

Awareness Of Open Educational Resources Among The Undergraduate Students

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Abstract: Today is the technology era and all are facing big challenges in education and training, Open Educational Resources provides many solutions to the problems faces by the students, especially in universities and in higher educational institutions. OERs provide best support for students and teachers for learning and teaching with quality improve, cost effectiveness and flexibility. Hence due to the big advantages of OERs whether the students are aware about these resources are the main objective of this study and author has decided to study the purpose of use of OERs by the students. For this study author used questionnaire method and data is analysed on the basis of collected data. It is observed that awareness about Open Educational resources is good in numbers.

Introduction: The rapid proliferation of Information and Communication technology and digital technologies in the last few years has rapidly changed the communication, teaching and learning techniques, and the perceptions of learners and instructors towards the access and use of learning objects. Modern day learning experience has come a long way beyond classroom instructions and face to face interactions. Students as well as the teachers are faced the challenge of interdisciplinary subjects and vast subjects put against time constraint. Due to information explosion and drastic changes in communication technology we need to use the easy way which will be easily accessible for students and teachers. Hence the Open Education Resources has increasingly become the promising solutions that continuous to grow day after day. The cost of books rising day by day. Open Educational Resources is important because it provides affordable material to students, allows faculty to enhance their own work, and provides faculty with content for classes.

Upadhyay, Navin and Upadhyay, Shambhu Raj. (2015). Have Stated that how the academic libraries are preparing themselves for the new type of resources emerged as “OER”, and getting recognition among the academic community; and the area where library professionals can offer advice and collaborate with the institutions, academic staff, and students as they engage with OERs. **Praveen Kumar, G. and Vasimalairaja, M. (2019)** in their paper they analyzed the awareness and attitude towards open educational resources of higher education students. The sample consisted of 300 students, and the survey method was used to collect the data. It was found that the level of awareness and attitude towards open educational resources is moderate among higher education students. It was also found there exists a positive correlation between awareness and attitude towards open educational resources of higher education students.

It is necessary to study whether the students are aware about Open Education Resources. Hence author has decided to study the awareness about Open Educational Resources amongst the undergraduate students.

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Open Education Resources (OER) are important for many reasons.

1. The cost of textbooks, which is rising at a rate higher than most other consumer goods.
2. OER also allows faculty to create material that is customized for their classes. OER material allows a faculty member to pull only strong material into their class.
3. OER also represents an opportunity to have one's own materials enhanced. By allowing material to be modified by other faculty around the world, an OER creator has the chance to see material used in ways never imagined.
4. Finally, OER gives faculty a wide variety of material to draw upon for their own classes.
5. OER is important because it provides affordable material to students, allows faculty to enhance their own work, and provides faculty with content for classes.

Objectives of the Study: The main objectives of the present study are:

1. To find out whether the students are aware about Open Educational Resources
2. To find the purpose of using Open Educational Resources.
3. To measure the satisfaction level of Students using Open Educational Resources.

Area of the Study: The present study tries to find out the Awareness and utilization of Open educational Resources of the undergraduate students studying private and government colleges and university in Amaravati District.

Methodology: In this study the researcher adopted the survey method. The Study is conducted on a population of 300 undergraduate students in Amaravati district. The questionnaire method is adopted for the present study. The duly filled 255 questionnaires were collected and data is analysed and tabulated to find out the result.

Analysis of Data: The data is analysed on the basis of questionnaires. The total 300 questionnaires were distributed amongst the students out of which 255(85%) duly filled questionnaires were collected from the students and following result has been drawn.

Awareness about Open Educational Resources

Table 1: Awareness about Open Educational Resources

S.N.	Opinion	Students	%
1	Yes	220	86.27
2	No	35	13.72
Total		255	100

Table 1 indicates the data about awareness of Open Educational Resources and its shows that 220(86%) out off 255 students are aware about Open Educational Resources.

Purpose of using Open Educational Resources

The purpose of using OERs is calculated on the basis of 220 students who aware about open educational resources and the purpose of using OERs is discussed in Table 2.

From table 2 it is observed that 215 (97%) students used OERs for getting information while 200(90%) students give preference for gain current and general information. A good number of students are interested in getting current information.

Table 2: Purpose of using Open Educational Resources (n= 220)

S. N.	Purpose	Frequency
1	For getting information	215 (97%)
2	To gain current and general Information	200 (90%)
3	For Preparing Subjects Notes	150 (68%)
4	For Seminar Presentation	146(66%)
5	For the assignment	123(55%)
6	For Preparation Examination	115(52%)

Types of Open Educational Resources Used

Participants were asked to identify the types of resources they used including common Internet-based resources and some OER

Table 3: Types of Open Educational Resources Used (n=220)

S.R.	Types of OER used	Frequency	%
1	Open access articles	215	97
2	You Tube	210	95
3	Websites links	201	89
4	Public Domain resources	195	88
5	Open textbooks	190	86
6	Government websites	185	84

Findings were organized in Table 3. Top responses included website links, YouTube (or other external video sites), and open access articles.

Level of Satisfaction

In this study author also discussed about the level of satisfaction to the available Open Educational Resources and it is display in Table 4. It identified from the Table 4 that, out of 220 170(66%) students were highly satisfied with open educational resources while 50(19%) were partially satisfied and 35(13%) least satisfied. It is clear that satisfaction level is good.

Table 4: Level of Satisfaction

S.N.	Opinion	Respondents
1	Highly Satisfied	160(72%)
2	Partially satisfied	35(15%)
3	Least Satisfied	25(11%)
Total		220

Conclusion: The study has thrown light on the present status of student's awareness towards open educational resources. The students were familiar with the term open educational resources. They use open educational resources for the purpose of study and getting current information. Also majority of the students are satisfied with the OER.

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