

No.AC6/56/2024-25

**Notification**

**Sub:-** Modification of B.Ed.Spl.Ed. (HI) Syllabus and Regulations for the Academic year 2024-25.

- Ref:-** 1. Decision of Board of Studies of Special Education (UG) meeting held on 07.06.2024.  
2. Decision of the Faculty of Education meeting held on 14.06.2024.  
3. Decision of the Academic Council meeting held on 28.06.2024.

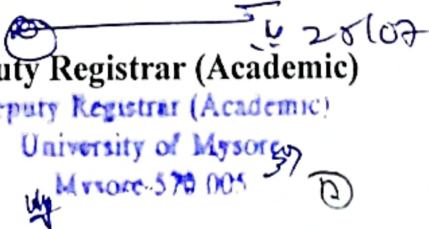
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The Board of Studies in Special Education (UG)) which met on 07.06.2024 has approved the modified B.Ed.Spl.Ed. (HI) Syllabus and Regulations for the Academic year 2024-25.

The Faculty of Education and Academic Council at their meetings held on 14.06.2024 and 28.06.2024 respectively has also approved the above said modified Syllabus and Regulations hence it is hereby notified.

The Syllabus and scheme of Examinations pattern contents may be downloaded from the University website i.e., [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in)

DRAFT APPROVED BY THE REGISTRAR

  
**Deputy Registrar (Academic)**  
Deputy Registrar (Academic)  
University of Mysore  
Mysore-570 005

**To;**

1. The Registrar (Evaluation), University of Mysore, Mysuru.
2. The Chairman, BOS/DOS in Physical Education and Sports Sciences, University of Mysore, Mysore.
3. The Dean, Faculty of Education, in Physical Education and Sports Sciences, University of Mysore, Mysore.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangotri, Mysuru.

P.T.O.

5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council , Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.

## Contemporary India and Education

**Course Code: A2**

**Credits: 02**

**Hours: 60**

### Introduction

This course will enable learners to explore education from philosophical and sociological perspective and gain insights into diverse communities, children, and schools. The course traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special and inclusive education.

### Objectives

After completing this Course, the learner should be able to:

- Explain the concept and scope of education and the philosophical perspectives to understand education.
- Analyze the role of educational system in the context of Modern Ethos.
- Discuss the concept of diversity and describe the strategies for addressing diverse learning needs of the children with disabilities.
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in national and global contexts.
- Critically analyze the historical development of education in India in general and education of children with disabilities

### Unit 1: Philosophical Foundations of Education

1.1 Concept and Nature of Education: Concept of Education (Meaning and definition), Aims of Education (Individual, Social and Democratic), Scope of education; Conceptual distinction between Education and Schooling, Learning, Training, Teaching, Instruction.

1.2 Agencies of Education: School, family, community and media as agencies of education,

1.3 Schools of Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism as Schools of Philosophy

1.4 Classical Indian Philosophies: Vedanta Darshan, SankyaDarshan, Budhism and Jainism

1.5 Contribution of Indian Philosophers: Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, SonamWangchuk

### Unit 2: Understanding Diversity

2.1. Concept and Types of Diversity: Concept, Nature and Types of Diversity (Gender, linguistic, cultural, socio-economic and disability),

2.2. Girl child with disability, twice exceptionality; Disability as a Social and Political Construct;

2.3. Global Perspective: United Nations mandate on Disability, International Classification of Functioning, Disability and Health (ICF 2001 by WHO), Impairment, Disability and Handicap (IDH) (Classified by the WHO 1980),

2.4. Diversity and learning; Attributions to diversity in learning, embracing diversity in B.Ed.Spl.Ed./2024-25 Rehabilitation Council of India 12 schools, equity and inclusion

2.5. Gender Equality as a Sustainable Development Goal (UN SDG5), Good Health and Wellbeing as a Sustainable Development Goal (UN SDG3), Quality Education as a Sustainable Development Goal (UN SDG4), Reduced Inequality as a Sustainable Development Goal (UN SDG10)

### **Unit 3: Commissions, Acts and Policies on Education in General and Children with Disabilities**

3.1. Constitutional Provisions: Reflecting on ideas of Equality, Liberty, Secularism, and Social Justice; Constitutional Provisions on Right to Education, Women Education, Education for the Weaker Section and Minorities, Education for the Diverse Need Sections.

3.2. National Commissions University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66); National Policy on Education (NPE 1968), National Policy of Education (NPE 1986 and POA 1992)

3.3 National Education Policy (NEP, 2020), National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009), National Curriculum Framework for School Education (NCFSE, 2023)

3.4. International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006 (United Nations Committee on Right of Persons with Disabilities); MDG, 2015 (The Millennium Development Goals Report); INCHEON strategies (United Nations effort, Incheon Gan 2030); Biwako Millennium Framework.

3.5. National Acts: RCI Act, 1992, PWD (Persons with Disability) Act, 1995, NT (National Trust) Act, 1999, RTE Act (2009 & 2012) (Right to Education); The Right of Persons with Disability Act 2016.

### **Unit 4: Development in School Education and Equal Educational Opportunity**

4.1. Landmarks in Development of Education of Children with Disabilities: concept of disability in Surgeon Report, Disability in Charter Act 1823, Central Advisory Board of Education (CABE 1923) on children with hearing impairment (sign language), Indian perspective on Disability (Divyang Jan)

4.2. Right to Education and Universal Access; Issues of Universal enrolment, Universal retention, and Universal learning;

4.3. Issues of quality and equity: Physical, economic, social, cultural, language issues in education (addressing multilingual practices of the children)

4.4. Meaning of equality and constitutional provisions: equity and equality, prevailing nature and forms of inequality, including dominant and minority groups and related issues; inequality in schooling: public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education systems.

4.5. Programmes and Schemes: IEDC (1974, 1983) (Integrated Education for the Disabled Children), SamargaShikshaAbhiyan [SSA (2000, 2011) (SarvaShikshaAbhiyan), RMSA, 2009 (RashtriyaMadhyamikShikshaAbhiyan)], IEDSS, 2009 (Inclusive Education of the Disabled at the Secondary Stage) B.Ed.Spl.Ed./2024-25 Rehabilitation Council of India 13

### **Unit 5: Challenges and Trends in Education**

5.1. Challenges of education across different levels from foundational to secondary stage

5.2. Trends in delivery of educational service: inclusive education as a right based model, complementarily of inclusive and special schools, Community participation and community-based education

5.3. Professional Development of Teachers: Aspiration and Qualities of Teachers, Professional Development of Teachers, In-service Teacher Education and Professional Development of Teachers

5.4. Professional Ethics of the Teachers and Its Importance, Professional Identity of Teachers, Teacher as a Researcher, Teacher as a Facilitator

5.5. Strategies for addressing the Issues of Professional Development of Teachers, National Education Policy (NEP 2020) on Professional Development of Teachers

### **Course work/Practical/Field Engagement**

- Assignment: Prepare and submit an assignment of 1000 words describing the inequality in schooling and how the schools can address this challenge.
- Visit: Visit to a special school and an inclusive school of your locality. Interview any 5 students from each school to find out that they like most in schools, that they dislike and problems they face. Prepare a report and submit.
- Group Activity: organize a an exhibition on different Indian philosophers and their contribution

### **Transaction**

Learners' engagement through interactive lectures, group discussion through case study and problem-based approach s as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

### **Recommended Readings**

- Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article <https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf> 49,
- Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India. and
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