1% of all children with disabilities as do nonschool environments such as home bound or hospital programs.

Finally, there is no any universally accepted definition in the field of special education till now. So that it is exist as a issues in SNE or inclusive education. Definitions of disability vary a great deal from country to country as well as between groups within each country. A simple and widely understood definition of disability is a physical, mental, or psychological condition that limits a person's activities. Disability affects children and adults across social, ethnic, economic, and geographic boundaries. Disability can be caused by a number of factors including malnutrition, lack of or poor pre-natal and post-

natal health care, increased vulnerability to accidents caused by risky work environments, interaction with unexploded ordnance and landmines, or the lack of early detection of illness and abnormalities. All of these causes are prominent in poorer countries.

3.2. Special Education to Inclusion Education

Education as human rights has been recognized and affirmed in various national and international conferences including Universal Declaration of Human Rights (Article 26), Convention on the Rights of the Child (Article 28), World Conference on Education for All (1990), the Salamanca Conference (1994) and World Education Forum (2000) where UNESCO, UNDP, UNICEF, UNFPA, World Bank, etc. and agencies and representatives from all over the world gathered to review and analyze their efforts towards the goal of Education for All. Consequently, Inclusive education is regarded as the only means to achieve the goal of Education for All.

1. The Salamanca Statement

More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain, from 7 to 10 June in 1994 to further the objectives of Education for All by considering the fundamental policy shift required to promote the approach of Inclusive Education, mainly to enable schools to serve all children, particularly those with special educational needs. The Conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action. The Salamanca Conference marked a new point for millions of children who had long been deprived of education. It provided a unique opportunity to place special education within the wider framework of the Education for All (EFA) movement. The goal is nothing less than the inclusion of the world's children in schools and the reform of the school system. This has led to the concept of Inclusive School. The challenge confronting the concept of Inclusive School is that of developing a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities.

To provide quality basic education to all children is now a globally accepted reality in developing countries, the focus is on access and participation with a reasonable level of achievement, while developed countries are concentrating on enhancing standards of achievement. A second trend is also discernible. School systems in developed countries have historically operated a parallel system of ordinary and special schools and now they are moving from mainstreaming and integration towards the

development of Inclusive Schools. For school system in developing countries, inclusive schooling is not an alternative choice but inevitability. The goal for both is to organize effective schools for all children, including those with special needs. Planning and implementing this qualitative change to the system is a challenging task.

Although the goal of organizing effective schools for all is common to all countries, the magnitude and nature of the task would vary according to whether it is a developed or developing country. The school system must be changed to enable it to respond to the educational needs of all children, including those with special needs. Each school has to accept that it must cater to all the children in its community. This fundamental shift in school policy is to be accompanied by: curriculum reform ensuring it accessibility to all children; teacher education reform to equip mainstream teachers with appropriate knowledge and skills; and the building of a support system. Jayachandran (2000 as cited in Heward, 2013) who is a pioneer in introducing successful integrated education in the State of Kerala, India states that Inclusive Education is an integral part of general education. Training regular classroom teachers in the area of integrated education, curriculum modification, parent education, appropriate technology and modification, awareness of parents and modification of positive attitude towards disability are the key points of successful integrated education. We have formed a state level and district level Resource Group to develop the manpower required in special education and it has become the back bone of the scheme recently. Preparation in the early stage is the major factor that makes our special schools become the pilot Resource Centres for training of teachers, peers and volunteers.

Seva-in-Action, a voluntary organization in India has made an attempt to understand the needs of people in rural areas and its relation to the community strengths in developing an appropriate Community Based Rehabilitation (CBR) and Inclusive Education (IE) models. Seva-in-Action has developed a cost-effective, socio-culturally appropriate, comprehensive, sustainable and holistic Community Based Rehabilitation (CBR) programme and Inclusive Schools aiming at total rehabilitation of all children and persons with disabilities in rural areas of Kama taka, South India (Nanjurdaiah, 2000). Bangladesh Protibondhi Foundation (BPF) has been working for children with disabilities since 1984. Starting with early identification and screening, the foundation at present has become a full fledged service delivery organization reaching all over the country. But BPF's services for children with disabilities were based on the medical or expert model where disabling condition were diagnosed by experts and intervention prescribed by specialized people or experts and special schools were organized.

It has been realized that in a poor country like Bangladesh, the education and training needs of large number of children with disabilities cannot be met by costly special schools and centres, which create a segregated life situation. Also to comply with the trend of inclusive education which has gained a momentum with the movement to challenge exclusionary policies throughout the world, BPF is gradually shifting from the medical model to a more social model and has started CBR programmes in different parts of the country. BPF has involved in more inclusive educational approach since 1999, when a two week workshop on Inclusive Education using the UNESCO Teachers Education Resource Pack was organized. This workshop focused on helping teachers in regular schools to respond positively to diversity and to explore new teaching approaches.

There are a large number of children from poor socio-economic background and they have no access to any educational programme within the area. The parents are unable to meet the basic needs of their children, such as food, clothing and medical care, etc. BPF is committed to include all these children into their schools so as to make sure that no one was left out of any education programme. Having had a long experience of training and teaching children with different types of disabilities from different backgrounds, BPF is in a good position to address the needs of children with different learning needs. Children with motor, hearing and visual impairments were readily accommodated in the classrooms by providing special aids and resources and/or removing architectural barriers. To address the learning needs of children with intellectual disability, the curriculum content and teaching methods had to be made flexible and specially designed according to the individual child's needs and requirements. To remove socio-economic disparity, school uniforms were introduced. Nutritional supplements and medical treatments were provided to all the children of the schools.

3.3. Eligibility of Special Needs Education

Students determined eligible for special education services must meet all three of the following criteria:

- The student must have a disability or disabilities.
- The student's disability/disabilities adversely affect educational performance.
- The student's unique needs cannot be addressed through education in general education classes alone – with or without individual accommodations and requires specially designed instruction (SDI).

Eligibility is based on a comprehensive initial evaluation. A comprehensive initial evaluation includes all of the existing data gathered about the student through the referral process and any additional assessments needed to determine whether a student is eligible for special education. The initial evaluation report is used to determine what special education and related services the student needs. If our child has learning and attention issues or if we suspect she/he does we may be eager for her to receive special education services. To find out if she/he's eligible, school officials have to do two things. First, we must determine if our child has a covered disability. Second, they have to determine if it's severe enough for her to need special education services. The public school district handles both steps. They do this with input and permission from you.

Step 1: The Educational Evaluation

We, our child's teachers or anyone else who notices our child is struggling can request an educational evaluation from the school. No matter who requests this, the school needs our permission to take this step. Some conditions, such as ADHD are not learning disabilities but can interfere with learning. Those conditions are usually diagnosed by a doctor or other outside expert, not the school. If this is our situation, we can show proof of our child's diagnosis. However, the school will probably do its own evaluation to gather more information. A team of professionals does the evaluation. This team usually includes the school psychologist and other educators. They give our child various tests and review her school records. They also observe her in the classroom. When the evaluation is complete, the evaluator will write a report. It will include scores, a summary of findings and recommendations for how to help our child. We'll meet with the team to go over the results. The evaluation gives us and the school insight into our child's challenges, strengths and needs.

A key finding will be whether our child has one or more of the disabilities listed among the 13 disability categories in IDEA. One of these categories, specific learning disability, applies to many kids with learning and attention issues. If our child has a condition other than the disabilities listed, but that condition makes learning difficult, it may be covered under the other health impairment category of IDEA. If the evaluation shows our child has a disability that could make her eligible for special education, we'll move on to the next step. If our child isn't eligible to move to the next step, there are other options to consider.

Step 2: The Eligibility Determination

If the evaluation shows that our child has a disability, the next step is for the school to determine whether she/he needs special education services. They'll make this decision based on their evaluation of our child. If the school determines our child needs services, the next step is to create an Individualized Education Plan (IEP). However, even if our child has a covered disability, she still might not be eligible. The school may determine that the disability doesn't keep her/his from learning adequately in the general education classroom. In that case, it won't provide special education services. Being denied services can be a blow. The good news is there are other options to help our child. No matter where we are in the process of seeking help for our child, knowledge is power. Learn more about our rights, our responsibilities and steps we can take to seek special education for our child.

3.4. Level of Support Services

The formal definition given in the previous section reminds us that both intrinsic function and external support should be taken into consideration. The individual's level or intensity of support needed to operate effectively shown in intensity of support for person with disability especially intellectual and developmental disability. The level of support a person who has an intellectual or developmental disability may need the following services.

3.4.1. Intermittent support

Intermittent support refers to support on an as needed basis. An example would be support that is needed in order for a person to find a new job in the event of a job loss. Intermittent support may be needed occasionally by an individual over the lifespan, but not on a continuous daily basis. Supports on an as-needed or episodic basis. The person does not always need the support(s), or person needs short-term supports during life span transitions. When provided, supports may be of high or low intensity. For example, Loss of employment &/or Acute medical crisis are the appropriate example of intermittent support service.

3.4.2. Limited Support

Limited support may occur over a limited time span such as during transition from school to work or in time-limited job training. This type of support has a limit on the time that is needed to provide appropriate support for an individual. Supports characterized by consistency over time, time-limited but not

intermittent; may require less staff & less cost than more intense levels of support. For example, Job training &/or Transitioning from school to adult status are the best example of Limited support service.

3.4.3. Extensive Support

Extensive support in a life area is assistance that an individual needs on a daily basis that is not limited by time. This may involve support in the home and/or support in work. Intermittent, limited and extensive supports may not be needed in all life areas for an individual. Supports characterized by regular involvement (e.g., daily) in at least some environments such as work or home and not time-limited. For example, ongoing home living assistance is the best extensive support service.

3.4.4. Pervasive Support

Pervasive support refers to constant support across environments and life areas and may include life-sustaining measures. A person requiring pervasive support will need assistance on a daily basis across all life areas. Supports characterized by their constancy & high intensity; provided across all environments, potential life-sustaining nature. Typically involve more staff & intrusiveness than extensive or time-limited supports. Chronic medical situation is the best example of pervasive support service.

Finally, the level of support service is not fixed for different kinds of disability. There is no any specific type of support service. The support service is based on the level of disability. The problem of selection of support service is not solved yet, so that it is exist as issue.

Let Us Sum Up

Special education is an important part of society's response to the needs of exceptional children and the rights of individuals with disabilities a response brought about by parent advocacy, litigation, legislation, and increasingly, self advocacy by people with disabilities. Special education is a complex enterprise that can be defined and evaluated from many perspectives. There is no any universally accepted definition in the field of special education till now. So that it is exist as issues in SNE or inclusive education. Furthermore, eligibility is based on a comprehensive initial evaluation. A comprehensive initial evaluation includes all of the existing data gathered about the student through the referral process and any additional assessments needed to determine whether a student is eligible for special education. The formal definition given in the previous section reminds us that both intrinsic function and external support

should be taken into consideration. The individual's level or intensity of support needed to operate effectively in intensity of support for person with disability especially intellectual and developmental disability.

Unit-end Activities

• Objective questions

Group A

Tick (↓) the best answer.

1. When practiced most effectively and ethically, special education is also characterized by the use of
 - a. **evidence based teaching methods**
 - b. discussion based teaching methods
 - c. Demonstration based teaching methods
 - d. All of the above
2. Special education can be seen as an outgrowth of the civil rights movement and society's changing attitudes about people with disabilities through
 - a. Political perspectives
 - b. Sociological perspectives
 - c. Socioeconomic perspectives
 - d. **Sociopolitical perspectives**
3. Which of the following preventions include actions that stop an event from happening and those that reduce the negative outcomes of a disability or condition that has already been identified?
 - a. Remedial interventions
 - b. Compensatory interventions
 - c. **Preventive interventions**
 - d. Tertiary preventions
4. How many percentages of school age students with disabilities usually those with severe disabilities are educated in special schools?
 - a. 7%
 - b. 2% to 5%
 - c. **3%**
 - d. 5%

5. More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain.....to further the objectives of Education for All.
- from 7 to 10 June in 1994**
 - from 5 to 10 June in 1998
 - from 5 to 10 June in 1994
 - from 10 to 15 June in 1995
6. Which of the following criteria eligible for special education services?
- The student must have a disability or disabilities.
 - The student's disability/disabilities adversely affect educational performance.
 - The student's unique needs cannot be addressed through education in general education classes alone
 - All of the above**
7. How many disabilities categories are listed in IDEA?
- 11
 - 13**
 - 12
 - 14
8. How many disability criteria are determined in the context of Nepal?
- 7
 - 8
 - 9
 - 10**
9. An intellectual or developmental disability may need.....
- Intermittent support
 - Limited support
 - Extensive and pervasive support
 - All of the above**
10. Intermittent support refers to support for children with disability.
- need based
 - activity based
 - both a and b
 - interest based

• Short answer questions:**Group B**

1. Discuss the definitional issues of disability. Also present the Nepalese context.
2. Explain the key concept of special education as intervention in relation to educational issue.
3. Define preventative intervention and also discuss its types with examples.
4. Discuss the special education as instruction in relation to educational issue of special education.
5. State and explain the issue of special to inclusive education in the context of Nepal.

• Long answer question**Group C**

1. Introduce the key concept, meaning and eligibility of special needs education. Also discussed the eligibility criteria of Special needs education.
2. What are the major types of support services for children with intellectual and developmental disabilities? Explain them briefly with suitable examples.

Points for Discussion

- Definitional issues of disability
- Special education to inclusive education
- Eligibility of special needs education
- Level of support services
- Intermittent support service
- Limited support service
- Extensive support service
- Pervasive support service

Unit II: Identification Issues of Special Needs/ Inclusive Education

The Salamanca Framework for Action (1994) encouraged governments to stop segregating educational provision for children with special educational needs including children with disabilities and to ensure schools accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other condition. It challenged the idea that special educational needs related only to children with disabilities. Instead it highlighted the fact that a range of vulnerabilities, such as poverty, ethnicity or language skills could affect any child's ability to learn. Hence inclusive education was conceived as a way to ensure that the needs of all children were being properly accommodated. The agenda that emerged from the Framework discussions called for all education to become child focused and to acknowledge the heterogeneity of children. It also promoted the idea that impairments do not automatically result in special educational needs and that children with disabilities are just as diverse in their learning needs as non-disabled children.

Even children with the same impairments need not necessarily have the same educational requirements thereby bringing into question the labeling of all children with disabilities as having special educational needs and unnecessarily separating them into specialist schools. The whole debate around education was broadened so that it was no longer just concerned with educating the child but became more about how the system itself was constructed and what barriers could prevent a child from accessing learning. In this sense inclusive education, as it emerged from Salamanca, took on two meanings how to move away from assumptions about the needs of children with disabilities being entirely impairment based and about how to transform mainstream education systems to become aware of the learning needs of all children so as to help establish education systems that are barrier free.

2.1. Human Resource Issues

Essential to the appropriate placement of the child with exceptionality is the preparation of the environment for that child through Preservice and/or in-service training of staff and any other necessary accommodations. Teacher training institutions are challenged to instruct all teacher candidates about current trends in the education of exceptional children. State and provincial departments of education are charged with the responsibility to promote in-service activities that will update all professional educators

and provide ongoing, meaningful staff development programs. Administrators can have a significant positive influence upon the professional lives of teaching staff and, therefore, upon the educational lives of children. Administrative personnel of school districts are, therefore, charged with the responsibility to promote in-service education and inter-professional exchanges which openly confront contemporary issues in the education of all children. Human Resources management is a critical element to starting and operating a successful special and integrated school. Both types school needs a strong Head teacher. It also needs talented, dedicated teachers, and a competent non teaching staff. Human resources management is the process through which you attract, train, motivate, evaluate, compensate and retain these important people. Employment law is complicated and mistakes can be extremely costly. Obviously, it is important for us to build and judiciously maintain a human resource management system that meets the requirements of the law. At the same time, our HR practices, at their heart, must be based on a commitment to fair and just treatment of staff. Good HR practices should help us create a work environment that supports our mission and encourages employees to develop and thrive.

Human resource issues have come to be seen as central to every policy initiative in education around the world. While the hot issues in education invariably focus on student achievement, funding for education, and issues of access and quality, the factors which concern the recruitment, preparation, hiring, assessment and professional development of the workforce are key to understanding the issues themselves. Yet it is only in the last decade that education systems have been considering the totality of the issues. For some time, there has been research and discussion about individual components such as professional development but it is during the 1990s that research and policy analysts have been examining how the components fit together: examining, in fact, a human resource strategy for the teaching profession.

Human resources issues commonly experienced by employers include establishing productivity, recruiting employees, arranging and carrying out training, and preventing discrimination. Staffs in personnel management also face challenges such as resolving conflicts and keeping staff safe. Establishing and distributing benefits, encouraging and maintaining diversity, and handling outsourcing are major concerns as well. How each business deals with its specific human resources issues depends on the human resource manager or director as well as institutions policy. No matter what approach institutions takes, addressing these issues usually is an ongoing process. Top 3 Human Resource Management Challenges are as follows:

1. **Change Management:** Since this is generally not a focal point for HR professional training and development, change management represents a particular challenge for personnel management. The WFPMA finds that this may also be the reason why it is cited as the foremost issue as HR continues to attempt to help institutions move forward. An intensified focus on training may be needed to develop added competencies to deal with change management.
2. **Leadership Development:** As the second of the biggest challenges for human resource management, leadership development needs to be a critical strategic initiative. HR professionals are faced with being expected to provide the essential structures, processes, tools, and points of view to make the best selection and develop the future leaders of the organization. The WFPMA reports that, across the globe leadership development has been identified as a critical strategic initiative in ensuring that the right employees are retained, that the culture of the organization supports performance from within to gain market position, and that managers are equipped to take on leadership roles of the future so that the organization is viable in the long term.
3. **HR Effectiveness Measurement:** How can improvement happen without the right tools to measure HR effectiveness? As with many other areas of business, this profession also needs to be able to measure results in terms of transaction management, as well as in terms of the positive influence on business. Utilizing metrics to determine effectiveness is the beginning of a shift from perceiving HR's role as purely an administrative function to viewing the HR team as a true strategic partner within the organization, the WFPMA says. In fact, the next section reports that survey participants believe a critical future issue for HR will be organizational effectiveness - again supporting HR's critical role as a strategic partner to management.

This world federation also notes that, Where HR departments have traditionally focused on measuring their own effectiveness; there is an evolving recognition that they can provide organizational value by measuring the effectiveness of the entire business organization. The shift is significant as it represents movement from simply counting the numbers hired to determining the ROI of collective and individual hires on a long-term basis. Going beyond measuring turnover, this new approach considers bad turnover and good turnover along with the overall cost of replacement hires.

2.2. Inclusion of Disability in EMIS

Including people with disabilities in everyday activities and encouraging them to have roles similar to their peers who do not have a disability is *disability inclusion*. This involves more than simply encouraging

people; it requires making sure that adequate policies and practices are in effect in a community or organization. Inclusion should lead to increased participation in socially expected life roles and activities such as being a student, worker, friend, community member, patient, spouse, partner, or parent. Socially expected activities may also include engaging in social activities, using public resources such as transportation and libraries, moving about within communities, receiving adequate health care, having relationships, and enjoying other day-to-day activities. In 2011, two percent (1.94%; 513,321) of the total population of Nepal reported having some kind of disability, according to the Nepal Census. Here's a breakdown of the different types of disabilities:

- Physical disability: 36.3 percent of the disabled population
- Blindness/Low vision: 18.5 percent
- Deaf/Hard of hearing: 15.4 percent
- Speech problem: 11.5 percent
- Multiple disabilities: 7.5 percent
- Mental disability: 6 percent
- Intellectual disability: 2.9 percent
- Deaf-Blind: 1.8%

The World Report on Disability in 2011 argued that, among other things, the inclusion of children with disabilities in mainstream schools promotes universal primary completion, can be cost-effective and contributes to the elimination of discrimination. These are important benefits, but the potential of inclusive education, when properly and effectively utilized, goes even further, and can be fundamentally transformative for individuals, education systems and society as a whole. Of course, in the first instance, inclusive education can help children with disabilities and other marginalized individuals for instance, minority and linguistic ethnic groups to access a quality education, helping them to fulfil their potential, and contribute towards their community and society but when properly implemented, inclusive education can help to raise the quality bar across education systems. Inclusive education entails the provision of meaningful learning opportunities for all students within the regular school system, and therefore requires strategies that cater for naturally diverse learning styles of all students, whilst accommodating the exceptional learning needs of some students. An education system that is fully committed to inclusive education must therefore support well motivated and well-trained teachers and appropriate teaching methods and will support improved teaching through a focus on effective and inclusive teaching

approaches, skills and support. This is vitally important because, at present, the exceedingly poor quality of many education systems is leaving far too many children without even the basics of reading and writing, let alone acquiring the more complex analytical, critical or creative skills that should come with a good education.

For instance, around 50% of children in Africa who reach year 5 will be able to read and write.⁵⁵ Poor quality also leads to repetition a waste of resources with 11.4 million pupils repeating a primary grade in sub-Saharan Africa in 2010. Effective delivery of inclusive education will not only ensure the inclusion of marginalized learners including children with disabilities but will help to tackle this appalling quality deficit and improve education for all. Inclusive education can also help to shape more equal societies. Preventing discrimination in education can also help to ensure that society can tackle discrimination more broadly. It offers a chance to challenge widely held and discriminatory attitudes and behaviors, to celebrate and embrace the rich tapestry of diversity in our societies, and to promote social values that combat discrimination.

Finally, the inclusions of disability in the context of Nepal have no any clear cut ideas to manage and strategies to address the inclusion strategy through EMIS. This issue is still in debatable condition or it is not solved yet. So that inclusion of disability in EMIS exists as a debatable issue in the context of Nepal.

2.3. Stereotypic Notion: Attitudinal issues

Inclusive education does away with the practice of segregating students with learning and/or physical challenges from the rest of the student body. While the practice of inclusion places extra demands on students and facility logistics, there are numerous benefits to all students, both disabled and non-disabled. Teachers in inclusive classrooms must incorporate a variety of teaching methods in order to best reach students of varying learning abilities. This has benefits even for those students who would be placed in a traditional classroom, as this increases their engagement in the learning process. Even gifted and accelerated learners benefit from an environment that stresses responsiveness from all students. Perhaps most importantly, inclusive classrooms encourage open and frank dialogue about differences as well as a respect for those with different abilities, cultural backgrounds and needs. Despite the benefits, there still are many barriers to the implementation of inclusive education.

Societal norms often are the biggest barrier to inclusion. Old attitudes die hard, and many still resist the accommodation of students with disabilities and learning issues, as well as those from minority cultures. Prejudices against those with differences can lead to discrimination, which inhibits the educational process. The challenges of inclusive education might be blamed on the students' challenges instead of the shortcomings of the educational system. A few years earlier, the responsibility for children who remained excluded from education, then described as severely educationally sub-normal, was transferred from health to education authorities. A cursory look at the early issues of the journal reveals excitement and hope about the educational possibilities that would now be available to every child. Thirty-five years ago, special education was seen more as a solution to rather than a problem of social justice in education, but not for everyone and not for long. Sociological critiques of special education showed the injustices that can occur in systems with separate forms of provision for learners who deviate from what is considered to be the norm. Historians and other scholars began to write about the paradox of special education being something that fulfilled both humanitarian and controlling aims of society.

A frustration with the paradoxical nature of special needs education led many to embrace the idea of inclusive education as an alternative. Inclusive education is based on the principle that local schools should provide for *all* children, regardless of any perceived difference, disability or other social, emotional, cultural or linguistic difference. But if special education was not the answer, how were schools to provide for everyone? If inclusive education was to be a process of responding to individual differences within the structures and processes that are available to all learners rather than something separate from them, what would be the role of specialist teachers, and what should be the nature of their expertise? Then, as now, there were no easy answers to these and other questions that have fuelled debates about special versus inclusive education.

Finally, this identification issues have no clear cut idea of reorganization of disability or special needs and inclusive education in the context of Nepal. Our attitude is not disable friendly or special education or inclusive education friendly. It creates many more ambiguous environment or condition for the identification of disability and special needs education as well as inclusive education. So that it is exist as issues in the field of special needs education and inclusive education in the context of Nepal.

2.4. Geographical Remoteness

Remoteness is a complex notion. A remote place implies a distant site with reference to where the one person positing such a qualification is located. However, it would be difficult to indicate how distant or how far a place would be, in order for it to be labeled as remote. The goal of this identification issue is to

contribute to the understanding of two components of remoteness: the absolute and the relative dimensions, and to shed light on the framing of remoteness. The premise is that the very notion of remoteness has not disappeared but is continually receiving new meanings. Remoteness has been redefined, and relocated in our minds and practices.

Rural residents experience many difficulties in accessing special education services. These disadvantages result in higher education and literacy rates compared to those of their urban counterparts. Even though rural communities contain about 20% of America's population, less than 10% of physicians practice in these communities. In rural areas residents need to travel greater distances to access different points of the general and special education delivery system. Education facilities in these areas are small and often provide limited services. Often, due to geographic distance, extreme weather conditions, environmental and climatic barriers, lack of public transportation, and challenging roads, rural residents may be limited/ prohibited from accessing special education services. Timely access to emergency care is a major issue for rural residents. The difficulties of access to education facilities may impair outcomes by increase individual physical and emotional stress, reducing the likelihood of seeking follow up care, and limiting proximate family support. Rural people are less likely to be covered by education and employment benefit. Rural residents are less likely to have employer- provided education coverage. One third of all motor vehicle accidents occur in rural areas; however, two-thirds of motor vehicle deaths occur on rural roads. Rural residents are also nearly twice as likely as urban residents to die from unintentional injuries other than motor vehicle accidents.

Finally, geographical remoteness is the main factors to hindrance the access the education for disable children. In the context of Nepal, due to this reason the access of special education service is not sufficient in remote sector. So those people who lived in rural areas are not getting benefit from the integrated and special education service as their needs and demands. This issue is still in debatable manner, so it is exist as a contemporary issue in special education or inclusive education sector yet.

2.5. Paradigm Shift: Charity to Right Based Approach

Persons with disabilities face discrimination and barriers that restrict them from participating in society on an equal basis with others every day. They are denied their rights to be included in the general school system, to be employed, to live independently in the community, to move freely, to vote, to participate in sport and cultural activities, to enjoy social protection, to access justice, to choose medical treatment and to enter freely into legal commitments such as buying and selling property. A disproportionate number of

persons with disabilities live in developing countries, often marginalized and in extreme poverty. The protection guaranteed in other human rights treaties, and grounded in the Universal Declaration of Human Rights, should apply to all. Persons with disabilities have, however, remained largely invisible, often side-lined in the rights debate and unable to enjoy the full range of human rights.

In recent years, there has been a revolutionary change in approach, globally, to close the protection gap and ensure that persons with disabilities enjoy the same standards of equality, rights and dignity as everyone else. The Convention on the Rights of Persons with Disabilities, which was adopted in 2006 and entered into force in 2008, signaled a paradigm shift from traditional charity-oriented, medical-based approaches to disability to one based on human rights or right based approach to education. Former UN High Commissioner for Human Rights, Louise Arbour, said, the celebration of diversity and the empowerment of the individual are essential human rights messages. The Convention embodies and clearly conveys these messages by envisaging a fully active role in society for person with disabilities.

Set Us Sum Up

The whole debate around education was broadened so that it was no longer just concerned with educating the child but became more about how the system itself was constructed and what barriers could prevent a child from accessing learning. In addition, essential to the appropriate placement of the child with exceptionality is the preparation of the environment for that child through Preservice and/or in-service training of staff and any other necessary accommodations. In 2011, two percent (1.94%; 513,321) of the total population of Nepal reported having some kind of disability, according to the Nepal Census. The World Report on Disability in 2011 argued that, among other things, the inclusion of children with disabilities in mainstream schools promotes universal primary completion, can be cost-effective and contributes to the elimination of discrimination. Furthermore, a frustration with the paradoxical nature of special needs education led many to embrace the idea of inclusive education as an alternative. Inclusive education is based on the principle that local schools should provide for *all* children, regardless of any perceived difference, disability or other social, emotional, cultural or linguistic difference. Moreover, geographical remoteness is the main factors to hindrance the access the education for disable children. In the context of Nepal, due to this reason the access of special education service is not sufficient in remote sector. So those people who lived in rural areas are not getting benefit from the integrated and special education service as their needs and demands. The Convention on the Rights of Persons with

Disabilities, which was adopted in 2006 and entered into force in 2008, signaled a paradigm shift from traditional charity-oriented, medical-based approaches to disability to one based on human rights or right based approach to education.

Unit- end activities

• Objectives questions

Group A

Tick the best answer

1. Which international conference encouraged governments to stop segregating educational provision for children with special educational need?
 - a. Dakar framework for Action
 - b. The Salamanca Framework for Action (1994)**
 - c. Incheon declaration 2015
 - d. Kathmandu declaration

2. Inclusive education, as it emerged from Salamanca, took on two meanings they are.....
 - a. how to move away from assumptions about the needs of children with disabilities being entirely impairment based
 - b. and how to transform mainstream education systems to become aware of the learning needs of all children so as to help establish education systems that are barrier free.
 - c. **both a and b**
 - d. none of the above

3. Teacher training institutions are challenged to instruct all teacher candidates about
 - a. future trends in the educational of general and exceptional children
 - b. existing trends in the education of general and exceptional children
 - c. previous trends in the education of both general and exceptional children
 - d. current trends in the education of exceptional children**

4. Human resources issues commonly experienced by employers include
 - a. establishing productivity
 - b. recruiting employees, arranging and carrying out training

- c. and preventing discrimination
 - d. all of the above**
5. How many percent of the total population reported having some kinds of disability according to Nepal Census 2011?
- a. 1.98%
 - b. 1.94%**
 - c. 2%
 - d. 2.4%
6. How many percentage of the population reported having physical disability out of total disability population according to Nepal Census 2011?
- a. 36.3**
 - b. 18.5
 - c. 15.4
 - d. 11.5
7. A frustration with the paradoxical nature of special needs education led many to embrace the idea of inclusive education as an alternative.
- a. special education
 - b. Informal education
 - c. non-formal education
 - d. inclusive education**
8. Remoteness implies a distant site with reference to
- a. Relocated in our mind and practices
 - b. a complex notion
 - c. where the one person positing such a qualification is located**
 - d. the farming of remoteness
9. The Convention on the Rights of Persons with Disabilities (2006) signaled a paradigm shift from..... to disability to right based approach to education.
- a. traditional charity-oriented
 - b. medical-based approaches
 - c. both a and b**
 - d. charity based to right based

10. The World Report on Disability in 2011 argued that, among other things, the inclusion of children with disabilities in mainstreamwhich can be cost-effective and contributes to the elimination of discrimination.

- a. Schools promotes higher secondary education completion
- b. schools promotes high school education completion
- c. schools promotes basic education completion
- d. schools promotes universal primary completion**

Group B

- **Subjective questions**
- **Short answer questions**

1. What are the possible identification issues of Inclusive education in the context of Nepal? Explain any one of them
2. Discuss human resource issues in Special education of Nepal.
3. What are the top three human resource challenges? Present your stand point in the context of Nepalese special education.
4. Discuss the concepts of inclusion of disability in Education Management Information System (EMIS) with suitable example in the Nepalese context.
5. Introduce the concept of access of special education on attitudinal issues as reflected in stereotypical notion.

Group C

- **Long answer questions**

1. How geographical remoteness hindrances to the access of special education? Also present the suitable examples in the context of Nepal.
2. Discuss the paradigm shift from charity based approach to right based approach to education.

Points for Discussion

- Human resource issues of identification
- Inclusion of disability in EMIS
- Stereotypic Notion: Attitudinal issues
- Geographical remoteness issues in identification of SNE/ IE
- Paradigm shift: Charity to rights based approach

Unit III: Curricular Challenges/ Issues of Special Needs/ Inclusive Education

A rigid curriculum that does not allow for experimentation or the use of different teaching methods can be an enormous barrier to inclusion. Study plans that don't recognize different styles of learning hinder the school experience for all students, even those not traditionally recognized as having physical or mental challenges. Teachers who are not trained or who are unwilling or unenthusiastic about working with differently abled students are a drawback to successful inclusion. Training often falls short of real effectiveness, and instructors already straining under large workloads may resent the added duties of coming up with different approaches for the same lessons. Centralized education systems are rarely conducive to positive change and initiative. Decisions come from the school system's high-level authorities whose initiatives focus on employee compliance more than quality learning. The top levels of the organization may have little or no idea about the realities teachers face on a daily basis.

3.1. Relevancy of Curriculum

Although the structure and detail of curricula depends primarily on the subject at hand, curricula serve the broad purpose of being educational planning tools. They help teachers and professors outline learning objects for a course or class, which in turn sets an end goal for learning a specific volume of material. Curricula also help teachers identify an effective learning style by focusing on the most critical aspects of a projected lesson plan. Additionally, they can help teachers make effective use of classroom time by setting time aside for revisiting complex issues or giving students' time to ask questions. Curricula ideally serve as time-management and organizational tools as well; by setting an agenda ahead of time, teachers and students have the opportunity to prepare for future readings and assignments. This allows for the development of time management skills, and allows students to learn important life skills such as communication, organization, and setting and achieving.

An effective curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering a quality education. The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level. Teachers play a key role in developing, implementing, assessing and modifying the curriculum. An evidenced-based curriculum acts as a road map for teachers and

students to follow on the path to academic success. Every successful concept and project in life requires a proper framework and planning. This relates to all processes, including education. Whenever we embark on any new plan or procedure, we need to make sure that we have all the plans drawn up. What is on offer, what are the resources that we have, what are the steps, which we need to take and what are the goals that we need to achieve are some elements that need to be looked upon. A similar set of constraints when applied to education in schools and colleges gives birth to curriculum. A curriculum is a set of courses, including their content, offered at a school or university. The curriculum often contains a detailed list of subjects and the elements of teaching them. He also explained the curriculum as the course of deeds and experiences through which children grow up into adults and get going for success in the society. A curriculum is more than putting together a set of academically required subjects. It must consider all aspects of the student life, the learning needs of students, the time available for the sessions and the teachers' idea, capability and workload.

3.2. General versus Special Curriculum

The basic goal of special education is to provide exceptional children with disabilities which will prevent them from fully benefiting from traditional educational approaches with specialized instruction and intervention sufficient to enable them to benefit from their education. Many people have the misconception that special education is merely a watered-down version of regular education. This is understandable, but incorrect. In fact, the opposite is often true. Special education is in many ways more intensive than conventional education. Special education differs from regular education in two ways:

- Different instructional methods are used, and
- Additional specialists (specialized teachers, speech therapists, occupational therapists, physical therapists, aides, social workers, etc.) are involved beyond regular classroom teachers. These professionals' specialized skills are matched to the specialized needs of identified children.

Special education uses intensive, individualized instructional methods. Most special education students will work on traditional academic content areas such as reading, writing, math, social studies, and science. In addition to traditional academic content, many exceptional students also benefit from a functional curriculum. A Functional Curriculum is designed to help students learn basic daily living skills they have not developed on their own such as toileting, eating, grooming, using money, filling out forms, communicating basic needs, and following directions that a teacher or boss gives them. Functional curriculums teach students the basic skills required for independent living. Traditional and functional

curricula are augmented on a child by child, as needed basis by specialty services that help individual children to manage or overcome impediments to their learning. Intervention services students may receive at school include physical therapy (PT), occupational therapy (OT), speech and language therapy, and other related services. These specialties serve several purposes: 1) to help prevent minor problems from becoming a disability, 2) to prevent the effects of a disability from getting worse, 3) to resolve problems in connection with a disability, or 4) to teach students to complete certain tasks in spite of their disability. For example, psychological and other specialists may collaborate to create a behavior plan designed to help a child reduce acting-out behaviors, learn to meet their daily living needs, and to focus their energy on learning.

A behavior plan is a written plan that specifies what positive behaviors the student should be exhibiting, such as completing work in a timely manner, or sharing toys with other students during group activities. The behavior plan also specifies what tools school staff can use to motivate students to model those appropriate behaviors. Some school staff and families think that behavior plans should mainly create planned consequences for a student's misbehavior, but these punishment-oriented plans often do not get the full benefits that a more comprehensive behavior plan could provide. Both children in regular education and special education can benefit from behavior plans, but often, children with special needs will need a more detailed plan.

On the other hand, Special education uses quite a different approach from the general education, although some areas overlap. General education involves presenting the standard curriculum set by education authorities using standard teaching methods. General education involves the typical classroom setting, wherein teachers address the needs of the class as whole. Teachers in general education implements procedures and teaching methods regardless of the differences between the students. Special education, meanwhile, is the opposite of general education. Special education uses a certain special curriculum which caters to a certain special student type. For example, the procedures and teaching methods used to attend to one special student are different from methodology implemented on another student. The focus of special education is to address the students' individual needs and differences. To do that, it may require various teaching methods, learning materials and support equipment. Thus, instead of using the typical classroom set up, special education teachers use the resource room set up. From the above mentioned agendas, the general versus special curriculum challenges and issues are not solved yet. So that this is exist as issues even in 21st century.

3.3. Monolithic Versus Diversified Curriculum

One of the buzzwords in contemporary education is universal design. This approach makes your curriculum accessible to all students, regardless of their backgrounds, learning styles and abilities. There are several ways for you to accomplish this feat:

- Relay content in diverse ways (visually, verbally, written).
- Ask students to share what they are learning in diverse ways (speaking, illustrating, and writing).
- Utilize multiple materials to engage students (software, art, theater, video, object lessons).

These approaches ensure that you reach all of your students with special needs, as well as deepen their thinking and reinforce new information so it moves from short-term memory to long-term memory. Of the traditional model of differentiated instruction, Corbett (2001 as cited in Heward, 2013) states that it is the adaptation of teaching and learning materials to account for individual differences in learning style. It is suggested that if attention is drawn towards variation in learning styles, value is in turn placed upon the individual learner; education becomes individualized, and rather than becoming segregated from one's peers, one becomes part of a unified whole, where the differentiation of instruction and assessment benefits all students.

If supported and nurtured, inclusive learning has the potential to manifest as empowerment and lifelong growth effective learning is determined entirely by the high quality of teaching provided, instilling within the students personal engagement. It is through inclusive education that students with various learning abilities and multiple intelligences are allowed to exercise their right to be a part of the mainstream classroom whole. Corbett (2001 as cited in Heward, 2013) also alludes to the significant effect that inclusive education has upon students' social development. The expectations in school are that all children can learn about social behaviour and respect for others children with various learning abilities are encouraged to become aware of their social context and the influence they have on others.

Furthermore, curriculum from any subject area may be altered to include multicultural content. This can be accomplished by

- including a variety of perspectives
- discussing social contexts, including issues of equity and justice; and/or
- including activities that foster critical thinking and self-awareness

Expanding curriculum to include a variety of perspectives not only allows educators to discuss views and ideas that are less common or underrepresented, but also provides students a more holistic understanding of the subject area. Furthermore, positive role models from a variety of different backgrounds and cultural groups can be included. Another way to reform curriculum is to discuss social issues. Educators can transform their classrooms by fostering an environment where students can ponder ideas such as what it means to be an active citizen, how discrimination and prejudice negatively affect democratic society, or how they can become more sensitive and respectful to social differences.

Multicultural lesson plans should encourage students to develop critical thinking skills, as well as increase their self-understanding. Educators can best encourage this development by modeling critical thinking situations. When students learn to recognize their values, feelings, privileges, and biases, they become more self-aware. Five stages have been proposed for multicultural curriculum reform. Educators should compare the stages to their current practices and consider ways to improve their curricula. Higher stages represent greater multicultural competence. The process of bringing multicultural components into a curriculum may include participating in a multicultural seminar or workshops, examining current course content, obtaining support from colleagues, and undertaking necessary personal examination and change.

1. Stage 1: Recognition

Educators must first recognize that the traditional curriculum is not the only content needed. Mainstream curriculum does not include ideas and experiences representing contemporary diverse society. Educators must recognize their own biases, prejudices, and assumptions that may affect their teaching and ultimately influence their students. As they work towards eliminating these biases, they may become more effective in teaching, have more multicultural curriculum, and be more likely to reach all students. The process of recognizing biases and working to eradicate them is ongoing.

2. Stage 2: Heroes and Holidays

After recognizing the need for curriculum reform, educators may begin to integrate other perspectives by celebrating cultural holidays and highlighting famous individuals from non-dominant groups, drawing attention to the fact that society is shaped by multiple perspectives. But they should not stop at this point.

3. Stage 3: Integration

Moving beyond superficial integration, educators need to integrate information about non-dominant groups across several areas of the curriculum. A daily lesson plan may incorporate a special lesson,

book, or film that highlights members of non-dominant groups. Educators must move beyond using the new materials and units only as secondary sources.

4. Step 4: Structural Reform

During this stage educators weld diverse perspectives and multicultural materials into their traditional curriculum. This unit is seamless to ensure that one source of information is not seen as primary over or more accurate than another.

5. Step 5: Social Action and Awareness

During the final stage of this model of curriculum reform, educators incorporate discussions and activities that address such social issues as practicing equity within a democracy, overcoming discrimination/prejudice based on differences in access to power, providing accommodations for persons with disabilities, etc. Educators can encourage students to understand these concepts based on experiences and increased self-awareness and to develop their own views.

Finally, in the context of Nepal monolithic curriculum is practice in general education sector. This curriculum is just only fitted for the non disable children but this curriculum is not suitable for children with disabilities. Diversified curriculum is appropriate for the children with disabilities on the basis of their disabilities level. This problem is not solved yet, so it is exist as issue in Nepalese education sector.

3.4. Medium of Instruction (Braille, sign, Mother Tongue or Other Tongue)

A medium of instruction (plural: usually mediums of instruction, but the archaic media of instruction is still used by some) is a language used in teaching. It may or may not be the official language of the country or territory. If the first language of students is different from the official language, it may be used as the medium of instruction for part or all of schooling. Bilingual or multilingual or multilingual education may involve the use of more than one language of instruction. UNESCO considers that providing education in a child's mother tongue is indeed a critical issue.

1. **Braille Language:** A sighted child who is reading at a basic level should be able to understand common words and answer simple questions about the information presented. They should also have enough fluency to get through the material in a timely manner. Over the course of a child's education, these foundations are built on to teach higher levels of math, science, and comprehension skills. Children who are blind not only have the education disadvantage of not being able to see: they also

miss out on the very fundamental parts of early and advanced education if not provided with the necessary tools. The concern with Braille usage and Braille literacy is a fairly recent phenomenon. In 1987 and 1988, the National Federation of the Blind and the American Council of the Blind adopted resolutions decrying the decline in Braille literacy and called for greater availability of Braille materials and greater access to Braille instruction for blind children. It was not until 1987 that the first Braille bill was enacted by the Minnesota state legislature calling for the availability of Braille instruction for blind students.

Prior to this recent activity there was an emphasis on the use of remaining vision for legally blind students. Until the early 1900s, there were no special education programs for children who had partial vision. The first school for partially seeing children was opened in 1908 in London, England. The first classes for children with partial vision occurred in the United States as early as 1913. Robert Irwin pioneered the earliest efforts to encourage children with remaining vision to read print.

- **What strategies are best for teaching a student to read Braille?**

Students will need special instruction to learn to read and write Braille code. Usually students are introduced first to the alphabet and unconstructed Braille, and once they are proficient in recognizing and producing letters, they move on to contracted Braille. There is currently a lot of discussion about when to introduce contractions and whether or not to introduce them at all.

2. **Sign Language:** From earlier recorded history gestures have been used for communication between groups of different languages and cultures. The use of formalized language of signs however has been gradual until the first attempt to educate deaf children was made. The public education of the hearing impaired using sign language began in France. He refined and developed the language of signs into a full language from which the present sign language are derived (Berker, 2011 as cited in Heward, 2013) children who are exposed to a sign language for the first time in late childhood or adolescence turn out to be less proficient sign language users than those exposed to sign from birth moreover deaf individual who acquire sign language in sign or speech during childhood never catch up in adulthood and do not attain native like proficiency in any language be it American Sign Language. The types of sign language are varies used in each country, therefore, the legislators and governments understand the roles of sign languages in different ways. In some countries the rights of Deaf people to education and equal participation in the society are secured by legislation. In others it is forbidden to use sign language even in class rooms. A deaf person's access to sign language and belonging to a Deaf community should not be denied or ignored by our governments. The first country

in the world where sign language was recognized and passed into parliament was Uganda in 1995 as stated in World deaf federation. The current education system, especially in the choice of educational medium, follows the logic of decentralized policy.

The situation of difficulties in practicing sign language as a medium of instruction is the language used by the teacher and student to teaching and learning process. Perception process is the people translate sensory impressions into a coherent and undefined view of the world around them in relation to the perception. Primary language is the language or is the languages a person has learned from birth or within the critical period, or that a person speaks the best. Hearing impairment Skill is an ability to do something acquired through practice and learning. Disability is a limitation to perform an activity in the manner or within the range considered normal for the same age, culture, and education

3. **Mother Tongue or other Tongues:** In competitive society, many educationalists recommend that children should learn a foreign language at primary school. Thus, many parents want their children to learn a foreign language at private school or a foreign language course. Simply learning in your mother tongue is absolutely no guarantee of improved learning gains in school. Teachers lack the opportunity to gain the necessary competence and specific training in mother tongue. It is proved that with scientific approach that children learn a foreign language quite easily when they are teenagers, because of their brain is not made up with their mother tongue structure. In addition, teaching a foreign language for children is easier for teachers because of children's enthusiasm to learn new things so that teachers can teach a foreign language to them using toys, games, and cheerful small taking.

Things like molecule, atom, buses, aero planes and lecturers and professors have no words in mother tongue. Moreover, they would be aware of different culture resulting in increasing their overlook of world. Nevertheless, learning foreign language influence children's development in many ways, it impact on them in some positive ways. In the globalized era, learning a foreign language is priority that gives them a great deal of opportunities for their future life and communicates different people. One of the issues that predominates discussion on the effectiveness of English based systems is the ability of teachers to efficiently and effectively transmit cognitive skills and values in the learners.

In twenty first century, the medium of instruction is the debatable issue in special and general education sector. Braille medium is appropriate for blind and severe visual impairment child or student. Similarly, sign language is the best medium of instruction for educating deaf children. As a

whole, mother tongue is the best medium of instruction for educating any kind of child in current world. Which medium of instruction is appropriate for children with disabilities? This issue is not solved yet, so it exists issue in both special and general education sector.

3.5. Access versus Quality

Special education takes many forms and can be provided with a broad spectrum of administrative arrangements. Children with special educational needs should be served in regular classes and neighborhood schools insofar as these arrangements are conducive to good educational progress. The Council believes that the goal of educating exceptional children with non- exceptional children is desirable if the individual program is such that it will enhance the exceptional child's educational, social, emotional, and vocational development. It is sometimes necessary, however, to provide special supplementary services for children with exceptionalities or to remove them from parts or the entire regular educational program. It may even be necessary to remove some children from their homes and communities in order for them to receive education and related services in residential schools, hospitals, or training centers.

The Council believes that careful study and compelling reasons are necessary to justify such removal. The Council charges each public agency to ensure that a continuum of alternative placements, ranging from regular class programs to residential settings, is available to meet the needs of children with exceptionalities. Children with exceptionalities enrolled in special school programs should be given every appropriate opportunity to participate in educational, nonacademic, and extracurricular programs and services with children who are not disabled or whose disabilities are less severe. While special schools for children with exceptionalities and other separate educational facilities may function as part of an effective special educational delivery system, it is indefensible to confine groups of exceptional pupils inappropriately in such settings as a result of the failure to develop a full continuum of less restrictive programs.

The Council condemns as educationally and morally indefensible the practice of categorical isolation by exceptionality without full consideration of the unique needs of each student, and the rejection of children who are difficult to teach from regular school situations. When insufficient program options exist and when decisions are poorly made, children with exceptionalities are denied their fundamental rights to free public education. In so acting, education authorities violate the basic tenets of our democratic societies. Like all children, children with exceptionalities need environmental stability, emotional

nurturance, and social acceptance. Decisions about the delivery of special education to children with exceptionalities should be made after careful consideration of their home, school, and community relationships, their personal preferences, and effects on self-concept, in addition to other sound educational considerations. The efficacy of education in human development can never be understated. Education is fundamental to every constituent of the society irrespective of gender, physical, racial, economic, geographical, cultural, or linguistic differences. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Nepal as a developing nation has been systematically progressing on the educational front since its independence and has seen an appreciable surge in reaching out to all the classes of its society. The improvement on the country's economic front, the up scaling of communication technology and the advent of the internet, have vastly leveraged the promotion of education across all verticals.

The Education Act (1971) which stipulates compulsory and free education to all children within the age groups of 6-14 years has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The educational movement has been receiving tremendous government support through comprehensive planning in its various five year plans. Additionally the active involvement of the private sector has begun to demonstrate significant reach and improvement in the Indian education system. The involvement of private sector in higher education has seen drastic changes in the field. While the focus of the government has largely been on school education, in the context of post secondary and higher education, consistent and quality growth however has become debatable.

An overwhelming demographic divide still persists in the access to quality higher education with several communities still remaining under represented, contradicting the very objective of equity within the social growth of the country. However the government has been making tremendous efforts to do away with this divide through several initiatives and by encouraging public private partnerships in promotion of quality higher education. Though there are several formidable challenges that need to be addressed in promotion of higher education in Nepal, the initiatives undertaken by the government, active PPPs, the role of the industry and voluntary bodies and support from external agencies is certain to aid the realization of these plans making higher education more accessible.

Finally, access and quality is the two different independent term in both general and special education sector. In the context of special education sector, access and quality is not the clear cut term, it is a debatable issue. This issue is not solved yet, so it is exist as issue in special education service.

3.6. Curriculum Accommodation versus Modification

1. **Curriculum Accommodation:** Accommodations can help kids learn the same material and meet the same expectations as their classmates. If a student has reading issues, for example, she might listen to an audio recording of a text. There are different types of classroom accommodations, including presentation and setting. Testing accommodations can be different from those used for instruction. For example, using a spell-checker might help a student with writing difficulties take notes during class but wouldn't be appropriate during a weekly spelling test. However, this student might benefit from having extra time to complete the spelling test or using typing technology if the physical act of writing is difficult. Statewide assessments allow certain accommodations like extra time or taking a computerized exam. Ideally these are the same accommodations a child uses to take class tests. Accommodations for special classes like gym, music and art can be helpful. These are similar to accommodations for classroom instruction. Kids might get extra time to complete assignments or be allowed to complete them in a different format.

On the other hand, meeting after meeting, parents and teachers use the words accommodation and modification almost interchangeably when discussing IEPs and student needs. Yet the terms are vastly different. If understood and used correctly, these words can greatly impact the success of a child's educational program. Simply put, accommodations are practices and procedures that level the playing field. They provide equitable access during instruction and assessments for students with disabilities. Modifications, on the other hand, are alterations to instruction and assessments. Modifications may change, lower, or reduce learning expectations. Accommodations are intended to reduce or eliminate the effects of a student's disability; accommodations do not reduce learning expectations. Most important to keep in mind is that accommodations cannot be added to an IEP only for testing. If you add accommodations to an IEP, they must be necessary in everyday instruction. The manual clearly states that accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. Following are the examples of accommodations:

- **Timing and Scheduling:** These accommodations may include extended time for written or verbal response, class work, assignments, and tests; multiple breaks throughout a student's work period or across the school day and preferential scheduling to accommodate a student's needs.
- **Setting:** setting as in providing a setting that reduces distractions, or providing special equipment that may be necessary in a classroom or that may only be provided in a particular school.
- **Presentation:** Examples of presentation accommodations are providing materials in large print or Braille, books on tape, visual cues, or notes or providing a human reader, someone who reads all written text.
- **Response:** Such accommodations may be to provide students with a scribe, a graphic organizer, calculator, electronic note taker, or speech to text equipment.

2. **Curriculum Modification:** Kids who are far behind their peers may need changes, or modifications, to the curriculum. For example, a student could be assigned shorter or easier reading assignments. Kids who receive modifications are *not* expected to learn the same material as their classmates. Modifications in testing often involve requiring a student to cover less material or material that is less complex. For example, in the case of the spelling test, if the class was given 20 words to study, the student with modifications might only have to study 10 of them. She might have a completely different list of words. With the modification, what the student is tested on is different. Some students take an alternative assessment of their statewide test, which includes modifications to the regular test.

The questions in this type of alternate assessment might not cover the same materials as the standard exams. Also, the results would be interpreted differently. Before we agree to an alternate assessment, find out how the results will be interpreted and what implications there will be for our child. If the school believes that an assignment within a class like gym, music or art is unreasonable for our child, modifications to that assignment are made. The gym teacher might modify the number of laps a student needs to run; the music teacher might not require a child to participate in the final performance. In some cases, students are even excused from certain classes in order to make time for one on one time with a specialist. Unlike accommodations, modifications are intended to change the materials and/or the curriculum.

By doing so, the curriculum becomes more accessible and more academically appropriate for the student. Modifications can increase the gap between the achievement of students with disabilities and the expectations for proficiency at a particular grade level. As course materials are modified to a lower level year after year, the gap widens between modified work and on-grade-level work. It is important to keep in mind that when work is modified, different or fewer questions may mean less of an opportunity for the student to practice and ultimately master grade level skills. Following are the examples of curriculum modification:

- Reducing the number of problems a student completes: Students may be given fewer problems on a worksheet or a test than the rest of the class.
- Revising assignments: Assignments may be made easier or revised to a more appropriate academic level.
- Giving students hints or clues to correct responses.

When implementing a special practice or procedure in instruction and assessment, the IEP team should carefully assess whether the practice or procedure maintains the fidelity and rigor of the assignment or the assessment. If it does, it is an accommodation. If, however, it changes the goal or rigor of the assignment or of what is being assessed, it is a modification.

Let Us Sum Up

A rigid curriculum that does not allow for experimentation or the use of different teaching methods can be an enormous barrier to inclusion. Study plans that don't recognize different styles of learning hinder the school experience for all students, even those not traditionally recognized as having physical or mental challenges. A curriculum is more than putting together a set of academically required subjects. It must consider all aspects of the student life, the learning needs of students, the time available for the sessions and the teachers' idea, capability and workload. Furthermore, Special education uses quite a different approach from the general education, although some areas overlap. General education involves presenting the standard curriculum set by education authorities using standard teaching methods. In the context of Nepal monolithic curriculum is practice in general education sector. This curriculum is just only fitted for the non disable children but this curriculum is not suitable for children with disabilities. Diversified curriculum is appropriate for the children with disabilities on the basis of their disabilities level. Moreover, in twenty first century, the medium of instruction is the debatable issue in special and general education sector. Braille medium is appropriate for blind and severe visual impairment child or student. Similarly, sign language is the best medium of instruction for educating deaf children. As a whole, mother tongue is

the best medium of instruction for educating any kind of child in current world. Access and quality is the two different independent term in both general and special education sector. In the context of special education sector, access and quality is not the clear cut term, it is a debatable issue. The curriculum becomes more accessible and more academically appropriate for the student. Modifications can increase the gap between the achievement of students with disabilities and the expectations for proficiency at a particular grade level. As course materials are modified to a lower level year after year, the gap widens between modified work and on-grade-level work. It is important to keep in mind that when work is modified, different or fewer questions may mean less of an opportunity for the student to practice and ultimately master grade level skills.

Unit-end Activities

• Objective Questions

Group A

1. that does not allow for experimentation or the use of different teaching methods can be an enormous barrier to inclusion.
 - a. **A rigid curriculum**
 - b. A parallel curriculum
 - c. A hidden curriculum
 - d. A flexible curriculum
2. Which of the following curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering a quality education?
 - a. general curriculum
 - b. Special curriculum
 - c. A hidden curriculum
 - d. **an effective curriculum**
3. acts as a road map for teachers and students to follow on the path to academic success.
 - a. Special curriculum
 - b. Flexible curriculum
 - c. **An evidence based curriculum**
 - d. Parallel curriculum

4. Which of the two ways are related to differ from Special education to regular education?
- Additional specialists and different instructional methods**
 - Rigid curriculum and flexible curriculum
 - Curriculum and instructional methods
 - curriculum differentiation and intensive instructional methods
5. Psychological and other specialists maydesigned to help a child reduce acting-out behaviors, learn to meet their daily living needs, and to focus their energy on learning.
- collaborate to create a action plan
 - collaborate to create a instructional plan
 - collaborate to create a behavior plan**
 - collaborate to create a curriculum plan
6.to include a variety of perspectives not only allows educators to discuss views and ideas that are less common or underrepresented.
- Curriculum compacting
 - Tiered lesson
 - Bloom's taxonomy
 - Expanding curriculum**
7.plans should encourage students to develop critical thinking skills, as well as increase their self-understanding.
- Differentiating lesson
 - Effective instructional lesson
 - Multicultural lesson**
 - General lesson
8. The public education of the hearing impaired using sign language began in
- Spain
 - South Korea
 - USA
 - France**

9. The Education Act (1971) which stipulates compulsory and free education to all children within the has brought about a revolution in the education system of the country.
- age groups of 6-14 years**
 - age groups of 6-12 years
 - age groups of 6-16 years
 - age groups of 6-18 years
10. Which of the following is **Not** related to curriculum accommodation?
- Timing and Scheduling
 - Setting and presentation
 - Response
 - All of the above**
11. Which of the following is the example of curriculum modification?
- Reducing the number of problems a student completes
 - Revising assignments
 - Giving students hints or clues to correct responses.
 - All of the above**

- **Subjective Questions**

Group B

- **Short-answer questions**

- Introduce the basic concept of diversified curriculum. How does it differ from monolithic curriculum?
- Discuss the sign language as a medium of instruction to educating deaf children in Nepalese schools.
- Describe the Braille as a medium of instruction to educating visual impairment and blind children.
- What are the major benefits of mother tongue medium of instruction? Explain with examples
- Discuss the access versus quality issue in special education in the context of Nepal.
- State and explain the relevancy of special education curriculum (differentiated curriculum) in the context of Nepal.

- **Long-answer questions**

Group C

- Clarify the concepts of curriculum accommodation and also presents the examples of curriculum accommodation in the context of Nepal.

2. Discuss the concepts of curriculum modification and also presents the appropriate examples of curriculum modification in Nepalese context.
3. Distinguish between general and special curriculum with appropriate examples of Nepalese integrated public schools.

Points for Discussion

- Curricular challenges and issues of SNE/IE
- Relevancy of Curriculum
- General versus Special Curriculum
- Monolithic versus Diversified Curriculum
- Medium of Instruction
- Braille as a medium of instruction
- Sign language as a medium of instruction
- Mother tongue as a medium of instruction
- Other tongue as a medium of instruction

Unit IV: Challenges of Support Services to Children with Special Needs

There are many services available, and the type of supports that need to be accessed upon starting school will depend on the individual needs of our child. For all special needs requirements, the first contact is usually either our pediatrician or local GP who will be able to refer us to the wide range of services available. In addition, Early Childhood Intervention is able to provide a referral service and set families up with an intake worker through their local services. With all special needs, it is a good idea to involve the school in a collaborative approach as soon as possible so all adjustments can be made and there can be a smooth transition for our child. In addition to teacher consultation and developing an appropriate lesson plan for our child, the Learning Assistance Program is available to children attending school who have learning difficulties of any kind. This program supports basic areas of learning literacy, numeracy and language to ensure that the educational requirements of children are being met.

For children with mobility issues whether temporary or permanent, it is important to discuss any necessary adjustments that need to be made to the physical facilities of the school as soon as possible. In addition, individual consultation with teachers is necessary to create learning and assessment plan to accommodate any special needs. Parents are encouraged to discuss any behavioral difficulties with their child's teacher to ensure a consistent and effective approach to behaviour management along with any therapy that will need to be undertaken to support this. Where behavioral difficulties are impacting on their learning is likewise able to make use of the Learning Assistance Program for their educational needs. In addition, outreach teacher programs can support students and teachers with high support needs.

4.1. Inclusive Setting versus Special Setting

Inclusive education is not just about disabled or disadvantaged students. It is about all students, human rights, democratic values and participation, and quality education for each and every learner. There is no one right way to inclusive education, but that does not matter; it is the moving, stumbling and trying again, learning from mistakes and successes, that makes the journey worthwhile. Inclusive education does not appear in the legal text until in the compulsory education legislation, and there only in education of learners with special needs. The words special education is not to be found in the previous legislation. The legal texts prescribe inclusive education, but also the rights of parents or guardians of students with

disability labels or other defined special education need to choose between general and special schools, according to their preference, and after consulting with experts. The movement towards educating all children in the mainstream is by no means universally agreed upon by parents and teachers. This shows that the current education policy is debated and disputed, but also that the term inclusive education has taken on a variety of meanings in legal texts and in the minds of teachers, parents, and the general public.

The history of special education goes back a couple of centuries. Its roots are to be found in the mindset of the Eugenics movement, training *defective* children to do some useful work and thus care for themselves and become less of a burden to their families and their society. This broad category is seen to include for example poor children, children caught in criminal activity, children mistreated by parents, the chronically ill or incapacitated and children seen to have a variety of disabilities and learning problems. In the 20th century, special education gained ground as a specialized professional practice. It has developed within the functionalist paradigm, and in recent years it has been given wings by methods and research findings from developmental neurosciences and new assessment procedures. The focus of special education has been on separating *defective* pupils from others so called normal or regular learners while working on repairing or diminishing their deficiencies and amending their strengths, with the intent of returning them to unchanged regular schools or classes.

This separation ranges from grouping *defective* children into special schools or institutions, special classes or units in general education schools, or by withdrawing a pupil or a group of pupils seen to share similar problems from regular classes from time to time, in order to work on their learning deficits. Some special educators deliver their specialized skills to one or more pupil inside the regular classroom. Finally there are authors who attempt to find common ground for what they take to be the meaning of special education and what they understand by inclusive education, and common ground for special and regular education practices and learning under the umbrella term of inclusive education. The argues that general education should become more appreciative of the insights into general education practice derived from special education.

Finally, the support services to children with special needs challenges between inclusive setting and special setting is ambiguous in education sector. Which setting is appropriate for the development of education sector of Nepal, is not fixed. Both setting services are equally important, this problem is not solved yet, so that this is exist as issues.

4.2. Ensuring Access to Assistive Technology

Children with disabilities face extreme disparities and daunting challenges in enjoying academic, social, and community participation in low and middle income countries. Accessible and assistive technologies are a critical means to bridge the disparity/gaps between children with and without disabilities, and offer an important solution in leveling the playing field for children with disabilities. Assistive devices cover a wide range of devices or systems that allow individuals to perform tasks they would otherwise be unable to do or increase the ease and safety with which tasks can be performed, and range from low tech devices, such as pictorial communication boards or adapted eating utensils, to high tech devices, such as adapted software and voice output devices with speech synthesis.

Assistive devices can empower children with disabilities by enhancing functioning in activities of daily living, early childhood development, recreation, socialization, mobility, and such education related skills as reading, learning and studying, math, writing, composition, communication, and computer access. By facilitating the participation, inclusion, and mainstreaming of children with disabilities, assistive devices can significantly impact their self-image, self-esteem and sense of self worth. Access to appropriate assistive devices has ripple benefits beyond the user of the devices. When children with disabilities are able to be independent within the home and go to school, caregivers most frequently mothers and other female members of the family need not be tied up at home and would have the opportunity to earn and add to the household income. In some cases, siblings have to play the role of caregivers many times depriving them of the opportunity to go to school and participate in the community themselves. Thus promoting access to assistive devices for children with disabilities can have direct and indirect impacts on the socioeconomic development of the entire household.

Furthermore, having access to assistive devices may be necessary, but not sufficient, to ensure the mainstreaming and inclusion of children with disabilities in their communities. Without accessible environments including accessible schools, public spaces, roads, and accessible modes of transportation, children with disabilities will not be able to fully realize the potential of assistive devices. Another important dimension of promoting the equal participation of children with disabilities is digital inclusion which is absolutely necessary as ICTs have become pervasive and ubiquitous in almost all major domains of social activity including education, healthcare, social interaction, recreation, and skills development.¹⁵ ICTs hold tremendous potential for circumventing some of the traditional barriers to the inclusion of children with disabilities in regular education system and social participation. In fact, the lack

of accessible ICTs and ICT based development programming in today's world will further marginalize children with disabilities and diminish their future opportunities to be economically self sufficient, enjoy their human rights and independence, and participate as full citizens in society. Technology today permeates almost all development activities including health and nutrition and emergency and humanitarian actions, and ensuring access to accessible and assistive technologies to children with disabilities is hence an important element in all dimensions of development programming and decision-making.

4.3. Teachers: General versus Special Needs

General education teachers and special education teachers share many of the same duties. In fact, they share many of the same students. This is because children with identified special needs often spend a portion of the day in the general education classroom and a portion of the day receiving more intensive services in a separate space. There are, however, significant differences in teaching role. The special education teacher may serve as case manager for children with special needs. Case management includes everything from providing direct services to carrying out administrative duties. There are multiple special education teaching roles, and these will differ from general education teaching roles in different ways. A special education teacher may have a self-contained classroom or provide support in a resource room. Some special education teachers team with general education teachers to serve children with special needs in an inclusion setting. The special education teacher may be expected to serve a resource for other teachers, helping them modify the curriculum, management system, and physical environment.

Children with very intensive needs often spend most of their day in a self-contained classroom. These children may have intellectual disability, autism, blindness, and/or multiple disabilities, including physical challenges. The child may use mobility or communication tools and may need assistance with non-academic tasks. A special education teacher will generally have the assistance of instructional assistants who provide academic support and handle other duties like escorting less independent children to the bathroom. The number of children in a special education room will vary from state to state but will generally be small: eight or so. A teacher will get to know a small number of children very well. Thus the position may be suited for people who prefer depth over breadth in their relationships and daily routines. A larger percentage of special needs students need intensive support managing their behavior and/ or attention (even in cases where the disability is intellectual). On the plus side of management: A smaller class size means fewer bodies moving through space at any moment in time. Maximizing

attention can mean maximizing learning. A resource teacher may work with many children over the course of a day or week, but will generally work with only a small group of them at any given time. He or she will be expected to be knowledgeable of academic curriculum across grade levels, but academic teaching will be quite different than general classroom teaching at the elementary level. There will generally be less breadth with more of a focus on reading, writing, and mathematics. Teachers who transition to special education should be prepared for significant changes in pacing. Students in self-contained special education classrooms learn academic skills such as reading. However, the increased need for repetition can give a different feel to teaching. A self-contained intensive needs teacher may spend a significant portion of the day teaching functional skills. Of course teachers of young children also spend some time teaching functional skills. One difference is that the special education teacher will need to teach them in a more systematic manner and document having taught them.

1. Case Management and Administrative Duty of General and Special Teachers

A special education teacher is responsible for providing and coordinating individualized instruction. Special needs students served under the Individuals with Disabilities Education Act (IDEA) have Individualized Education Programs, or IEPs, which guide their learning. IEPs are developed by a team. The general education teacher will often have a few special needs students that he or she must attend IEP meetings for. The special education teacher will not only have more IEP students but will generally have the leadership role in writing and reviewing IEPs. The document often runs more than 20 pages. As a case manager, the special education teacher will be responsible for ensuring compliance with laws and regulations and will typically be responsible for scheduling and coordinating as well. Paperwork is an oft cited area of frustration. General education and special education teachers both have significant amounts of paperwork to complete, but again, there are some differences.

Special education teachers often find that more of their paperwork is “high stakes” and that less of it is delegable. Special education teachers must maintain detailed records to show that children with disabilities are getting the help they have been determined eligible for. They must also document progress in a manner that would stand up under legal scrutiny. Even those children who are not yet in the special education system are subject to documentation requirements. On the plus side, the special education teacher will have fewer children to submit report cards for and otherwise monitor. A first grade teacher in a general classroom setting may administer and record individual reading assessments for 25 children twice each year, track down field trip permission slips for 25 children and check 25 home folders for parent notes each and every day. All teachers are privy to information that is confidential. Special

education teachers, though, find themselves guarding more than their share of confidential information. The need to maintain confidentiality can have bearing on who is allowed to volunteer services in the classroom. A special education teacher will work as part of a team with many other staff members. The teacher will coordinate with all IEP team members, including speech therapists, occupational therapists, and other specialists. He or she will also work closely with instructional assistants, and children who leave a self contained, high needs room to attend art, music, or other educational subjects often travel with an instructional assistant. The special education teacher will need to coordinate duties and have frequent conversations about how children respond to educational and social activities in other areas of the school.

4.4. License: General versus Special Needs

Teacher service commission Nepal is also known as TSC Nepal. TSC is an independent body established under the Ministry of Education, the government of Nepal. The teacher service commission is a sole body for the enrollment of all level teachers in public schools all over the country. Besides the selection of permanent teachers, it also organizes the exams for teaching license for school teachers. The selection process of the teachers is conducted in two rounds. In the first round, there is a written exam, and those who succeed in the written exam can get chance for interview. And those candidates are selected as permanent teachers on merit basis. Following are the key characteristics of the exams conducted for teaching license:

- The exam is based on the curriculum given by TSC Nepal.
- Written exam is held at the same date throughout the country.
- Scientific codes are used in the answer sheets of the exam.
- Double coding system has been employed while marking the answer sheets.

Certification and licensing of the teachers are major requirements to get entry into teaching profession in Nepal. Many universities have been offering teacher education courses to prepare all level teachers (primary, lower-secondary, and secondary) for Nepalese schools. However, Tribhuvan University plays crucial role for producing school teachers. Nepalese universities have offered different courses for preparing teachers from +2 levels. Different programs have been introduced in B.Ed. and M.Ed. levels to prepare teachers and teacher educators for the nation. Universities provide certificates to the participants after completing the offered courses successfully and make them eligible to receive teaching license as a prerequisite for being teacher. But, there is not a provision level-wise license rather providing subject-wise

license in Nepal. However, participants have to write some contents from their own discipline area by following the given questions in the exam. It means; teachers from different subjects have to respond same type of questions in the licensing exam. The main objective of distributing level-wise license in Nepal is to improve the quality of school education by recruiting competent teachers. Furthermore, those candidates who want to take teaching license must get 50 marks out of 100 in the exam conducted by TSC. And obtained license can be valid up to 5 years. But the license renew is not compulsion for the permanent teachers working at public schools who get entry into teaching profession before introducing the provision of licensing in Nepal. For a decade, the government of Nepal has made teacher license mandatory for every teacher in order to continue teaching across the country. However, it has not been implemented at private English medium schools as intended manner. There is no doubt that anyone who wants to get entry into teaching profession must have a particular knowledge and skill to teach particular subject at the school. The provision of examination is appreciative to get license but the Nepal Government needs to implement the policy of certification and licensing effectively in the education sector.

The candidates (who graduate +2, B.Ed., and M.Ed. degree from faculty of education) must attempt 3 hours examination including both objective and subjective questions, and they must secure at least 50% marks in the exam to get teaching license. On the other hand, those candidates who have teaching license are eligible to participate in teacher selection examination after completing certain procedures. And then those who obtain highest marks in the exam on merit basis can get chance to serve as a teacher at public schools of Nepal. The Nepal Government is going to introduce new provision for recruiting school level teachers in federal structure of the nation. According to the recent provision in education act there will be a provision of selecting secondary and lower secondary level teachers in regional level. And the selected teachers will be posted in any district and transferred from one school to another within the specific region. On the other hand, primary level teachers will be selected in district level and they will not be transferred into other districts except urgent reason.

Moreover, both general and special license procedures are practices in Nepal. General license is practice for general school and integrated school of Nepal. But special license is practiced in special school and some integrated school with special education teachers. Which provision is best for whom and why? It is in debatable manner in both education system of Nepal. This problem is not solved yet. So it is exist as issue in Nepalese context.

4.5. Financing of Special Needs Education

In the context of Nepal, the most marginalized, excluded and forgotten about group when it comes to education and life opportunity. In fact, in countries all around the world at least half of the 65 million school-age girls and boys with disabilities are not in primary or lower secondary school. Unless this group is reached, we will miss, by such an enormous and excruciating distance, our target to ensure inclusive and equitable quality education for all by 2030, as promised by the Sustainable Development Goals. Low income countries will also continue to lose billions of dollars of potential income: in Bangladesh, lack of schooling and employment for people with disabilities and their caregivers could be losing the country US\$1.2 billion of income annually, or 1.74% of GDP (World Bank, 2008). Yet, as the new costing equity report shows, the path to realizing the right to inclusive education for children and ensuring a system wide reform is clear. The report has been developed by the International Disability and Development Consortium (IDDC) supported by Light for the World, Open Society Foundations and several other leading disability rights and development organizations.

Yet despite this evidence, the costing equity report finds that no-one is putting up the money, the research, the training or the time to coordinate system wide change to empower children with disabilities to attend schools in classrooms alongside their non-disabled peers. The situation is so bad that most governments do not collect data on children with disabilities and do not even feel the need to share how much they spend on school for children with disabilities; let alone whether those funds go into segregated or inclusive education. Even among the world's leading donor education agencies, the situation is far from what is needed, despite the growing interest in the field. Donor policies on paper are not yet having the desired impact on the ground and portfolio wide approach to implementing inclusive education is not yet evident. Furthermore, so at a time when education finance is quite rightly on the development agenda, given alarming trends in global aid, it is crucial that the disability dimension is not forgotten. We need to see greater understanding of the fact that disability has a bigger impact on a child's chances of receiving an education than even gender, location or household; and we need governments and donors to channel their finances accordingly. Much progress can in fact be made using existing resources without additional budget. For example, the content of already planned and budgeted teacher training can be strengthened by insisting that inclusive pedagogies and approaches are prioritized. Public demonstrations of political will can also play a significant role in tackling stigma and encouraging action.

Moreover, still, it is clear that increased domestic financing is absolutely vital for achieving disability-inclusive education. Huge gains could be made on this front if governments, supported by

donors, put an end to tax dodging. Developing countries, those with the highest number of children with disabilities out of school, lose an estimated US\$139 billion per year from harmful tax exemptions. In addition to stamping out tax dodging, the importance of earmarked taxes that is, assigning revenue from specific taxes for disability inclusive education must not be underestimated. Imagine how much could be achieved if we used the same approach to finance assistive devices and early intervention services for children with disabilities. Or the turnaround effect, linking debt relief to enhanced spending on resources that promote equity in education for marginalized groups and improve services in related social sectors.

Finally, the huge amount of education budget is allocated in general education sector. Specially, big figure of education budget is expenses in primary education sector. The essential and enough budget amounts is not allocated in special education sector because of the awareness about the special education and educating disable children. There is a debate in the expenses of budgetary amount of general and special education sector. This issue is not solved yet. so it is exist as issue in special education sector of Nepal.

Let Us Sum-Up

There are many services available, and the type of supports that need to be accessed upon starting school will depend on the individual needs of our child. For all special needs requirements, the first contact is usually either our pediatrician or local GP who will be able to refer us to the wide range of services available. The support services to children with special needs challenges between inclusive setting and special setting is ambiguous in education sector. Which setting is appropriate for the development of education sector of Nepal, is not fixed and both setting services are equally important. Furthermore, having access to assistive devices may be necessary, but not sufficient, to ensure the mainstreaming and inclusion of children with disabilities in their communities. Without accessible environments including accessible schools, public spaces, roads, and accessible modes of transportation, children with disabilities will not be able to fully realize the potential of assistive devices.

General education teachers and special education teachers share many of the same duties. In fact, they share many of the same students. This is because children with identified special needs often spend a portion of the day in the general education classroom and a portion of the day receiving more intensive services in a separate space. Similarly, general license is practice for general school and integrated school of Nepal. But special license is practiced in special school and some integrated school

with special education teachers. Which provision is best for whom and why? It is in debatable manner in both education system of Nepal. This problem is not solved yet. So it is exist as issue in Nepalese context. Moreover, the essential and enough budget amounts is not allocated in special education sector because of the awareness about the special education and educating disable children. There is a debate in the expenses of budgetary amount of general and special education sector. This issue is not solved yet so it is exist as issue in special education sector of Nepal.

Unit-end Activities

- **Objective questions**

Group A

- **Tick the best answer.**

- In addition to teacher consultation and developing an appropriate lesson plan for our child, the Learning Assistance Program is available to children attending school who have
 - any kind of learning disabilities**
 - any kind of intellectual disabilities
 - any kind of multiple disabilities
 - any kind of developmental disabilities
- Inclusive education is not just about disabled or disadvantaged students.....
 - It is about all students
 - human rights, democratic values and participation
 - and quality education for each and every learner
 - all of the above**
-can empower children with disabilities by enhancing functioning in activities of daily living, early childhood development, recreation, socialization, and mobility.
 - Instructional materials
 - Differentiating curriculum
 - Resourceful classroom
 - Assistive devices**
- The special education teacher may be expected to serve a resource for other teachers, helping them.....
 - modify the curriculum

- b. management system
 - c. and physical environment
 - d. **all of the above**
5. A special education teacher is responsible for providing and coordinating.....
- a. **individualized instruction**
 - b. parents and community members
 - c. school staff and students
 - d. Life management skills
6.is a sole body for the enrollment of all level teachers in public schools all over the country.
- a. The Civil Service Commission
 - b. **The Teacher Service Commission**
 - c. Ministry of Education
 - d. Department of Education
7.of the teachers are major requirements to get entry into teaching profession in Nepal.
- a. **Certification and licensing**
 - b. Certification and health check up
 - c. Approval of TSC
 - d. Approval of SMC
8. Which of the following is the minimum criterion to get teaching license in Nepal?
- a. **Secure 50 % marks in written exam**
 - b. Secure 40 % marks in written exam
 - c. Secure 60 % marks in written exam
 - d. Secure 35 % marks in written exam
9. In fact, in countries all around the world at leastgirls and boys with disabilities are not in primary or lower secondary school.
- a. half of the 35 million school-age
 - b. half of the 55 million school-age
 - c. half of the 45 million school-age
 - d. **half of the 65 million school-age**

10. is quite rightly on the development agenda, given alarming trends in global aid, it is crucial that the disability dimension is not forgotten.

- a. **Financing in education**
- b. Financing in special education
- c. Financing in social service
- d. Financing in health and education sector

Group B

- **Subjective questions**
- **Short answer questions**

1. Explain the essential support service to children with special needs education in Nepal.
2. Explain the basic challenges special needs education in Nepal
3. Distinguish between duties and function of general teacher and special education teachers.
4. Explain the case management and administrative duty of special education teachers.
5. Describe the financing in special needs education in the context of Nepal.

Group C

- **Long answer questions**

1. Introduce the inclusive versus special education setting in the context of Nepal. Also present the suitable examples of Nepalese context.
2. Discuss the ensuring access to assistive technology issue of special needs education/inclusive education in the context of Nepal.
3. Describe the general versus special teacher license issue in your own stand point with Nepalese examples.

Points for Discussion

- Challenges of support services to children with special Needs
- Inclusive setting versus special setting
- Ensuring access to assistive technology
- General teachers versus special needs education teachers
- General license versus special needs education license
- Financing special needs education

Unit V: Practical Activities on the Issues of Special Needs Education

The student will prepare a report for the review study or field study report with the help of your teacher. The students will locate, collect and review or field study materials such as policy, plan and research reports. Then students will be asked to prepare a report by the following the structure in the given format. The student will present the report paper in the class. Finally, after completing the project external from Dean Office will take the viva of issue report paper.

5.1. Format of the Report

The format of the issue report consists of preliminary section, main body, references and annexes. In preliminary section, there is presence of title, acknowledgement, table of content, list of abbreviation, and list of table and figure. Similarly, the main body of the issues paper consists of introduction, objectives, significance, methodology, data analysis, findings, conclusion and recommendations. Finally the report paper consists of references and annexes.

5.1.1. Preliminary Section

In preliminary section, there is presence of title, acknowledgement, table of content, list of abbreviation, and list of table and figure.

1. Title of the Report

The title of the issue paper must be touchy and catchy. The title should be not more than twelve words according to APA publication manual. The students choose the title of the issue or seminar paper through the guidance of the subject teacher. Then the students will discuss their title of the issue or seminar paper in the class. After presented in the class and took feedback from the subject teacher and their classmate, they will modify the title of the report paper.

2. Acknowledgement

The student must write the acknowledgement section with acknowledge their subject teacher, other related personnel, and participants of the study context.

3. Table of content

Table of the content is the essential preliminary part of the report paper. The students must be prepared the table of content with main contents and page number.

4. List of abbreviation

List of abbreviation is the essential preliminary part of the report paper. The students must be prepared the list of abbreviation with their contact and full form of the contents.

5. List of Table and Figure, if any

List of table and figure is the optional preliminary part of the report paper. The students must be prepared the list of table and figure with their title and contacts of the placed table and figure in their report paper.

5.1.2. Main Body of the Report

The format of the issue report consists of preliminary section, main body, references and annexes. The main body of the issues paper consists of introduction, objectives, significance, methodology, data analysis, findings, conclusion and recommendations. Finally the report paper consists of references and annexes.

1. Introduction

The introduction part is the main part of the issue or seminar paper of the study. This part presents the background or context of the study through international, national, and core contents of the study. Especially, this section deals about the context of the issue/seminar paper in relation to the setting the scene of the study.

2. Objective of the study

The objective of the study is the main section of the study. The objectives of the study guide the whole section of the study. Generally, the student prepared the objective of the study on the basis of the following guideline:

- First objectives generally related to identification of the study
- Second objectives generally related to analyses of the study
- Third objectives generally related to the suggestive measures of the study

3. Significance of the Study

The significance of the study is future application or utilization to the concern or stakeholder. This section also deals about the importance of the study. This section can be classified in theoretical and general significance of the study. The significance of the study clarifies its application and uses of the report in the future context to address the further researcher.

4. Methodology

In this section, the researcher clearly mention the research design, study group, informants, tools for data collection, process of data collection, and data analysis and interpretation. Methodology guides the research process and outcomes of the study.

5. Analysis of the Data

In this section, how data are analyzed and interpreted in the research are mention here. How the results achieved from the analysis of the data are clearly describe in the data analysis section. Similarly, the primary mode of analysis and specific thematic category are presented in this section.

6. Findings, conclusion and Recommendation

This section deals about the findings of the study, conclusion of the study and recommendations of the study. The findings and conclusion is derived from the result section. The recommendation of the study is

also based on the analysis section of the study. In this section, we can include the researcher insight to address the appropriate solution of the study.

7. References

A reference is the essential but final section of the research report. References should be placed in APA format.

8. Annexes

In this section questionnaire, FGD guideline, interview guideline, and other essential table, chart etc are placed. If necessary, the researcher included the other essential contents which are directly related to the study.

Let Us Sum Up

The student will prepare a report for the review study or field study report with the help of your teacher. The students will locate, collect and review or field study materials such as policy, plan and research reports. Then students will be asked to prepare a report by the following the structure in the given format. The student will present the report paper in the class. Finally, after completing the project external from Dean Office will take the viva of issue report paper. The format of the issue report consists of preliminary section, main body, references and annexes. In preliminary section, there is presence of title, acknowledgement, table of content, list of abbreviation, and list of table and figure. Similarly, the main body of the issues paper consists of introduction, objectives, significance, methodology, data analysis, findings, conclusion and recommendations. Finally the report paper consists of references and annexes at the last section of the study.

Sample of the Research Report-A

**Classroom Transformation challenges of Teacher Professional
Development Training in integrated school of Nepal**

A Research report submitted to

Tribhuvan University
Sanothimi Campus
Bhaktapur, Kathmandu
Nepal

Submitted By

.....
Tribhuvan University
Sanothimi Campus
Bhaktapur, Kathmandu
Nepal

February, 2018

ACKNOWLEDGEMENTS

I would like to thank for allowed me to provide opportunity and thereby gave me the assignment for this study. The need for anonymity prevents thanking them by name. Secondly, I would like to thank my parents and daughter without whose love and support I would not have been able to complete this research.

Finally, I am indebted to my professors and advisors who faithfully guided and encouraged me in this intellectual pursuit. Thanks to you, I have enjoyed the journey and learned much has been an outstanding advisor over the last few months. He has supported and encouraging me. I would like to thanks..... for sharing his wisdom, humour and resources with me. Thank you both, for making me more comfortable in the world of education and seeing the value in my topic.

I am indebted to..... his continuous support from conception of the proposal to finalization of this report.

Researcher

ABC

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Lists of Abbreviations

CDC	=	Curriculum Development Centre
CERID	=	Primary Educational Research and Development Centre
DEO	=	District Education Officer
E.g.	=	Example
ETC	=	Educational Training Centre
GoN	=	Government of Nepal
HT	=	Head Teacher
NCED	=	National Centre for Educational Development
NGO	=	Non-Government Organization
P	=	Page
PEQIP	=	Primary Education Quality Improvement Project
PP	=	Pages
RC	=	Resource Centre
RP	=	Resource Person
RP	=	Resource Person

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CHAPTER - I

INTRODUCTION

1.1 Introduction of the Study

Government of Nepal, Ministry of Education has made decision to implement Teacher Development Program (TPD) in the country. Training is regarded as an essential component of professional development of teachers. The purpose of training is to help teachers develop necessary knowledge, skills and values that are essential for accomplishing their professional responsibilities. The training brings positive changes in classroom teaching only when teachers are able to transfer their learning from the training hall to the classroom. Effective transfer of training thus is a matter of both willingness and commitment on the part of the teachers. In addition, effective transfer of learning is possible when training program adequately address the pedagogical problems teachers facing in classroom teaching. The transfer of learning is the application of knowledge and skills teachers acquired in the training, thus how much transfer of training takes place in the classroom is dependent upon the motivation of teachers, classroom environment, school facilities and others.

It is a crucial issue that the world of knowledge has never been static, so as the knowledge and skills required for teaching at any level – primary, secondary and tertiary. It is therefore essential that teachers should continuously update their pedagogical knowledge and skills according to the changing dynamics of the curriculum and instructional technology required to deliver the curriculum. Even the trained teachers, who are competent and committed to their profession, should keep themselves informed new approaches and developments in teaching. For this purpose, training has been an essential component of continuous professional development of teachers. In Nepal, National Centre for Educational Development (NCED) is responsible for organizing mainly in-service teacher training programs. It is of a greater concern that the extent to which the training programs the NCED and its partner institutions have been conducting are effective in providing quality education.

The Government of Nepal has developed strategies for teacher professional development with the announcement of explicit teacher professional standards. Based on the standards Nepal has developed Teacher Professional Development (TPD) strategies for their continuous growth in professional quality. The current TPD program offered by the NCED provides a 30-day professional development opportunity over five years to all teachers in Nepal. The program, offered in three stints of

10 days each is a mix of face to face, self-study exercise and instructional counseling, and is offered by the RP and roster trainers.

Transformation of training in educational field depends on various factors and it is a timely need to explore the training transfer issues and assess the factors contributing to inhibition and support for the transfer of training into the classroom. This also provides suggestive measures for improving the condition of transfer of training in real classroom situation.

1.2 Objectives of the Study

The general objective of this study is to find those factors that contribute in the transfer of teachers learning in the classrooms. The other specific objectives are:

1. To examine the supporting factors of skills transformation into the classroom.
2. To explore the factors hindering the transformation of skills in the classroom.
3. To provide suggestive measures for improving the condition of transfer of training into classroom situation.

1.3 Significance of the Study

This study is very important as it has dealt with the ways related to training for teachers in teaching. It has provided some insights into the practical aspects of the implication of training in the classroom to a real life situation. The study intends to explore the real status of application of the teacher training skills and its inhibiting and supporting factors by analyzing the trained teacher's classroom practices. The following points signify the importance of the study.

- This study would be significant in identifying the obstacles in the work environment that inhibit transfer of training.
- Work environment is very significant aspect that may inhibit or promote transfer of training. Trainers should make conducive learning environment so that teachers may be able to identify factors hindering transfer of training. This study would help the teachers identify inhibiting and /or supporting factors that may set the learning environment.
- This study may be significant for the policy makers, top level officials and training program implementers to design policies and plans to overcome the inhibiting factors.

The findings of this study will be useful for every stakeholders of TPD training such as policy makers, curriculum developer, training managers, trainers, monitors, supervisors, teacher etc. in improving their

professionalism and fulfil their responsibilities. Thus, the findings of the study would be very important for the teachers as it may function as a pathfinder for their academic journey. Further, its findings and recommendations of the study would be helpful to the trainers, textbook writers, curriculum designers, language planners and policy makers, researchers and the students. It would also be helpful for all the teachers who are working in the classroom teaching.

CHAPTER -II

RESEARCH METHODOLOGY

It has been explained the scientific methods used in this research. It includes research design and the nature and source of the data, population and sample, the profile of respondents, and methods of analysis. This study was followed by a quantitative study using survey methodology to get insights to obtain the supporting and hindering factor of classroom transfer of TPD training. This study was followed by a qualitative study using survey methodology to get insights on classroom transformation challenges of TPD training. The methodological groundwork for looking into the effectiveness of Teacher Professional Development (TPD) training, with a focus on the application of the training in the classroom as well as on the factors supporting and inhibiting the transfer of training. .

2.1 Research Design

The study is an analytical survey and the aim of the study is applied (developmental). It attempts to identify how the teacher transforms their TPD training skill in their classroom. The design of the research is determined by four key constraints: (a) objectives of the research (b) the available data sources (c) the urgency of the decision and (d) the cost of obtaining the data (Zikmund, 2002).

2.2 Research Site

This study will be conducted in three districts; these districts are taken from Kathmandu valley. They are Kathmandu, Lalitpur and Bhaktapur.

2.3 Research Population

The following table explains the research population in detail.

Table 2.1 Research Population

Districts	Schools		No of respondents	Remarks
	Urban	Rural		
Kathmandu	3	3	Head Teacher-6 Teachers 25 (who have Completed TPD training Partly or fully (purposive selection).	
Bhaktapur	2	2	Head Teacher-4 Teachers 13 (who have Completed TPD training partly or fully	

			(purposive selection).	
Lalitpur	2	2	Head Teacher-4 Teachers 18 (who have Completed TPD training partly or fully (purposive selection).	

2.4 Sample Size

As mentioned earlier, the empirical part of this study comprises the school-level study. From each district, at least four schools were selected focusing on their characteristics as 'maximum variation' (Flyvbjerg, 2004; Onwuegbuzie & Leech, 2007) and 'information-rich' (Patton, 2002) cases, and thus a careful consideration was given to the variations in: 1) geographical location of the schools, 2) economic and educational status of the community, and 3) levels of schooling (primary, secondary and higher secondary). Because of these criteria, the selection of schools remained entirely at the discretion of the researcher, which Patton (2002) refers to as purposive sampling. Accordingly, three districts Kathmandu, Bhaktapur, and Lalitpur are covered which also include both urban and rural areas of the selected districts. This study covers 14 head teachers and 56 teachers where four teachers are taken from each school.

2.5 Sampling

For the purpose of this study the researcher used a non-probability sampling under which the purposive sampling method is used. Since time and budget for this study were considerable and the field of study is accessible to the researcher.

2.6 Method

This research was especially employed qualitative research as well as quantitative research as per the need of the data analysis and instrumentation.

2.7 Development of Study Tools

A mix of open and close ended questionnaire was designed to collect responses from the teachers and head teachers.

2.8 Reliability and Validity of the Tools

For validation and reliability of the tools, a set of questionnaires was put on pre-testing for the teachers and head teachers. Those informants were later excluded in the selection for interview questionnaire and necessary correction was made on the basis of pre-testing.

2.9 Sources of Data

The researcher was use primary sources of data. Primary data are originated by the researcher for the specific purpose of addressing the problem at hand.

2.10 Process of Data Collection

The researcher was undertaking the fieldwork in three different districts – Kathmandu, Bhaktapur, and Lalitpur. The researcher first contacted the DEO officials and planned for the entire fieldwork in the district. The DEO officials helped the researchers select the schools and find the relevant head teacher and teacher. At the second stage, the researcher was gone to the sample schools. Initially, the researchers tried to earn trust and establish a rapport with the school staff, including the head teachers and teachers, by being honest about our identity and work and behaving with professional integrity. The researchers tried to treat them with respect and gave a careful consideration to the organizational culture at school. The honesty, openness and sincerity that the researchers displayed served to gain their trust, and, as a result, we were gradually able to elicit their opinions, experiences and thoughts in considerable detail. In particular, the researchers collected the opinions and experiences via structured questionnaire.

2.11 Research Ethics

In this, the research should consider the following ethics: The queries are designed to find out the skills transformation of teachers, head masters after taking TPD training whether they imply it or not in the classroom as being a reflective teacher and find the gaps in teacher training and classroom transformation. The researcher should try to mention the names of the institutions of interviewer with their permission which are to be considered as ethics of this research. I do not claim objective reality in this research, it will subjective and fully subject oriented.

2.12 Data Analysis and Procedures

Both quantitative and qualitative data were collected from the field, though qualitative data constitute the largest volume of the data collected. Quantitative data was analyzed by using basic statistical tools such as frequencies and percentages while qualitative data was analyzed by using constant comparison and thematic analysis technique. Using constant comparison process, the researcher compares various sources of data in order to look at the extent of similarities and differences of the findings across the ranges of data and using thematic analysis method. The researcher generates themes from the data compared. In particular, data analysis was guided by the research objectives or questions, which identify the conceptual domains and dimensions to be investigated. The analysis was carried out through multiple readings and interpretations of the raw data – the inductive component.

Although, the findings are influenced by the research objectives or research questions outlined by the researcher. The findings were obtained directly from the analysis of the raw data, not from a priori models. The primary mode of analysis is the development of categories or themes from the raw data. The upper-level or more general categories were derived from the research objectives. The lower-level or specific categories were derived from multiple readings of the raw data.

CHAPTER -III

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with analysis of primary data collected through questionnaire survey so the researchers are attempted to present and explain the results of the primary data in this chapter to justify the objectives of the research so far. The aim of this chapter is to present the characteristics of the research variables and the findings based on the data obtained from the surveys. Quantitative data were analyzed by using basic statistical tools such as frequencies and percentages while qualitative data were analyzed by using constant comparison and thematic analysis technique. Using constant comparison process, comparison was made to look at the extent of similarities and differences of the findings across the ranges of data and using thematic analysis.

Profile of the Respondents

Table 3.1: Area wise Profile of the respondents

	Kathmandu	Bhaktapur	Lalitpur	Total
Head teachers	6	4	4	14
Teachers	25	13	18	56

Source: Field Survey, 2018

A total of 70 sets of questionnaires were distributed to respondents and all the questionnaires were returned. 66 percent of the respondents are male teacher whereas 34 percent of the respondents are female teacher. Despite the numbers, male teacher are more involved in this study. Majority of the respondents are 10-15 yrs of teaching experience with a steady percentage of 44 percent, 26 percent of the respondents fall between the teaching experience of 5-10 years, whereby 20 percent are in the range of 0-5 yrs. Majority of the respondents are bachelor level graduates having 38 percent and masters and bachelors graduates both are having 22 percent.

3.1 Supporting Factors of the Transfer of Training

Teachers and head teachers of the sample schools were enquired about facilitating factors of the transfer of training in the classroom. Head teachers were found to have different trainings during their career in teaching

job. As they reported they have received trainings like TOT, TPD, child-friendly teaching, HT management training, local curriculum development training, SDP training, training on drug abuse, leadership training, and subject based training like one month science math training and subject based TPD training. Teachers have got opportunities to participate in TPD, child-friendly teaching, local curriculum development training. It is indicative that head teachers and teachers are found to have adequate opportunities for trainings in relation to their administrative and leadership role as well as to teaching role. Their responses regarding facilitating factors of the transfer of training are presented in the following Table.

Table 3.2: Supporting factor of Transfer of Training in classrooms

Facilitating factors	Key respondents' opinion			
	HT (14)	%	Teacher(56)	%
Small class size	10	71.43	52	92.86
Classroom organization	12	85.71	50	89.29
Administrative support	14	100.00	30	53.57
Resource facilities	10	71.43	48	82.14
Motivation on work	13	92.86	45	80.36
Need-based training	12	85.71	50	89.29
Reward and punishment	10	71.43	30	53.57
Cooperative school environment	11	78.57	40	71.43
Recognition as a trained teacher	7	50.00	30	53.57
Qualification on the part of trainers	13	92.86	52	92.86
Effective training	10	71.43	48	82.14
Professional support	12	85.71	40	71.43
Others	Examination system, extracurricular activities, meaning of training, management, use of technology in training			

Source: Compiled Field Study 2018

The above table shows that a greater majority of teachers and head teachers (more than 80%) accepted that *qualification on the part of trainers, need based training, motivation on work and classroom*

organization as the major factors facilitating for transfer of training in the classroom. Similarly, *small class size*, *resource facilities*, *cooperative school*, *effective training* and *professional support* were also reported as major contributing factors for the transfer by the both group of respondents. However, HTs gave a high priority on *administrative support* and *reward and punishment* as the facilitating factors of the training transfer but teachers gave a low priority on these two factors. Nearly half of the respondents (both HTs and teachers) accepted reputation of teaching job as contributing factors for skill transfer in the classroom. As the teachers opined, recognition as a trained teachers, which could reinforce to foster social recognition, is a psychological factor that contribute to develop positive attitudes of the teacher in order to dedicate in their profession and put a significant effort on the transformation of training skills in the classroom. Both groups of respondents equally accepted *qualification of the trainers* as the major contributing factors for transfer of training in the classroom.

3.2 Hindering Factors for the Transfer of Training

When the teachers attempt to apply and practice the new knowledge and skills, the presence of inhibiting factors stands as constraint for the implementation. In such context teachers need to reduce the inhibiting factors and helps promote the supporting factors for better performance in the classroom. Although teachers attend training with some level of intention and motivation to practice the training skills in the classroom, various environmental and personal factors may impede the smooth translation of training skills in the classroom. After completion of the training, teachers are expected to show their acquired knowledge and skills in the classroom which would help for the betterment of students' performance. However, there are some factors that hinder the transformation process in the classroom. In this regard, head teachers and teachers were asked to choose and rate the hindering factors of the smooth transfer of training in the classroom. Their responses regarding hindering factors are presented in the following Table:

Table 3.3: Hindering factors of the transfer of training

Hindering factors	Key respondents' opinion			
	HT (14)	%	Teachers(56)	%
Non-cooperative administration	4	28.6	42	75
Inadequacy of resources	13	92.86	40	71.40
Low motivation in teaching job	7	50.00	50	89.29
Problem in the delivery of training	9	64.29	48	85.71
Large class size	11	78.57	30	53.57
Variation knowledge of Students	9	64.29	37	66.07
Lack of professional dedication	10	71.43	45	80.36
Lack of reward and punishment system	9	64.29	30	53.57
Extra effort for preparing lesson	6	42.86	35	62.50
Difficulty for completing the course	10	71.43	25	44.64
Others	Lack of adequate homework, over load of domestic work			

Source: Compiled Field Study 2018

As shown by the above table, for head teachers, *inadequacy of resources* was reported as the major factor hindering the transfer process. However, a huge majority of teachers (more than 80%) reported that *low motivation, problem in the management and delivery of training* and *lack of professional dedication among the teachers* are the major hindering factors. Teachers themselves agree that *low motivation* has been one of the hindering factors for the transfer process. However, only half of the head teachers accept *low motivation* as a cause of hindrance in skill transformation. A great majority of the teachers (75%) accepted non-cooperative administration as the hindrance for the transfer of training while only 28.6% percent of the head teachers accepted this. Similarly, while majority of the head teachers (nearly 72%) accept that *overload to complete the courses* as a major hindering factor of the transfer of training in the classroom, only 44% the teachers accept this as a hindering factor of the training transfer.

It can be concluded that inadequacy of resources and low motivation on the part of teachers were regarded as the main hindrances of transfer of training. For teachers, another major hindering factor is

the lack of adequate opportunity to develop the training skills by repetition and practice. Despite the above mentioned hindering factors of the training transfer, a positive attitude and commitment of the teachers and head teachers could minimize the effect of these factors in the training transfer.

3.3 Difficulty Faced by the Teachers in the Transfer of Training Skills

As discussed in the previous section, head teachers and teachers have different opinion about the hindering factors of the training transfer. This section looks at what are the major difficulties and obstacles faced by the teachers while they are attempting to transfer the training knowledge and skills. For this purpose, both groups of respondents, i.e. head teachers and teachers, were asked about the difficulties faced by the teachers in the application of training in the classroom. Their responses are analyzed and listed in the following table:

Table 3. 4: Difficulties faced by the teachers as observed by head teachers and teachers

Head teachers' observation	Teachers' observation
<ul style="list-style-type: none"> • Large class size • Diversity of students' ability creates problem in individualized instruction • Problems due to lack of time for additional preparation • Inadequacy of resources • Inadequacy of teachers in the school • Absence of regular follow up and feedback • Problems related with the development of materials and their proper management • Irregularity of students 	<ul style="list-style-type: none"> • Large class size • Difficulty in the preparation and use of instruction materials in the classroom • Inadequate time for the completion of course in time. Inadequate time to prepare enough for the transformation of training skills in the classroom. • Inadequate infrastructure in the school. • Difficult to teach both weak and brilliant students in the same classroom • Inappropriate classroom management for individual teaching or difficult to manage diversity in the classroom • Teachers are not inspired to implement their training skills in the classroom. No differentiation is found between those who implement and who do not implement their skills in the classroom. • Unavailability of the textbooks in time

Source: Compiled Field Study 2018

As summarized in the above table, both head teachers and teachers agreed that despite the willingness of the teachers to implement the training in classroom, large class size, inadequacy of instruction materials and inadequacy of time for extra preparation were the major problems in the transformation of training skills. The table also reveals that while implementing the training skills in the class teachers occasionally faced difficulty to address diversity of the students' ability. While head teachers reported that regular follow up and feedback to the teachers would help in the process of transfer of training skills, this study found that follow-up and feedback mechanism and culture in the individual schools is generally weak. A regular follow up and feedback from the DEO staff, roster trainers and RPs in addition to the development of learning, sharing and cooperative culture in the school would help the effective transformation of the training in the classroom.

Table 3. 5: Head teachers and teachers' suggestions to improve TPD program

Aspects	Head teachers' suggestion	Teachers' suggestions
Improving training program	<ul style="list-style-type: none"> • Professional dedication on the part of the teachers, reward and punishment system • Teaching materials to be provided, HT should help teachers • Providing opportunities to teach the subject in which teachers are given training • Motivation is needed for the application of training in the classroom • Small number of students in a class, use of teaching materials, collaborative work between SMC, teachers and parents • Model teaching by roster trainer • Technical and financial support for material development • Continuous assessment of teachers' performance, reward and punishment according to the result of the assessment 	<ul style="list-style-type: none"> • Selection competent trainers • adequate teaching materials • in-built monitoring and supervision program • should be based on practical problems of the training • training should be conducted in leisure time
Training policy	<ul style="list-style-type: none"> • Practical, Reward and Punishment policy • Identifying the teachers who need training 	<ul style="list-style-type: none"> • School based training • Merit based selection of trainers

	<p>and provide them with necessary training</p> <ul style="list-style-type: none"> • Level and class-wise training • Effective evaluation of teacher – whether s/he has implemented training learning in the classroom • Training should be conduct during vacation • Roster teachers should be selected based on the qualification, merit • Policy to train all teachers, Compulsory TPD, Regular class observation and feedback 	<ul style="list-style-type: none"> • Duration of training improved • Problem based training and more practical training • Short refresher training • More participatory training • Strong monitoring and supervision
School facilities and supply system	<ul style="list-style-type: none"> • Providing necessary materials to teachers 	<ul style="list-style-type: none"> • Provision of adequate materials to teachers • Priority should be given to teachers' training. • Monitoring and supervision by school administration • interaction and counseling
Training program	<ul style="list-style-type: none"> • Need-based, practical training • To be regular • Training should be conduct prior to beginning of the academic session 	<ul style="list-style-type: none"> • Appointment of qualified trainer • More practical training • Should be run in vacation or long leave in school • More need based • Should be mandatory to all teachers • Duration of training should be increased
Training centre	<ul style="list-style-type: none"> • Resourceful training centre • Training centre should be relocated for the remote schools • At an appropriate place for teachers 	<ul style="list-style-type: none"> • Resourceful training centre • Convenient to the teachers • Resource centre based training

	<ul style="list-style-type: none"> • Should be at the school or at an appropriate location 	
Trainer	<ul style="list-style-type: none"> • Competent , qualified and dedicated trainers • Subject-wise trainer • Subject expert should be hired • Teacher, qualified in the district should be hired 	<ul style="list-style-type: none"> • Competent and qualified • priority for curriculum expert • Senior and experience
Students	<ul style="list-style-type: none"> • To be disciplined • To be curious • Interaction, discussion is needed 	<ul style="list-style-type: none"> • more cooperative • disciplined • small class size • regular and laborious

Source: Compiled Field Study 2018

3.4. Major Findings

Based on the data collected from the field (qualitative and quantitative) as per the objectives of the study, the following major findings are derived:

- The major facilitating factors of transfer of training are found to be the trainers' qualification, need-based training, and motivation on work and classroom organization.
- Skills in the classroom teaching are found to be low motivation and involvement on the part of trainees, trainers' inefficiency and lack of up-to-date knowledge and skills of some roster trainers, lack of adequate resources at the school, and inadequate reward policies.
- The study found to be enthusiastic to implement their learning and skills in the classroom. However, this study has found that large class size, time constraint for the course completion, lack of adequate materials and resources, and diversity of the classroom are the factors that impede the transfer of training despite the motivation of teachers to implement the knowledge and skill learnt in the training.
- Self-motivated teachers are found to be active in training who tried to explore and implement new ideas in classroom
- The skills of managing diversity in the classroom, planning and preparation for lessons, using instruction materials adequately based on the nature of the lesson, appropriate techniques of questioning in the classroom, practical and project works, child friendly classroom management

for better learning environment, use of appropriate motivational techniques in the classroom, regular checking of students' class work and homework and giving feedback are the aspects that are not adequately transferred in the classroom.

CHAPTER - IV

SUMMARY, CONCLUSION AND RECOMANDATIONS

4.1 Summary

National Centre for Educational Development (NCED) is the responsible agency for taking initiations in implementing every provision of the policy guidelines regarding teacher professional development. Nepal has developed Teacher Professional Development (TPD) strategies for teachers' continuous growth in professional quality. The current TPD program offered by the NCED provides a 30-day professional development opportunity over five years to all teachers in Nepal. This study has tried to explore the factors contributing to inhibition and support for the transfer of training into the classroom. This also provides suggestive measures for improving the condition of transfer of training in real classroom situation. The main objective of the study tries to identify factors supporting and inhibiting the transfer of learning and minimum requirements to ensure the transfer of training into the classroom.

This study was undertaken with the methodological groundwork for looking into the effectiveness of Teacher Professional Development (TPD) training, with a focus on the application of the training in the classroom as well as on the factors supporting and inhibiting the transfer of training. Being qualitative in nature, it has utilized the information collected directly from the field using method of survey questionnaire for head teacher and teacher. The data were collected from the questionnaire survey. A thematic analysis and constant comparison method, underpinned by a general inductive approach, was used to organize, summarise and make sense of the data. While selecting the sample of the study, a careful consideration was given to the variations in geographical location of the schools, economic and educational status of the community, and levels of schooling (primary, secondary and higher secondary) following purposive sampling.

For the study purpose three districts viz Kathmandu Bhaktapur and Lalitpur were selected. Fourteen schools were selected making two from each district. Key respondents of the study were 14 head teachers and 56 teachers from different school. The data collection protocols include semi-structured interview for head teacher and teacher by survey questionnaire. Both quantitative and qualitative data were collected from the field, though qualitative data constitute the largest volume of the data collected. Quantitative data were analyzed by using basic statistical tools such as frequencies and percentages while qualitative data were analyzed by using constant comparison and thematic analysis technique.

4.2 Conclusions

From the study, it is concluded that success of training transfer is a matter of multiple supporting factors, mainly the small class size, efficient training delivery, administrative support and teacher's motivation. Furthermore, it can be concluded that inadequacy of resources and low motivation on the part of teachers were regarded as the main hindrances of transfer of training. For teachers, another major hindering factor is the lack of adequate opportunity to develop the training skills by repetition and practice. Despite the above mentioned hindering factors of the training transfer, a positive attitude and commitment of the teachers and head teachers could minimize the effect of these factors in the training transfer.

4.3 Recommendations

Based on the overall findings of this study as well as on the overall reflection and experiences the researchers have had over the course of this study, the following recommendations are put forward:

1. This study suggests enforcing strictly the policy to select roster trainers based on specific merit-based criteria, giving more emphasis on academic qualification, research and publication, knowledge and skills in ICTs and others.
2. It is suggestive that TPD training be conducted during the summer or winter vacation or during the time of examination. The timetable for TPD training should be developed working collaboratively with the head teachers in the district.
3. This study has found that teachers need a continuous support from the RPs and roster trainers to improve their practices. The monitoring and supervision is required not only to teachers but also to the RPs and Trainers, CFO in order to assess whether they fulfil his/her responsibilities effectively.
4. It is thus suggestive that teachers should be awarded, with whatsoever means, if s/he is able to increase students' attainment following their participation in the TPD training. This kind of award policy is better prepared and managed by the DEO.
5. It is recommended that Teachers' Service Commission and NCED work together to revise the existing teachers' promotion policy whereby certain score/points is allocated for the teachers attending the TPD training with its implementation in the classroom.
6. The existing facilities and resources at the training centre should be upgraded with sufficient computer-assisted materials, including hardware, software and Internet facilities.

Since ETCs are more equipped with computer, library and training facilities than RCs, emphasis should be given to provide training in ETCs than in RCs.

7. The trainers are expected to be familiar with all new approaches, models and techniques of teaching. This requires them to update their knowledge and skills of delivery of training through refresher training.
8. After collecting the needs, a two-day workshop should be organized among subject teachers, expert teachers and subject experts with the presence of RP who would analyze the demands and priorities them for the training package.
9. There is a need to define minimum requirements for the transformation of training skills. Making minimum requirements as limiting 22 periods a week to one teacher, 40 students in one class, flexible sitting arrangement, provision of Friday meeting to share problems and experiences related to teaching in the week, managing a material preparation and planning week prior to starting the session each year, provision of inbuilt monitoring mechanism involving experts, roster trainers and PTA members for regular follow up of the training may support for transfer of training skills in the classroom:
10. It is commonly criticized that community school teachers are involved in party politics. Each school should be given opportunity to make code of conduct for teachers based on the guidelines of Ministry of Education so that teachers should be aware of their responsibility and create a climate of institutionalization in school.
11. Organization involved in training delivery should follow up and monitor the program to ensure the transfer of training skills in the classroom. A mechanism should be developed with the involvement of training providing institution for the purpose of regular monitoring and feedback to the teachers during and after the training.
12. The TPD should be run in two stints of fifteen days within five years. A five day face-to-face training should be extended to ten days starting from two days workshop in the school with the involvement of teacher educators, expert teachers or roster teachers. Since project work was made more ritual rather than functional, it should be, therefore, more structural in nature. Counseling should be converted into consultative workshop (one day) with the involvement of subject expert and roster trainer. The other day individual counseling to the teachers. It is because not all roster trainers may have adequate subject expertise skills to provide counseling on the spot.

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Unit-end Activities

• Objective questions

Group A

Tick the best answer.

1. Who conducted the external viva of the issue paper?
 - a. Controller of Examination
 - b. **Dean office**
 - c. Central department of Education
 - d. Department of campus
2. Which of the following are the preliminary sections of the issue report paper?
 - a. Title and acknowledgement
 - b. Table of contents and abbreviation
 - c. List of table and figure
 - d. **All of the above**
3. How many words are appropriate for the title of research APA publication manual? .
 - a. Fourteen
 - b. **Twelve**
 - c. Fifteen
 - d. Ten
4. Which of the following are the main bodies of the issue report paper?
 - a. Introduction, objectives, significance
 - b. Methodology, data analysis, findings, conclusion and recommendations
 - c. **Both a and b**
 - d. None of the above
5. Which of the following part is the final or last part of the report paper according to APA format?
 - a. References
 - b. **Annexes**
 - c. Conclusion
 - d. Recommendations
6. How many marks are placed for external viva of issue report paper?

- a. 20%
- b. 25%
- c. **30%**
- d. 50%

• **Short answer questions**

Group B

1. Briefly describe title choosing criteria of issue paper? Also presents least three probable titles for the issue paper.
2. How do we write objectives of the research or study paper? Also present the basic criteria of objectives written.
3. How do we write the methodology of the research/ study paper? Explain.
4. Describe the basic concept of significance of the study written and also list the basic criteria.
5. Describe the essential sub headings of presentation and analysis of data.

• **Long Answer Questions**

Group C

1. What are the major components of research paper? Explain any two of them with examples.
2. What are the sub components of methodology section? Explain each of them in brief with suitable examples.

Point for Discussion

- Format of the Report
- Preliminary section
- Main body of the report
- Introduction of the study
- Objective and significance of the study
- Methodology of the study
- Findings, conclusion and recommendations
- References and annexes of the report

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