Use and Perception of Open Educational Resources (OER) by Research Scholars of Gulbarga University, Kalaburagi, Karnataka: A Study

Pradeep Kumar D
Research Scholar, DLIS
Rani Channamma University, Belagavi &
Librarian, Shambasveshwar College of Science, Kalaburagi,
Pradeep.mlisc09@gmail.com

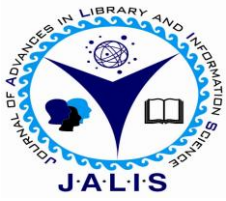
Maranna O
Professor,
Department of Library and Information Science,
Rani Channamma University, Belagavi
Omaranna@gmail.com

Abstract

Electronic information resources play a very important role in academic Research in higher education, nowadays, the trend goes with open educational resources. This study analyzes the use and perception of open educational resources (OER) by researchers of Gulbarga University, kalaburagi. A total of 150 questionnaires were distributed, out of which 120(80.00%) filled questionnaires were received from the users. The responses were analyzed in tabular form to know the objectives of the study, the study reveals that most of the research scholars are familiar with open educational resources.
.

Keywords
OER; Open Educational Resources, Openly-licensed.

Electronic access
The journal is available at www.jalis.in



Journal of Advances in Library and Information Science
ISSN: 2277-2219 Vol. 11. No.4. 2022. pp.389-395

Introduction

Higher education organizations worldwide have been using the Internet and other digital tools to develop and distribute teaching and learning for decades. Educational Resources (OER) have gained improved care for their conceivable and promise to remove demographic, financial, and geographic informative borders and to encourage life-long information and modified knowledge. The rapid growth of OER provides new chances for teaching and learning, at the same time, they challenge recognized views about teaching and knowledge practices in advanced education.

UNESCO first defined the term OER (Open Educational Resources) in 2002 as "Any type of instructional materials that are in the public domain or released under an open license," which may include "textbooks, curricula, syllabi, lecture notes, assignments, exams, projects, audio, video, and animation." Open educational resources are open-licensed, freely available educational materials that users can modify and redistribute.

Open educational tools (OER) are free and freely licensed educational materials that can be used for teaching, learning, testing, and other purposes. In other words, Open Educational Resources (OER) add substantially to teaching and learning materials in the educational domain. As it is free, the learners, educators, and researchers come across a vast array of e-resources that require use under certain legal frames (Kumar, 2017; Kumar, 2018).

Objectives of the Study

The main objectives of the study are as followed:

1) To know about the awareness regarding the use of open educational resources by research scholars of Gulbarga University
2) To know about the awareness and usage of open educational resources by research scholars of Gulbarga University.
3) To find out the best web platform for open educational resources among the research scholars of Gulbarga University
4) To find out the challenges faced regarding the open educational resources by the research scholars of Gulbarga University.
5) To find out the solution to the problems faced by the research scholars in accessing the open educational resources of Gulbarga University

Literature Review

Singh & Chauhan, (2017):This study explores the awareness of teacher educators of conceptual understanding, usability, digital resources requirements, open education practice, and policies on MOOCs. The sample size of this study is 156 teachers. This analysis was conceived at a level of understanding – the descriptive analysis used by this study. Studies indicate that teacher educators have to pick an appropriate knowledge of MOOCs and provide teacher educators with the facilities to learn and integrate MOOCs into their daily practice. Renu Bala1 and Bhanu Partap,(2018): This study analyses the awareness and perception towards open access resources among the management students and faculty of Tilak Raj Chadha Institute of Management and Technology (TIMT), Yamuna Nagar, Haryana. The data were collected from postgraduate students and faculty members of Management Science of the institution. This study reveals that the majority of the users in TIMT, Yamuna Nagar, Haryana, have awareness and uses open access resources to fulfil their information needs. After analyzing the data, the findings reveal that some of the respondents were not using open access resources or e-resources due to lack of awareness and skills to use computer and Internet.

Udhaya Mohan Babu R, & Dr.G.Kalaiyarasan (2019): The investigator as a facilitator for this study. The learning is through open educational resources in three months. The quarterly marks were used for pretest and half-yearly marks were used for the post-test score. The academic performance is may increase through Open Educational Resource (OER) format learning. As an interest in OER advances in India, it will be critical to understanding the attitudes and behaviors surrounding it. The researcher found a significant difference between the groups. The differences may help the development of OER through the teaching and learning process. Nipa & Kermanshachi, (2020): The main goal is clustering the use of OER services for professional and non-professional pupils. A sample size of 19 facets of Students & business. One classroom participated with the computer based virtual OER process, and another class conducted the classical textbook method. A questionnaire was conducted and given to measure 19 innovations of individuals. The research results would enable educational institutions to use available funding options to invest and install OER material. 78 percent of learners used personal devices such as computers and electronic notebooks to exchange content. Just a few learners (2 percentage) used the printed materials of the lesson plans.

Todorinova & Wilkinson, (2020): The survey gathered faculty's opinions about the award program, encounters with OER, and participation in open textbooks publishing. The survey questions specifically asked about the course materials used in revised OAT courses, the financial opportunity reward presented, and the updated course materials' effects on students. It is demographic issues. Responses say that the curriculum is well received and that finances are sufficient for implementing new course materials. Tian Luo 2020: This analysis aims to discuss OER adoption techniques that encourage fast and successful architecture. This Research established that usability, stability, and recreating are huge obstacles that prevent OER from undermining current textbook designs; there are no substantial different forms of learning performance when educators adopt OER, and implementation of OER with teaching methods is problematic but can be effective in fostering learning process when properly implemented.

Sathish Kumar and Irwan Fathurrochman (2021): The study's key objective is to figure out the level of use of accessible educational services and find out the level of excellence in education among the state universities of Tamilnadu research scholars. 300 research scholars from 22 state universities in Tamilnadu state are chosen randomly for the study. Findings show that 30 percent of the state universities' research scholars have a high level of accessible educational opportunities and 24 percent of them have a high level of excellence in college. There is a major gap in Tamilnadu's open educational resources between male and female state universities. Sathish Kumar, et.al (2021): This Research aims to characterize the researcher’s essential quality; how the use of open educational resources and the challenges faced through social/digital media have influenced their future Research. The results have been calculated and analyzed by frequency, percentage, and descriptive analysis tabulation. Experimental studies will be upcoming studies by establishing open educational practices in social media platforms. The overall study finds that the university is a necessary part for research scholars getting research ideas from open educational resources free of cost. Most research scholars are very interested in using open educational resources. An open educational resource is the major part of the researcher getting knowledge but it is not a traditional

and formal method in India. Sukhbirsingh and Sulekha, (2022): The present paper explores the use of Open Educational Resources among the research scholars of Kurukshetra University. The findings and recommendations based on the analysis are given at the end. The study reveals that most of the research scholars are acquainted with Online Education Resources. It is, therefore, recommended here that the library should plan for the customization of Online Education Resources. per the requirement of the scholars.

Methodology:

T he survey method is designed to collect primary data from research scholars of Gulbarga University, Kalaburagi, for the present study. A random sampling method was used to collect data from the research scholars. A well-structured questionnaire was designed to collect the primary data of the user. A total of 150 questionnaires were distributed, out of which 120 (80.00%) filled questionnaires were received from the research scholars.

Data Analysis ad Interpretations

Table 1: Do you know the Open Educational Resource (OER) Concept

Sl. No	Do you know the (OER) Concept	Response	Percentage
1	Yes	110	91.70%
2	No	10	8.30%
3	Total	120	100.00%

Table 1 shows that 110 (91.70%) research scholars of Gulbarga University know the OER concept. Only 10 (8.30%) of research scholars are unaware of the OER concept.

Table 2: Awareness of Open Educational Resources

Sl. No	Awareness of Open Educational Resources	Response	Percentage
1	Fully Aware	70	58.33%
2	Slightly aware	50	41.67%
3	Not at all	0	0.00%
4	Total	120	100.00%

Table 2 presents that 70 (58.33%) research scholars are fully aware of the OER and 50 (41.67%) research scholars are slightly aware of OER awareness.

Table 3: How do you learn to handle/Use OERs

Sl. No	How do you learn to handle/ Use OER's	Response	Percentage
1	Training from Library	40	33.33%
2	Guidance from Colleagues & Friends	10	8.33%
3	Through Self Study	20	16.67%
4	Through External Courses	20	16.67%
5	Attending workshops/ Seminars	30	25.00%
6	Any Others	0	0.00%
	Total	120	100.00%

Table 3 data shows that 40 (33.33%) research scholars learned through training from the library 10 (8.33%) research scholars through Guidance from colleagues and friends, 20 (16.67%) are through self-study 20(16.67%) through external courses and 30(25.00%) research scholars are attending workshops/seminars.

Table 4: Purpose of using Open Educational Resources

Sl. No	Purpose of using Open Educational Resources	Response	Percentage
1	For getting Knowledge	90	75.00%
2	For Teaching	0	0.00%
3	For Research	30	25.00%
4	For Publication	0	0.00%
	Total	120	100.00%

Table 4 presents the data 90(75.00%) research scholars of Gulbarga Universityare using to get knowledgepurpose 30(25.00%) research scholars are using for the purpose of Research.

Table 5: Frequency of using Open Educational Resources (OER)

Sl. No	Frequency of using Open Educational Resources (OER)	Response	Percentage
1	Daily	30	25.00%
2	Weekly	20	16.67%
3	Monthly	0	0.00%
4	As and when required	70	58.33%
5	Never Used	0	0.00%
	Total	120	100.00%

Table 5 data analysis shows 70(58.33%) research scholars of Gulbarga University frequently of using

of OER as and when required 30(25.00%) research scholars are using daily and 20(16.67%) research scholars are using weekly.

Table 6: How long have you been using the Open Educational Resources

Sl. No	How long have you been using the Open Educational Resources	Response	Percentage
1	Less than 6 months	40	33.33%
2	6 months to 1 year	10	8.33%
3	1 – 2 years	20	16.67%
4	2 – 4 years	10	8.33%
5	More than 4 years	30	25.00%
6	Other	10	8.33%
	Total	120	100.00%

Table 6 data analysis shows 40(33.33%) research scholars have been using the OER is less than 6 months 30(25.00%) research scholars are more than 4yeras 20(16.67%) research scholars are using 1-2years and 10(8.33%) Research are using 6 months to one year and respectively 2-4 and other the same.

Table 7: Awareness and Usage of OER initiatives

Sl. No	Awareness and Usage of OER initiatives	Aware		Not aware		Aware and used	
		Percentage	Response	Percentage	Response	Percentage	Response
1	ePGPathshala	50.00%	60	0	0	50.00%	60
2	National Repository of Open Educational Resources (NROER)	33.33%	40	50.00%	60	16.67%	20
3	National Programme on Technology Enhanced Learning (NPTEL)	33.33%	40	41.67%	50	25.00%	30
4	SAKSHAT	75.00%	90	8.33%	10	16.67%	20
5	Consortium for Educational Communication (CEC)	33.33%	40	58.33%	70	8.33%	10
6	e-Gyankosh	16.67%	20	41.67%	50	41.67%	50
7	Ekalavya	25.00%	30	41.67%	50	33.33%	40
8	Virtual Learning Environment (VLE)	41.67%	50	16.67%	20	41.67%	50
9	National Institute of Open Schooling (NIOS)	25.00%	30	50.00%	60	25.00%	30
10	Creation of e-contents on Fermentation Technology	41.67%	50	41.67%	50	16.67%	20
11	National Digital Library (NDL)	58.33%	70	0.00%	0	41.67%	50
12	Shodhganga	33.33%	40	8.33%	10	58.33%	70
13	Project OSCAR	33.33%	40	50.00%	60	16.67%	20
14	Agropedia	41.67%	50	58.33%	70	0.00%	0

Table 7 data analysis shows that 60(50.00%) research scholars are aware of the OER initiative of ePG pathshala 60(50.00%) research scholars are aware and used ePG pathshala, 60(50.00%) research scholars are not aware ofNational Repository of Open

Educational Resources (NROER) 40(33.33%) research scholars are aware of NROER, 20(16.67%) research scholars are aware and use of NROER resources, 50(41.67%) research scholars are not aware of NPTEL resources 40(33.33%) research scholars are aware of NPTEL resources remaining 30(25.00%) research scholars are aware and used of NPTEL resources, 90(75.00%) research scholars are aware of SAKSHAT OER initiative 20(16.67%) research scholars are aware and used of SAKSHAT resources 10(8.33%) research scholars are not aware of the SAKSHAT resources, 70(58.33%) research scholars are not aware of the Consortium for Educational Communication (CEC) 40(33.33%) research scholars are aware of CEC resources and 10(8.33%) research scholars are aware and use of Consortium for Educational Communication resources. 50(41.67%) research scholars are aware of and use of e-Gyankosh OER initiatives 50(41.67%) research scholars are not aware of e-Gyankosh remaining 20(16.67%) research scholars are aware of e-Gyankosh, 50(41.67%) research scholars are not aware of Ekalavya resources 40(33.33%) research scholars are aware and used of Ekalavya resources 30(25.00%) research scholars are aware of Ekalavya resources, 50(41.67%) research scholars are aware of Virtual Learning Environment (VLE) resources 50(41.67%) research scholars aware and used of (VLE) and 20(16.67%) research scholars are not aware of (VLE) resources,60(50.00%) research scholars are not aware ofNational Institute of Open Schooling (NIOS) 30(25.00%) research scholars are aware of NIOS 30(25.00%) research scholars are aware and used of NIOS resources, 50(41.67%) research scholars are aware of Creation of e-contents on Fermentation Technology 50(41.67%) research scholars are not aware and 20(16.67%) research scholars are aware and used of Creation of e-contents on Fermentation Technology resources 70(58.33%) research scholars are aware of National Digital Library (NDL) 50(41.67%) research scholars are aware and used of National Digital Library (NDL) resources, 70(58.33%) research scholars are aware and used of Shodhganga 40(33.33%) research scholars are aware 10(8.33%) research scholars are not aware of Shodhganga resources 60(50.00%) research scholars are not aware ofProject OSCAR 40(33.33%) research scholars are aware 20(16.67%) research scholars are aware and used of Project OSCAR,50(41.67%) research scholars are aware of Agropedia 70(58.33%) research scholars are not aware of Agropedia.

Table 8: Preferred type of Open Educational Resources (OER's)

Sl. No	Preferred type of Open Educational Resources (OER's)	Response	Percentage
1	Open e-books	70	58.33%
2	Open access journals	20	16.67%
3	Open Audio/Video	20	16.67%
4	Open Courses	0	0.00%
5	Blogs	0	0.00%
6	Open thesis	0	0.00%
7	YouTube	10	8.33%
	Total	120	100.00%

Table 8 analysis shows 70 (58.33%) research scholars are preferred open e-books 20(16.67%) research scholars are preferred open access journals 20(16.67%) research scholars are preferred open Audio/Video only 10(8.33%) research scholars preferred YouTube resources.

Table 9: Influence of Open Educational Resources on academic efficiency

Sl. No	Influence of Open Educational Resources on academic efficiency	Response	Percentage
1	Strongly disagree	10	8.33%
2	Disagree	10	8.33%
3	Neutral	30	25.00%
4	Agree	60	50.00%
5	Strongly Agree	10	8.33%
	Total	120	100.00%

Table 9 shows that 60.00(50.00%) research scholars agree that OER resources influence on academic efficiency 30(25.00%) research scholars are neutral and respectively10 (8.33%) research scholars agree, disagree, and strongly disagree.

Table 10: Do you need training or orientation programme on OER's

Sl. No	Do you need training or orientation program on OER's	Response	Percentage
1	Yes	110	91.67%
2	No	10	8.33%
	Total	120	100%

Table 10 data shows 110(91.67%) research scholars of Gulbarga Universityneed training or an orientation program on OER only 10(8.33%) research scholars do not need the training or orientation program on OER.

Findings and Recommendations of the Study

- 110 (91.70%) research scholars of Gulbarga University know the OER concept only 10 (8.30%) of research scholars are not aware of the OER concept.
- The study shows 70 (58.33%) research scholars are fully aware of the OER and 50 (41.67%) research scholars are slightly aware of OER awareness. It is recommended that an awareness program should be organized by the library and information center
- The 40 (33.33%) research scholars learned through training from the library 10 (8.33%) research scholars through Guidance from colleagues and friends, 20 (16.67%) are through self-study 20(16.67%) through external courses and 30(25.00%) research scholars are attending workshops/seminars
- Presents the data 90(75.00%) research scholars of Gulbarga University are using to get knowledge purpose 30(25.00%) research scholars are using for the purpose of Research.
- The data shows 70(58.33%) research scholars of Gulbarga University frequently of using of OER as and when required 30(25.00%) research scholars are using daily and 20(16.67%) research scholars are using weekly.
- 70 (58.33%) research scholars are preferred open e-books 20(16.67%) research scholars preferred open access journals 20(16.67%) research scholars preferred open Audio/Video only 10(8.33%) research scholars preferred YouTube resources.
- The study shows that 60.00(50.00%) research scholars agree that OER resources influence on academic efficiency 30(25.00%) research scholars are neutral and respectively
- The data shows 60.00(50.00%) research scholars agree that OER resources influence academic efficiency 30(25.00%) research scholars are neutral and respectively, therefore it is recommended here that the library should make arrangements for awareness programs and help the users in searching for their appropriate open educational resources and also library should also arrange a conference, workshop and seminars on OER for its users

Conclusion

There is no worldwide usage of open file setups in OER. The term OER describes openly accessible materials and properties for any user to use, re-mix, recover and reallocate under some licenses. Higher education organizations around the world have been using the Internet and other digital tools to develop and distribute teaching and learning for decades. Educational Resources (OER) have gained improved care for their conceivable and promise to remove demographic, financial, and geographic informative borders and to encourage life-long information and modified knowledge. The rapid growth of OER provides new chances for teaching and learning, at the same time, they challenge recognized views about teaching and knowledge practices in advanced education.

References

1. Udhaya Mohan Babu & Kalaiyarasan, G(2019). A Study On Usage Of Open Educational Resources (Oer) Format To Enhancing The Academic Performance Of Higher Secondary School Students in Ramanathapuram Educational District, *Library Philosophy and Practice (e-journal)*. 3672.
2. Kumar, K.Sathish, Mahendraprabu, M., Kalaiyarasan, G., R.Ramnath, R., Kumar, N.Sasi; & Mookkiah, Mani(2021). Social Media as an Open Educational Practice Tools and Challenges" (2021). *Library Philosophy and Practice (e-journal)*. 5265.
3. Singh, Sukhbir, Sulekha; & Ram, Mange(2022). Awareness and Use of Open Educational Resources among the Research Scholars of Kurukshetra University, Haryana, India" (2022). *Library Philosophy and Practice (e-journal)*. 6848. https://digitalcommons.unl.edu/libphilprac/6848.
4. Renu Bala & Bhanu Partap(2018). Awareness and Perception towards Open Access Resources among the Students and Faculty of Management Science: A Case Study of TIMT, Yamuna

Nagar, Haryana , *JIM - Journal of Information Management*, 5(1),15-22.

5. Hussain, Irshad, Chandio, Jawed Hassan & Sindher, Riaz Hussain Khan (2013). A study on attitude of university academia towards the use of open educational resources in higher education, *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, , Johar Education Society, Pakistan (JESPK), Lahore, 7(2),367-380
6. Subaveerapandiyan, A & H, Fakrudhin Ali Ahamed(2020). Awareness And Usage Of Swayam Courses Among Library And Information Science Students: A Survey, *Library Philosophy And Practice (E-Journal)*. 3705. Https://Digitalcommons.Unl.Edu/Libphilprac/3705.