Tribhuvan University
Faculty of Education
Office of the Dean

MASTER OF EDUCATION
(Specialization in Inclusive Education)
FOURTH SEMESTER COURSE

Effective From 2023

Contents

Master of Education (M. Ed.)
Inclusive Education

Fourth Semester Courses

Category	Course Code	Course Title	Credit Hours	
Core Courses	Ed.545	Contemporary Educational Issues	3	
	Ed.544	Thesis Writing	6	
	Inc. Ed. 542	Practicum in Inclusive Education	3	जाने ३ नु जने
Specialization (Inclusive Education) Course	Inc. Ed.546	Project Planning and Management in Inclusive Education	3	पर अर्ध जने
Total			15	

Course Title: **Contemporary Educational Issues**
Course Code: Ed.545   Nature of Course: Theory and Practical
Level: M. Ed.   Credit Hours: 3 (1Th +2 Pr)
Semester: Fourth   Teaching Hours: 80 Hours (16 Th + 64 Pr)
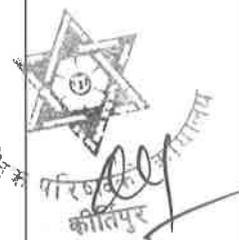
1. Course Introduction

This course aims to provide students with opportunities to identify explore and understand issues relevant to the school education in Nepal. The course enables students to review the educational policies, research reports, and theoretical literature. This course also helps students directly link their knowledge with the current practices in the educational sector. It allows students to write and present comprehensive seminar paper based on the analysis of the selected educational issues comparing, relating, and reflecting upon the theoretical perspectives, policy provisions, and research findings.

2. General Objectives

- To identify contemporary educational issues.
- To develop critical perspectives about the selected educational issues.
- To review the theoretical literature, policy documents and research reports.
- To prepare a comprehensive seminar paper.

3. Specific Objectives and Course Details

Part I: Conceptual Understanding of Educational Issues (8 hours)		
Specific Objectives	**Contents**	**Content Coverage** (under each content area at least the following broad questions should be dealt with)
• To get oriented about different issues in school education with specific reference to Nepal. • To develop critical insight/perspectives on each issue • To be able to frame issues.	**1.1 Access, equity, inclusion, and medium of instruction**	1. How can e.g. gender, disability, caste, ethnicity, socio-economic status, geography, sexual orientation (Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex) be challenges or resources in teaching learning? 2. What should be the medium of instruction in early grades (bilingual, multilingual, English, Nepali)? Why? 3. Should mother tongue be medium of instruction or subject? Why? Above questions are only examples. Please enable students to raise and explore other questions/issues.
	1.2 Classroom teaching, learning, assessment, and	1. What kind of issues can emerge in a diverse classroom? How to manage

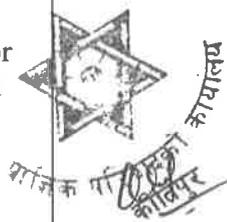|	relevance of curriculum	such issues in teaching learning and student evaluation according to learner'sneeds? 2. Is National Curriculum required? Why? How much ofthe curriculum should be national and how much should be local? (Local vs. central) Why? 3. What is the implication of curriculum localization? Why? 4. How curriculum development is influenced by political belief system? How does it affect student learning? Should curriculum allow each and every student to pursue her or his interests and aptitude? Why? If it should then how? Above questions are only examples. Please enable students to raise and explore other questions/issues.
	1.3 Free and compulsory education	1. Can education be completely free? Who pays for children's education? What should be free in free education? (Tuition fees, books and stationeries, tiffin,uniform, ..). Appropriateness of compulsory educationpolicy to ensure education for all. 2. Who should take responsibility of implementingcompulsory education provision (e.g. Local government; Provincial government; Federal government)? 3. Is compulsory education policy enough to bring children to school? Why? 4. Up to which level should education be free and compulsory?

		Above questions are only examples. Please enable students to raise and explore other questions/issues.
	1.4 Modes of schooling	Different modes of schooling include Private, Community, Cooperative, Open, Faith based educationinstitutions, etc. Some issues or questions that can be explored are: 1. Should education be only the government's responsibility or non-state (Private, cooperative, religious faith based) providers should also be encouraged? Why? 2. Should curriculum (Content, pedagogy, assessment,etc.) be different in different modes of education? Why? 3. What are the issues and challenges in teaching learning and curriculum in Madarsa, Gurukul and Gompa? Above questions are only examples. Please enable students to raise and explore other questions/issues.
	1.5 Shadow education	Shadow education refers to Private tuition center/institutes 1. What does it mean by Shadow education? 2. How prevalent is shadow education in Nepal? 3. What are its implications in public education system? Above questions are only examples. Please enable students to raise and explore other questions/issues.
	1.6 Teacher development	Teacher Development refers to or includes teachermanagement, career development, professional development, etc. 1. What constitutes teacher professional development? 2. Should teacher professional

		development be individual's responsibility or employer's responsibility? Why? 3. Who should be responsible for teacher recruitment, transfer, promotion teachers in federal system? Why? Above questions are only examples. Please enable students to raise and explore other questions/issues.
	1.7 School governance and accountability	School governance here refers to school ownership, management, community participation, etc. 1. Who should be responsible for the operation of schools in federal Nepal (Local or Provincial or Federal government?) Why? 2. What constitutes good governance (Transparency, accountability, participation, etc.)? 3. Who should be responsible for school management? 4. Should school management inclusive of gender, caste, and ethnicity? Why? 5. What does corruption constitute? What does corruption in education mean? Above questions are only examples. Please enable students to raise and explore other questions/issues.
	1.8 ICT in education	ICT in education refers to both ICT education and use of ICT in education 1. What are the ways of teacher preparation and continuous opportunity for upgrading knowledge and skills in ICT? 2. How much is enough in terms of the core ICT knowledge and skills? 3. What is the nature of ICT knowledge and its integration in school

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knowledge- primary or secondary (Where to start? separated subject or integrated?)

4. How to address the rapid explosion and obsolescence of ICT knowledge?

5. How to reduce disparity and to enhance equity in ICT(issue of digital divide and its' impact in children's learning and education)?

6. What are the issues related to testing and assessment of ICT knowledge and skills? and how to address them?

Above questions are only examples. Please enable students to raise and explore other questions/issues.
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Teaching Learning Strategies

Teacher's Inputs	Students' Efforts (8 hours)	Outcome
• To orient students about the identified areas through classroom teaching. • To assist students identify and frame issues in a given area.	• Attend all the classes regularly. • Participate in classroom discussion and group work to understand and identify issues. • Do practice at home and generate issues in each area.	Students will produce list of issues for further discussion and exploration in each area.

Part II: Conceptual Understanding of the Issues as Reflected in the Policy/Plan/Documents.(8 hours workshop, one hour to each issue area)

Teaching Learning Strategies

Documents	Teacher's Inputs	Students' Efforts	Outcome
Examples Only:	• Workshop support	• To explore and identify the provisions related to issues.	• Identify issue to further explore.
1. School Sector Development Program (SSDP),	• Assist students in locating documents Assist students	in different educational policies and plans in Nepal. • To analytically	• Identify minimum 2 policy documents for

Education Policy 2076. 2. Equity strategy 2071 3. National Curriculum Framework 4. Current Education Act &Regulations 5. Scholarship guidelines 6. Open and distance educationpolicy 7. The Prevention of Corruption Act, 2059 (2002 A.D) 8. Teacher professional development related policies, guidelines 9. The current Development Plan 10. Inclusive education policy 2017 (2073) 11. Cooperative Act & Regulation 12. Madarsa, Gompa and Gurukul related Acts and Policy documents. The above are only examples. Please identify the latest policydocuments in related to the selected issue.	identify theissue.	review the policy and plan documents from the perspectives of the identified issues (how the selected issues are discussed and addressed in the reviewed document/s). To relate theoretical/conceptual perspectives (sociological, psychological, curricular, learning management theories etc.) studied in the previous semesters with the particular educational issue/s in order toundertake document-based study.	further in-depth review. • Identify theoretical/ conceptual perspective relevant to the identify issue. Identify research reports relevant to the selected issue.

Part III: Practical Activities on Educational Issues (64 hours)

Teaching Learning Strategies

Teacher's Inputs	Students' Efforts: Proposal Preparation (8 hours)	Outcome
Assist students toprepare seminar paper proposal.	• To develop plan and strategy to study dnt	Seminar paper proposalin the given format.

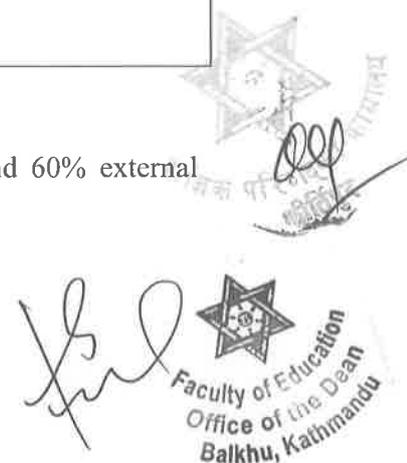| Teacher's Inputs	Students' Efforts: Review Paper Preparation (40 hours)	Outcome
	the selected educational issue. • To finalize the proposal (plan and strategy) in consultation and approval ofthe department/mentor.	
• Assist students to critically write thereview paper.	• Review at least 3 policies, plan and strategy documents relevant for the selected issue from the list (or beyond) provided above.	• Students will select the issue for review from the given content areas.
• Assist students to discuss, compare and contrast ideas/concepts and findings found in different types of literature (Policy/plan/strategies, theory/concept and findings of research/study reports).	• Review theoretical/conceptual literature. • Review research report/dissertation relevant to the selected issue. • Discuss analytically how all the above documents and concept view or speak about the issues selected for review. Compare and contrast all three types of documents/ concept while analyzing them.	• Students will locate, collect and review the materials related to the issues that they selected. • Prepare and submita comprehensive review paper.

Teacher's Inputs	Students 'Efforts: Seminar Paper Preparation (80 hours)	Outcome
• Assist students to develop seminar paperon the selected issue.	• Do a mini research (telephone or face toface interview with 1 or 2 person or observe a classroom, etc.) • Develop and finalize the seminar paper in the given format individually under the Guidance of the mentor.	Seminar paper in the following format.

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:

Internal Evaluation

Evaluation	Nature	Points	Criteria (Points)	Description
Internal Assessment (40%)	Theory	15	a. Attendance (5) b. Written test (10)	a. The percentage of attendance in theory class and participation in workshop will be rewarded as: 70-80=3, 81-90=4, 91-100=5 points. Supervisor may score these points even in decimal value. b. Department/campus will conduct internal written test which consists 2 questions each of 5 points.
	Practical	25	a. Participation (5) b. Review (5) c. Seminar paper(15)	a. Supervisor will provide 5 points on the basis of students' regularity on proposal, review work and effort in developing seminar paper. b. The review report will be evaluated on the basis of use of APA, review, and reflection of selected document. c. Seminar paper will be evaluated on the basis of technical aspect (5), analytical aspect (5), and presentation (5).

External Evaluation

Evaluation	Nature	Points	Criteria (Points)	Description
External	Theory	20	**Written examination**	Faculty of Education, Dean's Office will conduct written examination at the end of semester. The test will consist of 3 subjective questions with 1 OR question, each of 5 points and 5 objective questions each of 1 point.

Pra ctic al	40	External Evaluation and viva	a. Structure and component of the report (20 points)
			  1. Technical aspects: Cover page, report uniformity, language error, page setting, margin, indentation, heading, etc. (5)
			  2. Content coverage and organization (5)
			  3. Sufficient literature, citation and linkage with reference (7)
			  4. APA Referencing (3)
			b. Presentation (20 points)
			  1. Ability to communicate the objectives and method (8)
			  2. Ability to communicate findings and conclusion/reflection (8)
			  3. APA referencing practical (4)

Note: **Number of students per class**: The number of students for theory class will be 50 per section. For the purpose of practical classes (seminar paper writing and instruction including student guidance, supervision and other practical activities) the number of students will be 15 per group per teacher. The sections will not break up to 20 students, and the sections will be broken when the number will cross 21. For example, if there are 80 students in the class then 80/15 = 5.33, there will be 5 sections. If there are 81 students the section will be 6.

References

  a. Internet search for scholarly articles on the concepts related to the content areas.

  b. Important and relevant documents/materials (e.g. visit web sites of the Ministry of Education, Science and Technology and other agencies within the Ministry; web site of Nepal Law Commission and web site of UN agencies and I/NGOs working in education sector for additional documents/materials). All the materials may not be available in the web sites. Therefore, visiting libraries of the organizations is also necessary.

  c. National and international dissertations and other research and evaluation reports related to the issues.

  d. Daily newspapers, monthly and weekly education related authentic print as well as online magazines, newspapers/portals.

  e. Any other authentic resources and sources in addition to the above. Wikipedia and other similar sources are not acceptable.

Seminar Paper Proposal Format (Only One Page)

Issue Area

Write an area of issue among eight areas in the course.

Issue Title

Write an issue title that you generate during the workshop discussion and going to prepare seminar paper.

You read all the areas but you will select an issue from any one area of your interest and content command.

Objectives

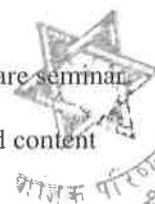Write one or two objectives of your seminar paper.

Method and Process

Mention exactly what you are planning to do during seminar paper writing.

Literature

Write the name of possible literatures that you are going to reviewed in your paper.

References

Prepare the list of the resources in APA format that you cited in seminar paper proposal.

Faculty of Education
Office of the Dean
Balkhu, Kathmandu

Five Step Guidelines for Practical Part

Step 1: Submit your seminar paper proposal (brief) in the following format.
Step 2: *Review document and prepare report (5 points).*
Under the guidance of your supervisor review selected document, research based article or research report using the following guideline
Guideline for policy and other relevant literature review on the issues selected

A. **Select an area of the issue:** Which is already done in your seminar paper proposal
B. **Write an issue:** More conventional in statement form but you can write either in a question form or in statement form– what you want to study/explore/analyze.
C. **Locate and find out the document:** For literature review find latest policy documents, regulations, etc.
D. **Study and analyze the literature:** Review research reports, research articles, journal articles, etc.
E. **Prepare review report:** Prepare review paper using the following format

   a. *Introduction*: What are your main aims/objectives/focus.. what are the document/literature reviewed, how review is carried out, what else are there in the preceding sections etc (just one or two paragraph).
   b. *Major provisions*: Write the major provisions related to the area of an issue you selected (what actually you find in the policy and literature about your issue)
   c. *Discussion of the findings*: Drawn from other literature (what you have understood, what is your thought, what are not stated/hidden, what alternative could be suggested etc.
   d. *Conclusion*: What is your final thought and reflection?
   e. *References:* Provide the list of resources in APA format that you cited in the review report.

F. **Submit the report** with your personal details (Name, Roll No., Specialization, Section, etc.)

Note: Report may be of 1000 to 1500 words length.
Step 3: Prepare seminar paper under the guidance of your supervisor.

Students may use following guideline or format for writing seminar paper

Cover Page: First page should be in the following format (Model)

Seminar Paper Title(Seminar Paper)

Submitted to:
Department of Foundations of Education,
Name of Your Campus, Address,

for the PartialFulfillment of Contemporary Educational Issues (Ed 541)

M. Ed. Fourth Semester

Submitted by: Name of Student Symbol No
Major Subject Year

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	Title	Your exact title (but don't write the heading 'title').
Preliminary part	**Abstract**	OMFC (1 or 2 sentences for Objectives, 1-2 sentence for Method, 2-4 sentences Findings, 1-2 sentence Conclusion). For more information regarding abstract writing see APA guidelines. *(150 – 200 words).*
	Keywords	4-6 words of great significance in your paper; can be used for indexing or search
Main body	**Introduction**	Your aims or objectives of the study (e.g. The aim of this paper is to ....), introduce the key theme/s that appear/s in your issue (what does it mean in your concern-based on your understanding and literature), debates on the issue, contextual information/data, rationale and significance, sections and headings/subheadings (what components are in your paper-structure/organization of the paper) *(Maximum 500 words)*
	Issue and Objectives	State issue topic exactly what you wrote in your proposal under 'issue' and 'objectives'. You may add one more objective if it requires.

	Method	• Document analysis – which documents did your review? How did you study and analyze? (e.g. skimming, focused reading, summary taking, content analysis, comparing, connecting, and contrasting ideas or policyprovisions, presenting opinion/thoughts of the self, etc.) (one or two paragraph) • Field study or empirical study – how did you collect and analyze data -where, who, when, how (one or two paragraph) *(Maximum 300 words)*
	Literature review	Include the document review paragraph you did earlier in the review paper and add some more relevant literature in chronological order.
	Findings and discussion	• Discuss the findings objective wise if there is more than one objective. • Findings should be based on the **theme** related to the objective. Create subtheme if it requires. Support or refute each theme or subtheme by field data, literature, theory (if any), or previous research findings. • You may write the finding paragraph in the following structure: *-Findings and discussion related to objective 1* **Topic Sentence** It states the main idea. It limits the topic (by means of a controlling idea) **Supporting Sentences** It proves and developes the topic sentence. It contains examples, statistics, details, a quote, etc. **Concluding Sentence** It signals the end of the paragraph. It leaves the reader important ideas to remember. First topic sentence, add example, evidences and quotes (first hand data collected from the field or evidences from the literature)in between, state conclusion.
		What else in discussion? – what did they understand, what was in the policy in line with what you reviewed in the earlier section (or/and you candiscuss the findings linking with other literature) and what was found in the practice, what could be alternatives/ suggestions. *-Findings and discussion related to objective 2*(same as above) *(Maximum 1500 words in total)*
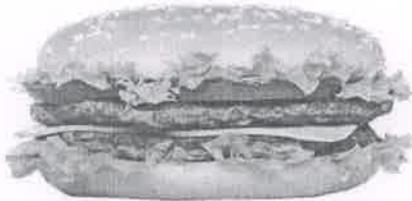
	Conclusion	Very short essence of your findings relating with the policy or literature reviewed earlier. **Your final thought and reflection are crucial**. Your conclusion must fulfill the intent of the objectives you formulated earlier *(Maximum 500 words)*
Reference part	References	At the end of your paper include the list of all resources in APA format that you used in citations. For citation and referencing rule, you can use any research book in third semester or the **American Psychological Association (APA)** writing guidelines 7th edition.

Step 4: *Submit your final seminar paper to your supervisor for internal evaluation* **(15 points)**

Upon completion of seminar paper student need to engage in seminar presentation.
For this the college/department will form seminar organizing committee of students. The role of school/department and committee is as given below.

Role of Campus/Department

1. Publish the notice specifying the week of seminar presentation.
2. Develop the seminar presentation template (model) and different aspects to be included in it.
3. Form a **Seminar Organizing Committee** of students (5 to 7 members). If the number of students is large there may by more than one organizing committee based on the students' areas of issue.
4. Define and specify the role of seminar organizing committee.
5. Perform other administrative activities as required

Role of Seminar Organizing Committee

1. Run the meeting of seminar organizing committee
2. Decide the date, time, and venue of seminar paper presentation.
3. Manage room, hall, projector, etc. for the seminar paper presentation.
4. Inform and invite participants, supervisor/facilitator/mentor, and expert at the seminar presentation mentioning the objective of seminar.
5. Manage for registration and attendance of participants.
6. Prepare presentation schedule of each participants (better to provide 10-15 min to each participants).
7. Facilitate the presentation of the colleague; help incorporate the feedback and support for final report.
8. Collect all the presented slides, keep them separately in area wise folder, and send to the internal/department.
9. Provide support in slide preparation and seminar presentation if necessary.

Role of Internal Supervisor

1. Support students to incorporate the feedback given by the internal expert during seminar paper presentation.
2. Recommend the seminar paper written by students for external evaluation (During external evaluation student must present the finale seminar paper with the clear date and signature of internal
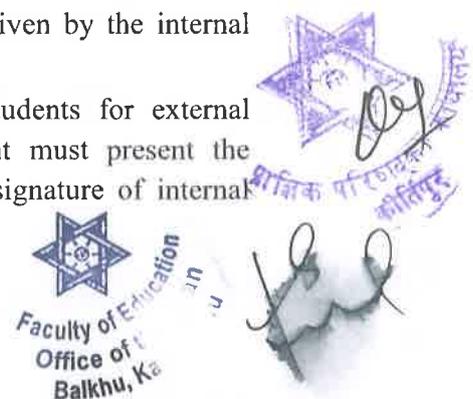
supervisor on the cover page).

Note: At the end of this step 4 supervisor have to accumulate internal scores obtained during the process and activities mentioned above (from Step 1 to 4) by each student (Re: out of 40 points) and submit the score to the campus/department. Submission of this score will make student eligible for written examination to be conducted by the Dean's Office, Faculty of Education, Balkhu.

Step 5: *External evaluation* **(40 points)**

After completion of all the written examination, the Dean's Office will arrange for external evaluator with the facilitation of respective campus/department for practical part. Student should attend final viva for external evaluation. During external evaluation includes the following tasks.

1. Student should submit all the checked/corrected versions of literature review, seminar paper and the slides presented internally to the external evaluator.
2. External Evaluator must read students' reports and the corrected versions of their literature review, seminar paper and the slides presented internally.
3. Students will sit for external viva where external evaluator will evaluate both the oral presentation and reports.

Course Title: Practicum in Inclusive Education
Course Code: Inc. Ed. 542
Level: M.Ed.
Semester: Fourth

Nature of Course: Practical
Credit Hours: 3
Duration: 12 Weeks

1. Course Description

This course is designed to orient students to the application of theoretical constructs of inclusive education by developing teaching competencies in teachers. It is divided into three major parts: the first part deals with involvement in micro-teaching and teaching school subjects in integrated and resource class schools. The second part is related to the exposure visit of students to organizations/schools serving children with different needs. In the third part, focus is laid on students' engagement to study schools and institutional practices in integrated and resource class schools as well as organizations. The course overall seeks active participation in delivery-oriented teaching learning as a practicum experience.

2. General Objectives

The course is designed to accomplish the following general objectives:

- To provide the students with an opportunity to have hands-on experience of real teaching by observing related teachers' teaching in integrated or resource class schools, and teaching micro lessons.
- To expose the students as an intern to the activities of organizations serving children with different needs.
- To prepare students to analyze and share experiences of teaching practice at integrated or resource class schools or the related organizations.
- To provide students with opportunities to work as interns in both schools and organizations for gaining practical experiences on management practice and service delivery system.
- To enable the students to prepare in-depth case study in critical areas of integrated or resource class schools and related organizations.

3. Specific Objectives and Activities

Part 1: Teaching Practice

Specific Objectives	Teaching Practice Activities (7 Weeks)
• Prepare classroom observation guidelines to collect information from teaching of special, integrated or resource class. • Collect pertinent information during observation of teaching • Prepare a brief report of	1.1 **Learner's Involvement** 1.2 Preparation of classroom observation guidelines for teachers' teaching in a special, integrated or resource class schools 1.3 Observation of teaching of teachers of special/integrated/resource class based on the observation guidelines. 1.4 Identification of good practices and lessons learnt based on analysis of information collected

collected information to find out good practices and share it among the peers
• Prepare lesson plans for micro-teaching with the use of teaching aids
• Conduct micro-teaching practice in the campus following micro-teaching cycle
• Prepare five peer teaching lesson plans for teaching subjects using appropriate instructional techniques with teaching aids
• Observe and record the teaching of peers
• Analyse the teaching of peers and find the difference between their observation and that of campus supervisor
• Find good practices of teaching demonstrated by the peers and provide feedback
• Prepare 10 full lessons in consultation with campus supervisor and observe at least five lessons
• Prepare low cost and no cost instructional aids
• Analyse the existing tests to: identify their adaptability and accessibility to students with special needs
• Prepare report of teaching practice
	from observation of teaching
	1.5 Preparation and sharing brief observation report of school teaching at the campus (Annex I)
	
	Micro-Teaching Plan-On campus
	1.6 Experience as a teacher in micro-teaching practice using lessons learnt during observation (Annex II)
	1.7 Planning micro-lessons for developing specific skills focusing on simulation and role play
	1.8 Teaching 5 micro-lessons (2 generic, 3 individualized) following micro-teaching cycle
	
	Peer Teaching Practice-On Campus
	1.9 Experience as a teacher in peer teaching practice
	  • Preparation and teaching of 5 lessons using different methods and materials in real classroom of the campus (Annex III)
	  • Post-teaching discussion and feedback
	
	Real Teaching at Schools
	1.9 Experience as ateacher at special school/ integrated school/campus/school with resource class
	1.10 Preparation of full 10 lessons in consultation with campus supervisor
	1.11 Teaching at least 10 lessons with lesson plans
	1.12 Preparation of low cost and no cost instructional aids
	1.13 Teaching at assigned schools followed by observation of campus supervisor and feedback in selected lessons.
	1.14 Observation of five peers' classes
	1.15 Feedback from the campus supervisor and peers
	1.16 Re-planning and re-teaching after the feedback
	1.17 Analyse tests for accessibility and adaptability to students with special needs (Annex IV)
	1.18 Preparation of teaching practice report

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Part 2: Observation of Related Organizations/Schools (1 Week)

Specific Objectives	Activities
• Prepare guidelines for observing organizations serving children with special needs • Prepare observation report based on observation of data	2.1 Preparation of observation guidelines 2.2 Observation of trend in teaching children with special needs, particularly disability 2.3 Preparation of observation report (Annex V) along with lessons learnt

	2.4 Sharing of observation report among the peers, internal supervisor, and campus teachers
• Share observation report along with lessons learnt from organizations/schools serving children with special needs	

Part 3: Internship Practices at Cooperating Schools (4 Weeks)

Specific Objectives	Management of Special Schools and Integrated Schools (2 Weeks)

• Explore teacher management and development activities practiced in special schools and integrated schools
• Identify problems and issues in teacher management and development in special schools and integrated schools
• Assess the ways of managing instructional facilities at special schools and integrated schools
• Explain the ways of managing residential students in special schools and integrated schools
• Prepare an in-depth case study report
• Prepare practicum internship report
	3.1 Teacher management and development in special schools and integrated schools
	  • Teacher selection practices
	  • Teacher development practices (Teacher support system)
	  • Problems and issues in teacher management and development
	3.2 Ways of managing instructional facilities at special schools and integrated schools
	  2.1 Classroom management in special schools and integrated schools
	  2.2 Equipment and resources in special schools and integrated schools
	3.3 Managing students in special schools and integrated schools
	  • Residential facilities
	  • Scholarships to the students
	  • Health and nutrition facility
	3.4 Preparation of in-depth case study report (Annex VI) in any one area of special school/integrated school/school with resource class
	3.5 Preparation of practicum internship report (Annex VII)

Note: The figures within parenthesis indicate approximate teaching hours allocated to respective units.
(Information can be collected from interview with students, resource teachers. special education teachers, and head teachers, a micro-level community survey, classroom observation, focus group discussion etc.)

4. Guidelines for Conducting Practicum Activities

4.1 Orientation of Practicum
- Conduct a workshop for campus tutors/supervisors with facilitationby experts from the Faculty of Education and/or the Chairperson of the practice teaching instruction committee.
- Conduct orientation of practicum for students by campus supervisors addressing the three parts of the practicum course

4.2 Mandatory daily attendance of the student teachers during the practicum period
- On-campus activities
  - Participation in the orientation program
  - Preparation of guidelines for class observation
  - Campus/school level experience sharing: Students will share their experiences for improving their teaching competencies (They will prepare a brief report
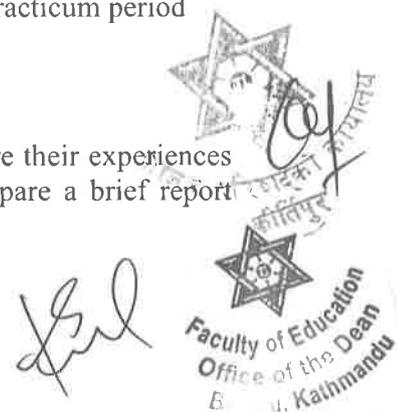
from the observation of teaching of school/campus teachers focusing on lessons learned to improve their teaching)

- Micro-teaching practices with the support of the campus supervisor: Encourage the students to include skills or competencies identified in the teaching of teachers of special schools /integrated schools in their micro-teaching lessons.
  Teach 5 lessons to develop teaching skills using the micro-teaching cycle
- Preparation of guidelines for observing the organizations serving children with special needs
- Campus-level sharing of observation report
- Peer teaching practice on campus for two weeks
- Prepare 5 lessons and teach with peer in a real classroom using different methods and materials

- Activities to be carried out at an organization serving children with special needs
  - Observation of organization using the guidelines
  - Collection of data/information through guidelines and informal discussion with concerned officials

- Activities to be carried at special school/integrated school/school resource class
  - Observation of teaching of school or campus teachers
  - Study of management of special schools and integrated schools
  - Preparation of at least 5 lessons in different areas of disabilities with a total of 10 lesson plans using a variety of instructional techniques
  - Preparation of teaching aids
  - Teaching of at least 10 lessons (Prepare lessons using different instructional techniques with the support of campus supervisor)
    Improve the lessons through the suggestions of campus supervisor and concerned subject teacher

- Observation of at least five lessons of peers' teaching and prepare its report after analyzing the results and provide knowledge of results to both students
- Analyze testing tools and their administration adopted by the schools from accessibility and adaptability perspectives.
- Preparation of a report of in-depth case study in the given format
- Report preparation along with the record of all the activities conducted during the practicum period in an organized form following the format of a report

4.3 Student-teachers are unpaid full-time teachers of the school/campus and are required to be free from all other commitments during the school/campus day (usually 10:00 – 4:00; they are expected to participate and help organize extra-curricular activities upon request.

4.4 Prepare a comprehensive practicum report including teaching practice, observation of organization serving children with special needs, institutional practices in special school/integrated school and submit it to the concerned department for evaluation.

5 Evaluation of Practicum

The internal supervisor and external examiner must evaluate the performance of students' teaching practice and practicum activities independently. Each student must obtain 50% score in internal and external evaluation separately to pass the practicum course.

Students admitted to the blended/online mode must be engaged in campus micro and peer teaching activities virtually under the guidance and supervision of the subject

teacher/internal supervisor. However, they must teach 10 lessons in real classrooms (face to face) of cooperating schools/campuses chosen by them with the permission of Department of Teaching Practice of the Campus/Department and record the videos -10 of real classroom teaching activities and submit it to the internal supervisor. Final external examination will be conducted in the school/campus located near by the Department/Campus running blended/online classes. For final external evaluation, the student teacher must attend the concerned Department and teach at least one lesson in the real classroom of schools/campuses selected by the Department of Teaching Practice.

Internal and External Evaluation of the Practicum

Main Activities	Description of Activities	Internal Evaluation		External Examination (40%)
		Internal Supervisor (50%)	Concerned Teacher of Cooperating School or Campus (10%)	
Teaching Practice	Experience as a learner • Observation report • Sharing of experiences	5 (3) (2)	-	5 (Based on report)
	Experience as a teacher in micro-teaching practice • Lesson plan • Micro-teaching practice	5 (2) (3)	-	-
	Peer teaching in the department/campus	5	-	-
	Experience as a full-teacher at special schools and integrated school/campus • Lesson plan • Teaching aids • Classroom performance • Report on feedback to peers • Test analysis for accessibility and adaptability	10 (5) (1) (1) (1) (2)	10 (5) (1) (1) (1) (2)	15 (8) (1) (2) (1) (3)
Observation of organization serving children with special needs	• Observation report • Presentation of report	5 (3) (2)	-	5 (3) (2)
Internship	In-depth case study report	5	-	5
	Internship report	10	-	10
Gate up and setting of the comprehensive report		5	-	-
	Total	50	10	40

Note: Final score will be adjusted automatically according to Semester Examination Rules if there is a variation of 20% or more between internal and external evaluation. Students' performance in all headings mentioned in above table should be evaluated addressing practical activities as well as their respective report. Detailed evaluation forms will be developed for evaluating the performance of the students in three different parts.

ANNEXES

Annex I
Real Classroom Teaching Observation Guideline

- Classroom setting
- Teacher's entering behavior
- Use of pedagogy
- Use of instructional materials
- Activity designed
- Students' participation and engagement
- Collaborative work
- Interaction and communication
- Style of delivery
- Assessment strategy
- Wrapping up the lesson

Annex II
Micro-Teaching Lesson Plan

Micro Lesson Plan No.

Name of the School: Date:
Subject: Period:
Unit: Time:
Title:
1. Specific Objectives:
2. Instructional Materials & Technologies:
3. Instructional Strategies:
4. Teaching Learning Activities:

Stages	Methods/Pedagogy	Activities
Review of the previous lesson and introduction of the new lesson		
Initiation and presentation of core teaching-learning activities		
Recapitulation		
Evaluation and feedback		

....
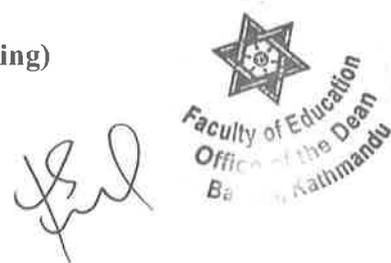
Subject Teacher   School Supervisor   Internal Supervisor

Annex III
Peer Teaching Lesson Plan (for 20 Minutes Teaching)

Name of the School: Date:
Subject: Period:
Unit: Time:
Title:
1.Specific Objectives:
2. Instructional Materials & Technologies:
3. Instructional Strategies:
4. Teaching Learning Activities:

Stages	Methods/Pedagogy	Activities
Review of the previous lesson and introduction of the new lesson		
Initiation and presentation of core teaching-learning activities		
Recapitulation		
Evaluation and feedback		

....
Subject Teacher   School Supervisor   Internal Supervisor

Annex IV
Analysis of Testing Tools for Their Accessibility and Adaptability

Report Framework (three to five pages)
- Introduction to testing tools used in school
  - Testing
  - Non-testing
- Objectives
- Practices to make them accessible and adaptable
- Challenges faced for ensuring accessibility and adaptability
- Suggestions
- Reflection

Annex V
Organization Visit Report
Report Framework (three to five pages)
- Title: School/Organization Visit Report(Date of visit: From..................to ....)
- Name of the organization
- Context
- Purpose of the visit
- Method of collecting information
- Findings
- Conclusion
- Lessons learnt

Annex VI
Case Study Report

Student teachers can take any one student with special needs to prepare a case study report (at least five pages excluding preliminary, references, and appendices parts), encompassing the components given below:

Components of a Report
- Cover Page
- Acknowledgement
- Table of contents
- Chapter One - (Introduction, purpose of the study, significance of the study)
- Chapter Two –Methods (Selection of the case, study method, data collection tools)
- Chapter Three – Analysis and interpretation of the findings
- Chapter Four – Conclusion and recommendations
- References
- Appendices

Annex VII
Internship Report

Students will thoroughly study about the historical, physical, administrative, academic, and inclusive aspects of the visited school and make a brief internship report individually (four to five pages) based on the information.

Components of the report
- Context
- Review of different aspects of visited institution (historical, physical, administrative, academic and inclusive aspects)
- Good practices
- Perceived problems
- Areas in need of improvement

Annex VIII
Comprehensive Practicum Report

Student teachers need to arrange these components (different reports prepared in part I, part II, and part III) of the practicum serially and prepare the report in loose binding for final submission to the department/campus.

Components of the Comprehensive Practicum Report
- Cover page
- Brief summary of the report (Abstract)
- Table of contents
- List of tables and figures
- Part one
- Part two
- Part three
- Preparation of the report including a reflective note (reflection from all the three parts)

Annex IX
Activity Matrix

Overall Activities		Activities			Intended Competencies/ Outcomes
Parts	On/off Campus				
Part I	On-Campus	*Orientation Program*	Attendance	Participation	Daily attendance
	Off-Campus	*Experience as a learner*	Preparation of the classroom observation	Observe, collect and analyze information	Prepare and share a brief report on good practices and lessons

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School of Education. (2013). *Teaching practice handbook*. Cape Town: University of Cape Town

The Open University (Posted in 27th August 2015). *Learning to teach: Becoming a reflective practitioner.* http://www.open.edu/openlearn/education/learning-teach-becoming-reflective-practitioner/content-section-2.1

Course Title: **Thesis Writing** Nature of Course: Practical (Specialization)
Course Code: Ed. 544 Credit Hours: 6 (Part A: 3, Part B: 3)
Level: M.Ed. Teaching Hours: 48 (For Part A)
Semester: Fourth

Duration: Part A: Course work (Essentials of thesis/academic writing and proposal development and duration: 3 Months
Part B: Thesis Writing and duration: 3 Months

1. Course Description: This is a *specialization course* for master's degree students that aim to provide them with both theoretical knowledge and hands-on experience for conducting original research. Accomplishing this work, each student will produce a thesis on some novel issues of their specialization, which will contribute to their fields of knowledge.

This course is divided into two parts: Part A. Course work (Essentials of thesis writing and proposal development): Credit -3, Credit hours: 48, and duration: 3 months) and Part B. Thesis Writing: 3 Credit (expected duration: 3 months)

Part A. Course work (with proposal development)

The first part is a taught course, an integral part of thesis writing course. It is also considered as a part of specialization course, which will be delivered by the subject teacher(s) assigned by the concerned department and/or campus. Generally, for each group or section of the students, one or more teachers who have sound knowledge and skills for doing research will be assigned to this work. This course focuses on writing and research skills required for successful completion of thesis writing course. During course work, teachers will facilitate students to develop proposal, prepare data collection tools and write thesis. The workload can be divided between the teachers accordingly, if two or more teachers are assigned for facilitating one group of students (generally one section).

2. General Objectives:

The primary objective of the coursework is to equip students with the essential knowledge and abilities to compose each part of the proposal. To achieve this, objective both learning and writing will occur concurrently. During the writing of each section, students will create their own illustrative examples and generate the necessary written components, which they will subsequently integrate into their proposal.

3. Specific Objectives and Contents

Specific Objectives	Contents (*Total 48 hours time duration allocated under time management schedule*)
• Develop basic ideas and skills for writing thesis including developing paragraph, avoiding plagiarism and using academic vocabularies and language	**Essential of Thesis/Academic Writing** 1. Ways to improve academic writing. 2. Paragraph structure (topic sentence, supporting sentences, concluding and transition sentence) 3. Exercise for paragraph writing 4. Exercise for paraphrasing and avoid

	plagiarism

• Develop the skills of writing a research proposal and be able to write introduction section of a research proposal.	**Getting ideas for Writing a Research Proposal**
	    • Selecting research area and topic
	    • Search and relevant literature, find problem,
	    • Dissect and analyse research problem,
	    • Raise Research questions and
	    • Formulate research objectives.
	1. Write background/context of the study
	2. Write statement of the research problem
	3. Write and refine research objectives and research questions
	4. Write significance of the study
	5. Write Delimitation of the study

• Learn techniques of reviewing literature and taking notes.
• Demonstrate skills for writing review of literature.
• Develop conceptual framework.
	Writing Review of Literature
	    • Review of conceptual, theoretical and empirical literature
	    • Ways for writing review of literature
	    • Exercise for writing review of literature in class
	    • Exercise for developing and writing conceptual framework

• Develop skills for writing research method and procedures
• Prepare data collection tools
	Writing Research Methodology
	    • Choosing appropriate research methods and procedures
	    • Write about research approach and design
	    • Identifying study areas/sites and population/participants
	    • Exercise for writing about study population/research participants
	    • Exercise for write about sampling frame and sampling design for quantitative study
	    • Developing and writing criteria for selecting informants/research participants in qualitative study
	    • Choosing data collections methods and tools
	    • Exercise for preparing data collection tools based on research objectives and research questions
	    • Writing data collection and analysis procedures
	    • Writing ethical procedure

• Develop the research proposal for master's thesis following given	**Preparing complete proposal for thesis writing based on following format.** • **Preliminary Part**

format/guidelines.
• Present the proposal in a systematic way.
• Apply the APA style of writing the proposal in an organized way.
	• **Cover page** with the title, details of the researcher, the level for which it is written, and the department/campus.
	• **Table of Contents**
	• **Acronyms/Abbreviations**
	
	Chapter I: Introduction
	    1. Background of the Study
	    2. Statement of the Problem
	    3. Objectives of the Study
	    4. Research Question/s (if necessary)
	    5. Significance of the study
	    6. Delimitations of the Study
	    7. Definition of the Key Terms
	Chapter II: Review of related literature and conceptual framework
	    1. Review of Related Literature
	        1.1. Theoretical
	        1.2. Empirical
	    2. Conceptual Framework
	Chapter III: Methods And Procedures
	    3.1 Research design (qualitative, quantitative and mixed design)
	    3.2 Population and sample
	    3.3 Sampling strategy and procedures
	    3.3 Research tools
	    3.4 Sources of data (primary and secondary)
	    3.5 Data collection procedures
	    3.6 Data analysis procedures
	    3.7 Ethical considerations
	Reference Refences (APA format)
	        Appendices (Questionnaire, Interview questions or any other relevant tools etc.)

Time management and schedule:

The department will make a routine for this coursework in the following way:

- Each class will last for 2 hours, and there will be two classes in a week.
- In this way, the course and proposal development tasks will be completed in 48 contact hours in 12 weeks (3 months).

Organization of learning activities and teacher's facilitation:

The learning activities and tasks will be divided according to the following weekly activities:

Academic writing

Week 1.1. General structure of a chapter section and ways for improving academic writing

This week, students will become familiar with how to structure a section with appropriate paragraphs and sentences. The teacher will provide some relevant examples of a section of writing (e.g. introduction) with paragraphs and suggest students practicing to write a few paragraphs accordingly. Generally, each section of writing comprises of a number of

embedded ideas, and for each idea, the students make at least one paragraph. The sentences in paragraphs should be simple, meaningful and formal without jargon.

There are several strategies and ways to improve academic writing skills. Teacher will discuss about essential of academic writing and discuss on writing style and ways for improving writing focusing on following tips with examples:

- Read actively, widely and extensively,
- Paraphrase and summarize after reading,
- Plan and organize writing,
- Practice writing with contents and arguments,
- Write formally and with clarity and consistence,
- Write precisely, concisely and coherently,
- Use academic vocabulary and use of academic language,
- Avoid informal vocabulary/colloquialism and spoken language,
- Avoid contractions (aren't, don't..)
- Avoid repetition (use different sentence structures),
- Write with source/evidence,
- Avoid plagiarism,
- Take care of grammar and punctuation,
- Follow writing process: getting ideas, reading and note-taking, pre-writing/free writing, make outline/skeleton, writing draft, revising, editing and finalizing;
- Get feedback from teachers and others/experts

Paragraph structure and paragraph writing

A paragraph should consist of a topic sentence or thesis sentence that introduces the main idea. Following the topic sentence, it is essential to provide evidence and arguments that support the main idea. This evidence can be in the form of facts, examples, statistics, or logical reasoning. The paragraph should conclude with a sentence that summarizes the main point and possibly transitions to the next paragraph if needed. This concluding sentence should bring closure to the paragraph and reinforce the central idea.

If you are writing an 'introduction' section about learning style of students, first you should decide how many ideas about learning style you want to convey and then you should make the paragraph accordingly. Let's say, you have four ideas – 1) learning style is personal which differ from person and person, 2) learning style affects the memory of learning, 3) learning style can be both in-born and acquired, and 4) learning style is a neglected topic in educational research. Then, you can make at least one paragraph for each of these ideas. Example of the first paragraph is below (you can practice remaining paragraph accordingly):

Example
Learning style is an individual phenomenon which differs from person to

person based on their interests and social characteristics (topic sentence). In other words, how students learn best depends upon the ways they prefer to use their sense and motor activities for learning. Research by Kolb (2012), for example, suggests that individuals may have different preferences for learning, such as being more reflective or active in their approach. Additionally, VARK (Visual, Auditory, Reading/Writing, and Kinesthetic) theory (Fleming & Mills, 2002) underscores how students can have varying preferences for receiving and processing information. Considering these differences in learning styles is essential for educators to contextualize their teaching methods and materials to meet the diverse needs of students. In conclusion, acknowledging and addressing these variations in learning styles is crucial for promoting effective and inclusive education (concluding sentence).

Evidence and analysis
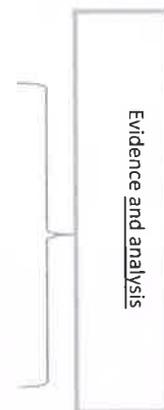
Week 1.2. Paraphrasing

In this session, students will learn how to paraphrase others' work in their writing. Paraphrasing is the process of summarizing others' ideas in author's own words. Paraphrasing requires understanding the literature and summarizing the meaning in author's own styles and languages. A proper citation is required to acknowledge the author(s) whose ideas you are paraphrasing. While paraphrasing literature, the students should draw key ideas of the author(s) and write this topic idea in your first sentence, followed by discussion and analysis. The teacher first shows the relevant examples and asks the students to practice paraphrasing the literature they want to use.

Example

Original: "One of the most significant issues in learning to learn is an individual's taking the responsibility for his/her own learning. The individuals should know what their own learning styles are and what characteristics this style has and they should thereby behave according to this style. In this way, the individual can acquire the constantly changing and increasing amount of information without need for the assistance of others. When the learner takes the responsibility of his/her own learning, s/he attributes meaning to the process of learning. S/he develops an understanding of his/her own form of learning style and becomes much more satisfied with the environment s/he interacts with. Every opportunity for learning is a chance for him/her." (Gilakjani, 2012, p. 104)

Paraphrased: Learning becomes easier when people understand how they learn best and take charge of their own learning (Gilakjani, 2012). This means knowing their learning style and adjusting their study habits to match it. When they do this, they can learn more on their own without needing as much help from others, making the learning process more meaningful and satisfying.

Writing introduction section of the proposal
Week 2.1. General overview and structure of the master degree thesis

This week, students will become familiar with the structure and components of the master's thesis.

The teachers and students will collect sample theses from the department or library. The teacher will divide students into smaller groups (3-4 students in each group) and ask them to
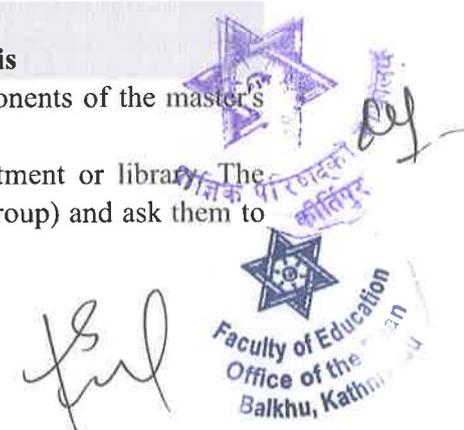
review the structure of the thesis. The teacher will ask students to review the table of contents carefully and make a list of components that should be included in the thesis.

When students are familiar with the basic structure of the thesis, the teacher will ask them to review the title of each thesis and ask them to come up with some areas or issues of their interest in the next class that they want to explore through their masteral research. The teacher will encourage students to bring specific, local, and contextual issues rather than a topic or issue of greater scope. The teacher will encourage students to be "microscopic rather than telescopic'.

Week 2.2. Selecting a research area and research topic

In this session, each student will share their research topic or issues of interest individually. Then, the teacher will provide feedback on their examples, first generally, then specifically. The general feedback could be as follows

Be as specific as possible, and bring unique and novel ideas:

Example

Less appropriate - Learning problems of students in mathematics classroom in Nepal

Appropriate - Learning problems of Chepang students in Grade 5 arithmetic

Less appropriate - Students' knowledge, skills and attitude towards balanced diet

Appropriate - Cultural practices of food and nutrition among Tharu students

Week 3.1. Narrowing the topic with novel and unique issue(s)

Continuing the process of sharing, revising, and editing, the students will be able to bring novel and specific research issues. Sharing, discussion, and feedback will be the general pedagogical procedure in the class.

Week 3.2. Writing objective and research questions

Although the objectives and research questions can be framed in different ways, the basic idea to teach students is to make one general objective and break down this objective into two or three research questions. For this process, the teacher will first show examples in the following way:

Example

Objective:

- To explore the common cultural practices of food and nutrition among Tharu communities.

Research questions:

- What are the common foods and nutrients Tharu households consume in a typical week?
- What are the cultural and ethnic food types and habits in Tharu communities?
- In what ways do cultural practices of food and nutrition vary between older and younger generations in Tharu communities?

With such examples, the teachers will ask students to formulate their objectives and research questions and share them in the class. The teacher will provide feedback to each student and mentor the needy ones to finalize their objectives and research questions.

Week 4.1. Refining objective and research questions

Continuing from the previous week, students will share their examples and receive feedback from the teachers. This process will help students finalize their working title, objectives and research questions, which are the core components of their proposal.

Week 4.2. Writing Introduction (Background and statement of the problem)
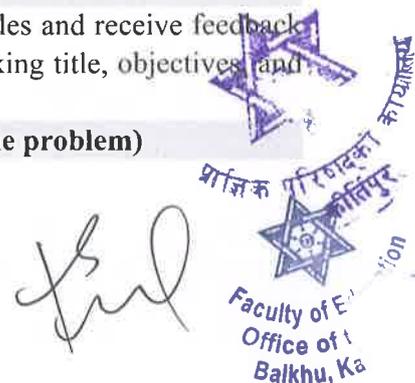
The teacher will show examples of writing the background and statement of the problem sections and encourage students to practice this kind of writing.

Background:

This part sets the scene for students' work. The teacher will ask students to write about the context and available knowledge in the field, then gradually narrow down the writing towards the issues under study.

Example

In the context of primary education in Nepal, understanding and catering to the diverse learning styles of students is of paramount importance (Smith & Sharma, 2022). Nepal's primary school system encompasses a wide range of linguistic and cultural backgrounds, presenting a unique challenge for educators (Dahal & Rai, 2019). To optimize the learning experience for these young learners, it is crucial to explore how different learning styles manifest within this diverse landscape (Koirala et al., 2020). By delving into the learning preferences and strategies employed by primary-grade students in Nepal, this research proposal seeks to contribute valuable insights to the field of education and inform the development of more effective and inclusive teaching practices tailored to the specific needs of these students.

Week 5.1. Writing the statement of problems

In this section, starting with what knowledge is available in the field, the teacher will ask students to write what is 'lacking' in the field of knowledge. The main focus is to specify what is little known, and what is questionable.

Students can phrase the problem sentences in the following ways:

Questions have been raised about the …….

Scholars have long debated the….

Previous studies of X have not fully dealt with …..

Previous published studies are limited to …

Up to now, far too little attention has been paid to …

There is little published knowledge on …

What is less clear is the nature of …..

Much uncertainty still exists about ……

Example

There are multiple issues and knowledge gap in the field of students' learning style in primary school. Primarily, questions have been raised about the effectiveness of current teaching methods in addressing the diverse learning styles of primary school students (Smith & Jones, 2021). Scholars have long debated the optimal approaches to accommodate these varying styles within the classroom (Brown & Patel, 2019). Previous studies of learning styles among primary school students have not fully addressed the influence of cultural and linguistic factors on their learning preferences (Gupta et al., 2020). Previous published studies primarily focus on a limited range of learning style factors and lack a comprehensive examination of their impact on academic performance (Lee & Kim, 2018). Up to now, far too little attention has been paid to understanding the specific learning preferences of primary school students in our regional context (Khan & Rahman, 2022). There is limited published knowledge on how socioeconomic factors intersect with learning styles among primary school children (Wang & Zhang, 2020). What is less clear is the types of learning styles students use while preparing for exams. This knowledge is rare and minimal in the context of Nepal's school education.

Week 5.2. Writing significance of the study, delimitations and operational definition

Significance of the study

The students can write the significance in two to three paragraphs:

- First paragraph - What knowledge are they contributing to the field?
- Second paragraph - Who are the potential users of their work and how do they apply this knowledge?
- Third paragraph - In what ways does their research contribute to policy? or what changes their knowledge bring to the field?

Example

First paragraph - This study aims to make a significant contribution to the field of education by enhancing our understanding of the learning styles of primary school children in Nepal. Existing research in this area has been limited in scope and often overlooks the cultural and linguistic factors that influence the learning preferences of these young learners. This research seeks to fill this gap by providing a comprehensive analysis of the diverse learning styles among Nepalese primary school children. By shedding light on these nuanced aspects of learning, I will contribute to the existing body of knowledge, enabling educators and researchers to develop more effective teaching strategies and support systems tailored to the needs of these students.

Second paragraph - The potential beneficiaries of this work extend to a range of stakeholders, including educators, curriculum developers, policymakers, and parents. Educators can apply the knowledge gained from our study to adapt their teaching methods and classroom environments to better accommodate the diverse learning styles of primary school children in Nepal. Curriculum developers can use our findings to create more inclusive and culturally sensitive educational materials. Policymakers can benefit from our research by using it to inform education policies that foster inclusive and equitable learning environments. Parents can also utilize our insights to better support their children's learning at home, aligning with their unique learning styles.

Third paragraph - This research has the potential to bring about significant changes in the field of education, particularly in the context of Nepal. By providing a evidence-based understanding of learning styles among primary school children, we can inform the development of evidence-based educational policies and practices that prioritize inclusivity and diversity. This knowledge can lead to the creation of more culturally relevant and effective teaching approaches, ultimately enhancing the quality of education for primary school children in Nepal. Furthermore, this research may contribute to the broader discourse on education and diversity, influencing educational policies and practices not only in Nepal but also in other regions facing similar challenges in accommodating diverse learning styles among young learners.

Delimitations

In this sub-section, the teacher asks students to write down the boundaries or scope of their work. This helps clarify what their research will and will not cover.

Example

In this study, I will focus exclusively on high school students in urban areas of Biratnagar City. I acknowledge that there are students in rural areas with potentially different experiences, and they are not within the scope of this research. Additionally, I am limiting my investigation to the learning style and its relationship with academic performance of students and will not cover the 'effective' aspects of learning styles that focus on the strategies to learn emotionally.

Operational definitions of key terms

This is not a dictionary definition, but the way students operationalize the terminology. For example, if a student select to carry out this study- Variation in learning styles and learning achievement among primary school children. In this example, three keywords—learning styles, learning achievement and primary children—are to be defined in the ways that the researcher uses them in his/her thesis. For example:

Example

Learning style: Students' preferred techniques for preparing their exams

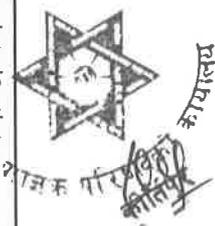Learning achievement - score obtained in the achievement test

Primary school children - students studying in grades 4 and 5.

Writing Literature Review

Week 6.1. Writing conceptual and theoretical literature review

In this section, students will review the conceptual literature related to their topic and problems. For this, they have to identify and retrieve relevant books, journal articles, and policies in the related field. Then they will read and make notes on the ideas and categorize them into some themes. For example, if they are studying 'learning style of primary children in Nepal' their theoretical literature can be categorized into three sections: meaning and concepts of learning styles; types of learning styles, and theories of learning style. Students should write the section in paragraphs. They have to note the following examples while writing the review:

कमसल	राम्रो
भट्टराई) २०७९ (ले आफ्नो अध्ययन 'पुरस्कारले विद्यार्थीको शैक्षिक उपलब्धिमा पारेको प्रभाव' शीर्षकमा गरेको अध्ययनमा शिक्षकहरुले जति विद्यार्थीहरुलाई उत्साह र हौसला प्रदान गर्नुहुन्छ विद्यार्थिहरु त्यत्ति नै सिकाइका लागि उत्प्रेरित र क्रियाशील हुन्छन् भन्ने जानकारी अगाडि ल्याएको छ। यसरी यस अध्ययनले विद्यार्थीहरुलाई प्रदान गरिने सकारात्मक उद्दिपकले सिकाइ सहभागिता र त्यसको प्रभावकारिता मात्र होइन सिकाइ उपलब्धिमा समेत परिमाणात्मक र गुणात्मक परिवर्तन ल्याउन सक्दछ भन्ने तथ्यलाई उजागर गरेको छ।	शिक्षकहरुले जति विद्यार्थीहरुलाई उत्साह र हौसला प्रदान गर्नुहुन्छ विद्यार्थिहरु त्यत्ति नै सिकाइका लागि उत्प्रेरित र क्रियाशील हुन्छन् । भट्टराई) २०७९ (ले गरेको अध्ययनले विद्यार्थीहरुलाई प्रदान गरिने सकारात्मक उद्दिपकले सिकाइ सहभागिता र त्यसको प्रभावकारिता मात्र होइन सिकाइ उपलब्धिमा समेत परिमाणात्मक र गुणात्मक परिवर्तन ल्याउन सक्दछ भन्ने तथ्यलाई उजागर गरेको छ।
Asmelash (2019) mentioned that Heavy social	Social media has invited several

media use can be linked to depression and other mental disorders in teens. (No position, only citation) Heavy social media use can be linked to depression and other mental disorders in teens (Asmelash, 2019). (Little better, but still no position)	undesirable consequences. For example, social media is linked to with mental disorders such as depression and anxiety (Asmelash, 2019) (Strong position with a topic sentence)

Example of literature review paragraph

Example

Learning styles: Theoretical underpinning

Students prefer different learning styles and understanding the learning styles of primary children is important for effective educational practices. Honey and Mumford (1982) proposed a widely recognized model categorizing learning styles into four types: Activist, Reflector, Theorist, and Pragmatist, each characterizing distinct preferences for how students engage with and process information. Furthermore, Gardner's theory of multiple intelligences (1983) has significantly contributed to our understanding of the diverse ways in which primary children can excel academically, emphasizing individual strengths in areas such as verbal-linguistic, logical-mathematical, and bodily-kinesthetic intelligences. Additionally, Vygotsky's sociocultural theory (1978) has underscored the importance of social interactions and cultural contexts in shaping primary children's learning styles. As we delve into the learning styles of primary children, these influential theories provide a foundational framework for exploring how various teaching methods and strategies can accommodate and optimize their diverse learning preferences (Honey & Mumford, 1982; Gardner, 1983; Vygotsky, 1978).

Considering these theoretical knowledge bases, I use Gardner's theory of multiple intelligences and Vygotsky's sociocultural theory to look into the learning styles of students. As I understood from these two theories, I understand that learning styles align with the intelligence dimension that is socially constructed. Therefore, I will look into verbal, visual-spatial and kinesthetic learning, focusing on how these strategies work in a sociocultural environment.

Week 6.2. Writing review of empirical literature

In this section too, the students will identify, collect and review the published (research-based journal articles) and unpublished research works (such as theses and research reports), read them carefully, make notes, compare and categorize the major ideas into a few groups, and draw themes. Then, they will write the empirical review under each theme.

Example

Learning style in practice

Empirical studies on the learning styles of primary children in Nepal have yielded valuable insights into the educational landscape of the country. Sharma and Rai (2015) examined the prevalence of different learning styles among primary school students in urban and rural areas of Nepal, revealing notable variations. Their findings indicated that primary children in urban schools tend to exhibit a preference for kinesthetic learning styles, while those in rural areas lean towards visual and auditory styles. Similarly, a more recent study investigated the influence of cultural factors on learning styles among primary children in the Kathmandu Valley (Gurung & Shrestha, 2020). Their research highlighted the significant impact of cultural practices, such as community-based learning, on shaping learning preferences. Furthermore, another study explored the relationship between teacher instructional methods

and the learning styles of primary students in Nepal (Bhattarai & Adhikari, 2017) . They found that an interactive teaching approach aligns well with the kinesthetic and auditory learning preferences commonly observed among Nepali primary children. These empirical studies underscore the importance of considering regional and cultural factors when designing effective educational strategies tailored to the learning styles of primary children in Nepal (Sharma & Rai, 2015; Gurung & Shrestha, 2020; Bhattarai & Adhikari, 2017). While this research focuses on generic aspects of learning style of children, there is a knowledge gap on how students use their learning styles while preparing for exams. In my research, I will contribute to this knowledge gap.

Week 7.1. Preparing a conceptual framework

Conceptual framework is generally a diagrammatic representation of the study, which visualizes key concepts and variables and their potential relationships. The following points should be taken into consideration while designing the conceptual framework:

- Identify key concepts and variables; define relationships among them.
- Use clear, concise labeling.
- Ensure alignment with research goals.
- Maintain consistency and precision.
- Seek feedback for clarity and accuracy.

Example: Conceptual framework for the study of continuous professional learning of teachers
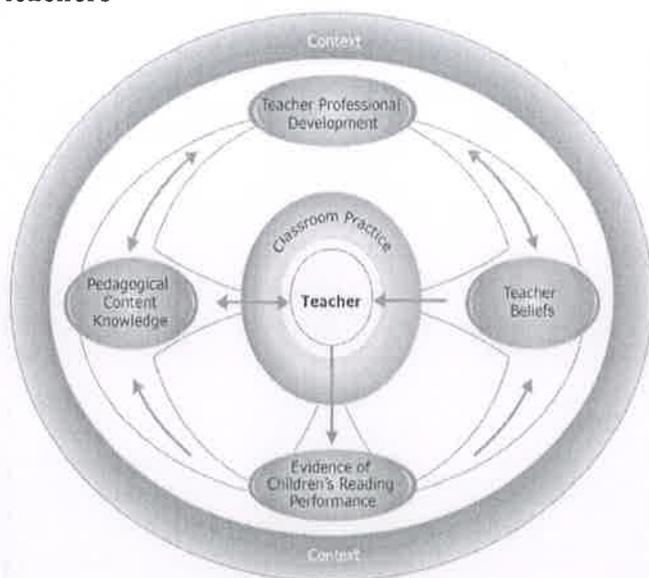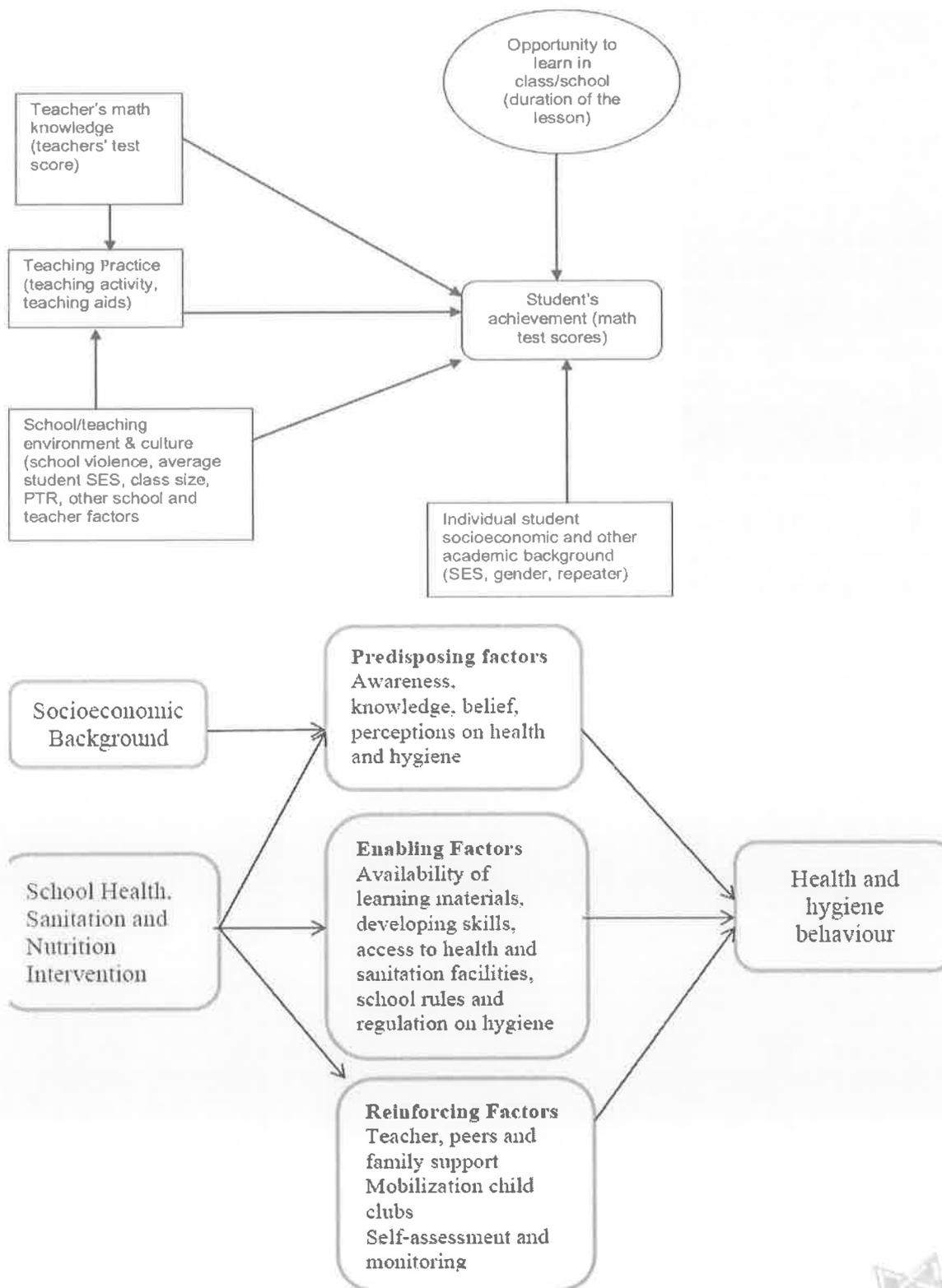
Fig.: Conceptual framework indicating how various factors and conditions influence health hygiene behaviour

Writing methodology

Week 7.2. Writing research design, population and sampling

In this section, students should indicate which research design they will use (qualitative, quantitative, or mixed). They will read the research methodology book carefully. There are several designs under qualitative, quantitative, and mixed methods and students will appropriate design for their study. Students will identify the target participants from whom they expect to collect the data. This is their population. They will read various sampling strategies from the research methodology book and choose the appropriate one for their research. If they are doing a quantitative survey research, they need to calculate the sample size using some formula. With this information, they will write the paragraph.

Example

Research Design: For the study on the learning styles of primary school children in Nepal, a parallel mixed-methods research design will be employed. This design will enable me to gather both quantitative and qualitative data to gain a comprehensive understanding of the topic. The study will consist of two main phases: a quantitative survey to assess the prevalence of different learning styles and a qualitative phase involving interviews and observations to provide deeper insights into the factors influencing these learning styles.

Population: The target population for this research will be primary school children in Nepal in Chandragiri municipality. Considering the fact that students are studying in both public and private schools in this municipality, samples will be drawn from both schools to ensure representation. The age range will encompass primary school children, typically aged between 6 and 12 years old. Since primary education in Nepal is provided in various languages and follows different curricula, this diversity will be considered when selecting the sample to ensure a broad representation of students.

Sampling: To ensure the research's validity and generalizability, a stratified random sampling technique will be employed. First, a list of public and private schools will be prepared, and then, from each stratum, a random sample of ten public and ten primary schools will be selected. Using Yate's formula, a total of 400 sample sizes are decided. Using a lottery method, 200 samples will be drawn from the list of children studying in 10 public schools and another 200 from 10 private schools.

For the qualitative interview, one student of age 12 studying in grade 5 will be purposefully selected from each school for the interview, totaling 20 students. In so doing, five girls and five boys will be selected from each school type.

Criteria for selecting research participants in qualitative study: Random sampling method is not suitable in selecting sample or research participants. Researcher should develop criteria for selecting a few persons from a large group or population to minimize biasness.

Week 8.1 Preparing data collection tools

In this session, students will prepare their data collection tools. The commonly used quantitative research tool is questionnaire and test, while interview and FGD questions are prepared before starting the fieldwork. The teacher shows examples of survey questionnaire and interview questions (in paper or online such as Google form, and asks students to prepare the similar tools they intend to use in their research.
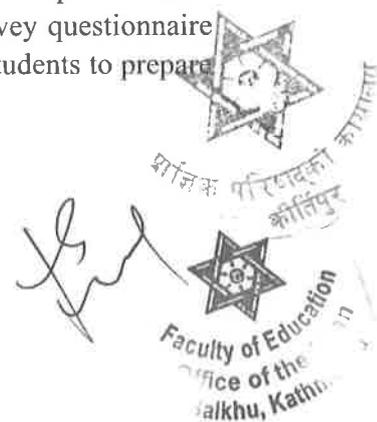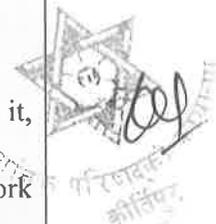
Example

Learning style questionnaire (for Quantitative study)

Instructions: Please answer the following questions to help identify your preferred learning style.

1. What do you enjoy doing in your free time?
   a. Reading books or comics
   b. Playing sports or games outside
   c. Drawing or creating art
   d. Watching educational videos or documentaries
2. When you have to learn something new, which method helps you the most?
   a. Listening to someone explain it
   b. Trying it out yourself with hands-on activities
   c. Reading about it in a book
   d. Watching a video about it
3. Which of the following activities do you find interesting? (You can select more than one)
   a. Solving puzzles or brainteasers
   b. Working with a group of friends on a project
   c. Listening to stories or audiobooks
   d. Organizing and categorizing things
4. What types of materials do you like using when learning? (You can select more than one)
   a. Books
   b. Computers or tablets
   c. Art supplies like markers, crayons, or paper
   d. Outdoor materials like a ball or nature items
5. On a scale of 1 to 5, how comfortable are you with using a computer or tablet for learning, where 1 is not comfortable at all, and 5 is very comfortable?
   1 2 3 4 5
6. How much do you enjoy learning new things at school?
   1 (I don't enjoy it) 2 3 4 5 (I love learning new things)
7. How well do you work when you're in a group with other students?
   1 (I don't work well in groups) 2 3 4 5 (I work great in groups)
8. Rate your interest in reading books for fun.
   1 (Not interested) 2 3 4 5 (Very interested)
9. How much do you like doing hands-on activities, like experiments or art projects?
   1 (I don't like them) 2 3 4 5 (I love them)
10. Rate your interest in listening to stories or podcasts.
    1 (Not interested) 2 3 4 5 (Very interested)

Interview questions (for Qualitative research)

1. What's your favourite way to learn something new? Do you like reading about it, doing hands-on activities, listening to someone explain it, or watching videos?
2. When you're working on a school project or homework, do you prefer to work alone or with friends? Why?
3. Can you tell me about a time when you learned something really well? How did

you do it?

4. Do you like to draw, write, or make things when you're learning? Can you give me an example of something you've created for school?
5. What subjects or topics do you find the most interesting at school? Why do you think you like those subjects?
6. Do you like it when your teacher explains things in class, or do you prefer to figure things out on your own?
7. How do you feel about reading books? Do you enjoy reading for fun?
8. When you have a big test or assignment, how do you usually study or prepare for it?
9. Are there any subjects or activities at school that you find challenging? What do you think makes them challenging for you?
10. Are there any specific tools or technologies (like computers, tablets, or educational apps) that you find helpful for your learning?
11. When you have to remember something important, what strategies do you use to remember it?
12. Do you enjoy group projects at school? Why or why not?

Week 8.2 Writing about data collection tools and strategies

In this sub-section, students should detail which instruments and strategies they are going to use for collecting data from the field. It is essential for the students to draft the tool(s) in this phase, which they should mandatorily put in the appendix. If they are doing a quantitative study, they will provide a brief description of questionnaire or test that they will be using and refer this to the Appendix. If they are doing a qualitative study, they will provide a brief description of unstructured interview, focus group discussion, and participant observation notes that they propose to use which they should also refer to the Appendix. In a mixed method study, they should make and describe both.

Example

I will utilize a survey questionnaire and a test to assess the learning styles of students in grades 4 and 5 (see Appendix A). I will distribute the questionnaire to collect information about their preferred learning modalities and study habits. Additionally, I will administer a test designed to gauge their comprehension and retention abilities using various learning approaches. This combination of tools will help me comprehensively evaluate the learning styles of these students and gain valuable insights into their educational needs.

Week 9.1 Writing data analysis strategies

If students are doing a quantitative study, they should be able to explain which software (Excel or SPSS) they will use and how they will edit, code, and enter the data from the filled-out questionnaires into software. In addition, they should explain what statistical analysis do they use and how. If they are doing a qualitative study, they need to explain how they will transcribe, code, compare, group and derive themes from the interview and FGD data. If they are doing a mixed-methods research, they should be able to explain how they analyze the quantitative and qualitative data and how they mix them and make meaningful conclusions.
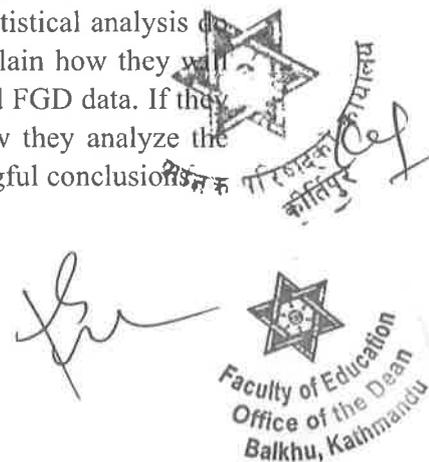
Example
Quantitative:
In my research proposal for studying the learning styles of primary school children in Nepal, I will employ quantitative data analysis techniques using SPSS software. Once I collect data through questionnaires, I will edit and code the responses for clarity and consistency before entering them into SPSS. To analyze the data, I will initially utilize descriptive statistics like mean, standard deviation, and frequency distribution to summarize the prevalence of various learning styles. Subsequently, inferential statistical tests t-tests will be employed to determine significant differences in learning styles among demographic groups like gender, grade level, and linguistic background. By following this approach, I aim to generate objective insights into the learning styles of Nepalese primary school children, providing a solid foundation for meaningful conclusions in my mixed-methods research.

Qualitative:
In my research proposal for exploring the learning styles of primary school children in Nepal, I will employ qualitative data analysis techniques, focusing on thematic analysis of interviews and focus group discussions with the children. Firstly, I will meticulously transcribe the audio-recorded interviews and discussions to ensure accuracy and facilitate analysis. Then, I will use a systematic coding process to identify recurring patterns, ideas, and concepts within the transcripts. These codes will be grouped and compared to derive overarching themes that encapsulate the children's perspectives on learning styles. By following this structured approach, I aim to extract meaningful insights from the qualitative data, shedding light on the nuanced aspects of learning styles among primary school children in Nepal and contributing to a holistic understanding of the subject.

Mixed:
I will use a mixed-method data analysis technique to examine the learning styles of primary school children in Nepal using a mixed-methods approach. In so doing, I will integrate both quantitative and qualitative data analysis techniques. For the quantitative aspect, I will employ SPSS software to edit, code, and analyze the data collected from the questionnaires. This will involve summarizing the prevalence of different learning styles using descriptive statistics and conducting inferential statistical test, t-tests to identify significant differences among demographic groups. Simultaneously, in the qualitative phase, I will transcribe, code, compare, and group the data obtained from interviews and focus group discussions with the children. Thematic analysis will be applied to derive overarching themes from the qualitative data. Finally, I will employ a triangulation approach to combine the quantitative and qualitative findings, allowing for a comprehensive understanding of learning styles among primary school children in Nepal and enabling meaningful conclusions to emerge from the mixed-methods analysis.

Week 9.2. Writing ethical considerations

In this section, they will envision what ethical issues may arise while working with the participants and how they will address these issues. Generally, they should consider the following fundamental ethical issues: informed consent, confidentiality, no-harm, trust, no data manipulation and reciprocity.

Example:
In conducting this research on the learning styles of primary school students, I will be very much careful for maintaining the major ethical issues. First, I will prioritize obtaining informed consent from both the participating students and their parents or guardians, ensuring
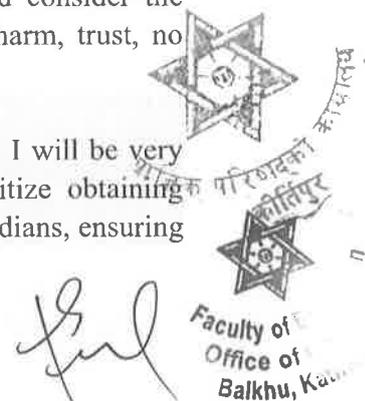
that they fully understand the research objectives, procedures, and potential risks involved. Confidentiality will be rigorously maintained, with all collected data anonymized and stored securely. Moreover, I am committed to the principle of "do no harm," and every effort will be made to minimize any potential discomfort or stress for the participants. Building trust and rapport with the students and their communities will be paramount, emphasizing open communication and mutual respect. Data manipulation will be strictly avoided, and my analysis will adhere to rigorous ethical standards. Lastly, I will ensure reciprocity by sharing our research findings with the participants and their schools, fostering a sense of collaboration and benefit for all involved parties. I hope that these ethical strategies safeguard the rights and well-being of the primary school students and their communities throughout the study.

Week 10.1 & 10.2. Compiling and editing all chapters of the proposal

In the tenth week, students join together all chapters and subchapters of the proposal. They will make the proposal logical, connected and coherent. They will also proofread and finalize every section and sub-section of their proposal. They will continually share their work with the teacher and seek feedback for finalizing their contents.

## Week 11.1 & 11.2. Chapter formatting, citation and referencing using APA 7th edition

Finally, students will format the proposal following the guidelines of APA 7th edition. In this process, the teachers will provide them theoretical knowledge of APA guidelines, mainly the structure, headings, citations and referencing. With teachers' feedback, students make appropriate formatting, citation and referencing using APA 7th edition. Then, they will type and make copies of proposal ready for submission and evaluation.

Week 12. Proposal presentation, defense, and evaluation of Part A (3 credit hours)

In these final two weeks, the department/college will arrange students' presentation and viva. An expert evaluator having specialization and expertise in the same subject or similar subject will be hired from within campus or nearby campus to evaluate the proposal. A senior faculty can be hired in case the department cannot hire relevant expert from the nearby campus. The regular teacher / supervisor will evaluate students' proposal in the capacity of internal expert. Both of these examiners (internal expert and expert evaluator) will evaluate the proposal based on the following criteria (Table 1):

Table 1. Proposal evaluation criteria (Internal Assessment)

Assessment criteria	Internal evaluation (Full marks 60)	Expert evaluation (Full marks 40)	Total 100
Defense on viva questions	10	6	16
Originality, novelty and contributory to the field	6	4	10
Appropriateness of introduction section, Researchable problems, objectives and questions	10	6	16
Appropriateness of literature review: thematic & relevant, Appropriateness of conceptual framework	6	4	10
Appropriateness of methodology	8	6	14
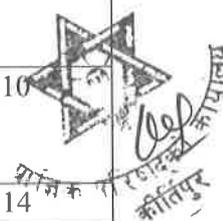
Data collection tools (in Appendix)	6	4	10
Writing: academic style, clarity, coherent & error-free	8	6	14
Formatting, citation and referencing according to APA	6	4	10
Total	60	40	100

Each student required to submit a proposal for writing thesis with the recommendation of his/her teacher/supervisor to the department for internal assessment of thesis writing course. Internal evaluation should be done before filling up fourth semester examination form. The department/campus must send evaluation marks of each student of Part A, three credit hours (100 marks) with examination form. One printed copy of final proposal of each student, bearing the signatures of both internal and external evaluators as well as the official seals of the campus and department, must be retained for official documentation purposes. The Dean's Office reserves the right to periodically audit these proposal records. Additionally, it is imperative to maintain detailed meeting minutes of the final examination, including the students' names, proposal titles, viva dates, and awarded scores. As part of this process, the department is responsible for submitting individual student scores to the Dean's Office prior to the final examination.

Part B. Thesis Writing: 3 credit (expected duration: 3 months)

1. **Course Description:**

   The research and writing the thesis is expected to complete in the remaining three months of the semester. The Dean' Office expects that students submit the thesis for final viva after completed (Passed) the all theories and Practical papers of the final exam.

   Following the presentation and evaluation of their proposals, each student will be assigned a supervisor by the department or campus. Then, students will engage in the following tasks in close consultation with their supervisors in order to finalize their research activities and write their theses.

2. **General Objectives**

The general objectives of this part B are to enable student to:

- Prepare data collection tools or strategies and finalize them by incorporating the thesis supervisor's suggestions.

- Conduct fieldwork, collect data from the field, and analyze them using the strategies mentioned in their proposal.

- Collaborate closely with the supervisor to write the findings, discussion, and conclusion sections.

- Revisit and refine the introduction, literature review, and methodology sections of their proposal, making edits and adding information as needed to align them with the final thesis.

- Compile all thesis components, ensuring they are interconnected, logical, and coherent.
- Share their progress with the supervisor, seeking feedback and suggestions for thesis improvement through the process of writing.
- Once the supervisor is satisfied with the thesis's quality and outcomes, they will recommend it for evaluation through a viva examination.

3. **Specific Objectives and Contents**

Specific Objectives	Contents
- State the ingredients of a thesis in a research way - Write the thesis by following the given format - Follow the APA style of research report writing while writing the thesis - Present the thesis in an organized way to face the viva voce in a confident way	**Preliminary Part** **Cover page** with the thesis title, details of the researcher, the level (M.Ed.) for which it is written, and department/campus. **Recommendation letter** (Letter from the head of the department/campus) **Approval letter** (Letter head of the department/campus) **Acknowledgement** (Few words of gratitude to the contributors of the thesis) **Abstract** (An abstract of the thesis with not more than one and half pages or in 350 to 400 words, including **topic, major objectives, method and procedure, main findings, knowledge contribution** and **key implications** of the study). **Table of contents** **Acronyms/abbreviations** **List of tables** (If necessary) **List of figures** (If necessary) **List of charts and graphs** (If necessary) **CHAPTER ONE: INTRODUCTION** 1.1 Background of the study 1.2 Statement of the problem 1.3 Objectives of the study 1.4 Research question/s (if necessary) 1.5 Significant of the study 1.6 Delimitations of the study 1.7 Definition of the key terms **CHAPTER TWO: REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK** 2.1 Review of related literature

|	
	2.2 Theoretical/Conceptual framework
	2.3 Implications of the review for the research
	CHAPTER THREE: METHODS AND PROCEDURES
	3.1 Research design (qualitative, or quantitative or mixed method)
	3.2 Population and sample/research participants
	3.3 Sampling strategy and procedures
	3.3 Research tools
	3.4 Sources of data
	3.5 Data collection procedures
	3.6 Data analysis procedures
	3.7 Ethical considerations
	CHAPTER FOUR: RESULT AND DISCUSSION (ANALYSIS AND INTERPRETATION OF RESULTS)
	CHAPTER FIVE : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Presentation and evaluation of the final thesis

When students finish their theses, a group made up of the department chair, the thesis supervisor, and another expert member from another Department or Campus will assess the thesis. A senior faculty can be hired in case the department cannot hire relevant expert from the nearby campus. They will use the criteria in Table 2 to evaluate 40 the marks of Part B. After that, a hard copy of the thesis singed by the member of thesis evaluation committee with internal marks will be sent to the Dean's Office for a final evaluation.

Table 2. Internal thesis evaluation criteria (Three member thesis evaluation committee: Department Head, Supervisor and Expert will evaluate thesis based on following criteria)

Assessment criteria	Evaluation by Department Thesis Evaluation Committee (Full marks 40)
Appropriateness of introduction section, researchable problems, objectives//questions, significance and delimitation of the study	5
Appropriateness of literature review: thematic & relevant; appropriateness of conceptual framework	4
Appropriateness of methodology and tools	5
Appropriateness of presentation of results/findings	4
Appropriateness of interpretation of results/findings in line with objectives/research questions	3
Appropriateness of conclusion and recommendations	4
Academic Writing: clarity, coherent, argument, style,	5
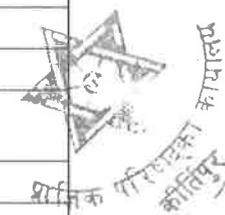
grammar and error-free in writing	
Formatting, citation and referencing according to APA	4
Oral presentation and defending style in viva	6
Total	40

Final Evaluation of thesis

The hardbound thesis submitted to the Department/Campus will be sent to the Examination Division, Office of the Dean, Faculty of Education for final evaluation. The Office of the Dean, with consultation of the relevant Subject Committee, will appoint two professors/teachers to evaluate the thesis using the criteria in Table 3, accounting for the remaining 60 marks of Part B. The marks given by the two evaluators will be averaged and combined with the marks given by the campus/department as internal evaluation of the Thesis writing. Out of 200 marks in thesis writing course, 70% (140 marks) will be evaluated by the department/campus and only 30% (60 marks) will be externally evaluated by the office of the Dean, Kathmandu.
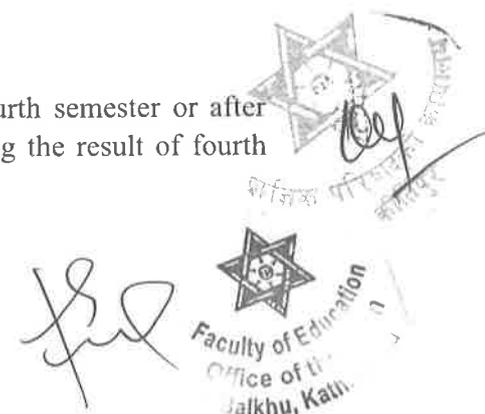
Table 3: External evaluation criteria

SN	Assessment criteria	Full marks 60
1	Appropriateness of title	3
2	Appropriateness of abstract	5
3	Appropriateness of introduction section: background, researchable problems, objectives//questions, significance and delimitation of the study	10
4	Appropriateness of literature review: thematic & relevant; appropriateness of conceptual framework	7
5	Appropriateness of research method design	5
6	Appropriateness of sampling/selection of research participants including data collection and analysis	5
7	Appropriateness of presentation of results/findings using tables, graphs, figures, statistics, verbatims, cases and narratives	5
8	Appropriateness of analysis of interpretation of results/findings in line with objectives/research questions	5
9	Appropriateness of conclusion and recommendations	5
10	Clarity, coherent, argument, style, grammar and error-free in writing	5
11	Formatting, citation and referencing according to APA	5
	Total	60

Submission of Final Thesis

Students are allowed to submit their Master Thesis by the end of fourth semester or after examination of the fourth semester final examination before publishing the result of fourth semester exam papers.

Grand total and grading

The Dean's Office will aggregate the marks obtained in proposal (Part A) and thesis writing (Part B) and provide an appropriate grade to individual student based on the university criteria. The following forms will be used for the final grading purpose:

S.N.	Exam Roll No.	Name of the students	Marks in proposal (P) 100	Marks in thesis (T) 100	Total marks P+T 200	Grade

Key references:

Bailey, S. (2003). *Academic writing: A practical guide for students.* London: Routledge Falmer.

Bui, Y.N. (2020). *How to write a master's thesis* (3rd ed.) Sage.

Creswell, J.W., & Gutterman, T.C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

Course Title: Project Planning and Management in Inclusive Education
Course Code: Inc. Ed. 546   Nature of Course: Theory
Level: M. Ed.   Credit Hours: 3
Semester: Fourth   Teaching Hours: 48

1. Course Description

This course aims at equipping students with knowledge and skills to initiate, plan, implement, monitor, evaluate, and close an inclusive education project successfully. The course encompasses the components like concept, purpose, project team, project cycle, delivery and deliverable, key areas, theory of change, and process of project planning and management. Furthermore, the course intends to enable students to identify project needs and opportunities, build project team by identifying potential human resources, find viable financial resources, and identify needs with priority setting to initiate inclusive education project. Writing project context, formulating objectives, determining scope, outlining methodology including time and budget plan, and visualizing potential risks and mitigation strategies for designing a relevant project are key areas of project planning and management. Planning, implementation, monitoring, evaluating, and wrapping up forms the cycle of a project.

2. General Objectives

- To equip students with knowledge and understanding of fundamentals of project planning and management in inclusive education.
- To familiarize students with concept, purpose, areas, theory of change, and process of project planning and management to prepare them to design successful inclusive education project in Nepalis context.
- To develop knowledge and skills of the students on identifying project needs and opportunities, organizing project team, finding financial sources, assessing needs and capacities with their prioritization, and planning project including resource mobilization, and risks mitigation strategies in the field of inclusive education.
- To acquaint them with planning and management strategies such as kick-off meeting, inception report, progress report, human resource mobilization techniques, channels of communication, performance indicators, monitoring tools and techniques, risk analysis and control, and closure of inclusive education project to prepare them to implement, monitor, evaluate, and close the project successfully.

3. Specific Objectives and Contents

Specific Objectives	Contents

• Define a project with its key characteristics.
• Identify the needs of project in inclusive education.
• Differentiate between project team members, stakeholders, and target group.
• Analyze project cycle in the context of inclusive education.
• State the rationale of preparing a Terms of Reference (ToR) in a project.
• Distinguish between project delivery and deliverables with examples.
• Find out common causes of project failure in inclusive education settings.
	Unit 1: Introduction to Project in Inclusive Education (8 Hours)
	1.1 Meaning and Characteristics of Project
	1.2 Needs of Projects in Inclusive Education
	1.3 People Involved in a Project
	  • Project team
	  • Project stakeholders
	  • Project target group
	1.4 Terms of References
	1.5 Project Cycle (brief introduction)
	1.6 Project Delivery and Deliverables
	1.7 Challenges of Inclusive Education Project

• Define project planning with its purpose in inclusive education. • Introduce project management with its purpose in inclusive education. • Differentiate between project planning and project management. • Discuss the importance of effective project planning and management in inclusive education. • Identify the way to design a project by considering different areas of its planning and management in inclusive education. • Develop a Theory of Change for a project of inclusive education. • Clarify process of planning inclusive education project.	**Unit 2: Areas of Project Planning and Management (10 Hours)** 2.1 Concept of Project Planning and Management 2.2 Purpose of Project Planning and Management 2.3 Areas of Project Planning and Management (Scope, time, cost, quality, human-resource, communication, risk, procurement) 2.4 Developing Theory of Change in Inclusive Education 2.5 Process of Planning Inclusive Education Projects

• Identify needs and opportunities of any project designed in inclusive education.	**Unit 3: Project Initiation and Planning (16 Hours)**
• Organize a project team by selecting right people based on project nature.	3.1 Project Initiation in Inclusive Education
• Explore potential sources of funding for inclusive education project in Nepal.	3.1.1 Identifying project needs and opportunities
• Conduct a needs assessment to identify specific needs of people in inclusive education.	3.1.2 Organizing project team 3.1.3 Identifying potential financial sources
• Assess the capacity of beneficiaries to ensure their involvement in inclusive education projects.	3.1.4 Need identification and prioritization
• Prioritize identified needs based on necessity and feasibility.	3.1.5 Capacity assessment 3.2 Project Planning in Inclusive Education
• Write project context based on related literature review.	3.2.1 Project context
• Formulate clear and measurable objectives for specific project.	3.2.2 Formulating project objectives
• Determine scope of inclusive education projects.	3.2.3 Determining scope
• Design a valid and practical project methodology/intervention in inclusive education.	3.2.4 Project methodology/intervention (Design, population and sample, tools, interventions, data collection and analysis process)
• Prepare a detailed project timeline using a Gantt chart.	3.2.5 Gantt chart
• Identify competent human resources for the project and mobilize them on a required basis.	3.2.6 Organogram 3.2.7 Human resources and mobilization
• Develop project budget by considering the cost of human resources, materials, and overhead expenses.	3.2.8 Budgeting 3.2.9 Risk identification and mitigation
• Identify potential risks of a project and take initiatives to mitigate them.	
• Conduct a kick-off meeting among	**Unit 4: Project Implementation,**

stakeholders to establish project expectations.	**Monitoring, and Closing (14 Hours)**
• Share project plan with all relevant stakeholders.	4.1 Project Implementation
• Prepare an inception report including, context, project scope, methodology, budget, timeline, and resource mobilization.	4.1.1 Kick-off Meeting
	4.1.2 Sharing Project Plan
	4.1.3 Developing Inception Report
	4.1.4 Mobilizing Human Resources
• Mobilize necessary human resources to execute project activities efficiently.	4.1.5 Executing Project Activities
	4.1.6 Using Communication Channels
• Implement project activities as per the approved project plan.	4.2 Project Monitoring
• Use various communication channels for information sharing and collaboration with project team and stakeholders.	4.2.1 Identifying performance indicators
	4.2.2 Developing monitoring tools
• Identify key performance indicators to measure project progress and outcomes.	4.2.3 Tracking project progress and outcomes
• Develop appropriate monitoring tools and techniques to measure project activities.	4.2.4 Risk analysis and control
	4.2.5 Progress reporting
• Identify potential threats of a project and develop mitigation strategies.	4.3 Project Closing
	4.3.1 Documentation
• Prepare progress reports to stakeholders by encompassing achievements and difficulties.	4.3.2 Auditing
	4.3.3 Termination and closing
• Document all activities, decisions, and lessons learned in inclusive project.	
• Explain the process of auditing project finances and deliverables.	
• Close an inclusive education project by completing all procurement activities.	

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

4. Instructional Techniques

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

4.1 General Instructional Techniques

In order to inculcate fundamental knowledge and skills of project planning and management in inclusive education to carry out project in the field, various instructional techniques will be employed. Primarily, teacher-led (lectures, question and answer sessions for examples), student-led (problem-solving, exercises, independent work, group work for examples), and discussion-based (brainstorming, buzz-session, jigsaw for examples) methods will be employed to implement this course. Priority will be given to the active engagement of the students during instructional process and facilitator(s) will support them on a required basis.

4.2 Specific Instructional Techniques

In order to provide the students with the essential knowledge and skills that they need to plan and manage the projects in the field of inclusive education, specific activities will be carried out for each unit to enable them to develop the behaviors intended under this course. These unit-specific activities will promote their active involvement in the classroom and foster a fundamental knowledge and skills to plan and manage projects in the area effectively. The facilitator will involve as a guide during these instructional activities. Below is a table that outlines the specific teaching methods necessary for the successful execution of the course.

Unit 3	Propose a title of a project for inclusive education and write context, project objectives, scope, methodology and interventions, Gantt chart, organogram, budjet schedule, theory of change, and possible risks with mitigation strategies. Then share the project plan with two peers for feedback and comments. Revise the plan by addressing comments and finally share it with all.
Unit 4	Organize a kick-off meeting to establish project expectations, prepare an inception report, identify key performance indicators to measure project progress, and project deliverables. Then share the assignment among all to receive constructive feedback for improvement.

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

5. Evaluation Scheme

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

5.1 Internal Assessment

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

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

5.2 Final Examination

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

Types of Questions	Number of Questions	Marks
• Objective Questions	10 Multiple Choice Questions	$10 \times 1 = 10$
• Short Answer-type Questions	6 Questions (with 2 'OR')	$6 \times 5 = 30$
• Long Answer-type Questions	2 Questions (with 1 'OR')	$2 \times 10 = 20$
Total	**18 Questions**	**60**

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