

The Important Complementary Nature of Open Education Resources on the Education Process: A Study of Female Havre Students

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Abstract: *In this article we try to discuss and ask the students to which one e - learning resource they use to develop their curriculum apart from the book and text book source. Most of the students they were not heard of the world of e - learning, very less students they know the meaning and aim of e - learning and to know the interest of department to introduce the compulsory paper to undergraduate level.*

Keywords: e-learning resources, curriculum development, student awareness, undergraduate education, compulsory paper

1. Introduction

In this day college education is becoming increasingly expensive and the burden of the cost and this tend negatively affect on the well - being students most of the student will discontinue their education. One aspect of rising college castes is textbook prices, which have increased at the rate that for surpasses inflation. Open educational resources reduce the finance burden of the students because open for all with free of cost. Its allowed to access the all academic material like textbooks, study material and subject experts talks and other education materials like audio –visual teaching aids with free of cost. In this context related body or higher authority of higher education department will take the interest to make an awareness and importance of OE through introduce the “OER as compulsory paper at UG level its help students to make effectively use of this open education tools to develop their curriculum without investment.

2. Objectives

After reading this article we will able to find out -

- 1) How many students know the meaning of OER?
- 2) How many students are using the different OER?
- 3) How many students are downloading the OER Material?
- 4) How many students are express opinions about OER whether it's support or not to build their curriculum development.
- 5) To know the interest of higher authority and department to introduce the compulsory paper to undergraduate students.

3. Meaning

Open education source are publicly accessible digital learning materials that can be used freely and redistributed at no cost. Open education resource **refers** to videos, texts, software, course materials, modules and textbooks that can be freely accessed online.

4. Definitions

- The term open education resource was fist defined by “UNESCO” in 2002 as “any type of educational materials that are in the public domain or introduced with an open license” and can “range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.”
- According to “National Education Technology plan in 2017”, the Department defines openly licensed educational resources as teaching, learning, and research resources that reside in the public domain or have been released under a license that permits their free use, reuse, modification, and sharing with others.

1.6 How effectively use of the Open Education Resource by the Students:

The below tables shows that our college students express their opinion about how they are effectively understand and use of the open education Resources by the GFWC haveri.

S. NO	Types of Open Source	BA and BCOM all Class	Total No Of Students of BA/BCOM	No of Students Use the Open Sources	No of student use the Text Books	Total Percentage of the student use of the Books	Total Percentage of the student use of the Open Source
1	e - GyankoshIndia has one of the largest populations in the age group of 18 - 25 years andincreasingly concerned about the impact of demographic factors on higher education. With the	BA BCOM	305 204	0 0	305 204	100. /.	00. /.

	increasing participations of this age group in higher education, the demand for variety of courses, more flexible delivery and tailor - made programmes are required. Moreover, longer working lives with more career changes, and the possible growing enrolment of learners beyond the age group of 25 years in higher education, might indeed be a transformative force in the medium run. Most countries need to increase participation in higher education, but higher education institutions generally have not so far been able to meet this challenge. OER initiatives might serve higher educational institutions as vehicles for outreach to non - traditional groups of students, widening participation in higher education, and provide learning opportunities for those unable to use more traditional offerings or who are not parts of the traditional groups of higher education entrants. Such initiatives can bridge the gap between non - formal, informal and formal learning. At the same time OER can be used by professionals for in - service training and home study by older people, opening new lifelong learning strategies as a means of tackling the challenges of aging societies EKLAVYA India has one of the largest populations in the age group of 18 - 25 years and increasingly concerned about the impact of demographic factors on higher education. With the increasing participations of this age group in higher education, the demand for variety of courses, more flexible delivery and tailor - made programmes are required. Moreover, longer working lives with more career changes, and the possible growing enrolment of learners beyond the age group of 25 years in higher education, might indeed be a transformative force in the medium run. Most countries need to increase participation in higher education, but higher education institutions generally have not so far been able to meet this challenge. OER initiatives might serve higher educational institutions as vehicles for outreach to non - traditional groups of students, widening participation in higher education, and provide learning opportunities for those unable to use more traditional offerings or who are not parts of the traditional groups of higher education entrants. Such initiatives can bridge the gap between non - formal, informal and formal learning. At the same time OER can be used by professionals for in - service training and home study by older people, opening new lifelong learning strategies as a means of tackling the challenges of aging societies EKLAVYA						
2	NPTEL	BA BCOM	305 204	0 0	305 204	100. /.	00. /.
3	NSDL	BA BCOM	305 204	0 12	305 192	97.64. /.	2.26. /.
4	SWAYAM	BA BCOM	305 204	0 0	305 204	100	00. /.
5	Vidhya - mitra	BA BCOM	305 204	7 15	298 189	97.4. /.	2.96. /.
6	NROER	BA BCOM	305 204	0 0	305 204	100	00. /.

7	SAKSHAT	BA BCOM	305 204	0 0	305 204	100	00. /.
8	Swayam Prabha	BA BCOM	305 204	0 0	305 204	100	00. /.
9	ShodhGanga	BA BCOm	305 204	0 0	305 204	100	00. /.
10	e - pathshala,	BA BCOM	305 204	0 0	305 204	100	00. /.
11	Jnananidhi,	BA BCOM	305 204	0 0	305 204	100	00. /.
12	Vijayeebhava,	BA BCOM	305 204	0 0	305 204	100	00. /.
13	e - pg - pathshala,	BA BCOm	305 204	0 0	305 204	100	00. /.
14	CEC,	BA BCOM	305 204	0 0	305 204	100	00. /.
15	Moocs	BA BCOM	305 204	0 0	305 204	100	00. /.

Above table data shows that in our college most of the students are not awareness about the open-source education materials except 5%' percent. They depend only textbooks for their curriculum development. In this context if government take interest introduces the open source as a "compulsory subject" for UG student it's May help to know the importance of open education source and them will use these sources for their curriculum aspects. If the government not takes interest to introduce the as a compulsory paper at UG level then government aim and public money both will become waste. In this article we try to find out the how many students are known about the OER and using the different OER for download the educational materials to develop their curriculum.

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5. Conclusion

The 21st century is technology era it means everything is available in finger tips, though till technology is not reach effectively to the rural area, so most of the students to deprive utilization and facility of the technology. So in this article we will try bringing the attention of the policy holder and government to introduce the "OER" as a compulsory at UG level then only it may be use effectively and fruitful. Its help to reach the government aim and objective of "OER". And also if the higher education authority and policy holder to provide the ICT facilities and components to the rural area colleges definitely students will make use these facilities to build their curriculum and they will use the open education resource effectively and fruitfully and its help to reach the aim and objective of the "open education resource freely and widely access without cost.

References

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