Bachelor of Education (Special Education) – Intellectual Disability

A-2 CONTEMPORARY INDIA AND EDUCATION

Semester - I

Credits: 04

Marks: 100 (External: 70, Internal: 30)

Contact Hours: 15 Weeks

**Introduction**

This course will enable student-teachers to explore education from a philosophical and sociological perspective and also provide hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical and contemporary context. The course also builds various commissions, policies issues and trends in the field of education, special education and inclusive education.

Objectives

After completing this course the student-teachers will be able to

* Understand basic concepts & issues in educational theory.
* Analyse the development of the educational system in its historical & contemporary contexts.
* Understand the concept of diversity
* Develop perspective on the understanding of the trends, issues, and challenges in the field of education and special education in the global context.

**Unit 1: Philosophical and Sociological Foundations of Education (15 hours)**

1. Basic concepts in philosophy of education: Teaching, Training, Learning, Enquiry and Education in the context of child’s nature, growth and development
2. Philosophies of Education: idealism, naturalism, pragmatism, existentialism and humanism
3. Indian Philosophers (Aurobindo, Gandhi, Tagore and Krishna Murthy) with special reference to the main ideas of these thinkers concerning aims of education and pedagogic practices.
4. Agencies of Education: School, family, community and media
5. Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

**Unit 2: Understanding Diversity (12 hours)**

1. Concept of Diversity and Diversity in Global Prospective
2. Types of Diversity: Gender, linguistic, caste, region, socio-economic and disability
3. Diversity in learning and play
4. Addressing diverse learning needs

**Unit 3: Contemporary Issues and Concerns (12 hours)**

1. Universalisation of School Education, Right to Education and Universal Access
2. Issues of a) Universal enrolment b) Universal retention c) Universal learning

3.3 Equal Educational Opportunity: Meaning of equality and constitutional provisions
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

**Unit 4: Education Commissions and Policy (School Education) (12 hours)**

1. National Commissions and Policies: Education Commission (1964), NPE and POA
(1986, 1992), National Policy for Persons with Disabilities (2006), NEP 2020
2. National Acts: RCI Act, 1992, NT Act, 1999, RTE Act (2009 & 2012), RPwD Act 2016
3. Programmes and schemes of education for children with special needs.
4. International Conventions and Policies: Salamanca Declaration and Framework,
1994; UNCRPD, 2006; MDG, INCHEON strategies, SDGs.
5. Development of the educational system through interaction of various policy imperatives in the historical and contemporary contexts.

**Unit 5: Issues and Trends in Education (9 hours)**

1. Challenges of education from preschool to senior secondary
2. Inclusive education as a rights based model
3. Complementarity of inclusive and special schools
4. Community participation and community based education

**Some Suggested Activities on contemporary issues**

* Comparative study of different settings
* Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
* Educational debates and movements
* First generation learners
* Children with disabilities
* Inclusive education
* RTE act in the context of disadvantaged.
* Linguistic and religious diversity
* Human rights, minority rights
* Educational status of various groups
* Special and inclusive schools
* Analysis of contemporary debates

**Essential Readings**

* Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy.
Macmillon: Delhi.
* National Education Commission. (1964-66). Ministry of Education, Government of
India, New Delhi
* National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
* Right to Education Act. (2009). Ministry of Human Resource Development,
Government of India, New Delhi.

**Suggested Readings**

* Organizing discussions, presentations and projects on some of the following:
* Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi
 Vikas Publishing House Pvt. Ltd.
* Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi.
 Select chapters.
* Anand, S. P. (1993).The Teacher & Education in Emerging Indian Society, New
 Delhi: NCERT.
* Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
* Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New
 Delhi Doaba House.
* Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
* Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New
 Delhi.
* Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford
 University press: New Delhi.
* Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
* Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE
 Association.
* Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila
 and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
* Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New
Delhi
* Dhankar, Rohit (2006). Shiksha Aur Samajh Haryana: Aadhar Prakashan
* Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
* Elmhirst, L.K. (1994). Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan
* Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
* http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
* http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
* http ://www.mkgandhi. org/speeches/speechMain.htm
* Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
* Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling
 publishers Pvt. Ltd.
* Jangira, N.K. (2012). NCERT Mmother of Inclusive Eeducation Address on Golden
 Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
* Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
* Kumar, Krishna. (1977). Raj Samaj aur Shiksha. Delhi: Rajkamal
* Kumar, Krishna. (1998). Shiksha Gyan Aur Varchasv. Delhi: Granthshilpi
* Kumar, Krishna. (2002). Shiksha Aur Gyan. Delhi: Granthshilpi
* Kumar, Krishna. (2004). What is Worth Teaching? Delhi: Orient Longman
* Krishnamuri, Jiddu.(1992) Education and the Significance of Life. India: Krishnamurti Foundation India
* Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
* Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi:
 Sage Publications.
* Steven, B. (1998). School and Society, New Delhi: Sage Publications.
* Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
* Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
* Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects.
 Tracts of the Times. Orient Longman Publications: New Delhi.
* Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and
 Winston.

**Keywords: Universal Education, Inclusion, Contemporary,Equality,Diversity**