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USE OF DIGITAL LIBRARY RESOURCES BY FACULTY MEMBERS AFFILIATED TO DEVI AHILYA UNIVERSITY

Use of Digital Library Resources by Faculty Members Affiliated To Devi Ahilya University

Rajesh Chandra Richhariya

Research Scholar, Bhagwant University, Rajasthan, India

Abstract: This paper presents the findings of a survey to about the knowledge and use of digital resources by faculty members through CD-ROM databases, online databases, online journals OPAC etc available in the engineering college libraries. The subjects chosen for this study were faculty members affiliated to Devi Ahilya University, Madhya Pradesh, India. For evaluating study questions and data collection, the questionnaire was distributed to a random sample of 160 faculty members. The result of this survey are presented and discussed in this paper.

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INTRODUCTION

In today's rapid changing world, information needs of learners and knowledge seekers are met through a plethora of sources. The digital 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 hoe or office. However, it is imperative that one should be familiar with the use and exploitation of digital resources for their quicker and effective usage. Further, digital resources can also be used for efficient retrieval. Thus, digital resources in a library play a significant 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.

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	89	55.63
Not familiar	71	44.37
Total	160	100.00

It is evident from Table 1 that 55.63 percent of the faculty members are familiar with digital resources, while 44.37 percent replied in the negative.

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	38	23.75
2 or 3 times a week	39	24.37
Once a week	28	17.50
Once in a month	33	20.62
Rarely	11	6.88
Never	11	6.88
Total	160	100.00

It is evident from Table 2 that 24.37 percent of the faculty members are using the computers two or three times a week, 23.75 percent daily, 20.62 percent once in a month, 17.50 percent once in a

week, 6.88 percent rarely and the remaining 6.88 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)

Digtal 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
VRSEC catalogue	443	2.77	6
VRSEC 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	139	86.87
For research	84	52.50
To collect subject information	114	71.25
Upgrade general knowledge	81	50.62
For career development	63	39.37

It is evident from Table 5 that 86.87 percent of the faculty members indicate that the digital resources are used for communication purpose, 71.25 percent to collect subject information, 50.62 percent upgrade general knowledge, 52.5 percent research purpose, and 39.37 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)	72	45.00
Family, friend or Colleague	57	35.62
Guidance from the library staff	66	41.25
Guidance from the departmental staff of computer Science	54	33.75
Formal courses	35	21.87

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 (reading books/journals, tutorials etc), 41.25 percent learned through the guidance from library staff, 35.62 percent through family, friend or colleague, 33.75 percent guidance from the departmental staff of computer science, and 21.87 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	79	49.37
Some time	63	39.38
Never	18	11.25
Total	160	100.00

It is evident from Table 7 that 49.37 percent of the faculty members indicate the information available in the digital resources always adequate, 39.38 percent indicate some time, and 11.25 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	81	50.62
Lack of time	66	41.25
Too much information retrieved	63	39.37
Lack of IT knowledge	38	23.75
Limited accesses to computers	59	36.87

It is evident from the Table 8 shows the opinion of the faculty members regarding prevents in accessing the digital resources. Majority (50.62%) of the faculty members stated that 'lack of training' is the main impediment to use digital resources, 41.25 percent 'lack of time', 39.37 percent 'too much information retrieved', 36.87 percent 'limited to accesses to computers', and 23.75 percent 'lack of IT knowledge' is the main prevent to use digital resources.

CONCLUSIONS

- Most of the faculty members (55.63%) are familiar with the usage of digital resources.

- About 24.37 percent of the faculty members are using the computer two or three times a week, 23.75 percent daily, and 5.63 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 (86.87%) are using digital resources for enhancing and upgrading their communication purposes.

- Majority of the faculty members (45%) opined that they were acquiring skills to use digital resources through 'self-study' method (reading books/journals, tutorials etc).

- Majority of the faculty members (49.37%) opined that the information available in the digital resources is always 'adequate'.

- Majority (50.62%) and (41.25%) 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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Rajesh Chandra Richhariya