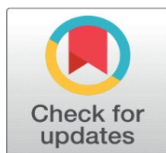


AWARENESS OF VARIOUS WEB PORTALS AMONG LIBRARIANS WORKING IN THE CBSE SCHOOLS OF MAHARASHTRA

Vinita Sarman Yadav¹✉, Dr. Ashokkumar S. Khobaragade²

¹Ph.D. Research Scholar, Department of Library and Information Science, RTMNU, Nagpur, India

²College Librarian, Arts and Commerce Night College, Nagpur, India



Corresponding Author

Vinita Sarman Yadav,
vinbun25@gmail.com

DOI

[10.29121/shodhkosh.v5.i6.2024.6402](https://doi.org/10.29121/shodhkosh.v5.i6.2024.6402)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



ABSTRACT

The digital revolution in the education sector has altered the role of school librarians to be more than bookkeepers but facilitators of digital literacy and information fluency. In the CBSE school curriculum of Maharashtra, librarians are supposed to play an active role in intertwining different pedagogical web portals, i.e., the National Digital Library (NDL), e-PG Pathshala, DIKSHA, and SWAYAM, into the teaching-learning process. Nonetheless, the level of this portal awareness and usage is not clear. The given study explores the level of awareness of the digital portals among the librarians in the CBSE schools of Maharashtra and presents the problem of closing the digital divide and providing students with equal access to digital resources. The study arose as the adoption of a descriptive research design, inclusive of a cross-sectional survey of 640 teachers and 320 librarians picked proportionally across the six revenue divisions of Maharashtra. Data collection utilised well-structured research instruments, was analysed using SPSS 18.0, and employed descriptive statistics and inferential tests at a 5 percent significance level. The results of the study indicate that there are essential gaps in their knowledge and usability of important web portals, which may indicate a low level of use of valuable resources in academics and government. This highlights the pressing importance of specific professional development and training on digital literacy among librarians in order to enable them to be instructional collaborators in schools. The research is relevant because it raises awareness among CBSE school librarians in Maharashtra about navigating the digital era and offers suggestions for policy interventions and training models that could enhance the effective use of digital portals. The research contributes to the awareness of librarians of the possibility of improving the outcomes of student learning and developing equitable digital education in the state.

Keywords: CBSE Schools, Librarians, Web Portals, Digital Literacy, Maharashtra, Awareness, Digital Divide

1. INTRODUCTION

The digital revolution has significantly altered the realm of education and information distribution. In this setting, school librarians have evolved from mere caretakers of books to essential facilitators of digital literacy, information fluency, and 21st-century education. This study, which seeks to investigate the awareness of various web portals among librarians in CBSE schools across Maharashtra, is both timely and critically important for the following reasons. First one is that there is a significant disparity in digital access and literacy across different regions and school systems in India. CBSE schools, with their national curriculum, are expected to be at the forefront of integrating technology into pedagogy. However, the effective use of digital resources is contingent upon the librarian's awareness. This study is needed to identify the current level of awareness among librarians, thereby revealing the extent of the digital divide within these institutions. Understanding this gap is the first step toward bridging it and ensuring equitable access to digital knowledge for all students.

The role of the school librarian has evolved from a passive keeper of resources to an active information specialist, teacher, and instructional partner. A lack of awareness of crucial web portals—be they academic databases (like NDL, e-PG Pathshala), government educational initiatives (like DIKSHA, SWAYAM), or library management tools—severely limits a librarian's ability to fulfil this modern role. This study is important to advocate for and facilitate the professional development of librarians, empowering them to become true leaders in the school's learning ecosystem. CBSE actively promotes the use of various digital portals to supplement classroom teaching. These portals offer a wealth of information, including e-books, scholarly articles, multimedia content, and interactive learning modules. If librarians are unaware of these resources, they remain underutilized. This study is needed to assess this wastage of potential. By identifying the gaps in awareness, the findings can lead to targeted training programs, ensuring that these expensive or freely available high-quality resources are effectively used to enrich the curriculum and directly improve student learning outcomes. This analysis was conducted to assess the awareness of several web portals among librarians employed in CBSE Schools in Maharashtra.

2. RESEARCH METHODOLOGY

All CBSE schools in Maharashtra were regarded as the study's universe. The study was confined to CBSE schools throughout the state of Maharashtra. This study employed a descriptive research methodology aimed at ascertaining the current practices or opinions of a designated population. The research employed a descriptive cross-sectional strategy to collect data from teachers and librarians in CBSE schools. Data was obtained from CBSE schools in Maharashtra for research purposes. There exist about 1000 educational institutions throughout several districts in Maharashtra. Samples were collected from several areas in proportion to provide an accurate representation of the study. The State of Maharashtra comprises 36 districts, categorised into six revenue divisions: Konkan, Pune, Nashik, Aurangabad, Amravati, and Nagpur for administrative functions. The state has a longstanding practice of establishing legislative entities for district-level planning. The study involved the selection of 640 teachers and 320 librarians employed in CBSE schools across Maharashtra. The primary data collection, in accordance with the study's aims, entailed the development of research tools. The development of the research instrument for this study adhered to established principles of instrument design and followed conventional procedures. The data has been analysed using appropriate statistical tests. The descriptive statistics, including percentage, minimum, and maximum, were derived from the collected data. The data was examined using SPSS 18.0 software. The significance level was set at 0.05 (5%) to mitigate the impact of errors and to minimise the likelihood of erroneously rejecting the null hypothesis, hence avoiding misleading conclusions.

3. RESULTS AND DISCUSSION

3.1. GENDER-WISE DISTRIBUTION OF THE LIBRARIANS

Table 1 Gender-wise distribution of the librarians of CBSE schools of Maharashtra

Gender	No	Percent
Male	56	17.5
Female	264	82.5
Total	320	100.0

$$\chi^2 = 135.2; \text{df: } 1; \chi^2_{\text{crit}} = 3.84; p < 0.05$$

Above, Table 1 shows the gender-wise distribution of the librarians working in CBSE schools of Maharashtra. The data reveal that 17.5% of study participants, or librarians, are male, while 82.5% are female.+

3.2. AWARENESS ABOUT THE NCERT PORTAL FOR EDUCATION PROMOTED BY CBSE SCHOOLS

Table 2 Awareness about the NCERT Portal for Education promoted by CBSE schools

	No	Percent
Aware to a great extent	292	91.3

Aware to a moderate extent	28	8.8
Not At All Aware	0	0.0
Total	320	100.0

$$\chi^2 = 486.73; \text{df: } 2; \chi^2_{\text{crit}} = 5.99; p < 0.05$$

Above, Table 2 shows the awareness level of the librarians working in CBSE schools of Maharashtra about the NCERT Portal for Education promoted by CBSE schools. Based on the data, it is observed that 91.3% of librarians are aware of NCERT to a great extent, and 8.8% of librarians are aware to a moderate extent.

3.3. AWARENESS ABOUT THE DIKSHA PORTAL FOR EDUCATION PROMOTED BY CBSE SCHOOLS

Table 3 Awareness about the DIKSHA Portal for Education promoted by CBSE schools

	No	Percent
Aware to a great extent	279	87.2
Aware to a moderate extent	41	12.8
Not At All Aware	0	0.0
Total	320	100.0

$$\chi^2 = 425.545; \text{df: } 2; \chi^2_{\text{crit}} = 5.99; p < 0.05$$

Above, Table 3 shows the awareness level of the librarians working in CBSE schools of Maharashtra about the DIKSHA Portal for Education promoted by CBSE schools. Based on the data, it is observed that 87.2% of librarians are aware of DIKSHA to a great extent, and 12.8% of librarians are aware of it to a moderate extent.

3.4. AWARENESS ABOUT THE NISHTHA PORTAL FOR EDUCATION PROMOTED BY CBSE SCHOOLS

Table 4 Awareness about the NISHTHA Portal for Education promoted by CBSE schools

	No	Percent
Aware to a great extent	195	60.9
Aware to a moderate extent	84	26.3
Not At All Aware	41	12.8
Total	320	100.0

$$\chi^2 = 118.401; \text{df: } 2; \chi^2_{\text{crit}} = 5.99; p < 0.05$$

Above, Table 4 shows the awareness level of the librarians working in CBSE schools of Maharashtra about the NISHTHA Portal for Education promoted by CBSE schools. Based on the data, it is observed that 60.9% of librarians are aware of NISHTHA to a great extent, and 26.3% of librarians are aware to a moderate extent. Further, 12.8% of librarians are not aware of this online portal.

3.5. AWARENESS ABOUT THE E-PATHSHALA PORTAL FOR EDUCATION PROMOTED BY CBSE SCHOOLS

Table 5 Awareness about the E-PATHSHALA Portal for Education promoted by CBSE schools

	No	Percent
Aware to a great extent	194	60.6
Aware to a moderate extent	98	30.6
Not At All Aware	28	8.8
Total	320	100.0

$$\chi^2 = 130.233; \text{df: } 2; \chi^2_{\text{crit}} = 5.99; p < 0.05$$

Above, Table 5 shows the awareness level of the librarians working in CBSE schools of Maharashtra about the E-PATHSHALA Portal for Education promoted by CBSE schools. Based on the data, it is observed that 60.6% of librarians are aware of E-PATHSHALA to a great extent, and 30.6% of librarians are aware to a moderate extent. Moreover, 8.8% of librarians lack knowledge about this online portal.

3.6. AWARENESS ABOUT THE OLABS PORTAL FOR EDUCATION PROMOTED BY CBSE SCHOOLS

Table 6 Awareness about the OLABS Portal for Education promoted by CBSE schools

	No	Percent
Aware to a great extent	70	21.9
Aware to a moderate extent	111	34.7
Not At All Aware	139	43.4
Total	320	100.0

$$\chi^2 = 22.583; \text{df: } 2; \chi^2_{\text{crit}} = 5.99; p < 0.05$$

Above, Table 6 shows the awareness level of the librarians working in CBSE schools of Maharashtra about the OLABS Portal for Education promoted by CBSE schools. Based on the data, it is observed that 21.9% of librarians are aware of OLABS to a great extent, and 34.7% of librarians are aware to a moderate extent. Further, 43.4% of librarians are not aware of this online portal.

4. CONCLUSIONS

According to the study results, it is obvious that the vast majority of librarians working in CBSE schools in Maharashtra are women, which implies a certain gender pattern among the representatives of this profession. The survey results also indicate that these librarians have a high awareness of some of the most important educational portals, such as NCERT, DIKSHA, NISHTHA, and E-PATHSHALA. The sites, which are vital resources in curriculum support, online materials, and teacher education, and the high prevalence of librarians imply that there will be successful distribution and use of the resources of these systems in the CBSE school system. Although this is a promising awareness level among the majority of portals, there is a significant gap as far as the OLABS Portal is concerned. A small percentage of the librarians indicated that they were conversant with OLABS, which is meant to introduce virtual science laboratories to students. The findings suggest that training and popularising OLABS among CBSE school librarians in Maharashtra is necessary.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

REFERENCES

- Adam, G. R and Jay D. S., (1980). Understanding Research Methods. New York, Longman. Pp.1-10.
- Anasi, S. (2006). Internet use pattern of undergraduate students at the University of Lagos, Nigeria. University of Dar es Salaam Library Journal, 8(1), pp.1-15.
- Bellary, R. N. (2017). The Digital Shift: Breaking the Barriers of Connecting Library Resources to Its User Community. PEARL: A Journal of Library and Information Science, 11(3), pp.274-278.
- Burhansab P. A., Batcha M. S. and Ahmad M. (2021). Investigating awareness and usage of electronic resources by the library users of selected Colleges of Solapur University, arXiv preprint arXiv:2102. p.10917.
- Dayakar G. (2018). Use of e-resources in higher education: Advantages and concerns, Journal of Applied and Advanced Research, 3(1), pp.S17-S19.
- Dutta A (2023), Management of E-resources in Academic Libraries: Some observations, International Journal of Research in Library Science (IJRLS), 9(4), pp.162-172.
- Eve, J., de Groot, M., Schmidt, A.M. (2007) Supporting lifelong learning in public libraries across. Europe Library Review, 56 (5), pp393-406.
- Khan J. (2016). Awareness and use of digital resources and services in the IIT Delhi Library. P.58
- Patel P. and Verma N. (2019). Use of electronic resources by the faculty members of Indore Professional Studies Academy. Pp.1-10
- Patidar, D. (2018, May 2). Role of ICT in Library Management. Journal of Library and Information Communication Technology (ILICT), 7(1), 76-81.
- Rani S. (2016). Role of e-resources in Today's Educational System, IJITKM, 9(2), pp. 58-61.