

Technology and Educational Transformation

New Connections between Content, Curriculum and Community.

M.S. Vijay Kumar

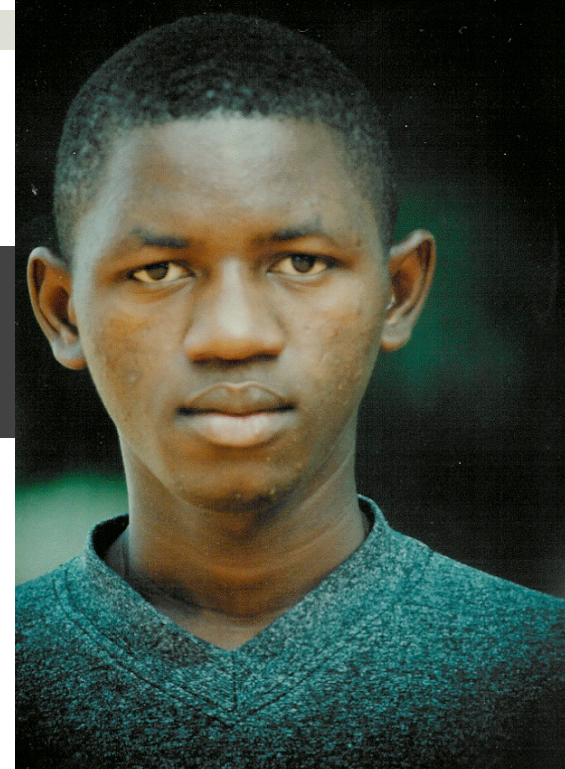
(...with a little help from my friends)

Chais Conference, OUI, Israel 2010

Making A Difference

“Last semester, I had a course in metallurgical engineering. I didn’t have notes, so I went to OCW. I downloaded a course outline on this, and also some review questions, and these helped me gain a deeper understanding of the material.”

*— Kunle Adejumo, Engineering student
at Ahmadu Bello University, Zaria, Nigeria*



Making A Difference

“I was delighted by the way the material is so coherently presented. It is truly inspiring to see this level of excellence.”

*— Prof. Richard Hall, LaTrobe University,
Melbourne, Australia
Teaching Information Systems, Beginning
Microprocessors, and Advanced Computer-Aided
Software Engineering*



Flashback - Flashforward

“... even though I relied heavily on material from [Differential Equations], I had no idea how it was being taught—or what was being taught.

... I'd like to bring more of the technology into the classroom, so that while I was giving a lecture, I could give them a flashback to something they had seen in a previous course... This will create better linkages, and to fully integrate the learning experience.”

— Prof. Karen Willcox, Aeronautics & Astronautics
Teaches required aero/astro course to MIT juniors



MIT OpenCourseware 1900 courses

- ❖ **Site Highlights**
- ❖ **Syllabus**
- ❖ **Course Calendar**
- ❖ **Lecture Notes**
- ❖ **Exams**
- ❖ **Problem/Solution Sets**
- ❖ **Labs and Projects**
- ❖ **Video Lectures**

The screenshot shows the MIT OpenCourseWare homepage. At the top, there's a navigation bar with links: COURSE LIST | ABOUT OCW | HELP | FEEDBACK. The main header features the MIT logo and the text 'MITOPENCOURSEWARE MASSACHUSETTS INSTITUTE OF TECHNOLOGY'. Below this, a welcome message states: 'Welcome to MIT OpenCourseWare a free, open publication of MIT Course Materials. We invite you to [view all the courses](#) available at this time.'

On the left, there's a search bar and a list of available courses categorized by department: Aeronautics and Astronautics, Anthropology, Architecture, Biological Engineering Division, Biology, Brain and Cognitive Sciences, Chemical Engineering, Chemistry, Civil and Environmental Engineering, Comparative Media Studies, Earth, Atmospheric, and Planetary Sciences, Economics, Electrical Engineering and Computer Science, Engineering Systems Division, Foreign Languages and Literatures, and Health Sciences and Technology.

The main content area includes a 'Welcome to MIT's OpenCourseWare:' section with a paragraph about the program's mission and a list of key features: it's a publication of MIT course materials, doesn't require registration, isn't a degree-granting activity, and doesn't provide access to MIT faculty. Below this is a 'Learn more [about MIT OCW...](#)' link.

There's also an 'Investing in Open Sharing' section featuring a photo of MIT alumnus Jon Gruber and text about his \$1 million donation to the project. This is followed by 'Other OpenCourseWare Projects' with links to Japanese universities and Tufts University.

At the bottom, there's a 'Give Now' button for financial donations, a 'Reflections from MIT President Susan Hockfield' section with a photo and quote, and a 'Newsletter' sign-up for monthly email updates.

Accelerating Global Movement

MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY



OPENCOURSEWARE
CONSORTIUM



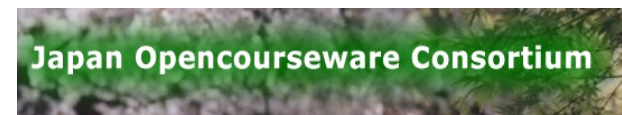
NPTEL

200+ OCWC Institutions
Over 8,000 OCW Courses Online
~2,000,000 visitors/month

IGNOU



Yale University



Accelerating Global Movement

MIT **OPEN**COURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY



OUI
האוניברסיטה הפתוחה 

Yale University

Japan OpenCourseware Consortium

OpenUniversiteitNederland

 Kyung Hee University
OPENCOURSEWARE

 The Open University
OpenLearn

 **Vietnam**
OpenCourseWare

CORE
China Open Resources for Education

NPTEL

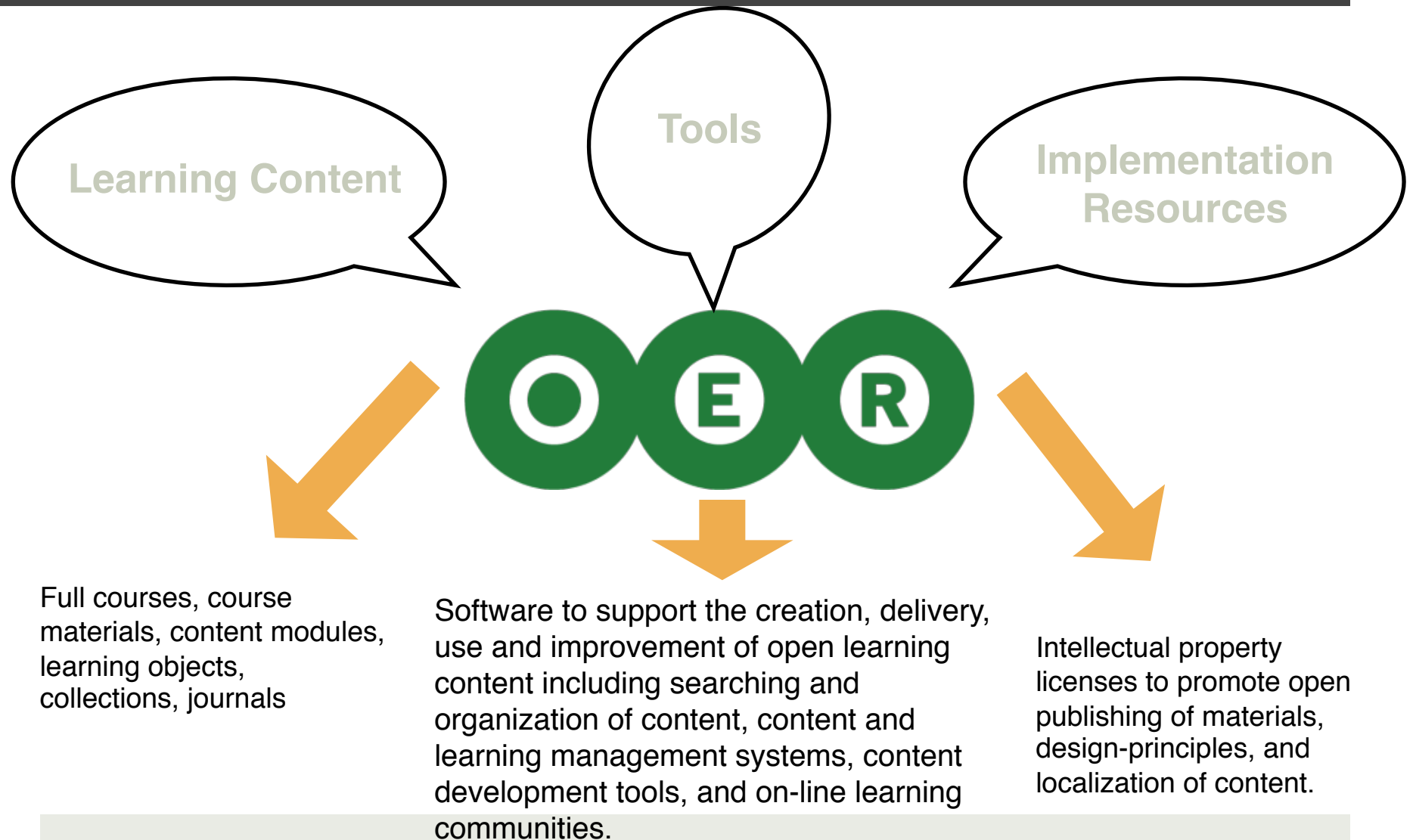
IGNOU


flatworld
KNOWLEDGE

OPENCOURSEWARE
CONSORTIUM

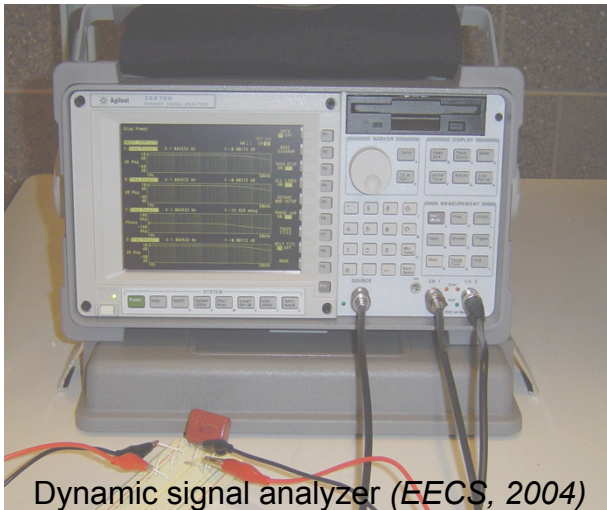
170+ OCWC Institutions
Over 6,000 OCW Courses Online
~2,000,000 visitors/month

Open Education Resources



iLabs:

"If you can't come to the lab... the lab will come to you!"



Dynamic signal analyzer (EECS, 2004)



Shake table (Civil Eng., 2004)

U.S., Australia, China, India, Africa: iLabs Consortium

Order of magnitude more lab experiences

More lab time to users/researchers

More sophisticated labs available

Communities of scholars created around iLabs

Sharing educational & research content

CET Strategy

Innovative
Learning
Environments

Intellectual
Commons

Inter-
Institutional
Collaboration

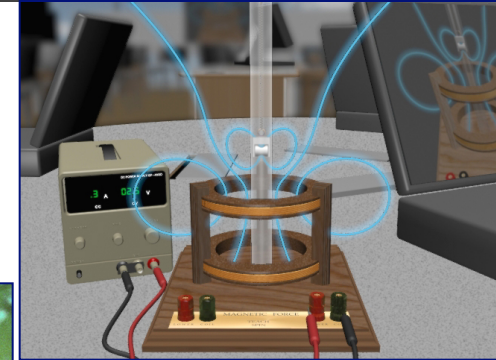
Extended
University
Community

- Innovative Learning Environments
Move away from large passive lectures
- Intellectual Commons
Demonstrate intellectual and educational leadership by making materials freely available to the world
- Inter-Institutional Collaboration
Explore new ways to collaborate with other universities and private industry
- Extended University Community
Use technology to enhance on-campus education and engage members of the community, both alumni and the public

Electricity & Magnetism with Studio Physics

Innovative
Learning
Environments

- Studio format
- Visualization/simulation
- Desktop lab experiments
- Student teams



Now with
Virtual Worlds!

Robot World

Project-Based Collaborative Engineering Design

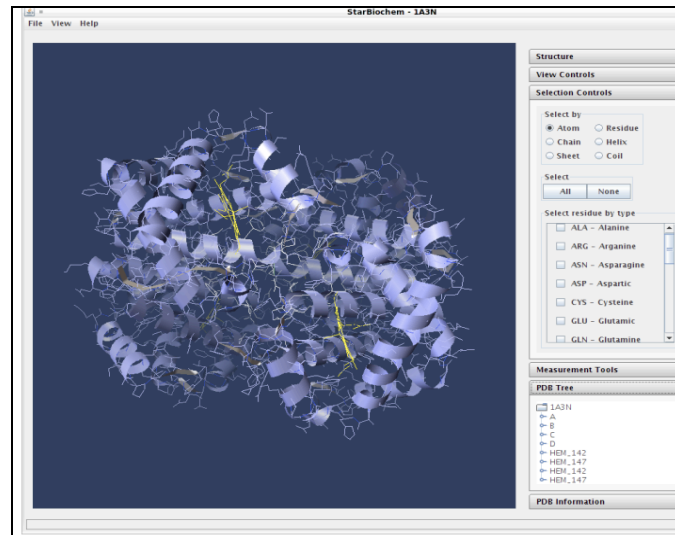


- Curriculum for design fundamentals
- Simulation tools
- On-line collaboration environments
- Peer-review assessment tools

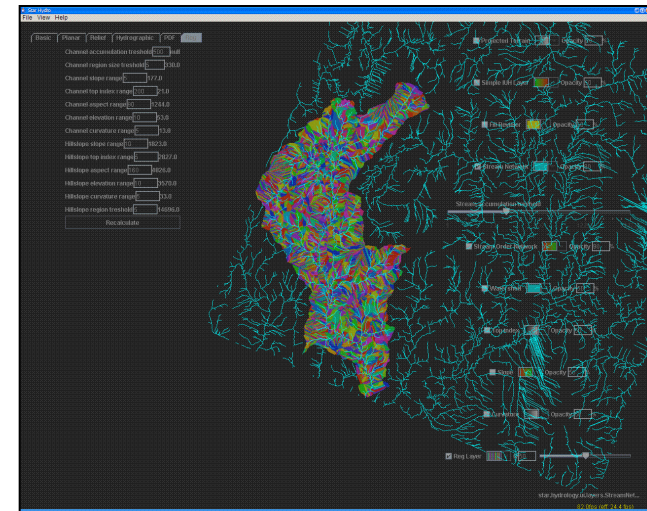
Bridging Research and Learning

Biology

Hydrology

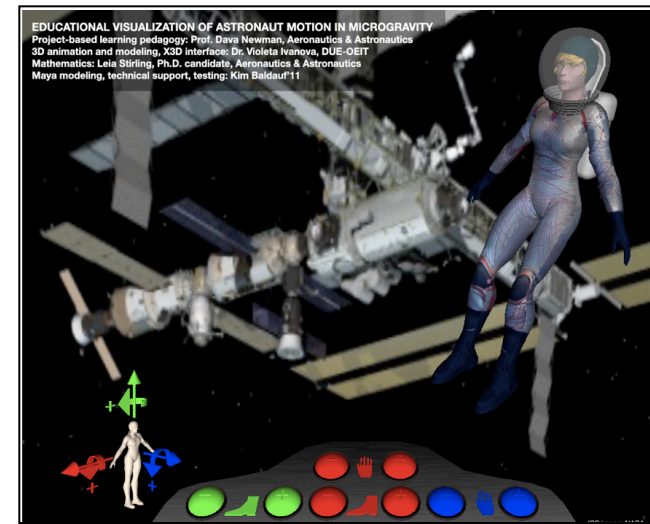
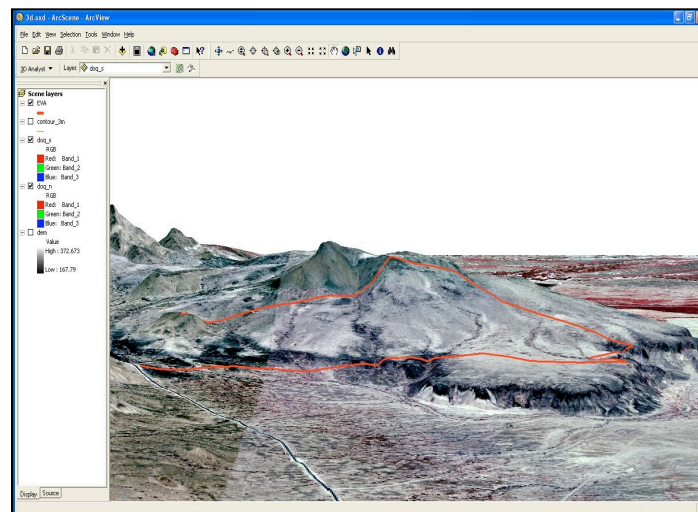


star.mit.edu

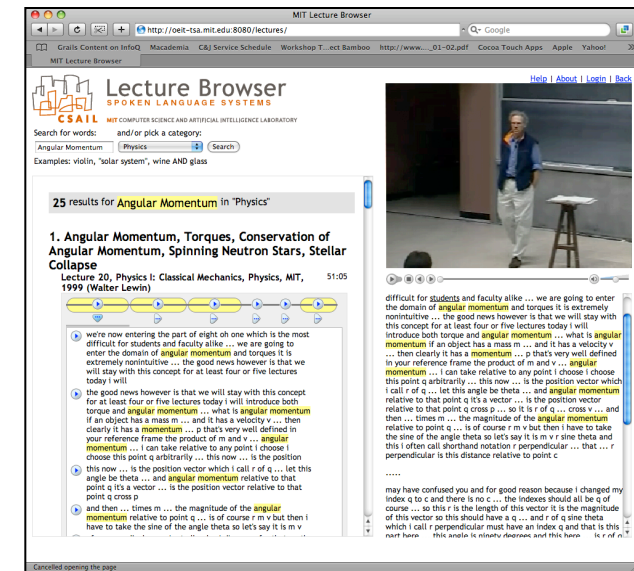
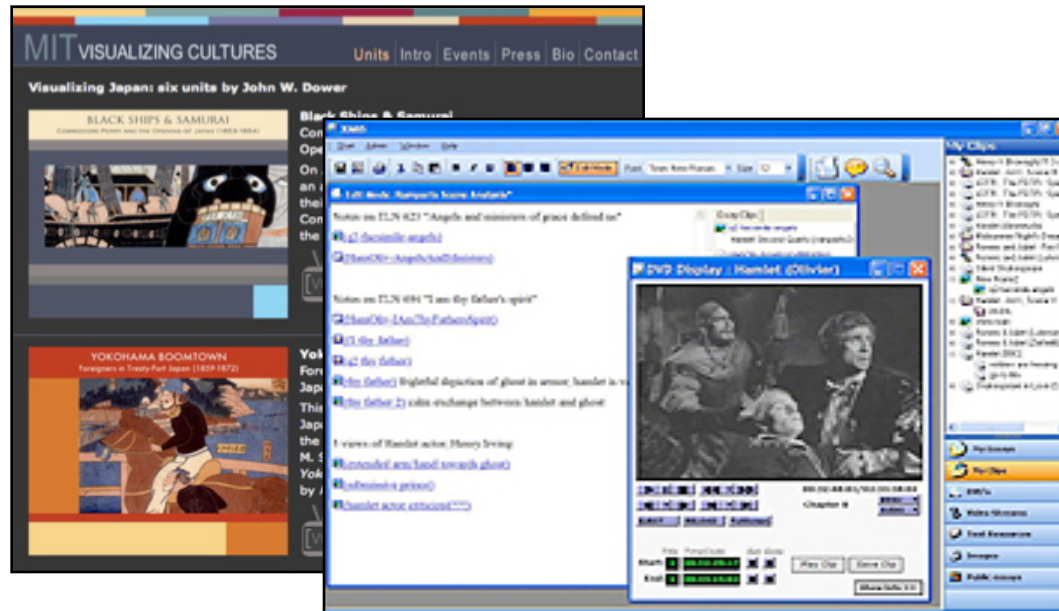


Protein Visualization ([StarBiochem](http://star.mit.edu))

Watershed Mapping ([StarHydro](http://star.mit.edu))



Linking Content to the Curriculum



Multimedia and Image Tools

- Bringing close reading to media (xmas)
- Visual narratives (Visualizing Cultures)
- Searching across media repositories

Spoken Lecture Browser

- Leveraging Content across Courses
- Media Notebooks
- Deeper Learning

MIT Visualizing Cultures

MIT VISUALIZING CULTURES

Units Intro Events Press Bio Contact

Visualizing Japan

BLACK SHIPS & SAMURAI

COMMODORE PERRY AND THE OPENING OF JAPAN (1853-1854)



Black Ships & Samurai

Commodore Perry and the Opening of Japan (1853-1854)

On July 8, 1853, residents of feudal Japan beheld an astonishing sight; foreign warships entering their harbor under a cloud of black smoke. Commodore Matthew Perry had arrived to force the long-secluded country to open its doors. Essay by John W. Dower



VC|Curriculum

YOKOHAMA BOOMTOWN

Foreigners in Treaty-Port Japan (1859-1872)



Yokohama Boomtown

Foreigners in Treaty-Port Japan (1859-1872)

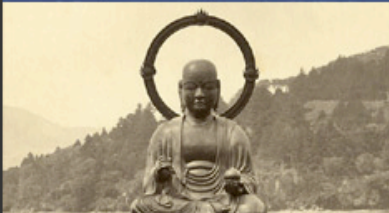
This window on the imagined life of foreigners in Japan at the dawn of the modern era is based on the catalogue of the 1990 exhibition at the Arthur M. Sackler Gallery, Smithsonian Institution, *Yokohama: Prints from Nineteenth-Century Japan*, by Ann Yonemura. Essay by John W. Dower.



VC|Curriculum

Felice Beato's Japan: Places

An Album by the Pioneer Foreign Photographer in Yokohama



Felice Beato's Japan: Places

An Album by the Pioneer Foreign Photographer in Yokohama

This 50-image album features scenes along the routes that foreign sightseers travelled in the opening years of the Meiji period. Album courtesy of the Hood Museum of Art, Dartmouth College. Essay by Allen Hockley



YELLOW PROMISE / YELLOW PERIL FOREIGN POSTCARDS OF THE RUSSO-JAPANESE WAR (1904-05)



Yellow Promise/Yellow Peril

Foreign Postcards of the Russo-Japanese War (1904-05)

The first war to be depicted internationally in postcards is captured here in these dramatic images. Produced in association with the Museum of Fine Arts, Boston. Essay by John W. Dower.



VC|Curriculum

Ground Zero 1945

Pictures by Atomic Bomb Survivors



Ground Zero 1945

Pictures by Atomic Bomb Survivors

These drawings and paintings by Japanese survivors of the atomic bomb were created more than a quarter century after the bombs fell on Hiroshima and Nagasaki in August 1945. They are provided by the Hiroshima Peace Memorial Museum. Essay by John W. Dower.



Ground Zero 1945

A Schoolboy's Story



Ground Zero 1945

A Schoolboy's Story

This unit presents the illustrated testimony of Akihiro Takahashi, who survived the atomic bombing of Hiroshima on August 6, 1945. Illustrations by Goro Shikoku, with English translation by Yuki Tanaka. Courtesy of Hiroshima Peace Institute.




Deeper Learning and Leveraged Resources

MIT Lecture Browser

Grails Content on InfoQ Macademia C&J Service Schedule Workshop T...ect Bamboo http://www....01-02.pdf Cocoa Touch Apps Apple Yahoo! >>

MIT Lecture Browser


 **Lecture Browser**
SPOKEN LANGUAGE SYSTEMS
MIT COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE LABORATORY

Search for words: and/or pick a category:

Examples: violin, "solar system", wine AND glass

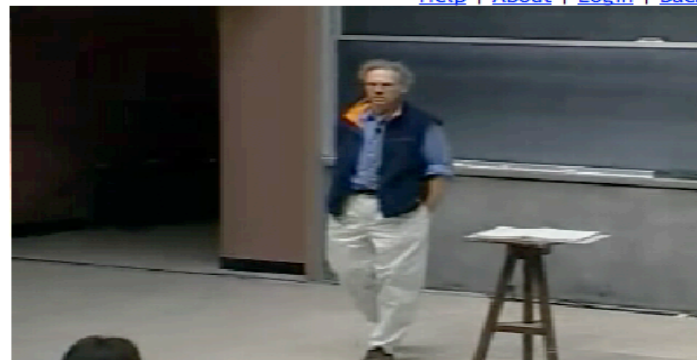
25 results for Angular Momentum in "Physics"


1. Angular Momentum, Torques, Conservation of Angular Momentum, Spinning Neutron Stars, Stellar Collapse
Lecture 20, Physics I: Classical Mechanics, Physics, MIT, 1999 (Walter Lewin) 51:05



- ▶ we're now entering the part of eight oh one which is the most difficult for students and faculty alike ... we are going to enter the domain of **angular momentum** and torques it is extremely nonintuitive ... the good news however is that we will stay with this concept for at least four or five lectures today i will
- ▶ the good news however is that we will stay with this concept for at least four or five lectures today i will introduce both torque and **angular momentum** ... what is **angular momentum** if an object has a mass m ... and it has a velocity v ... then clearly it has a **momentum** ... p that's very well defined in your reference frame the product of m and v ... **angular momentum** ... i can take relative to any point i choose i choose this point q arbitrarily ... this now ... is the position
- ▶ this now ... is the position vector which i call r of q ... let this angle be θ ... and **angular momentum** relative to that point q it's a vector ... is the position vector relative to that point q cross p
- ▶ and then ... times m ... the magnitude of the **angular momentum** relative to point q ... is of course $r m v$ but then i have to take the sine of the angle θ so let's say it is $m v$

Help | About | Login | Back





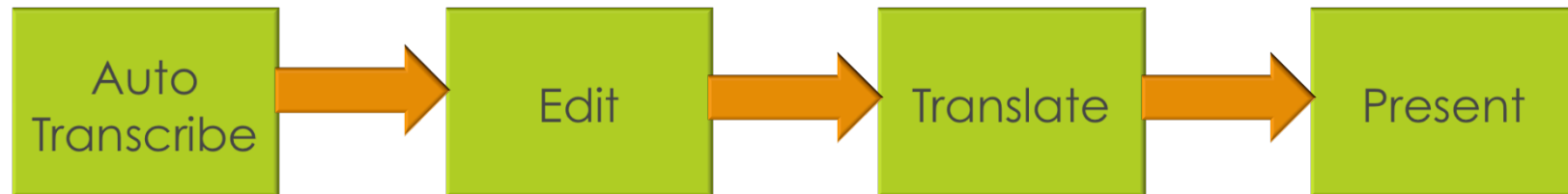
difficult for students and faculty alike ... we are going to enter the domain of **angular momentum** and torques it is extremely nonintuitive ... the good news however is that we will stay with this concept for at least four or five lectures today i will introduce both torque and **angular momentum** ... what is **angular momentum** if an object has a mass m ... and it has a velocity v ... then clearly it has a **momentum** ... p that's very well defined in your reference frame the product of m and v ... **angular momentum** ... i can take relative to any point i choose i choose this point q arbitrarily ... this now ... is the position vector which i call r of q ... let this angle be θ ... and **angular momentum** relative to that point q it's a vector ... is the position vector relative to that point q cross p ... so it is r of q ... cross v ... and then ... times m ... the magnitude of the **angular momentum** relative to point q ... is of course $r m v$ but then i have to take the sine of the angle θ so let's say it is $m v r$ sine θ and this i often call shorthand notation r perpendicular ... that ... r perpendicular is this distance relative to point c

.....

may have confused you and for good reason because i changed my index q to c and there is no c ... the indexes should all be q of course ... so this r is the length of this vector it is the magnitude of this vector so this should have a q ... and r of q sine θ which i call r perpendicular must have an index q and that is this part here ... this angle is ninety degrees and this here ... is r of q

Cancelled opening the page

What did we do for IHS in India?



SpokenMedia

How do we do it?

Lecture Transcription

James Glass
glass@mit.edu



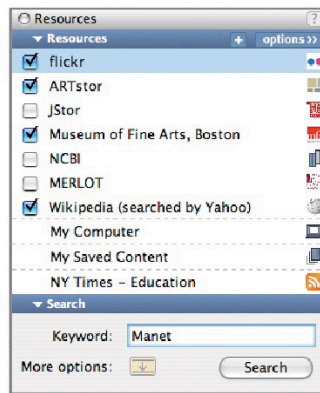
- Spoken Lecture: research project
- Speech recognition & automated transcription of lectures
- Why lectures?
 - Conversational, spontaneous, starts/stops
 - Different from broadcast news, other types of speech recognition
 - Specialized vocabularies

<http://spokenmedia.mit.edu/demo/iihs/>

Process and Platform for Collaborative Course & Curriculum

: Finding → Getting → Building

Discover



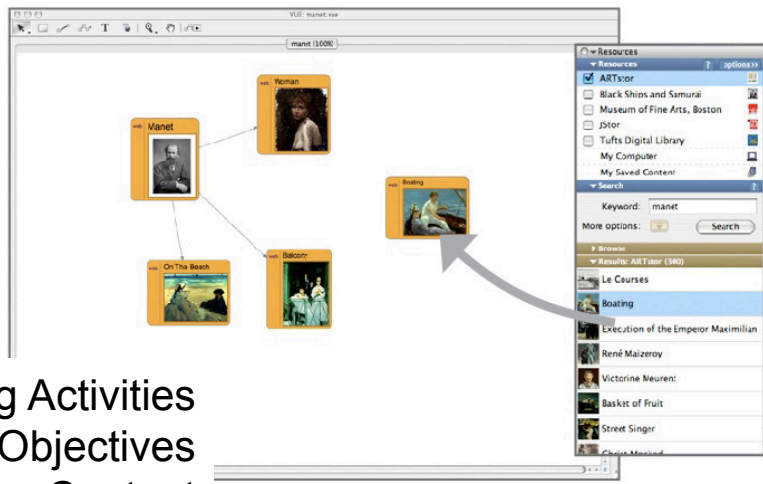
For example...

- MIT OCW
- OCW Consortium
- Academic Earth
- Wikipedia
- NPTel
- iTunesU
- YouTube

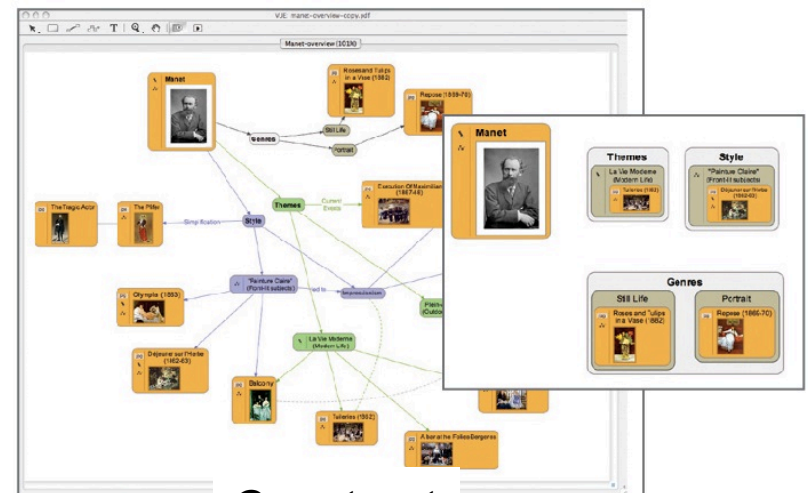


Collaborate

Collect

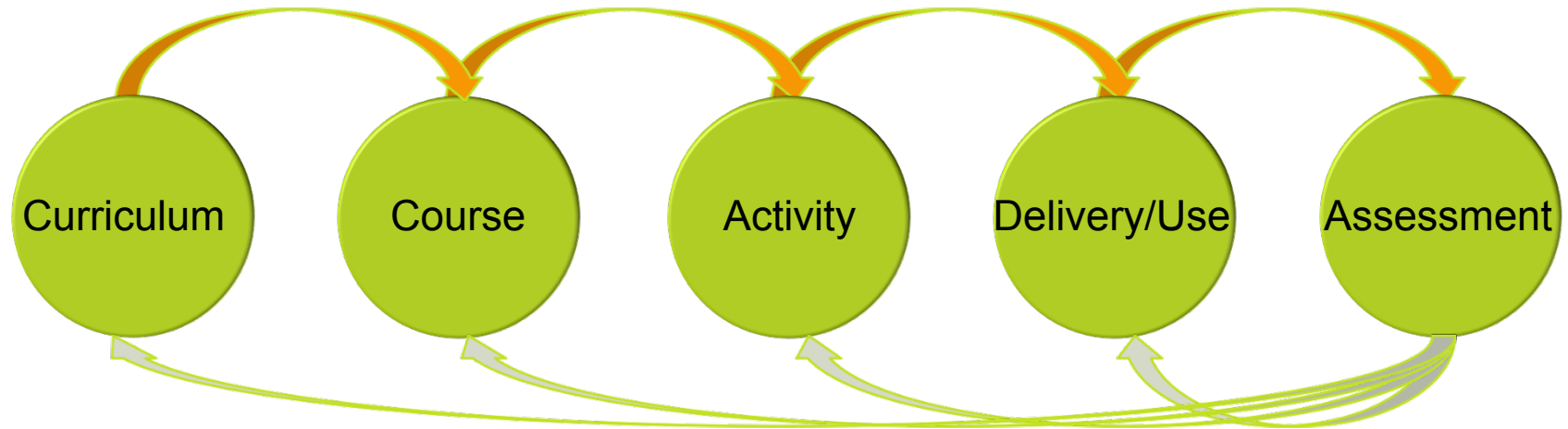


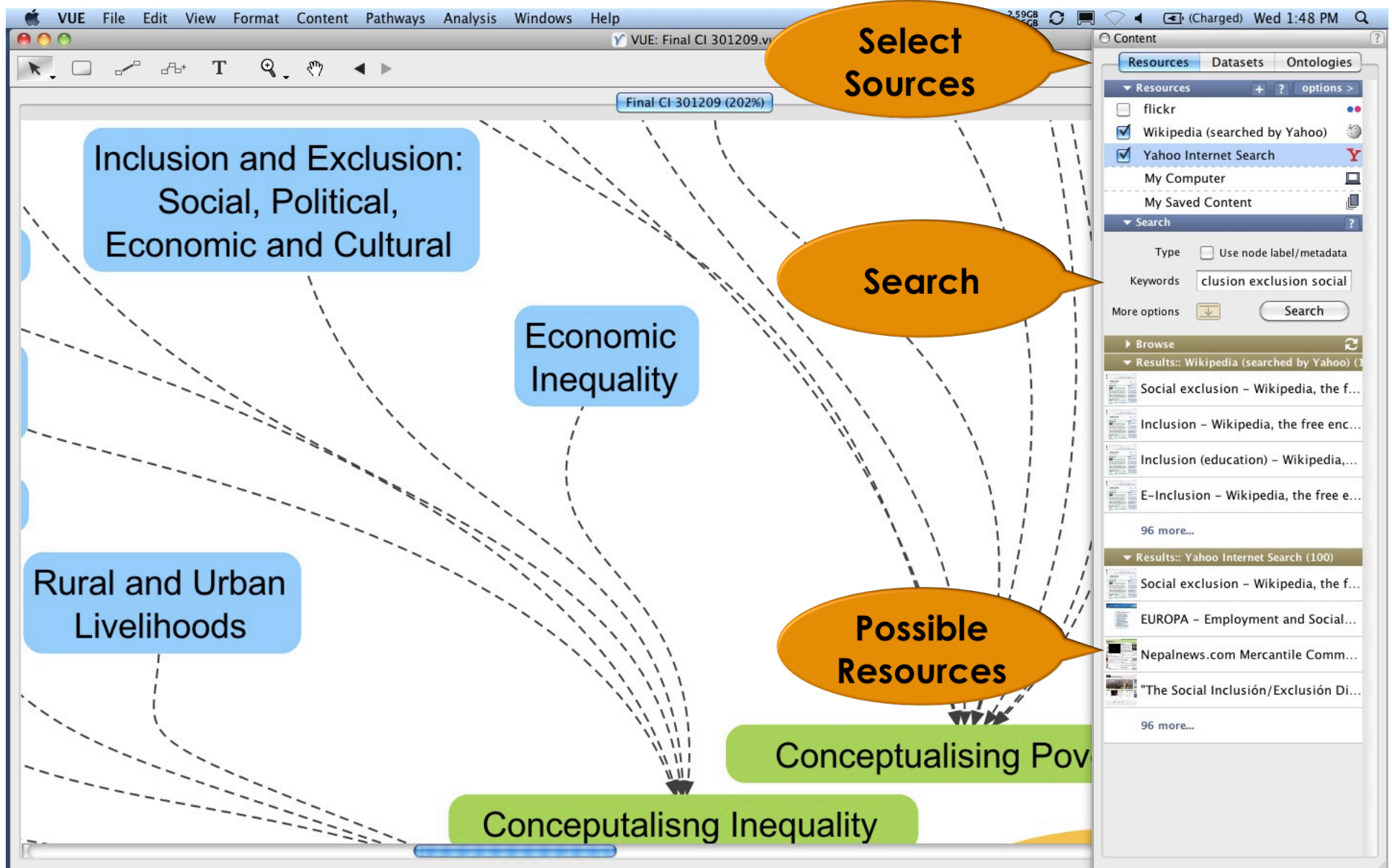
Learning Activities
Learning Objectives
Content



Construct

Lifecycle





Nepalnews.com Mercantile Communications Pvt. Ltd.

http://www.nepalnews.com/contents/2009/en

About Us | Send Us News | Advertise With Us | Contact Info | Feedback

nepalnews.com
NEWS FROM NEPAL AS IT HAPPENS

MERCANTILE
COMMUNICATIONS PVT. LTD.

SEND SMS

SPOTLIGHT
Newsmagazine

VOL. 03, NO. 13, Nov. 27 2009 (Mangsir 12, 2066)

Social Inclusion

Social Exclusion/ Inclusion: South Asian vis-à-vis Western Discourse

By Mohan Das Manandhar

Rojan Bajracharya

Background

"Social Exclusion" – the term by itself originated in France in 1974 - has lineage to the enormous European literatures of 1950's and 60's on social division and inequality which emancipate the severity of the poor or disadvantaged members of then European society who lacked in the adequate resources to achieve the acceptable standards of well being and the participation in the customary activities of society. Nevertheless, the social exclusion that exists in the South Asian societies since the traditional past before the discourse of Europe exhibits in some respects quite distinct feature from many other societies of the world.

South Asian Context

The distinctiveness is on account of the stratificatory system of caste and undergoing socio- political practices of religion that prevailed, in one form or the other, in the South Asian societies for centuries which excluded a community as whole from common facilities or benefits. The religion, caste and ethnicity are the prime politically mobilizing factor and the base of social structure in the South Asian region. The religion, caste and ethnicity has influential role in any sort socio- political activities in the region ranging from: anti- colonial movement against British Rule to hot burning Naxalites and Maoist movement of current days; military take- over to separation of federal state. The crosscutting between the religious caste and ethnic communities gave birth to issues of communal identity politics including regional nationalisms and caste and ethnic based parties.

The South Asian politico and socio structure which has great influence of religion, caste and ethnicity has the social exclusion in two lines – Purity/ Impurity and Enslavable/ Non- Enslavable. Through religious angle, there is enslavary of majority religious group against religious minority group, Indigenous and Tribal. For instance, majority Muslims of Pakistan and Bangladesh dominates the Hindu minorities; Hindu majorities of India and Nepal dominate Muslims and Indigenous minorities. In term caste, Dalits are regarded as impure and enslaved by high caste group as their manual work (viz. blacksmith, barber, plumber and other) are of low status. The contemporary fact of South Asian state and society is it's adaptation of division of labor on the basis of caste with Dalits being lowest in this hierarchy. Dalits are spread in every country of South Asia. The South Asian counties have legally made caste system void but it has limited in word but not in practices. So, in many instance, South Asian politic has observed the rising of caste based political parties against such discrimination – viz. Bahujana Samajbadi Party, the ruling party of Uttar Pradesh of India, had evolved against Dalit discrimination in India. In term of ethnicity, the minority ethnic groups are enslaved by majority viz. Balochistan province, resided by deprived ethnic

Do you want an American Visa?
[Click Here to Register](#)

nepalnewsmobile.com

Start 10:07

Chat Zodiac Calendar

Nepalnews Search

Search

Web ☒ nepalnews

Powered By: Google

Budget 2006-07

Publication

Weekly

- Arpan
- Budhabar
- Dishanirdesh
- Drishti
- Janadharna
- Satyagraha

Fortnightly

- Spotlight

Monthly

- New Business Age
- Wave

Font Download

- Kantipur

Nepalnews.com Mercantile Communications Pvt. Ltd.

http://www.nepalnews.com/contents/2009/en

Web Notes Organizer Sticky Note Highlighter save to: General Share Brandon Upgrade!

About Us | Send Us News | Advertise With Us

nepalnews.com

NEWS FROM NEPAL AS IT HAPPENS

SEND SMS TO 2323

Do you want an American Visa?
Click Here to Register

nepalnewsmobile.com

Start 10:07

Chat Zodiac Calendar

Nepalnews Search

Search

Web ☒ nepalnews

Powered By: Google

Budget 2006-07

Publication

Weekly

- Arpan
- Budhabar
- Dishanirdesh
- Drishti
- Janadharna
- Satyagraha

Fortnightly

- Spotlight

Monthly

- New Business Age
- Wave

Font Download

- Kantipur

SPOTLIGHT
Newsmagazine

VOL. 0:

Related Resources

- [Citizenship and Pluralism 17.042, Fall 2003 \(MIT OCW\)](#)
- [Women in South Asia from 1800 to Present 21H.575J, Fall 2006 \(MIT OCW\)](#)
- [Topics in South Asian Literature and Culture 21F.041, Fall 2004 \(MIT OCW\)](#)
- [Ethnic and National Identity 21A.226, Spring 2005 \(MIT OCW\)](#)
- [Introduction to Comparative Politics 17.50, Fall 2006 \(MIT OCW\)](#)

Social Exclusion/ Inclusion: South Asian vis-à-vis Western Discourse

By Mohan Das Manandhar

Rojan Bajracharya

Background

"Social Exclusion" – the term by itself originated in France in 1974 - has lineage to the enormous European literatures of 1950's and 60's on social division and inequality which emancipate the severity of the poor or disadvantaged members of then European society who lacked in the adequate resources to achieve the acceptable standards of well being and the participation in the customary activities of society. Nevertheless, the social exclusion that exists in the South Asian societies since the traditional past before the discourse of Europe exhibits in some respects quite distinct feature from many other societies of the world.

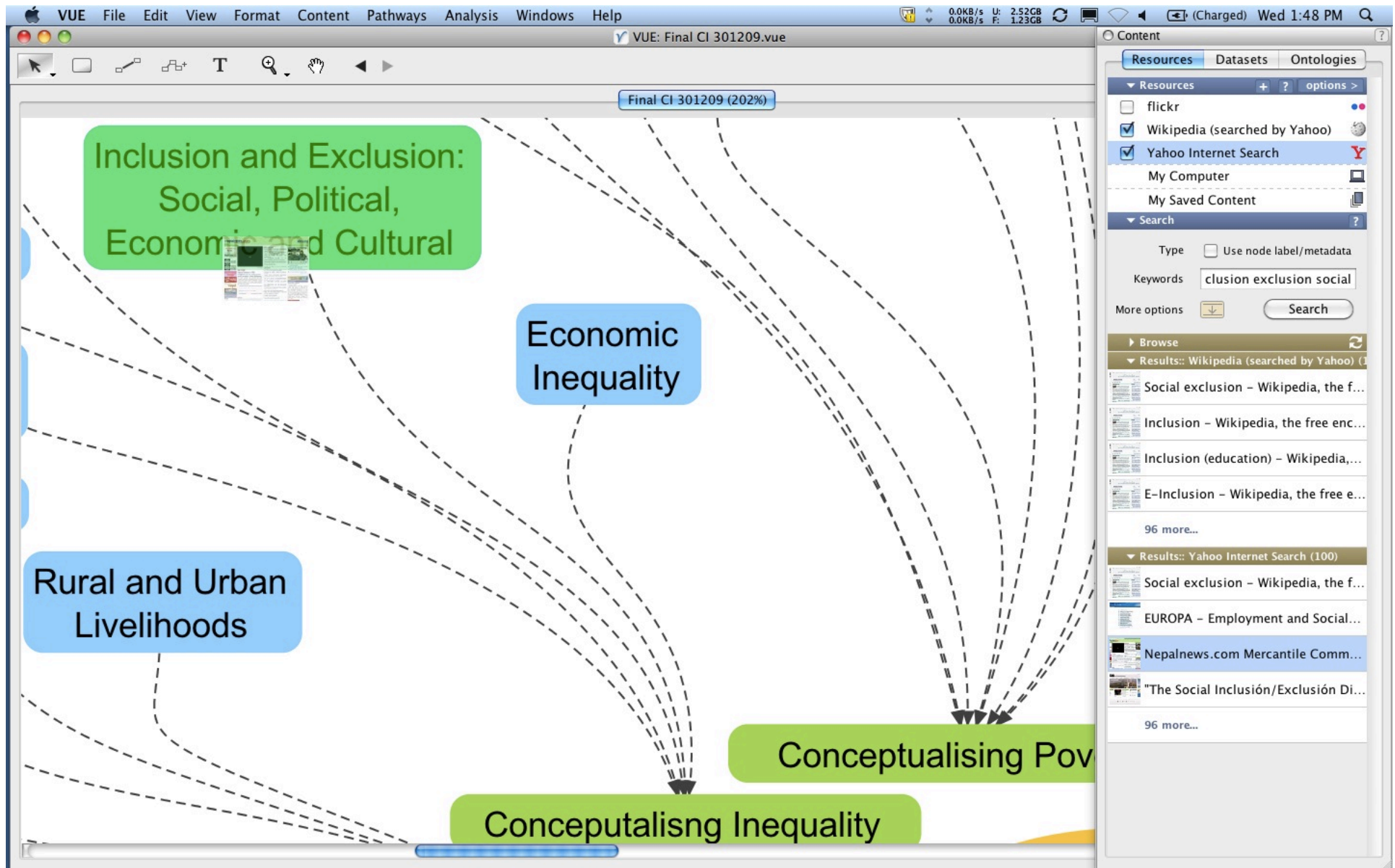
South Asian Context

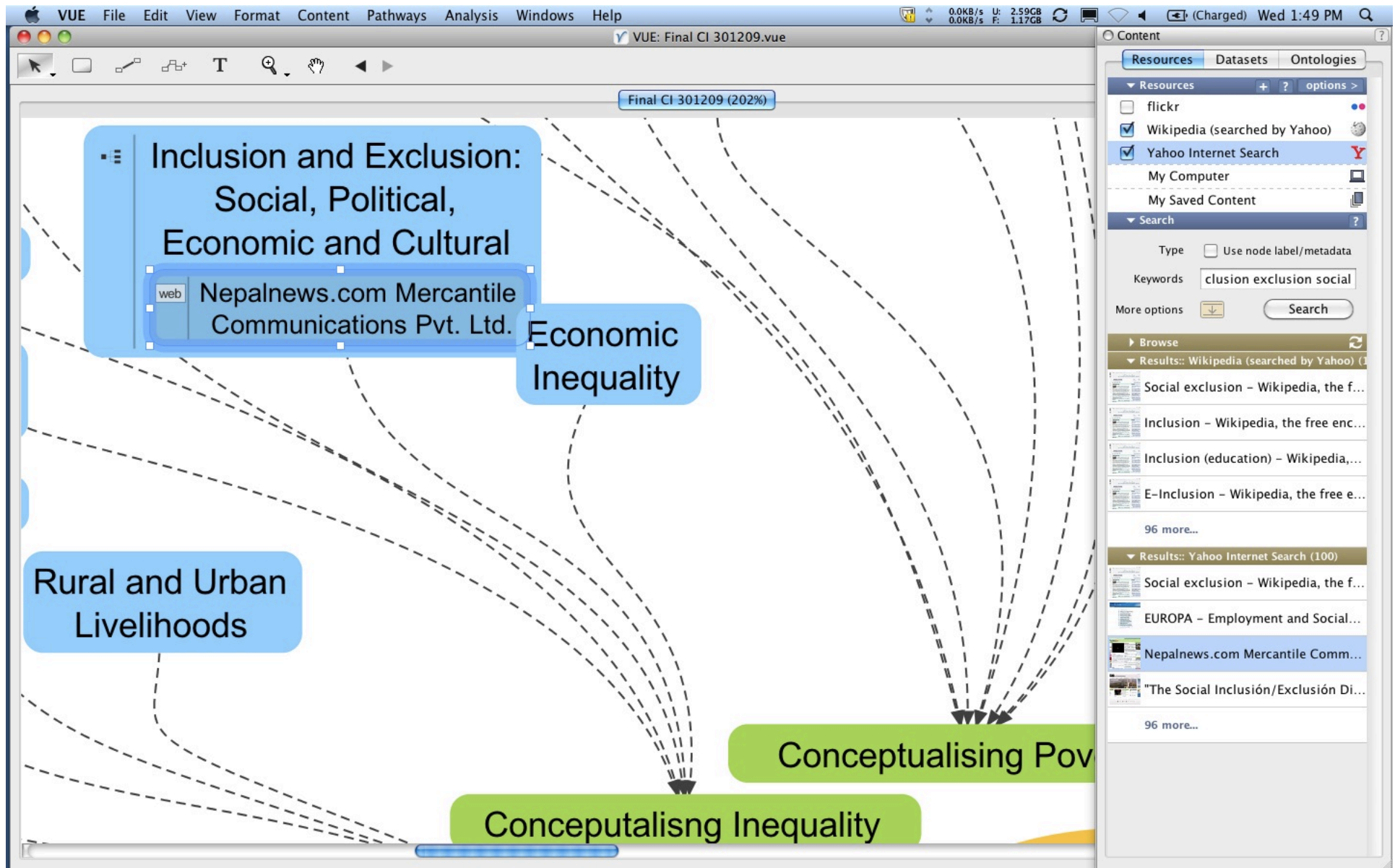
The distinctiveness is on account of the stratificatory system of caste and undergoing socio- political practices of religion that prevailed, in one form or the other, in the South Asian societies for centuries which excluded a community as whole from common facilities or benefits. The religion, caste and ethnicity are the prime politically mobilizing factor and the base of social structure in the South Asian region. The religion, caste and ethnicity has influential role in any sort socio- political activities in the region ranging from: anti- colonial movement against British Rule to hot burning Naxalites and Maoist movement of current days; military take- over to separation of federal state. The crosscutting between the religious caste and ethnic communities gave birth to issues of communal identity politics including regional nationalisms and caste and ethnic based parties.

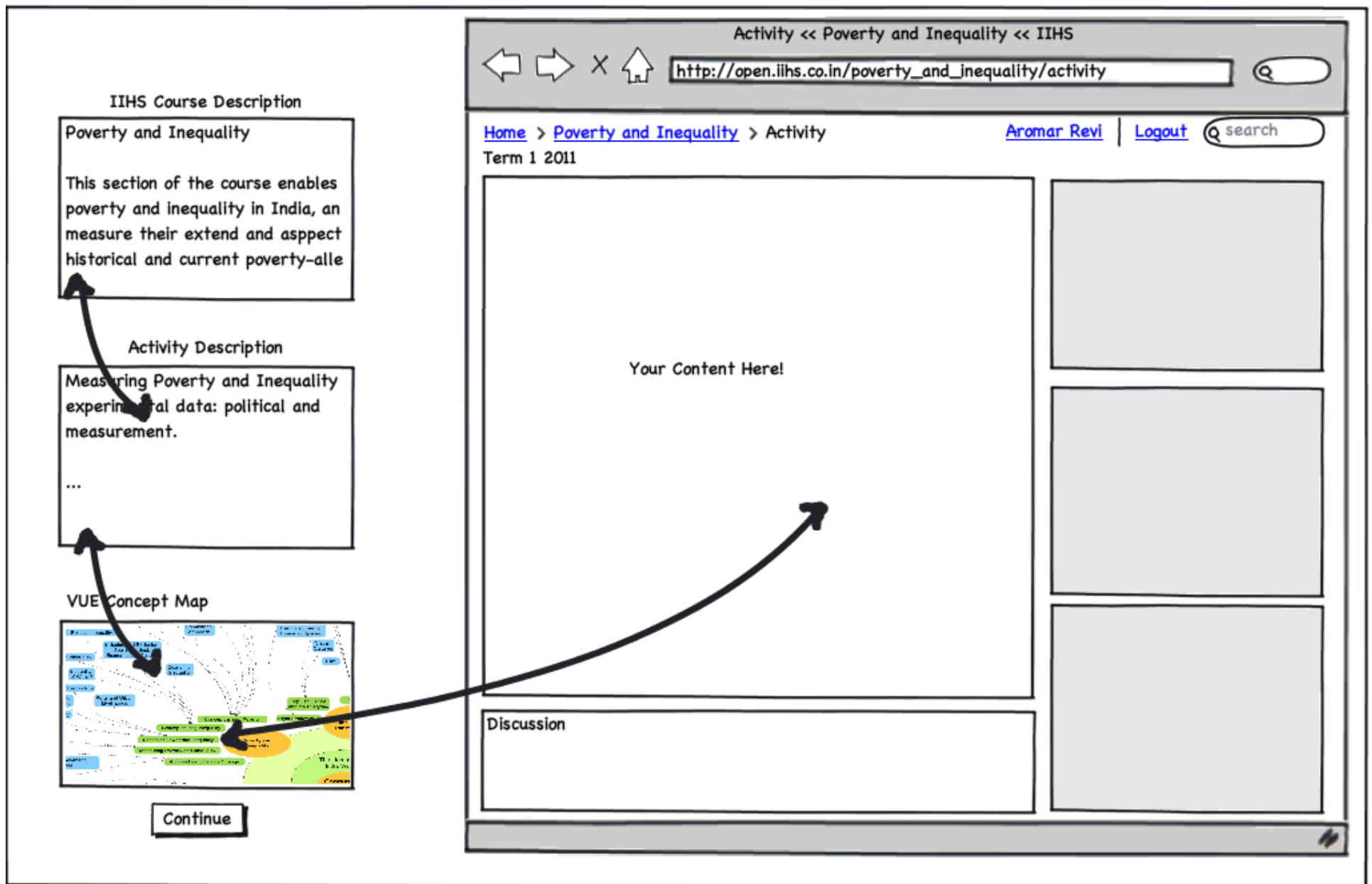
The South Asian politico and socio structure which has great influence of religion, caste and ethnicity has the social exclusion in two lines – Purity/ Impurity and Enslavable/ Non- Enslavable. Through religious angle, there is enslavary of majority religious group against religious minority group, Indigenous and Tribal. For instance, majority Muslims of Pakistan and Bangladesh dominates the Hindu minorities; Hindu majorities of India and Nepal dominate Muslims and Indigenous minorities. In term caste, Dalits are regarded as impure and enslaved by high caste group as their manual work (viz. blacksmith, barber, plumber and other) are of low status. The contemporary fact of South Asian state and society is it's adaptation of division of labor on the basis of caste with Dalits being lowest in this hierarchy. Dalits are spread in every country of South Asia. The South Asian counties have legally made caste system void but it has limited in word but not in practices. So, in many instance, South Asian politic has observed the rising of caste based political parties against such discrimination – viz. Bahujana Samajbadi Party, the ruling party of Uttar Pradesh of India, had evolved against Dalit discrimination in India. In term of ethnicity, the minority ethnic groups are enslaved by majority viz. Balochistan province, resided by deprived ethnic

Done

24








[Home](#) > [Poverty and Inequality](#) > Activity

[Aromar Revi](#)
[Logout](#)

Term 1 2011

[About Us](#) | [Send Us News](#) | [Advertise With Us](#) | [Contact Info](#) | [Feedback](#)

[SEND SMS TO](#)

VOL. 03, NO. 12, Nov. 27, 2008 (Monday, 12, 2008)

[Social Inclusion](#)

Social Exclusion/ Inclusion: South Asian vis-à-vis Western Discourse

By Mohan Das Manandhar
 Rajan Balracharya

Background

"Social Inclusion" – the term first coined in France in 1994 – has been
 featured in 1995 and 2004 on social inclusion and equality which were adopted
 by the members of the European Union who agreed in the adopted
 social inclusion of well-being and the participation in the ordinary activities
 social exclusion that exists in the South Asian societies since the traditional past be
 exists in some respects quite distinct feature from many other societies of the world

Comment

Historical origin of the
 phrase "social exclusion"

South Asian Context

The distinctiveness is on account of the stratification system of caste and underlying socio-political practices of
 religion that provided, in one form or the other, in the South Asian societies for centuries which excluded a
 community as whole from common facilities or benefits. The religion, caste and ethnicity are the prime political
 mobilizing factor and the basis of social structure in the South Asian region. The religion, caste and ethnicity have
 influential role in any sort socio-political activities in the region ranging from anti-colonial movement against
 British rule to the burning of temples and mosques movement in current days; military take-over to separation of
 Indian state. The co-existence between the religious caste and ethnic communities gave birth to issues of
 communal identity politics including regional nationalisms and caste and ethnic based politics.

The South Asian political and social structure which has great influence of religion, caste and ethnicity has the
 social exclusion in two lines – Hindu majority and Buddhist/ Jain/ Sikh/ Muslim. Through religious angle, there is
 exclusivity of majority religious group against religious minority group. Indigenous and Tribal. For instance,
 majority Muslims of Pakistan and Bangladesh dominates the Hindu minorities; Hindu majorities of India and Nepal
 dominate Muslims and indigenous minorities. In terms of caste, Dalits are regarded as impure and excluded by high
 caste groups as their manual work (ploughing, sowing, plucking and other) are of low status. The contemporary
 fact of South Asian state and society is its adaptation of division of labor on the basis of caste with Dalits being
 lowest in this hierarchy. Dalits are spread in every country of South Asia. The South Asian countries have legal
 caste system but it has been in word but not in practice. So, in many instances, South Asian politics
 has observed the rise of caste based political parties against such discrimination – viz. Bahujan Samaj Party
 Party, the ruling party of Uttar Pradesh of India, had evolved against Dalit discrimination in India. In terms of

Budget 2008-09
 Publication
 Weekly
 April
 Publisher
 Dharma Press
 Editor
 Jyoti Prasad
 Managing
 Editor
 Monthly
 New Business Age
 When

Post Download
 Kindle

Discussion

Aromar: I think this article misses some of the major points...

Kavita: The article does include some of the issues most relevant


[Home](#) > [Poverty and Inequality](#) > Activity

[Aromar Revi](#)
[Logout](#)

Term 1 2011

[About Us](#)
[Send Us News](#)
[Advertise With Us](#)
[Contact Info](#)
[Feedback](#)

[SEND SMS TO](#)

VILL. CO. NO. 12, Nov. 27 2008 (Mangal 12, 2008)

[Social Inclusion](#)

Social Exclusion/ Inclusion: South Asian vis-à-vis Western Discourse

By Mohan Das Manandhar
 Ratan Bajracharya

Background

"Social exclusion" – the term by itself originated in France in 1924 – has largely been used in the 1980s and 90s on social division and inequality which marginalize underdeveloped members of their European society who lacked in the accepted acceptable standards of well being and the participation in the customary welfare social exclusion that exists in the South Asian societies since the traditional past but exists in some respects quite distinct feature from many other societies of the world

Comment

Historical origin of the phrase 'social exclusion'

The distinctiveness is on account of the stratification system of caste and underlying socio-political practices of religion that prevailed, in one form or the other, in the South Asian societies for centuries which excluded a community as whole from common facilities or benefits. The religious, caste and ethnicity were the prime pillars of stratification and the basis of social structure in the South Asian region. The religious, caste and ethnicity have influential role in any sort socio-political activities in the region ranging from anti-colonial movement against British rule to the burning of Naxalite and Maoist movement or current day's military take-over to secession of federal state. The co-existence between the religious, caste and ethnic communities gave birth to issues of communal identity politics including regional nationalism and caste and ethnic based parties.

The South Asian political and social structure which has great influence of religion, caste and ethnicity has the social structure in two lines – 'Pure' minority and 'Impure' majority. Through religious angle, there is enmity of majority religious group against religious minority group. Indigenous and Tribal. For instance, majority Muslims of Pakistan and Bangladesh dominates the Hindu minorities; Hindu majorities of India and Nepal dominate Muslims and indigenous minorities. In term caste, Dalits are regarded as impure and excluded by high caste group as their manual work (viz. landless, barter, plumb and other) are of low status. The contemporary fact of South Asian state and society is its adoption of division of labor on the basis of caste with Dalits being lowest in this hierarchy. Dalits are spread in every country of South Asia. The South Asian countries have largely made caste system solid but it has limited in word but not in practice. So, in many instances, South Asian politics has observed the rise of caste based political parties against such discrimination – viz. Bahujan Samaj Party, the ruling party of Uttar Pradesh of India, had evolved against Dalit discrimination in India. In term of

Budget 2008-09

Publication

Weekly

Agar

Bihar

Chhattisgarh

Orissa

Jharkhand

Karnataka

Kerala

Madhya Pradesh

Manipur

Mizoram

Nagaland

Northeast

Odisha

Punjab

Rajasthan

Sikkim

Tamil Nadu

Uttar Pradesh

West Bengal

Places



Discussion

Aromar: I think this article misses some of the major points...

Kavita: The article does include some of the issues most relevant


[Home](#) > [Poverty and Inequality](#) > Activity

[Aromar Revi](#)
[Logout](#)

Term 1 2011

[SEND SMS TO](#)

[About Us](#) | [Send Us News](#) | [Advertise With Us](#) | [Contact Info](#) | [Feedback](#)

Space for advertisement

[nepalnews.com](#)

[nepalnewsmobile.com](#)

[Web](#) [nepalnews](#) [Powered by Google](#)

[Budget 2008-09](#)

[Publication](#)

Weekly

Apur

Budhwar

Dakshinwadi

Dandi

Jamdhani

Sagunani

Paragathi

Goathi

Monthly

New Business Age

Whin

[Print Download](#)

Kathmandu

Social Exclusion/ Inclusion: South Asian vis-à-vis Western Discourse

By Mohan Das Manandhar

Rajan Balacharya

Background

"Social Exclusion" – the term by itself originated in France in 1924 – has long been a feature of 1950s and 60s on social division and inequality which encompassed disadvantaged members of their European society who led to the subsequent development of welfare and the participation in the customary activities. Social exclusion that exists in the South Asian societies since the traditional past but exhibits in some respects quite distinct feature from many other societies of the world.

Historical origin of the phrase "social exclusion"

Comment

The distinctiveness is on account of the stratification system of caste and underlying socio-political practices of religion that provided, in one form or the other, in the South Asian societies for centuries which excluded a community as whole from common facilities or benefits. The religious, caste and ethnicity are the prime pillars of the social structure in the South Asian region. The religious, caste and ethnicity have played a role in any sort of socio-political activities in the region ranging from anti-colonial movement against British rule to the burning of the temple and the movement of the military force over to the support of the local side. The co-existence between the religious, caste and ethnic communities gave birth to issues of communal identity politics including regional nationalism and caste and ethnic based parties.

The South Asian political and social structure which has great influence of religion, caste and ethnicity has the social exclusion in two lines – Hindu majority and Buddhist Non-Buddhist. Through religious angle, there is an ideology of majority religious group against religious minority group. Indigenous and Tribal, For instance, majority Muslims of Pakistan and Bangladesh dominates the Hindu minorities; Hindu majorities of India and Nepal dominate Muslims and indigenous minorities. In both cases, Dalits are regarded as impure and employed by high caste groups as their manual work (e.g. Brahmins, Kshatriyas, Vaishyas and others) are of low status. The contemporary fact of South Asian state and society is its adaptation of division of labor on the basis of caste with Dalits being lowest in this hierarchy. Dalits are present in every country of South Asia. The South Asian countries have largely made caste system void but it has failed in word but not in practice. So, in many instances, South Asian politics has observed the rise of caste based political parties against such discrimination – viz. Bahujan Samaj Party, the ruling party of Uttar Pradesh of India, had evolved against Dalit discrimination in India. In terms of

Discussion

Aromar: I think this article misses some of the major points...

Kavita: The article does include some of the issues most relevant

Places



Timeline



In Context



Nepalnews.com Mercantile Communications Pvt. Ltd.

http://www.nepalnews.com/contents/2009/en

About Us | Send Us News | Advertise With Us | Contact Info | Feedback

nepalnews.com
NEWS FROM NEPAL AS IT HAPPENS

MERCANTILE
COMMUNICATIONS PVT. LTD.

SEND SMS TO 

SPOTLIGHT
Newsmagazine

VOL. 03, NO. 13, Nov. 27 2009 (Mangsir 12, 2066)

Social Inclusion

Space for advertisement
nepalnews.com
146x69

nepalnewsmobile.com
Start 10:07

Chat Zodiac Calendar

Nepalnews Search

Search

Web ☒ nepalnews

Powered By: Google

Budget 2006-07

Publication

Weekly

- Arpan
- Budhabar
- Dishanirdesh
- Drishti
- Janadharna
- Satyagraha

Fortnightly

- Spotlight

Monthly

- New Business Age
- Wave

Font Download

- Kantipur

Social Exclusion/ Inclusion: South Asian vis-à-vis Western Discourse

By Mohan Das Manandhar
Rojan Bajracharya

Background

"Social Exclusion" – the term by itself originated in France in 1974 – has lineage in literatures of 1950's and 60's on social division and inequality which emancipate disadvantaged members of then European society who lacked in the adequate acceptable standards of well being and the participation in the customary activities. Social exclusion that exists in the South Asian societies since the traditional past exhibits in some respects quite distinct feature from many other societies of the world.

South Asian Context

The distinctiveness is on account of the stratificatory system of caste and undergoing socio- political practices of religion that prevailed, in one form or the other, in the South Asian societies for centuries which excluded a community as whole from common facilities or benefits. The religion, caste and ethnicity are the prime politically mobilizing factor and the base of social structure in the South Asian region. The religion, caste and ethnicity has influential role in any sort socio- political activities in the region ranging from: anti- colonial movement against British Rule to hot burning Naxalites and Maoist movement of current days; military take- over to separation of federal state. The crosscutting between the religious caste and ethnic communities gave birth to issues of communal identity politics including regional nationalisms and caste and ethnic based parties.

The South Asian politico and socio structure which has great influence of religion, caste and ethnicity has the social exclusion in two lines – Purity/ Impurity and Enslavable/ Non- Enslavable. Through religious angle, there is enslavement of majority religious group against religious minority group, Indigenous and Tribal. For instance, majority Muslims of Pakistan and Bangladesh dominates the Hindu minorities; Hindu majorities of India and Nepal dominate Muslims and Indigenous minorities. In term caste, Dalits are regarded as impure and enslaved by high caste group as their manual work (viz. blacksmith, barber, plumber and other) are of low status. The contemporary fact of South Asian state and society is its adaptation of division of labor on the basis of caste with Dalits being lowest in this hierarchy. Dalits are spread in every country of South Asia. The South Asian countries have legally made caste system void but it has limited in word but not in practices. So, in many instance, South Asian politic has observed the rising of caste based political parties against such discrimination – viz. Bahujana Samajbadi Party, the ruling party of Uttar Pradesh of India, had evolved against Dalit discrimination in India. In term of ethnicity, the minority ethnic groups are excluded by majority in Bangladesh, services provided by majority...

Comment

Historical origin of the phrase "social exclusion"

Content Readiness: Technical Development and Implementation

■ Content harvesting

- Automate the creation of metadata and other descriptive information, identify and tag conceptual information within content

■ Collective intelligence

- Social tagging and social networking tools to help find useful materials more quickly and to share best practice

■ Content federation and re-aggregation

Transformative Potential: A Pedagogy of Abundance

A Access: Scaling Excellence; Alternate Pathways;
Localization; Participative

B Blended Learning
Boundary-less Education

C Continuous improvement
Continuous Education

Where are we going?

Visible

Situated

**Receiving/
Knowing**

Limited Term

Enrolled Student

Dropouts

DE Second Class

University



Usable

Anywhere;Virtual, Blended

Affecting

Varying/Lifelong

Registered Lifelong Member

100% of students Finish

Net Enabled

**Open Education Central
Modality for delivery**

Metaversity



We are seeing the early emergence of a meta-university—a transcendent, accessible, empowering, dynamic, communally constructed framework of open materials and platforms on which much of higher education worldwide can be constructed or enhanced.” --Charles M. Vest, President Emeritus, MIT, (p. 30).

scdent

(Vest, C. (2006). Enabling Meta University, EDUCAUSE Review, May/June, (41:3), 18-30, <http://www.educause.edu/apps/er/erm06/erm0630.asp>)

**If We Don't
See You in the Future.....**

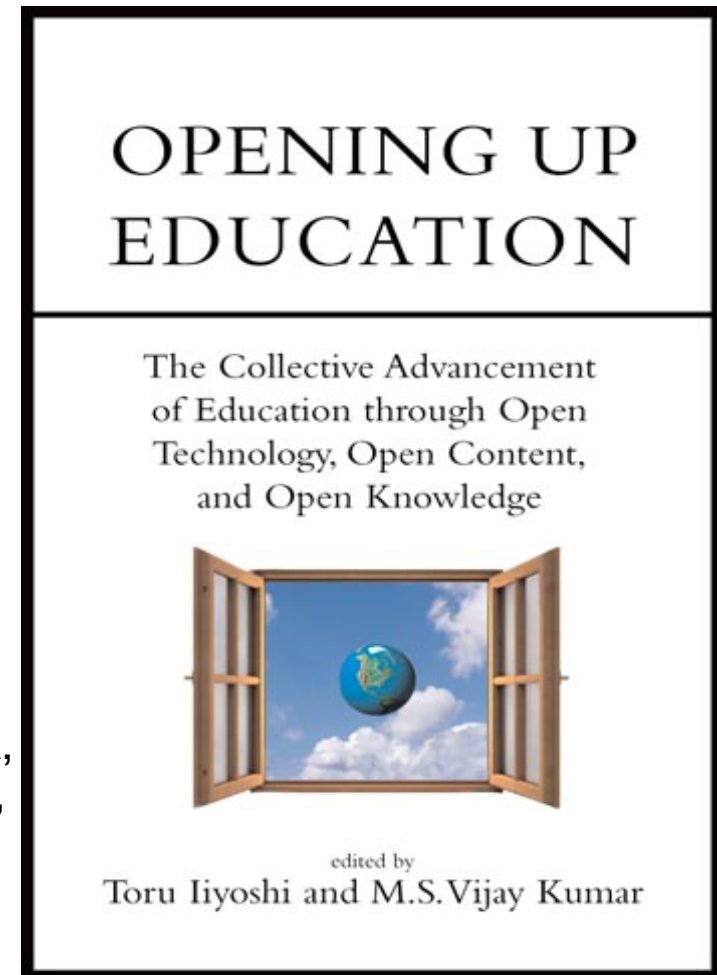


**....We Will See You in the
Pasture**

Thank You

vkumar@mit.edu

- **“How can we advance teaching and learning by taking full advantage of open education?”**
- A hardcover book + free online distribution with Creative Commons
- 30 chapters by 38 prominent leaders and visionaries (Foreword by John Seely Brown)
- Lessons learned and visions of the future from: OKI, IMS, CNI, Sakai, Moodle, ETUDES, iCampus, VUE, Mellon Foundation, OCW, Connexions, OLI, MERLOT, OpenLearn, SOFIA, Creative Commons, LAMS, Hewlett Foundation, CASTL, VKP, ISSOTL, Open University, Carnegie Foundation, and more



The Carnegie Foundation's Book on
Open Education (Winter 2008, MIT Press)

Open...
a preferred future for learning

“Recasting the role of the university education in light of an open world presents a value proposition far more profound than the free dissemination of educational tools and resources – it allows us to proactively construct new preferred learning.”

Challenge: Recasting Resources, Relationships and Roles

■ Institutional Inertial Frames and Invariants

- Scarcity vs. Abundance

■ Recasting roles and values

- Sense Making
- Ordering the digital disorder
- Pedagogical Shifts
 - Individual learning -> collaborative, social learning
 - Co-development of knowledge with learners

■ Credentialing

- Distributed over time and place
- P2P and Self-Learning

Recommendations

- ☐ Investigate the Transformative Potential and ecological transitions

Systemic Consideration of Programs. Practices and Priorities

- ☐ Re-contextualize Invariants
- ☐ Build receptivity and support for the use of open educational resources at many levels.
- ☐ Make Practice and Knowledge Visible and Shareable.
- ☐ Make Open Education Solutions Sustainable.
 - ☐ Programmatic and technical integration
 - ☐ Synthesis and synergy
 - ☐ Governance

Thank You

Dr. M.S. Vijay Kumar

vkumar@mit.edu

Content is King, but Context Rules

“Water, Water, Everywhere, Nor any drop to drink.”

— Coleridge, *The Rime of the Ancient Mariner*

Platform for Collaborative Course & Curriculum

- **Assembly of courses from content from separate physical repositories:**
 - MIT OCW Repository
 - Other Sources
- **Support the collaborative development of courses among faculty peers.**
 - Wiki based authoring; Concept Mapping tools
- **Options for Delivery of these courses.**

Resource Sites

- **web.sls.csail.mit.edu**
- **spokenmedia.mit.edu**
- ocwfinder.org
- www.ocwconsortium.org/use/use-dynamic.html
- www.folksemantic.com
- **oeit.mit.edu**
- **vue.tufts.edu**
- **nptel.iitm.ac.in**
- <http://web.mit.edu/ocwhq/intel/contentreview/index.html>)
- <http://cnx.org/aboutus/technology/cnxml>)
-

Enabling Infrastructure: Functional Characteristics

- ▣ Flexibility
 - ▣ Interactivity
 - ▣ Proximity
 - ▣ Adaptability
-

Spoken Lecture Project

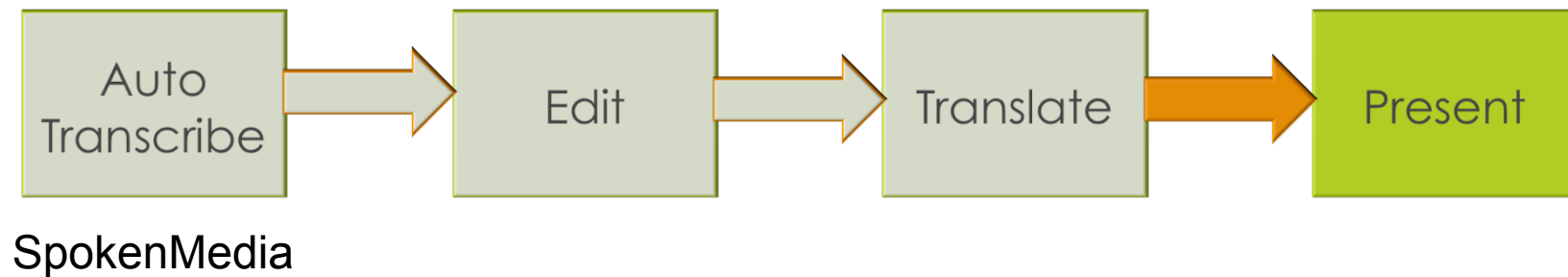
James Glass
glass@mit.edu



- Processor, browser, workflow
- Prototyped with lecture & seminar video
 - MIT OCW (~300 hours, lectures)
 - MIT World (~80 hours, seminar speakers)

Supported with iCampus MIT/Microsoft Alliance funding

How did we do it?



Challenges of Planning, Critical Challenges facing Cities of Global South, IIHS, and Challenges within the IIHS Curriculum Framework



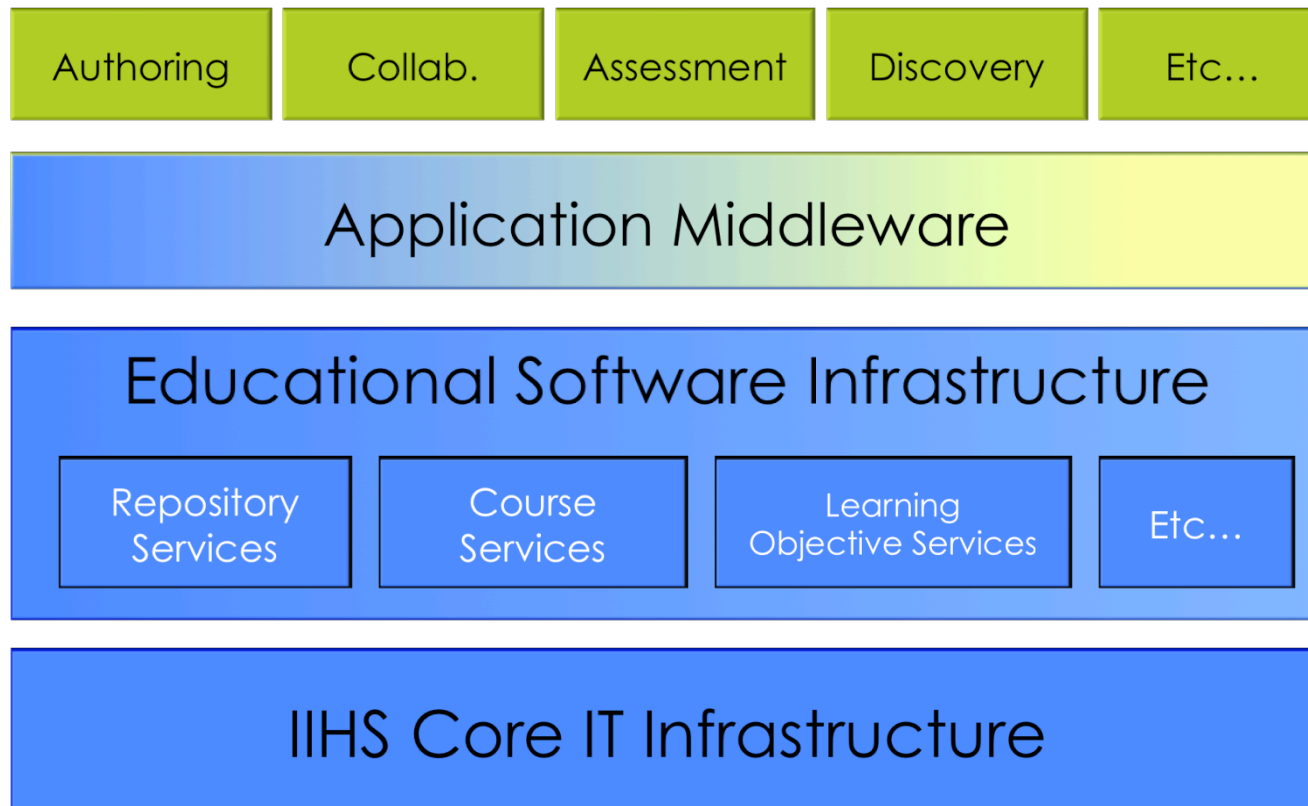
Prof. Bish Sanyal

I think one central challenge of planning is legitimacy of government as a key institution that should be involved in bringing the change The legitimacy of the government is under attack in many different parts of the world so that it has to be reestablished as a major planning institution I think the second challenge for planning at least in the US or the west is that the market is

Audio English (US) Transcript English (US)

oeiT

Open Framework for Flexible Education



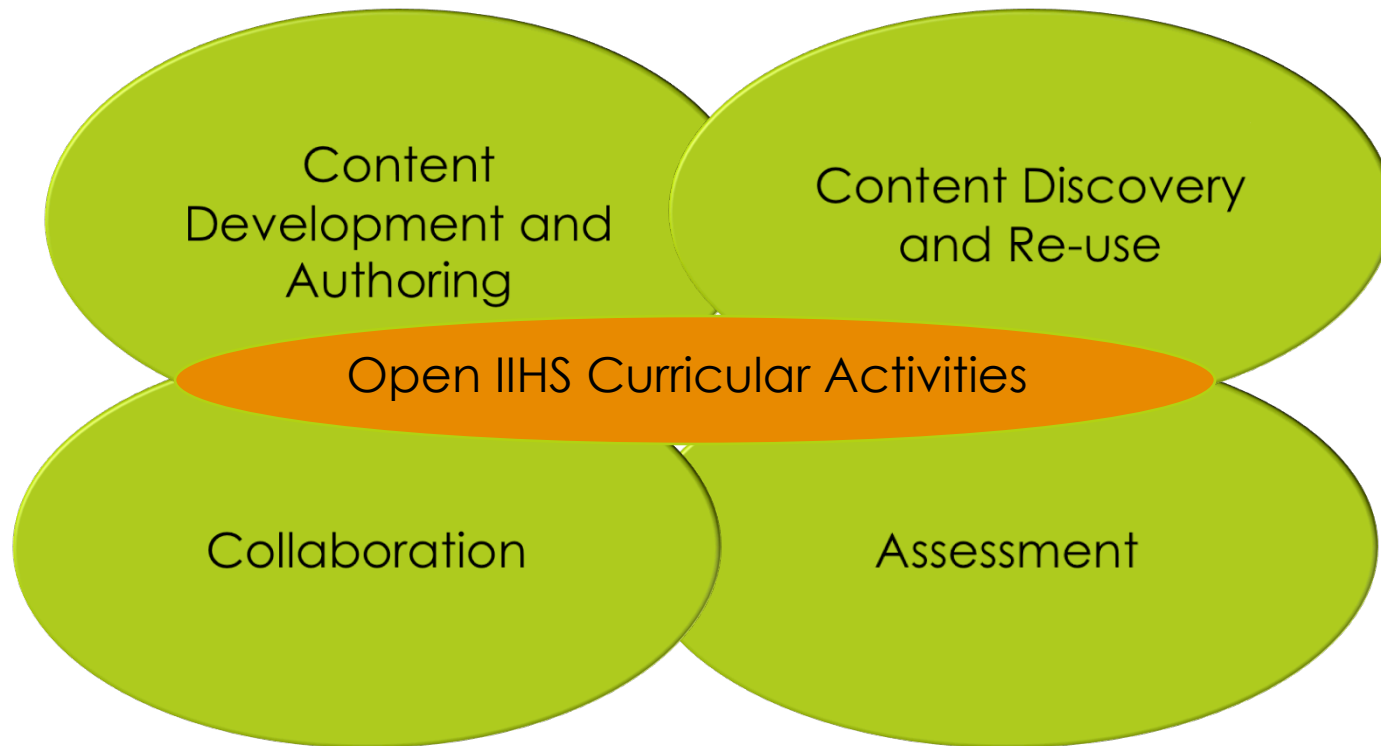
...a possible vision

- **Engaged with Peer-to-Peer University developing a platform to test the collaboration**
 - Beta platform – January 15
 - Course use – February 1, 3.003 at MIT and P2PU courses
- **Starting a consortium, the Campus Project**
 - Universidad Oberta de Catlunya
 - Universite de Lyon

...a possible vision

- Open high quality digitized educational content, tools and communities
- Available anytime, anywhere for free; Localizable and re-mixable
- Greatly expanded and accepted pathways to learning : Alternate ways to learn: Accelerated/deeper learning
- Virtual “meta” universities created which offers access to cross-linked educational resources.
- Students keep the record of their own learning that has been validated in a variety of ways by a variety of educators.
- 100% of students finish college who enter college.

Open IIHS Interactive Education



Open IIHS is a realization of the WHOLE educational infrastructure

2 Demos from January 2010

■ SpokenMedia

- Video/audio transcription, enabling translation
- Process and tools
- “Access to high-quality learning must be open to all”

■ Open IIHS Experience

- Course/activity design; student interaction
- “Make curriculum openly available”

Challenges of Planning, Critical Challenges facing Cities of Global South, IIHS, and Challenges within the IIHS Curriculum Framework



Prof. Bish Sanyal

I think one central challenge of planning is legitimacy of government as a key institution that should be involved in bringing the change The legitimacy of the government is under attack in many different parts of the world so that it has to be reestablished as a major planning institution I think the second challenge for planning at least in the US or the west is that the market is

Audio English (US) Transcript English (US)

oeiT

Open Content

MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

<http://ocw.mit.edu/>

“OpenCourseWare looks counter-intuitive in a market-driven world. It goes against the grain of current material values. But it really is consistent with what I believe is the best about MIT. It is innovative. It expresses our belief in the way education can be advanced – by constantly widening access to information and by inspiring others to participate.”

– Charles M. Vest,
President of MIT
Sept. 2001



The Collectivity Culture

Meet Garret, Kristen, Aaron and Nick



.....from Gen Y



***Our
friends
think that
we are
rocket
scientists
and
astronauts***

***But truthfully, we tend to work
just as much here.***



***Last week, we interacted with
people from here ...***



***... friends, family, classmates,
colleagues, even strangers.***

Utilize “social media”



***They **all** wanted to know **more**
about what we do at NASA.TM***

So we got to thinking...



Why aren't **they** connected to NASA?

***Why isn't a **whole generation**
connecting to NASA?***





First, **better understand**
the audience

Then focus on getting us
interested again



So the challenge is to take
this and create new ideas.

Because the NASA we want to work for and connect to is like us:

Creative Collaborative
Open Timely
Bold Innovative
Participatory Connected
Exciting Purposeful

1

Centennial Challenges

COLAB



3

4



facebook

2

twitter



Crescent: As MESSENGER neared Mercury on Jan 14, 2008, the spacecraft took this image of the planet's full c.
<http://tinyurl.com/yq3seb>
 about 2 hours ago from twitterfeed

NASA Releases Findings of Astronaut Survey: NASA will release a report on an astronaut and flight surgeon he... <http://tinyurl.com/2j6gk> about 6 hours ago from twitterfeed

Media Briefing On NASA's Earth Science Program: 21 Missions Worth: NASA will hold a media briefing on Thursd... <http://tinyurl.com/38my6b> 08:33 PM January 20, 2008 from twitterfeed

NASA Selects Jaiwon Shin to Head Aeronautics Research: As the associate administrator, Shin will be responsi... <http://tinyurl.com/yv6wuf> 02:04 PM January 18, 2008 from twitterfeed

A View of the Horizon: As NASA's MESSENGER spacecraft drew closer to Mercury for its historic first flyby, t... <http://tinyurl.com/yv6wuf> 02:04 PM January 18, 2008 from twitterfeed

NASA RSS Feeds

- [XML Breaking News \(http://www.nasa.gov/rss/breaking_news.rss\)](http://www.nasa.gov/rss/breaking_news.rss)
- [XML Image of the Day \(http://www.nasa.gov/rss/image_of_the_day.rss\)](http://www.nasa.gov/rss/image_of_the_day.rss)
- [XML Large Image of the Day \(http://www.nasa.gov/rss/large_image_of_the_day.rss\)](http://www.nasa.gov/rss/large_image_of_the_day.rss)
- [XML Moon and Mars Exploration News \(http://www.nasa.gov/rss/moon_and_mars_exploration_news.rss\)](http://www.nasa.gov/rss/moon_and_mars_exploration_news.rss)
- [XML Shuttle and Station News \(http://www.nasa.gov/rss/shuttle_and_station_news.rss\)](http://www.nasa.gov/rss/shuttle_and_station_news.rss)
- [XML Solar System News \(http://www.nasa.gov/rss/solar_system_news.rss\)](http://www.nasa.gov/rss/solar_system_news.rss)
- [XML Universe News \(http://www.nasa.gov/rss/universe_news.rss\)](http://www.nasa.gov/rss/universe_news.rss)
- [XML Earth News \(http://www.nasa.gov/rss/earth_news.rss\)](http://www.nasa.gov/rss/earth_news.rss)
- [XML Aeronautics News \(http://www.nasa.gov/rss/aeronautics_news.rss\)](http://www.nasa.gov/rss/aeronautics_news.rss)

5



Thank You
vkumar@mit.edu

OPENING UP EDUCATION

The Collective Advancement
of Education through Open
Technology, Open Content,
and Open Knowledge



edited by
Toru Iiyoshi and M.S. Vijay Kumar