

## KNOWLEDGE OF DIGITAL LIBRARY AND E-RESOURCES IN ENGINEERING COLLEGE OF RAJASTHAN

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### Abstract

It is observed that use of digital library and e-resources is still problem among the engineering faculty of the universities in the developing countries. This paper presents the findings of a survey to about the knowledge and use of digital digital library and e-resources by faculty members through CD-ROM databases, online databases, online journals OPAC etc available in the engineering college libraries. This study is done among engineering faculty members in CIT, Abu Road, India. For evaluating study questions and data collection, the questionnaire is distributed to a random sample of 160 faculty members. The result of this survey are presented and discussed in this paper.

**Key words:** Digital resources, Electronic resources, engineering college libraries

### Introduction

In today's era, information needs of learners and knowledge seekers are met through a plenty of sources. The digital library and e-resources available in a library play a prominent role in facilitating access to required information to the users in an easy and expeditious manner. Further, one need not go to the library to make use of print formats as the digital resource can be made use of by any user through online access via networks or authentication methods at any time by comfortably sitting at office. However, it is important that one should be familiar with the use of digital library and e-resources for their fast and effective usage. Further, digital resources can also be used for efficient retrieval. Thus, digital library and e-resources in a library play a important role in

academic libraries as they are mostly tuned for the promotion of academic excellence and research. In view of all this, digital resources like CD-ROM database, online databases, online journals, OPACs and Internet etc are slowly replacing the importance and usage of print media.

### Objectives

The objectives of the present study are:

- To assess the e resources and frequency in the use of the different types of digital resources made by the faculty members.
- To find out the purpose and utilization of the digital library and e-resources by the faculty members.
- To know the importance of information in digital resources.
- To find out the problems encountered by the faculty members while accessing and using digital library and e-resources.
- To suggest suitable suggestions and recommendations to improve the digital library and e-resources for the benefit of users.

### Methodology

Keeping in view the objectives in mind, a questionnaire is prepared to collect data from the faculty members of the CIT, Abu Road, India

The researchers have undertaken the survey in the month of Feb 2016, spreading over 20 days. There are 160 faculty members working in these colleges. Copies of questionnaire are distributed to 160 faculty members. However, (the investigators received responses from the) 160 faculty members only responded by returning completed questionnaires.

Then the data was analyzed and interpreted for the outcome and presented in the following paragraphs.

**Data Analysis**

**Faculty member’s familiarity with digital sources**

The distribution of students according to their familiarity to use digital resources is shown in Table 1.

**Table 1 :** Faculty members familiarity with digital resources (n=160)

Use	No of responses	Percentage
Familiar	95	59.3
Not familiar	65	40.62
<b>Total</b>	<b>160</b>	<b>100.00</b>

It is evident from Table 1 that 59.3 percent of the faculty members are familiar with digital resources, while 40.60 percent not.

**Frequency of using the computers**

The distribution of faculty members according to their frequency of using the computers is shown in Table 2.

**Table 2:** Distribution of faculty members according to their frequency of using the computers

Frequency	No of responses	Percentage
Daily	42	26.25
2 or 3 times a week	58	36.25
Once a week	24	15
Once in a month	25	15.6
Rarely	6	0.37
Never	5	0.31
<b>Total</b>	<b>160</b>	<b>100.00</b>

It is evident from Table 2 that 36.25 percent of the faculty members are using the computers two or three times a week, 26.25 percent daily, 15.6 percent once in a month, 15.0 percent once in a week, 0.37 percent rarely and the remaining 0.31 percent of the faculty members are never using the computers.

**Frequency of using the digital resources**

The distribution of faculty members according to their frequency of using the digital resources is shown in Table 3.

**Table 3:** Distribution of faculty members according to their frequency of using the digital resources in percentages (n=160)

Digital Resources	Frequency (%)						Total
	Daily	2 or 3 times in a week	Once in a week	Once in a month	Rarely	Never	
CD-ROM Databases	44 (27.50)	27 (16.88)	35 (21.87)	23 (14.38)	18 (11.25)	13 (8.12)	160 (100)
Internet	55 (34.38)	33 (20.63)	34 (21.25)	13 (8.12)	12 (7.50)	13 (8.12)	160 (100)
E-mail	63 (39.37)	48 (30.00)	23 (14.37)	14 (8.75)	7 (4.38)	5 (3.13)	160 (100)
Online Databases	15 (9.37)	23 (14.38)	25 (15.63)	41 (25.62)	22 (13.75)	34 (21.25)	160 (100)
Online Journals	18 (11.25)	23 (14.37)	28 (17.50)	33 (20.63)	28 (17.50)	30 (18.75)	160 (100)
Search Engines	57 (35.63)	53 (33.13)	32 (20.00)	7 (4.37)	6 (3.12)	6 (3.75)	160 (100)
OPAC	28 (17.50)	23 (14.37)	39 (24.38)	38 (23.75)	18 (11.25)	14 (8.75)	160 (100)
College Websites	32 (20.00)	28 (17.50)	27 (16.88)	33 (20.62)	27 (16.88)	13 (8.12)	160 (100)

It is evident from Table 3 that 27.5 percent of the faculty members are using the CD-ROM databases daily, 21.87 percent once in a week, 16.88 percent two or three times in a week, 14.38 percent once in a month, 11.25 percent rarely, and 8.12 percent never use the CD-ROM databases. Majority of the faculty members (34.38%) using the Internet daily, 21.25 percent once in a week, 20.63 percent two or three times in a week, 8.12 percent once in a month, 8.12 percent never use, and 7.5 percent rarely use the Internet. 39.39 percent of the faculty members are using e-mail daily, 30 percent two or three times in a week, 14.37 percent once in a week, 8.75 percent once in a month, 4.38 percent rarely, and 3.13 percent never use the e-mail facility.

It is also evident from table 3 majority of the faculty member (25.62%) are using the online databases once in a month, 21.25 percent never use, 15.63 percent once in a week, 14.38 percent two or three times in week, 13.75 percent rarely use, and 9.37 percent daily use the online databases. Majority of the faculty members (20.63%) are using the online journals once in a month, 18.75 percent never use, 17.5 percent once in a week, 17.5 percent rarely use, and 11.25 percent daily use the online journals.

It is also evident from table 3 that 33.65 percent of the faculty members are using the search engines daily, 33.13 percent two or three times in a week, 20 percent once in a week, 4.37 percent once in a month, 3.75 percent never use, and 3.12 percent rarely use the search engines. Majority of the faculty members (24.38%) are using the online public accesses catalogue once in a week, 23.75 percent once in a month, 17.5 percent daily, 14.37 percent two or three times in a week, 11.25 percent rarely use, and 8.75 percent never use the OPAC. About 20.62 percent of the faculty members are using the college website once in a month, 20 percent daily, 17.5 percent two or three times in a week, 16.88 percent once in a week, 16.88 percent rarely uses, and 8.12 percent of the faculty members never use the college website.

**Relative frequency use of digital resources**

In order to know the relative frequency in the use of the different electronic resources by the faculty

members, weightages of 5,4,3,2,1 and 0 are assigned to responses of daily, two or three times a week, once in a week, once in a month, rarely and never used respectively. Total weightage is calculated for each electronic resource. Mean Weightage is calculated by dividing the total weightage by the number of faculty members included in the sample. Based on the Mean weightage the digital resources have been ranked.

The distribution of users according to their relative use of different digital resources, total weightage, mean weightage and ranks are shown in Table 4.

**Table 4: Distribution of faculty members according to their relative frequency of digital resources (n=160)**

Digital Resources	Total weightages	Mean weightages	Rank
CD-ROM	497	3.11	4
Internet	547	3.42	3
E-mail	611	3.82	2
Online databases	346	2.16	8
Online journals	360	2.25	7
Search engines	612	3.83	1
AICTE catalogue	443	2.77	6
AICTE website	446	2.79	5

It is evident from table 4 that the faculty members are mainly using search engines compared to other digital resources and it has got first rank. It is followed by e-mail, internet, CD-ROM, college website, online public accesses catalogue, online journals, and online databases, which have got the second, third, fourth, fifth, sixth, seventh, and eighth ranks respectively for their use.

**Purpose of using digital resources**

The distribution of faculty members according to purpose of using digital resources is shown in Table 5.

**Table 5 :** Distribution of faculty members according to their purpose of using the digital resources (n=160)

Purpose	No of responses	Percentage
For communication	150	93.75
For research	90	56.25
To collect subject information	125	78.12
Upgrade general knowledge	92	57.5
For career development	75	46.87

It is evident from Table 5 that 93.75 percent of the faculty members indicate that the digital resources are used for communication purpose, 78.12 percent to collect subject information, 57.5 percent upgrade general knowledge, 56.25 percent research purpose, and 46.87 percent of the faculty members are using digital resources for their career development.

**Learned to use digital resources**

The distribution of faculty members learned to use digital resources is shown in Table 6.

**Table 6:** Distribution of faculty members according to the learned to use digital resources (n=160)

Learned to use digital resources	No of responses	Percentage
Self study (reading books/journals, tutorials)	81	50.62
Family, friend or Colleague	62	38.75
Guidance from the library staff	72	45
Guidance from the departmental staff of computer Science	64	40
Formal courses	40	25

It is evident from Table 6 that 45 percent of the faculty members are learning the necessary skills to use digital resources through self study, 45.00 percent learned through the guidance from library staff, 38.75 percent through family, friend or colleague, 40.00 percent guidance from the departmental staff of computer science, and 25.00 percent of the faculty members are learning to use digital resources through formal courses.

**Adequacy of information in digital resources**

The distribution of faculty members according to the adequacy of information in digital resources is shown in Table 7.

**Table 7:** Distribution of faculty members according to the adequacy of information in digital resources (n=160)

Opinion	No of responses	Percentage
Always	92	57.51
Some time	61	38.12
Never	07	0.43
<b>Total</b>	<b>160</b>	<b>100.00</b>

It is evident from Table 7 that 57.51 percent of the faculty members indicate the information available in the digital resources always adequate, 38.12 percent indicate some time, and 0.43 percent indicate the information available in the digital resources is never adequate.

**Prevents in accessing the digital resources**

The distribution of faculty members according to prevents in accessing the digital resources is shown in Table 8.

**Table 8:** Distribution of faculty members according to the prevents in accessing the digital resources (n=160)

Prevents	No of responses	Percentage
Lack of training	90	56.25
Lack of time	75	46.87
Too much information retrieved	72	45
Lack of IT knowledge	30	18.7
Limited accesses to computers	45	28.12

It is evident from the Table 8 shows the opinion of the faculty members regarding prevents in accessing the digital resources. Majority (56.25%) of the faculty members stated that 'lack of training' is the main impediment to use digital resources, 46.87 percent 'lack of time', 45.00 percent 'too much information retrieved', 28.12 percent 'limited to accesses to computers', and 18.7 percent 'lack of IT knowledge' is the main prevent to use digital resources.

### Conclusions

Most of the faculty members (59.3%) are familiar with the usage of digital resources. About 36.28 percent of the faculty members are using the computer two or three times a week, 36.25 percent daily, and 0.31 percent are never used. Most of the faculty members 25%, 33.13%, 38.13%, 36.87%, and 21.25% are using CD-ROM, Internet, E-mail, Search engines, and College website 'daily' respectively. However, 25 percent of the faculty members are using online databases, online public accesses catalogue 'once in a month', 18.75 percent of the faculty members are using online journals 'rarely'. Most of the faculty members are mainly using search engines compared to other digital resources.

Online journals and online databases are less using compared to other resources being used rarely vis-à-vis other resources. Majority of the faculty members (93.75%) are using digital resources for enhancing

and upgrading their communication purposes. Majority of the faculty members (50.62%) opined that they were acquiring skills to use digital resources through 'self-study' method. Majority of the faculty members (57.51%) opined that the information available in the digital resources is always 'adequate'. Majority (56.25%) and (46.87%) of the faculty members have expressed 'lack of training' and 'lack of time' are the main problems in securing access to digital resources.

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