

Final Project Report

Department	School of Education, Netaji Subhas Open University
Project Name:	Development of MOOC / LMS platform for transforming professional development of teachers and teachers educators into an inclusive settings.
Project Sponsor:	CEMCA and NSOU
Project Director:	Dr. Sumanta Chattaraj, SOE, NSOU
Project Phase:	August, 2016 to 20 th June, 2017
Interim Report submitted	10 th May, 2017
Final Report	21 st June, 2017
Date Submitted	21.6.2017

Project Status Summary

The project proposal with budget was sent to CEMCA on 7th July 2016.

CEMCA made an agreement and sent to NSOU Registrar on 28th July, 2016 with a revised budget proposal.

The agreement of the project proposal was signed by Registrar, NSOU on 28th July, 2016 and sent back to CEMCA to complete the agreement and finally on behalf of CEMCA, Mr R Thyagarajan signed the agreement on 29th July.

Inclusive education creates new challenges for the way in which teacher development programme is designed and organized in a country regarding both pre-service and in- service professional development. For policy makers and those involved in teacher education, this requires many to introspect on their existing beliefs and assumptions about the origins and nature of educational practices, difficulties and to explore alternative perspectives.

Traditionally, the special education practices have focused on particular people in an individualistic way. With this individualistic view teacher education practices have been concerned with empowering teachers with approaches that can be used to address the problems of individual learners.

Several national and international organization and reports have highlighted the need for promoting capacity building and professional development programme into an inclusive education system. The UNESCO resource pack was the first step in developing classroom strategies which will benefit all children. Thereafter, globally there is a tremendous awareness about the importance of developing inclusive learning setting with the famous saying, ‘those who learn together learn to live together and can transform oneself and society’. Some states and organizations have already started promoting this programme successfully. However, the reality is not satisfactory at all levels. It has been felt to strengthen this programme for promoting inclusion at various levels of our education system. There is a need for providing orientation to teachers, teacher educators, administrators and other functionaries about the inclusive education. Moreover, it has also been felt to reach this goal faster and only regular mode is not enough to meet this challenge. It should be addressed through Learning Management System (LMS) too. Thus, after assessing the emerging need and analyzing the present scenario in promotion of inclusiveness, Commonwealth Educational Media center for Asia, New Delhi and School of Education, Netaji Subhas Open University undertook the project titled “Capacity Building and Professional Development of Teachers and Teacher Educators for successful implementation of inclusiveness”. It was a long standing academic requirement in this field.

It is an integrated project funded by CEMCA and NSOU and it has been coordinated by School of Education, NSOU. The primary purpose in planning professional development of teachers is that of conceptual underpinnings of policies and approaches, and to reconstruct special needs task so that it can recognise and respond to the diversity in the student population rather than merely focus on supporting individual learners. Moreover, in order to strengthen the greater awareness about inclusive education in the states, there is a need for providing orientation to the administrators and other functionaries about inclusive education.

Project Focus:

- Empowering learners to build capacity and comprehensive knowledge regarding inclusive issues.
- The second critical focus of this training programme is planning professional development of learners on confronting the conceptual underpinning of policies and practices.

- Finding ways of creating the environment in school that will facilitate and support the learning of all children-would be the third critical priority.

Plan of Action:

The entire project was divided into three phases:

Phase I: Development of self learning material

Formation of Expert Committee, finalization of syllabus, identification of text writers and editors and finally development of print materials.

Formation of Expert committee:

Prof. Amitav Mishra
 Prof. Dulal Mukhopadhyaya
 Prof. Sanat Kr Ghosh
 Prof. Subrata Saha
 Prof. Nimai Chand Maiti
 Prof. Kahnu Charan Sahoo

Prof. Debasree Banerjee
 Prof. Samir Ranjan Adhikari
 Dr. Atindranath Dey
 Prof. Swapan Kr Sarkar
 Dr. Sumanta Chattaraj
 Dr. Manas Ranjan Panigrahi

Editors & Course Writers:

Block	Title	Course writer	Editor
I	Diversity And Inclusion	Dr. Piku Choudhury Mr. Abhedananda Panigrahi	Prof. Dulal Mukhopadhyaya
II	Diverse Students And Their Special Needs	Ms. Antara Choudhury Ms. Swapna Deb	Prof. Debasri Banerjee Prof. Swapan Kr Sarkar
III	Inclusive Teaching Learning Process	Dr. Papiya Upadhyay Mr. Prabir Naskar	Prof. Subrata Saha
IV	Building Inclusive School And Community	Prof. Sanat Kr Ghosh Dr. Parimal Sarkar	Prof. Sanat Kr Ghosh

The Course will address a conceptual framework as well as a pedagogy with a clear strategy to build up an inclusive approach which is based on sets of beliefs, attitudes and values as well as on professional knowledge and skills. It is designed to help the learners to understand the fundamentals of the inclusive process and also use knowledge of different strategies to conduct the practice in their own

setting. The contents of the certificate course have been designed in a simple form to enhance understanding and facilitate learning.

The Course will be offered through LMS (Learning management System) and will follow a multimedia approach, SLM, PPT and Audio – Visual materials.

In this phase to conduct the above mentioned activities two workshops, (17-19 August, 2016 and 13-14 Feb, 2017) and three meetings were organised.

Phase II: Development of E– content like Audio video lectures and appropriate PPT to the content were prepared and were embeded into A-V lectures. To conduct these activities one workshop on 13.4.2017 and three meetings were organised.

Phase III: After the phase I and phase II the entire content is to be made available on LMS platform.

The Programme has the following broad objectives:

- Apply the concept of inclusion/inclusive education in their classrooms/schools;
- Identify barriers to the education of students from diverse background (Race, class, gender, language, disability)
- Assess the special needs of such students and apply inclusive teaching-learning strategies;
- Use assistive devices, technology in their classrooms;
- Build support for inclusive practices in their schools and make community inclusive

The volume consists of four inter- related blocks:

1. Block -I describe diversity and inclusion.
2. Block -II studies the diverse learners and their special needs.
3. Block -III has emphasised of inclusive teaching learning process.
4. Finally, Block -IV narrates inclusive school and community.

BLOCK I

DIVERSITY & INCLUSION

Broad Objectives:

On completion of this Module you will be able to:

- See and Conceptualise diversity in various forms / wider perspective.
- Understand, Discuss and Appreciate diversity in Learners.
- Know about Learners with different types of disabilities.
- Identify typical characteristics of Learners with different types of disabilities, with their causes and consequences.
- Find out different kinds of barriers in Learning of disable persons.
- Suggest for changes in policy, planning and strategies for diverse learners.
- Better understand what makes an inclusive school and inclusive education.

BLOCK II

Diverse Students and Their Special Needs

Broad Objectives:

After completing this module, the learners will be able to:

- Identify the learners from diverse backgrounds and abilities including children having sensory and developmental disabilities
- Assess the learning characteristics of children from diverse abilities and backgrounds
- Identify their specific needs in school with respect to their learning characteristics
- Use specific strategies to meet out the specific needs and compensate their difficulties;

BLOCK III

Inclusive Teaching-Learning Process

Broad Objectives:

In Inclusive set up Learners will be able to –

- Plan and create learning experiences for the students
- Engage the students meaningfully in teaching-learning process
- Apply the essence of Differentiated Instruction (DI) & Universal Design for Learning (UDL)
- Make accommodation and adaptation plan and implement for the students with special needs
- Plan and utilize different learner support services

BLOCK IV

Building Inclusive School and Community

Broad Objectives

Learners will be able to –

- Plan positive environment in the school and community for inclusive practices
- denote community resources and participation to promote inclusion at wider level
- identify various types of assistive devices and technologies for various disabilities Plan the support services required from external sources to strengthen inclusion in the school

Block Outline:

The image below is an overview of the all four blocks:



A-V lectures:

In this connection fifteen (15) audio-visual lectures have been prepared from the core areas of the content. The title of A-V materials are as follows:

1	I Diversity & Inclusion	1	<i>Diversity as a canvas</i>	<i>Prof. Swapan K Sarkar, SoE, NSOU</i>	<i>07/06/17</i>	<i>11AM-12 NOON</i>
		2	<i>Disability as a canvas</i>	<i>Prof. Debasree Banerjee, Dept. of Education,C.U.</i>	<i>02/06/2017</i>	<i>11 AM – 12 NOON</i>
		3	<i>Barriers towards learning</i>	<i>Prof. Dulal Mukhapadhyay, SoE, NSOU</i>	<i>06/06/2017</i>	<i>11 AM – 12 NOON</i>
		4	<i>Approaches towards inclusion and inclusive practices.</i>	<i>Prof. Subrata Saha, HOD, Dept of Education, RBU</i>	<i>02/06/2017</i>	<i>12 NOON – 1 PM</i>
2	II Diverse Students & their Special Needs	1	<i>Deprived learners from conflicting and war affected areas.</i>	<i>Ms. Srabonti Choudhury, SoE, NSOU</i>	<i>02/06/2017</i>	<i>1 PM – 2 PM</i>
		2	<i>Classroom Management of children with Hearing impairment</i>	<i>Mr. Abhedananda Panigrahi, SoE, NSOU</i>	<i>02/06/2017</i>	<i>2 PM - 3 PM</i>
		3	<i>Classroom management of children with Intellectual Disability and Specific Learning disability.</i>	<i>Ms. Antara Choudhury, SoE, NSOU .</i>	<i>06/06/2017</i>	<i>1 PM - 2 PM</i>
		4	<i>Best practices Autism Spectrum disorder.</i>	<i>Ms. Alakananda Banerjee, faculty, NIMH</i>	<i>08/06/2017</i>	<i>11 AM - 12 PM</i>
3	III Inclusive Teaching & Learning Process	1	<i>Teaching Learning Strategies’.</i>	<i>Dr. Piku Choudhury, Asst. Prof., Satyajit Roy College of Education</i>	<i>08/06/2017</i>	<i>1 AM -2 PM</i>
		2	<i>Conceptual frame work of Universal Deigned for Learning and Differentiate Instruction.</i>	<i>Dr. Papiya Upadhyay , SoE, NSOU</i>	<i>08/06/2017</i>	<i>2 PM - 3 PM</i>
		3	<i>Developing & Implementation plan for accommodation & adaptation.</i>	<i>Ms. Moumita Biswas. Faculty NIMH Kolkata</i>	<i>07/06/2017</i>	<i>2 PM - 3 PM</i>
4	IV Building Inclusive School & Community	1	<i>On whole School approach</i>	<i>Prof. Sanat Kr. Ghosh.</i>	<i>07/06/2017</i>	<i>12 NOON -1 PM</i>
		2	<i>On Assistive technologies and devices.</i>	<i>Mr. Indranil Chatterjee A.Y.J.N.I.S.H.D.(Divyangjan)</i>	<i>08/06/2017</i>	<i>12 NOON - 1 PM</i>
		3	<i>On struggles against marginalization and desire for belonging.</i>	<i>Dr. Parimal Sarkar, SoE, NSOU</i>	<i>07/06/2017</i>	<i>11 AM - 12 NOON</i>
		4	<i>Conceptual framework of collaboration and partnership.</i>	<i>Ms. Alakananda Banerjee, faculty, NIMH</i>	<i>06/06/2017</i>	<i>2 PM - 3 PM</i>
			<i>From the Director’s Desk</i>	<i>Dr. A. N Dey, Director, SoE, NSOU</i>	<i>14/06/17</i>	<i>1PM-2PM</i>

Target learners:

- In-service /Pre-service Teachers, Teacher Educators from both elementary and secondary schools across the country from urban as well as rural areas; (Main Target Group)

- Parents, volunteers, social workers, NGO Workers, rehabilitation professionals (Supplementary Group).

**Financial Status Report of CEMCA NSOU Project
Allotment as per revised budget**

Sl. No	Head	Amount (INR)	To be Incurred by
1.	SLM writing , (Rs, 6400X5)	32,000	CEMCA
2.	SLM Editing (Rs 3200/- per unit X 5)	16,000	CEMCA
3.	Translation of content (Rs 1500/- per unit X5)	7500	NSOU
4.	Honorarium for BOS Members (External) / Stakeholders @ Rs 1000/- per head (no of meeting 10, Rs 1000X 10X5 members)	50,000	NSOU
5.	Development of Audio/Video , CD , Multimedia materials (min of 10 video) (8 to 10 minutes each) and Video production	1,60,000 *	CEMCA
6.	ICT support for on line Course / Materials	1,00,000	CEMCA
7.	One Workshop for 3 days for content writer / editor for finalization of content outline Training to SLM writers – Instructional Design	72,500	CEMCA
8.	Orientation online facilitator training in different phases	80,000	CEMCA
9.	DTP, Page Layout and Printing	1,00,000	NSOU
10.	Logistic Support for External Members at Kolkata Logistic Boarding Expenses in different phases (3 phases)	50,000	CAMCA
11.	Periodic review meeting , Expanses for meeting getting feedback & Experts from outside University may be engaged in phases	27,500	CEMCA
12.	Miscellaneous	12,500	CEMCA
	Total	7,07,500	

Total INR 4, 50, 000 will be contributed by CEMCA.

Total of INR 2, 57,500 to be incurred by NSOU following the existing University norms/rules.

Received Allotment

Total amount received so far

Amount	Received from	Date	Remarks
100000.00	NSOU	14.09.16	Statement of account have already been submitted on 11/10/16
100000.00	NSOU	06.6.17	Statement of account have already been submitted on 11/10/16
1,80,000	CEMCA	15.09.16	Utilisation certificate of Rs 91,295.00 had been submitted
1,80,000	CEMCA	16.03.17	2 nd Instalment
4,60,000			

The main outcome of the project:

As strengthening and supporting inclusive education is the key priority of this project, it has been decided that the University will offer an impactful certificate course on “Capacity Building and Professional Development of Teachers and Teacher Educators for Successful Implementation of Inclusiveness” from this academic session with a clear strategy to build up an inclusive approach. It is designed in such a manner that will help the learner to understand the fundamentals of inclusive process and also use knowledge of different strategies to conduct the practice in their own setting. The course will be offered through Learning Management System (LMS) and will follow a multimedia approach.

In the second phase, it is proposed to provide a certificate course on **Applied Education Studies** in a blended mode based on this volume with some interdisciplinary advanced areas of Education and social science and public

administration to develop professional competencies and useful insights into the educational development scenario as it has emerged over the years and its changing faces therein. Where ever necessary, the available materials will be translated in regional languages.

Dr. Sumanta Chattaraj
Project Director, SoE, NSOU

Dr. Atindranath Dey
Director, School of Education, NSOU

