**SNE 436 POLICY, MANAGEMENT AND ADMINISTRATION IN SPECIAL EDUCATION**

**Course Description**

This course aims at developing the required knowledge, management skills, and attitudes of the participants to enable them to facilitate the change process in their schools. It also covers all aspects needed for managing a class or a school. The participants are exposed to requisite skills to become effective managers. Administrators are the single most important ingredient in determining an organization’s success or failure. Administrators can turn straw to gold or the reverse. This course also encompasses all aspects needed for managing and supervising a school. The purpose of the course is to introduce students to the major arguments for and against several important education policies and to encourage them to critically evaluate the logic and evidence behind the policies.

**Course Objectives**

After the successful completion of this course the students would be able to:

1. Describe how special needs education policies are prepared by nations of world.
2. Compare the special needs education in Pakistan with some other developing and developed nations of the world.
3. Describe the administrative and management systems in general and special education schools in the world.
4. Suggest remedial or corrective measures for effective school management.

**Course content**

**PART 1-POLICY**

1. The Meaning of Disability and the Creation of Policy

1.1 Theoretical Understanding of Disability

1.1.1 Defining disability: the ‘personal tragedy’ model

1.1.2 Ethics and the personal tragedy model

1.1.3 The social model of disability

1.1.4 The exercise of Power

1.1.5 The state, power and the creation of policy

1.1.6 What is Policy?

1.1.7 How is policy made?

1.2 National Policy for Persons with Disabilities 2002

1.3 National Education Policy 2009

2. Disability Policy, Models and Development

2.1 Models of disability policy

2.2 The development of disability policies in Britain

2.3 Contemporary disability policies in Britain

2.4 Contemporary British policy in the internal context

2.4.1 Negative policies: Nazi Germany and China

2.4.2 Contemporary Sweden: a maximal welfare state?

2.4.3 Australia: a hybrid welfare/civil rights approach

2.4.4 The United States: a civil rights approach

2.4.5 The United Kingdom’s piecemeal approach in context

**PART II-MANAGEMENT**

1. Introduction to Educational Management
   1. Defining educational management
   2. Models of management in education
   3. The role of the senior management team
   4. Financial planning and management
   5. Theory and practice in educational management
   6. Managing resources
2. Managing Curriculum Development

4.1 Managing evaluation

4.2 Managing staff development

4.3 Managing co-curricular activities

4.4 Conflict management

**PART III- ADMINISTRATION**

5. Educational Administration

5.1 The School as a Social System

5.2 Culture and Climate in Schools

5.2.1 Organizational culture

5.2.2 Organizational climate

5.2.3 Changing the culture and climate of schools

5.3 Power and Policies in Schools

5.3.1 Sources of authority: legitimate power

5.3.2 Authority and administrative behavior in schools

5.3.3 Sources of power

5.3.4 Administrative uses of power

5.3.5 Organizational power and policies

5.4 School Effectiveness, Accountability and Improvement

5.4.1 School effectiveness- challenging administrative practices

5.4.2 Social systems and school effectiveness

5.5 Leadership in Schools

5.5.1 The nature of administrative work

5.5.2 A model of Transformational leadership

**Recommended Books:**

1. Hoy, K.W. & Miskel, G.C. (2005). Educational administration: Theory, research and practice 7th ed. New York: McGraw-Hill Companies, Inc.
2. Yadav, S. (2005). School management and pedagogics of education. New Delhi: Anmol Publications Pvt. Ltd.
3. Sharma, B. M. (2002). Theory of educational administration. Commonwealth Publishers.
4. Drake, F.R. (1999). Understanding disability policies. Macmillan Press Ltd.