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INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

# RESEARCH JOURNEY

International E-Research Journal

Peer Reviewed, Referred & Indexed Journal

Issue 285 (A)

**Multidisciplinary Issue**

**Chief Editor -**

**Prof. Ritika Hemdev,**

I/c Principal, Sinhgad College of Commerce,  
Plot No: 126, MHADA Colony, Chandivali,  
Mumbai-400072, Maharashtra, India.

**Executive Editors -**

Dr. Saquib Ahamd Khan (Department of Mathematics and I.T.)

Prof. Samita Gharat (Department Accountancy)

Prof. Shivani Ahluwalia (Department of English)

Prof. Khushbu Joshi (Department of Commerce)

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## Challenging Jobs in Open Educational Resources Retrieval System in India

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### Abstract:

*The open educational resources initiative has been underway for over a decade now and higher education institutions are slowly adopting open educational resources (OER). The use and creation of OER are important aspects of adoption and both are needed for the benefits of OER to be fully realized. Open Educational Resources (OERs) are teaching learning, and research resources that have been made available such that they can be used, shared, and modified freely. They have already had a significant impact on Higher Education (HE), and have great potential for providing further positive transformation. However, OER adoption has not been universal, with several obstacles and barriers still hindering its wider influence.*

**Keyword:** OER, Free Online Resources, Creative Commons, Digital Literacy

### Introduction:

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open Educational Resources (OERs) are any type of educational materials that are in the public domain. They are published under open licenses (i.e. Creative Commons) that specify how materials can be used, reused, adapted, shared and modified according to specific needs. They can include textbooks, lecture notes, syllabi, assignments and tests. Open educational resources are innovative not just because they are free, but because of how teachers *adopt and creatively adapt* them, bringing them to life in the classroom in order to reach every student. The open education movement was originally inspired by the open source community, with a focus on broadening access to information through the use of free, open content. As Bliss and Smith explain in their breakdown of the history of open education “Much of our attention focused on OER’s usefulness at providing knowledge in its original form to those who otherwise might not have access. The implicit goal was to equalize access to disadvantaged and advantaged peoples of the world – in MIT’s language, to create ‘a shared intellectual Common.’”

“Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

### Possibilities of Open Educational Resources :

1. **Retain** - the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
2. **Reuse** - the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)

3. **Revise** - the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
4. **Remix** - the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
5. **Redistribute** - the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

### **Benefit of Open Educational Resources**

- improving **student performance** and satisfaction
- increasing **access** to educational materials for a wider range of learners, including those underserved by traditional educational opportunities
- giving instructors the flexibility to **customize** materials specifically for their students' needs
- encouraging educators to engage in **critical reflection** of educational resources
- helping students, districts, and educational institutions **save money**

### **Save Money**

Textbooks are prohibitively expensive for some students, especially those who rely on grants and student loans to attend college. Most of students have not bought a textbook because it is too expensive, and some of students **routinely** forego purchasing a required course textbook because of the expense.

### **Save Time**

OER include not just textbooks, but also lesson plans, assignments, exams, and in-class activities. OER are created by instructors from all around the world and shared with others teaching similar topics. Instead of creating course content all on their own, instructors can take advantage of high-quality course materials **already made** by others. Instructors can then spend more time on their personalized lectures, feedback, and one-on-one assistance for students.

### **Improve Access**

Students often choose to borrow textbooks from the library or rent them from the bookstore in lieu of purchasing the textbook. For those that do purchase textbooks, many attempt to regain their money by selling the books back to the bookstore or online after the course is over. **OER are free and available.** Students can take their materials with them after class ends, which means that they will always have access to learning materials for future use.

Textbooks and educational materials are often covered by stringent copyright restrictions, which does not allow reuse in other contexts or modifications or derivations. With OER, students and instructors can re-use and re-purpose the materials not just during the class, but in the future as well.

### **Democratize Learning**

OER are free and available online, which means that anyone can access and use them. When an instructor makes their teaching material openly available, they can teach far beyond their own classroom. Students can also access these materials, whether they are supplementing a course they are already taking or starting out on an educational journey.

By creating and adopting OER, students and teachers can connect around the world, opening up networks of learning and enhancing collaboration opportunities.

## OER are Reusable

OER are generally offered with Creative Commons licenses that allow the content to be freely reused and remixed with attribution to the original author. This means that you can take a great resource and tweak it to fit your class's needs.


## Impact of OER

OER are being adopted by faculty at universities around the country. Even just a few faculty using OER rather than costly textbooks and course materials can have an incredible impact on the student experience. The infographic below shows some figures from one project in British Columbia.

## Licenses of Open educational Resources

In order to facilitate robust and engaging learning experiences, educators and students rely upon the ability to freely exchange ideas and educational content. But that's not always easy to do because most publishers and authors of educational materials explicitly restrict your ability to copy, share and modify these resources through copyright, passwords, or other means. Open licenses, such as Creative Commons licenses (also known as "CC licenses"), clearly state how the author wants you to use their materials, and give you the right to freely copy, modify, adapt, and build upon those materials for your desired use.


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### E-Resources

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20.	Open Access Library	<a href="https://www.oalib.com/">https://www.oalib.com/</a>
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22.	Rare Book Room	<a href="http://www.rarebookroom.org/">http://www.rarebookroom.org/</a>
23.	NDLTD (Networked Digital Library of Thesis and Dissertation )	<a href="http://www.ndltd.org/">http://www.ndltd.org/</a>
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28.	WEB OPAC	<a href="http://prec-koha.informindia.co.in/">http://prec-koha.informindia.co.in/</a>

### Conclusion :

Open Education Resources (OER) have advantages for faculty and students. For students, it all but guarantees access to course materials, and presents a significant cost savings. For faculty, it represents the chance to explore and modify new content and to expand one's pedagogical reach, moving from teaching students around an institution to potentially teaching students from around the world. OER can overcome barriers to students' access to course materials while also reducing the cost of higher education and providing opportunities for faculty to customize materials to their curriculum and to students' needs, potentially increasing student success. OER reorganizes the boundaries of social transparency and it enables new forms of collaboration and production. In so doing, it provides a rich field of research on both the current and the emerging forms of education and learning. The OER movement is itself driven by rapidly changing information and communication technologies, which at present are profoundly transforming social interactions, systems of production, and the possibilities for individual development and expression

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