

166

International Peer-Reviewed Indexed Research Journal  
Impact Factor - (SJIF) - 7.675,  
Special Issue

ISSN :  
2278-9308  
March  
2020

Impact Factor - 7.675

ISSN - 2278-9308

# B.Aadhar

*Multidisciplinary International Research Journal*

Peer-Reviewed Indexed

March - 2020

SPECIAL ISSUE - CCXXIV 224 (A)

## Contemporary Issues & Challenges in Humanities

Prof. Virag.S.Gawande  
Chief Editor :  
Director

Aadhar Social Research & Development Training Institute, Amravati.

Dr.Santosh Kurhe  
Editor :

Professor & Head of Department Pub.Admn.

Swatantraya Sainik Suryabhanji Pawar

College, Purna (Jn), Dist.Parbhani Maharashtra

**Aadhar International Publication**

For Details Visit To : [www.aadharsocial.com](http://www.aadharsocial.com)

© All rights reserved with the authors & publisher

Website - [www.aadharsocial.com](http://www.aadharsocial.com)

Email - [aadharsocial@gmail.com](mailto:aadharsocial@gmail.com)

Co-ordinator



PRINCIPAL



International Peer-Reviewed Indexed Research Journal  
Impact Factor - (SJIF) - 7.675,  
Special Issue

ISSN :  
2278-9308  
March  
2020

Impact Factor - 7.675

ISSN - 2278-9308

# B.Aadhar

*Multidisciplinary International Research Journal*

Peer-Reviewed Indexed

March - 2020

SPECIAL ISSUE - CCXXIV 224 (A)

## Contemporary Issues & Challenges in Humanities

Prof. Virag.S.Gawande

Chief Editor :

Director

Aadhar Social Research & Development Training Institute, Amravati.

Dr.Santosh Kurhe

Editor :

Professor & Head of Department Pub.Admn.

Swatantraya Sainik Suryabhanji Pawar

College, Purna (Jn), Dist.Parbhani Maharashtra

**Aadhar International Publication**

For Details Visit To : [www.aadharsocial.com](http://www.aadharsocial.com)

© All rights reserved with the authors & publisher

Website - [www.aadharsocial.com](http://www.aadharsocial.com)

Email - [aadharsocial@gmail.com](mailto:aadharsocial@gmail.com)

Co-ordinator



PRINCIPAL



**LIBRARY SUPPORT FOR E-RESOURCES, E-SERVICES****Dr. Rameshwar Pawar**

Librarian, Shri Gurubuddhi Swami, Mahavidyalaya, Purna.

**INTRODUCTION**

The growth in online learning or e-learning, in which education is delivered and supported through computer networks such as the Internet, has posed new challenges for library services. E-learners and traditional learners now have access to a universe of digital information through the information superhighway. New information and communications technologies, as well as new educational models, require librarians to re-evaluate the way they develop, manage and deliver resources and services.

What do e-learners need from librarians? Suggestions advocating change in librarians' roles in support of distance learning in the information age appear throughout the literature: librarians "must assert themselves as key players in the learning process thereby changing their roles from information providers to educators" (Cooper & Dempsey, 1998); they have become providers of technical support (Hulshof, 1999); and they have been transformed from "information gatekeepers" to "information gateways" (Haricombe, 1998). Lippincott (2002) advocates librarian involvement in learning communities: "The librarian can shift the focus from explaining library resources to meeting the ongoing information needs of the students in the broad information environment."

**LIBRARY SUPPORT AND SERVICES**

In responding to the need to provide ongoing online library support, librarians have worked at translating what they do in a traditional library into virtual or digital environments, while customizing their services and resources for e-learners. Traditionally, libraries offer circulation services, interlibrary loans, course reserves, an information desk, a reference desk, and library instruction. To serve learners connected to their institutional library primarily through a computer network, librarians are providing remote access to, and electronic delivery of, library resources, and are using communication technologies to deliver electronic reference services and instructional support.

This paper examines how libraries are responding to the challenges of delivering core services to e-learners. We look at library practices and technologies being applied in the construction of virtual libraries. We also consider challenges and opportunities virtual libraries bring to the support of e-learners, as well as the importance of providing support within a collaborative environment, which stresses human factors, such as communication and interaction.

With the tremendous growth of the Internet, e-learners have access to an overwhelming range of information sources available at the click of a mouse: library resources; government information; news sites; advertising; even whole Web sites devoted to Elvis sightings, crop circles, and JFK conspiracy theories. Librarians have traditionally selected and organized resources with great care. In building virtual libraries, librarians have the opportunity to provide e-learners with direction and to rescue them from information overload. A virtual library can link e-learners to library catalogues, licensed journal databases, electronic book collections, selected internet resources, electronic course reserves, and tutorials, and to forums for communication and interaction with librarians. The virtual library permits e-learners to access library and networked resources and services anytime and anywhere that an Internet connection and computing equipment are available.

Librarians have become increasingly creative in enhancing their Web sites. Because not all e-learners have physical access to reference tools—the quick fact-finding tools that are the staple of



library collections—libraries can perform a valuable service by providing pointers to online versions. Athabasca University Library's Digital Reference Centre (<http://library.athabasca.ca/drc>), for example, offers a digital version of an academic library's reference collection, including almanacs and directories, atlases and maps, data and statistics, and dictionaries and encyclopedias. Librarians select quality Internet resources to help e-learners navigate the Web. For example, the British Open University Library's ROUTES database contains quality-assessed, courserelated Internet resources "selected by course teams and the Library's Information Specialists" (<http://routes.open.ac.uk>).

The Association of Research Libraries (ARL) maintains the Electronic Reserves Listserv, and an archive of the discussion can be accessed on the Web (<http://www.cni.org/Hforums/arl-ereserve>). E-learners require more than access to e-resources. Traditionally, a reference librarian acts as an additional type of resource, one who can be counted upon to provide expertise in making sense of library systems and research tools, and to offer a helping hand along that often slippery path known as the research process.

E-learners are frequently silent and invisible as they search and explore a library's online resources, and they do not have the same access that on-campus learners have to formal library instruction sessions. With the array of digital resources available to them, the multiplicity of interfaces and search tools, and the need for evaluation and critical thinking when using the Internet for research, "information literacy" skills are a must-have for e-learners.

### Conclusion

In summary, library services are an essential component of a quality online learning system. As access to Internet-based courses grows, an increasing number of e-learners are dispersed around the globe, often in parts of the world where physical access to the collections of large academic and research libraries is impossible. These learners are largely dependent on the quality and academic usefulness of services that the library can offer electronically. The strength of virtual libraries and digital collections depends on the relationships libraries develop and maintain with the creators.

### REFERENCES

1. Association of College and Research Libraries. (2016). Guidelines for distance learning library services. Retrieved October 12, 2018, from [http://www.ala.org/Content/NavigationMenu/ACRL/Standards\\_and\\_Guidelines/Guidelines\\_for\\_Distance\\_Learning\\_Library\\_Services.htm](http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Guidelines_for_Distance_Learning_Library_Services.htm)
2. Athabasca University Library. (2012). Digital Reference Centre. Retrieved October 12, 2014, from <http://library.athabasca.ca/drc>
3. Athabasca University Library. (2014). AU Library Guide to Researching Topics in Women's Studies. Retrieved October 16, 2003, from [http://library.athabasca.ca/help/wmst/intro\\_wmst.htm](http://library.athabasca.ca/help/wmst/intro_wmst.htm)
4. McGlamery, S., & Coffman, S. (2015). Moving reference to the Web. *Reference & User Services Quarterly*, 39(4), 380-386. Retrieved October 12, 2016, from Expanded Academic ASAP database.
- Slade, A., & Kascus, M. (1998). An international comparison of library services for distance learning. In P. S. Thomas & M. Jones (Eds.), *The Eighth Off-Campus Library Services Conference Proceedings* (pp. 259-297). Mount Pleasant, MI: Central Michigan University

