

**TRIBHUVAN UNIVERSITY  
FACULTY OF EDUCATION**

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

**FIRST SEMESTER COURSE  
Effective From February 2023**



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## CORE COURSES

ED.511 Foundations of Education

Course No.: Ed.511

Nature of Course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: First

Total teaching hours: 48

### 1. Course Introduction

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

### 2. General Objectives

The course aims to make students able to;

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

### 3. Course Details

Unit I: Eastern Philosophies and Education (14 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"><li>• Conceptualize the meaning and scope of philosophy from Vedic perspective;</li><li>• Assess the philosophical premises of the Bhagavad Gita;</li><li>• Reflect on educational implication of the Bhagavad Gita;</li></ul>	<ul style="list-style-type: none"><li>1.1 Meaning of philosophy in the Vedic thought;</li><li>1.2 Bhagwat Gita and education;</li><li>1.3 Buddhist philosophy and education;</li><li>1.4 Quran and education; and</li><li>1.5 Kirat Mundhum and indigenous philosophies and education.</li></ul>	<ul style="list-style-type: none"><li>1.1.1 Meaning and scope of philosophy from Vedic perspective;</li><li>1.1.2 Introduction, philosophical and educational perspectives of the Bhagavad Gita;</li><li>1.1.3 Philosophical perspectives and educational implication of the Buddhism;</li><li>1.1.4 Introduction, philosophical beliefs and educational</li></ul>

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

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

**Unit II: Western Philosophies and Education (8 hours)**

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

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

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

**Unit III: Sociological Perspectives and Education (8 hours)**

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


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

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

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

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

**Teaching Learning Strategies**

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

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

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

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

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## 5. Recommended books and references

### Unit I

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

### Unit II

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



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

### Unit III

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- Rice University (2015). *Introduction to sociology*. Texas: Author.
- Ritzer, G. (2011). *Sociological theory (8<sup>th</sup> ed.)*. New York: The McGraw-Hill Companies Inc.
- Ormerod, R. J. (2008). The history and ideas of Marxism: The relevance for OR. *The Journal of the Operational Research Society*, 59 (12), 1573-1590.
- Gane, N. (2005). Max Weber as social theorist: 'Class, status, party'. *European Journal of Social Theory*, 8(2), 211-226.
- Sullivan, A. (2002). Bourdieu and education: How useful is Bourdieu's theory for researchers? *The Netherlands' Journal of Social Sciences*, 38(2), 144-166.
- Mayo, P. (2014). Gramsci and the politics of education. *Capital and Class*, 38 (2), 385-398.
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Singh, J. P. (2019). *Humanism*. Humanism and Jai Prithvi Foundation. Kathmandu: Author. First print of the book was published in Bangalore in 1928.

#### Unit IV

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

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

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

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

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

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

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

#### Unit V

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

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

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

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

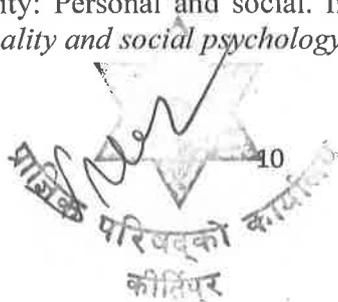
Subedi, M. (2010). Caste system: Theories and practices in Nepal. *Himalayan Journal of Sociology and Anthropology*, 4, 334-359.

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

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

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

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



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



Ed.513: Advanced Educational Psychology

Course No.: Ed.513

Level: M. Ed.

Semester: First

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

Teaching Hours: 48 hours

### 1. Course Introduction

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

### 2. General Objectives

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

### 3. Course Details

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

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

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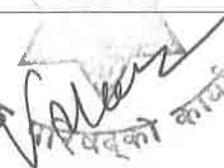
  
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<p>educational implications;</p> <ul style="list-style-type: none"> <li>• Get acquainted with problems behavior and disorders during adolescence;</li> <li>• Assess the role of ICT and mass media and their impact during adolescence;</li> <li>• Develop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

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

  
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through classroom discussion.	strategies and methods for enhancing adolescents' wellbeing.	
<ul style="list-style-type: none"> <li>Encourages students to explore strategies and methods to promote adolescents' well-being as a classroom implication.</li> </ul>	<ul style="list-style-type: none"> <li>Share their work with each other.</li> </ul>	

**Unit III: Learning Theories and Educational Implication (16 hrs.)**

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

**Teaching Learning Strategies**

Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> <li>Assists to conceptualize the different schools of learning theories</li> </ul>	<ul style="list-style-type: none"> <li>List out the major characteristics, contributors and essence of</li> </ul>	<ul style="list-style-type: none"> <li>Library work of the group will be a key contribution to updating</li> </ul>



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

**(12hrs.)**

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

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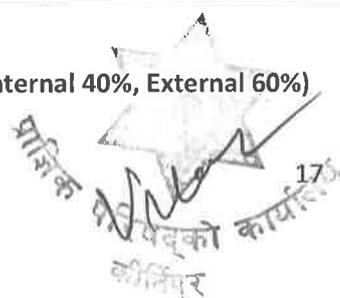
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<ul style="list-style-type: none"> <li>• Mention the stages of counseling</li> <li>• Discuss the individual and group counseling and techniques</li> <li>• Show the relationship between counselor and teachers.</li> </ul>	<ul style="list-style-type: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

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

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







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

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

## 5. Recommended books and references

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

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



## INCLUSIVE EDUCATION COURSES

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

Course No: Inc.Ed.515

Level: M.Ed.

Semester: First

Nature of the Course: Theoretical

Credit Hours: 3

Teaching hours: 48 Hrs.

### 1. Course Description

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

### 2. Course Objectives

The course has the following general objectives:

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

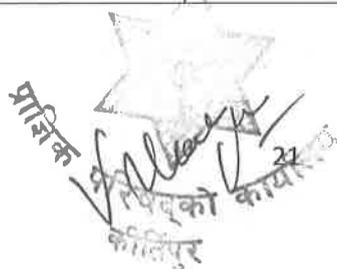
### 3. Course Contents and Specific Objectives

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

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

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

#### 4. Instructional Techniques

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

#### 5. Specific Instructional Techniques

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

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## 5. Evaluation Scheme

Internal – 40%

External – 60%

### Internal Evaluation will be Based on the Following Criteria:

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

### External Evaluation (Final Examination 60%)

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

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

## 5. Recommended Reading/References

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

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

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

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

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

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



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

Course No.: Inc.Ed.516

Level: M. Ed.

Semester: First

Nature of course: Theoretical

Credit Hours: 3 Cr. hrs.

Teaching Hours: 48 hours

## 1. Course Description

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

## 2. General Objectives

The general objectives of this course are as follows:

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

## 3. Contents and Specific Objectives

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

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

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

#### 4. Modes of Instructional Delivery

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

##### 4.1 General instructional strategies

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

#### 5. Specific Instructional Techniques

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

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

## 5. Evaluation Scheme

### 5.1 Internal Evaluation 40%

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

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

### 5.2 External Evaluation (Final Examination) 60%

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

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

## 6. Recommended Books

- Cooper, B. S.; Fusarelli, E. V. and Randall, E. V. (2004). *Better policies, better schools: theories and applications*. New York: Pearson Education, Inc.
- Farrell, M. (2012). *New perspective in special education: Contemporary philosophical debates*. New York: Routledge, Taylor and Francis Group.
- Friend, M. (2011). *Special Education: Contemporary Perspectives for School Professionals*. (3<sup>rd</sup> edition). USA: Pearson Education Inc.
- Gargiulo, R. M., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms* (2nd Ed.). USA. Wadsworth Cengage Learning.
- Hallahan, D.P. Kauffman, J.M., & Pullen, P.C. (2012). *Exceptional Learners: An Introduction to Special Education*. (12<sup>th</sup> edition). USA: Pearson Education Inc.
- Heward, W. L. (2013). *Exceptional Children: An Introduction to Special Education* (10th Ed.). USA: Pearson Education, Inc.

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Jung, D. Y., & Shiwakoti, R. (2017). Special Education Policy in Nepal: A Critical Review from Policy Theory. *Journal of Educational Innovation Research* 27(4), 219-240. DOI:<http://dx.doi.org/10.21024/pnuedi.27.4.201712.219>.

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- CERID (2006). *Situation of inclusive education in Nepal*. Kathmandu: Tibhuvan University.
- Department of Education (2014). *Educational Information (Nepali Version)*. Ministry of Education and Culture: Author.
- Department of Education (2015). *Inclusive education in Nepal*. Sanothimi: Inclusive Education Division.
- Incheon Strategy. (2012). *Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*. Seoul Korea: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0024/002456/245656.pdf>.
- Kirk, S., Gallagher, J. & Coleman, M.R. (2015). *Educating Exceptional Children*. (14<sup>th</sup> edition). USA: CENGAGE Learning.
- Ministry of Education (2009). *School Sector Reform Plan 2009\_2015*. Kathmandu: Author. Retrieved from [http://www.moe.gov.np/assets/uploads/files/SSRP\\_English.pdf](http://www.moe.gov.np/assets/uploads/files/SSRP_English.pdf)
- Ministry of Education (2015). *Nepal Education in Figure: At a glance*. Kathmandu: Monitoring, Supervision, and Evaluation Division. Retrieved from [http://www.moe.gov.np/assets/uploads/files/Nepal\\_Education\\_in\\_Figures\\_2015.pdf](http://www.moe.gov.np/assets/uploads/files/Nepal_Education_in_Figures_2015.pdf)
- Ministry of Education (2017). *Inclusive education policy-2017*. Retrieved from [file:///C:/Users/User/Downloads/Inclusive\\_Education%20\(1\).pdf](file:///C:/Users/User/Downloads/Inclusive_Education%20(1).pdf)
- National Council for Special Education (2014). *Children with Special Educational Needs*. Retrieved from [www.ncse.ie](http://www.ncse.ie).
- Nepal Law Commission (1996). *Special education policy, 1996*. Retrieved from <http://www.lawcommission.gov.np/en/documents/2015/08/special-education-policy-2053-1996.pdf>
- Nepal Law Commission (2015). *The Constitution of Nepal*. Retrieved from <http://www.lawcommission.gov.np/en/documents/2016/01constitution-of-nepal-2.pdf>
- Regmi, N.R. (2017). *Inclusive education in Nepal: from theory to practice*. Germany: Ludwig-Maximilians University. Retrieved from [https://edoc.ub.uni-muenchen.de/20150/7/Regmi\\_Narayan\\_P.pdf](https://edoc.ub.uni-muenchen.de/20150/7/Regmi_Narayan_P.pdf)
- The Ministry of Education. (1971). *National education system plan*. Kathmandu: Author. Retrieved from [http://www.moe.gov.np/assets/uploads/files/2028\\_English.pdf](http://www.moe.gov.np/assets/uploads/files/2028_English.pdf)
- UNICEF (2003). *Examples of inclusive education in Nepal*. Author: Regional Office for South Asia.



Inc.Ed.517: Understanding Individual Differences for Inclusion

Course No: Inc.Ed.517

Nature of course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: First

Teaching Hours: 48

### 1. Course Description

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

### 2. General Objectives

The following are the general objectives of the course:

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

### 3. Contents and Specific Objectives

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

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

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

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

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

**5. Specific Instructional Techniques**

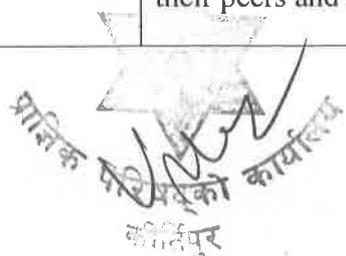
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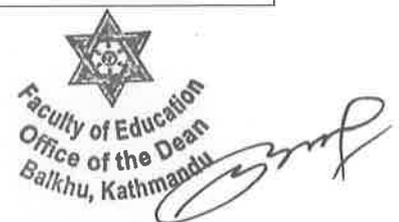
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Specific instructional techniques such as classroom presentation by the students, guided individual study, tutorial support on different contents and project works are suggested. To this course, following specific instructional techniques are suggested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

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


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

### 5.1 Internal Evaluation 40%

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

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

**Total 40 points**

### 5.2 External Evaluation (Final Examination) 60%

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

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

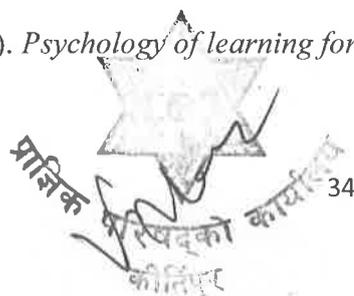
**Total 60 points**

## 7. Recommended Books and Materials

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

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

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



- Eysenck, M. W. (1994). *Individual Differences: Normal And Abnormal*. New York: Tylor & Francis Group.
- Reid, G. (2005). *Learning styles and inclusion*. New Delhi: Sage Publications.
- Van der Ploeg, P. A. (2013). *Dalton plan: Origins and theory of Dalton education* (Vol. 8). Deventer: Saxion Dalton University Press.
- Van der Ploeg, P. A. (2014). *Dalton Plan*: In D. C. Phillips (eds.), *In Encyclopedia of Educational Theories and Philosophies* (Vol 1). Sage. Available in from [https://www.researchgate.net/publication/274570432\\_Dalton\\_Plan](https://www.researchgate.net/publication/274570432_Dalton_Plan)
- Wenar, C. & Kerig, P. (2005). *Developmental psychopathology: From Infancy through Adolescence* (5th Edition). New Delhi: McGraw-Hill International Edition.



Inc.Ed.518: Inclusive Educational Environment

Course No: Inc.Ed.518

Level: M.Ed.

Semester: First

Nature of the Course: Theoretical

Credit Hours: 3

Teaching Hours: 48 Hours

### 1. Course Introduction

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

### 2. General Objectives of the Course

The course has the following general objectives:

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

### 3. Course Contents and Specific Objectives

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

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

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

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

#### 4. Modes of Instructional Delivery

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

##### 4.1 General instructional strategies

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



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

#### 4.2 Specific Instructional Techniques

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

#### 5. Evaluation Scheme

##### 5.1 Internal Evaluation 40%



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

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

### 5.2 External Evaluation (Final Examination) 60%

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

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

### 6. Recommended Books

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

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

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

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

