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Exploring the Use and Practice of Open Educational Resources (OERs) in Social Science Discipline with Special Reference to University of Delhi, Delhi

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Exploring the Use and Practice of Open Educational Resources (OERs) in Social Science Discipline with Special Reference to University of Delhi, Delhi

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Abstract:

Purpose: The purpose of the study is to explore the use and practice of open educational resources in social science discipline at University of Delhi, Delhi.

Design/Methodology/Approach: The relevant data for the study was obtained through a well-structured questionnaire followed by personal interview wherever it was required. The well-structured precise questionnaire was distributed to the 150 social scientists (research scholars and faculty) that include 75 male & 75 female, selected through purposive random sampling. In addition to this, the bibliographical data were recorded in MS-Excel sheet 2007 for analysis and interpretation purpose with diagrams.

Findings: The response rate was 83.33% in total that include 88% male and 78.67% female respondents. The respondents were found very enthusiastic in responding the questionnaire. Further, the study also finds that majority of the students in social science discipline are aware about the concept open educational resources (OER). In addition to this, it can also be seen from the results of the study that majority of the students are in favour of the OER for publishing and use purpose.

Research Limitations/Implications: The study is confined to the social scientists (research scholars and faculty) of University of Delhi, Delhi and research results are limited to this only.

Originality/Value: The study stressed upon the concept of open educational resources with regard to its use and practice by the students at University of Delhi, Delhi. The area of the study is still untouched here in India that makes the study unique in itself and open the path to make the concept of OER to get the momentum here in India also as in developed countries the OER movement has already reached at advanced level.

Paper Type: Research Paper

Keywords: OER; Open Educational Resources; ICT; Digital Content; E-Learning; E-content; and Digital Learning Resource

1. Introduction

Advancement of information and communication technology (ICT) has brought radical changes in teaching, learning and research. Academicians and researchers have changed their behaviour of seeking, using and publishing the information. Now days, majority of the learners prefer e-content whether it is publishing or using the information. With the advancement of information and communication technology (ICT), higher education institutions around the world have been using web resources in digital format to develop and supplement teaching, learning and research for decades. Consequent upon the advancement of ICT, recently Open Educational Resources (OER) has gained momentum in education and research. Further, the concept has exemplified the dimensions of the researchers for potential and sustainable quality development with regard to demographic, economic, and geographic educational boundaries along with promoting life-long and personalized learning. The rapid growth of open educational resources (OERs) has opened new vistas and opportunities for sustainable teaching learning and research that requires serious concern from the academic community to make use and practice of OER (Kumar, 2017; Kumar, 2018).

2. Open Educational Resources (OER)

OER is a relatively new concept used pragmatically. The use of OER could be visualized as a part of a larger trend towards openness in higher education including more well-known and established movements such as Open Source Software (OSS) and Open Access (OA) (Hyllen, nd). First, the Open Educational Resources (OER) notion was conceived and discussed in international conference hosted by UNESCO in 2000 and was promoted in the context of providing free access to educational resources globally (OECD, 2007). Still now, the term OER is abstained from any authoritatively accredited definition which however, is used for digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research in a fairly.

In other words, Open Educational Resources (OER) adds substantially for teaching and learning materials in educational domain and as it is free, the learners, educators and the researchers come across with vast array of e-resources which however, requires to be used under certain legal frames (Kumar, 2017; Kumar, 2018).

3. Review of Related Literature

Numerous studies have been conducted on open educational resources (OER) by the scholars but the area is still open and needs more research to make the concept to reach academicians. For instance, Angel, Hartwell, and Hemingway (2011) review the OER literature with special reference to public health with the key concepts as quality, ethics and values, rewards, risks and practical aspects, such as technological developments. Bossu and Tynan (2011) advocate that open educational resources (OERs) have the potential, among other things, to further incorporate web 2.0 applications in learning environments and to bridge the gap between non-formal, informal and formal education. Valentino (2015) discusses about the concept of Open

Educational Resources (OERs) and finds in his study that the donors, internal and external to the library and to the university, have shown an interest in funding projects that reduce textbook costs for students. Velek and Rubio (2013) compare two ways of the Travel Well criteria for learning materials and the Scientix Translation on demand service, to stimulate sharing and exchange of online educational resources across different languages and educational settings, the. Das (2011) discusses about the open educational resources in general followed by its emergence and development in Indian scenario. Further, the author also illustrates the role of libraries to access open educational resources (OER). Kumar (2017) in his paper discuss about the OER and says that ICT developments have made the OER concept possible. The author discusses about the basics of open educational resources (OER), its meaning, advantages & barriers and some of the initiatives taken in India. In addition to this, some points as recommendations have been made to improve the practice of OER in India. Kumar (2018) discusses that the concept open access is gaining the momentum in education across the globe that has given rise to the concept open educational resources (OER) and it is whole heartedly welcomed by the scholars and academicians everywhere in the world. In his paper, the author discusses about the concept of open educational resources (OER) and its benefits with the aim of to create awareness among Social Scientist about OER available in Social Science discipline. Hatzipanagos and Gregson (2015) explore the role of Open Access (in licensing, publishing and sharing research data) and Open Educational Resources within Distance Education, with a focus on the context of the University of London International Programmes. The authors in their study have also highlighted some opportunities and the findings resulted into some clear recommendations that emerged both for practitioners and for students in this area.

4. Objectives of the Study

In order to accomplish the study, the research objectives were set as to:

- a) Know the use and awareness about Open Educational Resources (OER) among the social scientists at University of Delhi;
- b) Explore the opinion with regard to several issues involved in publishing and use of OER;
- c) Find out the problems faced by the social scientists with regard to the use and practice of OER; and
- d) Suggest some ways to make the open educational resources (OER) accessible and more useful for social scientists.

5. Research Methodology

To know the opinion and attitude of social scientists with regard to open educational resources (OER), a survey that include research scholars and faculty was conducted with the help of a well-structured questionnaire followed by the interview. The data collected through survey was entered in to MS-Excel 2007 sheet to draw the diagrams/graphs. Further, APA style of references has been used to maintain the uniformity in citation and references.

6. Data Analysis and Interpretation

The present chapter deals with the analysis of the collected data pertaining to the questionnaires. Data from each question is analyzed and related to those in other relevant questions to draw useful conclusion. Total 150 social scientists that include 75 male and 75 female, were selected randomly and distributed a well-structured and precise questionnaire. Out of 150, total 125 (66 male and 59 female) filled in questionnaires were received back from the respondents and the opinions expressed by them are clubbed in the analysis. It is observed that most of the respondents attended almost all the questions of the questionnaire. Overall it may be remarked that the response to the questionnaire was very good. The responses received from the questionnaires were helpful in drawing conclusions.

Table 1: Response (Gender-wise and in Total)

	Questionnaires	Male	Female
Questionnaires Distributed	150 (100)	75 (100)	75(100)
Questionnaires Received	125 (83.33)	66 (88)	59 (78.67)

Note: Values in parentheses indicate percentage.

Figure 1: Response (Gender-wise and in Total)

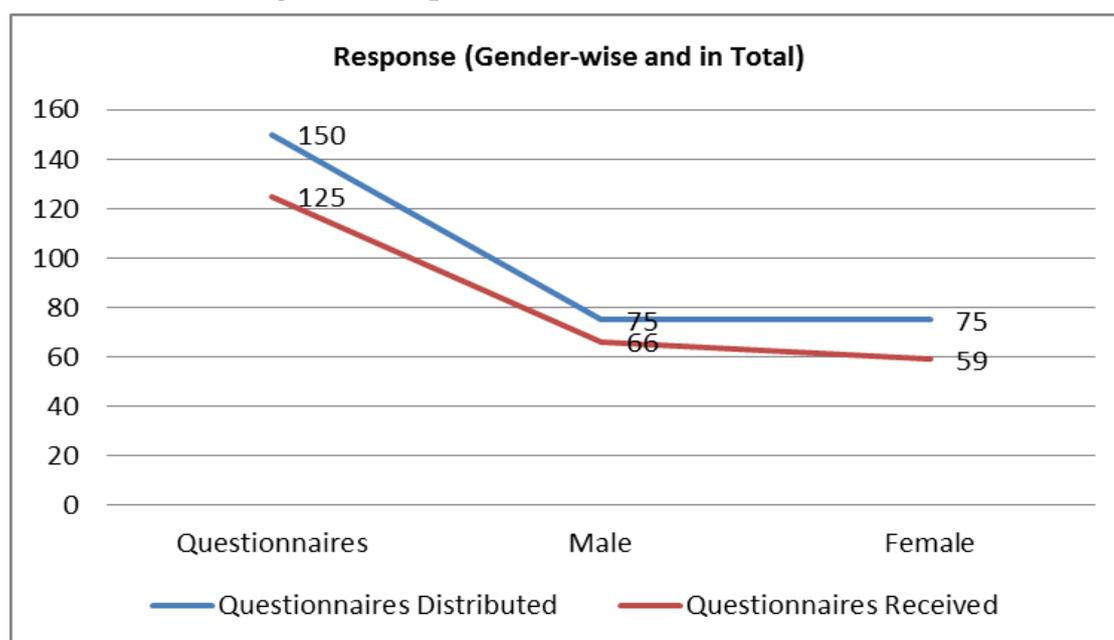


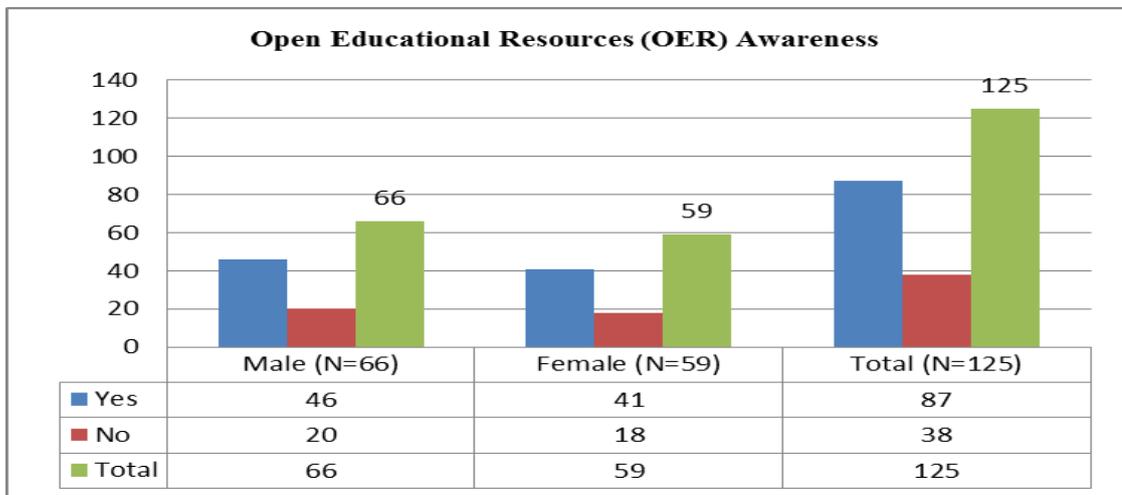
Table and figure 1 depicts that out of 150 questionnaires circulated among the students, 125 (83.33%) filled in questionnaires were collected back from the respondents. Further, the table reflects that the response rate of male and female is 88% and 78.67% respectively that shows that both male and female showed great enthusiasm in responding the questionnaire during the study.

Table 2: Open Educational Resources (OER) Awareness

	Male (N=66)	Female (N=59)	Total (N=125)
Yes	46 (69.69)	41 (69.49)	87 (69.6)
No	20 (30.33)	18 (30.51)	38 (30.4)
Total	66 (100)	59 (100)	125 (100)

Note: Values in parentheses indicate percentage.

Figure 2: Open Educational Resources (OER) Awareness



It is noticed from table 2, that majority of the respondents i.e. 69.6% (69.69% male and 69.49% female) are well aware of open educational resources (OER) in their respective discipline. Response is very encouraging as majority of the respondents i.e. 69.6% are well aware of OER. It is found that there is no significant difference in responses of the male and female respondents regarding awareness about open educational resources.

Table 3: Reasons of Unawareness about Open Educational Resources (OER)

Reasons	Male (N= 20)	Female (N= 18)	Total (N= 38)
Lack of ICT knowledge	06 (30)	04 (22.22)	10 (26.32)
Don't know how to access OER	09 (45)	08 (44.44)	17 (44.74)
Not interested at all	02 (10)	01 (5.56)	03 (7.89)
I prefer print material	03 (15)	03 (16.67)	06 (15.79)
Any other (Pl. specify)	-	02 (11.11)	02 (5.26)
Total	20 (100)	18 (100)	38 (100)

Note: Values in parentheses indicate percentage.

Figure 3: Reasons of Unawareness about Open Educational Resources (OER)

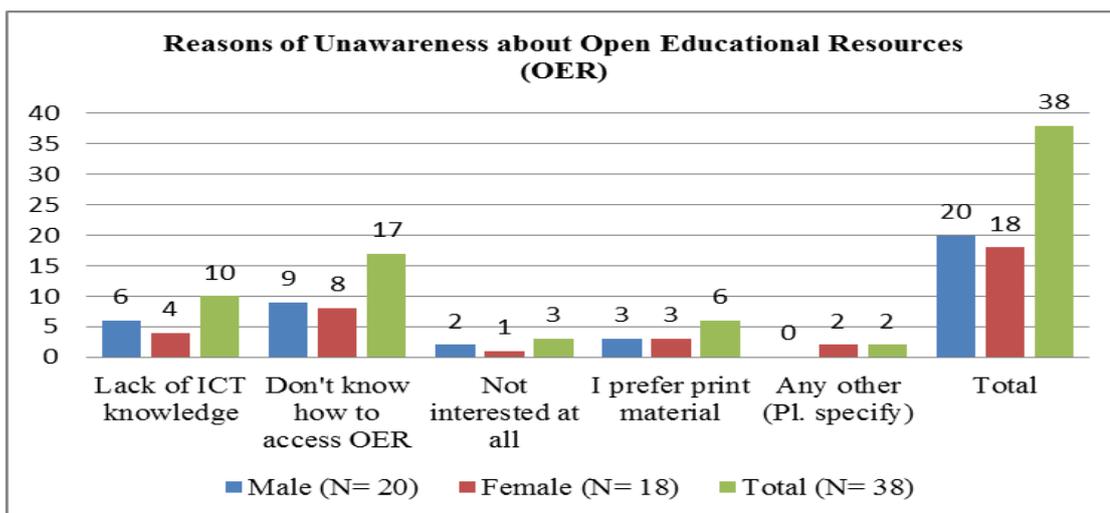


Table 3 presents the fact that majority of the respondents i.e. 44.74% (45% male and 44.44% female) don't know how to access OER followed by lack of ICT knowledge with 26.32% (30% male and 22.22% female), prefer print material with 15.79% (15% male and 16.67% female). And very less no. of respondents i.e. 7.89% (10% male and 5.56% female) and 5.26% (11.11% female only) opted for preference for print material and any other respectively. It is revealed that there is no significant difference in responses of the male and female respondents regarding reasons of unawareness about open educational resources.

Table 4: Involvement in any open educational resource (OER) activities

(N=125)	Yes to a great extent (1)	Up to Satisfactory Extent (2)	Up to Some Extent (3)	Depends (4)	Not at all 5
The use of open educational content	65 (52)	22 (17.6)	06 (4.8)	27 (21.6)	05 (4)
The production of open educational content	19 (15.2)	12 (9.6)	57 (45.6)	29 (23.2)	08 (6.4)
The use of OSS	47 (33.6)	19 (15.2)	17 (13.6)	06 (4.8)	36 (28.8)
The production of OSS	-	01 (0.8)	02 (1.6)	10 (8)	112 (89.6)
Any other (Pl. specify)	-	-	-	-	-

Note: Values in parentheses indicate percentage.

Figure 4: Involvement in any open educational resource (OER) activities

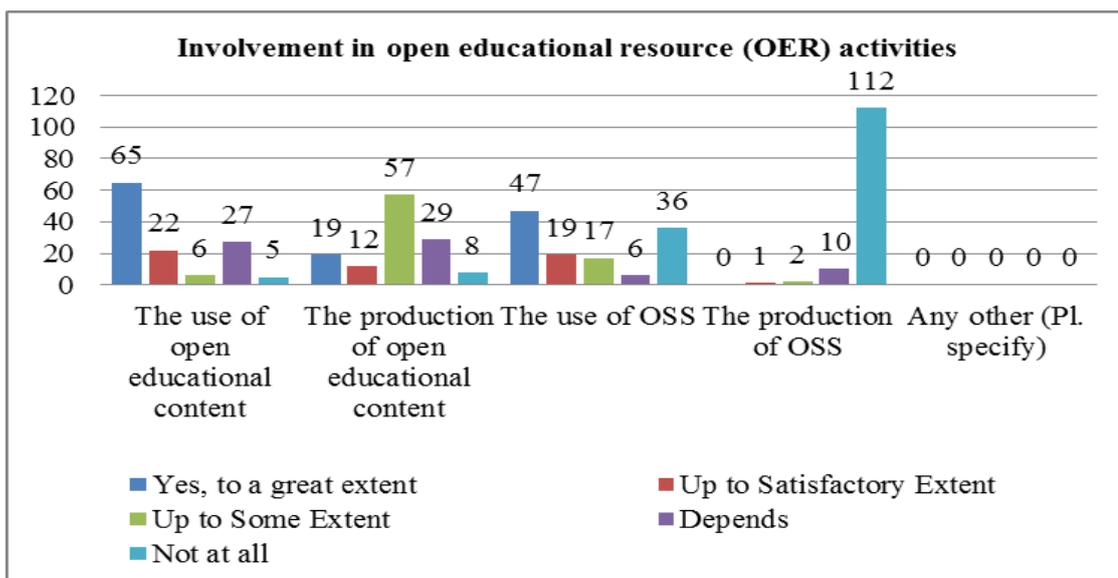


Table 4 reveals that majority of the respondents have been involved in the use of open educational content (96%) followed by the use of OSS (71.2%). It also reveals that majority of the respondents responded that up to some extent (45.6%) to the production of open educational content and not at all with 89.6% for production of OSS.

Table 5: Opinion towards open educational resource (OER)

(N=125)	Yes	No	Not Sure
Please mention if you have ever submitted teaching and learning resources for publication as Open Educational Resources (OER)	79 (63.2)	19 (15.2)	27 (21.6)
Please mention if you are planning/ready to submit teaching and learning resources for publication as Open Educational Resources (OER) in future	72 (57.6)	25 (20)	28 (22.4)
Please mention if you have ever used Open Educational Resources (OER) from other academics in your teaching and research	99 (79.2)	15 (12)	11 (8.8)
Please mention if you are Planning to use Open Educational Resources (OER) from other academics in your teaching in the future	77 (61.6)	15 (12)	33 (26.4)

Note: Values in parentheses indicate percentage.

Figure 5: Opinion towards open educational resource (OER)

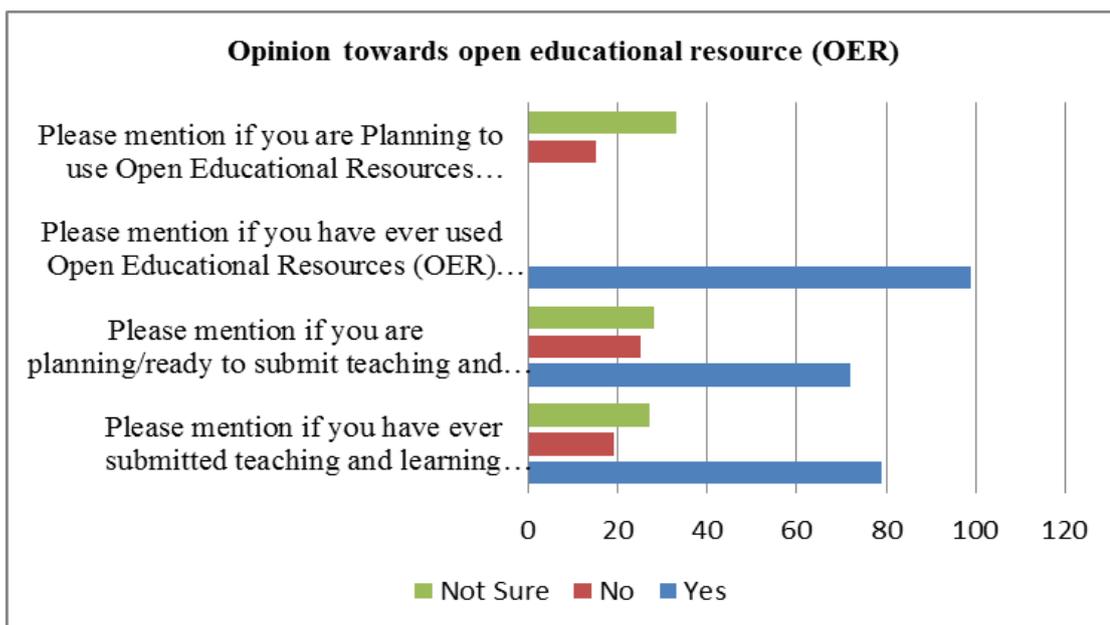


Table 5 depicts that (i) majority of the respondents i.e. 63.2% responded that they have submitted their teaching and learning resources for publication as OER followed by who responded 'Not Sure' and 'No' with 21.6% and 15.2% respectively; (ii) 57.6% responded that they are planning/ready to submit their teaching and learning resources for publication as OER followed by who responded 'Not Sure' and 'No' with 22.4% and 20% respectively; (iii) 79.2% responded that they use OER from other academics in teaching and research followed by 'No' and 'Not Sure' and with 12% and 8.8% respectively; (iv) 61.6% opined that they are planning to use OER from other academics in teaching and research followed by who responded 'Not Sure' and 'No' with 26.4% and 12% respectively.

Table 6: Support from Management/Authority for Open Educational Resources (OER) Activities.

(N=125)	Yes, to a great extent (1)	Upto Satisfactory Extent (2)	Upto Some Extent (3)	Depends (4)	Not at all (5)
The use of open educational content	07 (5.6)	09 (7.2)	51 (40.8)	44 (35.2)	14 (11.2)
The production of open educational content	-	07 (5.6)	17 (13.6)	97 (77.6)	04 (3.2)
The use of OSS	-	04 (3.2)	09 (7.2)	79 (63.2)	33 (26.4)
The production of OSS	-	05 (4)	08 (6.4)	103 (82.4)	09 (7.2)
Any other (Pl. sp.)	-	-	-	-	-

Note: Values in parentheses indicate percentage.

Figure 6: Support from Management/Authority for Open Educational Resources (OER) Activities.

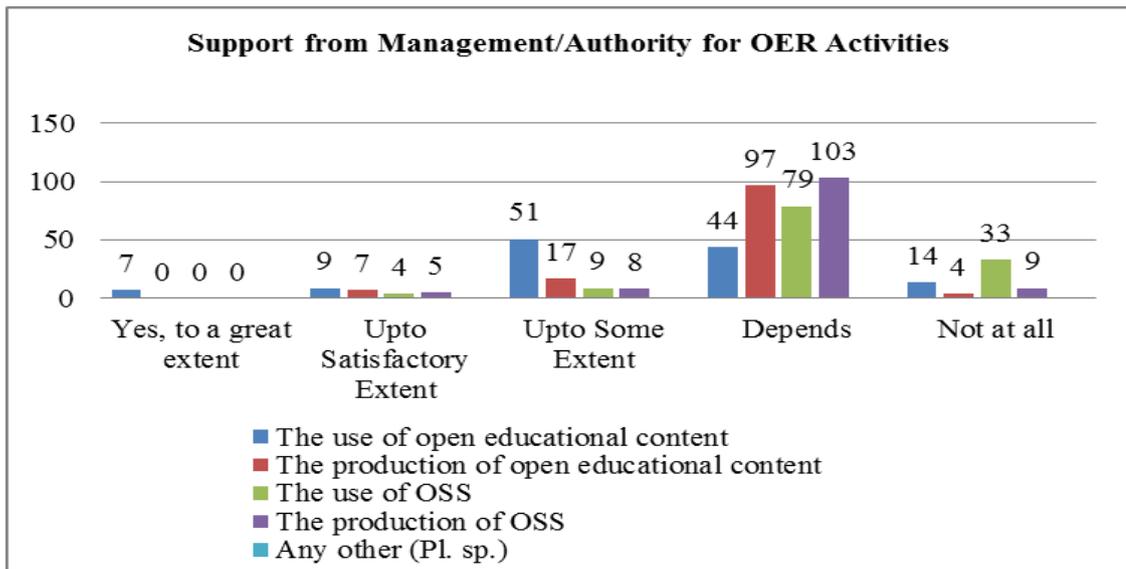


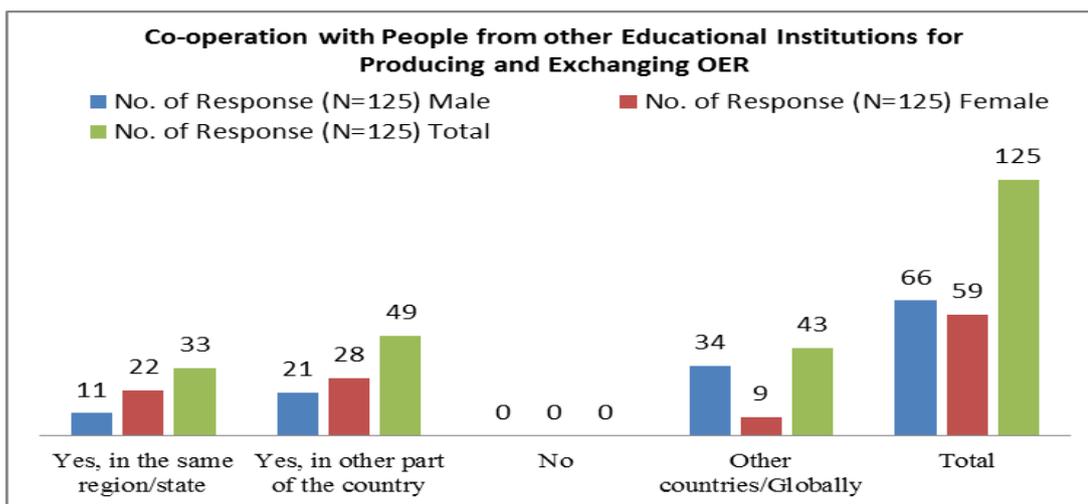
Table 6 reveals the fact that 40.8% respondents responded that upto some extent support they get by management/authority while using open educational content followed by the option depends with 35.2%. The table also reveals that majority of the respondents i.e. 77.6% responded that support from management/authority for the production of open educational content depends on situation followed by using of OSS (63.2%) and in the production of OSS (82.4%). In short, the table reveals that majority of the respondents opined that the support from management and authority with regards to OER depends on the situation.

Table 7: Co-operation with People from other Educational Institutions for Producing and Exchanging Open Education Resources

	No. of Response (N=125)		
	Male (N=66)	Female (N=59)	Total (125)
Yes, in the same region/state	11 (16.67)	22 (37.19)	33 (26.4)
Yes, in other part of the country	21 (31.82)	28 (47.46)	49 (39.2)
No	-	-	-
Other countries/Globally	34 (51.52)	09 (15.25)	43 (34.4)
Total	66 (100)	59 (100)	125 (100)

Note: Values in parentheses indicate percentage.

Figure 7: Co-operation with People from other Educational Institutions for Producing and Exchanging Open Education Resources



It is represented in table 7 that 34.4% (51.20% male and 15.25% female) of the respondents are ready to cooperate with the people globally for producing and exchanging OER followed by 39.2% (31.82% male and 47.46% female) in the other part of the country. And further, it can also be observed from the table that very less no. of female respondents i.e. 15.25% only are not in favour of cooperation with the people of other countries whereas just revert to it 51.52% of male respondents are in favor of it. In addition to this, it can also be revealed from the table that 37.19% of the female respondents favor the cooperation within the same state whereas on the other hand only 16.67% male respondents don't favor it.

Table 8: Preferred type of Material to Publish or Use OER

	Publishing (N=125)		Using (N=125)	
	Yes	No	Yes	No
Lecture Notes	76 (60.8)	49 (39.2)	70 (56)	55 (44)
Recorded Lectures	31 (24.8)	94 (75.2)	44 (35.2)	81 (64.8)
Podcasts (Other than lectures)	50 (40)	75 (60)	84 (67.2)	41 (32.8)
Interactive learning objects	82 (65.6)	43 (34.4)	70 (56)	55 (44)
PowerPoint slides	87 (69.6)	38 (30.4)	78 (62.4)	47 (37.6)
Module handbooks	-	-	-	-
Assessment Questions (formative)	-	-	-	-
Assessment Questions (summative)	-	-	-	-
Reading lists	71 (56.8)	54 (43.2)	46 (36.8)	79 (63.2)
Timetables	79 (63.2)	46 (36.8)	71 (56.8)	54 (43.2)
Images	91 (72.8)	34 (27.2)	77 (61.6)	48 (38.4)
Animations	-	-	-	-
Video	73 (58.4)	52 (41.6)	79 (63.2)	46 (36.8)
Scholarly journals/articles	85 (68)	40 (32)	109 (87.2)	16 (12.8)
Textbooks	72 (57.6)	53 (42.4)	81 (64.8)	44 (35.2)
Tutorials	-	-	-	-
Quiz	-	-	-	-

Software(s)	-	-	-	-
Any other (Pl. specify)	-	-	-	-

Note: Values in parentheses indicate percentage.

Figure 8: Preferred type of Material to Publish or Use OER

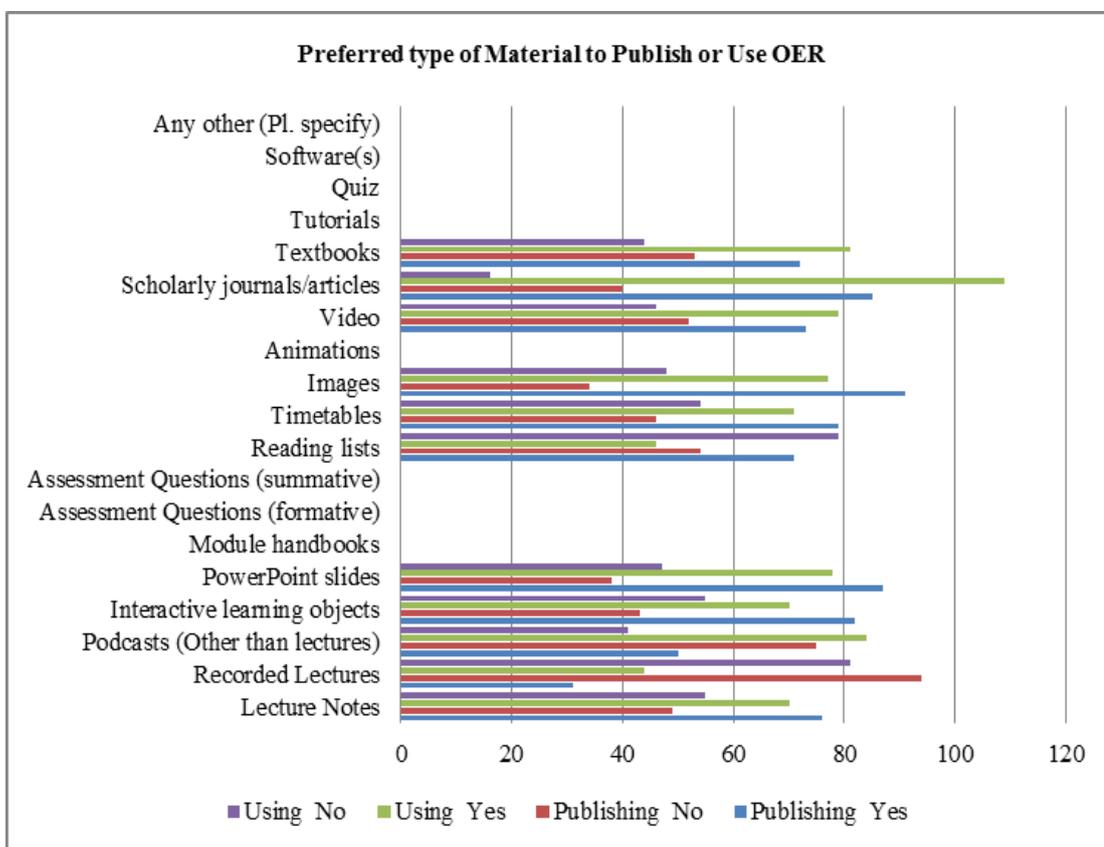


Table 8 reveals the fact that (i) preferred OER publishing formats for majority of the respondents i.e. 72.8%, 69.6%, 68%, 65.6% and 63.2% are scholarly journals/articles, PowerPoint slides, images, interactive learning objects and time tables respectively and (ii) As far as the use is concerned, the preferred OER formats for use by majority of the respondents opined are scholarly journals/articles, podcasts, textbooks, videos, power-point slides with 87.2%, 67.2%, 64.8%, 63.2% and 62.4% respectively.

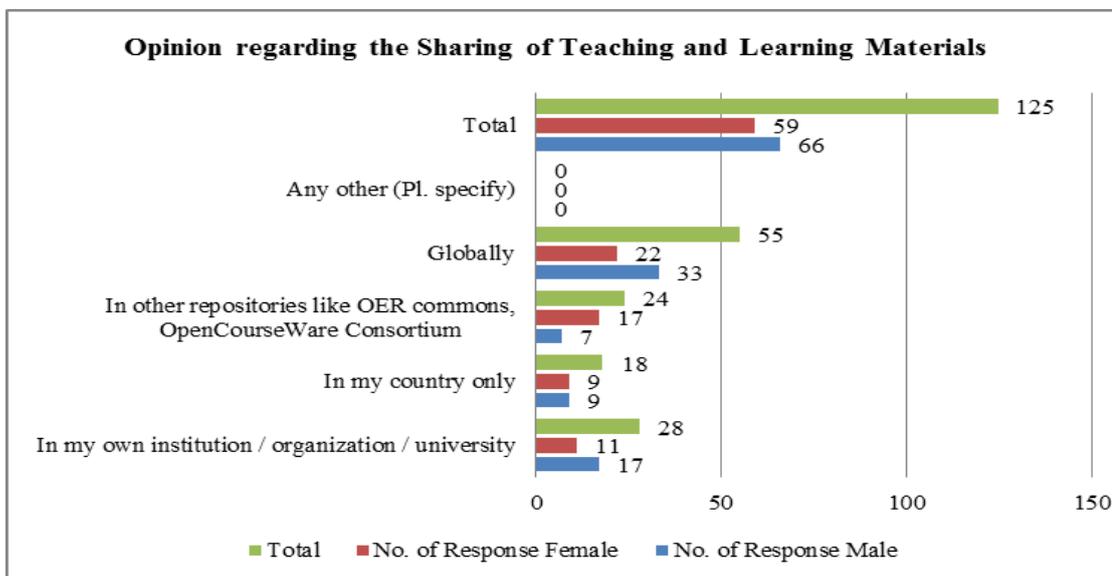
Table 9: Opinion regarding the Sharing of Teaching and Learning Materials

	No. of Response		Total (N=125)
	Male (N=66)	Female (N=59)	
In my own institution / organization / university	17 (25.76)	11 (18.64)	28 (22.4)
In my country only	09 (13.64)	09 (15.25)	18 (14.4)
In other repositories like OER commons, OpenCourseWare Consortium	07 (10.61)	17 (28.81)	24 (19.2)
Globally	33 (50)	22 (37.29)	55 (44)
Any other (Pl. specify)	-	-	-

Total	66 (100)	59 (100)	125 (100)
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Note: Values in parentheses indicate percentage.

Figure 9: Opinion regarding the Sharing of Teaching and Learning Materials



It is depicted from table 9 that majority of the respondents i.e. 45% (44% male and 37.29% female) are in favour to share the teaching and learning resources globally followed by within institution/organization/university with 22.4% (25.76% male and 18.64% female) and with other repositories like OER commons, OpenCourseWare consortium with 19.2% (10.61% male and 28.81% female). Further it also found that majority of the male particularly are interested to share teaching and learning materials globally.

Table 10: Major Concern(s) before Contributing OER Content

	N=125		
	V. Imp.	Imp.	Doesn't Matter
Be acknowledged as the creator of the resource when used	109 (87.2)	16 (12.8)	-
Be acknowledge as the creator of the resource if it is adapted or change by someone else	113 (90.4)	10 (8)	02 (1.6)
Know who uses the resources	93 (74.4)	29 (23.2)	03 (2.4)
Know how the resources are used	89 (71.2)	30 (24)	06 (4.8)
Know the changes made to the resource	36 (28.8)	69 (55.2)	20 (16)
Be personally/financially recompensed for the use of the resource	31 (24.8)	63 (50.4)	31 (24.8)
Be personally rewarded through your work plan, promotion, awards or other mechanisms for the use of the	97 (77.6)	17 (13.6)	11 (8.8)

resource			
Have your group / department / institution financially recompensed for the use of the resource	23 (18.4)	79 (63.2)	23 (18.4)
Have a quality review of the resource	93 (74.4)	18 (14.4)	14 (11.2)

Note: Values in parentheses indicate percentage.

Figure 10: Major Concern(s) before Contributing OER Content

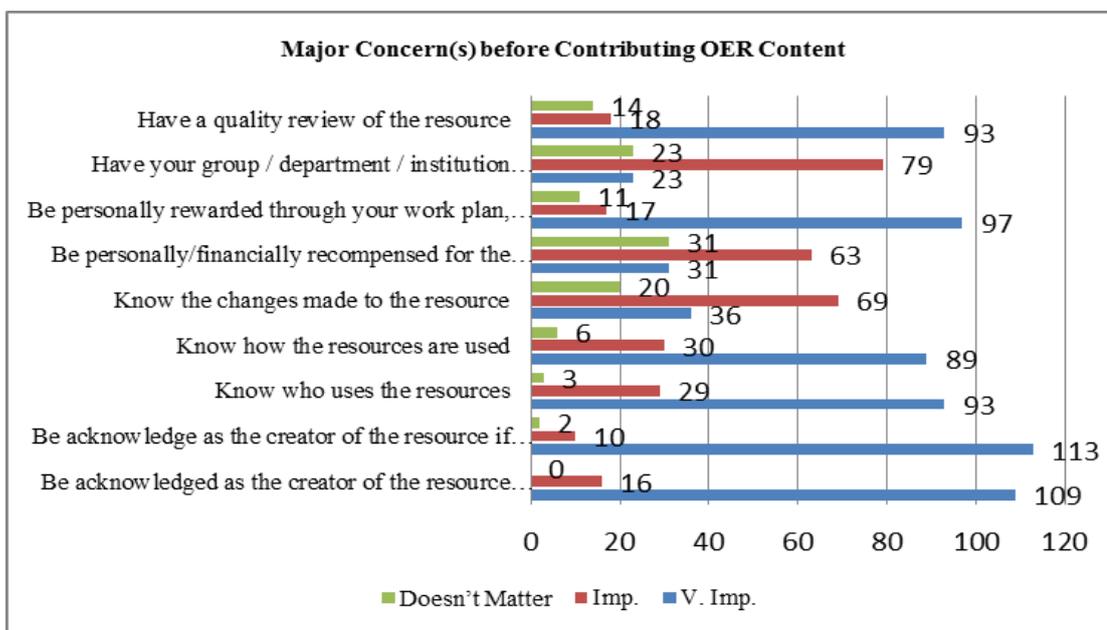


Table 10 highlights that the major concern for majority of the respondents i.e. 90.4% is to be acknowledged as the creator of the resource if adapted or change by someone else followed by to be acknowledged as the creator of the resource when used and to be personally rewarded through work plan, promotion, awards or other mechanisms for the use of the resource with 87.2% and 77.6% respectively. And further, it can be seen from the table that very less no. of respondents are concerned with the financial matters like group / department / institution financially recompensed for the use of the resource with 18.4% and personally/financially recompensed for the use of the resource with 24.8%. In addition, it was also found that majority of the respondents have concern before contributing to OER whereas very few do not have any concern for it.

Table 11: Benefit(s)/Advantage(s) in Publishing and Using OER

	Publishing (N=125)		Using (N=125)	
	Yes	No	Yes	No
Enhance University reputation	99 (79.2)	26 (20.8)	87 (69.6)	38 (30.4)
Enhance personal reputation	109 (87.2)	16 (12.8)	67 (53.6)	58 (46.4)
Enhance the users knowledge of a subject/course	83 (66.4)	42 (33.6)	69 (55.2)	56 (44.8)
Support students/learners without formal access to Higher Education	73 (58.4)	52 (41.6)	89 (71.2)	36 (28.8)
Share best practices	95 (76)	30 (24)	87 (69.6)	38 (30.4)

Reduce development costs / time	108 (86.4)	17 (13.6)	113 (90.4)	12 (9.6)
Support developing nations	91 (72.8)	34 (27.2)	102 (81.6)	23 (18.4)
Gaining access to the best possible resources	83 (66.4)	42 (33.6)	73 (58.4)	52 (41.6)
Bringing down costs for learners	87 (69.6)	38 (30.4)	97 (77.6)	28 (22.4)
Outreach to disadvantages communities	91 (72.8)	34 (27.2)	103 (82.4)	22 (17.6)
Becoming independent from publishers	66 (52.8)	59 (47.2)	83 (66.4)	42 (33.6)
Building sustainable partnerships	93 (74.4)	32 (25.6)	101 (80.8)	24 (19.2)
Creating more flexible materials	107 (85.6)	18 (14.4)	95 (76)	30 (24)
Any other (Pl. specify)	-	-	-	-

Note: Values in parentheses indicate percentage.

Figure 11: Benefit(s)/Advantage(s) in Publishing and Using OER

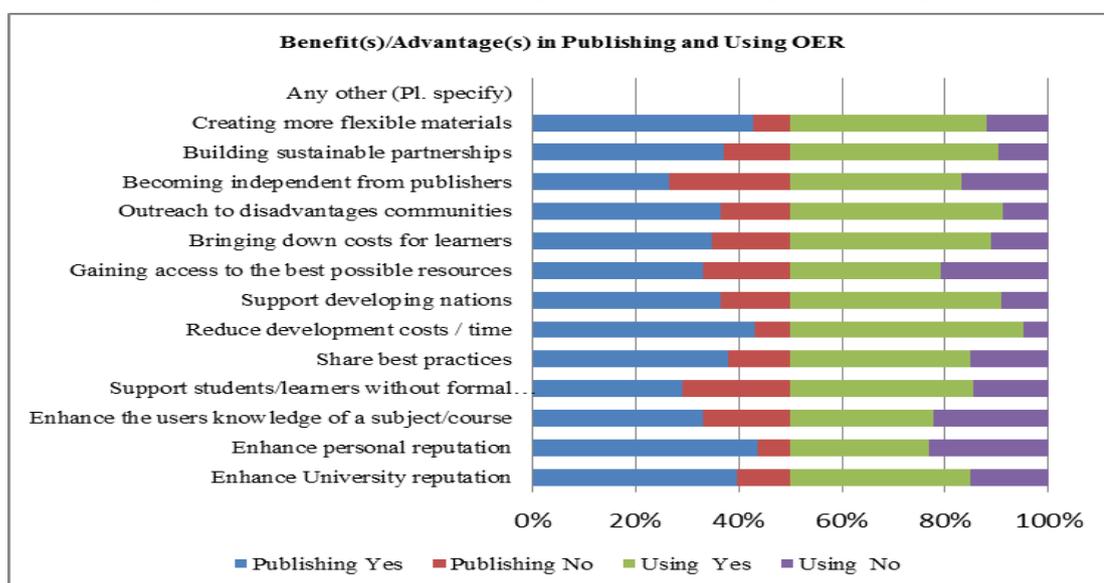


Table 11 shows that (i) majority of the respondents i.e. 87.2% feel that the major advantage of publishing OER is that it enhance personal reputation followed by Reduce development costs / time with 86.4%; Creating more flexible materials with 85.6%; university reputation with 79.2%; and Share best practices with 76%. (ii) on the other hand, as far as the advantage in using OER is concerned, the majority of the respondents i.e. 90.4% feel that major advantage of using OER is that it Reduce development costs / time followed by support developing nations, building sustainable partnerships, bringing down costs for learns and creating more flexible materials with 81.6%, 80.8%, 77.6% and 76% respectively.

Table 12: Opinion about Open Educational Resources (OER)

	N=125				
	SA	A	DA	SDA	Neutral
OER only help other institutions/academics to copy our	27 (21.6)	05 (4)	75 (60)	06 (4.8)	12 (9.6)

best ideas					
OER can help in building fruitful partnerships with colleagues and institutions worldwide	77 (61.6)	23 (18.4)	12 (9.6)	02 (1.6)	11 (8.8)
OER available on the University repository will help in enhancing the reputation of the University and attracting better students	82 (65.6)	15 (12)	16 (12.8)	05 (4)	07 (5.6)
OER available on the University repository will help in enhancing the reputation of the University, attracting better academic staff	05 (4)	13 (10.4)	26 (20.8)	76 (60.8)	05 (4)
Publishing OER on the University repository will enhance your promotion prospects	07 (5.60)	83 (66.4)	14 (11.2)	06 (4.8)	15 (12)
Publishing OER could damage the University reputation (via association with inaccurate or poor quality materials)	06 (4.8)	23 (18.4)	79 (63.2)	09 (7.2)	08 (6.4)
OER is a useful way of developing new courses useful for academicians	21 (16.8)	70 (56)	07 (5.6)	09 (7.2)	18 (14.4)
Exploring the available OER worldwide will enhance teaching and raise standards across the University/institution	83 (66.4)	22 (17.6)	04 (3.2)	06 (4.8)	10 (8)
Publishing OER may stop the students attending lectures/class	05 (4)	03 (2.4)	22 (17.6)	79 (63.2)	16 (12.8)
Publishing and make use of OER is an easy process	16 (12.8)	16 (12.8)	19 (15.2)	65 (52)	09 (7.2)

Note: SA-Strongly Agree; A-Agree; DA- Disagree; SDA- Strongly Disagree, Values in parentheses indicate percentage. Values in parenthesis indicate percentage.

Figure 12: Opinion about Open Educational Resources (OER)

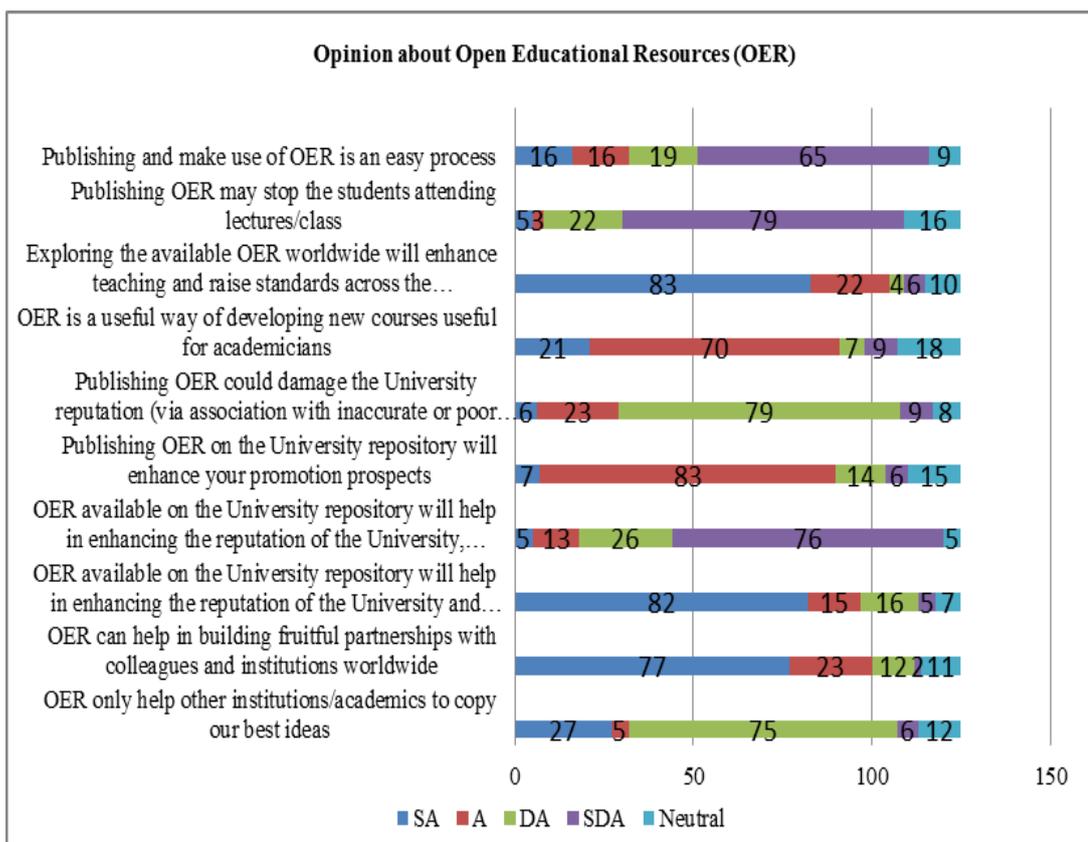


Table 12 reveals that 66.4% of the respondents strongly agree that exploring the available OER worldwide will enhance teaching and raise standards across the University/institution followed by OER available on the University repository will help in enhancing the reputation of the University and attracting better students and OER can help in building fruitful partnerships with colleagues and institutions worldwide with 65.6% and 61.6% respectively. The majority of the respondents i.e.63.2% disagree with the statement that Publishing OER could damage the University reputation (via association with inaccurate or poor quality materials) followed by OER only help other institutions/academics to copy our best ideas with 60%. In addition it is also found that 63.2% of the respondents opined as strongly disagree with the statement i.e. Publishing OER may stop the students attending lectures/class followed by OER available on the University repository will help in enhancing the reputation of the University, attracting better academic staff with 60.8%.

Table 13: Barriers/Problems in Publishing and Using Open Educational Resource (OER)

N=125	Publishing		Using	
	Yes	No	Yes	No
Awareness of the university OER repository and other repositories	82 (65.6)	43 (34.4)	83 (66.4)	42 (33.6)
Fear over copyright infringement	79 (63.2)	46 (36.8)	72 (57.6)	53 (42.4)
Ownership and legal barriers (other	57 (45.6)	68 (54.4)	49 (39.2)	76

than copyright)				(60.8)
Your time	81 (64.8)	44 (35.2)	34 (27.2)	91 (72.8)
Lack of reward and recognition	69 (55.2)	56 (44.8)	-	-
Possible negative impact on reputation	52 (41.6)	73 (58.4)	82 (65.6)	43 (34.4)
Lack of support	78 (62.4)	47 (37.6)	-	-
School / Institution Policy	-	-	-	-
Criticism from Colleagues	-	-	-	-
Criticism from Students	-	-	-	-
Impact on career progression	-	-	-	-
Relevancy of materials available	-	-	-	-
Lack of feedback from users	73 (58.4)	52 (41.6)	-	-
Lack of skills	69 (55.2)	56 (44.8)	89 (71.2)	36 (28.8)
Lack of infrastructure	80 (64)	45 (36)	93 (74.4)	32 (25.6)
Lack of access to computers	-	-	-	-
Lack of interest in pedagogical innovation among staff members	22 (17.6)	103 (82.4)	-	-
No support from management level	75 (60)	50 (40)	-	-
Any other (Pl. specify)	-	-	-	-

Note: Values in parentheses indicate percentage.

Figure 13: Barriers/Problems in Publishing and Using Open Educational Resource (OER)

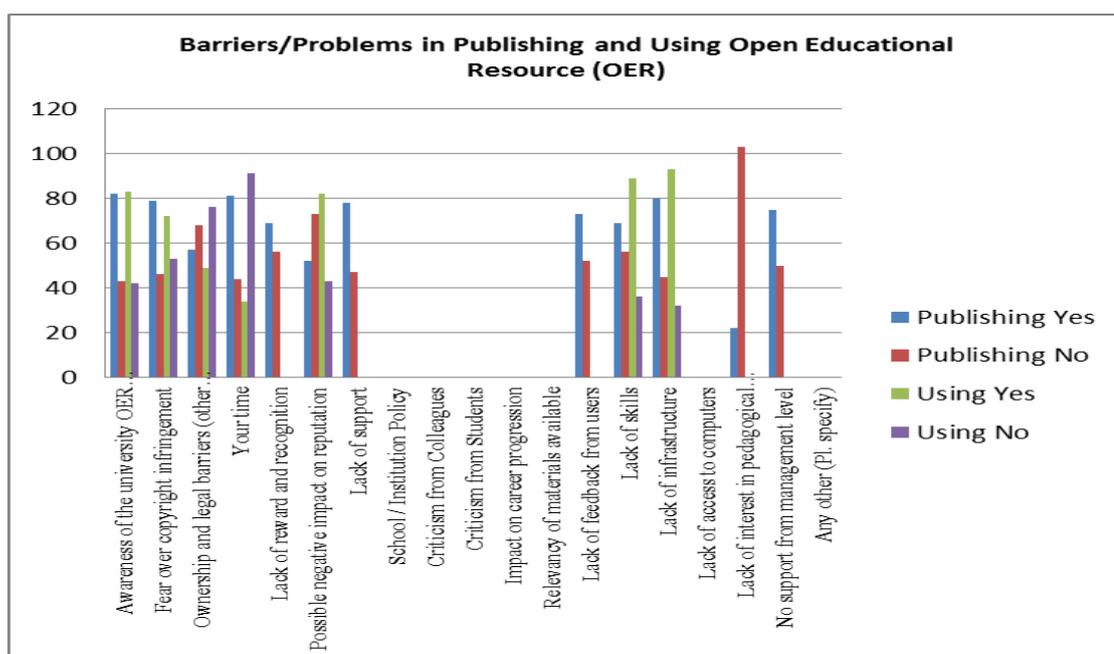


Table 13 reveals that (i) majority of the respondents i.e. 65.6% feel that the major barrier/problem of publishing OER is awareness of the university OER repository and

other repositories followed by time limitation, lack of infrastructure, fear over copyright infringement and lack of support with 64.8%, 64%, 63.2% and 62.4% respectively.

7. Major Findings of the Study

The present study explores the use and attitude of the research scholars (Social Science) of University of Delhi and on the basis of the analysis of the opinion expressed by them, the major findings may be summarized as follows:

- The respondents were found enthusiastic in responding the questionnaire during the study as the response rate was 83.3% in total and the response rate of male and female is 88% and 78.67% respectively;
- Majority of the respondents i.e. 69.6% (69.69% male and 69.49% female) were found well aware of open educational resources (OER) in their respective discipline.
- 44.74% (45% male and 44.44% female) don't know how to access OER followed by lack of ICT knowledge with 26.32% (30% male and 22.22% female), prefer print material with 15.79% (15% male and 16.67% female).
- 7.89% (10% male and 5.56% female) and 5.26% (11.11% female only) respondents opined the reason of not aware/using of OER as they prefer print material and any other respectively.
- It is found that majority of the respondents i.e. 96% have been involved in the use of open educational content followed by the use of OSS (71.2%).
- Majority of the respondents i.e. 63.2% responded that they have submitted their teaching and learning resources for publication as OER followed by who responded 'Not Sure' and 'No' with 21.6% and 15.2% respectively;
- 57.6% responded that they are planning/ready to submit their teaching and learning resources for publication as OER followed by who responded 'Not Sure' and 'No' with 22.4% and 20% respectively;
- 79.2% responded that they use OER from other academics in teaching and research followed by 'No' and 'Not Sure' and with 12% and 8.8% respectively;
- 61.6% opined that they are planning to use OER from other academics in teaching and research followed by who responded 'Not Sure' and 'No' with 26.4% and 12% respectively.
- 40.8% respondents responded that upto some extent support they get by management/authority while using open educational content followed by the option depends with 35.2%;
- 77.6% says that the support from management/authority for the production of open educational content depends on situation followed by using of OSS (63.2%) and in the production of OSS (82.4%);
- 34.4% (51.20% male and 15.25% female) of the respondents were found ready to cooperate with the people globally for producing and exchanging OER followed by 39.2% (31.82% male and 47.46% female) in the other part of the country.

- Very less no. of female respondents i.e. 15.25% only are not in favour of cooperation with the people of other countries whereas just revert to it 51.52% of male respondents are in favor of it;
- 37.19% of the female respondents favor the cooperation within the same state whereas on the other hand only 16.67% male respondents don't favor it;
- The preferred OER publishing formats for majority of the respondents i.e. 72.8%, 69.6%, 68%, 65.6% and 63.2% are scholarly journals/articles, PowerPoint slides, images, interactive learning objects and time tables respectively;
- As far as the use is concerned, the preferred OER formats for use by majority of the respondents opined are scholarly journals/articles, podcasts, textbooks, videos, power-point slides with 87.2%, 67.2%, 64.8%, 63.2% and 62.4% respectively;
- 45% (44% male and 37.29% female) respondents were found in favour to share the teaching and learning resources globally followed by within institution/organization/university with 22.4% (25.76% male and 18.64% female) and with other repositories like OER commons, OpenCourseWare consortium with 19.2% (10.61% male and 28.81% female);
- The major concern for majority of the respondents i.e. 90.4% is to be acknowledged as the creator of the resource if adapted or change by someone else followed by to be acknowledged as the creator of the resource when used and to be personally rewarded through work plan, promotion, awards or other mechanisms for the use of the resource with 87.2% and 77.6% respectively;
- The study also reveals that majority of the respondents have concern before contributing to OER whereas only few respondents do not have any concern;
- 87.2% feel that the major advantage of publishing OER is that it enhance personal reputation followed by Reduce development costs / time with 86.4%; Creating more flexible materials with 85.6%; university reputation with 79.2%; and Share best practices with 76%;
- On the other hand, as far as the advantage in using OER is concerned, 90.4% feel that major advantage of using OER is that it Reduce development costs / time followed by support developing nations, building sustainable partnerships, bringing down costs for learns and creating more flexible materials with 81.6%, 80.8%, 77.6% and 76% respectively;
- 66.4% of the respondents strongly agree that exploring the available OER worldwide will enhance teaching and raise standards across the University/institution followed by OER available on the University repository will help in enhancing the reputation of the University and attracting better students and OER can help in building fruitful partnerships with colleagues and institutions worldwide with 65.6% and 61.6% respectively;
- 63.2% of the respondents disagree with the statement that Publishing OER could damage the University reputation (via association with inaccurate or

poor quality materials) followed by OER only help other institutions/academics to copy our best ideas with 60%;

- 63.2% of the respondents opined as strongly disagree with the statement i.e. Publishing OER may stop the students attending lectures/class followed by OER available on the University repository will help in enhancing the reputation of the University, attracting better academic staff with 60.8%; and
- 65.6% respondents feel that the major barrier/problem of publishing OER is awareness of the university OER repository and other repositories followed by time limitation, lack of infrastructure, fear over copyright infringement and lack of support with 64.8%, 64%, 63.2% and 62.4% respectively.

8. Discussion and Conclusion

Teaching and learning is changing rapidly due to the technological advancement across the globe where the expectations of the learners are more from the educators or whosoever is responsible. And due to the tremendous expectations and responsibilities, librarianship with information professionals is in the phase where changes have to be accepted with both the hands (Kumar, 2018). In 21st century, in order to feed the information hunger of the society, there is a need to develop such system in such a way so that the quality information with speedy access keeping in view the minimum cost or free of cost, can be ensured. In order to achieve such target, the OER revolution has come up and accepted globally. Although, OER has already gained enough recognition and popularity across the world but developing countries like India and others are still lacking behind reason may be the lack of awareness and fear of copyright infringement. The need of the hour is that OER training and awareness programmes must be organized for the scholars by information professionals so that the scholar can practice and develop dynamic OER portals for wider use with the settlement of several issues of licensing and copyright. In short, there is a need to retrospect ourselves and try to improve and learn about OER to get maximum benefits of it, as information is considered as one of the important component of society.

To sum up, it can be concluded that OER movement must be taken seriously by the scholars and organizations / institutes as it has plenty of opportunities as far as the quality and economic context is concerned provided if used fairly.

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