



Far Western University
Faculty of Education
Mahendranagar, Kanchanpur
MPhil Leading to PhD Program in CPL

Course Title: **Educational Planning and Leadership**

Course code: CPL. ED621

Level: M.Phil

Semester: Second

Nature of course: Theoretical

Credit hours: 3

Teaching Hour: 48

Per Period: 3 Hrs (Day16)

1. Course Description

This course is designed for the MPhil/PhDscholars to provide them with generic knowledge about educational planning and leadership. It intends to develop an in-depth understanding of, and primary assessment of ,educational planning and leadership practices. Its aim is to help the students develop knowledge and skills necessary to formulate and implement the plan and policy of education by providing them with leadership skills that respond to educational change addressing the issues of national development. Education and leadership as dynamic process has to be made possible by planning it for bringing the desired result in the service sector in order to help uplift the status of general populace. Students in this course are, therefore, encouraged to have a broader conceptual clarity about latent force of education which is brought out to the fore through proper planning of education and leadership. The course also deals with the interface between principles of educational planning and leadership. Moreover, this course enriches students' thinking on ways and measures to apply planning and leadership theories in operating educational institutions. Specifically, this course deals with contemporary theories of educational leadership and different perspectives to be adopted for educational planning. In this course, major emphasis is given on successful educational planner and school leadership. The course, therefore, intends to engage the students in brief case studies and field studies to get a feel of the operating educational organizations.

2. Course Objectives

At the end of the course, students will be able to:

1. Explore the concept of educational planning.
2. Explain different types of educational planning.
3. Explore the economic and socio-political consideration in educational planning.
4. Acquaint the students with techniques of planning education for bringing out change in national development of the country.
5. Explore and analyze emerging principles and approaches of educational planning.
6. Be familiar with approaches to diversity planning to address diversities in education.
7. Enable the students to analyze the policy, mode and parameters of educational planning for educational development.



8. Provide the students with knowledge of different trends and practices of planning for national development in education.
9. Make the students knowledgeable about the generic concepts of educational leadership and related terms.
10. Provide the students with a deeper understanding of contribution of leadership styles.
11. Enable the students to find out different leadership theories and their effectiveness.
12. Make the students knowledgeable in styles of leadership and contemporary leadership roles.
13. Find out the determining factors of leadership skills.
14. Assist the students to understand the changing perspectives in leadership.
15. Provide the students with critical understanding of relation between educational leadership, learning and educational management.
16. Apply the contemporary leadership theories for paradigm shift in education.
17. Enable the students to draw implications from leadership studies to educational practices

3. Expected Outcomes

The expected outcomes of the course will be as follows:

1. The students will have developed an in-depth understanding of concept, approaches, principles and practices of educational planning.
2. The students will be familiar with planning for diversity and apply diversity models for addressing classroom diversities at the school level.
3. The students will have prepared micro planning on education and educational programs implemented in Far Western province.
4. The students will have developed intelligent understanding of global perspectives of educational leadership, styles of leadership, contemporary approaches and practices of educational leadership in educational institutions.
5. The students will have implemented the changing perspective of leadership in real field.

4. Course Outlines

Unit 1: Concept of Educational Planning (10)

- 1.1 Concept of planning
- 1.2 Brief history of planning
- 1.3 Need and importance of educational planning
- 1.4 Planning as a systematic process
- 1.5 Process and steps of planning
- 1.6 Development as the objective of planning and management
- 1.7 Types of planning
- 1.8 Economic and socio-political considerations in educational planning
- 1.9 School mapping as a model of educational planning
- 1.10 Factors influencing educational planning

Unit 2: Principles and Practices of Educational Planning (16)

- 2.1 Principles of effective education sector plan



2.2 Preparation of an education sector plan

2.3 Parameters of policy planning

2.4 Approaches of educational planning

- Social demand approach
- Human resource requirement approach
- Cost benefit/rate of return approach
- The system approach
- The residual approach

2.5 Planning for diversity

- Concept of diversity planning
- Diversity planning as an instrument to promote access, equity and quality of education
- Link of diversity plan to strategic and institutional planning
- Role of planning information in institutional diversity planning
- Planning inclusive education for children with disability

2.6 Practices of educational planning in Nepal

- Decentralized planning
- National planning
- Province level planning
- Local level planning

2.7 Practices of micro (bottom up) educational planning

2.8 Issues and problems of educational planning

Unit: 3 Educational Leadership (10)

3.1 Global perspective on leadership

3.2 Need of educational leadership

3.3 Difference between leadership and management

3.4 Leadership as a response

3.5 Effective Leadership

3.6 Personal and institutional leadership

3.7 Styles of Leadership

- Autocratic
- Bureaucratic
- Charismatic
- Democratic
- Laissez-faire
- Inspirational/Transformational

3.8 Determining factors of leadership skills

- Size of an organization
- Degree of interaction
- Personality of members



- Level of decision making

3.9 The e-Age and online leadership

3.10 Applications of leadership approaches, styles and roles in Nepali school context

Unit 4: Contemporary Leadership Theories (12)

4.1 Transactional theory

4.2 Transformative theory

4.3 Reformative theory

4.4 Situational leadership theory

4.5 Two and three dimensional theories

4.6 Distributed leadership

4.7 Inclusive leadership

4.8 Changing Perspective in Leadership

- Representation perspective
- Social justice perspective
- The political perspective
- Gender perspective on leadership
- Geo-cultural, socio-economic and political perspective on leadership

4.9 Implications of changing perspective of leadership to education

4.10 Leading and managing for professional development

4.11 The role of successful leader in building learning organizations and enhancing quality education

5. Evaluation Schema

This course will include both internal and external evaluation.

5.1 Internal evaluation: 60%

The internal evaluation will be undertaken by the course teacher. S/he will evaluate the students' academic activities, learning outcomes and performance based on the following schemes:

i) Regularity	5
ii) Class participation	5
iii) Workshop presentation	10
iv) Written assignment:	
Two short term papers (2 x 10)	20
Long term paper/essay/project work	20
Total	60



5.2 External Evaluation: 40%

At the end of the semester, the written examination will be conducted by the Examination Division, Dean's Office. The types and number of questions to be included in the test are as follows:

i) Short answer questions (4 x 5 points)	20
ii) Essay type questions (2 x 10)	20
Total	40

Suggested References

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Far western University
Faculty of Education
M.Phil Leading to Ph.D. Program in CPL

Course Title: Professional Development in Education	Nature: Theoretical
Course No: CPL. ED 622	Credit Hours: 3
Level: M. Phil	Teaching Hours: 48
Semester: 2nd	Per Period: 3 Hrs(Day 16)

1. Course Description

This course deals with the conceptual and practical aspects of professional development in education. The course divulges about the understanding professional development in terms of basic concept, types and common areas, professional development ideas for teachers, teacher professional development, and its final thought. Furthermore, it deals about the dimensions to professional and code of ethics of professional teachers, Likewise the course also deals about paradigm shift in instructional pedagogy in relation to instruction versus learning paradigm, pedagogy and learning psychology, shifting from traditional to modern approach, benefits to student centered learning, and challenges to implementing paradigm shift.

Finally, this course also focuses on professionalism in teaching in terms of characteristics, steps, essential conditions for professionalism, and teaching and classroom. Likewise, the course deals about the teacher professional development in Nepal in terms of different level in education. In this context the course intends to familiar with strategies, perception, theories, scope, needs, and challenges of teachers' professional development in Nepal.

1. General Objectives of the course

The general objectives of this course are as follows:

- To acquaint the students with understanding professional development in terms of concept, types and common areas of professional development
- To familiarize identify the professional development ideas for teachers, and final thoughts on teacher professional development
- To identify the dimension to professionalism and code of ethics of professional teachers
- To explain the paradigm shift in instructional pedagogy in relation to shifting from traditional to modern approach, and challenges to implementing paradigm shift.



- To provide the knowledge about professionalism in teaching with its essential conditions, and teaching and classroom
- To identify the teacher professional development in Nepal with its strategies, perception, theories, scope, needs, and challenges of teachers' professional development in Nepal.

2. Specific Objectives and Content of the Course

Specific Objectives	Contents
<ul style="list-style-type: none"> • Identify the basic concept of professional development • describe the types of professional development • Clarify the common areas of professional development • Explain the professional development ideas for teachers • Discuss the teacher professional development • Identify the final thought on teacher professional development 	<p>Unit I: Understanding Professional Development (10 Hrs.)</p> <ol style="list-style-type: none"> 1.1. Basic concept of professional development 1.2. Types of professional development 1.3. Common areas of professional development <ol style="list-style-type: none"> 1.3.1. Technical training 1.3.2. Specialized training 1.3.3. Leadership development 1.3.4. Common management 1.4. Professional development ideas for teachers <ol style="list-style-type: none"> 1.4.1. How to pursue professional development through a program 1.4.2. Self- taught professional development 1.5. Teacher professional development <ol style="list-style-type: none"> 1.5.1. Concept of teacher professional development 1.5.2. Importance of teacher professional development 1.5.3. Making teacher professional development effective and engaging 1.6. Final thoughts on teacher professional development
<ul style="list-style-type: none"> • Explain dimension to professionalism • Clarify the code of ethics of professional teachers • Describe the different code of ethics of professional teachers 	<p>Unit II: Dimensions to Professionalism (8 hours)</p> <ol style="list-style-type: none"> 2.1. Five dimensions to professionalism <ol style="list-style-type: none"> 2.1.1. Specialized knowledge 2.1.2. Skills 2.1.3. Standards 2.1.4. Spirit 2.1.5. Supportive environment 2.2. Code of ethics of professional teachers <ol style="list-style-type: none"> 2.2.1. The teacher and the state 2.2.2. The teacher and the community 2.2.3. The teacher and the profession



	<ul style="list-style-type: none"> 2.2.4. The Teacher and the Teaching community 2.2.5. The teacher and higher authorities in the Philippines 2.2.6. School officials, teachers and other Personnel 2.2.7. The teacher and learners 2.2.8. The teacher and parents 2.2.9. The teacher as a person
<ul style="list-style-type: none"> • Describe the concept and meaning of paradigm shift in instructional pedagogy • Clarify the instruction versus learning paradigm • Identify the pedagogy and learning psychology • Identify the shifting from traditional to modern approach • Explain the benefits of student-centered learning • Recognize the challenges to implementing paradigm shift 	<p>Unit III: Paradigm Shift in Instructional Pedagogy (10 hours)</p> <ul style="list-style-type: none"> 3.1. Concept and meaning of paradigm shift in instructional pedagogy 3.2. Instruction versus learning paradigm <ul style="list-style-type: none"> 3.2.1. Broadcast' model of learning 3.2.2. The lecture models 3.2.3. Learning paradigm 3.3. Pedagogy and learning psychology <ul style="list-style-type: none"> 4.3.1. Bloom's Taxonomy-inverted 3.4. Shifting from traditional to modern approach <ul style="list-style-type: none"> 3.4.1. Changing roles in learner-centred environments 3.5. Benefits of student-centered learning 3.6. Challenges to implementing a paradigm shift
<ul style="list-style-type: none"> • Explore the professionalism in teaching • Mention the essential conditions for professionalism • Describe the Pennsylvania's code of professional practice and conduct for educators • Clarify the different types of reward in teaching • Identify the complexities of classroom 	<p>Unit IV: Professionalism in Teaching (10 Hours)</p> <ul style="list-style-type: none"> 4.1. Professionalism in teaching <ul style="list-style-type: none"> 4.1.1. Concept of professionalism in teaching 4.1.2. Teaching as a profession 4.1.3. Characteristics of professions 4.1.4. Three steps to teaching professionalism 4.2. Essential conditions for professionalism <ul style="list-style-type: none"> 4.2.1. Proneness to developments 4.2.2. Reciprocity 4.2.3. Practicality 4.2.4. Contemporaneity 4.2.5. Creativity 4.2.6. Aesthetic awareness 4.2.7. Reflective thinking 4.3. Teaching and classroom <ul style="list-style-type: none"> 4.3.1. Intrinsic rewards in teaching 4.3.2. Extrinsic rewards in teaching 4.3.3. Complexities of classrooms



<ul style="list-style-type: none"> • Describe the teacher professional development in Nepal • Mention the major teacher professional development in basic level, secondary level, and higher education of Nepal • Discuss the Strategies and Perception of Teacher Development in Nepal • Identify the theories and scope of TPD in Nepal • Recognize the policies and provisions of teacher training in Nepal 	<p>Unit V: Teachers Professional Development in Nepal (10 hours)</p> <ul style="list-style-type: none"> 5.1. Teacher professional development in Nepal <ul style="list-style-type: none"> 5.1.1 Teacher professional development in basic level 5.1.2 Teacher professional development in secondary level 5.1.3 Teacher professional development in higher education 5.2 Strategies and perception of teacher development in Nepal 5.3 Theories and scope of teacher professional development in Nepal 5.4 Need and challenges of teachers' teacher professional development in Nepal 5.5 Policies and provisions of teacher training in Nepal
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Note: The unit contents will be changes/ modified and incorporated during the teaching time.

4. General Instructional Techniques

- Self study
- Contact sessions
- Paper presentations
- Group work
- Individual research projects
- Interaction with experts

4.1. Specific Instructional Techniques

Unit	Activity and Instructional Techniques
I Self- Study	<ul style="list-style-type: none"> • Divide the students into 5 groups • Let the group of students study the understanding professional development in terms of basic concept, types, common areas, professional development ideas for teachers, teacher professional development, and final thoughts on teacher professional development from consultation of possible reading materials from the available resources. • Let the groups of students will discuss in group and prepared report of the assigned topics and presentation in the classroom followed by discussion
II Library Study	<ul style="list-style-type: none"> • Divide the students into 4 groups • Let the groups of students study the five dimensions to professionalism and code of ethics of professional teachers from reference book and available reading materials. • Let the groups of students prepare the report and presentation in the classroom followed by discussion



III Self-Learning	<ul style="list-style-type: none"> • Divide the students into 5 groups • Let the groups of students' studies paradigm shift in instructional pedagogy with concept and meaning of paradigm shift in instructional pedagogy, pedagogy and learning, and challenges to implementing a paradigm shift unit • Let the groups of students prepare the report and presentation in the classroom followed by discussion
IV Case Study	<ul style="list-style-type: none"> • Divide the students into 4 groups • Let the groups of students visit public schools and they will be asked to the teachers on professionalism in teaching, essential conditions for professionalism, and complexities of classroom for develop cases • The cases should include how the students are accommodated in the integrated setting • Let the groups of students prepare a brief report and present in the classroom followed by discussion and feedback
V Practical Activities	<ul style="list-style-type: none"> • Divide the students into 5 groups • Let the groups of students visit public and institutional schools for observing the teacher professional development in Nepal in different level of education, strategies and perception, theories and scope, need and challenges of teacher professional development in Nepal • Let the groups of students prepare report and present in the classroom followed by discussion and feedback.

5. Evaluation Techniques

1. 40% internal based on home assignments, contact hours, research reports and presentation in the contact sessions.
2. 60% external based on final examinations conducted by the Graduate School of Education Far Western University.

5.1. Evaluation Criteria: (Internal 40%, External 60%)

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

Criteria	Marks	Remarks
Internal assessment: The internal assessment will be formative as well as summative in nature which includes following activities.		
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Presentation (either in pair or individual) on the given themes from within the content areas in an original and natural style.
Assignment I (Individual task)	10	Any one task from Units I, II and V
Assignment II (Group task)	10	Any one task from Units III or IV.



Assignment III (Individual test)	10	Written examination: Objective and subjective items
External evaluation: The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (10× 2) = 20 (including one or question)

Note: Relaxing above mentioned criterion for first and second assessment, students may interchange the units specified above considering the practicability of the classroom situation.

Recommended Books

- Bell, B. & Gilbert, J. (1996). Teachers' development. London: Flamer Press. Bredson, P. (2002). Professional development of the university teachers. London: Flamer Press.
- Day, C. (2004). A passion for teaching. London: Flamer Press.
- Dewey, J. (1910). How we think. Chicago: D.C. Health & Co. Publication.
- Fullan, M. (1995). The role of principal in school reform. New York: Teachers College Press.
- Gnawali, L. (2008). Strategies and opportunities for English language teachers' professional development: A study report. *Journal of NELTA*, 13(1-2), pp. 35-42.
- Head, K. & Taylor, P. (1997). Readings in teacher development. Oxford: Heinemann ELT. Hellen, K. (1986). Teacher professional learning. London: Times Publication.
- Maharjan, S. (2017). Teacher Professional Development in Nepal: Theories and Scope. *Journal of poverty, Investment and Development, volume (33)*.
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- Shrestha, K.N. (2013). Teacher Development and Management at Secondary Education in Nepal. *Journal of Education and Research volume (1)*. Retrieved from <https://www.prodigygame.com/main-en/blog/teacher-professional-development/>
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- Retrieved from https://www.academia.edu/23183560/Teacher_Professional_Development_Concept_Need_and_Challenges_of_Teachers_in_Nepal



Far Western University
Faculty of Education
Mahendranagar, Kanchanpur
MPhil Leading to PhD Programme in CPL

Course Title: Project Work: Indigeneity in Education	Nature of course: Theoretical
Course Code: CPL.ED623	Credit : 3
Semester: Second	Teaching Hours: 48
	Per Period: 3 Hrs (16 Day)

1. Course Description:

The Far Western University has introduced Work Course on **Indigeneity in Education** for MPhil/ PhD Students studying curriculum, health and mathematics subjects as part of the Curriculum, Planning and Leadership (CPL) programme. The course has been designed as an integrated research project, drawing on indigenous knowledge, skills, ingenuity and practices prevalent in Nepal, in particular, in the Far Westerns and Karnali Provinces. Both provinces have been the homes of Nepal's ancient civilization(s) and bedrocks of human heritage and cosmological constructs, emanated from unique social systems, people's livelihoods and natural environments.

Through this programme the university students will avail themselves of the opportunities to (re)connect with indigenous knowledge and wisdom, representing the vastness of social, cultural, ethnic, linguistic as well as natural diversity, manifested in people's lives in various forms and functions at the local level. The aim of this course is to make the students realise the richness of inherent knowledge, conventional wisdom, skills, innovations, technologies and ingenuities employed by the people. This programme intends to make critical reflections and make appraisals of indigenous values, behaviours and practices inherited by the people through intergenerational transmissions.

The purpose of this course is to help the learners to understand and unfold people's intrinsic links with their social constructs and livelihoods, embedded in physical environment and belief systems. The course places emphasis on providing the students with opportunities to



reach out to the local communities and build bonds between the university and the knowledge holders.

Thus, the programme will contribute to creating a firm foundation for (re)engaging the learners in their area specific project work for locating knowledge gaps and reflecting on critical issues and cases for researching. The course will enhance learner's art of appreciation and will help cultivate their interest in unfolding cosmological underpinnings with focus on people's indigenous knowledge, skills, ingenuity and practices to reclaim and rationalize the agenda of education, pedagogy and learning to meet the expectations of the learners and to respond to the aspirations of the people at the local level.

2. Course Objectives:

On completion of the course the students will be able -

- (a) To explore the cosmologies that are shaping people's lives in Nepal, particularly in the Far Western and Karnali Provinces,
- (b) To avail the opportunity to reach out to the local communities and build bonds with the knowledge holders for generating new knowledge.
- (c) To deepen engagements with people for understanding indigenous knowledge and wisdom, technologies, skills, ingenuities and practices to build subject specific profiles on individual cases based on their project work.
- (d) To understand and unfold intrinsic links between people's social constructs and livelihoods, embedded in physical environments and belief systems.
- (e) To develop critical understanding about the process for indigenizing contents and pedagogies for reclaiming education and learning.

3. Expected Outcomes:

Expected outcomes of the course will be as follows –

- a. The students will have identified major cosmological constructs of Nepal with particular focus on the Far Western and Karnali Provinces.
- b. The learners will have conducted outreach activities in the local communities.
- c. The students will have prepared subject specific case studies relating to indigenous knowledge and wisdom, technologies, skills, ingenuities and practices.
- d. The learners will have developed social profiles, linking their subject-wise contents with society, livelihoods (economy), natural environment and belief systems.



- e. The students will have developed a model curriculum on their subject, indigenizing contents and pedagogies.

4. Course Outlines:

Unit 1. Indigeneity, cosmologies and education in the Far Western and Karnali Provinces

- Day 1: Situating Indigeneity, cosmologies and education
- Day 2: Uncovering civilizations and knowledge systems
- Day 3: Exploring indigenous knowledge, skills, ingenuity, technology and practices.

Unit 2. Community outreach

- Day 4: Underlying principles of university's outreach initiatives
- Day 5: Building rapport, expressing gratitude and defining protocols
- Day 6: Engaging with knowledge holders in the pursuit of unfolding indigenous knowledge

Unit 3: Subject-wise case study on indigenous knowledge

- Day 7: Needs assessment for locating a case on indigenous knowledge
- Day 8: Developing the case study project
- Day 9: Class presentation and reflections
- Day 10: Midterm Test

Unit 4. Subject-wise profile on society, livelihoods, nature and belief systems

- Day 11: Identifying content(s) of the profile
- Day 12: Developing the profile, connecting society, livelihoods, natural resources and people's belief systems
- Day 13: Class presentation and reflections

Unit 5. Model curriculum: indigenizing contents and pedagogies.

- Day 14: Exploring contents for a model curriculum based on indigenous knowledge
- Day 15: Designing a model curriculum and defining pedagogical choices
- Day 16: Class presentation and reflections



5. Evaluation Scheme:

1. Attendance/ participation	10%
2. Review on local cosmology	5 %
3. Case Study	10%
4. Social Profile	10 %
5. Model Curriculum	10%
6. Seminar Presentation	5%
7. Midterm Test	10%
8. End Examinations	<u>40 %</u>
Total:	100

Preliminary Readings

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- ढकाल, प्रमोद (संवत् २०७६). पूर्वीय दर्शनको पुनर्व्याख्या. काठमाण्डू: बिग फ्यामिलि भेन्चर्स.
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- शाह, सुरतबहादुर (संवत् २०७४). अछाम दर्पण. कालिमाटीगढी: श्री कुल-पद्मावती शाह स्मृति गुठी.



Optional

Far Western University

Faculty of Education

M.Phil Leading to PhD in CPL

Course Title: Understanding Inclusive/Special Needs Education

Nature: Theoretical

Course Code: CPL. ED626

Credit Hours: 3

Level: M.Phil

Teaching Hours: 48

Semester: Second

Per Period: 3 Hrs (Day 16)

1. Course Description:

This course is intended to develop generic knowledge and understanding of the theories and practices of special needs education/inclusive education in the contemporary global context. It focuses on the principles, approaches and strategies of inclusive education in the global north and their application in Nepal, particularly focusing on the Sudurpaschim Province. It mainly deals with paradigm shift that has been occurred in the field of disability inclusive education. The course provides theoretical foundations and rationale behind special needs education/inclusive education critically analyzing the practices of inclusive education in Nepal and Sudurpaschim province.

The course focuses equally on the effective and suitable pedagogical intervention strategies, such as differentiated instruction and universal design of learning. It will engage student researchers constructively in analysis of philosophical, sociological, cultural and other critical dimensions of special needs education. The students are expected to explore emerging trends of special needs education and inclusive education in the global as well as local context. Further, the course will sensitize students about the types and role of support services necessary to facilitate inclusive education in different settings such as home, school and community settings. Additionally, this course will provide opportunities to be familiar with different technologies that enhance inclusive pedagogical applications for bettering students' learning outcome.

2. Course Objectives:

At the end of the course, the students will be able to:

- Be familiar with the basic concepts of special needs education and inclusive education.
- Identify the paradigm shift of Special Needs Education
- Understand dimensions of inclusive education
- Be knowledgeable about fundamental process of inclusion.
- Define the roles of parents in inclusion
- Identify appropriate programs for student with special needs for inclusion
- Apply theories of inclusion in classroom settings.
- Develop the skills of managing inclusive classroom
- Analyze the policy, programs and practice of inclusive education in Nepal
- Use modern technologies to teaching students with disabilities



- Provide preliminary support services to children with special needs.
- Explore and analyze emerging trends of special needs/inclusive education
- Explore the development of special needs education/ inclusive education in Nepal with a focus on Sudurpaschim province

3. Expected Outcomes:

The expected outcomes of the course will be as follows:

1. The students will have developed an in-depth understanding of the concept of special needs and inclusive education.
2. The students will be familiar with the developmental process of disability inclusive education in global and local context.
3. The students will have prepared case studies on situation of special needs /inclusive education programs implemented in the Sudurpaschim province.
4. The students will have designed, suggested and evaluated special needs/ inclusive education programs conducted in the Sudurpaschim province.

4. Course Outlines:

Specific Objectives	Contents
<ul style="list-style-type: none"> ▪ Explain the concept of special needs education. ▪ Clarify the concept of inclusive education. ▪ Describe the evolution of special needs education. ▪ Illustrate the situation of children with disabilities in Nepal. ▪ Explain the developmental scenario of special needs education in sudurpaschim province. ▪ Describe the impact of global paradigm shift on development on SNE in Nepal. 	<p>Unit I: Concept and Development of Special Needs Education and Inclusive Education (12)</p> <ol style="list-style-type: none"> 1.1 Concept of Special Needs Education <ol style="list-style-type: none"> 1.1.1 Mainstreaming, Integration, and Inclusive Education 1.1.2 Special Needs Education as Intervention 1.1.3 Special Needs Education as Instruction 1.2 Concept of Inclusive Education 1.3 Evolution of Special Needs Education <ol style="list-style-type: none"> 1.3.1 Rejection 1.3.2 Segregation 1.3.3 Integration 1.4 Children with Disabilities in Nepal <ol style="list-style-type: none"> 1.4.1 Definition of Disabilities 1.4.2 Classification of Disabilities 1.4.3 Prevalence of Disability 1.4.4 Criteria for Eligibility 1.4 Development Special Needs Education in Sudurpaschim province 1.5 Impact of Global Paradigm Shift on Development of SNE in Nepal
<ul style="list-style-type: none"> ▪ Explain the principle of inclusive education. ▪ Illustrate the different dimensions of 	<p>Unit II: Principles and Dimensions of Inclusive Education with Reference to Children with Special Needs (6)</p>



<p>inclusive education.</p>	<p>2.1 Principle of Inclusive Education 2.2 Dimensions of Inclusive Education 2.2.1 Philosophical Dimensions Inclusive Education 2.2.2 Sociological Dimensions of Inclusive Education 2.2.3 Cultural Dimensions of Inclusive Education 2.2.4 Critical Dimensions of Inclusive Education</p>
<ul style="list-style-type: none"> ▪ Clarify the concept of SEAT. ▪ Explain the concept of collaborative inclusion model. ▪ Describe the concept of inclusion of needs and suitability. ▪ Define the concept of multilevel inclusive education model. ▪ Explain the Nepalese model of inclusive education. 	<p>Unit III: Models of Inclusive Education (9)</p> <p>3.1 Students' Environment Activities Tools/Framework/ Model (SEAT) 3.2 Collaborative Inclusion Model 3.3 Inclusion of Needs and Suitability 3.4 Multilevel Inclusive Education Model 3.5 Nepalese Model of Inclusive Education</p>
<ul style="list-style-type: none"> ▪ Explain the process of special needs/inclusive education. ▪ Describe the use of networking and collaboration for successful inclusion. ▪ Explain the concept of ensuring instructional technologies in classroom instruction. ▪ Illustrate the use of inclusive pedagogical model. ▪ Clarify the concept of collaborative learning and team teaching. ▪ Explain the use of appropriate support services. ▪ Describe the concept of preparing teachers for inclusive education. 	<p>Unit IV: Implementing Special Needs/ Inclusive Education (12)</p> <p>4.1 Process of Special Needs/inclusive Education 4.1.1 Pre-referral Process 4.1.2 Referral Process 4.1.3 Evaluation and Eligibility determination 4.1.4 Program Planning 4.1.5 Placement 4.1.6 Progress Monitoring 4.2 Use of Networking and Collaboration for Successful Inclusion 4.3 Ensuring Instructional Technologies in Classroom Instruction 4.4 Use of Inclusive Pedagogical Model 4.4.1 Universal Design for Learning (UDL) 4.4.2 Individualized Education Plan (IEP) 4.4.3 Differentiated Instruction 4.5 Collaborative Learning and Team Teaching 4.6 Use of Appropriate Support Services 4.7 Preparing Teachers for Inclusive Education</p>
<ul style="list-style-type: none"> ▪ Describe the developing trends of special needs education in Nepal. 	<p>Unit V: Exploring Trends and Issues in Special Needs/ Inclusive Education(9)</p> <p>5.1 Developing trends of Special Needs Education in Nepal</p>



<ul style="list-style-type: none"> ▪ Explain the practice of special needs/inclusive education in Nepal. ▪ Illustrate the issues of special needs/inclusive education in Nepal. 	<ul style="list-style-type: none"> 5.1.1 Special Education before 1971 5.1.2 National Education System Plan (NESP), 1971 5.1.3 Basic and Primary Education Project (BPEP) 5.1.4 Special Education Policy-1996 5.1.5 Disability Right Act and Regulation 2017 5.1.6 National Education Policy 2019 5.2 Practice of Special Needs/ Inclusive Education in Nepal 5.3 Issues of Special Needs/Inclusive Education in Nepal
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5. Evaluation Schema

This course will include both internal and external evaluation.

5.1 Internal evaluation 60%

The internal evaluation will be undertaken by the course teacher. S/he will evaluate the students' academic activities, learning outcomes and performance based on the following schemes:

i) Regularity	5
ii) Class participation	5
iii) Workshop presentation/Article review	10
iv) Written assignment:	
Two short term papers (2 x 10)	20
Long term paper/essay/project work	20
Total	60

5.2 External evaluation 40%

At the end of the semester, written examination will be conducted by the Examination Division, Dean's Office. The types and number of questions to be included in the test are as follows:

i) Short answer questions (4 x 5 points)	20
ii) <u>Essay type questions (2 x 10)</u>	20
Total	40



6. References:

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Optional

Far western University
Faculty of Education
Mahendranagar, Kanchanpur
M.Phil Leading to Ph.D. Program in CPL

Course Title: **Theories and Practice of Health Education**

Course No: CPL.H.ED626

Level: M. Phil

Semester: 2nd

Nature: Theoretical

Credit Hours: 3

Teaching Hours: 48

Per Period: 3 Hrs (Day 16)

6. Course Description:

This course intends to develop an in-depth understanding and examination of the theories and practices of health education. It focuses on analysing the established theories of health education and their application in Nepal, focusing on the Sudurpaschim province. It mainly deals with major theories applied in health education and promotion research and interventions. The course provides theoretical arguments and rationale for using theories in health education and critically analyses the practical implications of different theories in research and health education intervention. It also provides the opportunity to choose theories, argue for the choice, and develop a theoretical framework in health education research and programme interventions.

This course also focuses on selecting and using effective pedagogical and community intervention strategies, including health communication. This course will engage students in critical analysis and examination of health education interventions conducted in Nepal with a particular focus on the Karnali province. It will enable students to identify, analyse, and apply concepts, theories and methodologies of health education in various settings-home, school, community and work settings. Emphasis will be placed on equipping the students to design, communicate and evaluate effective health education interventions.

7. Course Objectives:

At the end, of course, students will be able to:

- i. Define health education and explain its scope
- ii. Explain philosophical and theoretical concepts of health education, health promotion and public health
- iii. Explain philosophical foundations of health education
- iv. Gain an in-depth understanding of theories and models used in health behaviour change and apply them in health research and practice



- v. Explore and analyse emerging theories of health education and health promotion
- vi. Analyse health education curricula, and health education interventions carried out in Nepal, with a particular focus in Sudurpaschim province.
- vii. Analyse the role of health education in school health programmes
- viii. Design and implement effective health education interventions and communication campaigns linking theory and evidence.
- ix. Identify and use a variety of resources and tools for developing and evaluating successful health education interventions and campaigns

8. Expected Outcomes:

The expected outcomes of the course will be as follows:

1. The students will have developed an in-depth understanding of health and illness, health education, health promotion and public health.
2. The students will be familiar with health education theories and models and apply them in designing health education interventions at the local level
3. The students will have prepared case studies on health education and communication programmes implemented in the Sudurpaschim province.
4. The students will have designed and evaluated health education programmes conducted in the Sudurpaschim province.

9. Course Outlines:

Unit 1: Concept and Philosophy of Health Education (9 hours)

1. Concept of health, illness and sickness
2. Introduction to health education, health promotion and public health
3. History of health education and health promotion
4. Philosophical perspective of health education and health promotion

Unit 2: Emerging Philosophies and Theories (12 hours)

1. Foundation theory of health promotion
2. Foucault' power, medicine and health
3. Theory of gender and power
4. Positivism and social constructivism
5. Behavioural ecological model
6. Application of theories and models of health education in the local context

Unit 3: Theories of Health Education and Health Behaviour (18)

- 3.1 Selected theories of Health Education
 - Health Belief model



- Theory of reasoned action
- Theory of planned behaviour
- Protection motivation theory
- Symbolic interaction theory
- Cognitive dissonance theory
- Social cognitive theory
- Stage theory
- Self-determination theory
- Diffusion of innovation theory
- Raymond's theory of one disease two causes.

3.2 Selected Models of Health Education

- Freire's empowerment model
- Social-ecological model
- Health action model
- Beattie model
- Pender's model
- PRECEDE-PROCEED model

Unit 4. Planning, implementation and evaluation of Health Education (10 hours)

1. Review of Bloom's taxonomy and a new taxonomy of educational objectives
2. Planning health education teaching: Curriculum development and lesson plan
3. Review of methods and strategies of health education: learner-centred Learning and Active teaching-learning strategies: Inquiry-based learning, Problem Based Learning (PBL), Collaborative learning and critical thinking in health education
4. Use of materials and technology in teaching health education
5. Role of health education in school health programme in Nepal
6. Steps of health education planning: Needs assessment, health education intervention planning, implementation, evaluation, monitoring, follow up and reporting
7. Evaluation of the effectiveness of health education interventions implemented in the Sudurpaschim Province: school/child nutrition programme, parenting programme, health security programme, maternal and child health programme, diarrhoea control programme, adolescent health and family planning, sanitation and hygiene, climate change and disasters etc.
8. Health Literacy and communication-concept and its application at the local context

8.Evaluation Schema

This course will include both internal and external evaluation.

8.1 Internal evaluation-60%

The internal evaluation will be undertaken by the course teacher. S/he will evaluate the students' academic activities, learning outcomes and performance based on the following schemes:



v) Regularity	5
vi) Class participation	5
vii) Workshop presentation	10
viii) Written assignment:	
Two short term papers (2 x 10)	20
Long term paper/essay/project work	20
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Total	60

8.2 External Evaluation: 40%

At the end of the semester, the written examination will be conducted by the Examination Division, Dean's Office. The types and number of questions to be included in the test are as follows:

iii) Short answer questions (4 x 5 points)	20
iv) <u>Essay type question (2 x 10)</u>	<u>20</u>
Total	<u>40</u>

Suggested References:

- Albrecht, G.L., Fitzpatrick, R., & Scrimshaw, S.C. (2000). Handbook of social studies on health and medicine. London: Sage Publication
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