

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



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

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Specialization in Inclusive Education

Third Semester Course Structure

Category	Course Code	Name of the Courses	Credit Hour
Core Courses	Ed. 532	Research Methodology in Education	3
	Ed. 533	Measurement and Evaluation in Education	3
Specialization Courses			
(Students will choose any one group of the specialization courses form the following groups including Inc. Ed. 530)			
Specialization (Inclusive Education Courses)	Inc. Ed. 530	Disability Studies from Inclusive Perspective	3
	Group-A (Sensory and Motor Impairment)		
	Inc. Ed. 531	Inclusive Pedagogical Approaches to Hearing Impairment and Deaf-Blindness	3
	Inc. Ed. 532	Inclusive Pedagogical Approaches to Visual Impairment	3
	Inc. Ed. 533	Inclusive Pedagogical Approaches to Multiple Disabilities	3
	Group-B (Developmental Disabilities)		
	Inc. Ed. 534	Inclusive Pedagogical Approaches to Intellectual Disabilities	3
	Inc. Ed. 535	Inclusive Pedagogical Approaches to Autism Spectrum Disorder	3
	Inc. Ed. 536	Inclusive Pedagogical Approaches to EBD and ADHD	3
	Group –C (Learning, Communication and Language)		
	Inc. Ed. 537	Inclusive Pedagogical Approaches to Learning Disabilities	3
	Inc. Ed. 538	Inclusive Pedagogical Approaches to Communication Disorder	3
	Inc. Ed. 539	Inclusive Pedagogical Approaches to Children with Linguistic Diversity	3
Total			18



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Tribhuvan University
Faculty of Education
Master of Inclusive Education (MIE)

Ed. 532: Research Methodology in Education

Course No: Ed. 532

Nature of Course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: Third

Total Teaching Hours: 48

1. Course Introduction

This is a basic educational and social research methodology course aimed at helping students broaden their knowledge and skills in doing and writing quantitative, qualitative, and mixed research. The course begins with introducing social and educational research based on philosophies, and then enables students to select appropriate research designs and tools to conduct the research. The students will acquire knowledge and skills required for conducting research in both quantitative and qualitative areas. Taking survey (and other quantitative research methods), ethnographic, phenomenological, and narrative inquiry methods at disposal learners will chart the journey of scholarship about different research designs. In addition, there will be an opportunity for the students to familiarize themselves with quality and ethical standards needed by researchers. Finally, the course will enable the students to prepare research proposal and write report following the guidelines of American Psychological Association (APA)'s publication manual.

2. General Objectives

The general objectives of the course are to enable students to:

- Demonstrate the understanding of philosophical grounds of positivistic and interpretive research.
- Generate the research problems from within the field of interest of the students themselves engaging in the discourse and debates of knowledge in the field.
- Develop skills of reviewing different forms of literature for justifying the research and setting a lens of explaining phenomena of inquiry.
- Conceptualize the strategies of engaging in the field of research and processing different forms of data.
- Select appropriate design for conducting the research.
- Develop basic skills for tools construction, data collection, and analysis.
- Describe the need for ethical and quality standards in research project.
- Prepare research proposal for conducting the research.
- Use citation and referencing using APA guidelines.
- Write research report based on the APA guidelines.

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3. Course Details

Unit I: Understanding Social and Educational Research Based on Philosophies (8 hrs.)

Specific Objectives	Contents	Content coverage
<ul style="list-style-type: none"> Develop the basic concepts of research and characteristics Describe the concept of quantitative (i.e., positivistic/post positivist) and qualitative (i.e., interpretive) research paradigms in relation to chosen research problem; and Differentiate the philosophical assumptions of positivistic and interpretive research paradigms Generate quantitative and qualitative research problems Formulate hypotheses and research questions Conceptualize and explain the purpose and procedure of review Review different forms of literature Select appropriate theoretical framework and translate it into conceptual diagrams. 	1.1 Basic concepts of social and educational research 1.2 Needs/ use of educational and social research 1.3 Concept of research paradigms 1.3.1 Positivism and post positivism 1.3.2 Interpretivism 1.4 Differences on key tenets of quantitative and qualitative research 1.5 Problematizing the issue of inquiry 1.5.1 Selecting research problems for qualitative and quantitative research 1.5.2 Formulating research objectives/purpose, framing research questions and developing hypothesis (if required) 1.6 Reviewing literature: Importance and strategies 1.7 Theoretical and conceptual frameworks	1. Meaning and characteristics of research, and social and educational research 2. Paradigms and its components (ontology, epistemology, axiology, and methodology) 3. Meaning and characteristics of positivism and interpretivism (and their ontologies, epistemologies, axiologies, and methodologies) 4. Concepts, meaning, characteristics examples and differences of qualitative and quantitative research 5. Selecting research problem of their own discipline and formulating specific research objectives and research questions (concepts and examples) 6. Meaning and concepts of literature review, importance of literature review, strategies for doing literature review, reflecting the review 7. Meaning and examples of theoretical and conceptual framework
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> Orientation to the students about the 	<ul style="list-style-type: none"> Take part in discussion during discussion and presentation 	<ul style="list-style-type: none"> Select a research issue/title, formulate research objectives,




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<p>topics, their roles, and requirements</p> <ul style="list-style-type: none"> • Sharing ideas on content areas • Discussion and reflection • Reviewing books and articles related to content areas • Presentation of ideas, discussion, and feedback 	<p>session</p> <ul style="list-style-type: none"> • Search and collect learning materials for review • Review recommended books and articles individually • Select a research issue and develop research objectives and questions • Gets feedback from peers and teachers. 	<p>and research questions and write the importance or rationale for doing this study.</p> <ul style="list-style-type: none"> • Select a research issue, collect 4-5 relevant literature, review the literature and write a short review.
<p>Unit II: Comprehending Research Methodologies and Methods (14 hrs.)</p>		
Specific Objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Explain the key characteristics of major positivistic and non-positivistic research methodologies • Choose appropriate research methodology for the issue of inquiry chosen • Describe critically the relationship between research problem/agenda and methodology(s) 	<p>2.1 Quantitative research methodologies/methods</p> <p>2.1.1 Survey and its types</p> <p>2.1.2 Experimental designs</p> <p>2.2 Qualitative methodologies/methods</p> <p>2.2.1 Case study</p> <p>2.2.2 Ethnography</p> <p>2.2.3 Narrative inquiry</p> <p>2.2.4 Phenomenology</p> <p>2.2.5 Grounded Theory</p> <p>2.3 Mixed method research: sequential, parallel, and embedded</p> <p>2.4 Action research and its characteristics</p>	<p>1. Rationales for choosing a particular research design</p> <p>2. Concept, meaning, characteristics of each design.</p> <p>3. Steps for doing the research.</p> <p>4. Examples of each design.</p>
<p>Teaching Learning Strategies</p>		
Teacher's Inputs (14 hrs.)	Students' Effort (28 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> • Sharing theoretical ideas and reflection on various design of the research • Facilitate students for reflecting on the strategies for using appropriate research design • Provide a comparative overview of quantitative and qualitative designs 	<ul style="list-style-type: none"> • Participate in discussions and sharing ideas among the peers and facilitators • Presenting reflection of the ideas based on reading books and papers • Work in pair or group and reflect on various designs with their strengths and limitations • Choose appropriate design for doing a particular research. 	<ul style="list-style-type: none"> • Choose an appropriate research design and make a plan about what issue you want to study using this design and how. • Select a research issue or problem for action research and prepare a plan for doing the research.

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separately		
Unit III: Strategies of Selecting Respondents/Participants and Collecting Data (8 hrs.)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Conceptualize population and sampling procedure • Describe key techniques of selecting the research participants based on informed techniques • Developing different forms (questionnaires and guidelines) of tools and collecting data with the help of tools • Explain the ways of engaging meaningfully in the field with structured and open interviews and observations 	<p>3.1 Strategies of selecting respondents/participants</p> <p>3.1.1 Determining sampling size in quantitative research</p> <p>3.1.2 Sampling strategies for quantitative research</p> <p>3.1.3 Sampling strategies for qualitative research</p> <p>3.2 Tools and techniques of data collection</p> <p>3.2.1 Quantitative data collection tools</p> <p>a. Questionnaire</p> <p>b. Structured interview</p> <p>c. Attitude scale</p> <p>d. Test</p> <p>3.2.2 Qualitative data instruments</p> <p>a. Unstructured interviews</p> <p>b. Participant observation</p> <p>c. Focus group discussions</p> <p>d. Field notes</p>	<p>1. Concept of population, sampling</p> <p>2. Sample size calculation using Yamane's formula.</p> <p>3. Sampling for quantitative study - simple random, stratified random, systematic, cluster, etc.</p> <p>4. Sampling for qualitative study: Purposive, quota, convenience, snowball, etc.</p> <p>5. Tools – Introduction, types, characteristics, examples, strengths, limitations</p>
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Effort (16 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> • Providing resources, concepts and examples • Facilitating students to identify appropriate sampling design and techniques • Assisting students to calculate sample size • Facilitating students for designing appropriate data collection tools 	<ul style="list-style-type: none"> • Reflect on the concepts and examples provided by teachers • Read the resources provided about sampling and tools • Select appropriate sampling techniques that best fit to the issues/problems of the study • Design appropriate data collection tools for the issues/problems selected 	<ul style="list-style-type: none"> • Select an appropriate issue for a survey study and design a questionnaire for studying this issue from a particular group of respondents. • Elaboration based on the following questions: Which specific research methodology(s) do you plan to apply for your research problem? Why? Describe your study site, population and sampling (in positivistic research)/selecting participants (in non-positivistic research).

Unit IV: Data Analysis and Quality Standards in Research (8 hrs.)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> Describe basic data production and analysis methods in research project; and Discuss reflectively the experiences of learning of different approaches to data production and analysis 	<p>4.1 Quantitative data analysis</p> <p>4.1.1 Data cleaning and coding</p> <p>4.1.2 Statistical procedures of analyzing data (descriptive and inferential)</p> <p>4.2 Working with textual/qualitative information</p> <p>4.2.1 Coding, transcribing, generating themes, and interpreting meaning</p> <p>4.2.2 Crafting narratives, vignettes, and stories</p> <p>4.3 Quality standard in research</p> <p>4.3.1 Internal validity, external validity reliability and objectivity in quantitative research</p> <p>4.3.2 Credibility, transferability, dependability, and conformability in qualitative research</p> <p>4.4 Ethical issues in research</p>	<ol style="list-style-type: none"> Data cleaning, coding, entering, analysis using Excel or SPSS. Data analysis using Central Tendency and Measure of Dispersion (No. need of calculation); introduction of EXCEL and SPSS software for analyzing the quantitative data. Thematic techniques for qualitative data analysis [doing small interview, transcribing (transferring raw data into text), coding, comparing, grouping, theme generating, interpreting]. Strategies for integrating verbatim quotes, paraphrasing narratives, displaying vignettes and stories or case. Quality for quantitative analysis – internal and external validity, reliability and validity (concept and examples) Quality for qualitative data analysis (credibility, transferability, dependability and confirmability and strategies form ensuring them such as triangulation, peer review, thick description, member check, prolonged engagement in the field etc.) Ethical issues – informed consent, confidentiality, trust, reciprocity, no manipulation of data, academic honesty.
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Effort (16 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> Provide an overview of quantitative and 	<ul style="list-style-type: none"> Read the materials and resources provided by teachers and reflect 	<ul style="list-style-type: none"> Interview few participants on a particular group of

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<p>qualitative data analysis techniques.</p> <ul style="list-style-type: none"> • Provide examples of quantitative data analysis using EXCEL or SPSS software. 	<p>on the quantitative and qualitative data analysis techniques</p> <ul style="list-style-type: none"> • Doing practice of Excel or SPSS data analysis. • Reflect on quality standards on qualitative and quantitative data and results. 	<p>respondents, audio record and transcribe the interview. By coding, comparing and grouping, make a few themes and interpret them.</p> <ul style="list-style-type: none"> • Make a survey questionnaire on a particular issue.
Unit V: Preparing Research Proposal and Research Report (10 hrs.)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • State the need of proposal and requirements for research report • Explain essential components of research proposal • Develop a research proposal in chosen/given research problems. • Describe essential skills and steps in research report writing • Explain the components of research report/thesis • Use APA format in thesis writing 	<p>5.1 Need of preparing research proposal</p> <p>5.2 Components of research proposal</p> <p>5.3 Preparing research report based on the APA format</p> <p>5.3.1 Components of research report</p> <p>5.3.2 General formats and guidelines for preparing research report</p> <p>5.3.3 Citations</p> <p>5.3.4 Referencing</p>	<ol style="list-style-type: none"> 1. What is research proposal, why research proposal is important, what are the components of the research proposal, what is the difference between qualitative and quantitative research proposal 2. Research report: needs and formats 3. APA guidelines for preparing research report – general formatting, citation and referencing
Teaching Learning Strategies		
Teacher's Inputs (10 hrs.)	Students' Effort (20 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> • Presentation of need and components of research • Demonstration of sample of proposal • APA presentation (mainly the formatting of the report, citation and referencing) • Presentation of example/sample of 	<ul style="list-style-type: none"> • Reading, reflection and understanding – research proposal, research report and their components • Group work on reviewing research proposal and research report • Practice on APA citation and referencing 	<ul style="list-style-type: none"> • Choose a research issue and prepare a brief proposal to conduct research on the selected issue.

APA report and article		
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4. Evaluation Criteria (Internal 40%, External 60%)

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

Criteria	Mark	Remarks
Internal Assessment: 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) of the given task 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 or V.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Evaluation: The external 60% written test covers the following nature of test items and points.		
External written 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 (2×10) = 20 (including one or question)



5. Recommended Books and References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.
- Bryman, A. (2012). *Social research methods*: UK: Oxford University press.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London and New York: Routledge
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage.
- Gobson, W. J., & Brown, A. (2009). *Working with qualitative data*. New Delhi: Sage Publications Inc.
- Hesse-Biber, S. N. (2010). *Mixed methods research: Merging theory with practice*: Guilford Press.
- Taylor, P. C., & Wallace, J. (Eds.). (2007). *Contemporary qualitative research: Exemplars for science and mathematics educators*. Dordrecht: Springer.
- Taylor, P. C., Taylor, E., & Luitel, B. C. (2012). Multi-Paradigmatic transformative research as/for teacher education: An integral perspective. In K. Tobin, B. Fraser & C. McRobbie (Eds.), *Second international handbook of science education* (pp. 373-388). Dordrecht, The Netherlands: Springer.
- Taylor, P.C. & Medina, M. (2011). Educational research paradigms: From positivism to pluralism. *College Research Journal*, 1(1), 1-16. Assumption College of Nabunturan, Philippines.



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Master of Inclusive Education (MIE)

Ed. 533: Measurement and Evaluation in Education

Course No.: Ed. 533

Nature of Course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: Third

Total teaching Hours: 48

1. Course Introduction

The course 'Measurement and Evaluation in Education' is a core area of study designed for the third semester of master's degree program of faculty of education. This includes the concept and nature of educational measurement and evaluation thereby focusing on reliability and validity of a test. The course emphasizes on construction process of achievement test, standardization process of psychological tests, and critical analysis of evaluation system adopted in school level.

2. General Objectives:

- Analyze the relation among test, measurement, evaluation, and assessment,
- Critically analyze evaluation system of Nepal including grading system,
- Introduce concept, need, and use of reliability of test,
- Compute reliability using different methods,
- Orient to validity and validity consideration with its uses,
- Determine validity of test applying different methods,
- Construct achievement test using different processes,
- Advance understanding about standardizing process of psychological tests.

3. Course Details

In order to achieve the expected outcomes of the course, the following specific objectives, contents, content elaboration are framing in the table below:

Unit I: Educational Measurement		(8 hrs.)
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Develop concepts of measurement and evaluation • Elaborate use of evaluation • Show relationship among test measurement and evaluation • Introduce scales of measurement and elaborate its use • Explain the current trends in educational measurement • Critically analyze role and 	1.1 Test, measurement, evaluation, and assessment. 1.2 Purpose and use of educational evaluation 1.3 Difference among measurement, assessment, and evaluation 1.4 Measurement scales 1.5 Current trends in educational measurement 1.6 Student evaluation in school education in Nepal	1. Concept of test, measurement, evaluation, and assessment 2. Purpose and use of evaluation (instructional, research, planning, decision making) 3. Key differences among the construct measurement, assessment, and evaluation 4. Measurement scales (nominal, ordinal, interval, and ratio) with properties and uses 5. Current trends in educational measurement ('High stakes' testing, performance and

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<p>function of National Examination Board and National Assessment of Student.</p> <ul style="list-style-type: none"> Analyze internal assessment of school education in Nepal Introduce grading system and analyze its merits and demerits 		<p>portfolio assessment-concept and tools development, technological advances in testing-general introduction and use of ICT in evaluation)</p> <p>6. Internal and external assessment in schools, National Examination Board-structure and function, and National Assessment of Student Achievement - NASA- introduction, practice and use. Grading system (conventional, letter grading, GPA, CGPA, process, merits and demerits)</p>
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for assignment
<p>Introduce overall course and requirements, provide resources for study, deliver classes using different methods, orient students about the review, allocate content for presentation (provide opportunity to choose favorable content). Supervise required task, evaluate the task and provide feed-back.</p>	<p>Be oriented about the course and requirements, collect, and study the resources, choose/select a task from the content area, accomplish required task, present the task and gets feed-back from peers and teachers.</p>	<p>Review a book /book chapter based on the any content area of the course.</p>
Unit II: Reliability and Standard Error of Measurement (10hrs.)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> Introduce reliability and explain its in measurement Introduce different methods of estimating reliability Compute reliability coefficient using different methods Explore relationship between reliability and validity Elaborate the concept and use of standard error of measurement Compute standard error of measurement 	<p>2.1 Reliability</p> <p>2.2 Methods of estimating reliability with computation</p> <p>2.2.1 Measuring stability</p> <p>2.2.2 Measuring equivalency</p> <p>2.2.3 Measuring internal consistency</p> <p>2.2.4 Measuring Inter-rater consistency</p> <p>2.3 Interpreting reliability coefficients</p>	<ol style="list-style-type: none"> Concept of reliability and use of reliability in testing. Estimating reliability coefficient of the test and interpreting the result using test-retest, parallel forms, and internal consistency (split-half, Kuder-Richardson). Determining and interpreting consistency in scoring between scorer and within scorer. General interpretation using Garret's criterion, aspects to be considered while






	2.4 Factors influencing reliability measures 2.5 Standard error of measurement	interpreting the coefficients (purpose of test, types of test, nature of variables, nature of groups, length of test, difficulty level of test, scoring reliability of test, and other obstacles). 4. Influencing factors (test, examinee, administration and scoring related). 5. Concept and estimation of standard error of measurement using classical concept and statistical computation, relation with reliability, finding standard error using raw score, showing error using normal curve.
Teaching Learning Strategies		
Teacher's Inputs (10 hrs.)	Students' Efforts (20hrs.)	Tasks for assignment
<ul style="list-style-type: none"> Introduce concept of reliability, its use in testing and measurement, share ideas on computing reliability coefficient using different methods. Provide text for study and give ideas to estimate standard error of measurement and interpret standard error using normal curve. Give guideline for required tasks. Allocate tasks, supervise students' activities, judge the task and provide feed-back. 	<ul style="list-style-type: none"> Actively participate in the class activities, study prescribed related texts, compute reliability and standard error of measurement, Be oriented to the required task. Accomplish required task according to provided guidelines. Present the result of task in class. Get feed-back from colleagues and teacher. 	<ul style="list-style-type: none"> Construct and administer objective test in a group of students and compute and interpret reliability.
Unit III: Test Validation		(10 hrs.)
Specific Objectives	Contents	Content coverage



<ul style="list-style-type: none"> • Clarify the concept of validity and validity consideration • Elaborate the need of validity in measurement and evaluation • Explain the major considerations in validation • Compute and interpret validity coefficients. • Explain the factors influencing validity. 	<p>3.1 Validity</p> <p>3.2 Major considerations in validation</p> <p>3.2.1 Content consideration</p> <p>3.2.2 Construct consideration</p> <p>3.2.3 Test-criterion relationships</p> <p>3.2.4 Consideration of consequences</p> <p>3.3 Interpreting validity coefficients</p> <p>3.4 Factors influencing validity</p> <p>3.5 Relation between test reliability and validity</p>	<ol style="list-style-type: none"> 1. Concept of validity and validity consideration, need and use of validity in measurement and evaluation. 2. Concept and procedure of estimation of validity using content, construct, criterion, and consequences consideration. 3. Interpretation of validity (logical and statistical) 4. Key factors influencing validity (test related factors, administration related, student related, context related) 5. Relation between reliability and validity in terms of meaning, purpose, focus, method, statistical relation, variance relation
Teaching Learning Strategies		
Teacher's Inputs' (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • Sharing ideas on the contents, provide resources and opportunity of computing validity, provide guidelines for the tasks, supervise, evaluate, and provide feed-back. 	<ul style="list-style-type: none"> • Actively participate in class, be oriented and select the task, act the selected task, prepare report, present the task and get feed-back from colleagues and teacher. 	<ul style="list-style-type: none"> • Prepare a reflective report including all the processes of test validation.
Unit IV: Achievement Test Construction (10 hrs.)		
Specific Objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Elaborate concept and use of achievement test. • Preparation of specification grid using blooms' and Kortholts' taxonomy. • Write different types of test items and prepare scoring rubrics and answer key. • Organize of test items. • Administer prepared test • Identify P value, D value and power of distractor of the items. 	<p>4.1 Achievement test</p> <p>4.2 Answer writing art</p> <p>4.3 Test specification</p> <p>4.4 Item writing</p> <p>4.5 Test administration</p> <p>4.6 Scoring and item analysis</p> <p>4.7 Result analysis</p> <p>4.8 Use of test result</p>	<ol style="list-style-type: none"> 1. Concept and use of achievement test 2. Style of responding questions 3. Preparation of specification grid using modified Blooms' taxonomy. 4. Objective test (multiple choice items including higher levels questions with answer key). Subjective items (Short- for measuring knowledge to evaluation level; long- for measuring understanding, interpretive, critical,

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<ul style="list-style-type: none"> • Prepare chart of P and D value and interpret the chart. • Prepare result sheet. • Analyze and interpret test result. • Elaborate formative and summative use of test result. 		<p>reflective, problem solving, analytical, and creative abilities with scoring rubrics).</p> <ol style="list-style-type: none"> 5. Administration of the test (Test environment, management, invigilation, ethical aspects). 6. Scoring of test papers using scoring key and rubrics, making result sheet, doing item analysis (difficulty level, discrimination index, and distractor/foil analysis). 7. Analysis of result- using bar diagram, histogram, pie-chart, mean, median, mode, percentile rank, standard deviation. 8. Use of result: Diagnostic, formative and summative.
Teaching Learning Strategies		
Teachers Input (10 hrs.)	Students Efforts (20 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • This unit is focused on practical activities. Present the concept and use of achievement test. • Provide ideas and models of specification chart using blooms' and Kortholts' taxonomy. Provide ideas and examples for writing different types of test items and rubrics and answer key. Provide guideline for organizing test items, administering and scoring the test. • Instruct about item analysis, develop item analysis chart, prepare result sheet, analyze result and use of result. Allocate task, supervise the task, judge the task, and provide feedback. 	<ul style="list-style-type: none"> • Take part in classroom discussion to develop conceptual clearance about the content. • Study the resources. Be oriented for required task. • Prepare a specification chart of any subject of major or core areas of secondary level using Blooms' or Kortholts' taxonomy. Write test items according to specification chart (at list short answer type 5, long answer type 5, multiple choice 10), organize and arrange the items, administrate the test visiting school, score the test, analyze the test items, identify P value, D value and power of distractor of the items, prepare chart of P and D value and interpret the chart. 	<ul style="list-style-type: none"> • Construct an achievement test collectively following the steps of test construction process.

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	<ul style="list-style-type: none"> • Prepare result sheet, interpret result using graph and pie chart, interpret further the use of the test result. • Write a reflective report including accomplished tasks. 	
Unit V Standardization of Test		(10 hrs.)
Specific Objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Explain the concept, characteristics and uses of standardized test • Explain the process of test standardization • Introduce intelligence, personality, and aptitude • Construct test items for testing intelligence, personality, and aptitude • Critically analyze role and function of National Examination Board and National Assessment of Student. • Analyze the process of schools' performance evaluation. 	5.1 Introduction of standardization of test 5.2 Process of standardization of test 5.3 Testing intelligence, personality, attitude, and aptitude 5.4 Measuring complex achievement (interpretive exercise) 5.5 Performance-based assessment of students. 5.6 Performance evaluation of schools	1. Concept, characteristics, and uses of standardized test. 2. Standardization process (Planning, preparing the preliminary format, administration of the test, item analysis, determine reliability and validity, preparing final form, determining norms (raw scores, age norms, grade norm, percentile norms and standard scores), preparing test manual. 3. Concept and use of intelligence, personality, attitude and aptitude test. Construction of test items for measuring intelligence, personality, attitude and aptitude. 4. Concept and developing tools for interpretive exercise. 5. Performance based assessment (Concept, types of performance assessment, construction of performance task). 6. Introduction of performance assessment of schools conducted by ERO and review of school performance evaluation form.
Teaching Learning Strategies		
Teacher's Inputs (20 hrs.)	Students' Efforts (40 hrs.)	Tasks for assignment
<ul style="list-style-type: none"> • Class presentation for clarifying the concept, characteristics, uses and process of test 	<ul style="list-style-type: none"> • Search reading materials in websites, study the searched materials, discuss on the concept, 	<ul style="list-style-type: none"> • The students will review one published standardized test and write a summary report.


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<p>standardization.</p> <ul style="list-style-type: none"> • Introduce intelligence, personality, and aptitude test. Provide guidelines and task for constructing test items for testing intelligence, personality, and aptitude. • Provide task for analyzing the role and function of National Examination Board and National Assessment of Student and the process of schools' performance evaluation. • Provide opportunity of presenting the accomplished task in class. Judge the task and provide feed-back. 	<p>characteristics, uses, and the process of test standardization.</p> <ul style="list-style-type: none"> • Construct test items for measuring intelligence, personality, and aptitude (at list five items for each psychological construct). Analyze the test items used by National Examination Board and National Assessment of Students Achievement. • Analyze the performance assessment tools developed by ERO. • Review a book or book chapter or a journal article or write an article based on the accomplished tasks. 	
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4. Evaluation Criteria: (internal 40%, 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	Remarks
Internal assessment: The internal 40% will focus on formative as well as summative nature which includes following activities with respective weightages.		
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Student will participate in dramatic informal pair presentation to the assigned content related topic.
Assignment I (Individual task)	10	<p>Any one task from the following:</p> <p>Task 1: The students will review a book, book chapter, research report, thesis, journal article, commissions' report, education rules and regulation, evaluation guidelines, CAS, flash reports and so on. The review work will be based on any content area of the whole course. They will prepare a review report in about 500 words.</p> <p>Task 2: The students will prepare a reflective report including all the processes of test validation based on the content area of unit III.</p> <p>Task 3: The students will review one published standardized test (e. g. IELTS, TOEFL, GRE, SAT, GMAT, test developed by NASA and other standardized tests) and write a summary report. This task will be based on the content area of unit V.</p>
Assignment II (Group task)	10	<p>Any one task from the following:</p> <p>Task 1: Students will collectively construct an achievement test (including all types of test items) specifying the detail activities and steps studied in Unit 4.</p>

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		Task 2: Construct and administer an objective test (including multiple-choice, true-false, fill in the blanks items) in a group of students and compute and interpret reliability.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External evaluation: The external 60% written test covers the following nature of test items.		
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 (2×10) = 20 (including one or question)

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5. Recommended Books and References

- Ebel, R. L. & Frisbie, D. A. (1991). *Essentials of Educational Measurement* (5th ed.). New Delhi: Prentice-Hall of India Pvt. Ltd. (For unit II, III, IV)
- Education Review Office (latest report). *Report on National Assessment of Student Achievement*. Government of Nepal, Ministry of education. Bhaktapur, Education Review Office.(For unit I)
- Freeman, Frank S. (1965). *Psychological testing*. New Delhi: Oxford and IBH Publishing Company (For unit V)
- Gregory, Robert J. (2005). *Psychological testing: History, principles, and applications*. Delhi: Pearson Education Pte. Ltd. (For unit II, III, IV and V)
- Gronlund, Norman E. (1995). *How to write and use instructional objectives*. U.S. A.: Prentice Hall Inc. (For unit IV)
- Kaplan, Robert M. & Saccuzzo, Dennis, P. (2009). *Principles, applications, and issues*. India: Cengage Learning India Private Limited. (For unit II, III, and V)
- Kubiszyn, Tom, & Borich, Gary. (2004). *Educational testing and measurement: Classroom application and practice*. India: John Wiley & Sons, Inc. (For unit I, IV and V).
- Linn, Robert L. & Miller, M. David. (2008), *Measurement and Assessment in Teaching*. India: Pearson Education. (For unit I, II, III, IV)
- Sharma, R. A. (2004). *Essentials of Measurement in Education and Psychology*. Meerut: R Lall Book Depot. (For unit V)
- Singh, Arun Kumar. (1997). *Tests, measurements, and research methods in behavioural sciences*. India: Bharati Bhawan Publishers and Distributors. (For unit I, II, III, IV).



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Master of Inclusive Education (MIE)

Inc. Ed. 530: Disability Studies from Inclusive Perspective

Course No: Inc. Ed. 530

Level: M. Ed.

Semester: III

Nature of the Course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

Inclusive education perspective to disability studies is an approach to study disability as an integrated component of overall education system that takes it as a social construct inseparable from the existing equity studies. As inclusive education is for all irrespective of the differences transforming it from culture of exclusion to culture of inclusion, the perspective of inclusion in the study of disabilities brings in critical approaches to embrace diversity in education. This course therefore discusses the elements of disability studies from the viewpoint of social construct challenging the medical model of study. Disability rights, theoretical approaches to study disability, intersectionality and identity of disability, curriculum, and teaching, not only building attitude, form the bases of the course.

2. General Objectives

- To provide foundational knowledge of inclusion to students to prepare them to critique curricular and pedagogic strategies to respond diversity.
- To orient students to theoretical construct of disability studies from the perspective of inclusion.
- To enable students to thoroughly discuss the legislative approach adopted to ensure disability rights as human rights.
- To develop students' ability to critically analyze the identity issue of disability in the intersectionality of education studies.
- To enable students to use inclusive curricular and pedagogic strategies to accommodate diversity in their educational practice.

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2. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Introduce disability studies. • Explain the term 'disability' as a social construct. • Explore the concept of disability, inclusion, and equity from disability studies perspective. • Explore the differences between the medical model and social model of disability. Identify recent theoretical framework that can be applied to disability studies. • Analyze the development of global perspectives on disability. • Trace out disability studies carried out in Nepal. 	<p>Unit I: Theoretical Framework in Disability Studies (12 hrs.)</p> <p>1.1 Introduction to Disability Studies.</p> <p>1.2 Understanding Disability as a Social Construct</p> <p>1.3 Disability, Inclusion, and Equity</p> <p>1.4 Medical Model vs. Social Model of Disability</p> <p>1.5 Theoretical Approaches to Disability Studies</p> <ul style="list-style-type: none"> • Critical Disability Studies • Feminist Disability Studies • Queer Disability Studies • Global Perspectives on Disability <p>1.6 Disability Studies in Nepal</p>
<ul style="list-style-type: none"> • Outline the movements that are dedicated to secure disability rights. • Explore the frameworks adopted to study international disability rights. • Identify the connection between legislative measures and initiation of inclusive education. • Analyze the link between employment and the accessibility legislation. • Explore the legal provisions dedicated to disability rights in Nepal. 	<p>Unit II: Disability Rights and Legislation (12 hrs.)</p> <p>2.1 Disability Rights Movements</p> <p>2.2 International Disability Rights Frameworks</p> <p>2.3 Inclusive Education and the Law</p> <p>2.4 Employment and Accessibility Legislation</p> <p>2.5 Legal Provisions for Disability Rights in Nepal</p>
<ul style="list-style-type: none"> • Explore disability identity as a pride 	<p>Unit III: Intersectionality and Identity (14 hrs.)</p> <p>3.1 Disability Identity and Pride</p>

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<p>across gender, sexuality, and indigeneity.</p> <ul style="list-style-type: none"> • Show the relation between aging, marginality, and disability. • Apply strategies to promote intersectionality in education. • Identify measures to help create inclusive culture in Nepalis schools. 	<p>3.2 Gender, Sexuality, and Disability 3.3 Disability in Indigenous Communities 3.4 Aging and Disability 3.5 Disability and Marginality 3.6 Strategies for Fostering Intersectional Inclusivity in Education. 3.7 Creating Inclusive Culture in Nepalis Schools</p>
<ul style="list-style-type: none"> • Explore the relation between curricular and pedagogical strategies. • Identify measures to adjust the curriculum in an inclusive way. • Analyze measures that can be adopted to make the classroom inclusive. • Investigate ways to apply critical pedagogy to dis/ability. • Critique the relation between disablism and ableism in the classroom. 	<p>Unit IV: Curricular and Pedagogical Strategies (10 hrs.)</p> <p>4.1 Covering or Uncovering the Curriculum 4.2 Adjusting the Curriculum, the Inclusive Way 4.3 Promoting Classroom Adaptations for Inclusion 4.4 Critical Pedagogy to Dis/ability. 4.5 Disablism and Ableism in the Classroom</p>

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

4. Instructional Techniques

The following techniques of delivery can be used by the teacher.

4.1 General instructional techniques

- Lecture with discussion and demonstration.
- Home assignment/Group assignment
- Self-study and group study
- Quiz contest.
- Group work presentation by the students.
- Field Study/Project study

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- Report writing and presentation.

4.2 Specific instructional techniques

Unit	Activity and Instructional Techniques
I Individual study and group	<ul style="list-style-type: none"> • Ask the students to study the concepts of disability, inclusion and equity as social constructs and prepare a concept note of about a one and half pages to submit to the instructor and present it before the class followed by feedback and clarity. • Allow the class to work in groups to widely discuss the theoretical perspectives toward disabilities differentiating the medical model of the study from that of social model. Relating the discussion to the situation of studies in Nepal, prepare a group paper and present it before the class for both discussion and feedback including that of the instructor.
II Field visit	<p>Disability rights and legislative measures are the backbone that help create functional inclusion of people with disabilities. The students under this assignment are required to visit specific organizations like the NFDN, CEHRD and local government offices to prepare in groups a field report about the legal status of people with disabilities and the services they are provided with. In the field report, the students in group are required to present their observation on what exists in Nepal as a Disability Rights Framework in relation to the international framework, inclusive education and the law, employment and accessibility legislation including the disability rights movement in Nepal. The field report is to be presented in the class for discussion, feedback and suggestions from the classmates and the instructor.</p>
III Case study	<p>Disability has been a crosscutting issue with disability, identity, and pride along with gender and sexuality, aging, marginality as intersectional inclusivity in education. Disability studies are interrelated with other studies as well. In this assignment, students are required to select any of these cross-cutting issues as a focused area for their cases. They will be aided with a format for the development of the issues into suitable cases. Groups of students should choose issue of their interest and work together to develop the issue into a presentable case. Cases are to be presented by the groups in the classroom. The presentation</p>

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	is to be followed by feedback and suggestions from the instructor and students.
IV Individual study	Individual students under this assignment are required to have knowledge of curricular and pedagogical strategies such as uncovering the curriculum, adjusting the curriculum, classroom adaptations, critical pedagogy to dis/ability, <i>disablism and ableism</i> in the classroom. The instructor will assign these themes to each student as per their interest. Each student will review the related literature references and prepare the study brief for presentation in the class inviting the feedback.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. 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 which includes the 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	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
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 (2× 10) = 20 (including one or question)

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6. Recommended Books

- Baglieri, S., & Shapiro, A. (2017). *Disability studies and the inclusive classroom: Critical practices for embracing diversity in education* (2nd ed.). Routledge.
- Goodley, D. R., Gargiulo, R. M., & Metcalf, D. (2014). *Disability studies: Theorizing disablism and ableism in Teaching in today's inclusive classroom* (2nd ed.). Wadsworth, Cengage Learning.
- Wappett, M., & Arndt, K. (2013). *Foundations of disability studies*. Palgrave Macmillan.
- Smith, T. E. C., Followay, E. A., Patton, J. R. P., & Dowdy, C. A. (2011). *Teaching students with special needs in inclusive settings* (6th ed.). Pearson Education Inc. PHI Learning Private Ltd. (Unit IV & V).

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Tribhuvan University
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Master of Inclusive Education (MIE)

Inc. Ed. 531: Inclusive Pedagogical Approaches to Hearing Impairment and Deaf-blindness

Course No: Inc. Ed. 531

Level: M.Ed.

Semester: Third

Nature of Course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

This course aims at providing students with a broader understanding of hearing impairments and deaf-blindness including a number of strategies that need to be practiced in an inclusive classroom. The course focuses on individualized support, multidisciplinary collaboration, and all-inclusive approach to enable students to conduct assessment-based interventions. In addition, the course intends to help to create inclusive learning environment by optimizing the accessibility, effective communication, autonomy, and meaningful engagement of the students. Finally, curriculum differentiation techniques have been introduced to enable them to adapt general education curricula for promoting inclusion in education.

2. General Objectives

- Provide students with a broader understanding of hearing impairment and deaf-blindness with their educational implications.
- Equip students with the knowledge and skills of communication as a circular and reciprocal process for creating an inclusive learning environment.
- Help students develop knowledge and skills for conducting comprehensive assessments and implementing assessment-based interventions.
- Enable students to apply curriculum differentiation techniques for ensuring inclusion of students in education.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define hard of hearing, deafness, and deaf-blindness. • Introduce different combinations of 	<p>Unit I: Introduction to Hearing Impairments and Deaf-blindness [10 hrs.]</p> <p>1.1. Concepts of Hearing Impairments and Deaf-blindness</p>

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<p>impairments causing deaf-blindness.</p> <ul style="list-style-type: none"> ● Draw educational implications of hearing impairments and deaf-blindness in reference to Nepal. ● Explain the strategies for inclusion of children with hearing impairments and deaf-blindness in schools. 	<ul style="list-style-type: none"> ● Congenital hearing and visual impairment ● Congenital hearing with acquired visual impairment ● Congenital visual impairment with acquired hearing impairment ● Late onset of hearing and visual impairments <p>1.2. Educational Implications of the Impairments</p> <p>1.3. Inclusive education strategies for children with hearing impairments and deaf-blindness</p> <ul style="list-style-type: none"> ● Individualized support ● Multidisciplinary collaboration ● Holistic approach
<ul style="list-style-type: none"> ● Explain the need and importance of developing communication strategies. ● Justify the need of kinesthetic perception, orientation and mobility for children with deaf-blindness for communication. ● Apply alternative and augmentative communication techniques for meaningful communication. ● Promote collaborative learning for inclusion in education. ● Facilitate learning through the utilization of communicative means. 	<p>Unit II: Use of Communication Strategies for Learning [12 hrs.]</p> <p>2.1 Need and Importance of Developing Communication Strategies,</p> <p>2.2 Kinesthetic Perception, Orientation and Mobility for Communication</p> <p>2.3 Alternative and Augmentative Communication</p> <ul style="list-style-type: none"> ● Cued speech ● Sign language ● Tactile communication ● Total communication ● Bicultural, bilingual-bimodal ● Technology-assisted communication <p>2.4 Promoting Collaborative Learning for Inclusion</p> <p>2.5 Promoting Learning Through Communicative Means</p> <ul style="list-style-type: none"> ● Visual captioning ● Induction loops ● Clip-on microphone

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	<ul style="list-style-type: none"> • Hearing aids • Cochlear implants
<ul style="list-style-type: none"> • Use collaborative and comprehensive assessment processes for developing communication skills of students. • Assess literacy, numeracy, sociocy, and vocational skills of students. • Accommodate assessment in presentation, response, setting, and time as per the need of students. • Implement different assessment-based interventions for strengthening learning of students. 	<p>Unit III: Assessment and Intervention for Inclusion in Education [12 hrs.]</p> <p>3.1 Assessment of Communication Skills: Tactile, Social Interaction and Daily Living Skills</p> <p>3.2 Assessment for Leisure and Recreation Skills</p> <p>3.3 Assessment of Literacy, Numeracy, Sociocy, and Vocational Skills</p> <p>3.4 Assessment Accommodations: Presentation, Response, Setting, and Time Accommodation.</p> <p>3.5 Assessment-based Intervention</p> <ul style="list-style-type: none"> • Auditory-verbal therapy (AVT) • Individualized family service plan (IFSP) • Individualized education plan (IEP) • Individualized transition plan (ITP)
<ul style="list-style-type: none"> • Identify and minimize distractors within learning environment to facilitate effective communication. • Use of gestures, prompts and other means of AAC for communication. • Promote learners' autonomy through inclusive learning environment. • Apply various touch strategies to facilitate communication and promote social interaction. • Explain the approaches to curriculum differentiation for 	<p>Unit IV: Curriculum Differentiation for Inclusion in Education (14 hrs.)</p> <p>4.1 Reducing Distractors for Effective Communication</p> <p>4.2 Using Gestures, Prompts and Other Means of AAC</p> <p>4.3 Promoting Learner Autonomy,</p> <p>4.4 Using Touch Strategies</p> <ul style="list-style-type: none"> • Social touch • Active or haptic touch • Passive touch <p>4.5 Curriculum Differentiation</p> <ul style="list-style-type: none"> • Inclusive pedagogy • Universal design • Functional curriculum

<p>students.</p> <ul style="list-style-type: none"> • Draw implications of expanded core curriculum for students with visual impairments and deaf-blindness. 	4.6 Expanded Core Curriculum (ECC)
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Note: The number in parentheses indicated approximate teaching hours allocated for each unit.

4. Instructional Techniques

This course recommends both general and specific instructional techniques appropriate for all students. A brief account of these instructional techniques is as follows:

4.1. General instructional techniques

General instructional techniques include lectures, discussions, and question-and-answer methods, which are applicable to most units. Active participation of students is highly recommended throughout the instructional process. Facilitator is required to use multimedia presentations and make them accessible to students. It is recommended that facilitator presents relevant themes, problems, issues, and challenges associated with individuals with hearing impairments and deaf-blindness, and use discussion and brainstorming techniques in the class to promote students' participation.

4.2. Specific instructional techniques

<p>Unit I</p> <p>Self-study</p>	<p>Each student will be asked to make power point presentations on the concepts, types, causes, prevalence, and ways to the inclusion of students in education. They will then ask their colleagues to provide feedback and comments on their presentation. Finally, the facilitator will provide feedback with concluding remarks.</p>
<p>Unit III</p>	<p>Students will be divided into groups comprised of 3 to 5 members in each and they will be asked to observe children with hard of hearing, and deaf-blindness for the purpose of suggesting early intervention.</p>



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Workshop	services. Finally, the student will share their findings among the class.
Unit IV Presentation	Students will be asked to use the functional and expanded core curriculum for children with deaf-blindness. The students will write a brief note on the use of functional and expanded core curriculum. The facilitator will suggest the methods and process of using functional and expanded curriculum on a required basis.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. 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 which includes the 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	Anyone task from Units I to III.
Assignment II (Group task)	10	Anyone task from Units IV or V.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
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 (2× 10) = 20 (including one or question)

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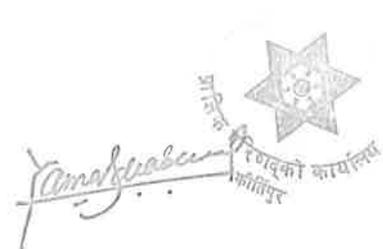


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- Aneraye, A.V., Shirpurkar, S. K., Pandey, R. K., Warle, S.S. (2023) . Inclusive education for students with deaf-blindness. *Visual Impairment and Multiple Disability*, 7(4) ISSN: 2456-8880
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- Lieberman, L. J. & Kelsey, L. (2017). Teaching recreational activities to children and youth with visual impairment or deafblindness. *Palaestra*, 31(1). <https://openurl.ebsco.com/EPDB%3Aagd%3A4%3A2164564/detailv2?sid=ebsco%3Aplink%3Ascholar&id=ebsco%3Aagd%3A122226876&cr=c>



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- Paul, V. P. (2019). *The education of deaf and hard of hearing children: Perspectives on language and literacy development*. https://mdpi-res.com/bookfiles/book/2021/The_Education_of_dDeaf_and_Hard_of_Hearing_Children.pdf?v=1714698058.
- Riggio, M. (2009). Deaf-blindness: Educational services guidelines. *Deaf-blind Perspective* 16(20). <https://documents.nationaldb.org/dbp/pdf/apr09.pdf>

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Tribhuvan University
Faculty of Education
Master of Inclusive Education (MIE)

Inc. Ed. 532: Inclusive Pedagogical Approaches to Visual Impairment

Course No: Inc. Ed. 532

Level: M. Ed.

Semester: Third

Nature of the Course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

The course intends to provide students with in-depth knowledge and skills regarding inclusive pedagogical approaches to visual impairments. It deals with structure and functions of human eye and eyesight screening to respond to the specific needs of the students. This course also adds knowledge and skills required to implement expanded core curriculum for promoting inclusion in education. Further attempt is made to prepare students to adapt general education curriculum and technology for successful inclusion. Finally, it intends to familiarize students with different practices of school readiness for inclusion.

2. General Objectives

- To provide the students with knowledge and skills to support inclusive education for visually impaired students.
- To acquaint the students with structure and functions of human eye and eyesight screening.
- To ensure access of students to general education through Expanded Core Curriculum.
- To prepare students to adapt curriculum and technology for successful inclusion.
- To familiarize students with different practices of school readiness for inclusion.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the structure and functions of human eye. • Describe the vision screening of students with visual impairment • Clarify the concept and importance of visual impairment including its types. 	<p>Unit I: Anatomy and Physiology of Human Eye and Eyesight Screening (12hrs.)</p> <p>1.1 Structure and Functions of the Human Eye</p> <ul style="list-style-type: none"> • External structure • Internal structure • Process of vision

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	<p>1.2 Vision Screening</p> <ul style="list-style-type: none"> • Basic test, • Age-appropriate vision test, • Visual acuity testing <p>1.3 Visual Impairment and its Types</p> <ul style="list-style-type: none"> • Visual impairment • Temporary blindness • Short-term vision loss, • Permanent loss of vision
<ul style="list-style-type: none"> • Explain the concept and needs of expanded core curriculum. • Describe the domains of expanded core curriculum. • Identify the Braille skills for addressing the expanded core curriculum for inclusion. 	<p>Unit II: Expanded Core Curriculum for Inclusion (12hrs.)</p> <p>2.1 Concept and Needs of Expanded Core Curriculum</p> <p>2.2 Domains of Expanded Core Curriculum</p> <ul style="list-style-type: none"> • Self-determination skills • Social interaction skills • Independent living skills • Recreation and leisure skills • Orientation and mobility • Use of assistive technology <p>2.3 Braille Skills</p> <ul style="list-style-type: none"> • General Braille with six dots • Grade 1 Braille • Grade 2 contracted Braille • Nemeth Braille code
<ul style="list-style-type: none"> • Explain the concept and importance of curriculum adaptation. • Describe the areas of curriculum adaptation. • Identify the technology for ensuing the access to general education curriculum. 	<p>Unit III: Adaptation of Curriculum and Technology for Inclusion (12 hrs.)</p> <p>3.1 Concept and Importance of Curriculum Adaptation</p> <p>3.2 Areas of Curriculum Adaptation</p> <ul style="list-style-type: none"> • Curricular content



	<ul style="list-style-type: none"> • Instructional materials and strategies • Evaluation and assessment techniques <p>3.3 Technology for Accessibility</p> <ul style="list-style-type: none"> • Computer software • Screen reading software • EPUB multimedia books • Refreshable Braille displayer • DAISY books reader • Voice recorder • Large print
<ul style="list-style-type: none"> • Analyze the school policy and readiness for inclusion. • Describe the attitude and actions required for inclusion. • Design and analyze the classroom setup for inclusion. • Use the methods of increasing access to test items for inclusion. 	<p>Unit IV: School Readiness for Inclusion (12 hrs.)</p> <p>4.1 School Policy and Readiness for Inclusion</p> <ul style="list-style-type: none"> • Welcoming school culture • Accessible infrastructural facilities • Continuum of services • Collaborative culture • Readiness for transition <p>4.2 Positive Attitude and Actions</p> <p>4.3 Inclusive Classroom Setup</p> <p>4.4 Methods of Increasing Access to Test Items</p> <ul style="list-style-type: none"> • Peer assistance • Time extension • Setting accommodation • Alternation in presentation • Response accommodation

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

4. Instructional Techniques

Two types of instructional techniques are suggested here: general and specific to deliver the contents in the classroom. A brief account of these techniques are as follows.




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4.1 General instructional techniques

The following techniques can be applied as general instruction:

- Lecture/illustrated talk with the use of multi-media
- Discussion
- Question-answer
- Independent study
- Value clarification

4.2 Specific instructional techniques

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

Unit	Activity and Instructional Techniques
II Case Study	Make three groups of students and let them to design Compensatory skills and present. Each group will select on working for understanding Braille and writing. For example; one group will write grade 1 Braille, which seeks maximum engagement of the students; other group will cover some words in Braille Contraction (Grade 2) and next group use Nemeth Braille code. Instructional work for representation; and other group will identify the work of the students. Teacher will assist, observe and evaluate the group work. And finally, provides feedback to each group.
III Individual Activity	Each of the student will first explain specific instructional strategy for orientation and mobility and show how he/she will imply this strategy in a real classroom situation through simulation exercise. Other students will assist him/her if necessary.
III Self-Learning	Make at least three groups students and Let them download three different software applications in computers such as NVDA (Screen Reading software), OBI (DAISY audio book preparation software) and Saveas DAISY pipeline (Conversion tools from Microsoft Word into EPUB format). Give instructions for using the corresponding software and let the students enjoy the Youtube instructions to use this software which are easily available openly. Ask each of



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	groups 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

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. 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 which includes the 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	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
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 (2×10) = 20 (including one or question)

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- Mehta, P. (2022). *What's the difference between vision screening and an eye exam?* <https://www.webmd.com/eye-health/difference-between-vision-screening-and-eye->
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Tribhuvan University	
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Master of Inclusive Education (MIE)	
Inc. Ed. 533: Inclusive Pedagogical Approaches to Multiple Disabilities	
Course No: Inc. Ed. 533	Nature of course: Theoretical
Level: M. Ed.	Credit hours: 3
Semester: Third	Teaching hours: 48

1. Course Description

The course intends to provide comprehensive knowledge of inclusive pedagogical approaches for students with multiple disabilities. It deals with different aspects of inclusive pedagogical strategies and techniques including accommodations, modification, and differentiation. It entails diagnostic assessment and evaluation criteria for children with multiple disabilities by exploring critical issues in the lives of persons with multiple disabilities. Furthermore, the course deals with the curriculum options and avenues for performance improvement, adaptations for personal independence in a variety of self-care areas and physical activities.

2. General Objectives

- To provide knowledge and strategies to design inclusive education for students with multiple disabilities.
- To help students analyze the prevalence, characteristics and causes of multiple disabilities with their educational implications.
- To enable students to identify and analyze the educational support services for students with multiple disabilities.
- To enable students to develop ways to adapt physical, leisure and recreational activities for students with multiple disabilities.

2. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe concept, types and prevalence of multiple disabilities. 	<p>Unit I: Introduction of Students with Multiple Disabilities (14 hrs.)</p> <p>1.1. Concept, Types and Prevalence of Multiple Disabilities</p>

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<ul style="list-style-type: none"> • Explain the classification, causes and characteristics of multiple disabilities. • Explore critical issues in the lives of individuals with multiple disabilities. • Analyze quality of life and quality of school life for students with extensive challenges. • Describe the different areas of functional assessment of multiple disabilities 	<p>1.2. Classification, Causes and Characteristics of Multiple Disabilities</p> <p>1.3. Critical Issues of Multiple Disabilities</p> <p>1.3.1. Attitudinal: rejection and acceptance</p> <p>1.3.2. Employability: independence and dependence</p> <p>1.4. Assessment Areas of Multiple Disabilities</p> <p>Activities of Daily Living</p> <ul style="list-style-type: none"> • Mobility • Physical Ability • Psychosocial Ability • Communication Skills
<ul style="list-style-type: none"> • Explain the alignment of general curriculum for multiple disabilities • Discuss the curriculum modification process for children with multiple disabilities • Develop concept of IEP and its goals for children with multiple disabilities • Identify responding to cross cutting issues in relation to gender, climate change, comprehensive sexuality education etc. 	<p>Unit II: Instructional Planning for Inclusion (14 hrs.)</p> <p>2.1. Alignment of General Curriculum</p> <p>2.1.1. Accommodations</p> <p>2.1.2. Modifications</p> <p>2.1.3. Augmentation</p> <p>2.1.4. Alteration</p> <p>2.2. Curriculum Modification Process</p> <p>2.2.1. Team approach to problem solving</p> <p>2.2.2. Objective evaluation approach</p> <p>2.3. Individualized Education Plan</p> <p>2.3.1. Developing IEP goals</p> <p>2.3.2. Assessment of present level of performance</p> <p>2.3.3. Preparing measurable IEP goals</p> <p>2.3.4. Suggesting individualized support</p> <p>2.4. Responding to cross cutting issues (gender, climate change, and sexual orientation)</p>




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<ul style="list-style-type: none"> • Describe the basic educational support and intervention of multiple disabilities • Identify the itinerant education for children with multiples disabilities • Clarify the hospital-based support for students with multiples disabilities • Explain the technological support including video lecturer for children with multiple disabilities 	<p>Unit III: Educational Support for Inclusion (10 hrs.)</p> <p>3.1 Itinerant Services</p> <p>3.1.1. Early childhood development</p> <p>3.1.2. Basic education</p> <p>3.1.3. Secondary education</p> <p>3.2. Hospital-based Services</p> <p>3.2.1. Team organization and relevant services</p> <p>3.2.2. Physical, speech and occupational therapy</p> <p>3.2.3. Medical services</p> <p>3.3. Technological Support (including video lecture)</p>
<ul style="list-style-type: none"> • Explain physical and recreational activities. • Outline ways of adapting physical education activities • Use leisure time and recreational activities to the needs of children with multiple disabilities • Identify appropriate physical activities for individuals with multiple disabilities 	<p>Unit IV: Physical and Recreational Activities (10 hrs.)</p> <p>4.1 Concept of Physical and Recreational Activities</p> <p>4.2 Assessment of students' needs, abilities and interests</p> <p>4.3 Planning for instructional program and strategies</p> <p>4.4 Adapting leisure time and recreational activities</p> <p>4.5 Adapting physical education activities</p>

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

3. Instructional Techniques

Two types of instructional techniques are suggested here: general and specific to deliver the contents in the classroom. A brief account of these techniques are as follows.

4.1 General instructional techniques

The following techniques can be applied as general instruction:

- Lecture/illustrated talk with the use of multi-media




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- Discussion
- Question-answer
- Independent study
- Value clarification

4.2 Specific instructional techniques

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

Unit	Activity and Instructional Techniques
I Case Study	Cases of selected students from special/integrated schools will be presented with a reference to any diagnostic assessment and evaluation. Students in groups will be asked to develop cases of children who have suffered from such disabilities by making a quick visit to special/integrated schools. Their presentation will be supplied with feedback.
II Individual Activity	Students will visit and observe teaching-learning activities in inclusive/integrated/special school and explore answers to following questions: • What accommodations have the teachers made to include students with multiple disabilities in content and assessments in general curriculum. The observed grade? • What is your evaluation of the effectiveness of the accommodations or special conditions? What suggestions do you have?
III Self-Learning	Visit either a special or an integrated school where children with multiples disabilities have been receiving educational services and then collect information regarding their daily living activities. Prepare a brief report based on the information and share it among your peers inside your classroom.
IV Group Activity	What sports activities would you recommend for someone with cerebral palsy? Autism? What sports would you not recommend for these individuals, and why? Discuss and prepare a report.

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4. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. 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 which includes the 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	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
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 (2× 10) = 20 (including one or question)

6. Recommended Books

Best, S. J., Heller, K. W., & Bigge, J. L. (2010). *Teaching individuals with physical or multiple disabilities* (6th ed.). Pearson Education, Inc.

Gargiulo, R. M., & Metcalf, D. (2017). *Teaching in today's Inclusive Classrooms: A Universal Design for Learning Approach*. Pearson Education Inc.

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

Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). Cengage Learning



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

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Tribhuvan University
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Master of Inclusive Education (MIE)

Inc. Ed. 534: Inclusive Pedagogical Approaches to Intellectual Disabilities

Course No.: Inc. Ed. 534

Nature of Course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: Third

Teaching Hours: 48

1. Course Description

This course is designed to provide comprehensive knowledge and skills regarding inclusive pedagogical approaches to teaching students with intellectual disabilities. The course aims to enable learners to gain wider knowledge and skills in accommodating and differentiating instructional strategies and techniques for addressing learning needs of students with intellectual disabilities during inclusion process. The course further deals with specific instructional considerations to be adopted for ensuring inclusion of students with intellectual disabilities.

2. General Objectives

- Provide students with a thorough understanding of the pervasive challenges of intellectual disabilities and an in-depth knowledge regarding inclusive pedagogical approaches for teaching the students.
- To familiarize learners with wider knowledge and skills about instructional accommodation techniques in order to respond learning needs of students with intellectual disabilities.
- To equip learners with the knowledge and skills for applying instructional differentiation in inclusive classroom.
- To offer learners with strategies and techniques to teach academic and functional skills for students with intellectual disabilities.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept and purpose of inclusive pedagogy. • Adopt the principles of inclusive pedagogy to accommodate individual learning needs of students with intellectual 	<p>Unit I: Understanding Inclusive Pedagogy (12 hrs)</p> <p>1.1 Concepts and Purposes of Inclusive Pedagogy</p> <p>1.2 Principles of Inclusive Pedagogy</p> <p style="padding-left: 20px;">1.2.1 Recognizing individual differences</p> <p style="padding-left: 20px;">1.2.2 Equitability in diversity</p>

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<p>disabilities.</p> <ul style="list-style-type: none"> • Use whole class and individualized learning approaches to ensure inclusion. 	<ul style="list-style-type: none"> • Flexibility in curricular activities • Teachers and parents collaboration <p>1.3 Inclusive Pedagogical Approaches</p> <ul style="list-style-type: none"> • Whole class learning • Individualized learning
<ul style="list-style-type: none"> • Clarify the concept and purpose of curriculum accommodation. • Explain key areas of curriculum accommodation. • Apply curriculum accommodation techniques for teaching students with intellectual disabilities. • Use inclusive pedagogical strategies for students with intellectual disabilities. 	<p>Unit II: Curriculum Accommodation and Pedagogical Strategies (14 hrs.)</p> <p>2.1 Concepts and Purpose of Curriculum Accommodation</p> <p>2.2 Key Areas of Accommodation: Content, Process, Product and Environment</p> <p>2.3 Curriculum Accommodation Techniques</p> <ul style="list-style-type: none"> • Compacting content coverage • Covering needs-based content <p>2.4 Inclusive Pedagogical Strategies</p> <ul style="list-style-type: none"> • Universal design for learning (UDL) • Differentiated instruction (DI) • Multi-tiered pedagogical intervention • Task analysis • Backward and forward chaining • Activity -based learning
<ul style="list-style-type: none"> • Explain the ways to facilitate literacy skills of students with intellectual disabilities. • Adopt ways to develop numerical skills of students with intellectual disabilities. 	<p>Unit III: Teaching Academic Skills (10 hrs.)</p> <p>4.1 Literacy Skills</p> <ul style="list-style-type: none"> • Reading and Writing Skills • Vocabulary Building • Sight word recognition <p>4.2 Numerical Skills</p> <ul style="list-style-type: none"> • Number recognition and counting • Basic mathematics operational skills • Time and money management skills

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<ul style="list-style-type: none"> • Provide adaptive skills to students with intellectual disabilities. • Develop cognitive skills in the students. 	<p>Unit IV: Teaching Adaptive and Cognitive Skills (12 hrs.)</p> <p>5.1 Adaptive Skills</p> <ul style="list-style-type: none"> • Socialization and communication • Self-help and self-advocacy • Health and safety <p>5.2 Cognitive Skills</p> <ul style="list-style-type: none"> • Problem-solving and thinking • Reasoning and mnemonics
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Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

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 techniques

- Lecture with discussion
- Demonstration
- Assignments
- Self-study
- Oral questioning
- Quiz contest
- Power point presentation
- Field Study
- Report writing

4.2 Specific instructional techniques

Unit	Activity and Instructional Techniques
	Each student will be assigned a topic of their interest regarding inclusive

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I Individual Study and Presentation	pedagogical approaches for teaching students with intellectual disabilities. The students will present their assigned task based on their individual study. The class will discuss the presentation supported by the feedback from the teacher and the peers.
II Field Visit	Students will be divided into groups (3-4 members in each group) each group will visit general or integrated or resource class schools to find out the existing pedagogical practices of curriculum accommodation for meeting learning needs of students with intellectual disabilities. And each group will prepare a report based on their class observation and present their reflection in the class. Students' presentation will be followed by teacher's feedback.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. 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 which includes the 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	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10



		<p>Group B: Short answer type items (6×5) = 30 (including two or questions)</p> <p>Group C: Essay type items (2×10) = 20 (including one or question)</p>
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6. References

Ainscow, M. (2008). Teaching for diversity: The next big challenge. In F. M. Connelly, M. F. He, & J. A. Phillion (Eds.). *The SAGE Handbook of Curriculum and Instruction*. SAGE Publications.

Emily C. B., & Richard M. (2017). *Instructional strategies for students with mild, moderate, and severe intellectual disability*. SAGE Publications, Inc.

Hall, T. E., Meyer, A. & Rose, D. H. (2012). *Universal design for learning in the classroom: Practical applications*. Guilford Press.

Peter, W. (2018). *Inclusive and adaptive teaching: Meeting the challenge of diversity in the classroom* (2nd ed.). Kindle Edition.

Richard M. G., & Emily C. B. (2018). *Instructional strategies for students with mild, moderate, and severe intellectual disability*. SAGE Publications, Inc.

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Tribhuvan University
Faculty of Education
Master of Inclusive Education (MIE)

Inc. Ed. 535: Inclusive Pedagogical Approaches to Autism Spectrum Disorder

Course No: Inc. Ed. 535

Level: M. Ed.

Semester: III

Nature of Course: Theoretical

Credit Hours: 3

Teaching hours: 48

1. Course Description

The course is designed to provide a comprehensive understanding of students with Autism Spectrum Disorders, and pedagogical approaches to ensure their inclusion in education. It also includes various inclusive educational approaches including a number of therapeutic services essential for students with ASD. Furthermore, the course places a strong emphasis on principles and types of family support mechanisms for inclusion incorporating the practices held in Nepal.

2. General Objectives

- To enrich with knowledge and skills of identification and assessment strategies to promote inclusion of children with ASD to meet their diverse needs.
- To provide in-depth understanding of implementing inclusive teaching strategies meeting the diverse needs of students with ASD.
- To enhance expertise in selection and use of educational approaches and therapeutic services for students with ASD.
- To develop in-depth understanding of the principles and practices of family support options for promoting inclusion of students with ASD in education.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept of autism spectrum disorders. • Identify early signs of ASD. • Describe characteristics, prevalence, and causes of ASD. • Draw educational implications of the 	<p>Unit I: Autism Spectrum Disorder: Identification and Assessment (12 hrs)</p> <p>1.1 Concept of Autism Spectrum Disorders (ASD)</p> <p>1.2 Early Signs of Autism</p> <p>1.3 Characteristics, Prevalence, and Causes</p>

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<p>concept and importance of early identification and assessment.</p> <ul style="list-style-type: none"> • Outline screening and diagnosis methods based on DSM-V for children with ASD. • Explain different domains of assessment. • Explore the existing situation and practices of ASD in Nepal. 	<p>1.4 Early Identification and Assessment</p> <p>1.5 Screening and Diagnosis</p> <ul style="list-style-type: none"> • Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-V) <p>1.6 Domains of Assessments</p> <ul style="list-style-type: none"> • Cognition • Language • Motor skills <p>1.7 Existing Scenario of ASD in Nepal</p>
<ul style="list-style-type: none"> • Clarify the concept of inclusive teaching. • Illustrate the diverse teaching strategies used for students with ASD. • Identify the barriers to instruction for students with ASD in Nepal. • Apply the instructional practices used for students with ASD. 	<p>Unit II: Inclusive Teaching Strategies (12 hrs)</p> <p>2.1 Concept of Inclusive Teaching</p> <p>2.2 Teaching Strategies for students with ASD</p> <ul style="list-style-type: none"> • Direct instructions • Video modeling • Collaborative instruction • Establishing a classroom routine • Use of graphic organizer <p>2.3 Barriers to Instruction for Students with ASD in Nepal</p> <p>2.4 Instructional Practices for Students with ASD in Nepal</p>
<ul style="list-style-type: none"> • Discuss various educational approaches used for students with ASD. • Describe therapeutic services provided to students with ASD. • Explore educational practices provided for the students with ASD in Nepal. 	<p>Unit III: Inclusive Educational Approaches (12 hrs.)</p> <p>3.1 Educational Approaches for Students with ASD</p> <ul style="list-style-type: none"> • Visual supports • Functional behavior assessment (FBA) • Positive behavior supports (PBS) • IEP-based instruction • Augmentative and alternative communication (AAC)

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	<p>3.2 Therapeutic Services</p> <ul style="list-style-type: none"> • Occupational therapy • Cognitive-behavioral therapy • Play therapy • Social skills training • Physical, music and water therapies • Speech language therapy <p>3.3 Educational Practices of Children with ASD in Nepal</p>
<ul style="list-style-type: none"> • Clarify the concept, importance and principles of family support. • Enumerate the various types of family support. • Explain different kinds parental concerns about ASD. • Apply the individualized family service plan. • Explore the family support practices in Nepal. 	<p>Unit IV: Family Support for Inclusion (12 hrs.)</p> <p>4.1 Concept, Importance and Principles of Family Support</p> <p>4.2 Types of Family Support</p> <ul style="list-style-type: none"> • Professionals' support • Parental engagement • Family-centered support <p>4.3 Concerns of Parents</p> <ul style="list-style-type: none"> • Future planning • Transition planning • Living situations <p>4.4 Supports Based on IFSP</p> <p>4.5 Family Support Practices in Nepal</p>

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

4. Instructional Techniques

General and specific instructional approaches are suggested for this course.

4.1 General Instructional Techniques

The general instructional techniques are as given below:

- Participatory interactive lecture method.






- Guest Lecture,
- Group Discussion,
- Question Answer,
- Home Assignment, and
- Self-Study.

4.2 Specific Instructional Techniques

In this course, to ensure the student's active participation in the teaching-learning process, the following specific instructional techniques are suggested:

Units	Activities and Instructional Techniques
II Hands-on Activities	Organize and conduct hands on training to teachers teaching students with ASD to make them acquainted with screening and diagnosis methods based on DSM-V. Training will focus on tools administration, result interpretation and implications of DSM-V.
IV Field Based Work	Visit any GOs, NGOs or INGOs involved in providing family support to facilitate learning of children with ASD. Observe different models of family support schemes/plans implemented by the organization; and share the findings in the class.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. 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 which includes the 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	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual	10	Written examination: Objective and subjective items

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External Assessment:		
The external 60% written test covers the following nature of test items and marks.		
External Examination	60	<p>Group A: Objective items (10× 1) = 10</p> <p>Group B: Short answer type items (6× 5) = 30 (including two or questions)</p> <p>Group C: Essay type items (2× 10) = 20 (including one or question)</p>

6. Recommended Books

- Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th ed.). Pearson Education, Inc.
- Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). Cengage Learning.
- Lewis, R. B., Wheeler, J. J., & Carter, S. T. (2017). *Teaching students with special needs in general education classroom* (9th ed.). Pearson Education, Inc.
- Wheeler, J. J., Mayton, M. R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorders: Evidence-based practice*. Pearson Education Inc.
- Williams, B. F. & Williams, R. L. (2011). *Effective programs for treating autism spectrum disorders: Applied behavior analysis model*. Routledge.

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Faculty of Education	
Master of Inclusive Education (MIE)	
Inc. Ed. 536: Inclusive Pedagogical Approaches to EBD and ADHD	
Course No.: Inc. Ed. 536	Nature of course: Theoretical
Level: M. Ed.	Credit Hours: 3
Semester: Third	Teaching Hours: 48

1. Course Introduction

The course is designed to provide in-depth knowledge and skills on inclusive pedagogical approaches to teaching students with Emotional and Behavioral Disorders (EBD) and Attention Deficit and Hyperactivity Disorder (ADHD). It deals with school readiness with effective classroom practice and focuses on classroom intervention. Furthermore, consideration is given to teaching strategies as they apply in the classroom situation to promote inclusion.

2. General Objectives

- To help students to understand the concept, characteristics, causes, types, and prevalence of EBD and ADHD including the situation of Nepal.
- To introduce the components of school readiness for inclusion of students with EBD and ADHD.
- To design classroom intervention strategies to support positive behavior of students with EBD and ADHD.
- To apply teaching strategies for improving the students' behaviors in an inclusive classroom.

3. Specific Objectives and the Content

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain concepts of EBD and ADHD. • Describe characteristics, causes, types and prevalence of EBD and ADHD. • Analyze existing situation of EBD 	<p>Unit I: Understanding EBD and ADHD (12 hrs)</p> <p>1.1 Concept of EBD and ADHD</p> <p>1.2 Characteristics, Causes and Types of EBD and ADHD</p> <p>1.3 Prevalence of EBD and ADHD</p> <p>1.4 Existing Situation of EBD and ADHD in Nepal</p>

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and ADHD in Nepal.	
<ul style="list-style-type: none"> • Clarify concept of school readiness, and its importance for inclusion. • Identify and illustrate the components of school readiness for students with EBD and ADHD 	<p>Unit II: School Readiness for Inclusion (10 hrs)</p> <p>2.1 Concept and Importance of School Readiness</p> <p>2.2 Components of School Readiness</p> <ul style="list-style-type: none"> • Least-restrictive environment • Teacher professional skills • Accommodating lessons • Individualized instructional planning • Pro-active school management
<ul style="list-style-type: none"> • Explain concept and importance of classroom interventions. • Describe the types of classroom intervention. • Use strategies for classroom intervention. • Apply the techniques for supporting positive behavior. 	<p>Unit III. Classroom Intervention (14 hrs.)</p> <p>3.1 Concept and importance of classroom interventions</p> <p>3.2 Types of Classroom Intervention</p> <ul style="list-style-type: none"> • Peer-mediated instructions (PMI) • Self-mediated interventions (SMI) • Teacher mediated interventions (TMI) • Differentiated reinforcement (DR) <p>3.3 Strategies for classroom intervention</p> <ul style="list-style-type: none"> • Educational considerations • Evidence-based strategies • Reinforcement • Peer tutoring • Functional behavioral assessment • Self-management skills • Strengthening students-teacher relationship <p>3.4 Techniques for Supporting Positive Behavior</p> <ul style="list-style-type: none"> • Rewarding positive behavior • Prompts • Token Economy • Classroom Behavior Chart • Positive Peer Review

<ul style="list-style-type: none"> • Use inclusive teaching strategies for students with EBD and ADHD • Apply class-wide positive behavior support techniques for students with EBD and ADHD. 	<p>Unit IV Teaching Strategies for an Inclusive classroom (12 hrs)</p> <p>4.1. Inclusive Strategies for Students with EBD</p> <ul style="list-style-type: none"> • Creating an appropriate emotional environment • Demonstrating model behavior • Teaching self-management, self-monitoring and social skills • Mnemonic instruction • Story mapping <p>4.2 Inclusive Strategies for Students with ADHD</p> <ul style="list-style-type: none"> • Minimizing distractions • Creating consistent routine • providing feedback and positive reinforcement • Adopting direct instruction • Providing concrete experiences • Using graphic organizer • Promoting computer-assisted learning <p>4.3 Class-wide Positive Behavior Support</p>
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Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Instructional Techniques

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

4.1 General instructional techniques

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

4.2 Specific instructional techniques

Unit	Activity and Instructional Techniques
I Library	<ul style="list-style-type: none"> • Divide the students in different groups.

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Work	<ul style="list-style-type: none"> • Let the group of students study the suggested reading materials related to EBD and ADHD. • Let the groups of students work in E-Library to get information regarding the suggested topics. • Let the groups prepare report on the suggested topics. • Provide the students with opportunities to make the presentation of their report in the classroom followed by discussion and feedback.
II Independent Study	<ul style="list-style-type: none"> • Let the students study international provisions on inclusive education from the e-sources with focus on emotional and behavioral disorder • Let the students prepare the report individually and present in the classroom followed by discussion. <p>The teacher, after listening the presentation provides feedback to improve the report.</p>
III Case Study	<ul style="list-style-type: none"> • Ask the students to visit the school (general, integrated and schools with resource classrooms) in groups (Three groups) with a semi-structured interview schedule. • Targeted schools will be informed officially about this study. • Let each group of students visit the assigned school to study students with emotional and behavioral disorder. • Ask the students to contact the teachers to locate students with EBD and ADHD. • Let the groups of students contact the students for obtaining information through the use of semi-structured interview schedule. <p>Prepare a brief case study report and present it in the classroom followed by discussion and feedback.</p>

5. Evaluation

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

Criteria	Marks	Remarks
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Internal Assessment:		
The internal assessment will be formative as well as summative in nature which includes the 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	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
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 (2× 10) = 20 (including one or question)

6. Recommended Books

- Chris A. & Dendy, Z. (2000). *Teaching teens with ADD, ADHD and executive function deficits: A quick reference guide for teachers and parents.*
- Gresham, F. (2015). Evidence-based social skills interventions for students at risk for EBD. *Remedial and Special Education*, 36(2), 100-104.
<https://doi.org/10.1177/0741932514556183>
- Kaufman, J. M. & Landrum, T. J. (2009). *Characteristics of emotional and behavioral disorders of children and youth* (9th ed.). Merrill-Pearson.
- Training & Technical Assistance Center (1993). *Classroom interventions for attention deficit/hyperactivity disorder considerations packet.* Author. [adhd.pdf \(wm.edu\)](#)
- Yell, M. L., Meadows, N. B., Drasgow, E., & Shriner, J. G. (2013). *Evidence-based practices for educating students with emotional and behavioral disorders* (2nd ed.). Pearson.



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Master of Inclusive Education (MIE)	
Inc. Ed. 537: Inclusive Pedagogical Approaches to Learning Disabilities	
Course No: Inc. Ed. 537	Nature of Course: Theoretical
Level: M. Ed.	Credit Hours: 3
Semester: Third	Teaching Hours: 48

1. Course Description

This course is designed to provide comprehensive knowledge and skills in the area of learning disabilities. It discusses general, specific and non-verbal learning difficulties in general highlighting students' difficulties and intervention in reading, writing, speaking, mathematical skills including other processing difficulties. Similarly, it encompasses in-depth information about different aspects of inclusive pedagogy relevant to students with LD. The course also presents conceptual clarity of identification and intervention of LD. Furthermore, it includes the techniques of curriculum and instructional differentiations with recent trends in instructional delivery.

2. General Objectives

- To familiarize students with inclusive pedagogical approaches to learning disabilities.
- To provide students with in-depth knowledge regarding differentiated curriculum for promoting inclusive education.
- To develop students' fundamental skills regarding instructional practices in inclusive education setting.
- To explore recent trends in instructional delivery and counseling supports.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain learning disabilities referring its definition, types, prevalence and causes • Describe the characteristics of children with LD in terms of learning, behavior and social aspects 	<p>Unit - I: Early Identification and Intervention (14 hrs.)</p> <p>1.1 Concept, Types (general, specific and non-verbal), Prevalence</p> <p>1.2 Characteristics and Causes</p> <p>1.3 Classroom Challenges and Management</p>

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<ul style="list-style-type: none"> • Analyze classroom challenges and management strategies • Clarify the concept, needs and importance of early identification and intervention • Discuss modes of assessment in terms of direct and indirect • Identify the areas for assessment in terms of reading, writing, spelling and comprehension 	<p>Strategies</p> <p>1.4 Concept, Needs and Importance of Early Identification</p> <p>1.5 Concept, Need and Importance of Intervention</p> <p>1.6 Areas for Intervention</p> <p>1.7 Modes and Areas of Assessment</p>
<ul style="list-style-type: none"> • Elaborate concept and characteristics of inclusive pedagogy • Explain instructional designs relating inclusive pedagogy • Identify the approaches of inclusive pedagogy applicable for teaching children with LD • Discuss prerequisites of inclusive pedagogies emphasizing supports 	<p>Unit - II: Inclusive Pedagogy (14 hrs.)</p> <p>2.1 Concept and Characteristics of Inclusive Pedagogy</p> <p>2.2 Instructional Designs</p> <ul style="list-style-type: none"> • Universal design for learning • Individualized education plan (IEP) • The inclusive pedagogical approach in action framework (IPAA) • Response to intervention (RtI) • Information processing model <p>2.3 Approaches</p> <ul style="list-style-type: none"> • Cooperative instruction and self-sustained learning • Parental participation in learning supports • Activity-based learning • Multisensory input and activities • Graphic learning • Collaboration with parents • Support service <p>2.4 Prerequisites of Inclusive Pedagogy</p> <ul style="list-style-type: none"> • Resource classroom • Support service • Student support team • Flexible group formation

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<ul style="list-style-type: none"> • Explain differentiation for inclusive pedagogical practice and explore areas for differentiations • Identify the ways of adaptation of assistive technology • Suggest the ways of creating supportive environment linking extra and co-curricular activities, organizational arrangement and accessible learning platforms • Elaborate the differentiation in materials and resources relevant to inclusive pedagogy 	<p>Unit - III: Curriculum and Instructional Differentiation (12 hrs.)</p> <p>3.1 Concept of Curriculum Differentiation</p> <p>3.2 Process of Adaptation (Accommodation and Modification)</p> <p>4.3 Concept of Differentiated Instruction</p> <p>4.4 Process of Differentiated Instruction (Content and Process, Product and Environment)</p> <p>4.4 Adaptation of Assistive Technology</p> <p>4.5 Adaptation of Extra and Co-curricular Activities</p> <p>4.6 Organizational Arrangements</p> <p>4.7 Accessible Learning Platforms</p>
<ul style="list-style-type: none"> • Discuss the evidence-based instruction for enhancing learning • Outline features of multi-model instructional techniques • Discuss the needs and importance of counseling and out-school support services for students and parents • Explain the concept of life-long learning and its significance in learning and personal growth • Identify relevant professional collaboration in supporting students with LD 	<p>Unit-IV: Recent Trends in Instructional Delivery (8 hrs.)</p> <p>4.1 Evidence-based Instruction</p> <p>4.2 Multi-model Instruction</p> <p>4.3 Counseling and Out-schools Supports</p> <p>4.4 Life-long Learning and Transitioning Supports</p> <p>4.5 Professional Collaboration</p>

Note: The number in parentheses indicated approximate teaching hours allocated for each unit.

4. Instructional Techniques:



This course demands both general and specific techniques appropriate for effective delivering contents organized under this course. A brief account of these techniques follows:

4.1 General instructional techniques

General instructional techniques refer to broadly used techniques such as lecture, discussion and question-answer methods of teaching which are applicable to most of the units. It is intended that active participation of the students are highly recommended and ensured while using these techniques to make instruction more interactive and discursive. The instructor is expected to use presentations using multimedia to allow information to be easily transferred and shared. In order to generate discussion and brainstorming exercises in the class, it is suggested that the teachers present relevant themes, problems, issues, and challenges linking with the cases happening in the field of psychology of children with special needs.

4.2 Specific instructional techniques

This course offers some specific instructional techniques that may encourage student-center and activity-based learning as presented below table.

<p>Unit I</p> <p>Self-study</p>	<p>The students will be assigned to develop a paper related to learning disabilities. Paper writing will be guided by the teacher. The teacher will encourage students to identify multi-facets of learning disabilities and issue. Finally, they will present their findings (highlights) in the class and receive feedback from their peers and teacher.</p>
<p>Unit III</p> <p>Group Discussion</p>	<p>Students will work in a group divided by teachers accounting to individual differences. The group may consist of 3-5 individuals and will participate in a group discussion on some specific issue/theme as they are interested in or given by the teacher. The issue or theme will be largely based on Curriculum and Instructional Differentiation. Finally, they will present a conclusive note and improve as per the feedback from their peers and teacher.</p>

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Unit IV Presentation	The students will study counseling for responding individuals and and significance in promoting inclusion of children in education. Then, they will prepare a presentation and present in class using PowerPoint Presentation. The role of teacher will be as a guide and mentor.
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5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. 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 which includes the 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	Anyone task from Units I to II.
Assignment II (Group task)	10	Anyone task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
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 (2× 10) = 20 (including one or question)



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6. Recommended Books

- Bradley, R., Danielson, L., & Hallahan, D. P. (Eds.). (2002). *Identification of learning disabilities: Research to practice*. Routledge.
- Burns, M. K., & Ysseldyke, J. E. (2009). Reported prevalence of evidence-based instructional practices in special education. *The Journal of Special Education, 43*(1), 3-11.
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2018). *Learning disabilities: From identification to intervention*. Guilford Publications.
- Florian, L. (2015). Conceptualizing inclusive pedagogy: The inclusive pedagogical approach in action. *Inclusive Pedagogy Across the Curriculum (7)*, 11-24. Emerald Group Publishing Limited.
- Florian, L. and Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. *European Journal of Special Needs Education, 28*, 119-135.
- Guðjónsdóttir, H., & Óskarsdóttir, E. (2016). Inclusive education, pedagogy and practice. *Science Education Towards Inclusion, 7-22*.
- Loughran, S. B. (2012). The challenges of inclusive education and pedagogy. *Borota, Bogdana, Hozjan, Dejan: Social Cohesion in Education*. Ministry of Education and Science of Ukraine, 169-210.
- Makoelle, T. M. (2012). The state of inclusive pedagogy in South Africa: A literature review. *Journal of Sociology and Social Anthropology, 3*(2), 93-102.
- UNESCO. (1994). *The salamanca statement and framework for action on special needs education*. <https://www.europeanagency.org/sites/default/files/salamanca-statement-and-framework.pdf>

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Tribhuvan University	
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Master of Inclusive Education (MIE)	
Inc. Ed. 538: Inclusive Pedagogical Approaches to Communication Disorder	
Course No: Inc. Ed. 538	Nature of the Course: Theoretical
Level: M. Ed.	Credit Hours: 3
Semester: Third	Teaching Hours: 48 Hours

1. Course Introduction

This course discusses about the essential concepts of communication, language, and speech and related disorders. It explains about the programs and services to prepare the students with communication disorders to access inclusive education program. Furthermore, it describes about the inclusive pedagogies, augmentative, and alternative communication for the inclusion of students with communication disorders.

2. General Objectives

- To provide students with essential concepts and characteristics of communication, speech and language development and disorder.
- To develop students' skills in implementing inclusive pedagogies for students with communication disorders.
- To provide in-depth knowledge and strategies to promote inclusive education for students with communication disorders.
- To enable students to apply appropriate technology, augmentative and alternative communication (AAC) techniques in inclusive setting.

3. Specific Objectives the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain communication, language and speech development. • Explore the different modalities of communication. • Describe the importance of speech, 	<p>Unit I: Communication, Language, and Speech Development and Disorder (14 hrs.)</p> <p>1.1. Communication, Language and Speech Development</p> <p>1.1.1. Communication</p> <p>1.1.2. Speech</p>

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<p>language, and communication.</p> <ul style="list-style-type: none"> ● Explain disorders of communication, language and speech in terms to their concepts, types, characteristics, and causes. ● Describe the prevalence of speech, language and communication disorders in Nepalese context. ● Explore the challenges and issues of communication, speech and language disorders in Nepalese context. 	<p>1.1.3. Language</p> <p>1.2. Modality of Communication:</p> <p>1.2.1. Verbal communication</p> <p>1.2.2. Non-verbal communication: the messages of action, space and silence</p> <p>1.3. Importance of Communication, Language and Speech</p> <p>1.4. Communication, Language, and Speech Disorders (Concepts, types, characteristics and causes)</p> <p>1.5. Prevalence of Students with Speech, Language, and Communication Disorders in Nepalese Context</p> <p>1.6. Issues and Challenges of Speech, Language and Communication Disorders in Nepalese Context</p>
<ul style="list-style-type: none"> ● Explain different inclusion programs in enabling the students with communication disorders for inclusive setting. ● Find out different therapeutic techniques facilitating to students with communication disorders to ease their learning. ● Deploy professionals to support the learning of students with communication disorders. 	<p>Unit II: Inclusion of Students with Communication Disorders (12 hrs.)</p> <p>2.1 Inclusion Programs</p> <p>4.1.1. Service provision settings</p> <p>4.1.2. Types of service delivery</p> <p>4.1.3. Early intervention programs</p> <p>4.2. Therapeutic Techniques</p> <p>4.2.1. Articulation therapy</p> <p>4.2.2. Speech language therapy</p> <p>4.3. Professionals' Support</p> <p>4.3.1. Communication aides or assistants</p> <p>4.3.2. Educational professionals</p> <p>4.3.3. Medical and health professionals</p>

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<ul style="list-style-type: none"> ● Explain the different inclusive pedagogical approaches used for students with speech, language and communication disorders. ● Identify the strategies to promoting inclusive practices. 	<p>Unit III: Inclusive Pedagogical Practices (10 hrs.)</p> <p>3.1. Inclusive Pedagogical Approaches</p> <p>3.1.1. Differentiated instructions collaborative learning</p> <p>3.1.2. Universal design for learning</p> <p>3.2. Promoting Inclusive Practices</p> <p>3.2.1. Service delivery options</p> <p>3.2.2. Professional collaboration</p> <p>3.2.3. Classroom adaptations</p>
<ul style="list-style-type: none"> ● Explain the concept, purposes and types of AAC. ● Discuss the potential users and categories of AAC. ● Apply the AAC Model for accommodating learning needs of communication disorders. ● Explore the challenges in using augmentative and alternative communications in Nepal. 	<p>Unit IV: Augmentative and Alternative Communication (12 hrs.)</p> <p>4.1. Concept, Purposes and Types of AAC</p> <p>4.2. Users of AAC</p> <p>4.3. AAC Model for Responding to Communication Disorders</p> <p>4.4. Challenges in Using AAC in Nepalese School Context</p> <p>4.4.1. Appropriate settings for services</p> <p>4.4.2. Intervention of developmental, and phonological disorders</p>

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

4. Instructional Techniques

The following modes of delivery can be used by the teacher.

4.1 General Instructional Techniques

- Lecture with discussion
- Demonstration
- Group-work
- Quiz

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- Power point presentation
- Field Study
- Report writing

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
II Field visit	<ul style="list-style-type: none"> • The students will be divided in groups • Certain topics will be assigned to prepare a brief field-based report • The reports will be presented in the class preferably using multimedia projector • The presentation will be supplemented by teacher's comments and feedback
III Case study	<ul style="list-style-type: none"> • The students will go for school-visits in pairs. • Each pair will conduct in-depth interviews with the learners with communication disorder or teachers to find-out the difficulties and needed supports for their purposeful participation in the school activities. • Each pair will prepare a report on the basis of their findings and suggest the need-based supports • Each pair will share their findings in the classroom followed by the teachers' comments and feedback.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. 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 which includes the following activities.		
Attendance	5	70-80= 3, 81-90= 4, 91-100= 5

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Class participation	5	Presentation (either in pair or individual)
Assignment I (Individual task)	10	Anyone task from Units I to III.
Assignment II (Group task)	10	Anyone task from Units IV or V.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
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 (2× 10) = 20 (including one or question)

6. Recommended Books

Gargiulo, R. M. & Metcalf, D. (2013). *Teaching in today's inclusive classroom* (2nd ed.).

Wadsworth, Cengage Learning. (Unit IV & V)

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

Pearson Education, Inc. (Unit I & II)

Noma, B., Anderson, G., & Shames, H. (2011). *Human communication disorders: An introduction* (8th ed.). Pearson Education Publishing.

Tom, E. C., Smith, E. A., Polloway, J., Patton, R. P., & Carol A. D. (2011). *Teaching students with special needs in inclusive settings* (6th Edition). Pearson Education Inc. (Unit IV & V)

Werts, M. G., Culatta, R. A., & Tompkins, J. R. (2007). *Fundamentals of special education: What every teacher needs to know* (3rd ed.). PHI Learning Private Limited. (Unit III & V).

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Tribhuvan University
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Master of Inclusive Education (MIE)

Inc. Ed. 539: Inclusive Pedagogical Approaches to Children with Linguistic Diversity

Course No: Inc. Ed. 539

Level: M. Ed.

Semester: Third

Nature of the Course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course Description

The course aims at providing insight into educating students with language minorities. It introduces inclusive pedagogical approaches to the teaching of linguistically diverse students in different contexts. The course further attempts to impart knowledge on linguistically responsive pedagogy for linguistic consideration for students from diverse linguistic backgrounds. Furthermore, the course provides skills and knowledge in developing partnerships with the families of language minorities making various considerations in adapting assessments for linguistically diverse students.

2. General Objectives

- To develop inclusive teaching strategies for linguistically diverse students.
- To acquaint students with an understanding of linguistic diversity.
- To familiarize the students with the technique of working with linguistically responsive pedagogy.
- To enrich students' knowledge and skills in building partnerships between schools and families with language minorities.
- To develop assessment strategies for students with linguistic minorities.

3. Specific Objectives and the Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept and components of language • Interpret language from different perspectives • Describe the linguistic diversity of 	<p>Unit I: Introduction to Linguistic Diversity (8 hrs.)</p> <p>1.1. Concepts and Components of Language</p> <p>1.2. Language Perspectives</p> <ul style="list-style-type: none"> • Socio-historical, • Socio-political,

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students in Nepal	<ul style="list-style-type: none"> • Socio-cultural, and • Socio-linguistic contexts <p>1.3. Linguistically Diverse Students in Nepal</p>
<ul style="list-style-type: none"> • Explain the meaning of linguistically responsive pedagogy • Justify the purpose of LR pedagogy • List out different considerations of responsive pedagogies • Distinguish different linguistic behavior of students • Create stimulating language environment in the classroom 	<p>Unit II: Linguistically Responsive Pedagogy (10 hrs.)</p> <p>2.1 Concepts and Purposes of LR Pedagogy</p> <p>2.2. Considerations in Responsive Pedagogy</p> <ul style="list-style-type: none"> • Classroom management • Academic vocabulary and literacy • Academic language instruction • Learning environment • Individual differences <p>2.3. Linguistic Behavior of Students</p> <p>2.4. Stimulating Language Environment</p>
<ul style="list-style-type: none"> • Explain and adopt responsive teaching in different linguistic contexts • Clarify the implications of 'power of language uses in classroom instruction • Describe the critical pedagogy for LR instruction • Use LR pedagogy for transformative learning • Draw the implications of LR pedagogy in Nepalese contexts 	<p>Unit III: Language Considerations in Pedagogical Approaches (10 hrs.)</p> <p>3.1. Linguistically Responsive Teaching</p> <ul style="list-style-type: none"> • Easy to learn, • Monolingual, • Bilingual, and • Multilingual contexts <p>3.2. Power of Language</p> <p>3.3. Critical Pedagogy</p> <p>3.4. Transformative Learning</p> <p>3.5. Implications of Linguistically Responsive Pedagogy for Inclusion</p>
<ul style="list-style-type: none"> • Describe community learning practices to build partnership with families and communities • Explain the Unity Principle to 	<p>Unit IV: Building Partnership with Families and Communities (10 hrs.)</p> <p>4.1. Community Learning Practices</p> <ul style="list-style-type: none"> • The Unity Principle

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<p>justify language as a tool of empowerment</p> <ul style="list-style-type: none"> • State different models of parental involvement • Build LR school-community partnership for inclusion 	<ul style="list-style-type: none"> • Language as a Tool for Empowerment <p>4.2. Models of Parental Involvement</p> <p>4.3. Partnering for Inclusion</p> <ul style="list-style-type: none"> • Adopting Equity Lens • Making Collaborative Reflections • Accepting and Respecting Language Diversity • Promoting School-Community Relationship
<ul style="list-style-type: none"> • Discuss ethical requirements for the assessment • Apprise language acquisition of the students • Analyze the appropriate learning environment • Evaluate the effectiveness of mother tongue-based instruction. • Review policy provisions for inclusive assessment 	<p>Unit V: Inclusive Assessment Practices (10 hrs.)</p> <p>5.1. Ethical Considerations for Assessment</p> <p>5.2. Assessment of Language Acquisition</p> <p>5.3. Assessing the Appropriate Learning Environment</p> <p>5.4. Assessment of Mother Tongue Based Instruction</p> <p>5.5. Policy Provision for Inclusive Assessment</p>

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

4. Instructional Techniques

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 techniques

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

4.2. Specific instructional techniques




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Units	Instructional Strategies	Detail Activities
II	Individual work	Students will be provided with some reading materials. They will be asked individually to study those materials and prepare their notes regarding their understanding of LR inclusive pedagogy and its implications for students' learning. The teacher will clarify LR pedagogy.
III	Group presentation	Students will be divided into groups with five students in each. Each group will be provided with the assignment to visit classrooms of a nearby school. The groups of students will first prepare criteria for LR classrooms and collect data. They will prepare short reports and present in the classroom. The discussion will be followed by teachers' feedback.
V	Field study, and group work	Based on the teacher's guideline, group of students (preferably 3 students) will prepare criteria for assessing learning environment. They will go to different schools, observe the classroom, and prepare reports by the respective groups. They will share their findings in the classroom and teacher will facilitate the discussion.

5. Evaluation

Students' learning will be evaluated based on 40% internal assessment and 60% external written examination. 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 which includes the 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	Anyone task from Units I to III.
Assignment II (Group task)	10	Anyone task from Units IV or V.

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Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Assessment:		
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 (2× 10) = 20 (including one or question)

6. Reference

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