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CONTENTS

Editorial

PAPERS

Empirical Analysis of Perception of Jail Inmates on Open and Distance Learning Programmes: A Case of IGNOU 89
Anil K. Dimri, Bhanu Pratap Singh

The Curriculum and the Implementation of B.El.Ed. (ODL) Programme in Chhattisgarh State: A Case Study 107
Anjali Kumari, Sambit Padhi

An Analysis of Learning Styles and Study Habits of Achievers of Open and Distance Learning: A Case of IGNOU 121
S.K. Pulist

SHORT COMMUNICATION

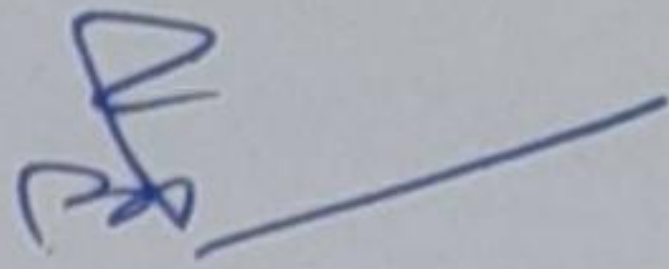
ODL Led Skill Development – A New Perspective for Sustainable Rural Growth 141
Punam K. Singh

BOOK REVIEW

Open Educational Resources: Policy, Costs and Transformation 147
Sujata Santosh

HINDI ABSTRACTS OF PAPERS

153
Jyoti Malik and Kanwaljeet Kaur



The Curriculum and the Implementation of D.El.Ed. (ODL) Programme In Chhattisgarh State: A Case Study

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Abstract: *Teacher education is a way of getting introduced to the contemporary knowledge, refreshing the knowledge, developing a wider perspective, enhancing the zeal, developing effective communication skills, increasing the competence/efficiency, and thus enhancing the overall quality of education. After the enactment of Right to Education (RTE) Act, 2009, it became necessary to have trained teachers in each school. As per the JRM Team report, 2013, a total 70,842 untrained teachers are working at different levels in the school educational system, in the state of Chhattisgarh. It is reported that these teachers do not possess the required professional qualifications specified by the National Council for Teacher Education (NCTE). Out of these, a total of 45,223 teachers are working at the elementary school level. In this context, to address the provisions of Section 23(2) of RTE Act, 2009, the Diploma in Elementary Education (D.El.Ed.) through Open and Distance mode was started by State Council of Educational Research and Training (SCERT) of Chhattisgarh under the aegis of NCTE. The quality of in-service teacher education programme depends on the training strategies and their operation. Therefore, in this paper an attempt is made to analyze the curriculum and execution of the mentioned programme. The present paper provides an overview of the curriculum of the D.El.Ed. (ODL) programme, and issues as well as challenges involved in its implementation. The article discusses the relevance of the programme for distance learners and highlights some of the challenges of the programme, which need to be addressed.*

Keywords: Distance Education, In-Service Elementary Teacher Education, Curriculum Development, Implementation of Programme

Introduction

In the twentieth century there was a paradigm shift in the field of education from "education for classes to education for masses" (Joshi, 2005). Due to this shift, the entire educational landscape has undergone a sea change with the evolution of new theories and applications with respect to knowledge in general and the process of