



Tribhuvan University
Open and Distance Education Centre

Course title: Inclusive Education and Gender Equality

Nature of the course: Theory

Credit hours: 3

Teaching hours: 45

Course Introduction

Inclusive education means education that pays due consideration to the inclusion of students with disabilities or minority communities without distinguishing between 'normal' or 'abnormal'. The major focus of inclusive education is to make educational institutions fit the needs and expectations of students by keeping their rights, liberation, engagement, and agency at the centre of the decision-making process.

For example, gender-inclusive education provides equal opportunities to students irrespective of gender identities (i.e., boys, girls, and transgender people). Therefore, it is necessary to raise awareness of the significance of inclusion and equality, bring change in their perspectives, and familiarize them with strategies to establish a just and equitable society not only for the betterment of marginalized people but also for the whole society.

This course will help learners to understand and contribute to social transformation by promoting inclusive education and gender equality to deal with global poverty or environmental issues under their educational, social, and cultural context.

Focused areas

The course will be focused on the following key aspects for the professional growth of participants.

- Inclusive education and gender inequalities
- Strategies and efforts to promote inclusive education and gender inequalities.
- Cultural, political, economic barriers for inclusive education and gender inequality in education
- Gender stereotypes affecting the pedagogical work.
- Strategies for gender inclusive pedagogy and assessment

Unit 1: The Spectrum of Identities - Navigating the Multifaceted Individual

1. Concept of Sex and Gender; Differences between Sex and Gender
2. Traditional Gender Roles and expectations; Context-specific gender roles
3. Transgender
4. Sex and Gender based Discrimination.
5. Understanding Individuals form multiple Identities.

Unit 2: Challenging Stereotypes - Promoting Inclusion in Schools, Workplaces, and Sports

1. Equality, Equity, and Diversity
2. Patriarchy and Feminism
3. Nature of Stereotype
4. Impact of Stereotype
5. Addressing Stereotype (School, Work, Sports)



त्रिभुवन विश्वविद्यालय खुला तथा दूर शिक्षा (अनलाइन) कार्यक्रम सञ्चालन व्यवस्थापन समितिको बैठक

मिति: २०७९।०७।२९ गते मंगलबार (Nov 15, 2022)

समय: विहान ८ बजे

अध्यक्ष – शिक्षाध्यक्ष, प्रा डा शिवलाल भुसाल

त्रिभुवन विश्वविद्यालय खुला तथा दूर शिक्षा (अनलाइन) कार्यक्रम संचालन व्यवस्थापन समितिको बैठक, त्रि. वि. का श्रीमान उपकुलपतिज्यूको विशेष उपस्थिति र त्रि वि का शिक्षाध्यक्ष एवं यस समितिका अध्यक्ष प्रा.डा. शिव लाल भुसालज्यूको अध्यक्षतामा बस्यो। बैठकको उपस्थिति निम्नानुसार रहेको थियो।

बैठकमा उपस्थितिहरूको नाम:

- १) प्रा डा धर्मकान्त बास्कोता, उप-कुलपति, त्रि वि
- २) प्रा डा शिवलाल भुसाल, रेक्टर
- ३) प्रा डा पेशल दाहाल, रजिष्ट्रार
- ४) प्रा डा कुशुम शाक्य, डिन, मानविकि संकाय
- ५) प्रा डा चित्र बहादुर बुढाथोकी, डिन शिक्षा शास्त्र संकाय
- ६) प्रा डा सुबर्ण शाक्य, निर्देशक, सुचना प्रविधि तथा नव प्रवर्तन केन्द्र
- ७) प्रा डा बिनिल अर्याल, डिन, विज्ञान तथा प्रविधि अध्ययन संस्थान
- ८) प्रा डा महानन्द चालिसे, निर्देशक, स्कूल अफ मेनेजमेन्ट
- ९) प्रा पुष्पराज जोशी, नियन्त्रक, परीक्षा नियन्त्रण कार्यालय
- १०) श्री रोमकान्त पाण्डे, उप प्राध्यापक, शिक्षा शास्त्र केन्द्रिय विभाग
- ११) श्री पुष्पलाल श्रेष्ठ, प्रमुख, केन्द्रिय पुस्तकालय
- १२) शिवराज संजेल, क्याम्पस प्रमुख, जनभावना क्याम्पस
- १३) डा गंगाराम गौतम, निर्देशक, खुला तथा दूर शिक्षा केन्द्र
- १४) प्रा डा लेखनाथ शर्मा, प्राध्यापक, शिक्षा शास्त्र केन्द्रीय विभाग
- १५) डा बेद प्रसाद ढकाल, उप निर्देशक, खुला तथा दूर शिक्षा केन्द्र
- १६) श्री अशोक सापकोटा, उप प्राध्यापक, खुला तथा दूर शिक्षा केन्द्र
- १७) श्री सुरज प्रसाद श्रेष्ठ, आर्थिक उप नियन्त्रक
- १८) श्री अञ्जना राजभण्डारी, शाखा अधिकृत, खुला तथा दूर शिक्षा केन्द्र
- १९) श्री पुरुषोत्तम श्रेष्ठ, लेखापाल, खुला तथा दूर शिक्षा केन्द्र

बिशेष अतिथि

अध्यक्ष

सदस्य

सदस्य सचिव

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ख) Institute of Education and Research (IER) of the University of Dhaka (DU) को नेत्रित्वमा बंगलादेशको University of Dhaka (DU) भुटानको Samtse College of Education of Royal University, भियतनामको Vietnam National Institute of Educational Science (VNIES), टिमोर लेसेथेको National University of Timor-Leste र नेपालको Tribhuvan University (TU) को सहकार्यमा Students' Participation and Learning Achievement at Secondary Level During Pandemic and Beyond: Impact of Gender and Inclusive Pedagogical Approaches परियोजनाका तालिम कार्यक्रमहरू परियोजना अनुरूप सञ्चालन भैरहेको र लैङ्गिक तथा समावेशी शिक्षणको मोडेल तयार हुने क्रममा रहेको जानकारी गराइयो।

ग) Banasthali Vidyapith, भारतको संयोजकत्वमा भारतकै Anugraha Institute of Social Sciences, Edulab Educational Exchange Private Limited, Kalinga Institute of Social Sciences, The Savitribai Phule Pune University; नेपालको त्रिभुवन विश्वविद्यालय, नेसमल ल कलेज र पोखरा विश्वविद्यालय; चेक रिपब्लिकको Masarykova Univerzita; स्पेनको Universidad De Malaga; रोमानियाको Universitatea Babeş Bolyai; र आयरल्याण्डको University College Cork – National University of Ireland, Cork ले संयुक्त रूपमा European Commission: Education, Audiovisual and Cultural Executive Agency मा Erasmus+ Capacity Building in the field of Higher Education अन्तर्गत Alliance of Universities to Reinforce teacher training curricula to Outcast Radicalism and promote equality in Asian societies (AURORA) परियोजनाका तालिमका पाठ्यक्रमहरू तैयार भैसकेकोले ती तालिमका पाठ्यक्रमहरूलाई स्विकृति गर्ने निर्णय गरियो। तालिमका विषयहरू निम्नानुसार छन्

तालिम मोड्युल	तालिम पाठ्यक्रमको नाम	अवधि
मोड्युल १	Enhancement of Active Citizenship and Democratic Values	४८ घण्टा (३ क्रेडिट आवर वरावर)
मोड्युल २	Inclusive Education and Gender Equality	४८ घण्टा (३ क्रेडिट आवर वरावर)
मोड्युल ३	Addressing Extremism in the Community	४८ घण्टा (३ क्रेडिट आवर वरावर)

यी तालिमका कार्यक्रमहरूलाई खुला तथा दुर शिक्षा केन्द्र र शिक्षाशास्त्र केन्द्रिय विभाग तथा अन्य क्याम्पसमा शिक्षक शिक्षाका विषयहरूमा अध्ययन गर्ने बिद्यार्थीहरूलाई तालिमको रूपमा सञ्चालन गर्ने निर्णय गरियो।

२) अनलाईन पठनपाठनको प्रभावकारीताको अनुसन्धानको प्रगति:

त्रिभुवन विश्वविद्यालय कार्यकारी परिषदको निर्णय अनुसार खुला तथा दुर शिक्षा केन्द्रबाट सञ्चालन गरिएको अनलाईन पठनपाठन सँग सम्बन्धित अनुसन्धानको कामहरू निरन्तर रूपमा अगाडि बढेको कुरा बैठकमा जानकारी गराइयो सो अनुसन्धान सञ्चालन गर्न गठित अनुसन्धान कार्यान्वयन समितिका संयोजक प्रा डा लेखनाथ शर्माज्युले तथ्यांक संकलनको काम निरन्तर रूपमा अगाडि बढेको र अनुसन्धानकर्ताहरू सातवटा क्षेत्रमा क्षेत्रमा परिचालित भइरहेको कुरा प्रस्तुत गर्नुभयो।

३) प्राज्ञिक लेखन र प्रकाशन तालिम:

त्रिभुवन विश्वविद्यालय खुला तथा दुर शिक्षा केन्द्रले बिगत केही वर्षदेखि त्रि वि मा कार्यरत शिक्षकहरूको Academic Writing for Publication क्षमता बिकास गर्ने उद्देश्य राखी कार्यशालाहरू सञ्चालन गरिरहेको छ। यस कार्यक्रमलाई बिस्तार गर्ने क्रममा निकट भविष्यमा त्रि वि का बिभिन्न क्याम्पसमा कार्यरत शिक्षकहरूलाई Academic Writing for Publication सम्बन्धि कार्यशाला सञ्चालन गर्ने खुला तथा दुर शिक्षा केन्द्रको योजना अनुरूप केन्द्रले काठमाडौंस्थित अमेरिकी दूतावास अन्तर्गत Regional English Language Office सँग बिभिन्न चरणमा छलफल गरी शिक्षकहरूको दैनिक पठनपाठनमा देखिएका चुनौती तथा समुदायमा देखिएका विषयवस्तुहरूलाई समेटेर प्राज्ञिक लेखनबाट सामुदायिक

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In reply, please refer to
Date: 8 Dec, 2023
Reference no. 23/080/081

The Dean,
Faculty of Education,
Tribhuvan University (TU), Balkhu.

Subject: About granting Decision

As per the resolution no. 1, 2, 3, 4, 5 and 19 which is concerned to Faculty of Education has been decided by permanent committee of Academic Council of Tribhuvan University dated on 30 July, 2023, has been sent for implementation.

Nirmala Bhandari
For Chief

Resolution no. 1

There was the practice of selecting of one student based on the highest score in the examination to award medal at Tribhuvan University; however, the evaluation system at TU is based on GPA/CGPA; but not on the basis of percentage and score. As per the recommendation of examination reform and coordinating council held on 24 Jun, 2023, the student with the highest marks is decided to have been awarded medal from this year.

Resolution no. 2

On the recommendation of permanent academic council of Faculty of Education, the resolution no. 10 held on 17 May, 2023 has decided to grant permission to implement the Bachelor of Information Communication Technology in Education (BICTE) curriculum programmes from first semester to fourth semester as follows:

Resolution no. 3



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On the recommendation of permanent academic council of Faculty of Education, resolution no. 1, held on 13 July 2023 has decided to be enforced Integrated Single Discipline program as social studies discipline in B.Ed. in four semesters with 120 credit hours.

Table 1, Course Structure of BSSSED (Bachelor of Social Studies Education) Program

S.N.	Course Categories	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total Course	Total Credit Houses
		1.	Communication	2	2	-	-	-	-		
2.	Professional Core	1	1	1	1	1	1	1	1	8	24
3.	Social Studies Courses	1	1	1	1	1	1	1	1	23	70
4.	Elective Courses	-	-	-	-	-	-	1	1	2	6
5.	Project Work	-	-	-	-	-	-	1	-	1	3
6.	Teaching Practice	-	-	-	-	-	-	-	1	1	5
Total		6	6	6	6	5	5	5	5	39	120

Table 1, Core and Specialization Course from Semester 1-8

S.N.	Code	Subjects	Credit Hours
First Semester			
1.	Eng. Ed. 101	English Language I	3
2.	Nep. Ed. 101	General Nepali I	3
3.	Ed.101	Fundamental of Education	3
4.	Sost. Ed. 101	Fundamental of Social Studies	3
5.	Sost. Ed. 102	Propel and Society	3
Total			
Second Semester			
1.	Eng. Ed. 151	English Language II	3
2.	Nep. Ed. 151	General Nepali II	3
3.	Ed. 151	Development Psychology	3
4.	Sost. Ed. 151	Understanding Our Earth	3
5.	Sost. Ed. 152	World History and Civilization	3
Total			15



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Third Semester			
1.	Es. 201	Learning Psychology	3
2.	Sost Ed. 201	Globalization ad Global Citizenship Education	3
3.	Sost Ed. 202	Religion, Cultural and Science	3
4.	Sost Ed. 203	Understanding our Economy	3
5.	Sost Ed. 204	Understanding our Polities	3
Total			15
Fourth Semester			
1.	Es. 251	Fundamental of Curriculum	3
2.	Sost Ed. 251	Health and Physical Education	3
3.	Sost Ed. 252	Rural Sociology an Development	
4.	Sost Ed. 253	Regional Geography	3
5.	Sost Ed. 254	Nepalese History and Heritages	3
Total			15
Fifth Semester			
1.	Es. 301	Assessment in Teaching and Learning	3
2.	Sost Ed. 301	Digital Skills for Teachers	3
3.	Sost Ed. 302	Ethics and Moral Education	3
4.	Sost Ed. 303	Economic Development	3
5.	Sost Ed. 304	Global Politics and Relations	3



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Total			15
Sixth Semester			
1.	Es. 351	Research Methods in Education	3
2.	Sost Ed. 351	Gender and social inclusion	3
3.	Sost Ed. 352	Pedagogical Approaches to Social Studies I	3
4.	Sost Ed. 353	History of Modern Nepal	3
5.	Sost Ed. 354	Indigenous Knowledge, Technology and Education (Seminar)	4
Total			16
Seventh Semester			
1.	Es. 401	Social perspectives in education	3
2.	Sost Ed. 401	Constitution and Governance of Nepal	3
3.	Sost Ed. 402	Geography and Economy of Nepal	3
4.	Sost Ed. 403	Pedagogical Approaches to Social Studies II	3
5.	Sost Ed. 404-1 or Sost Ed. 404-2	Classroom pedagogy for diverse learners or Teachers' Professional Development	3
Total			15
6.			



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Eighth Semester			
1.	Es. 451	Guidance, Counselling and supervision	3
2.	Sost Ed. 451-1 Or Sost Ed. 451-2	Educational administration in social studies Or Application of Cartography and Geographical Information System (GIS) in Teaching Social Studies	3
3.	Sost Ed. 452	Project work on School-based Activities	3
4.	Sost Ed. 453	Teaching practices/internship	5
Total			14
Total Courses 39		Total Credit Hours	120

Resolution no. 4

On the recommendation of permanent academic council of Faculty of Education, resolution no. 2, held on 13 July, 2023 has decided to grant permission to change the name of Special Needs Education as Inclusive Education in Master of Education (M.Ed.). The following courses of M.Ed. first semester in Inclusive Education has been permitted to implement from first semester. The courses of second, third, and fourth semesters are on pipeline for granting permission from the permanent academic council of Faculty of Education which are as follows:



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The Courses in Master of Education in Inclusive Education (M.Ed. in IE)
Duration of the course: Two Years
Table 1: Course Structure

Semester	Core Courses and Credit Hours		Specialization Courses and Credit Hours				Teaching practice and Credit Hours	Thesis	Total Credits
	Course I	Course II	Course I	Course II	Course III	Course IV			
I.	3	3	3	3	3	3	-	-	18
II	3	3	3	3	3	3	-	-	18
III.	3	3	3	3	3	3	-	-	18
IV.	3	3	3	-	-	-	3	3	15
Total	24		39				3	3	69

(Signed)



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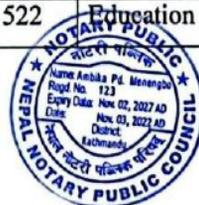
Date:

M.Ed. in Inclusive Education
I. First Semester Courses

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 511	Foundations of Education	3
	Ed. 513	Advanced Educational Psychology	3
Specialization	INC. Ed. 515	Philosophies and Theories in Inclusive Education	5
	INC. Ed. 516	Policy Development for Inclusive Education in Nepal	
	INC. Ed. 517	Understanding Individual Differences for Inclusion	
	INC. Ed. 518	Inclusive Educational Environment	
Total			18

II. Second Semester Courses

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 512	Curriculum Practices	3
	Ed. 522	Education and Development	3



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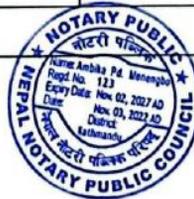
Specialization	INC. Ed. 525	Pedagogical Approaches to inclusive Education	3
	INC. Ed. 526	Inclusive Curriculum Planning and Practices	3
	INC. Ed. 527	Assessment Practices in Inclusive Education	3
	INC. Ed. 528	Research in Inclusive Education	3
Total			18

III. Third Semester Courses

In third semester students can choose any one group of following courses.

Group A: Sensory and Motor Impairment

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 532	Research Methodology in Education	3
	Ed. 533	Measurement and Evaluation in Education	3
Specialization	INC. Ed. 535	Inclusive Pedagogical Approaches to Hearing Impairment and Deaf- Blindness	3
	INC. Ed. 536	Inclusive Pedagogical Approaches to Blind & Visual Impairment	3
	INC. Ed. 537	Inclusive Pedagogical Approaches to Physical and Multiple Disabilities	3
	INC. Ed. 538	Disability Studies from Inclusive Perspectives	3
Total			18



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Date:

Group B: Development Disabilities

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 535	Inclusive Pedagogical Approaches to Intellectual Disability	3
	Ed. 356	Inclusive Pedagogical Approaches to Autism Spectrum Disorders	3
Specialization	INC. Ed. 537	Inclusive Pedagogical Approaches to Emotional, Behavioral and Attention Deficit Hyperactivity Disorders	3
	INC. Ed. 538	Disability Studies from Inclusive Perspectives	3

Group C: Learning Communication and Language

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 535	Inclusive Pedagogical Approaches to Learning Disabilities	3
	Ed. 356	Inclusive Pedagogical Approaches to Communication Disorders	3
Specialization	INC. Ed. 537	Inclusive Pedagogical Approaches to Language Minorities	3



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	INC. Ed. 538	Disability Studies from Inclusive Perspectives	3
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V. Semester Four: Elective Courses, Practicum and Thesis

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 541	Contemporary Educational Issues	3
	Ed. 543	Academic Writing and Digital Skills for Teachers	3
	INC. Ed. 542	Practicum in Inclusive Education	3

(Signed)



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