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In recognition of the publication of the paper entitled  
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To,

K.Sridevi

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**Subject:** Publication of paper at International Journal of Research and Analytical Reviews (IJRAR).

Dear Author,

With Greetings we are informing you that your paper has been successfully published in the International Journal of Research and Analytical Reviews (IJRAR) - IJRAR (E-ISSN 2348-1269, P- ISSN 2349-5138). Thank you very much for your patience and cooperation during the submission of paper to final publication Process. It gives me immense pleasure to send the certificate of publication in our Journal. Following are the details regarding the published paper.

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Thank you very much for publishing your article in IJRAR. We would appreciate if you continue your support and keep sharing your knowledge by writing for our journal IJRAR.

R.B.Joshi

Editor In Chief

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# E-Content Development and OERs in Higher Education: Issues & Challenges

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## Abstract

As goes the Sanskrit saying "Vidhwan Sarvatra Pujyate", a scholar is respected globally irrespective of his status, society, culture, and nation. Education is one that vital tool which makes mankind wise, peaceful and happy. The world is witnessing a high pace technological revolution in almost all aspects of human life and access to world-class knowledge through open learning resources like MOOCs, UDACITY, COURSERA, EDX, SHAKSHAT, NMEICT, NPTEL, SWAYAM, has become a cakewalk today. This development has more significance in the Indian context which is blessed with a demographic dividend. But these courses require self-regulated discipline and candidness.

The major challenge being poor connectivity, availability of infrastructure, potential teachers, quality students, genuine critiques and the linguistic constraint, the fruition of many piloted projects is not as expected. The efficacy of the micro-credentials granted by these virtual classrooms also needs to be peer-reviewed. The present paper shall try to enlighten on issues and challenges involved in e-learning.

## Introduction

Mankind always exhibited a quest for superior quality knowledge that set him up on the path of innovation and technological growth and is making things happen that might have been felt impossible just a decade back. The access to renowned institutions that imparted domestic knowledge of high competence was always confined to a section of students with a high profile who can afford expensive learning

The credit for massive availability of Open Educational Resources goes to the most renowned and sought after institution, the Massachusetts Institute of Technology that launched the prestigious project MITOPENCOURSEWARE in 2002 which triggered the global open educational resources movement. The term Open Educational Resources was first adopted at UNESCO's 2002 forum on Impact of Open Course Ware in Higher Education for developing countries.

Open educational resources (OERs) are freely accessible, openly licensed text, media, and other assets – digital or otherwise – that are useful for teaching, learning, assessing and also research purpose. It permits users to use, remix, improve and redistribute with no or limited restrictions under some licenses.

## Indian Context

As quoted in EDUCATION IN INDIA BY STEFAN TRINES, RESEARCH EDITOR, WENR, during 2015-16 there were 260 million students of secondary grade produced by 1.5 million schools and as per the AISHE REPORT, 2015- 2016 about 35 million of Indians are graduating from 799 Universities that include around 40000 colleges as Government Degree Colleges and Private Degree Colleges which are catering to the educational needs of under-graduating students. There must be more than 50% dropouts at school levels which is an alarming situation in educational prospects. So India needs radical reforms.

A focus on enforcing higher standards of transparency, strengthening of the vocational and doctoral education pipeline, and professionalization of the sector through stronger institutional responsibility would help in reprioritizing efforts and working around the complexities. Establishment of OERs is a breakthrough for countries like India where diversified student community can find platforms of learning that satisfies their innate potentials. The enrollment into MOOCs is still limited to those students who are well versed with IT usage and English fluency.

## Issues

### 1. Quality and Reliability of Material

Though the material and courseware get licensed, quality assurance has become a big concern. It is difficult to decide the quality and reliability of the material disseminated in the course process. MOOCs lack structure and rarely include the central role of an instructor or teacher. The most effective form of quality assurance and assessment comes from reflections and informal evaluations of enthusiasts who post comments using social media. In spite of that a person enrolled in a course if, at a particular point of the session, he /she find it meaningless in continuing the course not only discontinues but also doubts the quality of all online courses.

### 2. Significance of Credits

The credits earned by the students on the completion of a course are not channelized in becoming eligible for all sorts of government jobs or many private sectors where traditional qualifications are still in vogue. Hence, in many cases, students may enroll only to secure additional skills or to satisfy their repertoire.

### 3. Assessment and Award of Credits

In most cases, the assessments are through multiple choice questions with automated answers which give less scope for analyzing the domestic knowledge gained by the student. And even in case of essay submissions, it is difficult to review thousands of essays submitted, as also cross-checking the level of plagiarism. The mechanism does not identify the impersonation of participants in the submission of assignments either. Many courses do not require participants to take a formal examination and in cases where formal examinations are conducted, if the evaluator is the course instructor himself there is a chance of over evaluation. The credits gained also are less appreciated when compared to the ones awarded informal programs of certification.



## 4. Sustainability

Though there is a growing tendency towards e-learning most MOOCs start-ups do not have organized strategies for clinching the economic market and sustaining business growth. Some startups are trying to generate revenue by working in partnership with higher education educational institutions, Universities and charging a fee for examination, certification or even transcription. But this is against initial ideals of MOOCs which professes free access and availability. In these circumstances, the question of revenue generation becomes an issue of concern for sustainability.

## Challenges

### 1. Connectivity

The courses many times require high-end internet connectivity which again plays a detrimental role in reaching the remote and rural areas more predominant in India. Though the cost of data is reduced significantly, a good section of the Indian population still finds it unaffordable.

### 2. Availability of Infrastructure

With the advent of smartphones, access to courseware has become surprisingly easy. But the level of comfortable learning is more through digital classrooms which again becomes unaffordable for the rural population.

### 3. Potential Teachers

The teachers with the utmost potential may not be able to participate in open courseware due to a lack of skill in digital communication. The courseware being one-sided; there is less scope for interaction thus landing the students in confusion.

### 4. Basic English and Basic Computer Knowledge

It also requires the students to have a certain level of digital literacy coupled with English fluency, which raises concern on inclusivity and equality of access.

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