22-23

आंतरराष्ट्रीय बहुभाषिक शोध पत्रिका

प्रिंटिंगएरिया

Printing Area International Interdisciplinary Research Journal in Marathi, Hindi & English Languages
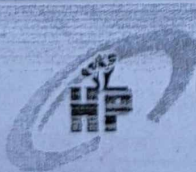
February 2023, Issue-98, Vol-03

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शिवकालीन ग्राम व्यवस्था – चिकित्सक अध्ययन

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श्रीमती कोकीळाबाई गावंडे महिला महा. दर्यापूर

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प्रस्तावना

शिव काळात शेती हा प्रमुख व्यवसाय असुन सर्व सामान्य जनतेचे उदर निर्वाहाचे साधन होते. त्यामुळे बहुसंख्या समाज खेड्यातच राहत असे. शिव काळात दादोजी कोंडदेवांनी आपल्या जहागीरीतील जंगले तोडून किमान शेतसारा ठरवून देऊन नवी खेडी बसविल्याचे दिसून येते. कोंडाणा किल्ल्याच्या पायथ्याशी त्यांनी शिवापूर खेडे बसविले होते. फळझाडे लावण्यासाठी प्रोत्साहन दिले होते. त्यानंतर लागवडी खालील जमीन वाढविण्यासाठी व आर्थिक परिस्थिती सुधारण्यासाठी शिवाजींनीही असेच धोरण स्विकारण्याचे दिसून येते. शिवकाळात लहान लहान खेड्याची संख्या अधिक होती. लागवडी खालील जमिनीला मकाळीफ तसेच वस्ती असलेली जमीन मपांढरीफ या नावाने ओळखली जाई. मकाळीवर पांढरी चढविलीफयाचा अर्थ एखादी वसाहत किंवा खेड्याची स्थापना झाली असा लावला जात असे. खेड्यास मौजा, ग्राम, देह अशीही संज्ञा होती. एखात्या खेड्याचा विस्तार होतांना खेड्या शेजारी लहानवस्ती झाल्यास ती पाडा मजरा किंवा वाडी या नावाने ओळखली जाई त्यापेक्षा एखाद्या खेड्याच्या शेजारी अधिक वस्ती झाल्यास मुळ मोठ्या खेड्यास ब्रदुक व नविन निर्माण झालेल्या खेड्यास खुर्द या नावाने ओळखले जाई जर एखाद्या खेड्याच्या मध्यवर्ती भागात आठवडी बाजार भरत असेल तर त्या खेड्याला कसबा म्हणून ओळखले जाई न्यास मपेठफ असेही म्हणत.

खेडी हा स्वयंपूर्ण होती खेड्याची व्यवस्था पाहण्यासाठी अधिकारी वर्ग १ व्यापारी यांचा समावेश होता अनेक खेड्यात मुळ रहिवाश्यांशिवाय अनेक शेतीहीन स्थलांतरीत लोक तात्पुरत्या स्वरुपात वस्तीसाठी येत शेतकऱ्यांच्या शेतीतील कामे करुन उपजिविका चालवित. अशा बाहेरुन आलेल्या लोकांना मउपरेफ म्हणून सबोंधीत तर गावचा मूळ शेतकरी हा ममिरासदारफ म्हणून संबोधीत उपऱ्यांना गावाच्या व्यवस्थापनात किंवा ग्राम सभेच्या कार्यात भाग घेण्याचा अधिकार नव्हता

ग्रामव्यवस्थापन –

प्रत्येक खेडचात चार प्रकारच्या सत्ता ग्रामव्यवस्थापनाचे कार्य करीत असत.

१) राजसत्ता किंवा दिवाणसत्ता – यात खेड्याचा राज्यकारभार चालविणारे सरकारी अधिकारी असत. परगण्याच्या हवालदाराचे प्रतिनिधी या नात्याने त्याच्यावर जबाबदारी होती. पाटील किंवा मुकादम, कुलकर्णी हे खेड्याचे अधिकारी होते.

२) ग्रामसभा किंवा गोतसभा – यात गावातील ग्रामपंचायत किंवा ग्रामसभा तसेच गोतसभा यांचा समावेश होता.

३) ज्ञाती सत्ता किंवा धर्मसत्ता– ही खेड्याची धार्मिक व्यवस्था पाहणारी धर्मप्रमुखांची सत्ता होती. धर्मपंडीत खेड्यातील धार्मिक विधी सांभाळणारा व्यक्ती होता.

४) व्यापारी सत्ता – यात शेटे व महाजन यांचा समावेश होता. व्यापारी वर्गाचे प्रतिनिधी किंवा प्रमुख म्हणून ते कार्य करीत असत.

वरील चार प्रकारच्या सत्ता आपआपल्या जबाबदाऱ्या पार पाडून गावाचा कारभार चालवित असत.

१) पाटील – पाटील किंवा मुकादम हा खेड्याचा प्रमुख अधिकारी होता. गावाच्या संरक्षणाची जबाबदारी त्यास पार पाडावी लागे पडीत जमीन लागवडीखाली आणण्यास शेतकऱ्यांना प्रोत्साहन देणे व त्यातुन आपल्या गावाची तसेच सरकारचे उत्पन्न वाढविण्याची जबाबदारी तो पार पाडीत असे. ग्रामवृद्धी, शेती विकास व संरक्षण ही तीन प्रमुख कामे पाटलास करावी लागत.

छत्रपती शिवाजी व त्यांच्या सहाय्यकांनी

समान्यतः या पदावर मराठा समाजातील व्यक्तीचीच नेमणुक केल्याचे दसून येते. तरी पण अनेक ठिकाणी स्थळ काळ परत्वे इतर जातीतील व्यक्तीचीही नेमणुक झाल्याचे दिसून येते. मथोरल्या दुष्काळात (सन १६३० –३१) पुणे फरगण्यातील मौजे मायेवाडीचे पाटील परागंदा झाले. ते परमुलखात गेल्यामुळे पाटीलकीचे काम दमाजी ब्राम्हण करीत होता. जेव्हा मुळचे पाटील परत आले. तेंव्हा दादोजी कोंडदेवाने २ खंडी सजगुरे घेऊन पाटीलकीचे अधिकार त्यास दिले.फ

शिवाजीच्या राज्यात अनेक खेड्यातून इतर जातीचेही पाटील नेमण्यात आल्याची उदाहरणे आहेत. मकोकणातील पेड या गावी तुकोजी बीन हमराजी हा धनगर कुळातील व्यक्ती पाटील म्हणून नेमण्यात आला होता.फ तसेच बाई प्रांतातील

नागेवाडी या गावची पाटीलकी महाराजाकडे असल्याचे वर्णन आढळते या संबंधीची माहिती अशी मनागेवाडीची पाटीलकीफ ही मुळची माऊजुर सेटी बीन नागनाक महार याची होती. पण ती पुढे गावात देवपुजा करावयास आणलेल्या गुरवाने बळकाविली. नागनाकाने प्रतिनिधीकडे तक्रार करुन पाटीलकी वतन गुरवाचे नाही. महाराचे आहे असे शाबीत करुन घेतले यावर गुरवाने छत्रपती राजाराम महाराजाकडे दाद मागितली हा काळ मराठ्यांच्या स्वातंत्र्य युध्दाचा व सतत चाललेल्या संघर्षाचा काळ होता. मराठ्यांचे किल्ल्यानंतर किल्ले मोगल सैन्य जिंकून घेत होते. या विबादातील तथ्य जाणूनही छत्रपती राजारामांनी नागनाकास मधार दिव्य करण्याची आज्ञा दिली धार-दिव्य म्हणजे तलवार परिक्षा होती राजारामांनी त्यांना स्वपराक्रमावर मोगलांनी जिंकून घेतलेला वैराट गड जिंकून घेण्यास सांगीतले होते. त्यानुसार नागनाकाने आपले म्हणने सत्य असल्याचे दाखवून देण्यासाठी हा किल्ला जिंकून राजारामास दिला महार खरा जाला व गुरव खोटा जाला. त्यास देशमुख व देशपंडे यांनी गोताचे साक्षीनिसी महजर महाराजास करुन दिला. या प्रमाणे महार पाटीलकी अनुभवीत आहे. गुरवास पाटीलकीच्या वतनास अर्थ अर्थी संबंध नाही.फपाटलाच्या वर्चस्वासंबधींची एक म्हणही त्याकाळी प्रचारात आली होती.

उतरंडीला नसेना दाणा, पण दादला असावा पाटील राणा

यावरुन पाटील हा त्या गावाचा राजाच असल्याचे प्रतिति होते. याही व्यतिरिक्त संत तुकारामाच्या एका अंभगातून पाटलाच्या अधिकार समाथर्याचे वर्णन आढळते.

आता काय खावे कोणीकडे जावे ।

गावात रहावे कोण्याबळे।

कोपला पाटील ये गावीच्या लोका ।

आता मज भीक कोण घाली ।

या सर्व वर्णना वरुन शिवकालीन समाज व्यवस्थेत पाटलास असलेले महत्व स्पष्ट होते.

पाटलांचे हक्क सवलती –

पाटीलकीच्या नेमणुकी बरोबरच त्यास कायद्याने ठराविक हक्क मिळत असत. तसेच त्यांना गावातील विविध लोकांकडून भेटी व वस्तुंच्या स्वरुपात नजराने मिळत. त्यास मलाजिमाफ असे म्हटले जाई. महकलाजिमेफ म्हणजे पाटलांचे हक्क व सवलती असे त्यास म्हणता येईल. पाटलांचे कार्य शेतीसी संबंधित असल्यामुळे पाटलास नागर ही निशाणी देण्यात आली होती. व त्यावरुनच त्याच्या हक्क सवलतींना नागराचे

हक्क असेही म्हटले आहे. गावातील एकुण शेतसाराच्या २२% रक्कम पाटलास मिळत असे. इतर प्रकारच्या सरकारी करातुनही काही अंश पाटलास मिळत असे. जकात किंवा व्यापारी मालाच्या आयात निर्यातीवर लादल्या जाणाऱ्या करातून गावातील लग्नावर घेतला जाणार पाटकर किंवा वऱ्हाड टका यातून काही प्रमाणात हिस्सा पाटलास दिला जाईल. महार वाजंत्री, धोबी, न्हावी यांना पाटलांचे कामे फुकट करावी लागत वेठबिगारी कर असे त्यास म्हटले जाई याशिवाय एक राबता महार घरगुती कामासाठी पाटलाकडे देणक्यात आला होता. पाटलांचे मानपानाचेही हक्क होते. उत्सव,समारंभ, सणाचे सर्व मान पाटलाकडेच होते. दसरा दिवाळी, पोळा नागपंचमी, गुढी पाडवा इत्यादी सणादिवशी पाटलांना भेटवस्तू दिल्या जात.

एकंदर, पाटलास सरकारी करातून शेतकरी व इतर कारागिराकडून उत्पन्न मिळत होते. त्याच्यावरील जबाबदारीही महत्वाची होती एखाद्या वर्षी गावचा शेतसारा कमी वसुल झाला व त्या संबंधी योग्य कारणे देता आली नाहीत. तर त्यास स्वताच्या उत्पन्नातून भरपाई करुन द्यावी लागत असे.

कुळकर्णी– पाटलानंतर दुसऱ्या क्रमाकाचा अधिकारी कुळकर्णी होय यास गांव कुळकर्णी व ग्राम लेखी असेही म्हटले जाई.

गावातील प्रत्येक शेतकऱ्याकडे असलेल्या जमिनीची नोंद ठेवणे हे त्याचे मुख्य कार्य होते. जमीन मोजणी व वर्गीकरणावेळी पाटलाबरोबर तो भाग घेत असल्यामुळे प्रत्येक शेतकऱ्याकडे कोणत्या प्रतिची किती बिघे व चावर जमीन आहे याची नोंद खाते वहीत तो ठेवीत असे तसेच शेतकऱ्याने भरलेल्या शेतसाऱ्याची नोंद ठेवणे. तसेच गावच्या महसुल वसुलीत तो पाटलांचा सहाय्यक म्हणून कार्य करीत असे गावचा ठरलेला शेतसारा पुर्णपणे वसुल झाला नाही व त्यासाठी योग्य कारणे देता आली नाहीत. तर तो देखील पाटलाप्रमाणे स्वताच्या उत्पन्नातून शेतसाऱ्याची रक्कम भरपाई करण्यास जबाबदार मानला जाई.

शिवकाळात शिक्षणाच्या प्रसारा अभावी या पदावर ब्राम्हणांणीच नेमणुक होत असल्याचे दिसून येते. उच्च शिक्षीत ब्राम्हण या सामान्य पदाकडे आकृष्ट होत नसत याच कारणामुळे एका कुलकर्ण्याकडे एका पेक्षाअधिक गावचे कुलकर्णी पद सोपविले जाई कामाचा व्याप वाढत असल्यानेक कुलकर्णी इतर गावी आपला मुतालीक किंवा नोकर ठेवून त्या गावच्या शेतसाऱ्याचा हिशोब ठेवीत असे.

हक्क व सवलती –

कुलकर्णीला पाटलाप्रमाणेच परंतु कमी प्रमाणात हक्क व सवलती होत्या सरकारकडून नेमणुकीला मान्यता मिळाल्यानंतर त्याला शेतसारा वसुलीत ७% रक्कम मिळत असे. तसेच दप्तर खर्च मसादिलबार हक्कम्हणून काही रक्कम त्यास सरकारकडून दिली जात असे व गावातील इतर व्यवसायीक व्यक्तीकडून त्यास भेटवस्तु मिळत असत तसे महार वाजंत्रीवाले, धोबी, न्हावी यांच्याकडून तो मोबदला न देता तो काम करवून घेत असे गावकऱ्याकडून कुलकर्ण्यास मान-पान मिळत असे. पाटलाचा प्रमुख सहाय्यक म्हणून सर्व कामे पार पाडण्यात कुलकर्णी जबाबदार मानला जाई.

३) चौगुला – चौगुला म्हणजे चारकुळ बाळगणारा तो गावचा वतनदारच होता. एस.एन.सेन च्या मते चौगुला हा पाटलाच्या रखेली पासून झालेल्या मुलाचे वारसदार होते.

रखेलीपासून झालेल्या वारसदारांना तुच्छ न मानता त्यांच्या पात्रतेनुसार त्यांना पद व प्रतिष्ठा दिली जात असे सुप्रसिद्ध सरदार, महादजी शिंदे हा राणोजीचा रखेली पुत्र होता. सेन यांचे मत ग्राह्य धरले तरी चौगुला हा शिवशाहीतील एक प्रतिष्ठीत वतनदार मानल्या जात असे. राजव्यवहार कोशात त्यास ग्रामणी म्हटेल आहे त्याची कामे खालील प्रमाणे –

१) शेतसारा वसुलीत ते पाटलास मदत करीत असे शेतसाऱ्याची नोंद ठेवल्याचे काम कुलकर्ण्याचे असले तरी प्रत्यक्ष वसुलीत चौगुला हा पाटलास फार मोठी मदत करत असे शेतसाऱ्याची रक्कम सरकारी खजिन्यात पोहचविण्याची जबाबदारी त्याच्यावर होती गावातील धान्याच्या गोदामाची व्यवस्था ठेवणे, गोत सभेत पाटील प्रमुख तर चौगुल उपप्रमुख म्हणून कार्य करी.

एकंदरीत चौगुल्याचे कार्यही तत्कालीन ग्राम व्यवस्थेत महत्वाचे होते.

४) शेटे महाजन –

खेड्याच्या व्यवस्थापनात शेटे, महाजन हे व्यापाऱ्याचे प्रतिनिधीत्व करणारे अधिकारी होते. पेठ किंवा कसबा या ठिकाणी हे अधिकारी असत बाजार पेठेची व्यवस्था पाहणे व्यापाराच्या अडचनी दुर करणे नवीन गावी पेठ स्थापन करण्याचा प्रयत्न करणे तसेच व्यापाऱ्याकडून वसुल केल्या जाणाऱ्या जकात कराकडे लक्ष देणे, पेठेतील बजनमापाची तपासणी करणे, पेठेतील व्यापाऱ्याकडून कर वसुल करण्यास मदत करणे इत्यादी कामे शेटे महाजन करत असत त्यांना गोत सभेत भाग घेवून निर्णय घेण्याचा अधिकार होता.

महार– हा ग्राम व्यवस्थापनातील एक महत्वाचा अधिकार होता. त्यास मपांडेवारीफ, किंवा

म हाडोळाफ नावाने ओळखली जाणारी जमीन दिली जात असल्यामुळे तो गावचा वतनदार होता. वतनदार महाराज शेतसारा वसुलीच्या कार्यात पाटलास मदत करावी लागे. सर्व शेतकऱ्यांना पाटलाच्या चावडीवर एकत्र करून शेतसारा भरपाई करण्यास सागण्यात येत असे गावच्या संरक्षणासाठी त्यास रात्रीची गस्त घालणे. गावातील घडामोडीची सविस्तर माहिती ठेवणे गावात आलेल्या एखाद्या अनोळखी व्यक्तीवर लक्ष ठेवणे. तसेच गावात येणाऱ्या सरकारी अधिकाऱ्यांची व्यवस्था लावणे ही त्याची कामे होती. चोरी सारखे गुन्हे घडून आल्यास गुन्हेगार शोधण्यास तो राजास मदत करीत असे गाव स्वच्छ ठेवण्याची जाबबदारी त्याच्याकडेच होती. शिवाय तो गोतसभेचा महत्वाचा सदस्य होता. मालमत्ते सबंधीच्या भांडणात त्याची साक्ष महत्वाची मानली जाई. गोतसभेच्या निर्णयावर त्याचीही सही किंवा अंगठा तसेच त्याची निशाणी असलेल्या झाडू चित्र काढले जाई.

महार कनिष्ठ किंवा शुद्र जातीतील असला तरी गांव कारभारात त्याचे बरेच महत्व असल्याचे दिसून येते.

सारांश –

वरील सर्व वर्णनावरुन शिवकालीन समाजव्यवस्थेची संपुर्ण कल्पना येऊ शकते तत्कालीन समाज वर्णव्यवस्थेवर अवलंबून होता जाती प्रथा अस्तित्वात होती छत्रपती शिवाजींनी या कोणत्याही संस्था पध्दतीत फारसा बदल न करता त्यांच्यातील कार्यक्षमता शोधून काढली होती. त्यांना त्यांचे स्वतःचे धार्मिक सामाजिक आदर्श मिळून दिले होते. तत्कालीन समाजात निर्माण झालेले दोष, पाखंडीपणा तसेच सामान्य जीवनातील घडून येणारे अन्याय अत्याचार व अधिकारी समजल्या जाणाऱ्या जमीनदार जहागिरदाराच्या जोखंडातून मुक्त करण्याचा निश्चय केला होता या मुळेच ते सर्वश्रेष्ठ ठरले होते.

संदर्भ ग्रंथ–

१) डॉ.अ.रा.कुलकर्णी– शिवकालीन महाराष्ट्र

२) श.ना. जोशी – मराठे कालीन समाजदर्शन

३) प्रा.टी.के. बिरादार – मराठ्यांचा इतिहास(शिवाजी आणि शिवकाल)

४) बी.एन. लुनिया – मराठा प्रभुत्व(भाग-१)

५) सावंत/जाधव – मराठ्यांचा शासकीय सामाजिक व आर्थि इतिहास

६) प्रा.जयसिंगराव पवार– मराठ्यांचा इतिहास

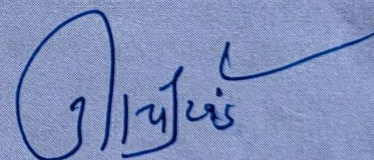# The Future of Agricultural Librarianship: Challenges and Opportunities

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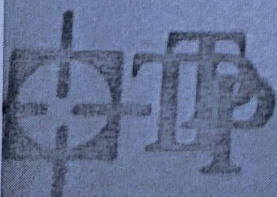Dr. Shilpa Uplaunkar
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Contents

6

AWARENESS OF PLAGIARISM AMONG TEACHERS IN SANT GADGE BABA AMRAVATI UNIVERSITY

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Abstract

The authors tried to study and investigate the awareness of plagiarism among teachers in Sant Gadge Baba Amravati University. Teachers are the researchers and also the supervisors to guide the students and research scholars. The mechanism is developed in the university to detect plagiarism. The study found that 48.3% of the teachers are aware of anti-plagiarism software while 48.2% are not while 3.5% teachers did not respond to the question.

Keywords: Plagiarism, teachers, students, Urkund,

1. Introduction

Plagiarism involvements are considered to undermine the value of education, it harms the individual and damage the reputation of the Institution. Technology has been improved and grown so quickly that information has become easily accessible to everyone from everywhere through the Internet, which makes the issue of plagiarism even more challenging to the academic corpus i.e. teachers, students, researchers etc. in the digital era. The flourishing of Internet access in the educational sector has itself, mark a sea change in students' behaviour.

2. Plagiarism in Research

Faizul, Senthil and Samar (2015), discusses the reason behind the increase of plagiarism since last two decades, breakthrough in piracy is the considerable know-how of students and academicians about web searching and browsing which leads to ease of copying and downloading of e-resources available on internet. In the present scenario anti-theft detective mechanism is a feasible alternative to detect infringement of ideas in university environment.

3. Objectives of the Study

The objective of the present study was to study and investigate the awareness of plagiarism among teachers in affiliated colleges of Sant Gadge Baba Amravati University, Amravati.

4. Research Hypothesis

There is awareness about plagiarism among teachers in affiliated colleges of Sant Gadge Baba Amravati University.

5. Scope of the Study

The study was confined to the teachers, teaching in different departments and affiliated colleges of Sant Gadge Baba Amravati University, Amravati jurisdiction". There are a total 22 teaching departments and 415 affiliated colleges to Sant Gadge Baba Amravati University, Amravati. The study was limited to the full time teachers and contributory teacher engaged in teaching and research. The study was based on the awareness regarding to the plagiarism in research writing.

6. Results and Discussion

Libraries are one of the places, where awareness can be created among the students and teachers. Awareness programme deals with the plagiarism concept, seriousness the extent and forms of information should be used for the research purpose. The users understand the myths and beliefs of Plagiarism and presented in tabular form as follow

Table No. 1: District wise Response Received

Sr. No	District	Received Questionnaire		
		Male	Female	Total
	Amravati	584	331	915
	Akola	112	129	241
	Buldhana	208	89	297
		198	113	311

5	Washim	79	49	128
	Total Teachers	1181	711	1892

Source: Computed from the survey data.

Total 3756 questionnaires were distributed to the teachers including male and female teachers, out of which 1892 responses received from the teachers. 1181 male teachers responded and 711 female teachers responded to the questionnaire i.e 50.37% response received from the respondents from five districts colleges and university departments affiliated to Sant Gadge Baba Amravati University, Amravati.

Table No. 2: Designation of Teachers

S.N.	Designation of Teachers	Number	%
1	Assistant Professor	1267	67.00
2	Associate Professor	381	20.10
3	Professor	75	4.90
4	Contributory teachers	169	8.00
	Total	1892	100.00

Source: Computed from the survey data

Among the teachers' designation were Assistant Professor, Associate Professor and Professor and contributory teachers. 1267 (67%) Assistant Professor responded, 381(20.1%) Associate Professor, 75(4.9%) Professor and 169(8%) were CHB teachers responded to the survey. A CHB teacher not perform as a supervisor, but teachers having experience of teaching all papers including Research methodology and also guides research projects to Post Graduate students, hence considered for the study.

Table No. 3: Awareness about plagiarism concept

Sr.No.	Awareness about concept of Plagiarism	Number	%
1	Yes	1834	96.93
2	No	39	2.06
3	No Response	19	1.00
	Total	1892	100.00

Source: Computed from the survey data.

Response to the question regarding to the awareness about the concept of plagiarism 1834 (96.93%) teacher respondents answer the question and found aware

while 39 (2.06%) teachers found unaware and 19(1%) teachers gave no response

Table No. 4 : Rating of seriousness of Plagiarism

Sr.No.	Rating of seriousness of Plagiarism	Number	%
1	Very serious	943	49.80
2	Serious	893	47.2
3	Not serious at all	32	1.7
4	Don't know	24	1.3
	Total	1892	100

Source: Computed from the survey data.

The question was asked to the teachers to know about the seriousness of plagiarism and the rating was asked in five point scale i.e. very serious, serious, not serious at all, don't know. The teachers respondents highly rated the option very serious i.e. 943(49) and followed by the option serious i.e. 893 (47.2%), it shows the seriousness of the teachers while dealing with the concept of plagiarism.

Table No. 5 : Agree to the definition of Plagiarism

S.N.	Plagiarism is the attempt to represent other person's ideas, expression, artifacts, or work as one's own, cutting and pasting electronic sources into one's own document, copying one students work, overuse of sources".	Number	%
1	Yes	1831	96.8
2	No	16	0.8
3	Not sure	45	2.4
	Total	1892	100

Source: Computed from the survey data.

It was found from the table that the teachers were provided the definition plagiarism and were asked, did they agree to the definition, 1831(96.8%) agreed w (0.8%) mentioned no and 45(2.4%) were not sure about the definition. The resp it were ask to give their definition, very few i.e. 41 teacher respondents discussed th definition in their own words "practicing by taking others literature as their own, h copy right without giving credit to the authors, representation of others work ut question was asked to learn the awareness about the extent and forms of plagiarism no.
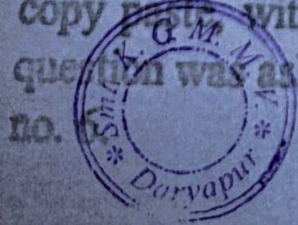
Table No. 6 : Extent and forms of Plagiarism

Sr. No.	To what extent and forms can be plagiarized	Number	%
1	Copying the whole piece	676	35.7
2	Subtle or mixing	994	52.5
3	Piracy	118	6.2
4	Copying the whole piece & Subtle or mixing	72	3.8
5	Copying the whole piece, Subtle or mixing & Piracy	32	1.7
	Total	1892	100

Source: Computed from the survey data.

The question was based on the amount or proportion of information to be used while copying others literature, it was found that 676(35.7%) teachers mentioned copying the whole piece, 994(52.5%) teachers mentioned subtle or mixing, 118(6.2%) teachers mentioned piracy, 72(3.8%) teachers mentioned Copying the whole piece & Subtle or mixing and 32(1.7%) teachers mentioned Copying the whole piece, Subtle or mixing & Piracy.

It can be concluded that majority of the teachers mentioned subtle or mixing and copying the whole piece shows that they are not fully aware about the concepts.

Table No. 7: Myths and Beliefs of Plagiarism

Sr. No.	Awareness of the myths or beliefs that Internet (discussion board, social sites etc.) is a public domain and copying information to use in an assignment is not plagiarism	Number	%
	Yes	426	22.5
	No	1461	77.2
	No Response	5	0.3
	Total	1892	100

Source : Computed from the survey data.

426 (22.5%) teachers mentioned yes that they can copy information for assignment it is in public domain while 1461(77.2%) found mentioning no about the awareness of ormation publicly available used in assignment is plagiarism. It can be concluded that chers are aware of the information available in public domain, though it is open access, it uthored by someone.

Table No. 8 : Making students aware about the concept plagiarism

S.N.	Make students aware about the concept plagiarism	Number	%
1	Yes	1700	89.9
2	No	187	9.9
3	No Response	5	0.3
	Total	1892	100

Source: Computed from the survey data.

It was found that 1700(89.9%) teachers make their students aware about the concept plagiarism while 187(9.9%) teachers mentioned no as they are not trained with the process of plagiarism.

Table No. 9: Supervisor Guidance to the students

S.N.	Care as Supervisor while Guiding Students	Number	%
1	Make aware about plagiarism	891	34.90
2	Guide not to violate academic ethics	242	9.48
3	Encourage to keep academic honesty	411	16.10
4	Guide to give proper citations	816	31.96
5	No Response	193	7.56
	Total	2553	100.00

Source: Computed from the survey data.

The question was multiple choice based asked to the teachers what care they take as a supervisor registered in the university, 891 (34.90%) teachers rated to the statement "Make aware about plagiarism", followed by the statement Guide to give proper citations by 816(31.96%) teachers, 242 (9.48%) teachers stated " Guide not to violate academic ethics" and 411(16.10%) teachers rated to the statement" Encourage to keep academic honesty" and 193(7.56%) gave no response. It can be concluded that the teachers take care and guide the researcher and students at the right direction in right manner.

Table No. 10 : Knowledge about Anti- plagiarism software "URKUND"

S.N.	Knowledge about the Anti- plagiarism software "URKUND" provided to the university to detect e-theses	Number	%
1	Yes	914	48.3
2	No	911	48.2
3	No Response	67	
	Total	1892	

Source: Computed from the survey data.

The teachers were asked about the anti-plagiarism software, 914(48.3%) mentioned that they are aware while 911(48.2%) teachers mentioned no and 67(3.5%) teacher gave no response to this question. It can be concluded that majority of the teachers do not know particularly the anti plagiarism software "URKUND", they knew about the software, which detects plagiarism, but not fully updated with the mechanism for the process of detection in the University.

7. Conclusion:

It can be concluded that almost all the teachers agreed that plagiarism is a serious offense and it is wrong to plagiarize. The teachers agreed that there is a need of learning different forms of plagiarism and how not to commit it by knowing how to cite sources. The teachers expressed that there is need to reinforce academic honesty among the students and improve their awareness on ethics in terms of respecting intellectual property, as well as how committing plagiarism hinders them from learning. The mechanism is developed in the university to detect plagiarism. The teachers must be aware so that they can make aware students about the plagiarism.

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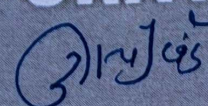
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CONTENTS

Re-Engineering of Academic Libraries in the New Era and Challenges

Dr. Shubhangi P. Ingole*

ABSTRACT

In the era of continuous changes in streams of education and professions, Reengineering and restructuring is at exponential rise in information and communication technologies. Tremendous changes have taken place in the libraries due to the advancement of information Communication Technologies. This emerging technological revolution is a wheel of library's transformation from traditional to virtual libraries. In this transformational phase, the concept of reengineering has applied to the academic libraries to change its face to cope up with the modern expectations of the library users.

INTRODUCTION

Librarianship will be under continuous inspection for both academic and research demanding in the institutions of higher education, this has been predominantly so in the last decade. With the response to a progressively more regulated and investigated among the academic sector across the globe, falling budgets and drop in human personnel resourcing, accompanied by a mount in both information and digital literacy and scholarly communication as specialized thoughts and issues to be adequately handled, academic libraries are in the sphere of reassessing the conventional and contemporary demands on their library and information services that can be met. In many of the Indian Universities and across the globe, the teaching of information literacy was a focus point, it is from the beginning of 21st century, the appreciation that scholarly communication, open access publishing in particular, should be one of the library's main objective priorities has led to and facilitated the extension of the competitive professionals help to academic and scientific staff in this domain. History of civilization has come through diverse phases and has eye witnessed different revolutions like agricultural, industrial and information revolutions. The libraries and library professionals have also passed through a variety of changes that brought out by civilized human beings due to these different revolutions in our humanity. Library professionals started their journey from clay tablets & palm leaves and today reaching towards digital contents of information. Urs (2004) stated that, "The metamorphosis of the library professionals to information professionals" mainly reflects the shifting in the emphasis and activities intended at realizing the primary goal of our profession, to participate and facilitate the creation, collection, transmission and use of knowledge. In pre - Gutenberg era the library functions in its early stages gave more emphasis on storage, preservation and archiving the print information materials The development of printing technology led to effortless replacement of print information and past Gutenberg era, the basic functions focused on collection development, organization and association of knowledge in modern ICT based digital environment, the chief concern of library professionals are to satisfy the users demand and offer current and accurate information to their users.

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1. **Prove the need and approval from higher authorities:** - While librarian think on the reengineering their library, they need to prepare its need and benefits to present in front of higher authorities. If they approve and support for the further process, librarians may do better.

2. **IT infrastructure:** - Basically reengineering of library is a transformation of library services, its collection, and other housekeeping tasks. If, traditional ways of doing things are not beneficial for today, it needs to replace with new ways and means which definitely application of newer technological tools. Hence it is necessity of libraries that develop IT infrastructure for delivering library and information services with preferable and efficient way.

3. **Digital information management:** - In the changing scenario, digital information management became important role of librarian. He / She have to handle issues of information ownership, rights management, data curation, preservation, communication, dissemination of digital information, etc.

4. **Budget:** - Most of the libraries are always facing financial crunch if they try to acquire all the information in all the forms and formats. Hence, budget is the crucial aspect for any library. Though, the library has financial issue, its need to go through open education resources to cater users need such as DOAJ, DOAB, National Digital Library (NDL0, Shodhganga, Vidyanidhi, R-Prints, NPTEL, e- PG Pathshala and so many. Likewise, there are many good open-source software also available for the low budget li braries to automate and digitize the library.

5. **Training to library staff:** - Frances C. Wilkinson and Linda K. Lewis (2006) have discussed in their article about the importance of training to the library staf f. According to them Education is a core mission of all libraries. Libraries should make the same commitment to educating their personnel that they have made to educating their users. Training is pivotal in the development of library employees. It enables them to provide better service, to become more skilled employees, and to enhance their personal development' If staff is trained, they would serve better. In large libraries, without skilled professionals the libraries will remain warehouses.

6. **Detailed plan of action:** - While implementing reengineering techniques to library, it needs to follow steps of reengineering. Librarians have to think from the basic to advance in order to transform the library into new process which are helpful to save the cost, and increase the quality and speed in the library and information services. Hence, the flow chart should be made for changes step by step.

7. **Support system:** - To reengineering the library, LIS professionals required support in terms of finance, trained manpower, instrument, forming new policies, etc. without support it is difficult to maintain all the tasks in the reengineering process. This support required from the higher authorities and also the team of library staff.

8. **Policy and procedure for new form of library:** - New policy and procedure is required for the new form of library housekeeping tasks and information services. For smooth functioning of new system, need to describe its policies, rules, regulations for the staff and users also. These are the scholarly tasks which need to perform to LIS professionals

CONCLUSION

*Today Re-engineering has come up with revolutionary changes in the world of information at every corner of our lives. This revolutionary change is also ubiquitous in the case of all library and information centers. The relevance of Re-engineering is very much essential part of present library

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system development, organization, management and services. It is fundamentally important for the future of libraries and the ultimate creation of a true library without walls. It introduces new ways of information handling, it also brings a lot of changes in the most important structure of information and its communication.

When librarians and library institutions are continuously being motivated and encouraged to practice the bigger, the better, and the quicker in digital information resources, it is very much important to have the thoughtful necessary to establish not only what to do, but also why to do it. Concerning with the speculative and realistic perspectives on the delicacy and complexities of the variety of users information seeking experience often offers a solid foundation from which to build of to develop a good library collection and plan effective library and information services with the smart librarianship.

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