Open Education Resources - The Role of A Teacher In Present Education System: Issues and Challenges

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Abstract

Since the beginning of the Technological advancement in the field of education and introduction of innovative open access resources, the teaching and learning archetype has changed from the face to face and chalk and talk atmosphere to online open access learning resources with the expansion of e-content Platforms like Coursera, MOOCs, SWAYAM, TEDx, Byjus and many other online open Education Resources across the globe.

In India, there is an exponential growth in higher education in terms of access, equity, and inclusiveness for the last ten years. There is a paradigm shift of Teacher centric pedagogical tools to Student centric pedagogic approach under the impact of Open Education Resources (OER). The inclusion of online learning in recent years in higher education has witnessed the phenomenal change. In spite of these facilities, yet a considerable number of young populations are not able to access higher education in India. To tread towards hundred percent of higher education to the young, there is dire need of implementing Open Education Resources to all with utmost effectiveness and strategy by the stakeholders and the Government of India.

The government initiatives of National Knowledge Mission, Digital India, MOOCS, SWYAM, and ARPIT and so on, would certainly encourage the people to accept the change and move towards e learning, digital way of communication and all other education services available online. Though there are many issues and challenges to be addressed, there is already a significant change in accessing the technology in online education with the emergence of the concept Open Education Resource that will eventually going to change the face of our present education system in years ahead.

Key words: Open Education Resources, Coursera, MOOCs, SWAYAM, E-Learning, Digital Literacy

Introduction

The present paper aims at reviewing the Open Education resources in India especially in Higher Education and also addresses the issues and challenges related to student and teacher communities. The main objective of the study is to understand the role of a teacher in the present education system with the current innovation of digitalization and open accessibility to various core subjects at the undergraduate and postgraduate levels.

The paper presents an overview of the OER's like SWAYAM, through MOOCS and many other open online courses and their role in reaching out to the outreach and disseminating cut edge methods and approaches in learning and evaluation in disciplines like computers, sciences and humanities and all other applied courses at
UG level. As there is yet much to be achieved towards integrated development in the realm of higher education, the current approach of adopting innovative and emergent changes in technology through online education in the true spirit of the concept of Massive Open Online Courses and Open Education Resources.

In India, The MOOCS program has been launched by the University Grants Commission (UGC) in collaboration with the Ministry of Human Resource Development for the students of higher education at various levels like secondary Education, under graduation and Post-Graduation. This program of open education resource applies to a wide range of subjects designed to study in their curriculum and also offers certain subjects that are quite appropriate to their current education about the demand in the global market of their respective domain and specialization.

The Significance of OERs

The effective implementation of Open Education Resources would certainly provide maximum visibility and contribute to the democratization of education in developing countries like India. The poor and underprivileged community who lack formal education will be benefited from this open access educational resources and the impact of OER education is betterment in comparison with the traditional way of face to face and chalk and talk education. Though there is holistic development in traditional education by providing employability skills, soft skills, however, this new technology-based OER education overcomes issues and challenges among student community to a larger extent by fulfilling the skills gap and knowledge acquisition. The retention rate among the students will increase further and mismatch in graduation skills will be decreased by adopting the OER concept of Open online education resources in no time. The present paper mainly analyzes the issues and challenges to the teacher community while adopting this at the institutional level and how effective they can transform themselves to be a facilitator rather than a teacher and build a gap between the student community and incorporating Open Access Resources to all the underprivileged across the country. Now the time has come for the effective implementation of this concept of OER's in true spirit and also it is the appropriate time to think and analyze the role of a teacher in the present education system under the influence of Open Access Education resource.

Online Platforms of E-learning

These Massive Education Resource Courses are designed for a large number of participants and can be accessed by anyone online. The challenge here is to provide free wi-fi or internet facility to all those without any prerequisite qualification. Offering these complete courses freely to the participants require a philanthropic attitude of the stakeholders in the public and private sectors. Initially, the concept of open access has initiated in 2011 by Stanford University and offered their courses freely. Their vision is to make available quality education to all at free of cost from anywhere and to anyone. Even the year 2012 has appeared in the New York Times as MOOCs Year with the introduction of other platforms like EdX and Courser by different universities across the world.
Since the last decade, Higher Education in India has made a tremendous impact and phenomenal expansion in OER'S in terms of access, equity, and inclusiveness. In recent years, pedagogical tools have been designed towards inclusiveness of the deprived and gradually influenced many youngsters to access these open access courses.

The government initiatives like National Knowledge Mission, Digital India, etc have encouraged people to take up the digital way of communicating and accessing various courses through e- platforms. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds), a new portal under MOOCs is providing an enormous opportunity to techno-savvy youngsters to study anything beyond their curriculum. There are 2000 courses and 200 are already registered by many that included audio-visual illustrations, research and case studies with self-assessment. Premier institutes like IITs, IIMs and IISC under the guidelines of authorities like UGC, AICTE, MHRD, NCERT are doing their best to outreach the students through their curriculum online. Other projects from NPTEL, IIT Bombay Spoken Tutorial, TASK state of Telangana, IIT Kanpur, are offering online courses and providing demand-based skill enhancement courses appropriate for the students. They are also encouraging students to take up their courses by declaring credit transfer in their regular bachelor and master degrees by providing recognition to the parent institutions and universities.

Issues and Challenges

Though there is an exponential growth of these online education courses in India, yet there are issues and challenges towards a hundred percent in the year ahead. This is only possible y the stakeholders and teachers involved along with the students. The role of a teacher in a traditional classroom is limited and confined to the curriculum of the syllabus prescribed by the universities and respective authorities. Now in the era of technological advancement offering open access education resources, a teacher must become a torchbearer in spreading the digitization and e-resources and be a part of the e-content development. As a teacher, one can understand the needs and demands of the courses to be studies and skills to be acquired. Therefore, a teacher should be a role model in this new age of digital communication and must equip himself with all the web tools and other e-resources and then only can bring a change in society to a large extent. As there is a gap between policymakers and its implementation, the community of the teachers must become facilitators for effective and inclusive education resources.

As per the data of Vision 2030 and New Education Policy 2019, the Gross Enrolment Ration in Higher Educational Institutions (HEI) should increase to 50% in a decade at the national level. This task could be achieved by a serious involvement of universities and focussed attention on educators and stakeholders especially through incorporating Open Education Resources everywhere. It must be done by the active participation of the teachers and e-content developers towards accessibility, equity.

"Every Teacher and educationists of experiences knows that the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and the right kind of teachers" quoted in secondary Education Commission rightly points the significance of the teachers, educationists, appropriate methods. Now it is the time to reconsider the role of a teacher from chalk and talk to techno-savvy and adept at
changes taking place by virtual classes, open education resources. One should renovate and upgrade in this new way of the digital revolution and become a path breaker from a conventional approach to the new concept of massive online education sources.

There is also a paradigm shift in the role of the teachers. Previously teachers, especially in higher education, are specific to their concerned domain and methods and techniques of evaluation tend to focus on the respective subjects by the teachers. But, now, under the concept of virtual classrooms, digital communication, choice-based credit system and introduction of OER's, there is a drastic change in teaching, learning, and evaluation. Teachers are bound to facilitate the students with new techniques and they play several roles of a teacher, leader, director, advisor, supervisor, coordinators, and in other words, they are the inventors and innovators. Their active participation in effective implementation of this new age, a cutting-edge Open education Resources is very vital and important. The government and the concerned authorities must consider the valuable suggestions of these teachers from the ground reality while incorporating these new courses to achieve the targeted goal of inclusiveness, equity and access across the country.

Conclusion

The true spirit of this massive online open access to all the people is possible only when the teachers play their role effectively, efficiently with utmost dedication and determination. The teachers must contribute most of their time to the students and adopt the mentoring of them constantly towards better results. Apart from lecturing in classrooms, integration of various pedagogies like using learner engagement with content, peer teaching, active interaction, transdisciplinary approaches would certainly influence the effectiveness of the Open Education resources in India in a short period.

References