



M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (I)

Course Code	PE01CMES01	Title of the Course	DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Trace development of general and special education system (PwDs) in India. 2. Appreciate implications of recommendations made by the various Committees and Commissions for Educational (General and Special) developments in India. 3. Develop insight into the issues and challenges of present day education system. 4. Understand important quality related issues which need to be taken into account for revision/ development of new education policy.
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Course Content		
Unit	Description	Weightage* (%)
1.	An Overview of Development of Education System 1.1 Shaping of Education in Pre-Independence India 1.2 Shaping of Education in Post-Independence India 1.3 Emerging Education in India and in the Global Context 1.4 Perspectives of Education for the Persons with Disabilities 1.5 Constitutional Provisions and Directive Principles Related to Education and Special Education	20
2.	Issues in Indian Education with Special Reference to Persons with Disabilities 2.1 Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers 2.2 Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps 2.3 Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems 2.4 Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives 2.5 Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support	20
3.	Policies and Legislations for Education & Special Education Development of Special Education in India 3.1 National Legislations (RCI Act 1992, PWD Act 1995, National	20





	<p>Trust Act, Biwako Millennium Framework)</p> <p>3.2 International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM)</p> <p>3.3 National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities</p> <p>3.4 Role of Governmental and non-governmental agencies in general and special education</p> <p>3.5 Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy</p>	
4.	<p>Quality Issues in Education</p> <p>4.1 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment</p> <p>4.2 Linking pedagogy with curriculum, contextual constructivism</p> <p>4.3 Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face vs. Distance mode</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</p> <p>4.5 Quality enhancement in service delivery and community rehabilitation</p>	20
5.	<p>Current Trends and Future Perspective</p> <p>5.1 Education as a development indicator, and enhancer of development indicators</p> <p>5.2 Education for sustainable development & Right based approach</p> <p>5.3 International curriculum framework in the light of changing priorities and international perspectives</p> <p>5.4 Education for conservation of environment and social change</p> <p>5.5 Education for individual and national development</p>	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Trace development of education in India during pre-Independence
2.	Identify Constitutional provisions ensuring equity and protection of human rights as well as non discrimination
3.	Study factors influencing special education as a discipline in India
4.	Identify quality related issues of your State and suggest strategies to address them





Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	The learners will enable to explore education both general and special from historical perspective leading to contemporary India.
2.	The learners will enable to explore various commissions and policies and issues and trends in the field of education in the national and international contexts covering all aspects of quantity and quality.
3.	The learners will enable to explore various commissions and policies and issues and trends in the field of special education in the national and international contexts covering all aspects of quantity and quality.
4.	The learners will enable to explore various commissions and policies and issues and trends in the field of inclusive education in the national and international contexts covering all aspects of quantity and quality.

Essential & Suggested References:

S. No.	References
1.	Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
2.	National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
3.	National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
4.	Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London





5.	Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi
6.	Report of Core group on value orientation to education (1992). Planning commission, Govt of India.
7.	Salamatullah, (1979). Education in Social context, NCERT, New Delhi. School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi
8.	Seventh All India School Education Survey (2002). NCERT, New Delhi.
9.	UNDP (1996). Human Development Reports. Oxford University Press. New York.
10.	UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
11.	UNESCO (2009). Report on Education for sustainable development.
12.	Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
13.	Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
14.	Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
15.	Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
16.	Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
17.	Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.
18.	Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.

On-line resources to be used if available as reference material

On-line Resources





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
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