



OPEN ACCESS RESOURCES FOR LEARNING TEACHING AND RESEARCH IN EDUCATIONAL INSTITUTIONS: A STUDY

Ms. Ch. Ratna Kumari

Head, Dept. of Library & Inf. Sc, St. Ann's College for Women, Mehdiapatnam, Hyderabad,

E-mail: ratnakumari.c@gmail.com

Abstract

This paper examines to study what type of information required, contributions to the Open Access Resources and preferred open access resources among the teachers, research scholars and PG students. It is found that 63.8% of the respondents were required review of literature from the Open Access resources. The study recommends that the authors have contribute their research content in the open access resources to make visibility at national and international level.

Keywords: *Open Access Resources, DOAJ, NPTEL, Open J-Gate, Shodhaganga*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction:

Information resources are published in the form of journal articles research reports, electronic books and conference papers etc .resources are very much useful for the learning, teaching and research in higher educational systems. Open access is a new trend in scholarly communication which aims at providing free access to scholarly literature over the internet and has gained enormous momentum in the recent years. Although OA started and has grown from the pockets of regional initiatives in the developing countries. It is appealing to developing countries and is spreading throughout the world quickly facilitated by common technical standards and open source software. OA endeavours to reduce the price and permission barriers to scholarly communication and the scholarly literature are freely accessible now without any hindrance.

Harnad described the characteristics of Open Access "Information which is free, immediate permanent, full text on-line and accessible. Harnard suggests three main justifications of OA."To Maximize the uptake, usage, applications and impact of their search output of your university. To measure and reward to uptake, usage application and impact of the research output of your university. To Collect, manage and showcase a permanent record o the research output and impact of your University.

Review of Literature:

Ivwithreghweta and Onoide (2012) found in the study that most students were not aware of open access journals, and could not use them. It is further observed that the user communities have a positive attitude towards the use of open access. It is recommended that efforts should be made by information providers especially librarians towards making users aware them and benefit of OAJ use"

Okoye & Ejkeme (2010) indicated that "with open access articles can be accessed online free of charge. Further it is identified that inadequate skills to navigate the internet unstable power supply, unavailability of internet facilities. Permanence of open Access movement due to unstable financial support, lack of knowledge of the existence of open access journals in the internet constraints to the use of open access journals by researchers".

Objectives of the Study:

- To analysis type of information required from the open Access Resources
- To Find out the contribution made by the respondents to the Open Access Resources
- To Know the preferred Open Access Resources

Hypothesis :

- ✚ There is a significant difference in the contribution to the Open Access Resources and Teachers and the Research Scholars and the students.
- ✚ There is a significant difference in the preferred Open Access Resources Among the respondents.

Methodology:

The Study was carried to analysis the various types of Open Access Resources available for learning, teaching and research. It was conducted among the teachers, to research scholar and PG students.

Data Analysis and Findings :

The demographic information of the respondent is given in

Table 1: Demogrphic Information Of Rspondents:

S.No	Description	No. Of Respondents	Percentage %
1	Teachers	23	18.1
	Research Scholars	61	48
	PG Students	43	33.9

It can be seen from the Table 1 that 61(48%) of the respondents are Research Scholars, which is followed by PG Students 43(33.9%) and 23(18.1%) are Teachers.

Information is available in a variety of forms such as articles, E-books, Reviews. Electronic Thesis and Dissertation etc in Open Access Resources(OAR), It helps for teaching learning and research in higher educational institutions. The study analyzed the specific type of information required among the Teachers, Research Scholars and students on nominal scales and described in Table 2

Table 2 : Types Of Information Required

S. No	Description	Response	Percentage	Mean	std	Rank
1	Research Articles	73	57.5	1.57	.49	3
2	Review of the Literature	81	63.8	1.63	.48	1
3	Electronic Thesis and Dissertation	75	59.1	1.59	.49	4
4	E-Books	60	47.2	1.47	.50	6
5	Bibliographic Information	78	61.4	1.61	.48	2
6	Conference Papers	66	52	1.51	.50	5

It is found from Table 2 that 63.8% of the respondents are used to collect review of literature from Open Access Resources. It followed by Bibliographic Information(61.4%). Electronic Thesis and Dissertation(59.1%). Research Articles(57.5%) and Conference Papers. It is also found that least priority is given for E-Books(47.2%).

The Study is also intended to ascertain the various contributions made by the teachers, research scholars and PG Students as authors, reviewers and editors to the open access resources and explained in Table 3

Table 3 : Contribution Of Respondents To The Open Access Resources

S.No	Description	Response	Percentage	Mean	std	Rank
1	Authors for the Articles	48	37.8	1.37	.48	1
2	Editors and Editorial Members	19	15	1.14	.35	3
3	Reviewer	37	29.1	1.29	.45	2
4	Publisher	7	5.5	1.05	.22	4

It is found from the Table 3 that majority of the respondents(37.8%) were published research articles/papers in the Open Access Resources. It is also analyzed that 29.1% of the respondents were reviewers to review the research articles submitted by the contributors. Further, it is found that 15% of the respondents are the publishers.

One way ANOVA was applied to find out that there is a significant difference in contribution to the Open Access Resources and the same is given Table 4

Table 4: One-Way Anova Test Results for Contributions of Respondents to Oar

Description	Designation	N	Mean	std	F Value	P Value
Contribution to the Open Access Resource	Teachers	23	5.00	.852	.279	.797
	Research Scholars	61	4.86	.804		
	PG Students	43	4.86	.741		
	Total	127	4.88	.778		

Table 5: Summary of Anova Results

Description	Source Variation	Sum of Squares	Degree of freedom	Mean Square	F Value	P Value
Contribution to the Open Access Resource	Between Groups	.343	2	.172	.279	.797
	Within Groups	76.114	124	.614		
	Total	76.457	126			

From Table 4 and 5 One-way ANOVA test can be seen. It is found that mean score of the contribution of respondents to Open Access resources is high among the Research Scholars(4.86) and the PG Students(4.86).

The F value is 2.79 and the P Value is 0.797($p > 0.05$) which denotes it is not significant. Therefore it is inferred that there is no significant difference in the contribution to the Open Access Resources, Where $F = 0.797$ and $p > 0.05$ as the p value is greater than 0.05. Hence the hypothesis 1 is not proved.

Open Access Resource are available in various platforms such as DOAJ, NPTEL and Open J-Gate etc. These resources are contained a variety of resources like journal, articles, research reports, conference papers and case studies. The resources help for learning, teaching and research. The study is analyzed to find out the preferred Open Access Resource platforms among the respondents on Likert's five point scales and the same is given in Table 6

Table 6: Preferred Open Access Resources

S N O	Description	SA	A	UD	DA	SD	Mean	std	Rank
1	DOAJ	26 20.5%	40 31.5%	21 16.5%	19 15.0%	21 16.25 %	2.75	1.37	1
2	NPTEL	37 29.1%	33 26%	7 5.5%	22 17.3%	28 22%	2.77	1.56	2
3	Open J-Gate	34 26.8%	16 12.6%	23 18.1%	35 27.6%	19 15.0 %	2.91	1.44	3

4	Indian Academy of Sciences	24 18.9%	14 11%	31 24.4%	42 33.1%	16 12.6%	3.09	1.30	4
5	Shodhganaga	16 12.6%	14 11%	31 24.4%	43 33.9%	23 18.1%	3.33	1.25	5

It is found that 55.1% of the respondents are highly preferred NPTEL to get information for learning teaching and research data freely available. DOAJ (51.5%) is second highly preferred resources by the respondents which is followed by Open J-Gate(39.4%). Indian Academy of Sciences(29%). Shodhaganaga is the least preferred(23.6%) resources by the respondents.

Conclusion and Recommendations:

The Growth in publishing has increased in all disciplines. Many educational institutions in India have introduced research programmes in all disciplines. It becomes a mandatory for the research scholar to publish research articles in the National and International Journals.

Open Access Resources Provide a good platform for the authors to publish their scholarly content in the journals e.g. DOAJ (Directory of Open Access Journals) there are 11791 Open Access Journals. Based on the present study the following are recommended.

- ❖ All Universities/colleges should make it mandatory to deposit their research content in the project Shodhaganaga introduced by the INFLIBNET. It helps other research scholars to consult the various thesis on different disciplines
- ❖ The Library and information science schools have to provide a publishing avenue for the teachers, research scholar and the students in the institution
- ❖ The teachers /research scholars have to contribute their works to the Open Access Journals.

References:

- Harnad, S (2008) : *Mandates and metrics: How Open Repositories enable Universities to manage, measure and maximise their research assets available*
<http://users.ecs.solon.ac.uk/harnad/Temp/openaccess.pdf>
- Ivighreghweta, O Onoriode, OK(2012) *Awareness and use of Open Access Journals by LIS Students at the University of Ibadan, Nigeria Library Philosophy and Practice* , April 2012.
- Sivakumaren K S Swaminathan Sand Ravichandran K M *Library and Information Professionals opinion on Open Access Resources(OAR) A Study SALIS Journal of Library and Information,4(1-4),51-57*
- Tenopir, C (2004): *Open Access Alternatives; Library Journal,129(12),33*