Far Western University
Faculty of Education

Course Title: **Diversity in Education**   Nature : Theoretical and practical
Course No. : Ed.472   Credit: 3
Level: B. Ed.   Teaching Hours: 48 Hrs.
Semester: Seventh

1. Course Description

This course is designed to provide knowledge, attitude and skill of diversity issues in education, such as racial/ethnic groups, sexual orientation, disability, religion, gender, adult learners, national origin, as well as socioeconomic status. This course helps students to be aware of diversity issues and make them competent or skilled so that they can handle those issues in an efficient way. They can manage the classroom environment and learning through equity pedagogy. In addition, the course provides abilities to design appropriate pedagogy for diverse pupils and prepare them to function in a multicultural world in order to provide effective services for culturally diverse students. Apart from this, the course will provide awareness for promoting cross-cultural understanding and help them to educate all students, as well as look at the institutional and societal issues.

2. Course Objectives

By the end of this course, your ability to complete the following tasks should be strengthened:
a) To conceptualise diversity and education.
b) To understand the impact of diversity in education.
c) To be familiar with the inclusive teaching strategies.
d) To identify approaches to working across the differences.
e) To develop an understanding on Nepalese diversity issues.
f) To conduct a seminar on the Nepalese context of diversity and education.

3. Specific Objectives and Contents

S N	Specific Objectives	Content
1	• To explain the meaning and nature of diversity. • To describe the changing concept of diversity in education. • To elucidate the dimensions of diversity. • To assess the need for and importance of diversity. • To explore the diversity in the classroom in the context of Nepal.	**Unit One: Concept of Diversity in Education (8 Hours)** 1.1. Meaning and concept of diversity 1.2. Changing concept of diversity in education 1.3. Need for and Importance of Studying Diversity in Education 1.4. The Dimensions of diversity in education (Gender, Ethnicity and caste, Language, Economy, Culture and religion, Special needs, Intelligence and ability) 1.5. Diversity in the classroom in the context of Nepal
2	• To introduce diversity management. • To create inclusive classroom environments. • To explain the assimilationist, differentialist and multiculturalist models of diversity management. • To compare models of diversitymanagement • List out the implications of models of diversity in the classroom	**Unit Two: Diversity Management (10 Hours)** 2.1 Introduction of diversity management 2.2 Classroom management in diverse settings 2.3 Models of diversity management 2.3.1Assimilationist model 2.3.2 Differentialist model 2.3.3 Multiculturalist model 2.4 Implications of models of diversity in the classroom

3	• To analyse the Nepalese diversity issues in education • To suggest a measure to address the diversity issues in education. • To explain gender diversity in education. • To promote gender equality in the classroom. • To identify the working approaches to address the diversity issues in Nepal	**Unit Three: Addressing Diversity Issues in the Classroom (10 Hours)** 3.1 Diversity issues and education • Multiculturalism and education • Ethnicity and education • Racism and education • Multilingualism and education • Social class and education • Faith system and education • Abilities and disabilities and education • Geography and education 3.2 Gender and Social Diversity in Education 3.3 Working approaches to address the diversity issues in Nepal.
4	• To introduce inclusive teaching strategies • To describe the concept of multicultural education. • To assess the practices of CRP in the classroom • To conceptualise universal design learning • To design multisensory teaching strategies • To apply the concept of equity pedagogy in • To identify the role of the teacher for inclusive teaching strategies	**Unit Four: Inclusive Teaching Strategies (10)** 4.1 Concept of inclusive teaching 4.2 Multicultural education and culturally responsive pedagogy (CRP) 4.3 Equity and inclusive pedagogy 4.4 Universal design for learning 4.5 Multisensory teaching strategies 4.6 Role of the Teacher for Inclusive Teaching Strategies
5	• To conduct a project work in groups and prepare a report on Nepalese diversity issues in education	**Unit Five: Conduct a Project Work on Nepalese Context (10)** 5.1 Challenges and issues of diversity in education (project/seminar-based) 5.2 Prepare a report on diversity issues (anyone)

4. Instructional Techniques

4.1 General Techniques
• Presentation on each topic of the unit.
• Use of lecture, discussion, question answer, brainstorming, library work and self-study.
• Reading, report writing assignments, and presentation in the classroom, followed by feedback.

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Re
I	• Lectures and interactive discussions • Diversity Mapping: Students create a "Bio-Social Map" identifying their own ethnicity, language, and abilities.	
II	• Interactive lectures on management diversities • Comparative Debate: Divide the class into three "School Boards" (Assimilationist, Differentialist, Multiculturalist) to solve a conflict regarding a student's religious attire.	
III	• Lectures and practical discussions Role-play simulation: An activity to visualize how social class, gender, and caste impact educational access. • Problem-Based Learning (PBL): In small groups, develop a strategy to support a non-Nepali speaking student in a monolingual classroom.	

IV	• Lectures and discussions • Inclusive teaching exercises • A redesigned, inclusive Lesson Plan ready for classroom use.. • 5-minute demonstrations of Culturally Responsive Pedagogy (CRP).	
V	• The project work teacher will conduct a workshop. Students will be divided into groups and assigned a task. • Students will work together on any one project work within the determined time. • Each group member will contribute to different aspects of the project. • Teachers will provide advice and feedback during the project. • Each student will present the report in their own group and the teacher will assess their work	

5. Evaluation Scheme

5.1 Internal Evaluation 30%

Internal evaluation will be conducted by the course teacher based on the following activities.

a) Attendance and Participation in Class Activities: 4+4= 8 marks

b) Assignment I: Reflective Notes and Class presentation: 3+3= 6 marks
(Reflective notes on 2 to 4 questions/issues given by the teacher at the end
of every unit and presentation on any two questions among them)

c) Assignment II: one Term paper/ Project work and Interview: 4+4=8 marks
(term paper/project on the topics chosen by students and approved by
the teacher and interview)

d) Mid-term exam: 8 marks

5.2 External Evaluation (Final Examination) 50%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10×1	10
Group B: Short answer questions	6 with 2 'or' questions	6×5	30
Group C: Long answer questions	2 with 1 'or' question	1×10	10

5.3 External Practical Evaluation (20%)

The Office of the Controller of Examinations will conduct final practical examination at the end of the final examination.

Students will be given project work during the semester, and after completing the final semester theoretical examination, a practical examination will be conducted. The practical examination will be conducted with external examiners as per the following evaluation criteria. In each evaluation criterion, the external and internal examiners will evaluate the On a 60/40 per cent basis of 60/40 percent respectively.

Evaluation System:

Practical	Total Weightage	Marks allocated		Remarks
Activities		**Internal supervisor**	**External Examiner**	
Practical/Project Report	7	2.8	4.2	
Viva Voce	8	3.2	4.8	
Overall Performance	5	2	3	
Sum	20	8 (+2)	12 (- 2)	

References

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