E-LIBRARIES IN HIGHER EDUCATION: TRENDS, OPPORTUNITIES AND CONSEQUENCES

Girand Singh[1], Pallavi Pathak[2], Tejendra Singh Yadav[3], Prabhat Saxena[4]

[1]Lecturer LIbrary, Government College, Gonda, Aligarh, UP

[2]Librarian, Shri Radhakrishna Institute, Saint Kumher, Bharatpur

[3]Lecturer LIbrary, Government College, Jalesar, Etah, UP

[4]Government College, Gonda, Aligarh, UP

***Corresponding Author:** Singh G., Lecturer Library, Government College, Gonda, Aligarh, Uttar Pradesh
E-mail: drlksingh1477@gmail.com*

ABSTRACT

Digital libraries have the following characteristics – they store, preserve, distribute and protect contents in different formats and, at the same time, they allow interaction between the user and the contents; they are always present, both geographically and over time; they can make works internationally known, enhancing referencing and citations; they can make public the products of the educational process and let them be used as inputs for further learning. This work addresses some aspects of digital libraries that make them suitable tools to support higher education. Libraries have been the companions of higher education for many centuries. They have preserved and given access to all sorts of materials – books, manuscripts, rare documents, journals, maps, etc. – that have supported the process of learning. They have also been the keepers of materials produced by students, faculty and researchers – graduate projects, theses & dissertations, technical reports, etc. – in this sense they have functioned as the institutional archive.

INTRODUCTION

It is important to remark that, for institutionally created materials, the library has to grant access while preserving the documents as an archive. Theses and dissertations are scientific works but, at the same time, are parts of the history of the institution. When a digital library is created, all the functions that have been performed by the traditional library will have parallel in the digital and networked environment.[1,2] In terms of preservation, the problem is more complex since two types are to be considered – the physical preservation (as traditional libraries) and the technological preservation, in a world of fast-changing technology. At the same time, a digital library can perform functions that are impossible with traditional situation and that aggregate value to higher education.[3]

These were presented in the second section of this work. Accessibility, availability, interaction, customization and reuse are strong reasons to use digital libraries for

Access this article online

Quick Response Code:

www.oijms.org.in

higher education even when there are challenges in the digital and networked environment.

OBJECTIVES

• To explore the extent of HEC Digital library usage by college students.

• To solicit their purpose of seeking information on Digital libraries.

1. To investigate the kind of resources consulted by college students.
2. To find out their preferred place for Digital libraries usage.
3. To identify the impact of Digital libraries on college students.
4. To find out what problems are faced by college students in seeking information.

METHODOLOGY

For this study, the researcher has purposively selected 60 college students belonging to different disciples as- BA, BSc, B Tech, MA, MSc etc., colleges of district Aligarh in UP.

Regarding to the nature of the study DIGNOSTIC research design is opted for the purpose.

60 Indian students from district Aligarh in U.P. are selected purposively.

Principles of probability[4] are used to check the hypothesis.

HYPOTHESIS

The college students are induced of digital library benefits.

The basis of selection of digital library is public library in place of colleges.

Urban students are more aware than rural students, about use of digital libraries.

RESULTS

By the analysis of primary data, we find that 60 respondents are selected purposively for the study, in which the benefits told by the students are-Saves from troublesome browsing of print material, Less time, Fast access to unlimited resources, Faster and easier communication, Less effort, Useful for accessing distant publications, Helps developing up-to-date knowledge, Makes independent in searching all types of resources.

Also the difficulties that are told about using digital libraries are- Inadequate number of computers, Electricity failure, Lack of time, Overworked ,Slow speed, English language problem, Lack of awareness, Lack of technical support and security, Lack of user education. Government of India has made a policy to make the libraries digital, at college level under RUSA (Rashtriya Uchch Shiksha Abhiyaan). This is an appreciable step for quality education and to make INDIA, digital and modern.

Table(1): Socio-economic status of respondents

S. no.	Variables	Frequencies and percentage			Total
1.	Caste(Category)	General 20(33.3%)	O.B.C. 20(33.3%)	S.C./S.T. 20(33.3%)	60(100%)
2.	Educational status	PostGraduation 15(25%)	Graduation. 45(75%)		60(100%)
3.	Age of respondents (in years)	18+ 30(50%)	20+ 15(25%0)	24+ 15 (25%)	60(100%)
4.	Urban/rural	Rural 30(50.0%)	Urban 30(50.00%)		60(100%)
5.	Sex	Male 30(50.0%)	Female 30(50.0%)		60(100%)

Table (2) views of respondents "if they are induced of digital library benefits."

S. no	Category	Responses& percentage			Total
		Yes	No	Un-answered	
1.	General	20(33.3)	--(0.00)	--(0.00)	20(33.3)
2.	O.B.C.	8(13.33)	12(20.00)	--(0.00)	20(33.3)
3	S.C./S.T.	6(10.00)	12(20.00)	02(0.33)	20(33.3)
Total		34(56.67)	24(40.00)	02(0.33)	60(100.0)

Table (3): "Basis of selection of digital library"

S. no	Category	Responses& percentage			Total
		Yes	No	Un-answered /neutral	
1.	In College	6(10.00)	4(6.67)	10(16.67)	20(33.33)
2	In public library	12(20.000	2(3.33)	6(10.00)	20(33.33)
3	Other	20(33.33)	--(0.00)	--(0.00)	20(33.33)
Total		38(63.33)	6(10.00)	16(26,67)	60(100.0)

Table (4): "What type of information's they get from digital libraries."

S. no	Category	Responses& percentage			Total
		General	OBC	ST/SC	
1.	Related to subjects	06(10.00)	05(8.33)	05(8.33)	16(26.67)
2.	Related to general knowledge	12(20.00)	08(13.33)	--(0.00)	20(33.33)
3.	Other	02(00.33)	07(01.17)	15(25.00)	24(40.00)
Total		20(33.33	20(33.33	20(33.33	60(100.0)

REFERENCES

1. Sharma V.N., 2015: "Higher Education Policies in India" Vivek Pub. Delhi, p-37
2. Singh S. D., 2014: "Higher Education in UP and RUSA" Samajik Sahyog, Ujjain, p-43
3. Hunt H., 1967: Research Methodology; Prentice Hall, p-126