# Online LIS Education in the New Normal Maharashtra State

**Mrs. Kadambari H Manjrekar**
Librarian
VPM's B. N. Bandodkar College of Science, Thane

**Dr. Jyoti Bhabal**
Asst Professor, SHPT School of Library Science,
SNDT Women's University, Mumbai

**Abstract :**

The study was conducted to examine the perspectives of LIS teachers regarding their preparedness for the online education learning system in Maharashtra. It focused on the resources, platforms, assessment methods used during online LIS education. Google Meet, Zoom, online quizzes, E-PGPathashala, E-Gyankosh, Shodhaganga, Google Classroom, Whatsapp, and E-mail helped to sustain the teaching during the lockdown. The study identified few gender differences. Few suggestions from the respondents on improvements in online education are also mentioned.

**Keywords :**

Learning Resources, LIS Education, New Normal,Online Learning, Online Learning Tools

## 1. Introduction :

Information technology has made a drastic change in every field. The teaching field is no exception to this. The chalk and talk method is the most popular method, but we need to adopt new learning methods in our teaching process with this new technology. Hybrid things have different impacts; thus, if we use multiple methods, it will be helpful for a teacher to interact more with the students.

Intelligent gadgets for different tasks like teaching, designing question papers, assessment of students, feedback, and research methodology are required. Innovative teaching and learning methodologies such as short

lectures, simulation, role-playing, and problem-based learning (PBL) are very useful in addressing the rapid technological advances and developing workplaces required in the foreseeable future (Naga Subramani and Iyappan, 2018). Higher education plays an integral part in every country existence as it provides highly trained experts for future growth and prosperity (Kannadhasan et al., 2020)

## 2. Literature review :

Mahalakshmi and Rangaswamy (2019) presented the overview of required skills, i.e., communication, technical, and domain skills. They discussed innovativeness in teaching methods such as Problem based teaching, simulation, role-play, project-based teaching (PBT), etc., in education. Farooq and Matteson (2016) pointed out the similarities and differences between traditional and online seminars. While developing the LIS curriculum, the skills of faculty members should also be developed. The Government should also take the initiative in providing funds for creating the infrastructure in LIS schools (Edegbo, 2011). Islam andKarim (2020) conducted a literature review to investigate research studies on the use of e-resources by students in developing countries. Literature found that e-resources are a time-demand material for all education institutions. Slow internet speed reported one of the obstacles to getting their required information.

Aslam et al. (2021) believed the positive side of online learning is an excellent opportunity to enhance skills and importance in self-development. Callo andYazon (2020) studied Indian higher education during lockdown that found that lack of access to laptops or desktops was the main difficulty amongst a significant ratio of teachers and students to complete the teaching-learning task. They believed that the institution could take some measurement for the fundamental infrastructure problem. Okuonghae et al. (2021) conducted a study on technological development and self-efficacy. They depicted a substantial relationship between e-learning adoption and technological readiness, computer self-efficacy in Library and Information Science students in Nigeria. Most participants suffered from disturbances during online classes because of internet connectivity(Mohanan et al., 2020). Rafique et al., (2021) explored the significant differences in Online Learning Readiness (OLR) of students in Pakistan concerning students' readiness towards their computer, internet, and online communication self-efficacy and learning motivation depending on

the level of their program of study.

Rajkoomar and Raju (2016) have explored the educational and pedagogical issues in blended learning to develop a framework for designing and implementing blended learning in the delivery of LIS curricula in South African universities. Islam et al. (2011) explored how EL tools and technologies support the LIS education process and measure the Weights of factors constraining the use of EL in LIS education. Wójcik (2016) observed that AR technology is a helpful teaching tool that enables students to achieve improved learning outcomes in the practical skills needed by librarians and the personal and social competencies relevant to labor market needs.

**3. Need and significance of the study :**

Due to the COVID19 pandemic, there were restrictions on everyone in India as well as abroad. No one was prepared for this. After the declaration of lockdown in India, immediately after few days, it was directed by the officialsto begin with online education. Many were aware of technology but had not used it 100%; however, all education sectors accepted the challenge happily, and online environment education started.

It was essential to find out How LIS teaching during Online Environment is taking place? Therefore, the present study will explore the preparedness of LIS teachers for online education.

**4. Objectives :**

1. To study different platforms used by LIS teachers for online education.
2. To find out the type of e-resources used by the LIS teachers.
3. To explore the assessment methods used during online LIS education.
4. To study the opinion of LIS teachers about the readiness at the university level for online teaching.

**5. Scope, methodology and population :**

Quantitative data was collected through the questionnaire using Google forms.This study covered the 10 Universities in Maharashtra (India)having full-time Library and Information Science Courses.From the University websites and earlier research, the researcher found the number of faculty members. Simple descriptive

statistics are used to analyze the data.

## 6. Findings and discussion :

**Table 1: University wise responses**

| Sl. No | Name of University | Questio-nnaire Sent | Response Received | | | |
|---|---|---|---|---|---|---|
| | | | Male | Female | Total | % |
| 1 | University of Mumbai, Mumbai | 8 | 4 | 3 | 7 | 87.5 |
| 2 | SNDT Women's University, Mumbai | 5 | 1 | 4 | 5 | 100 |
| 3 | Tata Institute of Social Sciences (TISS), Mumbai | 4 | 2 | - | 2 | 50 |
| 4 | Savitribai Phule Pune University (SPPU), Pune | 5 | 1 | 1 | 2 | 40 |
| 5 | Shivaji University, Kolhapur | 6 | 5 | - | 5 | 83.33 |
| 6 | Dr Babasaheb Ambedkar Marathwada University (BAMU) | 4 | 1 | 1 | 2 | 50 |
| 7 | Swami RamanandTeerth Marathwada University, Nanded SRT Marathwada University, Nagpur | 3 | - | 1 | 1 | 33.33 |
| 8 | SantGadge baba Amravati University, Amravati | 3 | 1 | 1 | 2 | 66.66 |
| 9 | Solapur University, Solapur | 2 | 2 | - | 2 | 100 |
| 10 | RashtrasantTukadojiMaharaj Nagpur University, Nagpur | 3 | 1 | 1 | 2 | 66.66 |
| | | **43** | **18** | **12** | **30** | |

The questionnaire was sent to 43 LIS faculty members through e-mail and Whatsapp, and total 30 responses (69.77%) received that includes 40% female teachers and 60 % male teachers. The responses received from the age group of 26-35(6.66%), 36-45(36.66%), 46-55(46.66%) and 56& above (10%). The study includes Assistant professor (40%), Associate professor (16.66 %), Head (23.33%), and visiting faculty (20%).

### 6.1 Teaching platforms used by LIS teachers :

Nowadays, there are various online platforms available for interaction. Comparatively, Zoom is considered easy because of its features in the main display that are easy to operate (Fuady et al., 2021).

**Table 2 : University-wise response about teaching platform**

| Name of University (responded) | Google Meet | | Zoom | | Webex | | Microsoft Team | | Skype | | TedEd / Jamboard | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | M | F |
| Mumbai-(4,3) | 4 | 3 | 4 | 3 | 2 | 2 | 4 | 3 | 1 | 2 | 0 | 2 |
| SNDT-(1,4) | 1 | 4 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| TISS-(2,0) | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SPPU-(1,1) | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Shivaji-(5,0) | 5 | 0 | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BAMU-(1,1) | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | | 1 |
| SRT-(0,1) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nagpur-(1,1) | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Amravati-(1,1) | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Solapur-(2,0) | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 16 | 10 | 16 | 8 | 11 | 4 | 6 | 4 | 2 | 3 | 0 | 5 |
| Gender-wise % | 88.88 | 88.88 | 88.88 | 68.33 | 61.11 | 33.33 | 33.33 | 33.33 | 11.11 | 25 | - | 41.66 |
| Grand Total | 26 | | 24 | | 15 | | 10 | | 5 | | 5 | |
| Total % | 86.66% | | 80.00 | | 50.00 | | 33.33 | | 16.66 | | 16.66 | |

Similarly, the present study also found that the LIS teachers used different combinations of platforms. Google Meet was the preferable teaching delivery platform (86.66% LIS teachers), followed by Zoom (80%) and Webex (50%). Skype and Tedex were the most minor preferred platforms for teaching. About 20-23% of teachers were using a combination of media such as Zoom, Google Meet, and Webex.

Table 2 depicts the University wise platform used for the teaching process. Teachers from the University of Mumbai have used all the media, followed by Babasaheb Ambedkar Marathwada University, Shivaji University, and SNDT University. Google Meet platform waseasy and effectively used by all the teachers (86.66%) except teachers from TISS who used the Zoom platform mainly and SRT University who used their developed virtual platform.

It was found that male (88.88%) and female (88.88%) teachers used Google Meet equally, whereas Zoom, Webex, Microsoft teams were used more by male teachers than female teachers.

All the LIS teachers from the age group of 26-35 preferred Google meet, zoom and Webex platforms; 72.72% of teachers from 36-45 age group preferred Google meet and Zoom, followed by Webex(54.54%); 85.71% teachersfrom 46-55 age group, preferred Google meet, followed by Zoom (78.57%),Webex (57.14%).All the teachers from the age groupof 56 and aboveused only Google Meet and Zoom platforms.

### 6.2 Content delivery and distribution of study material :

Naga Subramani & Iyappan (2018)mentioned that Technological Pedagogical Content Knowledge captures the qualities of these new hybrid educators who find their place between the intersections of these qualities.

Shaharanee et al. (2016) studied the effectiveness of Google Classroom's active learning activities for data mining subjects through the survey. The present study reflects that 50% of teachers of the 26-35 age group, 81.81% of 36-45, 57.14% of 46-55, and 33.33% of teachers from the 56 and above age group choose the Google Classroom platform.

Figure 1 shows that female teachers found e-mail (75%) as the best method to distribute the content, followed by WhatsApp (66.66%) and Google Classroom (58.33%), whereas male teachers preferred Google classroom, WhatsApp

(66.66%), e-mail (55.55%) and Moodle (33.33%). However, overall, WhatsApp was the preferred medium for content delivery (66.66% teachers), followed by e-mail (63.33%), Google Classroom, and Moodle (36.66% each). Digital repository is a good platform for content delivery, but only 20% of teachers chose the option. Therefore, more awareness should make about the usage of Digital repositories.

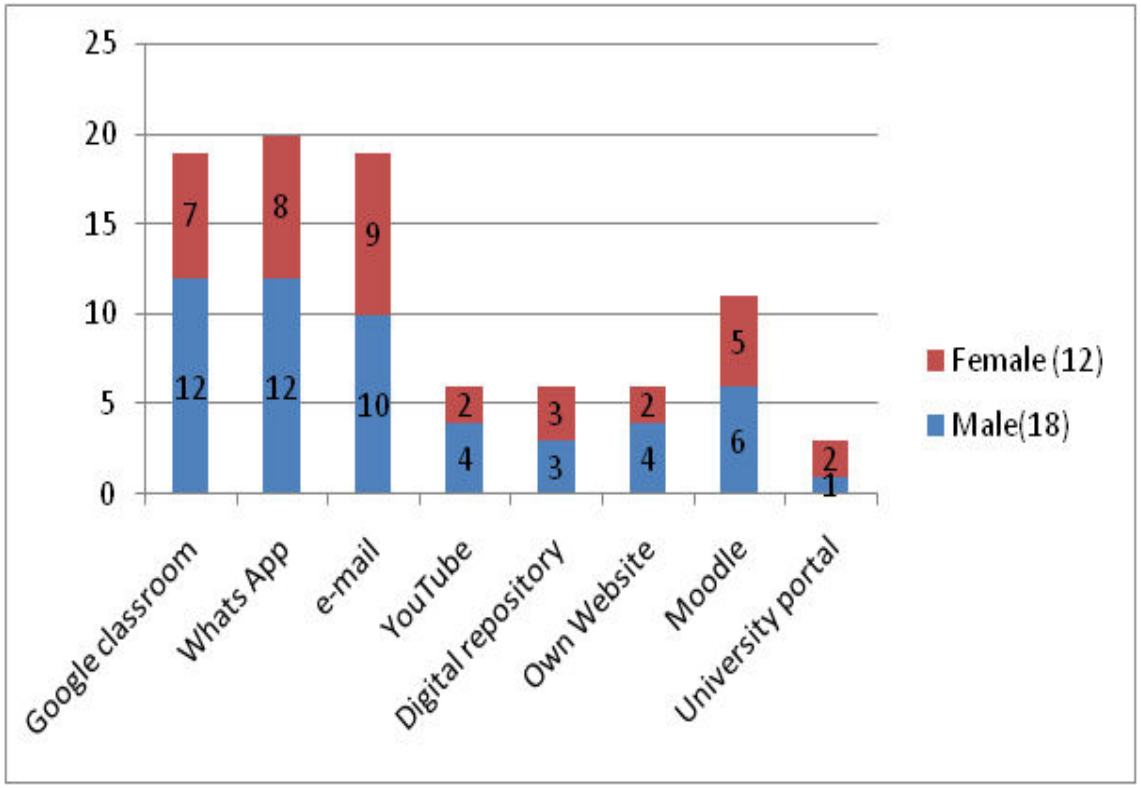


**Figure 1: Distribution of material**

### 6.3 Assessment methods :

During the lockdown, the change to the method from offline to online in all sectors started. For the education sector, conducting the examination is a big challenge. Due to the lack of high-speed internet connectivity attending lectures and submitting assignments on time would be challenging. Therefore,flexibility in submitting assignments can be provided to the students (Mahmood, 2021).

Assessments done on different platforms would encourage the students towards active participation. Teachers from the Mumbai region and Shivaji Univer-

sity, Kolhapurused multiple strategies for assessment like online quiz, short online answer, Text-based assignments, open-book test, presentations, Debate and Webinars. The online quiz was the most popular method used by teachers (77.41%), followed by the short answer (54.83%), text-based assignments & online PowerPoint presentation (48.38%), content creation and webinar (46.66%), open-book test (40%) and debate (36.66%).

LIS Teachers who were older than 35 years having more experience had used different types of assessment that wouldbe appropriate for the professional course.

**6.4 University preparedness towards online education :**

ICT is the most fundamental factor in providing online education. The teachers' opinions were collected using the Likert Scale (Excellent = 5, Very Good = 4, Good = 3, Ok = 2, and Poor = 1) to find University preparedness towards online education. Gender-wise differences of opinions were found on the perspectives about the role of their universities. Male teachers gave a high score for ICT, followed by communication and policy matters (refer to Table 4). In contrast, female teachers gave the highest score for proactiveness of their university, followed by ICT and communication process(refer to Table 5). According to both genders, their universities were lagging in framing the rules concerning online education.

Table 4: Male response on University preparedness

| Factors | Male Respondents |
|---|---|
| ICT | 71 |
| Communication | 69 |
| Policy | 65 |
| Rules | 64 |
| Proactiveness | 60 |

Table 5: Female response on University preparedness

| Factors | Female Respondents |
|---|---|
| Proactiveness | 43 |
| ICT | 38 |
| Communication | 32 |
| Rules | 31 |
| Policy | 30 |

### 6.5 Use of e-resources :

The study found that many e-resources were known to the respondents; further, they learned new resources to face the e-learning education of new normal.All the respondents knew about e-resources like e-Journals, E-PGPATHSHLA, Gyankosh, Shodhganga, Gutenberg, Free books, free journals and DOAJ.

Figure 2 represents how proficient LIS teachers make use of various e-resources. Overall, 26.66% of the teachers regularly practiced Shodhganga, 23.33% of the teachers were practicing e-journals, e-PG Pathshala, and e-GyanKosh; and 16.66% of teachers were practicing NDLI and DOAJ, and only 10% of LIS teachers were using Project Gutenberg.

About 6.67% of teachers learned about NDLI and Gutenberg during the lockdown, and about 3.33% of teachers learned about the E-PG Pathshala, Gyankosh, and DOAJ.

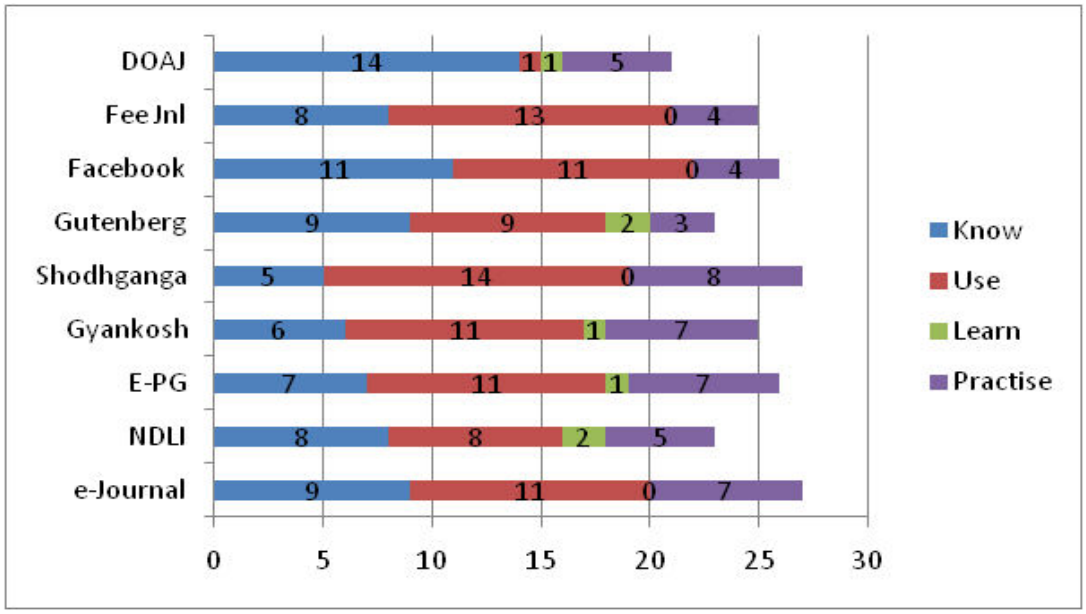


**Figure 2: LIS Teachers' Knowledge E-resources**

### 6.6 Suggestions from LIS teachers :

86.66% of the teachers expressed their views to an open-ended question about the suggestion to bring change in LIS education for the forthcoming year.

**Syllabus revision**

University should be flexible about syllabus completion. In addition, LIS education should enable students to prepare for online library services platforms, etiquettes, and required skills.

**LIS departments**

Should focus on ICT, E-Resources, ICT infrastructure, which mainly includes laptop and internet connectivity for students 24*7 access to e-resources. Universities should make availability of infrastructure regarding online teaching tools. Universities might try out innovative practices, such as loaning computers to needy students and teachers. Libraries need to develop a good collection of e-books and other e-resources in LIS.

**UGC and Government initiative**

UGC and Government should take the initiative towards regular training on new platforms available for online teaching and learning. Furthermore, they should be proactive to ensure the safety and security of the health of students and faculty members. Gender Studies concerning online LIS education might help to frame policies and schemes.

**Students and Teachers Perspectives**

Faculty should get more freedom to teach online on any available platform for online teaching. Study and teaching should be more of a fun activity yet academic for students and teachers. They need to keep updating themselves with new pedagogies themselves.

## 7. Conclusion :

The study comes out with a positive side that the teachers have taken the efforts to go with this online education. From various platforms of teaching, Zoom, Google Meet, Webex is the most popular combination choose by LIS teachers. Teachers knew few resources, tools, but they took an extra effort to learn a few more which will help them during their teaching process. DOAJ and Shodhgangawere two popular e-resources among the LIS teachers. MOOC, MOODLE, Google Classroom, and Google Tools used by maximum LIS teachers. Most male teachers believed that university is prepared with ICT, whereas most female teachers thought that the university is pro-activefor online education. The study comes out

with a good suggestion that the curriculum may include practical sessions for students on communication and etiquettes in online settings in LIS education. Policymakers or university authorities might use the result of the study to bring infrastructural and pedagogical changes in professional courses. Further, some studies need to be continued with students' perspectives on online LIS education. Further research in this area can frame a model for LIS online learning to bring uniformity.

**References :**

Aslam, S., Sonkar, S., & Owan, V. (2021). Changes in Teaching and Learning in Higher Education during Covid-19 Lockdown: A Study of LIS Students in India. *Library Philosophy and Practice(*e-Journal). httpsb://digitalcommons.unl.edu/libphilprac/5223

Callo, E. C., & Yazon, A. D. (2020). Exploring the Factors Influencing the Readiness of Faculty and Students on Online Teaching and Learning as an Alternative Delivery Model for the New Normal. *Universal Journal of Educational Research,* 8(8), 35093518. https://doi.org/10.13189/ujer.2020.080826

Edegbo, W. I. (2011). Curriculum Development in Library and Information Science Education in Nigerian Universities: Issues and Prospects. *Library Philosophy and Practice (e-Journal),* 560, 15.

Farooq, O., & Matteson, M. (2016). Opportunities and Challenges for Students in an Online Seminar-Style Course in LIS Education: A Qualitative Case Study. *Journal of Education for Library and Information Science Online,* 57(4), 271282. https://doi.org/10.12783/issn.2328-2967/57/4/2

Fuady, I., Sutarjo, Moch. A. S., & Ernawati, E. (2021). Analysis of Students' Perceptions of Online Learning Media During the Covid-19 Pandemic (Study of E-learning Media: Zoom, Google Meet, Google Classroom, and LMS). *Randwick International of Social Science Journal*, 2(1), 5156. https://doi.org/10.47175/rissj.v2i1.177

Islam, E., & Karim, A. (2020). Use of e-Resources by the Students in Developing Countries: A Review. *International Journal of Library and Information Studies,* 10(4), 5.

Islam, S., Kunifuji, S., Hayama, T., & Miura, M. (2011). E-learning in LIS education: An analysis and prediction. Library Review, 60(7), 544559. https://doi.org/10.1108/00242531111153579

Kannadhasan, S., Shanmuganantham, M., Nagarajan, Dr. R., & Deepa, S. (2020). The Role of Future E-Learning System and Higher Education. *International Journal of Advanced Research in Science, Communication and Technology,* 12(2), 261266. https : //doi.org/10.48175/IJARSCT-673

Mahalakshmi, K., & Rangaswamy. (2019). Innovative Teaching Methods in LIS Education. In Recent Trends on Library, Information and Society (p. 54). Malay Das for Paschimbanga Anchalik Itihas O Loksanskriti Charcha Kendra.

Mahmood, S. (2021). Instructional Strategies for Online Teaching in COVID19 Pandemic. Human Behavior and Emerging Technologies, 3(1), 199203. https://doi.org/10.1002/hbe2.218

Mohanan, A., D'Silva, D., & Paulose, A. (2020). Impact of E-Learning on Higher Education during Covid-19 Pandemic. AKB Publication. https://www.academia.edu/47759485 / Impact _of _E _ Learning _ on _ Higher _ Education _ during _ Covid _ 19 _ Pandemic

Naga Subramani, P. C., & Iyappan, V. (2018). Innovative methods of Teaching and Learning. Journal of Applied and Advanced Research, 3(S1), 20. https://doi.org/10.21839/jaar.2018.v3iS1.161

Okuonghae, O., Igbinovia, M. O., & Adebayo, J. O. (2021). Technological Readiness and Computer Self-efficacy as Predictors of E-learning Adoption by LIS Students in Nigeria. Libri, 0(0), 000010151520200166. https: //doi.org/10.1515 / libri-2020-0166

Rafique, G. M., Mahmood, K., Warraich, N. F., & Rehman, S. U. (2021). Readiness for Online Learning during COVID-19 pandemic: A survey of Pakistani LIS students. *The Journal of Academic Librarianship*, 47(3), 102346. https://doi.org/10.1016/j.acalib.2021.102346

Rajkoomar, M., & Raju, J. (2016). A Framework Using Blended Learning for Innovative Teaching and Learning. Research & Reviews: *Journal of Educational Studies,* 2(3). https://www.rroij.com/peer-reviewed/framework-using-blended-learning-for-innovative-teaching-and-learning-80162.html

Shaharanee, I. N. M., Jamil, J. M., & Rodzi, S. S. M. (2016). The Application of Google Classroom as a Tool for Teaching and Learning. *Journal of Telecommunication, Electronic and Computer Engineering (JTEC),* 8(10), 58.

Wójcik, M. (2016). Potential use of Augmented Reality in LIS education. *Education and Information Technologies,* 21(6), 15551569. https://doi.org/10.1007/s10639-015-9399-z