

Report on Open University OERfest



Organised by
Dr B. R. Ambedkar Open University, Hyderabad, and
Commonwealth Educational Media Centre for Asia, New Delhi

18-19 APRIL 2020
HYDERABAD, TELANGANA, INDIA

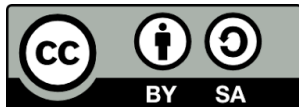
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We extend our gratitude to the entire CEMCA team and the officials of Dr BRAOU for their involvement and support in successfully conducting the OU OERfest-2024. Special thanks to Professor Pushpa Chakrapani, Director Academic (Dr BRAOU), Professor A. Venkat Ram Narsimha Reddy, Registrar (Dr BRAOU), and Professor G. Lakshmi, Director of the Centre for Online Education and Learning (COEL), (Dr BRAOU) for their coordination and support, which were essential for the smooth execution of the fest.



Distinguished speakers with OU OERfest organisers

List of Acronyms

AA	Assessing Agency
AB	Awarding Body
ABC	Academic Bank of Credits
AI	Artificial Intelligence
APAAR	Automated Permanent Academic Account Registry
AR	Augmented Reality
CEMCA	Commonwealth Educational Media Centre for Asia
COEL	Centre for Online Education and Learning
COL	Commonwealth of Learning
Dr BRAOU	Dr B.R. Ambedkar Open University
GER	Gross Enrolment Ratio
IGNOU	Indira Gandhi National Open University
MeitY	Ministry of Electronics and Information Technology
MEME	Multiple-Entry, Multiple-Exit
MOOC	Massive Open Online Course
NAAC	National Assessment and Accreditation Council
NCrF	National Credit Framework
NCVET	National Council for Vocational Education and Training
NEP 2020	National Education Policy 2020
NOS	National Occupational Standards
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
ODL	Open and Distance Learning
OER	Open Educational Resources
OU	Open Universities
OU OERfest 2024	Open Universities' Open Educational Resources Festival 2024
Q&A	Questions and Answers
RTM	Round Table Meeting
SDGs	Sustainable Development Goals
SOPs	Standard Operating Procedures
SWOT	Strengths, Weaknesses, Opportunities, and Threats
UGC	University Grants Commission
VR	Virtual Reality

Executive Summary



Prof Rao, VC, Dr BRAOU, addressing the participants

Open Universities (OUs) in India are at a critical juncture, poised to re-invent themselves to meet the evolving needs of society and a dynamic economy. With rapid technological advancements impacting every facet of education, both full-fledged OUs and Open and Distance Learning (ODL) institutions within conventional universities must adopt innovative strategies to enhance their educational contributions. Among these strategies, the adoption of Open Educational Resources (OER) stands out as a key initiative to promote sustainability, quality, and scalability in open learning environments.

OU OERfest 2024: A Multi-Stakeholder Convergence

The Open University Open Educational Resources Festival 2024 (OU OERfest 2024), a three-day event organised by Dr B.R. Ambedkar Open University (Dr BRAOU), Hyderabad, Telangana, in collaboration with the Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi, provided a comprehensive platform for stakeholders from various OUs to reflect on and evaluate

their current OER initiatives. This event facilitated a holistic discussion on the status and implementation of institutional OER policies, offering guidance to universities that have yet to develop such frameworks.

Strategic Discussions and Policy Context

The event's discussions were set against the backdrop of significant educational reforms in India, such as the National Education Policy 2020 (NEP 2020) and the National Credit Framework (NCrF). These reforms underscore the urgency for OUs to enhance employability through skill-based programmes aligned with the National Skills Qualifications Framework (NSQF). As part of this strategic dialogue, participants explored the potential of OER to innovate educational offerings and align them with current job market demands.

Addressing Institutional Challenges

Participants also examined the institutional barriers to OER adoption, focusing on capacity

building and infrastructure development. This included navigating the new regulations for ODL programmes, especially as conventional universities begin to offer them. Maintaining the distinct identity of OUs, and recognising their unique contributions, was emphasised to ensure that they are not perceived merely as extensions of conventional institutions.

Collaborative Outcomes and Future Directions

The final day of the conference, known as the Round Table Meeting (RTM), was dedicated to synthesising the outcomes of the festival and finalising strategies for future collaborations. Officials from OUs across India engaged in robust dialogues and interactive sessions, sharing their experiences and concerns on topics such as capacity building, the introduction of skill-based programmes, the development of micro-credentials, the use of AI tools for multilingual translation, and the maintenance of OER repositories.

Actionable Strategies

A significant outcome of these discussions was the development of actionable work plans for reviewing, revising, or implementing OER strategies within their institutions. Participants formulated key points for presentation to their respective Vice-Chancellors, highlighting

the necessity of continuous collaboration and joint efforts in transforming educational programmes. The emphasis was on repositioning OUs to safeguard their unique identities amidst the evolving landscape of higher education.

In summary, the OU OERfest 2024 was a pivotal event that advanced the adoption of OER across Indian Open Universities. It fostered academic innovation and promoted sustainable educational practices that are responsive to the changing needs of learners. The festival set the stage for significant progress in realising the benefits of OER in India, contributing to the development of a collaborative and innovative educational ecosystem that will drive the future of higher education.

Moving Forward

As Indian OUs embark on this transformative journey, continuous engagement in collaborative efforts and the strategic adoption of OER will be crucial. These initiatives will not only enhance the quality and reach of education, but also ensure that OUs remain at the forefront of educational innovation and sustainability. The OU OERfest 2024 has laid a strong foundation for this future, marking a significant step towards a more inclusive and forward-thinking educational paradigm.



A technical session in progress at the fest

Conference Overview

The Open Universities' Open Educational Resources Festival 2024 (OU OERfest 2024) was a prominent conference that took place on 18-19 April 2024 at Hyderabad in Telangana, India. Organised by Dr B. R. Ambedkar Open University (Dr BRAOU), Hyderabad, in collaboration with the Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi, this event aimed to promote and facilitate the extensive use of Open Educational Resources (OER) among Open Universities (OUs) in India.

The benefits of OER in enhancing access to learning resources are well recognised and widely acknowledged. OERs provide an invaluable means of widening educational access by making high-quality learning materials freely available to everyone. This reduces the financial burden on both educational institutions and students, as it eliminates the need for costly textbooks and other proprietary educational resources. According to the Consortium for Educational Communication, New Delhi, OERs not only make education more affordable but also enhance the quality of learning by enabling educators to adapt and improve the materials to better meet the needs of their students. This adaptability leads to more enriched learning experiences, as materials can be tailored to various learning styles and local contexts.

The global importance of OER has been increasingly recognised by international organisations such as UNESCO and the Commonwealth of Learning (COL). These organisations have been strong advocates for the adoption and dissemination of OER across all nations, highlighting their role in democratising education and fostering educational equity. OERs support lifelong

learning and help bridge the educational gap, particularly in underserved and remote areas.

In August 2023, the Vice Chancellors (VCs) who convened at the State Open Universities' VCs Forum made significant commitments towards the adoption of OER in their 'Ahmedabad Declaration'. They agreed to share OERs on a mutual basis, fostering a culture of collaboration and resource sharing among institutions. Additionally, they committed to incorporating up to 40 percent of OER content in course development, signalling a substantial shift towards more open and accessible educational practices. This commitment underscores the recognition of the transformative potential of OER in enhancing the quality and reach of higher education.

To realise this commitment, and act on the recommendations of the Ahmedabad Declaration, Dr BRAOU and CEMCA jointly organised the OU OERfest. This event provided OUs in India an opportunity to review their respective institutional policies and practices, while also celebrating the successes achieved in OER adoption. The main objectives of OU OERfest were to ensure that:

- All OUs are strategically equipped to apply OERs for institutional capacity building.
- All OUs can develop both infrastructure and human capacity to utilise OERs for course development and for creating micro-credentials.
- The benefits of OERs in terms of cost savings, quality enhancement, academic freedom, autonomy, and student engagement are well understood and practiced.

Conference Proceedings

Day 1: 18 April 2024

In the rapidly evolving landscape of education, OUs in India stand at a pivotal juncture, poised to transform higher education by making it accessible, affordable, inclusive, relevant, and equitable. To achieve these goals, many OUs have strategically adopted OERs to enhance learner engagement and provide opportunities for faculty and subject experts to contribute to the OER movement. In this context, Dr BRAOU, Hyderabad, in collaboration with CEMCA, New Delhi, organised a two-day OERfest 2024, followed by the Vice Chancellors Round Table Meeting, from 18-20 April 2024 at their campus in Hyderabad.

Inaugural Session

The inaugural session commenced with Professor G. Lakshmi, Director of the Centre for Online Education and Learning (COEL), Dr

BRAOU, welcoming the dignitaries, followed by the ceremonial lighting of the lamp and floral tributes to the portrait of Dr B. R. Ambedkar.

In his welcome address, Professor K. Seetharama Rao, Vice Chancellor of Dr BRAOU, highlighted the significance of OERfest in the context of the decisions made in the Ahmedabad Declaration of August 2023 and outlined the promising opportunities for OUs through the exploration and development of high-quality OER. Professor Rao emphasised the critical role OUs play, contributing over 11 percent to the Gross Enrolment Ratio (GER) in higher education. He shared the following key points:

Sustainable Cooperation: The necessity of establishing sustainable cooperation between Open Universities and Distance Learning Institutes in regular universities to develop and disseminate OERs, countering the dominance of EdTech companies.



Welcome Address by Prof Rao, VC, Dr BRAOU

Equity and Opportunity: OERs promote equity and opportunity in higher education by providing open access to knowledge and skills, thereby democratising education and empowering individuals and communities. OERs also facilitate connections among teachers, authors, policymakers, learners, institutions, and advocates of openness in education.

Breaking Financial Barriers: OERs have the potential to eliminate financial barriers, creating a level playing field for learners from diverse backgrounds, thus unlocking human potential and contributing to a more equitable society.

Professor Rao concluded by thanking the organisers, participants, and sponsors for their active contributions to the transformative power of collaboration and for advancing the OER movement in India through OUs.

Dr B. Shadrach, Director of CEMCA, New Delhi, opened the OU OERfest by urging representatives from participating OUs to ensure quality in various Open and Distance Learning (ODL) initiatives. He emphasised the importance of collaboration among OUs, moving beyond isolated operations to understand ODL within the broader political, economic, and social context of the nation.

Dr Shadrach highlighted India's commitment to the Sustainable Development Goals (SDGs), particularly SDG4 (quality education), SDG5 (gender equality), and SDG8 (decent work and economic growth). He stressed the importance of skilling, and referenced the NEP 2020, which aligns academic learning with the national agenda for skill development. Key points from Dr Shadrach's address include:

Enhancing GER: Aiming to increase the GER to 50 percent by 2035, Dr Shadrach noted that conventional universities can only handle half of the student intake, leaving OUs to

account for the other 50 percent. This creates opportunities for OUs to explore lifelong learning, upskilling, and reskilling, reaching out to 900 million people. He emphasised the need for OUs to adopt innovative strategies and implement structural and infrastructural changes.

Convergence and Collaboration: Dr Shadrach underlined the importance of avoiding duplication of efforts by using scarce resources efficiently. He advocated for sharing knowledge and human resources among the 18 OUs, deliberating on policy, practice, and collaboration options.

Skilling Imperative: He called for re-imagining academic programmes at the undergraduate and postgraduate levels to include short-term skilling courses in compliance with the National Skills Qualifications Framework (NSQF) and National Credit Framework (NCrF), offering certificates, diplomas, and micro-credentials.

Economic Goals: To support initiatives like making India a \$10 trillion economy and "Viksit Bharat" by 2047, Dr Shadrach drew attention to the need for contributions from all sectors, including informal workers, through relevant skills and competencies. This requires an inclusive and systematic approach to skill development, which, he said, Dr Nirmaljeet Singh Kalsi, Chairperson of National Council for Vocational Education and Training (NCVT), would further elaborate on.



Director, COL-CEMCA, articulating the objectives of the fest



Prof VS Prasad, former VC, Dr BRAOU, delivering the special address

Dr Shadrach concluded by highlighting the significance of OERfest in advancing the outcomes of the three-day discussions to the next OU Vice Chancellors' conclave, scheduled to be held in Nashik by Yashwantrao Chavan Maharashtra Open University.

Professor V. S. Prasad, Former Director of National Assessment and Accreditation Council (NAAC), and former Vice Chancellor of Dr BRAOU, delivered a special address as Guest of Honour, expressing gratitude and appreciation for Dr BRAOU and CEMCA's efforts in organising the timely event. He reminisced about the conceptualisation of OER and highlighted UNESCO and COL's critical roles in democratising education and fostering the revolutionary idea of the 'knowledge commons.'

Professor Prasad stressed on viewing OERs as a 'service' rather than a 'business,' noting the misuse of high-quality learning materials from institutions like Indira Gandhi National Open University (IGNOU) for commercial gain. He advocated for the development of a national policy framework to guide the use of OERs solely for public good, preserving their foundational philosophy.

Professor Prasad highlighted the importance of OUs actively

participating in OER development, given their strength in resource-based learning systems, which include shareable print and digital media resources. Drawing on Sir John Daniel's metaphor of a three-legged stool, Professor Prasad highlighted that OERs, impeccable student support services, and efficient logistics and administration are the three essential components of a successful open university.

Professor Prasad suggested that OUs should emulate the airline industry, where common resources are used efficiently while offering distinctive services, allowing students to select programmes based on each university's core strengths. He also called for joint programme development by OUs, beyond merely sharing materials, to provide joint ownership and recognise faculty efforts in creating these materials.

Finally, he stressed the need for a shift in attitudes toward institutional roles within OUs to stay relevant in changing times. This requires a reflective and exploratory approach to the evolving landscape of ODL, seizing emerging opportunities for growth and improvement.

Dr Nirmaljeet Singh Kalsi, IAS (Retd) and Chairperson of the NCVET, delivered a detailed presentation as the Chief Guest. He focused



Dr NS Kalsi, Chairperson, NCVET, speaking as the Chief Guest

on the implementation of the NEP 2020 and the crucial roles of the NCeR and NSQF. Dr Kalsi also discussed NCVET's role in the evolving skill-based higher education ecosystem and the opportunities for OUs to align their courses with NSQF and seek NCVET accreditation as an Awarding Body (AB) and Assessing Agency (AA).

Dr Kalsi initiated the session by engaging participants with questions about their familiarity with NEP 2020 and NCeR, emphasising the need to revisit OU courses to enhance employability, promote self-employment, and foster entrepreneurship. He highlighted the integration of skilling with academic learning to make education more relevant, application-oriented, and work-oriented, paving the way for flexible, holistic, and multidisciplinary options. For OUs, NEP 2020 presents new opportunities for collaboration with NCVET to offer industry-aligned vocational qualifications. According to him, India's Higher Education Institutions (HEIs) include 1.5 million teachers and a student-teacher ratio of 27:1. NEP 2020 aims to convert its vision into actionable points through the NCeR. Following are the key highlights from Dr Kalsi's presentation:

NCeR Integration: The NCeR integrates academic, skill-based, and experiential learning, removing the barriers between these streams. It supports Multiple-Entry,

Multiple-Exit (MEME) by ensuring flexibility and interoperability.

Skill Integration: The framework incorporates employability skills, future work skills, technology skills, and skills from Indian knowledge systems, providing a holistic approach to skill acquisition and job enhancement.

ODL Courses: ODL courses can integrate skill-based, short-term courses designed according to NSQF and NCeR, meeting diverse learner needs.

Credit System: Credits can be assigned upon completion of designated learning hours and other requirements, accumulated, stored, redeemed, and transferred through the Academic Bank of Credits (ABC) using an Automated Permanent Academic Account Registry (APAAR) ID card.

Three-Dimensional Framework: NCeR's three-dimensional framework—Skill axis, Academic axis, and Experiential learning axis—enables the integration of learning and credits from various education forms, allowing up to 50 percent of credits from skill education.

Creditisation of Learning: Creditisation for formal, informal, and non-formal learning offers new avenues for OUs to align courses with National Occupational Standards (NOS) and the credit framework, including micro-



A snapshot of participants actively engaging in the session

credentials and nano-credentials.

Short-term Courses: OUs can develop skill-based short-term courses by referring to the National Qualification Register (NQR) website, selecting from 3861 active NOS, and modifying the curriculum as needed.

NCVET Accreditation: OUs can approach NCVET for recognition as an Awarding Body (Dual Category) to award, assess, and certify learners. This status also allows OUs to act as an Assessing Agency, enabling them to assess candidates without external assessors.

Dr Kalsi's presentation underscored the transformative potential of NEP 2020 and the integrated approach to skilling and academic learning, urging OUs to leverage these frameworks to enhance educational relevance and impact.

The session concluded with a vote of thanks proposed by Professor Pushpa Chakrapani, Director – Academic, Dr BRAOU, to all the dignitaries and participants.

Special Session: Discussion on ODL Regulations

The special session was chaired by Dr Nirmaljeet Singh Kalsi, Chairperson of NCVET, and moderated by Dr B. Shadrach, Director of CEMCA. This session sought inputs from OUs regarding the formulation of ODL Regulations.

Following are the key discussion points around which the deliberations during this session revolved:

- Recent ODL Regulations in light of the UGC approval for many universities to offer ODL courses.
- Opportunities for OUs to become NCVET Awarding Bodies.
- Safeguarding the unique identity of OUs by repositioning in the evolving higher education landscape.
- Adoption of the NCrf for assigning credits and equivalence to courses and learning outcomes.

Key Highlights of the Discussion

The session saw an engaging interaction among Dr Kalsi, Dr Shadrach, Professor Seetharama Rao, and the participants. Dr Kalsi began the discussion by asking insightful questions to understand the curriculum, capacity, and innovation issues facing OUs. He emphasised the importance of aligning with the NCrf and the NEP 2020. By eliciting participants' views, he aimed to help NCVET support new initiatives while preserving the distinctive identity of OUs compared to other ODL institutes within conventional universities.



Dr B. Shadrach, Director, CEMCA, moderating a technical session

Curriculum and Its Practical Applications

Dr Kalsi delved deeper into the practical application of theory subjects, suggesting that OUs could enhance their practical components with more contact hours. These could be mapped to internship or apprenticeship hours as part of the curriculum. Dr Kalsi stressed the need for focused discussions on designing and delivering courses in new formats aligned with the credit framework. He provided an example of NCVET's Standard Operating Procedures (SOPs) for equivalence in blended learning, highlighting innovative ways to increase contact hours using traditional lectures, interactive sessions, and AR-VR content.

Future Vision of Education and OUs

Dr B. Shadrach, then, shared his critical observations on the evolving higher education landscape in the ODL mode. He commended OUs for their significant societal contributions through accessible and affordable education. Dr Shadrach emphasised the necessity for OUs to brainstorm and make recommendations in response to ODL regulations. He encouraged OUs to envision the future of education, offering innovative multidisciplinary programmes by strategically combining departments and utilising available resources. This approach would meet the growing demand for new and unconventional courses, benefiting students.

OU's Unique Identity and Strategic Positioning

Dr Shadrach advised OUs to explore ways to maintain and promote their unique identity, serving ten percent of the GER and focusing on social goals. He stressed that any new regulations should be facilitative rather than obstructive and urged OUs to articulate their needs and position themselves strategically, noting the government's openness to their requests and recommendations.

Call for Articulation and Innovation

Throughout the session, Dr Kalsi repeatedly urged participants to articulate desired changes in ODL regulations and think innovatively to differentiate themselves in the higher education ecosystem. He invited proposals for becoming an NCVET Awarding Body and expressed his commitment to supporting the launch of new skill-based, employability-enhancing courses that meet job market needs and align with the credit framework.

As the session drew to a close, Dr Kalsi responded to several participant queries about assigning credits and related issues. He ended on a note of promise and optimism, reaffirming his dedication to working closely with OUs to address their concerns and support their initiatives.



A participant raising a query during the Special Session

TECHNICAL SESSION 1: CURRENT STATUS OF OER IN THE OUS

Prior to the session, a questionnaire was circulated among participants to gather information about the status of their institutional policies on OER. This provided a foundation for understanding the existing landscape of OER practices in OUs.

During the session, representatives from each institution presented detailed reports on:

- The current status of their institutional OER policies.
- The current OER practices implemented within their institutions
- Their plans for enhancing OER practices
- The status of their institutional repositories for OER

Key Highlights of the Discussion

The majority of participants expressed a strong interest in revising their existing OER

policies to incorporate the latest amendments and best practices. This enthusiasm for policy enhancement reflects a commitment to advancing the adoption and integration of OER within their educational frameworks.

Institutional Policy Status

It was noted that all participating institutions, except for the following, have established OER policies:

- School of Open Learning, University of Delhi
- Jagat Guru Nanak Dev Punjab State Open University
- Sreenarayanaguru Open University, Kerala

Commitment to Developing OER Policies

The institutions without existing OER policies expressed a keen interest in developing such policies. They highlighted the importance of



Institutional Level OER Policy

Background

- ▶ Developed in 2015 by the Institutional Draft Committee.
- ▶ Supported by CEMCA, New Delhi.

Awareness Workshops

- ▶ For academic staff by the Institutional OER Cell.
- ▶ For university administration by Dr. Manas Ranjan Panigrahi, CEMCA

Approval

Finalized policy approved by the Academic Council in 2016.

Policy Highlights

- ▶ Creative Commons Attribution-ShareAlike 4.0 International License.
- ▶ Creative Commons AttributionNonCommercial-ShareAlike 4.0 International License.

Access Policy Document

Available on UOU Website: [OER Policy Document](#)

Prof. Jeetendra Pande
Professor & Director
Uttarakhand Open University

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Figure 1. Process followed by Uttarakhand Open University in developing institutional OER policy

equipping their faculty with the necessary skills and knowledge to effectively implement OER practices. These institutions requested support from CEMCA to help in the development and implementation of their OER policies.

A comprehensive table was provided detailing the existing OER policies of the participating institutions. This table serves as a reference

for the current status and future plans of each institution regarding their OER initiatives.

In conclusion, the session underscored the collective effort of OUs to enhance their OER practices, reflecting a broader commitment to improving educational accessibility and quality through open resources.

TABLE 1: STATUS OF INSTITUTIONAL OER POLICIES IN OUS

Sr. No.	Name of Open University/ Institution	OER Policy Status
1	Netaji Subhas Open University, West Bengal	https://www.wbnsou.ac.in/about_us/20170325_OER_Policy_NSOU_2017.pdf
2	Uttarakhand Open University	https://uou.ac.in/oer-policy
3	Karnataka State Open University	https://app.ksoumysuru.ac.in/website_documents/policies_statutes/1670326508Policy%20Document%20on%20Open%20Education%20Resources.pdf
4	School of Open Learning, University of Delhi	Not developed yet
5	Vardhman Mahaveer Open University, Rajasthan	They adopted Institutional OER Policy in 2017
6	Krishna Kanta Handiqui State Open University, Assam	http://dlkkhsou.inflibnet.ac.in/bitstream/123456789/831/1/KKHSOU_OER%20Policy.pdf
7	Pandit Sundarlal Sharma (Open) University, Chhattisgarh	https://www.pssou.ac.in/attachment/general_letters/oer.pdf
8	Dr B. R. Ambedkar Open University, Telangana	https://sites.braou.ac.in/OU_OERfest/wp-content/uploads/sites/4/2024/04/OER-Policy-Booklet-1.pdf
9	Jagat Guru Nanak Dev Punjab State Open University	Not developed yet
10	Yashwantrao Chavan Maharashtra Open University	https://www.cemca.org/ckfinder/userfiles/files/Adoption%20of%20Institutional%20OER%20Policy%20at%20YCMOU%20By%20Mostafa%20Azad%20Kamal.pdf
11	Dr Babasaheb Ambedkar Open University, Gujarat	https://baou.edu.in/open-educational-resources-oer-repository
12	Tamil Nadu Open University	https://tnou.ac.in/wp-content/uploads/2021/01/TNOU-Institutional-OER-Policy.pdf
13	Madhya Pradesh (Bhoj) Open University	https://mpbou.edu.in/uploads/files/oer.pdf
14	Sreenarayanaguru Open University, Kerala	Not developed yet

TECHNICAL SESSION 2: OER POLICY AT OPEN UNIVERSITIES

This session was envisaged as a 'Policy Writeshop' that focused on the concentrated process of drafting, presenting, reviewing and revising institutional OER policies of the OUs. In this hands-on workshop, officials from various OUs utilised CEMCA's OER policy template to develop or further articulate their institutional OER policies. The goal was for each university to leave the workshop with a clear strategy for policy implementation and development.

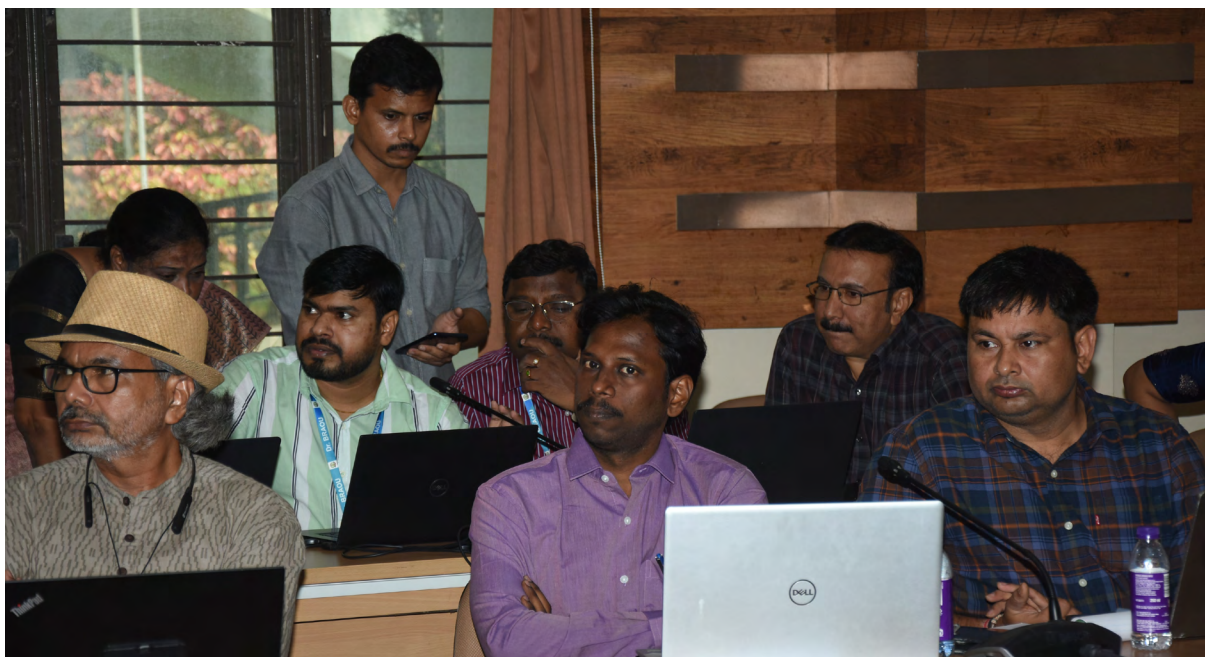
The session was also designed to evaluate existing OER policies within the participating

institutions and explore opportunities for collaboration among OUs to refine and enhance them. During this session, the participants were grouped in pairs, provided with guiding questions, and given both print and digital copies of the OER policy draft. They engaged in discussions to explore collaborative opportunities and presented their ideas to the group.

Following are the guiding questions for the discussion

Challenges and Contributions of OER in Achieving SDG 4

- ▶ What are the major challenges or issues your education system is facing in achieving SDG 4? Based on your understanding of OER, how can adopting or adapting OER help address these challenges?
- ▶ Explain the anticipated challenges that will be central to your OER policy, including the expertise required and the support needed for the next steps in policy design.



Delegates listening intently to the speaker

Online Course Provision and UGC Guidelines

- ▶ Does your institution offer online courses in accordance with UGC guidelines? If yes, how are they implemented? If not, what is the plan?
- ▶ If online courses are offered or planned, what credit framework or guidelines are used or will be used? Suggestions are welcome.

Open Resource Sharing

- ▶ Are any resources from your institution shared openly? Are they shared under any open license?
- ▶ Describe the use of OER in your institutional curriculum and the challenges in using open licenses for existing free resources shared publicly.

Technical Competencies for OER Policy Implementation

- ▶ Outline the existing technical competencies in your institution that can aid in the implementation of the OER policy.
- ▶ If you are unsure about the competencies or need help to get started, identify the key areas where you require support and guidance.

Outcomes

Following peer interactions, each participant presented their brainstorming outputs. The majority expressed a strong interest in revising their existing OER policies to address various aspects, such as:

- Creating accessible OER materials
- Collaborating on course development
- Maintaining OER repositories

This session fostered a collaborative environment where institutions could share insights and strategies, leading to a collective effort in enhancing OER policies across participating universities.

TECHNICAL SESSION 3: OER CAPACITY - BUILDING AT OUS

This was conceptualised as an institutional planning session where officials from OUs analysed their current capabilities and devised plans for continuous professional development in OER within their institutions. The session was designed to evaluate the internal strengths and weaknesses, as well as external opportunities and threats, related to fostering faculty engagement in OER initiatives and providing professional development opportunities.

Participants, including representatives from OUs and other institutions, were provided with a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis template. The template consisted of two slides with detailed prompts in the notes area to guide the analysis. Dr Madhuri Dubey, CEMCA Consultant, conducted a hands-on session,

helping participants assess their current capabilities and develop strategic plans for ongoing professional development in OER.

Session Activities

SWOT Analysis

Participants examined their institution's strengths, weaknesses, opportunities, and threats related to OER initiatives and faculty engagement. The provided SWOT analysis template facilitated a structured approach to identify key areas for improvement and potential growth.

Hands-On Guidance

Dr Madhuri Dubey led the session, offering practical guidance and insights. Participants worked through the SWOT analysis to pinpoint

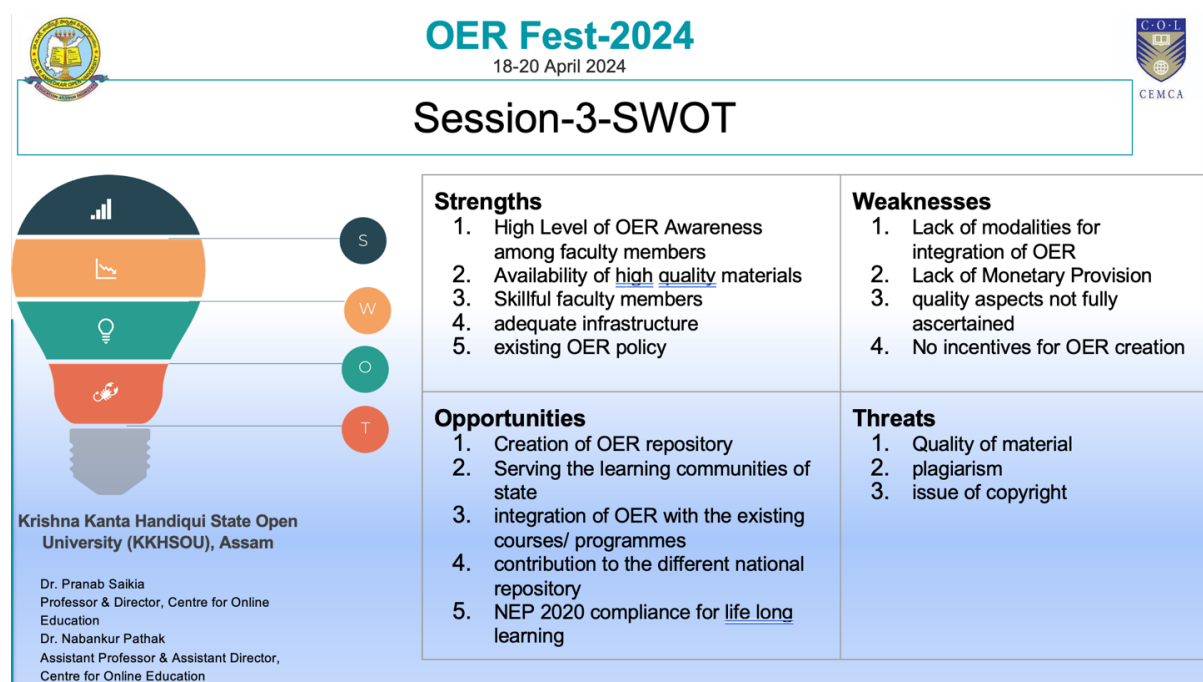


Figure 2. SWOT Analysis presented by KKHSOU, Assam

specific needs and areas for capacity building in OER.

Strategic Planning

Following the analysis, participants developed tailored plans for continuous professional development in OER. These plans included specific actions to enhance faculty capabilities and promote sustained engagement in OER practices.

Outcomes

By the end of the session, participants were able to:

- Identify the specific needs of faculty for capacity building in OER at each OU.
- Develop comprehensive plans for continuous professional development in OER practices within their institutions.
- This session enabled participants to create actionable strategies to strengthen OER initiatives and ensure ongoing professional growth in their institutions.



Dr M Dubey, CEMCA Consultant, helping the participants with SWOT analysis

TECHNICAL SESSION 4: THE SCOPE OF OER IN SKILL-BASED PROGRAMMES

The session discussed the process of introducing skill courses in open universities. In this session, officials from each OU deliberated on their current offerings and future plans for introducing skill-oriented courses. The session, led by CEMCA Consultant, Dr Madhuri Dubey, focused on the importance and methods of integrating skill-based short-term courses into existing programmes at OUs.

Key Focus Areas

Integration of Skill-Based Courses

Dr Dubey emphasised the need to incorporate skill-based courses within the current curriculum of OUs. Examples from different OUs were showcased to illustrate successful implementations of such courses.

Changing Landscape Post-NEP 2020

Participants were briefed on the evolving higher education landscape in India following the NEP 2020. The discussion highlighted the

increasing importance of practical content in training students for job-oriented skills.

Sustainable OER Models

The session advocated for the use of OER as a sustainable model for content delivery. The participants were encouraged to explore micro-credential and nano courses to teach specific, in-demand skills.

Frameworks and Accreditation

The participants were introduced to key frameworks such as the NCrf, NSQF, and NQR websites. These resources provide authentic and credible information for designing and accrediting skill-based courses.

NCVET Accreditation

The role of NCVET was highlighted. Participants were informed about the opportunity for OUs to apply for accreditation as 'Awarding Bodies' and 'Assessing Agencies' to offer skill-based courses, as discussed in the inaugural session.



OER Fest-2024
18-20 April 2024



Where OER helps in skills acquisition

- Bridge courses for Recognition of Prior learning (RPL)
- Blended, personalized learning
- Transfer of credits through ABC
- Flexibility, customised learning paths (stackable)
- Agility in skill acquisition through latest technologies
- Industry specific curriculum being demand driven
- Scope to cater to local learning needs such as ODOP
- Connecting skills with entrepreneurship to support micro enterprises

Figure 3. Competency-based Framework: NSQF



OER Fest-2024
18-20 April 2024



Competency based framework: NSQF

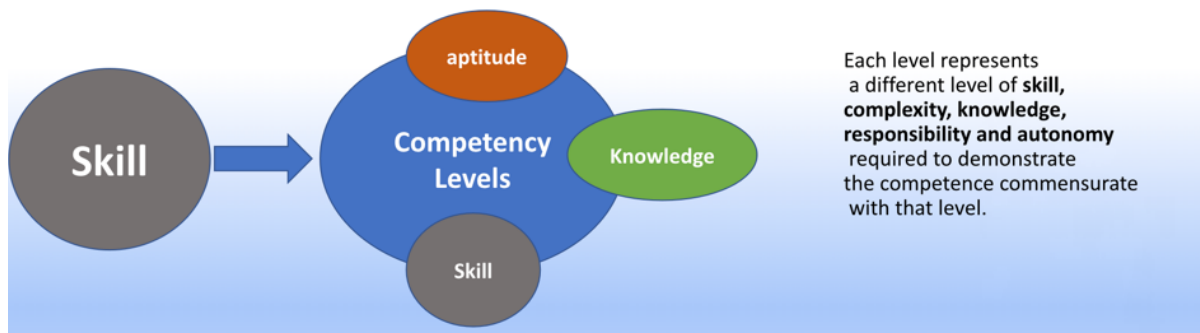


Figure 4 Areas where OER helps in skill acquisition

Outcomes

By the end of the session, participants had a clearer understanding of:

- How to integrate skill-based courses into their existing programmes.
- The benefits and practical applications of using OER for skill training.

- The necessary frameworks and accreditation processes to ensure the quality and credibility of their skill-based offerings.

This session provided valuable insights and practical guidance to help OUs enhance their programmes with relevant, skill-oriented courses, ensuring their alignment with current educational policies and industry needs.



A glimpse of attendees at the OU OERfest

Day 2: 19 April 2024

TECHNICAL SESSION 5: OER-LED COURSE DEVELOPMENT AND MICRO- CREDENTIALS: TOOLS, METHODS, AND TECHNIQUES

This interactive session centred on the development of micro-credentials and courses using OERs. Following an introductory presentation by CEMCA Expert, Mrs. Sushumna Rao, representatives from universities who have successfully created micro-credential courses shared their innovative approaches, detailing the tools, methods, and techniques used in their course development processes.

Mrs. Rao emphasised the creation of accessible OERs and provided guidelines for citing AI-generated content. She underscored the urgent need for micro-credentials that align with current market demands. Her presentation, titled "Micro-Credentials: Tools, Methods, and Techniques," covered the following topics:



Mrs S Rao, CEMCA Consultant, speaking on micro-credentials

OER and Its Components:

- Introduction to OERs and their essential elements.
- Tools and methods for developing courses using OERs.

Exploring Micro-credentials

Definition and significance of micro-credentials in modern education.

Designing and Developing Micro-Credentials

Step-by-step process for creating micro-credentials.

Practical Considerations

Real-world considerations in the development and implementation of micro-credentials.

Participants' Experiences

Sharing of experiences by participants who have developed micro-credentials.

The presentation was followed by a Q&A Session where Mrs Rao addressed questions and concerns from the participants.

Key Highlights of the Session

Mrs. Rao highlighted the importance of faculty awareness regarding OERs and micro-credentials, stressing their role in preparing industry-ready professionals. She advocated

for the creation of self-paced, and stackable OER-led micro-credentials, which allow learners to pay and learn at their own pace, reducing financial burdens while enabling them to earn credits upon successful course completion.

Participants were encouraged to explore the latest advancements in artificial intelligence, such as OpenAI, and to establish frameworks or guidelines for using these technologies in resource creation. The session featured an interactive format, fostering a dynamic exchange of ideas and experiences.

During the Q&A session, participants raised various questions, including:

- The definition and scope of micro-credentials.
- Challenges in gaining UGC recognition for courses.
- The feasibility of launching MOOCs as micro-credentials. In this context, Dr Shadrach clarified that the decision to launch MOOCs as micro-credentials is an institutional prerogative.

Following Mrs. Rao's engaging presentation, a team from Dr BRAOU shared their experience in developing OER-led micro-credentials, providing practical insights and examples.

The session equipped participants with the knowledge and skills needed to develop OER-based courses and micro-credentials. The focus on practical application and peer sharing ensured that attendees left with actionable strategies to enhance their institutions' educational offerings.



Figure 5. Discussion on what is OER



Figure 6. Need of OER in the Indian context



Figure 7. Various OER-based micro-credential courses developed by Dr BRAOU faculty members



Figure 8. Stackability of micro-credential courses

TECHNICAL SESSION 6: OER RESOURCE SHARING IN MULTIPLE LANGUAGES



Prof Rao, VC, Dr BRAOU and Mr AS Rajawat, BHASHINI, MeitY

This session featured a presentation by Mr. Ajay Singh Rajawat from the Bhashini Division of the Ministry of Electronics and Information Technology (MeitY), Government of India. The focus was on AI-based tools developed by MeitY to support the OU OER movement, particularly in resource sharing, translation, and transliteration of content into Indian vernacular languages.

Key Highlights of the Session

Presentation on AI-Based Tools

Mr. Rajawat showcased the AI tools developed by the Bhashini Division, highlighting their applications in the OU OER movement. The tools are designed to facilitate the sharing, translation, and transliteration of educational resources into various Indian languages.

Benefits of Bhashini Tools

The tools enable accurate and efficient translation of content, significantly enhancing accessibility and inclusivity. These innovations would help OUs to seamlessly translate their resources into multiple languages, ensuring broader reach and impact.

Demonstration and Insights

A 15-minute presentation demonstrated the capabilities of the Bhashini tools. Participants gained insights into how these tools can be



Delegates focusing on the deliberations

integrated into their OER practices to improve multilingual resource availability.

Interactive Q&A Session

Following the presentation, a lively Q&A session addressed participants' queries regarding the use of Bhashini tools. The questions focused on the practical application of the tools for translating learning resources, as well as concerns about data privacy and proper attributions.

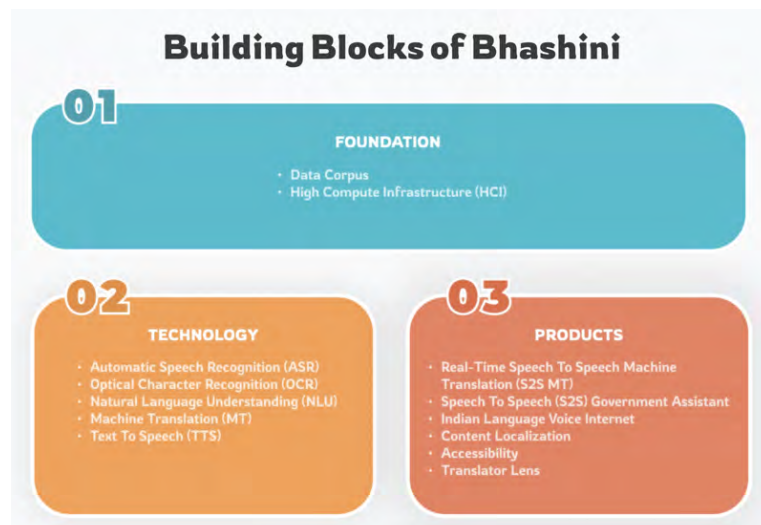


Figure 9. Building Blocks of Bhashini

Outcomes

Participants left the session with a clear understanding of how AI-based tools from the Bhashini Division can significantly enhance the accessibility and inclusivity of OERs by enabling translation into multiple Indian languages. The session underscored the potential of these tools to transform the OU OER movement, making educational resources more widely available and impactful across diverse linguistic communities.



Figure 10. Bhashini App interface

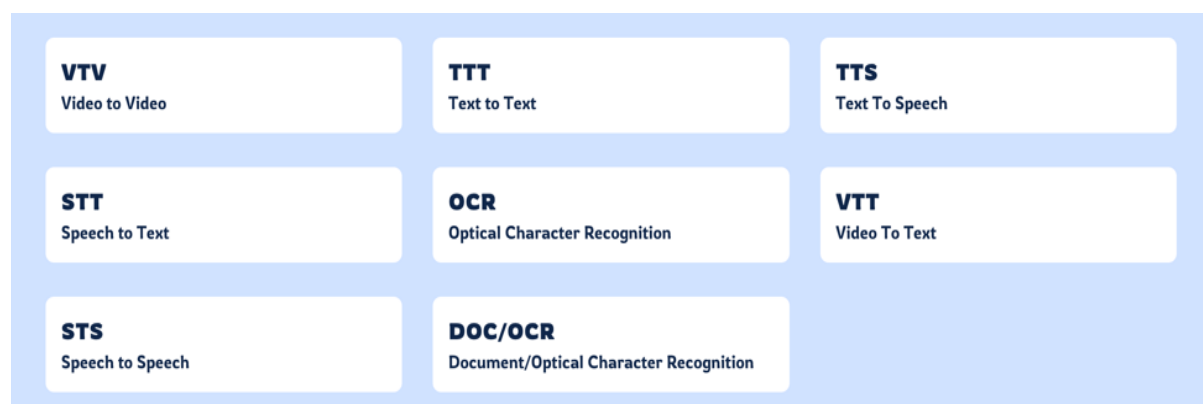


Figure 11. Bhashini Capabilities

TECHNICAL SESSION 7: OER REPOSITORIES: TRAINING AND ESTABLISHMENT PLAN



Dr ARD Prasad presenting on OER repositories

In this session, Dr A.R.D. Prasad provided an in-depth exploration of the technologies available for creating OER repositories, focusing on interoperability among OUs. The session covered the following key areas:

Technological Overview

Dr Prasad guided participants through various technologies used for developing OER repositories. Emphasis was placed on the DSpace platform, a widely-used tool for creating institutional-level repositories that are interoperable.

Interoperability and Resource Sharing

The session addressed interoperability issues, ensuring that repositories across different

OUs can effectively share resources. Dr Prasad discussed the importance of adhering to open standards and technologies to facilitate seamless resource sharing.

Accessibility Considerations

Key accessibility factors related to the technology used in OER repositories were highlighted. The discussion included methods to enhance the accessibility of repositories, making them more user-friendly and inclusive.

Training and Establishment Plans

The session outlined plans for training personnel in the creation and management of OER repositories. Practical steps for establishing these repositories within institutional frameworks were discussed, ensuring long-term sustainability and interoperability.

Outcomes

The participants gained valuable insights into the creation and management of interoperable OER repositories using DSpace and other open technologies. The session equipped them with the knowledge needed to address interoperability challenges and enhance resource sharing and accessibility across their institutions. By the end of the session, attendees were prepared to implement effective training and establishment plans for their OER repositories, fostering a collaborative and accessible OER ecosystem within the OU network.

TECHNICAL SESSION 8: WORK PLAN OF PARTICIPATING UNIVERSITIES/ INSTITUTIONS

Representatives from each university/institution developed their work plans for the 2024-25 academic year, focusing on OER implementation, in this technical session. The session was facilitated by the CEMCA team, who provided a structured template to guide the development of these plans.

Key Components of the Work Plan

OER Policy Development/Review

Representatives assessed their existing OER policies, identifying areas for review or drafting new policies as needed.

OER Capacity Development Plan

Plans were created to enhance the skills and knowledge of faculty and staff regarding OER usage and creation.

OER-Based Course Development Plan

Strategies were outlined for the development of courses utilising OER, including interactive activities and video content.

Institutional Repository

Steps for establishing or enhancing institutional repositories for OER were included in the work plans.

Session Process

Guidance and Support: The CEMCA team provided hands-on assistance, ensuring that each representative could effectively draft a comprehensive work plan.

Template Utilisation

A standardised template was used, covering aspects such as policy revision, capacity



Participants engaged in developing their work plans

building, OER infrastructure, creation and curation of OER, repository development, and faculty recognition.

Presentation and Discussion

Each representative presented their draft work plan, which will be further refined and discussed within their institutions and presented to their respective Vice Chancellors.

Detailed Template Components

The work plan template included the following sections:

Revising/Drafting OER Policy

Identifying areas for policy enhancement or the need for new policy creation.

Capacity Building Requirements

Determining the training needs for faculty and staff to effectively use and create OER.

OER Infrastructure

Planning the necessary infrastructure to support OER initiatives, including technological and administrative support.

Creation and Curation of OER

Strategies for developing and curating high-quality OER materials, including courses, interactive activities, and multimedia content.

Institutional Repository Building/Enhancement

Establishing or improving repositories to store and share OER within and beyond the institution.

Incentivising/Recognising Faculty (OER Champs)

Developing programmes to recognise and incentivise faculty contributions to OER initiatives.

The template used in this session is included in the Annexure for reference.

Outcomes

By the end of the session, each participating university and institution had a detailed, actionable work plan for OER implementation for the academic year 2024-25. These plans are designed to promote the adoption and integration of OER, fostering an open and collaborative educational environment.



Attendees actively involved in discussions

TECHNICAL SESSION 9: PRESENTATIONS BY INDIVIDUAL OPEN UNIVERSITIES

During this session, officials from each OU presented their respective work plans for the 2024-25 academic year, focusing on the implementation of OER.

Key Components of the Presentations

Initiatives and Strategies

Each university outlined specific initiatives and strategies for advancing their OER policies.

Best Practices

Participants shared best practices to foster OER adoption and integration within their institutions.

Timelines

Detailed timelines were provided, indicating the milestones for OER policy development, capacity building, course development, and repository establishment.

Process

Presentation

Officials used the provided work plan template to structure their presentations. They highlighted key initiatives, strategies, best practices, and timelines for their OER projects.

Discussion

The presentations facilitated an open discussion among participants, allowing for the exchange of ideas and feedback. Plans presented during the session will be further discussed with the respective institutional teams for refinement and implementation.

Outcomes

The session provided a platform for each OU to showcase their planned OER initiatives for 2024-25, promoting transparency and collaboration. These presentations served as a foundation for further discussions and actions within each institution, ensuring a cohesive and strategic approach to advancing OER implementation.



Presentation of work plan by OU representative

SPECIAL SESSION

PRESENTATION ON 'THE LIVING ACADEMY PROJECT OF KISHORE BHARATHI'

Presenter: Professor G. Nagarjuna, Knowledge Lab, Homi Bhabha Centre for Science Education, Mumbai.

Session Coordinator: Professor Pushpa Chakrapani, Director – Academic, Dr BRAOU

In this special session, Professor G. Nagarjuna presented on "The Living Academy Project of Kishore Bharathi."

Key Highlights of the Presentation

Emergence of the Living Academy

Professor Nagarjuna detailed the origins of the Living Academy, explaining its mission and vision to inspire and nurture young minds across the country.

Mission and Vision

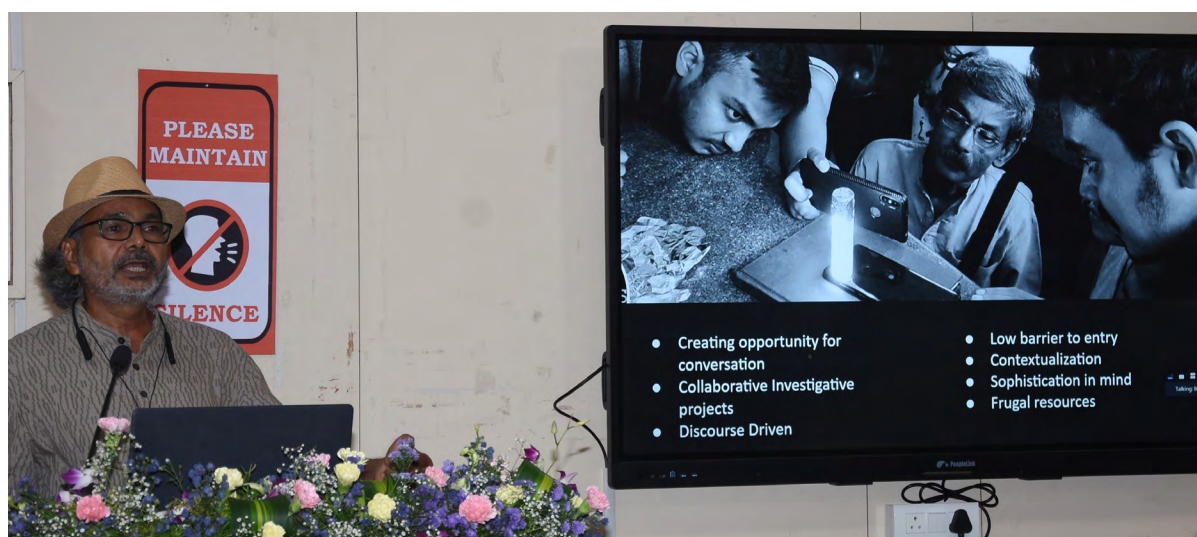
The project aims to create a vibrant educational ecosystem that fosters curiosity, creativity, and scientific inquiry among students.

Views on OER and the Open Movement

Professor Nagarjuna emphasised the importance of OER and the broader open movement in democratising access to knowledge. He highlighted how sharing resources globally can enhance educational opportunities and promote collaborative learning.

Session Impact

The presentation provided valuable insights into the innovative approaches of the Living Academy and underscored the significance of OER in expanding educational access. Professor Nagarjuna's perspectives on the open movement resonated with the audience, emphasising the potential for global knowledge sharing to transform education.



Prof G Nagarjuna presenting on the Living Academy Project of Kishore Bharathi

TECHNICAL SESSION 10: FINALISING THE PRESENTATION FOR OU VCS ROUNDTABLE MEETING

OU Officials' Recommendations to the Vice Chancellors

In this session, facilitated by CEMCA experts, officials from various OUs collaborated to create a concise PowerPoint presentation to be delivered at the VC Roundtable the following day.

Session Overview

Focus Areas for Presentation

Participants identified key focus areas to form the agenda for the presentation to the Vice-Chancellors. The discussion centred around three main themes:

- Open Educational Resources (OER)
- Open and Distance Learning (ODL) regulations

- Skills and the National Education Policy (NEP) 2020

Collaborative Discussion

CEMCA experts guided the participants in discussing and refining these key areas. Each participant shared insights and recommendations from their respective universities.

Key Recommendations:

- Collaboration between universities for OER-based courseware
- Revisiting the admission cycle to attract more students
- Offering multidisciplinary programmes while maintaining the unique identity of OUs as distinct higher education institutions



OU representatives finalising their presentations

- Recognising online courses for credit transfer
- Addressing OER policy issues to ensure quality and standards
- Collaborating on courses in regional languages and course authoring
- Seeking support to offer skill-based courses from NCVET
- Addressing capacity-building needs and promoting research and innovation
- Leveraging OER repositories to avoid duplication and promote sustainability
- Jointly addressing emerging issues from new regulatory norms for OUs and ODL institutions

Selection of Representatives

Based on the deliberations, participants selected three representatives to present these points to the Vice-Chancellors.

Outcome

The collaborative effort resulted in a well-prepared presentation deck that succinctly captured the collective recommendations and strategic focus areas of the OUs. This presentation aimed to foster a constructive dialogue at the VCs Roundtable, addressing the critical aspects of OER implementation, regulatory compliance, and skill development aligned with NEP 2020.



Participants immersed in the deliberations

Conclusion

OU OERfest 2024: A Catalyst for Collaborative Innovation in Indian OUs

The OU OERfest 2024 served as a dynamic platform for the collaborative exchange of ideas among Open Universities (OUs) across India, with a particular focus on OER, OER policies, and fostering inter-university cooperation. The festival was instrumental in bringing together key stakeholders from various OUs to discuss and strategise on these critical aspects of contemporary education.

Key Discussions and Themes

Central to the discussions were initiatives aimed at capacity building among university

faculty members. The festival emphasised the importance of implementing programmes designed to enhance teaching and administrative skills, particularly in areas such as:

Micro-Credentials

Developing and effectively utilising micro-credentials to provide flexible, modular learning opportunities that cater to diverse learner needs.

Artificial Intelligence (AI)

Leveraging AI for the creation and publishing of Self-Learning Materials (SLM) tailored to the varied learning requirements of students. This includes using AI tools to personalise learning



Prof Rao, VC, Dr BRAOU, sharing a candid moment with the delegates

experiences and streamline the content creation process.

Outcome and Strategic Developments

A significant outcome of OU OERfest 2024 was the formulation of a unified strategy to evaluate and adopt OERs across Indian OUs. This strategic framework aimed to ensure that OERs are integrated effectively into the educational practices of these institutions, thereby promoting accessibility and quality in higher education.

Additionally, officials from various OUs drafted comprehensive agendas for future meetings with their respective Vice Chancellors. These agendas underscore the necessity and benefits of increased collaboration among OUs, highlighting how such partnerships can drive innovation and enhance the educational landscape.

Looking Forward: Sustainable and Innovative Practices

OU OERfest 2024 marked a crucial step towards the development of sustainable and innovative educational practices. The event underscored the commitment of Indian OUs to revolutionise the higher education system through the strategic use of OER and collaborative efforts. By focusing on these goals, the fest aimed to contribute significantly to the overarching objective of transforming higher education in India, making it more inclusive, efficient, and forward-thinking.

The festival not only fostered a sense of community among participating universities, but also set the stage for ongoing dialogue and cooperation. As OUs in India continue to navigate the evolving educational landscape, the insights and strategies derived from OU OERfest 2024 will undoubtedly play a pivotal role in shaping their future trajectories.



Women delegates posing for a group photo during the event

Annexures

Annexure 1: Conference Agenda

Day 1: 18 April 2024

Time	Session	Speaker
09.30- 10.00	Registration and Networking	
	Inaugural Session	
10.00- 10.10	Welcome Remarks	Professor K Seetharama Rao Vice Chancellor, Dr B R Ambedkar Open University (Dr BRAOU), Hyderabad
10.10- 10.20	Introducing OU OERfest	Dr B. Shadrach Director, Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi
10.20- 10.30	Special Address by 'Guest of Honour'	Professor V. S. Prasad Former Director, NAAC and former Vice-Chancellor, Dr BRAOU
10.30- 11.00	Chief Guest Address	Dr Nirmaljeet Singh Kalsi, IAS (Retd) Chairperson, National Council for Vocational Education and Training (NCVET), New Delhi
11.00- 11.10	Vote of thanks	Professor Pushpa Chakrapani, Director – Academic , Dr B R Ambedkar Open University, Hyderabad
11.10- 11.30	Tea break	
11.30-13.00	Special Session: Discussion on ODL Regulations	OU's input to the formulation of ODL Regulation Speaker: Dr Nirmaljeet Singh Kalsi Moderator: Dr B. Shadrach In this session, all officials representing different Open Universities will contribute to the ongoing discussions on the framing of ODL regulations under the Chairmanship of Dr Nirmaljeet Singh Kalsi, IAS (Retd)
13.00- 13.45	Lunch break	

Time	Session	Speaker
13.45-15.00	Technical Session 1: Current Status of OER in the OUs	A five-minute presentation highlighting the status of OER practice in OUs: – Institutional level OER Policy – Capacity Building Plans – Investment in OER infrastructure – OER-enabled course development – Institutional level OER repository
15.00- 15.15	Tea break	
15.15- 16.45	Technical Session 2: OER Policy at OUs	Policy write shop Using CEMCA's OER policy template, officials of OUs will develop/further articulate the institutional level OER policies. It is envisaged that each university will walk out with its own strategy towards policy implementation/development.
16.45- 17.45	Technical Session 3: OER capacity-building at OUs	Institutional Planning session In this session, officials of OUs shall examine their current capabilities and develop a plan for continuous professional development in OER in their respective institutions.
17.45-18.15	Technical session 4: The Scope of OER in skill-based programmes	Introducing Skill courses in OUs In this session, officials of each OU will describe if and how skill-oriented courses are being offered at their respective Universities.
18.15- 18.30	Closing session of Day 1	The session is aimed at providing a summary of discussions held during the day, and the action items identified by the officials of OU/institutions

Day 2: 19 April 2024

Time	Session	Speaker
09.30-09.45	Defining the objectives of Day 2	
09.45- 11.15	Technical Session 5: OER-led course development and Micro-credentials: Tools, Methods, and Techniques	Micro credential and Course Development using OERs In this interactive session, after a brief presentation by CEMCA's expert, the universities that have produced micro-credentials will discuss their innovations at length, especially by elaborating the use of various tools, methods, and techniques in developing their courses.

Time	Session	Speaker
11.15-11.30	Tea break	
11.30-12.00	Technical Session 6: OER Resource Sharing in Multiple Language	Bhashini for OUs OER Movement Presentation by Mr Ajay Singh Rajawat, Bhashini Division, Ministry of Electronics and Information Technology (MeitY), Government of India. This session is aimed at highlighting some of the AI-based tools developed by MeitY for use in the OU OER movement, especially towards resource sharing, translation and transliteration of content into Indian vernacular languages. After a 15 minute long presentation, there will be a 15- minute long Q&A session.
12.00- 12.45	Technical Session 7: OER repositories: Training and establishment plan	Interoperability of OUs OER Repositories In this session, Dr A R D Prasad will take a 'walk through' of the various technologies available for creating OER repositories, and elaborate upon the tool, DSpace for creating institutional level repositories that are interoperable. He will also touch upon the aspects of resource sharing as well as other accessibility factors in regard to technology that will be used.
12.45- 13.45	Lunch break	
13.45- 14.30	Technical Session 8: Work Plan of participating Universities/ Institutions	OU OER Workplan 2024-25 Assisted by CEMCA team, representatives of each university prepare their work plan for 2024-25 in a format provided to them by CEMCA which would include: – OER policy development/review – OER capacity development plan – OER-based course development plan – Institutional repository
14.30- 16.00	Technical Session 9: Presentation by individual Open Universities	Presentation of OU OER Workplan 2024-25 Officials of each OU will present their workplan for 2024-25 (five minutes each)
16.00- 16.15	Tea break	
16.15- 16.30	Special Session: Presentation on "The Living Academy Project of Kishore Bharathi"	Professor G. Nagarjuna, Knowledge Lab, Homi Bhabha Centre for Science Education, Mumbai Session Coordinator: Prof Pushpa Chakrapani, Director – Academic, Dr BRAOU

Time	Session	Speaker
16.30- 17.30	Technical Session 10: Finalising the presentation for OU VCs Roundtable	OU officials recommendations to the OU VCs This group work supported by CEMCA Experts shall help the OU officials to produce a succinct PowerPoint presentation deck that will be presented at the VCs Roundtable the following day.
17.30- 17.45	Closing session	Closing Remarks by – Professor K Seetharama Rao, Dr BRAOU – Dr B. Shadrach, CEMCA
17.45- 17.50	Vote of Thanks	Professor Pushpa Chakrapani, Dr BRAOU

Day 3: 20 April 2024

Open Universities' Vice Chancellors Roundtable on OER

Time	Session	Speaker
	Inaugural Session	
10.00- 10.05	Welcome Address	Professor K Seetharama Rao Vice Chancellor, Dr B R Ambedkar Open University, Hyderabad
10.05- 10.10	Ahmedabad Declaration and the Commitments of OUs	Dr B Shadrach Director, Commonwealth Educational Media Centre for Asia, New Delhi
10.10- 10.25	Inaugural Address: The role of OUs for 'Viksit Bharat 2047' (Online)	Professor M Jagadesh Kumar Chairman, Universities Grants Commission, New Delhi
10.25- 10.40	Special Address (Online)	Dr Nirmaljeet Singh Kalsi, IAS (Retd) Chairperson, National Council for Vocational Education and Training (NCVET), New Delhi
10.40- 10.55	Keynote Address	Prof Nageshwar Rao Vice Chancellor, Indira Gandhi National Open University (IGNOU), New Delhi
10.55- 11.00	Special Remarks	Professor R. Limbadri Chairman, Telangana State Council for Higher Education, Hyderabad
11.00- 11.10	Special Guest- Address	Shri Burra Venkatesham Principal Secretary, Department of Education, Govt. of Telangana, Hyderabad

Time	Session	Speaker
11.10-11.15	Vote of thanks	Professor Pushpa Chakrapani Director – Academic, Dr B R Ambedkar Open University, Hyderabad
11.15- 11.45	Tea break	
11.45- 12.00	Session 1: Outcomes of OU OERfest	Chair: Professor K Seetharama Rao, Vice Chancellor, Dr BRAOU In this session, a representative of the officials who participated in the OU OERfest will make a 10-minute presentation on their findings and the collaborative roadmap developed. Discussions
12.00- 12.45	Session 2: Institutional Policies and Frameworks of OER – Policy ratification – Implementation mechanisms – Monitoring – Review	Chair: Professor Nageshwar Rao, Vice Chancellor, IGNOU Remarks (10 minutes each) by: Professor Dr Tribeni Nath Sahu, Vice Chancellor, Jharkhand State Open University, Ranchi Professor Sharanappa V. Halse, Vice Chancellor, Karnataka State Open University, Mysuru Professor Kailash Sodani, Vice Chancellor, Vardhman Mahaveer Open University, Kota (Online) Professor Krishna Chandra Sinha, Vice Chancellor, Nalanda Open University, Nalanda (Online) Discussions
12.45- 13.30	Session 3: Faculty Development and Support for OER - Training plan - Peer Assist support - Incentives for faculty members - Micro-credentials - Student support services - Key Performance Indicators	Chair: Professor Ami Upadhyay, Vice Chancellor, Babasaheb Ambedkar Open University, Ahmedabad Remarks (10 minutes each) by: Professor S Arumugam, Vice Chancellor, Tamil Nadu Open University, Chennai Professor Sanjeev Sonawane, Vice Chancellor, Yashwantrao Chavan Maharashtra Open University, Nashik Professor Rajendra Prasad Das, Vice Chancellor, K K Handiqui State Open University, Guwahati Discussions

Time	Session	Speaker
13.30- 14.30	Lunch break	
14.30- 15.15	Session 4: OER repositories for learners and teachers – Prime Responsibility – Accessibility – Ease of use and navigation – Interoperability – User Analytics	Chair: Dr Bansh Gopal Singh, Vice Chancellor, Pandit Sundarlal Sharma Open University, Bilaspur Remarks (10 minutes each) by: Professor Arka Kumar Das Mohapatra, Vice Chancellor, Odisha State Open University, Bhubaneswar Dr Devika Madalli, Director General, INFLIBNET, Gandhinagar Professor Indrajit Lahiri, Vice Chancellor, Netaji Subhas Open University, Kolkata (Online) Discussions
15.15- 15.30	Tea break	
15.30- 16.15	Session 5: Collaboration among the OUs - Quality review - OER-led joint programmes and courses. - Accessibility - Bouquet of Micro-credentials - Interoperability of databases - OU OER Repository	Chair: Professor Karamjit Singh, Vice Chancellor, Jagat Guru Nanak Dev Punjab State Open University, Patiala Remarks (10 minutes each) by: Professor Sanjay Tiwari, Vice Chancellor, M P (Bhoj) Open University, Bhopal Professor O.P.S. Negi, Vice-Chancellor, Uttarakhand Open University, Haldwani Professor Jagathy Raj, Vice Chancellor, Sreenarayanaguru Open University, Kollam Discussions
16.15- 16.40	BHASHINI for the OU OER Movement	Presentation by Shri Amitabh Nag CEO, Digital India BHASHINI Division, Ministry of Electronics and Information Technology, New Delhi
16.40- 17.00	Closing Session	Ahmedabad to Hyderabad: OU-led OER movement in India by Dr B Shadrach, Director, CEMCA Closing Remarks: Professor Nageshwar Rao, Vice Chancellor, IGNOU Vote of Thanks by Professor K Seetharama Rao, Vice Chancellor, Dr BRAOU

Annexure 2: List of Participants

OU OER Fest - Hosts

Professor K Seetharama Rao

Vice Chancellor

Dr B.R. Ambedkar Open University,
Hyderabad, Telangana.

Dr Basheerhamad Shadrach

Director

Commonwealth Educational Media Centre
for Asia

Guests

Dr Nirmaljeet Singh Kalsi, IAS (Retd)

Chairperson, National Council for Vocational Education and Training (NCVET), New Delhi

Professor V. S. Prasad

Former Director, NAAC and former Vice-Chancellor, Dr BRAOU

Core Team - Dr B. R. Ambedkar Open University

Professor Pushpa Chakrapani, Director – Academic

Professor A. Venkat Ram Narsimha Reddy, Registrar

Professor G Lakshmi

Director, Centre for Online Education and Learning (COEL)

Commonwealth Educational Media Centre for Asia

Ms Sushumna Rao, CEMCA Expert

Dr Madhuri Dubey, CEMCA Expert

Ms Joyce Maria Sunny, CEMCA Consultant

Participants

Organisation

Name

Bhashini Division

Ministry of Electronics and Information
Technology (MeitY), Government of India

Mr Ajay Singh Rajawat – Speaker

Dr Babasaheb Ambedkar Open University,
Ahmedabad

Professor (Dr) Nilesh K Modi

Professor & Director, School of Computer
Science

Director – Centre for Internal Quality
Assurance (CIQA)

Director – Centre for Online Education

Dr B. R. Ambedkar Open University, Hyderabad	Professor A R D Prasad Speaker Professor Vaddanam Srinivas Rao Director, Electronic Media Resources & Research Centre (EMR&RC) Professor Pallavi Kabde Director, UGC DEB Affairs & Head, Dept. of Public Administration Dr K. Sridevi Director (I/C), Centre for Internal Quality Assurance (CIQA) Dr D. Rabindranath Solomon Director In-Charge, Centre for Skill Development and Career Planning (CSD&CP)
Homi Bhabha Centre for Science Education, Mumbai	Professor G. Nagarjuna Speaker
Jagat Guru Nanak Dev Punjab State Open University	Dr Amitoj Singh Associate Professor, School of Sciences and Emerging Technologies
Karnataka State Open University	Dr Niranjana Raj S Director, Centre for Internal Quality Assurance
Krishna Kanta Handiqui State Open University	Pranab Saikia Professor & Director, Discipline of Education & Centre for Online Education Dr Nabankur Pathak Assistant Professor in Instrumentation & Assistant Director (Acting), Centre for Online Learning
M. P. Bhoj (Open) University	Dr Shailendra Kaushik Regional Director, Student Support Department Dr B. Gopal Krishna Senior Consultant, CIQA
Netaji Subhas Open University	Professor Anirban Ghosh Director, CIQA Dr Papiya Upadhyay Assistant Professor of Education, School of Education
Pandit Sundarlal Sharma (Open) University	Professor Chandana Mitra Director, School of Social Science (Professor and Head – Sociology)

School of Open Learning, University of Delhi	Dr Payal Mago, Director Mr Deekshant Awasthi, Academic Coordinator Dr Kadiresan N Assistant Professor, Department of Library and Information Science
Sreenarayanaguru Open University	Mr. Jaymohan M Cyber Controller
Tamil Nadu Open University	Dr Chitra P, Asst. Professor, School of Journalism & Media Studies
Vardhman Mahaveer Open University, Kota	Dr Kshamata Chaudhary Director, Research Dr Anuradha Dubey Associate Professor, Botany, School of Science & Technology
Uttarakhand Open University	Professor Jeetendra Pande Professor & Director, Computer Science and In-charge of the OER Cell
Yashwantrao Chavan Maharashtra Open University	Dr Prakash Barve Deputy Librarian

Annexure 3: Work Plan Template Used in Technical Session 8

Work Plan Template for OER policy Development/Revision

University Name: _____

Participant's Name: _____

Programme Outcome-1	Unit Work Plan
Revising OER Policy/Drafting the Policy	Aligning with latest regulations (for example ODL or UGC regulations):
	Timelines:
	Financial Implications:
	Dependencies:
Output:	
Sustainability plan:	

Programme Outcome-2	Unit Work Plan
Capacity Building Requirement	Number of faculty to be trained and Experts to be identified for TOT (Training of Trainer mode):
	Topics/Training curriculum to be covered and delivery mode and type of training needed (Awareness creation, Hands-on etc.):
	Timelines and schedules for workshops:
	Financial implications:
	Dependencies:
Output:	
Sustainability plan:	

Programme Outcome-3	Unit Work Plan
Have OER Infrastructure	Assessment of existing infrastructure
	Financial implications
	Dependencies
	Timelines
Output:	
Sustainability plan:	

Programme Outcome-4	Unit Work Plan
Creation of OER (Courses, Interactive Activities, Videos etc.)	- Number of OER and type of OER - Identifying Topics/ Course to develop

	• Checklist for quality assurance • Timelines • .Financial implications • Dependencies
Output:	
Sustainability plan:	

Programme Outcome-5	Unit Work Plan
• Curation of OER	• Checklist for quality assurance • Timelines • Financial implications • Dependencies and resources required for QA team having a checklist / guidelines to follow
Output:	
Sustainability plan:	

Programme Outcome-6	Unit Work Plan
• Institutional level OER repository building / enhancing	• Enhance existing repository or creating one • Infrastructure needs with needs analysis • Timelines • Financial implications • Dependencies
Output:	
Sustainability plan:	

Programme Outcome-7	Unit Work Plan
• To incentivise / recognise the faculty (OER Champs)	• Any recognition like Badge or An Award for faculty involved in OER practices • Process like faculty having an opportunity to spend ___% of their time in OER practices • Timelines • Financial Implications • Dependencies
Output:	
Sustainability plan:	
• Programme Outputs and Sustainability plans	• Envisaged Programme outputs, and Sustainability plans
• Financial Support	• Overall budget planning and resources (staff) planning
• Summary and Request	

Annexure 4: Pre-session Questionnaire Used for Session 1

Pre Event Form OERfest 2024 Dr BRAOU

Session-1 Unlocking the Power of OER

This is a Pre Event Form OERfest 2024. Please spare 15-20 minutes to fill this form and the results will help us to tailor make and conduct the Sessions smoothly.

About OERfest: The Vice Chancellors (VCs) who met at the State Open Universities' VCs Forum in August 2023 made commitments towards sharing OERs on a mutual basis and to also use up to 40% of OER content in course development. To realise the commitment, Dr B R Ambedkar Open University (Dr BRAOU) and the Commonwealth Educational Media Centre for Asia (CEMCA) are jointly organising an Open University Open Educational Resources Festival (OU OERfest) on 18-20 April 2024 at Dr BRAOU-Hyderabad. The event will offer the Open Universities (OUs) in India a chance to review their respective institutional-level policies and practices while also celebrating the successes gained.

*** Indicates required information**

1. Email*
2. Email ID*
3. Institution Name*

Mark only one oval

- ☐ Dr Babasaheb Ambedkar Open University Dr B. R. Ambedkar Open University
- ☐ Indira Gandhi National Open University
- ☐ Jagat Guru Nanak Dev Punjab State Open University Jharkhand State Open University
- ☐ Karnataka State Open University
- ☐ Krishna Kanta Handiqui State Open University
- ☐ M. P. Bhoj (Open) University
- ☐ Nalanda Open University
- ☐ Netaji Subhas Open University Odisha State Open University
- ☐ Pandit Sundarlal Sharma (Open) University
- ☐ Sreenarayanaguru Open University
- ☐ Tamil Nadu Open University
- ☐ U. P. Rajarshi Tandon Open University Uttarakhand Open University
- ☐ Vardhman Mahaveer Open University
- ☐ Yashwantrao Chavan Maharashtra Open University
- ☐ School of Open Learning, University Of Delhi

Other:

4. Is there an existing Institutional level OER policy at your institution? *

Mark only one oval

☐ Yes ☐ No

Staff skills and competencies in OER

5. What is your institution's current level of familiarity with Open Educational Resources (OER)?*

Mark only one oval.

☐ Not familiar
☐ Somewhat familiar
☐ Very familiar

6. Rate your institution faculties experience or comfort level with digital tools, technologies and platforms for educational purposes. *

Mark only one oval.

☐ Very ☐ Low ☐ Medium ☐ High ☐ Not aware

7. Have you or your faculty ever contributed to or used OER in teaching or learning? If so, please share your experience. (If possible provide links) *

Institutional investment in OER infrastructure

8. What are the major infrastructure investments done to enhance OER initiative in your institution? *

9. Any plans in building further infrastructure to enhance OER initiative? *

Mark only one oval.

☐ Yes
☐ Planning to do
☐ No plans at all

☐ May be in future

☐ Not aware

10. In what ways your institution collaborated/wish to collaborate/can collaborate with other institutions or organisations to promote the use of OER? *

11. List at least three aspects you addressed for quality assurance and maintenance of OER materials in your institution or you wish to address if not done before. *

Status of OER-enabled micro- credentials and courses

12. Does your institution have any existing OER-enabled micro- credentials and/or courses? If yes, where are they available and in which subject areas? Or if you are planning please provide your thoughts. *

13. Are there any OER-enabled skill based vocational micro- credentials or courses that your institution is running? If yes where they are available and in which subject areas? Or if you are planning, please provide your thoughts. *

OER repository of the University

14. Name and link to the OER repository of the university, if any *

15. Status of the OER repository of the university, if any *

Mark only one oval

- ☐ Live and available to public
- ☐ Existing, but not available to public
- ☐ NA

16. If any public repository used to showcase OER is it searchable with filters like with Open licenses, etc. *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ May be – not sure

Your Thoughts and Suggestions

17. What do you think is the primary benefits of using OER in higher education? *

18. How Important is to integrate OER into Curriculum? *

Mark only one oval.

- ☐ Not important
- ☐ Somewhat important
- ☐ Very important

19. Do you think any of these can be achieved and act as a motivating factor to adopt OER?

Mark only one oval.

Reducing cost (Printing, updating, distributing, etc.)

Improving course materials' accessibility

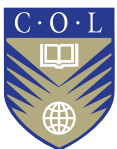
Enhancing pedagogical flexibility

20. What concerns or challenges do you anticipate with the adoption of OER at your institution?

21. What kind of features do you think or support is required or essential in an institutional technology platform for facilitating the use and creation of OER?

22. Do you think monetary incentives or any other type of incentives would encourage/motivate faculty to develop, use or contribute to OER?

23. Do you think active student participation in creating / contributing to OER is essential?



CEMCA

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