Educational Revolution through Open Educational Resources : A Study of IGNOU

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Abstract

Open Educational Resources was first coined at UNESCO's 2002 Forum on the impact of Open Courseware for higher education in developing Countries. Open Educational Resources (OER) generally refer to online instructional materials that are provided under Öpen" licence which give students, faculty, and all members of the public permission to Copy, Reuse, Revise, Adapt, and Redistribute the materials, providing users meet specific condition. OER movement offers a solution for extending the reach of education and expanding learning opportunities. Open sharing and collaboration of educational resources enhance both teaching and learning whereas, adaptation and translations of resources facilitates meaningful and relevant education as per individual's environment and need.

KEYWORDS: Indira Gandhi National Open University, educational Resources, OER Creation, OER Adoption, Knowledge Society, Content Developers, Copyright, Open License

Introduction:

Increasing to quality higher education through appropriate use of open and distance learning methods. Provisional of quality learning materials forms an important strategy in providing access to quality education. Internet and word wide web has enabled anyone to gain access educational resources at any there, anywhere. OER from a more pragmatic perspective Before OER including their origin, benefits and challenges it is important to consider the problems. that we are facing today in education. While these problems range, in different countries, forms lack of access to poor quality, there is a common thread in most low availability of good- quality educational materials although learning materials are available, the cost of access in many locations is very high. OER are digital as well as non-digital education materials that can be used, copied and distributed free of charge and without permission from the creator.

Objective:

1) To formulate the necessary strategic outputs, tasks and performance indicators to achieve OER Creation and integration in the development and delivery of courses:
2) To develop awareness about the concept and practices related to OER among faculty and staff ;
3) to build capacity among the academic and supporting staff for the creation ,strong and integration of OER in their professional engagements.

4) To prepare all required guide line and manuals for OER creation and integration including open licensing procedures and other terms and conditional of the University.
5) To establish an OER repertory in the public domain containing open licensed materials and an in-house repertory of relevant OER for use of INGOU faculty and staff.
6) To procure/develop and install the required hardware and software infrastructure for OER creation and integration.

Hypothesis of Study:

1) OER Framework to develop a practice to improve quality and innovation in education..
2) Researching and evaluating the impact of OER on Teaching and Learning process.

Review of Literature:

While the movement of OER Has grown over the years with several platforms and projects. UNESCO and the commonwealth of learning (COL) in 2012 organized the word OER Congress that urged governments and educational intuitional to adopt OER policies to promote the use of OER.

OER Concept and worldwide Initiatives

UNESCO has made a significant contribution in building global awareness about OER through series of online discussion forums on the theme, and crating and sustaining an online community of interest. With the support of the Hewlett Foundation, UNESCO Created a global OER Community wiki in 2005 to share information and work collaboratively on issues surrounding the production and use of OER. UNESCO is developing a new, innovate OER platform to offer selected UNESCO publication as OERs and allow communities of practice including teachers, learners, and education professional to freely copy, adapt, and share their resources. UNESCO in partnership with key European institution is a members of the Open Educational Quality (OPAL) Initiative to develop a Framework of OER practice to improve quality and innovation in education.

OER Policy for IGNOU

The Indira Gandhi National Open University (IGNOU) has contributed significant to the development of higher education in the country through the open and Distance Learning (ODL) mode. It was established with a vision to serve as a National Resources centre for Open and Distance Learning (ODL),with international resonation and presence, to provide seamless access to sustained and learner-centric quality education, skill up gradation and training to all by using innovative technologies and methodology and ensuring convergence of existing system for massive human resources required for promoting integrated national development and global understanding. The University Of around 3 million student in India and 32 other countries through 21 schools of studies and a network of 62 regional centres, more than 3107 study centre/ tele learning centres and around 67 overseas centres.

The University offers around 445 certificate, Diploma, Degree and Doctoral programme.

Purpose of OER policy

The INGOU OER Repository is a platform for educators to share educational resources with others wordwide. Hide quality resources made available on the OER Repository can serve to inspire teachers, directly accessed by learners, and be improved upon, or localized by others. The purpose of this OER Policy Is to:

- Make materials available under creative common licences
- Support voluntary participation of faculty and others in developing OER content.
- Clarify publication rights and licences issues
- Provide Guidance development and review of OER materials prior to sharing them on a wordwide scale.
- Define collaboration within and without the university with the intent to allow access to the open content.

Content on the IGNOU OER Repository

The OER Repository will include content available as entire course, a complete book, or a more granular piece, such as a single learning object based on the following criteria.

- The contents will be made publicly available
- They will be made available in digital or electronic format
- Made available free of cost, at least for educational purpose
- Contents will be governed by creative common Licence policy making them reusable, redistributable and adaptable for other audience and technology platform.

Licenses for IGNOU OER Repository

Open licensing allows IP owners to modify the copyright on the intellectual to facilitate openness. The most popular and well-known open licence is the creative commons licences (CC). Creative Commons licensing does not change the copyright ownership it rather allows for affordance and sets stipulations for end-users based on the following licence conditions.

Attribution (By)   The standard condition for CC licence in which usages required citing, referencing of the creator/source.

No Derivatives(ND)   This conditional mandates that no derivatives works or adaptations may be made by users.

Non-Commercial(NC) This conditions mandates that users do not sell or make commercial usages of the licences materials.

Share-Alike (SA)   Usages requires that any derivatives, remixes, or adaptations of the work be licensed under the same Creative Commons licence.

All materials released on the IGNOU OER Repository site will be covered under the Creative Common Attribution-Non-Commercial-share Alike 2.5 India (CC BY-NC-SA). This Licence allows anyone to freely modify, rework and extend any of the materials, and later distribute it under the following conditions:

- Provide attribution to the creator of the material (i.e. INGOU, in case of Learning materials of INGOU),
- Materials may be reused and redistributed for non- commercial purpose, and
- Licence the derivative version under the same license(CC BY-NC-SA)

This will enable adaptation of INGOU materials by other institutions for non-commercial use, and foster creation of derivative works by other individuals and released under the SA licence.

The University encourage faculty, staff and student to support free and open access to IP and also to apply the Creative Common Attribution framework to work created by them. INGOU will foster open sharing of educational material with other institutions wordwide and this sharing policy will mandate the placement of OER materials Produced in collaboration with other institutions to be place on the IGNOU OER Repository.

Quality Assurance and Review System

 The IGNOU OER Repository strives to provide resources of the highest quality. The Reviewing process will be carried out at levels. All IGNOU Curriculum based self-learning Materials format developed through peer reviewing and strict quality assurance mechanism Inbuilt in the course developed process will not require further reviewing for uploading on the repository.

Liability

All OER materials shared form the IGNOU OER Repository to the world at large will carry a disclaimer indicating that the materials is for educational purpose only and that the university absolves itself of any practical misuse of OER materials or their content. OER materials authored and published by faculty and staff of their university and others does not necessarily reflect the opinion of the university.

All learning materials published under CC license should include the following information in the credit page: © Year , indira Gandhi National Open University. This Learning resource is available under creative commons Attribution – Non – Commercial – share 2.5 India (CC BY-NC-SA). Derivatives of the work are not authorized to use IGNOU Logo.

Conclusion :

Benefits of OER are Educational open to anyone and Affordable, flexible study imes not bound by weekly timetable or semester calendars. Student work at their own place Available from anywhere and not restrict by access to school of college. Access to huge amount of study materials intellectual capital is available for reuse. OER is that by sharing teacher and students from around the global can have access to quality teaching and learning materials.

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10) Open Learning Initiative of Carnegie Mellon University http://oli.web.cmu.edu
11) UNESCO   Open   education   Resources. http://www.unesco.org/new/en/comminication
    And-information/access-to-knowledge/Open-educational-resources/