



# Impact of Open Educational Resources in Higher Education

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## ABSTRACT

Open education as a movement and ideology includes open resources and methods. It is a 'way of learning', often using digital technology. "It aims to increase access and participation for everyone by removing barriers and making education accessible, abundant and customizable for all. This study offers multiple ways of teaching, creating and sharing knowledge. It also provides various access routes to formal and non-formal education and connects the two". At a symposium on open courseware in higher education, UNESCO coined the term "Open Educational Resources" for the first time. Encouraging active participation teachers and students. Making the development and use of OER a fundamental aspect of education is crucial, and those who do so should be appropriately supported and compensated. The "National E-Content Curriculum Initiative" was started by Indian institutions in 2008 as their initial foray towards creating and utilising OER. There are many advantages and disadvantages of this.

**Key words:** Higher Education, Resources, Open, Impact, India.

## I. INTRODUCTION

Every day, the importance of information is increasing in all spheres of human activity, from business to education, from health care to government. The primary objective of our cognitive existence, according to Alvin Goldman's book "Knowledge in a Social World," is information searching. Knowledge and information have been used to describe one another. For instance, Kogut and Zander suggest that information is a sort of knowledge when they define it as "information is knowledge which can be communicated without loss of integrity."

But Nonaka claims that knowledge and information are distinct in some ways while being similar in others, therefore this is insufficient to explain the two. The two concepts are intricately entwined, dependent on one another, and interdependent. Information is essential for understanding data as well as information, and fresh information is created by using data and information from the past.

Depending on the situation, openness may mean several things. It would serve as a societal incentive to share resources for the greater good. Technically speaking, it refers to software that is open source, where anyone may view the source code, and that facilitates interoperability. Altruistic impulses and the freedom to utilise, contribute, and exchange information without restriction would be the ethical drivers.

Tuomi asserts that "a higher level of openness" refers to the freedom to alter, repackage, and improve the resource. However, the majority of current initiatives only provide the most fundamental degree of openness—"open" simply means "without charge, but it does not imply without conditions."

**Aims and Objectives:**

1. To study the impact of open educational resources on higher education.
2. To study the impact of open educational resources on students and educational system.

**Hypothesis:**

1. Open educational resources are influencing the teaching-learning process.
2. Open educational resources are becoming a milestone in teaching-learning process.

## II. RESEARCH METHODOLOGY

In the present research analytical, descriptive and comparative method has been adopted. Primary and secondary resources have been used for data collection.

**Open educational resources and the concept of "openness":**

By 2030, all people should have equal access to inexpensive, high-quality tertiary education, including a university education. It is clear that higher education enrollments have increased significantly, rising from 169.75 lakhs in 2010–11 to 373.99 lakhs in 2018–19. Numerous publications have questioned the availability and calibre of higher education for all student populations, regardless of their location or socioeconomic status. Numerous high-level organisations, such as UNESCO, developed and promoted the concept of open educational resources in order to address these problems and help communities become functional from an economic and social perspective in order to achieve the millennium goals (OER).

The phrase "Open Educational Resources" was first used by UNESCO at a conference on open courseware in higher education.

OER was developed on the guiding principle of "universal access to information through high quality education helps to peace, sustainable social and economic development, and intercultural dialogue" according to UNESCO. In order to address the UN 2030 agenda for Sustainable Development, UNESCO has been actively working on OER capacity building, accessibility, and policy measures. The UNESCO Recommendation for OER, the sole international standard-setting tool on OER, was consequently overwhelmingly endorsed by the UNESCO General Council in 2019.

A fundamental element of the concept of openness is that knowledge should be freely shared and distributed online for the benefit of all. The availability of resources without charge and with the fewest possible financial, legal, and technical limitations on usage and reuse are the two fundamental ideas.

Although open educational resources are not required to be digital and network accessible, the rapid development of the internet and the falling prices of ICT have shown to have given the movement a significant boost.

**OER's mission and objectives:**

- Encourage educators and students to participate actively. Making the creation and use of OER a core component of education is important, and those who do so should receive the proper encouragement and compensation.
- Open licences should enable unrestricted sharing of OER. Resources ought to be released in formats that are simple to use, edit, and support a variety of technical platforms.
- The government would give preference to the implementation of OER through accreditation processes.

**Open Educational Resources:**

Any copyrightable work that is freely accessible in the public domain and has the 5 permissions permanently granted by way of an open licence is referred to as a "Open Educational Resource." The following actions are covered by the open licence:

Make a duplicate of the resource and keep it with you so you may continue to access it. Permission to reuse the work in any format, including edited, remixed, or in its original form.

The copy of the resource may be edited, improved, altered, or modified by Revise, who also has the right to translate any literary work.

Mixing the original copy with other OER or one's own work to produce something fresh and unique, like as mashups, is known as remixing.

Redistribute licence allows you to distribute copies of the original or remixed versions of the work to other people, for as by posting the information online or sharing it with your friends.

Although the following five permissions, as granted by the open licence, qualify any resource as "open," there are numerous open licences that forbid users from granting the 5R permissions to any or all third parties. The open content is less open as a result of these restrictions or conditions than it would be if all of the 5 permissions were given. This represents one of the main obstacles for OER and will be covered in more detail in the following paragraphs.

**Finance for OER:**

Since 2002, the OER have been created and are in use. Open access and open content are gaining popularity, but for this movement to continue on its current trajectory, sustainable funding will be necessary.

Endowment approach, membership fee or contribution, Donations Model, The conversion model, Contributor Pay Approach, Sponsorship Model, Institutional Model, Governmental Model, OER efforts are financed by national and international organisations.

One cannot generalise about whether institutions will embrace a given funding model because each OER effort has its own circumstances, aims, policies, and processes, as well as specific funding mechanisms. The importance of offering inclusive and accessible education to the greater community must be considered in order for an open access model to be financially feasible.

**OER in Higher Education:**

Three types of OER initiatives, which are common in the higher education sector, have been described by Wiley (2007). These models differ in terms of their size, content development capabilities, structure, and licencing.

The Massachusetts Institute of Technology (MIT) Model, which relies solely on paid personnel for services, is embodied in the Massachusetts Institute of Technology Open Courseware (MIT OCW). Additionally, MIT employs intellectual property managers who work with outside parties to secure permission to utilise their content on the MIT Open Courseware website.

U.S.U. Model A substantial number of courses are intended to be published in the course catalogue by the Utah State University Open Course Ware (USU OCW). The labour has been divided between a small number of paid staff members and student and faculty volunteers in this combination of centralised and decentralised methods. The faculty provides the necessary direction and assistance, while the student volunteers provide the necessary services in content development, digital media, etc., to make the USU OCW courses acceptable for credit.

Rice's Model Connexions at Rice University is an entirely decentralised OER programme. It has no coordinating or governing agencies and is entirely autonomous. Volunteers are the driving force behind all services and support for content production, deployment, technical assistance, and pedagogical support. The website offers a wealth of documentation to assist anonymous users from across the world. It offers a sizable number of courses that the host university does not even provide.

The majority of Connexions' courses are provided free of charge, hence the average cost per course is quite low. Many other colleges are motivated to implement and investigate additional similar activities by this approach.

#### **OER initiatives in India:**

OER has gained widespread acceptance and adoption as a significant method of education, training, and research in a sizable number of developed countries throughout the world. Despite significant investments in the development and use of ICT for education in India, the OER movement is still in its infancy and is not being fully utilised. In 2008, the "National E-Content Curriculum Initiative" was launched as the first attempt by Indian universities to develop and use OER. The National Repository of Open Educational Resources (NOER) was introduced later in 2013.

#### **License: Creative Commons:**

The "all rights reserved" clause in the standard copyright licence requires that a resource only be used with the owner's or right holder's consent. The concept of open licencing, on the other hand, aims to facilitate resource sharing by flipping this restriction and explicitly defining the circumstances in which a specific creation or resource may be used or reused by another person or organisation without requesting permission from the copyright holder.

#### **Student Commons:**

A particular kind of CC licence that focuses on education only is called Learner's Commons. The goal of learning Commons is to remove obstacles that stand in the way of a universal educational commons on a technical, cultural, and legal level.

To help the OER community overcome technical and cultural challenges and identify lessons gained, Learning Commons will offer guidance and expertise.

### **Advantages of OER:**

Numerous opportunities for consuming and developing these resources are provided via OER programmes. The advantages of open educational resources (OER) differ for individuals and institutions in addition to providing access to a sizable collection of high-quality flexible learning resources.

### **For Persons:**

- The shared creations for the benefit of all principle has been a cornerstone of traditional academic principles and ethos.
- People strive for more visibility, acceptance, and improved reputations in their communities.
- Strict copyrighting is not necessary for some resources, as individuals who can use them for free will find them to be of more value.
- People may also gain a beginner's advantage in terms of economic or commercial benefits by swiftly and easily disseminating their creations to a big public audience.

### **For Organizations:**

- Sharing information is consistent with the academic fraternity's long-standing traditions.
- Making the most of taxpayer funds by freely sharing and reusing resources

Reuse and sharing are beneficial.

### **OER challenges:**

OER projects have attracted a fair amount of interest from governments, international organisations, institutions, and people. To enable their full potential, however, there is still much work to be done. The following are some of the main issues that demand attention from different stakeholders:

### **Sustainability:**

Despite the numerous financing sources, maintaining and maintaining the sustainability of OER efforts remains a significant concern. Producing open content and resources and distributing them sustainably are two aspects of sustainability that need to be addressed. Some strategies to guarantee the sustainability of OER have been put out by Atkins (2007).

### **Copyright and Intellectual Property Issues:**

The need for permissions to use third-party content online and copyright issues are two additional significant obstacles to the growth of OER. Before utilising or reusing any material, the author must confirm that all necessary permissions have been obtained. Contributors were assisted in receiving all necessary legal and technical support as a result of the Learning Commons effort launched by Creative Commons to solve this issue.

### **Quality Evaluation and Improvement:**

An important challenge is determining the calibre of the resources that are accessible online. The quality of an academic resource may be determined and assessed using a variety of methods. The reputation and brand name of the institution may play a vital role in persuading the user that the content is of high calibre.

### **Interoperability:**

The issue of interoperability is crucial since it is necessary to employ a specific set of tools and approaches in order to utilise the resources that someone else has generated. By adhering to open standards, which facilitate porting the resources across networks, devices, and software environments, inter platform accessibility of the resources is mandated.

### **III. CONCLUSION**

Information is becoming increasingly important in all aspects of human activity, from business to education, health care to government. According to Alvin Goldman's book "Knowledge in a Social World," the primary goal of our cognitive existence is information searching. Knowledge and information have been used interchangeably. Kogut and Zander, for example, propose that information is a type of knowledge when they define it as "information is knowledge that can be communicated without loss of integrity."

Impact of open educational resources is Encouraging teachers and students to participate actively. It is essential to make the creation and use of OER a core component of education, and those who do so should receive the proper support and payment. As their first step toward producing and utilising OER, Indian institutions launched the "National E-Content Curriculum Initiative" in 2008. This has both many benefits and drawbacks.

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