

# RESEARCHER'S VOICE

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## FROM THE DESK OF EDITOR

Dear Readers,

It gives me immense pleasure to present Volume11, Issue 1 of Researcher's Voice to our readers, who will find a wide array of research topics with the present edition. Research has to be designed and planned according to the needs and demands of each society and research policies essentially seek to motivate and develop original, creative and innovative researches and also have to be aligned to the norms, economy and culture. Knowledge and innovation are promoted among societies by genuine researches. Results which are scientific and truthful enable society to solve existing problems or enhance living standards and extends existing acquaintance or bring new familiarities to the galaxy of knowledge so that they can be used for later times when need arises. Research is a social imperative of an advancing society that enables to see better and effective possibilities beyond what is known. Society advances through science and science advances through research, indicating the necessity of research. Quality research is quite influencing for the development of countries and adheres to the principles of ethical research. Being the editor in chief of Bi annual peer reviewed journal, I shoulder the responsibility of compiling quality researches in our journal. The research papers have been evaluated by experienced researchers with relevant expertise and plagiarism free. The editorial board has not left any stone unturned in bringing quality research papers. I want to congratulate the contributors and the whole team of Researcher's Voice for collaborating and making this possible and expect the same in future too. Best Wishes!

**Editor-In Chief**  
– **Prof. Sudhinder Singh Chowhan**  
Professor,  
IIHMR University, Jaipur





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# BLACKBOARD AS AN EMERGING LMS FOR E-LEARNING: A CASE STUDY OF CHANDIGARH UNIVERSITY, MOHALI

Prof. (Dr.) Kamaljeet Kaur<sup>1</sup>

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## ABSTRACT

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*E-Learning is the new form of education which requires Learning Management System. Various Organizations are using various kinds of free and paid Learning Management systems. Blackboard is one of the emerging LMS for E-Learning in Indian higher education sector. More than 50 Education Institutes in India are using Blackboard. One of these institutes is Chandigarh University, Mohali. It is using Blackboard from 2020. During the Pandemic Chandigarh University provided E-Learning through Blackboard. In this study we will focus on the satisfaction of students and Faculty Members of Chandigarh University regarding Blackboard as a LMS. The research methodology for the study will be survey. The Sample size will be 100 which consists 50 Students and 50 Faculty Members of Chandigarh University.*

**Keywords:** *LMS, E-Learning, Blackboard, Chandigarh University, Higher Education*

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## INTRODUCTION

The pandemic Covid-19 has given new horizons to the education sector in the form of online education. Before Pandemic online education was discretionary, but during the preventive lock down it became a necessity. All the schools and higher education institutes provided education through online platforms in India and other countries also. Due to this dire necessity many online free video platforms or Learning Management Systems for teaching and learning became popular or came into existence.

## LMS

LMS stands for Learning Management System. It is a software application for the administration, documentation, tracking, reporting, automation, and delivery

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<sup>1</sup> UIMS, Chandigarh University, Mohali

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of educational courses, training programs, or learning and development programs. LMS contains videos, images, study material, syllabus, documents, assignments and ppt etc. The First LMS was developed in 1924 by Sidney L. Pressey in the form of a teaching machine. The machine which looks like a typewriter offered practical exercises and multiple-choice questions. The learners drill in the answers instead of typing them, which was recorded at the back of the machine. The learner could reach to advance level only if the answer to the previous question was correct.[1]



*Image of First LMS*

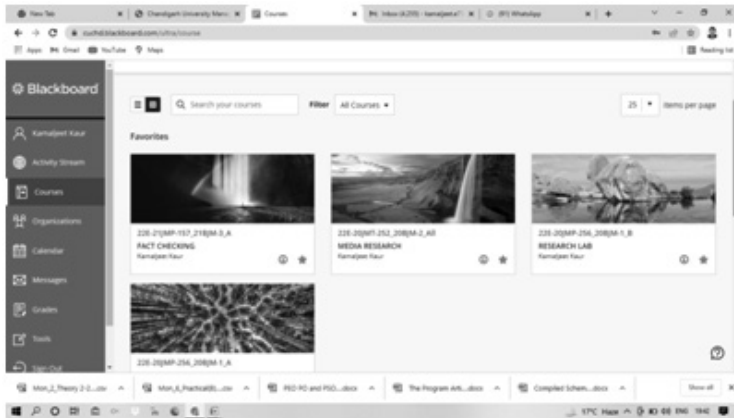
After Pressey's teaching machine many other Learning Management Systems came into existence and the process is still going on. Some of popular LMS for higher education are Blackboard, Schoology, Brightspace, Canvas, Moodle and Learndash etc.[2]

## **BLACKBOARD**

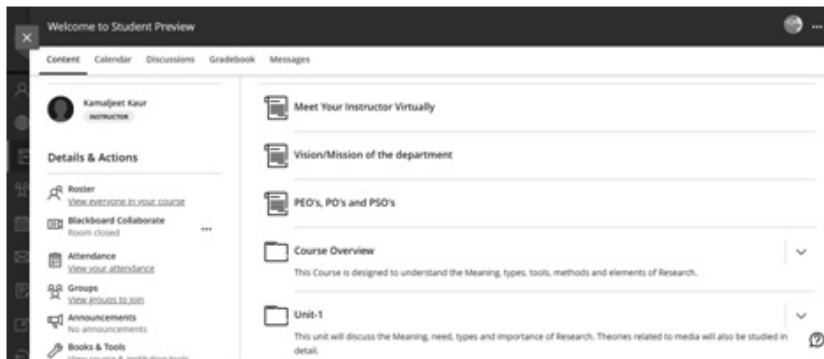
Blackboard is a learning management system which is used to conduct lectures, Record lectures, create and upload documents & folders, Videos, Images, Assignments, Tests, Portfolios, sharing the white board, word files, pdf files, images and videos, dividing the students into groups during the lectures. It is very user friendly and beneficial for students and faculty members. Chandigarh University adapted this LMS from May 2020 for E-Learning. Faculty uploads the study material and other content on Blackboard which is directly visible to the students in their Blackboard Accounts. Students attend the lectures and submit their assignments in the form of word, pdf, audio and video. Faculty can upload the

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marks of the assignments and can download the recorded lectures and attendance sheet also.



*Faculty Interface*



*Student Interface*

## OBJECTIVES

- To understand the emerging trends in LMS.
- To critically analyze the Blackboard.
- To study the satisfaction (From Blackboard) level of the Faculty and Students of Chandigarh University .

## REVIEW OF LITERATURE

- **Nor Azura Adzharuddin** mentioned in her scholarly work **“Learning Management System (LMS) among University Students: Does It Work?”** that LMS is necessary for University students to receive the study material and notifications regarding their assignments. But Universities should arrange LMS trainings for the students so that they can utilize it properly. There should be helpline numbers of LMS trainers to solve the queries of the students.[3]

- **Nadire Cavus, Huseyin Uzunboylu, Dogan Ibrahim** elucidated in **“The Effectiveness of Using Learning Management Systems and Collaborative Tools in Web-Based Teaching of Programming Languages”** that any LMS is not successful without a collaborative tool. It can provide a web based environment for the lectures of programming languages also. The fusion of LMS and collaborative tool provides a real class like atmosphere.[4]
- **An Exploratory Study: The effectiveness of a Learning Management System (LMS) in the delivery of a face-to-face programming course** by **Irene Govender and Desmond W Govender** emphasized that LMS is useful to engage the students through discussion forums and study material. It is complimentary but cannot be considered as a substitute of face to face classes for programming students.[5]
- **Uthman Alturki and Ahmed Aldraiweesh** explained the LMS as a successful source of teaching and learning during Pandemic in their work **“Application of Learning Management System (LMS) during the COVID-19 Pandemic: A Sustainable Acceptance Model of the Expansion Technology Approach.”** In accordance to the scholars Learning Management System (LMS) is a dedicated and fruitful method of learning as a sustainable interaction that helps in the usability of E learning with minimum resources and time.[6]with the hope that public health officials’ suggestion of social distancing would help flatten the sickness curve and reduce overall mortality from the outbreak. However, the Learning Management System (LMS
- **Sarachandran Nair. and Dr. Rajendra Patil** highlights the impact of LMS on students in their scholarly work **“A Study on the Impact of Learning Management Systems on Students of a University College in Sultanate of Oman.”** The work mentions that students gradually adapted the LMS after proper training and now they are utilizing it for course activities. It improves the students ICT skills and retention rate.[7]

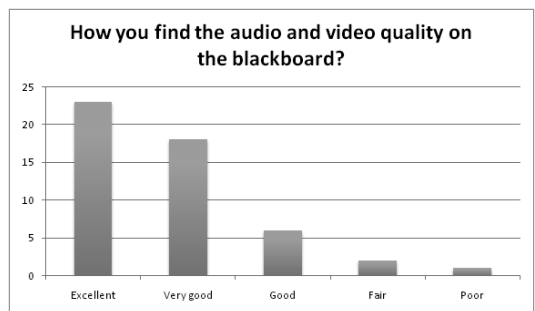
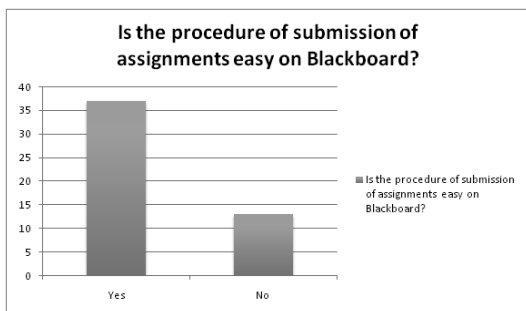
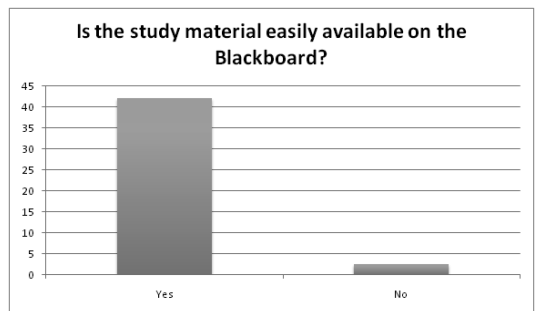
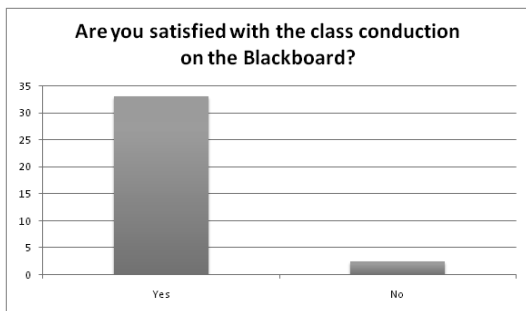
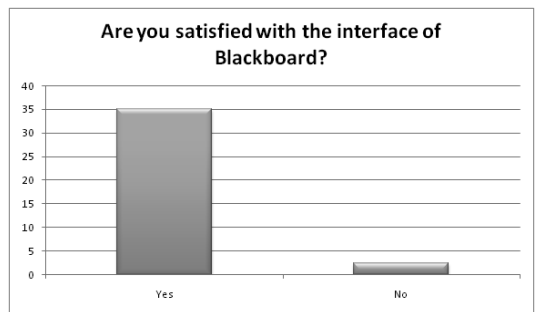
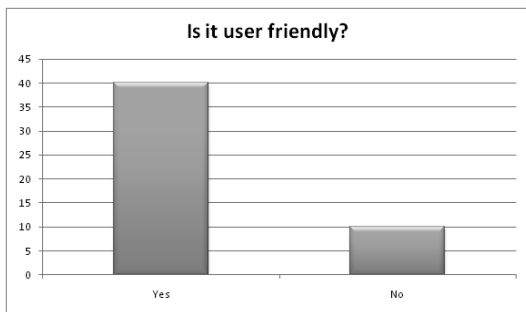
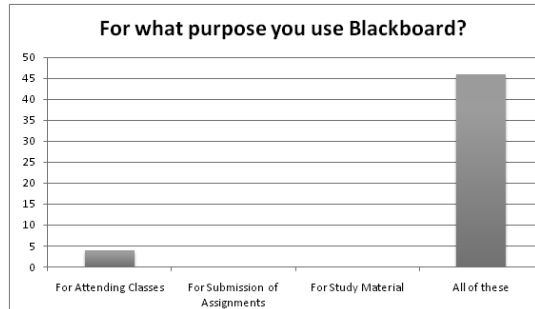
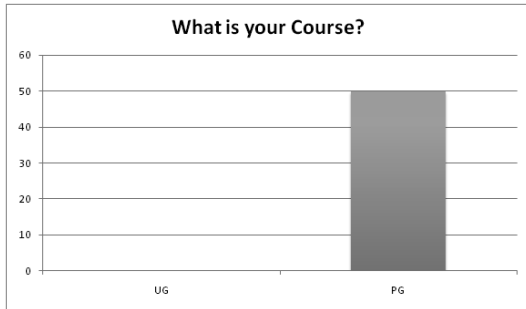
## RESEARCH METHODOLOGY

The research methodology for the study will be Survey. Survey will be conducted on 100 (50 Students+ 50 Faculty Members of Chandigarh University, Mohali) respondents with the help of Google Form.

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# DATA ANALYSIS AND INTERPRETATION

## Survey Results of Students



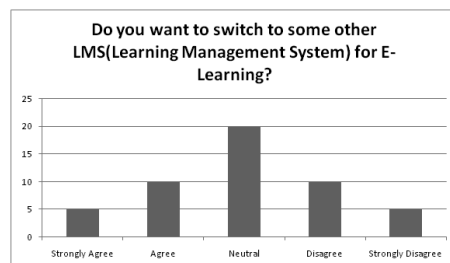
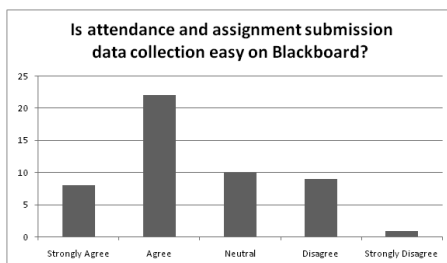
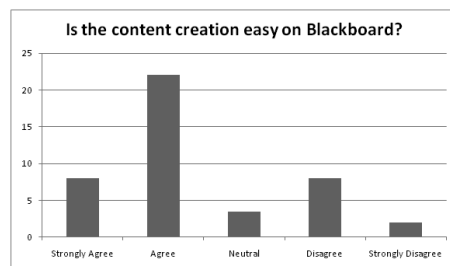
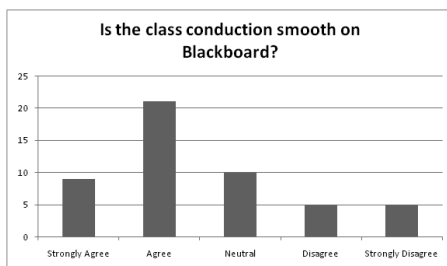
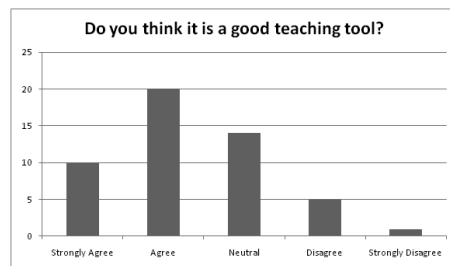
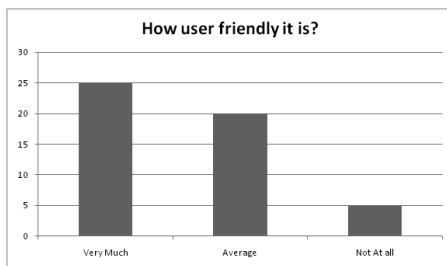
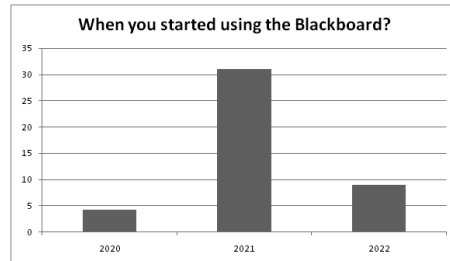
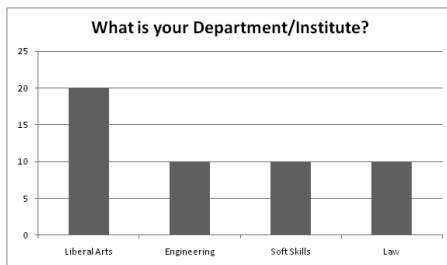
## What you like the most about Blackboard?

Most of the students found it one platform for every material. Few of the students liked the Blackboard because they can watch and download the recorded lectures even after the classes. While others liked it because of easy assignment submission, user friendliness and links of study materials.

## Any suggestions for the improvement in the Blackboard?

Most of the students want improvement in technical glitches such as server errors or slow connectivity during the sessions.

## Survey Results of Faculty Members





## **What you like the most about Blackboard?**

Most of the faculty members like it as it is a one stop destination for attendance, assignment and lectures. While others like it because of polling, break out groups and easy screen sharing.

## **Any suggestions for the improvement of Blackboard.**

Faculty members need improvement in technical glitches and internet data usage only.

## **CONCLUSION**

After the data analysis we arrived to the conclusion that Most of the students and faculty members are satisfied with the Blackboard LMS. It is a successful LMS for various courses and programs of Chandigarh University. It needs the improvement in technical glitches only. So it is a booming emerging LMS for e-learning offered by higher education institutes in India.

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# A VIRTUAL LEARNING ENVIRONMENT (VLE): PLATFORM FOR LEARNING

Dr. Mandira Gupta<sup>1</sup> Ms. Anuradha Daheriya<sup>2</sup>

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## ABSTRACT

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*The utilization of digital technologies in educational processes has increased now a days with the needs of the globalized world. VLE stands for Virtual Learning Environment, 'Virtual' refers to the online nature of platform and 'Environment' is the platform itself, so it is a set of teaching and learning tools designed to enhance learners' learning experiences by using computers and internet. It is an online learning platform that provides digital solutions to teachers and learners. This paper explains how the educational institutions are benefitted by the use of Virtual Learning Environment specially during the difficult time of pandemic situations where it is not possible to attend the classes in the traditional way like in physical setting where teachers and learners can interact with each other. Also, as digital skills are important to teach and learn online successfully, learners and teachers should acquire these skills for quality digital education. While, Information and Communication Technologies have benefits for effective learning, but sometimes it also has some challenges such as lack of digitally skilled teachers and accessibility to digital devices. Further, knowledge of use of technology by learners is important for the adaptation of VLE because basic digital skills play very important role in using VLE. The concept of VLE is dynamic in nature with the constant evolution of digital technologies. Implementation of Virtual Learning Environment by schools and higher education institutions are a positive development for future digital equipped learning.*

**Keywords:** *Virtual Learning Environment, e-Learning, Information and Communication Technologies, Internet, Digital Skills.*

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## INTRODUCTION

The utilization of digital technologies in educational processes has increased now a days with the needs of the globalized world. Virtual Learning Environment plays

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<sup>2</sup> Assistant Professor, Institute of Vocational Studies (GGSIPU), Sheikh Sarai, New Delhi

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a crucial role in teaching learning process in higher educational institutions and schools due to its accessibility and holistic approach. Now a days VLEs are well established in educational institutions as a means to structure, manage and deliver learning activities and content. They also play an effective role in monitoring students' performance and managing online assessments. These integrated tools may be one product or an integrated set of individual, perhaps open-source, tools with additional functions such as e-portfolios. A Virtual Learning Environment connects learners, teachers and parents for information sharing and learning activities. As a web-based system, a VLE provides a secure place for everything for teaching learning process that happens in schools and higher educational institutions.

## **VIRTUAL LEARNING ENVIRONMENT**

VLE stands for Virtual Learning Environment, 'Virtual' refers to the online nature of platform and 'Environment' is the platform itself so it is a set of teaching and learning tools designed to enhance learners' learning experiences by using computers and internet. It is an online learning platform that provides teachers and learners digital solutions. This paper explains how the educational institutions are benefitted by the use of Virtual Learning Environment in the time of difficult situations where it is not possible to attend the classes in the traditional way like in physical setting where teachers and learners can interact with each other.

The concept of VLE is dynamic in nature with the constant evolution of digital technologies. Implementation of Virtual Learning Environment by schools and higher education institutions are a positive development for future digital equipped learning.

Major Virtual Learning Environments which are serving teaching learning process effectively in which some of them are representing commercial solutions and some open-source solutions.

Some of the prominent VLE solutions are:

- **FrogLearn:** FrogLearn is an educational operating system for staff, students and parents. It consistently assesses progress of students. The Frog Academy builds a solution for schools using the tools available in FrogLearn. The only ask from Frog is that once a school-inspired solution is built, it is then shared with all other Frog schools for free. This model has already seen the creation of a number of solutions that schools may not consider to be something a VLE platform can achieve.
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- **Moodle:** Moodle stands for Modular Object-Oriented Dynamic Learning Environment. Moodle is a free learning management system software providing a platform for e-learning and it helps various educators in conceptualizing various courses, course structures and curriculum thereby facilitating interaction with online students.
- **Edmodo:** Edmodo is a global education network that empowers educators to engage lifelong learners. Via the Edmodo app or website teachers can share their teaching learning materials and give assignments also.

### **ROLE OF DIGITAL SKILLS FOR VLE**

Use of digital technology is not only important in different fields such as medicine, agriculture, and industries but also in the field of education. As digital skills are important to teach and learn online successfully, learners and teachers should acquire these skills for quality digital education.

Digital skills are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfilment in life, learning, work, and social activities at large.

Basic functional skills such as computer literacy, e-mail, chat and social media are required for basic use of digital devices and online applications whereas advanced spectrum of digital skills is required for professions in ICTs involving major digital transformation such as Artificial Intelligence, Big data analytics and Machine learning.

### **ROLE OF VLE DURING PANDEMIC SITUATION FOR EDUCATIONAL INSTITUTIONS**

Role of Virtual Learning Environment during pandemic COVID-19 situation can be experienced very well. These centrally managed systems support both campus-based and online courses and have the advantage of technical support to present a consistent experience for students, teachers and staff. VLEs have the ability to deliver courses to a large number of students. VLE can include communication mechanisms to support student dialogue with teachers and peers within courses through email, and on bulletin board discussions. They can also offer shared workspaces to support collaboration. This idea is particularly relevant for online learning where students may choose which technologies and services are most appropriate to them.

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## **ADVANTAGES OF VIRTUAL LEARNING ENVIRONMENT**

- **Flexibility:** With the help of VLE, the educational process becomes more flexible, especially in terms of time. Having permanent and free access to all the learning materials, students can easily align their studies with other plans and activities. So, it gets simpler to continue education even having a full-time job or an infant demanding much time and attention. In addition to that, students are free to work at their own pace. Everyone can read the texts and watch the videos as many times as they need to understand the topic, while fast learners do not have to wait for the rest of the group to move further.
- **Accessibility:** The virtual learning has no geographical barriers and hence can be accessed from anywhere. This increases the outreach of learning manifolds specially to people living in remote areas.
- **Collaborate and Enrich:** Designed to enhance school learning environment, a VLE brings people together so that work can be carried out collaboratively and easily shared. This has a great advantage not only within a school but also hugely advantageous for higher educational institutions or Universities.

## **LIMITATIONS OF VLE**

Some of the limitations of VLE in teaching learning process are-

- **Accessibility to Digital Devices:** Accessibility to digital devices is important for VLE. Without use of digital devices, virtual learning is not possible. Schools and different educational institutions having lack of digital devices often face difficulty to conduct virtual classes.
- **Capacity Building Programme:** Teachers should be up to date with knowledge about contemporary innovations which are part of VLE. Lack of appropriate capacity building programmes by the organizations to teachers, faculty members and staff or their lack of participation in such programmes may hamper the virtual learning process.
- **Lack of Motivation:** Teachers and learners if not self-motivated or self-disciplined then the use of digital platform will not be effective and also the objectives of the course will be difficult to achieve.

## **CONCLUSION**

Educational institutions are benefitted by the use of Virtual Learning Environment in the difficult time of COVID-19 situation where it is not possible to attend the

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classes in the traditional way like in physical setting where teachers and learners can interact with each other. Also, as digital skills are important to teach and learn online successfully, learners and teachers should acquire these skills for quality digital education. While, Information and Communication Technologies have benefits for effective learning, but sometimes it also has some challenges such as lack of digitally skilled teachers. Further, knowledge of use of technology by learners is important for the adaptation of VLE because basic digital skills play very important role in using VLE. The concept of VLE is dynamic in nature with the constant evolution of digital technologies. Implementation of Virtual Learning Environment by schools and higher education institutions are a positive development for future digital equipped learning.

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  11. <https://schools.frogeducation.com/edu/everything/vles>
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  13. <https://moodle.org/>
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# **SOCIAL EXCLUSION IN INCLUSIVE INDIAN CLASSROOMS: PERCEPTIONS OF PEERS TOWARDS STUDENTS ENROLLED UNDER ECONOMIC WEAKER SECTION IN DELHI PRIVATE SCHOOLS**

**Ms. Deepika Khari<sup>1</sup>**

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## **ABSTRACT**

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*This study helps to acknowledge the social exclusion of marginalised group and community prejudices prevalent in schools, to explore the competency of inclusive classrooms towards social inclusion among learners and to explore the efficiency of the school catering the learning and emotional well being of students coming from Economic weaker Section. The purpose of this study was to look at the role of teachers and interaction among peers to make classroom inclusive for all the students and to understand the barriers that give rise to exclusion of students enrolled under Economic Weaker Section (EWS) category. This study inspects, how prevailed stereotypes in society effect peer relations in classrooms? Is schooling in inclusive schools is competent to challenge existing prejudices that exclude particular social group? And to scrutinize, how social exclusion in inclusive classrooms effect peer interaction and peer learning environment among students coming from diverse background? This study employed a qualitative research approach to gain insight on the social exclusion and community prejudices prevailed in private schools in Delhi and impact of this on the future of learners coming from marginalised groups. The study implied exploratory research method. The sample is the goers of ten different private elite schools of Delhi who belongs to the privileged group of society. There is a segregation of the students*

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*from marginalised groups in inclusive classrooms in private elite schools. This study finds that students bring their experiences and pre-acquisitive knowledge in the classroom but also the teachers who are the product of same socialisation (as hardly any elite school in Delhi hire the teachers who studied in government school) are unable to create a learning environment that involves learners from different background and failed to create interactive peer learning environment. How the parents of privileged group also guide their children on their academics as well as their social life. There is lack of opportunities that can be provided by the teachers to the students of marginalised group to be the part of the classroom interactions.*

**Keywords:** *Social Exclusion, Inclusive Indian Classrooms, Economic Weaker Section*

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## **INTRODUCTION**

The early years of any children spent in school. Schools can be seen as infrastructure that consist classrooms that engage children for academic excellence, laboratories for hands on experiences, libraries that bring the world of knowledge, playground for physical activities, to play with friends, courts to develop sports skills. The curriculum of schools is designed for holistic development of learners. The school provide the opportunities to nurture the individuality and identify the abilities of the learners. The importance of schooling could be mark as significant period of life as this includes not only the learning to read and write but also preparing for life. At present time, the environment of the schools is diversified with the inclusive set up introduced in Indian schools.

For parents schooling can be understood as of becoming a part of the larger society that is destined for better living and successful life. The parents who have the view of improvising life conditions for their kids through education, they enrol their kids to private schools with the quota (Mohan, 2010). Marginalised group of the society now has an access to the equal opportunities for educational progress. The scenario of the regular classrooms is evolving addressing the diverse society irrespective of caste, class, gender, religion and special abilities of the individual. This evolution can be traced historically and as many concepts on inclusion in troduced by UNESCO and implemented through National Policies on Inclusive Education. This study

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helps to acknowledge the social exclusion of marginalised group and community prejudices prevalent in schools. The purpose of this study was to explore the present interaction of learners from marginalised group among others in inclusive classroom and their influence on the same. How much the diversity in classroom facilitating enriched learning experiences in Indian classrooms? Who among the teachers or media is spreading more awareness for sensitizing learners from privileged group? To examine the role of peer interaction in learning, This study finds that learners bring their experiences and pre-acquisitive knowledge in the classroom but the teachers who are the product of same socialisation (as hardly any elite school in Delhi hire the teachers who studied in government school) are unable to create learning environment that involve learners from different background and failed to create interactive peer learning environment. The experiences of the learners from marginalised group has not the part of teaching-learning practices that make them mook on the last benches and feeling of being alienated in the environment of the classroom. That also resulted in turning them invisible in the classroom.

## **BACKGROUND**

In India, initially the program was launched by NCERT along with UNICEF named 'Integration Education for Disabled Children'(PIED) in 1987 that emphasis on integration of learners with disability into regular schools. Now with the evolution, concept has been broadening from integration to inclusion and Education for All is the goal to be achieved. The goal set for "Education for all" and it was proclaimed that every person shall be benefit from educational opportunities which could meet their basic learning needs (World Conference 1990).Although the person benefitted from this was not defined but this implies all children either with disability or marginalised by any reason will get the access to mainstream schools which was later defined by UNESCO. The rules and regulations are normalised to access schools for learners. The policies were formed and introduced by the Government to be implemented by schools affiliated by NCERT.

## **INCLUSION IN EDUCATION**

The principle of inclusive education was adopted at the "World Conference Special need Education: Access and Quality" (Salamanca statement, Spain 1994) and was restated at the World Education Forum (Dakar Senegal 2000). The statement requests Government to adopt the principle of inclusive education as matter of policy and making education system inclusive its highest priority. The idea further supported by United Nation's Standard Rules on Equalization of Opportunities for

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Person with Disability Proclaiming Participation and Equality for all (Dr. J.D Singh srjis.com). To focus attention towards much broader range of children who may be excluded from education or marginalised within education system because of the differences prevalent in society listed as caste, class, gender, religion and race has addresses by put the challenges of exclusion from education as political agenda in many countries (World Education Forum in Dakar, 2000). Millennium Development Goals (MDGs) developed by the International community (UN, 2000). MDG are committed to building a better world eliminating global poverty, promoting gender equality, education and environmental sustainability. The importance of Education as a tool to reduce poverty is made explicit in these international targets which seek to end the ferocious circle of exclusion from education that lead to chronic poverty and further exclusion. UNESCO works with Government and its partners to tact exclusion from education and inequality in education. UNESCO Convention Against Discrimination in Education(1960) along with international human rights treaties prohibit exclusion from or limitations to educational opportunities based on socially perceived or as described differences likes ex, social origin, language, religion, economic condition, ability or nationality. Further the inclusion was conceptualised by UNESCO in 2000 and its goal directed ‘to ensure that the broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies. Education for All must account of the need of the poor and the most disadvantaged including working children, remote rural dwellers and nomads, ethnic and linguistic minorities, children youth and adults affected by conflict, HIV/AIDS, hunger or with poor health and most those with special needs (vol, 5 issue-3, 2018).

In India, the Neighbourhood School System, imply common school system. The children who are giving their time to study, going to school has the right to get quality education, and this assures by the policies and the government.

The Enrolment of not-so-poor children in private schools. Teachers’ dilemma about learners and learning, social inclusion the definition of inclusion that has been referred in here to study Indian classrooms is followed: Inclusive education “is a process of strengthening the capacity of the education system to reach out all learners.”

## **LITERATURE REVIEW**

1. Anita Woolfolk - Self Esteem
  2. Bronfenbrenner - Social System
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4. Invisible Childhood, V. Saxena 2016
5. Inclusive Education in India, J.D. Singh 2016
6. Inventive Peer Interaction Key to Successful Inclusion in Indian schools, V.Saxena
7. Inclusive Education in India; a country in transition by Angela Kohama
8. Process of Inclusion and Education - A critique by Dr. Vandana Saxena

## **METHODOLOGY**

This study employed a qualitative research approach to gain insight on the social exclusion and community prejudices prevailed in private schools in Delhi and impact of this on the future of learners coming from marginalised group. The study implied exploratory research method. The sample is the goers of private elite schools of Delhi who are belong to privileged group of society. These ampling is done by chain sampling.

## **PROCEDURE**

I have used a purposive sampling technique that included chain sampling methods to form heterogeneous group of students with age group 13-16 years of different elite private schools in Delhi. The students are purpose fully included those come for tutorials in private institutes in Kamla Nagar and their friends in neighbourhood. At first, unstructured interview was conducted individually with 22 numbers of students on their experiences in the classroom and in school respective with teachers and peers and then 18 numbers of students are grouped with those 22 students in focus group discussion (FGD). The FGD was planned with not so known students in group to triangulate the recorded responses with observation of those 22 students. In my knowledge this was the good method to approach students in adolescent age to know their experiences without any official authentication.

## **INTERVIEW**

The data was collected via unstructured interviews individually on 22 numbers of students. The interview questions was focused on their trust on teachers and parents, suggestions of parents and teachers on academics and other areas of schooling, guidance provided by teachers on parents teacher meetings (PTM), any suggestions and guidance was rejected by you, type of group activities, rules followed for grouping, medium of instruction friends in school, time to get

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interactive with peers during classroom study and during other activities, discussion on lunch time; what you bring, what you like to have in lunch, sharing of lunch, who are they who don't bring lunch, who goes to canteen for lunch, students good in sports, academics or both, motivation from peers, students who interacts least in classroom and with whom you interact least, number of students who take private tuitions, number of students who do not take, views on peer learning, resource support available in schools for academics and sports, interaction with peers in other section, any motivational stories and awareness through media on 'Instagram' is changing your attitude towards your peers and any awareness that made you challenge your thinking about your peer group.

## **FOCUS GROUP DISCUSSION**

### **Results**

The findings related to the social exclusion and community prejudices through interactive discussion with students brought the light on exclusion of students from marginalised group. There is a trend of an ability grouping in schools, that type-cast the students. One kind of students in a view of teachers grouped in one section.

## **DISCUSSION**

### **Appearance**

The social class differences are overt as with the look, hair, cleanliness, uniform.

### **Academic Performance**

Many of the students scores good and few of them have excellent academic record. They score great in written examination, but they hardly get themselves involve in debate, discussions and verbal responses to teachers.

### **Performance in Sports**

This has been stated my majority of samples that majority of students from EWS quota are involved in sports that required hard work, strength and hard time in fields. It has been observed that they never complaint about heat, and lack of facilities in particular sport.

### **Family background and language**

Spoken language, pronunciation, ascent, vernacular language, language, fluency are the explicit components in identification of the students of EWS quota.

## **CONCLUSION**

The inclusive practices are turning to charity practice in Indian classroom. The

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learners from the marginalised group are progressing to the world of opportunities with the access to education with diverse experiences.

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# FUNDING SOURCES FOR BUDDING STARTUPS: AWARENESS AMONG YOUNG GRADUATES IN DELHI & NCR

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## INTRODUCTION

To begin let us start with a factual statement ‘entrepreneurship is the need of the generation’. No one – in general – would counter the fact that the coming era is going to be ruled by start-ups and will be shaped by entrepreneurs. We, without any doubt, should mention it as THE STARTUPS ERA. Even various governments across the world, on their part, are taking measures to motivate young entrepreneurs to come up with new and innovative ideas.

Innovations and risk taking abilities of young entrepreneurs will definitely accelerate the expansion as well as build new opportunities to fill the existing and intangible gaps in the market, whether it's on a smaller scale on a large. Another well-known fact is that finance is synonymous for blood when it comes to business. No business can survive even for an hour if the investors will pull out the injected money. And unfortunately we have thousands of examples related to the same. Where are they lacking? In managing the funds? Perhaps, but it's not the first stage where the young entrepreneur usually lack. Before managing the funds, they need to procure the requirement. And, nine out of ten fails at very first step.

Start-ups which are driving the world today were at infancy a few decades ago. Now they can shape the planet on their own terms. When people pay attention towards the term start-up they usually drove their attentions only to Tech-ones. On the contrary it's far beyond this. If one looks around, will find startups attributes in even a small retail shops, at juice corners, at tailor shops – to sum up – at every corner in India. Yes, technology plays a vital role in the growth and an inefficient use would lead towards question mark on survival in the long run. With each passing day the world is inching towards the new era we have mentioned, and this could be the great time to initiate for new comers as well.

Economic Times, 17 October 2019<sup>1</sup>, says that India is the third largest startup

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economy in the world. This makes our great presence on the various international stages with almost 30% of youth in nation. It has all the potential to clinch the tag of start-up capital for the entire world. But unfortunately around 90% of Indian startups fail within only two years or three, which punctures the balloon of startup capital. With various challenges associated in the startup ocean, Indian budding startups have a bigger one pinching in its feet, that too in the very beginning – funding.

## **RELEVANCE**

Considering the world's biggest democracy, and home to more than thirty five percent of the world's youth generation – which makes the country the most desirable destination for the world market – India already has many edges when it comes to innovations and ideas. While addressing young entrepreneurs, Mr. Narendra Modi, Hon'ble Prime Minister motivated them with, “Take up one idea. Make that one idea your life, think of it, dream of it, live on that idea, let the brain, muscles, nerve, every part of your body be full of that idea and just leave every other idea alone. This is the way to success.”

The study done related to this project would have the remarkable presence in the minds of young entrepreneurs, especially in Delhi-NCR. Anyone, young graduates especially – which were the target population too – would find this project as a one stop solution for all queries related to funding sources for their respective start-ups. The study includes ideas along with the financial literacy part of budding entrepreneurs, who actually would like to step into the start-up world with the motive of bridging the gap.

## **OBJECTIVE**

Entrepreneurial spirit is not something which a person brings from its existence. To ease, we would like to mention – it is not the by-birth attribute. They learn from experiences, problems and environment, which crafts their mind towards these. Which also doesn't guarantee success, as financial literacy is not what has been taught anywhere. Even the education system in India, especially Delhi-NCR doesn't focus on the same. However, the DSEU (Delhi Skill and Entrepreneurship University) is a try by Delhi government to build and polish up the candidates towards start-ups, which would lead to job-creations, further scopes of developments and others. What about financial literacy? This research project has the objective towards a fair try to draw a silver line in the ocean of opportunities.

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In addition to the same, there are secondary objectives which are as follows:

- To study the sections of students who are financially literate.
- To provide the one-stop-solution for entrepreneurs who will initiate.
- To provide an addition to young graduates regarding financial literacy.

## LITERATURE REVIEWS

**Harvard Business Review; June 27, 2017; Dana Kanze, Laura Huang, Mark A. Conley, and E. Tory Higgins Venture Capital :** The study finds that the Venture Capitalists frame the questions in two different ways, promotion and prevention. Where, the promotion questions focus on potential gains and prevention questions for potential losses. If entrepreneurs change how they respond to prevention questions, they may be able to raise more funds. They tend to ask the former of men and later of women. Findings suggest that entrepreneurs who were asked promotion questions basically received twice as much funding as those who were asked prevention questions females.

**Research Journal of Social Sciences 2017, 10(2): 22-31: Funding to growing start-ups; Anirudh Garg and Abhishek Krishna Shivam:** The survey conducted from the analysis of one to one session with various CFOs and CEOs. Further the study categorized the result into four major sections, i.e, Funding of start-ups, Vulnerability of start-ups, Relationship between the start-ups, the investors and the government, and Competition faced by the emerging start-ups.

**Journal of Business Venturing 29 (2014) 1-16, USA; The dynamics of crowdfunding; Ethan Mollick:** The paper addresses reward-based and patron-based crowdfunding, rather than equity or other forms of investment model crowdfunding. In addition, the future regulation of equity crowdfunding, the design decisions made by crowdfunding sites, and other developments are also likely to further evolve crowdfunding in ways that may change the dynamics between investors and backers. According to the study, many industry observers believe that crowdfunding will grow in importance for new ventures.

Crowdfunding provides an empirical setting where a wide range of nascent ventures are more easily compared, and thus can serve as a fruitful way of testing and extending existing theory. Finally, for entrepreneurs who seek crowdfunding, there are some clear lessons. First, project quality is important, and entrepreneurs should look for ways to signal preparedness. Social network ties have also been found to be important in crowdfunding, both in this study and in others. Second,

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appropriate goals are those that allow a founder to deliver a product on time; achieving significantly more funding than requested is rare.

**Delhi Business Review, X Vol. 13, No. 2; 2012; the role of crowdfunding in entrepreneurial finance; Devashis Mitra:** The study has attempted to explore an alternative source of financing; namely, crowdfunding and its role in funding start ups in budding enterprises. Crowdfunding is the financing of a project by a group of individuals (collectively, “the crowd”) instead of professional “accredited” entities or individuals, such as, banks, venture capitalists, or business angels. The study examines how crowdfunding works. It has endeavored to trace the link between crowdfunding in the context of the related concept of crowdsourcing. The study examines the global market for crowdfunding and the rationale of businesses to crowdfund or crowdsource their new ventures, given the challenges of capital access for fledgling enterprises. The market for crowdfunding is examined in the context of different crowdfunding models. In this context, the study has listed enterprises that have adopted specific models given their strategic objectives. Presently, equity crowdfunding is not legal in Canada and is sought to being legalized in the U.S. under the JOBS Act. These issues have been discussed in the study.

**State governments as financiers of technology startups: Implications for firm performance; Bo Zhao, Rosemarie Ziedonis; July 2012:** This study investigates whether R&D Financing from state-government sources improves the performance of technology startups.

## RESEARCH METHODOLOGY

Research is nothing but a bridge to the gap of research work and to the audience. In addition, it add-up the contribution to the existing works. This project had explored the awareness among young graduates of Delhi - NCR with the terms related to entrepreneurship and funding sources. It can be two different chapters, but belongs to the same book – Route to the Start-Up.

The primary stage was to get informed regarding the awareness among fresh graduates to the basic terms – start-up and entrepreneurship, with the raw questionnaire. As we already mentioned, start-up is the silver line of growth in the context of a developing nation. This sole reason was enough to initiate further. Another section of the questionnaire dealt with finance as well as funding sources. Later, the same asked about their basic ideas regarding their start-up, if any – to check and measure the creative levels of students.

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With the digital tool, Google form, questionnaire was circulated to the students of various universities like – University of Delhi, Guru Gobind Singh Indraprashta University, Ambedkar University, etc, and all the responses were monitored till it reached the satisfactory mark. The strict filtration of data made in respect to bring out the best possible outcomes and with 158 valuable responses the data analysis and interpretation section took its shape. The questionnaire was strictly around the topic and its wings. To summarize following been mentioned out:

- Type of Study – Descriptive Research: To describe the characteristics of the participants according to the various questions asked in a questionnaire.
- Population – Young graduates from various universities in Delhi-NCR.
- Sample Size – 158 participants
- Sampling Method – Purposive Sampling: The form of non-probability sampling technique is been used by researchers to draw the conclusions and interpretations.
- Nature of Data collected – Primary Data
- Tools used to collect data – Google Form (online mode)
- Questionnaire (attached at last)

### **Data Analysis and Interpretation**

With the motive of studying the awareness, the respective research is entirely based on primary data where the researchers had opted out of the online mode – due to COVID scenarios – and filtered the data to 158 respondents. The respondents, taken into consideration, were strictly the ones who actually are pursuing their graduation from Delhi - NCR, with the motive to conduct the study in light of urban cities. Responds involved the participants from major universities in Delhi – NCR, such as, Guru Gobind Singh Indraprastha University (GGSIPU), University of Delhi (DU), Ambedkar University Delhi (AUD), and others.

With circulation around Delhi – NCR, these were the mainstream universities across the area. Results state that the most of the responses belonged from the GGSIPU, followed by DU and AUD. Since DSEU was established the same year, our project couldn't be considered the same.

### **Various participants aware with the term START-UP:**

After filtration of data the research took another step with only 158 respondents. The question was the basic awareness with the term – Start-up. Though, according to results only nine percent people were not aware of the same, it was unsatisfactory that there are still major percentages of graduates who are not even aware of the

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term. The analysis indicates to update the education system with respect to the same.

### **Participants who will initiate their Start-Up in near future:**

Despite being aware of what a start-up is, only fifty-five percent of young graduates would prefer to initiate their own start-up. Results state clearly that only fourteen percent of all respondents were sure about their decision that they will never initiate the same. At last another major percentage – thirty-one percent – had doubts about whether they should initiate or not.

### **Various Participants were aware with the term Business Plan:**

Another wing of start-ups is Business plan. The research mentions the fact that ninety-eight percent were aware of the respective term, which provides the quality to the project. However, the remaining two percent are still required to learn a few things.

### **As per the participants what should be the main – in general – attributes of an entrepreneur:**

Commerce graduates were aware of all of these attributes whereas, graduates from other courses weren't. Visionary is the mainstream attribute of an Entrepreneur, with only eighty-nine respondents picking it up as an attribute indicates our interpretation.

### **According to participants these were the entrepreneurial categories they belonged to:**

Types of entrepreneur was the section which asked respondents, if they initiate their start-up, which kind of entrepreneur they think they would be. Whooping sixty-eight percent picked up 'Innovative', who comes up with new ideas and innovations like BYJU's. Followed by twenty-two percent being 'Imitator', who uses other business ideas and inspiration but work to improve them. Mainly all Indian unicorn start-ups (which being valued more than \$1 Billion Dollars) falls into this category, like – Flipkart, Oyo, Paytm, etc. Followed by six percent respondents who picked up being 'Fabian', who took very careful approaches and cautious in adapting any changes. Rest four percent picked up 'Drone', the old-school entrepreneurs who do business with traditional approaches.

### **The most attractive and successful business opportunities in coming decades:**

With all previous questions and analysis, this question is most edge-full. Analysis

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indicates that the upcoming major start-ups would belong to E-Commerce, with seventy-seven percent saying the same. The interpretation has the same seven percentages to Manufacturing and Service Sector, followed by outsourcing – five percent and franchising – only four percent.

### **Various stages of funding participants are aware of:**

Another section of the questionnaire dealt with Finance and financial literacy. The question was only to interpret the awareness of stages of funding. Self-funding being the traditional one has the most of the responses followed by Ventures an IPO. The stages depend on the scale of start-up and have always different parameters. Series Funding – A, B, and C has the least number of respondents.

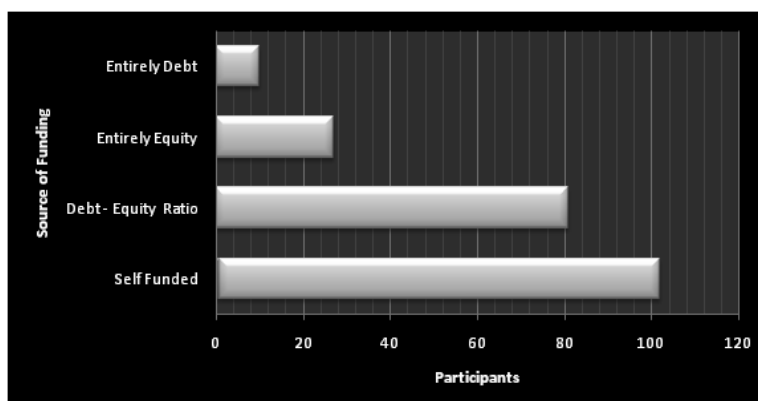
### **What participants think of FINANCE IS BLOOD OF BUSINESS:**

‘Finance is the blood of business’ this statement has been supported by sixty-two percent of respondents.

### **As per the participants the ratio of Fixed and Variable Cost for their start-up should be:**

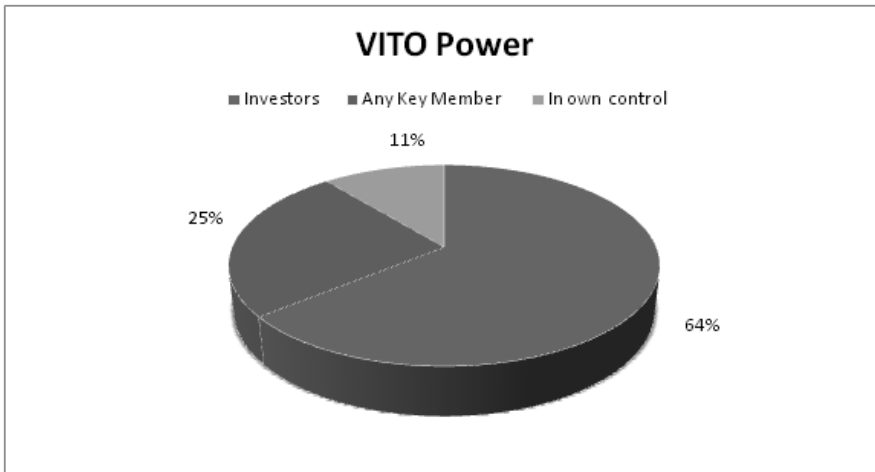
Allocation of funds is the second step after its procurement. And the ratio of fixed with variable costs depends on different kinds of businesses. Figure 1.1 mentions the same and thirty-seven percent participants didn't have any idea about these terms. The basic explanation is, fixed cost stays same throughout the scale whereas variable depends upon the production.

### **As per participants the best funding option will be:**



*Fig 1.1*

### What participants think VITO Power should remain with:



*Fig 1.2*

Interpretation that self funded would be the preferable source of funding, whereas, if investors inject their money they will seek VITO Power.

## DISCUSSIONS

### Budding Start-Ups: Term and Suggestions

The new entrepreneurial journey invites so many challenges to young entrepreneurs. The moment their idea got a concrete presentation on the floor, they invite these challenges on their path towards their start-up. Without any prior financial statements, and only to rely on expectations they make mistakes as well in lack of guidance or one can mention without proper knowledge. However, these are suggestive measure if one is stepping ready to walk on the field:

- A proper business plan after a lot of brainstorming
- Always get an accountant on board
- Rely on data as well as recent surveys
- Always keep a legal shield
- Marketing and promotional budget
- Sufficient Funding

The sufficient funding is the most essential for every startup, as has been mentioned earlier finance is the blood of any business. Though, there are several sources for getting the business funded, this paper would be centric towards equity and debt funding sources.

## **ENTREPRENEUR AND ITS ATTRIBUTES**

The word entrepreneur is derived from the French word, *entreprendre*, which means one who undertakes the risk of a new venture. In addition, there are many scholars who termed entrepreneurs in their own ways. Adam Smith, (18th-century Scottish economist, philosopher, and author, and is considered the father of modern economics. He is known for his book – *The Wealth of Nations* – published in 1776) defined entrepreneur as ‘an individual, who undertakes the formation of an organization for commercial purposes by recognizing the potential demand for goods and services, and thereby acts as an economic agent and transforms demand into supply’. Peter Drucker, (widely known as an influential thinker on management) develops the term entrepreneur as one who maximizes the opportunities. Karl H. Vesper (known as a pioneer in the field of entrepreneurship research and education) describes entrepreneurs as one who has been seen differently by economists, psychologists, business persons and politicians.

In business, an entrepreneur is one who discovers the opportunity, initiates the enterprise while putting something new to existing product or service to take the advantage of commercial and economical success. Rewards for entrepreneurs should be termed as profit. However, these are the few important attributes – out of many – which had been seen in new age entrepreneurs:

- Creative
- Visionary
- Strong Willpower
- Goal – Oriented
- Decision Taker

### **Information Seeker**

Apart from all these, it has been suggested that all these will go in vain if an entrepreneur is able to make and initiate systematic plans, whether it's in terms of operations, management or in finance. An entrepreneur without all these is nothing but similar to an empty glass of water.

To promote the new age entrepreneurs and budding start-ups, even the government has taken many initiatives. Such as,

- Startup India Seed Fund
  - Startup India Initiative
-

- ASPIRE
- MUDRA Bank
- Ministry of Skill Development and Entrepreneurship
- ATAL Innovation Mission
- eBiz Portal
- Dairy Processing and Infrastructure Development Fund (DIDF)
- Support for International Patent Protection in Electronics & Information Technology (SIP-EIT)
- Multiplier Grants Scheme (MGS)
- Credit Guarantee Fund Trust for Micro and Small Enterprises (CGTMSE)
- Software Technology Park (STP) Scheme
- The Venture Capital Assistance Scheme (VCA)
- Loan For Rooftop Solar Pv Power Projects
- NewGen Innovation and Entrepreneurship Development Centre (NewGen IEDC)
- Single Point Registration Scheme
- Modified Special Incentive Package Scheme (M-SIPS)

In addition there are many institutes too assisting the entrepreneurs:

- Delhi Skill and Entrepreneurship University (DSEU)
- District Industries Centres (DICs)
- Small Industries Development Organisation (SIDO)
- Entrepreneurial Guidance Bureau (EGB)
- Business Incubators at various IIMs, IISc, IITs, and other several universities, and the list goes on

### **Financial Sources**

As we have already mentioned the need for finance to the business. But what are the sources? The answer is in this section of the project. In our study we found that more than seventy percent of the population has the initial requirement of less than twenty-five lakhs, which no doubt is the good amount to initiate any project at infancy. To be precise, 39.9% population have the tentative requirement of less than ten lakhs while 33.5% population's requirement relying on between ten to twenty-five lakhs. However, one thing, which is really admirable and appreciated as well, is that sixty-two percent of the total population needs and wants to take

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control of business operations in some kind or in another. Among these, 63.9% out of the total population said self funded is the best possible initial investment, which will keep aside their financial struggle for a while, and on the other hand 51.3% among all, agreed on Debt-Equity ratio too.

Sooner or later, everyone has to take the next step while considering the growth and expansion of their organization in one way or another. There is when they need to know about various financial sources available in the market apart from Bank Loans and Mortgage Loans. The very first external source of finance apart from loan – this brings unavoidable fixed expenditure in terms of interest which would take a big slice out of revenues of budding start-ups, which could be unbearable and suggestive to avoid at initial stage – is ANGEL INVESTORS, followed by VENTURE CAPITALS and PRIVATE EQUITY FUNDS.

Angel Investors are mainly HNIs (High Net-worth Individuals) who themselves have been successful entrepreneurs. They just reallocate their wealth to new and next generations' business while seeking a big chunk or profit/shares in future. Generally they invest in new and innovative ideas which give them the spark and shine towards success. However, being entrepreneurs by themselves they already are aware of the success ratio, which is only one out of twenty. The biggest advantage of inviting any angel investor on the board is their experience as an entrepreneur. They nurture the budding start-ups, mentors the entrepreneurs, guide in management as well as in networking. Mainly, just to categorize, these are the types of angel investors:

- Professional Angels
- Entrepreneurial Angels
- Enthusiastic Angels

After getting funded through angel investors, and accelerating towards early growth stage Venture Capital (VC) is the next source to infuse funds into the business. Usually, VC invests into businesses where the organization is seeking further expansion after making a successful way yet, whether in terms of profits or a huge customer base. Term Venture Capital signifies – in general – bulk funds that are available from private companies in consideration of equity (owner's capital). Their investment has been awarded to high-risk but high-potential enterprises. The main characteristics about Venture Capitals are:

- Investments in mainly innovative businesses
  - Money been injected in substitution of equity
-



- Investors seek involvement in further decision making processes through a place on board or in management.

The Process of Venture Capital Financing involves three major stages: Preliminary Screening, Due Diligence, and Final Approval. According to a venture expert Elton B. Sherwin Jr., entrepreneurs seeking fund through VC should be able to answer these questions in only 45 Seconds:

- What is your product?
- Who is the customer?
- Who will sell it?
- How many people will buy it?
- How much will it cost to design and build?
- What is the sales price?
- When will you break-even?

The early stage investment from venture capitalists involves; Seed Capital, Start-up Capital, First stage finance, and second stage finance. Followed by, later stage investment; Development/ Expansion stage finance, Replacement stage finance, Turnaround recovery finance, and Buy-out/buy-in. To conclude, while considering and approaching Venture capitalists an entrepreneur needs to keep a few points in mind, such as Size, Focus, Track Record, Well equipped research, and relationships.

List of a few VCs in Indian

- SoftBank
- Canaan Venture Partners
- Axon Partners
- SAIF Partners
- Lightspeed Venture Partners
- IDG Ventures India
- Sierra Ventures
- Sequoia Capital India
- Mayfield Fund, etc.

The next sources of finance involve Private Equity (PE), later Initial Public Offers (IPO).

## **CONCLUSION**

The study was conducted with the motive of analyzing the awareness among young graduates regarding the funding process for budding Start-Ups. The research

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found that most of the graduates do have the knowledge and are financial literate as per the questions asked in the questionnaire. But we cannot consider them as completely financial literate, the layers are still left. As per a few government measures, we can presume that the government does want to accelerate the growth as well as expansion in the field of start-ups, but till now they haven't made the lines to be considered as 'well work'. We suggest more measures from the government as well as from individual institutions to make students aware with mentioned terms, as well as how to utilize them. Time to time interaction with industry experts is what many institutes are already doing, but in addition a niche should be maintained when it comes to entrepreneurship and funding sources. Physical visits to incubation centres are the best way to conceptualize the participants – which can only be done after pandemic ends, but online interactive can do a little too. It's also suggestive that the creative brains should get proper guidance and be nurtured accordingly.

#### **LIMITATIONS OF THE STUDY**

- The study was done only via online mode and without any personal interaction.
- Sample size was targeted only to the urban section of society.
- Only graduates have been taken into consideration while keeping college dropouts and post-graduates out of the basket.

#### **FURTHER SCOPE FOR RESEARCH**

As per the limitations of study, the study offers its wings for further research while considering the urban population as well as rural ones. As, rural entrepreneur and their similar along with some distinct qualities itself is an area of study with exclusive potentials. The research also didn't consider the post graduates and those who are educated till intermediate level only.

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# COMPARATIVE ANALYSIS OF ONLINE LEARNING PLATFORMS – A STUDY OF ZOOM & GOOGLE MEET

Ms. Shopita Khurana<sup>1</sup> Prof (Dr.) Kamaljeet Kaur<sup>2</sup> Ms. Aanya Bedi<sup>3</sup>

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## ABSTRACT

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*The Covid-19 Pandemic has led to a major shift in the way of school and university learning among students. The introduction of online learning platforms has become a requirement in the light of the present-day. According to the studies conducted by various researchers, e-learning has achieved many educational goals and benefits, the interactive learning environment has allowed teachers to employ information technology to enhance educational activities and develop their professional performance, thereby improving the quality of education and the learning outcomes. Although many online learning platforms are available, but the popularity of few is great in India. Zoom and Google meet are two platforms which gained optimum traffic. The Study aims at the comparative analysis from user point of view for these platforms.*

**Keywords:** *Online learning platform, online education, Zoom, Google Meet*

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## INTRODUCTION

The Covid-19 Pandemic has led to a major shift in the way of school and university learning among students. The world witnessed the largest interruption of education which affected some 1.6 billion students. Classroom learning came to a standstill and is replaced by online e-learning platforms.

E-learning platforms are a result of the current technological advancements and innovations. The introduction of online learning platforms has become a requirement in the light of the present-day fast accelerating changes in all developed and developing societies. Internet and multimedia technologies have reshaped the way we attain knowledge. Online learning has become an alternative to the traditional modes of education.

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According to the studies conducted by various researchers, e-learning has achieved many educational goals and benefits, the interactive learning environment has allowed teachers to employ information technology to enhance educational activities and develop their professional performance, thereby improving the quality of education and the learning outcomes. Online learning has also raised the level of communication with the learners and achieved equal educational opportunities for all. Apart from academics, online learning has also achieved many goals at the Individual and community level by increasing the experience of teachers, especially with regards to preparing the learning materials, and ability to access information from various sources via the internet and using them to explain, clarify and provide educational content in electronic form.

There are many online learning platforms available on the web space including Udemy, Coursera, Lynda, Skillshare, Udacity, etc. There is a massive surge in the number of people searching for online learning platforms on the internet. To meet the demands of the learners, the companies have also strengthened their infrastructural bases and keep adding new courses. Online learning has finally become of age and proven its benefits in these challenging times.

The popularity of the Online mode of learning increased ten-fold with the coming of the Covid-19 pandemic, which locked the doors of markets, factories, offices, schools, and universities in India. With the entire education system at a standstill, the government and schools decided to switch from classroom mode of education to online or virtual classrooms, using platforms like Microsoft Teams, Zoom, and Google Meet.

In a recent study that focuses on education management during covid-19, it was observed that 90% of schools started using pedagogic software tools, 72% used live streaming videos, 40% offered links to process with online learning materials, and 68% contributed towards virtually organized meeting and social media groups. Educational Institutions now present electronic educational platforms as an official alternative to classroom activities.

### **Zoom:**

In light of the Coronavirus pandemic, the Zoom app has become the standard tool to connect with others face-to-face virtually in business, personal, and school settings.

Zoom is a cloud-based video communication platform that allows users to set up

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virtual video and audio conferencing, webinars, live chats with screen-sharing, and other collaborative capabilities. A big part of Zoom's appeal to the public is its simplicity. It is an easy-to-use app, with an easily understandable interface, it offers speaker view, individual view, and gallery view - various modes that allow you to see every person present on the call which is helpful for teachers and instructors while conducting online lectures.

**Google Meet:**

Google Meet is another online platform that is extensively being used for work and educational purposes during the covid-19. Google Meet like the zoom is a video conferencing app that is available to everyone with a Google account. It is easy to set up a meeting whether it is individuals getting together with their friends or family or businesses conducting important meetings or school and colleges conducting online classes. Google Meet allows users to have up to 100 participants in a meeting that lasts up to 60 minutes.

**Comparison of features offered by Zoom and Google Meet:**

ZOOM	GOOGLE MEET
Free Account available	No additional fee for participants
Access from all devices	Access from all devices
Hosts up to 100 people (free plan) and 500 people (paid plan)	Hosts up to 250 persons for free until the new update
Screen-sharing and co-annotation	Recordings (in the cloud), file and screen sharing
A time limit of 40 minutes	No time limit on calls
Meeting participants can be placed in breakout rooms to hold small-group sessions	Collaboration tools, sending files through chat and instant messaging
Additional features available	Automatic captioning available

**OBJECTIVES**

- To understand the popular online learning platform.
- To comparatively analyze Zoom and Google Meet.
- To Identify the Popularity of Online learning platforms among its users.

**LITERATURE REVIEW**

Zoom Technology as an Effective Tool for Distance Learning in Teaching English to Medical Students a study by N. Guzacheva states that zoom is an effective tool of teaching online as it disables the proximity issues and enables learning even for the students living in remote areas.

Education institutes broaden their horizon through video communication as the

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geographical hindrance is negligible in this aspect. In the sphere of both E-learning and distance learning video communication has been proved effective in cost reduction, productivity increasing etc ,as suggested by Ann Earon in her work *The Value of Video Communications in Education*.

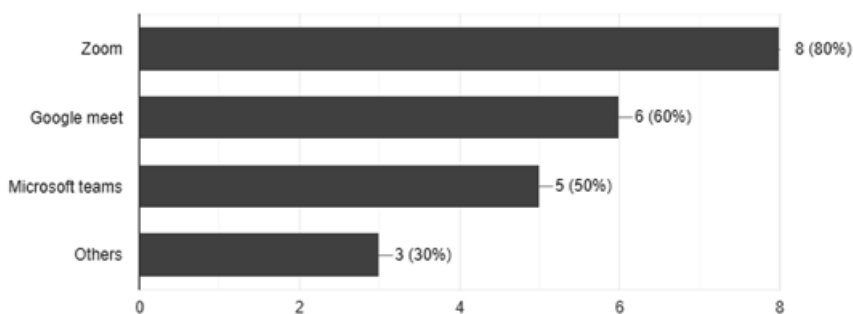
Suzanne Lischer Et.al in their study, *Remote learning and students' mental health during the Covid-19 pandemic: A mixed-method enquiry* concluded that student performance in open ended question examination clearly portrayed that there is huge loophole in effective teaching. The students not only faced anxiety and depression about their studies but also created stress for the student. The study says that online coaching is a loophole in higher education content delivery.

*Effects of the Google Meet Assisted Method of Learning on Building Student Knowledge and Learning Outcomes* research work by Agung Setyawan Et.al suggested that Google meet is important and effective platform in not online teaching and learning but also super easy in delivery of study material , notes and other content .

The article, *Acceptance of Google Meet during the Spread of Corona virus by Arab University Students* concluded that as most of the world including students and teachers were facing stress and anxiety during Corona virus pandemic spread , Google meet proved to be the effective medium for the online education . Google meet helps in successful completion of the course.

## DATA ANALYSES AND INTERPRETATION

### Which online learning platforms you have used till now?

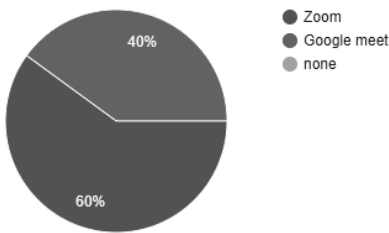


The study reveals that maximum respondents have used zoom for their online learning and teaching. After zoom the popularity of Google meet and Microsoft teams can be observed through results.

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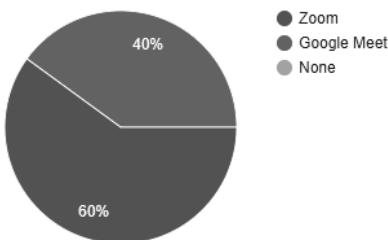
### Out of these, which online learning platform do you find more user friendly?

When asked about the most preferred online learning platform in term of being user friendly, respondents in the clear majority preferred zoom over Google Meet. Google Meet gained the vote from 40% respondents, whereas 60% of respondent opted for zoom.



### Which out of the following platforms will you consider as an easier option for session creation?

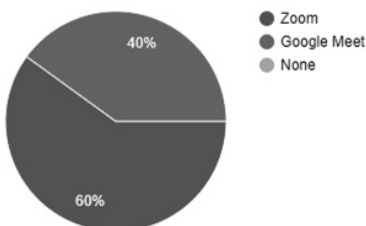
Session creation is one of the most important steps in any online learning platform. Session creation not only gives ease to the instructor but also simplifies it for the students. The survey clearly shows that most of the respondents consider zoom. Whereas only 40% of respondents opted for Google zoom as a convenient option for session creation.



convenient option for session creation.

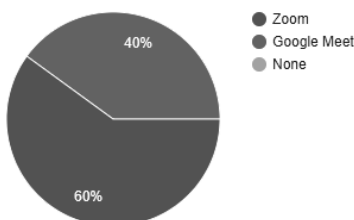
### Which out of the following platforms you will consider for conduction of a smoother and easier to manage session ?

The respondents clearly opted for zoom as a platform by 60% majority for efficiency in smoother conduction of session . 40% of the respondents still opted for Google meet and considered this platform when it comes to easier managing sessions.



### Which platform out of these do you consider to have a better interface in terms of camera and Microphone ?

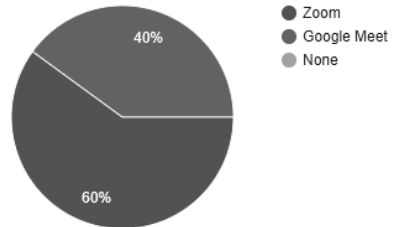
Understanding about respondent perception on the technical interface of their preferred online learning platform, Majority of the respondents opted for zoom when it comes to seamless use of camera and microphone. Whereas the google meet respondents which are in minority still liked their preferred interface





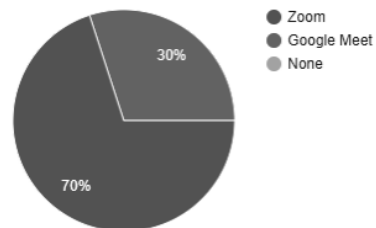
### Which platform out of these do you consider to have effortless smooth participant control?

A very important aspect of the online learning platform, that is participant control, was asked from respondents. The major group of respondents which constitute around 60% of total respondents expressed they are comfortable and satisfied with the interface of the zoom platform as far as the participants control is concerned. Although the other participants opted for google meet.



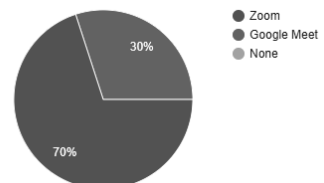
### Which out of these platforms contain more advanced features?

As online learning platforms are all together a new but most important dynamic of the education system specially after the pandemic struck our life. To make the classes interesting and appropriate 70% of respondents affirmatively supported Zoom learning platform considering it has adequate advantage features available . Whereas 30% of respondents opted google meet in this category .



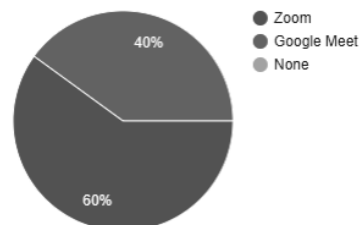
### Which out of these platforms will you rank best in terms of sharing screen, white board, videos etc?

Sharing of screen, Videos, white board and other software based platforms is important for impactful learning . 30% of respondents opted for google meet . On the other hand 70% of respondents chose zoom as the preferred platform for the same.



### Which online learning platform do you like the most out of these?

Respondents clearly opted in majority for Zoom as the best and preferred online learning platform . Whereas 40% of total respondents chose Google meet as their go to platform when it comes to online learning and teaching.



## CONCLUSION

After the study, we can reach the conclusion that out of various available online learning platforms especially in contacts to live classes. Zoom and Google meet are more popular than others. Whereas When it comes to interface like screen sharing, advanced features, class and participant control ZOOM is the most preferred and loved platform. The Ease and convenience of conducting and creating classes on zoom are evident as per the responses received.

in a nutshell it can be said that zoom, especially the free plan have been the winner in every aspect under the online learning platforms .

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# CHALLENGES FOR QUALITY EDUCATION IN ONLINE PLATFORM

Ms. Priyanka Panchal<sup>1</sup>

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## ABSTRACT

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*In pandemic period, many sectors have been disrupted, one of the sectors is education as it shut down the institution for almost 2 years which impact on whole system. Pandemic has worked as a catalyst for the growth of educational institutions and has chosen technology platforms that have not been used before. This paper highlights on the impact of paradigm change in teaching and learning approach. Also tries to find challenges pose by online platform on Indian education system. By using different research studies, we try to find answers. There are advantages and disadvantages of online platform.*

**Keywords:** *Quality Education, Online Platform, Pandemic*

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## INTRODUCTION

We must acknowledge that face-to-face interactions between teachers and students along with lively and healthy debates amongst peers within the classroom and outside are fundamental to quality of learning and teaching.

But the hasty changes and augmented intricacy of today's world present new challenges and put new demands on our education system. There has been generally a mounting awareness of the requirement to change and advance the preparation of students for industrious functioning in the constantly changing and exceedingly challenging environment. So, there is an urge to upgrade our education system. There is a whole paradigm shift of teaching and learning, as its all depends on online platform. Online education has become a necessity for instructions. All institutions adopting online platform. It does not mean online education was not there before. But now it continues in popularities.

Online education market in India was worth \$ 247 million in 2016, which is

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<sup>1</sup> TGT, Little Flower Public School

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expected to grow about \$ 1.96 billion by 2021. That is a compound annual growth rate of 52%. as sited by Eduperts.

### **AIM OF THE STUDY**

During this pandemic period, focus of the study is to find the impact of paradigm change in teaching and learning approach. Also tries to find challenges pose by online platform on Indian education system.

### **ONLINE EDUCATION IN INDIA**

Online education has come a long way with the development of technology. India is one of the nations that is developing at an exponential rate in terms of technology. With the population of more than 1.3 billion, the availability of high-speed internet and smartphones, India has the greatest number of technologically driven persons.

With the ever-increasing information available on the internet and the countless number of online courses many people in India prefer to learn online.

Also, the yearning for upskilling and reskilling is foremost to a demand for certification courses. Between the time period of 2015 and 2018, the number of students take admission in online courses increased. Over 70 percent of these students turned to online education for the persistence of learning a new skill or growing their employment opportunities. Online models are an attractive option for current employees, as they provide the flexibility to obtain these skills without interrupting work schedules.

In 2018, the University Grants Commission, began to actively support online education models, allowing some institutions to offer a small percentage of their courses online.

In 2019, the UGC expanded upon this, allowing qualified institutions to offer more courses and certificate programmes online and creating a standard framework for them.

This momentum was reinforced when the COVID-19 pandemic pushed everything online at a dizzying rate. In the effort to provide continued education while social distancing, institutions and governments have created a massive surge of support for online learning. More institutions are offering online courses and a multitude of resources are emerging to improve the online model and make it a viable substitute for a traditional classroom.

Indeed, educational institutions see its value, they struggle with implementation.

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**RELATED STUDIES**

1. Mukesh Rawal (2021), In his article “An analysis of COVID-19 Impacts on Indian Education System” he talked about the impact of Covid-19 pandemic on educational system in India. It impacts on both teachers as well as students. At home, a lack of basic facilities, external distraction and family interruption during teaching and learning were major issues noticed. Also having positive impact on education system like improving collaborative work, enhanced digital literacy, world-wide exposure etc.
  2. Ms and Toro (2013),” A review of literature on knowledge management using ICT. Higher Education”. A study that aims to investigate the characteristics, benefits, drawbacks and features that impact E-learning has been presented in Some of the demographic features such as behaviors and cultural background impact student education in the E-learning domain. Therefore, for lecturers to design educational activities to make learning more effective, they should understand these features. The study is applied to students in Lebanon and England to assist instructors to understand what scholars expect from the learning management systems.
  3. Aboagye et al. (2020) “COVID-19 and E-learning: The Challenges of Students in Tertiary Institutions”. A study that aims to examine student challenges about how to deal with online learning in the outbreak of COVID-19 and to examine whether students are prepared to study online or not is presented in the study concluded that a blended approach that combines traditional and e-teaching must be available for learners.
  4. Another study “E-learning during lockdown of Covid-19 pandemic: A Global Perspective” that aims to explore the e-learning process among students who are familiar with web-based technology to advance their self-study skills is described in (Radha et al. 2020). The study results show that e-learning has become popular among students in all educational institutions in the period of lockdown due to the COVID-19 pandemic.
  5. Abdelsalam M. M, Ebitisam K. E, Shadi A, Hasan R & Hadeel A. (2021) “The COVID-19 pandemic and E-learning: challenges and opportunities from the perspective of students and instructors” Learning and teaching in an electronic environment still provide many advantages, including, reducing expenses and affords. It was also a successful alternative for many students to return to study in educational institutions during the spread of the Covid-19 virus,
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despite facing many issues and challenges. students believe that e-learning contributes to their learning. However, it reduces the workload on faculty and increases it on students. The main obstacle to e-learning is the low-quality of Internet services in Libya during the pandemic period. Faculty members agree that elearning is useful in increasing students' computer skills, although it requires significant financial resources. We can claim that it is important to highlight many of the recommendations, which could have a positive impact on the possibility of implementing e-learning. the role and importance of focusing on many things related to the characteristics of the learner, such as the characteristics of the student's background knowledge and how to motivate the students as one of the pedagogical impacts.

6. Dr. G Shankar (2020), “Challenges for quality education in the times of pandemic”. In his study Indian education structure is different and only limited people have access to digital media. We can enter into this digital model of education if all the students have access to internet and computers. But that is not the case. There are some predictable risks. One very real risk is aggravating existing inequities. Today for students who do not have access to technology, books, food or literate adults at home, remote learning runs the risk of drastically widening the gap between haves and have-nots of those resources.

From the different research studies, we can say that there are pros and cons of online platform. Let's, discuss some of them.

### **DISADVANTAGES OF ONLINE PLATFORM**

- Students did not have equal access of internet to all. Therefore, most of the young people in our country have been just staying at home for months without any form of formal education which leads to illiteracy among people.
- Online teaching-learning platform creates a big gap between rich vs poor and urban vs rural students. It exasperating existing inequities.
- Teachers also faced technical difficulties. The difficulties were grouped under a lack of technical support; it included a lack of technical infrastructure, limited awareness of online teaching platforms and security concerns.
- How to assess become a question in virtual mode.

### **ADVANTAGES OF ONLINE PLATFORM**

- One positive change in the education system in India is that students were able to pace themselves in terms of learning and integrating concepts. No deadlines
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and interfering with exam schedules, students got more time to be comfortable with the new topics taught to them in institutions. If it were normal times, most students would not be learning for new knowledge but learning to score well on tests.

Through the online mode of learning and the reduced pressure of recurring tests, students actually got the time to process the concepts taught to them during class and become comfortable with them.

- Experiential learning was given an upper hand this year. A massive jump from the normal curriculum, this year in online schooling saw a fresh focus on experiential learning especially when it comes to secondary education in India.
- They are more apt to voice their own opinions and share and debate issues with other students, as well as learn from other students during the group discussions.
- During the pandemic situation, most of the students preferred Open and Distance Learning mode as it encourages self-learning providing opportunities to learn from diverse resources and customized learning as per their needs.

## RESULTS

When the educational institutions have remained closed, online education appears to be the only alternative to ensure the continuity of education of these students. But the one of the questions remain as to whether we were prepared to utilise these substitute means of providing education in our country without diluting the quality of education to be imparted to our students. The answer to this question is — we were not. Many loopholes still there. The standard online education is still out of the reach of many students in our schools, colleges and universities, who have limited or no access to computers and internet connectivity at home. We still do not have any data on how many students have access to broadband internet, 4G smartphones, tablets, laptops or desktop computers and other technologies absolutely necessary for online classes. It has also been noticed that, in many cases, there is only one 4G smartphone at home for many families, which would have to be shared by the earning members of the family struggling to continue with their shrinking livelihood opportunities and to ‘work from home,’ if possible

Another question gathers up: How far ‘stop classes without stopping learning’ may be successful in India? Some teachers may grow stressed dealing with the challenges of online teaching including the lack of face-to-face interaction and sometimes unreliable technology.

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Though it has created many challenges but various opportunities are also evolved. The Indian Govt. and different stakeholders of education have explored the possibility of Open and Distance learning by adopting different digital technologies to cope up with the present crisis of COVID-19. India is not fully equipped to make education reach all corners of the nation via digital platforms.

The students who aren't privileged like the others will suffer due to the present choice of digital platforms. The priority should be to utilize digital technology to create an advantageous position for millions of young students in India.

We need to think again and again how education can be effective for students' overall cognitive and non-cognitive development with online learning. It seems impossible, for real learning occurs only when the students investigate a concept, find information, discuss it and create in their own way.

We can say that the present education system and the dynamics of a student-teacher relationship are likely to change in the near future. With the way that countries are closing their borders across the globe, Indians in foreign lands are returning to their homeland, and rural migrants returning to their villages, there might be a need to formulate the policies for the majority of the students. we should not forget the invisible children.

## CONCLUSION

From the result we can say that youth still facing problem as online education is still out of the reach of many students in our schools, colleges and universities, who have limited or no access to computers and internet connectivity at home. It poses challenges to the government and many stakeholders to provide accessibility of technological devices to all. Also, we can see the whole standardised system is changing as per requirement, there are pro and cons of online platform. Teachers as well as students also find alternates to get standardized and formal education.

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# OPEN EDUCATIONAL RESOURCES AND EDUCATIONAL EVOLUTION

Ms. Sunita<sup>1</sup>

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## ABSTRACT

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*Open educational resources (OER) are rapidly becoming a part of the education landscape. This paper aims to explain the basic concepts of OER and how they can affect the learning culture. The OER has allowed universities to provide their content for free, no matter how small. It has the potential to improve the lives of millions of people. Technology has reduced the cost of reproduction to nearly nothing. Universities can make their content available to millions of people for little or no expense. This resource has the potential to significantly enhance the lives of students across the world. The OER has empowered researchers and educators to become more innovative in teaching and learning. How educational scenarios and content can help develop a global knowledge society. This paper aims to provide a framework for education providers and administrators to manage the dissemination of learning content and educational scenarios. Especially when the provision of Open Education Resources (OER) can realistically close the education gap and promote educational equity. Over the past decade, universities have been gradually adopting the Open Education Resources Initiative. Its goal is to create a bridge that enables everyone to access and use educational resources without barriers. This study explores the various aspects of OER's implementation and its potential to improve education globally and realize its full transformative potential for achieving SDG 4.*

**Keywords:** *Open Educational Resources, SDG 4, Online Teaching -Learning Resources, OER Adoption*

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## **INTRODUCTION**

### **Open Education Resources (OER)- A conceptual discussion**

Open Educational Resources are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning and assessing as well as for research purposes. The development and promotion of open educational resources are often motivated by a desire to provide an alternate or enhanced educational paradigm. Teaching-learning and research resources that reside in the public domain or have been released under an intellectual property license permit their free use and re-purposing by others. It includes full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques, used to support access to knowledge. Teaching-learning and research materials in any medium, digital or that resides in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights defined by relevant international conventions and respects the authorship of the work. Thus, we can conclude that OERS are learning materials that can be modified and enhanced because their creators have permitted others to do so. The individual or organizations that creates OERs which include materials, like presentation, slides, podcast, syllabi images, lesson plans, lecture videos, maps, worksheets, and even entire book's waive, some copyright associated with their works via legal tools, like creative commons licenses, so others can freely access, reuse, translate and modify them. The term Open Educational Resources was first used in 2002 at a conference organized by UNESCO. It refers to the widespread availability of educational resources for non-profit purposes, such as education and research. Most commonly, OER is used to describe the various types of educational content that can be found online. A variety of tools are available to support the development and use of learning content. These tools include content creation tools, learning management systems, and online communities.

### **Characteristics of OER**

- Clear copyright issues.
  - Formatting of web and accessibility for reuse.
  - Addition of descriptive meta-data.
  - Published on the web.
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- Available to all faculties, students, and institutions.
- Shared openly and freely.

Educational resources are no longer static and scarce, but adaptable and widely available, allowing educational institutions, teachers, and learners to actively participate in a global exchange of Knowledge via Open Education Resources (OER). Creative Commons provides the legal and technical infrastructure essential to the long-term success of OER.

### **Creative Commons**

It is a non-profit organization that enables the sharing and use of creativity and knowledge through free legal tools. Creative common. licenses allow content creators to openly declare the level of sharing that is allowed with their work. Most OER's resources use Creative Commons (CC) licenses because they are well-known blanket licenses that are free and easy to use. A creator only needs to select a type of CC license that they want from the CC website. It creates a 'Some Rights Reserved Model'. The copyright owner retains copyright ownership in their work while inviting certain uses of their work by the public. Its licenses create choice options for the copyright's owner. Thus, CC licensing is a legally valid and accepted form of licensing and is meant to work in conjunction with and to support All Rights Reserved Model'.

### **APPLICATIONS OF CREATIVE COMMONS**

Creative commons licenses types: Creators or copyright holders who want to utilise a Creative Commons licence on their work can select one or more of the restrictions listed below to determine the terms of reuse and modification. Except for the Public Domain classification, every Creative Commons licence requires users to credit the work's creator. Other restrictions are optional, but they may prohibit unintentional reuse, therefore caution is advised when choosing a licence. There are following terms of creative commons;

#### **Attribution (BY)**

You must credit the creator of the content and provide a link to the license to allow people to use it.

#### **Non-commercial (NC)**

The material cannot be used for commercial purposes

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**Share Alike (SA)**

You must distribute your contributions under the same licence as the original if you remix, modify, or build upon the material.

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The license terms listed above can be combined to create six different licenses that can be issued to works by the original creator or author. Please read About the licenses by Creative Commons to understand more about the licensing designs, reasoning, and structure of Creative Commons licenses.

- COPY & PUBLISH REQUIRED-you can redistribute (copy, publish, display, communicate)
- ATTRIBUTION REQUIRED- you have to attribute the original work
- COMMERCIAL USE-you can use the work commercially
- MODIFY-you can modify and adapt the original work.
- CHANGE LICENSE - you can choose license type for adaptations of the work

**CREATIVE COMMONS FACILITATES INNOVATION IN EDUCATION**

CC licenses help educators to broaden the impact of their educational resources and the needs of their students and find relevant OER.

**CC Enables Translation of Educational Resources into Different Languages**

When educational resources are released under a CC license permitting adaptations, anyone interested in the subject matter may translate those resources.

**CC Enables Educational Resources to Evolve and be Improved**

CC licensed OER are living documents that can be built upon and improved not only by authors but by students as well.

**CC Enables Easier Discovery of Educational Resources on the Web**

CC has broadened the impact of OER by embedding each of its licenses with

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software code that makes the license terms machine-readable i.e. discoverable by a search engine.

### **LIST OF OPEN ACCESS RESOURCES-**

- <http://www.inflibnet.ac.in/ojs/> Open Journal Access System (OJAS)The INFLIBNET Centre's Shodhganga provides a venue for Ph. D. students to deposit their theses and make them available to the public.
- open access academic community <http://shodhganga.inflibnet.ac.in/shodhganga.inflibnet.ac.in/shodhganga.inflibnet>.
- OpenMED@NIC is a medical and allied science open access archive.

### **MOOCS (MASSIVE OPEN ONLINE COURSES)**

MOOCs; MOOCs refer to an innovative approach to impart education overcoming the time, age and other relevant constraints. Its available for Mass and open for all including both credit or non credit courses. It may and may not be associated with any university or institution. MOOCs are not only for students but also for teachers. MOOCs have a longer history than we know. How do MOOCs reach to Mass?

- Through online platforms
- Some of the platforms are free with certain limitations (MOODLE)
- Platforms are: MOODLE, EDX, Coursera, Khan Academy, Future Learn, Canvas, Swayam etc.
- Platform to prefer as a beginner: MOODLE(Modular Object Oriented Dynamic Learning Environment)
- Platform being provided by HRD India: SWAYAM (Study Webs of Active -Learning for Young Aspiring Minds)

Role of SWAYAM in MOOCs: It is the only platform recognised by Ministry of Human Resource Development of India and only facilitates to the course coordinators who are from the institutions recognized under section 12(B) in UGC norms. Courses on SWAYAM can only be provided after the concerned institutional and further expert panel approval. It asks for the P.G. experience of at least five years in the concerned discipline to be a subject expert Courses vary in duration from 4 weeks to 6 months.

### **Role of Open Educational Resources in MOOCs**

Open Educational Resources (OER) consists 5 R's: Reuse, Revise, Remix,

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Redistribute, Retain. OER is a license to use someone's content without his/her prior permission. It is different from giving references and neither requires it. Some of the OERS are: OER Africa, OER Asia, MIT Open Courseware, OER Commons. Online Videos and E-contents used at SWAYAM platform should be plagiarism free and collected from OER only. Colleges and universities have an interest in high-quality teaching and learning, which can be aided by the use of open educational resources (OER). Rather than attempting to reproduce libraries' conventional role in service development, it is necessary to take a step back and analyse the complete life cycle of material, as well as the library's role in content management and the use of open access resources. The Higher Education community has benefited from government programmes such as donations from INFLIBNET NList, Shodhganga, and OJAS. Premier academic institutions have also constructed learning object repositories, such as eGurukul, which was developed at the Indian Institute of Technology Kanpur.

### **OPEN EDUCATIONAL RESOURCES (OER): CHALLENGES AND OPPORTUNITIES**

The term open educational resources (OER) refers to materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution. OER can be translated into different languages and localised to meet the needs of different countries, regions, institutions, and learners. Although the idea of OER is flourishing, there are still some challenges that need to be considered before the movement can truly take off. This paper aims to address these issues and a strategy to sustain OER initiatives.

**LACK OF AWARENESS OF COPYRIGHT ISSUES-** The lack of awareness of copyright issues in academic circles has largely been attributed to the technological changes brought about by the rise of digital media. As a result, researchers and teachers have become more aware of the licensing issues that are associated with the exploitation of copyright. Most academics seem to be unprepared for the cumbersome licensing procedures that are necessary to get their work published. They are also reluctant to share their work without losing all their rights.

**ASSURANCE OF QUALITY-** In 2002, UNESCO officially recognized open educational resources as educational materials that are made public domain. Since OER can be reused, modified, and improved, it can be used to reach vast numbers of students while supporting quality enhancement. It can also be adapted to various

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learning environments. (OER) and Massive Open Online Courses (MOOCs), are becoming important factors in achieving the Sustainable Development Goal 4: Quality Education. UNESCO is continuing its support of OER with the 2nd OER Summit in September 2017. OER, as content, are free of cost to learners and teachers, but there are other costs that must be taken into account, including the salaries and time of the OER creators/adapters/assemblers. These costs can be significantly reduced by sharing OER with other institutions.

### **OPEN EDUCATIONAL RESOURCES AND EDUCATIONAL EQUITY**

A college education is growing increasingly expensive, and marginalized students (lower and middle class) bear a disproportionate share of the cost. Textbook prices, which have climbed at a rate significantly beyond inflation, are one part of escalating college costs. Open educational resources (OER) are frequently advocated as a solution to this problem. OER are free, freely licensed course materials. However, it is unclear whether these materials are of comparable quality to regular commercial textbooks. During one semester at a large public university, half of the Introductory sections were assigned to use OER, while the other half were allocated to utilize the incumbent commercial textbook. In a single subject, other than grades textbook expenses may also contribute to inequalities in outcomes. For example Textbooks in subjects like engineering and physics, are much more expensive than textbooks in the humanities (Kopf, 2015). While our statistics cannot directly address this issue, review related to literature show that underprivileged students are more likely to be severely affected by high textbook expenses, including dropping out of or avoiding particular classes entirely. Open Educational Resources (OER) can reports issues of educational equity while simultaneously maintaining the quality of students' education.

### **SDG4: CONTRIBUTION OF OPEN EDUCATIONAL RESOURCES (OER)**

Sustainable Development Goal 4 (SDG 4) is the education goal. It aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Open Educational Resources (OER) and their progeny, Massive Open Online Courses (MOOCs), are becoming extremely important in accomplishing the Sustainable Development Goal 4: Quality Education (SDG4). OER can be used to establish supplementary educational pathways. By 2025, it is predicted that more than 80 million additional student places would be required globally (Daniel, 2012). According to (Mackintosh, McGreal, & Taylor, 2011)

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The OERu, a consortium of over 30 institutions on five continents that creates OER pathways to degrees from legitimate public universities, is an example of how OER may be utilised to create new spaces using access to credentials. As indicated by the 2nd World Open Educational Resources Congress, open education, in the form of resources and practises, is considered as a contribution to SDG4. At this and other conferences, the desire for open education to contribute to the SDGs is evident, but the tools to make it happen are less.

SCOPE OF SDG 4: ALL countries in the world having total 16 sector based sustainable developmental goals with 179 targets. But this paper will concentrate only one- By 2030, all students should acquire the knowledge and skills necessary to promote sustainable development. This includes the promotion of sustainable life style, human rights, gender equality, and culture of peace. SDG4 also known as Education for sustainable development. Education for sustainable development is a term that refers to the process of learning about and supporting sustainable development. This debate often sets up another never-ending discussion about what is sustainable development and what it means to students.

## **CONCLUSION**

OER can be an important aid in achieving inclusive and equitable education. Its nature and its ability to provide usable learning resources can be considered as essential for supporting the goals of education. OER can also have a significant positive impact on the development of vocational and technical education. Massive open online courses can also be used to improve the skills of adults and youth. Women's gender inequality can be reduced when they have equal access to the same free content. Also, OER can be adapted to meet their individual needs. OER's availability can also help people improve their literacy skills. Through the free and re-usable knowledge that's available, people can become more productive and literate. Through the use of OER, governments can provide free K12 education to all children. They can also make higher education more accessible to all by allowing people to take classes and exams online. Massive open online courses (MOOCs) can also be used to improve the skills of adults and youth. One of the biggest advantages of OER is that it allows women and men to equal access to the same content. This is also beneficial for people with disabilities. OER's availability also encourages people to improve their literacy skills. For instance, with the free knowledge that's available, people won't hesitate to learn new skills.

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