Original Article

Contribution of Library and information Professionals in Open Educational Resources in Telangana and Andhra Pradesh

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Abstract

"This paper deals with the "Contribution of Library and information Professionals in Open Educational Resources in Telangana & Andhra Pradesh" is concentrating on Open Educational Resources (OER's) available in universities, level of awareness of OER's of LIS professionals,Techniques adopted by Library and Information Science Professional's in promoting OER awareness, LIS professionals contribution in OERs, benefits of OERs & Difficulties of OER's discussed on university level of both Telugu sates i.e Telangana & Andhra Pradesh"

Keywords: OER's; University libraries Open educational resources (OERs).

Introduction

Open Educational Resources (OER's) are playing pivotal role in education sector. Especially in university level OER's providing quality, best resources to Researchers, faculty members and students. These particular best, quality of OERs contributed by the best faculty members with the help of library & information Science Professionals and library and Information Centres.

By the usage of Indian initiative Swayam, National Digital Library, E-PG Patashala, NPTEL, e-Gyankosh, NROER, CEC, Spoken Tutorial, Virtual Lab, FOSSE, OSCAR, NIOS-OER and OER4S by the LIS Professionals of working with various government universities in Telangana & Andhra Pradesh. These Indian initiatives are helping to the academicians & faculty members in university to produce quality research. And also to produce the resources for quality higher education.

Need of the Study:

In the Information communication technology world Open Educational Resources are back bone to the higher education system especially in the university education system most of the resources are available for Research Scholars, Students & academicians. And also these academicians are accessing OERS in various sources same way they are contributing to OERs. Based on the above facts researchers are interested to do investigation on LIS Professionals contribution in OER's in Telangana & Andhra Pradesh

Review of Literature:

1. Roberston, R.J. (2010) in his article " What do academic libraries have to do with open educational resources? Theme: Long term sustainability of open education projects" stressed on the role of academic libraries in contribution of OERS by the Academicians & Research Scholars. And also focused on the availability and accessibility of the OERs in various sources in world wide.

2. Katz, S (2019) in his article "The case for open educational resources in library and information science education" stressed on the availability and usage of OERS of Library and Information Science subject. And also Library and information Science Professionals

contribution and their role while creating the OERS in National and International discussed.

3. Hatzipanagos, S. & Gregson, J (2015) in their article "The role of open educational resources: A distance learning perspective" shows that the availability & utilisationof Open Educational Resources for distance learners. And also briefly discussed on the challenges (Lack of Technical Skill, Lack of knowledge about OERS, Lack of Infrastructure in libraries etc.) Of OERs while accessing.

4. Saha, A. & Mukhopadhyay, P. (2016) in their study "Ranking OER providers in India: A webometric analysis". Focused on the usage of OERS in Nationwide by the Students, Researchers, Scientists, Faculty members. And also OER providers in India (government, Semi Government, Research Institutions & private institution) Rank wise (highest usage of OER by the Users).

Scope of the Study:

The present study Contribution of Library and information Science Professionals in Open Educational Resources in Telangana &Andhra Pradesh States only. The study is from july-september 2020 only. And also study confined to LIS Professionals those who are working with Government Universities of Telangana & Andhra Pradesh only.

Objectives of the Study

The present study "Contribution of Library and information Professionals in Open Educational Resources in Telangana &Andhra Pradesh" is to survey the role and level of participation of the Library and Information Science professionalin Open Educational Resources initiatives.

The following objective of the study

➢ To know the level of awareness of Library and Information Science professionals relating to OER

➢ To know the usage and accessibility of Indian OER initiative by Library and Information Science professionals in Telangana & Andhra Pradesh

➢ To find out the techniques used by Library and

Information Science professionals in creating OER awareness in Telangana & Andhra Pradesh

➢ To assess difficulties perceived by Library and Information Science professionals in dealing with OER in India.

Methodology

The blended techniques have been used for the study and also both qualitative and quantitative feature for the purpose of this study (Design, execution, and analysis of a survey related to OER initiatives in India).

The Data was collected through structured questionnaire having open and close ended questions to target groups. The survey structures questionnaire designed with google forms was widely circulated to all LIS target users i.e. Library and Information Science professionals working in Universities through various plat forms such as blogs, social media groups and e-mail requests. The google form was kept alive for responses during the month of July – September 2020.

Result

The population of present study was the library & information Science professionals, faculty, Trainees, Research scholars and students working in University Libraries in Telangana and Andhra Pradesh.

A total 200 questionnaire were distributed to the library and Information Science professionals. 170 responses (85%) were received throughout Andhra Pradesh and Telangana. The collected data was exported to an excel sheet for the analysis & Tables, charts and graphs were prepared by using excel sheet.

Table 1: Characteristics of the respondents.

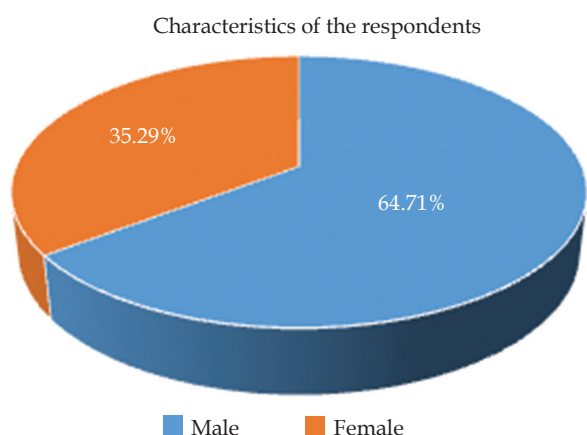| S. No.	Gender	No. of participants	Percentage
1	Male	110	64.70
2.	Female	60	35.29
	Total	170	100

Characteristics of the respondents

Diagram 1: Characteristics of the respondents

The above (Table 1 and Dig 1) & pie chart showsthat thecharacteristics of respondents both sexes were involved. Out of the 170 respondents 110 (64.70%) were males and 60 (35.29%) were female participated in the study.

Table 1.1: Characteristics of the respondents.

S. No.	Designation	No. of participants	Percentage
1.	Librarian / Deputy Librarian / Asst. Librarian	80	47.05
2.	Library Science Faculty / Scholars / Scientists	60	35.29
3.	Technical / Professional Assistants	20	11.76
4.	Library Trainees / Students	10	5.8
	Total	170	100

Designation of LIS Professionals

- Libration/Deputy Librarian/Asst. Librarian
- Library Science Faculty/ Scholars/Scientists
- Technical/Professional Assistants
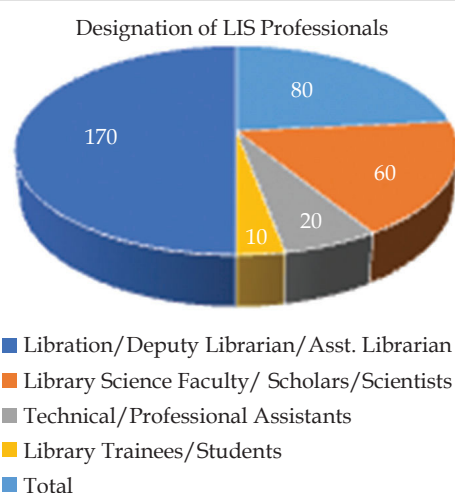- Library Trainees/Students
- Total

Diagram 2: Designation of LIS Professionals

The above (Table 1.1 and Dig. 2) and pie chart shows that the population also involved various types of Designation as 80 (47.05%) respondents are Librarian / Deputy Librarian / Asst. Librarian, 60

(35.29%) are Library Science Faculty / Scholars / Scientists, 20 (11.76 %) are Technical / Professional Assistants and 10 (5.8 %) are Library Trainee / Students out of the total 170 participant population.

Table 2: University wise list of respondents.

S. No.	Name of the University	No. of Participants
1.	Osmania university	35
2.	Kakatiya University	10
3.	PSR Telugu University	02
4.	PJS Agriculture University	03
5.	JNTU	02
6.	JNFU	01
7.	Dr. Bheem Rao Ambedkar Open University	03
8.	EFLU	02
9.	MANNU	08
10.	NALSAR	03
11.	HCU	10
12.	Palamur University	01
13.	Mahtama Gandhi University	01
14.	Telangana University	01
15.	Shatavahana University	01
16.	Konda Laxman Bapuji Horticulture University	01
17.	Kaloji Health University	01
18.	Andhra university	35
19.	SV University	15
20.	SKU University	10
21	Vemana university	02
22	JNTU AP	02
23	Acharya Nagarjuna University	02
24.	Krishna University	01
25.	AadiKaviNannaya University	01
26.	Rayalaseema University	01
27	Dravida University	12
28.	NTR University	02
29.	Vikaramapuri University	01
30.	National Sanskrit University	01

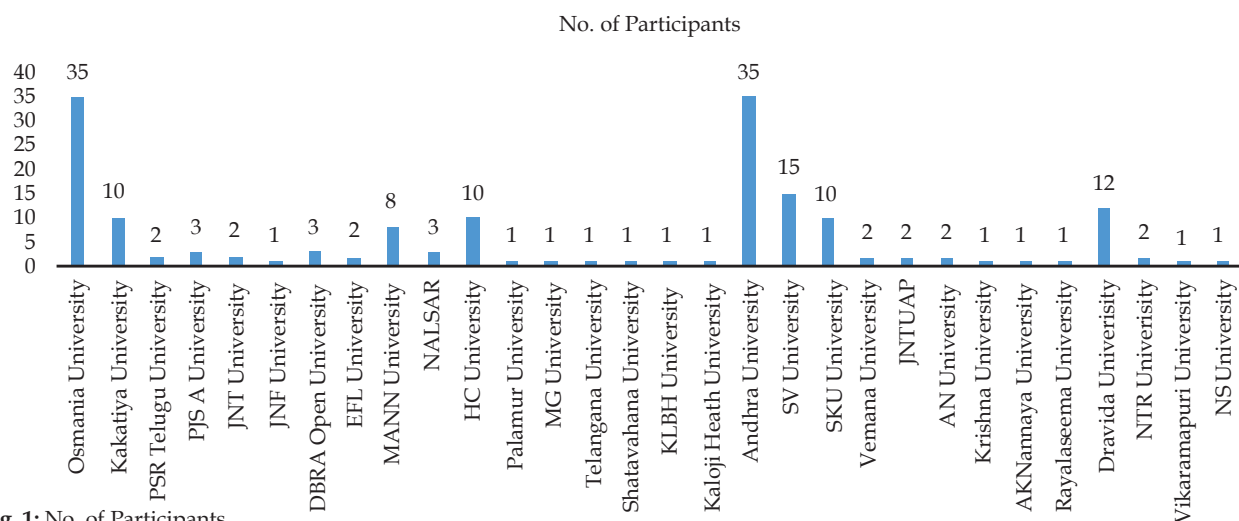The above table 2 and Fig. 1 & bar diagram

No. of Participants

Fig. 1: No. of Participants

shows that enlists various Government Universities in Telangana and Andhra Pradesh with number of respondents 170. This shows that the study received responses from almost all universities of two Telugu states. Highest number of participants 35 from the Andhra University and Osmania University. And also least number of participants from 12 universities. The result indicated that respondents have sufficient aptitude and involvement with taking care of array of information formats that fulfil information needs of the academicians and Research scholars of University.
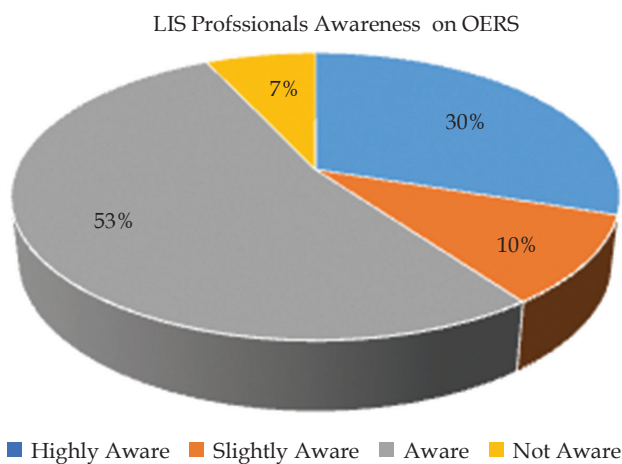
LIS Profssionals Awareness on OERS

Diagram 1: Level of Awareness on OERS

The above pie chart LIS professional's level of awareness on the concept of OER, respondents were requested to specify if they are aware of the phrase "Open Educational Resources". Show that 53% of respondents said they are aware of the term open educational resources, 30% said they are highly aware. 10% of respondents said slightly aware and only 7% said they are not aware of OER. These findings point out that a greater part of LIS professional community is aware of the
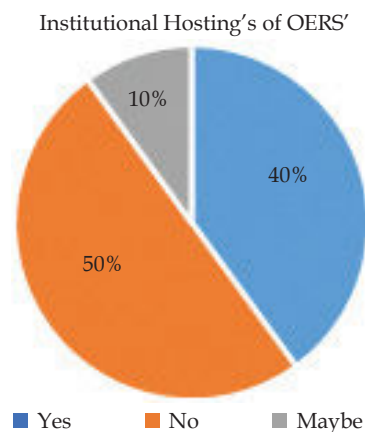
term OER. This is an extremely hopeful trend as library professionals are guardian/care taker of information are very much aware of OER. (Dig. 1)

Institutional Hosting's of OERS'

Diagram 2: Nstitutional Hosting's of OERS'

The above pie chart shows that the institution repositories of OERS. Out of the total 170 responses received, 40% said their institute host OER, 85 (50%) said their institute do not host OER and 10 % were not sure about the hosting of OER by parent institutions. (Dig. 2)

Table 3: Usage of Indian OER initiatives.

S. No.	Name of the OER initiative	No. of Responses	Percentage
1.	Swayam	80	47
2.	National Digital Library	120	70.58
3.	E-PG Patashala	110	64.70
4.	NPTEL	95	55.88
5.	e-Gyankosh	85	50
6.	NROER	50	29.41
7.	CEC	60	35.29
8.	Spoken Tutorial	40	23.52
9.	Virtual Lab	30	17.64

10.	FOSSE	20	11.76
11.	OSCAR	15	08.88
12.	NIOS-OER	15	08.88
13.	OER4S	25	14.70

*Multiple Answers were permitted

The above table and graph chart shows that that

the NDLI that received highest usage frequency 120 (70.58%), ePG Pathshala received 110 (64.70 %) second most popular OER initiative and Study Webs of Active–Learning for Young Aspiring Minds (SWAYAM) received 80 (47%) the third most popular OER initiative. And least preference is OSCAR & NIOS-OER each one is 15 i.e. 08.88% peoples were responded. (Table 3 and Fig.2)
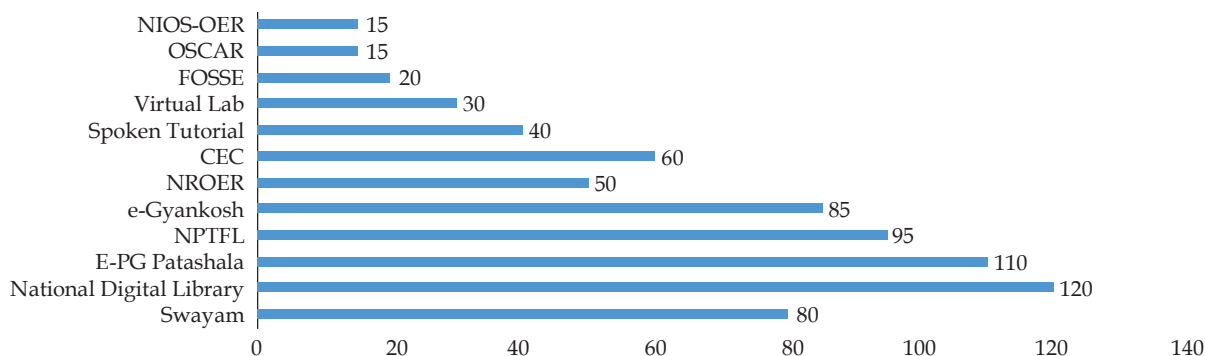

Fig. 2: Usage of Indian OER initiatives

Table 4. Library and Information Science Professional's role in OER

S. No.	Library and Information Science Professional's role	No. of Responses	Percentage
1.	Promotion	125	73.52
2.	Guiding Patrons	100	58.82
3.	Evaluation	52	30.58
4.	Management	95	55.88
5.	Dissemination/ Circulation	90	52.74
6.	Collection	110	64.70
7.	Integration	45	23.52
8.	Production	93	54.70
9.	Identification	120	70.58

*Multiple Answers were permitted
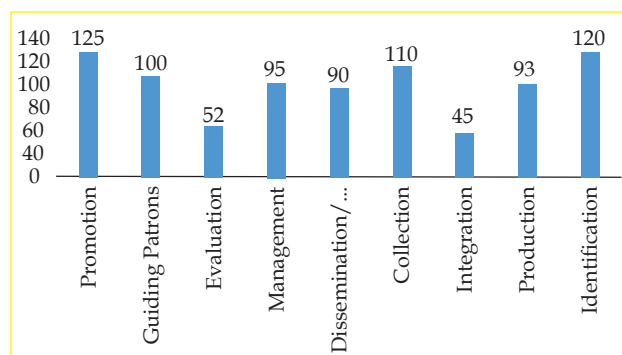
Fig. 3: Library and Information Science Professional's role in OER.

The above table & graph charts shows that the role being librarian in OER. The total number of respondents reveal that Library professionals have manifold roles to play in OER including promotion 125 (73.52%), identification 120 (70.58%), collection 110 (64.70%), guiding users 100 (58.82%), management 95 (55.88%), Production 93 (54.70%), evaluation 52 (30.58%), and integration 45 (23.52%) of people contributing to users on OER's in Universities. (Table 4 and Fig. 3)

Table 5. Techniques adopted by Library and Information Science Professional's in promoting OER awareness.

S. No.	Techniques adopted by Library and Information Science Professional's	No. of Responses	Percentage
1.	Current Awareness Services	95	55.88
2.	Library Orientation Programme	110	64.70
3.	Using Social Media	90	52.94
4.	Institutional Website	85	50
5.	Provide Training in Library	70	41.17
6.	Conduct Seminars / Workshops	115	67.64
7.	Library Website	85	50
8.	Separate OER Portal	40	23.52
9.	Posters, Brochures, Pamphlets	80	47.05
10.	Learning Management Software (Moodle)	35	20.58

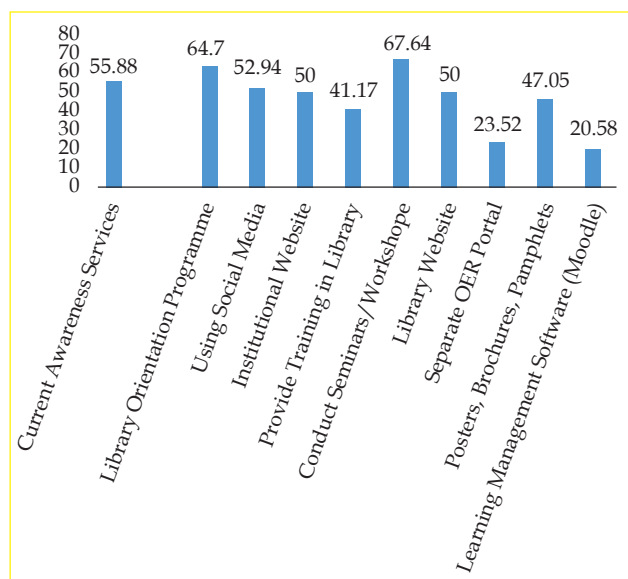*multiple answers were permitted

Fig. 4: Techniques adopted by Library and Information Science Professional's

The above table & graph chart reveal that the 115 (67.64%) conducts seminars/workshops, 110 (64.70%) respondents used Library Orientation, 95 (55.88%) during current awareness services, 100 (13.26%), 90 (52.94%) using Social Media, Institutional Website Library Website are 85 (50%), 80 (47.05%) Posters, Brochures, Pamphlets etc., 70(41.17%) provide Training in Library, 40 (23.52) use separate OER Portal for creating OER awarenes and 35 (20.58%) Learning Management Software. It shows that OERs promoting by the Seminars, conferences, symposiums etc. least promoting style is Learning Management Software. (Table 5 and Fig 4)

Table 6: Libraries' contribution in OER initiatives.

| S. No.	Library's role	No. of Responses	Percentage
1.	Hosts OER on Library Websites	65	38.23
2.	Added the OER in the e-resources in their collection	70	41.17
3.	Supports Institution in OER initiatives	80	47.05
4.	Integrate OER in Institutional Repositories	60	35.29
5.	Integrate OER metadata in Library catalogue	55	32.35
6.	Hosts OER on Institutional Website	50	29.41
7.	Creates OER	45	26.47
8.	Hosts an independent OER portal	35	20.58

*multiple answers were permitted
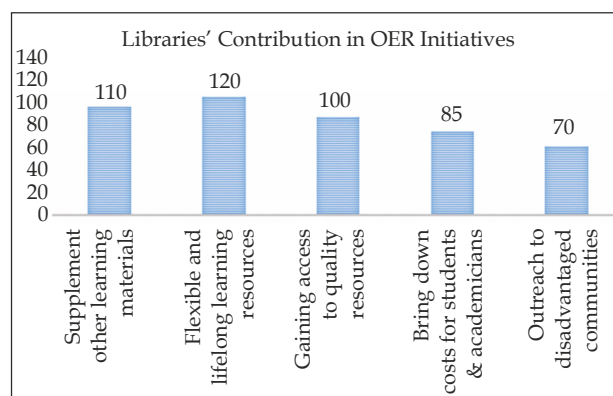
Fig. 5: Libraries' Contribution in OER Initiatives

The above table and graph chart reveal that the library and information centres can contribute in OER initiatives. 80 (47.05%) libraries support Institution in OER initiatives, 70 (41.17%) libraries include OER in their e-resource collection, 65 (38.23%) libraries host OER on Library Website, 60 (35.29%) libraries integrate OER in Institutional Repositories, 55 (32.35%) libraries integrate OER metadata in Library Catalogue, 36 (9.81%) libraries hosts OER on Institutional Website, 50 (29.41 %) libraries create OER and 35 (20.58%) libraries host an Independent OER Portal. The results from data reveals that Libraries as an organisation prefer to support parent institution in OER initiatives instead of creating and hosting OER portals. (Table 6 Fig. 5)

Table 7: Benefits of OER initiatives.

S. No.	Perspective Benefits of OER	No. of Responses	Percentage
1.	Supplement other learning materials	110	64.70
2.	Flexible and lifelong learning resources	120	70.58
3.	Gaining access to quality resources	100	58.82
4.	Bring down costs for students& academicians	85	50
5.	Outreach to disadvantaged communities	70	41.17

*multiple answers were permitted

The above table and pie charts reveals that the benefits they seek from OER initiative in providing quality education to the users.Out of 170 120(70.58%) flexibleand lifelong, 110(64.70%) supplement other learning materials, 100 (58.82%) gaining access to best resources to the academicians, 85 (50 %) bring

down costs for students and 70 (41.17 %). It shows that the benefits of OERS flexible and lifelong learners, Supplement other learning materials to provide quality resources to the users. (Table 7 , Dig 3)
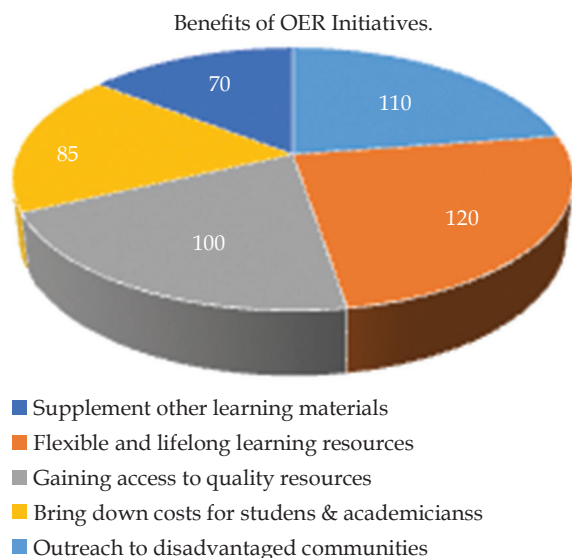
Benefits of OER Initiatives.

- ■ Supplement other learning materials
- ■ Flexible and lifelong learning resources
- ■ Gaining access to quality resources
- ■ Bring down costs for studens & academicianss
- ■ Outreach to disadvantaged communities

Diagram 3: Benefits of OER Initiatives.

Table 8: Challenges of OER in Library and Information Science Professional's perspective.

S. No.	Challenges of OER	No. of Responses	Percentage
1.	Lack of awareness on source/ their existence	90	52.94
2.	Lack of technical skills	85	50
3.	Lack of policy guidelines of OER while use	75	44.11
4.	Lack of bandwidth / hardware / software	70	41.17
5.	Lack of interest in pedagogical/curriculum changes	65	38.23
6.	Lack of support from management/ organisation	60.	35.29

*multiple answers were permitted

The above table & graph chart shows that the difficulties of respondents while dealing with OER. Out of 170 respondents 90 (52.94%) said lack of awareness on the existence OER, 85 (50%) said lack of technical skills, 75 (44.11%), 70 (41.17%) said lack of bandwidth / hardware / software, 65 (38.23%) said lack of interest in pedagogical/curriculum changes, 60 (35.29%) said lack of support from management are the major challenges faced by the library& information science fraternity. Though

respondents are facing many difficulties to usage of OER. By providing of awareness, training on OERs, policy on OERs, management, copyright and plagiarism on OERs may overcome the difficulties. (Table 8, Fig. 5)
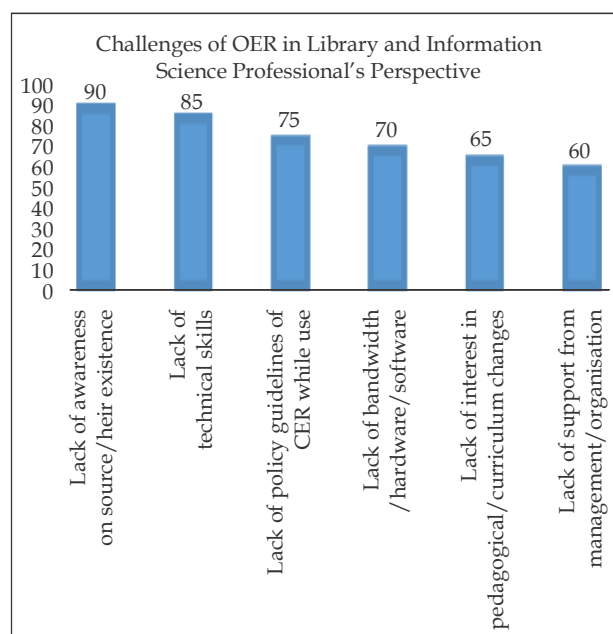

Fig. 5: Challenges of OER in Library and Information Science Professional's Perspective

Conclusion

The findings of the present study reveals that majority of library and information science professionals are aware about OER's, They are promoting the OERs in various platforms, various methods to reach the academicians and Research Scholars & faculty members in university level . Library Professionals have manifold role in the University education system.

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