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International Journal of Political Science	2	6500	6000	508	469
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Journal of Emergency and Trauma Nursing	2	6000	5500	469	430
Journal of Forensic Chemistry and Toxicology	2	10000	9500	781	742
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RFP Journal of Dermatology (Formerly Dermatology International)	2	6000	5500	469	430
RFP Journal of ENT and Allied Sciences (Formerly Otolaryngology International)	2	6000	5500	469	430
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Innovative Services and Scope of University Libraries in Telangana During Covid-19 Pandemic Period

Ravi Kumar Chegoni

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Abstract

The present "Innovative services and scope of University Libraries in Telangana during Covid-19 pandemic period" deals with how teaching fraternity is accessing the resources, what are digital platforms they are using, weather open Educational resources are browsing from national or international digital platforms, what purpose they using also explained. And also searching skills of teaching fraternity also explained".

Key Words: OER'S; Digital Platforms; E-Resources & University Libraries.

Introduction

The whole world is suffering with COVID-19 pandemic crisis, every institution, industry and public domain has been affected by the Coronavirus. In this pandemic situation, librry and information Centres have been the gateways of information dissemination centres and also knowledge for conducting research and development on the various disciplines. The Library and Information services started to gain importance by providing researchers & faculty opportunity to their daily academic or research work Universities librarians play vital and varied roles in the life of the university, guiding students and faculty at the reference desk, instructing library research sessions, and developing library collections. It is a truism to say that librarians in all sectors of an academic library wear many different hats and provide numerous services to patrons.

In epidemics and during the COVID-19 pandemic situation, when information outbreak is enormous, it is the time to remind the society of the importance of LIC and the role of LIS Professionals in acquiring, organising and disseminating the accurate information to the needy people/cliental in the chaotic situation. In Higher Education sectors especially University libraries were physically closed for users in this pandemic but engaged with the users. Libraries revamped their web pages, reassigned resources, and planned robust online offerings vast information. The university portals, websites and other social media tools were less used communication tools during the pandemic time. LIS Professionals worked from home and there was a sense of over burden because of 24/7 connectivity and without any formal working policy addressing the new working routines by the fingertips they provided information.

University librarians felt that digital divide, lack of digital literacy skills, and slow internet speed were the major barriers in their transition from physical to online mode and less use of library's online resources and web portals. LIC (Library & Information Centres) see their individual and collective roles of societal and educational dimensions during this Pandemic time. This particular paper also made recommendations for the betterment of libraries' role in such situations.

Review of Literature

1. *Sadia Ishtiaq (2020) on his survey on "Information Dissemination during Covid-19 and Lockdown:* The Role of University libraries of Sindh, Pakistan" focuses on The main objective of this study to find out those services, skills, instructional, and training programs being carried out during this period of the pandemic. Secondly, another aim of this study is to highlight how university libraries are contributing to their members for disseminating and mobilizing information during this emergency. In this study online survey research design used and covers 29 libraries from private sector universities of Sindh Province, Pakistan.
2. *Muhammad Rafiq (2021) in his work "University libraries response to COVID-19 pandemic:* A developing country perspective" expressed his views to explore the university libraries' response during the COVID-19 pandemic and determine their working practices, services patterns, strategies applied, and role played. This study is a qualitative exploration by collecting data through in-depth interviews of purposely selected Heads of seven university libraries.
3. *Deelip D. Mestri (2020) in his research work on " Reopening libraries in COVID 19 pandemic:* challenges and recommendations" expressed his view on We have a huge responsibility to protect the clienteles, staff and the library resources in such a pandemic situation. While reopening the library after the lock down we need to take precautionary measures to slow down and prevent the COVID 19. Alsdo expressed the challenges and suggested recommendations of the libraries during post lock down period.
4. *Misa Mi (2020) in her article "Four health science librarians' experiences:* How they responded to the COVID-19 pandemic crisis" stressed on four health sciences librarians from four academic libraries across the country will share their personal or library experiences in reaching out to faculty and students to meet their needs through their initiatives and continuous efforts using various technologies and tools (see table on next page) in the pandemic period.

Scope of the study

The technological advancements and innovations have transformed the traditional libraries to the present smart Libraries. Today's Libraries offer wide range of innovative services to the users for their information need in the pandemic situation. There has been a paradigm shift of libraries in twenty first century. The major role of libraries in selective dissemination of Information and knowledge among its users predefine the scope of libraries. Libraries are the store houses of knowledge recorded in physical/digital medium. Libraries are growing organism.

The present Study "Innovative services and scope of University Libraries in Telangana during Covid-19 pandemic selected Ten Universities i.e., Osmania University, Kakatitya University, Shatavahana University, Telangana University, Palamuru University, Telugu University, JNTU(Hyderabad), JNFAU, Hyderabad, Prof. Jayashanker Agriculture University, Hyderabad and Mahatama Gandhi Universities only. Two universities were established 10 decades old remaining Eight universities were established two decades before based on that researcher selected for the study. And also the study period confined to Sept (2020) –March (2021) only.

Objectives of the Study

The present Study "Innovative services and scope of University Libraries in Telangana during Covid-19 pandemic period" following objectives are

1. To find out purpose of visiting the University library websites
2. To know the innovative ways to reach out to University library users in pandemic period in Telangana
3. To explore Innovative services to navigate the information by various sources in pandemic period in Telangana
4. To enhance learning and professional skills among the University Library users in Telangana.

Methodology

Researcher collected the data through the open Ended Questionnaire to faculty members (Asst Professors, Associate Professors & Professors) and also the data collected the Google form also stipulated period only.

Result and Disscussion

The population of present study was faculty member's scholars and students working in

Table: 1 Various Online Educational Resources Platforms.

S. No	Name of the Source	Description	Web Address / URL
1.	E-Pgpathshala	High Quality of Curriculum based Educational materials	https://epgp.inflibnet.ac.in/
2.	NDLI	Educational materials available for all subject areas like Technology, Social Science, Literature, Law, Medical, etc	https://ndl.iitkgp.ac.in/
3.	Internet Archive	Internet Archive: is a non-profit library of millions of free books, movies, software, music, websites, and more.	https://Archives.org
4.	Hathi Trust	HathiTrust is a partnership of academic and research institutions, offering a collection of millions of titles digitized from libraries around the world.	https://www.hathitrust.org/
5.	World Digital Library	The World Digital Library provides free access to manuscripts, rare books, maps, photographs, and other important cultural documents from all countries.	https://www.wdl.org/en/
6.	Khan Academy	Khan Academy non-profit educational organization. It provides short lessons in the form of videos.	https://www.khanacademy.org
7.	Open Library	Open Library is an open source towards a web page for every book ever published.	https://openlibrary.org/
8.	Project Gutenberg	Project Gutenberg is a volunteer effort to digitize and archive cultural works.	https://www.gutenberg.org/
9.	Z Library		https://z-lib.org/
10.	Pdf Drive		https://www.pdfdrive.com/

University Libraries in Telangana. A total 900 questionnaire were distributed to the faculty members of TEN Universities in Telangana. 692 responses (76.8%) were received throughout Telangana.

The collected data was exported to an excel sheet for the analysis & Tables, charts and graphs were prepared by using excel sheet.

Table 2: Faculty members Response University Wise.

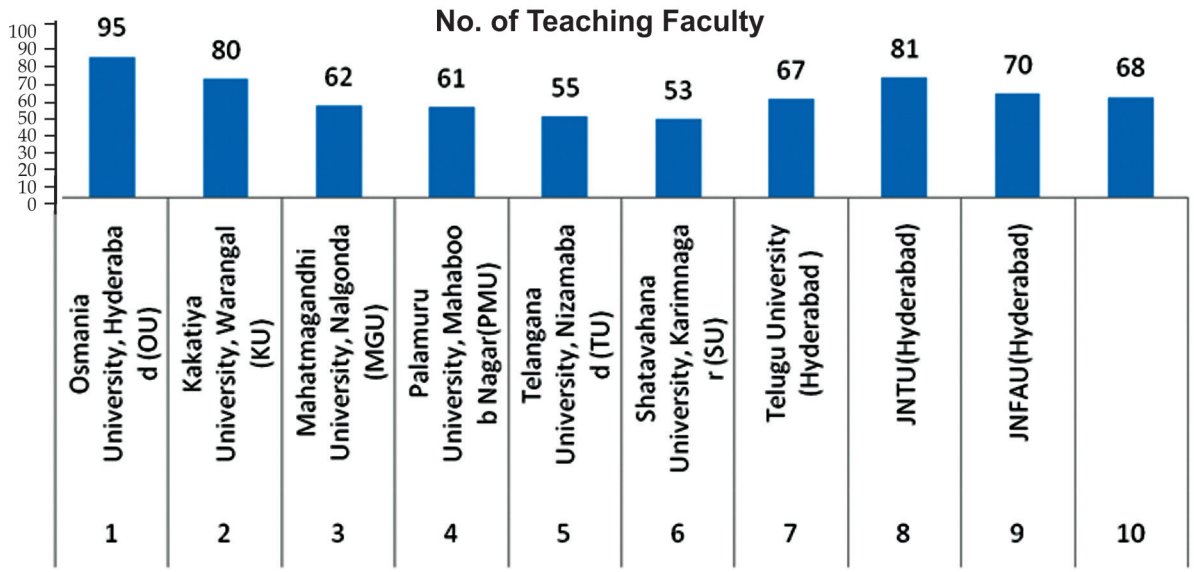
Sl. No	Name of the University	No of Teaching Faculty
1.	Osmania University, Hyderabad (OU)	95
2.	Kakatiya University, Warangal (KU)	80
3.	Mahatmagandhi University, Nalgonda (MGU)	62
4.	Palamuru University, Mahaboob Nagar(PMU)	61
5.	Telangana University, Nizamabad (TU)	55
6.	Shatavahana University, Karimnagar (SU)	53
7.	Telugu University (Hyderabad)	67
8.	JNTU(Hyderabad)	81
9.	JNFAU(Hyderabad)	70
10.	Prof. Jayashanker Agriculture University, Hyderabad	68

The above table & bar diagram shows that the respondents of faculty members of universities in Telangana. Out of ten selected universities highest i.e. 95 faculty member from Osmania University, second highest i.e. 81 faculty members from JNTU(Hyderabad) and least number i.e., 50 faculty members from Shatavahana University.

The above table & bar diagram shows that the faculty members visiting library websites for the various academic purpose. Out of ten selected Universities faculty members are visiting the library websites.

Highest number i.e 25 faculty members from Osmania University and least number 12 faculty members from kakatiya & Shatavahan University for To update their knowledge. Highest number i.e. 28 faculty members from Kakatiya University and least number i.e. 07 faculty members from Telugu University to visit the library websites for To Access the academic e-books & e-Journals.

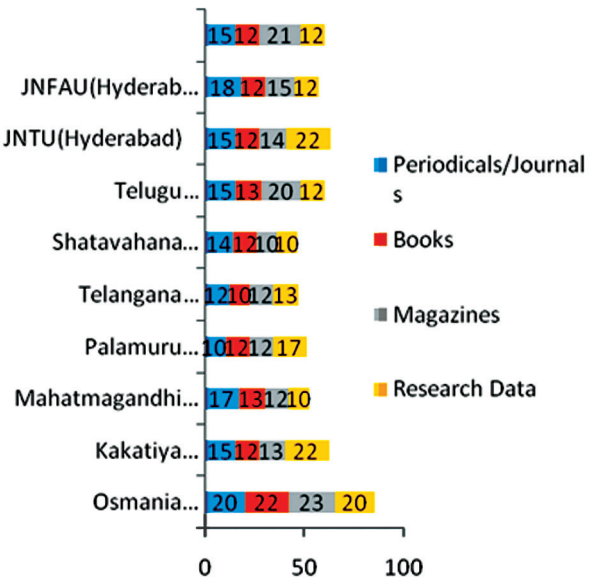
Highest number i.e. 23 Osmania University and least number i.e. 10 from Shatavahana University to visit the library websites for writing articles/books. Highest number i.e. 25 from Osmina University add least number i.e. 13 Telangana University faculty members to visit the library websites for the project and Research work.



The above table & bar diagram shows that the respondents of faculty members of universities in Telangana. Out of ten selected universities highest i.e. 95 faculty member from Osmania University, second highest i.e. 81 faculty members from JNTU(Hyderabad) and least number i.e., 50 faculty members from Shatavahana University.

Table 3: Purpose of Faculty members visiting the Library websites in pandemic period.

Respondents	Purpose				
	To Update Knowledge	To Access the academic e-books & e-Journals	For writing articles /books	For the project and Research work	Total
Osmania University, Hyderabad (OU)	25 (26.31%)	22 (23.15%)	23 (24.21%)	25 (26.31%)	95 (100%)
Kakatiya University, Warangal (KU)	12 (15%)	28 (35%)	22 (27.5%)	18 (22.5%)	80 (100%)
Mahatmagandhi University, Nalgonda (MGU)	17 (27.41%)	13 (20.96%)	12 (19.35%)	20 (32.25%)	62 (100%)
Palamuru University, Mahaboob Nagar (PMU)	16 (26.22%)	14 (22.95%)	15 (24.59%)	16 (26.22%)	61 (100%)
Telangana University, Nizamabad (TU)	15 (27.27%)	15 (27.27%)	12 (21.81%)	13 (23.63%)	55 (100%)
Shatavahana University, Karimnagar (SU)	12 (22.64%)	14 (26.41%)	10 (18.86%)	19 (35.84%)	53 (100%)
Telugu University (Hyderabad)	20 (29.85%)	07 (10.44%)	18 (26.86%)	22 (32.83%)	67 (100%)
JNTU(Hyderabad)	15 (18.51%)	20 (24.69%)	25 (30.86%)	21 (25.92%)	81 (100%)
JNFAU(Hyderabad)	20 (28.57%)	12 (17.14%)	18 (25.71%)	20 (28.57%)	70 (100%)
Prof. Jayashanker Agriculture University, Hyderabad	15 (22.05%)	25 (36.76%)	12 (17.64%)	16 (23.52%)	68 (100%)



Bar diagram shows that the respondents of faculty members of universities in Telangana.

By their accessing Open Education Resources from various websites.

The above table & bar diagram shows that the faculty members accessing of resources from university library websites (Indian initiatives). Out of ten selected Universities faculty members are accessing resources from National Digital Library (NDLI) highest percentage 27.41% i.e. Mahatma Gandhi University and least percentage 18.51% i.e., JNTU (Hyderabad). By E-PG PATASHALA highest percentage 23.15% i.e Osmania University and least percentage 10.4% i.e. Telugu university. By SWAYAM PRABHA highest percentage 21.84% i.e., Telangana University and least percentage 11.74% i.e. Prof. Jayashanker Agriculture University. VIDYAMITRA highest percentage 21.05% i.e. Osmania University and least percentage 14.54% i.e. Telangana University. By NLIST/ SHODH GANGA/INFLIBNET (RESOURCES) highest percentage 30.88% i.e. Prof. Jayashanker University and least percentage 10.52% i.e. Osmania University.

Table 4: Faculty Members Accessing of Resources from University Library Websites (Indian Initiatives).

Respondents	Indian Initiatives					
	NDLI	E-PG Patashala	Swayam Prabha	Vidyamitra	NLIST/ Shodh Ganga/ Inflibnet (Resources	Total
Osmania University, Hyderabad (OU)	23 (24.21%)	22 (23.15%)	20 (21.05%)	20 (21.05%)	10 (10.52%)	95 (100%)
KakatiyaUnivesity, Warangal (KU)	15 (18.75%)	12 (15%)	13 (16.25%)	15 (18.75%)	22 (27.5%)	80 (100%)
Mahatmagandhi University, Nalgonda (MGU)	17 (27.41%)	10 (16.12%)	12 (19.35%)	10 (16.12%)	13 (20.96%)	62 (100%)
Palamuru University, Mahaboob Nagar (PMU)	12 (19.67%)	12 (19.67%)	10 (16.39%)	10 (16.39%)	17 (27.86%)	61 (100%)
Telangana University, Nizamabad (TU)	13 (23.63%)	10 (18.18%)	12 (21.81%)	8 (14.54%)	12 (21.81%)	55 (100%)
Shatavahana University, Karimnagar (SU)	14 (26.41%)	7 (13.20%)	10 (18.86%)	10 (18.86%)	12 (22.64%)	53 (100%)
Telugu University (Hyderabad)	15 (22.38%)	7 (10.44%)	20 (29.85%)	12 (17.91%)	13 (19.40%)	67 (100%)
JNTU(Hyderabad)	15 (18.51%)	12 (14.81%)	14 (17.28%)	15 (18.51%)	22 (27.16%)	81 (100%)
JNFAU(Hyderabad)	18 (25.71%)	12 (17. 14%)	13 (18.57%)	12 (17.14%)	15 (21.42%)	70 (100%)
Prof. Jayashanker Agriculture University, Hyderabad	15 (22.05%)	12 (17.64%)	8 (11.76%)	12 (17.64%)	21 (30.88%)	68 (100%)

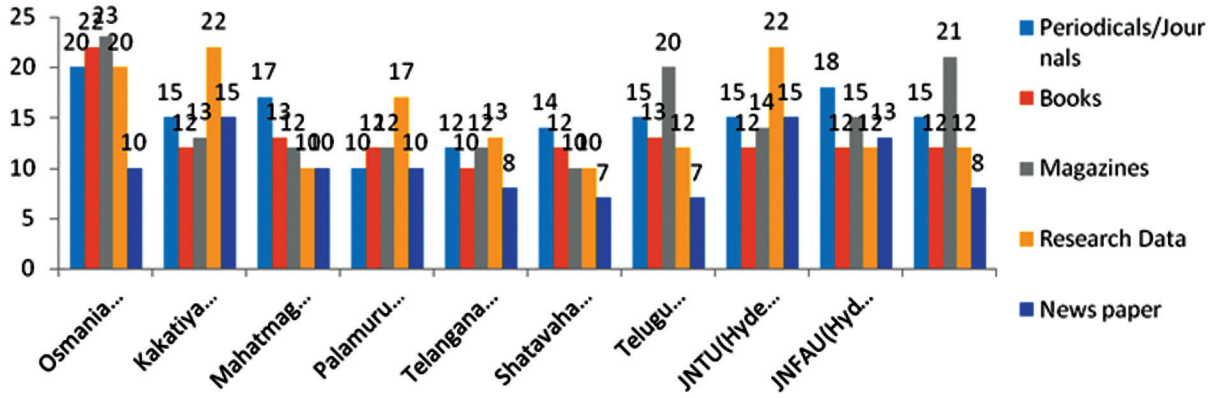
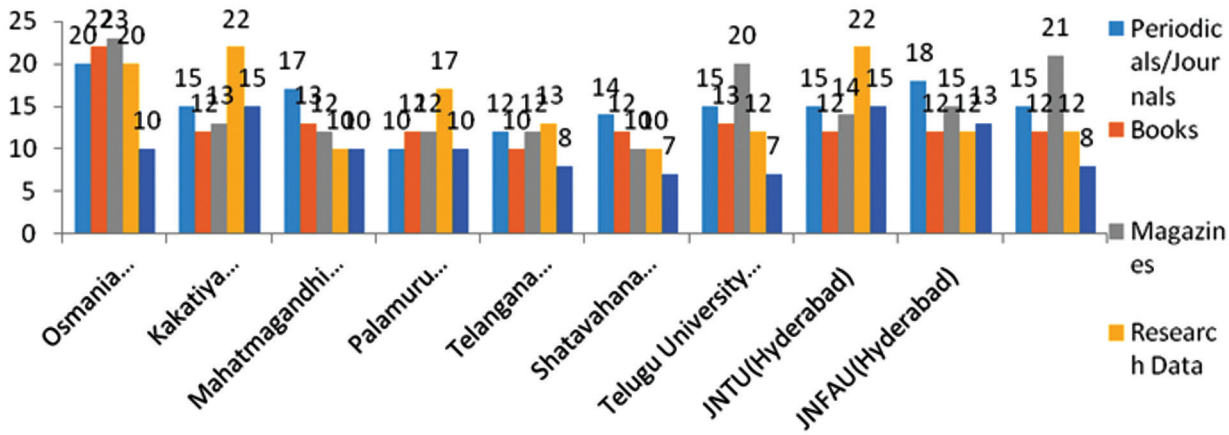


Table 5: Faculty Members Accessing of Resources from University Library Websites (Global Initiatives).

Respondents	Global Initiatives					
	World Digital Library	Khan Academy	Open Library	PDF Drive&Z Library	Hathi Trust	Total
Osmania University, Hyderabad (OU)	20 (21.05%)	10 (10.52%)	23 (24.21%)	20 (21.05%)	22 (23.15%)	95 (100%)
KakatiyaUnivesity, Warangal (KU)	12 (15%)	15 (18.75%)	13 (16.25%)	22 (27.5%)	15 (18.75%)	80 (100%)
Mahatmagandhi University, Nalgonda (MGU)	10 (16.12%)	13 (20.96%)	12 (19.35%)	10 (16.12%)	17 (27.41%)	62 (100%)
Palamuru University, Mahaboob Nagar (PMU)	12 (19.67%)	12 (19.67%)	10 (16.39%)	10 (16.39%)	17 (27.86%)	61 (100%)
Telangana University, Nizamabad (TU)	12 (21.81%)	10 (18.18%)	8 (14.54%)	12 (21.81%)	13 (23.63%)	55 (100%)
Shatavahana University, Karimnagar (SU)	14 (26.41%)	7 (13.20%)	10 (18.86%)	10 (18.86%)	12 (22.64%)	53 (100%)
Telugu University (Hyderabad)	7 (10.44%	13 (19.40%)	12 (17.91%)	20 (29.85%)	15 (22.38%)	67 (100%)
JNTU(Hyderabad)	12 (14.81%)	15 (18.51%)	14 (17.28%)	22 (27.16%)	15 (18.51%)	81 (100%)
JNFAU(Hyderabad)	13 (18.57%)	12 (17. 14%)	12 (17.14%)	15 (21.42%)	18 (25.71%)	70 (100%)
Prof. Jayashanker Agriculture University, Hyderabad	15 (22.05%)	12 (17.64%)	8 (11.76%)	12 (17.64%)	21 (30.88%)	68 (100%)



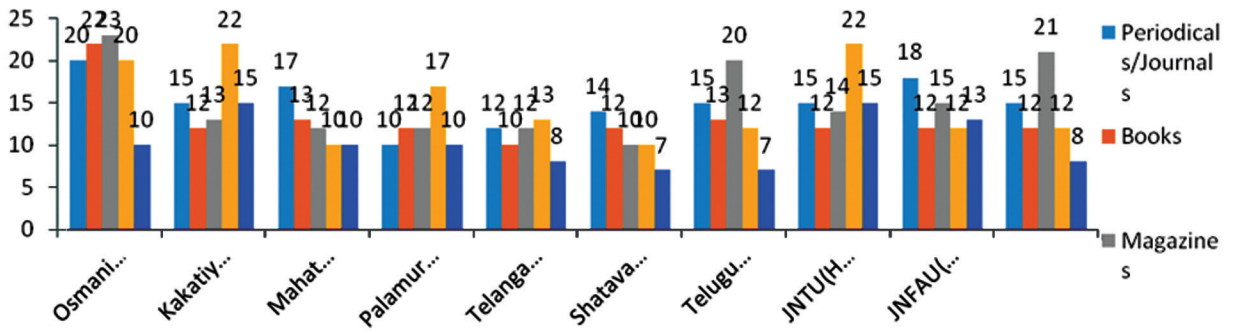
The above table & bar diagram shows that the faculty members accessing of resources from university library websites (Global initiatives). Faculty members are accessing the resources World Digital Library highest percentage 26.41% i.e., Shatavahana University and least percentage 10.44% i.e., Telugu University. By Khan Academy highest percentage 19.63% i.e Palamuru University and least percentage 10.52% i.e. Osmania university. By Open Library highest percentage 24.21% i.e., Osmania University and least percentage 11.76% i.e. Prof. Jayashanker Agriculture University. By PDF Drive &Z Library highest percentage 29.85% i.e. Telugu University and least percentage 16.12% i.e. Mahathma Gandhi University. By Hathi Trust percentage 30.88 % i.e. Prof. Jayashanker Agriculture University and least percentage 18.51% i.e. JNTU Hyderabad .

Faculty members are accessing the resources from various World Initiative websites for their academic work.

The above table & bar chart shows that the type of resources accessing from university library (open education resources) websites. Faculty members are accessing the Periodicals/Journals from the Library websites highest percentage 27.41% i.e., Mahathma Gandhi University and least percentage 16.39% i.e., Palamuru University. Books highest percentage 23.15% i.e Osmania University and least percentage 14.81% i.e. JNTUH (Hyderabad). By Magazines highest percentage 30.88% i.e., Prof. Jayashanker Agriculture University and least percentage 16.25% i.e. Kakatiya University. By Research Data highest percentage 27.86% i.e. Palamuru University and least percentage 16.12% i.e. Mahathma Gandhi University. By News paper

Table 6: Type of Resources Accessing from University Library (Open Education Resources)Websites.

Respondents	Resources					
	Periodicals/ Journals	Books	Magazines	Research Data	News paper	Total
Osmania University, Hyderabad (OU)	20 (21.05%)	22 (23.15%)	23 (24.21%)	20 (21.05%)	10 (10.52%)	95 (100%)
KakatiyaUnivesity, Warangal (KU)	15 (18.75%)	12 (15%)	13 (16.25%)	22 (27.5%)	15 (18.75%)	80 (100%)
Mahatmagandhi University, Nalgonda (MGU)	17 (27.41%)	13 (20.96%)	12 (19.35%)	10 (16.12%)	10 (16.12%)	62 (100%)
Palamuru University, Mahaboob Nagar (PMU)	10 (16.39%)	12 (19.67%)	12 (19.67%)	17 (27.86%)	10 (16.39%)	61 (100%)
Telangana University, Nizamabad (TU)	12 (21.81%)	10 (18.18%)	12 (21.81%)	13 (23.63%)	8 (14.54%)	55 (100%)
Shatavahana University, Karimnagar (SU)	14 (26.41%)	12 (22.64%)	10 (18.86%)	10 (18.86%)	7 (13.20%)	53 (100%)
Telugu University (Hyderabad)	15 (22.38%)	13 (19.40%)	20 (29.85%)	12 (17.91%)	7 (10.44%)	67 (100%)
JNTU(Hyderabad)	15 (18.51%)	12 (14.81%)	14 (17.28%)	22 (27.16%)	15 (18.51%)	81 (100%)
JNFAU(Hyderabad)	18 (25.71%)	12 (17. 14%)	15 (21.42%)	12 (17.14%)	13 (18.57%)	70 (100%)
Prof. Jayashanker Agriculture University, Hyderabad	15 (22.05%)	12 (17.64%)	21 (30.88%)	12 (17.64%)	8 (11.76%)	68 (100%)



percentage 18.75 % i.e. Kakatiya University and least percentage 10.44% i.e. Osmania University .

And also LIS professionals are organising various Webinars to know the sources of various Open Education Resources to the teaching fraternity. And also provide optimum utilisation online resources.

Conclusion

In the pandemic period uncertainty in all sectors but in higher education it is overcome by the various digital tools/platforms . Users are accessing the resources for their academic work especially in university education system. Teaching fraternity are well aware about availability & accessibility the open Education Resources by the various open digital national & international platforms.

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Reading Habits of Library Users of University of Jammu and Shri Mata Vaishno Devi University (India): A Comparative Study

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Abstract

Reading habit can be defined as constant reading by an individual in a critical manner, as a result of his considering this activity as a need to be met and a source of pleasure.The present study is an attempt to find out and to compare the reading habit of library users of two universities i.e., University of Jammu (JU), Jammu and Shri Mata Vaishno Devi University (SMVDU), Katra. The data were collected with the help of a standard questionnaire distributed to 500 users. The result of the study revealed that in JU, majority of library users are male contributing 55.5% whereas in SMVDU both male and female users are almost represented by nearly similar percentage with 51.9% males and 48.1% females.In JU, maximum library users visit library for studying course material (57.8%) followed by newspaper and magazine reading (42.9%) whereas in SMVDU maximum library users visit library for reading newspaper/ magazines (67.8%) followed by reading of competitive exams books (55.5%) and for studying course material (45.1%).

Key words: Reading habit; Library users; Post graduates; Research scholars; Faculty members; University of Jammu and Shri Mata Vaishno Devi University.

Introduction

Reading is one of the important aspects in enriching one's knowledge and widening one's perspective (Mohrni and Sahari, 2013). Reading provides experience to the individual so that he may expand his horizons, identify, extend and intensify his interest and gain deeper understanding of himself and other human being and of the world. Reading fires the imagination of the person.

It adds new sight to eyes and new wisdom to mind. Reading loads the mind with new software (Satija, 2002). It is the most effective process of conscious learning which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgement and action of readers (Panigrahi and Panda, 1996; Eyre, 2005).

It is seen that prior to intervention of computer and communication technology, libraries were the major source of getting relevant information and documents for the students and scientists as well (Curley, 1990; Kachel, 1997). But the use of information and communication technology has completely changed the scenario of library use among them (Dhiman 2003; Dhiman and Rani, 2012). Now the reading habits, accessing resources and material preferences change rapidly in a digital world. Today, scientists and the students access countless resources from lecture notes to research papers electronically.

This change of reading habits with a great scale has led to the differentiation on the accessibility of resources, archiving them and usage of related technologies. Therefore, it has become necessary

to study the reading habits of students and the faculty members both in new environment. Hence, the present study is undertaken to find out and to compare the reading habits of two universities of Jammu region with various objectives.

Earlier Studies

Poornima and Adithya Kumari (2015) have conducted a study to assess the time spent on reading and extent of reading various resources by students of distance education for different purposes. The results of the study reveal that majority of the sample respondents spent less than one hour per day on reading. More than 70% of the respondents read books for education purpose from a moderate to great extent. Further, male respondents read more books for education purpose than females, and unemployed ones read more than employed ones. Besides, 60% of the respondents read the books for gaining information, male respondents read more books for education than females, and unemployed ones read more than employed ones. However, a large majority of 85% of the respondents were noted to read the books for recreation purpose from moderate to a great extent.

Kumara and Sampath Kumar (2018) have carried out a survey for the impact of ICT on the reading habits of the students of Tumkur University using questionnaire method. The result of this study show that most of the students are female (61.6%) and most of them (72.3%) are from rural areas. The study found that students read books daily at home (69.5%) followed by classroom (51.1%) reading. However, the students were strongly agreed that the print books are costlier than Internet sources (32.3%). Besides, the students are noted to access internet every day and the students to use the ICT in support of their academic work.

Gehlot, Hailah and Gehlot (2020) have evaluated the reading habits of students from low, middle and high class schools. This study reviews recent research work in this direction and recommends that there should be strong consciousness to develop children's reading habits, and help them to know first and foremost the vocabulary of all subjects before dealing with the contents of the subjects. It also recommends 'Intensive' and 'Extensive' studies for children to develop reading habit and linguistic competency for comprehending English as Lingua Franca.

Parikh, Vyas and Parikh (2020) have carried out a study on the reading habits of library users during COVID-19 Lockdown. The findings of the study reveals that users had taken keen interest to switch over to reading e-books and 70% of student users and 53% of faculty users are reading more e-content especially books/magazines/research papers. Besides, the extensive reading habit, the survey also discloses the greater involvement of users for learning/leisure/hobby activities at home. Student users have also reported spending more quality life with family members at home. Above all, the survey disclosed the reading of books as the main activity of the users during lockdown.

Objectives of Study

The major objectives of the present study are:

1. To know the age-wise strength of the library users JU and SMVDU selected for the survey.
2. To ascertain the gender-wise strength of the library users of JU and SMVDU library selected for the survey.
3. To compare the time spent by library users in the library JU and SMVDU library.
4. To compare the frequency of visit of the library users in the JU and SMVDU library.
5. To determine the purpose of visit of the library of JU and SMVDU.
6. To determine specific reading habits of library users i.e. whether they spent time for general reading, book reading or specialized reading.
7. To determine the type of materials read by the library users in the JU and SMVDU library.
8. To determine whether the library users seek the assistance of the library staff in JU and SMVDU.

Methodology

The present study was carried out through survey method using questionnaire as a tool for the study. One of the investigators – Vinod Kumar personally distributed the questionnaire and collected the responses on the spot. This facilitated in having hundred percent responses. Some questions were open-ended and some were choiced questions. The study was conducted on a sample of 500 public library users to examine their reading habits in University of Jammu (JU) and Shri Mata Vaishno Devi University (SMVDU).

University of Jammu(JU) came into existence in 1969 vide Kashmir and Jammu Universities Act 1969 following bifurcation of the erstwhile University of Jammu and Kashmir. It is cradled in the lap of mountains at the foothills of auspicious Trikuta, besides the river Tawi at an altitude of

1030 ft. in Jammu. University provides instructions in such branches of learning as it deems fit and makes provision for research and the advancement and dissemination of knowledge. The Central Library of the University is the hub of academic activities where students sit from morning evening everyday throughout, the year. Its four storey building has spacious reading halls and compact stack areas. Library has a collection of nearly 3.5 lakh volumes which are rare as well as latest, and 250 current periodicals with back numbers. The library possesses facilities like photocopiers, LCD projectors, INFLIBNET resource access, CD-ROM databases, RFID and inter-connected computer terminals at selected sites.

While, Shri Mata Vaishno Devi University (SMVDU) is located on 470 acres of land in the lap of Trikuta Hills, the abode of Shri Mata Vaishno Devi at about 2700 feet above the sea level. It is an autonomous, highly technical and fully residential university. SMVD University Central Library building is built over an area of 36000 square yards. It is a specialized technical library. Library being the knowledge centre has rich resources mainly in Social Sciences, Humanities, Sciences and Engineering. The Central Library started with 2000 books on 19th August 2004. Within a short span of time the library has acquired more than 39000 books and more than 2100 CD-ROM collections. The library is divided into various sections, namely, Acquisition Section, Technical Section, Circulation Section, Reference Section, Periodical Section Book Bank Section, Computer Section, Reading Section, Photocopy Section and the Education@UK Centre.

Data Analysis and Results

The data are tabulated and their results are grouped in to two sections as shown below:

- General information
- Library related information

General Information

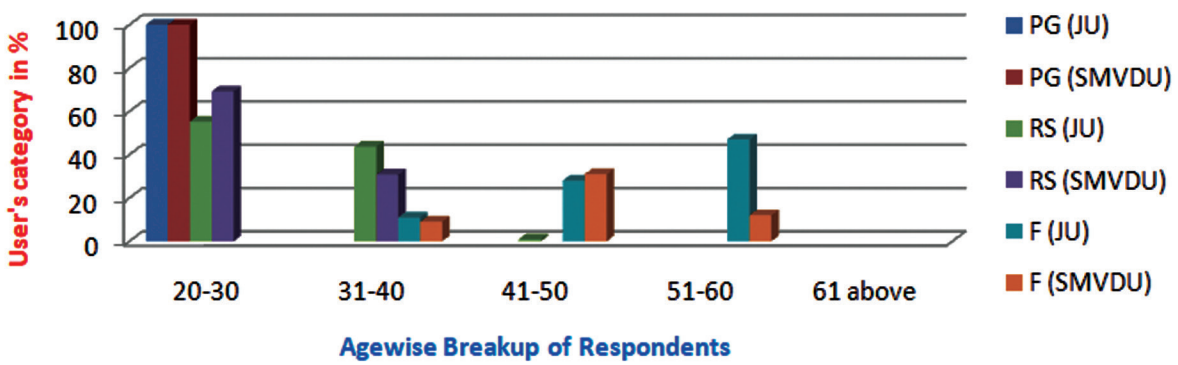
This section contains general information about the users.

Age Wise Distribution of Library Users

Table 1 (Fig. 1) indicates age wise distribution of library users of University of Jammu (JU) and Shri Mata Vaishno Devi University (SMVDU). In Jammu University as well as SMVDU majority of the library users are between 20-30 years' age group representing 69.7% and 76.4% respectively of the total users. While in JU, the age group 41-50 years have minimum number of library users contributing only 6.7% of the total users and in SMVDU, the same is represented by age group 51-60 years contributing only 3.5% of the total users. In both JU and SMVDU, post graduates (PG) category

Table 1: Age Wise Distribution of Library Users.

SN	Age (in years)	University of Jammu (JU)								Shri Mata Vaishno Devi University (SMVDU)							
		Library users	%	(PG)	%	(RS)	%	(FM)	%	Library users	%	(PG)	%	(RS)	%	(FM)	%
1.	20-30	304	69.7	247	100	57	55.3	-	-	259	76.4	196	100	63	69.2	-	-
2.	31-40	56	12.8	-	-	45	43.7	11	12.8	37	10.9	-	-	28	30.8	09	17.3
3.	41-50	29	6.7	-	-	01	1.0	28	32.5	31	9.2	-	-	-	-	31	59.6
4.	51-60	47	10.8	-	-	-		47	54.7	12	3.5	-	-	-	-	12	23.1
5.	61 above	-	-	-	-	-		-		-	-	-	-	-	-	-	-
	Total	436	100	247	100	103	100	86	100	339	100	196	100	91	100	52	100



shows all users fall in age group of 20-30 years contributing 100%.

In Research scholar (RS) category, again the maximum number of users is reported in age group of 20-30 years for both JU and SMVDU representing 55.3% and 69.2% respectively followedby 31-40 years contributing 43.7% and 30.8% respectively. In Faculty member (FM) category, age group 51-60 showed maximum number of users representing 54.7% followed by age group 41-50 years with 32.5% for JU whereas in SMVDU, age group 41-50 showed maximum number of users representing 59.6% followed by age group 51-60 years with 23.1%. Also the age group of 31-40 shows minimum number of library users for both the Universities i.e. JU and SMVDU with only 12.8% and 17.3% contribution respectively.

Gender Wise Distribution of Library Users

Table 2 (Fig. 2) demonstrates the gender wise distribution of library users. In JU, majority of the library users are male contributing to 55.5% whereas in SMVDU both male and female users are almost represented by nearly similar percentage with 51.9% males and 48.1% females.

In JU, all the three categories i.e. post graduates (PG), Research scholar (RS) and Facultymembers (FM) category again male users dominates with 54.3%, 60.2% and 54.7% respectively whereas in SMVDU male users are dominant only in Research scholar (RS) and Faculty member (FM) categories with 59.3% and 86.5% respectively while in post graduates (PG) category, females dominate with 60.7% contribution.

Library related information

This section pertains to the library related information obtained from the users.

Time Spent by the Library Users

Table 3 (Fig. 3) indicates the time spent by the library users. It is seen from table that in JU,44.3% users use library for more than one hour per day and 15.6% users use library only for 5-20 minutes per day whereas in SMVDU, 54.0% users use library for more than one hour per day and3.5% users use library only for 5-20 minutes per day. Besides, 24.2% and 32.7% library users use it for 30-60 minutes in JU and SMVDU respectively.

Further, 16% and 9.8% library users use the library for 20-30 minutes per day in JU and SMVDU respectively.

Frequency of Visit to Library

Table 4 indicates the visit of library users in library. In both JU and SMVDU, most of the library users visit library at the time of need representing 34.9%and 23.6% respectively followed by 25.4%

Table 2: Gender Wise Distribution of Library Users.

S. N	Gender	University of Jammu (JU)								Shri Mata Vaishno Devi University (SMVDU)							
		Library users	%	PG	%	RS	%	FM	%	Library users	%	PG	%	RS	%	FM	%
1.	Male	243	55.7	134	54.3	62	60.2	47	54.7	176	51.9	77	39.3	54	59.3	45	86.5
2.	Female	193	44.3	113	45.7	41	39.8	39	45.3	163	48.1	119	60.7	37	40.7	07	13.5
	Total	436	100	247	100	103	100	86	100	339	100	196	100	91	100	52	100

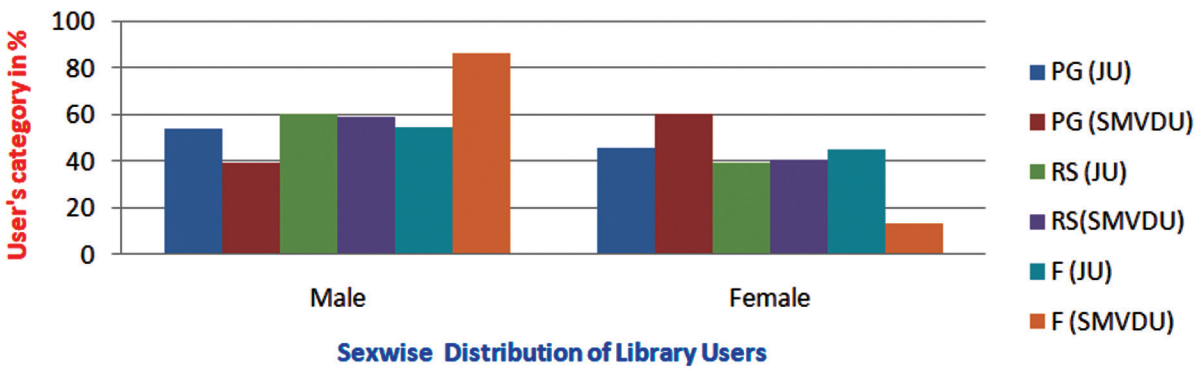
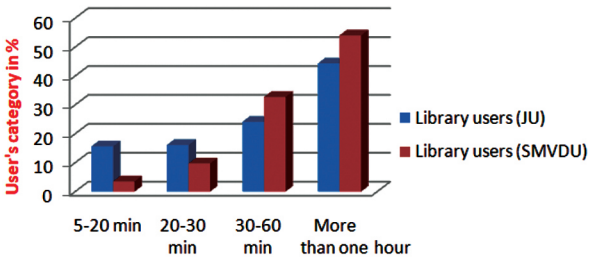


Table 3: Time Spent by the Library Users.

S. No.	Time spent in the library	University of Jammu (JU)					Shri Mata Vaishno Devi University (SMVDU)				
		PG	RS	FM	Total	%	PG	RS	FM	Total	%
1	5-20 min	40	21	07	68	15.6	06	02	04	12	3.5
2	20-30 min	48	13	09	70	16.1	13	09	11	33	9.7
3	30-60 min	65	16	24	105	24.1	75	23	13	111	32.7
4	More than one hour	94	53	46	193	44.3	102	57	24	183	54.0
		247	103	86	436		196	91	52	339	

who visit library daily in JU and 22.1% in SMVDU who visit more than once in a week.



Only 2.5% of users visit library rarely in JU whereas only 5.4% of users visit library rarely in SMVDU. The situation is well clearly defined in figure 4.

Purpose of Visit to Library

Table 5 (Fig. 5) indicates the purpose of visit in the library by the library users. In JU, maximum library users visit library for studying course material (57.8%) followed by newspaper and magazine reading (42.9%) whereas in SMVDU maximum library users visit library for reading newspaper/ magazines (67.8%) followed by reading of competitive exams books (55.5%) and for studying course material (45.1%).

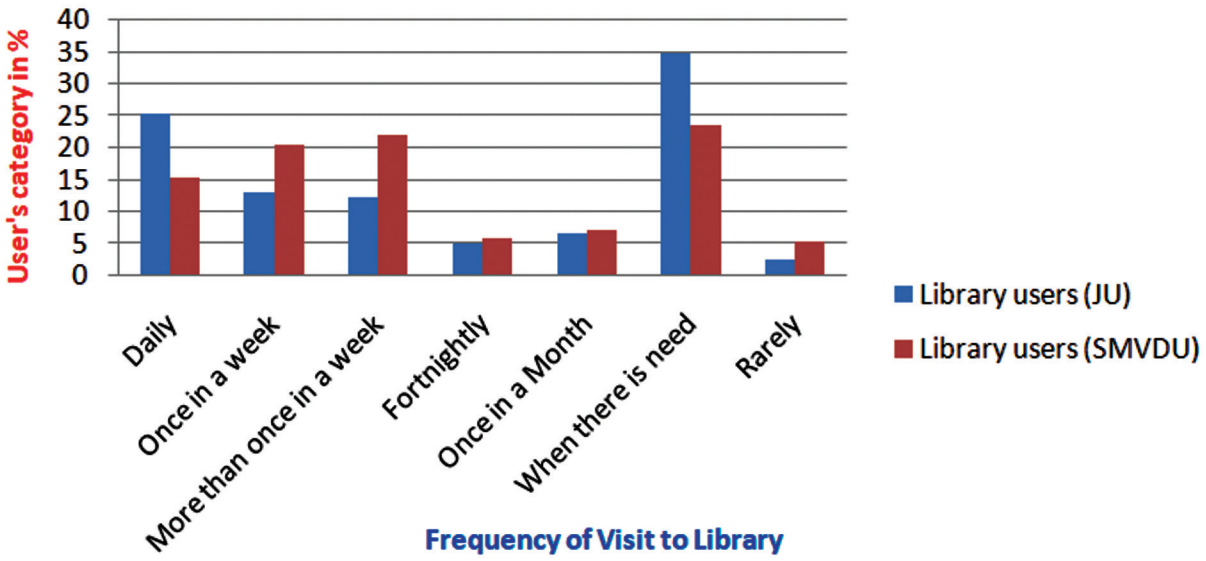
Further, the minimum number of library users in JU (10.8%) visit library for borrowing documents and recreation while the minimum number of library users (4.4%) visit library only for borrowing documents in SMVDU.

Reading Habits of Library Users

Table 6 (Fig. 6.1,6.2,6.3) indicate the reading habits of library users i.e. whether they spent time for general reading, book reading or specialized reading for JU

Table 4: Frequency of Visit to Library.

S.No.	Visit to Library	University of Jammu (JU)					Shri Mata Vaishno Devi University (SMVDU)				
		PG	RS	FM	Total	%	PG	RS	FM	Total	%
1	Daily	68	16	27	111	25.5	28	12	12	52	15.3
2	Once in a week	42	11	4	57	13.1	44	17	09	70	20.6
3	More than once in a week	24	14	16	54	12.4	52	21	02	75	22.1
4	Fortnightly	08	11	03	22	05.0	13	05	02	20	05.9
5	Once in a month	11	16	02	29	06.7	16	07	01	24	07.1
6	When there is need	89	29	34	152	34.9	35	19	26	80	23.6
7	Rarely	05	06	nil	11	02.5	8	10	nil	18	05.3
		247	103	86	436		196	91	52	339	



and SMVDU. It was found that maximum number of users in JU (58.3%) uses the library for general reading for 1-5 hours per week. In the same way in SMVDU, maximum users (44.5%) use the library for general reading but for 6-10 hours per week while 36.6% of users use the library for general reading for 1-5 hours per week. Only 6%, 3% and 1.5% users in JU use the library for reading purpose for 11-15 hours per week, 16-20 hours per week and more than 20 hours respectively. Similarly, in SMVDU also, the percentage of users was less for the general reading for more time i.e., 7.1% users use library for 11-15 hours per week, 2.7% for 16-20 hours per week and 9.1% for more than 20 hours.

In case of textbook reading, again maximum users from JU (78%) use the library for 1-5 hours which is just the three times more as compared to users of SMVDU (26%) who uses the library for same duration of 1-5 hours. In case of SMVDU, maximum users (50.4%) use the library for text book reading for 6-10 hours while for the same duration, only 16.3% of users from JU uses the library for text book reading.

For specialized, reading maximum users (43.8%) from JU uses the library for 6-10 hours per week but maximum users from SMVDU (70.8%) uses the library for only 1-5 hours. Only 10% users from SMVDU use the library for specialized reading for 6-10 hours.

Types of Materials Read by the Library Users

Table 7 (Fig 7) indicates the comparison of type of materials read by library users of JU and SMVDU.

Table 5: Purpose of Visit toLibrary.

S. No	Purpose of Visit to Library	University of Jammu (JU)				Shri Mata Vaishno Devi University (SMVDU)			
		PG	RS	FM	Mean ± SE	PG	RS	FM	Mean ± SE
1	For studying course material	171	59	23	84.3 ±44.6	124	18	11	51.0 ±36.6
2	For borrowing documents	26	16	5	15.7 ±6.1	12	03	0	5.0 ±3.6
3	For consulting research material	21	73	45	46.3 ±15.0	07	98	43	49.3 ±26.5
4	For competitive exams	89	08	02	33.0 ±28.1	146	42	0	62.7 ±43.4
5	To use reference materials	21	58	34	37.7 ±10.8	04	78	46	42.7 ±21.4
6	To read newspaper/magazines	148	36	03	62.3 ±43.9	152	57	21	76.7 ±39.1
7	For recreation	42	05	0	15.7 ±13.2	22	11	02	11.7 ±5.8
ANOVA^{ns}		**F-value = 1.07; P-value = 0.426**				**F-value = 1.38; P-value = 0.298**			

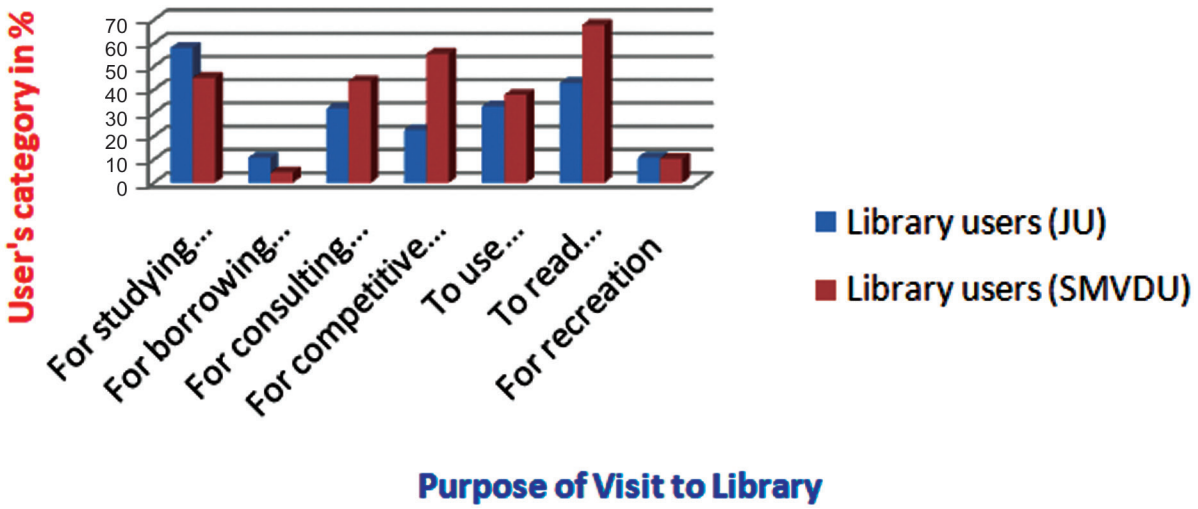


Table 6: Reading Habits of Library Users.

S.No	Reading Habits	Hours per week	University of Jammu (JU)				Shri Mata Vaishno Devi University (SMVDU)			
			PG	RS	FM	Mean ± SE	PG	RS	FM	Mean ± SE
1	General Reading	1-5	149	41	64	84.7 ±32.8	72	16	36	41.3 ±16.4
		6-10	71	45	20	45.3 ±14.7	89	50	12	50.3 ±22.2
		11-15	14	10	02	8.7 ±3.5	05	16	03	8.0 ±4.0
		16-20	10	03	00	4.3 ±3.0	03	05	01	3.0 ±1.2
		20 above	03	04	00	2.3 ±1.2	27	04	00	10.3 ±8.4
		F-value = 8.15; P-value = 0.006					**F-value = 4.59; P-value = 0.027**			
2	Text book Reading	1-5	168	97	75	113.3 ±28.1	49	16	23	29.3 ±10.0
		6-10	60	04	7	23.7 ±18.2	88	57	26	57.0 ±17.9
		11-15	13	02	04	6.3 ±3.4	21	06	03	10.0 ±5.6
		16-20	04	00	00	1.3 ±1.3	13	03	00	5.3 ±3.4
		20 above	02	00	00	0.7 ±0.7	25	09	00	11.3 ±7.3
		F-value = 5.15; P-value = 0.038					**F-value = 4.41; P-value = 0.030**			
3	Specialized Reading	1-5	119	12	40	57.0 ±32.0	122	77	41	80.0 ±23.4
		6-10	92	67	32	63.7 ±17.4	16	11	07	11.3 ±2.6
		11-15	26	11	12	16.3 ±4.8	13	03	03	6.3 ±3.3
		16-20	09	05	02	5.3 ±2.0	36	00	01	18.5 ±11.5
		20 above	01	08	00	3.0 ±2.5	09	00	00	80.0 ±23.4
		F-value = 5.84; P-value = 0.013					**F-value = 6.03; P-value = 0.020**			

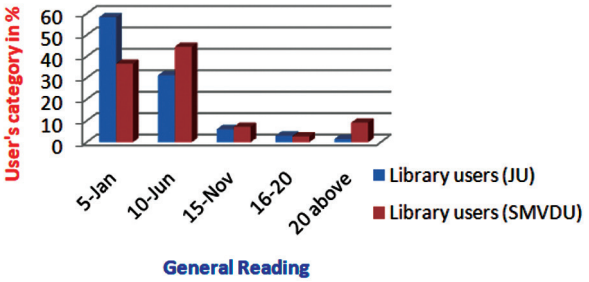


Fig. 6.1: General Reading.

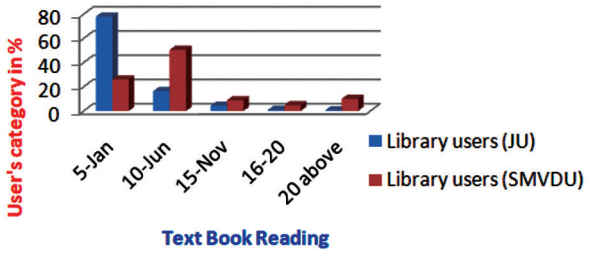


Fig. 6.2: Text Book Reading.

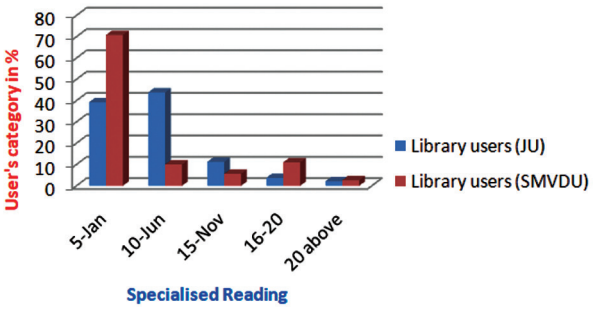


Fig. 6.3: Speciallsed Reading.

In both JU and SMVDU, newspapers are the most preferred material read by the library users though there was a significant difference in their percentage. SMVDU has higher number of users (89.4%) as compared to JU (74.8%). The second most preferred resource was books in both the universities JU and SMVDU with nearly similar percentage of users i.e. (71.8%) and (74%) respectively. Doctoral dissertations was the third most preferred resource read by the library users of both the universities with again almost similar percentage of users i.e. 42.9% and 45.4% for JU and SMVDU respectively.

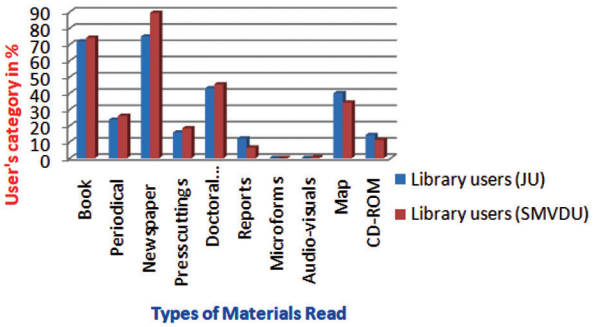


Fig. 7: Types of Materials Read.

The next most preferred resource was map with 39.9% and 34.2% users in JU and SMVDU respectively. 23.6% library users consulted periodicals in JU while 26% library users in SMVDU visit the library for periodicals. In JU, 15.8% users followed by14.2% and 12% users visit the library for press cutting, CD-ROM and reports respectively whereas 18.3, 11.2% and 6.5% respectively were noted for the same in SMVDU. Further, no library user was reported to visit library for microfilms in both the universities. That may be because of the fact that today's microfilming/ microfiches are replaced by digital collections.

Assistance taken by Library Users from Staff to locate Books

Table 8 (Fig. 8) indicates the comparison of JU and SMVDU library users in seeking the assistance from library staff. In JU, maximum respondents (72.5%)

Table 7: Types of Materials Read by the Library Users.

S. No.	Types of materials read	University of Jammu (JU)				Shri Mata Vaishno Devi University (SMVDU)			
		PG	RS	FM	Mean ± SE	PG	RS	FM	Mean ± SE
1.	Book	225	57	31	104.3 ±60.8	157	61	33	83.7 ±37.5
2.	Periodical	10	49	44	34.3 ±12.3	13	39	36	29.3 ±8.2
3.	Newspaper	189	64	73	108.7 ±40.3	179	78	46	101.0 ±40.1
4.	Press cuttings	18	12	39	23.0 ±8.2	25	22	15	20.7 ±3.0
5.	Doctoral dissertations	18	90	79	62.3 ±22.4	27	86	41	51.3 ±17.8
6.	Reports	9	15	28	17.3 ±5.6	3	08	11	7.3 ±2.3
7.	Microforms	-	-	-	-	-	-	-	-
8.	Audio-visuals	-	-	-	-	2	-	-	2.0 ±0
9.	Map	49	67	58	58.0 ±5.2	18	71	27	38.7 ±16.4
10.	CD-ROM	25	13	24	20.7 ±3.8	12	09	17	12.7 ±2.3
ANOVA		**F-value = 2.92; P-value = 0.036**				**F-value = 7.68; P-value = 0.0003**			

seek assistance from library staff in locating books whereas in SMVDU, 64.8% respondents seek the staff assistance indicating that JU library is used by 7.7% more than SMVDU in locating books. Further, to search dissertations, 27.1% respondents take assistance in JU whereas in SMVDU, 31.8% take the assistance of staff.

Again SMVDU library (24.2%) was used by 5.9% more than JU (18.3%) by the library users in locating current periodicals. 33.7% and 30.3% respondents from JU say that they seek assistance from staff for consulting reference and bibliographic section respectively whereas in SMVDU only 23.3% and 22.4% respectively seek assistance for these

Table 8: Assistance taken by Library Users from Staff to locate Books.

S.No	Assistance from Library Staff	University of Jammu (JU)				Shri Mata Vaishno Devi University (SMVDU)			
		PG	RS	FM	Total	PG	RS	FM	Total
1	To locate books	179	76	61	105.3 ±37.1	141	47	32	73.3 ±34.1
2	To search dissertations	27	52	39	39.3 ±7.2	32	47	29	36.0 ±5.6
3	To locate current periodicals	36	19	25	26.7 ±5.0	23	38	21	27.3 ±5.4
4	To understand the use of various tools	49	37	08	31.3 ±12.2	31	13	18	20.7 ±5.4
5	Reference assistance	55	43	49	49.0 ±3.5	24	33	22	26.3 ±3.4
6	Bibliographic	31	56	45	44.0 ±7.2	21	28	27	25.3 ±2.2
7	Library catalogue	23	18	14	18.3 ±2.6	16	11	06	11.0 ±2.9
ANOVA		F-value = 3.80; P-value = 0.019				F-value = 4.82; P-value = 0.007			

services. In JU, 21.5%users take assistance from staff to understand the use of various tools whereas 18.3% users from SMVDU seek the assistance for the same purpose. 12.6% users seek assistance to understand the use of library catalogue whereas only 9.7% users seek the same in SMVDU.

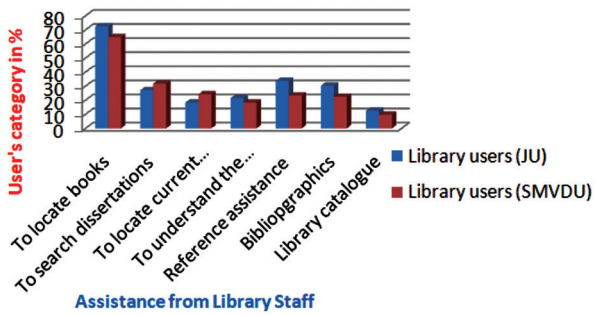


Fig. 8: Assistance from library staff.

Major Findings

The main findings of the study are as under:

1. In Jammu University as well as SMVDU majority of the library users are between 20-30 years age group representing 69.7% and 76.4% respectively of the total users.
2. In JU, majority of library users are male contributing 55.5% whereas in SMVDU both male and female users are almost represented by nearly similar percentage with 51.9% males and 48.1% females.
3. In both JU and SMVDU, most of the library users visit library at the time of need representing 34.9%and 23.6% respectively followed by 25.4% who visit library daily in JU and 22.1% in SMVDU who visit more than once in a week.
4. In JU, maximum library users visit library for studying course material (57.8%) followed by newspaper and magazine reading (42.9%) whereas in SMVDUmaximum library users visit library for reading newspaper/ magazines (67.8%) followed by reading of competitive exams books (55.5%) and for studying course material (45.1%).
5. In JU, 44.3% users use library for more than one hour per day and 15.6% users use library only for 5-20 minutes per day whereas in SMVDU, 54.0% users use library for more than one hour per day and 3.5% users use library only for 5-20 minutes per day.
6. It was found that maximum number of users in JU (58.3%) uses the library for general reading for 1-5 hours per week. In the same way in SMVDU, maximum users (44.5%) use

the library for general reading but for 6-10 hours per week while 36.6% of users use the library for general reading for 1-5 hours per week.

7. In case of textbook reading, again maximum users from JU (78%) use the library for 1-5 hours which is just the three times more as compared to users of SMVDU (26%) who uses the library for same duration of 1-5 hours. In case of SMVDU maximum users (50.4%) use the library for text book reading for 6-10 hours while for the same duration, only 16.3% of users from JU uses the library for text book reading.
8. For specialized reading maximum users (43.8%) from JU uses the library for 6-10 hours per week but maximum users from SMVDU (70.8%) uses the library for only 1-5 hours. Only 10% users from SMVDU use the library for specialized reading for 6-10 hours.
9. In both JU and SMVDU, newspapers are the most preferred material read by the library users followed by the books. Further, no library user was reported to visit library for microfilms in both the universities.
10. Majority of library users from both the universities seek assistance from the library staff to locate the books and other reading materials.

Conclusion

Thus, the reading increases our knowledge, at the same time, it also builds maturity and character, sharpens our thinking, and widens our awareness in variety issues such as social, economic or political (Teh, 2013). The present study indicates that library users of both University of Jammu (JU) and Shri Mata Vaishno Devi University (SMVDU) have very good reading habits. They consulted library for reading books, newspapers, dissertations and research materials. The reading habit influences the promotion of one's personal development in particular and social progress in general. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living; and thereby prepares a person for an effective participation in the social, religious, cultural and political life (Satija, 2002).

It is seen from the study that the library users from both the universities devote sufficient times for general reading, textbook reading and the specialized reading in the library. Library users mostly visit library for course material and newspapers. They read the newspaper to get the latest information about what is happening around. Newspapers are responsible for creating and generating reading habits among College students (Narayana and Reddy, 2018). Library and information science professionals can play an important part in developing reading habits among its users. Since the reading is possible only when people are literate. So, for inculcating reading habits, the prime requirement is literacy (Ramesh, 2012). Hence, the literacy rate can be increased by the development of more and more educational institutions. Libraries can be effective agencies of promoting reading habits among the literates. Therefore, in order to improve the reading skills and the education performance of library users in general, it is important that the teachers, librarians and government should be fully involved.

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War Against Plagiarism and IPR Violation

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Abstract

For several institutions and organizations, plagiarism and intellectual property rights (IPR) abuses have become a serious concern. There are many opportunities for such violations to become much more common through the revolutionary growth of the Web. The possibility of adopting a 'culture of mediocrity' is generated by this situation. This paper explores these problems and suggests ways of solving the issues through the implementation of feasible technical solutions. New media, especially the Internet, are contributing to an explosion in violations of both plagiarism and IPR.

Key words: Plagiarism; Intellectual Property rights; Violations; Google; Detection tools; Plagiarism assertions; Stylometry; etc.

Introduction

At present, the Web is evolving so rapidly that deciding whether anything is truly new is becoming a challenge. At lightning speed, web content is created, shared, and transferred, making it incredibly hard to work out the degree of originality. Therefore, plagiarism and infringement of intellectual property rights (IPR) are issues that plague many institutions and organizations. For instance, by evaluating their academic or literary achievements, educational institutions need to determine the caliber of their students. The novelty of their own IPR inventions must be decided by organizations. And the publishing or creation of original works is rewarded in both environments.

Plagiarism is the unauthorized use or near imitation of the work of another author portrayed as an original work of one's own. Without proper attribution or acknowledgment of its source, plagiarism can therefore be seen as the stealing or 'borrowing' of published work. We classify plagiarism as the use of the content of others (text, photographs, movies, etc.) without precise source specification, whether the material is unchanged or in some sort of derivative form. On the other hand, IPR infringement requires the use or misuse of works that exceed the scope of its legal security. IPR infringement is the unauthorized use of content covered by IPR law in a way that violates the exclusive rights of the original copyright owner to reproduce or expand on the copyright work. Therefore, IPR infringements are content uses, in original or derivative form, which go beyond what is allowed under legal copyright exceptions (such as 'criticism and review'), whether the original source is cited or not.[1]

We consider them to be violations of any reasonable and ethical code of conduct since they are closely connected and one always leads to the other. Among the two, plagiarism is the more common, and in the academic field, it has thus been extensively deliberated. On the other hand, infringement of IPR appears to be taken even more harshly because it can have a direct effect on copyright owners' earnings, contributing to the loss of both revenue and power over the way the content is used. This paper highlights the negative effects of both, calling for an urgent solution to resolve what we see as potential risks and dangers.

Plagiarism and IPR violations are not new phenomena; however, both are causing an explosion in the new media, especially the Internet. Infringements in all types of digital forms, including volatile media such as SMS, chat and mail, will now occur outside print media. This makes the systematic treatment of plagiarism and IPR infringement even more complicated.[2]

The Web has made it possible to publish instantaneously, primarily by providing instant access to myriad information sources. Such a phenomenon has a huge effect on the quality of creative thought and writing, and thus on the quality of life. There are a range of instruments to tackle plagiarism and violations of IPR; we recommend ways to resolve the problem effectively, including an institutional approach, and through the use of viable technologies.

Plagiarism and IPR Violation

A variety of formats such as university term papers, theses, and academic papers; essays and other written assignments in a school; and all sorts of other media such as project papers, news stories, and web material can be affected by plagiarism and IPR violation (blogs, wikis, etc.). Especially in an academic setting, plagiarism is a major concern, where it may impact both the reputation of institutions and their capacity to ensure the quality of their graduates. Plagiarism has been growing; the Internet and the World-Wide Web are largely responsible for the growth. According to officials from the University of California-Berkeley, from 1993 to 1997, cheating on campus increased by about 744 percent. As cited by Plagiarism.org, a national study released in Education Week highlighted that 54 percent of students acknowledged plagiarism from the Internet and 74 percent of students admitted having committed 'serious' cheating at least once. Many students prefer to take plagiarism lightly and deem it completely appropriate to have a degree of copying.[3]

In one severe instance, shortly before he was supposed to obtain his degree, a student was found plagiarizing. The student, who confessed to uploading Internet essays, justified himself by saying,' It would be fair enough if they had pulled me up with my first essay at the beginning and warned me of the problems and consequences. But with decent grades, all my essays were handed back and no one noticed it.' He then actually went on to sue his college for not catching him sooner! This clearly highlights a lack of accountability on the part of students who, without due regard to the legality of their acts, prefer to turn to the quickest means of getting work done. A significant number of 'paper mills' operate to make the situation worse, directly assisting students in the preparation of term papers. While there are reports about the ethical usage of their services on some of these pages, they make plagiarism way too simple for students to avoid. There are other sources of information that can be used by students in addition to these 'paper mills': web directories, Wikipedia, online bookstore book reviews, academic journals, and so on, all easily retrieved through search engines.Parents will spend $75,000 on high school tuition and $120,000 on a private college, as illustrated by Fox News, and then pay even more to ensure that their child does not learn anything. This article is an account of the life of a professional paper writer who, by producing their term papers for them, helped fully uninterested students to earn high marks.[3]

However, plagiarism and IPR infringements are not limited to students; they can even include professors, a college vice-president, or even a prime minister. Therefore, journals and conferences would have to take plagiarism seriously, as authors' submissions will well be essentially self-plagiarized (plagiarized from their own past works). A high degree of self-plagiarism suggests that a large part of the paper has been published before, and this may lead to a copyright violation inadvertently committed by a journal or conference.

Even government and commercial organizations, rather than plagiarism per se, are primarily concerned with IPR violations and excessive spending. It was reported that one government agency was more concerned about the risk of being sued for breach of copyright than about acknowledging the effects of plagiarized works. Likewise, the US federal government takes measures only against the plagiarism of the works it has sponsored, not against the plagiarism of the works of others. In other words, their laws mostly protect their own intellectual property and, more broadly, do not fight plagiarism.

The severity of overlooking plagiarism has been largely neglected; however, in research it may lead to increased dishonesty. The case of Frederick Cook vs. Robert Peary shows the challenge of resolving disagreements over potentially false research claims; plagiarism will make it impossible for researchers to prove their own discoveries with a prior argument. In the other hand, where none has happened, there are still instances of innocent persons being convicted of plagiarism. Furthermore, plagiarism may occur from genuine

incompetence in documenting and attributing a reference; an individual may accidentally omit a reference, for instance. The author was found not guilty of plagiarizing the Hertzberg piece in the case of the Star Tribune' Plagiarism Investigation '; he had failed to distinguish in a reported transcript between direct quotations and paraphrased ideas, and consequently did not identify the original author.[4]

Copy-Paste Syndrome by Google

The 'Google Copy-Paste Syndrome' (GCPS) is the name given to the widespread practice of copying, extracting and reusing passages from existing texts instantly, easily (and typically casually researched) by scientists and journalists alike. They actually carry out easy searches instead of gaining true insights through a systematic process of learning through scientific discovery; information from the Web is often used without even considering the integrity of its original source.[5]

A proliferation of plagiarism has resulted from GCPS. As the answer (or at least an answer) shows up conveniently, with minimal effort, it can potentially hinder the enquiry-driven science method. This syndrome, by de-emphasizing the need for intentional and insightful reasoning, has thus threatened original writing and thinking. As a consequence of the lack of careful thinking and comprehension, this new phenomenon promotes mediocrity in published works. A society without brains is developing as the 'global brain' takes form by supplying responses to all queries.Thus, the view of reality offered by the Web is considered to be a replacement for the hours that would otherwise be spent on initial inquiry and reflection. Weber aptly notes that 'by googling' we are in the process of creating reality.

This declaration emphasizes the strong reliance on the content indexed by search engines such as Google and in content warehouses such as Wikipedia by many of us, particularly the younger generation.As defined by Kulathuramaiyer and Balke, search engines appear to limit or distort the view of users intentionally or unintentionally. Furthermore, search results are ranked using algorithms that create a bias against famous sites (i.e. often linked to) and can thus not provide an entirely authentic recording of historical events.[6]

Detection of plagiarism and IPR violation

In the identification of plagiarism and IPR infringement, there are a variety of factors to be taken into account, since they do not necessarily consist of simple verbatim copying of text parts. In addition, the text may be modified to a degree that makes it incredibly difficult to detect-copied text may be paraphrased or converted into another language. Plagiarism can often include copying smaller bits of material. If you fail to quote the original work, paraphrasing - condensing the work of another author or putting the words of the author into your own words-can be called plagiarism. As demonstrated by the guidance of Thomson Publishing to authors, paraphrased texts can also be seen as violations of IPRs.[7]

To be excluded from copyright, if you paraphrase content, it has to be radically different from the source. If, without difficulty, a reader finds similarities between the paraphrased text and the original edition, then permission must be requested. When paraphrasing content, there is no simple way to reliably quantify the need for permission, so it is usually advisable to ask the copyright holder for further advice.[7]

Both detection of plagiarism and detection of IPR violations depend on the ability to recognize similarities between documents. This includes calculating the degree of similarity between a (original) source document and a (potentially copied) target document. Thus, identification of document similarities includes a large database of documents and texts. Of course, the original source records may not always be available in digital form or may be inaccessible behind barriers to access; however, libraries and major search engine companies are now carrying out mass digitization initiatives to enable easy access to such sources of documents.

Furthermore, several publishers now allow search engines to index their subscription-based publications; search engines now have access to publications deposited on local servers by authors. This explains why it performs substantially better than the leading commercial plagiarism detection systems for a document similarity detection method using Google's search engine. However, coping with the deep Web (also known as the invisible or secret Web), World Wide Web material that cannot be viewed explicitly by search engines, is the greatest challenge faced in document similarity detection.. The DeepWeb is much larger than the user-familiar surface web; it comprises approximately 550 billion individual records, compared to 1 billion on the surface web. Less than 5 percent of the deep web is accounted for by subscription-access sites; others are database-driven outlets that generate items in response to queries. Plagiarism and the

identification of IPR violations will therefore remain a problem.[8]

Photos, as well as the information they contain, also need to be secured, but it is very difficult to identify similarities in all images and any text they can incorporate. For the extraction of text from images, OCR-based techniques are usually used. A large proportion of text in photographs can be digitized without much trouble, as OCR technology is reliable. However, as far as the images themselves are concerned, advanced techniques for image processing will be too computer-intensive to apply to massive image datasets.In order to extend identification to non-textual resources, novel methods are therefore required; Google, for example, uses collective image labeling as a basis for clustering similar images, rather than relying on image processing techniques.[9]

For plagiarism detection systems, there are other considerations. The work of a large team of researchers can result in publications. While a long list of authors may be popular in some fields, such as medicine, in others, such as computer science, authorship may be credited to only the key contributors to specific ideas in a report, instead of listing the names of all members of the research team. This growing result in the publishing of similar content by the various members of the original community independently of each other.[10]

Plagiarism allegations can have a significant effect on the credibility of the complainant, even if the allegation is found not to be justified. In certain circumstances, as it would be difficult to prove, writers whose works have been plagiarized can prefer to take no action. Software for detecting plagiarism may also help to substantiate the assertion of an author to be the original author of a published book.But to generate incontrovertible evidence, plagiarism detection systems can never be relied on; all they can do is suggest that plagiarism may have occurred! Therefore, a manual search is often sufficient to determine whether plagiarism actually occurs. Complete dependency on an automated detection system for plagiarism would eventually yield false positives, which could be catastrophic.[11]

Somefree plagiarism detection tools for e-learning professionals: Digital technology and the growth of the Internet have given us access to loads of information from anywhere on the globe, whenever we desire it. Initial concepts tend to get rarer and rarer. It seems like everybody is reproducing the thoughts of other people and posing them as their own. Although this activity is not something new, many people would argue that it has reached its height nowadays. I'll list the top 10 free plagiarism detection tools in this article that will allow eLearning professionals to tackle the nightmare of plagiarism.[12]

- *Dupli Checker:* This is one of the Internet's most powerful free plagiarism detection methods. It definitely gets the job done well, although it doesn't have a fancy design.
- *Copyleaks:* This cloud-based authenti -cation framework helps you to control how content from eLearning is used all over the internet.
- *Paper Rater:* A free plagiarism detection multi-purpose tool that is used in over 140 countries.
- *Plagiarisma:* Basic and easy-to-use, multi-purpose plagiarism detection tool that is used by students, teachers, writers, as well as various members of the literary industry.
- *Plagiarism Checker:* User-friendly, entirely free plagiarism detection tool to check whether content is plagiarized.
- *Plagium:* Basic but fully functional free plagiarism detection tool with different levels of search.
- *PlagScan:* Tool for detecting plagiarism for both individuals and organizations, which also tests texts against online material, scientific journals and user documents.
- *PlagTracker:* Fast free plagiarism detection tool that searches both websites and academic databases by copying and pasting text, or file uploading.
- *Quetext:* Basic layout and functional interface that checks against the Internet, as well as various databases.
- *Plagiarismhunt:* Online plagiarism checker, which tests with one click on 5 different plagiarism software systems.

Usual approach

A document is split into a (large) collection of 'fingerprints' using the standard method to detect plagiarism. In order to distinguish similar documents, a fingerprint consists of one or more sentences which are then applied as query strings to search the Web or a specific database. Most software packages currently available use this technique; they differ only in the method used to select fingerprints, the type of the fingerprints, and the search engines used. The benefit of this approach

is that if the order of the text is rearranged, it is not invalidated. However, it will not detect synonyms and translations.[13]

Manual Detection

This method involves selecting a sentence, or one or more sentences, manually, describing a unique concept contained in a text. This selected text is then used by one or more search engines as a query. This method can be replicated, concentrating and refining the question phrase in the process a number of times.Although this technique is basic, its ability to discover plagiarism can be impressive. In formulating meaningful questions, the success of this method depends primarily on the domain specific expertise of a human expert. It is also likely that such an expert may know the probable source of a piece of text in advance, which would help narrow down the quest. This method may, instead, be partially automated or implemented in combination with other approaches.[13]

Checking Plagiarism Assertions

To disprove alleged plagiarism, unique instruments are needed. A Cloze technique may be used when a conflict occurs to judge the probable original author of published works. Cloze operates in a regular pattern by concealing individual words in a text. It is then important for the author to fill in the blanks with the words he or she considers acceptable. It has been found that a document's original author is more likely to choose the right terms than a plagiarizer.[14]

Stylometry

Stylometry is a methodology focused on similar trends that analyzes writing styles. A specific text, based on his or her past works, may be contrasted with an individual's traditional writing style. Alternatively, it is possible to equate the text in a single paragraph with the overall writing style as found elsewhere in a document. Stylometry is capable of detecting plagiarism without the need for an external corpus of documents, unlike the other methods mentioned. Within texts, such as syntactic forms and text structure, as well as the use of key words, it can identify stylistic trends.[15]

Creation of application using Google

Designed on top of Google's search engine, a home-grown plagiarism detection method has unexpectedly provided better results than some of the leading commercial software packages, such as Turnitin and Mydropbox. This is primarily because many more websites are indexed by Google. While most papers are not publicly accessible on the Internet, Google and other search engines are encouraged by most publishers to crawl and index the full text. Moreover, many writers publish a pre-print version of their own publications in institutional repositories or on personal websites, which can then be indexed by search engines (e.g. Google Scholar indexes institutional repositories). However, free access by Google to their search engine sets a cap of 1,000 queries a day.[15]

Advanced Identification of Plagiarism

Although current instruments of plagiarism seem sufficient, they cannot cope with a serious 'trained' plagiarist. Instead of only phrases, natural language processing methods may be used to identify plagiarism at the level of ideas; an essay-grading method has been suggested in a different context that produces a proprietary model of information representation-model responses written by teachers are compared to student responses, to evaluate grade assignment, and this approach has been able to balance the approach so far.In order to detect plagiarism in software development programs, the use of graphs has also been suggested to explain deeper trends such as dependencies between program flow and written code; such a method is unaffected by rearranging the order of the document. Other approaches to the determination of similarity at the level of ideas use concept maps to reflect the domain expertise of an expert.[16]

What are we capable of doing

A system that can assess the degree of similarity between works lies at the heart of the identification of plagiarism or IPR infringement. This skill is extremely valuable because it is possible to apply the same technology to other fields, such as checking the originality of patent applications or even providing answers in natural language to questions asked by users! Kulathuramaiyer and Maurer have identified a proposed center for the creation and maintenance of a 'federated' text database. This center will then hire suitable software to identify textual similarities, offering a range of intellectual property security services. In order to improve the transparency and expertise of information staff, it will also be responsible for developing training modules to encourage academic and scholarly best practices.

Conclusion

The significant consequences of plagiarism and IPR

infringement have been highlighted in this article. If the problem is not solved, sales will be lost and, worse, scientific culture will be degraded, and indeed culture in general. Therefore, technology for plagiarism and IPR violation detection is absolutely necessary. A detection center for plagiarism and IPR violation will help to pool resources in both textual and non-textual resources to establish universal instruments for the detection of plagiarism and IPR violation.

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Open Education, MOOCs and Dialogs with Libraries in Developing Countries: Observations from Trainer's Perspective

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Abstract

The global scenario has witnessed the revolutionary advances of open education, open educational resources, massive open online courses, and academic libraries. The paper aims to create awareness among the users about MOOCs and the stakeholders and academic libraries to understand the problems behind the gap. The current scenario in context with open education and MOOCs for the strengths, opportunities, fragility, and preparedness of trainers relates the potential of academic library contributions and rationality for open education MOOCs. The speculations and responses in the MOOCs training session are shared in the library's situation apart from information services, the library's roles, and trainers' demography, based upon the author's experiences during OE and MOOCs-related training workshop at JNU. The status of the open education movement in a developing country can show a different picture than developed nations.

Key words: Open Education; Open Education Resources; Online Education; Massive Open Online Courses; MOOCs; trainers; JNU; India.

Introduction

The platforms that are internet-based and linked to various other media have created a niche among various kinds of learners and users. The concept of open education (OE) and open educational resources (OERs) has been included in higher education for more than one decade across the globe. The advent of social networking and video podcasts has also been instrumental in providing multifarious opportunities among learners. The factors responsible for its popularity among the students are beyond nationalities, academic backgrounds, technical abilities, interests, etc. The need and identification of students' individual needs, their intensities to learn and collaborate are few major motivating issues to adopt open education in the various sectors and levels of education. The advent of open educational resources has tried to overcome the students' lack of access to educational material. The concept of equity among the learning has been a primary objective behind the OERs. The methods such as the inclusion of the constructivist approach and task-based MOOCs are influential in the learners' support. The efforts of various countries since 2008 in the area of education are unstoppable and have been proliferating at great speed. The examples are (Coursera, edX, and Udacity from the USA), "FutureLearn" from the UK, and Open2study from Australia. The awareness and usage are discerned in the form of Rwaq in Middle East countries also.

The facilities, such as learning beyond the classroom and a fixed pattern, make the open education within millions of students in various disciplines. The pace and practice of software-based learning among the students is according to their

choice and requirements. There may be differences in opinions of various stakeholders regarding open education and MOOCs in the current scenario. Yet, the practices and popularity narrate an understandable story. The necessity to keep abreast of open digital content, IPR issues, increased information literacy, and awareness creation among the users has opened new vistas in higher education. The ensuing times have hidden opportunities for open education and MOOCS, which are estimated through awareness, involvement, and strategic decisions at a mass level. The recent practices have emphasized increasing involvement and roles of academic libraries in MOOCs' instruction design and establishing more conversations with the students in higher education.

The current times have motivated librarians to look beyond traditional services and include revolutions of open education in the ambiance, such as open content and copyright issues. The present study has tried to give rise attention among the stakeholders, professionals, and scholars in various ways, such as- designing courses, easy process, user-driven approach, organizing events to aware the users and availability of tools, and updating the knowledge skills. The efforts to throw light on open education and learning through various platforms available at one step ahead with the support and contribution of academic libraries with the aspects such as the academic backgrounds, current serving areas and future prospects govern the choices among participants in training programs. With this regard, a training workshop experience at JNU has been highlighted in the study to strengthen the mode of online learning. The changes in higher education in MOOCs' shape have prompted unvisited challenges and solutions for academic libraries.

The academic libraries bring various inputs to the users' attention in open education platforms that are readily available and accessible to enhance their learning process. The paper attempts are moving towards an assessment of the developments in open education and relation of academic libraries in recent literature and share views through a training experience.

Due to various technological innovations, the mechanism in higher education is changing over time and so, are academic libraries' roles. The libraries and scholars need to abridge those mechanisms to prove their higher education capabilities. The higher education sector has found influential mechanisms in the form of open education approaches, altered pedagogical methods, and library and information services with the advancing opportunities for the learners as well as the teachers.

Higher Education, MOOCs, and Interactions from Academic Libraries

The roles and engagements of libraries in different arena of higher education have been extended since the last decade. The experiences and observations from the literature (Proffitt, 2013; Russell, 2013; Wu, 2013)[8,10,14] have reflected an expansion in the deliverance of services and training by libraries. The dialogs between the library and academic communities are increasing due to certain aspects such as digital resources, services, and licensed learning content. The characteristics of the library in the higher education system are changing the periphery and scope of massive open online learning scope (Schwartz, 2013).[12] To establish deeper and technical connect, libraries' staff is collaborating with the open education trainers. The changing landscape of open education and library involvement in higher education has been an area of attention recently. Various efforts at library scenarios to engage with a more significant number of students are crucial to understanding higher education's nerve and augment the libraries' interactions with the faculty members and students. Libraries have always been a pivotal influence in the higher education system; the open education and massive intellectual content are also discerning the inclusion of libraries' capacities. Whereas libraries have been providing access to intellectual content, library purview and competence include open education training programs, platforms, and awareness among the students. Even the MOOCs registrants require libraries for further access to digital learning content.

Regarding the MOOCs, the responsibilities of the librarian include them as a solution provider in context with MOOC support, evaluation, and long-term preservation (Massis, 2013).[6] The further extension of librarians' scope is to create an ambiance of IPR savvy students by providing them opportunities to properly learn copyright aspects related to MOOCs presentations creation and use. Libraries provide instructional support and are involved with faculty members for technical components at different MOOCs development stages. Libraries are outreaching to faculty members to provide access to the open education research tutorials.

The library is functioning as an educational collaborator where a lot of digital information is

yet to be delve and students to be benefited for their academic and professional future, there is much significance of "a broad array of human behaviors such as motivation, online interaction, team collaboration, and learning habits" (Wu, 2013)[14], and academic libraries roles are paving ways for linking to open educational resources and instructing information literacy among the learners. The librarians' involvement has been studied (Testoni, 2014)[13] in the MOOCs' journey with various contexts such as copyright management and library advocacy along with the inclusion in information services to the students.

The services of libraries are noteworthy in sensitizing the students towards online education. Libraries play a significant role in sharpening the users' skills and assisting them in utilizing them for quality output. The Central Library, JNU conceptualized a workshop to drive the students towards awareness of open education and MOOCs. The importance and benefits associated with such kind courses have also been explained to them by the experts. In this context, the paper further elaborates upon trainers' perspectives and demography of learners, reflecting the diversity of student's disciplines and interests at India's national level.

One day training workshop related to open education, open education resources, and MOOCs was organized by Dr B R Ambedkar Central Library, JNU, which received extensive participation from various corners of the country; the trainers for this workshop enlightened the participants on different aspects of online courses and open education. The experts covered the areas which were of great interest to the participants. Q&A session was the soul of the interactive workshop as discussion with the participants took place in the same session.

Current Scenario and Preparedness among the Stakeholders

The initiatives in the past from 2008 to 2012, in Canada and the USA, witnessed high registrations and involvement of students from an increased number of countries. This reflected the interests and potential to adopt new applications, methods, and challenges in higher education in the global scenario. The choice and compulsion to choose the technology over conventional teaching methods have opened new vistas among the academic stakeholders, including the students. The abilities of technologies and innovative ways to transform education may be affected by the disruptive technologies as well as commercial aspects, which may require continuous check and assessment for quality control and the objectives of learning in the society. The pedagogical aspects are always under scanner in the context of MOOCs while acting as a substitute for conventional learning platforms. The blended-learning approach can be very impactful in certain disciplines such as science and technologically bent subjects across the other streams.

MOOCs' application and use is still a challenge before a big number of universities, especially in developing nations. This is concerned with the availability of technical infrastructure, digital divide, and potential as the degree's value. Continuous involvement, assessment, and upgrading are required in the context of designing and developing the open education-related components; the MOOCs are specifically in the picture. The teachers' and instructors' responsibilities are increasing, and they also have to understand various aspects of open education, not only the subject knowledge but also the students' behavior in online learning in context with MOOCs. The students' perception and its understanding among the instructors are very significant.

User Behaviors and Experiences in MOOCs

MOOCs' success is associated with quality content, a flexible approach, and an understanding of learner support strategies. The user behavior and patterns are diverse due to individual needs, background knowledge, and skills. The pedagogical approaches are very instrumental in the various learning settings in the context of formal, conventional, and professional MOOCs. The provisions of supervision during the MOOCS and skills levels among the students are the areas that require attention from trainers and instructors. Continuous and regular supervision during the course can play a positive role in the completion of MOOCs.

The teachers' interaction with the students and quality media are favorable factors to support open education learners. The learners' behavior is different in changing contexts and challenging to evaluate and gauge in the myriad number of courses and abundance of opportunities. The learners' experiences are diverse and challenging in an open environment. Their experiences may range from interactive to mundane. Their experiences are well discussed during the last decade (Hilton, Graham, Rich, & Wiley, 2010).[4] The choices of courses and options of platforms are a few of the deciding factors among the students' behavior and experiences.

Needs and Mechanisms in Higher Education

The technological advances and increasing potential have posed challenges before higher education institutions for considering and opting for the open education system along with their conventional system of education. This approach is beneficial for the education system and learners' both in context with the augmenting the number of courses, opportunities without burdening much on the current infrastructure other than ICT. The estimation and scaling of MOOCs in universities have become a must exercise for the trainers, along with the policymakers. Rodriguez, O. (2013) [9] evaluated MOOCs in higher education in the context of scale and free access. The presence of c-MOOCs and x-MOOCs has changed the views related with the pedagogical model.

The open education framework involves the validation of learning and various aspects of non-formal learning. The types of courses, related disciplines, approaches, and mechanisms play equal roles among the trainers in the higher education arena. The example of "Bildung (self-cultivation, self-realization)" reflects upon the open education framework due to the shift from theory to practice (Deimann & Farrow, 2013).[2] The argument about the "autonomy, critical reflection, inclusivity, and embracing the potential for self-development" has been a guiding force for OE. Another step is taken in the form of development, while Santos, Yves Punie, and Casta (2016)[11] proposed a framework for higher education institutions (HEIs) in context with opening up education. The inclusion of diverse uses, promotion of transparency, and strategic decisions are highly influential. The framework supports pedagogical approaches, increasing collaboration, and the reorganization of modes of learning.

Assessment and Predicting the Grades in MOOCs

The objectives and aims of open education combine to empower the weakest and poorest of society in teaching and learning. MOOCs' assessment and evaluation is a complex task, yet another challenging responsibility among the instructors and trainers. The knowledge of technical aspects and skills is a must for the trainers to assess and grade them. In this context, Piech, Huang, Chen, Do, Ng, Koller (2013)[7] talked about the difficulties involved and developed algorithms for measuring, assessing, and "correcting for grader biases and reliabilities." Their technique had been instrumental in improving the peer grading accuracy, for example, in Coursera's HCI course offerings. They examined real data with 63,199 peer grades by relating "grader biases and reliabilities." The development of the "Grade Prediction Algorithm" based on Datasets and Analysis has been instrumental in predictions and evaluations (Yang Brinton, Joe-Wong, Carlee, Chian, 2017).[15] The designing and implementation of MOOCs have witnessed an expansion in the context of technological or assessment issues. The advancement in the pedagogical format is the needs of the times, and various training sessions are provided to the trainers as well. The issues of learners' in the form of lack of learner engagement, low completion rates, and doubts have been observed among the learners. The creations of learning dialogs and interactions between trainer and learner can change the learning and completion trajectories.

Student Engagement and Completion in MOOCs

MOOCs courses' popularity is pervasive, yet the drop-out ratio is very much higher than the registration and completion of courses by the entrants in the MOOCs. In this context, Ye and Biswas (2014)[16] endeavored MOOC analysis in context with "granularity information to make more accurate predictions of dropout and performance." Their findings have emerged as the addition of "final-grained temporal or non-temporal information into behavior features provides more predictive power in the early phases of a POSA MOOC." The factors that may be responsible and helpful in the completion of MOOCs by the learners can relate to understanding the motivating factors for admission and problems encountered by them during the course. In another study, Alraimi, Zo, Ciganek (2015)[1] proposed a model relating to "information systems continuance expectation-confirmation." Identifying goals, efficiency, and value are a few of the significant components related to learner-trainer interaction towards understanding their behaviors and completion, of course.

MOOCs and Teacher-Instructor Aspects

The roles and responsibilities of teachers and trainers have observed the inclusion of ICT-based open education tools in their routine teaching methods. The current scenario has motivated and provided opportunities to alter the pedagogical methods due to OE and OERs. The vast developments of MOOCs have derived versions of training and teaching in higher education. According to Jobe, Östlund, and Svensson (2014)[5], "MOOCs can be a cost and resource-effective means to deliver quality education to further professional teacher development." The machine learning experiments have become significant in open education, MOOCs platforms, social media websites, and training.

The Initiative at B R Ambedkar Central Library, JNU

In the age of tough competition and limited resources, Ghosh (2015)[3] talked about various stakeholders such as academicians, students, libraries, and policymakers in higher education. She mentioned the "tremendous hope for the unprivileged community" as India needs such leveraging technologies for the community in the form of India-centric MOOCs program coined as 'Study Webs of Active-learning for Young Aspiring Minds (Swayam, i.e., self-learning) in 2014. In this context, while sharing the expiring at OE and MOOCs related workshop, it is observed that there are variances and unexplored facets from students' and trainers' perspectives. It is significant to state that academic libraries play great roles in higher education and Dr. B. R. Ambedkar Central Library. JNU has been instrumental in keeping pace with the changing times in the context of innovative application technologies. In this view, the library keeps on organizing various workshops, training programs, and discussions to update the library staff and provide a platform to collaborate with faculty members.

The concept of open education and MOOCs usage is not behind the realization of the need for joint ventures between teaching faculties, instructors, and library staff. The library endeavored to bring these stakeholders to a single platform to learn and interact by updating themselves through a national-level workshop. This training workshop, organized during the month of February 2020, invited attention from various organizations, subject fields, and professionals. These individuals' participation reflected the collective learning efforts and objectives behind the open education movement around the globe and its pervasive presence across the country. The data has been collected during the training workshop. It has been reflected through the following tables categorized and organized according to the following aspects:

- Demographic information
- Regional coverage of participation
- Subject areas
- Trainers and their specializations
- Topics covered
- Interaction and Feedback aspects

Demographic Information

Table (1) reflects the information about various types of professionals according to their designations. The diverse nature of their designations reflects the requirements among the professionals at various levels. It shows that the teaching faculties and professionals of different strata observe the need to update themselves about the current developments in the field of open education and MOOCs. The range of participants is comprehensive and covers the professionals working as library professionals and teaching community, including research scholars and directors in different areas. The high number of research scholars shows the initial awareness among them about the OE and MOOCs, of course, the demand to learn more to become fluent in such a course as a user and as an instructor in the future.

Table: 1 Demographic information: types of professionals.

Sl. No.	Designation	No. of Participants	%
1	Library Professional	54	28.4
2	Doc. Officer	5	2.63
3	JRF/SRF	2	1.05
4	Deputy Director/ Reader	6	3.15
5	Research Scholar	112	58.94
6	Professor	12	6.31
	Total	190	

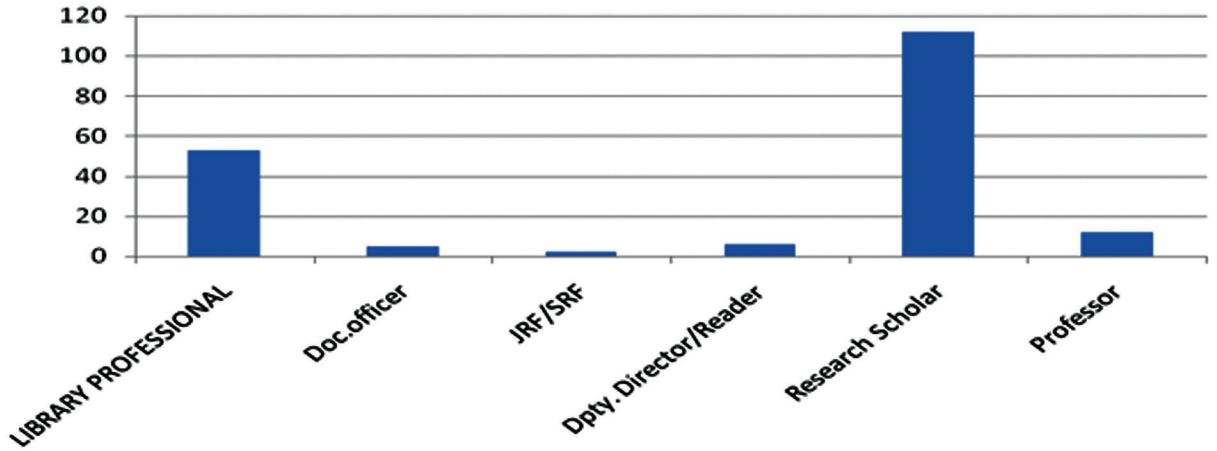

Fig. 1: Demographic Information: Types of Professionals.

Table 2: Regional Coverage of Participation.

S. No	Affiliation	No. of Partici-pants	%
1.	Agra College, Agra	1	0.52
2.	AIIMS, New Delhi	1	0.52
3.	Aligarh Muslim University, Aligarh	2	1.05
4.	Ambedkar University, Delhi	2	1.05
5.	Amity School of Information Technology	1	0.52
6.	Babasaheb Bhimrao Ambedkar University, Lucknow	1	0.52
7.	Bangladesh Agricultural Research Council	1	0.52
8.	Bharat Institute of Technology, Meerut	1	0.52
9.	Chaudhary Bansilal University	1	0.52
10.	Dayalbagh Educational Institute (Deemed University), Dayalbagh, Agra,	2	1.05
11.	Delhi Library Association	1	0.52
12.	Gautam Buddha University, Greater Noida	2	1.05
13.	GDC Tangmarg College	1	0.52
14.	ICAR-Indian Institute of Horticultural Research	1	0.52
15.	IGNCA	1	0.52
16.	IGNOU, Delhi	7	3.68
17.	Indian Institute of Technology (ISM) Dhanbad	1	0.52
18.	Jaipuria Institute of Management	1	0.52
19.	Jamia Millia Islamia	3	1.57
20.	Jawaharlal Nehru University	126	66.31
21.	Ministry of Culture	1	0.52
22.	NASSDOC ICSSR	1	0.52
23.	National Institute of Health & Family Welfare	2	1.05
24.	National Law University, Delhi	1	0.52
25.	NCERT	1	0.52
26.	NIFTEM	1	0.52
27.	NIT	1	0.52
28.	Oriental University	1	0.52
29.	Raj Rishi Bhartrihari Matysa University, Alwar, Rajasthan	1	0.52
30.	S. V. Subharti University	1	0.52
31.	School of Social System	1	0.52
32.	Sh. Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi	3	1.57
33.	The Aaryans	1	0.52
34.	Tilka Manjhi University, Bhagalpur, Bihar	1	0.52
35.	University of Delhi	14	7.36
36.	University of Kashmir	3	1.57
		190	

Regional Coverage of Participation

Table (2) and figure (2) inform about the participation from various kinds of institutes located in various parts of nations, though the nearby areas have reflected the participation instead of far-located places. Participants from public and private universities, research institutions, and colleges have found this training program useful and attended.

The convenience and other factors might be responsible for participation in the training program. Participants from the state of Delhi, Rajasthan, Uttar Pradesh, Jammu & Kashmir, Bihar, Jharkhand, and Haryana were benefited in this training program.

Subject areas of Participants

Table 3 shows the multiple areas of disciplines, to which participants belonged. Most of the participants were from the social sciences. The second field was languages and literature. Few of the participants were from the arts and humanities. The number of science and technology participants was far behind in comparison to social sciences. The popularity among the social science participants reflects the current awareness and demand for open education among these scholars.

The comparison among the subjects/disciplines presented here shows that there is a need to provide more information to create awareness among S&T scholars about open education and various modes of learning other than conventional classroom teaching. Creating interactive workshops, sending flyers, etc., can induce the availability of information and such courses among scholars other than social sciences.

Trainers and their specializations

The related table (4) reflects the number of experts and their specialization. These experts contributed as trainers for the workshop and provided learning. The diversity among these trainers was significant to play roles in answering the queries of participants from different backgrounds.

The specializations in e-learning, open education methods, and tools, open distance learning (ODL) have been very instrumental in keeping the pace of the training schedule as well as curiosity among the learners. The mixed subject approach was crucial in satisfying the multi-directional questions of the participants.

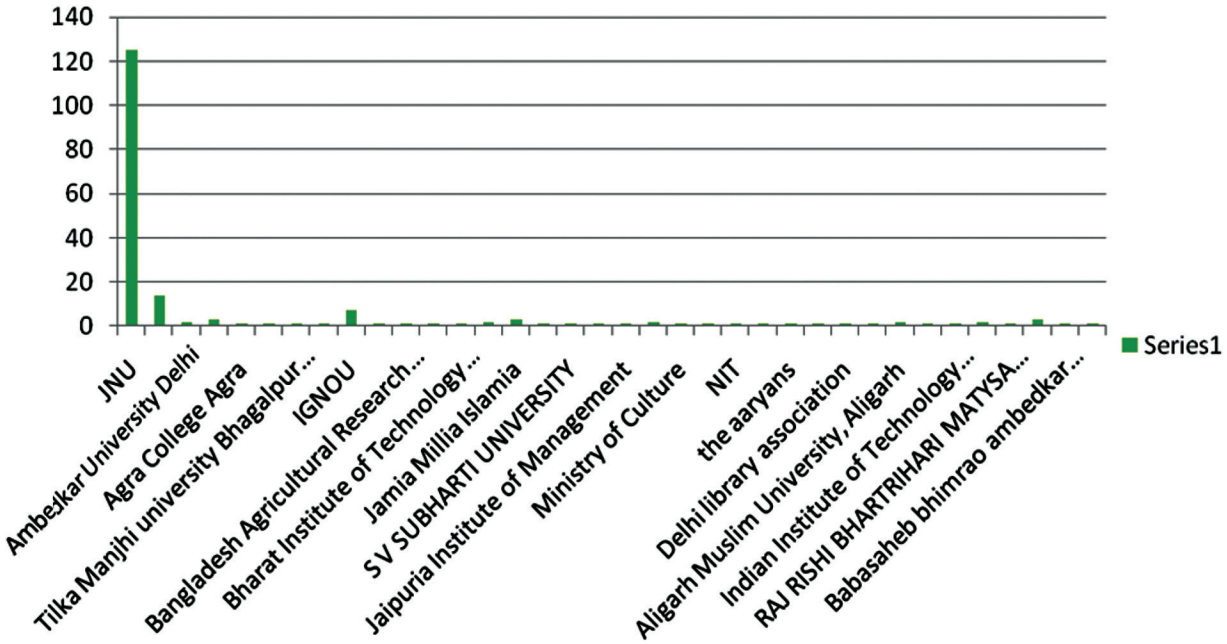

Fig. 2: Regional coverage of participation.

Table 3: Subject areas of Participants.

Sl. No.	Subject	No. of participants	%
1.	Arts & Humanities	05	2.63
2.	Language & literature	16	8.42
3.	Science and Technology	08	4.21
4.	Social Science	152	80.0
5.	Others (Phonology, Media, visual culture, Fluvial Geomorphology, Wetland system, Environmental politics)	05	4.73
6.	Not mentioned	04	2.10
	Total	190	

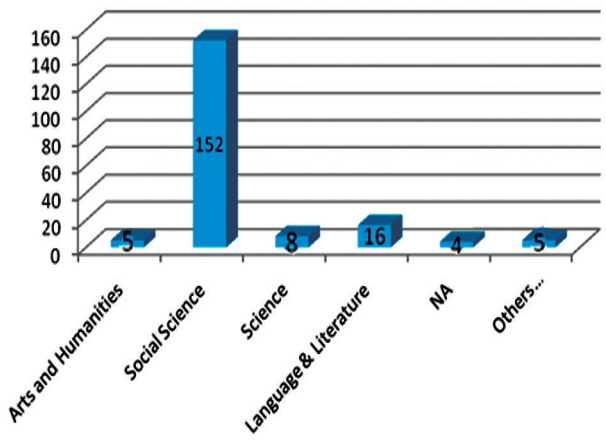

Fig. 3: Subject areas of Participants.

Table 4: Trainers and their specializations.

S. no	Trainers	Rank	Specializations
1.	01	Professor	E-learning, distance learning, open education
2.	01	Associate Professor	Science and Technology e-learning
3.	01	Assistant Professor	Research Methodology, ICTs in Education/ODL and Teacher Education.

Topics covered by Trainers

Table (5) shows the aspects covered during the training program by the subject experts. The initial session was devoted to the Basics of open education, open educational resources, massive open online courses. The awareness among the participants was created through these sessions and concepts discussed to enlighten them. Later, the conceptual information of MOOCS, various technological components, how to use, and some light upon usage and popularity was thrown. In the last Information about Indian initiatives, various Indian platforms for open education and MOOCS were provided. In this context, the introduction and roles of MOOCS platforms were very relevant and informative among the participants. The knowledge about "SWAYAM PRABHA," an open education initiative, was highlighted, which invited

not only attention but also many queries from the participants. These sessions and topics covered the knowledge about the open education initiatives and MOOCs, as well as the technical aspects, such as registering process, evaluations, assessments, and advantages of MOOCs. The interactions in-between the sessions disclosed the curiosity level of participants and enhancing their knowledge.

Table 5: Topics covered by the trainers.

Sl. No.	Topics	Components
1.	OERs, MOOCs & Online Programs	Basics of open education, open educational resources, massive open online courses
2.	MOOCs: A Basic Introduction	Conceptual information of MOOCS, technological aspects, usage and popularity
3.	Reaching the unreached through Television SWAYAM PRABHA- a GOI initiative	Information about Indian initiatives, Indian platforms for OE, and MOOCS, introduction and roles of "SWAYAM PRABHA" open education portal.

Interaction and Feedback Aspects

During training sessions, the discussions have been revolving around the educational and technical aspects related to open education and MOOCs. The questions were mostly from the learning components and their relevance in the current scenario. The assessment and evaluation facets were also among the doubts among the participants. The accreditation and value in future may augment, was also one of the subsequent fringe benefits, apart from the learning through MOOCs, collateral to the conventional education. The legalities and validity of courses in contemporary times resemble the stumbling blocks in the system of open education and MOOCs. Any predicaments to be faced have been a concern of many participants. Potential analogous instructions and learning outcomes need to be addressed.

Conclusion

The innovation in each direction of education has appealed to the students, instructors, and policymakers. The ICTs implementations have accentuated progressive thinking. The concepts of societal and economic growth seem to come true in the perspective of Open education and increasing interests of students and trainers. The facets such as awareness of various open education platforms, application and registration formalities, evaluation processes, and completion need to be disseminated across the Indian subcontinent. The reasons for low awareness, participation, and completion of the courses should be identified. The drop-out ratio is high, and characteristics associated with such incidents invite detailed investigations to relate to the influences. This study would help scholars understand the concept and benefits of online learning. It would also motivate the professionals to organize seminars/workshops/lectures on online education and learning, the tools involved in teaching-learning.

The institutions need to set an example for other organizations to hold events that can create awareness and attract the scholars for enrollment. Such courses need to be scholar-driven, not instructor-driven, that can match the skill and literacy required in the employment market. The library has a vital role to play in educating the students regarding the significance of online courses. It can support the stakeholders during MOOCs development and preservation processes and organize awareness workshops to assist them in the enrollment process. Libraries can also become instrumental in communicating the stakeholders from the students' view and trainers' perspective to prepare the user-friendly open education process in developing countries.

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Corporate (collective) author

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