

**TRIBHUVAN UNIVERSITY
FACULTY OF EDUCATION
OFFICE OF THE DEAN**



**MASTER OF EDUCATION
(Specialization in Inclusive Education)
SECOND SEMESTER COURSE
Effective From 2023**

Sanjiv Kumar



Faculty of Education
Office of the Dean
Balkhu, Kathmandu

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Master of Education (M.Ed)

Inclusive Education

Second Semester Courses

Category	Course nos.	Name of Courses	Credit Hours
Core Courses	Ed. 521	Curriculum Practices	3
	Ed. 522	Education and Development	3
Specialization (Inclusive Education) Courses	Inc. Ed. 525	Pedagogical Approaches to inclusive Education	3
	Inc. Ed. 526	Inclusive Curriculum Planning and Practice	3
	Inc. Ed. 527	Assessment Practices in Inclusive Education	3
	Inc. Ed. 528	Research in Inclusive Education	3
Total			18



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List of Subjects

Ed. 521: Curriculum Practices	1
Ed. 522: Education and Development.....	11
Inc. Ed. 525: Pedagogical Approaches to Inclusive Education	18
Inc. Ed. 526: Inclusive Curriculum Planning and Practice	22
Inc. Ed. 527: Assessment Practices in Inclusive Education	29
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Ed. 521: Curriculum Practices

Course no.: Ed. 521
 Level: M. Ed.
 Semester: Second

Nature of the course: Theoretical
 Credit hours:3
 Teaching hours:48

1. Course Introduction

This course has been designed to provide fundamental knowledge and understanding of various concepts of curriculum, different curriculum development models, taxonomy of educational objectives, curriculum designs, and theoretical perspectives on analyzing a specific curriculum from indigenous and gender points of view. On completion of this course, the students are expected to have basic knowledge and skills of examining different concepts of curriculum critically; design a curriculum by reflecting the needs and aspirations of particular context; formulate specific instructional objectives based on the revised taxonomy; analyze the curricula from school to university levels from different design, dimensions, perspectives and examine the prepared curriculum from indigenous and gender lenses. Furthermore, this course will familiarize the students with practices that have been made in references to Nepal to plan, disseminate, implement, and evaluate the curriculum especially from school to university levels. It also provides ample opportunities to the learners to review school level curricula from multiple lenses and then enables them to find out a number of alternatives for further improvement of the reviewed curricula based on the theoretical underpinnings that they received under this course.

2. General Objectives

The general objectives of the course are:

- To make the students familiar with the various concepts of curriculum and enable them to assess these concepts critically so as to broaden their horizon of knowledge;
- To acquaint them with different types of curriculum development models so as to enable them to devise relevant curricula with reference to Nepal;
- To enable the students to formulate specific instructional objectives by integrating both knowledge and cognitive process dimensions incorporated under the revised taxonomy of educational objectives;
- To enable them to assess different curriculum designs encompassed within this course critically and to provide them with ample opportunities to analyze different curricula through the lens of design dimensions; and
- To enable them to examine the school level curricula critically from indigenous and gender perspectives.



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3. Course Details

Unit I: Conceptualizing Curriculum (6 hours)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Illustrate different concepts of the curriculum. • Examine diverse concepts of the curriculum through multiple lenses. • Explore the implications of various concepts of the curriculum. • Analyze the concept possessed by school-level curricula in Nepal from a critical perspective. 	1.1. Various concepts of curriculum 1.2. Critically analyze the concepts of the curriculum. 1.2. Implications of various concepts of the curriculum in Nepal	1.1 Various concepts of curriculum 1.1.1 Curriculum as subjects and subject matter 1.1.2 Curriculum as experiences 1.1.3 Curriculum as objectives 1.1.4 Curriculum as a plan 1.1.5 Curriculum as a technological system of production. 1.2 Strengths and limitations of these concepts 1.3 Implications of various concepts of the curriculum in Nepal
Teaching Learning Strategies		
Teacher's inputs (6 hrs.)	Students' efforts (12hrs.)	Tasks for assignments
<ul style="list-style-type: none"> • Distribute learning resources such as papers, books, links, and PowerPoint slides containing the concepts of the curriculum. • Ask discussion questions in relation to concepts, strengths, weaknesses, and implications of various concepts of curriculum, and then summarize the discussion result. • Encourage students to participate in cooperative learning activities to provide them a chance to learn from each other. 	<ul style="list-style-type: none"> • Access to the learning resources (papers, books, recorded video, and PowerPoint slides or email). • Engage in discussion of conceptual questions asked by the instructor and respond to these questions by following instructions given. • The student will review the school-level curricula in Nepal and assess how these concepts are reflected in them. • They will participate in group activities and complete the assigned tasks by playing a determining role. 	<ul style="list-style-type: none"> • The whole class will be divided into different groups and each group will be asked to access at least 10 teaching staff attending from school to university levels through different modes (direct contact, telephone, mail, messenger, etc.) to investigate how they conceptualize curriculum. Then they will be asked to share their findings among their peers by relating the results with the narrower to wider concepts of curriculum discussed under this course.
Unit II: Curriculum Development Models (12 hours)		
Specific Objectives	Contents	Content Coverage

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<ul style="list-style-type: none"> • Define model and exemplify the continuum of a curriculum model. • Explain different types of curriculum development models with their fundamental process. • Examine different types of curriculum development models with their strengths and weaknesses. • Design an outline of a curriculum for a particular context by following a specific model of curriculum development. • Assess curriculum the development process in Nepal by applying theoretical orientation provided under this unit. • Elucidate curriculum dissemination and implementation practices in Nepal. 	<p>2.1 Concept and continuum of models of curriculum</p> <p>2.2 Curriculum development models</p> <p>2.3 Curriculum development process in Nepal</p> <p>2.4 Curriculum dissemination and implementation practices in Nepal</p>	<p>2.1 Concept and continuum of the curriculum model</p> <p>2.2 Representative curriculum development models (concepts, strengths, and weaknesses)</p> <p>2.2.1 Tyler model</p> <p>2.2.2 Taba model</p> <p>2.2.3 Nicholls and Nicholls model</p> <p>2.2.4 Walker model</p> <p>2.2.5 Stenhouse model</p> <p>2.3 Curriculum development process in Nepal (school and university levels).</p> <p>2.4 Curriculum dissemination and implementation practices in Nepal.</p> <p>2.5 Implications of these models with references to Nepal.</p>
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Teaching Learning Strategies

Teacher's Inputs (12 hrs.)	Students' Efforts (24 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> • Distribute reference books, concise reading materials and slides related to this unit. • Provide enough opportunities to all learners to discuss concepts, characteristics, strengths and weaknesses, similarities and differences of models included in this chapter. • Give a curriculum of a specific subject that has been prepared for a grade at school level to review critically. 	<ul style="list-style-type: none"> • Study the distributed materials to get mastery of curricular contents encompassed within this unit. • Gather essential resources from various sources such as the library, internet, mentors, etc. • Draw the implications of these models to develop curricula in the Nepalese context. 	<ul style="list-style-type: none"> • The students will be classified into different groups each having 4/5 members and they will be asked to prepare an outline of the curriculum for a specific group of learners by encompassing curricular goals, contents, teaching methods, and evaluation. Then each group will be asked to present their project work in the class through poster presentation, and finally, participation of all students will be ensured to identify strengths and weaknesses of the curriculum outlines prepared by different groups for

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<p>Glasstone, S. & Lewis, D. <i>Elements of physical chemistry</i>. India: McMillan and Co. Ltd. Gurtu, J. N. & Gurtu, A. (2006). <i>Advance physical chemistry</i>. Meerut: Pragati Prakashan Kapoor (1992). <i>Textbook of physical chemistry</i>. India: McMillan India Ltd.</p>	<p>Glasstone, S. & Lewis, D. <i>Elements of physical chemistry</i>. India: McMillan and Co. Ltd. Gurtu, J. N. & Gurtu, A. (2006). <i>Advance physical chemistry</i>. Meerut: Pragati Prakashan Kapoor (1992). <i>Textbook of physical chemistry</i>. India: McMillan India Ltd.</p>	<p>Glasstone, S. & Lewis, D. <i>Elements of physical chemistry</i>. India: McMillan and Co. Ltd. Gurtu, J. N. & Gurtu, A. (2006). <i>Advance physical chemistry</i>. Meerut: Pragati Prakashan Kapoor (1992). <i>Textbook of physical chemistry</i>. India: McMillan India Ltd. giving appropriate feedback.</p>
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Unit III: Revised Taxonomy of Educational Objectives		(10 hrs.)
Specific objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Introduce Bloom's taxonomy in brief and describe the need for a new taxonomy. • Elaborate different dimensions of knowledge with examples. • Exemplify cognitive process dimensions of revised taxonomy briefly. • Formulate specific objectives by integrating knowledge and cognitive process dimensions. • Develop a taxonomy table and formulate at least one objective from each cell of the table. • Assess the taxonomy of educational objectives through a critical perspective. 	1.2 Recapitulation of Bloom's Taxonomy 1.3 Need for a revised taxonomy 1.4 Knowledge dimensions 1.5 Cognitive process Dimensions 1.6 Use of a taxonomy table 1.7 Criticism of the taxonomy	3.1 Recapitulation of Bloom's Taxonomy 3.2 The need for a revised taxonomy 3.3 Knowledge dimensions 3.3.1 Factual knowledge 3.3.2 Conceptual knowledge 3.3.3 Procedural knowledge 3.3.4 Meta-cognitive knowledge 3.4 Cognitive process dimensions 3.4.1 Remember 3.4.2 Understand 3.4.3 Apply 3.4.4 Analyze 3.4.5 Evaluate 3.4.6 Create 3.5 Using the taxonomy table 3.6 Criticism of the taxonomy
Teacher's inputs (10 hrs.)	Students' efforts (20 hrs.)	Task for assignments
<ul style="list-style-type: none"> • The teacher will provide reference materials, articles, and slides related to Bloom's taxonomy and the revised taxonomy. • The teacher will divide the students into different small groups and ask them to work on objective formulation representing different knowledge and cognitive process dimensions. • The teacher will ask the students to develop a table of the revised taxonomy and then to make at least one objective from each cell of the table. 	<ul style="list-style-type: none"> • The students will study all materials provided by the teacher in a group and share in the class the ideas that they learned from the materials. • Formulate at least one specific objective from each cell of the taxonomy table on the individual basis. • Find out any curriculum from the school level and identify the knowledge and cognitive process dimensions applied to each objective formulated in the curriculum in a group composed of 4/5 students. 	<ul style="list-style-type: none"> • The whole class will be divided into 6 to 10 groups, each composed of 5 members and then they will be asked to prepare 24 specific objectives representing each cell of the taxonomy table and then each group will be asked to present their group work in the class. Then feedback will be provided as required.

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Unit IV: Curriculum Designs (12 hours)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Describe curriculum design with its major components. • Find out the relationship between various dimensions to be considered while devising a curriculum design. • Epitomize different types of curriculum designs. • Assess different types of curriculum designs with their strengths and weaknesses. • Analyze how design dimensions are maintained in the Nepali curriculum. • Compare and contrast various types of design with examples. • Analyze the school level curricula through various sources and designs perspectives. 	4.1 Curriculum designs 4.1.1 Meaning 4.1.2 Components 4.1.3 Sources 4.1.4 Dimensions 4.2 Different curriculum designs	4.1 Meaning of curriculum design 4.1.1 Components of curriculum design 4.1.2 Sources of curriculum design (philosophy, learner, society, knowledge, technology) 4.1.3 Design dimensions (continuity, sequence, scope, integration, articulation, balance). 4.2 Curriculum designs (concept, characteristics, strengths, and weaknesses) 4.2.1 Subject-centered (discipline, broad-field, correlated) 4.2.2 Learner-centered (experience-centered, radical) 4.2.3 Problem-centered (reconstructionist) 4.2.4 Postmodernism-influenced
Teaching learning Strategies		
Teacher's inputs (12 hrs.)	Students' efforts (24 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • Essential references, books and handouts will be provided to develop intended competency on curricular contents. • The teacher will ask students to work in pairs/groups to provide 	<ul style="list-style-type: none"> • Study different materials provided by teachers as per their role assigned to them. • Prepare slides based on the contents given to them and deliver the assignments by each 	<ul style="list-style-type: none"> • The students will be classified into different groups composed of 4/5 members in each and they will be asked to find out a school level curriculum related to their major subject and then they will be asked to analyze the





<p>mastery of curricular contents.</p> <ul style="list-style-type: none"> • He/shewill provide feedback on a required basis on the presentation made by different groups as well as individual students so as to ensure their full access to curricular contents. 	<p>group through PowerPoint presentation.</p> <ul style="list-style-type: none"> • Comment the contents delivered by each group in a rational way for additional clarifications. 	<p>curriculum through the lens of design dimensions. Then, they will be asked to share their findings in the class simultaneously. Finally, the teacher will clarify how different dimensions of a curriculum design need to be considered while preparing a curriculum for a particular group of children.</p> <ul style="list-style-type: none"> • Each student will be asked to find out a school level curriculum from any subject and then they will be asked to identify which camp (subject-centered, learner-centered, and problem-centered for examples) this design belongs to with justifiable arguments and then opportunities will be provided to some students randomly to present their findings in the class.
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Unit V: Curricula from Gender and Indigenous Perspectives (8 hours)

Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Assess the centrally controlled curriculum critically from the local needs perspective. • Justify the need for bridging the gaps between planned curriculum and local needs. • Clarify the significance of integrating indigenous knowledge into curricula. • Analyze local, integrated, STEAM curricula from indigenous and gender perspectives. 	<p>5.1 Nature of centrally controlled curricula</p> <p>5.2 Rationale of bridging the gaps between curriculum and local needs</p> <p>5.3 Integrating indigenous knowledge in curriculum</p> <p>5.4 Gender sensitivity in curriculum</p> <p>5.5 Analyzing curricula (local, integrated, STEAM curricula) from indigenous and gender perspectives</p>	<p>5.1 Nature of centrally controlled curricula</p> <p>5.2 Rationale of bridging the gaps between curriculum and local needs</p> <p>5.3 Ways of decolonizing curricula</p> <p>5.4 Integrating indigenous knowledge (IK) in curricula (curricular goals, contents, instructional process, instructional materials, extra-curricular activities, assessment)</p> <p>5.5 Gender sensitivity in curricula (content, instructional process, instructional materials, extra-curricular activities, assessment)</p> <p>5.6 Analyzing curricula (local, integrated, STEAM) from indigenous and gender</p>



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Teaching learning strategies		
Teacher's inputs (8 hrs.)	Students' efforts (16 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> The teacher will provide essential references and supplementary materials to ensure students' access to curricular contents. He/she will encourage students to share their indigenous knowledge and gender sensitive issues in the class and then play a supportive role to justify the needs for integrating indigenous knowledge into the curriculum and making the curriculum neutral from the gender perspective. 	<ul style="list-style-type: none"> The students will identify some limitations of centrally devised curricula through brainstorming and then derived ideas will be shared in the class. They will review all of the references and other supplementary materials provided by the subject teacher to get mastery of the specified contents. They will select different curricula (integrated, STEAM for examples) related to their major subjects from the school level and then analyze them from indigenous and gender perspectives. 	<ul style="list-style-type: none"> The students will be divided into different groups consisting of 4/5 members in each and then they will be asked to select any curriculum (local, integrated, or STEAM) to analyze it from indigenous and gender perspectives. Finally, they will be asked to share their findings in the class and then the teacher will provide feedback as required to develop the behaviors as intended by this course.

Note: The subject teacher can assign these activities as part of the internal assignment and then s/he can determine grade as per the quality of the product.

4. Evaluation Criteria (internal 40%, external 60%)

The students' learning will be evaluated on the basis of the internal assessment (40%) and the external written examination (60%). The evaluation criteria will be as given below.

5. Internal Assessment:

The internal assessment will be formative as well as summative in nature including the following activities.





Criteria	Marks	Remarks
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Presentation (either in pair or individual) based on the Unit II task in an original and natural style.
Assignment I(Individual task)	10	Any task from Units II or III.
Assignment II(Group task)	10	Any task from Units IV or V.
Assignment III (Individual test)	10	Written examination: Objective and subjective items

6. External Evaluation:

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

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)

Recommended Books and References

Anderson. L. W., & Krathwohl, D. R., (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*.

New York: Addison Wesley Longman, Inc.

Bloom, B. S. and et al. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*.

New York: David McKay Company, Inc.

CDC (2019). *A national curriculum framework for school education in Nepal*.

Bhaktapur: Ministry of Education and Sports.

Nicholls, A. & Nicholls, S. H. (1978). *Developing a curriculum: A practical guide*.

Britain: Cox and Wyman Ltd.

Ornstein, A. C. & Hunkins, F. (2017). *Curriculum: Foundation, principles, and issues (7th edition)*.

New York: Person Education, Inc.

Print, M. (1993). *Curriculum development and design*. Australia: Allen and Unwin Pvt. Ltd.

Taba, H. (1962). *Curriculum development theory and practice*. New York: Harcourt,

Brace & World, Inc.

Tanner, D. and Tanner, L. N. (1980). *Curriculum development: Theory into practice*.

London: Collier Macmillan Publishers.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago:

University of Chicago Press.



Walker, F. D. and Soltis, J. F. (1997). *Curriculum and aims*. New York: Teachers College Press. Walker, R. and MacDonald, B. (1976). *Changing the curriculum*. London: Open Books Publishing

Limited.

Wiles, J. W. & Bondi, J. C. (2011). *Curriculum development a practice guide* (8th edition) New Jersey: Pearson

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Ed. 522: Education and Development

Course no. Ed. 522

Level: M. Ed.

Semester: Second

Nature of the course: Theoretical

Credit hours: 3

Teaching Hours: 48

1. Course Introduction

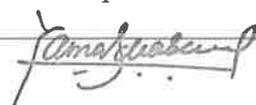
This course intends to develop knowledge about education and different aspects of development thereby enhancing the impetus in education. It also intends to make students familiar with the different perspectives of development and education, education for sustainable development in terms of its evolving perspectives, phases, characteristics, goals, progress, dimensions, and different forms of education. This course also deals with the right based approach to education and development and implication of sustainable development in the Nepalese context. It also focuses on the indigenous knowledge and practices of sustainable development and education for peace and development.

2. General Objectives

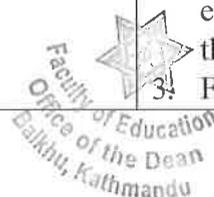
- To acquaint the students with the concept of development and role of education in development;
- To assist the students to conceptualize and visualize the connections of education and different approaches of development;
- To help the students conceptualize and analyze the development practices from different perspectives of development;
- To enable them to develop the understanding of sustainable development as alternative perspective of development and explain the role of education for sustainable development;
- To familiarize the with the indigenous knowledge and practice of sustainable development and right based approach to education and development;
- To help the conceptualize education for sustainable development in different forms of education and also describe the implication of sustainable development agendas in Nepalese context;
- To acquaint them with Nepal's efforts in peace education, and their relation with the development of education in the country;

3. Course Details

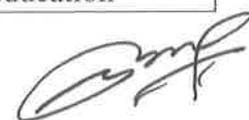
Unit I: Concept of Development and its Relation with Education (14 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Clarify the concepts of development • Explain how different ideas of development evolved over time • Relate education with the evolving development concepts 	1.1 Concept of development and its purpose 1.2 Evolving perspectives (economic, social, and human) of development 1.3 Relating education to economic, social, and human development 1.4 Education and the Need-based Approach to Development	1. Literary meaning, basic concepts, and purpose of development given by Todaro 2. Basic thoughts of the economic or the growth model (Rostow), social (cohesion, harmony, equity, equality, non-violence and so on), and human development (capability enhancement) focusing on how the thoughts kept on evolving 3. Focusing on how education




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		<p>supports to form, mobilize, and convert assets or capitals for production contributing to growth</p> <p>4. Focusing on how education empowers students for respecting human rights (non-discrimination, non-violence, equity, equality, justice, dignity, respect and so on) for building harmonious and cohesive society</p> <p>5. Emphasizing how knowledge and skills serve as assets for enhancing capability and freedom of choice</p> <p>6. Stressing on how knowledge and skills serve as capability for individual development enlarging choices of people</p> <p>Focusing on the concept of the need based approach to development and how education can play a catalytic role for fulfilling the basic needs of people</p>
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Teaching learning strategies		
Teacher's input (14 hrs.)	Students' efforts (28 hrs.)	Tasks for assignments
<ul style="list-style-type: none"> Provide learning materials Facilitate classroom discussion/interaction Share ideas on the contents Provide feedback on class presentation 	<ul style="list-style-type: none"> access the learning resources (papers, books, online sources, and power point slides) engage in discussing on ideas of development and role of education in development Group Presentation in Classroom 	<ul style="list-style-type: none"> Preparation of presentation schedule by teacher and students together.
Unit II: Development Perspectives and Education (14 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> Explain the different perspectives of development and education Visualize the development and education practices 	<p>2.1 Neoliberalism and education (privatization in Nepal)</p> <p>2.2 Modernization and modern schooling</p> <p>2.3 Dependency and schooling</p> <p>2.4 Globalization, localization, and</p>	<ul style="list-style-type: none"> Milton Friedman's ideas of free and competitive market (marketization and commodification of education) Modernization (rejection of traditionalism, centrality, rigidity, structured processes) in development and education (practices of mass education)

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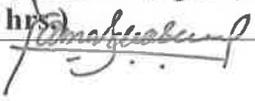
different perspectives	glocalization 2.5 The gender perspective on education	<ul style="list-style-type: none"> Exploitative core and periphery
<ul style="list-style-type: none"> Critically examine how the local ideas and practices are getting suppressed Describe implications of different perspectives development in education. 	<p>development (WID, WAD and GAD)</p> <p>2.6 Capitalist and socialist models of development and education</p> <p>2.7 Actor oriented approach and post-development approach</p>	<p>relations in development and education</p> <ul style="list-style-type: none"> Global spread of economy, culture, knowledge, skills; domination on local ideas and practices of development and education; creating justice via glocalization (synergy building) Concept of feminism and shifting ideas of Gender (WID, WAD, GAD) on development and education Stressing on the trickle down approach to development and social ownership and operation of the means of production Focusing on respecting the agency (knowledgeability, willingness, skills, interest) of local people for development of their own. Focusing on respecting local culture and knowledge (culture sensitivity) in development and education.
Teaching learning strategies		
Teacher's input (14 hrs.)	Students' efforts (28 hrs.)	Tasks for assignments
<ul style="list-style-type: none"> Provide reading materials Facilitate classroom discussion/ interaction Share key theoretical ideas, development and education Provide feedback on classroom Presentation 	<ul style="list-style-type: none"> Access the learning resources (papers, books, e-resources and power point slides) Engage in discussing on ideas of development linking with education Group II presentation 	<ul style="list-style-type: none"> Generate a case of local development practice of your community and analyze the case from any of relevant perspective/s discussed in this chapter. Prepare a reflective note of infrastructure development activities of your locality and explain the phenomena with any of the perspective/s of development. Case report
Unit III: Education for Sustainable Development (12 hours)		
Specific objectives	Contents	Content coverage

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<ul style="list-style-type: none"> • Clarify the concept of Sustainable Development (SD) and the changes that occurred to its understanding over a period of time. • Elaborate the current SD goals with its implication in the Nepali context. • Explain the dimensions of education for SD. • Describe indigenous forms of SD. • Describe how different forms of education can promote SD. • Conceptualize the development and education from human rights perspectives 	<p>3.1 Concept of sustainable development</p> <p>3.2 Evolving perspectives of sustainable development</p> <p>3.2.1 Phases of sustainable development discourse (Environmental awareness, environment and development, and sustainable development)</p> <p>3.2.2 Sustainable development goals and progress achieved in the Nepali context</p> <p>3.2.3 Dimensions of sustainable development (environment, economy, and socio-cultural)</p> <p>3.3 Indigenous knowledge and practices of sustainable development</p> <p>3.4 Concept of education for sustainable development and its characteristics</p> <p>3.5 Education for sustainable development in different forms of education (formal, non-formal and informal)</p> <p>3.6 Right based approach to education and development</p> <p>3.7 Implication of sustainable development agendas in the Nepali context (policies and curriculum)</p>	<ul style="list-style-type: none"> • Significance of sustainable development (SD) • The conceptual development of SD over the period of time. Changes that occurred to the concept/understanding during different phases of SD discourse. • Sustainable Development Goals (SDGs) in general and goals related to Education in particular. Analysis of SDG from the sectorial lens (this can be student work). Link student work with the dimensions of SD. • Traditional or local systems of SD in Nepal or in other countries. For example in Nepal (Guthi-allotting land for cash generation to maintain infrastructure such as bridge, temple or institution), Specific ethnic practices of SD (Students will write and present about 1 or 2 indigenous practices of SD in their communities or elsewhere in other countries). • The significance of ESD • Identification of the key characteristics of ESD. • Curriculum, pedagogy and assessment techniques focused by ESD • Formal, non-formal and informal education forms of education • The ways these modes of education can ensure SD • Focusing on integration human rights of people in development and education policies and practices • The ways that SD features or aspects can or are reflected in education policies and practices (curricular materials, pedagogy, school governance, etc.)
Teaching learning strategies		
Teacher's input (12 hrs) 	Students' efforts (24 hrs.) 	Tasks for assignment 

<ul style="list-style-type: none"> • Provide reading materials • Moderate classroom discussion/ interaction • Share ideas of sustainable development • Providing feedback on classroom presentation 	<ul style="list-style-type: none"> • Access the learning resources (papers, books, e-resources, and power point slides) • Engage in discussing on ideas of sustainable development and education • Group III presentation 	<ul style="list-style-type: none"> • Review a school curriculum and analyze the content of the curriculum from the perspective of sustainable development (Student work) • Review the education policies (any two) and identify the notions of education for sustainable development (Student work)
Unit IV: Education for Peace and Development (8 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Describe the concept of peace in general and the Eastern understanding of peace in particular. • Describe intra and inter personal peace. • Elaborate the content and process of peace education. • Discuss the contextual perspectives of peace education linking it with content and process. • Conceptualize and explain the holistic framework and institutionalization process of peace education. • Analyze the contribution of peace education to social development • Describe Nepal's efforts in relation 	<p>4.1 Peace and peace education</p> <p>4.1.1. The Eastern understanding of peace</p> <p>4.1.2. Intra and inter-personal concepts of peace</p> <p>4.1.3. Content and process of peace education</p> <p>4.1.4. Contextual understanding of peace education</p> <p>4.2 Holistic framework of peace education</p> <p>4.3 Institutionalization of peace education</p> <p>4.4 Peace education and social development (participation, empowerment, equity, equality)</p> <p>4.5 State obligations and efforts relating to right to education for peace.</p>	<ol style="list-style-type: none"> 1. General understanding of peace and peace education 2. Concept of peace in Veda, Buddhism and Mundhum 3. Elements of inter and intra personal peace. 4. Conditions on which peace education becomes content and on which it becomes process 5. Forms of peace education to respond to different natures of conflict in different contexts and times. 6. Components of holistic peace. Analysis of the Eastern understanding of peace through holistic framework. 7. Integrating peace in content and process and teacher preparation for institutionalizing peace education. 8. Peace education as a transformative approach-transforming individual through participation, empowerment, equity, equality, etc. for social harmony and development. 9. Basic principles that guide the states to ensure right to education for peace. 10. Nepal's efforts to ensure right to education and their contribution to establishing peace.

4. Evaluation Criteria: (internal 40%, external 60%)

Students' learning will be evaluated based on the internal assessment (40 %) and the external examination (60%). The evaluation criteria will be as explained below.

Criteria	Marks	Remarks
Internal assessment: The internal assessment will be formative as well as summative in nature depending on the following activities.		
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Presentation (either in pairs or individual) on the given themes from within the content areas in an original and natural style.
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
External evaluation: Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. 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)

Note: Relating the above mentioned criteria for the first and the second assessments, students may interchange the units specified above considering the practicability of the classroom situation.

5. Recommended Books and References

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- Wood, H. B. (1965). *Development of education in Nepal*. Washington D.C.: Office of Education.
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Inc. Ed. 525: Pedagogical Approaches to Inclusive Education

Level: M. Ed.

Nature of the Course: Theoretical

Course No: Inc. Ed. 525

Credit Hours: 3

Semester: Second

Teaching hours: 48hrs

1. Course Description

The course intends to provide students with in-depth knowledge and skills regarding pedagogical approaches to inclusive education. The course deals with strategies and pedagogies for quality inclusive instruction. The course further deals with the Universal Design for Learning (UDL) approach to creating an inclusive environment in the classrooms. In addition, it incorporates some behavioral approaches, such as defining, analyzing, and managing challenging behavior to make instruction more inclusive in nature. It further deals with an array of instructional approaches that support inclusion in classrooms. Finally, the course provides some approaches and technologies such as Individualized Education Program (IEP), Response to Intervention (RTI) approach, and Assistive Technologies (ATs), etc. to enhance educational inclusion.

2. Course Objectives

The course has the following general objectives:

- To acquaint the students with inclusive pedagogies and their use for meeting the parameters of quality instruction
- To equip the students with knowledge and skills in using the UDL approach for inclusive instruction
- To apply behavioral approaches to identify and analyze challenging classroom behavior and use intervention approaches to manage such behavior
- To familiarize the students with different inclusive instructional strategies and techniques; and their selection and use
- To cope with the issues and challenges of using different inclusive instructional strategies in classroom teaching
- To use different approaches of instructional support for inclusive instruction in classrooms.

3. Course Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • State the meaning of inclusive pedagogy • List out and select appropriate strategies of inclusive pedagogy during classroom instruction • Describe the indicators of quality education • Elucidate how learners can be connected with inclusive pedagogy • Identify issues and challenges in delivering quality instruction 	<p>Unit I: Inclusive Pedagogy for Quality Instruction (10 hrs.)</p> <p>1.1 Meaning of Inclusive Pedagogy</p> <p>1.2 Approaches to Inclusive Pedagogy</p> <ul style="list-style-type: none"> • Designing an inclusive classroom environment • Instructional differentiation • Creating and using inclusive materials • Adopting Universal Design for Learning (UDL) • Personalizing learning and assessment <p>1.3 Indicators of Quality Instruction</p> <p>1.4 Connecting Learners with Inclusive Pedagogy</p> <p>1.5 Issues and Challenges in Delivering Quality Instruction</p>
<ul style="list-style-type: none"> • Define Universal Design for Learning 	<p>Unit II: Universal Design for Learning (UDL) (8 hrs.)</p>



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<ul style="list-style-type: none"> • State seven principles of UDL • Use UDL qualities in classroom instruction • Describe brain-based learning in UDL strategy • Apply authentic and project-based learning in instruction • Design classroom from UDL perspectives 	<p>3.1 Meaning of Universal Design for Learning 3.2 Principles of UDL 3.3 UDL for Special Needs Students</p> <ul style="list-style-type: none"> • Multiple Means of Representation • Multiple Means of Engagement • Multiple Means of Actions and Expressions <p>3.4 Brain-based Learning: Recognition, Strategic and Affective Networks Authentic and Project-based Learning Designing Classroom Environment from UDL Perspective</p>
<ul style="list-style-type: none"> • Analyze behavior from a psycho-social perspective • Define and identify challenging behavior • Assess (target, track, and record) challenging behavior of a child with special needs • Apply different methods for managing challenging behaviors inside a classroom • Create an environment to promote peer relationships for behavior management • Identify behavioral intervention practices in Nepal 	<p>Unit III: School-wide Positive Behavior Support (10 hrs.)</p> <p>3.1 Understanding Behaviour from a Psych-Social Perspective</p> <ul style="list-style-type: none"> • Behaviour and context • Behavior from an individual perspective • Behavior from a relational perspective <p>3.2 Defining and Identifying Challenging Behavior 3.3 Assessment of Behavior</p> <ul style="list-style-type: none"> • Targeting the Behavior • Tracking the behavior • Recording the behavior <p>3.4 Functional Analysis of Behavior 3.5 Managing Challenging Behavior in the Classroom</p> <ul style="list-style-type: none"> • School-wide positive behavior • Increase on-task behavior • Use rewards and re-enforcers • Using differential reinforcement (DRO, DRA, DRL, DRI) • Promote peer group teaching • Team and parental collaboration <p>3.6 Behavioral Intervention Practices in Nepalese Classrooms</p>
<ul style="list-style-type: none"> • Define the concept of instructional pedagogy • Identify learners' differences • Select appropriate instructional strategies • Apply different inclusive instructional strategies in instructional work • List out issues and challenges in instruction and support for educational inclusion 	<p>Unit IV: Instructional Support for Inclusion (12 hrs.)</p> <p>4.1 Understanding Instructional Support 4.2 Knowing Learners' Differences 4.3. Prioritizing instructional strategies for inclusion 4.4. Adopting Inclusive Instructional Strategies</p> <ul style="list-style-type: none"> • Cooperative teaching • Co-teaching • Peer tutoring • Mediated scaffolding • Cognitive strategy instruction • Self-regulated learning • Mnemonics and other learning • Reciprocal teaching

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	<ul style="list-style-type: none"> • Direct Instruction <p>4.6. Issues and Challenges in Instruction and Support for Educational Inclusion.</p>
<ul style="list-style-type: none"> • Identify the support area within an IEP for inclusion • Apply the RtI approach as support for inclusion in instruction • Illustrate different assistive technologies as support for inclusion in instruction • Explain the methods of augmentative and alternative communications for inclusion 	<p>Unit V: Support for Inclusive Instruction in Classroom (8 hrs)</p> <p>5.1. Support through Individualized Education Program (IEP)</p> <ul style="list-style-type: none"> • Identifying support needs • Working with a multidisciplinary team <p>5.2 Support through Response to Intervention (RtI) Approach</p> <ul style="list-style-type: none"> • UDL approach in Universal Tier <p>5.3 Support through Assistive Technology</p> <ul style="list-style-type: none"> • Use of multimedia in instruction • Technology approach to testing accommodations • Technology support for students' expression • Learner needs and preferences • Learning through innovative technologies <p>Augmentative and Alternative Communication</p>

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	Group Presentation on UDL Exercise	Make three groups of students and let them to design instructional activities. Each group will select on working with UDL perspective. For example; one group will design instructional work which seeks maximum engagement of the students; other group will design instructional work for representation; and other group will design the work for enhancing actions and expressions of the students. Teacher will assist, observe and evaluate the group work. And finally, provides feedback to each group.
IV	Simulation of the Instructional Strategies	Each of the students will first explain a specific instructional strategy and show how he/she will apply this strategy in a real classroom situation. Other students will assist him/her if necessary.
V	Project Work	Make at least three groups of students and Let them to visit nearby special or integrated schools; meet with the students with special needs; observe how they are technologically supported during their instructional/learning works. Note down, prepare short reports from each group, and share in the classroom.

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5. Evaluation Scheme

Internal – 40%

External – 60%

5.1 Internal Evaluation will be based on the Following Criteria:

- Attendance and Class Presentation 5 points
- Project Work/Assignment/Seminar 10 points
- Preparation of IEP 10 points
- Mid-term Exam/Project 15 points

5.2 External Evaluation

The final exam will be carried out by Examination Division, Dean's Office; Faculty of Education, TU at the end of the semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge and skills of prospective teachers. The structure of the final exam will be as follows:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	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. Reference Books

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- Heward, L. W. (2012). *Exceptional children: An introduction to special education*. New York: Pearson Education, Inc.
- Mastropieri, M. A., & Scruggs, T. E. (2010). *The inclusive classroom: Strategies for effective differentiated instruction* (4th edition). New Jersey: Pearson Education, Inc.
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Inc. Ed. 526: Inclusive Curriculum Planning and Practice

Course No.: Inc. Ed. 526

Nature of Course: Theoretical

Level: Master

Credit Hours: 3

Semester: Second

Total teaching hours: 48

1. Course Description

This course aims to develop a general understanding and competencies of students on inclusive curriculum planning and practice. The course is designed to provide knowledge, attitude, and skills that students require to differentiate general education curriculum for the inclusion of all students including girls, learners with disabilities, and learners from marginalized, disadvantaged, and endangered communities in education, to accommodate instructional objectives to cope with diverse learning needs of the students, to design inclusive curriculum, and to play a leading role in institutionalizing inclusionary curriculum practices at the classroom level in Nepal.

2. Course Objectives

The general objectives of this course are as follows:

- To develop a clear understanding of the meaning, characteristics, and rationale of inclusive curriculum within students and enable them to apply multiple lenses (gender, ethnicity, class, culture, language, and disability for example) while planning and implementing curricula in Nepal.
- To familiarize the students with the concept, rationale, and different options of curriculum differentiation for widening their knowledge, attitude, and skills to make the general education curricula accessible for all learners attending Nepali classrooms from diverse backgrounds.
- To enable the students to formulate different types of learning standards (grade-level, modified, and alternative) based on the taxonomy of educational objectives while making decisions about curriculum, IEP, and assessment techniques to allow all students including those with special needs to receive education based on their learning styles, cognitive abilities, learning pace, and linguistic background.
- To help the students play a leading role in developing inclusive curricula by reflecting the socio-economic, cultural, ethnic, and linguistic diversity of students and in making the curricula accessible for all by diversifying contents, providing multiple learning experiences, and using a wide range of assessment procedures.
- To strengthen the knowledge and understanding of students on exclusionary and inclusionary practices of the curriculum in Nepal, challenges of making the curriculum inclusive, and enable them to institutionalize inclusionary practices of the curriculum in their workplace effectively.





3. Specific Objectives and Contents

Specific objectives	Contents
<ul style="list-style-type: none"> Analyze the concepts of curriculum from multiple perspectives. Illustrate meaning and characteristics of inclusive curriculum. Identify the rationale of inclusive curriculum in Nepal. Examine the curriculum from multiple lenses. Draw the implications of analyzing curriculum from multiple lenses in Nepal. 	<p>Unit I: Introduction to Inclusive Curriculum (10hrs)</p> <p>1.1 Overview of Different Concepts of Curriculum</p> <p>1.2 Meaning and Characteristics of Inclusive Curriculum</p> <p>1.3 Rationale of Inclusive Curriculum in Nepal</p> <p>1.4 Understanding Curriculum from Multiple Lenses [Gender (including LGBT), ethnicity, class (Marxism), culture, language, and disability]</p> <p>1.5 Implications of Analyzing Curriculum from Multiple Lenses in Nepal</p>
<ul style="list-style-type: none"> Clarify the meaning of curriculum differentiation. Analyze the rationale of curriculum differentiation in the Nepali context. Use different curricular options to optimize the inclusion of all children in education based on their learning needs. Draw implications of curriculum differentiation in Nepal. Explore practices of curriculum differentiation in Nepali classrooms. 	<p>Unit II: Curriculum Differentiation for Inclusion in Education (10hrs)</p> <p>2.1 Conceptualizing Curriculum Differentiation: Curriculum Accommodation, Curriculum Modification, Curriculum Enrichment, Curriculum Acceleration, Curriculum Compacting</p> <p>2.2 Rationale of Curriculum Differentiation</p> <p>2.3 Curricular Options for Inclusion</p> <ul style="list-style-type: none"> General curriculum without accommodation and modification General curriculum with accommodation and modification <p>2.4 Implications of Curriculum Differentiation in Nepal</p> <p>2.5 Practice of Curriculum Differentiation in Nepal</p>
<ul style="list-style-type: none"> Formulate specific objectives from different levels of cognitive, affective, and psychomotor domains, and use them as per the individual learning needs of learners. Use cognitive, affective, and psychomotor domains to formulate grade-level, modified, and alternate achievement standards. Draw implications of cognitive, affective, and psychomotor domains for inclusion of all children in education. 	<p>Unit III: Use of Taxonomy of Educational Objectives for Inclusive Curriculum (10 hrs)</p> <p>3.1 Domains of Bloom's Taxonomy: Cognitive, Affective, and Psychomotor</p> <p>3.2 Use of These Domains to Determine:</p> <ul style="list-style-type: none"> Grade Level Achievement Standards Modified Achievement Standards Alternate Achievement Standards <p>3.3 Implications of These Domains for Inclusion in Education</p>




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<ul style="list-style-type: none"> • Explain inclusive curriculum development processes. • Formulate curricular objectives based on identified needs. • Select valid content and learning experiences to achieve curricular objectives. • Use both testing and non-testing devices of evaluation to determine the extent of curricular goals achieved. • Develop and implement IEP to optimize the access of children with special learning needs to the general education curriculum. • Describe how the student can be involved in their own IEP development. • Identify the rationale of revising specific curricula periodically. 	<p style="text-align: center;">Unit IV: Inclusive Curriculum Development Process (10hrs)</p> <p>4.1 Curriculum Development Process</p> <p>4.1.1 Diagnosis of needs</p> <p>4.1.2 Formulation of Objectives</p> <p>4.1.3 Diversification of curricular contents</p> <p>4.1.4 Selection and Organization of Multiple Learning Experiences</p> <p>4.1.5 Application of testing and non-testing devices of evaluation</p> <p>4.2 Individualization of Curriculum through IEP</p> <p>4.2.1 Pre-referral</p> <p>4.2.2 Referral</p> <p>4.2.3 Identification</p> <p>4.2.4 Eligibility</p> <p>4.2.5 Development of IEP (objective formulation, content selection, learning activities, evaluation)</p> <p>4.2.6 Implementation of IEP</p> <p>4.2.7 Evaluation and replanting</p> <p>4.3 Student Involvement in the IEP Development Process</p> <p>4.4 Periodic Revision of the Curriculum</p>
<ul style="list-style-type: none"> • Explain the nature of the school curriculum in Nepal. • Analyze exclusionary and inclusionary practices of curriculum in Nepal. • Identify major challenges of making a curriculum inclusive in Nepal. • Find out viable ways that need to be considered to make general education curriculum accessible for all. 	<p style="text-align: center;">Unit V: Inclusive Curriculum Practices in Nepal (8hrs)</p> <p>5.1 Nature of School Curriculum in Nepal</p> <ul style="list-style-type: none"> • Functional Curriculum • Academic Curriculum <p>5.2 Curriculum Practices in Nepal: Exclusionary and Inclusionary Perspectives</p> <p>5.3 Challenges of Making Curriculum Inclusive in Nepal</p> <p>5.4 Making General Education Curriculum Accessible for All</p>

Note: The figures within the course outline indicate tentative teaching hours allocated for the respective units.

4. Instructional Techniques

Several instructional techniques will be used to inculcate intended knowledge, attitude, and skills in the contents encompassed within this course. Primarily, two types of instructional techniques – general instructional techniques and specific instructional techniques – will be used to provide a wide range of learning experiences to prospective teachers to develop the behaviors intended. The brief description of these techniques has been given below respectively:

4.1 General Instructional Techniques

To enhance the comprehension of the chosen contents for students studying under the Department of Inclusive Education, a variety of instructional techniques such as teacher-oriented, student-oriented, and discussion-focused methods will be utilized. This will

include the use of lecture-style teaching, the question-answer method, problem-solving exercises, independent and group study, brainstorming sessions, and group discussions. The selection of instructional techniques will depend on participants' needs, the nature of the content, allocated time for each lesson, and the availability of instructional materials, all of which will be aimed at making the learning activities more efficient and productive. Nonetheless, priority will be given to cooperative instructional techniques to ensure active participation and engagement of the students in the learning process. Furthermore, the curriculum will be contextualized with Nepali learning culture, policy, and practices to promote greater relevance and understanding of curricular contents. To supplement the learning process, the students will be given various types of assignments after the completion of each unit. The instructor will act as a facilitator rather than a mere transmitter of knowledge during the implementation of the curriculum at the classroom level.

4.2 Specific Instructional Techniques

To equip students with the necessary knowledge and skills related to the curriculum, unit-specific activities will be conducted to allow them to practice the behaviors expected. These techniques will encourage the active participation of students in the classroom and facilitate a clear understanding of the material presented. The instructor will serve as a facilitator during these instructional activities. A table outlining the specific instructional techniques required for effective implementation of the course is provided below.

Units	Specific Instructional Techniques
Unit I	Each student will be asked to identify a school level curriculum from their area of interest to analyze at least a unit from gender, ethnic, Marxist, linguistic, and disability perspectives. Following this analysis, each of them is expected to present their findings to the class and receive feedback from their peers and facilitator regularly to get a deeper understanding of the content.
Unit II	The students will be divided into groups consisting of 4 or 5 members each. Each group will be asked to visit any school either general, special, or integrated in the vicinity, and explore the methods used for adapting and modifying the curriculum to cater to the special learning needs of students. Once they complete their investigations, the groups will present their findings to the class turn by turn. Finally, the facilitator will provide an overview of the actual situation of differentiating curriculum to achieve particular learning needs of students in Nepali schools.
Unit III	The students will be classified into three groups and then they will be asked to visit either a special or an integrated school to find out the diverse learning needs of students. Based on their findings, they will formulate grade-level, modified, and alternative achievement standards by following cognitive, affective, and psychomotor domains. Finally, an opportunity will be provided to each group to share their assignment in the class and then critical comments and feedback will be provided.

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Unit IV	The students will be divided into groups of 3 to 4 members each. The groups will then select a student who is eligible for special support. Each group will prepare an Individualized Education Plan (IEP) that reflects the specific learning needs of the chosen learner and then the plans will be presented through poster presentations. Lastly, each group will receive comments and feedback from their peers and the facilitator.
Unit V	The students will be divided into groups and tasked with visiting special and integrated schools to observe both exclusionary and inclusionary curriculum practices. Upon their return, they will have the opportunity to share their findings with the class. Constructive comments and feedback will be provided to each individual to improve their assignments.

Note: The facilitator can assign these activities as a part of internal assignments and then s/he can determine grades as per the quality of the product submitted by prospective teachers either individually or in groups.

5. Evaluation

To evaluate the knowledge and skills of prospective teachers taking the course, both internal and external assessments will be employed. The internal assessment will play a role in both formative and summative evaluations, and its results will be taken into account to enhance instructional activities in the classroom. Additionally, each prospective teacher's grade will be based on their internal assessment score. Brief description of internal and external assignment is given below:

5.1 Internal Assessment

Facilitator will conduct different types of internal assessments based on the taught contents on the behalf of related department/college. The facilitator should use attendance, classroom participation, presentation, written exam, etc. as the major criteria of internal assignment. Thus, the facilitator will evaluate each student internally by using following criteria:

Criteria of Assessment	Points
• Attendance	5
• Classroom participation	5
• First assignment	10
• Second assignment	10
• Third assignment	10
Total	40

5.2 Final Examination

Final exam will be carried out from Examination Division, Dean's Office; Faculty of Education, TU in the end of semester. Both subjective and objective questions will be addressed in the exam to assess the mastery of knowledge and skills of prospective teachers. The structure of the final exam will be as follows:



Types of Questions	Number of Questions	Marks
• Objective questions	10 multiple choice items	10x1=10
• Short answer-type questions	6 questions with 2 OR	6x5 = 30
• Long answer-type questions	2 questions with 1 OR	2x10 = 20
Total		60 points

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Additional/Alternative Readings

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- Buli-Holmberg, J., Nilsen, S., & Skogen, K. (2014). Inclusive and individually adapted education in Norway results from a survey study in two municipalities focusing the roles of headteachers, teachers and curriculum planning. *International Journal of Special Education*, 29(1), 1.
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- Plows, V., & Whitburn, B. (2017). *Inclusive education: Making sense of everyday practice*. Rotterdam: Birkhäuser Boston. <https://doi.org/10.1007/978-94-6300-866-2>

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Inc. Ed. 527: Assessment Practices in Inclusive Education

Course No.: Inc. Ed. 527

Level: M. Ed.

Semester: Second

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

The purpose of this course is to provide equal and equitable educational assessment opportunities for all students regardless of their differences. As inclusive assessment and evaluation of learning performance values and supports the diversity of all students and recognizes that each student has unique strengths, needs, and experiences. Thus, this is a preliminary course on educational assessment practices in inclusive education settings for students with and without disability. The main intention of this course is to provide students with general knowledge about the perspective, strategies, and practices of evaluation for tracking the learning performance of students in an inclusive education. The terms assessment and evaluation have been interchangeably used in the course.

2. General Objectives

The general objectives of the course are as stated below:

- a. To provide students with general knowledge regarding educational assessment and evaluation of students with disability in inclusive education.
- b. To develop skills of students for managing the educational assessment of diverse learners in inclusive classrooms.
- c. To familiarize students with the current assessment and evaluation practices in the school level of Nepal
- d. To offer students in-depth knowledge about the multi-faceted strategies and techniques of assessment for measuring learning performance in inclusive education.
- e. To enable students to assess functional and learning skills of targeted groups of students (students with disability)

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Clarify the concept, importance and purpose of educational assessment of students with and without disability. • Explain the constructive perspectives of assessment along with assessment as learning, of learning and for learning. • Highlight educational assessments with reference to the approaches of contingent, alternative and inclusive. • Conceptualize the major components of educational assessment in terms of assessment as items related with assessment questions design, assessment 	<p>Unit I: Understanding Educational Assessment and Evaluation (10 Hrs)</p> <p>1.1 Educational Assessment and Evaluation-Concepts, Importance and Purpose</p> <p>1.2 Constructive Perspectives of Assessment</p> <ul style="list-style-type: none"> • Assessment as Learning • Assessment of Learning • Assessment for Learning <p>1.3 Approaches of Educational Assessment</p> <ul style="list-style-type: none"> • Contingent Approach • Alternative Approach • Inclusive Approach <p>1.4 Components of Educational Assessment</p>

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<p>tests with internal or external and assessment events as frequency of assessment.</p> <ul style="list-style-type: none"> • Explain current issues and challenges of assessing learners with diverse needs in Nepal. 	<ul style="list-style-type: none"> • Assessment Items • Assessment Test • Assessment Events <p>1.5 Issues and Challenges of Education Assessment to Diverse Learners in Nepal</p>
<ul style="list-style-type: none"> • Explain the ways to create an inclusive assessment environment allied with accessibility and accommodation. • Describe procedures of assessment with relation to collaboration, differentiation and flexibility. • Highlight the basic areas of assessment based on behavior, functional, speech, language and academic skills. • Clarify the differentiation of learning performance about school level. 	<p>Unit II: Managing Educational Assessment in Inclusion (10 Hrs)</p> <p>2.1 Creating Inclusive Assessment Environment</p> <ul style="list-style-type: none"> • Accessibility • Accommodation <p>2.2 Assessment Procedures In Inclusive Setting</p> <ul style="list-style-type: none"> • Collaborative Planning • Differentiation • Flexibility in examination process <p>2.3 Major Areas of Assessment in Inclusive Classroom</p> <ul style="list-style-type: none"> • Adaptive Behavior and Functional Skills • Speech and Language Skills • Academic Skills <p>2.4 Differentiating Learning Performance</p> <ul style="list-style-type: none"> • Pre-primary Education Level • Basic Education Level • Secondary Education Level
<ul style="list-style-type: none"> • Elucidate the existing policy and practices of educational evaluation in Nepal • Describe the policy provision of the continuous assessment system in Nepal. • Explain the problems and challenges of CAS. • Analyze the existing evaluation system at the school level in Nepal. • Explain the issues in measuring learning performance for all students in inclusive settings. • Explain the examination system and the need for improvement for making examination inclusive. 	<p>Unit III: Evaluation Practices in the School Level of Nepal (10 Hrs)</p> <p>3.1 Current Policy and Practices of Evaluation</p> <p>3.2 Policy Provision of Continuous Assessment System</p> <p>3.3 Problems and Challenges of Continuous Assessment Systems</p> <p>3.4 Existing Evaluation System at the School Level</p> <ul style="list-style-type: none"> • Pre-primary Education • Basic Education • Secondary Education <p>3.5 Issues in Measuring Learning Performance For All Students</p> <p>3.6 Examination Systems and Improvement Needs</p>
<ul style="list-style-type: none"> • Describe assessment strategies exemptions, concessions, and adaptation for diverse learners in inclusive settings. • Explain the core areas of continuous assessment along with class participation, behavioral change, performance, and creativity • Clarify accommodation techniques for inclusive evaluation of learners with disability. • Explain the ways of designing inclusive assessment as per exam time and exam 	<p>Unit IV: Assessment Strategies in Inclusive Settings(8 Hrs)</p> <p>4.1 Assessment Strategies for Diverse Learners</p> <ul style="list-style-type: none"> • Exemptions • Concessions • Adaptations <p>4.2 Considering the Area of Continuous Assessment</p> <ul style="list-style-type: none"> • Class Participation and Behavioral Change • Performance and Creativity <p>4.3 Accommodation Techniques for Inclusive Evaluation</p> <ul style="list-style-type: none"> • Time • Presentation



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<p>methods and exam lengths and use of assistive devices.</p>	<ul style="list-style-type: none"> • Response • Setting <p>4.4 Designing Inclusive Exam</p> <ul style="list-style-type: none"> • Exam Time and Exam Methods • Exam Lengths and Use of Assistive Devices
<ul style="list-style-type: none"> • Discuss the assessment consideration for students with and without disability. • Explain the major areas of assessment for targeted groups in accordance with functional and learning skills. • Describe informal assessment in terms of instructional and non-instructional activities. • Explain the accommodation of formal assessment in relation to the modification, choices, and alternative standards. • Discuss the use of diagnostics assessment tools that is LAP™ B-K) and (DiaL-3). 	<p>Unit V: Assessment For Targeted Groups (10 Hrs)</p> <p>5.1 Considerations in Assessments</p> <ul style="list-style-type: none"> • Assessment for Students with and without Disability <p>5.2 Major Areas of Assessment For Targeted Groups</p> <ul style="list-style-type: none"> • Functional Skills • Learning Skills <p>5.3 Informal Assessment for Measuring Achievements</p> <ul style="list-style-type: none"> • Instructional Activities • Non-instructional Activities <p>5.4 Accommodations in Formal Assessments</p> <ul style="list-style-type: none"> • Modifying Achievement Standards • Alternating Achievement Standards • Providing Choices <p>5.5 Diagnostics Assessment Tools For Identifying Learning Progress</p> <ul style="list-style-type: none"> • Learning Accomplishment Profile™: Birth to Kindergarten (LAP™ B-K) • Developmental Indicators for Assessment of Learning (DiaL-3).

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

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4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
I Individual study	The students will be assigned the unit topics and subtopics individually and based on their self-study, the students will present the assigned topic in the class for discussion and the discussion will be facilitated by the feedback and the teacher and peers.
III Field Visit	The students will be divided into groups (3-4 members in each group) Each group will visit general schools and integrated school and will find out the existing practices of continuous assessment and evaluation system at school level. And each group will prepare a journal report based on their observation and present PPT along with their reflection as followed by the teacher's feedback.
V Case Study	The students will individually go for home-visits of a child with and without disability (any one type). And the students will observe the existing situations and problems of educational assessment and evaluation as faced case of the child who has disability and the child who doesn't have disability. And then students will prepare a comparative case study report and present on the similarities and differences detected in the achievement in between those 2 sets of child.

5. Evaluation

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by 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>
Total	40 points

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

Essential Reading References

- Ysseldyke, J., E, Chaparro, E., A., Amanda, M., V.(2019). *Assessment in Special and Inclusive Education: A Practical Approach* (14th Edition).USA: Cengage Learning Inc. (For All Unit)
- Roger, A. P. and George, A, G.(2021).*Assessment in Special Education: A Practical Approach* (5th Edition), Publisher: Pearson, Kindle Edition (For Unit-II)
- Melissa L. F., Pamela D. W., & Peter W. D. (2014).Wrightslaw: All about tests and Assessments (For Unit -III)
- Overton, T. (2012). *Assessing Learners with Special Needs: An Applied Approach* (7th ed.) Boston Columbus, OH: Pearson (For Unit-V)
- Hernande, R. (2012). *Does Continuous Assessment in Higher Education Support Learning?* Journal of Higher Education 64,pp489-502 (For Unit IV)


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Incl. Ed. 528: Research in Inclusive Education**Course No.:** Incl. Ed. 528**Nature of course:** Theoretical**Level:** M. Ed.**Credit Hours:** 3**Semester:** Second**Teaching Hours:** 48**1. Course Description**

This course aims to enable students to conduct different types of research (single-subject, multiple-baseline, action, critical for example) in the field of inclusive education. At the end of this course, they will be able to select an appropriate research problem, formulate objectives, research questions, and hypotheses, and develop a conceptual and theoretical framework based on reviewed literature to carry out inclusive research in education. The course also provides the knowledge and skills that the students require to analyze quantitative and qualitative data/ information. Finally, this course enables them to write research proposals and reports by following the thesis writing guidelines proposed by the Dean's Office, Faculty of Education, and Tribhuvan University.

2. General Objectives

The main aim of the course is to widen the knowledge and skills of students to enable them to write proposals and reports to carry out inclusive research effectively. At the end of the semester, this course intends to:

- Develop a clear understanding of the concept, characteristics, needs, and importance of inclusive research in education including the skills to state the research problem, formulate objectives, research questions/hypothesis, and sketch conceptual and theoretical framework to carry out inclusive research in Nepali context.
- Enable the students to select the appropriate research paradigm and design by considering the nature of the study problem chosen either for single-subject, multiple-baseline, or critical research for inclusion of girls, marginalized, disadvantaged, and vulnerable people.
- Familiarize the students with the study population, sample, sample size, sampling techniques, data/information collection methods, and research ethics to enable them to select a valid population and sample to conduct educational research inclusively.
- Inculcate fundamental knowledge and understanding of data/information processing, tabulation, presentation, analysis, and interpretation, and help them identify ways of ensuring reliability and validity/credibility and authenticity of data/information while conducting inclusive research.
- Equip the students with knowledge and skills that they need to write proposals and report by following the 'Proposal and Thesis Writing Guidelines' prescribed by the Dean's Office, Faculty of Education, Tribhuvan University.





3. Specific Objectives and Contents

Specific Objectives	Units
<ul style="list-style-type: none"> • Introduce research and inclusive research in brief. • State major characteristics of inclusive research. • Describe needs and importance of research in inclusive education. • Identify relevant research problem and state it to carry out research in inclusive education. • Formulate objectives of inclusive research based on stated problem. • Construct research questions/hypothesis based on the formulated objectives. • Organize related literatures logically and systematically for inclusive research. • Make conceptual and theoretical framework based on reviewed literatures. 	<p style="text-align: center;">Unit I: Introduction to Research in Inclusive Education (12 hrs)</p> <ol style="list-style-type: none"> 1.1 Concept of Research and Inclusive Research 1.2 Characteristics of Inclusive Research 1.3 Needs and Importance of Research in Inclusive Education 1.4 Research Problem in Inclusive Education <ol style="list-style-type: none"> 1.4.1 Sources of research problem 1.4.2 Identification of Inclusive Research Problem 1.4.3 Stating inclusive research problem 1.5 Objectives of (Inclusive) Research 1.6 Research Questions/Hypothesis 1.7 Literature Review in Inclusive Research 1.8 Conceptual/Theoretical Framework
<ul style="list-style-type: none"> • Define research paradigm in brief. • Select appropriate research paradigm based on the study problem. • Explain research design with its characteristics and process. • Carry out research by using single-subject and multiple baseline designs. • Conduct participatory and emancipatory action research to include the excluded in education. • Use critical ethnography, Marxist, feminist, indigenous, and disability approaches as study design to carry out research to maximize the inclusion of the excluded. 	<p style="text-align: center;">Unit II: Research Paradigm and Design for Inclusion (12 hrs.)</p> <ol style="list-style-type: none"> 2.1 Research Paradigm <ol style="list-style-type: none"> 2.1.1 Concept 2.1.2 Pragmatic paradigm 2.1.3 Critical/transformational paradigm 2.2 Research Designs (concept, characteristics, and process) <ol style="list-style-type: none"> 2.2.1 Single subject designs (A-B, A-B-A, A-B-A-B designs) 2.2.2 Multiple baseline designs (across behaviors, subjects, settings) 2.2.3 Action research (participatory and emancipatory) 2.2.4 Critical ethnography 2.2.5 Marxist approach to research 2.2.6 Feminist approach to research 2.2.7 Indigenous approach to research (Kaupapa Maori Research) 2.2.8 Disability approach to research




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<ul style="list-style-type: none"> • Define population and sample in research. • Determine targeted and accessible population for inclusive research. • Choose a study sample of an appropriate size by using probabilistic and non-probabilistic sampling methods. • Select, construct, and use valid data collection techniques to gather both qualitative and quantitative data. • Follow ethical guidelines while carrying out a research in the field of inclusive education. 	<p style="text-align: center;">Unit III: Population, Sample, and Data Collection Methods (8 hrs.)</p> <p>3.1 Population and Sample</p> <p>3.1.1 Population of Inclusive Research (targeted and accessible)</p> <p>3.1.2 Sample, sampling procedures (brief introduction to probabilistic and non-probabilistic sampling methods), and sample size in inclusive research</p> <p>3.2 Data Collection Tools and Techniques</p> <p>3.2.1 Questionnaire</p> <p>3.2.2 Interview, Case stories, case study, experience sharing</p> <p>3.2.3 Observation/participant observation</p> <p>3.2.4 Focus-group discussion (FGD)</p> <p>3.2.5 Rapid rural appraisal (RRA)</p> <p>3.2.6 Participatory Rural Appraisal (PRA)</p> <p>3.2.7 Photographic method (video, diaries, reflective photography drawing)</p> <p>3.2.8 Document analysis</p> <p>3.3 Addressing Ethical Issues in Inclusive Research</p>
<ul style="list-style-type: none"> • Transcribe, edit, code, classify, and tabulate data/information collected from multiple sources. • Present collected data/information by using a frequency table, bar graph, pie-chart, histogram, and frequency polygon. • Analyze and interpret data/information by using statistical, narrative, and thematic approaches. • Select and practice different approaches for ensuring reliability and validity or credibility and authenticity of study results. 	<p style="text-align: center;">Unit IV: Analysis and Interpretation of Data/Information (8 hrs.)</p> <p>4.1 Processing Data/Information</p> <p>4.1.1 Data/information transcribing</p> <p>4.1.2 Data/information editing</p> <p>4.1.3 Data/information coding</p> <p>4.1.4 Data/information classification</p> <p>4.1.5 Data/information tabulation</p> <p>4.2 Pictorial and Graphic Presentation of Data/Information</p> <p>4.2.1 Frequency</p> <p>4.2.2 Bar-graph</p> <p>4.2.3 Pie-chart</p> <p>4.2.4 Histogram</p> <p>4.2.5 Frequency polygon</p> <p>4.3 Analysis and Interpretation of Data/Information</p> <p>4.3.1 Statistical analysis (descriptive and inferential)</p> <p>4.3.2 Narrative analysis (emic and etic)</p>



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	<p>4.3.3 Thematic analysis</p> <p>4.3.4 Analyzing data/information based on research objectives, research questions, research issues, respondents, and data/information collection methods</p> <p>4.4 Ensuring Reliability, Validity, Credibility, and Authenticity of Inclusive Research</p>
<ul style="list-style-type: none"> • Explain the concept, needs, importance, and components of the research proposal. • Prepare a research proposal to carry out research for inclusion in education. • Describe the concept, components, and format of the research report. • Use 'Proposal and Thesis Writing Guidelines' proposed by the Dean's Office to prepare proposals and reports for inclusive research. 	<p>Unit V: Writing Research Proposal and Report (8 hrs.)</p> <p>5.1 Research Proposal</p> <p>5.1.1 Concept</p> <p>5.1.2 Needs and Importance</p> <p>5.1.3 Components</p> <p>5.1.4 Preparing a proposal for inclusive research</p> <p>5.2 Research Report</p> <p>5.2.1 Concept</p> <p>5.2.2 Components</p> <p>5.2.3 Format</p> <p>5.3 Use of Proposal and Thesis Writing Guideline Proposed by Dean's Office, FOE, TU.</p>

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

4. Instructional Techniques

Facilitators are suggested to follow two types of instructional techniques namely general and specific to put this course into action to achieve intended learning outcomes. A brief description of these techniques has been given below briefly.

4.1 General Instructional Techniques

To inculcate fundamental knowledge and skills of the students to carry out inclusive research, various instructional techniques will be employed. These techniques will include teacher-led (lectures, question and answer sessions for example), student-led (problem-solving, exercises, independent work, group work for example), and discussion-based (brainstorming, jigsaw for example) methods. Priority will be given to the active engagement of the students during instructional process and instructor will facilitate them on a regular basis.

4.2 Specific Instructional Techniques

To provide the students with the essential knowledge and skills that they need to conduct research activities to maximize the inclusion of girls, marginalized, vulnerable, poor, and people from endangered communities, specific activities will be carried out for each unit to enable them to develop the behaviors desired under this course. These unit-specific activities will promote the active involvement of the students in the classroom and foster fundamental knowledge and skills to conduct research in viable areas effectively. The instructor will act as a facilitator during these instructional activities. Below is a table that outlines the specific teaching methods necessary for the successful execution of the course.

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Unit I	Each student will be asked to select a research problem from the field of special, special needs, and inclusive education and then each of them will formulate research objectives, research questions/hypothesis, and theoretical and conceptual framework based on the chosen research problem. Finally, an opportunity will be provided to all of them to share their work in the class and constructive feedback will be given regularly.
Unit II	Each student will select a research paradigm and design with epistemological, ontological, axiological, and methodological assumptions based on the chosen research problem and then they will share their assignment in the class, answer raised questions, and revise their work by following given feedback.
Unit III	The students will work on determining the appropriate study population and make a sampling frame to select a sample in the proper size by using particular sampling procedure(s) based on the research problem identified in advance. They will also find some useful data/information collection techniques to collect reliable and valid data/information from the chosen sample to answer the research questions or to test hypotheses formulated in advance.
Unit IV	The students will make a plan to garner valid data/information from the chosen sample and determine data analysis and interpretation process to generate meaning from the data/information collated from multiple sources. They will also determine the techniques that need to be employed to ensure reliability and validity or credibility and authenticity of study results. And then they will share their work in the class to receive constructive feedback from colleagues and facilitator.
Unit V	The students will prepare an outline of a proposal on the research problem chosen at the beginning by encompassing all of the components prescribed by the 'Proposal and Thesis Writing Guideline' prepared by the Dean's Office, Faculty of Education, Tribhuvan University. Finally, each of them will share their proposal in the class to receive comments and feedback from their colleagues and instructor on an essential basis.

Note: The facilitator can assign these activities as a part of internal assignments and then s/he can determine grades as per the quality of the product submitted by prospective teachers either individually or in groups.

5. Evaluation

Both internal and external assessments will be employed to evaluate the knowledge and skills of prospective teachers joining this course. The internal assessment will play a role in both formative and summative evaluations, and its results will be taken into account to improve the instructional activities in the classroom. Additionally, each student's grade will also be based on their internal assessment score. The nature of the assignment has been discussed in the points below:

5.1 Internal Assessment

The facilitator will conduct different types of internal assessments based on the taught contents. The facilitator will use attendance, classroom participation, presentation, written exam, etc. as the major criteria of the internal assignment. Thus, the facilitator will evaluate each student internally by using the following criteria:






Criteria of Assessment	Points
• Attendance	5
• Classroom participation	5
• First assignment	10
• Second assignment	10
• Third assignment	10
Total	40

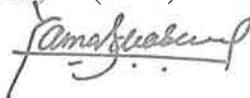
5.2 Final Examination

The final exam will be carried out from Examination Division, Dean's Office; Faculty of Education, TU at the end of the semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge and skills of the students. The structure of the final exam will be as follows:

Types of Questions	Number of Questions	Marks
• Objective questions	10 multiple-choice items	10x1=10
• Short answer-type questions	6 questions with 2 OR	6x5 = 30
• Long answer-type questions	2 questions with 1 OR	2x10 = 20
Total		60 points

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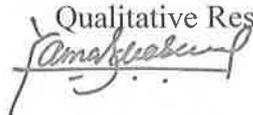


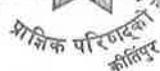

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Additional/Alternative Readings

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