MUNGASAJI MAHARAJ MAHAVIDYALAYA, DARWHA

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years

Year	2019-20
Number	04

	Title of paper	Name of the author/s	Department of the teacher	Name of journal	Year of publication	ISSN number
1	Biological Evaluation of some new 1,3,4-Oxadiazole derivatives Page-296-297	Dr.N.A. Rashidi	Chemistry	International Journal of Science and Research (IJSR) Vol 8 Issue 10,	Oct. 2019	2319-7064
2	Benefits of Technology in Education (122)	Dr.P.H. Bhagwat	Chemistry	Vidyawarta	August 2019	2319-9318
3	Literary Contribution of Indian Women	Dr.N.R. Bhingare	Sociology	Studiesin Indian Place Names	Feb-2020	2394-3114
4	Open Access Repositories In india Developed By Using E Prints: Astudy of Open Doar	Dr. A.G. Wakode	Library Science	Our Heritage	January 2020	0474- 9030
	Total 04					

Biological Evaluation of Some New 1,3,4-Oxadiazole Derivatives

Nazia A. Rashidi

Assistant Professor, Shri Mungsaji Maharaj Mahavidyalaya, Darwha Dist: Yavatmal (M.S), India

Abstract: *A new framework of 1, 3, 4-oxadiazole derivatives having substituents at 2nd and 5th position has been synthesized and evaluated for their antimicrobial activity using well diffusion method. Antifungal activity was performed against the fungus A. Niger, Trichoderma viride and C. albican. Amphotericin were used as standard drugs for antifungal activities, respectively. Antimicrobial studies revealed that few compounds exhibited weak activity against tested organisms.*

Keywords: 1, 3, 4-Oxadiazole, Antimicrobial activity, Amphotericin

1. Introduction

Literature survey reveals that 1,3,4-oxadiazole nucleus showed a great deal of variety of application in pharmaceticul, medicinal as well as application in polymer and material science [1]-[7] and have wide variety of synthetic rout [8]-[11]. Synthesis of 1,3,4-oxadiazole is centered on the cyclodehydration of carboxylic acid hydrazides or the oxidation of hydrazones using various oxidizing agents. They are frequently used as a ester or amide substituent in medicinal chemistry [12]. Here 1,3,4-oxadiazole derivatives were synthesized by condensation of different acid hydrazides with carbon disulphide and potassium hydroxide in absolute ethanol. And in search of new bioactive oxadiazole derivatives with better antimicrobial activities herein is evaluated some newly synthesized oxadiazole derivatives for their antifungal activities.
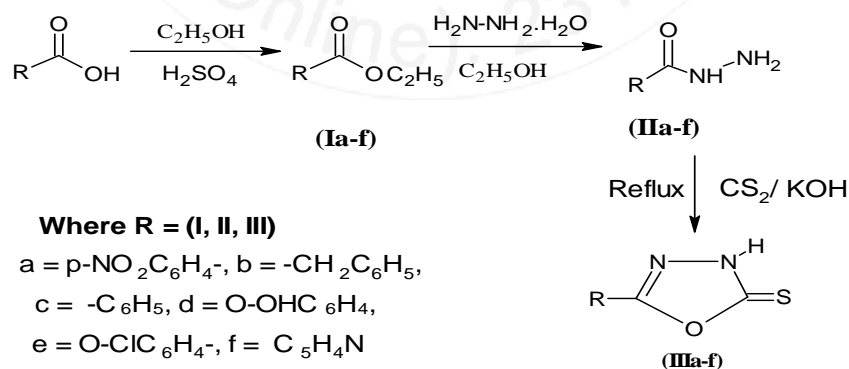
2. Material and Methods

Chemistry

At the ouset acid hydrazides were obtained from esterification of corresponding acids followed by treatment with hydrazine hydrate in absolute ethanol. The acid hydrazides were then condensed with carbon disulphide and potassium hydroxide in absolute ethanol to yied corresponding 2,5-disubstituted 1,3,4-oxadiazole.The structure and purity of the compounds synthesized was confirmed by elemental analysis and spectral methods: IR, ^{1}H NMR and TLC.

Biological Activities

The microbiological assay was based upon a comparison of inhibition of growth of microorganisms by measured concentrations of test compounds with that produced by known concentration of a standard antibiotic. The antimicrobial activity of a compound is generally expressed as its inhibiting effect toward the growth of the bacterium in nutrient broth or nutrient agar. For the evaluation of antimicrobial viz., antibacterial and antifungal activity various methods have been proposed and adopted for the measurement of antimicrobial activity [13]-[16] .In present antimicrobial study the newly synthesized 1,3,4-oxadiazole derivatives(a-f) were screened for their antifungal activity study using well diffusion method.
A series of compounds subjected to antimicrobial screening having general formula(IIIa-f) are listed below

Where R = (I, II, III)
a = p-NO$_2$C$_6$H$_4$-, b = -CH$_2$C$_6$H$_5$,
c = -C$_6$H$_5$, d = O-OHC$_6$H$_4$,
e = O-ClC$_6$H$_4$-, f = C$_5$H$_4$N

Scheme : 1

a. 5-(4-nitro phenyl) -1,3,4-oxadiazole-2-thione (IIIa)
b. 5-(benzyl) -1,3,4-oxadiazole-2- thione (IIIb)
c. 5- phenyl -1,3,4-oxadiazole-2- thione (IIIc)
d. 5-(2-hydroxy phenyl) -1,3,4-oxadiazole-2- thione (IIId)
e. 5-(2-chloro phenyl) -1,3,4-oxadiazole-2- thione (IIIe)
f. 5-(pyridine-4-yl) -1,3,4-oxadiazole-2- thione (IIIf)

Antifungal activities:

The antifungal activity was performed using well diffusion method. The fungus used were - *Aspergillus niger, Trichoderma viride* and *C. albicans*.

The medium used for the study of antifungal activity of these newly synthesized compounds having following composition, was of fungistatic grade. It was found to be suitable for the growth of fungus, *A. Niger, Trichoderma viride* and *C. albican.* used in the present study.

Preparation of medium:-

Media Used: Czapek-Dox Agar: Composition (g/l) Sucrose-30.0; Sodium nitrate-2.0; K_2HPO_4-1.0, $MgSO_4$. $7H_2O$-0.5; KCl-0.5; $FeSO_4$-0.01; Agar-22; Czapek-Destrox agar medium was prepared by dissolving 56.01 g of ingredients in 1000.0 ml of distilled water. Initially, the stock cultures of were revived by inoculating in broth media and grown at 37^0C for 24hrs.

All the compounds were dissolved in dimethyl sulfoxide to give a concentration of 10 mg/ml. The agar plates of the above media were prepared and wells were made in the plate. Each plate was inoculated with 24 h old cultures (100 μl 10^4 CFU) and spread evenly on the plate. The control wells were filled with antibiotic Amphotericin used as standard. All the plates were incubated at 37^0C for 24 h. The zone of inhibition was recordedafter incubation for 24 hrs at 37^0C using antibiotic zone scale. and the diameter of inhibition zone were noted in mm. The inhibition zone record of the compounds clearly indicate that the compound is active against fungal.

3. Results and Discussion

The present antimicrobial study deals with the antifungal activity of the following newly synthesized compounds(Ia-f) as shown the structure in fig.1.

The antifungal activity and inhibition effect of the test compounds on the growth of fungus *A. Niger, Trichoderma viride* and *C. albican.* are summarized in Table -1.All the compounds showed activity against *A. Niger, Trichoderma viride* and *C. albican.*

The 5-(aryl)-1,3,4-oxadiazole-2-thione (a-f) showed moderate to good activity on fungal strain.

Table 1: Antifungal assays of synthesized compounds.

Compounds	Inhibition zone recorded in mm		
Micro organism	A. Niger	Trichoderma viride	C. albican
a.	36	41	33
b.	34	34	31
c.	33	38	30
d.	34	40	32
e.	35	39	31
f.	32	36	30

4. Conclusion

Some new 5-(aryl)-1,3,4-oxadiazole-2-thione (a-f) (a-f) were screened for their antifungal activity against *A. Niger, Trichoderma viride* and *C. albican.* The minimal inhibitory concentrations (MIC) of all the compounds were determined by observing the zones of inhibition formed after 24h of incubation for antifungal activities. Compounds were found to have moderate to good antifungal activity.

5. Acknowledgement

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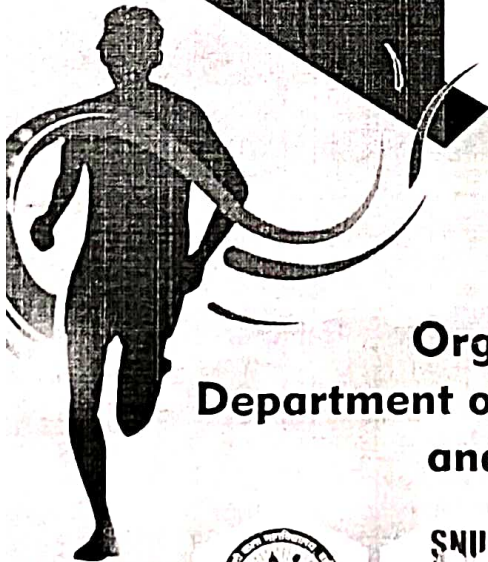
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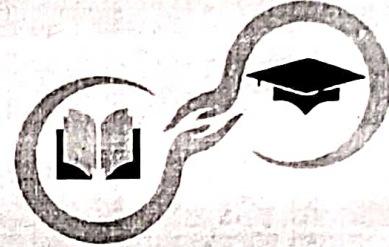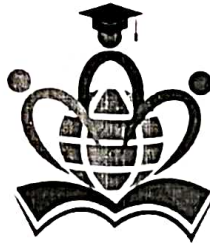
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BENEFITS OF TECHNOLOGY IN EDUCATION

P.H. BHAGWAT
Asstt. Prof .in Chemistry, Mungasaji Maharaj Mahavidyalaya, Darwha.
Email – phbhagwat@gmail.com , 8999435307

Abstract –

It is important to acknowledge that students are already interested and engaged in using technology, this creates many amazing opportunities for schools, colleges, and teachers to benefit from integrating some forms of technology in the classroom and to make teaching and learning more effective. Here are some of the main benefits of using technology in the classroom. educational technology can help teachers and students - it provides benefits such as organization, efficiency, collaboration, communication, extra help, virtual experiences and so much more. Technology helps students, they like it better than paper and pen provides multimedia to address all learning styles provides interactive, student-centered activities provides extra support and help resources provides extra support and help resources Technology helps teachers organization and efficiency paperless finding less on resources collaborate with other teachers connect with parents

Introduction

The generation gap between today's traditional learners and professors presents a broad and interesting set of challenges for colleges and universities. However, there is a particular issue that the majority of decision-makers in the higher education sector agree upon. To be competitive, it is critical that institutions of today and tomorrow deliver advanced teaching and learning tools to encourage sustained engagement, and to give today's students and faculty the tools they need to be successful. Today, there is a common focus on raising student achievement while integrating technology as a tool. Policymakers and educators are renewing their commitment to programs and instructional practices to enhance maximum effects on instruction and student outcomes. Due to the large use of technology in the world in which we live, the use of technology in teaching and learning is essential if we are to make a lasting impact on how students learn. Technology can be a powerful tool for transforming learning. It can help affirm and advance

relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Our schools, community colleges, adult learning centers, and universities should be incubators of exploration and invention. Educators should be collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students. Education leaders should set a vision for creating learning experiences that provide the right tools and supports for all learners to thrive. However, to realize fully the benefits of technology in our education system and provide authentic learning experiences, educators need to use technology effectively in their practice. Furthermore, education stakeholders should commit to working together to use technology to improve American education.

A Shift in Learning Methodologies –

Today's generation has grown up with technology as a natural means of social interaction and information exchange in the virtual universe of networking, learning, and entertainment They like their communities and they like to work together toward common goals; they also like to know how close they are to their goals and what is expected of them to meet those goals. We expect objective measurements and assessments, defined rewards for defined amounts of work, and constant support and evaluation. These traits manifest themselves most obviously in academic settings. Faculty are expected to prepare team assignments, peer review, and team grading. An ideal project would be something that serves the public interest rather than individual interests. We prefer 24/7 online access to grades and course progress, and a final interactive group project or choice on a final activity. Furthermore, this generation does not respond well to a pedagogical teaching approach. They are used to hands-on multi-tasking and they are well-conditioned to digest vast amounts of information in entertaining and dynamic formats. Since early childhood, they have been bombarded with multiple multimedia stimuli and the expectation that they will naturally interact with technology. They are used to actively participating in learning groups and they are not hesitant to learn new applications.

Improves engagement –

When technology is integrated into lessons, students are expected to be more interested in the subjects they are studying. Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching the same things in new ways. For instance, delivering teaching through gamification, taking students on virtual field trips and using other online learning resources. What is more, technology can encourage more active participation in the learning process which can be hard to achieve through a traditional lecture environment.

Improves knowledge retention-

Students who are engaged and interested in things they are studying are expected to have better knowledge retention. As mentioned before, technology can help to encourage active participation in the classroom which also is a very important factor for increased knowledge retention. Different forms of technology can be used to experiment with and decide what works best for students in terms of retaining their knowledge.

Encourages individual learning -

No one learns in the same way because of different learning styles and different abilities. Technology provides great opportunities for making learning more effective for everyone with different needs. For example, students can learn at their speed, review difficult concepts or skip ahead if they need to. What is more, technology can provide more opportunities for struggling or disabled students. Access to the Internet gives students access to a broad range of resources to research different ways, which in turn can increase the engagement.

Encourages collaboration -

Students can practice collaboration skills by getting involved in different online activities. For instance, working on different projects by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology can encourage collaboration with students in the same classroom, same school and even with other classrooms around the world.

Students can learn useful life skills through technology -

By using technology in the classroom, both teachers and students can develop skills essential for the 21st century. Students can gain the skills they will need to be successful in the future. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. What is more, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are very important skills that can be developed in the classroom.

Benefits for teachers -

With countless online resources, technology can help improve teaching. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. Virtual lesson plans, grading software and online assessments can help teachers save a lot of time. This valuable time can be used for working with students who are struggling. What is more, having virtual learning environments in schools enhances collaboration and knowledge sharing between teachers.

Conclusion -

Many studies have shown the advantages of using technology in classroom instruction. Technology can be used as a tool for establishing meaningful projects to engage students in critical thinking and problem-solving. Technology can be used to restructure and redesign the classroom to produce an environment that promotes the development of higher-order thinking skills. Technology also increases student collaboration. Collaboration is a highly effective tool for learning. Students cooperatively work together to either create projects or they can learn from each other by reading the work of their peers One study that was conducted to determine whether Wiki technology would improve students' writing skills in a college English as a foreign language writing class showed benefits to using Wiki technology. Students were invited to join a Wiki page where they would write and 5 post passages and then read and respond to the passages of their classmates. Students participating in the study reported that their receiving immediate feedback from the instructor was a benefit of using this form of technology. To reiterate, technology integration has the following benefits: 1) increased student motivation; 2) increased student engagement; 3) increased student collaboration; 4, increased hands-on learning opportunities; 5) allows for learning at all levels; 6) increased confidence in students, and 6) increased technology skills.

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Literary Contribution of Indian Women

Prof. Nitin Rameshrao Bhingare
H.O.D. (Sociology), Mungsaji Maharj Mahavidyalaya, Darvha, Yavtmal

PREFACE

An Indian women is such person whose word is a historical piece that appears from ancient Vedic times! The Indian women was engrossed in it. Due to her lack of education in her place, the door of education opened up for the women in the modern era in the name of an ancestral culture, and if a women in the age of hereditary supremacy came to light in the new light of knowledge, we should do exactly as she pleased. By the showing of her knowledge, not only the national level is a sigh of her great knowledge 'Striratna' denanya international level emerged as the Indian land. In India, some women of India went on to excel in the fields of religion, science, education, art, business, politics social and social issues. On the basis of knowledge, Indian society has contributed significantly to life. While studying the history of Indian women, how can one go regardless of their contribution? Because of these great women, the Indian women created modern India by removing her traditional image of 'Chool and child' and made India on a firm and strong foundation. because of their familiarity with Indian history to the world, their contribution to nation building is honorable. She was the one who stopped contributing to progress and contributed to India's development whether it is through Sahitya (Literature), through politics or through economics, today no women is behind in any fields, she has worked for the creation of Abhinav Bharat by denying her own backwardness.

1) Mirabai

The women known as the great Krishna devotee saint poet is Mirabai her contribution to history is evident in their language. 'Payoji maine ramratan dhan payo' construction of Mirabai is still in the memories. We can find out construction of Mirabai in the Rajsthani, Gujrati, Panjabi language the combination of different language in their linguistic style.

2) Muktabai

Muktabai called 'Tatiche Abhang' her Abhang is still remembered for her actions. The younger sister of Dnayshwar created her own separate identity. Mukatbai and Chnagdev have expressed their relationship with the Guru. In their Gatha there are 42 Abhang of Mukatabai. They sows the mark of Yoga in the Abhanga. The height of spirituality, emotions the clear speech and the fearlessness. At 13 century she has made an important contribution to the History.

3) Bahinabai Chudhari

The characteristics of the Bahinabai Chaudhari is that she is illiterate. She was born illiterate despite being illiterate because she had a natural birthright. She grow grind on the caste-he grows poignant poetry of her life. She said the sadness of her life was her sadhana. The poem depicts heartbreaking depictions of Maher, Sasar, Agricultural Life, Kinship, Janma, Marutu, Devache Astitv. 'Are sansar sansar, maan vadhay vadhay etc. Bahinabai Chaudhary become important in the work history.

4) Savitribai Phule

Savitribai Phule has done important work in the field of adventure. She was not only a social reformer but also poetess, poet. She made history from her poetry. The first Indian poet and the first modern poetess, to paly the role of Indian women reformation. Savitribai's creativity and poetry were iconic. It is only at the age of 23. In 1854 she published a collection of 41 stanza. It called 'Kavyafule'. In 1891 'Bawan Kashi Subodh Ratnakar' wrote a poem of 52 stanza. Likewise the subtle variations of the Sanskrit 'Shivmahima Stort' on the subject of ovee in Marathi are also very important.

5) Anutai Wagh

Anutai Wagh is one of the great social worker who are famous for their work for a tribal community. Without having a husband she scarified herself for the work of society support. The martyrs created by Anutai include Kuranshala, Vikaschya Margaver, Shikashan Mishranmala, Ajab Sathbahai, Aatpat Nagran, Skas Aahar Geete, Tilluchi Karamat, Koasbdchya Tekadiwarun, Guru Mauli Sandesh,

Sahajshikashan, Vikaswadi Darshan etc. she edited the magazine women working 'Sarita'. Therefore in order to be honored she was honored with the Padma Shri given 1985, modern Indian has taken different turn.

6) Mahadevi Verma

Mahadevi Verma is the poetess and Hindi writer who is the recipient of the most respected Dnaypith Award in the field of literature in 1982. she was given the award for 'Yama' and 'Deepshabha'. The psychological meeting of her writing in her specialty. 'Hihar' is the first collection of poems. After that she wrote poem like Rashmi, Chija, Sandhyageet, Yama, Deepshikha, Saptparni, Sanghini etc. at the same time she wrote the collection of drawings from the past film Smruti Ki Rekhaye, Mera Parivar, series article. Shrunkala Ki Kadiya, Kashmdu, Sahityakar Ki Astha these three easy article. She was honored with the Padma Bhushan for her outstanding contribution to women's life and her stories, pain, inequalities prit, superstitions.

7) Amrita Pritam

Amrita Pritam is the author who brought the winds of modernity into the Indian politics. She created her entire adventure from mother tongue, Panjabi. They were the witnesses to the brutality of the partition, the brutal atrocities committed against women. It was from this that the poem 'marsshaha' was born. They were rewarded for their bold work of ' Kagaj Ke Canvas'. In 1976 received the Dnaypith Award. The first women to receive this award and her name as Punjabi writer has become a celebrity in Shahitya Vishwa. She recounts her experiences as a Rajya Sabha member from a biography entitled 'Rasid Ticket'.

8) Mahasweta Devi

She was known as in Indian Literature. She is the author who fought for the unjust society. She is an equally well-known social worker of the Dnaypith Award winning the Bengali writer. Her novels are Noti, Amrutsanchay, Kavi Vandhy, Ganir Jivan, O Mratu, Hjar Choursi Maa. Her portrays the struggles, rebellions and misery of the backward elements of the society. Not only did she stop writing but also she never looked back to spend all her income to get justice for these social elements. Her work for those who dismissed the allegation that the society was inherently criminalized was recorded worldwide. She had received the Padma Shri, Magses, Sahitya Akadmi and other.

9) Arundhati Roy

Arundhati Roy is the first Indian women to receive the tittle of 'Booker'. The twin emotion, family, social political indifferences destroy their life such a live picture she put up her novel. Receiving her first book 'God of Small Things' award for international frame. She was actively involved in the follow-uo movement ,Narmada Bachao Andolan.

10) Taslima Nasreen

Taslima Nasreen is a Bengali author. She revolted from her writing against Sanatan Dharma Sanstha. Her novel 'Lajja' came to prominence but she had go to underground and take a shelter in Europe. Her autobiography was certainly controversial in 'Amar Melwela'.

11) Shanta Shelke

The famous poets of Shanta Shelke, who have left the genre of comedy and drama, have handled all the melodious forms with strength. Anoli, Kalyanche Diwas, Phulanchya Rati, Gondan, etc. are the collection of poems. Ooth, dharma, Narrakashs, Maza khel Mandu De, Swapnatarang etc. novels, Aarshyatil Ani, Chimanchara, Zopeche Gav etc. child literature. Her authorized the autobiographical lyrics 'Dhulpatti.

12) Durga Bhagwat

In 1975, Durga Bhagwat received the honor of sitting in chair of All India Marathi Sahitya Sanmelan, which was held at Karad. She has a famous novel on 'Mahanadichya Travar' she wrote Rajaramshastri Bhagwat charater, Aasami, Kashmiri, Gujrati, Panjabi folklore etc.

13) Godawari Parudekar

Godawari Parudekar is known as a famous writer and social worker she was awarded the Sociel Desh Neharu Award for Sahitya Akadmi Award for her book 'Jewha Manus Jaga Hoto'.

14) Indira Saint

Indira Saint received the award of Sahitya Akadmi for her poetry collection 'Garbhareshim'. Her Chikala, Cinita, Bakulaya, Mendi, Shela Ranghrawari, Mrugjel, etc. poetry as well as 'Yamali' and 'Kandil' are the famous novel.

15) Kumud Pawde

The first Dalit was honored as Shankaracharya by Sanskrit Kumud Pawde. Her 'Antasphot' autobiography is famous.

16) Sarojini Babar

Named as talented writer, Sarojini Babar is famous for her many books. Among them Anita, Ashan As Zal, Ashich ek ek Aathwan, Asu De Mi Khudi, Aaichi Pire, Aathvay Tevadh Sangtey, Priyadarshni are the famous books.

Apart from this a list of the work of women in Indian History and Sahitya Vishva should be given only if they include Malti Dandekar, Partibha Ingole, Girija Kir, Rohini Gawhankar, Kamlabai Tilak, Sindhu Dange, Aruna Dhere, Chhaya Datar, Jaysna Devdhar, Joytsna Bhole, Tara Bhawlkar, Jyoti Mahpsekar, Vijaya Rajadhyksah, Pratibha Rande, Vijaya Wad, Sarojini Vaidya, Malika Amar Sheikh, Indramati Shewade, Sumati Deshpande, etc. these women are included. These women tried to modernize India by throwing light on the untouchable caste system, social structure and other areas of India through Indian History and Tradition. With this the emergence of the new India , and there is no doubt that their signature will be used today, tomorrow, and beyond.

CONCLUSION

Women have been an important contributor in the history of modern India. It is on this basis that you get to see modernity today.

1) Self-esteem among women has been awakened and it shows a different position.

2) Women began to meditate on various issues-women awakened without knowing that various seminars began to participate in conferences.

3) Due to the awareness of women, she has given India the status of modernity by giving her outstanding performance in various fields of society, finance, art, culture, politics.

4) Reading out fashioned tyranny of self-immolation at the expense of self-understanding.

5) In order to make our work known to all, we created women's associations to create the human life of the male dominant culture by shoulder to shoulder.

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5) Aamihi Itihas Ghadvila, Sau. Urmila Pawar, Sugava Parkshan Pune.

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7) Samrutiyo Me Nari: Dr. Arya Bharti, Bhartiy Mahila Aivm Aazadiki Ladayee, Mumbai.

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Open Access Repositories In India Developed By Using E-Prints: A Study of Open Doar

Mr. Amol GovindraoWakode
Librarian
M. M. College, Darwha
wakode.ag@gmail.com

Dr. Sanjay N. Wagh
Librarian
SantGadgeMaharajMahavidyalaya, Walgaon
sanjaynwagh@gmail.com

Abstract

This paper investigates the open access initiatives in terms of open access repositories developed by using E-prints especially devoted to Journal Articles, Conference and Workshop Papers, Theses and Dissertations, and Books, Chapters and Sections in books for scholarly communication in India. Relevant data from OpenDOAR was analyzed to study the status of open access in India.

Keywords: Open Access, Repositories, E-Prints, OpenDOAR

Introduction

Rapid advances in information technology have brought about paradigm shifts in various aspects of the information environment that have impacted library systems, information services and forms of scholarly communication channels. One of the most important paradigm shifts in scholarly communication process is the rise of e-publishing and open access to information.

Open access (OA) means free access to information and unrestricted use of electronic resources for everyone. Any kind of digital content can be OA, from texts and data to software, audio, video, and multi-media. While most of these are related to text only, a growing number are integrating text with images, data, and executable code. OA can also apply to non-scholarly content, like music, movies, and novels.

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- it is deposited, immediately, in full and in a suitable electronic form, in at least one widely and internationally recognized open access repository committed to open access.(UNESCO, 2020)

The term open access has been defined differently by different authors. P. Suber states that open access content is "digital, online, free of charge and free of most copyright and licensing restrictions. What makes it possible are the internet and the consent of the author or copyright-holder".(Suber, 2003)

E-Prints

E-Prints is a free and open-source software package for building open access repositories that are compliant with the Open Archives Initiative Protocol for Metadata Harvesting. It shares many of the features commonly seen in document management systems, but is primarily used for institutional repositories and scientific journals.EPrints has been developed at the University of Southampton School of Electronics and Computer Science and released under a GPL license.(Tansley & Harnad, 2000)

OpenDOAR

OpenDOAR stands for Directory of Open Access Repositories.It is a UK-based website that lists academic open access repositories. It is searchable by locale, content and other measures.(Michael, Charles, & Fytton, 2008)

Objectivesof the study

This study aims to explore the open access repositories in India developed by using E-Prints. Specific objectives are asfollows:

- To explore the status of open repositories in India;

- To find out Institutional and disciplinary repositories.

- To find out subject wise repositories.

- To identify interface language wise and language wise repositories.

Scope of the study

This study was limited to the institutional repositoriesdevoted to Journal Articles, Conference and Workshop Papers, Theses and Dissertations, and Books, Chapters and Sections in booksdeveloped by using E-Prints and registered in the OpenDOAR in India.

Analysis of the data

Following table presents the data collected from OpenDOAR.

Table No. 1: Repositories in India developed by using E-prints registered under OpenDOAR

Sr. No.	Repository Name	Repository Type	Interface Language	Repository URL	Languages	Subjects
1	AMU Repository	Institutional	English	http://ir.amu.ac.i	English	Multidisciplinary

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	(Knowledge Repository)			n/		
2	National Aerospace Laboratories Institutional Repository (CSIR-NAL)	Institutional	English	http://nal-ir.nal.res.in	English	Mathematics and Statistics, Mechanical Engineering and Materials
3	DIR@IMTECH	Institutional	English	http://crdd.osdd.net/open/	English	Multidisciplinary
4	Electronic Theses and Dissertations of The Tamil Nadu Dr. M.G.R. Medical University	Institutional	English	http://repository-tnmgrmu.ac.in	English	Health and Medicine
5	Eprint@NML	Institutional	English	http://eprints.nmlindia.org/	English	Chemistry and Chemical Technology
6	Eprints @MDRF	Institutional	English	http://mdrf-eprints.in/	English	Health and Medicine
7	CMFRI Digital Repository (Eprints@CMFRI)	Institutional	English	http://eprints.cmfri.org.in/	English	Agriculture, Food and Veterinary, Biology and Biochemistry, Ecology and Environment, Health and Medicine
8	Eprints@IARI	Institutional	English	http://eprints.iari.res.in/	English	Agriculture, Food and Veterinary
9	Eprints@SBT MKU	Institutional	English	http://eprints.bicmku.in/	English	Biology and Biochemistry
10	Etheses - A Saurashtra University Library Service	Institutional	English	http://etheses.saurashtrauniversity.edu/	English, Gujarati	Multidisciplinary
11	ICRISAT Open Access Repository (OAR)	Institutional	English and Arabic	http://oar.icrisat.org/	English, Arabic	Multidisciplinary
12	IR@CECRI	Institutional	English	http://cecri.csircentral.net/	English	Electrical and Electronic Engineering

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13	IR@CGCRI	Institutional	English	http://cgcri.csircentral.net	English	Arts and Humanities
14	NEERI Institutional Repository (IR@NEERI)	Institutional	English	http://neeri.csircentral.net	English	Multidisciplinary
15	IR@NEIST CSIR North East Institute of Science and Technology Open Access Institutional Repository (IR@NEIST)	Institutional	English	http://neist.csircentral.net	English	Health and Medicine, Agriculture, Food and Veterinary, Biology and Biochemistry, Chemistry and Chemical Technology, Civil Engineering, Mechanical Engineering and Materials
16	IR@NPL	Disciplinary	English	http://npl.csircentral.net/	English	Biology and Biochemistry, Chemistry and Chemical Technology, Earth and Planetary Sciences, Ecology and Environment, Mathematics and Statistics, Physics and Astronomy, Health and Medicine, Library and Information Science, Computers and IT, Electrical and Electronic Engineering, Mechanical Engineering and Materials
17	Indian Academy of Sciences: Publications of Fellows	Institutional	English	http://repository.ias.ac.in/	English	General Science, Health and Medicine, Technology
18	Institutional Repository@CSIO	Institutional	English	http://csioir.csio.res.in/	English	Biology and Biochemistry, Chemistry and Chemical Technology, Earth and Planetary Sciences, Physics and Astronomy, Management and Planning, Computers and IT, Electrical and Electronic Engineering, Mechanical Engineering and Materials
19	NIRT Institutional Repository (EPrints@NIRT)	Institutional	English	http://eprints.nirt.res.in/	English	Biology and Biochemistry, Health and Medicine

20	OneWorld South Asia Open Archive Initiative	Disciplinary	English	http://open.ekduniya.net/	English	Computers and IT, Library and Information Science
21	Open Access to Odia Books (OAOB)	Disciplinary	English	http://oaob.nitrkl.ac.in/	English, Odia	Language and Literature
22	OpenMED@NIC	Disciplinary	English	http://openmed.nic.in/	English	Health and Medicine
23	Research Archive of Indian Institute of Technology Hyderabad (RAIITH)	Institutional	English	http://raiith.iith.ac.in/	English	Technology
24	University of Mysore - Digital Repository of Research, Innovation and Scholarship (ePrints@UoM)	Institutional	English	http://eprints.uni-mysore.ac.in/	English	Multidisciplinary
25	ePrints@ATREE	Institutional	English	http://eprints.atree.org/	English	Ecology and Environment
26	ePrints@AzimPremji University	Institutional	English	http://publications.azimpremjifoundation.org	English	Multidisciplinary
27	ePrints@Bangalore University	Institutional	English	http://eprints-bangaloreuniversity.in/	English	Multidisciplinary
28	ePrints@Bangalore University	Institutional	English	http://moeseprints.incois.gov.in/	English	Earth and Planetary Sciences
29	ethesis@nitr	Institutional	English	http://ethesis.nitrkl.ac.in/	English	Multidisciplinary

From the data presented in above table it is found that there has been 29 repositories is developed by using EPrintsin India registered in OpenDOAJ specially developed for Journal

Articles, Conference and Workshop Papers, Theses and Dissertations, and Books, Chapters and Sections in books.

Further from the analysis of the data it is observed that out of total 29 repositories, 25 repositories are institutional while remaining 4 are disciplinary repositories.

It is observed that interface language of the all the repositories is English while only one repositoryis also available in Arabic language as an interface along with English, namely ICRISAT Open Access Repository (OAR) is available in English and Arabic.

It is also observed that the literature preserved in all the repositories are in written in English language while three repositories namely Etheses - A Saurashtra University Library Serviceis preserved literature of English and Gujarati languages, ICRISAT Open Access Repository (OAR)possessed the literature written in English and Arabiclanguages and Open Access to Odia Books (OAOB)has literature of English and Odia languages.

Further it is also clear that the repositories belonging to the subject science and technology is more as compare to arts and humanities.

Conclusion

The repositories in India are growing and performing well. There should be national open policy inIndia on the lines of NIH open access policy of United States. While the institutions, academies and scholars in India are makingtheir research output open access. However, with the recentlaunch of ETD at INFLIBNET by UGC and National Digital Library of India by MHRD, India would be a great boostto the open access movement in India but is long way to go.

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