

# BRIDGING EDUCATIONAL DIVIDES

# MOOCs & OERs

॥ न्यायस्तत्र प्रमाणं स्यात् ॥



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National Law University Delhi (NLUD)  
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## MOOCs and OERs

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## Open Education and Resources: An Assessment towards Systematic Approaches

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### ABSTRACT

The paper has been an effort to understand the developments journeyed so far through the shared experiences in published literature. A thorough attempt has been made to discern the visual changes that occurred through the last two decades in the centralized educational sector and how the need for decentralization of the same has become inevitable. The concept and movement of Open Education (OE) in the perspectives of Open Educational Resources (OER) have been highlighted. Various facets such as introducing the OER in India and neighboring countries; approaches; challenges; technologies; and current practices have been discussed.

**Keywords:** Open Education (OE), Open Educational Resources (OER), technology, ICT, India.

### Introduction

There have been efforts and discussions about the "evolution of open educational resources OER initiatives in India – how OER movement emerges from the open access movement in the backdrop of an emerging knowledge-based economy". The role of OER in "democratizing lifelong learning spaces that eventually help in skills development" has been in vogue. Various models of innovations and working groups of the "Indian National Knowledge Commission" have been instrumental in this direction. The policy instruments of the various bodies such as "Ministry of Human Resources Development, UNESCO, International Federation of Library Associations and Institutions" and other national and international bodies have been evaluated to determine India's position and stand on OER (Das, A. 2011). The use and applications of "textual" as well as "audio-visual platforms" applying the streaming media and some

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