



CHETANA

International Journal of Education

Impact Factor
SJIF-5.689

Peer Reviewed/
Refereed Journal

ISSN-Print-2231-3613
Online-2455-8729



Prof. A.P. Sharma
Founder Editor, CIJE
(25 12 1932 - 09 01 2019)

Received on 3rd July 2020, Revised on 7th July 2020; Accepted 14th July 2020

ARTICLE

Value Inculcation among Teachers through Open and Distance Learning Programme of Indira Gandhi National Open University (IGNOU)

*** Dr. Rupali Srivastava**

*Assistant Regional Director
IGNOU Regional Centre Jodhpur, Rajasthan
E-mail: rupali.srivastava@ignou.ac.in, Mobile:7073507538*

Dr. Anuradha Sharma

*Project Fellow SoE Under PMMMNMTT(MHRD)
Dayalbagh Educational Institute Agra
E-mail:anuradha941@gmail.com, Mobile:9412301206*

Key words- *Value Education, Morals, Ethics, Schools and Sustainable Communities, Gyanvani and Gyandarshan etc.*

Abstract

Inculcating value education to the present generation of students has a crucial nexus in the teaching and learning process as the extensive use of technologies and changing pattern of teacher and student roles in the improved modernised life has gross impact on the nature. Many graduates are turn to be more productive but lack with the communicative skills and language learning styles. The human capital in the huge populated country like India has vast impact on the socio-economy of the globalised world. The country is very famous among several nations, for its human values, cultural diversity and longevity of the maintenance of the family structure in the social aspects. Today the growth of online interface, internet connectivity, use of mobile phones, social media platforms, entertainment TVs and Radios and other technological advancements have greater influence on the society as well in the moral values of every individual life. The value education is closely deep-rooted in the education system in India since from the Gurukul method of teaching process and known through the age old historical perspectives. Due to transformation in the human lifestyles, modernisation, improved

aspirations towards changing lifestyles, less participation in sports and cultural aspects, self introspection, selfishness, mental agonies, intolerance, unhappiness with the society or family and so many reasons, several human beings are slowly developing psychological issues and apathy in the day to day life with mental pressures. The lack of tendency, self centeredness, away from community participation, common belief of entertainment with social media and website based activities are the major problems among the present generation. In order to inculcate the moral ethics, community living, environmental values and participation in the natural process of sustainable lifestyles, social interactivity and to develop helping tendency as social cause the value education is to be made compulsory from the school level education to build sustainable communities. Value education not only sensitises the individual on several common issues of human beings, but also helps every individual to live peacefully accommodating their desires and active role of life for the social development following or adhering ethical principles to build human values.

Indira Gandhi National Open University (IGNOU) which is popularly known as IGNOU established under parliamentary act. with its three decades of growth has grossly helped to the millions of individuals to achieve their educational goals through the Open and Distance Learning (ODL) mode integrated with technologies to reach the unreached sections in the society.

Introduction

In the age of trans-humanization and increasing tendency of modern lifestyles in the society and vivid family structures in communities, every human needs value of the life to live peacefully accommodating with the society and increasing their active participation for the sustainable development in the nature. Environmental degradation is the most crucial issue in all over the world as increased use of natural resources and enough contamination of water, air and soil has severely impacted on the natural cycles of the environment and as a result the environmental pollution is major imbalance to the economic growth. The increased aspirations and access on the digital devices, use of internet, excess time spared with the social media platforms, lack of apathy on community, loss in physical based activities and extensive use of brain for critical thinking process in particular in the online world creates hardship to the common life of individuals. The schools especially in the urban areas lack with playgrounds, natural gardens and instead actively engage the students on securing marks and improvisation of results to showcase their schools achievements to mere gather enrolments. The teaching and learning process must be infused with proper human values and ethical principle to build the human role in scaling up of

individuals. Only proper education makes every individual to attain goals and to follow moral principles in the sustained life to cope with the community living process. The students should be taught of real life situations, social issues, challenges in the world, meditation, happiness in learning process, skills and competencies required for human life in the present trend of globalization and modernization.

Value Education Programme of IGNOU

IGNOU as a pioneering leader in the field of Open and Distance Learning (ODL) in the world has reached billions in the country as well rooted in several international regimes through its PAN African network. The dedicated use of two Gyandarshan Television channels allocated by the Doordarshan to IGNOU and GyanVani FM Radio Stations located in 37 places at Indian continent helps to promote its curriculum in the media involving several leading educational experts in the country. The network of learner support centres established in the reputed conventional educational institutions in the country acts as grassroots to spread its education to the billions of learners. The 67 regional centres of IGNOU in almost all the states of India administering the academic activities at learner support centres with the help of ICT mediated technological solutions. IGNOU offers web based student support services to its massive number of learners as the distance education system facilitates mainly the working adults, women, differently abled and others lack with educational access due to diverse reasons in the country. Furthermore the skill development among the youth and working adults is one of the major aspects of the governments to compete with the challenges in the workplaces and improved aspects of technological solutions to gain productivity. The modernization in the industries, labor markets, business and entrepreneurial network has been continuously thriving to develop competent skilled workforce accordance with the trend and developments in the processes. Hence, skilling of individuals is one of the major challenge in the educational activities to curb the menace of unemployment.

IGNOU has developed certificate programme in value education (CPVE) to inculcate the importance of value education in teaching and learning process among teachers, teacher educators, graduates, NGOs, and aspiring professionals from corporate and other sectors. The 6 months certificate programme aims to develop conceptual values and moral ethical principles through the theoretical framework and examples of principles. The following are the major objectives of the CPVE programme of IGNOU.

- To orient the target group of teachers especially in the elementary educational process to integrate the values in teaching process to develop self disciplined students for the community
- To generate awareness and interest for inculcating positive values among youngsters, students, professionals, teachers, parents and the community.
- To develop awareness and social responsibility among the NGOs, Government Servants, civil society organizations and social thinkers.

The CPVE programme covers the major areas of value education viz. Overview and perspectives of values, social dynamics in value development, pedagogy of values and application of skills. The programme in overall is helpful to the teachers to acquire comprehensive knowledge on value education and it would help them transact value education to the students beyond the walls of classrooms in order to develop conceptual skills and critical thinking in values. Many state governments in the country have recommended the programme for the teachers to develop human values in teaching process and to help the students. Though the CPVE programme was introduced in the year 2011 by IGNOU, the growth of enrollers was quite not interesting and lack of promotional measures and awareness on the programme needs in depth study for teachers community.

Gyanvani (GV) FM Radio was conceived in 2001 as a network of educational FM Radio Channels operating from various cities in the country. With an aim to enhance and supplement the teaching-learning process, each GV Station has a range of about 60 Kms and covers an entire city/town including the adjoining rural areas. GyanVani serves as an ideal medium for niche audience addressing the local educational, developmental and socio-cultural requirements of the people. The flavour of the channel is by and large local and the medium is English, Hindi or language of the region. The overall content pertains to Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education, Distance Education and Extension Education etc. Interactive Radio Counselling (IRC) facility is being provided by GV Stations to enable students to interact with the faculty, academic counsellors and student support staff. The live phone-in programmes are popular components of the network. The programmes broadcast through each stations include both pre-recorded and live content. Gyan Darshan (GD) channel is a major milestone in the field of Educational Television in India. It is a joint venture of the Ministry of Human Resource Development (MHRD), Ministry of Information & Broadcasting (I & B Ministry), Prasar-Bharati and IGNOU serving as the nodal agency. Launched in the year 2000, GD is a 24-hour

educational channel which offers the best of educational programmes covering a variety of subjects and catering to a wide range of viewers. These include pre-school, primary, secondary and higher secondary students, college/university students, youth seeking career opportunities, homemakers and working professionals. The software is pooled from various educational Institutions and Development Organisations. GD conducts two hours of live interactive sessions every day to build interactivity in the Open and Distance Learning (ODL) system. Teachers/Resource persons and IGNOU Regional Centre functionaries interact for academic and administrative matters with students. Induction Programmes for new students and convocations for graduating students are also conducted live through Teleconferencing every year

Today the learning process is not absolutely satisfactory among school children due to so many reasons involved and incorporated within the systemic process. Every child spends more than 10-15 years in the schooling process and UNESCO instils the happy learning process in the age of globalised and self centred thinking among many human beings. Many innovative crimes are committed by the knowledge gained and highly graduated individuals in the society which may be due to lack of human values and absence of moral ethical principles in the teaching and learning process. The teaching and learning should be creative, collaborative, interactive and more engagement of happiness in learning activities to gain the learning values.

The internet acts as powerful tool today as the smart mobile users have increased extensively in almost all parts of the country. Mobile based learning process have some impact if its properly integrated and engaged with proper application of curriculum. IGNOU like mega universities shall take up the development of MOOC on Value Education alike the Commonwealth Media Centre for Asia (CEMCA), New Delhi started offering Life skills for Engineers considering the growth of unemployed engineering graduates in the country.

Framework to Sensitise the Value Education among Teachers

The following framework can accelerate the value education among teachers.

1. Compulsory orientation on value education
2. Pursuing course on value education
3. Orienting the students in the outdoor classroom activates

4. Screening of videos of experts on value thoughts and moral principles.
5. Display of banners on human values and social morals in schools
6. Developing environmental consciousness among students
7. Sustainable process of teaching methods
8. Personal mentoring and guiding students on values and ethics
9. Propagating Happiness in teaching and learning process
10. Discussing the real life issues and concerns with students to develop consciousness and innovations in problem solving measures.

Conclusion

Teachers are more vital part of the growth of any individuals besides inculcating education and active teaching process also sensitizing the students on morals, ethical principles with values. The teachers in many schools are facing the heavy workload with administrative activities also which makes them mentally stress in the common educational aspects. The angry, anxiety, temper and intolerance are the common issues among youngsters since the food culture changed the human beings enormously and the increasing trend of attraction over costly items have grown-up manifold and in order to facilitate self happiness and little pleasure, the individual aims to attempt even bad things like snatching the costly items owned by others, involvement in theft, speaking lies and extreme selfish levels of attitude etc. The education is the only solution to such problem imbibing good values and changing their mindsets through various forms of counselling to understand the right things and practising values of life.

IGNOU like universities as social cause shall develop mini MOOCs on value education in consultation with NCERT and other accredited bodies to sensitize the school teachers in the country on practising human values in teaching process and to develop the students bounded with values of life skills and moral ethics.

References

1. Agrawal, Sampat Ray, and Chinmoy Kumar Ghosh. "Inculcation of Values for Best Practices in Student Support Services in Open and Distance Learning—The IGNOU Experience." *Journal of Human Values* 20.1 (2014): 95-111.

2. Gupta, Vivek. "The Importance of Value Based Education & Role of Teacher", International Journal of Information Movement Vol. 2(II), (2017), pp 153-156.
3. National Council of Educational Research and Training. Education for Values in Schools - A Framework. Retrieved from <http://www.ncert.nic.in/departments/nie/depfe/Final.pdf> (May 2018).
4. Iyer, Ranjani Balaji, "Value based education: Professional Development vital towards effective integration", IOSR Journal of research and method in education, 1(1) (2013).
5. Newsletter of CEMCA, New Delhi - October 2017
6. www.ignou.ac.in

*** Corresponding Author:**

Dr. Rupali Srivastava

Assistant Regional Director

IGNOU Regional Centre Jodhpur, Rajasthan

E-mail: rupali.srivastava@ignou.ac.in, Mobile: 7073507538

Dr. Anuradha Sharma

*Project Fellow SoE under PMMMNMTT (MHRD) Dayalbagh Educational
Institute Agra*

E-mail: anuradha941@gmail.com, Mobile: 9412301206