



DIGITAL KNOWLEDGE RESOURCES AND ITS IMPACT ON LEARNING IN MANAGEMENT COLLEGES AT HYDERABAD

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Abstract

Technology has revolutionized the concept of libraries. Networking and computing technologies have now become sufficiently advanced to support the design and deployment of large digital libraries which are capable of supporting the conventional end user functions. Digital libraries are a natural extension of the evolution in which libraries have been involved for centuries. They represent a fundamental leap forward in the provision of services for, and partnership with, information communities. This paper presents the study on the use of digital resources by faculty members available in the MBA college libraries. The sample units were the 120 faculty members of the five MBA colleges in Hyderabad. The primary data was collected and the findings suggest that most of the faculty members are familiar with the usage of digital resources, using CD-ROM, Internet, E-mail, Search engines, and College website daily. Majority of the faculty members have expressed 'lack of training' and 'lack of time' are the main problems in securing access to digital resources.

Key words: Digital humanities, digital knowledge creation, digital publishing, library publishing, open access, open educational resources, digital Library, MBA colleges,

I. INTRODUCTION

The term 'digital knowledge resources' is used in a wider perspective to include all sources where the information is available in electronic formats and accessible with the help of computers. These sources are variously termed as the automated library, the electronic library, the virtual library, the paperless library, the networked library, the library without walls, and the multimedia library and all of them are used interchangeably and synonymously. The term 'digital library' has, however, become the preferred term due to growing interest, and marries the missions, techniques, and cultures of physical libraries with the capabilities and cultures of computing and telecommunications. The advantages of digital information are well established and understood – it can be delivered direct to the user; multiple simultaneous use is possible with no degradation from use and with minimal storage costs; sophisticated searching techniques are available; and retrievals fast.

The term 'digital library' has come to refer to any aspect of text, image or sound, as it exists in digital form as opposed to a traditional format. Digital information presently exists in a variety of formats: OPAC (Online Public Access Catalogue), library networks, CD-ROMs, local databases, online commercial databases, the knowledge base of documents on the gopher servers across the world, the World Wide Web, image libraries, audio libraries, digital video libraries and so forth(Lynch & Garcia-Molina, 1995).

One of the important characteristics of digital information resources is that by its very nature of being electronic it makes the information accessible and sharable regardless of time and space. While there are considerable efforts in creating comprehensive digital libraries across the globe, it can be safely said that there is not a digital library without a print library. What we have today is more like a 'hybrid library'. Corcoran (2003), in his overview of the hybrid library, defines it as the library that contains a mix of print and electronic resources, offered in a variety of formats and Digital Knowledge Resources delivered either locally or remotely. It is neither a traditional, print-based library nor is it fully digital as it exists on a continuum somewhere between the two.

II. LITERATURE REVIEW



Digital library is a global virtual library is a library where information can be stored in electronic format containing texts, images, sound, video, maps, scientific and business data, as well as hypermedia combination of these elements. There will be vast population of user scattered around the globe, which are able to access, easily and conveniently. (Keshava,2008) the digital libraries may be defined as the new way of carrying out the functions of libraries, encompassing new type of information resources new approaches to acquisition; new methods of storage and preservations; new approaches to classification and cataloging; intensive use of electronic systems and networks; and dramatic shifts in intellectual, organizational and electronic practice. Digital library is system providing a community of users with coherent access to a large, organized repository of information and knowledge. (Arms, 1995) Digital libraries are organizations that provide the resources, including the specialized staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities.

In order to develop a rationale for teaching, we interpret digital libraries and all the associated activities in a broad sense as to encompass great many variations on two general themes of (i) *organizing and accessing human knowledge records in* (ii) *digital and networked environments*. More often than not, this understanding is an implicit rather than an explicit assumption in the majority of works claiming to deal with digital libraries. The first of the two underlying themes is not new, of course. Collecting, organizing, preserving, and accessing human knowledge records were themes of many efforts from the dawn of civilizations, across time, cultures, geographic boundaries, and societies. It is a permanent theme, because the evolution and functioning of any advanced society is connected with creation and use of a societal memory through records. And the first theme was always connected with the second one, reflecting the technology of the time, and thus, the types of implementations over time. The permanence of these themes and the connection to the new technology is subtly reflected and summarized in the title of a recent book about digital libraries: "From Gutenberg to the Global Information Infrastructure: Access to information in the networked world." (Borgman, 2000). The assumption is that the new digital technology and networks will affect and even revolutionize the handling of human knowledge records, and through it, the society as a whole, as much, if not more, than the technological invention symbolized under Gutenberg's name. Although it is too early to tell, this seems indeed to be the case.

Given that understanding and the advances in capabilities of digital and network technologies, it is not surprising that digital libraries draw a lot of interest. The history of digital library is short and explosive. A number of early visionaries, such as Licklider (1965), had a notion of libraries in the future being highly innovative and different in structure, processing, and access through heavy applications of technology. But, besides visionary and futuristic discussions and highly scattered research and developmental experimentation, nothing much happened in the next two decades. By the end of the 1980s, digital libraries (under various names) were barely a part of the landscape of librarianship, information science, or computer science. But just a decade later, by the start of 2000s, research, practical developments, and general interest in digital libraries has exploded globally (Kar & Seadle, 2004). It is well recognized that libraries all over the world are undergoing transformation, especially owing to the development in information and communication technologies. Traditional libraries are changing to digital libraries and new libraries that are being set up are increasingly of the digital kind. In addition to many national conferences, international conferences such as the International Conference of Asian Digital Libraries (ICADL) 2001, International Conferences on Digital Libraries (ICDL) 2004 and 2006 gave necessary



impetus to digital library awareness and developments in India. Both ICADL 2001 and ICDL 2004 were reported as widely attended (Mahesh, 2008).

A number of studies have been carried out in various universities to measure the use of OPAC by the academic community. Ansari and Amita (2008) conducted a survey to determine the applicability and utility of OPACs in five libraries of New Delhi and the results revealed that a high percentage of respondents are utilizing the OPAC as a search tool for retrieving documents. Mackoy (1998) found that some of the Nigerian libraries, particularly university libraries have introduced On-line Public Access Catalogue (OPAC) services that have increased the proportion of subject searches performed by library users as well as increase in catalogue use (Cited in Nwezeh, 2010). Kumar and Vohra (2011) conducted a questionnaire-based survey on use of OPAC by users of A.C. Joshi Library, University of Punjab and the results depicted that a significant number of users search information regarding the library material through OPAC despite encountering problems. Mullah and Chandrasekhar (2009) conducted survey to determine the effective use of online public access catalogue (OPAC) at the libraries of MBA colleges in Karnataka and the results showed that mostly users didn't make much use of OPAC mostly because of lack of Knowledge. As information sources are increasingly available in digital form, it is natural that any digital library would have different kinds of digital formats and sources. These include e-journals, in-house born digital collections such as theses, scanned books, CD-ROM databases, the library OPAC, and courseware.

In the early years of digital library development in India, there have been problems related to high infrastructural costs, lack of experience and expertise in creating digital libraries. However, over the years, ICT infrastructural costs are decreasing and expertise and experience have been gained in handling digital library software especially in using open source software such as DSpace and GSDL. In this scenario, the contents of digital libraries have assumed significance, especially the source of this content. There are not many studies in this area and one study that deals with identifying sources of content for developing countries with special reference to India is by Jee-van (2004) Another paper on content for digital libraries is by Sreekumar and Sunitha (2005) who share the experience of creating a state-of-the art digital library information system by seamlessly integrating and aggregating print as well as the diverse distributed digital content of the Indian Institute of Management, Kozhikode knowledge domain. The paper recommends this seamless dissemination of scholarly information by means of content aggregation and content integration through library automation, a library portal, a digital library and an open access archive. Greenstone software was used for developing this digital library. Shukla (2005) discusses content creation as a new trend in IT and stresses the need to develop digital libraries and not digital collections.

Objectives / Goals

Primary objective has been to promote a Research oriented attitude in students and to help the Faculty members in their Research Activities.

The Goals are:

- Access to Net based libraries and e-books
- Access to various National and International Journals of different disciplines through e-Subscription.
- Access to various CDs shared on the set up.



- Enable the users take the hard copy or soft copy back-ups of papers / articles.

III. OBJECTIVES OF THE STUDY

The objectives of the present study are:

- To Study the availability of digital library facilities in selected MBA colleges in Hyderabad.
- To study the use of digital library facilities by faculty members in MBA colleges in Hyderabad.
- To find out the challenges faced by faculty members in accessing the digital information.
- To recommend suitable measures to improve the digital resources by college Management.

IV. RESEARCH METHODOLOGY

Keeping in view the objectives in mind, a questionnaire is prepared to collect data from the faculty members of the following five MBA colleges in Hyderabad.

The research has been conducted for the period of 30 days

Copies of questionnaire were distributed to 120 faculty members. Then the data was analyzed and interpreted as follows

V. DATA ANALYSIS AND INTERPRETATION

1. 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 member's familiarity with digital resources

Use	No of responses	Percentage
Familiar	65	55
Not familiar	55	45
Total	120	100.00

It is evident from Table 1 that 55 percent of the faculty members are familiar with digital resources, while 45 percent replied in the negative.

2. 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	28	23
2 or 3 times a week	29	24

Once a week	28	23
Once in a month	13	12
Rarely	11	9
Never	11	9
Total	120	100.00

It is evident from Table 2 that about 24 percent of the faculty members are using the computers two or three times a week, 23 percent daily, 12 percent once in a month, 23 percent once in a week, 9 percent rarely and the remaining 9 percent of the faculty members are never using the computers.

3. 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

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	32 (26)	31 (26)	28 (24)	12 (10)	10 (8)	7 (6)	120 (100)
Internet	38 (31)	24 (20)	27 (23)	9 (8)	12 (10)	10 (8)	120 (100)
E-mail	52 (44)	31 (25)	17 (14)	9 (7)	7 (6)	4 (4)	120 (100)
Online Databases	12 (10)	14 (11)	16 (13)	34 (29)	23 (19)	21 (18)	120 (100)
Online Journals	11 (9)	25 (21)	21 (18)	23 (19)	23 (19)	17 (14)	120 (100)
Search Engines	43 (36)	35 (30)	18 (15)	11 (9)	7 (5)	6 (5)	120 (100)
OPAC	26 (21)	24 (20)	25 (21)	31 (26)	8 (7)	6 (5)	120 (100)
College Websites	27 (23)	21 (17)	18 (15)	25 (21)	20 (17)	9 (7)	120 (100)

It is evident from Table 3 that 26 percent of faculty members are using CD-ROM daily and 2 or 3 times a week, 31 percent are using internet daily followed by 23 percent once in a week, 44 percent of faculty use email daily followed by 25 percent 2 or 3 times a week, 29 percent of faculty members use online data bases once in a month while 19 and 18 percent of faculty members use rarely and never respectively. 21 percent of the faculty members use 2 or 3 times in a week followed by 19 percent who use once in month or rarely. 36 Percent of the faculty members refer to search engines daily followed by 30 percent 2 or 3 times a week. 26 percent of the faculty members use OPAC once in a month followed by 21 percent who use daily and 2or 3 times in a week. 23 percent of the faculty members use college websites daily followed by 21 percent once in a month.

4. Purpose of using digital resources

The distribution of faculty members according to purpose of using digital resources is shown in Table 4.

Table 4

Distribution of faculty members according to their purpose of using the digital resources

Purpose	No of responses	Percentage
For communication	32	27
For research	22	18
To collect subject information	32	27
Upgrade general knowledge	21	17
For career development	13	11

Table 4 indicates that 27 percent of the faculty members indicate that the digital resources are used for communication purpose, 27 percent to collect subject information, 21 percent upgrade general knowledge, 22 percent research purpose, and 11 percent of the faculty members are using digital resources for their career development.

5. Learned to use digital resources

The distribution of faculty members learned to use digital resources is shown in Table 5.

Table 5

Distribution of faculty members according to the learned to use digital resources

Learned to use digital resources	No of responses	Percentage
Self study (reading books/journals, tutorials)	41	33
Family, friend or Colleague	26	22
Guidance from the library staff	24	20
Guidance from the departmental staff of computer Science	18	15
Formal courses	11	10
Total	120	100.00

It is evident from Table 5 that 33 percent of the faculty members are learning the necessary skills to use digital resources through self study (reading books/journals, tutorials etc), 20 percent learned through the guidance from library staff, 22 percent through family, friend or colleague, 15 percent guidance from the departmental staff of computer science, and 10 percent of the faculty members are learning to use digital resources through formal courses.

6. Adequacy of information in digital resources

The distribution of faculty members according to the adequacy of information in digital resources is shown in Table 6.

Table 6

Distribution of faculty members according to the adequacy of information in digital resources

Opinion	No of responses	Percentage
Always	59	49
Some time	43	35
Never	18	15
Total	120	100.00

It is evident from Table 7 that 49 percent of the faculty members indicate the information available in the digital resources always adequate, 35 percent indicate some time, and 15 percent indicate the information available in the digital resources is never adequate.

7. Prevents in accessing the digital resources

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

Table 7

Distribution of faculty members according to the prevents in accessing the digital resources

Prevents	No of responses	Percentage
Lack of training	25	21
Lack of time	41	35
Too much information retrieved	24	20
Lack of IT knowledge	16	13
Limited accesses to computers	14	11
Total	120	100

It is evident from the Table 8 shows the opinion of the faculty members regarding prevents in accessing the digital resources. Majority (35%) of the faculty members stated that 'lack of time' is the main impediment to use digital resources, 21 percent 'lack of training', 20 percent 'too much information retrieved', 11 percent 'limited to accesses to computers', and 13 percent 'lack of IT knowledge' is the main prevent to use digital resources.

FINDINGS

- 1) Most of the faculty members are familiar with the usage of digital resources.
- 2) Majority the faculty members are using the computer two or three times a week, percent daily, and some of them never used.
- 3) Most of the faculty members are using CD-ROM, Internet, E-mail, Search engines, and College website 'daily' respectively. However some of the faculty members are using online databases, online public accesses catalogue 'once in a month' while others are using online journals 'rarely'.
- 4) 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.
- 5) Majority of the faculty members are using digital resources for enhancing and upgrading their communication purposes.



- 6) Majority of the faculty members opined that they were acquiring skills to use digital resources through 'self-study' method (reading books/journals, tutorials etc).
- 7) Majority of the faculty members opined that the information available in the digital resources is always 'adequate'.
- 8) Majority of the faculty members have expressed 'lack of training' and 'lack of time' are the main problems in securing access to digital resources.

SUGGESTIONS:

1. The following suggestions are made to improve the use of digital resources in the college.
2. The College management should update the digital resources in the library from time to time.
3. The college should create more awareness levels towards continuous usage of online journals for enhancing the knowledge base of the faculty members and students.
4. The College Management should install computer terminals in libraries for facilitating easy and quicker access to digital resources.
5. The Colleges should allocate more funds towards digitalization of Library and should subscribe more online Journals
6. The College library must facilitate the conduct of evaluations and assessments at regular intervals by college staff and students for bringing changes in the digital resources.

CONCLUSION:

Collection development of digital libraries is greatly influenced by a number of stakeholders such as library and information science professionals, publishers, subscription agencies, database manager and information services providers. The day is not far off to visualize all Indian libraries with huge digital collection and the latest technology to access the same. Digital resources are affecting collection development and management policies and are drawing attention to two areas that have been neglected for too long in Indian libraries, namely how do libraries change to meet the new searching habits of users on internet and how do Library management react to changing information needs of users. Digital libraries are a natural extension of the evolution in which libraries have been involved for centuries. They represent a fundamental leap forward in the provision of services for, and the partnership with, information communities.

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