



**PROCEEDINGS OF THE WORKSHOP ON
CURRICULUM AND SLM DEVELOPMENT AS
OER FOR PROFESSIONAL ENHANCEMENT OF
TEACHER EDUCATORS IN INCLUSIVE
SETTING**



On 17th -19th AUGUST, 2016

A three-day Commonwealth Educational Media Centre for Asia and Netaji Subhas Open University sponsored Workshop was organized by School of Education on 17th -19th August 2016 at NSOU Headquarters: DD-26, Salt Lake City Kolkata on Curriculum and SLM development as OER for MOOC Programme for professional enhancement of Teacher Educators in Inclusive setting.

This was the first major academic event organized by SOE and CEMCA in the consecutive session in connection with the project and 18 Professors, Associate professors and Assistant professor from various universities of State including IGNOU and RIE Bhubaneswar actively participated and contributed to content writing and instructional designing on Inclusive education modules. Attendance Sheet-**Annexure-I**

In his welcome address Prof.A.N.Dey, Director, School of Education, Netaji Subhas Open University said this is a new professional approach that Inclusive has to be delivered to the teachers and it needs proper resources which is lacking in West Bengal. He mentioned the Justice Verma Commission report and NCTE Norms and regulation, 2014 in respect of compulsion and importance of inclusive education in all teacher education programmes. He expressed his thanks to Dr. Manas Ranjan Panigrahi for his cooperation and willingness to start this joint new venture for developing the blended materials for transforming professional development programs into an inclusive education setting.

Dr Manas Ranjan Panigrahi, Programme Officer, Commonwealth Educational Media Centre for ASIA, New Delhi in his inaugural address expressed that, this is really a good initiative which is offered by the NSOU for the development of the teachers of West Bengal as well as ahead to that also in the neighboring states. This is not only limited to West Bengal, this course can be offered by any other university and by any other institutions who are offering teacher education. And to our teachers who are serving in primary and senior secondary level education. So this can be useful as an avail OER for any level of education. Furthermore, it can be customized according to the requirement of the situation throughout our country starting from Kashmir to Kanyakumari. In this workshop the whole programme will be developed under the guidance of Prof Amitav Misra, IGNOU. This 3-day workshop will finalize the learning outcome and the learning objectives which is the key concern for the development of self-learning materials in ODL approach and will try to develop the instructional design which is spinal cord of any SLM.

Prof S.Chattaraj, Project Director, School of Education in his address said that, as you all know, the current debates and arguments that instead of the traditional search for specialized technique that can be used to available the learning abilities of individual peoples, the focus must be on finding ways of creating the conducive school that will facilitate and support the learning of all children. This programme would be

conducted through Massive Online Open Courses (MOOC). He mentioned the primary object of the programme is firstly to provide support to enable key personal in inclusive educational programme for implementing an inclusive education in their institution. Secondly, capacity building for teacher education in the field of practical competencies, fundamental and reflective competencies for promoting inclusion initially to teacher educators and subsequently to all students. Thirdly, to provide a common platform for sharing experiences of the different centers and colleges in respect to the practice of inclusive education. The programme will be developed in various phases and this workshop begins the first phase.

Prof. S.S.Sarkar, Hon'ble Vice-Chancellor, NSOU in his presidential address at the very outset extended his gratitude to Dr. Panigrahi and Prof. Amitav Misra and other dignitaries for their help and co-operation. In his delivery, the main focus was the introduction of inclusive education as a component of all the courses related with the teacher education. The incorporation of OER and the use of MOOC platform are getting significance day by day particularly with the distance education. He further mentioned in the open system education, OER policy and MOOC are the components which are going hand in hand with inclusiveness of education and will play a pivotal role in future teaching learning practice. This Kind of initiative is always appreciated by the NSOU and all kinds of help and assistance will be extended within the limited resources. Shri Abhedananda Panigrahi, Asstt Director of the project proposed the vote of thanks for the inaugural session.

In the 1st technical session, Prof D. Mukhopadhyay, SOE presented the objectives of the curriculum framing developed by the School of Education. He mentioned that this is the basic framework which School of Education has developed and may be changed after discussion. He represented five modules and provided a time framework:

Module No.	Core components for inclusive education
I	<ul style="list-style-type: none"> • Definition and nature of inclusive education • Policy guideline on inclusion in education • Addressing exclusion and inclusion of individual in social group • International and National legislation and policy on inclusion.
II	<ul style="list-style-type: none"> • Teachers attitudes and beliefs and their effect on learners' expectation • Disabilities studies: some insight into various discipline • Pastoral care and counseling interventions
III	<ul style="list-style-type: none"> • Analysis of barriers to learning and participation • Classroom management to accommodate diversity • Assessing and building community based support
IV	<ul style="list-style-type: none"> • Developing a curriculum for diversity teaching strategies to accommodate diversity such as outcomes based education, group work, cooperative learning cross class grouping, peer tutoring • Multicultural education issues of race, class, gender, disability, language etc. • Cross discipline or interdisciplinary curricular approaches • Curriculum adaptation strategies and decision making to accommodate learner diversity.
V	<ul style="list-style-type: none"> • Inclusive education and school improvement. • School community partnership. • School based staff development • Building inclusive culture and ethos through whole school development.

In the 1st technical session second speaker was Prof. Amitav Misra, IGNOU, New Delhi on instructional design of SLM. Prof Misra very elaborately discussed the different ideas, concepts and principles of SLM writing on the basis of proper instructional design. He mentioned that self learning materials are developed on the principles of instructional design, so the quality of self learning material and its effectiveness depends largely on instructional designer. Apart from this, he said key concepts in instructional design and how the learning theories can be utilized in instructional design.

The objectives of the Session were to define instructional design, key concepts in instructional design, to identify theories of learning used in instructional design, to Differentiate between the different types of instructional design models and to explain the importance of the different design models for the web.

He mentioned that there are four principal ways in which learning materials are produced:

- By an instructional designer who is the content-provider and the writer;
- By an instructional designer who commissions freelance content-providers to write the materials;
- By an instructional designer who converts text provided by a teacher; or
- By a team of people, including content-providers, instructional designers and specialists such as audio and video producers.

He mentioned that the Issues for Instructional Designers will be as follows:

- What will be role as instructional designer?
- What theory will guide in planning and writing materials?
- Does any theory sufficiently explain how people learn?

Prof .Misra also spoke on the Concept of Learning and how adult learners and Young Learners Learn differently.

How Adult Learners Learn

- Problem-centered: seek educational solutions to where they are compared to where they want to be in life.
- Results-oriented: have specific results in mind for education-will drop out if education does not lead to those results because their participation is usually voluntary.
- Self-directed: typically not dependent on others for direction.
- Often skeptical about new information: prefer to try it out before accepting it.
- Seek education that relates or applies directly to their perceived needs: that is timely and appropriate for their current lives.
- Accept responsibility for their own learning: i.e. learning is perceived as timely and appropriate.

How Young Learners Learn

- Subject-oriented: seek to successfully complete each course, regardless of how course relates to their own goals.
- Future-oriented: Youth education is often a mandatory and expected activity in a youth's life and design for the youth's future.
- Often depend on adults for direction.

- Likely to accept new information without trying it out or seriously questioning it.
- Seek education that prepares them for an often unclear future: accept postponed application of what is being learned.
- Depend on others to design their learning: reluctant to accept responsibility for their own learning.

He also opined that designing of instructional materials is a highly creative process.

He further defined the concept of instructional Design, steps of ID and the available models regarding Instructional design.

Thorough pre-planning of delivery of instruction in a proper sequence of events is known as instructional design. As you know the literal meaning of instruction is a set of events that facilitate creative pattern. The purpose of instructional design is to plan and create situations that enhance learning opportunity of individual learners.

Instructional Design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of instructional materials and activities; and tryout and evaluation of all instruction and learner activities.

Steps of Instructional Design

- - Description of the target group.
- - Programme/course specifications (syllabus)
- - Selection of the media to be utilized
- - Design of the courses/lessons (units)
- - Specification of objectives
- - Development of test items
- - Development of draft lessons
- - Pre-testing of the materials
- Revision of the materials before their launch

He expressed that an instructional designer must follow the programme of work in this manner and mentioned about several instructional models at global level.

- determine what the learners need to know (a stage often called 'learning needs analysis' or 'training needs analysis');
- develop learning outcomes;
- decide how learning will be assessed at the end of the course (or during the course if the assessment is in stages);
- allocate outcomes to the various sections of the course (usually called units); for each unit:
 - a) Decide the types of activity needed to achieve each outcome
 - b) Decide the examples needed to help learners learn each outcome
 - c) Identify any graphics needed
 - d) Plan any self-assessment needed for that unit;
- write the units;
- test and evaluate the materials; and
- Revise to take account of the evaluation results.

He also mentioned some of the Instructional Designs which are very useful like:

Addie
Gagne-Briggs Model
David Merrill
Dick and Carey
Hannafin and Pack
Gerlach and Ely

He also discussed the importance of System Approach for developing ID

- **Analyze:** define the needs and constraints
- **Design:** specify learning activities, assessment and choose methods and media
- **Develop:** begin production, formative evaluation, and revise
- **Implement:** put the plan into action
- **Evaluate:** evaluate the plan from all levels for next implementation

He also spoke on theories of Learning and its impacts on ID:

Watson, Thorndike, Pavlov, Watson, Skinner

Behaviourism:

- Learning happens when a correct response is demonstrated following the presentation of a specific environmental stimulus
- Learning can be detected by observing an organism over a period of time
- Emphasis is on observable and measurable behaviors

Cognitivism:

- The outcome of learning is not only dependent on what the teacher presents but also on what the learner does to process this information
- Focus of instruction is to create learning or change by encouraging the learner to use appropriate learning strategies
- Teachers/designers are responsible for assisting learners in organizing information in an optimal way so that it can be readily assimilated

Mead, Jonassen, Merrill, Perkins

Constructivism:

- Learners build personal interpretation of the world based on experiences and interactions
- Knowledge is embedded in the context in which it is used (meaningful realistic settings)
- Believe that there are many ways (multiple perspectives) of structuring the world and its entities
- Instruction is a process of supporting knowledge construction rather than communicating knowledge
- Engage learners in the actual use of the tools in real world situations
- Learning activities should be authentic and should be centered around the “problem” as perceived the learners

He discussed, the impact of Theories of Learning on Instructional design in details and the procedures designing for Instructional events and Instructional design check list.

- Programmed instruction teaching machines
- Matter in small steps
- Learning objectives
- Activities, SAQs, etc

- Assignments
- Sequencing of content
- Structuring of knowledge
- Motivating experience
- Problem oriented learning
- Learner profile based objectives
- Learner centered approach
- Questioning, critical analysis, application and reflection

Designing for Instructional Events

- **Gaining attention** – Show a variety of examples related to the issues to be covered
- **Informing learners of the objectives** – Specify the objectives
- **Stimulating recall of prior learning** – review introductions, summaries and issues covered
- **Presenting the stimulus** - Adopt a framework for learning/understanding
- **Providing learning guidance** – Show case studies and best practices
- **Eliciting performance**- Outputs based on issues learnt
- **Providing feedback** – Check all examples are correct/incorrect
- **Assessing performance** – Provide self-assessment questions, including scores and remedies
- **Enhancing retention and transfer** – Show examples and statements and ask learners to identify issues learnt

Instructional Design Checklist

Instructional Design Goals / Aims:

- identify and write instructional goals guided by ID models, theories and research
- determine steps to achieve the goals
- identify constraints within which the instructional design may take place

Needs Analysis

- outline learner profile
- list educational prerequisites
- describe entry-level knowledge/technology skills
- describe learner environment
- identify resources and plan for uses

Goals and Objectives

- state course goals and objectives
- describe course expectations and navigation
- identify resources and plan for uses

Course Specifications

- identify users of course specifications (e.g. authors, marketing and finance staff)
- develop contents for course specifications and indicate quality standards at each phase of course development and production

Course Content Planning, Analysis and Development

- Define quality assurance standards for the course
- Select appropriate approaches to content planning
- Determine the course scope in terms of quantity
- Establish a time line for the course development
- Develop checklists for the course development process
- Develop methods of sequencing/organising content within a course

- Develop pacing mechanisms to use (effects and devices).

Learning and Teaching Strategies

- Create instructions to guide students to resources and their use
- Devise strategies to engage learners in active and meaningful learning
- Ensure that learners have a course outline and other necessary resources
- Choose appropriate and useful technology for learning and content delivery
- Create a teaching structure that benefits learning

Student Evaluation

- Develop a plan for formative evaluation & ongoing feedback.
- Provide a brief description of the summative evaluation and ensure linkage to objectives.
- Develop the grading criteria
- Course Delivery and Support
- Develop strategies for course delivery and support

Course Monitoring, Evaluation and Revision

- Develop course monitoring strategies and tools
- Devise strategies for evaluating the effectiveness of course evaluation
- Create a tool (like a web board) to facilitate evaluation

In the 2nd technical session in his Resource lecture Dr Manas Ranjan Panigrahi presented the OER concept and its understanding. He discussed in details the nature and objectives of OER in different levels and in the development of OER what are the principles generally important, the availability of OER in international level how and one can adopt it in Indian context. Copyright issue and creative commons (CC) had also been dealt with it.

What is OER?

On understanding OER he defined that teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work.

It's about open license used to share educational material

- Reuse
- Revise
- Remix
- Redistribute
- Retain

No permission required as long as the open license is respected

Dr Panigrahi provided details of how OER as panacea for solving all problems, how to search OER content and to find out major OER platforms

OER as panacea for all problems?

Capacity building of teachers and teacher educators on ICT use and integration of OER in teaching and learning

Creating a culture of sharing and contribution to OER

Being prepared to handle ICT empowered learners

Collaboration through Community of Practice

Searching OER

- [Google Advanced Search](#)
- [Creative Commons Search](#)
- [JORUM \(UK\)](#)
- [Xpert](#)
- [Connecting Repositories](#)
- [BASE](#)
- [FreeFullPDF](#)
- [Directory of OER](#)

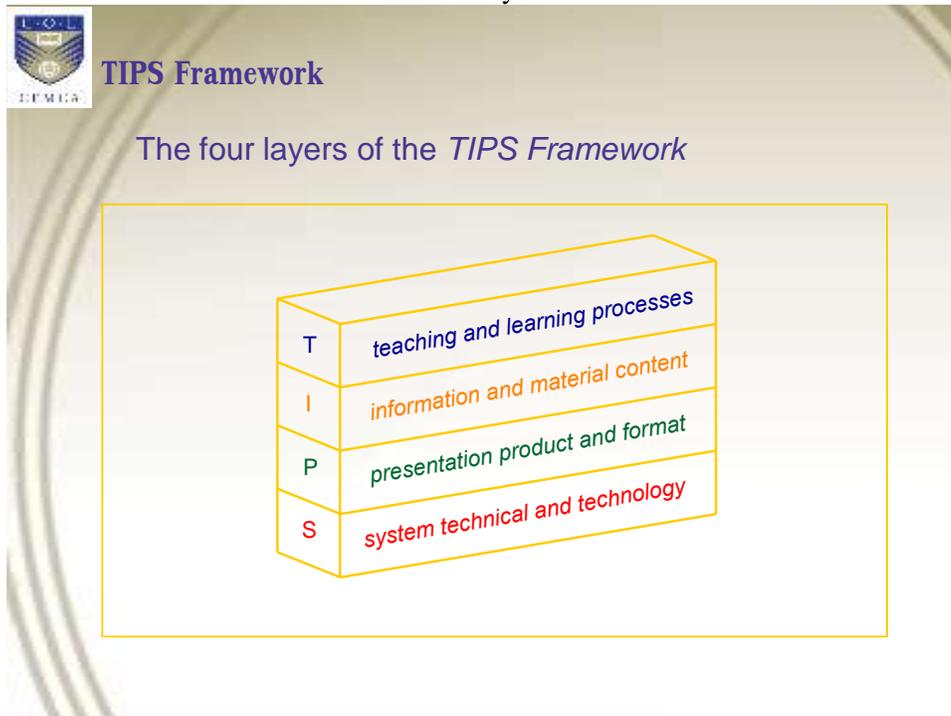
Major OER Platforms:

- Wikipedia, Wiki educator, Wikiversity, Wikispaces, etc.
- Connexions
- MIT Open Courseware
- OLI-CMU
- Flexi Learn
- Open Learn
- OER Commons
- Directory of OER
- College Open textbooks
- CK-12
- Siyavula
- MERLOT

Dr Panigrahi also provided the general guidelines for OER creation:

- Present ideas to teachers as prospective creators of OER
- Offering ways they could reflect upon in order to develop a culture of quality within their own respective local communities of practice
- Institutions adopt these guidelines for their internal quality assurance practices
- By offering these guidelines, we are interested in nurturing the ideas of quality as a culture
- Development of teacher continuous professional reflection for way forward

TIPS Framework: The four layers of the TIPS Framework



Then, at the last Prof S. K Sarkar from SOE, NSOU presented the formation of the group work for writing SLM. Various doubts and questions were raised by the content writers and editors on different aspects of content proposals and group formation which were clarified by Prof A. Misra, Dr. M. Panigrahi and Dr. S. Chattaraj during the session. **Annexure-II**

In the second day of the workshop Mr. A.Panigrahi summarizes the 1st workshop activities first, and the first session of the workshop was conducted by Dr.Manas Panigrahi Project officer, CEMCA On copyright and open licensing.

He discussed in details mainly the meaning of terms of Open licensing, Copyright rights and how to Creative Commons. He mentioned Creative Commons helps us largely share our knowledge and creativity to build a more equitable, accessible and innovative world, unlocking the full potential of the interval to drive a new era of development, growth and productivity.

Meaning of Terms

- Author/Creator: is the originator of any written work
- Copyright: exclusive right given by law to the author/creator of a work
- What can be copyrighted? – Any work which is not an exact copy of someone else’s work
- Can ideas be copyrighted? No... only expression of ideas is copyrighted...
- Can copyright be transferred? Yes, an author can assign copyright to another person, as in the case of property

Copyright

Exclusive rights given by law to the original creator/author

- To get credit
- To copy
- To distribute
- To license
- To sell/make economic transaction
- To perform

Why consider licensing? Why consider licensing?

- Copyright law allows licensing of works
- Licensing enables others to use a copyrighted work in lawful manner
- Licensing can be for economic considerations to free
- It eases the process of greater use and distribution of a work

Creative Common licenses

- CC licenses are not an alternative to copyright. They enable creators to distribute their content to a wide audience and specify the manner in which the work can be used while still maintaining their copyright.
- CC aims to make copyright content more ‘active’ by ensuring that content can be redeveloped easily.
- All CC licenses have common features:
 - Help creators/licensors retain copyright while allowing others to copy, distribute, and make some uses of their work — at least non-commercially.
 - Ensure licensors get the credit for their work.
 - Work around the world and last as long as applicable copyright lasts (because they are built on copyright).
- These common features serve as the baseline, on top of which licensors can choose to grant additional permissions when deciding how they want their work to be used.

Why Creative Commons:

Legal Code: expansive legal languages tested in several cases

Commons Code: Simple icon-based approach to explain what you can do what you can’t

Digital Code: Enables search engines to search and locate through CC Rights Expression Language

Creative Common conditions

Attribution (BY)	All CC licenses require that others who use your work in any way must attribute it – i.e. must reference the work, giving you credit for it – the way you request, but not in a way that suggests you endorse them or their use of the work.
Non-Commercial (NC)	You let others copy, distribute, display, perform and (unless you have chosen No Derivatives) modify and use your work for any purpose other than commercially.
No Derivative works (ND)	You let others copy, distribute, display and perform only original copies of your work.

Issues to note:

- There is no registration required to license your work. All you need to do is select a Creative Commons license and then display the license information on your work.
- It may be worthwhile to clearly spell out rights in terms of the materials that third parties produce, including the possibility of subsequent use and reuse by third parties. Policies may stipulate the avoidance of third party, copyrighted material embedded in the material that would otherwise limit its ability to be shared.
- If your work contains third-party (i.e. not created by you) content (e.g. images, text, charts) and you wish to distribute your work widely as an OER – whether in person, or electronically or online – then you must undergo copyright clearance to obtain permission for third-party content.

On the second session of the second day, Prof Amitav Mishra discussed on structure and writing of Self Learning Materials.

He defined Self-learning materials (SLMs) are basically learner-centered materials. Open, distance and flexible learners usually depend a lot on SLMs because they have to learn on their own, at a time, pace and place of their own choice. He also mentioned different forms of SLMs:

Forms of SLMs

- Books
- Workbooks
- Worksheets
- Audio tapes
- Video tapes
- Computer based packages
- Web based packages
- CD-ROMs
- Etc

SLMs are different from other learning materials because they can make a learner “think, write and do”

For example:

- **Thinking** can be stimulated by setting questions. Questions encourage a learner to stop and think for a while before moving to the next step.
 - **Writing** exercises help learners to consolidate what they learnt. Writing notes / points also makes a learner attentive and active.
- Doing** something practical helps in learning. It develops skills.

SLM s

- Think - through questions
- Write - setting exercises
- Do - through practical exercises / activities

Retention +Practice+Thinking +Application= Learning

He also spoke on Special features of SLMs and its characteristics:

- Clearly stated objectives
- Advice about how to study the material
- User-friendly, “You to study the material”
- Short, manageable chunks of learning

- Fewer words than usual per page (or screen)
- Plenty of helpful examples
- Reference to the learner's experience
- Illustrations used where they are better than words
- Headings to help learners find their way around
- Links to other media where appropriate
- Obvious awareness of different learners to use the materials
- Space for learners to write down their own ideas
- Feedback to help learners check their own progress
- Suggestions about getting help from other people
- Summary and Glossary at the end of every unit.

Characteristics of SLMs:

- ***Self -Explanatory***
 - Learner can understand without external support
- ***Self-Contained***
 - Learner may not need additional materials
- ***Self-Directed***
 - Learner is given necessary guidance, hints, suggestions at each stage of learning
- ***Self-Motivating***

Production of SLMs

Stage 1 Course planning
 Stage 2 Course development
 Stage 3 Course production

Production of SLMs

Stage 1 Course planning

- Need assessment
- Defining objectives
- Analyzing resources
- Selection of media
- Evaluation methods
- Delivery mechanism

Access devices used in SLMs

OPENING SECTION

Title
 Unit Structure
 Objectives
 Introduction
 Study guidance

MAIN BODY

Thematic Content
 Illustrations/Photos

Diagrams/Tables
Graphics/Charts
Activities
References

ENDING SECTION

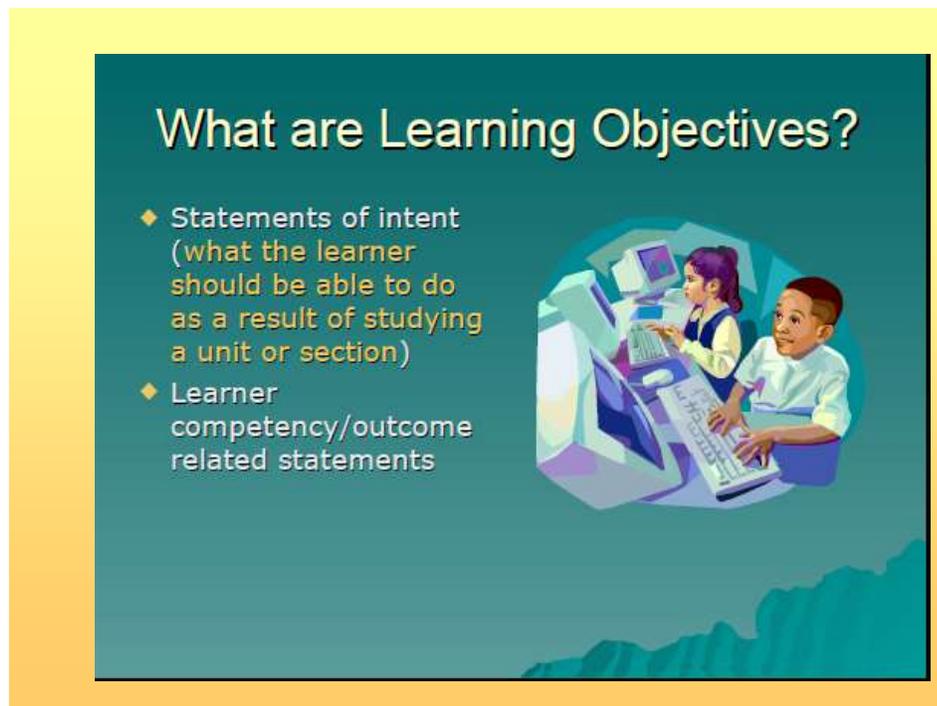
Summary
Possible Answers
List of References
Bibliography
Glossary

Further Readings

Model Question:

He summarized that SLM are a combination of interactive instructional steps and access devices, which help a learner to easily access and assimilate the contents. Access devices help the learners find their way into the text. The interactive instructional steps perform the task of tutoring by providing subject matter in sections and sub-sections, followed by the selection of objectives and its importance in writing SLMs

Objectives:



What are Learning Objectives?

- ◆ Statements of intent (what the learner should be able to do as a result of studying a unit or section)
- ◆ Learner competency/outcome related statements



Types of Objectives



Objectives can be classified in many different ways.

- ◆ Benjamin Bloom identified three levels of objectives:
 - **Cognitive level**
 - **Affective level**
 - **Psychomotor level**

Characteristics of Good Learning Objectives

Objectives should indicate the learner behaviour at the end of the unit.

Objectives should be **SMART**:

- ◆ **Specific**
- ◆ **Measurable**
- ◆ **Achievable**
- ◆ **Realistic**
- ◆ **Time-bound**

They should also be simple, clear and precise.

Sources of Objectives

- ◆ Syllabus/module/unit outlines/subject content
- ◆ Your understanding of the target group
- ◆ Skills/attitudes to be developed/changed
- ◆ Existing objectives (if any)
- ◆ Own experience

Value of Objectives

Enable writers to:

- ◆ Clarify educational intentions
- ◆ Identify and sequence content
- ◆ Decide on most appropriate teaching media
- ◆ Select the most appropriate activities
- ◆ Decide on suitable ways of assessing learning
- ◆ Evaluate the effects & effectiveness of materials

After lunch, in the second day, a new modified proposal was presented by Prof. A. Misra which comprised four modules instead of five. **Annexure-III**. There were some structural changes of the module keeping almost all the components of the former proposal.

Broad Objectives

After completing the Programme/Course, the learner shall:

- Explain about various diversity in the students;
- Describe characteristics of diverse students with reference to the problem them face in the school;
- Identify barriers in the learning of diverse students;
- Explain the role of inclusive practices
-

This presentation was followed by the address of Prof Amitav Mishra regarding the objectives of four modules its purposes and guidelines for development. The second day of the workshop was concluded in a high inspirational note to complete the module framework in the next day.

On the third day of the workshop, Dr Papiya Upadhyay, SOE, NSOU summarized the second day workshop activities. After that, the group editors presented the brief outlines of the content and the learning objectives.

Plan of Action: Annexure-IV

The three day activities of the workshop were characterized by serious discourse on Curriculum and SLM development as OER for professional enhancement of teacher educators in inclusive setting and its modalities. Each session of the workshop proved to be serving the objectives of the workshop for the professional enhancement of teacher educators in inclusive setting.

Project Director :Dr. Sumanta Chattraj
SoE, NSOU

ANNEXURE-I
Attendance Sheet



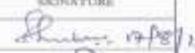
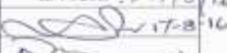
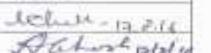
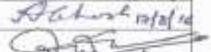
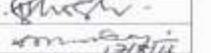
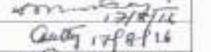
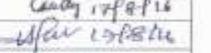
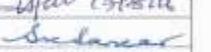
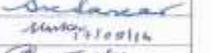
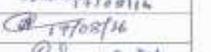
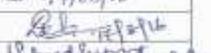
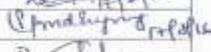
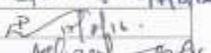
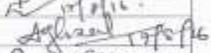
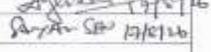
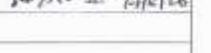
NETAJI SUBHAS OPEN UNIVERSITY
SCHOOL OF EDUCATION
CF-162, Sector-1, Salt Lake, Kolkata-700 064
Phone Number: 03349047370/1, Email: schoolsoj@nsou.ac.in

Workshop on Curriculum and SLM Development as OER for Professional Enhancement of
Teacher Educators in Inclusive Setting 17-19 August, 2016 School of Education, NSOU,
KOLKATA, INDIA

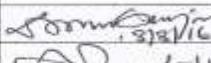
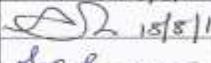
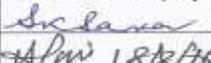
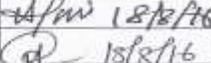
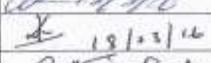
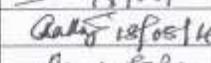
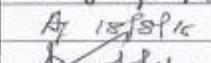
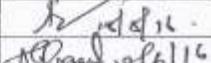
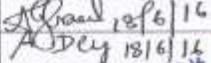
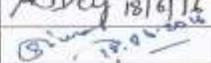
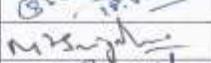
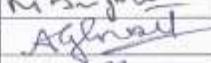
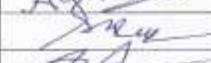
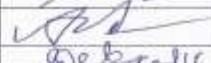
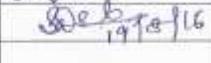
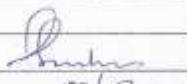
Sl. NO	NAME	DESIGNATION	SIGNATURE WITH DATE		
			1 st Day	2 nd Day	3 rd Day
			17 August, 2016	18 August, 2016	19 August, 2016
1	Prof. Debjani Sengupta	Rtd. Prof. in Education, University of Calcutta			
2	Prof. Sanat Ghosh	Rtd. Prof. in Education, Rabindra Bharati University	<i>[Signature]</i> 17.8.16	<i>[Signature]</i> 18.8.16	
3	Prof. Malika Banerjee	Prof. in Psychology, Head of the Department, Department of Psychology	<i>[Signature]</i> 17/8/16	<i>[Signature]</i> 18/8/2016	
4	Prof. Debesree Banerjee	Prof. in Education, University of Calcutta			
5	Prof. Subrata Saha	Prof. in Education, Rabindrabharati University	<i>[Signature]</i> 17/8/16	<i>[Signature]</i> 18/8/16	<i>[Signature]</i> 19/8/16
6	Prof. Kapucharan Sahoo	Prof. in Education, Visva-Bharati University	<i>[Signature]</i> 17/8/16	<i>[Signature]</i> 18/8/16	<i>[Signature]</i> 19/8/16
7	Prof. Smita Ranjan Adhikary	Prof. in Education, Sidho-Kanhu University, Birsaha University	<i>[Signature]</i> 17/8/16	<i>[Signature]</i> 18/8/16	<i>[Signature]</i> 19/8/16
8	Prof. Nimal Chand Maity	Prof. in Education, University of Calcutta		<i>[Signature]</i> 18.08.16	<i>[Signature]</i> 19.08.2016
9	Dr. Bishnupada Nanda	Associate Prof. in Education, Head of the Department, Dept. of Education, Jadavpur University			
10	Dr. Leonidhar Behra	Associate Prof., Regional Institute of Education, Bhubaneswar	<i>[Signature]</i> 17/8/16	<i>[Signature]</i> 18/8/16	

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Date: - 17-8-2016

SERNO	NAME	SIGNATURE
1	S. S. SARKAR (V.C) NSOU	 17/8/16
2	Amitav Mishra (Professor, IONDU)	 17-8-16
3	Alexandra Paul Day, Director, SOE	
4	Moham Kumar Chatterjee, Registrar, MAU	 17/8/16
5	Arunban Ghosh	 17/8/16
6	Jaganmohan Mondal	
7	Mamata Ranjan Panigrahi	
8	H. K. Ghosh IT officers	
9	Sonal Mukhopadhyaya, SOE, NSOU	 17/8/16
10	Rumali Chatterjee	 17/8/16
11	Abhedananda Panigrahi	 17/8/16
12	SWAPAN K. SARKAR	
13	DR. Anind Sarkar (SOE, NSOU)	 17/8/16
14	ANTARA CHOUDHURY	 17/8/16
15	SWAPNA DEB	 17/8/16
16	DR. PAPAYA UPADHYAY	 17/8/16
17	Chaitanya Dasgupta	 17/8/16
18	Arpita Ghosal	 17/8/16
19	Sangam Sen	 17/8/16
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Date: 18-8-2016

SL NO	NAME	SIGNATUR
1	Bimal Mukhopadhyaya	 15/8/16
2	Amitav Mishra, Professor, IGI NTU	 15/8/16
3	SWAPAN KR SARKAR	
4	Abhedananda Prigrahi	 18/8/16
5	Antara Choudhury	 15/8/16
6	Swapna Deb	 18/8/16
7	Aranta Lal Bhowmik	 18/8/16
8	Pranata Nath Roy	 18/8/16
9	Summit Chetty	 18/08/16
10	Arunabha Ghosh	 18/8/16
11	Chitra Dasgupta	 18/8/16
12	Apriya Ghosal	 18/8/16
13	Amitava Dey	 18/8/16
14	Siddhanta Biswas	 18/8/16
15	Manas Ranjan Prigrahi, CFMCA, MD	 18/8/16
16	Apriya Ghosal	 18/8/16
17	S.K. Chakrabarti	 18/8/16
18	Aranta Lal Bhowmik	 18/8/16
19	Swapna Deb	 18/8/16
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26	S. S. SARKAR V.C. NSOU.	 18/8/16

Date: 19.8.2016.

SL. NO	NAME	SIGNATUR
1	Alendra Nath Das (Director, NSOU, SOE).	<i>[Signature]</i>
2	Amitav Mishra (Prof. Amitav Mishra)	<i>[Signature]</i>
3	Mamas Ranjan Parijodi CEMCA, New Delhi	<i>[Signature]</i>
4	DR. PARIMAL SARKAR Asst. Prof. SOE, NSOU	19/08/16
5	Jumanli Oltaraji Prof. Educa. SOE, NSOU	19/8/16
6	Antara Choudhury Asst. Prof. of Sp. Educa. SOE, NSOU.	19/8/16
7	Prabir Dasgupta Asst. Prof. Sp. Educa. SOE, NSOU.	19/8/16
8	Mou Roy - Schoolguru. NSOU	19.08.16
9	Pranata Nath Dasg. - School Guru NSOU	19.08.16
10	Basanti Raychoudhury, Asst. Prof. of I.S. NSOU	19.08.16
11	Swapan K. Das HOD, Comp. Centre SOE, NSOU	<i>[Signature]</i>
12	Rudra Choudhury Asst. Prof. SOE, NSOU.	<i>[Signature]</i>
13	Abhedananda Parigrahi Faculty member SOE, NSOU	19/8/16
14	Dr. Papiya Upadhyay Asst. Prof. SOE, NSOU	<i>[Signature]</i>
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ANNEXURE-II

Course Director -Prof. Dulal Mukhopadhyay
Over all In-charge- Prof. Amitav Mishra
Project Director – Prof. Sumanta Chattaraj

Modul	Title	Course Writer	Module Editor
I	Diversity And Inclusion	<ul style="list-style-type: none">• Prof. Kanucharan Sahoo• Dr. Lakxmidhar Behera• Mr.Abhedananda Panigrahi	➤ Prof. Kanucharan Sahoo
II	Diver Students And Their Special Needs	<ul style="list-style-type: none">• Prof. Swapan Kumar Sarkar• Prof. Mallika Banerjee• Mrs. Antara Choudhury• Ms. Swapna Deb	➤ Prof. Swapan Kumar Sarkar ➤ Prof. Mallika Banerjee
III	Inclusive Teaching Learning Process	<ul style="list-style-type: none">• Prof. Subrata Saha,• Prof. Nimai Charand Maity• Dr. Papiya Upadhyay• Mr. Prabir Naskar	➤ Prof. Subrata Saha
IV	Building Inclusive School And Community	<ul style="list-style-type: none">• Prof. Sanat Ghosh,• Prof. Samirranjan Adhikari,• Dr. Parimal Sarkar	➤ Prof. Sanat Ghosh,

ANNEXURE-III

Programme/Course Outline MOOC on Inclusive Education

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, rehabilitation professionals (Supplementary Group)

Broad Objectives of the Programme/Course

After completing the Programme/Course, the teachers shall:

- 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

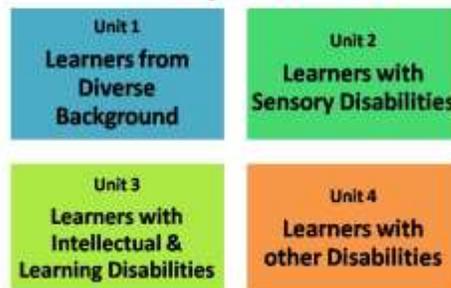
Blocks/Modules

- I. Diversity & Inclusion
- II. Diverse Students & Their Special Needs
- III. Inclusive-Teaching Learning Process
- IV. Building Inclusive School & Community

Block Outline
Diversity & Inclusion



Block Outline
Diverse Students & Their Special Needs



Block Outline
Inclusive Teaching Learning Process



IEP, Counselling, Health- Hygiene, Sports etc also included

Block Outline
Building Inclusive School & Community



1. Diversity & Inclusion

Broad Objectives:-

After completing the Programme/Course, the learner shall:

- Explain about various diversity in the students;
- Describe characteristics of diverse students with reference to the problem they face in the school;
- Identify barriers in the learning of diverse students;
- Explain the role of inclusive practices

**Block Outline
Diversity & Inclusion**

Unit 1

Diversity in Learner

Unit 2

**Learners with
Disabilities**

Unit 3

**Inclusive practice in
Education /Inclusive
Education**

Unit 4

Barriers in Learning

II. Diverse Students & Their Special Needs

Block Outline Diverse Students & Their Special Needs

Unit 1

**Learners from Diverse
Background**

Unit 2

**Learners with Sensory
Disabilities**

Unit 3

**Learners with
Intellectual &
Learning Disabilities**

Unit 4

**Learners with other
Disabilities**

III. Inclusive Teaching Learning Process

Block Outline Inclusive Teaching Learning Process

Unit 1

Universal Design for Learning

Unit 2

Accommodation & Adaptation

Unit 3

Teaching Strategies in Inclusive Classroom

Unit 4

Learner Support in School

IV. Building Inclusive School & Community

Block Outline
Building Inclusive School & Community

Unit 1

**Developing Inclusive
Practices in School**

Unit 2

**Assistive Devices &
Technology**

Unit 3

**Building Inclusive
Community**

Unit 4

**Managing Support for
Inclusion:
Collaborating Action
& Research**

ANNEXURE-IV

Plan of Action

<u>S.No.</u>	<u>ACTIONS</u>	<u>Date of Submission</u>
1.	Content Outline of respective four modules as assigned to four groups	15.09.16
2.	First draft submission of content write-up of each module	30.09.16