

**NATIONAL CONFERENCE ON
TEACHER EDUCATION THROUGH
OPEN AND DISTANCE LEARNING:
CHALLENGES AND THE ROAD AHEAD**

March 27-29, 2017

ABSTRACTS



*School of Education
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110068, India*

Organising Committee

Prof. Saroj Pandey (Director)
Prof. M.C. Sharma
Prof. Vibha Joshi
Prof. N.K. Dash
Prof. D. Venkateshwarlu
Prof. Amitav Mishra
Ms. Poonam Bhushan
Dr. Eisha Kannadi
Dr. M.V. Lakshmi Reddy
Dr. Bharti Dogra
Dr. Vandana Singh
Dr. Y. Nirmala
Dr. Sutapa Bose
Dr. Gaurav Singh
Dr. Elizabeth Kuruvilla
Dr. Niradhar Dey
Dr. C. Ajith Kumar
Dr. Anjuli Suhane
Prof. S.V.S. Chaudhary (Conference Coordinator)

Technical Support

Mr. S.S. Venkatachalam
Mr. K.K. Sharma
Mr. Khagesh Kumar
Ms. Kamlesh
Mr. Mukhesh Dutt Gaur
Mr. R. Varalakshmi
Mr. Rajiv Kumar
Ms. Sonika
Mr. Rajpal
Mr. Mohd. Imran Raini
Ms. Saraswati
Ms. Esha Kumari
Mr. Manoj Singhal
Mr. Om Dutt
Mr. Shrikant
Ms. Sakina

Print Production

Sh. S.S Venkatachalam, AR(P), SOE

Secretarial Support

Sh. Mukesh Dutt Gaur, PA, SOE

Coordination of Abstract Booklet

Dr. Eisha Kannadi, Associate Professor, SOE
Dr. Elizabeth Kuruvilla, Assistant Professor, SOE

Laser Typeset at : Rajshree Computers, V-166A, Bhagwati Vihar, (Near Sector-2, Dwarka),
New Delhi-110059

Printed at :

FOREWORD

Teacher education, in the Open Learning mode has played a significant role in the development of teaching methodology in education in the country. The importance of Open Learning in addressing the training requirements of teachers working at different levels has been underlined by almost all major Commissions and National Policy documents.

For more than three decades, IGNOU has been delivering higher education at the door steps of millions of learners. This has given us a lead role in democratizing access to quality higher education in the country. With its pool of 227 academic programmes, developed by 21 Schools of Studies the University is imparting quality education in sync with the upscale needs of the learners who come from different walks of life. In fact, millions who look at this University with a glimmer of hope in meeting their educational aspirations become its brand ambassadors soon and provide hope and encouragement to the following batches that continue to join this University successively.

The School of Education was established with the vision of developing and offering professional development programmes to teachers working at all levels. Since its inception, the School of Education has been engaged in developing and offering several teacher education programmes to meet the professional development requirements of teachers working from elementary to tertiary levels. The School of Education has conformed to the norms and standards of National Council of Teacher Education (NCTE) and has ensured quality in development and delivery of these programmes. Apart from offering teacher education programmes on a regular basis, the School of Education has successfully developed and offered customized teacher education programmes for Continuous Professional Development (CPD) of in-service teachers of Navodaya Vidyalaya Samiti (NVS) and Kendriya Vidyalaya Sanghatan (KVS). Moreover, the School of Education has successfully trained thousands of state sponsored in-service teachers working at elementary level in Bihar, Jharkhand, Chhattisgrah, Uttarakhand and North Eastern states. Thus, the school of Education has established itself as a leading provider of teacher education programme and played a critical role in the development of teacher education in the country.

In this effort it is imperative that all stakeholders share their experiences and deliberate on the issues, challenges and the potential of the ODL system to reach out to large numbers of untrained and under-trained teachers.

It gives me immense pleasure that the School of Education has taken initiative to organize a National Conference on “Teacher Education through Open and Distance Learning: Challenges and the Road Ahead”. I congratulate Prof. Saroj Pandey, the Director of the School of Education, Prof. S. V. S Chaudhary, Coordinator of the Conference and all the faculty members of the School of Education for having taken the initiative. I wish this Conference grand success.

Prof. Ravindra Kumar
Vice-Chancellor (I/C)

PREFACE

It is a privilege for the School of Education, IGNOU to host the National conference on “Teacher Education through Open and Distance Learning: Challenges and the Road Ahead” at New Delhi. Teacher Education through ODL is passing through a very critical and challenging phase in terms of meeting the growing demand of aspiring teachers to enhance their professional qualifications and acquire innovative teaching skills for new generation learners on the one hand; and fulfilling the obligations of providing quality teacher education programme for teachers working at all levels on the other. In order to address these challenges, it is considered appropriate for all to engage in critical discourse and discussion on teacher education through ODL and come out with new insights and reflections on how to harness the tremendous potentials of ODL system to contribute, not only to the preparation of teachers, but also to the continuous professional development, particularly in the context of forthcoming digital era. This conference has been conceptualized to provide a platform to all the stakeholders to share their views, express their concerns and suggest ways to augment the huge potential of ODL system for strengthening the teacher education system in the country.

We got overwhelming response from teacher educators, researchers and practitioners. A total of 155 abstracts has been received.. These abstracts have been accepted on the basis of peer review by the sub-committees on conference theme. Sixty five abstracts from across the country have, thus, been selected for presentation in this conference.

The conference could not have been organised but for the generous support and guidance of Prof Ravindra Kumar, the Vice Chancellor of IGNOU from time to time. I, on behalf of the School of Education, express my deep sense of gratitude for his continuous inspiration and support for the conference.

I thank the conference organizing committee, headed by Prof SVS Chaudhary the conference Coordinator which has worked tirelessly during last few months to organise this conference within short period. I am grateful to all my colleagues, members of sub committees, staff of the School of Education for their support and contribution to the conference.

I especially place on record my thanks to all the speakers of plenary sessions, experts of various panel discussions and participants who have contributed their papers for the Conference.

I extend a warm welcome to all the participants from different parts of country to this conference and wish them a very pleasant stay in New Delhi.

Prof Saroj Pandey
Director
School of Education,
IGNOU, New Delhi

About School of Education

The mandate of the School of Education (SOE) is to plan, develop and launch academic programmes in education as a field of knowledge and an area of professional practice. The functions of SOE are within the broad framework of the objectives of IGNOU to undertake academic, research and extension activities related to theory and practice of education. The SOE prepares specialists in educational discourses and knowledge generation. It provides for the professional development of teachers and educational managers at different levels of education. It also functions as a centre for documentation of teacher education materials in the form of print and non-print media and is engaged in the promotion of technology-enabled learning.

The School has been undertaking mainly two types of activities: development and delivery of academic programmes and research activities. Currently, there are fourteen programmes on offer: Doctor of Philosophy, Master of Arts in Education, Master of Arts in Adult Education, Bachelor of Education, Post-Graduate Diploma in Higher Education, Post-Graduate Diploma in Educational Technology, Post-Graduate Diploma in Educational Management and Administration, Post-Graduate Diploma in Pre-Primary Education, Post-Graduate Diploma in School Leadership and Management, Post-Graduate Diploma in Adult Education, Post-Graduate Certificate in Information and Assistive Technologies for the Instructors of Visually Impaired, Post Graduate Certificate in Adult Education, Diploma in Elementary Education and Certificate in Guidance. The School uses diverse means to disseminate knowledge and to impart skills. It follows multiple media approaches to instruction, utilizing various instructional components.

The SOE has successfully completed the following Projects: Teacher Training programme to train the untrained primary school teachers of the north-eastern states and Sikkim through ‘Certificate in Primary Education’ (CPE), Teacher Training programme to train the untrained Elementary School Teachers (Classes VI-VIII) of Tripura through ‘Certificate in Elementary Teacher Education’ (CETE) and, Professional development programme for the teachers of Navodaya Vidyalaya Samiti (NVS) through a certificate programme of six months duration.

Currently, the School is engaged in the following projects: Professional training programme for untrained teachers of Elementary (Primary and Upper Primary) level through two-year Diploma in Elementary Education (D.El.Ed.) Programme (Open and Distance Learning Mode) as per the norms and guidelines of the National Council for Teacher Education in the selected states of north-eastern region of India namely Arunachal Pradesh, Mizoram, Manipur, Sikkim, and Tripura; and also in Uttarakhand and Professional development of the primary school teachers (Class I to V) of Kendriya Vidyalayas through ‘Certificate Programme for Professional Development of Primary Teachers’ (CPPDPT).

About the Conference

Teacher education through the ODL mode was initiated in the form of correspondence education in India for providing in-service training to teachers teaching at different levels. Later different committees and commissions recommended the need for in-service training of teachers through distance mode. Subsequently distance teacher education programmes underwent rapid growth and expansion. Presently teacher education programmes through distance mode are being offered by IGNOU, several State Open Universities and Institutions/Directorates of Distance Education. This has helped significantly in clearing the backlog of untrained teachers. Although, teacher education through the ODL mode has been contributing to the cause of teacher education, it remains beset with innumerable challenges, particularly in aspects pertaining to the implementation of the programmes. Further the NCTE Norms and Regulations – 2014 for teacher education through Open and Distance Learning have added new dimensions to the context of teacher education through ODL.

To address various challenges, collaborative thinking and rich discourse are essential. Therefore there is a need to deliberate on various aspects of ODL teacher education such as, genesis and growth, expansion, potential of ODL mode for meeting the huge requirement of trained teachers, quality concerns, and the like. Hence, a three-day national conference on the theme ‘Teacher Education through Open and Distance Learning: Challenges and the Road Ahead’ is proposed by School of Education, IGNOU.

Objectives

The objectives of the conference are as follows

1. To discuss the genesis and transformation of teacher education through open and distance learning.
2. To critically analyze the present status of ODL teacher education in India.
3. To identify the challenges to quality teacher education provided through the open and distance learning mode.
4. To deliberate on effective use of emerging ICTs in ODL teacher education.
5. To deliberate on teacher preparation for fulfilling the future societal needs and demands.

Conference Theme: Teacher Education through Open and Distance Learning: Challenges and the Road Ahead.

Sub-themes:

1. *Genesis and Changing Perspectives of Teacher Education through ODL*
 - Growth and expansion of teacher education through ODL in India
 - Changing perspectives of teacher education through ODL
2. *Policy Initiatives for Teacher Education: A Critique*
 - Policy initiatives on teacher education through ODL
 - Regulations, Norms and Standards prescribed by the National Council for Teacher Education (2014): Implications for ODL teacher education
 - Policy implementation and impact: Systemic Challenges
 - Continuous professional development of teachers

3. *Quality Assurance in Teacher Education through ODL*

- Curriculum design, development and transaction
- Monitoring, supervision and evaluation process
- Innovative pedagogical practices in teacher education

4. *Learner Support Services in Teacher Education through ODL*

- Challenges to learner support services
- Collaboration and networking for effective teacher education through ODL

5. *Application of ICT in Teacher Education through ODL*

- Use of ICT instructional purposes
- Dissemination of learning resources using ICT
- Application of emerging ICTs
- Preparing teachers for digital learning environment

6. *Teacher Education through ODL: Future Perspectives*

- Teacher preparation for lifelong learning
- Teacher preparation for inclusive education
- Research in ODL teacher education

CONTENTS

Sl. No.	Title of the Paper and Author(s)	Page No.
	Organizing Committee	2
	Foreword	3
	Preface	5
	About the Conference	7
	THEME-I: GENESIS AND CHANGING PERSPECTIVE OF TEACHER EDUCATION THROUGH ODL	
1.	Perspectives of Teacher Education Through ODL in India <i>K. Sreenivasulu</i>	13
2.	Growth and Expansion of Teacher Education through Open and Distance Mode in India <i>Narendra Kumar</i>	14
3.	Changing Perspectives on Teacher Education through Open Distance Learning <i>Shanker Luitel</i>	16
4.	Growth And Expansion of teacher Education through Distance Mode in India” [Challenges] <i>Manjula</i>	17
5.	Dynamism of ODL for Teacher Education: Demand and Supply Mechanism <i>Bireswar Pradhan</i>	18
6.	A Review on ODL System in Present Scenario: Challenges and Implications in Execution <i>Shalini Sharma</i>	19
7.	Challenges of Teacher Education in Distance and Open Learning in India <i>Rajender Kumar and Anil Kumar</i>	20
8.	Distance Teacher Education and the Challenges of 21st Century <i>Santosh Kumari and Anjana</i>	21
9.	Teacher Education Programme: Strength & Weakness <i>Kshama Pandey and Priyanka Mittal</i>	22
10.	Teacher Education: The Role of Open and Distance Learning <i>A. Subramanian</i>	23
11.	Perceived Effectiveness of B.Ed.-ODL (General) Programme of NSOU <i>Pratim Maity and Lalit Lalitav Mohak</i>	24
12.	Promises, Problems and Possibilities of Teacher Education Through Open and Distance Learning: An Analysis <i>Savita Kaushal</i>	25
13.	Teacher Education Through ODL in India: Origin and Changing Perspectives <i>Monalisa Chakraborty and Sridipa Sinha</i>	26
14.	Distance Learning in Teacher Education: An Achievement or A Cramp <i>Amjad Khan and Anjum Ahmed</i>	27
15.	Issues in Teacher Education through Open and Distance Learning <i>Elizabeth Kuruvilla</i>	28

THEME-II: POLICY INITIATIVES FOR TEACHER EDUCATION: A CRITIQUE

16. Teacher Education Policy in India around the Globe: Issues and tensions 29
Dinesh Kumar Gupta and Sajida Sadiq
17. ICTs for Continuous Professional Development – Web based ODL Approach: Insights from Other Countries 30
M. Rajendran and Kritika Gosain
18. Teacher Education through Methods of Open and Distance Learning for Developing Skills of Problem Solving in Students 31
Rajendra Vadnere and Sachin Tarwate
19. Using Distance Education for Strengthening Early Childhood Teacher Preparation: Case Study of IGNOU's Diploma Programme 32
Rekha Sharma Sen, Pankaj Khare and Pranjali Dev
20. Golden Effect of Various Commissions on Teacher Education Growth Through An Open Distance Learning Mode 33
Rukhsar
21. Professional Development of Teacher Educator 34
Beena Singh and Gouri Sharma
22. Challenges to Teacher Education through ODL (In context of NCTE Norms, 2014) 35
Keerti Singh and Akhilesh Kumar
23. Policy Initiatives and ODL in TE Programme: A Critical Appraisal 36
K.C. Vashistha, Bajarang Bhushan and Aditi Bapte

THEME-III: QUALITY ASSURANCE IN TEACHER EDUCATION THROUGH OPEN AND DISTANCE LEARNING

24. Challenges in The Training of Teachers Through Open and Distance Learning and Implications for Quality: A Way to Progressive Development of Teacher Education in the Age of Paradigm Shift 37
Nandita
25. Ensuring Quality through Instructional Design in Teacher Education through Open Distance Learning 38
Deepa Dass
26. An Empirical Study on Impact of Teacher Education through ODL on Teacher Performance & Development 39
S. Radha
27. Principles of Good Assessment and Feedback for Quality Teacher Education Through Open and Distance Learning: Theory and Practice 40
Parekh Himanshu Suresh Chandra
28. Quality Assurance of Master of Education Programme: A case Study of YCMOU 41
Sanjivani R. Mahale
29. Elementary Teacher Education Programme Through Distance Mode: Voices of Chhattisgarh 42
Anjali Kumari
30. Quality Teacher Education Through Open And Distance Learning Mode of Indira Gandhi National Open University: Trends and Challenges 43
Manoj Kumar Dash
31. Analysis of Teaching Competencies with special reference of SCERT curriculum (Bihar) 44
Swarnika Pallavi
32. Impact of ODL through self learning material and attendance in workshops, contact programmes on the academic achievement of B.Ed. students at IGNOU Study Centres 45
Manju Gupta

33. Evaluation of The Effectiveness of ODL Teacher Education: Perspectives and Suggestions in The Indian Context 46
Beena and Shruti Krishnan
34. Quality Assurance in the Learner Support Services of IGNOU B. Ed. Program [A case of IGNOU Regional Centre, Bhubaneswar] 47
S. Mohanty
35. Quality Assurance in Teacher Education Programme through ODL : A Case of Pt. Sundarlal Sharma Open University, Bilaspur 48
Niradhar Dey and Chandra Shekhar

THEME-IV: LEARNER SUPPORT SERVICES IN TEACHER EDUCATION THROUGH ODL

36. Challenges to Learner Support Services in Distance Education – Teacher Education Perspective in IGNOU 49
G Anbalagan and Arshia Hussain
37. Challenges to Learner Support Services, Collaboration and Networking for Effective Teacher Education Through ODL 50
Rajendra Vadnere, Rucha Gujar and Sneha Rathod
38. Learner Support Services (LSSs) in Teacher Education through ODL: Opportunities & Challenges 51
Sher Singh
39. The Pedagogy and the Learner Support Services of an In-Service Teacher Education Programme: An Assessment of the Gap between Theory and Practice, and of Learners' Perceptions 52
Sutapa Bose

THEME-V: APPLICATION OF ICT IN TEACHER EDUCATION THROUGH ODL

40. E-Learning package for Social Studies Teaching Method 53
Prashish Khare and Dhananjai Yadav
41. Using Digital Social Media Networking Technologies (DSMNT) in an ODL Teachers/Teaching Training and Practice 54
Amit Agrawal
42. Mobile App: Enhancing Reach in ODL 55
Nisha Singh
43. Preparing Teachers for Digital Learning Environment 56
Bhawna Sharma and Amit Saroha
44. Preparedness and Expectations of Teacher Trainees of IGNOU in using ICT for teaching and learning 57
M. S. Parthasarathy
45. ICT in Education: Trends and Innovative Practices 58
Ganesh Datt and Inderpreet Kaur Chachra
46. Using Films to Prepare Reflective Practitioners 59
Smriti Sharma
47. Alliance of Teacher Education and ICT in Open and Distance Learning 60
Saba Parveen and Anjum Ahmed
48. Distance Education in Geospatial Technology at IGNOU and its Implications for Teacher Education 61
Benidhar Deshmukh, Kakoli Gogoi and Meenal Mishra

49. Problems of ICT Application in Teacher Education through ODL: A Grass root Study <i>Tanuja Pandey</i>	62
50. A Review Paper on the Use of Ict for Instructional Purposes <i>Sonia Sthapak and Jai Hind Vishwkarma</i>	63
51. Alternative Assessment Strategies for Online Learning Environment at Elementary Level <i>Anjuli Suhane</i>	64
THEME-VI : TEACHER EDUCATION THROUGH ODL: FUTURE PERSPECTIVES	
52. Role of Open and Distance Learning In Teacher Preparation for Inclusive Education <i>Aarti Joshi</i>	65
53. Rights of Persons with Disabilities Act 2016 and Teacher Preparation for Inclusive Education: A Long Way to Go <i>Akhilesh Kumar and Anil Kumar Jain</i>	66
54. Role of ODL in Making the Teachers Lifelong Learners <i>Nasrin Suraiya and Sajid Jamal</i>	67
55. Lifelong Learning for Prospective Teachers: Ways and Strategies of training through ODL <i>Abhilasha Gautam and Amandeep Kaur</i>	68
56. Strategies of Teacher Preparation for Inclusive Education <i>Dinesh Singh and Saroj Yadav</i>	69
57. Teacher Preparation for Inclusive Education through ODL: Challenges and Solutions <i>Nahid Ashraf and Sajid Jamal</i>	70
58. Restructuring Teacher Education: Life-long Learning Perspective <i>Manju Gera and Neeraj Kumar</i>	71
59. Teacher Preparation for inclusive education- A Study on Teacher Education through Open and Distance Learning <i>M. V.Ramana and R.Anjaneyulu</i>	72
60. Future Perspective of Teacher Education through ODL Mode <i>Shambhu Prasad</i>	73
61. An Investigation of Research Studies in Teacher Education Through Open and Distance Learning <i>Amitosh Dubey</i>	74
62. Role of ODL in Teacher preparation for Inclusive Education <i>Virender Kumar</i>	75
63. Dismal Teacher Education in the State of Jammu and Kashmir Who is Responsible? <i>Habibullah Shah</i>	76
64. Panacea for Pandemic Challenges of Teacher Education in India <i>M. V. Lakshmi Reddy</i>	77
List of Participants	79
Acknowledgement and Technical Support	86
About School of Education	87

1. Perspectives of Teacher Education Through ODL in India

K. SREENIVASULU

Kendriya Vidyalaya, Hyderabad

Education is a fundamental human right for improving the quality of life and an essential part of social and human development. It is right time to eliminate gender disparities in education objectives in terms of enrolment, retention and successful of completion of academic programmes. To achieve the required teacher education needs to be assessed. Deficiency in teachers in educational institutions is alarming. To succeed this anomaly, governments should offer reasonable number of incentives to aspiring and existing teachers. Pre-service and in-service programmes need to be organised regularly at least once every 3 years. Professionalism should be fostered among teachers. Good collaboration among institutions such as SCERT, NCERT, NUEPA should be encouraged. Senior teachers who have put up service more than 20 years may be encouraged to conduct in-service programs in their Block/ Mandal levels every second Saturdays. Incentives for meritorious teachers may be provided. Age relaxations for applying teacher posts may be hiked up to 40 years for male and 50 years for women.

More universities should be encouraged to offer online/distance mode in-service programs in collaboration with IASE/SCERT. Such programs may include provision of certification for unqualified teachers, upgrading teachers' content knowledge and skills, inducting teachers into new roles, and new curricula. Many nations across the world are utilizing distance learning and media-based approaches to structure their teacher education programs.

Distance learning is gaining renewed attention in teacher education mainly due to pressing teacher demand, cost consideration, and development in information and communication technologies. Similarly, modern methods such as electronic communications, the internet, web-based resources are capable of playing important roles in teacher education programs worldwide.

2. Growth and Expansion of Teacher Education through Open and Distance Mode in India

NARENDRA KUMAR

Central University of Rajasthan, Ajmer

The open and distance learning system in India has emerged as an important mode for providing education to diverse sections of society. Besides, the changing dynamics of the ODL system in the last six decades have been encouraging. ODL system has registered a phenomenal growth in the context of expansion of teacher education in India. The University Grants Commission (UGC) suggested in its report (1956-1960) that proposals for evening colleges, correspondence courses and award of external degrees should be considered. From a single institution in 1962 (Delhi University) the number of ODL institutions has reached approximately 250. A new Chapter in Distance Education (DE) system began with the establishment of Dr BR Ambedkar Open University, Hyderabad in 1982. It was followed by the establishment of Indira Gandhi National Open University at the national level by the Parliament of India in 1985. The idea was accepted by many states and 1987 saw the emergence of two more Open Universities, namely, Nalanda Open University Patna, Bihar and Vardhman Mahaveer Open University, Kota, Rajasthan. Subsequently, Yashwantrao Chavan Maharashtra Open University, Nashik, Maharashtra was established in 1989. Now, we have 13 states universities including Uttarakhand Open University, Haldwani that are offering teacher education programmes. To fulfill the mandate of distance education, the Distance Education Council (DEC) was set up by IGNOU in 1991 as a statutory mechanism under IGNOU Act, which became operational in February 1992.

The impressive number of ODL institutions in the country bears testimony to the fact. Single-mode open universities have increased from 4 during the 8th Five Year Plan period to 14 during the 10th Five Year Plan period. The number of dual mode universities offering programmes through the distance mode has risen to more than 200. This is due to the fact that the growth in the infrastructure for face-to-face instruction is unable to match the educational demands of the ever-increasing number of aspiring students. ODL occupies a special place in the Indian teacher education system because of its major contribution to preparation of trained teachers in the country as well as in enhancing the gross enrollment ratio and democratization of higher education.

There are various types of institutions offering teacher education in the country namely - National Open University, State Open Universities, Distance Education Institutions (DEIs), State Universities, Deemed to be Universities, State Private Universities, etc. The Indira Gandhi National Open University along with all other state universities and institutions are providing teacher education through the Open and Distance Learning (ODL) mode. These institutions prepare scholars to be engaged in educational discourses and knowledge generation. These institutions also provide avenues for the professional development of teachers and educational managers functioning at different levels of education with the development of education materials in the form of print and non-print media for teachers, teacher educators and other educational functionaries and are engaged in the promotion of technology-enabled learning. IGNOU itself is offering various teacher education programmes like Master of Education (M.Ed.), Post-Graduate Diploma in School Leadership and Management (PGDSL), Post Graduate Diploma in Higher Education (PGDHE), Post Graduate Diploma in Educational Management and Administration

Genesis and Changing Perspective of Teacher Education through ODL

(PGDEMA), Post Graduate Diploma in Pre-Primary Education (PGDPPED), Bachelor of Education (BEd), Diploma in Elementary Education (D.El.Ed.) and Ph.D. programme in teacher education.

Policy-makers realized the imperative need of ODL in order to expand the base of education. Ministry of Human Resource Development (MHRD) recommended for the creation of a new regulatory body for ODL system, the Distance Education Council of India (DECI). Thereafter, IGNOU notified the repeal and deletion of Statute 28 of IGNOU Act and dissolution of DEC on 1st May 2013 and an independent body namely Distance Education Council of India is created by the Parliament. Educational opportunities are planned deliberately so that access to education is available to larger sections of the society. With the expanding base at the elementary and secondary education levels, the demand for teacher education through ODL has increased.

3. Changing Perspectives on Teacher Education through Open Distance Learning

SHANKER LUITEL

IGNOU, New Delhi

Learning is a lifelong process. Learning starts from birth of an individual and ends at graveyard. Therefore, all such knowledge and experiences acquired change our life style, thinking behavior, develop our mind, body and soul. This process is called education. In this widespread phenomenon, Open and Distance Education (ODE) system has been gaining popularity over the years due to technological innovations. Open and distance learning system transacts education through technological means, printed materials, and face to face contact etc. which provide ample opportunities to both learners and providers for learning. The barriers of distance, time, financial and physical availability are overcome in Open Distance Learning through 'ICT'. The distance education is a crucial vehicle to develop knowledge, meeting the needs of individual. It provides scope for self and lifelong learning and is cost effective. The objective of the study is to highlight the perspectives on teacher education through Open Distance Learning mode in the present pedagogical practices and to suggest quality education for the teachers as well as educators.

4. Growth And Expansion of teacher Education through Distance Mode in India” [Challenges]

M.K. Wasth

इस्लामिया टी. टी. (बी. एड.) कॉलेज, पटना

Highlights :

- वैश्विक साहचर्यता के परिप्रेक्ष्य में अध्ययन-अध्यापन
- शिक्षक शिक्षा : अवधारण, आवश्यकता और उद्देश्य
- शिक्षक शिक्षा : ऐतिहासिक संदर्भ
- विकास और प्रसार : नवीन पारदर्शी अवधारणा
- क्रियान्वयन की चुनौतियाँ (शिक्षक-शिक्षा-कार्यक्रम)
- चुनौतियों के समाधान हेतु संभावित योजनाएं

पुर्नजागरण के पश्चात् “मनुष्य” विश्व की ऐतिहासिक श्रंखला का केन्द्र बिन्दु बना। मनुष्य के मानवीय गुणों अर्थात् संवदेनशीलता, बौद्धिकता, आत्मनिर्भरता एवं साहचर्यता का सृजन एवं पोषण करने के लिए शिक्षा की व्यवस्था की गई। एमील दुखाईम, डीवी, टालस्टॉय आदि जैसे विद्वानों ने माना कि ‘शिक्षा’ शब्द का प्रयोग उन समग्र प्रभावों को नाम देने के लिए किया जाता है, जो प्रकृति या अन्य मनुष्य हमारी बुद्धि या इच्छाशक्ति पर डालते हैं। दूसरे शब्दों में हम कह सकते हैं कि हम जिस दिन ‘पढ़ते हैं’ वह मात्र शिक्षण है, प्रक्रिया है। इसके विपरीत जिस दिन हम करते हैं उस दिन ही वह शिक्षा है, परिणाम है।

दूरस्थ शिक्षा शिक्षा की एक उप-व्यवस्था है। इसके माध्यम से शैक्षिक अवसरों की समानता एवं सुलभता का प्रयोजन सिद्ध किया गया। दूरस्थ शिक्षा एक पद्धति है एक माध्यम है, जो जन-जीवन को शिक्षा के अवसर उपलब्ध कराती है। जहाँ तक इस पद्धति के माध्यम से “शिक्षक-शिक्षा” के विकास एवं प्रसार का प्रश्न है, तो इसके ऐतिहासिक परिप्रेक्ष्य से अधिक प्रासंगिक वर्तमान परिप्रेक्ष्य की चुनौतियाँ हैं। एक आदर्श और पूर्ण शिक्षा सभी मनुष्यों पर समान रूप से लागू होती है। किन्तु शिक्षक-शिक्षा में यहाँ थोड़ा असहज-अव्यवहारिक दिखता है। यद्यपि दूरस्थ-माध्यम से शिक्षक-शिक्षा के क्षेत्र में मात्रात्मक विकास तो हुआ है, किन्तु गुणात्मक विकास औसतन कम। जे. डेलर्स ने अपनी पुस्तक ‘लर्निंग द ट्रेजर विदिन’ (1996) में कहा था कि इक्कसवीं सदी में सफल होने के लिए शिक्षा का संगठन ज्ञान के चार खंभों पर टिका होना चाहिए :-

- क. जानना सीखना, यानी बोध के साधनों को प्राप्त करना।
- ख. करना सीखना, जिससे व्यक्ति अपने माहौल पर रचनात्मक तरीके से क्रिया-कलाप कर सके।
- ग. साथ-साथ जीना सीखना, जिससे सभी मानवीय गतिविधियों में भागीदारी हो सके एवं दूसरों से सहयोग पाया जा सके।
- घ. कुछ होना सीखना, जो एक बुनियादी प्रगति होती है और उपरोक्त क, ख एवं ग स्तंभों का परिणाम होती है।

यह विवेचना का विषय है कि उपरोक्त संदर्भों की कसौटियों पर दूरस्थ माध्यम से प्रदान की गई ‘शिक्षक-शिक्षा’ कितना प्रतिशत खरी उतरती है? विकास और प्रसार की सामान्य अवधारणा उपरोक्त विशिष्ट लक्ष्यों को प्राप्त करने में कितनी सफल रही है? इस मार्ग की चुनौतियों का समाधान किस हद तक संभावित है।

5. Dynamism of ODL for Teacher Education: Demand and Supply Mechanism

BIRESWAR PRADHAN

IGNOU, New Delhi

Training = Standard performance – Actual performance, the difference is tried to mitigate through training, irrespective of nature of performance. In most cases, training is required but in teacher training, what type of teacher training is required for teachers to achieve standard performance, but how to judge the standard performance (quality) is another problematic matter as it depends on so many factors. Regular teacher educational system could not meet the demand. So, demand and supply mechanism has crucial role for ODL for teacher education.

The main objectives of the paper are to highlight; the following points: Why is ODL system for teacher education taking important role in contemporary society? How it is supplying trained teacher as per the requirement of the society i.e., in educational institutions and what is the role of Demand and Supply mechanism in ODL system?

It is very difficult to judge the quality which is very subjective rather than absolute concept as it depends on various factors such as: consumers' satisfaction level, learning material for students, strategies for teaching as well as learning, authenticity as well as efficiency of the organization and procedure, adequate use of advanced technologies, student support mechanism.

The role of the teacher is very important as teacher takes important role in interpersonal relationship with students. In ODL system, each member links with each other.

Globalization, mass educational system and awareness among masses about teacher education through ODL have tremendous potential for development of ODL system.

6. A Review on ODL System in Present Scenario: Challenges and Implications in Execution

SHALINI SHARMA
IAMR College, Ghaziabad

Open and distance learning (ODL) systems are making an important contribution to the professional development of teachers. Open and distance learning (ODL) is defined as an educational process in which a significant proportion of learning takes place remotely and flexibly beyond the formal learning. 'Open and distance learning (ODL) is concerned with innovation of new resources for improving distance access to education systems. It also makes the learning process more flexible without any time, content and space barriers. In this way, it helps in providing educational opportunities to people who are unable to enter the main stream of education. The ODL system has evolved as an effective milestone in education field. An effort has been made in this paper to explore the various challenges for ODL in the present scenario and what measures can be taken up for these challenges. The purpose of the study is to draw a reflection on present challenges and implications of ODL so that it would be helpful in improving the ODL teacher education programme.

7. Challenges of Teacher Education in Distance and Open Learning in India

RAJENDER KUMAR, ANIL KUMAR

Jan Nayak Ch. Devi Lal College of Education, Sirsa

Recent experience has demonstrated that open and distance learning can be effectively deployed for teacher education. While it has often been regarded as a temporary expedient, adopted, dropped, and sometimes readopted, the evidence on its effectiveness is in fact robust enough for it to be developed and treated instead as a regular part of national systems of education. Successful programmes have in common that students were motivated, that they benefited from good tutorial support, and that the logistics worked well. Logistics caused particular problems in relation to the supervision of teaching practice, and this has been a persistent theme from the earliest distance education programmes in teacher education. The survey shows that distance-learning methods can be used for all four components of teacher education: for general education, to strengthen teachers' knowledge of the subjects they will teach, in teaching pedagogy, child development, and as a guide towards good classroom practice. While the evidence is limited, it is generally positive; teachers can learn through these methods, and high success rates have been widely reported. The evidence on costs shows that open and distance learning can be at an economic advantage as compared with conventional education, although it will not always be so. In their planning, administrators need to strike an appropriate balance between the educational arguments for using sophisticated technology and providing ample, individual, face-to-face support to learners and the economic arguments for containing costs, even for elements that are educationally attractive. Teacher education is the most important pillar in the framing of a nation. Teacher education is a challenging task in today's scenario as the students demanding new ways of teaching and learning. The teacher education through distance mode has many challenges like eligibility criteria for the course, ways and methods of enrollment, length of the teacher education programme, length of contact programmes /workshops, other interaction programmes and collaboration with different agencies etc. The major concern is to create quality in teacher education which prepares the students for the country. The main challenge in front of the teacher education is to make teaching effective and innovative in the development of the citizen of the nation. So for strengthening the teacher education course through open and distance colleges/ universities should work on the following steps – 1) Strengthening student support service 2) Reaching disadvantaged group 3) Ensuring quality assurance 4) Using appropriate Technology 5) Promoting the international role. 6) Updating all teacher educators and educational researchers using internet.

8. Distance Teacher Education and the Challenges of 21st Century

SANTOSH KUMARI, ANJANA

IGNOU Regional Centre, Khanna, Ludhiana

In this study we will discuss the Teacher Education through Distance Mode undergoing various challenges due to globalization and technological advancement etc. With the explosion of knowledge, education is going through new transformations, and, therefore, it will have to evolve in the direction of new globalized knowledge society. The alarming challenge before distance teacher education is to be equipped with 21st century knowledge and skills and learn how to integrate them into classroom practices to realize its goal of successfully meeting the challenges of this society so that the coming generation can meet the demands of a global society.

This paper focuses on the need of distance teacher education to find out innovative teaching and learning methodology and access the potential for new forms of communication using emerging technologies. In the 21st century, teacher needs to be life-long learners, adopting continuously to changed opportunities and demands of the knowledge economy, producing new knowledge through research activity.

Further, in this study, the emerging challenge before the teacher education through ODL, emphasizes that a good teacher tries to develop realistic aspirations among the students and find out conducive conditions to reinforce better values, motivation, aptitude, attitude and personality traits among the students. Teachers being the vital members in the educational system have the responsibility to shape the future of their students. For improving the quality of teacher education through distance mode, research and innovation play an important role, therefore, efficient and good teachers are to be prepared who can introduce new ideas, techniques and practices in classroom transactions.

9. Teacher Education Programme: Strength & Weakness

KSHAMA PANDEY, PRIYANKA MITTAL

Dayalbagh Educational Institute, Agra

It is a well known fact that it is the task of an educational institution to provide students with learning experiences and lead them from the darkness of ignorance to the light of knowledge. The key persons involved in bringing out the children from darkness to light i.e. transformation are teachers. NCTE (1998) on quality of secondary teachers' said that it is mainly the responsibility of a teacher to execute the teaching learning process at any stage in school smoothly. So it is clear that the degree of the achievement of the learner depends upon the competence, sensitivity and motivation provided by the teacher. So a teacher has to be ideal for his/her students. For the preparation of an ideal teacher each student teacher has to undergo a teacher training programme. The present study aims to determine to know the strengths & weaknesses of 2-year teacher education programme. Researchers also want to know whether the 2-year teacher education programme is really useful for B.Ed. students or not. To achieve the objectives, researchers have made a layout of questions related to 2-year teacher education programme. The sample for the present study was selected from Dayalbagh Educational Institute, Agra. The sample comprised 200 pupil teachers (70 males and 130 females) from faculty of Education. Percentage was found out in this study. Based on quantitative analysis of the data, result shows that 2- Year teacher education programme is more useful for teacher trainees. Female teacher trainees are more aware of 2-year teacher education programme. Therefore, it is clear that it is imperative to invest in the preparation of teachers so that the future of nation is secure.

10. Teacher Education: The Role of Open and Distance Learning

A. Subramanian

University of Madras, Chennai

The world needs better teachers and more teachers. The Dakar Conference revealed that there are still more than 100 million out of school children; they need teachers as the world moves towards the 2015 target of Education for All. And we need to raise the skills of the existing 60 million teachers, too many of whom are untrained and unqualified. Moreover the skills and knowledge of those teachers are outdated. Teachers therefore need more opportunities than ever before to go on learning throughout their careers. One of the ways of strengthening the teaching profession is to use distance education or open and distance learning.

There are many problems related with teaching profession. First, there remains a shortage of teachers. Second, female teachers are in a minority which, in some cultures, holds back the enrolment of girls. Third, even where there are enough teachers, too many of them are untrained. Teaching methods are often old fashioned, with too much focus on rote learning. Fourth, some teachers want to change their professions as society is changing.

The ODL system is doing well under the leadership of IGNOU. In India many problems arise in implementing Government policies. However, sorting out of problems and discovering probable solutions are also done continuously. This paper deals with the benefits, success, drawbacks and some suggestions to overcome the present problems faced by ODL system in India.

11. Perceived Effectiveness of B.Ed.-ODL (General) Programme of NSOU

PRATIM MAITY, LALIT LALITAV MOHAK

Jadavpur University, Kolkata

This study focuses on the assessment of the effectiveness of B.Ed. -ODL programme of Netaji Subhas Open University (NSOU) in West Bengal on the basis of perception of pupil-teachers enrolled in this programme with relation to their age, gender, caste, habitat, marital status, educational qualification, stream of teaching and year(s) of teaching experience. In this study 120 numbers of pupil-teachers of B.Ed. -ODL programme were selected by using convenient and snowball sampling techniques from different Kolkata based study centres of NSOU. Data were collected through students' enrollment record and a self-developed perception scale namely "Perceived Effectiveness Scale on B.Ed.-ODL programme for Pupil-teachers". On the basis of the analysis and interpretation of the data, it was found that female pupil-teachers' enrollment in the programme is very discouraging; no significant difference was found in the perception of pupil-teachers towards effectiveness of B.Ed.-ODL Programme with regard to their age, gender, habitat, marital status, educational qualification and stream of teaching. However, it was also observed that this programme is effective as most of the pupil-teachers i.e. 97.00 % showed moderate to positive perception and a negligible percentage of them i.e. 3.00 % showed negative perceptions towards this programme.

12. Promises, Problems and Possibilities of Teacher Education Through Open and Distance Learning: An Analysis

Savita Kaushal
NUEPA, New Delhi

Teachers' professional competence and commitment determine the quality of education to a large extent and quality of human resources of any society. In the context of teaching being recognized as important factor for quality teaching learning, the lifelong professional development of teachers has become all the more essential. Pre-service professional education, field experiences and continuing education constitute the trio which is essential to make a teacher "empowered practitioner". Because of the number being so large this demand cannot be fulfilled by formal teacher training institutes, but can be fully met through open and distance learning. So Open and Distance Learning, because of its inherent characteristics, holds many promises in the field of teacher education.

In practice, however, there could be certain challenges. Some of these could be due to problems with the technology; others could be administration, instructional methods or learners. There can be certain doubts about the maintenance of standards and quality in teacher education programmes through open and distance learning mode. The overall discussion in this paper will make an attempt at providing an understanding of fulfillment of professional development requirements of teachers in the context of school and higher education level by open and distance learning method.

This paper is based on secondary data obtained from the various research studies, documents and reports. The author will also examine some of the current research and thoughts on the promises, problems and the future possibilities in transacting teacher education programmes through open and distance learning. Based on the interpretations from the available literature, an attempt will also be made to suggest measures for ensuring effective use of open and distance learning for teacher education. It is expected that the discussions and conclusion of this paper will help the institutions, and policy makers to take up necessary action in taking measures for making the teacher education through open and distance learning better.

13. Teacher Education Through ODL in India: Origin and Changing Perspectives

MONALISA CHAKRABORTY

Sammilani Teachers' Training College, Kolkata

and

SRIDIPA SINHA

University of Calcutta, Kolkata

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Distance education has been used to teach, support and develop teachers for many years: UNESCO was a pioneer through its UNRWA/UNESCO Institute of Education which was training teachers for refugees forty years ago. While the success of programmes is varied, experience demonstrates that distance education can be used to enable teachers to learn and to gain qualifications. The use of new Information and Communication Technologies (ICTs) has drawn new attention to open and distance learning and offers new possibilities. Teachers, therefore, need more opportunities than ever before to go on learning throughout their careers. The flexibility inherent in open and distance learning (ODL), and the fact that it can be combined with a full or near full-time job, makes it particularly appropriate for the often widely distributed force of teachers and school managers. The present study focuses on the growth and expansion of teacher education through distance mode with reference to Indian context. It also includes changing perspectives and challenges in teacher education through ODL. The world needs better teachers and more teachers. One of the ways of strengthening the teaching profession is to use distance education or open and distance learning which assures quality enhancement in education.

14. Distance Learning in Teacher Education: An Achievement or A Cramp

AMJAD KHAN, ANJUM AHMED

Aligarh Muslim University, Aligarh.

Behaviour of an individual, either a student or a teacher, can be changed through the educational process. It is necessary for proper teaching learning process that a teacher must be educated about the challenges in the teaching process and how they can be resolved through teacher education. Teacher education can be categorised into two phases: first pre-service and second in-service. Teacher education generally includes: enhancing the general educational background of the teachers; enriching their knowledge and understanding of the subjects they teach; pedagogy and understanding of students and their learning processes; and the elaboration of practical skills. Many teachers are trained before they start their service; others begin work without teaching qualifications and get their initial training in-service. Distance learning can be effectively deployed for teacher education as it helps the students to work at a distance, without attending an institution; by submission of assignments and timely guidance from the tutors/counsellors. Distance learning can be at an economic advantage as compared with conventional education. High success rates have been widely reported through researches. The present paper focuses on the challenges and problems that can be resolved and achieved in teacher education for the commendable results. Further, the paper will highlight the various suggestions for better deployment of ODL.

15. Issues in Teacher Education through Open and Distance Learning

ELIZABETH KURUVILLA

IGNOU, New Delhi

With the growing demand of teachers in various educational institutions, the role of open and distance learning system in offering teacher education deserve special mention. Since its inception till now, ODL system has proven its importance in training teachers. Though the apex bodies recognize the place of ODL in training teachers, the recent Norms and Standards developed by NCTE, put some curtails on the administrative and academic matters of teacher education through ODL. In the present paper, the author tries to delineate some of the issues faced by teacher education programmes being offered through ODL mode. The issues presented pertains to various aspects such as organization, faculty members, student support services and stakeholders. Besides, challenges emerging from the introduction of various technologies in ODL will also be discussed.

16. Teacher Education Policy in India Around the Globe: Issues and Tensions

DINESH KUMAR GUPTA

University of Rajasthan, Jaipur

and

SAJIDA SADIQ

M.K.B., Mahila B.Ed Mahavidyalay, Jaipur

In a landmark directive towards ensuring quality teacher education, the National Council of Teacher Education has made sweeping changes from this academic session. It has increased the duration of B.Ed. programme from one year to two years with major changes in curriculum. However, the revision in the norms regarding duration of the course and curriculum is the result of extensive and exclusive debates and discussions. It has emerged as an idea that has been expressed at various forums over the years. Now that the execution phase has begun, the idea is to be analysed in terms of its actual feasibility. It is to be seen whether the prolonged course duration results into historical transformation of the system of education or turns to be rather 'a not so preferable profession' in the era of professionalism and human capital. However, it is even more pertinent to understand why such changes were felt needed and what strategies have been evolved to implement the revisions effectively. So far the studies have established that the existing training programme does not provide adequate opportunities to the student teachers to develop competency because of the anomalies and programme and curriculum of programme.

A student teacher should know the meaning of education, its objectives, the socio-cultural and politico-economic background, and the principles that guide construction of curriculum etc. Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be interpreted and implemented by teachers, as much through their personal example as well as through the teaching learning processes. Teaching is a profession requiring specialization in terms of knowledge, competencies and skills. There exists a wide gap between the theory and knowledge and skills of teaching required in the actual classroom curriculum transaction. For this reason, a routine-bound teacher cannot act in accordance with the emerging needs unless he or she is trained and frequently oriented. One of the most important requirements to promote and strengthen education is the training of teachers who are the key resources in the reform, redirection and renewal of education. This paper deals with the pertinent issue of teacher preparation in India.

**17. ICTs for Continuous Professional Development – Web based ODL
Approach: Insights from Other Countries**

M. RAJENDRAN, KRITIKA GOSAIN

University of Delhi, Delhi

Information and Communication Technologies (ICTs) are gradually transforming the educational experiences of the learner towards learner centered approach. The learner centered classrooms demands a change in the teachers' role from the transaction of lesson to designing the classroom experiences for cooperative, inquiry based, problem/project based learning approaches where learner can actively interact with the peers, teachers, and other resources. This creates a situation where teachers are required to be learning new knowledge of their subject, pedagogical, and technological aspects. Apart from these, the changes evolving from policy and societal pressures also place constant pressure on teachers to adopt the culture of life-long learning.

Continuous Professional Development (CPD) of teachers becomes an important aspect of teachers' professional life ever than before. The top-down approach based cascade mode of professional development activities or in-service programmes for teacher professional learning in the past were limited, inadequate and failed to bring out any substantial professional development among teachers due to various reasons. Apart from this the vast educational structure places a huge pressure to meet the CPD requirement. ODL emerges to be an unavoidable as well as potential alternative mode of engaging CPD activities.

In today's context through web based approach (MOOC / web tools / apps), ICT brings different kind of a learning environment where continuous professional development can be visualized with a customized mode to cater the individual teacher's professional learning requirement. This breaks the tradition of providing "one size fits all" kind of professional development programmes, and makes professional development more relevant to individual teachers. The ICTs can also facilitate the teachers to have CPD activities as per their own convenience in-terms of content, space and time. This paper intends to discuss CPD initiatives through ICT undertaken by countries such as, Singapore, South Korea, USA and few others. On the basis of insights developed from these initiatives, certain specific suggestions will be made for engaging CPD activities for school teachers locating Indian contexts through ODL mode.

18. Teacher Education through methods of open and distance learning for developing Skills of Problem Solving in Students

RAJENDRA VADNERE, SACHIN TARWATE

YCMOU, Nasik

Education Community in India has been crying against Lord Macaulay for developing the educational system which merely generates clerks as if coming from batches of a factory. The education system needs to be changed and we need to create such values, attitudes and skills in our students which will facilitate them to cope with the changing scenarios and the changing world. With the advancements in Sciences in particular in field of Artificial Intelligence, the science of problem solving is being evolved which calls for revolutionary changes in how we teach. If India wishes to lead the world to be a global superpower in the knowledge society, we must harness the potential of our pupil and inculcate their problem solving skills, attitude and values. The conformist approach should then will need to be shed, and novel ways of teaching and training which are more engaging, practical and promote two-way communication needs to be developed.

In the present paper we would discuss a road map of such development. Strategies of heuristics and problem solving ranging from those formulated by Pappus of Alexandria (fourth century BC) to those advocated by G Polya (1945) and later should assist us in developing the curricula for the students. Such effort would come to a nought if not supported by teachers who are well versed in the techniques as well as in communication and pedagogy. The tools of modern Information and Communication Technology (ICT) may be coupled with the power of distance education paradigms. This may leverage the society to achieve our strategic goals.

19. Using Distance Education for Strengthening Early Childhood Teacher Preparation: Case Study of IGNOU's Diploma Programme

REKHA SHARMA SEN, PANKAJ KHARE, PRANJALI DEV

IGNOU, New Delhi

IGNOU has been offering the Diploma in Early Childhood Care and Education (DECE) since 1995. This paper describes the result of a study which uses quantitative and qualitative methodology to understand the impact of DECE in early childhood teacher preparation. The quantitative part of the study uses the data base maintained by IGNOU over the years with respect to 38,000+ students to analyze the reach of the programme, the learner profile since inception, the enrolment and pass out patterns.

The qualitative part of the study was carried out using a questionnaire based survey supplemented with telephonic interviews on a sample of learners to identify their motivations for enrolling in the programme; the perceived benefits to the learners in terms of enhancement in knowledge and skills, opportunities for employment and job prospects; the feedback of the learners regarding the programme. The findings reveal that the programme is taken up by a wide range of learners with diverse profiles and motivations for pursuing the programme. Various factors which determine the benefits learners derive from the programme are discussed.

Challenges in delivering the programme through the distance mode have been discussed, some of which are a consequence of the low priority given to ECCE in the country. The paper concludes with discussing the unharnessed potential of using distance education as a means for improving the quality of early childhood education by providing continuing education to the professionals employed in the sector, given the current policy for use of ODL for teacher education.

20. Golden Effect of Various Commissions on Teacher Education Growth Through: An Open Distance Learning Mode

Rukhsar

Aligarh Muslim University, Aligarh

Teachers are the nation builders and the development of the society too depends upon them. It can only be possible if the teacher is well trained and well skilled. Traditionally, the teacher training and skills were bounded in four walls where teacher were under the strict rules and regulations. Now teacher education is not bounded by an institution or a place. Professional development of the teachers is now being catered across time and boundaries all over world with the help of ICT. Various commission and policies have implemented to expand teacher education through open distance learning. They focused on establishing new universities and institutions to provide teacher education through distance mode. IGNOU is also a result of this effort of commission and policy which provided a large number of courses through distance learning and self-assessment through online interactions. The paper explores various objective, policies and commissions for the development of teacher education, initiative actions of NCTE in bringing improvements in teacher education through various recommendations. Lastly the paper will conclude by discussing the challenges of teacher education in open distance learning and professional development of teacher education through the massive effort of open distance learning.

21. Professional Development of Teacher Educator

Beena Singh, Gouri Sharma
PSSOU, Bilaspur

Quality is the most important component of any comprehensive continuing professional development program. In every country priority is given for professional development of teachers, over professional development of teacher educators who would be training teachers. This aspect was rather neglected in our country. Teacher educators facing many new challenges today i.e. new curriculum to meet new standard adopting innovative teaching learning approaches, shared values and vision, reflective professional inquiry, work based and incidental learning opportunities, self evaluation and enquiry as a learning resources, from individual learning to collective learning, transfer of learning and creation of knowledge, creating a learning culture, ensuring learning at all levels, enquiry minded leadership, developing other social resources etc.

To meet these challenges and enhancing the quality of teacher performance through professional development program we propose a training plan for the entire body of teacher educators. This paper proposes that the professional development programmes should focus, first on performance, development of self, self confidence, self realization, self management, self awareness; second, knowledge and research development; and third, enhancing professional attitude and skills.

**22. Challenges to Teacher Education through ODL
(In context of NCTE Norms, 2014)**

KEERTI SINGH, AKHILESH KUMAR

VMOU, Kota

Teacher Education in India saw a paradigm shift when National Council of Teacher Education (NCTE) introduced new norms for teacher education couple of years back. New norms of NCTE not only brought a ray of hope for quality assurance in teacher education but also it brought several challenges that need to be addressed for quality assurance. As far as in-service teacher training, that is, teacher training through Open and Distance Learning is concerned, NCTE has made several provisions for quality assurance but some new issues have emerged and some critical issues remain unsolved which need to be addressed immediately. Efforts have been made in this paper to analyze new norms of NCTE critically and to point out such issues, barriers and challenges which need to be addressed, and identify their possible solutions so that new norms of NCTE could make teacher education in India more effective as per the expectations.

23. Policy Initiatives and ODL in TE Programme: A Critical Appraisal

PROF. K.C.VASHISTHA, BAJARANG BHUSHAN, ADITI BAPTE

Dayalbagh Educational Institute, Agra (U.P.)

Education is a strong weapon through which we can change our world. Education assists us to achieve our desired objectives. Progressive development is our fundamental characteristics. Education guides us on a progressive and developmental ways. Thus we can understand the importance of Education for our lives.

Although a number of Commissions and Committees contributed immensely to reshape the futuristic education of teachers in India but it fail to respond to the vulnerable system. Recently a number of agencies have been created to address the issues of teacher education system through conventional mode as well as through ODL. But the country is unable to reap the best. Neither TEIs nor the education recipient at different levels come across the silver lining of quality education in India.

In 1993 Parekh Committee and in 1994 Lyngdoh Committee was appointed to provide guidelines and evaluate B.Ed. Distance Education Programme. Das Committee (1994) and Takwale Committee (1995) were also constituted to reevaluate Distance B.Ed. Programme. These committees tried to ensure the quality of teachers. NCTE Norms and Regulation 2014 try to maintain this. However, ensuring quality the policy initiatives need to be critically examined.

Theme-III : Quality Assurance in Teacher Education through Open and Distance Learning

24. Challenges in The Training of Teachers Through Open and Distance Learning and Distance Learning and Implications for Quality: A Way to Progressive Development of Teacher Education in The Age of Paradigm Shift

NANDITA

Shishuram Das College, West Bengal

This study aimed at establishing the challenges that may have affected the training of teachers through Open and Distance Learning (ODL) at Netaji Subhas Open University(NSOU) in West Bengal. The study was carried out in order to put in place a model that may be implemented to improve the quality of teacher training programme. The study adopted the case study method for the gathering the in-depth perceptions held by the given population. Questionnaires, telephone interviews and document analysis were adopted for data collection. The population of the study consisted of the Regional Programme Coordinators, trainee teachers and their school heads. Fifty members of the population constituted the sample for this study. The results of the study show that while the training of teachers was a very viable undertaking at NSOU, however, existing collaboration between the schools and the training institution was very informal. Teaching practice faced numerous problems such as inadequate funding and unavailability of vehicles for teaching practice. The study recommended that there is need of collaboration among all the stakeholders. Teaching Practice Department should enable the smooth flow of teaching practice supervisory activities.

25. Ensuring Quality through Instructional Design in Teacher Education through Open Distance Learning

DEEPA DASS
SCERT, RAIPUR

The 21st century of Knowledge driven society is imparting education which being challenged due to the increase of global competition and changing industry. Teacher Education has been no exception. Hence, the self-paced, independent open distance learning mode in ‘Teacher Education’ gained a rapid growth from the last decade (Benson 1994; Salas and Cannon Bowers2001). The current trend of open distance education in ‘Teacher Education’ depicts that the distance mode of instruction with a contact center, where time saved of attending traditional time bound classroom is becoming the most suitable option for professionals, life- long learners and employees and workers. Since the open distance learning is based on s self-learning approach so it propagates the theory of learner centered pedagogy and instructional designs for individual learning. The research paper indicates that instructional design plays an important role in ensuring quality in open distance learning and helps in creating a personal learning environment. The findings of the paper suggests on how we can ensure quality in ‘Teacher Education’ through making a right combination of instructional designs and at the same time meet learners’ individual needs at the same time. Within ODL and a few contact based tutoring pedagogical approach must be included with conceptual learning materials, technological based supports, assignments, assessment practices. The ODL (D.El.Ed) course conducted in Chhattisgarh is being appraised for quality assurance in these parameters.

26. An Empirical Study on Impact of Teacher Education through ODL on Teacher Performance & Development

S. RADHA

IGNOU Regional Centre, Bijapur

'A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.' This was quoted by Ravindranath Tagore by saying that teachers are the Role Models. The quality of teaching affects the student learning and personal development. They influence the character and culture of the followers. They contribute in the creation of good citizens of society.

Open and distance education system is a modern system of non-formal education. Open and distance education system provides autonomy to learn at will, choose the subjects of one's choice, economically viable mode, appear examinations without the stress and in a flexible environment. The success of distance education system is based on a three way affiliation between the Schools, Regional Centers and Study Centers in the University. At the same time, the success of distance education learning is based on a three way affiliation between the student, academic counsellors and technology. In every stage of life, a teacher has to do the SWOT analysis regularly to analyse their present status and to develop the skills for betterment. Learning through ODL is effective way for enhancing the skills of the teachers considering the above a triangle feedback survey is conducted on B.Ed students (regular system), B.Ed students (ODL system) and B.Ed teachers to analyse the significance of teacher education through ODL and impact of teacher education through ODL on teacher skills & development. The findings of the study were: (a) The degrees/ diplomas obtained through ODL system are at par with conventional system of education" - 65% of the students (under regular learning system) responded positively, 9% responded negatively and 26% indicated they were undecided; (b) The degrees/ diplomas obtained through ODL system are at par with conventional system of education" - 72% students (under open and distance learning system) responded positively and 28% indicated they were undecided; (c) Offering of skill development programmes by either online or off line mode of ODL" - 60% of students (regular learning system) said to offer the above mentioned programmes in offline mode of ODL, where as 40% respondents said that, the same programmes should be offered under online mode of ODL; and (d) Offering of skill development programmes by either online or off line mode of ODL" - 54% of students (under open and distance learning system) said that, skill development programmes should be offered under traditional/ off line mode of ODL, where as 46% respondents said that, the same programmes should be offered under online mode of ODL.

The present study is an attempt to assess the learner expectations on distance education. The learner views on open and distance education degrees validity, preference to study, programmes needed under ODL, ODL learning skills etc., are collected and compiled in the research paper.

27. Principles of Good Assessment and Feedback for Quality Teacher Education Through Open and Distance Learning: Theory and Practice

PAREKH HIMANSHU SURESHCHANDRA

IGNOU, New Delhi

Teacher education through the Open and Distance Learning (ODL) mode was initiated in the form of correspondence education in India for providing in-service training to teachers at different levels. Although, teacher education through ODL mode has been contributing to its cause, however, it remains beset with innumerable challenges. Quality assurance is one among them. The National Council of Teacher Education (NCTE) norms and regulations-2014 for teacher education through ODL as well as present scenario of global competitiveness have added new dimensions to the context of teacher education through ODL in India and have made the quality assurance as a compulsory dimension of the system. This paper provides frame of reference for the theory and practice of assessment for enhancing the quality of teacher education through ODL. It presents principles of good assessment and feedback practice. It also provides the rationale for these principles and their selection criteria. The dynamics inherent in the implementation of these principles are analysed in relation to two dimensions, i.e. engagement-empowerment and the academic-social dimensions. The paper presents that these principles are an essential tools for the teacher educators as well as the student teachers as they design, implement and evaluate their assessment practices and strongly suggests the implementation of these principles for enhancing the quality of the system of teacher education through ODL.

28. Quality Assurance of Master of Education Programme : A Case Study of YCMOU

SANJIVANI R. MAHALE

YCMOU Nashik

Yashwantrao Chavan Maharashtra Open University (YCMOU) is a Mega University from Western India having the *vision 'to reach the unreached.'* YCMOU has developed different types of programmes for Enhancement of Teacher Education. Diploma in School Management (DSM) in 1995, Bachelor of Education (B.Ed) in 1992 & Master of Education in (1994). Various Committees of the University approved these programmes. Expert Advisory Committees developed the detailed course structure, finalized the writers and editors and implementation strategy of the program.

NCTE has given Guidelines in the year 1998 and 2009 for M.Ed. Programme. University had modified various components according to these Guidelines. It is observed that after completion of M. Ed. programme from YCMOU students got selected at higher position in Education field. Some of them became teacher educators. To cope up with the current scenario of the education field, school realized that there is need to modify the structure of the programme. Professional competency is also required by students to become teacher educators or administrator. To meet, this need School of Education took rigorous steps to restructure the M.Ed. Programme. Therefore, 'Teaching' 'Optional Paper related Field work' were introduced for the first time in the year 2005. Science Education, Language Education, Teaching & Teacher Education courses were developed and introduced from 2007. In addition to this, the Research Methodology Course was also restructured. To assure successful execution of M. Ed. Programme, counselors training programmes and Research Guide Orientation Programme were conducted. The allied materials were also developed by the University to assist students in self study.

School of Education used to run one M.Ed Study center at University campus. Various ideas were implemented as a pilot study at headquarter. Continuous feedback collected from the students and critical analysis done by the School was utilized in modification of the materials & activities. It was implemented across all study centers from the following year. In spite of JVC recommendation 8(b) : **"Distance learning material may be developed and used for continuing professional development of School teachers & Teacher Educators"**, NCTE instructed open universities to discontinue their M.Ed. Programme through Distance mode in December 2014. National Council for Teacher Education introduced **"NCTE, Regulations 2014 Norms & Standards"** giving guidelines for M.Ed. Programme for conventional universities, since 2007 almost 80-85% of which were already introduced and successfully executed by YCMOU. School also introduced various combinations to assure access, cost effectiveness & quality of the M.Ed. Programme. Recently School has organized a workshop of M.Ed. Alumni, where students appreciated the programme structure and gave very positive feedback about utility of this programme in their professional development. The present paper critically analyze the impact of NCTE Regulations 2014-Norms and Standards in context of M.Ed. programmes at ODL mode.

Quality Assurance in Teacher Education through Open and Distance Learning

29. Elementary Teacher Education Programme through Distance Mode: Voices of Chhattisgarh

ANJALI KUMARI

Guru Ghasidas Vishwavidyalaya, Bilaspur

The educational scenario in Chhattisgarh is not up to the mark due to enormous cultural and geographical diversities. The state government taken several initiatives to achieve and maintain the standards of its educational endeavours. In this context it has also launched several programmes for enhancing the academic scenario especially in the field of elementary teacher education. Diploma in Elementary Teacher Education through distance mode is one of the finest executions by State Council of Educational Research and Training, Chhattisgarh in this field. The main objective of this paper was to obtain feedback from the stakeholders regarding learner support services provided during this training programme. The study adopted survey method for gathering in-depth information. It was also more or less ethnographic in nature. The sample of the study constituted 150 faculties and 300 trainees form different study centers. Questionnaires were used to obtain feedback from the stakeholders. Data were analyzed by percentage technique. To enhance the reliability and validity of the result views of stakeholders were also included. This paper explores the various attempts to identify the regions for the dismal gloomy scenario of elementary teacher education through distance mode in the context of support services. At the same time it also provides probable ground root solutions in order to attain the distance dream of elementary teacher education of Chhattisgarh operated through distance mode.

30. Quality Teacher Education Through Open and Distance Learning Mode of Indira Gandhi National Open University: Trends and Challenges

MANOJ KUMAR DASH

IGNOU Regional Centre, Jaipur

Teacher education through Open and Distance Learning (ODL) mode is a collaborative effort to support the quality teaching and learning with integration of Information and Communication Technologies (ICTs) in present world. It's a challenge to explore effective and efficient utilization of technologies to ensure meaningful learning of distance learners. Research and development in the field of ODL system is a means to improve pedagogical practices with meaningful integration of ICTs. In the present world, technology has emerged as a powerful means of learning in face-to-face mode and ODL system as well. Utilisation of technology is not just limited to classroom teaching learning process. It has extended beyond the four walls of classroom to facilitate and promote student learning of learners in the ODL system. This technology mediated interventions has multiplier effort for providing better access, quality and equality in terms of providing services to all. IGNOU is emerged as a leader in the field of ODL system in our country in terms of bringing innovations in designing and developing technology enabled learning environment for training & orientation of teachers through ODL mode. In ODL system of IGNOU, the key is to promote collaborative learning, leading to a move towards autonomous learning. IGNOU plays an important role in the field of teacher education at national level through ODL system. IGNOU contributed training of 25510 (B. Ed) and 983 (M. Ed) teachers in the year 2015. B.Ed and M. Ed Programmes of IGNOU attracted large number of students in the country in the field of teacher education. Despite of all initiatives, it is true that we have a long way to go in terms of effective and efficient implementation of technology mediated interventions with an appropriate Learning Management System (LMS) for our distance learners. This demands capacity building of teacher educators, teachers, student teacher, academic administrators and leaders to adapt to new technology in view of diversities of all kind of our distance learners. Commitment of people associated with the collaboration for effective implementation of programmers through ODL mode is important.

The present paper is an attempt to explain the potentials of ODL system of IGNOU in the field of teacher education in our country. Attempt has been made to analyze the trends in enrolment of students (2001-2015) admitted in B.Ed. and M.Ed. Programmes of IGNOU and challenges in terms of maintaining the quality of implementation of the programmes in ODL system and addressing to the issues of equity and quality at national level. It would be a source of rich experience to bring evaluation in teacher education programmes offered through in ODL mode in our country to further revamp it, keeping in view of needs and expectations of distance learners of our country. The paper covers aspects such as; i) issues in hand; ii) context of the study; iii) enrolment trend in terms of gender, area, category; iv) major challenges; and v) implication. It would provide a base/foundation for taking further research in the field of ODL system in teacher education and how best integration of technology in general and web based technology in particular be made meaningfully for all functionaries in the field of teacher education in our country.

31. Analysis of Teaching Competencies with special reference of SCERT curriculum (Bihar)

SWARNIKA PALLAVI

Patna University, Patna

The role of teacher education as a process for development of nation is universally recognized. The educational extensions, universalisation of elementary education and over all quality of education are major challenges before the country. Teacher education refers to the policies and procedure designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their responsibilities effectively in the classroom, school and wider society. Various agencies engaged in providing in-service teacher education like: District Institutes of Education and Training (DIETs) providing education to the elementary and primary school level teachers. Apart from DIET, NCERT, NEUPA, NCTE, CIEFL are various national level agencies; state level agencies such as SCERTs, SIE, SIEMATs and Non government organization like Eklavya, etc. An Open and Distance Learning (ODL) institution should offer programmes as per the objectives of the University/Institution– the national and regional needs, and– norms of the concerned statutory bodies. At least 50% of the study material should be in self instructional format. The main purpose of this present article is to focus in the various aspects of teaching competencies of SCERT curriculum (Bihar) and to evaluate its relevanceness in the present system of education. This framework for curriculum presents a vision of what is desirable for our teachers and learners. The objectives of the study were: (a) to identify the Teaching Competencies in SCERT curriculum (Bihar); (b) to understand and analyze the training programme through ODL (Bihar). The researcher adopted descriptive approach using Document Analysis. In order to understand the training programme and teaching perspective the researcher has taken into account some sources like books, articles and national documents on teaching competencies and ODL curriculum from different libraries in Bihar.

32. Impact of ODL through self learning material and attendance in workshops, contact programmes on the academic achievement of B.Ed. students at IGNOU Study Centres

MANJU GUPTA

Meerut College, Meerut

The paper assesses the impact of open distance learning (ODL) through instructional material as self study mode and through attending workshops and contact programmes in problem solving mode among B.Ed. students at IGNOU study centre. The researcher conducted a normative survey on the effect of instructional material as self learning mode; and contact programmes and workshops as problem solving mode on the academic achievement of B.Ed. students (n = 120) of Meerut College, Meerut (Study Centre:2728). Students' entering behavior and terminal behavior were compared in terms of their grades in assignments, theory and practical exams. Descriptive statistics show that students who attended the regular workshops and were regular in contact classes got 'A' grades in their theory and teaching practice. Majority of students who attended the workshops with 95% attendance and with poor attendance in contact programmes were still performing academically above average (possibly due to effective study material). Students who were not regular in their contact classes and workshops performed well and got high grades in their exams. Computing Spearman's rank-order correlations (r), practically significant correlations were found between their attendance in contact programmes and workshops and the academic achievement. However, ANOVA analyses revealed that it was beneficial for B.Ed. students to attend at least two or more contact classes and workshop. Copying in assignments should be discouraged by giving low grades for copied materials and high grades for innovative presentation.

Quality Assurance in Teacher Education through Open and Distance Learning

33. Evaluation of The Effectiveness of ODL Teacher Education: Perspectives and Suggestions in The Indian Context

BEENA

Amity University, Noida.

and

SHRUTI KRISHNAN

New Delhi

There is a global paradigm shift in teacher education as a result of the advent of globalization and this drastic shift is towards the seriousness and long-term impact that effective teacher education has in the growth and prosperity of a nation. While ODL teacher education programs offer a very bright and convenient enrollment and scope of learning, one cannot deny the lack of sufficient research in the area. Even with the most thoughtfully designed ODL program that have been structured with great deliberation into all the program delivery phases namely design, development and dissemination phases; it is still imperative to conduct thorough research and analysis of the program's effectiveness in preparing sensitive and skilled educators who are vocation-ready while displaying coherence with achievement of overall national goals. The paper provides perspectives on the need of active research on studying effectiveness of ODL teacher education programs and suggests areas that should particularly be looked into with regard to the Indian context of achieving student, teacher and national needs. The research suggests a practical and thorough approach to this huge task that involves analysis of student, teacher and management perspectives on overall program effectiveness for achieving individual and national goals. Further it also suggests ways to minimizing the undeniable discrepancies between the parties of teacher, student and management committee analyzed for an overall high achievement scale.

Quality Assurance in Teacher Education through Open and Distance Learning

34. Quality Assurance in Teacher Education through Open and Distance Learning Quality Assurance in the Learner Support Services of IGNOU B Ed Program [A Case of IGNOU Regional Centre, Bhubaneswar]

S. MOHANTY

IGNOU Regional Centre, Bhubaneswar

The role of a teacher is as important in any educational system as education for the holistic development of any country. The entire educational architecture of a country depends on the quality the architect i.e. the teacher. Hence, teacher education is of paramount importance. Teacher is the epitome of Life Long Learning and needs continuous development of skills and updating of knowledge to avoid obsolescence. ODL with its inherent characteristic of accommodating a huge number can take care of teacher education. There are examples abound world over and India is no exception to it as far as teacher education through ODL is concerned. Quality assurance is prevention. It is a pro-active action followed by monitoring, auditing, evaluation and modification to bring credibility and sustainability to a system/product.

B.Ed. Program of IGNOU, which has been on offer for a little more than one and a half decade known widely for its high standard study materials and delivery designs. But, still there are scopes for improvement. Learner Support Service is the cog in the wheel of ODL system as the system is learner-centric. Quality Assurance in LSS in teacher education Program poses challenges galore. Concerns and challenges have been identified and way outs have been suggested to face the existing and future challenges to make LSS more responsive, sensible and qualitative for the learners.

35. Quality Assurance in Teacher Education Programme through ODL : A Case Study of Pt. Sundarlal Sharma Open University, Bilaspur

NIRADHAR DEY, CHANDRA SHEKHAR

IGNOU, New Delhi

The paper is a part of the research project entitled “State Open Universities (SOUs) in India: An Evaluation”, funded by ICSSR, New Delhi. The project has been conducted in a sample of three State Open Universities in India namely Pt. Sundarlal Sharma Open University, Bilaspur, C.G.; Utarakhand Open University, Nainital, Uttarakhand; and Krishna Kanta Handiqui State Open University, Guwahati, Assam. In the present paper, the quality issues relating to Teacher Education Programmes offered by Pt Sundarlal Sharma Open University has been reported.

The field work for the study was conducted during 2015. The Vice Chancellor of the University (1), the programme coordinators (6), Directors of the Regional Centers (4), Coordinators of the Study Centers (30), Academic Counsellors (51), and Learners (116) participated in the study. The tools such as : Institutional Profile for the University and the Study Centers; Interview Schedule for the Vice Chancellor, Programme Coordinators, Directors of the RCs, Coordinators of the Study Centers, and Academic Counsellors; and Questionnaire for the Learners were developed and used for collecting data.

The results of the study show that the University at present is offering 50 Academic Programmes but SLMs have been developed only for five programmes. For others including teacher education programmes, they depend upon SLM from other Open Universities (National/State). Unavailability of SLMs for few programmes what they used to get earlier, due to this they face difficulties and decided to develop material of their own. But, due to shortage of faculty members as well as infrastructure, SLMs' development is also not taking place. To cope up with the demand, they have started developing SLMs of their own by utilizing the support of various publishing houses. Providing academic and other supports to the learners are also equally a challenge for them. Learners reported that for professional programmes (like B.Ed., D.C.A., and P.G.D.C.A.), academic counseling sessions have been organized, but for general UG and PG programmes, a few academic counseling sessions were organized. The academic counselors were also not well oriented in conducting the counseling sessions. They reported that they conduct counseling sessions as like the face to face teaching what they normally do for the conventional students. Establishment of the study centers for various programmes is a challenge. Most of the study centres for Teacher Education Education programmes were established in Govt. College of Education or DIETs. Academic counselling, practicals, workshop based activities were conducted in the Study Centres. It was observed that in comparison to other programmes, learners belonging to teacher education programmes were punctual, sincere, and very particular to do the assignments as well as other prescribed activities. Few learners reported that they were not satisfied with the sessions taken by the resource persons and the counselors for the workshop as well as academic counseling. Providing academic support like Audio Video programmes, telecasting and radio counseling was the weakest part for the University.

In conclusion it may be said that a culture of effective teaching learning environment should be established based upon the principles and policies of ODL. Infrastructural management; support to the students in terms of providing SLMs, Audio Video materials in time, and regular counseling must be well taken care. Empowering the SCs and the Academic Counselors should be done for assuring quality in Teacher Education Programmes through ODL.

36. Challenges to Learner Support Services in Distance Education – Teacher Education Perspective in IGNOU

G. ANBALAGAN,
IGNOU Regional Centre, Madurai
and
ARSHIA HUSSAIN
IGNOU Regional Centre, New Delhi

Teacher Education in India has attained paradigm shift due to technological intervention, revamping of curriculum, professional competencies and interdisciplinary approach. Open Distance Education always aiming to develop potential human resources for the knowledge society and expanding choices of higher education by reaching the unreached sections and thereby encouraging access and equity among the people. IGNOU is offering Bachelor of Education programme since more than a decade with a clear emphasise on understanding of teaching and learning process at secondary and senior secondary levels. Further, the B.Ed. programme aims to impart variety of knowledge and skills to learners to develop them as more professionally competent. Student support services are one of the key areas in distance education which forms as a backbone in the success of ODL curriculum offered through B.Ed. ODL mode involves theory and practical based courses with the use of ICT. The study centres need to arrange counselling, practical based work activities for the learners and facilitate the learners to work as intern and help in their teaching and learning process for effectively and successful completion of the programme. The present paper assess the challenges in student support services with reference to teacher education programmes in ODL system, to improve its quality.

37. Challenges to Learner Support Services, Collaboration and Networking for Effective Teacher Education Through ODL

RAJENDRA VADNERE, RUCHA GUJAR, SNEHA RATHOD

YCMOU, Nasik

Distance Education is a relatively new field and new system of education. However, different terms are used to refer open and distance learning system. Some of them are “correspondence education, home study, independent study, external study, continuing education, distance teaching, self instruction, adult education, learner-centred education, open learning, flexible learning” Distance Education has been described as the experiences of learning or education, in which the teacher and learner are separated in space and /or time. The open education, on the other hand, concerns about the liberal, restriction free entry to the learners of all age groups, social, vocational and economic strata and try to achieve equity and access to the masses. One of the important aspects of open and distance learning (ODL) is student support. The student support system covers academic as well as administrative aspects, like registration, delivery of instructions(print, multimedia, distributed class room, etc.) counselling communication through regional and study centres and examination. The present paper discusses the study carried out about the B.A. Mass Communication and Journalism programme of YCM Open University in respect of student support.

**38. Learner Support Services (LSSs) in Teacher Education through ODL:
Opportunities & Challenges**

SHER SINGH

IGNOU Regional Centre, Jaipur

Learner Support Services (LSSs) in Teacher Education Programme through ODL are the benchmarks of the programme. It focuses more on academic and administrative support services to address many problems to cater different needs of learners during the programme. It also includes the Support Services during the pre-admission, during admission and post admission. The Support Services i.e. organizing the counselling sessions, evaluation of assignments with feedback, examination, practicals and workshop based activities are dynamics of Teacher Education in the Open and Distance Learning. IGNOU provides the effective student support services to the learners through its countrywide network of Regional Centres and Learner Support Centres and overseas partner institutions.

The Open and Distance Learning System has proven its importance in training teachers and their continuing professional development as well. Variety of the programmes in teacher education is being offered by Universities through Open and Distance Learning. Open and Distance Learning System emerged as a potential system through integration of various technologies. The National Curriculum Framework for Teacher Education (NCTE, 2010) and NCTE Norms and Regulations – 2014 found that open and distance learning as a powerful instrument for providing professional support to the teachers. The present paper intends to focus on the opportunities and challenges of learner support services in teacher education through ODL.

39. The Pedagogy and the Learner Support Services of an In-Service Teacher Education Programme: An Assessment of the Gap between Theory and Practice, and of Learners' Perceptions

Sutapa Bose
IGNOU, New Delhi

Indira Gandhi National Open University (IGNOU) plays a key role in the field of teacher education. It offers several teacher education programmes, one being the Certificate Programme for Professional Development of Primary Teachers (CPPDPT). This programme rests on a memorandum of collaboration between IGNOU and the Kendriya Vidyalaya Sangathan (KVS), which requires IGNOU to provide in-service training to KVS teachers. This study focuses on two major aspects of this programme- the pedagogy and learner support service. It assesses these aspects, using a two dimensional evaluation framework. The first dimension of this framework comprises theoretical perspectives, and includes views held by Anderson & Dron (2011); Bates (2016); and Taylor (2001) on pedagogic practices, and the assertions of Nichols (2010); Sewart (1998); Simpson (2004; 2008) and Tait (2000; 2002; 2004) on learner support. The second dimension pertains to learners' perceptions about the aspects assessed.

The research design involves a longitudinal case study carried out over five admission sessions and the tools used for data collection are participatory as well as non participatory observations, interviews and document analysis. The study reveals that this programme includes practices that are close to the theoretical propositions, as well as those that are removed from them but learners' perceptions about these practices are not necessarily guided by the proximity of a practice with its theory. Nevertheless, filling the communication gaps in the collaborative venture has been found to be the key to make learners' perceptions positive.

Theme-V: Application of ICT in Teacher Education through ODL

40. E-Learning Package for Social Studies Teaching Method

PRASHISH KHARE

Allahabad High Court, Allahabad

and

DHANANJAI YADAV

University of Allahabad, Allahabad

Education is one of most important assets which transforms human resource into a productive resource. Quality education is a barometer for social, cultural, economical and overall development of human being. Recent development of ICTs and its global acceptance has opened new door for education. E-learning is still on emerging field which may be beneficial for human resource, if used effectively. Development of Internet technology has opened up new methods for delivery of education. E-learning is another way of teaching and learning. It comprises of instructions delivered through electronic media including the Internet, Intranet, Extranet, Satellite broadcasts, audio/video tapes, interactive television, CD-ROM, etc.

In this paper researchers share their his experiences related with “effectiveness of an e-learning package on social studies teaching method”. In present age when every field of society is related with ICT, it is important to use ICT for teacher trainer. It has been observed that those students those who are studying through ODL mode, are not getting effective study materials from their accrediting institutions.

Although material given to them is designed and developed carefully but there is still need to improve it. There is lack of interaction between the learners and their mentors. To fulfill the needs of the learners, e-learning package is created for teaching. The intention behind this study is that a lot of work is conducted on various aspects of e-learning but most of them are related with technological backgrounds, related humanities subjects are still in negligence. Teacher training is the area where everyone has to improve one’s skills to become an effective teacher, but unfortunately the ODL learners are not getting right path for this sake. Keeping this in view, the researchers developed an e-learning package and tried to find out its effectiveness, so that the same can be used in class as a resource.

The objective of this study is to test the effectiveness of e-learning package, in terms of the enhancement of theoretical knowledge (achievement) of the learner. To achieve the objectives of study hypothesis is created that “Achievement of user of e-learning package is better than the achievement of non user trainees”.

The major findings of the study are: e-learning package is effective in lecture, demonstration, programmed instruction, field trip and CAI method of teaching.

41. Using Digital Social Media Networking Technologies (DSMNT) in an ODL Teachers/ Teaching Training and Practice

Amit Agrawal

Government Degree College, Behat

In current society, Digital Social Media Networking Technologies (DSMNT) are powerful pedagogical resources; however, they require special teacher training. Using DSMNT to support educational endeavors leverages the benefits of in-person learning communities with the benefits of using technology to support student engagement. This paper analyzes a case study carried in a subject given in IGNOU M.Ed./B.Ed. course for teachers. The program promoted the discussion of the use of DSMNT to support activities. Therefore, this article aims to analyze difficulties and advantages of the use of DSMNT in teacher education programs. The study started with a reflection of the importance of training teachers in the use of DSMNT and the pedagogical use of DSMNT. The intent of this research was to throw some insight on the impact of social media can have on the level of student teachers engagement in their learning. Following, the case study is contextualized, and the methodological procedures are described. The paper concluded with a discussion on the difficulties and benefits of DSMNT (social networking) based on data derived from the observation, questionnaire and students' posts on the network. Despite the difficulties, use of the DSMNT was found useful.

42. Mobile App: Enhancing Reach in ODL

Nisha Singh
IGNOU, New Delhi

ICT is more a modern day djinn- supernatural creatures in early Arabian and later Islamic mythology and theology who could do all we asked for. Like human beings, the djinn can be good, evil, or neutrally benevolent. Similarly today ICT has become pervasive in modern day life and whether one likes it or not, it touches and influences everyone's life.

ICT is being actively used at all levels of education for all purposes be it teaching and learning, designing, evaluation, data records, etc. Though its efficacy has been established without doubt in managing educational administration, it is being rigorously explored in teaching and learning especially in area of mobile learning.

Open and distance education is especially using ICT for reaching those learners who are physically separated from teachers and institution. ICT has helped in their inclusion into the education system. Today the open and distance education learners are able to communicate with their teachers and counselors as frequently as they wish to, through the use of ICT. One of the most handy tools for communicating with the teachers is mobile, which are playing a big role in anywhere and everywhere teaching and learning. Mobile applications called apps are flooding the education sector. The 'app' tsunami has taken the concept of learning and education to a new level. The present paper explored the use of mobile app for ODL learners: their perception and the efficacy of mobile app for open and distance learning. The mobile app was designed and developed using MIT App inventor and the developed app was sent to learners and their feedback was taken. The results reflected on the use of mobile application for teaching and learning in Open and Distance learning institutions. Most of the learners supported the use of mobile app in ODL. The design and features of the mobile app for its improved efficacy were analyzed through feedback from the learners.

43. Preparing Teachers for Digital Learning Environment

BHAWNA SHARMA, AMIT SAROHA

SCERT , New Delhi

“We need embrace technology to make learning more engaging because when students are engaged and they are interested ,that’s where learning takes place”

The convergence of many ICT tools along with ubiquitous internet and mobile app has provided unique opportunities for harnessing the real potential of ICT for improving the educational practices. The Government of India through its national ICT policy in education along with many other initiatives under digital India is moving ahead to transform the educational practices. ICTs are transformational tools which when used appropriately can promote the shift to a learner-centered environment. ICTs such as video, audio, multimedia computer software etc. that combine text, sound and moving images can be used to provide challenging and authentic content that will engage the student in the learning process. The researchers in this paper have tried to find as to how the ODL teachers are being prepared for digital learning environment. The researchers have done critical analysis of B.ED (through ODL) curriculum regarding digital learning .Questionnaire was used as a tool to study 25 in-service and 25 pre-service teachers.

“Technology can become the ‘wings’ that will allow the educational world to fly further and faster than even before – if we will allow it”.

44. Preparedness and Expectations of Teacher Trainees of IGNOU in using ICT for teaching and learning

M. S. Parthasarathy
IGNOU Regional Centre, Bangalore

It is now well accepted fact that the pre-service and in-service teachers need to have the competency to use Information and Communication Technologies (ICTs) in their teaching and learning. The challenge is to harness their technological knowledge for pedagogical use in their subject area and contextualise the use of ICT integration in classroom. In the context of teacher training through the ODL mode, it is essential to (a) understand the preparedness of teacher trainees in use of ICT; (b) encourage the teacher educators to demonstrate technologically pedagogically sound lesson plans; and (c) enable the teacher trainees in designing lesson plans and its delivery using ICT. Studies have shown that the teacher trainees often feel inadequately prepared to use ICTs for learning and teaching (Tondeur, Roblin, van Braak, Fisser and Voogt, 2013). Thus there is an urgent need to understand the prior knowledge and skills of ODL teacher trainees in use of ICTs and their preparedness to use it in the classroom as a pedagogical tool.

Hence, this paper focuses on the technological preparedness of 100 teacher trainees who have enrolled for B.Ed. programme of IGNOU through the distance mode for the July 2016 academic session in the state of Karnataka. The present paper mainly focuses on the ICT preparedness of teacher trainees as a measure of four variables of Technology Acceptance Model (TAM) developed by Davis (1986): (a) perceived usefulness; (b) perceived ease; (c) attitude; and (d) intention to use technology.

The main objectives of the study include: (a) to examine the technology preparedness of teacher trainees by applying Technology Acceptance Model; (b) to analyse the influence of teacher trainees' demographic and social background, such as age, gender, employment status, previous education on use of computers; (c) to describe the teacher trainees' expectations and constraints in use of ICT for effective teaching and learning; (d) to discuss the role of IGNOU in enhancing the teacher trainees' capabilities to use ICT in teaching and learning. The data are coded using SPSS. Suitable statistical analysis such as descriptive statistics, correlation, "t" and ANOVA test of means are used and results are analysed.

45. ICT in Education: Trends and Innovative Practices

GANESH DATT, INDERPREET KAUR CHACHRA

Uttakhand Government

Now-a-days there is democratization of knowledge and the role of the teacher is changing to that of a facilitator. This changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths. ICTs have become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education. ICTs have recently gained groundswell of interest. It is a significant research area for many scholars around the globe.

We all know that ICT has brought many innovations in the field of teaching and there is a change from the old paradigm of teaching and learning. In the new methods of learning, the role of student is more important than teachers. It has the potential not only to improve education, but also to develop creativity, empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. The concepts of paperless and pen less classroom are emerging as an alternative to the existing teaching learning methods.

This paper throws light on the trends and innovations in the field of ICT that can be used by teachers in their teaching learning process. The research studies have proved that schools with sufficient ICT resources achieved better results than those that are not well-equipped. In this paper we have made an effort to introduce our teachers with those ICT based innovative methods that can be adopted in the areas where there is lack of physical resources. We believe that this is the most important constraint due to which most of our government schools which are located in urban or rural areas are not able to improve the performance of their students with the same pace as their counterpart private schools are doing. The paper suggests such innovative methods that will help in bridging the divide between well equipped and resource constraint schools.

46. Using Films to Prepare Reflective Practitioners

SMRITI SHARMA

University of Delhi, New Delhi

This paper would focus on the unexplored potential of films to stimulate discussions with prospective teachers on a wide range of issues. Specially in an Open and Distance Learning platform the films can be a very powerful tool to bring to the forefront what is covert. Films can provide the course facilitators and the potential teachers a common platform to discuss and deconstruct notions and constructs. Challenging notions such as those of disparities and inequalities of various kinds such as - social, cultural, religious, linguistic, gender are very sensitive issue that become even more tricky if not talked about face-to-face. Using examples from Hollywood and Bollywood cinema as well as documentaries the paper would talk about specific concepts that can be discussed with potential teachers. The concepts would be – who is a ‘good’ teacher; purpose of education; identity of a teacher; construct of multiple childhoods; processes of learning; socio-political economic dimensions of Indian society; inclusive education to name a few. For instance the paper would delve into how English-Vinglish can be used as a pedagogic tool to highlight the politics of language and power.

The paper would also urge the course facilitators to use videos developed by the teachers to enable them to reflect on their own teaching. This is a very powerful tool since teachers do take a lot of in-the moment decisions and to enable the teachers to be critical pedagogues it is imperative that opportunities for reflection on their own practices be provided to them. Since the advent of technology has made it easier to capture and document one’s own classrooms, it is viable to gain an entry into discussions about what happened at that moment thus enabling the teachers to make theoretical connections as well and take considered decisions.

47. Alliance of Teacher Education and ICT in Open and Distance Learning

SABA PARVEEN, ANJUM AHMED

Aligarh Muslim University, Aligarh

In 21st century, Information Communication Technologies (ICTs) play a significant role in teacher education through Open and Distance Learning (ODL). The ICTs include various technologies like audio, video, computer, internet, satellites, etc. Modern technologies such as computer, multimedia etc. are being used in various fields for data processing and quality improvement. These technologies are being utilized in traditional teaching and open distance learning. The objectives of teacher education in ODL are dependent upon various factors which contribute significantly in teacher education programmes. The programmes attempt to implement various strategies that may help to understand the nature of teacher education and emphasise the key areas which can be evaluated through performance application of current teaching techniques and through ICTs. In rural and remote areas the learners are not much aware about modern teaching technologies and they do not know the use of these technologies in the teacher teaching process. This paper will highlight on the issue as how teachers can use ICT in an effective way in education through ODL. The paper will discuss the psychological barriers and the stereotype notions found in conventional and distance learners. And lastly the paper will suggest various ways in which these barriers can be removed to integrate the wholesome essence in teacher education at a distance.

48. Distance Education in Geospatial Technology at IGNOU and its Implications for Teacher Education

BENIDHAR DESHMUKH, KAKOLI GOGOI·MEENAL MISHRA

IGNOU, New Delhi

Geospatial technologies have been used as a tool in teaching and learning to make them more effective. In India too, geospatial technologies have become an integral part of higher education in a wide range of disciplines *viz.* social studies, health, science and technology. Realising scope of geospatial technologies, the subject has recently been introduced at higher secondary curriculum by Central Board of Secondary Education (CBSE). However, there is insufficient number of teachers skilled to teach geospatial technologies, particularly at the school level as computer science and/or geography teachers are engaged in teaching the courses.

IGNOU aims to democratise education for inclusive growth of the society by offering cost-effective and quality educational programmes catering to learner's need for diversification of knowledge, improvement of skill and professional development at workplace. Considering the need for geospatial technology education, IGNOU too offers a Post Graduate Certificate programme in Geoinformatics (PGCGI). There are many teachers enrolled in many of IGNOU programmes and the PGCGI programme is no exception. In fact, one of the target groups of the programme is the teachers teaching geospatial technology related courses at higher secondary and undergraduation levels.

This paper deals with implications of (i) teacher education in geospatial technology and also with (ii) education with geospatial technology. It first discusses as to how education in geospatial technology at IGNOU is providing applied experience on geospatial technologies to school and undergraduate teachers thereby addressing their need for capacity building to teach the subject at their respective institutes. It also examines as to how teachers can integrate geospatial technology as an instructional tool to enhance instruction in a wide range of disciplines, particularly in social studies, science, environmental and health education to develop spatial thinking and analysis in learners. Further, challenges and opportunities in teacher education in geospatial technologies

Application of ICT in Teacher Education through ODL

and also use of geospatial technologies in education in various disciplines are discussed.

49. Problems of ICT Application in Teacher Education through ODL: A Grass Root Study

Tanuja Pandey

Maharaja Agrasen College, Bareilly

Today, the impact of technology is clearly evident in every walk of life. During the last decades, the rapid advent of science and technology particularly in the field of Information and Communication Technology (ICT) has changed the face of the whole world and education also could not remain free from its influences. In the field of formal and informal education, educational administration, etc. the new modes of ICT are emerging rapidly. In respect of Open and Distance Learning (ODL) the ICT based technologies may be used for different purposes in teacher education. In delivery of instructional materials, avoiding mailing costs, simulated two-way communication, taking part in e-learning and use of open educational resources the different means of ICT are significant in teacher education through ODL. Keeping in view the importance of ICT in teacher education through ODL in the present study an effort has been made to identify the various problems of ICT application in teacher education through ODL.

50. A Review Paper on the Use of Ict for Instructional Purposes

SONIA STHAPAK, JAI HIND VISHWKARMA

GGV, Bilaspur

The ICT has become one of the buzz words in the present era. Its use in educational field has enormous advantages. It eases the work of curriculum transaction, saves time and communicates the concept in an effective way. Seeing the important role of ICT in the instructional field the investigator thought of reviewing work done on use of ICT for instructional purposes in open and distance learning. Though most of the studies reviewed emphasized on the fact that ICT enables the smooth and easy transaction of content and makes the learning process a joyride. But after reviewing the related literature and collecting data from Bilaspur district, it revealed a very contradictory picture. Most of the open and distance learning centres running in Bilaspur district lack the basic amenities related to ICT hence the use of ICT in ODL centres of Bilaspur district proves to be an eyewash.

This paper therefore, tries to focus on presenting a picture related to the use of ICT in open and distance learning centres activated in institutions in Bilaspur district.

51. Alternative Assessment Strategies for Online Learning Environment at Elementary Level

ANJULI SUHANE

IGNOU, New Delhi

Different alternative approaches for assessment are required to accommodate the various ways in which learners construct knowledge in online learning environment. Online assessment can provide speedy and detailed feedback to help learners to improve their performance. Alternative online assessment strategies such as concept mapping, web-based quizzes, discussion forum, online CATs, assignments, collaborative assignments, reflective journals, e-portfolio, e-rubrics, etc. recently have been used as effective teaching-learning tools. The online environment offers some unique challenges for assessment, but also offers opportunities for positive ongoing assessment. Now-a-days there are a range of services offering opportunities for online assessment and feedback.

Teachers often find it difficult to identify and locate online assessment tools. Some questions may arise in their mind such as - which online tool is better in a particular situation? How concept mapping can be used as assessment tool? How could they effectively use rubrics to inform the evaluation process in an online Science classroom? How can they promote academic honesty and ethics when assessments are taken online? This paper helps the teachers to find the answers to these questions and discusses the need and prospects for alternative assessment strategies in online learning environment within the context of elementary science education. The paper describes a suggestive lesson plan for online science teaching-learning at the elementary level by integrating various alternative pedagogical and assessment strategies.

52. Role of Open and Distance Learning In Teacher Preparation for Inclusive Education

Aarti Joshi

Lyallpur Khalsa College of Education for Women, Jalandhar

Open and distance learning has helped many teachers to upgrade themselves as it has provided open access to education and training provisions, flexible learning opportunities removing the constraints of time and place. This learning system has made the concept of continuing education a reality. Now-a-days one of the major concerns is teaching in inclusive settings. Since the time government has framed educational policies to enroll more and more children to the school and many provisions are made which has now made elementary education a fundamental right. This right is equally applicable to all the children including those from the marginalized groups. Today teaching in inclusive classrooms is one of the major challenges faced by the teachers. Inclusive teaching involves use of multiple ways of accessing the knowledge. So there is a need to provide teacher training to the teachers to deal with such children and have additional skills and abilities, as lack of well-prepared and motivated teacher's affects enrolment, participation, and achievement of such children who otherwise need special care and attention of the teacher. So there is a need to provide teacher training to the teachers to deal with such children that incorporates what we know about inclusive educational practices into the pre-service preparation of special and general education teachers. So an effort has been made to study various federal laws and role of open and distance learning in teacher preparation for inclusive education.

53. Rights of Persons with Disabilities Act 2016 and Teacher Preparation for Inclusive Education: A Long Way to Go

AKHILESH KUMAR, ANIL KUMAR JAIN

VMOU, Kota

After a long gap of 21 years, the parliament of India has passed the Rights of Persons with Disabilities Act, 2016. This act replaced The Persons with Disabilities (Equal Opportunities, Full Participation and Protection of Rights) Act, 1995. Categories of different disabilities have been increased from 'seven' to 'twenty one'. It is expected that these revolutionary changes will bring a paradigm shift, not only in disability rehabilitation but also in Inclusive Education. An attempt has been made in the present paper to critically examine the changes required in existing Teacher Education programmes as well as special, general to meet the requirement of Inclusive Education in the context of Rights of Persons with Disabilities Act, 2016. As in the new act, in addition to 7 categories, 14 new categories of disability have been added, major changes are required to realize the goals of inclusive education which of course, brings new challenges too. Efforts have been made in this paper to recognize such challenges and measures to be taken to turn inclusive education in India a reality.

54. Role of ODL in Making the Teachers Lifelong Learners

NASRIN SURAIYA, SAJID JAMAL

Aligarh Muslim University, Aligarh

Lifelong learning has been defined as the learning activities under taken throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective. As, the teachers are expected to groom the youngsters as role performers in all walks of life, they must be lifelong learners. They must adopt a lifelong learning mind set to continually push themselves to learn new ways of providing the counselling to the students in a meaningful way, transacting the curriculum in the classroom effectively and evaluating the performance of the students in an innovative manner. There is a need to adapt and change to keep pace with the ever-changing environment and to stay informed and inspired as well as prepare the next generation for a new world. In India, teacher education programs try to provide opportunities to professional development for teachers but these traditional programmes are not competent enough to update them according to the ever changing world, whereas, the ODL institutions employ a variety of approaches in the teaching-learning process, especially designed to meet the needs of the ever-changing global scenario. Through ODL, teachers are able to learn and update themselves without attending any institutions. This paper focuses on the various roles of ODL in this regard.

55. Lifelong Learning for Prospective Teachers: Ways and Strategies of training through ODL

ABHILASHA GAUTAM, AMANDEEP KAUR

DIRD College, Delhi

Lifelong Learning is that which is flexible, diverse and available at different times and in different places. It crosses sectors and promotes that learning which has not been the part of conventional education system. The European Lifelong learning initiative defines lifelong learning as 'continuous supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they require throughout their lifetime and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environment'. Lifelong learning is continuous and helps us to build up competence in the individuals whatever may be the circumstances and in any type of environment. It helps us to adapt the environment with zeal and dedication. There may be numerous ways and strategies to inculcate lifelong learning among teachers through ODL such as action research, project works, discussion sessions, group learning, case studies(with follow up), using technology to learn (like creating blogs etc.). In this paper, the various ways and strategies of inculcating lifelong learning among the pupil teachers of ODL are discussed.

56. Strategies of Teacher Preparation for Inclusive Education

DINESH SINGH

UPRTOU, Allahabad

and

SAROJ YADAV

University of Allahabad, Allahabad

Inclusive education refers to the inclusion of marginalized groups culturally, socially and economically including the differently abled children. Inclusion supports the involvement of each and every member of the society. The teacher of an inclusive classroom must be sensitized and aware of the philosophy of inclusive education. S/he must have the professional skill in the areas of co-operative learning, peer tutoring, adaptive curriculum etc. S/he should be oriented towards the different types of adjustment that schools have to make in terms of infra-structure, curriculum, teaching methods for the learners of diverse needs. To work in inclusive classrooms, teachers need to be retrained in curriculum, transaction and evaluation. Development of positive attitude towards inclusive education among teachers during training is also necessary. After retraining in skills and attitudes, they must also be supported with appropriate materials. In Teacher training institutions, knowledge and skill of technological and assistive devices for differently abled children should also be provided.

57. Teacher Preparation for Inclusive Education through ODL: Challenges and Solutions

NAHID ASHRAF, SAJID JAMAL

Aligarh Muslim University, Aligarh

Inclusive education is in fact an approach to education to ensure access and participation of all students in the same learning process irrespective of their capabilities, strengths, weaknesses, and to maximise their potentials by catering to the needs of the individual learner. It is based on the principle of equity by providing quality education to the learners of diverse abilities and background. It provides justice to all learners addressing individual needs of each student and create a favourable environment in which everyone has the opportunity to flourish. Since teachers are the central force of an education system, the successful implementation of inclusive education requires special training for the teachers so that they can provide an effective support system to the differently abled students. But inclusive education is a modern approach and there are many teachers who have been teaching for years and they are incapable of adopting this approach to their education process. Open and Distance Learning provides a flexible system of teacher education regarding access, curriculum and other elements of structure and may be crucial to upgrade the knowledge and skills of the teachers. However, there are manifold challenges in this context. This paper critically analyses those challenges along with the possible solutions.

58. Restructuring Teacher Education: Life-long Learning Perspective

MANJU GERA, NEERAJ KUMAR

Panjab University, Chandigarh

In a climate of speedy changes, increasing innovation and knowledge boom, life-long learning is very important. The term 'life-long learning' involves cradle-to-grave perception, which recognizes that learning occurs at all stages of life, in different forms and in diversity of arenas. Teacher Education must include preparing teachers for their roles of teaching students learning-to-learn strategies and also to train teachers with life-long learning skills. The present teacher education program needs to be restructured to inculcate in teachers the life-long learning skills to develop their competencies so that they can inculcate the same attitude in their students. Lifelong learning skills need to be developed in the students to stay updated in their fields. Staying abreast of new innovations, researches, techniques, and information is a precondition for successful decision-making and problem-solving. This paper suggests programs, activities and suggestions to prepare the present generation teachers with competencies like: coping with different learning needs and expectations of learners, learning new ways of transacting the curriculum, and developing the ability of 'learning to learn' among students. The onus is on teacher education institutions whether in distance mode or regular mode to develop these competencies in the teachers so that they can take up the challenges with confidence.

59. Teacher Preparation for Inclusive Education- A Study on Teacher Education through Open and Distance Learning

M.V.RAMANA

S.S.N.Memorial College of Education, Andhra Pradesh

and

R.ANJANEYULU

Osmania University, Hyderabad

The movement for “Education for All” acts as a gateway towards inclusive education. Inclusive education is based on the principle that local schools should provide education for all children and young people regardless of any perceived social, emotional, cultural, intellectual or linguistic difference or disability. The goal of inclusion is to prepare students to participate as full and contributing members of the society. For successful inclusion to take place it should necessarily be a team approach i.e. between the teachers, management, students, school and community. Team work helps in better implementation of inclusive education. The inclusive education system requires a more knowledgeable, highly skilled teaching force. There is a need for strengthening knowledge, skills and attitudes of teachers for creating inclusive ethos and learning environment in schools.

The Teacher Training Courses at all levels through Open and Distance Learning needs to emphasize the education of children with disability as a core area of study. Teachers through Open and Distance Learning need to build competencies in three areas i.e. 1) Foundational Competencies 2) Skill competencies and 3) Reflective competencies to face the challenges of inclusive education. This paper identifies the key concepts associated with inclusive education and discusses them in relation to issues in the reform of teacher education through Open and Distance Learning. It argues that the reform action of Open and Distance Learning of teacher education for inclusive education is an important activity in improving educational equity.

60. Future Perspective of Teacher Education through ODL Mode

SHAMBHU PRASAD

L. N. Mithila University, Darbhanga

The traditional role of teaching is under strain, consequent upon the change due to the growth of global village concept, technoeducational approach, acculturating role of education relating to the quality of life and the rapid growth of the third wave based on education. The existing social milieu, hiatus between the developed, developing and under developed group/groups, growth of tendencies of desacredisation, dehumanization, deculturalisation and deprivation will force the policy framers to think of alternative structures and methods in teacher education which should be need based, local specific and flexible to incorporate the changes as much as possible. The society needs the teacher education programme to produce such trained personnel who will not only fulfill the human power requirement but also acquire necessary insights and skills to find answers to their immediate concern and future shocks.

Therefore, any teacher education programme at different levels acting as a triangular linkage between basic functional education, new directions in education and emerging concept of national development is inevitable for generating cooperative action to strengthen national capacities.

For implementing a new innovation be it teacher education or education in general, let us think of developing new models. The models will be specific in the sense that each model will have the leverage to make teacher education system holistic in nature, participatory in approach, mission mode in modalities, convergence in strategies and flexible for innovations.

As teacher education programmes are provided through face to face as well as ODL mode, the models developed should be implemented through both the modes.

61. An Investigation of Research Studies in Teacher Education Through Open and Distance Learning

AMITOSH DUBEY

IGNOU, New Delhi

The teacher education through Open and Distance learning mode is gaining momentum as different ODL organizations started offering it. Instructional process of distance education system is different from conventional education system. Instructional process of open and distance education system mostly use varied technology-based course delivery from conventional educational technologies to the advanced synchronous and asynchronous online learning technologies. This rapid growth in teacher education through ODL and expansion in technology based course delivery mechanism has paved the way for researchers to identify the different challenges and problems in teacher education through ODL. This study examines the publication frequency of research articles related with teacher education through ODL in research journals of distance education and investigate which delivery modes (ICT) are frequently used in teacher education through ODL. The study contributes towards better understanding of the current level of research in ODL teacher education and the frequently used ICT (delivery modes) in instructional processes in the area of teacher education through ODL.

62. Role of ODL in Teacher preparation for Inclusive Education

VIRENDER KUMAR

IGNOU, New Delhi

After the realization of rights of the traditionally excluded from the mainstream education by the society, the concept of 'inclusive education' has gained much attention, students who have previously been referred to special schools, having been judged 'less able', are now part of the mainstream schools.

However, it is often argued that teachers lack the necessary knowledge and skills to work with such students in inclusive classrooms. Shortage of teachers and teacher's training institutions also derails the inclusive education movement in a densely populated country. In our country currently 523,000 posts of teachers at various levels of schooling are vacant. Government policies' recommendation regarding reduced class size and ensuring universal access to elementary education, also requires an additional 5,10,000 teachers over and above the current vacancies. Hon'ble court has reiterated it many times that, at least two teachers, trained with specialized teaching methodology must be appointed in each and every school for providing necessary support to the general teachers and disadvantaged students studying in the inclusive classrooms. But due to lack of trained human resources it could not be implemented.

ODL is one of the most rapidly growing fields of education now a days. The new ODL system is growing fast because of the development of Internet-based information technologies, and in particular the World Wide Web. Inclusive philosophy and ODL System both believe in equality and are based on the principle of welcoming all & providing barrier free education to a great extent. ODL System can be a boon in order to prepare teachers for inclusive classroom through offering specialized degree diploma and certificate teacher (in-service & pre-service) training programmes to individuals in a diversified country for catering to the needs of disabled and disadvantaged studying in the inclusive classrooms.

63. Dismal Teacher Education in the State of Jammu and Kashmir: Who is Responsible?

HABIBULLAH SHAH

University of Kashmir, Srinagar

Teacher education in the State of Jammu and Kashmir is not up to the mark. No doubt the state has two state universities, two recently established central universities, two Government colleges of education, 142 private colleges of teacher education and 22 DIETs to look after teacher education but the quality of teacher education is still an issue. J&K is not governed by the norms of the National Council for Teacher Education, as a result the state does not have its own teacher education policy as on date. There is no single organization for setting academic standards, regulating and monitoring the teacher education in the state, as a result of which this extremely important responsibility is fragmented and divided in peculiar ways. In this paper, an attempt has been made to study the historical background of teacher education in the state of J&K. The paper also highlights those factors responsible for the state of affairs in teacher education in the state. At the end of the paper, some of the policy recommendations and suggestions have also been put forward for streamlining the teacher education in the state.

64. Panacea for Pandemic Challenges of Teacher Education in India

M. V. LAKSHMI REDDY

IGNOU, New Delhi

Seven decades of Independent India's educational journey has been a mix of successes and failures, though the latter may outweigh the former. Challenges of equipping schools with trained teachers at all levels of the school system – pre-primary, primary, elementary, secondary and senior secondary – continue unabated. Certain hard facts such as the growing number of untrained teachers, increasing number of vacancies of teacher positions demanding trained/qualified teachers, and running of primary schools by ad-hoc teachers in states like Bihar, Uttar Pradesh, Jharkhand and West Bengal, among others, serve as harsh reminders for all the concerned. Reported poor and under achievement by the school students of different classes reflects yet another disturbing fact of deteriorating quality of school education in many states. Together these facts speak volumes about the gaps, lapses and failures in educational policy making including teacher education policy and its implementation. In short, it is perennial failure of the existing teacher education system to gear-up to the growing demands.

Does such a situation not call for revamping of teacher education system to address in a holistic manner the pandemic challenges of the school education? Can there be one comprehensive solution to the plaguing problems of school and teacher education? Is it not possible for the nation to conceive of such a teacher education programme that can address all the challenges and problems comprehensively on long term basis and with wider perspective? Obvious answer to the above questions is certainly an affirmative. What then is the problem? It is all the chronic cynicism, vested interests and headstrong bias of the policy makers and implementers against such panacea. Any panacea is bitter and known for its positive effect; here also it is expected to be so. Hope the panacea intended here becomes acceptable to serve its purpose!

In such background, the author here attempts to:

- i) Highlight the true nature of the chronic challenges of teacher education vis-à-vis school education;
- ii) Argue for universal policy design for integrating school and teacher education systems across the country; and
- iii) Suggest a comprehensive teacher education programme through ODL that is fit for all times to come, which can serve as the panacea for all the plaguing problems.

List of Participants

Sh. K. Sreenivasul
PG Teacher in Chemistry
Kendriya Vidyalaya
Gachibowli, Hyderabad-500032 (Telangana)
e-mail: skuruvada@gmail.com

Dr. Narendra Kumar, Assistant Professor
School of Education,
Central University of Rajasthan
Bandarsindari, Ajmer, Rajasthan
e-mail: drnarendra09@gmail.com

Mr. Shanker Luitel
Research Scholar
School of Education (SOE)
IGNOU New Delhi
e-mail: shankerind98@gmail.com

Dr. Manjula
Assistant Professor
Islamia T.T. (B.Ed.) College,
Phoolwarishareef, Patna
e-mail: write2drmanjula@gmail.com

Bireswar Pradhan,
Research Scholar
School of Tourism Hospitality Service
Management (SOTHSM)
IGNOU, New Delhi
e-mail: bpradhan1232013@gmail.com

Ms. Shalini Sharma
Assistant Professor
IAMR College, Ghaziabad
e-mail: Sharma1991shalini@gmail.com

Dr. Rajender Kumar, Professor
Jan Nayak Ch. Devi Lal College of
Education, Sirsa
e-mail: rajenderkumar07@gmail.com; and

Mr. Anil Kumar, Assistant Professor
Jan Nayak Ch. Devi Lal College of
Education,
Sirsa
e-mail: rajenderkumar07@gmail.com; and

Ms. Santosh Kumari Regional Director
IGNOU Regional Centre,
I.T.I. Building, Bulepur, Khanna
District - Ludhiana, Punjab - 141401
e-mail: santoshk@ignou.ac.in;
anjana@ignou.ac.in

Ms. Santosh Kumari Regional Director
IGNOU Regional Centre,
I.T.I. Building, Bulepur, Khanna
District - Ludhiana, Punjab - 141401
e-mail: anjana@ignou.ac.in

Dr. Kshama Pandey
Assistant Professor
Department of Foundations of Education,
Faculty of Education
Dayalbagh Educational Institute (Deemed
University)
Agra- 282005.
e-mail id- kshamasoham@gmail.com;

Priyanka Mittal
Research Scholar
Department of Foundations of Education,
Faculty of Education
Dayalbagh Educational Institute (Deemed
University)
Agra- 282005.
e-mail id- priyanshimittal1984@gmail.com

Dr. A. Subramanian
Assistant Professor
Department of Education
University of Madras,
Chennai – 600005 TN
e-mail: asubramaniandiet2000@gmail.com

Mr. Pratim Maity Research Scholar
Department of Education
Jadavpur University, Kolkata-32.
e-mail: lalitmohakud@yahoo.in

Mr. Lalit Lalitav Mohakud
Asstt. Professor
Department of Education,
Jadavpur University, Kolkata-32.
e-mail: lalitmohakud@yahoo.in

Ms. Savita Kaushal
Assistant Professor
NUEPA, 17- B,
Sri Aurobindo Marg,
New Delhi -110016
e-mail: savita@nuepa.org;
savitakaushal@gmail.com

Monalisa Chakraborty, Assistant Professor,
Sammilani Teachers' Training College.
Kolkata-700040
e-mail: monalisachakraborty94@gmail.com
Dr. Sridipa Sinha, Associate Professor
Department of Education, University of
Calcutta
e-mail: sridipa.sinha@gmail.com

Mr. Amjad Khan, Research Scholar
Department of Education, Aligarh Muslim
University, Aligarh.

Dr. Anjum Ahmed, Assistant Professor
Department of Education, Aligarh Muslim
University, Aligarh.
e-mail: anjum.amu1312@gmail.com

Dr. Elizabeth Kuruvilla
Assistant Professor
School of Education
IGNOU, Maidan Garhi
New Delhi – 110068
e-mail: elizakuruvilla@ignou.ac.in

Sh. Dinesh Kumar Gupta
Research Scholar
Dept. of Education
University of Rajasthan
Jaipur
e-mail: dineshg.gupta397@gmail.com

Dr. Sajida Sadiq
Principal
M.K.B., Mahila B.Ed. Mahavidyalaya
Jaipur (Raj.)

Dr. M. Rajendran
Assistant Professor
Department of Education
33 Chhatra Marg
University of Delhi
Delhi – 110007
e-mail: rajendran78r@gmail.com

Ms. Kritika Gosain
Ph.D. Scholar
Department of Education
33 Chhatra Marg
University of Delhi
Delhi – 110007

Prof. Rajendra Vadnere
Professor and Director
School of Continuing Education
Yashwantrao Chavan Maharashtra Open
University
Nashik – 422222
e-mail: dir_cnt@ycmou.digitaluniversity.ac

Mr. Sachin Tarwate
Research Fellow
School of Continuing Education
Yashwantrao Chavan Maharashtra Open
University
Nashik – 422222
e-mail: sachinpbtarwate@gmail.com

Dr. Rekha Sharma Sen
Associate Professor
School of Continuing Education
IGNOU, Maidan Garhi
New Delhi – 110068
e-mail: rekha_s_sen@hotmail.com

Dr. Pankar Khare
Deputy Director
Vice Chancellor's Office
IGNOU, Maidan Garhi
New Delhi – 110068
e-mail: pankajkhare@gmail.com

Ms. Pranjali Dev
Consultant
School of Continuing Education
IGNOU, Maidan Garhi
New Delhi – 110068
e-mail: pranjali.dev@gmail.com

Ms. Rukhsar
15by134
Badi Athai Nai ki Mandi
Meera Hussaini Road
Agra – 282003
e-mail: rukhsar786usmani@gmail.com

Dr. (Smt.) Beena Singh
Assistant Professor
Department of Education
Pt. Sundarlal Sharma (Open) University
Chhatitigarh, Bilaspur

Dr. Gouri Sharma
Assistant Professor
Department of Education
Pt. Sundarlal Sharma (Open) University
Chhatitigarh, Bilaspur
e-mail: 23gouri74@gmail.com

Dr. Keerti Singh
Assistant Professor
Vardhaman Mahaveer Open University
Kota
e-mail: keertisingh@vmou.ac.in

Dr. Akhilesh Kumar
Assistant Professor
School of Education
Vardhaman Mahaveer Open University
Kota
e-mail: akumar@vmou.ac.in

Prof. K.C.Vashistha
Dean
Faculty of Education
Dayalbagh Educational Institute (Deemed
University)
Dayalbagh, Agra (U.P.) – 282005
e-mail: kcvashishtha@gmail.com

Sh. Bajarang Bhushan
Assistant Professor
Faculty of Education
Dayalbagh Educational Institute (Deemed
University)
Dayalbagh, Agra (U.P.) – 282005
e-mail: bajarangbhushan@gmail.com

Ms. Aditi Bapte
Research Scholar,
Faculty of Education
Dayalbagh Educational Institute (Deemed
University)
Dayalbagh, Agra (U.P.) – 282005
e-mail: aditibapte@gmail.com

Ms. Nandita Dev
119 M.B. Road
Flat No. 2/2, P.O. Nimta
Kolkata – 700049,
e-mail: nandita.deb123@gmail.com

Ms. Deepa Das
Sankar Hights
Flat No. 403
Gaytri Nagar
Raipur, Chhattisgarh
e-mail: dassdeepa@rediffmail.com

Dr. S. Radha
Regional Director-IGNOU
H.No. 15, Ground Floor,
First Cross, Amarjyothi Nagar
Bangalore-560040, Karnataka
e-mail: sankhvaramradha@gmail.com

Mr. Parekh Himanshu Sureshchandra
12, Teachers' Society
Ankleshwar-393001
Gujarat
e-mail: hima.nshu@rediffmail.com

Dr. Sanjivani R. Mahale
Director (I/C)
Associate Profesor
School of Education
YCMOU, Nashik
e-mail: drsanjivani_mahale@yahoo.co.in

Ms. Anjali Kumari
Senior Research Fellow,
Guru Ghasidas Vishvidyalaya
Bilaspur, Chhattisgarh India
e-mail: anjali4web@gmail.com

Dr. Manoj Kumar Dash
Regional Director
IGNOU Regional Centre
70/80, Patel Marg
Mansarovar, Jaipur - 302020.
e-mail: rcjaipur@ignou.ac.in

Ms. Swarnika Pallavi
Ligh-12/406, Hanuman Nagar
Kankarbagh, Patna-800020
e-mail: swarnika.pallavi8@gmail.com

Dr. Manju Gupta
Associate Professor
Department of Education
Meerut College Meerut
e-mail: manju_meerutcollege@yahoo.com

Dr. Beena
40-B, Type-C
BHEL Township
NOIDA-201301
e-mail: mohbee15@hotmail.com

Dr. S. Mohanty
Deputy Director
IGNOU Regional Centre
C-1, Institutional Area, Bhubaneshwar
e-mail: subhakant.s@gmail.com

Dr. Niradhar Dey
Assistant Professor
School of Education
IGNOU, Maidan Garhi
New Delhi - 110068.
e-mail: niradhar@ignou.ac.in

Sh. Chandra Shekhar
Consultant
School of Education
IGNOU, Maidan Garhi
New Delhi - 110068.

Ms. Manjeet Kumari
Research Scholar
Department of Education
Punjab University
Chandigarh
e-mail: jangramanjeet1533@gmail.com

Ms. Renuka Desai
Vidya Nagar, Yadagir Road
3rd Cross, Talikoti-586214
TQ: Muddebihal, Dist. Vijayapur
e-mail: renu12.desai@gmail.com;
limkaram65@gmail.com

Mr. G. Anbalagan
Assistant Regional Director
IGNOU Regional Centre
Madurai, Tamil Nadu - 625018
e-mail: anbalagan@ignou.ac.in

Dr. Arshia Hussain
Assistant Regional Director
IGNOU Regional Centre
Madurai, Tamil Nadu - 625018
e-mail: ahussain@ignou.ac.in

Dr. Rajendra Vadanere
Professor and Director
School of Continuing Education
Yashwantrao Chavan Maharashtra Open
University
Nashik - 422222
e-mail: dir_cnt@ycmou.digitaluniversity.ac

Ms. Rucha Gujar
Assistant Professor
School of Continuing Education
Yashwantrao Chavan Maharashtra Open
University
Nashik - 422222
e-mail: gujar_rr@ycmou.digitaluniversity.ac

Ms. Sneha Rathod
Research Fellow
School of Continuing Education
Yashwantrao Chavan Maharashtra Open
University, Nashik - 422222
e-mail: sneharathod578@gmail.com

Dr. Sutapa Bose
Associate Professor
School of Education,
IGNOU, Maidan Garhi,
New Delhi – 110068.

Dr. Sher Singh
Asstt. Regional Director
IGNOU Regional Centre
70/84, Patel Marg
Mansarovar, Jaipur – 302020
Rajasthan
e-mail: rcjaipur@ignou.ac.in

Mr. Prashish Khare
Review Officer
Allahabad High Court
Allahabad
e-mail: prashishkhare@gmail.com

Dr. Dhananjay Yadav
Professor
Department of Education
University of Allahabad
E-mail: dhananjaiyadav@yahoo.com

Dr. Amit Agarwal
Male
Assistant Professor
Department of Commerce
Government Degree College
Behat, Saharanpur
e-mail: agrawalmitdr@gmail.com

Dr. Nisha Singh
Deputy Director
IUC, Block-16
IGNOU, Maidan Garhi
New Delhi - 110068
e-mail: drnisha@ignou.ac.in

Ms. Bhawna Sharma
Lecturer, SCERT
D.I.,E.T. Keshav Puram
e-mail: bhawanasharma1979@gmail.com
Mr. Amit Saroha
Lecturer, SCERT
D.I.,E.T. Keshav Puram

Dr. M.S. Parthasarathy
IGNOU Regional Centre
No. 293, 39th Cross
8th Block, Jayanagar
Bangalore - 560070
e-mail: rcbangalore@ignou.ac.in

Ganesh Datt
Assistant Teacher
Uttarakhand Government
e-mail: rkdassg@gmail.com

Dr. Inderpreet Kaur Chachra
Assistant Teacher
Uttarakhand Government

Ms. Smriti Sharma
C-337, MIG Flats, Saket
New Delhi - 110017
e-mail: smritionnet@gmail.com

Ms. Saba Parveen
Research Scholar
Department of Education
Aligarh Muslim University
Aligahr
e-mail: sabamuq@gmail.com

Ms. Anjum Ahmad
Assistant Professor
Department of Education
Aligarh Muslim University
Aligarh
e-mail: anjum.amu1312@gmail.com

Mr. Benidher Deshmukh
Associate Professor in Geology
Block-15J, School of Sciences
IGNOU, Maidan Garhi
New Delhi - 110068
e-mail: bdeshmukh@ignou.ac.in

Ms. Kakoli Gogoi
Assistant Professor in Geology
Block-15J, School of Sciences
IGNOU, Maidan Garhi
New Delhi - 110068
e-mail: kakoligogoi@ignou.ac.in

Ms. Meenal Mishra
Associate Professor in Geology
Block-15J, School of Sciences
IGNOU, Maidan Garhi
New Delhi - 110068
meenalmishra@ignou.ac.in

Ms. Tanuja Pandey
Lecturer in Department of Teacher Education
Maharaja Agrasen College
Bareilly
e-mail: tanujabhatty27@gmail.com

Ms. Sonia Sthapak
Assistant Professor
Department of Education
GGV, Bilaspur
e-mail: soniasthapak@gmail.com

Dr. Anjali Suhane
Assistant Professor
School of Education
IGNOU, Maidan Garhi
New Delhi - 110068.
e-mail: anjulisuhane@ignou.ac.in

Ms. Arti Joshi
61, Modern Estate
B/S Railway Colony
Talhan Road
Jalandhar - 144023
e-mail: aartiguide@gmail.com

Dr. Akhilesh Kumar
Assistant Professor
School of Education
Vardhaman Mahaveer Open University
Kota
e-mail: akumar@vmou.ac.in

Dr. Anil Kumar Jain
Director
School of Education
Vardhaman Mahaveer Open University\
Kota
e-mail: akjain@vmou.ac.in

Ms. Nasrin Suraiya
Research Scholar
Department of Education
Aligarh Muslim University
Aligarh

\
Prof. Sajid Jamal
Professor
Department of Education
Aligarh Muslim University, Aligarh
e-mail: shadansj07@rediffmail.com

Mrs. Abhilasha Gautam
Assistant Professor
B.Ed. DIRD College
Nangli Poon, Delhi

Mrs. Amandeep Kaur
Assistant Professor
B.Ed. DIRD College
Nangli Poon, Delhi
e-mail: aman010@hotmail.com

Mr. Dinesh Singh
School of Education
University of Allahabad
Allahabad
e-mail: dineshedu.allad@gmail.com

Dr. Saroj Yadav
Assistant Professor
School of Education
University of Allahabad
Allahabad
e-mail: saroj.aahan2@gmail.com

Mr. Nahid Ashraf
Research Scholar
Department of Education
Aligarh Muslim University
Aligarh

Prof. Sajid Jamal
Professor
Department of Education
Aligarh Muslim University
Aligarh
e-mail: shadansj07@rediffmail.com

Dr. Manju Gera
Asstt. Professor
USOL, Department of Education
Panjab University, Chandigarh
India
e-mail: drmanjugera@gmail.com

Dr. Neeraj Kumar
Research Scholar
Department of Education
Panjab University, Chandigarh
India

Dr. M.V. Ramana
Principal
S.S.N. Memorial College of Education
Nuzvid, Distt. Krishna
Andhra Pradesh
e-mail: manu03@rediffmail.com

Dr. R. Anjanayulu
Assistant Professor and Head
Department of Geography
Nizam College (Autonomas)
Osmania University, Hyderabad-1,
Telangana
e-mail: anjaneyulurk@gmail.com

Mr. Shambhu Prasad
Faculty of Education
Directorate of Distance Education
L.N. Mithila University
Darbhanga
e-mail: prasad4dde@gmail.com

Dr. Amitosh Dubey
Producer
Room No. 206, EMPC
IGNOU, Maidan Garhi
New Delhi - 110068
e-mail: amitosh@ignou.ac.in

Mr. Virender Kumar
59, Chinar Apartments
Sector-9, Rohini
Delhi 110085
E-mail: virenjmd@gmail.com

Mr. Habibullah Shah
Assistant Professor (Education)
Directorate of Distance Education
University of Kashmir, Srinagar
e-mail: habibkashmiruniversity@gmail.com

Dr. M. V. Lakshmi Reddy
Associate Professor
School of Education
IGNOU, Maidan Garhi
New Delhi - 110068.
e-mail: mvlreddy@ignou.ac.in

