ICT Skills among Agricultural College Librarians: A Comparative Study

Dr. Kalbande, Dattatraya.T.
Librarian
J.Watumull Sadhubella Girls College of Commerce
Ulhasnagar Dist: Thane
Maharashtra, India
kalbanded@gmail.com

Dr. Chavan Subhash P.
Librarían
Shri. Asaramji Bhandwaldar College, Deogaion (R).
Tal.Kannad, Dist. Aurangabad,
Maharashtra, India
subhashchavan05@gmail.com

Abstract

Now we are living in 21st century & present century is called ICT age. In the ICT era peoples are used the ICT tools in the day to day activities, for example e-purchasing, e-selling, e-prayers, e-friendship with the help of ICT tools. Like that libraries also used varies new ICT tools for provide the quality, instant library services to the users. Now a day's library users not need to come library but library will come to the user's desktop with the help of modern IT tools, software's & Hardware's. In this paper it is highlighted that ICT skills among the librarians.

Keywords: *Information Communication Technology, Agricultural College Libraries, Automation, LMS.*

Introduction

The current development in science and technology has led to a new staggering condition about information created in the world. In the present ICT era, it becomes necessary for librarians to use the computers and other devices in the day-to-day work. In this context, the librarians shall possess, in addition to the academic and professional qualifications, certain ICT skills, such as handiness in operating systems, use of application software packages, knowledge of databases and programming, acquaintance in webpage design, library automation software, technical skills, and managerial skills. This survey has been

aimed to estimate the level of knowledge on ICT skills by the respondent librarians. This paper analyses various ICT skills possessed by librarians like programming languages, application software packages, Database management system (DBMS), library management software and web design and also finds out the constraints encountered by librarians in acquiring ICT skills.

Objectives

1. To analyze the ICT skills among Librarians working in Agriculture College Libraries.
2. Find out Librarians skills in operating systems, use of application software packages, programming languages, technical skills, managerial skills and other ICT related activities.
3. To study the problems faced by Librarians in the effective use of ICT applications.

Hypothesis

1. There is a significant difference in ICT Skills among the librarians of constituent colleges and Self-Financed colleges.

Review of Literature

Khan & Idrees (2014) in their paper they have discussed the importance of professionals training for LIS professionals Conducted by Pakistan Academy for rural Development (PARD). Also they have elaborate the PARD play a vital role through training programme to developed the library automation skills, Information/Computer literacy skills, Knowledge Management skills, Communication Skills, Leadership Skills, etc in the LIS professionals in Pakistan Country. while, *Bhatti, Chohan & Naeem (2014)* discussed the Factors Affecting Library Usage Frequency by Students in University Libraries of Developing Countries including Pakistan. In this study it is investigated the lack of Information Literacy skills, lack of reading skills, lack of training, Lack of awareness of ICT tools etc these factors are affect the library usage in developing countries. *Sinha & Bhattacharjee (2013)* discussed the ICT & Internet Literacy skills for

using the N-LIST programme , as per the their results it it is found that most of the students not aware about the N-LIST facility also they have need the training regarding development of the ICT skills as well as Internet facility. However,

Sahu (2013) surveyed the traditional and technical skill. Traditional skill involves in Collection & Development, Preparing budget, Classification & Cataloguing, Indexing Service, Reference Service, Library Supervision while Technical skill emphasized on Digital projects/initiatives, Website Designing, Library Automation, Open Source Software Development, and Networking. *Ramaiah & Pillai (2013)* identified the importance of IT Skills, Net Skills, reading, Information seeking skills, teaching & learning, Management; media resources use skills etc particularly in school libraries in India. Also the researcher discussed the importance of the training in development of the skills among the students as well as school teachers. However, *Popoola & Olalude (2013)* discussed the Symptoms of techno stress being manifested by the Library personnel & through this symptoms they have get the level of the ICT skills as well as computer literacy skills among the library professionals from the automated university libraries in Nigeria. *Ejedafiru & Oghenetega (2013)* identified the level of professional librarians in ICT skills hence 85% of respondents claimed that they can operate computer effectively, while 80% and 75% said they use online information for research and are capable of using www search engines respectively. *Kumar (2013)* investigate in his study entitled "Knowledge on ICT Skills among LIS Professionals of Engineering Institutions of Andhra Pradesh State: A Survey" in his study he shown the skills regarding operating system, operating/ programming language, library management software, web design tools, technical skills, managerial skills, subject skills & lack of ICT related skills, constraints on ICT practice by Library & Information Professionals.

Data Analysis

Table No. 1 ICT Skills among Librarians

Sr. No	ICT Skills	High	Medium	Low
1	Operating System	12 (30)	25 (62.5)	3(7.5)
2	Library Automation & Networking	14 (35)	19 (47.5)	7 (17.5)

	(LMS)			
3	Institutional Repository/Digital Library	5 (12.5)	19 (47.5)	16 (40)
4	Web Technologies	6 (15)	14 (35)	20 (50)
5	Network Technologies	13 (32.5)	20 (50)	7 (17.5)
6	Office Automation	26 (65)	12 (30)	2 (5)
7	Content Management System	13 (32.5)	17 (42.5)	10 (25)

The Table 1 it can be seen that High level of ICT Skills 26 (65%) has been given Office Automation. It is followed by operating system 12 (30%) and library automation and networking (LMS) 14 (35%). However content management system 13 (32.5%), Networking Technologies 13 (32.5%). Least importance has been given to Web Technologies only 6 (15%) and Institutional Repository/Digital Library only 5 (12.5%) librarians have high level ICT Skills. It is also shows that Low level of ICT Skills 3 (7.5%) Operating System and only 2 (5%) office automation and 20 (50%) of the librarians have low ICT skills regarding Web Technologies.
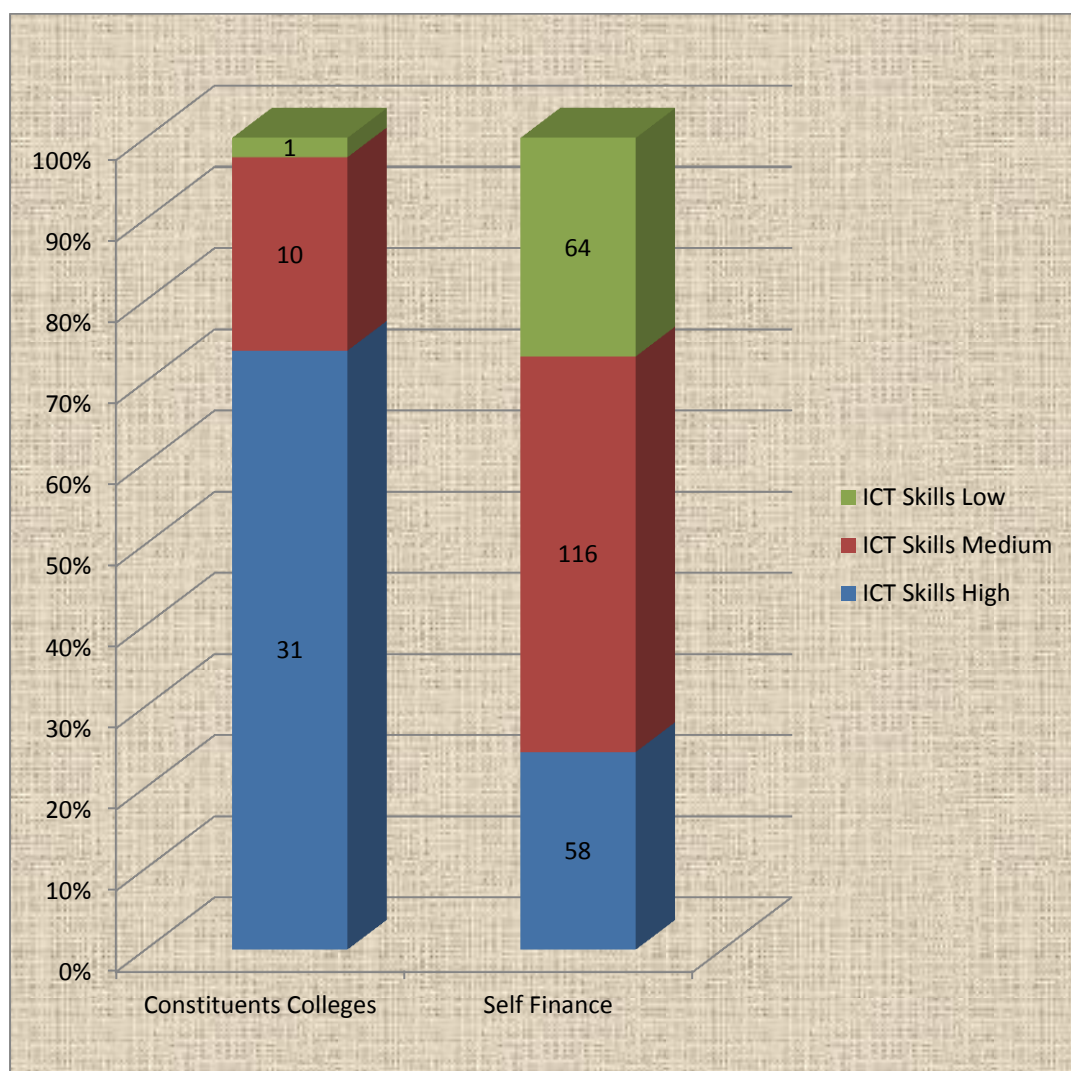
Table No. 2 ICT Skills VS Category of Colleges

These ICT skills were further evaluated between Constituents and Self Finance institutions and the same is shown in Table 2

Sr. No	ICT Skills	Constituents Colleges (n=6)			Self Finance Colleges (n=34)			Chi. sq	P-Value
		High	Medium	Low	High	Medium	Low		
1	Operating System	5 (83.33)	1 (16.17)	0 (0)	7 (20.59)	24 (70.59)	3 (8.82)		
2	Library Automation & Networking (LMS)	6 (100)	0 (0)	0 (0)	8 (23.53)	19 (55.88)	7 (20.59)		
3	Institutional Repository/Digital Library	2 (33.33)	4 (66.37)	0 (0)	3 (8.82)	15 (44.12)	16 (47.6)	41.622	0.000
4	Web Technologies	3 (50)	2 (33.33)	1 (16.67)	3 (8.82)	12 (35.29)	19 (55.88)		
5	Network Technologies	5 (83.33)	1 (16.67)	0 (0)	8 (23.53)	19 (55.88)	7 (20.59)		
6	Office Automation	6 (100)	0 (0)	0 (0)	20 (58.82)	12 (35.29)	2 (5.88)		
7	Content Management System	4 (66.37)	2(33.33)	0 (0)	9 (26.47)	15 (44.12)	10 (29.41)		

Note:-Note:-Chi-Sq = 41.622, DF = 1, P-Value = 0.000

The Table 2 and Following Figure 1 observed that there is out of 6 Constituents college librarians 6 (100%) librarians have high level ICT skills in the Library Automation and Networking as well as in Office Automation followed by 5 (83.33%) having high level ICT Skills among the Operating System and Networking Technologies. Only 1 (16.67%) librarian has Low level ICT Skills in the Web Technologies.

And in the Self -financed college libraries only 7 (20.59%) Librarians have high level ICT Skills in Operating System, 8 (23.53%) in Library Automation and Networking, 20 (58.82%) in Office Automation. It also seen that 19 (55.88%) librarians have low level skills in web technologies. The chi-square test is also administered to test the hypothesis that there is significant difference in ICT skills among the librarians of 'Constituents Colleges' and 'Self-Finance colleges' institutions. Level of significance (α) = 0.05, P-Value = 0.000 is less than level of significance. **Hence the hypothesis no 1"there is significant difference in ICT skills among the librarians of 'Constituents Colleges' and 'Self-Finance colleges' is valid.**

Fig. No.1 ICT Skills VS Category of Colleges

Conclusion

In this current situation, whereby ICT are being continuously updated, and the traditional formats, regular training for the librarians in changing technology is inevitable. In-house training programmes are more effective in libraries. From the present survey it is clear that most of the ICT technologies which are taken for this study are not yet been introduced in the library system. Therefore the library professionals are not in a position to use these technologies in their work. This will create a low level of technologies skill development among the professionals working in this library system. Concerning the implementation of the technologies, lack of support form the authority is the major issue in university library. This study concludes that the librarians need proper ICT infrastructure and training to using the digital resources effectively.

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