Awareness of Open Educational Resources Among Research Scholars of Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha

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ABSTRACT

This study examines the researchers at Mahatma Gandhi Anterrashtriy Vishvavidhyalaya, Wardha (Maharashtra) awareness of and use of Open Educational Resources (OER). The advantages and obstacles of university research scientists using OER are examined in this study. This study is survey-based, and 90 structured questionnaires were sent to university researchers conducting research by visiting departments and via Google Forms. Of those, 59 research scholars completed the survey. The study focuses on how university scholars from various fields use open educational resources (OER). The findings reveal that a significant majority (92.54%) of scholars are aware of OER, with 82.09% using it daily. YouTube emerges as the most widely used platform, with 98.31% of scholars utilizing it for educational purposes. The study highlights the key advantages of OER, including time efficiency, ease of access, support for online education, and enhanced subject understanding. However, scholars face notable challenges, such as lack of time, insufficient technical skills, poor internet connectivity, and limited availability of OER in native languages. These barriers hinder the effective use of OER, underscoring the need for digital literacy training, better infrastructure, and the development of multilingual OER content. The study concludes that while OER plays a crucial role in academic research, addressing these challenges will further enhance their accessibility and effectiveness for research scholars.

KEYWORDS: Open Educational Resources-OER, Open Learning, Research Scholar, MGAHV.

INTRODUCTION

The current era is digital, and the educational sector has also undergone a digital revolution. Both instructional strategies and educational materials have seen a significant change in the education industry during the last few decades. With the current educational system's emphasis on online-based teaching-learning methodologies, Open learning resources have largely supplanted print resources. As a result, Open Educational Resources came into

being. At a meeting of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 2002, this growing load on college students was brought to light and subsequently formally acknowledged. The term Open Educational Resources (OER) was created in the final report of the Forum on the Impact of Open Courseware for Higher Education in Developing Countries to describe the practice of sharing educational resources as a way to create, use, and repurpose trustworthy and useful educational content with few or no restrictions.

The group adopted the following definition for OER: 'The open provision of educational resources, enabled by information and communication technologies, for consultation, use, and adaptation by a community of users for non-commercial purposes' (UNESCO, Citation2002, p. 24). These are research, teaching, and learning resources in any format and media that are either in the public domain or are free of copyright under a Creative Commons license, which permits unrestricted access, use, reuse, and modification. All students, in particular, desire common, inexpensive, free, and safe learning resources. Open educational resources are beneficial to students and address all issues about education.

REVIEW OF LITERATURE

Gamal, Alkawsi. et al. (2024)- This cross-cultural study investigates the factors influencing the adoption of Open Educational Resources (OERs) in Malaysia and Oman and their impact on educational sustainability. Survey distribution and data collection was easy using the LWHSM form in Oman, and the DPBTWEJI form in Malaysia. A quantitative research methodology was used, with a total of 380 respondents involved in the actual data collection, 209 from Malaysia and 171 from Oman, which was more than the required minimum, thus ensuring the statistical robustness of the analysis. The results indicate that ethics, design and effort expectation all have a major impact on the adoption of OERs by Malaysians. The studies also confirm the beneficial impacts of VMT adoption on the sustainability of education in both countries and highlight the importance of ethical considerations, user-friendly design and trust-building strategies in encouraging VMT adoption and supporting sustainable educational practices, providing practical information for policymakers, educators and institutions who want to successfully promote and implement VMT.

Hafiz Muhammad Adil et al. (2024)- This study aims to conduct a systematic review of the literature focusing on the benefits and challenges of OER in the academic world. For the study, a systematic review of relevant literature was conducted following the Preferred Reporting Items for Systematic Literature Reviews and Meta-Analysis Guidelines. Relevant literature was obtained from four main scholarly databases, and finally, 21 papers that met the inclusion criteria were included in this study. The results showed that the main benefits of OER include expanding access to knowledge, supporting lifelong learning, pedagogical benefits, and enhancing students' learning outcomes. However, the main challenges include a lack of time to find appropriate resources, a lack of awareness about usage and copyright, quality assurance and technical limitations, and a lack of organizational support.(Adil et al.)

K. Sathish Kumar (2021)- A study was conducted to determine the efficacy and experience of research scholars conducting research at state universities in Tamil Nadu. The survey method was adopted to collect data by simple random sampling method which included 525 research scholars conducting research. The findings show that the research efficacy of all the researchers is at a moderate level. Researcher efficacy will enable them to perform better

in the classroom which will directly benefit quality education and better relations with students. Therefore, it is necessary to develop research efficacy with a proper intervention strategy.

Harsasi Mirani (2015)- whose main objective was to obtain information about the use of the Internet and OER in e-learning. The population of the research was all the students of the Magister Management Program of UT takes courses in a semester and takes certain courses that were selected as course samples. The data to be analyzed is collected from the students by sending questionnaires through email. 186 questionnaires were sent to the students, but only 39 questionnaires were returned (20.96%). Out of those 39 questionnaires, the results are as follows. Some students answered that by watching videos they can see examples of the topic they are studying in a real case. Some students also answered that watching videos while learning a topic is more engaging, and avoids boredom than just reading the text. Students also answered that one of the advantages of OER is that they learn faster than reading a textbook. Some students reported barriers to using VMT that if the VMT is a video, sometimes the video and audio quality is not good. They also answered that they find it difficult to watch videos in English.(Harsasi)

AIMS AND OBJECTIVES

- ✓ Evaluate the researchers at Mahatma Gandhi Antrrashtriy Hindi Vishvavidhyalaya in Wardha's knowledge of and utilization of open educational materials.
- ✓ Learn which open educational materials university researchers are familiar with and utilize for their research.
- ✓ Determine why and how scholars at Indira Gandhi National Tribal University in Amarkantak use free educational resources.
- ✓ Find out how frequently scholars use open educational resources. Recognize the challenges and barriers researchers have while utilizing open educational resources.

AREA OF STUDY

This study is restricted to Wardha (Maharashtra) and the Mahatma Gandhi Anterrashtriy Vishvavidhyalaya. The study includes Research Scholars from a variety of university-based disciplines. Courses in a variety of areas and faculties, including education, distance education, the arts, social sciences, and law, are offered by the institution.

METHODOLOGY OF STUDY

The method used for surveys is the starting point of this research. Data for this study has been gathered using a questionnaire tool. To gather data, 90 questionnaires were given to research academics from a variety of fields in person at Mahatma Gandhi Anterrashtriy Vishvavidhyalay in Wardha. Of them, 59, or 65.55 percent, responded. This served as the foundation for tabulating the data using Microsoft Excel and analyzing it using the relevant statistics in tables and graph charts.
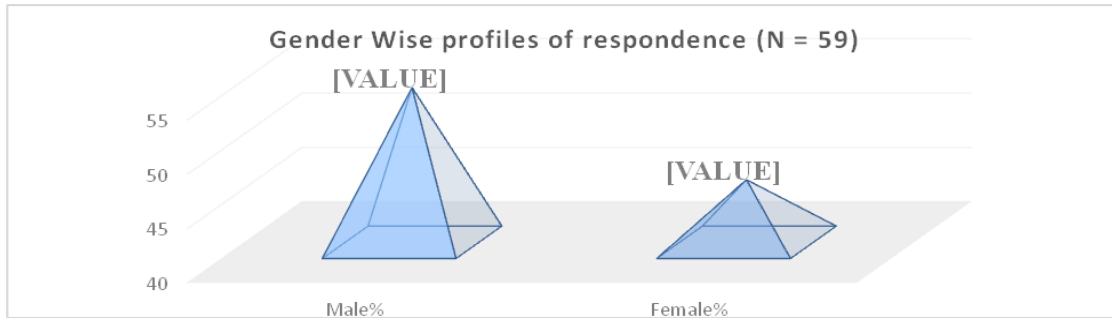
Major Result of study

Figure 1. Gender Wise profiles of respondence (N = 59)

It is clear from the study figure no. 1 that the total number of selected research scholars is 59, out of the selected research scholars, the strength of male research scholars is 54.24% and the number of female research scholars is 45.76%. Hence, the present of men is more than that of women.
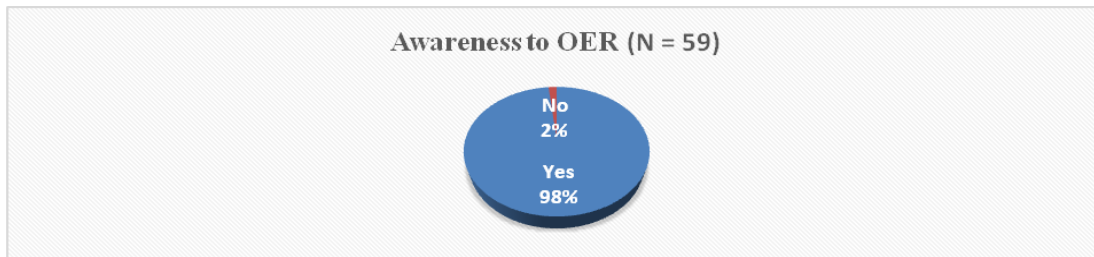

Figure 2. Awareness about OER profiles of respondence (N = 59)

It is clear from the observation of figure No. 2 that most of the selected researchers (98.31%) are aware of open educational resources. Only 1.69% of the respondents said that they do not know about open educational resources.
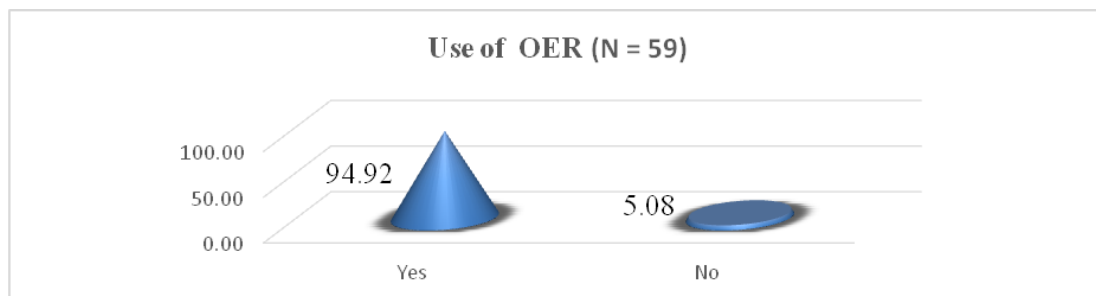

Figure 3. Uses of OER profiles of respondence (N = 59)

It is clear from the observation of figure No. 3 that most of the selected researchers (94.92%) are aware of open educational resources. Only 5.08% of the respondents said that they do not use about open educational resources.
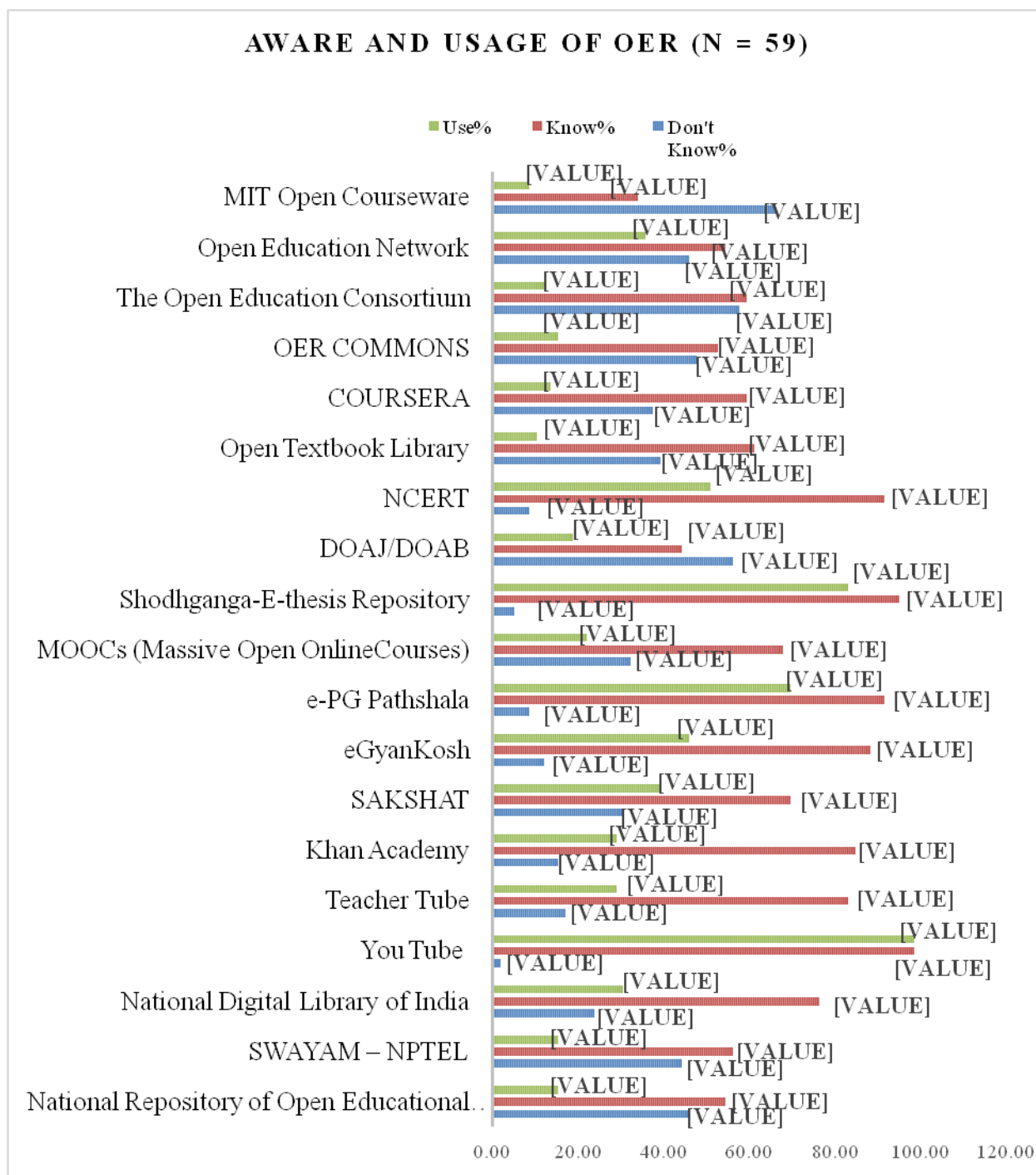
Figure 4. Uses of OER profiles of respondence (N = 59) (Multiple answers permitted here)

It is clear from the observation of Figure No. 4 that among the open educational resources known to researchers, 98.31% of the researchers know YouTube and also use it. After that, 94.92% of the researchers know Sodhganga and 83.05% of the researchers use it. Among the open educational resources shown in the figure, MIT is the least known to researchers, out of which 33.90% of the researchers know it and only 8.47% of the researchers use it.
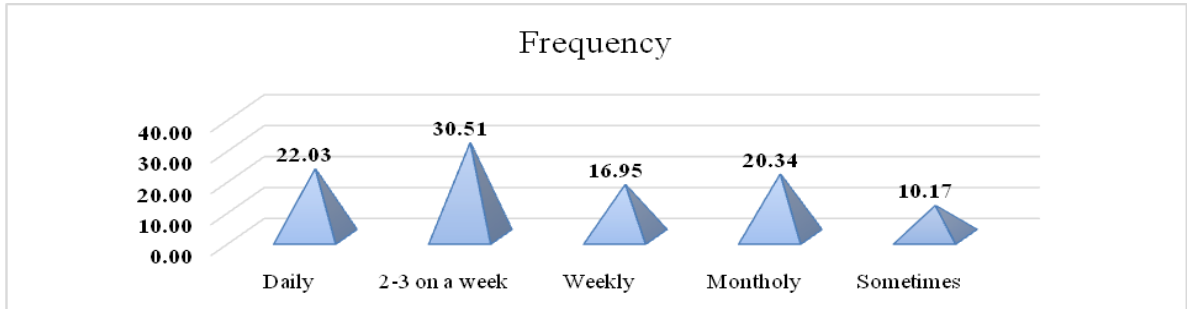
Figure 5. Uses of OER profiles of respondence (N = 59)

It is evident from the observation of figure 5 that the frequency of use of OERs by researchers is such that 22.03 of researchers use OERs daily, 30.51% of researchers.
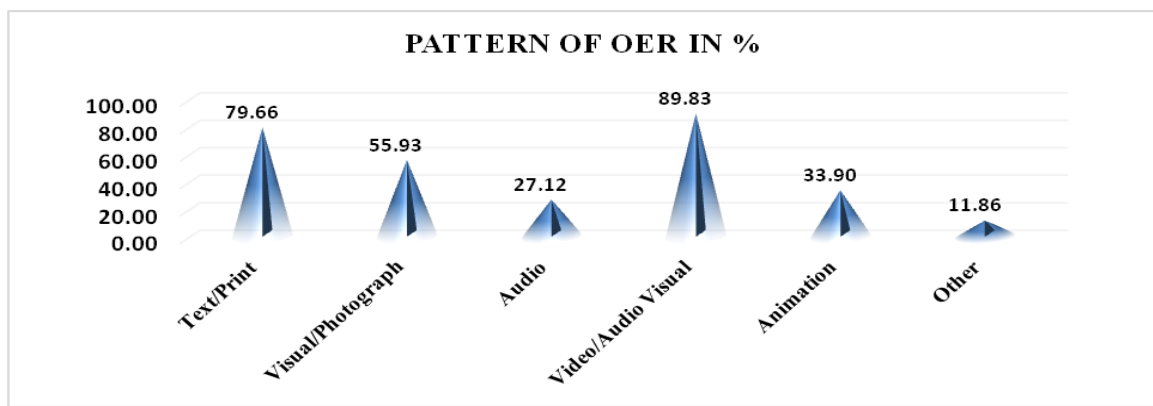

Figure 6. Uses of OER profiles of respondence (N = 59) (Multiple answers permitted here)

It is evident from figure no. 6 that among the research scholars selected for the study, the maximum 89.83% research scholars use video/audio-visual pattern of OER followed by 11.86% research scholars respectively indicated the use of animation and other patterns as well.
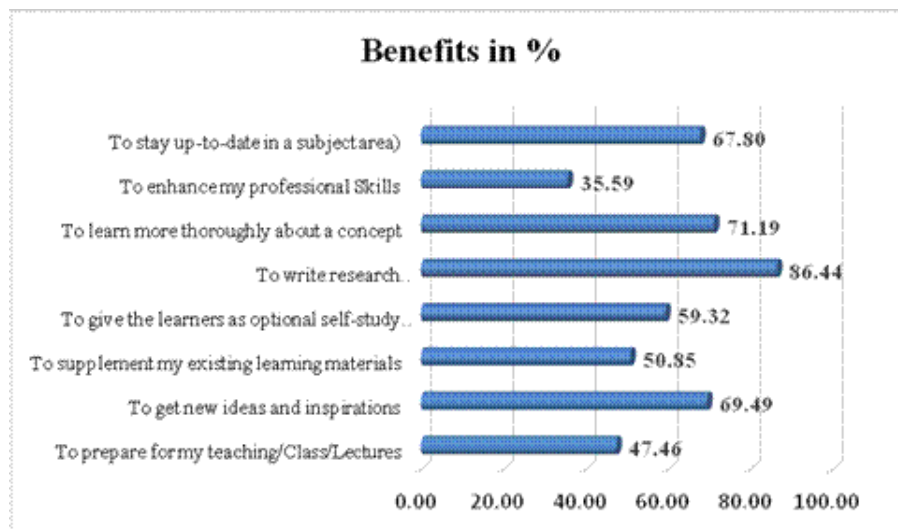

Figure 7. Uses of OER profiles of respondence (N = 59) (Multiple answers permitted here)

It is clear from the observation of figure no. 7 that the benefits of using open educational resources by researchers are as follows that a maximum of 86.44% of researchers believe that open educational resources are writing research

papers. 71.19% of researchers to learn more thoroughly about a concept by using open educational resources and 35.59% of researchers consider the use of open educational resources to enhance their professional skill.
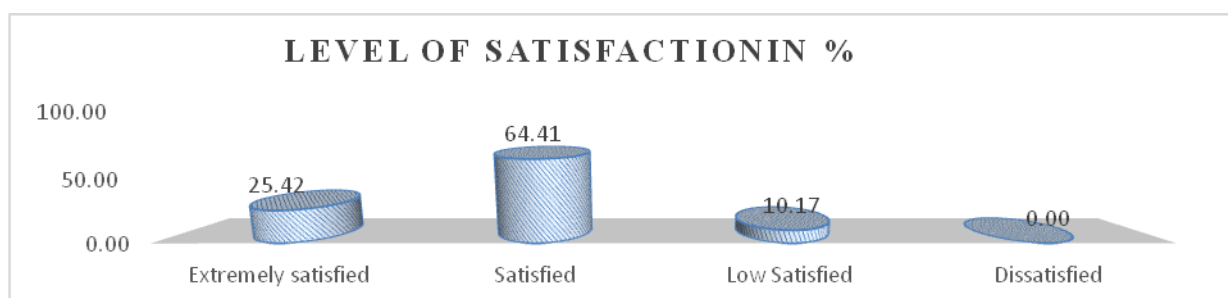

Figure 8. Uses of OER profiles of respondence (N = 59)

Figure no. 8 shows the level of satisfaction of research scholars in the use of open educational resources. It is clear from figure number 8 that 64.41% are satisfied with the use of OER, whereas 25.42% of research are extremely satisfied. Only 10.17% of research scholars respectively showed low and dissatisfaction with the use of OER.
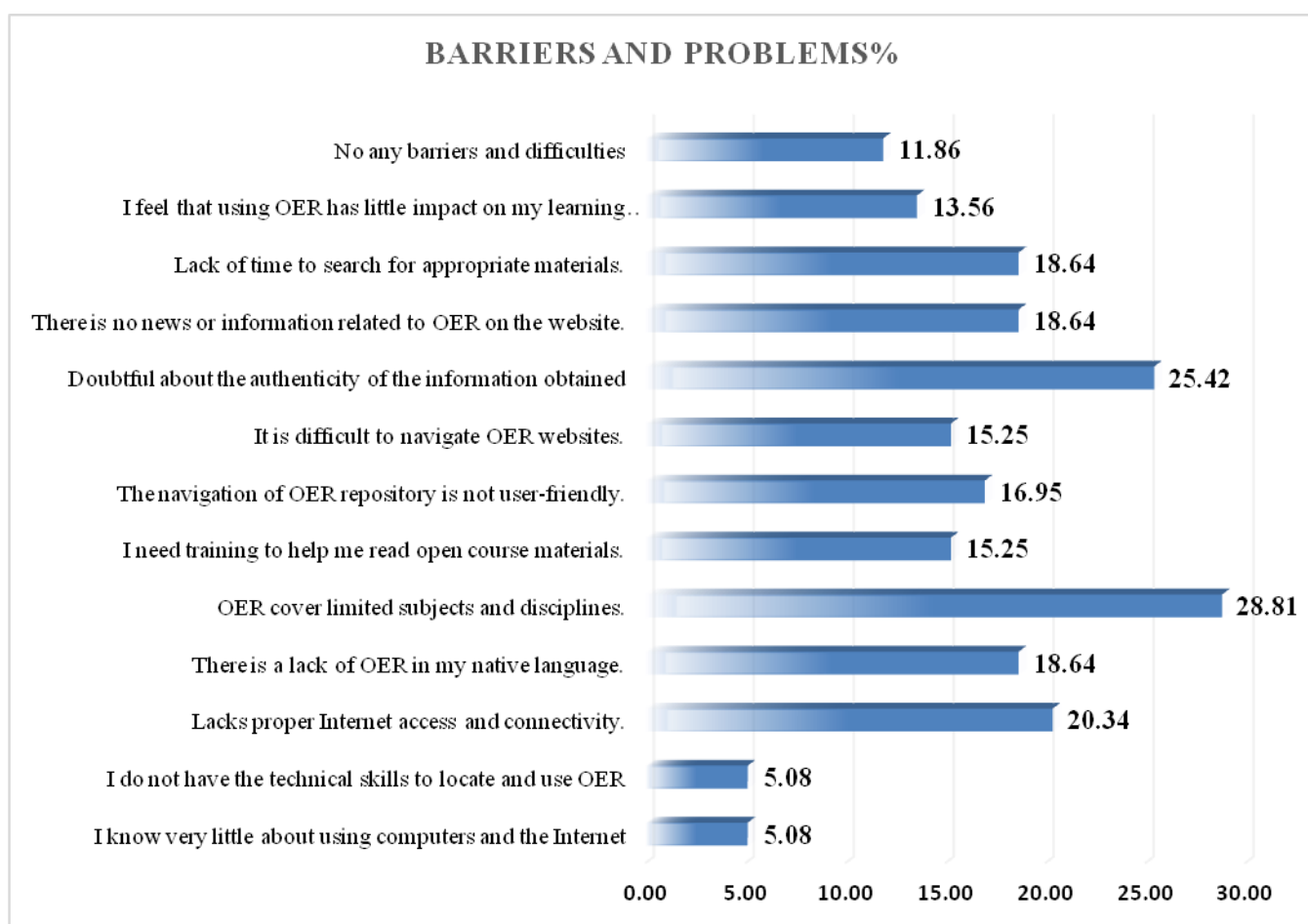

Figure 9. Uses of OER profiles of respondence (N = 59) (Multiple answers permitted here)

It is clear from the observation of figure no. 9 that the most 28.81% of the researchers said that OER covers limited subject and disciplines and 25.42% of the researchers were doubtful about the authenticity of the information obtained OER. 11.86% of the researchers did not face any barriers in using OER and only 5.08% of the researchers believe that they do not have the technical skills to locate and use OER and they know very little about using computers and the Internet.

FINDING AND DISCUSSION

The 59 chosen research researchers, 32 (54.24%) are men and 27 (45.76%) are women, according to the report, suggesting that there are more men than women. 82.09% of research, academics use Open Educational Resources (OER) daily, and 92.54% of them are aware of them, compared to just 7.46% who are not. Of the many OER platforms, YouTube videos are known to and actively used for learning by 98.31% of research scientists. According to academics, OER's main advantages are time savings, support for online learning, ease of access, and improved subject comprehension. However, several obstacles prevent OER from being used effectively, such as a lack of time, a lack of technical expertise, inadequate internet connectivity, and the inaccessibility of OER in one's native tongue. These findings underscore OER's increasing significance in scholarly research while emphasizing the necessity of removing current obstacles to optimize its efficacy. But the study also highlights important issues that prevent OER from being used effectively. The lack of OER in native languages, poor internet connection, and a lack of technical expertise are significant barriers that must be overcome. These obstacles point to the necessity of focused initiatives, like training in digital literacy, better internet infrastructure, and the creation of multilingual open educational resources (OER) to guarantee inclusivity. Furthermore, the lack of time that scholars observed suggests that to successfully incorporate OER into academic workflows, greater time management techniques or institutional support are required.

CONCLUSION

The study emphasizes how important Open Educational Resources (OER) are to research scientists' academic endeavors at Mahatma Gandhi Anterrashtriy Vishvavidhyalaya. The results show that most academics actively use open educational resources (OER) and are well aware of them. Time efficiency, accessibility, assistance for online learning, and improved comprehension of academic subjects are the main advantages noted. Despite these benefits, some obstacles prevent OER from being used effectively, including time constraints, a lack of technical know-how, erratic internet connectivity, and a dearth of resources available in native languages. Resolving these issues is essential to improving OER's efficacy in scholarly contexts, guaranteeing wider accessibility, and enabling academics to fully utilize these priceless teaching resources.

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