

**LEARNING THROUGH SHARING :  
OPEN RESOURCES, OPEN PRACTICES, OPEN COMMUNICATION**

**Opening Up for Posterity:  
English Language Resources and Practices in Rajasthan**

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Openness in education in India is generally contrasted with regular education which means: a) taking admission in a course after payment of a certain fee, b) attending classes held by the institution and the teachers working in the institution, c) completing a syllabus, and d) terminally qualifying an examination. Open education, so far for us, is all that except attending classes regularly, initially meant correspondence courses, appearing at examinations as Non- Collegiate/ Private Examinees or sometimes termed as distance education/ learning/ teaching. For Higher Education, we have “Indira Gandhi National Open University, New Delhi” at national level monitoring and guiding state open universities. Rajasthan has got a separate Open University called “Vardhman Mahavir Open University, Kota”. For Secondary and Senior Secondary School Education, we have “National Open School” and State Open Schools.

But the term openness in its entirety should address itself 'to the core educational values of sharing knowledge freely in a sustainable, renewable and recyclable way and connect individuals and organizations for the achievement of the almost ultimate openness of education resources/ practices.

The present paper aims to enumerate and evaluate the factors responsible in hindering openness in education in India vis-a-vis different theories and perspectives underpinning openness in education. Instrumentality of openness in strengthening and improving English language learning and teaching scenario is proposed for special investigation in the state of Rajasthan before the launch and after the successful completion of the Project High-TEC (Teaching English Communicatively), a project collaboratively run by US Embassy and the Department of Higher Education, Government of Rajasthan. A sequel or follow up of “Project High-TEC” is being brought forth shortly for reviewing and reinforcing English language teaching in different government colleges of the state. Juxtaposition of professional development of the teachers/ trainers with the change of attitude towards using and creating open resources and adopting open practices is proposed for an objective evaluation of the divide between the professional equipment and the willingness to share and care. Interviews with the fellow teachers/ trainers, surveys and questionnaires will be key tools of analysis. Institutionalization versus individualization of efforts for openness, potential versus willingness to create, viability versus feasibility of such efforts, availability versus authenticity of open sources, acceptance versus rejection of resources, global versus local needs, learning versus teaching behavior, and present versus future practices are projected polemics for investigation.