



L	T	P/S	SW/ FW	TOTAL CREDIT UNITS
3	1	-	-	4

Course Title: DEVELOPMENT OF EDUCATION AND SPECIAL EDUCATION

Credit Units: 4

Course Code: SPED

Level: PG

Course Objectives:

After studying this course the pupil- teachers will be able to:

- Contrast Philosophical Foundations of Education and special education system in India.
- Interpret the development of Education System
- Analyze the contemporary Issues and Concerns
- Discuss an Issues in Indian Education with Special Reference to Persons with Disabilities
- Conceptualize the meaning of Diversity and Future Perspective

Student Learning Outcome

- Pupil trainee will be able to explain the nature, process and philosophy of special education
- Pupil trainee will be able to understand the various roles of educational agencies and contemporary issues related to Special Education in India
- Pupil trainee will be able to understand the various issues and concern related to education and Special Education.
- Pupil trainee will be able to understand the various issues and concern related to Special Education.
- Pupil trainee will be able to understand the concept of diversity and its types.



Course Contents/Syllabus:

	Weightage (%)
MODULE I : Philosophical Foundations of Education	20
Descriptors/Topics 1.1 Education: Concept, definition and scope 1.2 Agencies of Education: School, family, community and media 1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism 1.4 Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, Sankya Darshan) 1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)	
MODULE II :An Overview of Development of Education System	20
Descriptors/Topics 2.1 Shaping of Education in Pre-Independence and Post-Independence India 2.2 Emerging Education in India and in the Global Context 2.3 Education as a development indicator, and enhancer of development indicators, Education for sustainable development, conservation of environment and social change, individual and national development & Right based approach 2.4 International curriculum framework in the light of changing priorities and international perspectives 2.5 Perspectives of Education for the Persons with Disabilities	



<p>MODULE III :Contemporary Issues and Concerns</p> <p>Descriptors/Topics</p> <p>3.1 Universalisation of School Education, Right to Education and Universal Access; Issues of a) Universal enrolment b) Universal retention c) Universal learning; Language issues in education; Challenges of education from preschool to senior secondary.</p> <p>3.2 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled</p> <p>3.3 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues</p> <p>3.4 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system</p> <p>3.5 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment; Linking pedagogy with curriculum, contextual constructivism</p>	20
<p>MODULE IV :Issues in Indian Education with Special Reference to Persons with Disabilities</p>	20
<p>Descriptors/Topics</p> <p>4.1 Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers, Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps</p> <p>4.2 Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged, Groups, Marginalized and their Specific Educational Problems</p> <p>4.3 Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support, System, Public Private Partnership & NGO Initiatives</p> <p>4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up, Inclusive education as a rights based model, Complementarities of inclusive and special schools</p> <p>4.5 Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy</p>	



MODULE V :Understanding Diversity and Future Perspective	20
Descriptors/Topics 5.1 Concept of Diversity; Types of Diversity: Gender, linguistic, cultural, socio-economic and disability 5.2 Diversity in learning and play; addressing diverse learning needs, Diversity: Global Perspective 5.3 Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support 5.4 Community participation and community based education, Quality enhancement in-service delivery and community rehabilitation. 5.5 Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face vs. Distance mode	

Pedagogy for Course Delivery:

- Lecture
- Tutorials
- Presentation and Discussions
- Seminar

Lab/ Practicals details, if applicable:

Hands on Experience

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	
Weightage (%)	10	5	5	80



Lab/ Practical/ Studio Assessment:

Components (Drop down)	Continuous Assessment/Internal Assessment				End Term Examination		
Weightage (%)							

Text & References:

- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
- Kumar, A. (2003). Environmental challenges of the 21st century APH Publishing Corporation, New Delhi.
- National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
- National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.
- Report of Core group on value orientation to education (1992). Planning commission, Govt of India.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development.



Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books