Chapter 5

Role of Library Professionals in Content Development:
A Study With Reference to e-PG Pathshala (A Gateway to PG Courses)

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ABSTRACT

The overall goal of any country is to create high quality, curriculum-based interactive content for all subjects and host them on a platform for the benefit of universities, colleges, and the worldwide academic community in open access. The Government of India has initiated several projects for the e-content development. One of important project is e-PG Pathshala, which is a gateway to PG courses. The bigger challenge to developed this is content creation. So, library professionals made a vital role during the phase of e-content development. This chapter focused on e-PG Pathshala project and how library professionals helped to develop the content. e-PG Pathshala has 15 courses, which comprises of 387 e-modules developed n four quadrants. The INFLIBNET Centre is an anchor institute for the courses of library and information science.

INTRODUCTION

The content in digital format while addressing the requirement of students and teachers, should also act as a catalyst to cultivate the ability in an aspirant to learn, unlearn, relearn and acquire newer abilities. As such, high-quality curriculum-based content should address the requirement of a diverse group of stakeholders for tasks such as:

1. Complementing the traditional class-room learning of the students. Students could access and use the digital content outside the class-rooms in a self-paced manner. It would also help address the issues of quality and teacher shortage.
2. Supplemental usage of digital content by the teachers in the ICT enabled smart class rooms and/ or labs while teaching.
3. Professional self-development by teachers using the digital content to upgrade their own knowledge and for capacity building for new pedagogy.
4. organize and present course material to enable students to learn at their own pace.

Effective mechanisms, policies and processes need to be set up to ensure success of initiative. The critical factors which need to be addressed are:

1. Defining the standards, templates, content creation methodologies and frameworks; for content creation.
2. Design of frame work to evaluate content, its quality, accuracy, scope, correctness and interactivity and conformity to standards and specifications.
3. Deployment of the digital content using national academic cloud, ICT infrastructure and LMS.
4. Accreditation of the e-education content. There is a need for common curricular structure.
5. Digital preservation methodologies including periodic migration of content from one format to another, from one platform to another and from old hardware to new.

LITERATURE REVIEW

Diverse studies were conducted by different authors on various issues on e-PG Pathshala in the library and information science domain as well as in other disciplines in which Bansode (2019) stated that e-PG Pathshala is a one of the prominent initiative of Ministry of Human Resources Development (MHRD) managed and maintained by INFLIBNET Centre which offering large numbers of PG courses pertaining to the different subjects in variety of formats. Maharaj (2018) argued regarding the roles of e-PG Pathshala in promoting the e-learning among the users. This study also presented the usage statistics of e-PG Pathshala initiative in different angles. Waghmode (2014) mapped the roles of information and library network (INFLIBNET) in developing and spreading higher education in India by providing details of different activities governed through INFLIBNET centre including e-PG Pathshala. Saha and Mukho-padhyay (2016) through webometric analysis mapped the ranking of Open Educational Resources (OER) provider in India. This study included various initiatives taking place in Open Educational Resources (OER) sphere in Indian context including e-PG Pathshala. Sonkar and Srivastava (2017) analysed the use of Open Courseware by PG Students of Babasaheb Bhimrao Ambedkar University, Lucknow particularly E-PG Pathshal context. This paper further examined the satisfaction and perception of users towards E-PG Pathshal project and also pointed out the barriers encoutered during the access of e-contents. Jeyapragash et al. (2017) elaborated the e-PG Pathshala initiative in detailed and assessed the contents modules of the e-PG Pathshala. This study further discovered that the total 15416 modules contributed in six major subjects in which social science contributed 5917 modules in majority but medical and health sciences contained only 483 modules. This study also advice the medical and health science experts that they should initiate to contribute more e-content modules for their targeted users. Walia and Manju

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