Digital Learning Resources and its Impact on Faculty Working in Selected Degree Colleges in Hyderabad-A Comparative Study

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ABSTRACT:

Education is one of the most debatable topics in all over the world and so it should be. With limited time and limited resources the nation's future and its people depend on the efficiency of schools, colleges and universities. The world is undergoing a revolution in Digital learning that has tremendous implications for the current and future social and economic situation of all countries of the world. Initial efforts tended to compare technology-based teaching with more 'traditional' teaching methods with the quasi-experimental design being most popular. Fast growth of information and communication technology, Digital learning has facilitated access to information as well as communication across the world this paper discusses about the availability of Digital learning resources in degree colleges libraries and its usefulness to teaching staff . This paper presents the study on the use of Digital learning resources by teaching staff in degree colleges .the sample units were the 100 teaching staff of the five degree colleges in hyderabad. The primary data was collected and the findings suggest that most of the teaching staffwere familiar with the usage of Electronic resources, using cd-rom, internet, e-mail, search engines, and college website daily. Majority of the teaching staff have expressed 'lack of training' and 'lack of time' are the main problems in securing access to Electronic resources.

Key Words:

Digital learning, education, degree colleges, libraries, teaching staff, Hyderabad.

I.INTRODUCTION:

The direction of research in educational technology over the decades has been influenced by both theoretical perspectives and advancements in technology. With the advent of information and communication technology, research into its impact on library and learning at all levels of education and training has been prolific. The application and use of Digital learning, have tremendous potential for improvements in every sector including education.to use information technology to improve learning processes, the pedagogical assumptions underlying the design of information technology for educational purposes must be understood. This paper reviews different models of learning, surfaces assumptions of electronic teaching technology, and relates those assumptions to the differing models of learning. The initial attempts to bring information technology to management education follow a classic story of automating rather than transforming. It is primarily used to automate the information delivery function in classrooms. In the absence of fundamental changes to the teaching and learning process, such classrooms may do little but speed up ineffective processes and methods of teaching. By mapping technologies to learning models identifies sets of technologies in which educational institutions should invest in order to transform the educational environment and processes.

For researchers interested in the use of information technology to improve learning processes, the paper provides a theoretical foundation for future work.it is evident that information technology has affected changes to the methods, purpose and the perceived potential of education.

II. LITERATURE REVIEW:

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 depDigital learninged that a significant number of users search information regarding the library material through opac despite encountering problems.[1]

Mullah andchandrasekhar (2009) conducted survey to determine the effective use of online publicaccess catalogue (opac) at the libraries of degree 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 Electronic form, it is natural that any Electronic library would have different kinds of Electronic formats and sources. These include e-journals, in-house born Electronic collections such as theses, scanned books, cd-rom databases, the library opac, and courseware. Being able to access large databases of information fundamentally changes education, since learners can now be creators and

collaborators in the access and construction of discourses of information. Due to their technological literacy, young people can derive cultural capital from their understanding of modern information technologies, and thereby have input into educational change. The same technology also facilitates the rapid exchange of information by researchers on specific topics, so that the speed of the distribution of information is greatly increased. The increased access to huge amounts of data means teaching staff need help selecting, evaluating and analysing information, and they need to learn how to determine the currency, validity and veracity of the information itself. [2]

All of these changes in learning have implications for teaching practice as well.The highest level of change occurring in relation to information technology and education is in the way teaching is increasingly being seen as occurring via the medium of technology, rather than utilising technology as an additional extra in the classroom. Information technology particularly impacts course content and teaching methodology and the recruitment and training of teaching teaching staff as well as the content of courses. Information technology requires teachers to learn new sets of skills. Utilising computer technology improves the educational experience of the teaching staff – not so much because of the media itself, but because software programs require teachers to think laterally and systematically, and produce better teaching materials.[3]

The role of teachers will change with the advances of information. Teaching staff do not lack Information, but rather the time to find, analyse, understand and apply information. A teacher's role is therefore to help teaching staff develop skills in order to determine how to find, analysed and interprets information. While education in the past has been centered on teaching and learning, information technology has affected changes to the aims of education, therefore now education is increasingly perceived as the process of

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creating, preserving, integrating, transmitting and applying knowledge. [4] The perceptions of knowledge itself have also changed whereas knowledge could once have been perceived as unchanging; it should now be perceived as "revisionary, creative, personal and pluralistic". The future of education is not predetermined by modern information technology, but rather that this "future will hinge prominently on how we construct (and construe) the place of technology" in the education process. Information technology frees education institutions from the constraints of space and time, and enables the delivery of education services anywhere, anytime. Therefore we can foresee a future where physical libraries would be replaced by Digital learning libraries available to anyone; and that scholars could cease to be located around a geographical focus and will probably become increasingly "located" around a specialization, but physically located anywhere in the world.

We could also imagine a day when modern technology will enable teaching staff in a given location to access the best of teachers in a given field and to interact with them, whether "live" or via video.[5] A library web page or universal resource locator (url) facilitates single window access to various web enabled library services. A url could be as simple as a library web page listing the services with some links to catalogue and external free and subscribed resources or may include advance features like interactive helps and value added services such as subject gateways, self-help tools and frequently asked questions, and information about the library such as timings, calendar, rules etc can be hosted on the library web site. Apart from the Digital learning enabled conventional services, libraries are making use of potential of internet and computing power to provide new and innovative services. In a web enabled environment the new lis services can be grouped into the following three categories:

- Providing access to internet and internet based services
- Providing access to web based resources
- Providing access local or internal information resources in Electronic form [6]

III.OBJECTIVES OF THE STUDY:
The objectives of the present study are:
1. To study the use of Digital learning resources by teaching staff members in Degree college libraries in hyderabad.
2. To study the factors that influence in using Digital learning resources by teaching staff members in Degree college libraries in hyderabad.
3. To find out the problems faced by teaching staff in accessing to the Electronic information.
4. To recommend suitable measures to improve the Digital learning resources by college management.

IV.RESEARCH METHODOLOGY:
Keeping in view the objectives in mind, a questionnaire is prepared to collect data from the teaching staff of the following degree colleges in hyderabad, Telangana.,

➢ Bhavans Degree College, Sainikpuri
➢ St Mary's Degree College, Yusufguda
➢ St Anns Degree College, Tarnaka
➢ Loyala Degree College, Alwal

The research has been conducted for the period of 30 days there are more than 150 teaching staff working in each of these colleges. Copies of questionnaire were distributed to 100 teaching staff Members

V. DATA FINDINGS:
1. **Teaching staff's familiarity with Digital learning sources**
The distribution of teaching staff according to their familiarity to use Digital learning resources is shown in table 1.

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Table 1: Teaching staff familiarity with Digital learning resources

Use	No of responses	Percentage
Familiar	55	55
Not familiar	45	45
Total	**100**	**100.00**

It is evident from table 1 that 55 percent of the teaching staff are familiar with Digital learning resources, while 45 percent replied in the negative.

2. Frequency of using the computers

The distribution of teaching staff according to their frequency of using the computers is shown in table 2.

Table 2: Distribution of teaching staff according to their frequency of using the computers

Frequency	No of responses	Percentage
Daily	23	23
2 or 3 times a week	24	24
Once a week	23	23
Once in a month	12	12
Rarely	9	9
Never	9	9
Total	**100**	**100.00**

It is evident from table 2 that about 24 percent of the teaching staff 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 teaching staff are never using the computers.

3. Frequency of using the Digital learning resources

The distribution of teaching staff according to their frequency of using the Digital learning resources is shown in table 3.

Table 3: Frequency of using the Digital learning resources by Faculty in percentages

Digital learning resources	Frequency (%)						Total
	Daily	2 or 3 times in a week	Once in a week	Once in a month	Rarely	Never	
Cd-rom databases	26	26	24	10	8	6	100
Internet	31	20	23	8	10	8	100
E-mail	44	25	14	7	6	4	100
Online databases	10	11	13	29	19	18	100
Online journals	9	21	18	19	19	14	100
Search engines	36	30	15	9	5	5	100
OPAC	21	20	21	26	7	5	100
College websites	23	17	15	21	17	7	100

It is evident from table 3 that 26 percent of teaching staff 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 teaching staff use email daily followed by 25 percent 2 or 3 times a week, 29 percent of teaching staff members use online data bases once in a month while 19 and 18 percent of teaching staff use rarely and never respectively. 21 percent of the teaching staff use 2 or 3 times in a week followed by 19 percent who use once in month or rarely. 36 percent of the teaching staff refer to search engines daily followed by 30 percent 2 or 3 times a week. 26 percent of the teaching staff use opac once in a month followed by 21 percent who use daily and 2or 3 times in a week. 23 percent of the teaching staff use college websites daily followed by 21 percent once in a month.

4. Purpose of using Digital learning resources

The distribution of teaching staff according to purpose of using Digital learning resources is shown in table

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Table 4: Distribution of teaching staff according to their purpose of using the Digital learning resources

Purpose	No of responses	Percentage
For communication	27	27
For research	18	18
To collect subject information	27	27
Upgrade general knowledge	17	17
For career development	11	11
total	100	100

Table 4 indicates that 27 percent of the teaching staff indicate that the Digital learning 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 teaching staff are using Digital learning resources for their career development.

5. Learned to use Digital learning resources

The distribution of teaching staff learned to use Digital learning resources is shown in table 5.

Table 5: Distribution of teaching staff according to the learned to use Digital learning resources

Learned to use Digital learning resources	No of responses	Percentage
Self study (reading books/journals, tutorials)	33	33
Family, friend or colleague	22	22
Guidance from the library teaching staff	20	20
Guidance from the departmental teaching staff of computer science	15	15
Formal courses	10	10
Total	**100**	**100.00**

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

6. Adequacy of information in Digital learning resources

The distribution of teaching staff according to the adequacy of information in Digital learning resources is shown in table 6.

Table 6: Distribution of teaching staff according to the adequacy of information in Digital learning resources

Opinion	No of responses	Percentage
Always	49	49
Some time	35	35
Never	15	15
Total	**100**	**100.00**

It is evident from table 7 that 49 percent of the teaching staff indicate the information available in the Digital learning resources always adequate, 35 percent indicate some time, and 15 percent indicate the

information available in the Digital learning resources is never adequate.

7. Problems in accessing the Digital learning resources

The distribution of teaching staff according to prevents in accessing the Digital learning resources is shown in table 7.

Table 7: Distribution of teaching staff according to the factors that prevent them in accessing the Digital learning resources in selected Degree Colleges

	No of responses	Percentage
Lack of training	21	21
Lack of time	35	35
Too much information retrieved	20	20
Lack of it knowledge	13	13
Limited accesses to computers	11	11
Total	**100**	**100**

It is evident from the table 8 shows the opinion of the teaching staff regarding prevents in accessing the Digital learning resources. Majority (35%) of the teaching staff stated that 'lack of time' is the main impediment to use Digital learning 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 learning resources.

VI. FINDINGS:
1. Most of the teaching staff are familiar with the usage of Digital learning resources.
2. Majority the teaching staff are using the computer two or three times a week, percent daily, and some of them never used.
3. Most of the teaching staff are using cd-rom, internet, e-mail, search engines, and college website 'daily' respectively. However some of the teaching staff are using online databases, online public accesses catalogue 'once in a month' while others are using online journals 'rarely'.
4. Most of the teaching staff are mainly using search engines compared to other Digital learning resources. Online journals and online databases are less used compared to other resources being used rarely vis-à-vis other resources.
5. Majority of the teaching staff are using Digital learning resources for enhancing and upgrading their communication purposes.
6. Majority of the teaching staff opined that they were acquiring skills to use Digital learning resources through 'self-study' method (reading books/journals, tutorials etc).
7. Majority of the teaching staff opined that the information available in the Digital learning resources is always 'adequate'.
8. Majority of the teaching staff have expressed 'lack of training' and 'lack of time' are the main problems in securing access to Digital learning resources.

VII. PROBLEMS:
1. Some libraries are in the initial stages of the automation and networking process. A few libraries have cd-rom access, but no initiative has been taken in action to produce information products on CD.
2. Some libraries have an online connection and are providing external resource sharing on a limited scale.

3. Most of the libraries functioned with inadequate no. Of trained library professional.
4. Lack of proper training of manpower development.
5. Inadequate fund provision for Electronicization of library
6. Irregular & unpred Digital learningable power supply.

VIII.RECOMMENDATIONS:

The following are rccommended to improve the use of Digital learning resources in the college.

1. The college management should update the Digital learning resources in the library from time to time.
2. The college management should create more awareness levels towards continuous usage of online journals for enhancing the knowledge base of the teaching staff .
3. The college management should install more computer terminals in libraries for facilitating easy and quicker access to Digital learning resources.
4. The colleges should allocate more funds towards Electronicization of library and should subscribe more online journals.
5. The college library must facilitate the conduct of evaluations and assessments at regular intervals by college teaching staff for bringing changes in the Digital learning resources in selected colleges.

IX. CONCLUSION:

Digital learning is changing the work of libraries and information centers. More than ever, the libraries inindia need this technology. A successful Digital learning strategy requires a country's substantial investment in human capital, active absorption of technology, ability to raise awareness, build coalitions, clarify roles and responsibilities, mobilize and complement market forces, as well as scale up and leverage Digital learning. A special focus of a national Digital learning strategy should be to reform the national innovation system to promote the diffusion of Digital learning as a general purpose technology.

Digital learning 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. The day is not far off to visualize all indian libraries with huge Electronic collection and the latest technology to access the same.

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