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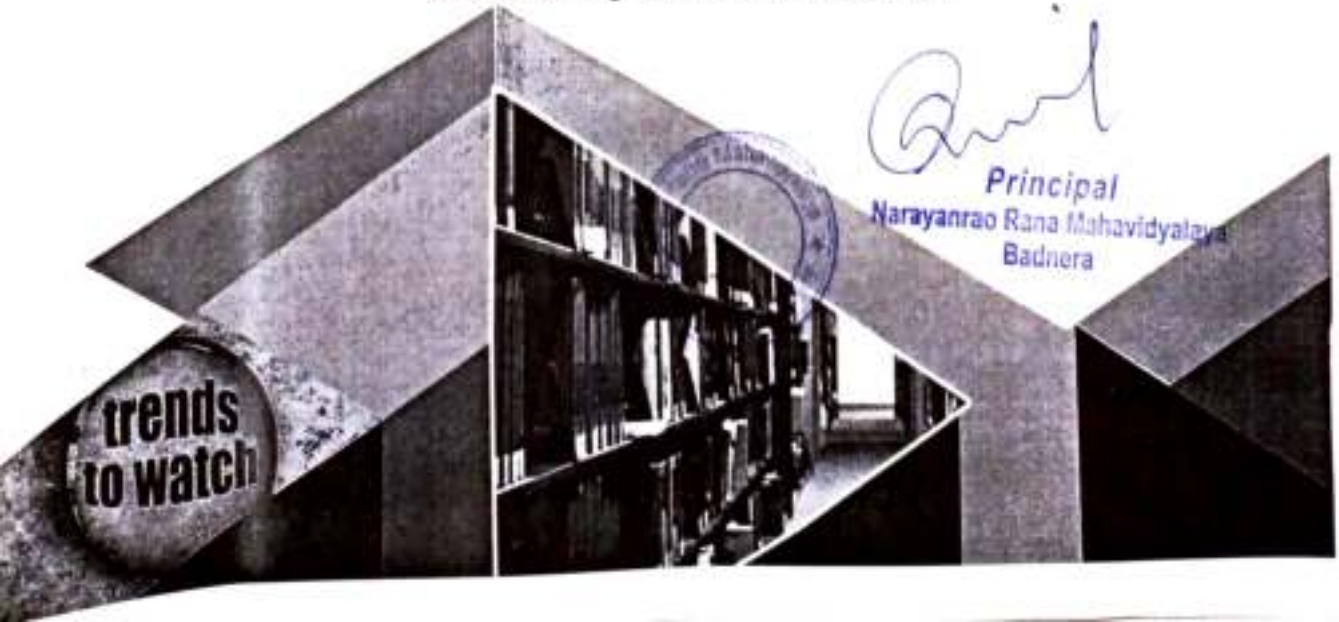


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# Usage of Electronic Resources in Academic Libraries and Role of Information Literacy

**Dr.Harshal R.Nimbhorkar**
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**Abstract**

In today's world electronic resources (e-resources) have become very popular, and libraries are no exception. Today, the academic libraries are procuring more and more e-resources for their libraries. This paper is a literature review on usage of e-resources in academic libraries. It gives an overview of the relationship of e-resources with information literacy. It also gives a brief overview of the importance of information literacy on e-resources in academic libraries.

**Keywords:** E-Resources, Usage of E-Resources, Information Literacy

## 1. Introduction

The academic system largely relies on teaching, learning and research. Eternally, education depends on information resources. These resources are the driving forces and factors for making a society an educated one. The educated society can exist only when information is stored, shared and utilised properly. In an academic arrangement, both 'education' and 'library' are inseparable – indivisible concepts, working for the promotion and evolution of teaching, learning and research for greater use of academia (Rao & Choudhury, 2009).

Devi & Devi (n.d) noted that electronic publishing has led to a new era of communication and information sharing. It creates opportunities for users and better prospects for authors and publishers. Many of the electronic books or electronic publishers' web site freely permit and encourage readers to provide feedback on works, often directly to the author rather than to the publisher. Nevertheless, users may establish their own accounts, charge services to credit cards or pay by prearranged method, and have requested material delivered directly to them through fax, email, etc. Today, libraries of all kinds have been spending larger and larger shares of their budgets to adopt or gain access to electronic resources from publishers and vendors. This is due the fact that e-resources have enabled libraries to improve services in a variety of ways. Most importantly, most e-resources come equipped with powerful search-and retrieval tools that allow users to perform literature

## 2.E-Resources

E-resources are those resources which include documents in electronic or e-format that can be accessed via Internet in digital library environment. E-resources are that electronic product that delivers a collection of data, be it text, image collection, other multimedia products like numerical, graphical mode for commercially available for library and information centres. These may be delivered on CD-ROM / DVD, over the Internet and so on. Providing access to E-resources is a service to help library users to find E-Databases, E-Journals, E-Magazines, E-Books/ E-Audio/ E-Images, Data/ GIS, Digital Library Projects, Electronic Exhibitions, E-Subject Guide, E-newsletters, E-White papers, E-conferences proceedings and Web search tools on a range of topic. Many of the electronic resources are freely available to anyone over Internet access but some are commercial resources. Information and communication technology is one of the important buzzwords of today's world. It has

changed the society into information society and is way of life. In modern library the electronic resources are becoming more and more important. The printed resources are now being digitized, which has given rise in increases of the availability of books and journals in the electronic format.(Bajpal,2009)

**2.1 Types of E- resources**

E-resources are those electronic products that deliver a collection of data, from text referring to full text basis, e-journals, image collection, and other multimedia products and numerical, graphical or time based, are commercially available till that has been published with an aim to being marketed. These may be delivered on CD-ROM, via the Internet and so on (Devi & Devi, n.d). Some of the common types of e-resources are e-books, e-journals, indexing and abstracting databases, reference databases (like dictionaries, directories, encyclopaedias, etc.), statistical databases, e-audio/visual resources, CDROMs, etc.

**4.3 E-RESOURCES AND LIBRARIES**

Today libraries are facing challenges while responding to the changes. They sustain their traditional role. With the explosion of information technology the powerful competitive forces raise fundamental question about the role of libraries .The libraries should be engaged in the creation and dissemination of knowledge. It searches information and transfer information to any corner of the world .An educational institute and libraries user requires the latest and pinpointed information in their respective fields Due to the increasing cost of information resources developing countries to access information at very low cost. Libraries should provide e-resources find it very difficult both faculty staff, researcher and students with the expectations that the e-resources will be used for educational purposes.(Ghule,2014)

**3. Literature Review**

Different people and groups of people have studied on works relating to e-resources. The literature review gives a broader outlook of it. Some of the works that have been done are reviewed and given below.

According to the study done by Sharma (2009), use of e- resources is very common among teachers and research scholars of Guru Gobind Singh Indraprastha University and majority of the teachers and research scholars are dependent on e-resources to get the desired and relevant information. But practical use of e-resources is not up-to the worth in comparison to investments made in acquiring these resources and infrastructure and training programmes should be revised as per requirements. In the study conducted by Ansari (2010), it was found that majority of the academics have computer skills that facilitate the use of electronic resources, although a majority have little knowledge of electronic resources, which was not a positive aspects of the findings. Mostly users use both electronic and printed resources, or only printed resources. Electronic resources are used for research and for preparation of lectures. Nearly all respondents were satisfied or quite satisfied with the available resources but they regard them as less reliable. Lack of knowledge and lack of facilities are the main reasons for not using electronic resources. Bhatia (2011) stated that the internet has attracted the attention of the users as an easy source for accessing information and e-resources as is evident from her study. However, she also verified that only a sizeable number of users could frequently seek information from e- resources. Most of the users access e-resources for updating their knowledge on their respective subjects and for academic assignments. Furthermore, the college library should organise awareness and training programmes and seminars to educate the users on seeking information from e-resources and to maximize the use of library resources and

vices. Habiba & Chowdhury (2012) confirmed heir study a large number of e-resources are ade available in Dhaka University Library JL). Their study also revealed that, a majority the users use e- resources for their learning rpose and that the e- resources materials are ailable for users to use to their satisfaction. evertheless, the authors stated that DUL lack frastructure facilities. Therefore, DUL should range more training programmes for users, point trained professionals with ICT skills and ccommodated users opinions on subscribing ew e- journals.

The authors also recommended among thers that the institution in question should dopt more dynamic marketing strategies in rder to inform and create awareness of the existence of the electronic resources, which can nclude fresh student's orientation, faculty seminars, mailing list to users, circulars, memorandums, selective dissemination of information and word of mouth.

According to Adeleke & Emeahara (2016), the low level of usage of e-resources, especially full text databases, among postgraduate students in the University of Ibadan revealed that they need to be more competent in using communication tech nologies, including computers and associated skills such as desktop publishing, database management, programming, and web page design to navigate in an electronic environment. Significant relationship between information literacy skills and use of electronic information resources was established from result of the findings. It is evident that postgraduate students need to be assisted by stake holders to acquire the needed electronic information literacy skills, provide unmediated access to effectively use and benefit from the myriads of electronic information resources available to them to improve the quality of their academic and research work. Nimbhorkar H.R.(2016) In his thesis opinion about the library users they access internet we analysis four agricultura libraries. At PDKV library all users 40% UG,20% PG, 25% Research Scholars and 15% Faculty Staff that have 100 % access to internet At MPKV library Rahuri, we see that 12.5% UG students have no access to internet. However, 100% users from other categories have access to internet. At MKV library Parbhani, 25% UG students have no access to internet whereas 100% users from other categories have access to internet At BSKKV Dapoli; it was found that 37.5 UG students have no access to internet whereas 100% users from other categories have access to internet. Thus, it was seen that there is internet access for all types of respondents accept UG students. However, at BSKKV, Dapoli, UG students have least access to internet.

**4. Role of information literacy**

Information literacy is a set of abilities requiring individuals to recognise when information is needed and have the ability to locate, evaluate and use effectively the needed information (ACRL, 2000).

The importance of information literacy is increasing in this electronic environment. With the coming up of e-resources in libraries, users are likely to build up their information literacy skills. It can be said that from the above literature reviewed, information literacy plays a pivotal role in enhancing the usage of electronic resources in academic libraries. However, most of the users do not use their full potential in retrieving information from electronic resources due to lack of information literacy skills. Finding and making use of the required information from the electronic environment needs information literacy.

There are certain principles which information literate persons have. Therefore, students especially the beginners should be guided by the librarians, staffs or faculties how to locate the correct information needed and to be able to apply that information to solve their problem. Information literacy skills like

technology skills and critical thinking should be taught to the students so that they can locate and use the required information efficiently and easily. Information literacy

Usage of Electronic- Resources in Academic...necessitates the student's skill to know when there is need for information, how and where to get the information and using such information effectively to accomplish a specific purpose. Today's libraries are not just traditional libraries, they have developed into Information Centres which are collecting, organizing electronic learning resources/ digital objects to provide access to the end users.

The role of library professionals has also changed in order to provide best services to the end users, from traditional ways to electronic modes which the younger generation wants and also demands. Students need information for a variety of activities and the e-resources can meet their purposes. There is a daily explosion of information resources and the challenge of using these resources effectively and responsibly. In using the e-resources, students lack skill in locating and evaluating information, which impedes its effective use. Therefore, libraries should organise orientation programmes in the beginning of each session where the users can be taught how better they can access e-resources and be familiarised to the electronic environment. Also the faculty can help the students on how to access e-resources which are available in the library as well as those that are not subscribed by the library.

**5. Conclusion**

Since Information technology has become very fast, information can easily be accessed by just one click through various searching, linking facility. Users' preference towards e-resources is rising and their demand for providing electronic information services in the library is increasing. Therefore libraries in particular are concerned in building and purchasing e-resources. But one of the challenges that librarians are facing in this electronic era is how to make the users known of the availability of the e-resources and the skills to acquired appropriate information from the collection of e-resources. Hence, information literacy plays a vital role in this electronic era.

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# Library portal: A Tool for organise, store, access and disseminateinformation

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**ABSTRACT :**

Most of the libraries are adding e-resources to their collection. The utility of these e-resources will be limited in the absence of a functional website that facilitates the users to exploit these the maximum extent. Web portals are the tools that enhance access to the e-resources by providing visibility to these. This paper highlights the role of a library portal, a tool for organise, store and access and disseminate information. In the modern digital information environment, a well-defined mechanism is needed and library portal is highly beneficial for this as well as for web –enabled information services.

**Keywords :** Library Portal, e-resources, Digital Library, Web OPAC, Discovery tools

**1.INTRODUCTION**

The Librarian as content managers in the web world relay on their web sites and their web catalogs to provide users with a variety of information access to full-text resources and digital library services.

So Web portals are also important tools for users to access and utilise library and information services over a network. An informative home page provides the users helpful information about the library, its collection and services

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# E-Resources, Concepts and Use: An Overview

**Dr.Harshal R.Nimbhorkar**
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**Abstract :**

*Information and communication technology (ICT) has thrown a new challenge to the libraries. The technology has shown a great impact on the services of the libraries. Libraries use ICT for better services and satisfying diverse user needs. Libraries have transformed into digital and virtual libraries where books, journals, and magazines have changed into e-books, e-journals etc.This has increased the global dissemination of information. Electronic resources (e-resources) are easily accessible in the remote areas. The e-resources solve storage problems and control the flood of information. Print sources are being digitised. There is a great need to study the use of e-resources and investigate the factors that are a hindrance to their use, introduction of various types of e- resources, and databases using agricultural libraries.*

**Keywords**: Internet, e-resources, CDROM, e-journals, e-books, search engines, library portals, agriculture databases.

**Introduction:**

The internet provides access to unlimited sources of information and search engines are continuously being advanced to provide efficient ways to help users to find what they want. The internet eases and increases access to a large amount of data, saves time and money, and provides an opportunity to consult several experts with a single request (via discussion groups), and more independence from specific times and places for information seeking. Technology has penetrated all areas of life. Libraries use information and communication technology (ICT) for better services and satisfying diverse users' needs. Libraries have transformed into digital and virtual libraries where books, journals, and magazines have changed into e-books, e-journals etc. This has increased the global dissemination of information. Electronic resources (e-resources) are easily accessible in the remote areas.

**Electronic Resource Concepts**

An electronic resource is defined as a resource which requires computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a Commercially available title that has been published with an aim to being marketed. These may be delivered on CD ROM, on tape, via internet and so on. Over the past few years, a numbers of techniques and related standards have been developed which allow documents to be created and distributed in electric form. Hence to cope with the present situation, libraries are shifting towards new media, namely electronic resources for their collection developments that the demands of users are better fulfilled. The e-resources on magnetic and optical media have a vast impact on the collections of university libraries. These are more useful due to inherent capabilities for manipulation and searching, providing information access is cheaper to acquiring information resources, savings in storage and maintenance etc. and sometimes the electronic form is the only alternative.



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**Types of E-Resources**

The e-resources are basically dived in two major types are

**Online e-Resources, which may include:**

- e-Journal (Full Text & Bibliographic)
- e-Books
- On-line Databases
- Bibliographic Databases
- Numeric and statistical databases
- Web sites
- Consortium based e-Resources

**Off line e-Resources may include:**

- CD-ROM
- Diskettes
- Other portable computer databases (Bajpal R.P.et.al)

**Meaning Of E-Resources**

World Wide Web (WWW) facilitates the delivery of electronic content to the libraries and the desktops of its users. Libraries began acquiring the new online resources with few ideas of where this revolution would be leading. Procedures were developed to fit the small scale of available materials at the time, and then hastily underwent revisions. Online journals were at first merely adjuncts to their print counterparts.

**Characteristics Of E-Resources**

- Timely and Instant access to nascent info
- any time any where access (24x7)
- Saves lot of time in terms of publishing, dissemination, usage.
- Unlimited simultaneous use
- Downloading, saving, reading, forwarding and many more.
- It can be edited as per the user requirement
- Up-datedness (Veeranjaneyulu K.et.al)

**Definitions Of Electronic Resources**

"The phrase "electronic resources", has broadly been defined as information accessed by a computer, may be useful as bibliographic guides to potential sources but, as of yet, they infrequently appear as cited references in their own right". (Graham S.R.2003)

*IFLA ISBD* , "An electronic resource consists of materials that are computer-controlled, including materials that required the use of a peripheral (e.g. a CD-ROM player) attached to a computer- the items may or may not be used in the interactive mode. " (http//:www.ifla.org)

*Online Dictionary for Library & Information Science* (ODLIS) an "electronic resource is a material consisting of data and/or computer program(s) encoded for reading and manipulation by a computer, by the use of a peripheral device directly connected to the computer, such as a CD-ROM drive, or remotely via a network, such as the Internet." (http//:www.abc-clio.com/ODLIS/odlis_e)

**Need For E-Resources**

The driving force of present day society is information. The information seekers mainly depend on the information sources which provide instant access to current information for various



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authentic. Users can browse the resources from any

**Advantages Of E-Resources**

The reasons for actually embarking on the purchasing of electronic resources are generally accepted because of the ease of usability, readability, affordability and accessibility. The following are the advantages of e-resources over the print media

*Accessible* – can be accessed from any computer on campus and usually any computer off campus, any time of the day or night, so there is no need to make a trip to the library

*Easily searchable* - each journal can be searched quick and easy often through the complete full text of articles and via online index

*Speed* - Articles/issues appear online before printed version is available

*Interactive* - Rapid turnaround time means articles can be read, commented by the readers, amended quickly and greater feedback thru the web

*Links* - Hypertext format should be exploited and links to related articles, information on other web sites, stable URLs for individual articles and email alerts when latest issue loaded.

*Functionality:* E-resource will allow the user to approach the publications to analyze its content in new ways by click of the mouse on search mode.

*Content:* The e- resources can contain a vast amount of information, but more importantly the material can consist of mixed media i.e. images, video, audio animation which could not be replaced in print.

**Web OPAC**

The development of ICT has influenced the implementation of OPAC available through internet. By searching and browsing online library catalogue, the end users can directly order or transmit request directly to the Web OPAC available at different University Libraries.

**CD-ROM Databases**

CDROM databases provide mainly abstracting and indexing services. Those are the most cost effective tools for information storage and retrieval. Information can be stored in different formats such as text, audio, video etc. Searches can be made through author, subject, Journal Title, Publisher etc. Boolean operators like AND, OR, NOT can be used to refine searches. Those CDROM databases not only minimize subscription

cost but also facilitate quick and speedy search/Some of the important CDROM databases of Agriculture are AGRIS, AGRICOLA, CAB abstracts etc

**e-ShodhSindhu**

e-ShodhSindhu merging three consortia intatiatives, namely UGC INFONET Digital Library Consortium NLIST and INDEST-AICTE Consortium. The e-ShodhSindhu will continue to provide current as well as archival access to more than 15,000 core and prereviwed journal and a number of bibliographic, citation and factual databases in different disciplines from a large no of publishers and aggregators to its members Institutions. Universities and colleges that are



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cover under 12 (B)and 2(f)Sections of the UGC Act. The main objectives provide access to subscription based scholarly information e-books and e journals to all educational institutions. ( www.inflibnet.ac.in)

**Conclusions:-**

The role of information and communication technology (ICT) and internet technology through library users can access various types of electronic resources accessed available on the web.such as e-journals, e-books,e-databases etc. The major advantages of e-resources in library and information centers to provide better efficient and effectively information to end user and satisfied Dr.S.R.Ranganathans fourth law of library science which is save the time of library user.

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*This is to certify that Prof./Dr./Mr./Ms.* H. R. Nimbhorkar

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*has actively participated in the Conference held on 1st & 2nd February, 2019 and has presented a research paper oral / poster in the subject* Library Science

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# Managing of E-Resources in Academic Libraries: Best Practices

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**Abstract:**

*Libraries functions as an essential central component in an education system. It plays an important role in an academic institution. In twentieth century rapid development of the Information Communication Technology (ICT) has revolutionized each and every filed and Library and Information Centres (LICs) is one of them. ICT has changed the academic libraries in terms of collection, organization and services. The traditional concept of acquiring information is gradually replaced by accessing information online. The collections of modern libraries are not restricted to print media only but libraries actively archiving the electronic resources due to its diverse nature like eco-friendly, time saving, cost saving, multi access, facility to access without physical presence in libraries etc. The developments in ICT have changed the users' expectation from the academic libraries in different ways. Demand of the library users have changed and they prefer electronic resources more than the print resources. E-Resources represent an increasingly important component of the collection building activities of libraries and library environment has been leading towards digital/electronic library. But still libraries are facing many problems in managing these e-resources. This paper discusses the concept of e-resources, various types of e resources, advantages and disadvantages of e-resources. This paper also describes the best practices in managing e-resources for maximizing its utilization in academic libraries and information centres with the help of modern technologies.*

## 1.1Introduction:

The use of electronic resources in libraries began with the development of the machine-readable cataloguing (MARC) format in the mid-1960, a full 30 years before the introduction of the World Wide Web and its subsequent ubiquity. Web-based electronic resources were widely available beginning in the mid- 1990 and here has been a sharp rise in the number and complexity of e-resources in library collections in the last decades. Moreover, use patterns are shifting from print to electronic materials. Because of the proliferation of e resources and user preferences for the electronic format, these resources are becoming essential mainstays of any library collection. E-resources are a very broad term that includes a variety of different file formats such as E-book, journal, E-theses, Full-text Databases, Partially full-text databases, aggregator databases CD-ROM etc.

In the present ICT era and age of instant access to information it has become necessary to convert valuable printed resources into e-resources for future needs in posterity. Therefore, the creation of e resources, access preservation and its management has become the need of the hour. Management of electronic resources is a time-consuming and at times, a difficult process. Although the management of electronic resources is often seen as a strictly technical services endeavour, it should be considered a multifaceted process requiring all areas of the library.

'Dhanavan & Tamizhchelvan '(2012) defined electronic resources "as a resource which requires computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been



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published with an aim to being marketed. These may be delivered on CD-ROM, on tape, via Internet and so on".

## 2 Types of e-resources:

There are mainly two types of e-resources are there, they are as follows-

**2.1 Online e-resources:** Online e-resources are those resources which are under the control of a central computer, as in a manufacturing process or experiment. It is not connected to a computer or computer network.

**Some of the online e-resources are discussed below:**

E-journals, E-Books, E-zines, Online e-databases, Electronic Thesis & Dissertation, In–house databases , E- Images, E-Music and Sound Collections E-Reference Sources, Dictionaries ,Translators, Encyclopedia, Directories, Glossaries, Virtual Newspapers

**2.2 Offline e-resources:**

Offline e-resources are those which are not under the control of a central computer, as in a manufacturing process or experiment. Not connected to a Computer or computer network. Some **offline e-resources are as follows:**

Offline mail, Offline media playing, Offline browsing, CD-ROM Offline e-dictionary, Subject Guides

## 3. Advantage of e-resources:

Following are some important advantages of e-resources are listed below:

- E-Resources provide 24x7 access service;
- Multi access of e-resources is possible;
- It saves the time of the users;
- E-resources provide remote access;
- E-resources do not require binding and repair;
- E-resources save space;
- It allows various types of searching facilities;
- It can be downloaded instantly;
- It is more economic than print version as it does not require printing and postage expenditures;
- It supports multimedia applications;
- It provides current information, necessary for research work;
- Save human resources for shelving and rectification.

## 4. Disadvantages of e-resources:

The following disadvantages of E-Resources are as below:

- Need proper ICT infrastructure for easy access of e-resources;
- Skilled manpower is required for managing e-resources;
- More concern is required regarding copyright issue;
- Security problem;
- Initial high infrastructure cost is required;
- Renewal of e-resources is required in annual basis;
- High Internet speed is required for accessing online e-resources;
- Need proper preservation policy;
- Lack of standards.

**5. Best practice: definition:** A best practice may be innovative and be a philosophy, policy, strategy, program, process or practice that solves a problem or create new opportunities and positively impact the whole organisation (NAAC, 2005).

ODLIS (Online Dictionary of Library and Information Science) describes best Practices as follows: "In the application of theory to real-life situations, procedures that, when properly, applied consistently yield superior results and are therefore used as reference points in evaluation of the effectiveness of alternative methods of accomplishing the same task. Best practices are identified by examining empirical evidence of success."

**6. Best practices in managing electronic resources**: Two decades after the advent of electronic resources, librarians are still struggling with how to effectively manage these resources in combination with their print resources. There are many ways to systematically organize the available e resources

of the library and make it available to users in a convenient way to increase its usage. Some of the best practices for managing e-resources can be followed by academic libraries are discussed below.

**6.1 Digital Library:** Digital library is an access to the collection of electronic documents over network. It is an electronic library consisting of information in the digital, analogue and digitized form. Digital library plays an important role in providing more appropriate information in less time with easy access. Numerous terms are used by authors to denote the concept of digital libraries. According to E.A. Fox the digital library may be defined as the "New way of carrying out the functions of libraries encompassing new types of information resources, new approaches to classification and cataloguing, intensive use of electronic systems and networks and dramatic shifts in intellectual, organizational and electronic practices".

Larsen defines, "A digital library as a global virtual library-the library of thousands of networked electronic libraries". Digital library collections are not limited to document surrogates, but they also include digital artefacts that cannot be represented or distributed in printed formats. In broad sense digital library is a computerized system that allows users to obtain a coherent means of access to an organized, electronically stored repository of information and data.

**6.2 Institutional Repository**: An Institutional Repositories is "a digital collection capturing and preserving the intellectual output of a single or multiuniversity community." It's a set of services that an institute/university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members. An Institutional repository is a digital archive of the intellectual output of an Academic Institution.

Kircz (2005) believes an institutional repository can become "a research tool in itself" and, for the institution, becomes "the central metabolic organ for knowledge". At the institutional level, there are a number of justifications for creating a digital repository. These include the potential for raising the institutional profile and for demonstrating its 'scientific, social and financial value' (Crow, 2002)

IR may contain a wide variety of digital materials such as pre-prints of articles or research reports; journal articles; e-book, course material; conference papers; teaching materials; hand-outs'; doctoral thesis and dissertations; student projects; monograph; datasets resulting from research projects; photographs and video recordings; patents etc.

**6.3 Electronic Theses and Dissertation (ETD):** Electronic Theses and Dissertation (ETD) contain extremely valuable information as they report the results of first hand research information conducted by the researcher. It is often necessary for a library to develop a system, which will allow

Researchers, students and staff to access this information. An ETD system can allow the students to submit a topic electronically, or allow the departmental office to store the dissertation registration information, the title, date of registration, name of supervisors and the full digital document in an ETD system.

**6.4 Library Consortium**: Consortia means for procurement of e resources is now very popular in libraries due to the budget constraints in libraries and high price of the electronic resources. Consortium approach is extremely beneficial as it allows sharing of collective strength of member libraries of the consortium to negotiate for better deal with the publisher and the database producer. There are so many library consortium are there in India like UGC Info net Digital Library Consortium, INDEST consortium which provides access to millions of electronic resources and provides platform for managing the same. Any library by becoming a member of a consortium can Provides access to huge number of e-resources to their library user.

**6.5 Dynamic Library Website/Library Portal**: The library portal is a gateway to its electronic resources and services. The main purpose of a dynamic websites is to help user to discover high quality, relevant web based electronic information rapidly and effectively. Library portal can be used to provide information about the available e resources in the library itself. It can allow access to the Online Public Access Catalogue (OPAC) and provides direct link to the subscribed e-resources from the publisher's website. Dynamic library portal can provides facility to interaction with the library user through Ask a Librarian service. Library authority may provide links to various open access e-resources in subject wise for the use of the library user.

**6.6 Cd Mirror Server Facility**: To disseminate the information from magnetic sources like CDs, Floppies and DVDs CD mirror server can be used.Library non-book materials can be mounted on CD mirror server on regular basis and the users can access these materials through the Campus LAN. This facility can enhance the use of e-resources in the libraries. CD and DVD resources are very delicate and users are not allowed to take them outside the library so these resources can be copied to the CD Net Server and the connectivity to this server on the Intranet enable the users to access these magnetic sources of e-resources.

**6.7 Local Area Network** (Campus-Lan) Facility: Local Area Network within the campus facilitates network of the electronic information resources of the academic library with the entire academic and research activities to the academic community. To evolve user friendly environment by using the information and communication technology tools to provide quality and quick retrieval to the information sources along with the access of e-resources available in other libraries at their desktops.

**6.8 User Feedback Mechanisms**: The main aim of a library is to fulfil the ever increasing information needs of the library clientele. Libraries are established and maintained for users only, hence the main objective of any library should be to provide services as per their need. User feedback on managing e-resources and their better performance can be done through suggestion box, online/offline feedback form or through library website to help libraries for managing the e-resources. This will also increase users satisfaction level.

**Conclusion:**

To cope with the challenges of higher education system, every library has to identify and develop its own tailor-made best practices to manage the e-resources in the libraries for their ultimate use. Appropriate planning, fore thinking, objectives of the affiliating institution and its future strategies reading e-resource management should be taken into account while planning any best practice in managing e-resources. Many library patrons gripe that any best practice means involvement of a lot of resources especially in terms of money and equipment but actually it requires active participation, willingness, creativity and problem solving attitude from the library authorities. Developing best practices in managing e-resources and

analysing; revising them at a regular interval will improve the e-resource management and enhance the use of the e-resources in libraries which leads to the overall performance of the library and the whole institution.

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# USING E- RESOURCES IN AGRICULTURAL UNIVERSITY LIBRARIES IN MAHARASHTRA: A STUDY

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**Abstract**

In the state of Maharashtra there are four Agricultural university libraries which are rendering availability and accessibility of e-resources (electronics resources) to the library users (UG, PG, Faculty Staff and Research Scholars) to fulfill the objectives of the agricultural university libraries in Maharashtra State. It was conducted that the electronic information resources (e-resources), e-databases are very useful (Cera, Krishiprabha, e-granth and Krishikosh) the users of Agriculture university libraries belonging in Maharashtra state.

Key words: Agriculture, E-Resources, Users, Consortia, University

**1. Preamble**

University of Agricultural Sciences, Maharashtra was established on the provision of Maharashtra Council of Agricultural Education and Research (MCAER) Pune is a body, which has been constituted under section 12 of Maharashtra Agricultural Universities (Krishi Vidyapeeth) Act 1983. In exercise of the powers converted upon MCAER vide provision in the provision of sub-section 3 of section 12 of the Act common regulations for admission to various degree programmes have been formulated.

**2 Initiatives**

The present study is a probe into this specialized area of using, and impact of electronics resources. In library collection, it concentrates on the major steps, processes and issues to be confronted in dealing with the incorporation of electronic resources into agricultural university libraries. It is important to understand and develop sound theoretical and operational knowledge about acquisition and use of e-resources and its role of licensed online e-journal online databases and its impact on library print collection and its users. This study will certainly bridge the gap in existing studies and further make understanding deeper on the subject of use of electronics resources in a much needed manner.

**3. Research Methodology**



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Research methodology indicates the layout followed in a study. It explains the aims, assumptions, and scope and limitation; data collection methodology use for the study is planned and carried out as follows:

**3.1 Statement of the Problem**

A survey was conducted to find out whether these libraries are fully equipped to select, manage and organize in their collection for both print and non-print (electronic resources). Further opinions of faculty and research scholars are sought with regard to nature and scope of the existing collections and services rendered in their Agricultural university libraries in Maharashtra.

**3.2 Agricultural University libraries in Maharashtra**

The present status of four Agricultural university libraries in Maharashtra given in table 3.2.1

| Sr. No | Name of Agricultural University Library | Location | Region | Establishment Year |
|---|---|---|---|---|
| 1 | Mahatma Phule Krishi Vidyapeeth | Rahuri | Western Maharashtra | 20th Oct.1969 |
| 2 | Dr.Panjabrao Deshmukh Krishi Vidyapeeth | Akola | Vidarbha Region | 20th Oct.1969 |
| 3 | Marathwada Krishi Vidyapeeth | Parbhani | Marathwada Region | 18th May 1972 |
| 4 | Dr.Balasaheb Sawant Kokan Krishi Vidyapeeth | Dapoli | Kokan Region | 18th May 1972 |

(MCAER Prospects2018-2019)

**3.3 Objectives of the study**

The study primarily aims to know about preference given electronics resources carried out in selected agricultural university libraries in Maharashtra. The ultimate purpose of e-resources is their utility. Hence, it is intended to study the use of e-resources by the library users. The specific objectives related to the present study are as follows:

1. To study the different types of electronic resources and services available in the Agriculture university libraries of Maharashtra.
2. To determine the level of satisfaction of the library users on e- resources.
3. To know the awareness of e. resources among the users of agriculture university libraries of Maharashtra.
4. To evaluate the frequency visit, time spent, purpose and utilization of e- resources by the Agricultural university library users.
5. Find out the preferences of respondents in using various categories of e-resources.

**3.4 Hypotheses Formulated**

For the present study the following hypotheses are proposed and tested:

**H-1:** "Users are not fully satisfied with the electronic information resources available in the Agricultural university libraries in Maharashtra".

**H-2:** "The Agriculture universities libraries in Maharashtra do not provide adequate electronic information services."

**H-3:** "Electronic Journals and databases are the most favored electronic resources available in the Agriculture university library"

**H-4:** "The ICAR improves the present quality for regular financial grants provided in Agricultural university libraries in Maharashtra"

**3.5 Scope and limitation of the study**

The present study covers the type of users that is students, faculty staff and research scholars pursuing their study, teaching and involving research activities, respectively up to 2009 to 2011 that is limitation of users for collection of a primary data period covering up to 2011 that is limitation by period and confined users. The investigator has conducted the survey of four Agricultural university libraries in the state of Maharashtra that is limited to geographical area.

**3.6 Sample Study**

The present study has taken a random sample out of the four Agricultural University libraries were total 6173 library users and distributed 400 questionnaires with a percentage of samples (6.47%) of the four agricultural university libraries in Maharashtra state.

**3.7 Data Collection Methodology**

Survey method has been followed to collect data owing to its inherent advantages with questionnaire as the main tool for data collection. Questionnaire was administered to all the university librarians of the four Agriculture universities. In addition a separate Users Questionnaire was devised for the U.G., P.G. students, Faculty staff and research scholars of agriculture university libraries. ate of Maharashtra

**3.8 Statistical tools used for analysis and interpretation of data**

Analysis and interpretation of data was done for the purposes analysed using on the basis of ANOVA (Analysis of Variance),to study whether there is any significant difference due to type of library services and also due to category of user, a statistical technique namely two ways ANOVA is applied. For the analysis purpose, data in percentage is concerned, and chi-square test was used to compare an observed group of frequencies with an expected group of frequencies.

**4. Discussion and Findings**

The study shows how library users gave preferences for different use of internet .At all four agriculture universities out of 400 library users 241(60.25%) download and save the information on internet .94(23.5%) library users take print and 65(16.25%) library users only

the information. It shows that maximum library users download and save the mation on internet.

In agricultural universities, following electronic resources are expected to be able. In case of four agricultural universities, the availability of the resources along with ist of electronic resources is given below: (y- Availability of resource, N- No availability source)

**e 4.1 Availability of e-resources**

| Sr. No. | E-resources | PKV Akola | MPAV, Rahuri | DBSKAV, Dapoli | MAV Parbhani | Total of y |
|---|---|---|---|---|---|---|
| 1 | CeRa | Y | Y | Y | Y | 4 |
| 2 | Krishiprabha | Y | Y | N | Y | 3 |
| 3 | e-Granth | N | N | N | N | 0 |
| 4 | open j-gate | N | Y | N | Y | 2 |
| 5 | Uni.online thesis | Y | Y | N | Y | 3 |
| 6 | NDLTD | Y | N | N | | 1 |
| 7 | e.TAD | Y | Y | N | Y | 3 |
| 8 | inflibnet | Y | N | N | Y | 2 |
| 9 | Online e-journal | Y | Y | N | Y | 3 |
| 10 | e-books | Y | N | N | Y | 2 |
| 11 | JMU | Y | Y | N | N | 2 |
| 12 | Indiastat.com | N | Y | N | N | 1 |
| 13 | Online Databases | Y | Y | Y | Y | 4 |
| | Total | 10 | 9 | 2 | 9 | |

From the table we see that in the library of PKV Akola, 10 out of 13 (77%). E-esources are available. In the library of MPAV, Rahuri and MAV Parbhani, 9 out of 13 (69%) -resources are available. But in the library of DBSKAV, Dapoli, only 2 out of 13 (15%) e-esources are available. From the above table it can also be seen that the e-resources namely CeRa and Online Databases are available all the 4 universities. The e-resources namely Krishiprabha, Unionline thesis, e.TAD, online e-journal are available in 3 universities. The e-resources namely open j-gate, Inflibnet, e-books and JMU are available in 2 universities. The e-resources NDLTD and Indiastat.com are available in only one university whereas the e-resources Union online thesis is not available in any of the universities.

In the university library, CDROM data bases are also expected to be available. However, the database Agricola is not available at any agricultural university in

read the information. It shows that maximum library users download and save the information on internet.

In agricultural universities, following electronic resources are expected to be available. In case of four agricultural universities, the availability of the resources along with the list of electronic resources is given below: (y- Availability of resource, N- No availability of resource)

**Table 4.1 Availability of e-resources**

| Sr. No. | E-resources | PKV Akola | MPAV, Rahuri | DBSKAV, Dapoli | MAV Parbhani | Total of y |
|---|---|---|---|---|---|---|
| 1 | CeRa | Y | Y | Y | Y | 4 |
| 2 | Krishiprabha | Y | Y | N | Y | 3 |
| 3 | e-Granth | N | N | N | N | 0 |
| 4 | open j-gate | N | Y | N | Y | 2 |
| 5 | Uni.online thesis | Y | Y | N | Y | 3 |
| 6 | NDLTD | Y | N | N | | 1 |
| 7 | e.TAD | Y | Y | N | Y | 3 |
| 8 | inflibnet | Y | N | N | Y | 2 |
| 9 | Online e-journal | Y | Y | N | Y | 3 |
| 10 | e-books | Y | N | N | Y | 2 |
| 11 | JMU | Y | Y | N | N | 2 |
| 12 | Indiastat.com | N | Y | N | N | 1 |
| 13 | Online Databases | Y | Y | Y | Y | 4 |
| | Total | 10 | 9 | 2 | 9 | |

From the table we see that in the library of PKV Akola, 10 out of 13 (77%). E-resources are available. In the library of MPAV, Rahuri and MAV Parbhani, 9 out of 13 (69%) e-resources are available. But in the library of DBSKAV, Dapoli, only 2 out of 13 (15%) e-resources are available. From the above table it can also be seen that the e-resources namely CeRa and Online Databases are available all the 4 universities. The e-resources namely Krishiprabha, Unionline thesis, e.TAD, online e-journal are available in 3 universities. The e-resources namely open j-gate, inflibnet, e-books and JMU are available in 2 universities. The e-resources NDLTD and Indiastat.com are available in only one university whereas the e-resources Union online thesis is not available in any of the universities.

In the university library, CDROM data bases are also expected to be available. However, the database Agricola is not available at any agricultural university in

Maharashtra. The database namely CB Abstract is available at PKV, Akola and MAV Parbhani only. However, the data bases FSTA and AGRIS are available only at MAV Parbhani.

* It is the information about where library users access e-resources out of 400 library users 228 (57%) library users use e-resources at computer centere,136(34%) users at university library ,216(54%) at home, 216(54%) at home,132(33%) at on Campus location, 128 (32%), at off Campus location ,72(57%) at hostel, and dept. total 72(57%) . From the above study it is clear that maximum library users use e-resources at computer centre.

* The first priority given by the library users for seeking their information total 112 (28%) for using online data bases, 97(24.25%) library users searching On –line public access Catalogue (OPAC), 64(16%) library users searching information on various reference Sources total 38 ( 9.5%) library users searching e-mail and 14(3.5%) library users searching internet websites. Reveals that most of the respondents are seeking information from on line data bases on the internet.

* It is information about the details of library software which is use at different university libraries .MPKV library and BSKKV library are using SLIM 21 library software, MKV library is using SLIM++ library software, and PDKV library is using LIBSYS library automation software.

* Every year there are specific budget allocated to every university library. In 2009-10 PDKV library and BSKKV library did not received any grant in the comparison MPKV library receive 13192700 rupees grant and MKV library receive 374100 rupees grant .In 2010-11 PDKV library received 254000 rupees grant,MPKV library received 9019200 rupees grant,MKV library received 822000 rupees grant and BSKKV library did not received any grant. In 2011-12 PDKV library received 12754000 rupees grants, MPKV library received 14148000 rupees grant, MKV library received 3258200 rupees grant and BSKKV library received 3500000 rupees grant from ICAR.

## 6. Conclusion

It has been concluded after through study that library maximum users are using library for different purposes such as for issue books, for referring journals, for Xerox facilities and other services and they are satisfied with the library services .Various e-resources namely Cera ,Krishiprabha ,e-Granth Open J gate ,Uni.online thesis ,NDLTD ,eTAD are available in Agricultural universities. And library users often use these e-resources for their academic study work PDKV library users are mostly aware about these e-resources We can obverse that satisfaction level of library service is lowest for BSKKV library Dapoli .Satisfaction level found lowest for BSKKV, Dapoli may be due to the reason that there is no full time university librarian.

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# E-Resources, Concepts and Use : An Overview

**Dr. Harshal Nimbhorkar**

**Abstract:**

*Information and communication technology (ICT) has thrown a new challenge to the libraries. The technology has shown a great impact on the services of the libraries. Libraries use ICT for better services and satisfying diverse user needs. Libraries have transformed into digital and virtual libraries where books, journals, and magazines have changed into e-books, e-journals etc.This has increased the global dissemination of information. Electronic resources (e-resources) are easily accessible in the remote areas. The e-resources solve storage problems and control the flood of information. Print sources are being digitised. There is a great need to study the use of e-resources and investigate the factors that are a hindrance to their use, introduction of various types of e-resources, and databases using agricultural libraries.*

**Keywords**: Internet, e-resources, CDROM, e-journals, e-books, search engines, library portals, agriculture databases.

## 1 Introduction:

The internet provides access to unlimited sources of information and search engines are continuously being advanced to provide efficient ways to help users to find what they want. The internet eases and increases access to a large amount of data, saves time and money, and provides an opportunity to consult several experts with a single request (via discussion groups), and more independence from specific times and places for information seeking. Technology has penetrated all areas of life. Libraries use information and communication technology (ICT) for better services and satisfying diverse users' needs. Libraries have transformed into digital and virtual libraries where books, journals, and magazines have changed into e-books, e-journals etc. This has increased the global dissemination of information. Electronic resources (e-resources) are easily accessible in the remote areas.

### 1.1 Electronic Resource Concepts

An electronic resource is defined as a resource which requires computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a Commercially available title that has been published with an aim to being marketed. These may be delivered on CD ROM, on tape, via internet and so on. Over the past few years, a numbers of techniques and related standards have been developed which allow documents to be created and distributed in electric form. Hence to cope with the present situation, libraries are shifting towards new media, namely electronic resources for their collection developments that the demands of users are better fulfilled. The e-resources on magnetic and optical media have a vast impact on the collections of university libraries. These are more useful due to inherent capabilities for manipulation and searching, providing information access is cheaper to acquiring information resources, savings in storage and maintenance etc. and sometimes the electronic form is the only alternative.

**1.2 Types of E-Resources**

The e-resources are basically dived in two major types are:

**1.2.1 Online e-Resources, which may include:**

- e-Journal (Full Text & Bibliographic)
- e-Books
- On-line Databases
- Bibliographic Databases
- Numeric and statistical databases
- Web sites
- Consortium based e-Resources

**1.2.2 Off line e-Resources may include:**

- CD-ROM
- Diskettes
- Other portable computer databases (Bajpal R.P.et.al)

**1.3 Meaning Of E-Resources**

World Wide Web (WWW) facilitates the delivery of electronic content to the libraries and the desktops of its users. Libraries began acquiring the new online resources with few ideas of where this revolution would be leading. Procedures were developed to fit the small scale of available materials at the time, and then hastily underwent revisions. Online journals were at first merely adjuncts to their print counterparts.

**1.4 Characteristics Of E-Resources**

- Timely and Instant access to nascent info
- any time any where access (24x7)
- Saves lot of time in terms of publishing, dissemination, usage.
- Unlimited simultaneous use
- Downloading, saving, reading, forwarding and many more.
- It can be edited as per the user requirement
- Up-datedness (Veeranjaneyulu K.et.al)

**1.5 Definitions Of Electronic Resources**

"The phrase 'electronic resources', has broadly been defined as information accessed by a computer, may be useful as bibliographic guides to potential sources but, as of yet, they infrequently appear as cited references in their own right". (Graham S.R.2003)

*IFLA ISBD* , "An electronic resource consists of materials that are computer-controlled, including materials that required the use of a peripheral (e.g. a CD-ROM player) attached to a computer- the items may or may not be used in the interactive mode. " (http//:www.ifla.org)

*Online Dictionary for Library & Information Science* (ODLIS) an "electronic resource is a material consisting of data and/or computer program(s) encoded for reading and manipulation by a computer, by the use of a peripheral device directly connected to the computer, such as a CD-ROM drive, or remotely via a network, such as the Internet." (http//:www.abc-clio.com/ODLIS/odlis_c)

**1.6 Need For E-Resources**

The driving force of present day society is information. The information seekers mainly depend on the information sources which provide instant access to current information for various



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lications. With the rapid advancements the user expectations are changing in the same portion. The field of publishing aims to publish the information in the format as desired by the l-user. Reputed publishers located around the globe have switched over from conventional ting to electronic publishing. In electronic publishing the delivery of information is instant and hentic. Users can browse the resources from anywhere any time i.e., 24 X 7 accesses.

**Advantages Of E-Resources**

The reasons for actually embarking on the purchasing of electronic resources are nerally accepted because of the ease of usability, readability, affordability and accessibility. e following are the advantages of e-resources over the print media

**ccessible** – can be accessed from any computer on campus and usually any computer off mpus, any time of the day or night, so there is no need to make a trip to the library

**sily searchable** - each journal can be searched quick and easy often through the complete full xt of articles and via online index

peed - Articles/issues appear online before printed version is available

**nteractive** - Rapid turnaround time means articles can be read, commented by the readers, mended quickly and greater feedback thru the web

**inks** - Hypertext format should be exploited and links to related articles, information on other eb sites, stable URLs for individual articles and email alerts when latest issue loaded.

**unctionality:** E-resource will allow the user to approach the publications to analyze its content n new ways by click of the mouse on search mode.

**Content:** The e- resources can contain a vast amount of information, but more importantly the material can consist of mixed media i.e. images, video, audio animation which could not be replaced in print.

**1.8 Web OPAC**

The development of ICT has influenced the implementation of OPAC available through internet. By searching and browsing online library catalogue, the end users can directly order or transmit request directly to the Web OPAC available at different University Libraries.

**1.9 CD-ROM Databases**

CDROM databases provide mainly abstracting and indexing services. Those are the most cost effective tools for information storage and retrieval. Information can be stored in different formats such as text, audio, video etc. Searches can be made through author, subject, Journal Title, Publisher etc. Boolean operators like AND, OR, NOT can be used to refine searches. Those CDROM databases not only minimize subscription cost but also facilitate quick and speedy search/Some of the important CDROM databases of Agriculture are AGRIS, AGRICOLA, CAB abstracts etc

**1.10 e-ShodhSindhu**

e-ShodhSindhu merging three consortia intatiatives, namely UGC INFONET Digital Library Consortium NLIST and INDEST-AICTE Consortium. The e-ShodhSindhu will continue to provide current as well as archival access to more than 15,000 core and prereviwed journal and a number of bibliographic, citation and factual databases in different disciplines from a large no of publishers and aggregators to its



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members Institutions. Universities and colleges that are cover under 12 (B)and 2(f)Sections of the UGC Act .The main objectives provide access to subscription based scholarly information e-books and e journals to all educational institutions. ( www.inflibnet.ac.in)

**Conclusions:-**

The role of information and communication technology (ICT) and internet technology through library users can access various types of electronic resources accessed available on the web.such as e-journals, e-books,e-databases etc.. The major advantages of e-resources in library and information centers to provide better efficient and effectively information to end user and satisfied Dr.S.R.Ranganathans fourth law of library science which is save the time of library user.

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# USAGES OF E-RESOURCES IN AGRICULTURAL UNIVERSITY LIBRARIES IN MAHARASHTRA: A STUDY

**Dr. Harshal R. Nimbhorkar**
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***Abstract :*** *In the state of Maharashtra there are four Agricultural university libraries which are rendering availability and accessibility of e-resources (electronics resources) to the library users (UG, PG, Faculty Staff and Research Scholars) to fulfill the objectives of the agricultural university libraries in Maharashtra State. It was conducted that the electronic information resources (e-resources),e-databases are very useful (Cera, Krishiprabha, e-granth and Krishikosh) the users of Agriculture university libraries belonging in Maharashtra state.*

*Key words: Agriculture, E-Resources, Users, Consortia, University*

**Preamble :**

University of Agricultural Sciences, Maharashtra was established on the provision of Maharashtra Council of Agricultural Education and Research (MCAER) Pune is a body, which has been constituted under section 12 of Maharashtra Agricultural Universities (Krishi Vidyapeeth) Act 1983. In exercise of the powers converted upon MCAER vide provision in the provision of sub-section 3 of section 12 of the Act common regulations for admission to various degree programmes have been formulated.

**Initiatives :**

The present study is a probe into this specialized area of using, and impact of electronics resources. In library collection, it concentrates on the major steps, processes and issues to be confronted in dealing with the incorporation of electronic resources into agricultural university libraries. It is important to understand and develop sound theoretical and operational knowledge about acquisition and use of e-resources and its role of licensed online e-journal online databases and its impact on library print collection and its users. This study will certainly bridge the gap in existing studies and further make understanding deeper on the subject of use of electronics resources in a much needed manner.

**Research Methodology :**

Research methodology indicates the layout followed in a study. It explains the aims, assumptions, and scope and limitation; data collection methodology use for the study is planned and carried out as follows:

**Statement of the Problem :**

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A survey was conducted to find out whether these libraries are fully equipped to select, manage and organize in their collection for both print and non print (electronic resources). Further opinions of faculty and research scholars are sought with regard to nature and scope of the existing collections and services rendered in their Agricultural university libraries in Maharashtra.

**Agricultural University libraries in Maharashtra :**

The present status of four Agricultural university libraries in Maharashtra given in table 3.2.1

| Sr. No | Name of Agricultural University Library | Location | Region | Establishment Year |
|---|---|---|---|---|
| 1 | Mahatma Phule Krishi Vidyapeeth | Rahuri | Western Maharashtra | 20th Oct.1969 |
| 2 | Dr.Panjabrao Deshmukh Krishi Vidyapeeth | Akola | Vidarbha Region | 20th Oct.1969 |
| 3 | Marathwada Krishi Vidyapeeth | Parbhani | Marathwada Region | 18th May 1972 |
| 4 | Dr.Balasaheb Sawant Kokan Krishi Vidyapeeth | Dapoli | Kokan Region | 18th May 1972 |

(MCAER Prospects2012-2013)

**Objectives of the study :**

The study primarily aims to know about preference given electronics resources carried out in selected agricultural university libraries in Maharashtra. The ultimate purpose of e-resources is their utility. Hence, it is intended to study the use of e-resources by the library users. The specific objectives related to the present study are as follows:

1. To study the different types of electronic resources and services available in the Agriculture university libraries of Maharashtra.
2. To determine the level of satisfaction of the library users on e- resources.
3. To know the awareness of e. resources among the users of agriculture university libraries of Maharashtra.
4. To evaluate the frequency visit, time spent, purpose and utilization of e- resources by the Agricultural university library users.
5. Find out the preferences of respondents in using various categories of e-resources.

**Hypotheses Formulated :**

For the present study the following hypotheses are proposed and tested:

**H-1:** "Users are not fully satisfied with the electronic information resources available in the Agricultural university libraries in Maharashtra".

**H-2**: "The Agriculture universities libraries in Maharashtra do not provide adequate electronic information services."

**H-3**: "Electronic Journals and databases are the most favored electronic resources available in the Agriculture university library"

**H-4:** "The ICAR improves the present quality for regular financial grants provided in Agricultural university libraries in Maharashtra"

**Scope and limitation of the study :**

The present study covers the type of users that is students, faculty staff and research scholars pursuing their study, teaching and involving research activities, respectively up to 2009 to 2011 that is limitation of users for collection of a primary data period covering up to 2011 that is limitation by period and confined users. The investigator has conducted the survey of four Agricultural university libraries in the state of Maharashtra that is limited to geographical area.

**Sample Study :**

The present study has taken a random sample out of the four Agricultural university libraries were total 6173 library users and distributed 400 questionnaires with a percentage of samples (6.47%) of the four agricultural university libraries in Maharashtra state.

**Data Collection Methodology :**

Survey method has been followed to collect data owing to its inherent advantages with questionnaire as the main tool for data collection. Questionnaire was administered to all the university librarians of the four Agriculture universities. In addition a separate Users Questionnaire was devised for the U.G., P.G. students, Faculty staff and research scholars of agriculture university libraries. ate of Maharashtra

**Statistical tools used for analysis and interpretation of data :**

Analysis and interpretation of data was done for the purposes analyzed using on the basis of ANOVA (Analysis of Variance),to study whether there is any significant difference due to type of library services and also due to category of user, a statistical technique namely two ways ANOVA is applied. For the analysis purpose, data in percentage is concerned, and chi-square test was used to compare an observed group of frequencies with an expected group of frequencies.

**Discussion and Findings :**

The study shows how library users gave preferences for different use of internet .At all four agriculture universities out of 400 library users 241(60.25%) download and save the information on internet .94(23.5%) library users take print and 65(16.25%) library users only read the information. It shows that maximum library users download and save the information on internet. In agricultural universities, following electronic resources are expected to be available. In case of four agricultural universities, the availability of the resources along with the list of electronic resources is given below: (y- Availability of resources, N- No availability of resources)

**Table 4.1 Availability of e-resources**

| Sr. No. | E-resources | PKV Akola | MPAV, Rahuri | DBSKAV, Dapoli | MAV Parbhani | Total of y |
|---|---|---|---|---|---|---|
| 1 | CeRa | Y | Y | Y | Y | 4 |
| 2 | Krishiprabha | Y | Y | N | Y | 3 |
| 3 | e-Granth | N | N | N | N | 0 |
| 4 | open j-gate | N | Y | N | Y | 2 |
| 5 | Uni.online thesis | Y | Y | N | Y | 3 |
| 6 | NDLTD | Y | N | N | | 1 |
| 7 | e.TAD | Y | Y | N | Y | 3 |
| 8 | inflibnet | Y | N | N | Y | 2 |
| 9 | Online e-journal | Y | Y | N | Y | 3 |
| 10 | e-books | Y | N | N | Y | 2 |
| 11 | JMU | Y | Y | N | N | 2 |
| 12 | Indiastat.com | N | Y | N | N | 1 |
| 13 | Online Databases | Y | Y | Y | Y | 4 |
| | Total | 10 | 9 | 2 | 9 | |

From the table we see that in the library of PKV Akola, 10 out of 13 (77%). E-resources are available. In the library of MPAV, Rahuri and MAV Parbhani, 9 out of 13 (69%) e-resources are available. But in the library of DBSKAV, Dapoli, only 2 out of 13 (15%) e-resources are available. From the above table it can also be seen that the e-resources namely CeRa and Online Databases are available all the 4 universities. The e-resources namely Krishiprabha, Unionline thesis, e.TAD, online e-journal are available in 3 universities. The e-resources namely open j-gate, inflibnet, e-books and JMU are available in 2 universities. The e-resources NDLTD and Indiastat.com are available in only one university whereas the e-resources Union online thesis is not available in any of the universities. In the university library, CDROM data bases are also expected to be available. However, the database Agricola is not available at any agricultural university in Maharashtra. The database namely CB Abstract is available at PKV, Akola and MAV Parbhani only. However, the data bases FSTA and AGRIS are available only at MAV Parbhani.

- It is the information about where library users access e-resources out of 400 library users 228 (57%) library users use e-resources at computer centere,136(34%) users at university library ,216(54%) at home, 216(54%) at home,132(33%) at on Campus location, 128 (32%), at off Campus location ,72(57%) at hostel, and dept. total 72(57%). From the above study it is clear that maximum library users use e-resources at computer centre.
- The first priority given by the library users for seeking their information total 112 (28%) for using online data bases, 97(24.25%) library users searching On –line public access Catalogue (OPAC), 64(16%) library users searching information on

various reference Sources total 38 ( 9.5%) library users searching e-mail and 14(3.5%) library users searching internet websites. Reveals that most of the respondents are seeking information from on line data bases on the internet.

- It is information about the details of library software which is use at different university libraries .MPKV library and BSKKV library are using SLIM 21 library software, MKV library is using SLIM++ library software, and PDKV library is using LIBSYS library automation software.
- Every year there are specific budget allocated to every university library. In 2009-10 PDKV library and BSKKV library did not received any grant in the comparison MPKV library receive 13192700 rupees grant and MKV library receive 374100 rupees grant .In 2010-11 PDKV library received 254000 rupees grant,MPKV library received 9019200 rupees grant,MKV library received 822000 rupees grant and BSKKV library did not received any grant. In 2011-12 PDKV library received 12754000 rupees grants, MPKV library received 14148000 rupees grant, MKV library received 3258200 rupees grant and BSKKV library received 3500000 rupees grant from ICAR.

**Conclusion :**

It has been concluded after through study that library maximum users are using library for different purposes such as for issue books, for referring journals, for Xerox facilities and other services and they are satisfied with the library services .Various e-resources namely Ceru ,Krishiprabha ,e-Granth Open J gate ,Uni.online thesis ,NDLTD ,eTAD are available in Agricultural universities. And library users often use these e-resources for their academic study work PDKV library users are mostly aware about these e-resources We can obverse that satisfaction level of library service is lowest for BSKKV library Dapoli .Satisfaction level found lowest for BSKKV, Dapoli may be due to the reason that there is no full time university librarian.

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# Impact of pandemic covid-19 on Educational learning system

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**Abstract**

The impact of pandemic COVID sector of India as well as world are badly affected by this .It has enforced the worldwide lockdown creating very bad effect on the students of schools colleges and all educational activities halted in India the outbreak of us that changed is invertible .It has worked as a catalyst for the educational institution who grow and fore platform Technologies which have not been used before .The education sector has been writing to server the Christmas with a different approach and digitization the challenges to wash away the threat of the pandemic .This paper highlight some shameless education in the country .Both the positive and negative impact of covid-19 some truthful suggestion are also pointed to carry out educational activities during the pandemic situation

**keywords**: Impacts,COVID-19 ,Educational system , Students.

## 1. Introduction

The pending covid-19 has spread over whole world and compiled the human society to maintain social distancing.It has significantly disputed the education sector which is a critical determined of a country's economic future. February 11 2020, the World Health Organization and official name of the virus as COVID acronym for coronavirus disease 2019 .It was first identified in Wuhan China 2020, W H O declared covid-19 as a pandemic on 2020 the first case of the covid-19 reported on 30 January 2020 in the state of Kerala and gifted had a travel history from Wuhan China (Wikipedia) the first date due to covid-19 was describe in India on March 12 2020 according to the UNESCO report it had affected more than 90% of total world's student population during mid April 2020 feature is now reduced to nearly 67% during June 2020 outbreak of covid-19 has impact more than 120 crores student and youth across the planet in

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India more than 32 crores of student have been affected by the various restrictions and the national poet lockdown for covid-19 as per the UNESCO report about to14 crores or primary and 13crores of secondary students are affected which are two mostly affected levels in India.The lockdown caused due to endemic has force any educational institutions to cancel their classes examination internships etc. and to choose online modes. Initially, the educators and students where quite confused and didn't understand how to cope up with the situation of this sudden crisis that compiled closure of the educational activities. But later on all realized that the love tone has taught so many lessons to manage with the emergence of such endemic has created many challenges and opportunities for the educational institution to strengthentheir infrastructure .The lockdown has given them a ray of hope for teachers and students to continue their educational activities through online.The Teachers assigned work to students via internet, delivered lectures video conferencing using different apps like Google meet, zoom, Facebook platform, YouTube and Skype etc.

There are Whats App groups of guardians teachers for students and parents for technological knowledge and effective communication through which they are always in touch share their difficulty through this e-medium.In a nation like China that practices a considerably more centralizationsystem, a change to digital learning arrangements. The same is the situation that happens with India where not every student is well equipped with the high-speed internet and digital gadgets and are along these lines of suffer. Numerous advanced educational institutions in India are not also equipped with digital facilities right now to cope up with sudden change from traditional education set up to the online education system.

## 2. Positive Impact of COVID-19 on Education System

Through the outburst of COVID-19 has created many negative impacts on education institution of India have accepted the challenges and trying their best to provide seamless support services to the students during the pandemic. Indian education system got the opportunity for transformation from traditional system to a new era. The following points may be considered as the positive impacts.

**2.1. Move towards Blended Learning:** COVID-19 has accelerated adoption of digital technologies to deliver education. Academic institutions moved towardsblended mode of

India more than 32 crores of student have been affected by the various restrictions and the national poet lockdown for covid-19 as per the UNESCO report about to14 crores or primary and 13crores of secondary students are affected which are two mostly affected levels in India.The lockdown caused due to endemic has force any educational institutions to cancel their classes examination internships etc. and to choose online modes. Initially, the educators and students where quite confused and didn't understand how to cope up with the situation of this sudden crisis that compiled closure of the educational activities. But later on all realized that the love tone has taught so many lessons to manage with the emergence of such endemic has created many challenges and opportunities for the educational institution to strengthentheir infrastructure .The lockdown has given them a ray of hope for teachers and students to continue their educational activities through online.The Teachers assigned work to students via internet, delivered lectures video conferencing using different apps like Google meet, zoom, Facebook platform, YouTube and Skype etc.

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## 2. Positive Impact of COVID-19 on Education System

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**2.1. Move towards Blended Learning:** COVID-19 has accelerated adoption of digital technologies to deliver education. Academic institutions moved towardsblended mode of

earning .It encouraged all teachers and students to become more technology savvy. New ways of delivery and assessments of learning opened immense opportunities for a major transformation n the area of curriculum development and pedagogy. It also gives access to large pools of earners at a time.

**.2 . Increase in use of Learning Management System:**Useof learning management system by ducational institution becomes a great demand. It opened a great opportunity for the companies hose have been developing and strengthening learning management systems for useeducational nstitutions (Misra, 2020)

**.3. Rise of Online Meetings:** The pandemic has created a massive rise in teleconferencing, irtual meetings, webinars, and e-conference opportunities.

**2.4. Enhanced Digital Literacy:** The pandemic situations like induced people to learn and use digital technology and resulted in increasing the digital literacy.

**2.5. Access to Digital World:** Since manystudents have limited or no internet access and many students may not be able to afford computer, laptop or supporting mobile phones in their homes, online teaching –learning may create a digital divide among students.

**2.6. Enhance the use of soft copy of learning Material:** In lockdown situation students were not able to collect the hard copies of study materials and hence most of the students used of soft copies materials for reference.

**2.7. Access to Global Education:** The pandemic has significantly disrupted the higher education sector. A large number of Indian students who are enrolled in many Universities abroad, especially in worst affected countries are now leaving those countries and if the situation persists, in the long run, a there will be a significant decline in the demand for international higher education.

**2.8. Better time Management:** Students are able to manage their time more efficiently in online education during pandemic situations.

**2.9. Accessed on line e-Resources:** In pandemic situations students are accessed online resources through Internet like e-book, e-journal, e-references sources for eg. Wikipedia, e-databases etc.

**2.10. Worldwide exposure:** Educators and learners are getting opportunities to interact with peers from around the world .Learners adapted to an international community.

## Conclusion

COVID-19 outbreak has impacted massively to the education sector. Through it has created many challenges, various opportunities are also evolved. Itestablished that the Corona virus pandemic has adverse effects on education.COVID-19 has major effects on school, colleges Characteristics, including research, academic programmes, staff, professional development and job in the academic sector etc. These effects were felt by both educational institutions, educators, students and parents and other stakeholders in educations. The students who aren't privileged like the other will suffer due to the present choice of digital platforms. But Universities and government of India are relentlessly trying to come up with a solution to resolve this problem .The priority should be to utilize digital technology to create an advantageous position for millions of young students in India.

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# Impact of COVID on Agriculture Sector in India

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***Abstract***

*The COVID-19 pandemic is the greatest global humanitarian challenge the world has faced since World War II. The virus has spread widely, and the number of cases is rising daily as governments work to slow its spread. India had moved swiftly, implementing a proactive, nationwide, 21-day lockdown, with the goal of flattening the curve and using the time to plan and resource responses adequately. India's effort to combat COVID-19 virus has been praised over the globe. However, the lockdown came with an economic cost and cascading impact on all the sections of society. The Covid-19 induced lockdown in India was a huge economic shock. It started across the country on 24 March 2020 and is still ongoing with restrictions in one form or other. It stalled the economy with complete closure imposed on enterprises across all sectors. Even though agricultural activities were exempted, in the initial phases of the lockdown the agriculture value chain also faced large-scale disruptions. This had a serious detrimental effect on the rural Indian economy. The coronavirus pandemic has also triggered a massive reverse migration from the urban to rural areas in large parts of the country.*

## 1. INTRODUCTION

**1.1** The novel Coronavirus (COVID-19) pandemic has rapidly spread across the world, adversely affecting the lives and livelihoods of millions across the globe. India reported its first infection on 30 January 2020, prompting the authorities to soon initiate various measures to contain the spread of the epidemic. Given that the disease is highly contagious, the much-needed nation-wide lockdown was enforced starting 25 March 2020 in order to contain the spread of COVID-19 pandemic. During the initial few weeks, the restrictions were strict and all non-essential activities and businesses, including retail establishments, educational institutions, places of religious worship, across the country were prohibited from operating. Subsequently, these restrictions are being gradually eased in a phased manner in most parts of the country. 1.2 As the restrictions imposed due to the lockdown are being lifted, it is an opportune moment to analyze the impact of COVID-19 on different sectors of the economy. A number of reports have pointed towards the possibility of contraction of Indian GDP in 2020-21. This is a worrisome indication, since a higher GDP contributes immensely towards achieving better living standards, reduced poverty as well as improvement in other socio-economic indicators.

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While other sectors are reported to be under significant stress, it is important to analyse the impact on agricultural and allied sectors which provide likelihood to majority of the population in India.

**2. The specific objectives of the study were to assess the impact of COVID 19 on:**

i. Agriculture and allied sector production, farm gate prices, supply and demand of agricultural inputs, agriculture labour and wage rates.

ii. Marketing of agriculture produce of farmers

iii. Banking activities in terms of access to credit, recovery and digital transactions

iv. Activities of SHG, NBFC –MFI, FPO, Farmers Club and MSME sector in rural areas

v. To suggest policy measures for agriculture and rural sector to ameliorate the adverse situation prevailing in the post COVID 19 situation

## 3. MAJOR FINDINGS

i. **Impact on Production** – At All-India level, agriculture production in almost half (47%) of sample districts was adversely affected by the impact of COVID-19. Magnitude wise, agriculture production (-2.7%) had not been adversely impacted significantly, mainly due to the fact that harvesting of rabi crops like wheat was almost complete by the end of April 2020. However, production in *allied sector* had declined significantly, especially in poultry sector (-19.5%), followed by fisheries sector (-13.6%) and Sheep/Goat/Pig (S/G/P) sector (-8.5%), primarily due to drastic decline in demand for these products possibly due to the widespread fear circulating in the wake of COVID 19 regarding safety of non-vegetarian food, particularly poultry meat, for health related concerns. Similarly, production in dairy (-6.6%) and horticulture (-5.7%) sub-sector also reduced, owing to reduced demand for these products and disruption in their supply chain.

ii. **Impact on Farm Gate Prices** – Farm gate prices have not declined significantly in crop sector (-2.2%). However, prices in allied sectors had declined in the range of 2% to 18%. This decline was highest in poultry sector (-17.8%), followed by horticulture (-7.6%), dairy (-5.6%), fisheries (-4.8%) and S/G/P (-2.9%) sectors respectively, mainly due to supply disruption caused by restriction on movement of vehicles. On the whole, 54% of sample districts witnessed adverse impact on farm gate prices of agricultural produce.

iii. **Impact on Availability of Agri Inputs** - Due to restrictions imposed on movement of men/material and closure of shops, availability of agri inputs viz. seeds (-9.2%), fertilisers (-11.2%), pesticides (-9.8%), fodder (-10.8%), etc. declined in the range of 9 to 11 per cent. At all-India level, 58% of sample districts were adversely affected in terms of availability of inputs.

iv. **Impact on Prices of Agri Inputs** - Due to disruption in supply chain owing to restrictions on movement of vehicles and closure of shops and markets, prices of agri inputs viz. seeds (8.8%), fertilisers (10.0%), pesticides (9.0%), fodder (11.6%), increased in the range of 9 to 12 per cent. At all-India level, 54% of sample districts witnessed an increase in prices of agri inputs, possibly due to its non-availability.

v. **Impact on Agriculture Marketing** –Even though local procurement centres were opened by various State Governments under their jurisdiction, yet restrictions on movement of vehicles had adversely impacted about 74 per cent of sample districts in smooth operation of agriculture marketing though *mandis*. The impact on operation of rural *haats* was more severe, with 87 per cent of sample districts being adversely affected. This was mainly due to a complete ban on opening of rural *haats* by the local authorities in majority of the districts in the country.

vi. **Impact on Banking Services** – As far as banking services are concerned, access to credit through term lending and KCC was adversely impacted in about 89 per cent and 59 per cent of districts, respectively. As regards to recovery, 94 per cent of sample districts were reported to have been adversely affected by the pandemic and consequent lockdown. However, a positive feature that emerged was that 63 per cent of sample districts reported an increase in digital transactions by the customers during the lockdown period.

vii. **Impact on Microfinance Activities and FPO/FC**– At an all-India level, microfinance activities were adversely impacted in 95 per cent of the sample districts and the business activities of NBFC-MFIs was adversely affected in 88 per cent of the sample districts. Similarly, adverse impact was reported in activities of FPOs and Farmers Clubs promoted by NABARD. However, many SHGs and FPOs seized upon the opportunity of making face mask and sanitizers as also direct selling of vegetables/fruits to the customers, thereby helping the local community and administration as also increasing their business.

viii. **Impact on MSME Sector** – MSME sector was the worst hit sector by the COVID pandemic in terms of impact on price level of raw materials, employment, production level, consumer demand and disruptions in supply chains. Decline in production level and employment was reported in 97 per cent and 96 per cent of the sample districts, respectively. Similarly, adverse impact was reported on consumer demand (85% districts) and cash flow (80% districts) of MSME sector thereby increasing hardship of the people at large.

## 4. CONCLUSIONS

On the whole, at the national level the impact of COVID-19 and the resultant lockdown had been quite harsh on agriculture and allied sector in majority of districts.

Among various subsectors, rabi crops were least affected as its harvesting was on the verge of completion but allied sectors such as poultry, fisheries and pig/goat sheep sector witnessed a drastic fall in demand due to misplaced rumours leading to declining production as well as declining farm gate prices. However, prices of agriculture inputs were estimated to be rising mainly due to disruption in supply chain and closure of shops and markets. Although banking activities were exempted from lockdown, yet basic banking services viz. loans, deposit and recovery were severely hampered in majority of the sample districts in the country. However, the silver lining was the increase in digital banking transactions in majority of the sample districts. The microfinance sector and MSME sector were the biggest casualty with disruption in more than four-fifths of the sample districts thereby seriously hampering the livelihood in the unorganized sector which provides maximum employment in the rural areas. The activities of FPOs and FCs also came to complete halt. However, these rural institutions including SHGs grabbed the opportunities provided by the situation of stitching face masks, PPEs and preparation of sanitizers thereby helping the society as also earning some income for their members. Further, FPOs in close coordination with local administration in some of the districts were quite instrumental in door to door delivery of fruits, vegetable and dry rations to the needy there by extending a helping hand to the society. These rural institutions like SHGs and FCs were also active in creation of awareness in rural areas about COVID 19 and its preventive measures.

## 5. Policy Implications/Action Points

**5.1 Based on the findings feedback received from the stakeholders, a few policy suggestions for mitigating the impact of COVID-19 on rural India are as under:**

i. Due to decline in agriculture and allied sector production, direct income support may be provided to farmers in general and those engaged in poultry and fisheries sector in particular. In this connection, enhancing the income support through PM-KISAN could be a good option.

ii. Due to disruption in marketing of agri produce in *mandis* and rural *haats*, and reduced farm gate prices, the income of farmers declined leading to poor recovery. Therefore, interest waiver for agri term loan for at least one year may be thought of.

iii. Microfinance activities need to be reactivated through injection of liquidity to NBFC-MFI sector so that small business activities on pavement and road side shops could be resurrected in semi-urban and rural areas.

iv. Banks should be nudged to enhance credit linkage and /or next dose of credit to eligible

v. MSME sector to be supported through enhanced credit support (working capital) at lower interest rate, interest subvention and waiver of interest for at least two quarters for existing loans

vi. Opportunities for mask making, sanitizers, direct delivery of food grains, vegetables, fruits to be encased by SHGs and FPOs.

vii. A provision may be considered for NABARD grant assistance to FPOs for purchase of small road transport vehicle to take advantage of new emerging opportunities for direct selling of agri and horticulture produce to consumers.

viii. Awareness programme on COVID-19 by SHGs, FPOs and FCs in rural areas may be done on massive scale to check the growth of corona pandemic

ix. Universalization of MNREGS for covering more and more labourers, including those migrant workers who have returned from bigger cities.

x. MSMEs may be encouraged to produce PPE kits and hand sanitizers, etc.

xi. Rural godowns and cold storage infrastructure capacities in rural regions need to be augmented

xii. Model farm equipment bank/ fodder bank with FPOs may be developed with support from NABARD.

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# Water conservation vision of dr. B.r. Ambedkar

**Dr.Harshal R.Nimbhorkar**
Librarian , Narayanrao Rana Mahavidyalaya Badnera (M.S.)

**Abstract:**

Dr.B.R.Ambedkar was a great social reformer and an eminent economist. He was a many sided genius: a distinguished economist, a learned professor, a brilliant lawyer, reputed author and a great political leader, but above all he left the marks as to how one can attain the heights of glory through self-help respect. Acting on these principles, he rose to international eminence and exhorted untouchables to follow these principles as the only effective way of removing their disabilities

Key words: agriculture, water policy, irrigation

**Introduction:**

His natural intelligence and acquired knowledge made him a great authority on current economic and political issues of India. It is to be noted that DrAmbedkar was essentially an economist by academic training and a recognized researcher in problems pertaining to public finance and political economy. He studied thoroughly the economic problems facing British-India and provided bold solutions to them, which are relevant even today.

**Dr Ambedkar's Contribution in Formulation of Water Policy:**

The development of infrastructures such as electric power, irrigation, roads, communication and transport services and technical manpower were treated as prerequisites for agriculture and industrial development and therefore received top priority in the plan. It was believed that development of infrastructure would bring a relatively higher growth in industrial output and employment than the growth in rural labour force help to absorb the surplus labour from agriculture. In a policy Committee on public work and electric power, DrAmbedkar emphasized that the country needed, "cheap and abundant electricity" without it, no effort for industrialization could succeed. Development of irrigation and electric power were long-term projects involving large capital expenditure. The development of electric power (an transport, road and communication) was crucial for industrial and agricultural development. Improvement in irrigation facilities was expected to raise agricultural productivity. The main features of the new water policy, mentioned in an earlier section, constitute, 1. Adoption of a multipurpose approach for a water resources development on the basis of river valley basin. 2. Introduction of the concept of river valley authority. 3. Creation of technical expert bodies at the center to undertake planned development of water and power resources. On each of the above issue, Dr. Ambedkar had views of his own. In the period 1943-46, when the new policy was evolved, he actively participated in all discussions and expressed his views through president addresses and lectures. Between November 15,1943 and November 8,1945. Dr. Ambedkar addressed five conferences of which two were on Damodar valley project, both held at Calcutta ,one on Mahanadi valley project and two on electric power. Besides the records of the labour department, these five addresses contain his



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thinking on the issue of water resource development in the country. DrAmbedkar was a president of policy committee on irrigation and electric power. He was closely associated with "official committee" in the labour department. The main task of the committee was to formulate the water and power policy. DrAmbedkar has influenced the nature of power and water policy and strategy for their planned development. In conference on the development on Orissa rivers, DrAmbedkar expressed his views about conservation and use of water resources. He referred to the recommendations made by various committees, while pointing out the limitations of remedies suggested by these committees, he observed; "with all respect to the members of these committees, I am sorry to say that they did not bring the right approach to bear on the problem. They were influenced by the idea that water in excessive quantity was an evil, that when water comes in excessive quantity, what needs to be done is to let it run into the sea in an orderly flow. Both these views are now regarded as grave misconceptions, as positively dangerous from the point of view of the good of the people". Man suffers more from lack of water than from excess of it, DrAmbedkar said, not only was nature niggardly in the amount of water it gave, it was also erratic in its distribution, altering between drought and storm. But these could not alter the fact that water was wealth. Water being the wealth of the people and its distribution being uncertain, the correct approach was not to complain against nature but to conserve water. DrAmbedkar thus looked at the problem of flood or excess of water in a different manner and focused more on brighter and the positive aspects of water problem.

**DrAmbedkar's views on Damodar valley Projects:**

The water resource policy evolved under DrAmbedkar's direction was a far-reaching framework and a multi-dimensional achievement. It let to the creation of two premier Technical Power Board. It was accepted by all concerned that the best way of developing inter-state rivers was by adopting the concepts of comprehensive planning with multipurpose projects through multi disciplinary River Valley Development Authority. It was the beginning of an important present day river valley project in the country, namely the Damodar Valley Projects. The river valley projects which was under the active consideration of the Labour department during 1994-46 were Damodar valley projects, the Sone River Valley Projects, the Mahanadi and the Kosi and others on river Chambal and the rivers of the deccan. These projects were conceived essentially for multipurpose development with flood control, irrigation, navigation, domestic water supply, hydropower and other purposes. The multipurpose projects which were initiated during 1943-46 were the Damodar, the Mahanadi, the Sone and the Kosi while the substantial work relating to the Damodar Valley Projects was completed during 1943-47, a beginning was made with others and various magnitudes achieved. DrAmbedkar was instrumental in ushering in the coordinated development of the Damodar basin by the central government. As a member in the pre-independence Cabinet, he pursued vigorously the government proposal for Damodar Valley. With this kind of groundwork, the Damodar Valley Scheme become the first river valley development scheme in post-independence India, with the Damodar Valley Corporation getting established by an act of parliament, in July 1948. Damodar Valley Corporation(DVC) was established in the year 1948 with the primary objectives of flood control, irrigation and water supply, and electricity generation, transmission and distribution. Damodar Valley Corporations (DVC's) command area extends over 24235 sq.kms. spread across Bihar and West Bengal. The



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Damodarriver rises in West Bihar and after travelling for about 540km. in Bihar and 250 km. in West Bengal joins the river Hoogly about50 km. below Calcutta. It's destructive characteristics have earned the Damodar river notorious name of 'the river of sorrows'. It encodes soils in Bihar and floods Bengal and causes much distress and loss in both Bihar and Bengal. Floods have been occurring at regular frequency causing untold misery and damage and adhoc measures were taken to repair the damage and relive the distress. A devastating flood in 1943 totally disrupted the railand the road communication and Calcutta was totally cut off, disrupting the movements of troops, which made the Government to realize the importance of controlling the floods on Damodar River. The Government of Bengal appointed a Committee, the Damodar Flood Enquiry Committee in 1944 to suggest permanent measures to control floods in Damodar Valley. The committee, inter alia, recommended after detailed surveys, construction of storage dams on Damodar River and its tributaries. It also felt, measures should be taken not only for controlling floods, but also irrigation and electricity generation. In one of its recommendations, the Damodar flood Enquiry Committee had stated that it would be an advantage in the solution of flood control and soil conservation problems if forest and rivers of India were made the concern of the central government. DrAmbedkar approved this approach on september18,1944. This would also enable the central government to fund the project to some extent. The central government, under the leadership of DrAmbedkar suggested the involvement of Bihar government and also preparation of comprehensive schemes by a committee of experts involving the Central Technical Power Board and Central Waterways of Irrigation Board, covering not only flood control but also hydroelectric and thermal power from the coal fields, irrigation and development of agriculture, navigation and development of ports, afforestation, etc.

**Dr Ambedkar's View on Hirakud and SoneRriver Projects:**

Mahanadi is the biggest river in Orissa. The flood and destruction of July-August 1943 were the worst ever. Many temporary expedients have been tried in early decades to tame the fury of the river, without much success. At this time, the government of Orissa approached DrAmbedkar to consider the taming of the Mahanadi on the lines of the Damodar Valley project. H K Mahtab, a nationalist leader from Orissa, also suggested him to pay special attention to the problem. The Sone river valley project was another multipurpose scheme, which the Labour Department initiated during 1944-1945. River Sone rises in Madhya Pradesh and flows onwards to Uttar Pradesh before merging with Ganga .On November 1944 the government of the united provinces drew the attention of the Labour department to the potentialities of development of Soneriver. The department responded favorably. In its letter dated December 8, 1944, it observed that potentialities for multipurpose development and management scheme on the river Sone immense. These included possibilities relating to increase supplies of water for irrigation, perennial hydelpower plant, provision of hydel power for pumping from tube well or from rivers and for industrial development, supplies of water for navigation on the Ganga and improved flood control.



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**Role of Dr Ambedkar's focus on the holistic approach to development and management of India's water resources:**

Dr Ambedkar evolved a new water and power policy during 1942-46 to utilise the water resources of the country to the best advantage of everybody and the Tennessee Valley Scheme of USA was an ideal model to emulate. He rightly visualised that only multipurpose project can be a fine prospect for the control of the river, a prospect of controlling floods of securing a fine area for perennial irrigation with resultant insurance against famine, much needed supply of power and uplifting the living standard of poverty-stricken people of India.DrAmbedkar was instrumental in evolving multipurpose approach for water resources development on the basis of river valley basin, and introduction of the concept of river valley authority which are summarily now-a-days termed as Integrated Water Resources Management.The river valley projects which were under the active consideration of the Labour Department during 1944-46 were the Damodar River Valley projects, the Sone River Valley projects, the Mahanadi (the Hirakud Project) and the Kosi and others on river Chambal and rivers of the Deccan.These projects were conceived, commented the Minister, "essentially for multipurpose development with flood control, irrigation, navigation, domestic water supply, hydropower and other purposes. The Damodar River Valley Projects and Hirakud Multipurpose Project are standing monuments to the memory of this great visionary."

**Conclusion:**

Dr Ambedkar with his political status, immense concerns and high scholarship was successful in persuading the provinces to have an all India policy, to develop the instrument of river valley authority to manage the project on inter-state rivers for multipurpose development and with active participation of the central government. In the establishment of the central water ways, Irrigation and Navigation Commission (CWINC) on April, 1945 DrAmbedkar and his department laid down the foundation for a new water policy on the eve of independence preparing the ground for the prosperity of the emerged nation.

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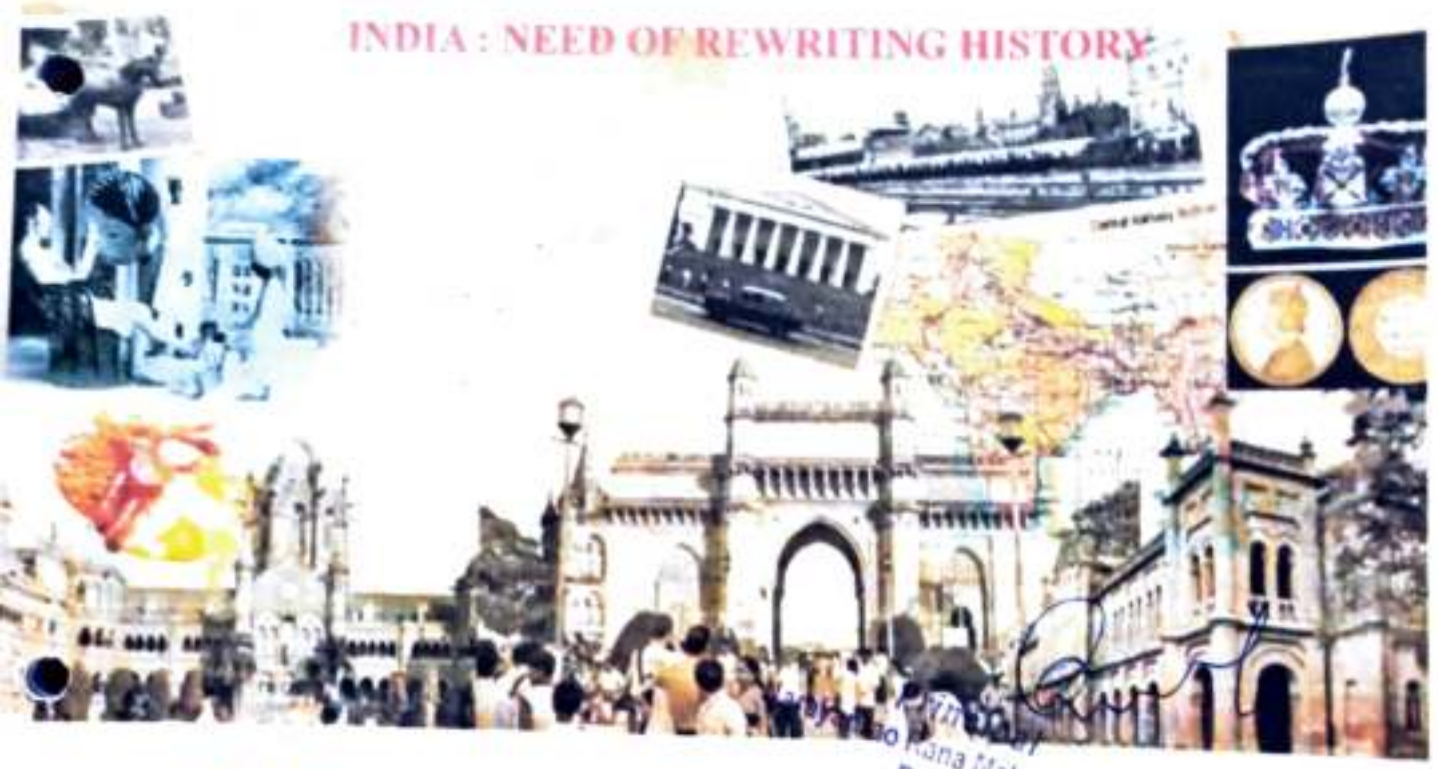

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# Historical Development of Public Libraries in India

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**History of Public Libraries :-**

Public libraries arose worldwide along with growth in education, literacy, and publications. Every country has its own public library history with influential leaders. Monarchs, wealthy people, and philanthropists have all made a contribution to society in the form of public library development. India is no exception. Libraries were established in ancient India mainly by the patronage extended by emperors, major capitalists, and scholars. Indian emperors and kings were supported scholars and scholarship. There is evidence of well-developed libraries even in the sixth century A.D. The famous Nalanda University in Bihar had its own magnificent library with a massive collection of manuscripts covering the universe of knowledge. Admission to library was restricted to scholars. Other ancient universities, such as Taxila and Vikramashila, also had valuable libraries. Muslim influence in India during the 13th century A.D. marked the dawn of another era of learning and scholarship. The Mughal period gave a further stimulus to the growth of libraries. Mughal rulers attached considerable importance to libraries and appointed scholars as Librarians.

Yet another development during the period was the organization of a host of conferences such as:

- The first conference of library workers and persons interested in the library movement was held at Beswada, Andhra in 1914.
- The first All India Library Conference of Librarians was held in 1918 at Lahore.
- The first All India Library Conference was held at Calcutta in 1933.
- The first All India Public Library Conference was held at Madras in 1934.

With the existence of democratic governments in several provinces beginning in 1937, another phase of the library movement began. Between 1937 and 1942, a number of village libraries and travelling libraries sprang up in Assam, Bihar, Punjab, and Travancore. It was estimated that there were about 13,000 village libraries in India in 1942 (Verma & Agarwal, 1994, p. 6).

**After Independence -**

After independence, the growth of libraries in general has been remarkable, although not as remarkable as that of academic and special libraries. At the time of independence, India was facing a host of challenges. Those in the rural population, 88 percent of the total, were nearly all illiterate. Transportation was poor and mass media merely nominal. The 1951 census, the first conducted after independence, found 2,843 local governments in the urban and rural areas in India, of which 320 were rural district boards. UNESCO and Government of India. The purpose of the library was to adapt "modern techniques to Indian conditions" and to serve as a model public library for Asia (Verma & Agarwal, 1994, p. 8).

**Advisory Committee for Libraries**

The Government of India appointed a committee in 1957 to report on the status of public library development in the country. It is also called the Sinha Committee, after its chair, the late Dr. A.P. Sinha, who was at that time Director of Public Instruction in Bihar.

The Sinha Committee's charge included:

- Determining present reading needs, how they are met, and what part existing library systems play in meeting the needs;
- Determining reading tastes, what agencies provide suitable literature, and how reading taste can be improved;
- Recommending future library structure in India;
- Recommending areas of cooperation between libraries and education systems; Considering the training of librarians and the conditions of their service;
- Recommending the administrative and financial measures necessary to support public libraries in India (Ministry of Education, India, 1961, p. 126).

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The committee submitted its report to Dr. K.L. Shrimali, who was Minister for Education on the 12th of November, 1958. The Committee described the situation as dismal and called libraries in most cases, "a stagnant pool of books," because new books were not added regularly. The committee at the same time observed that wherever large collections did exist, they were not fully used because of rigid rules. , as of March 1954 there were 32,000 libraries in India, with a little more than 7,100,000 books and a total circulation of about 37,700,000. The report observed that genuine public library service was rarity, and that public library service throughout the country was unsatisfactory.

The committee recommended creating state library networks based on uniform library legislation. The chief recommendations of the report were:

- An independent Director of Social Education and Libraries should be set up in every state, with a fulltime senior class-1 officer of the rank of Deputy Director of Education to plan, organize, and administer library services;
- An All India Library Advisory Council should be constituted as a central agency to review and assess the work done at the state level;
- Library Associations should actively assist the development of libraries in the country;
- University libraries should cooperate with public library systems by allowing selected public readers to use their collection;
- The Government of India should provide necessary financial assistance to the state governments for this purpose. (Ministry of Education, India, 1961, p. 126)

**Raja Ram Mohan Roy Library Foundation**

Another positive step taken by the Central Government was the establishment of the Raja Ram Mohan Roy Library Foundation (RRRLF) at Calcutta on May 22, 1972, as a part of the bicentenary celebrations of the birth of Raja Ram Mohan Roy, a social reformer of the early 19th century. Its objectives are library development in general and rural library development in particular. It provides financial assistance to public libraries in the form of matching grants. It assists State Central Libraries and District Central Libraries, which has helped many states and Union Territories develop rural public library services.

**Main Objectives of RRRLF**

- Promotion of the library movement in India;
- The adoption of a national library policy by the central and state governments;
- Development of a National Library System by integrating the services of National Libraries, State Central Libraries, District Libraries, and other types of libraries through an interlibrary lending system;
- Propagation and adoption of library legislation in the country;
- Provision of financial and technical assistance to libraries;
- Promotion of research in problems of library development (Baraua 1994, p. 64)

**National Policy on Library & Information System (NAPLIS)**

In 1985, a committee was set up under the chairmanship of Prof. D.P. Chattopadhyay to formulate a National Policy on Library & Information System (NAPLIS) (Chatoopadhyay, 1998). The Committee submitted its report in May 1986. Following that, another committee looked at implications of the report and created an action plan for its implementation (Bhatacharjee 1999, p. 19-20).

The following are some of the recommendations of NAPLIS related to public libraries:

- Proposals for maintenance and development of public libraries should preferably come from State Legislative Enactment. The Central Government may revise the Model Public Library Bill. Funds for library development should come from each state, either from general revenue or from local taxation. Central Government agencies may provide funds under Plan Expenditure.
- The central government increase its assistance to state governments in the development of public libraries. The RRRLF, as the national agency for coordinating and assisting the development of public libraries, should be suitably strengthened in order to do this.
- Standards and guidelines for library service should be created.
- There should be a system of national libraries consisting of National Library, Calcutta (Now Kolkatta) as the National Library of India, National Depository libraries in Delhi, Bombay (NowMumbai), Madras (now Chennai), National Subject Libraries, and others. These national libraries should form part of one integrated system.



Principal

**1951-1956**

The first five-year plan for educational development included a proposal for "Improvement of Library Service." This proposal envisioned a network of libraries throughout the country, coordinated by National Central Library at New Delhi (Planning Commission of India, (a), 1952) During the first five-year plan, nine state governments, i.e. Assam, Madhya Pradesh, West Bengal, Punjab, PEPSU, Rajasthan, Savarashtra, Bhopal, and Vindhya Pradesh, decided to set up State Central Libraries (Sharma, 1965).

**1956-1961**

At this time, the government allocated funds to set up a national network of libraries in its 320 districts. As a result, most states established State Central Libraries and District Libraries as the main distributing centers (Planning Commission India, 1956, p. 522)

**1961-1966**

During this period, the system of central government assistance to the states was changed, and funding for libraries was kept to a minimum. It was up to the individual states to take initiative and develop their public libraries. The programme to assist state governments in establishing state central libraries, district central libraries, and block development libraries was abandoned.

The working group submitted its report on 7th September 1965 with following recommendations:

- State central libraries should be established in four states: Madhya Pradesh, Mysore, Nagaland, and Orissa. States which do not possess adequate functional buildings for their state central libraries should be provided with library buildings.
- The state central library must have a children's section.
- There should be 335 District Libraries for the 327 districts in the country, i.e., in large and populous districts, two district libraries may be provided.
- New buildings should be constructed for the existing 100 district libraries.

**1969-1974**

This plan proposed a substantial sum for the social education programme. A much lower sum was allocated (Thomas 1997, p. 30). Of this, only a very small amount was available for the development of libraries in the country.

**1974-1979**

This plan included measures to strengthen the buildings, collections, and staff of the central and state libraries, as well as strengthening the district, block, and village libraries. During this period, attempts were made to develop a district-level library system, so that district library could act as a leaderfor the smaller libraries in the district. The adult education programme was the hallmark of this plan. (Thomas 1997, p. 30)

**1980-85**

This plan emphasized establishing a network of rural public libraries to sustain literacy and disseminate information to rural areas. It discussed the necessity of integrating school and college libraries with the system of public libraries. During thisperiod, 26 states or union territories out of 31 (in 1982) had established state central libraries and 291 district libraries (Thomas 1997, p. 31).

**1985-90**

During this period, the Commission's objective was to address the needs of 90 million people in the Adult Education Programme. The network of libraries was to play a role in the development of literature for neo-literates. Library systems were to be strengthened, with specific attention given to improvement of facilities at national level institutions. An important development was the 1986 adoption of National Literacy Mission, which emphasized the education of women and the establishment of rural libraries. In addition, the RRRLF set up an Integrated Research Cell-cum-Computer Unit for promoting research in librarianship and database of public libraries in the country (Planning Commission India 1991, p. 258) There were two annual plans for the years 1990-91 and 1991-92.

**1992-97**

During this period it was proposed to reorganize the Central Reference Library into the National Bibliographical and Documentation Centre, which would also have a computer centre. The Delhi Public Library set up two new libraries in its service area. RRRLF created programmes to help state central libraries purchase reprographic equipment, to help libraries process rare books, and to



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give special assistance to networks of public libraries that were at least 100 years old (Planning Commission India, 1992).

**1997-2002**

During the 9th five year plan, the National Library,Kolkatta, undertook several major initiatives to upgrade and modernize its collection building programme, reader services, and conservation of library material. The major activities completed during the period were automation of the circulation system in the lending section, setting up of a local area network, improved reader services, and more efficient collection management. (Planning Commission India 1997).

**Tenth Five-Year Plan (Action Plan)**

The Planning Commission proposed further modernization of central and public libraries during the Tenth Plan. A national bibliographic database would be developed to encourage resource sharing, networking, and to improve reader services. The Commission resolved to strengthen public library infrastructure through the RRRLF. The Tenth Plan focused on upgrading existing libraries, including private collections, and widening the programme for bibliographic control and documentation. (Planning Commission India 2002)

**Conclusion:-**

Public libraries have always been the door to learning for a great majority of the populations that they serve. They are knowledge centres and contribute to lifelong learning. For India, there are bumps in the road that leads to the goal having an institution to serve the masses, which is even more imperative in the present information society, in a nation where 40 percent of the population is living below the poverty line. A massive investment in public libraries is needed to make them true information resource centres for the layman

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# Dr. Babasaheb Ambedkar's Role in Nation Building


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## MESSAGE

It gives me immense pleasure to note that, Dr. Ambedkar Studies Centre, Sant Gadge Baba Amravati University, Amravati is organizing a National Multidisciplinary Conference on "Dr. Babasheb Ambedkar's Role in Nation Building" on 8th & 9th March, 2022. Dr. Babasaheb Ambedkar's contribution in the nation building is demonstrated through his struggle for the realisation of social democracy in India under the colonial area. His ideas and thoughts are humanity centered.

Dr. Babasaheb Ambedkar in the constitutional history of India right from Southborough Franchise Committee, Simon Commission, Round Table Conference, Cripps Commission, and Cabinet Missions played very vital role for giving fundamental rights to the minorities in India. He paved the ways for the social democracy in India through the Constitution of India. Through his writings, speeches and action Dr. Ambedkar has played a role of philosopher as well as nation builder in a true sense. He resolved various issues of the labours. His policy for building dams generating electricity is milestone in the nation building process.

Dr. Babasaheb Ambedkar Study Centre deserves appreciation for organizing this event on such a grand scale. I am sure that the academicians, scientists and students will come together on a common platform to reap the benefits and spread awareness to lay person about the importance of Dr. Babasaheb Ambedkar's Role in Nation Building.

I convey my best wishes to the Co-ordinator, students and all those who are associated with this event.

**(Dr. Dileep Malkhede)**

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# Role of Dr.B.R.Ambedkarin Education System of India

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**Abstract**

*This paper aims at Dr.B.R.Ambedkar's role of Education. Ambedkar's kno education was the necessary precondition for the reconstruction of the society principles of equality and justice. Studying the development of education in Indian So found that during the rule of Peshwa in Maharashtra and even during the earlier per British Raj, right to education was restricted to higher castes. He fought for the educat masses without discrimination of caste and sex. Participation in the budget to debate be Education is something which ought to be brought within the reach of everyone education department is not a department which can be treated on the basis of quid pro Education ought to be cheapened in all possible ways and to the greatest possible e Taking active part in the discussion on Bombay University Act and Primary Educa Amendment Bill, he contributed his views in the reform of Education. He founded people's Education society, and started colleges at Bombay and Aurangabad. He repeat with the government that providing equal educational opportunities to all wit discrimination was its responsibility however, boys and girls should get the diff education. Paper attains to understand the Dr. B R Ambedkarsrole ofeducation syste India.*

**Key Words:** Education, Dr.B.R.Ambedkar, Enlightened, Self-respect, Moral values

**Preamble:**

It is the education which is the right weapon to cut the social slavery and it is education which will enlighten the downtrodden masses to come up and gain social stat economic betterment and political freedom", are the views of Ambedkar. B.R. Ambedkar, is well known, the Chairman of the Drafting Committee of the Constitution of India, devote most of his intellectual, social and political efforts to give expression to his belief in the ide "SarvenahBhavantuSukhinahSarveSantuNiramayah" i.e. the good and prosperity of all and struggled throughout his life for securing the rightful place for the discriminated, deprive and downtrodden sections of our society. Though several efforts were made by Ambedkar to establish an equalitarian society in India and had been discussed widely by different scholars yet few studies are available to project him as a great educationist. Ambedkar made an attempt to achieve this objective through his educational project also and discussed at length in this paper.

**OBJECTIVES:**

1. To Assess the Contributions of Dr.B.R.Ambedkar to Educational field.
2. To explore the Changes in life style of marginalised section through Dr.B.R.Ambedkars Contribution to field of Education.

**METHODOLOGY:**

The study was conducted by secondary sources of existing literature through critical, analytic approaches. Method consists, analysis concepts and arguments, synthesize ideas and evidence drawn from different sources, construct consistent and well-supportedarguments, discuss an issue in a balanced way, evaluate the ideas and arguments of others, make judgments and express informed opinion. Implications Dr. B. R. Ambedkar"s view that education was the necessary precondition for the reconstruction of the society on the principles of equality and social justice. Studying the development of education in Indian society he found that during the rule of Peshwa in Maharashtra and even during the earlier period of British Raj, right to education was restricted to higher castes. He fought for the education of masses without discrimination of caste and sex. Participation in the budget to state he said, "Education is something which ought to be brought within the reach of everyone.

The education department is not a department which can be treated on the basis of quid pro quo. Education ought to be cheapened in all possible ways and to the greatest possible extent"(Ambedkar, 40-41). Taking active part in the discussion on Bombay University Act and Primary Education Amendment Bill, he contributed his views in the Committee of Education. He founded thepeople's Education society, and started colleges at Bombay and Aurangabad. He repeatedly with the government that providing equal educational opportunities to all without discrimination was its responsibility however, boys and girls should get the different education. It is unfortunate that in the past India got divided into castes based on birth. The people belonging to low castes i.e. the scheduled castes were denied all privileges and facilities, including educational facilities. They were so poor that they could never think of sending their children to educational institutions. Door of all educational institutions were closed on them. If at all any scheduled caste dared to get elementary education he was required to sit outside the class room. His shadow should not fall on other student. Educationally therefore, they were extremely backward.

Dr.B.R.Ambedkar"s believed that education would greatly contribute to the improvement of the untouchables. He always exhorted his followers to reach excellence in the field of knowledge. Knowledge is a liberating force. Education makes man enlightened. It makes him aware of this self –respect and also helps him to lead a better life materially. One of the causes of the degradation of the untouchables was that they were denied the right to education. Ambedkar criticised the British Policy on education for not adequately encouraging education among the lower castes. He felt that even under the British rule education continued mainly to be an upper castes and untouchables and funded the houscentres of learning. While a labour member in the executive council of the GovernorGeneral, he was instrumental in extending scholarships for education abroad to the untouchable students.

Dr. B.R. Ambedkar wanted the untouchables to undergo both liberal education and technical education. He was particularly opposed to education under religious auspices. He warned that only secular in education could instil the values of liberty and equality among the

student. Dr.B.R.Ambedkar knew that Indian being a multilingual country has the po... of problems for the unity of the country on account of regional pressures and pulls. W... ideas of linguistic states were mooted he favoured it for two reasons. Firstly i... facilitate functioning of democracy in the country, secondly, linguistic states would... the removal of racial and cultural tensions. Expressing his views Dr.B.R.Ambedkar ... seeking to create linguistic states India is treading the right road. It is the road which ... have followed. In case of other linguistic states they have been so from the very begin...

In case of Indian she has to put herself in the reverse gear to reach the goal. ... road she proposes to travel is a well tried road" (Ambedkar, 145). Accord... Dr.B.R.Ambedkar"s, in the enthusiasm to accept the ideas of linguistic states Indi... commits the grave blunder of giving official status to regional Language. There... warned that with regional languages as their official languages the states could ac... Independent nationality and thus pose a threat to the national unity. To avoid this po... in future he suggested that it should be laid down in the constitution that regional lan... shall never be accepted as official language so long as Hindi does not become fit ... status. He warned that linguistic states without proviso would be a peril. Indian sh... Indians first and Indians last to keep India a united country. The ideas of linguistic ... regional Languages as their official languages was contrary to this pr... Dr.B.R.Ambedkar"s said "one language can unite. Two languages are sure to divide pe... Culture is observed by language. Since Indians wish to unite and develop a common cu... is the bounden duty of all Indians to own Hindi as Language" (Ibid, 145). He said th... Indian who refused to accept his idea had no right to call himself an Indian. Such a p... might be hundred per cent Tamil or Gujarati but could not be Indian in the real ... Unfortunately, as his warning and suggestions were not understood in the proper spirit.

Today, people in Punjab, Tamil Naidu, and Assam are openly asking for s... nationalities. As Indian politics is suffering from lack of unity of interests under the inf... of castes. This will be sharpened with linguistic states. India is bound to m... disintegration if suitable amendment in our constitution is not made and a national cons... on one official language is not accepted and enforced. In order to promote education ... untouchables Dr.B.R.Ambedkar"sset up hostels for untouchable students at different ... like Panvel, Pune, Nasik, Sholapur, Thane and Dharwad with donations and gran... district and local authorities. Having free facility of boarding to the hostel inmates, these ... open to untouchables students, apart from financial constraints social and cultural stigm... affected full development of their personality in the Hindu dominated colleges. The... Dr.B.R.Ambedkar"s wanted to set up separate institutions for the untouchables ... established the People"s Education Society in July 1945.

**The main Objectives were to:**

1) Search after the trust

2) Start, establish and conduct educational institutions or give aid to such institutions.

He repeatedly emphasised the need to explode the myth created by Hindu ortho... that theUntouchables were incapable of learningWith the constant struggle ...

B.R.Ambedkar"s, due to some of reasons education and literacy among the people nging to these castes and classes is very low. The problem is likely to continue for quite e time, unless serious efforts are made to remove these hurdles and obstacles. Much ntion is already being paid, but distance to be covered is very long. The government is ng scholarships liberally to these students. They are encouraged to go abroad for higher ies. Even in India for admission to professional and nonprofessional courses percentage arks is kept low. Separate girl hostels have been opened for them. Book banks have been d and all hurdles which stand on the way of nonutilisation of educational facilities by e removed

**lusion:-**

Ambedkar has deliberately included Article 45 in the Directive Principles of State that, "the state shall Endeavour to provide, within a period of ten years from the ncement of this Constitution, for free and compulsory education for all children until complete the age of fourteen years." The government of India has passed the bill of to Education Act 2008 and paid a great tribute to the contributions of Ambedkar tomass ion. The policy of the Government of universalization of elementary education ng particularly on marginalized groups, poorer sections and the girl child, enhancing ment in secondary education as well as its commitment to expand education facilities mpower and equip youth to face the future with hope and confidence. There are several nges to cherish Ambedkar"s vision of universal education. There is need to frame such es starting from the primary stage to the higher stage that help to realize the vision of kar.

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# LIBRARIANSHIP & SOCIAL NETWORKING

# LIBRARIANSHIP & SOCIAL NETWORKING

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# 1

# ROLE OF SOCIAL MEDIA FOR LIBRARIANS: A STUDY

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*Abstract:* The rapid progress and development of social media and its associated tools have made things easy for the library staff and library professionals. Social media is the fastest tool of communication in today's world, where everyone can reach the other within a click. At the same time, the library professionals are getting familiar with social media and its related tools to apply in their respective libraries. The library professionals are creating a virtual platform using Social media to interact with their users and social media is also helping to reach out to the targeted audiences and customers. Social media is using by librarians to make their library users and also use social media for the marketing of their sources and services. Several factors are influencing the use of social media in the libraries because the library professionals think that social media is the best choice to bring library users nearer. Besides these facts there are massive numbers of challenges and issues are facing by the library professional while using social media in their respective libraries. These hurdles and issues should

be resolved for better and reliable use of social media in the libraries. Library professionals use social media to share information with their potential users. This paper has highlighted some of the aspects of social media e.g. usage, factors and issues, challenges in the use of libraries.

**Keywords:** Social media, Librarians, Digital, ICTs, Network

## 1. Introduction

The present age of the digital world has changed the course of the individual and collective thinking of the people as well as the mindset of the service providers. The rapid growth of ICTs and its associated aids has changed the living standard of human beings. ICTs made several revaluations in term of social media and others same media of communications. at the beginning of computer and internet the people thought that this is biggest things to use for their lifelong working but at the inception of social media, the people saw a massive change in the mode of communication. Social media makes things easy to connect, share and receive information from one end to another end of the world. Even though this media of communication has changed attitude, thinking and perception of service providers throughout the globe.

The social media has finished the discrimination of communication from the community and it provides the way to access the learned society and make them aware of the access to the library sources and services from their home. Moreover, social media is providing the techniques to the librarians to make things easy to market their sources and services to their targeted audiences. These social media are, LinkedIn, My Space, web.2.0, Blogs, WhatsApps, QQ, and We chat and LIS professionals are using these social media to interact with their users at remote locations and marketing their products addressed that twitter is the type of social media that allows

library professionals to create a platform to access library resources and services. Additionally, the Library Professionals are trying to use a suitable and convenient means of communication to fulfill the needs and wants of library users.

The number of libraries in the world is using different social media to bring library users to nearer library sources and services. found that Librarians are using social media for professional development in their respected areas of interest. Moreover, the present age social networking sites are meeting the need of library professionals to prepare themselves for upcoming challenges in their fields. Library professionals should learn skills and knowledge to develop them to meet the needs and wants of the library users in the future. added that social networking technologies are creating a virtual environment changing the method of communication among library users and library professionals. Furthermore, in the current age of social media usage, library professionals are getting familiar with the demand of library users. On the other hand, the utilization and adoption of social media in the libraries are making a big difference to cope up with the issues and challenges society. Facebook is the most popular network among librarians, followed by Twitter and blogs

Figure 1.)

Figure 1.Source: https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research

## 2. Social Networks Sites

The present age of information explosion has encountered the mindset and thinking of human beings. Everyone is running behind the information, but they have no idea how to collect the information and shared the information from one to one and one to many at one time. Besides these facts, the present age of information ICTs and its related aids has changed the role of information professionals. Furthermore, ICTs has made tremendous achievement in the shape of generating the social networks sites for exchanging the information one end to another end. According to Wikipedia (2019) "Social media may have roots in the 1840s introduction of the telegraph, which connected the United States". Social media has created an environment where everyone can access the information, share the information and disseminate the information. Additionally, there is a number of social networks has been launched and some of them are very much popular throughout the globe like Facebook, Twitter, YouTube, WeChat, Instagram, QQ, QZone, Weibo, Twitter, Tumblr, Telegram, Baidu Tieba, LinkedIn, LINE, Snapchat, Pinterest, Viber etc. social media creates an effective platform to make people access and share their information with other people with far distance. Social media helps the library professionals to make things easy for them and for their readers to increase their capacity to build good relationships among library staff and library users. Social media like Facebook helps the library professionals to create an account to promote their library sources and services. Facebook provides platforms to market their source s and service effectively and efficiently.

**Figure 2:**S ource: https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research.

Likewise, Twitter is playing a vital role in the promotion ...brary sources and services. Today in the modern age of ...s the social media is the cheapest source for marketing the ...ary sources and services. Additionally, Social media have ...fferent aspect to share news and views about the library, ...mmunicate different events and create an environment for ...ctive service to their library users addressed Facebook is ...e best tool to promote library sources and services and ...vides a platform to market library sources and services with ... expenditures. Furthermore, Facebook helps the library staff ...dvertise their product and maximize the use of their sources ...d services to the potential users .

2.1. **Definition of social media**

1. Social media is a collection of Internet-based communities that allow users to interact with each other online. This includes web forums, wikis, and user-generated content (UGC) websites.
2. Websites and computer programs that allow people to communicate and share information on the internet using a computer or mobile phone

2.2. Definition **of facebook**

1. Facebook is a popular free social networking website that allows registered users to create profiles, upload photos, and video, send messages and keep in touch with friends, family, and colleagues.
2. An online community that allows individual users to create personal profiles, share photos and videos, and post on each other's profile pages, or "Timelines."

2.3. Definition of **twitter**

1. An Internet service that allows people to publish quick updates and see posts or "tweets" of other users they are following in real-time. of LinkedIn

4. A professional networking website that allows users to create profiles, post resumes, and communicate with other professionals and job-seekers of Pinterest.
5. An online community that allows users to share ideas and photos with others by "pinning" items and describing them on their profile pages.

**2.4. Definition of MySpace**

6. My Space is an online community that allows friends to keep in touch and meet new people as well. It started as a website that bands could use to promote their music but has since grown into a more general community of friends.

**2.5. Definition of Instagram**

1. Instagram is an online photo-sharing service. It allows you to apply different types of photo filters to your pictures with a single click, and then share them with others.

**2.6.Definition of Blog**

1. Short for "Web Log," this term refers to a list of journal entries posted on a Web page. Anybody who knows how to create and publish a Web page can publish their blog.

**2.7.Definition of Wikis**

1. A wiki is a Web site that allows users to add and update content on the site using their Web browser.

**2.8.Definition of Web 2.0**

1. Web 2.0 is a term that was introduced in 2004 and refers to the second generation of the World Wide Web.

**2.9.Definition of Twitter**

1. Twitter is a micro blogging and social networking service on which users post and interacts with messages known as "tweets". Tweets.

***3. Role of Social Librarian related works***

Librarians' awareness of social media usage for informal scientific communication in university libraries in south-south,

Nigeria. The author used the survey method and questionnaire to collect the data and descriptive research method. He has collected data from 284 librarians. The response ratio of the research was 71% because out of 284 respondents 202 were returned with proper responses. The result of this study has revealed that the majority of the librarians were fully aware of the use of social media. On the bases of these findings, the author has suggested that the library administrator should provide the social media tools for better communication and librarians should be well aware of the importance of social media while in communicating.

investigated the influence of social networking sites on library and information centers. They focused on the latest advancement in the library and information centers in terms of information transformation. They find out that the present age every library is connected with a different type of social media to minimize the gape among libraries and users. They mentioned some of the most popular social media like Facebook and twitter etc. examined the social networking technologies in the digital environment its possible implications on libraries. He investigated that social networking sites are making things easy for library users to interact with other library users to get connected in the world using the web. He examined different social software and their usage in the libraries but finally, the author has found out the web 2.0 is suitable social software for the libraries to interact with their users.

studied how libraries use social networking sites to interact with users. They probed that the adoption of social networking sites is increasing day by day at a great pace. They further added that besides these facts the participation of the library users in the social networking sites is very little. They investigated some major social network sites Facebook, Twitter and Yahoo about the sharing, dissemination, communication,

and gathering of knowledge and information. They used mix methods to complete this research.

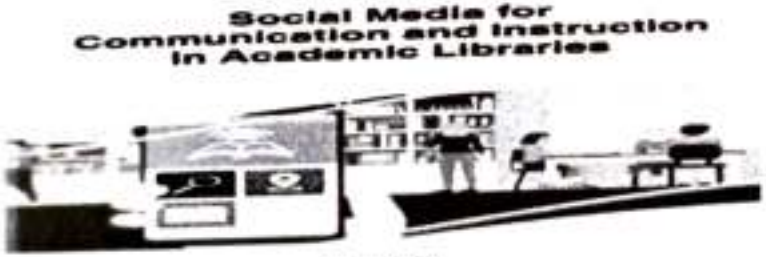
**4. Factors of Usage of Social Media in the Libraries**

The social media is playing a pivotal role to reach out the potential customer and users. The massive number of information has been transferred from the last four to five decades from one pole to the other pole of the world. The social media is the biggest change of the 21st century and it is growing rapidly. Millions of information are being shared one to one, one to many at the same time on the same channels. The libraries are looking forward to using social media to fulfill the requirement of their users. Social media gained several factors of usage in the libraries to disseminate the information within a quick time. [20] some of the purposes that meet the library user's needs and this will help to reach out to the new customers. Furthermore, he discussed that social media build library image and modernize the library.

Mentioned that social media is the technique or tool to make things easy and it is the vital source to share and receive the information. Facebook is the best tool to accommodate strong positive impact SMEs and positive relations with the non-financial performance of SMEs Social media is providing the best tool to reach library users where they can share and receive their information without any trouble. Additionally social media is putting a great impact on libraries. LIS professionals are getting familiar with social media to create a flexible environment to reach potential library users. social media is putting a massive impact on libraries and information centers to promote library services and sources. Several social media bring all the library users community together on one spot to share their ideas and views about their relevant and specific information. Furthermore, social media is providing massive space to the library professionals to create a virtua

environment to enhance the library service providing capacity. addressed that the use of social media is making things for library professionals to reduce the gap between library users and library resources and services. Moreover, social media expanding their use in the libraries because of the library approach have given remarks about the social media that will facilitate the library professionals to achieve their library goals and objectives.

Likewise, social media will help library professionals to make their services effective and efficient. Social media will establish a bridge between library users and library resources. Similarly, the fourth law of library sciences told about the saving time of library users. So, the present age of ICTs social media a powerful tool to engage the library users from remote locations to the library resources and services. It can be said the there are number of factors of using social media in the libraries and information centers. so, those factors can be interaction with potential library users, marketing of library sources and services, sharing and receiving the information, searching for new library users, save the time of library users, achieve the library goals and objectives, create an effective environment, improve the library images, etc




(Figure 3).

Figure 3:Sources: https://www.kobo.com/gr/en/ebook/social-media-for-communication-and-instruction-in-academic-libraries.

**5. Issues and Challenges use of Social Media in Libraries**

Investigated the challenges at the usage of social media in the Nigerian university libraries. They indicated some of the major issues and challenges that are creating problems with the use of social media in the said study population. They mentioned some of them as follows lack of financial support, lack of authority support, lack of cooperation among the library staff, no knowledge of social media and its tools and lack of expertise of ICTs and lack of getting feedback from library users. Furthermore, it can be said that these challenges are genuine that encountering the use of social media in libraries throughout the globe. Today, the world has become a global village and everyone is access to the internet connecting to other people via social media. The librarians and LIS professionals are trying to make a bridge between the library sources, services and library users via social networks. addressed the challenges of the use of social networking sites in the libraries. They identified some of the challenges and issues of lack of training of library staff, lack of government or authority supports copyright issues. Furthermore more, these issues should be resolved until the librarians cannot use social media for the promotion of library sources and services.

**Conclusion:**

The recent past social media growth comes at the peak. Social media is the most promising tool to interact with other remote located peoples. Besides these facts, social media are providing a new and excellent platform to the library professionals to reach out to their potential library customers to fulfill their needs, wants and demands. Social media is the point of access where every individual library users can get their demand within a click addressed social networking sites are the technologies that are offering new methods of access to latent customers. Likewise, social media helps the librarians

to make their services effective and convenient. The most popular social media like Facebook, Twitter, LinkedIn, and Wechat are the best tools for library staff to promote their library services and sources make their opinion about web 2.0 that the majority of the libraries are applying this social media tool to share and provide information services to their online clients. Furthermore, librarians are personally taking an interest in using social media to bring people to know about their sources and services. [30] searched the marketing library services through Facebook groups. Library staff is using social media for the marketing of library sources and services. Social media can be a better choice for the library to adopt these tools and make them accessible through the globe. Social media would play an important role to change the role and responsibilities of the librarians what we called today cyprian.it would be suggested that every librarian is to apply social media to promote their sources and services.

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# 13

# USE OF WEB 2.0 TOOLS IN LIBRARIES

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**Abstract:** *This paper deals with web 2.0 and its tools in the context of the libraries and information centers. Web 2.0 is like human. The theme of web 2.0 is a founder of theme 2.0 and it influenced the library services too. The web 2.0 could be seen as coequally part of the evolution revolution. Through it, users will see the face of the library and librarians will guide them via electronic methods. On the one hand it extends much of what we have been doing for years through the use of standards such as HTML, URLS and HTTP and ubiquitous web browser. On other hands it challenges the outdated attitudes towards the right of users, their choice and improvement. The advent of web 2.0 and its tools provide better library services in the present era.*

**Key Words:-** Web 2.0,Information,Library,Computer

## 1. Introduction :-

The exchange of thoughts, messages, information from one person to another person is called communication. In earlier time communication can be done through signals, speech or written but Due to rapid growth and development in technology the new medium of communication were evolve

that we called electronic medium or information Communication Technology (ICT). In the 1950's the evolution of computers have changed the whole scene of communication. In 1960's the computer were used in the sharing of information in research and development, scientific area, and in military. The account of Internet began with the growth and development of computers. In the late 1960's The Leonard Klein rock from DARPA (Defense Advanced Research Projects Agency) developed the theory of Packet Switching which was to form a basis of Internet connections. The Lawrence R. of MIT connected a Massachusetts computer with a California computer in 1965 over dial-up telephone lines. It shows the possibility of wide area networking. There after the origin of web.

The advancement of web 2.0 and its tools (such as Blogs, wiki, tagging and Social Bookmarking,Multimedia Sharing audio blogging and Podcasting, RSS and Syndication, Mashups and social networking sits etc.) and their use in providing better library services in the present ICT era. These tools adds more advantages to the library users and opens opportunity to the library and information centers that how they can cope the present needs of the users communities. 2.0 was coined by Tim 0' Reilly and Dale Dougherty of O'Reilly media in 2004 to describe the trends and business model that survived the technology sector market crash of the 1990. Web 2.0 essentially not a web of textual publication but a web of multi sensory communication. It is a matrix of dialogues not a collectionof monologues. Web 2.0 principles and technology offer to libraries many opportunities to serve their existing audiences better and to reach out beyond the walls. It is a user centered web.

*Web 2.0 is defined in different way by different people like:

a) Community driven on-line platform or an attitude rather than technology (Downes, 2005)
b) It is a technology (Franklin and Van Harmelen, 2007)
c) Second generation of web based tools and services (Guntram, 2007)
d) This is a new way of living as the" always on" culture (Bryant, 2007)

The term web 2.0 is associated with web application that facilitate participatory information sharing, inter operability, users centered design and collaboration on the World Wide Web. Examples of web 2.0 tools are Blogs, wiki, tagging and Social Bookmarking, Multimedia, Sharing audio, blogging, Podcasting, RSS & Syndication,Mashups and Social Networking Sits etc. Web 2.0 is among the popular buzzwords in blogosphere and social media today. Still there is no proper, exact and standard definition for web l.a and it is the term given to describe a second generation of the World Wide Web that is focused on the ability for people to collaborate and share information online. The web 2.0 is basically refers to the transition from static HTML web pages to a more dynamic web that is more organized and it is based on serving web applications to users.

* The most significant characteristics of web 2.0 services are:

a) User oriented design
c) Web as platform
e) Power centralization
g) Rich user experience

**1.1 .Key Features of Web 2.0:**

b) Crowd sourcing d) Collaborative f) Dynamic Content

With the change in technology the web has entered in a more advanced stage known as web 2.0. The Web 1.0 allows users to read or view the information but web 2.0 allows users to read, write, save and produce the content on the web. Some

experts say that it is new version of web but others says that it is the application of web 1.0

**1.3.Some key features of web 2.0 are as follows:**

It allows users to arrange their information according to their needs and wants; this is also known as social tagging. - The web2.0 has rich user experience because it uses AJAX (Asynchronous JavaScript + XML). - The traditional web model was one way in which the information provided by the site owner and the users are the ultimate receivers but in web 2.0 the users also contribute in the information production by the means of evaluation, review and commenting, etc. In traditional web the information was only provided by the site owner but in web2.0 the participation of users is compulsory. The web 2.0 contents are easily shared, reuse, redistributed and edited. The single information may be accessed or shared by the multiple users through sharing, hyper linking, tagging, etc.

**2. Library 2.0:**

Library 2.0 describes as a subset of library services designed to meet user's needs caused by the direct and peripheral effect of web 2.0 services leveraging concepts of the read/write web, the web as platform. The long tail, harnessing collective intelligence, network effects, core datasets from users contributions and light weight programming models (Habid, 2006). The principles of library 2.0 seek to put users in touch with information and entertainment wherever they may be breaking down the barriers of space time and out dated policy. It is a user oriented paradigm focusing on knowledge, experience, collaboration, the creation of new content (library 2.0 LIS Wiki, 20 II).

Thus library 2.0 is a transformation of the way of library services which delivered to the library users. It promotes new tools to make library space (both virtual and physical) more interactive collaborative and driven the community needs. It

encourages collaborative two way- social interaction between library staff and library users. It requires the users participation and feedback in the development & maintenance of Library services.

**2.1. Element of Library 2.0:**

The theory of library 2.0 could be understood to have these four essential elements:

1. It is a user centered: Users participate in the creation of the content and services they view within the library's web presence, OPAC, etc. The consumption and creation of content is dynamic and thus roles of librarians and users are not always clear.
2. It Provide a Multimedia Experience: Both the collection and service of library2.0 content video and audio components. While this is one cited as a function of Library 2.0. It is here suggested it should be. 3. It is socially rich: The library's web presence includes users' presences. There are both synchronous (eq. 1M)and a synchronous (eq. wikis) ways for users to communicate with one another and with librarians.
1. It is Communally Innovative: It is perhaps the single most important aspect of Library 2.0. It rests on the foundation of library as a community service but understands that as communities change, libraries must not only change with them, and they must allow users to change the library also. It seeks to continually change its services, to find new way to allow communities not just individuals to seek, find and utilize information.

**2.2. Web 2.0 and Libraries:**

Web 2.0 is a next generation of web services which offers more services on comparison to traditional web. Traditional web have only web sites and search engines like facilities but web 2.0 is a two way shared network that were used in every

place. Traditional web have great effect on the libraries but it seems that the web 2.0 have much more impact on libraries. It revels the gaps between the libraries and the users, if the tools of web 2.0 and the existing services of libraries were used together then the libraries succeed to provide better and new services to their users at present scenario. Technologies are the tools through which libraries provides services to their users and satisfy their users needs, as the time changes technology changes, when technology changes there is change in the form/ way/style in the demand of the users. To satisfy the demand libraries, we have to adopt new technologies. In the era the web 2.0, it's needed to be opted by the libraries. With web 2.0, the collection of library become virtual collection and library become without walls. The traditional library read only catalogues will become Amazon style where the user's comments, reviews and feedbacks will be used for enhancing the catalogues. The information is viewed as a two way process where the users search, , investigate and participate in the creation and re-mixing of new content

The web 2.0 focuses on users and how to attract the uses as information consumer as well as contributor. Webs 2.0 also give a lot of impact on reference services. With the help of web 2.0 library provide web based reference services in which web 2.0 tool (such as Slogs, social network sites etc.) can be used so that user can meet their information needs without ant tome and place limitation. There are many libraries in all over the world which offering services through their blogs and making blogs the most common channel for providing digital reference services. To be successful in our modem society, LIS educators should take advantage of this (web 2.0) new information & communication technology (ICT) and consider the learning performances of digital natives and digital immigrants. Web 2.0 is a participative and participation is seems to be on

the part of end users such as bloggers. Library use web 2.0 as a way to share information toencourage feedback from their patrons to highlight their services or new materials and more about opinions and input from users to collaborate on making their library the best.

**3. Tools of Web 2.0 and Their Use in Libraries :-**

3.1. **Blogs**: The term Slog or Web-log was first coined by Jom Barger in 1997 that means a simple web page which contains brief statements of entries, opinions, information, personal diaries, links, etc which called posts, arranged in chronological order with most recent are first. Most blogs offers their users to add a comments and exchange of comments, posts, etc are called Slogging. There are many people in the world engaged in blogging. As the technology became more complicated, bloggers have begin to use multimedia into their blogs and the starting of photos- blogs, video-blogs and facilitates uploading of multimedia contents and supports mobile phone (m-blogging) formats also so that users can access their blogs at anytime, anywhere. Libraries can create their blogs tells their users about the library and library services, their special collections, new arrivals, knows users problems, quick feedback to users queries, in house publications, current awareness services, etc.

3.2. **Wikis**: Wikis are the web pages or contains a set of web pages that are easily edited or updated

by the users. Wikipedia concept brings the idea of wiki, wiki pages have an edit options and the users can use the online editing tool to change the contents of the web page. It has history function through which users can easily restore previous versions or components of the wiki. There is restricting access to registered users only It facilitates libraries as a service through which interaction of users and libraries became more effortless.' Users and libraries share their information at

one place in the form of discussion, comments, criticism, photos, graphs, etc and after that these things were easily archived for further use or reference.

3.3. **Tagging and Social Bookmarking:** Tag means adding information to a digital object, so tags enrich the qualities of any digital object such as photos, videos, web pages, e-documents, etc.

User can easily add information to their digital objects online and make it more useful. Through Tagging things can be easily categorized or classified according to their characteristics. Social bookmarking allows users to create a list of bookmarks and favorites online, users can access these bookmarks from any corner of the globe, and after that user can easily manage, edit, store and categories the bookmarks. Through tagging libraries can easily tag their users or user's communities to their needy things. It acts as a cataloguing and classification of the e-resources and also acts as a reference service. Through tagging the librarians easily provide current awareness services, upcoming events, collection and database to the users communities.

3.4. **Multimedia Sharing, Audio Blogging and Podcasting:** Multimedia sharing means sharing of photos, videos, audios, etc among the users online, YouTube (video), Flicker (photos) anode (pod casts) are the famous multimedia sharing websites. The concept of writable web was justified where users are not only ultimate consumer but also participate actively in the creation of web contents. Millions of the users are sharing these multimedia contents. They can upload videos and photos directly through their camera and phones at anytime, anywhere. After that they can tag, manage, categorize, edit, and share their contents online. The term Podcasting was first coined by Ben Hamersley in a The Guardian article on 12 February, 2004. Podcasting are episodic audio recordings of

talks, interviews, lectures, etc which may be played on any online multimedia devices. A podcast is made by a creating an audio file with the help of sound recorder or other similar devices and uploading the file to the host server and making the globe aware of the created file by the use of RSS feeds. The podcasts users subscribe to the RSS feeds and get information about new created podcasts. Through multimedia sharing or streaming, audio blogging and podcasting, a librarian can easily share libraries instructions or orientation programs which may be operated online, libraries can organize multimedia chat rooms that act as virtual class rooms and archive these multimedia resources for further use.

3.5. **RSS and Syndication**: The first version of RSS was created by Dan Libby and Ramanathan V. Guha on March 1999 known as Rich Site Summary. In September 2002, Dave Winner releasers 2.0 and renamed as Really Simple Syndication. At that time there are various RSSformats due to issue of incompatibility and in 2003 new syndication system was projected and developed under the name of ATOM in order to clear the incompatibilities between RSSversions. Really Simple Syndication (earlier it was known as Rich Site Summary) is a family of web formats which permits users to get the update of the RSS enabled websites. Without visiting to the websites users get their updates. The updates are termed as feeds and were collected in feed format. Users have to subscribe for the RSS feeds and install a software tool know as Feed reader, aggregator, RSS reader, etc. These are web based, desktop-based and mobile based software applications. Whenever updates were made, the subscribed websites users were informed by the installed software applications. Libraries can create RSS feeds to their user's communities which shows the updates in the libraries collections, services, database, etc and get their feedbacks.

3.6. **Mashups**: Mashups is a technology that merges two or more services or technology to create anew service or technology. The value of present services or technology were increased by merging two or more service or technology which results in better service, growth and development in technology. Mashups have an active role in the evolution of Web 2.0.Thelibrarian can easily merge two or more than two library services to make user convenient such as any traditional services were mixed with any current online services which make new service.

3.7. **Social Networking** Sites: Social Networking Sites are those sites which allow their users to build social relations on the Web. It is the web based service which provides users to interact virtually and share their thoughts in the forms of comments, likes, messages, tags, etc. here users can upload photos, videos. Every user has their own profile describing their personal details. Through which users search others users and create a list of friends.If a library connects to a social network sites then a librarian easily get the users recommendations, interests, information needs, users information, and libraries can easily provides quick reference services, current awareness services, latest arrivals, rules regulations of the libraries, OPAC, etc.

**Conclusion :** The web 2.0 is an addition or update to the traditional World Wide Web Technology and it is a never ending process. Earlier times libraries were using World Wide Web services to provide many online services, with the advent of web 2.0 technology librarians use it as a tool to bridge the gap between the libraries and the users. With new and more interactive services the libraries can easily provide better services and attracts more users towards it and open the gates for the new opportunities for the libraries. Web 2.0 is a library response to the larger social technology changes going on right now. Some Librarians are noticing the change and are trying to figure

out how libraries can capture the good stuff of web 2.0 and use it to further serve our patrons. They have added a library centric name (Library 2.0) to larger concept that is appearing in our libraries. Web 2.0is influencing the way in which people learn & access information and communicate with each others in a participative manner.

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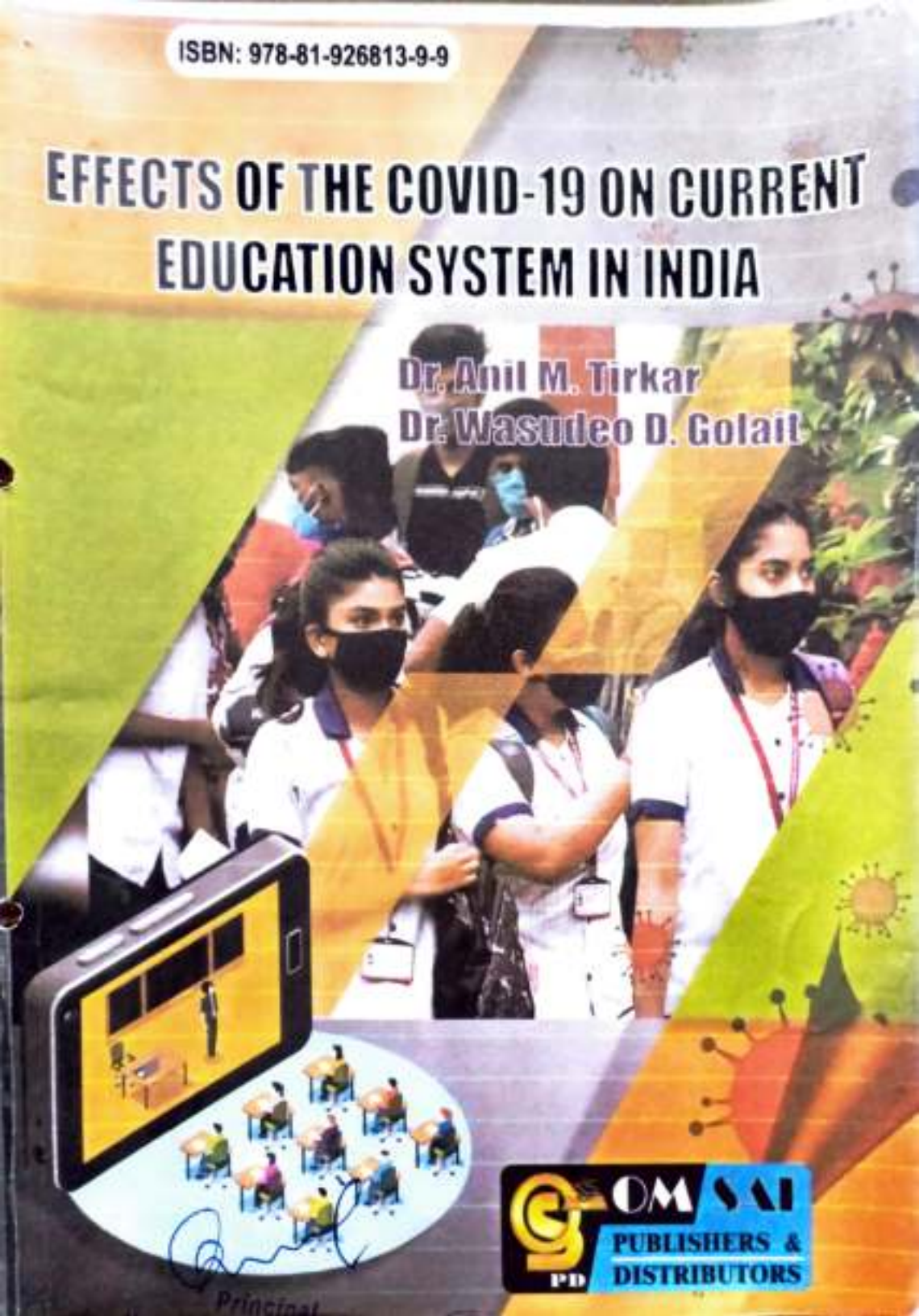
# EFFECTS OF THE COVID-19 ON CURRENT EDUCATION SYSTEM IN INDIA

Dr. Anil M. Tirkar
Dr. Wasudeo D. Golait



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# "IMPACT OF COVID-19 ON EDUCATION SYSTEM IN INDIA"

**Dr. Harshal R. Nimbhorkar**
**Librarian**
**Narayanrao Rana Mahavidyalaya, Badnera**

## Introduction:-

The petrifying and severe impact of COVID-19 has shaken the world to its core. Further, most of the Governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. In India too, the government as a part of the nationwide lockdown has closed all educational institutions, as a consequence of which, learners ranging from school going children to postgraduate students, are affected.

## Role of UNESCO:-

The UNESCO report estimates that the coronavirus pandemic will adversely impact over 290 million students across 22 countries. The UNESCO estimates that about 32 cores students are affected in India, including those in schools and colleges. Therefore, the government has come up with e-learning program. Many ed-tech firms have tried to leverage the occasion by offering free online classes or attractive discounts on e-learning modules. These measures have been met with overwhelming response by students with some startups witnessing as high as 25% uptick in e-learning. Remote learning seems a viable solution to students during this time as they offer convenient, on -the- go and affordable access to lessons. E-learning also comes as an interesting and interactive alternative as compared to classroom teaching.

## Role of Digital Education in India:-

Impact of Covid-19 has prompted experts to rethink the conventional mode of education. Digital education appears to be a viable solution to fill in the void for classroom education for a period of three to four months while minimizing the chances of any infection to students until classes resume. More importantly, it has also brought the hitherto peripheral issue of digital education in India to the center stage. Going forward, digital education is likely to be integrated into mainstream education. This will enable inclusive education by facilitating learning across diverse geographies in India. Moreover, it will provide an opportunity for educators to come up with customized learning solutions for every student. A complete revolution in the way we learn today has been brought about by Technology. Each student gets in contact with a world-class education, which is not easy to impart by the traditional white chalk and blackboard method of teaching. This new learning is more interesting, personalized and enjoyable.

## Role of MOOC in Digital Learning Process:-

A massive open online course (MOOC) is an online course aimed at unlimited participation and open access via the web. India is considered to be the biggest market for MOOCs in the world after the USA. Since the population of India is huge, massive open online course (MOOC) is said to open gateways for a lot of Indians in terms of bringing an educational revolution. Online distant learning programs give a great opportunity to avail high-quality learning with the help of internet connectivity.

Digital learning has many advantages in itself like digital learning has no physical boundaries, it has more learning engagement experience rather than the traditional learning, it is also cost-effective and students get to learn in the confines of their comfort zone. However, digital learning is not without its limitations and challenges, since face-to-face interaction is usually perceived as the best form of communication as compared to the rather impersonalized nature of remote learning. Globally, online education has met with some success. In the case of India, we still have a long way to go before digital learning is seen as mainstream education, because students living in urban area have the facilities to opt for digital education,

however, rural area students do not have the required infrastructure nor are financially strong to avail the resources required for digital education. Building of the digital education infrastructure by the Government of India presently appears to be difficult due to lack of budget.

Another challenge is that e-learning comes across as somewhat patchy and impersonal experience. Also, e-learning is likely to witness a high dropout rate due to the lack of atmosphere for studying. Students might tend to get distracted by gaming consoles, social media at home and might not feel a sense of community while taking online classes. Successful delivery of education is also in question because learning at the level of higher education and learning at the kindergarten/school level can be different. Digital education cannot be applied the same at every level of the education.

**Role of Work from Home:-**

Due to the outbreak of the pandemic, the work from home (WFH) culture is booming in India. As social distancing is prescribed as the best way to curb the spread of COVID 19, companies are faced with an unprecedented challenge of ensuring it is business as usual even if everyone is working remotely. Therefore, not only businessmen or start-ups in India have opted for an online platform like Zoom App to stay connected with their employees who are working from their homes but also the educational institutions have opted for different digital platforms to facilitate learning for their students. However, only educational institutions in urban areas can provide those facilities. Again the questions are raised for the learners in rural areas, the educational systems in rural areas and their growth.

With so many different ways to define e-learning and the educational approaches that can be taken in these learning environments, many colleges and extra curriculum activity classes have started making use of the technology. Through applications such as Zoom, various colleges especially engineering and designing colleges of Pune have undertaken the task of educating students through video conferencing. Undeterred by the security concerns which such video conferencing applications may pose, these applications are widely used and have proved to be beneficial and with a lot of advantages.

## Conclusion:-

There is picture, sound clarity which makes imparting of knowledge and learning effective for both the instructor and the student. But at the same time, there is a glaring disadvantage as exams have to be postponed. Examinations cannot be conducted online. It is not only just the question of imparting continuous and uninterrupted learning during the outbreak of COVID 19 pandemic but also the most important challenge for the instructor is to focus on the overall elements of a well-developed course. Developing a purposeful and well-defined online course, which supports the instructor and learner, means devoting the appropriate time and embedding the applicable course elements into the e-learning environment. Through the use of technology, we can, if not provide a strong alternative to the conventional education system, mitigate and compensate for the impediments posed and inconvenience caused due to COVID 19 pandemic to the education system and learners by extension. Learning, as they say, is a continuous and ever-evolving process. The educational institutions in India, from schools to universities, can use this present adversity as a blessing in disguise and make digital education a major part of the learning process for all learners in the future.

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Narayanrao Rana Mahavidyala:

# Emerging Library & Information Science and Technologies

K. Veeranjaneyulu
G. Rathinasabapathy
P. A. Shinde

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# Foreword

India agriculture is demographically the broadest economic sector and still plays a significant role in the overall socio-economic fabric of India. India ranks second in farm output and exporting to more than 120 countries thus become the seventh largest agricultural exporter worldwide.

The Indian Council of Agricultural Research (ICAR) and the 73 State Agricultural Universities along with other colleges are playing a vital role in the overall development of agricultural sector. The academic research and extension programmes of the universities have played a pivotal role in the overall developent of agricultural sector of the country.

Library is the heart of university system. We cannot think a university without a good library since the role of the library is very important in academic system, equal importance is given to laboratory and library spending during the National Institutional Ranking Framework (NIRF).

In this context, I am very happy to note that the MPKV Library is organising a National Conference on "Emerging Library, Information Science and Technologies (ELIST 2017)" during 20-21 July 2017 and I congratulate Prof P.A. Shinde, University Librarian, MPKV, Rahuri for taking up the responsibility even though he is retiring very shortly. I am also very happy to note that this scientific event has been of great interest for a wide range of LIS professionals from the width and breadth of the country.

This volume represents the papers presented in the ELIST 2017 and contains about 40 papers dealing with various aspects of Library and Information Science viz., library automation, networking, digitization, institutional repository, scientometrics, user studies, information literacy etc.

I congratulate Dr. K. Veeranjaneyulu Dr. G. Rathinasabapathy, Prof. P. A. Shinde, the Editors of the Conference Volume for their commendable work and hope the volume will be of immense use to the LIS professionals.

**(P.S. Pandey)**

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# Emerging Library & Information Science and Technologies

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# Emerging Library & Information

This volume is being brought out as the Pre-conference Volume of the National ... Library & Information Sources and Technologies (ELIST 2017). This volume contains 36 papers contributed by leading LIS professionals from the width and breadth of the country and the papers deal with distributed aspects of Library and Information Science such as Emerging Technologies in LIS, Scientometrics, Webometrics, Knowledge Management, Library user studies, Information Literacy, Library Automation and Digitization, Institutional Repositories, Open Access Resources, Digital Rights Management, Agricultural Knowledge Management, etc.

It is hoped that this volume will be of immense use to the students, research scholars, faculty and practicing library and information professionals.

**About the Editors**

**Dr. K. Veeranjaneyulu**, M.Com, M.L.I.S, BGL, PGDLAN, Ph.D., is currently the University Librarian & Professor of Prof. Jayashankar Telangana State Agricultural University, Hyderabad. He has more than two and half decades of professional experience in the field of library and information service and a Resource person to various Academic Staff Colleges in the country, and delivered many Guest Lectures in Universities of Andhra Pradesh, Maharashtra, Tamil Nadu, Karnataka and Haryana. He has participated in more than 100 National Conferences, Workshops and Seminars and written and edited more than 25 books and contributed around 150 articles. He is a member of Boards of Studies, Academic Councils and Faculty Boards of many Universities in India, and a Ph.D. Adjudicator and External Examiner for several Universities. Under his guidance, ten candidates were awarded M. Phil. Degrees and two Ph.D. Currently he is guiding six Ph. D. students. He is a life member of various learned societies. He visited many foreign countries including the USA as part of his academic and research assignments. He has been awarded UGSHILE-UILS Parivar Bhushan & B. Shukla Millennium Award for excellence in 2007. He received "Certificate of Appreciation" awarded for outstanding contribution in developing KrishiKosh (Agricultural Institutional Repositories Database) in the Libraries of NARES under the e-Granth Project from the Director General, ICAR and National Director, NAIP, IARI, New Delhi. He also received Appreciation Certificate from ICAR for uploading high number of theses i.e. more than 5000 in the krishikosh during the year 2016.

**Dr. G. Rathinasabapathy** is serving as the University Librarian of Tamil Nadu Veterinary and Animal Sciences University (TANUVAS), Chennai. He was awarded M.Com., M.L.I.S., by Annamalai University, M.Phil. (LIS) by Alagappa University and Ph.D. (LIS) by the University of Madras. He has 23 years of professional experience and contributed about 110 research papers to journals, International and National Seminar volumes and participated about 35 International/National level programmmes in LIS. He has authored/edited four books and five volumes. He has obtained three projects worth about Rs.300 lakhs for the development of Library and Information facilities at TANUVAS. He is a member in the Editorial Board of Seven Peer Reviewed Journals and presently the Editor-in-Chief of the Indian Journal of Agricultural Library and Information Services (IJALIS) of AALDI. He is a reviewer for many International Journals including "Scientometrics" and "PLOS" journal. He is the elected President of Tamil Nadu Library Association. Secretary of MALIBNET and life member of 18 professional societies viz., ILA, IASLIC, MALA, AALDI, SALIS, SLA (USA), ISTE, CSI, etc. He has served as the Chairman and Member of about 65 Committees at National and Regional level. Delivered about 20 invited talks and organized many national level Continuing Educational Programmes. He visited many leading libraries in the USA. He was honoured with many awards including 'Award for Best Paper Presentation' by the Indian Society for Veterinary Pharmacology and Toxicology (2005); "Useful Writer Award" (2012) by Tamil Nadu Magazine Publishers Association, 'Bharat Gaurav Award (2016)' by an International Social Service Association, New Delhi and "Certificate of Appreciation" by ICAR for his contribution to 'KrishiKosh' Institutional Repository (2017).

**Prof. P. A. Shinde**, M.A., M.L.I.Sc., is serving as the University Librarian of Mahatma Phule Krishi Vidyapeeth, Rahuri, Maharashtra State. With more than 35 years professional experience, he has developed the university library as a model agricultural library in the country. He has played a vital role in automation and digitization of the MPKV library with the support of e-Granth project of ICAR. He has published a large number of papers in journals and presented a number of papers in conferences and seminars besides book chapters. He has organized many training programmes and workshops for the benefit of LIS professionals besides participated about 10 continuing education programmes. He was honoured by the ICAR with a "Certificate of Appreciation" for his contribution towards the development of 'KrishiKosh' during the year 2016.


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findings of the study undertaken universities viz., Mahatma Phule Krishi Vidyapeeth, Marathwada Krishi Vidyapeeth and Dr.Balasaheb Sawant Kokan Krishi Vidyapeeth to find out the use of electronic resources in Agricultural University Libraries in Maharashtra State.

***Keywords***: User study, Agriculture, e-Resources, Consortia, Maharashtra

**Preamble**

University of Agricultural Sciences, Maharashtra was established on the provision of Maharashtra Council of Agricultural Education and Research (MCAER) Pune is a body, which has been constituted under section 12 of Maharashtra Agricultural Universities (Krishi Vidyapeeth) Act 1983. In exercise of the powers converted upon MCAER vide provision in the provision of sub-section 3 of section 12 of the Act common regulations for admission to various degree programmes have been formulated.

**Need for the Study**

The present study is a probe into this specialized area of using, and impact of electronics resources. In library collection, it concentrates on the major steps, processes and issues to be confronted in dealing with the incorporation of electronic resources into agricultural university libraries. It is important to understand and develop sound theoretical and operational knowledge about acquisition and use of e-resources and its

4. To evaluate the frequency visit, time spent, purpose and utilization of e-resources by the Agricultural university library users.
5. Find out the preferences of respondents in using various categories of e-resources.

**Hypotheses Formulated**

For the present study the following hypotheses are proposed and tested:

**H-1:** "Users are not fully satisfied with the electronic information resources available in the Agricultural university libraries in Maharashtra".

**H-2**: "The Agriculture universities libraries in Maharashtra do not provide adequate electronic information services."

**H-3**: "Electronic Journals and databases are the most favored electronic resources available in the Agriculture university library"

**H-4:** "The ICAR improves the present quality for regular financial grants provided in Agricultural university libraries in Maharashtra"

**Scope and limitation of the study**

The present study covers the type of users that is students, faculty staff and research scholars pursuing their study, teaching and involving research activities, respectively up to 2009 to 2011 that is limitation of users for collection of a primary data period covering up to 2011 that is limitation by period and confined users. The investigator has conducted the survey of four Agricultural university libraries in the state of Maharashtra that is limited to geographical area.

**Sample Study**

The present study has taken a random sample out of the four Agricultural university libraries were total 6173 library users and distributed 400 questionnaires with a percentage of samples (6.47%) of the four agricultural university libraries in Maharashtra state.

**Data Collection Methodology**

Survey method has been followed to collect data owing to its inherent advantages with questionnaire as the main tool for data collection. Questionnaire was administered to all the university librarians of the four Agriculture universities. In addition a separate Users Questionnaire was devised for the U.G., P.G. students, Faculty staff and research scholars of agriculture university libraries. ate of Maharashtra

***Statistical tools used for analysis and interpretation of data***

Analysis and interpretation of data was done for the purposes analyzed using on the basis of ANOVA (Analysis of Variance),to study whether there is any significant difference due to type of library services and also due to category of

## Research Methodology

Research methodology indicates the layout followed in a study. It explains the aims, assumptions, and scope and limitation, data collection methodology use for the study is planned and carried out as follows

## Statement of the Problem

A survey was conducted to find out whether these libraries are fully equipped to select, manage and organize in their collection for both print and non print (electronic resources). Further opinions of faculty and research scholars are sought with regard to nature and scope of the existing collections and services rendered in their Agricultural university libraries in Maharashtra

## Agricultural University libraries in Maharashtra

The present status of four Agricultural university libraries in Maharashtra given in table 1

**Table 1**

| Sr. No | Name of Agricultural University Library | Location | Region | Establishment Year |
|---|---|---|---|---|
| 1 | Mahatma Phule Krishi Vidyapeeth | Rahuri | Western Maharashtra | 20th Oct.1969 |
| 2 | Dr.Panjabrao Deshmukh Krishi Vidyapeeth | Akola | Vidarbha Region | 20th Oct.1969 |
| 3 | Marathwada Krishi Vidyapeeth | Parbhani | Marathwada Region | 18th May 1972 |
| 4 | Dr.Balasaheb Sawant Kokan Krishi Vidyapeeth | Dapoli | Kokan Region | 18th May 1972 |

(MCAER Prospects2012-2013)

## Objectives of the study

The study primarily aims to know about preference given electronics resources carried out in selected agricultural university libraries in Maharashtra. The ultimate purpose of e-resources is their utility. Hence, it is intended to study the use of e-resources by the library users. The specific objectives related to the present study are as follows:

1. To study the different types of electronic resources and services available in the Agriculture university libraries of Maharashtra.
2. To determine the level of satisfaction of the library users on e- resources.
3. To know the awareness of e. resources among the users of agriculture university libraries of Maharashtra.

**H-2**: "The Agriculture universities libraries in Maharashtra do not provide adequate electronic information services."

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## Statistical tools used for analysis and interpretation of data

Analysis and interpretation of data was done for the purposes analyzed using on the basis of ANOVA (Analysis of Variance),to study whether there is any significant difference due to type of library services and also due to category of

user, a statistical technique namely two ways ANOVA is applied. For the analysis purpose, data in percentage is concerned, and chi-square test was used to compare an observed group of frequencies with an expected group of frequencies.

**Discussion and Findings**

The study shows how library users gave preferences for different use of internet At all four agriculture universities out of 400 library users 241(60.25%) download and save the information on internet .94(23.5%) library users take print and 65(16.25%) library users only read the information. It shows that maximum library users download and save the information on internet.

In agricultural universities, following electronic resources are expected to be available. In case of four agricultural universities, the availability of the resources along with the list of electronic resources is given below: (y- Availability of resource, N- No availability of resource)

**Table 2** Availability of e-resources

| Sr. No. | E-resources | PKV Akola | MPAV, Rahuri | DBSKAV, Dapoli | MAV Parbhani | Total |
|---|---|---|---|---|---|---|
| 1 | CeRa | Y | Y | Y | Y | 4 |
| 2 | Krishiprabha | Y | Y | N | Y | 3 |
| 3 | e-Granth | N | N | N | N | 0 |
| 4 | open j-gate | N | Y | N | Y | 2 |
| 5 | Uni.online thesis | Y | Y | N | Y | 3 |
| 6 | NDLTD | Y | N | N | | 1 |
| 7 | e.TAD | Y | Y | N | Y | 3 |
| 8 | Inflibnet | Y | N | N | Y | 2 |
| 9 | Online e-journal | Y | Y | N | Y | 3 |
| 10 | e-books | Y | N | N | Y | 2 |
| 11 | JMU | Y | Y | N | N | 2 |
| 12 | Indiastat.com | N | Y | N | N | 1 |
| 13 | Online Databases | Y | Y | Y | Y | 4 |
| | Total | 10 | 9 | 2 | 9 | |

From the table 2 we see that in the library of PKV Akola, 10 out of 13 (77%). E-resources are available. In the library of MPAV, Rahuri and MAV Parbhani, 9 out of 13 (69%) e-resources are available. But in the library of DBSKAV, Dapoli, only 2 out of 13 (15%) e-resources are available. From the above table it can also be seen that the e-resources namely CeRa and Online Databases are

available all the 4 universities. The e-resources namely Krishiprabha, Union online thesis, e.TAD, online e-journal are available in 3 universities. The e-resources namely open j-gate, inflibnet, e-books and JMU are available in 2 universities. The e-resources NDLTD and Indiastat.com are available in only one university whereas the e-resources Union online thesis is not available in any of the universities.

In the university library, CDROM data bases are also expected to be available. However, the database Agricola is not available at any agricultural university in Maharashtra. The database namely CB Abstract is available at PKV, Akola and MAV Parbhani only. However, the data bases FSTA and AGRIS are available only at MAV Parbhani.

- It is the information about where library users access e-resources out of 400 library users 228 (57%) library users use e-resources at computer centere,136(34%) users at university library ,216(54%) at home, 216(54%) at home,132(33%) at on Campus location, 128 (32%), at off Campus location ,72(57%) at hostel, and dept. total 72(57%) . From the above study it is clear that maximum library users use e-resources at computer centre.
- The first priority given by the library users for seeking their information total 112 (28%) for using online data bases, 97(24.25%) library users searching On –line public access Catalogue (OPAC), 64(16%) library users searching information on various reference Sources total 38 ( 9.5%) library users searching e-mail and 14(3.5%) library users searching internet websites. Reveals that most of the respondents are seeking information from on line data bases on the internet.
- It is information about the details of library software which is use in different university libraries .MPKV library and BSKKV library are using SLIM 21 library software, MKV library is using SLIM++ library software and PDKV library is using LIBSYS library automation software.
- Every year there are specific budget allocated to every university library. In 2009-10 PDKV library and BSKKV library did not received any grant in the comparison MPKV library receive 13192700 rupees grant and MKV library receive 374100 rupees grant .In 2010-11 PDKV library received 254000 rupees grant,MPKV library received 9019200 rupees grant,MKV library received 822000 rupees grant and BSKKV library did not received any grant. In 2011-12 PDKV library received 12754000 rupees grants. MPKV library received 14148000 rupees grant, MKV library received 3258200 rupees grant and BSKKV library received 3500000 rupees grant from ICAR.

## CONCLUSION

It has been concluded after through study that library maximum users are using library for different purposes such as for issue books, for referring journals, for Xerox facilities and other services and they are satisfied with the library services.

satisfaction level of library service is lowest for BSKKV library Dapoli .Satisfaction level found lowest for BSKKV, Dapoli may be due to the reason that there is no full time university librarian.

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