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Access of Digital Resources in KIMS college of Nursing: A study

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Abstract

Growth of internet has disrupted many sectors. Over the last few years high-speed internet and cell phones have burrowed into our lives declaring “print is dying”. The rapid growth of information and technology has transformed the society to undergo digital challenges. Recent years have identified the setting up of digital libraries in India. We can identify the transmission of conventional libraries to digital one. A digital library is an online database of digital resources which includes e- journals,eBooks ,in- house digital collection like theses, Previous year question papers, soft copy of books, CD ROM databases, the library web- OPAC and so. In India, Open Digital Libraries (ODL) are grabbing attention to explore the world of knowledge. Today 80% of literature is born digital, which the users tend to find in the libraries. The digital libraries encounter challenges like hardware management, preservation/archiving, financial management and standardization.

This paper points on the development challenges and changes faced by digital libraries in the Indian Scenario.

Keywords: Digital Libraries, eResources, Internet use, Nursing Library.

1. Introduction

The rapid growth of information and technology has transformed the society to undergo digital challenges. As a result , the libraries are in the move of digitalizing and conducting research on digital libraries.Nowadays conferences on digital libraries regarding various aspects

is being organised in India. Scholarly journals with peer-reviewing methods are gaining much importance the conference proceedings.

In the age of information explosion, society is transformed due to rapid developments in technology. Due to technological revolution, majority of the innovations are available in the digital format. Due to this advancements, digital information are available at least cost, in shortest time and it consumes very less space. Even though it is easy to access, user must consider the reliability and accuracy of these digital resources. These digital resources can only be accessed through computer and other ICT devices. Many users has the difficulty to properly locate, evaluate, access, use and share these digital information due to the lack of awareness about these new technologies and structure of internet based information.

Digital literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process (Martin, 2006). Only digitally literate can confidentially use, access, retrieve, disseminate and communicate digital information. The term was popularized by Paul Gilster, who defined it as “the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers” (Gilster, 1997). Digital literacy is the combination of two terms ‘digital’ as well as ‘literacy’. Digital information is the symbolic representation of data which are available on the electronic media like online CD-ROM, Web OPAC, electronic journals, electronic book, electronic index, and via internet etc, and literacy refers to the ability to understand and use these digital information.

1. ABOUT THE INSTITUTION / LIBRARY

KIMS College of Nursing was established in 2004 approved by Government of Kerala, recognised by Kerala Nurses and Midwives Council and Indian Nursing Council. Our emphasis is on Value Education, Intellectual and Clinical training of students to excel in their nursing career. We focus on “Care with Courtesy, Compassion and Competence”.

The College offers BSc Degree in Nursing, Post Basic BSc Degree in Nursing, Msc Degree in Nursing and different Paramedical Courses.

Library has been the knowledge hub and repository of medical information resources with a collection of more than 8000 books and Journals with Internet facilities. Various sections including circulation, reference, periodicals, photocopying, projection facility, computer workstations with internet access are provided to satisfy information requirements of our users. Library is RFID enabled and issue/return and inventorying of materials are automated through Koha.

2. LITERATURE REVIEW

This study has reviewed a number of literatures are listed in chronological order. Kumar and Singh (2016) jointly carried out a comparative study to assess the digital literacy of library and information science research scholars of Aligarh Muslim University (AMU) and Banaras Hindu University (BHU) and found many of the research scholars in AMU are aware of digital literacy through self study and digital resource access, but it was very less in BHU. Digital literacy in post certification healthcare education was studied by Montebello (2016) and found more professionals were digitally literate, but there is a lack of digital resources in UoM, did not satisfy their needs. They need a short induction course on library use and online self-instructional podcasts and videocasts on how to use technology in

learning and teaching. Bansal (2015) examines the digital literacy among the student community in Hissar district and found more students from the commerce stream have the capability of handling several tasks than arts stream. Students from the arts streams are not confident in the use of online shopping and net banking. Another survey was conducted by Kumar and Singh (2015) to check the digital literacy of library and information science research scholars of BabasahebBhimraoAmbedkar University in Lucknow and they found that library science doctoral researchers are digitally literate and their literacy skills are very high. But they find gaps in their search results. Some other difficulties like connectivity and places for digital resource access were also occurring. Asadullah (2014) examines the digital information literacy among the arts & science research scholars residing in Vellore district and the result revealed that every research scholar had computer competencies and digital information literacy at least at a minimal level. ShabanaTabusum, Saleem and Batcha (2014) jointly carried out a study to assess the digital competency of arts and science students at the Tiruvallur District in Tamil Nadu and found arts and science students were digitally literate.

3. OBJECTIVES

The major objective of the study is to analyse the changes and challenges faced by Digital libraries in India. The specific objectives of the study are:

- 1) To understand the need for digital libraries.
- 2) To find out the purpose and frequency of using software's and web based services.
- 3) To identify the devices used for accessing digital resource access
- 4) To identify the constraints faced while using digital resources.

4. METHODOLOGY

The data for this study is gathered through a structured questionnaire from the full time Nursing students and faculties of KIMS College of Nursing, Trivandrum. To facilitate quantification and analysis of data, mainly close-ended questions were used. Questionnaires were distributed randomly to 26% strength of each faculty and 88 in total. Of these, 84 (95.45%) questionnaires were duly filled and returned.

5. ANALYSIS OF DATA

Questionnaire was delivered personally to the sample selected. An analysis of data collected was done using MS excel. Responses obtained from the students and faculties are presented in the following table:

5.1. Faculty wise distribution of respondents

The respondents were grouped under two faculties and nursing students. Table 1 present the faculty wise distribution of the respondents.

Table No. 5.1

Faculty	Total Number	Questionnaire distributed	Number of respondents
BSc Nursing (UG)	55	44	41(93.18%)
MSc Nursing (PG)	45	44	43(97.72%)
Total	100	88	84(95.45%)

Questionnaire were distributed to faculties and response rate is 95.45% in total , and individually PG department responded very well.

5.2.Familiarity with Internet Resources

Internet resources act as a pivotal role in the learning and research activities. So there is a need for assessing the familiarity with the internet resources or internet search tools by the various categories of respondents. Respondents were asked to identify the familiarity with internet resources such as search engines, gateways, web portals, open access e-books/e-journals, digital library/archives, metasearch engines, online databases, web OPAC, and directories. The responses are tabulated in the Table 5.2

Table 5.2

Internet resources/ Internet search tools	Faculty			
	UG		PG	
	N	%	N	%
Search engines	37	90.24	33	76.74
Gateways	25	60.98	16	37.21
Web portal	36	87.80	33	76.74
Open access e-books/ e-journals	39	95.12	42	97.67
Digital library/Archives	38	92.68	30	69.77
Meta search engines	8	19.51	12	27.91
On-line databases	28	68.29	23	53.49
Web OPAC	18	43.90	11	25.58
Directories	17	41.46	13	30.23

Majority of the users in UG (95.12%) and PG (97.67%) faculty were familiar with open access e-books/e-journals, followed by digital library/archives (92.68%) in UG, and search engines (76.74%) and web portals (76.74%) in PG faculty. Only 19.51% of the UG faculties were familiar with metasearch engine, but it was comparatively more (27.91%) in PG. Familiarity with web OPAC (25.58%) was limited in the case of PG.

5.3.Devices Used for Digital Resource Access by the Respondents

There were five different kinds of devices mentioned in the questionnaire. The responses are tabulated in Table No.5.3.

Table No.5.3

Devices	Faculty			
	UG		PG	
	N	%	N	%
Smartphone	29	70.73	37	86.05
Laptop	39	95.12	35	81.40
Desktop	27	65.85	30	69.77
Notebook	0	0	07	16.28

Majority of the UG (95.12%) used laptop for digital resource access, but smartphone (86.05%) in PG. Smartphone was used by 70.73% of the UG, followed by desktop (65.85%). Only 7.32% of UG used I-pad, but none of them used notebook. Laptop was used by 81.40% of the PG scholars, followed by desktop (69.77%) and then notebook (16.28%).

5.4.Constraints Faced While Using Digital Resources

Respondents were asked to identify the problems faced while using digital resources. Responses were tabulated in the Table 4.

Table 5.4

Constraints	Faculty			
	UG		PG	
	N	%	N	%
Slow access speed	35	85.37	36	83.72
Difficulty in finding relevant information	30	73.17	28	65.12
Lack of IT knowledge	12	29.27	22	51.16
Frequent power failure	21	51.22	25	58.14
Limited working hours of library/institution	19	46.34	22	51.16
Lack of support from IT staff	25	60.98	19	44.19
No campus computer network	09	21.95	43	100.0
No computer lab	11	26.83	25	58.14
Copyright issues	28	68.29	32	74.42

It is observed from the table 4 that, every arts researcher identified the problem such as absence of campus computer network, but it was comparatively less in UG (21.95%). Most of the respondents in UG (85.37%) and PG (83.72%) faculties identified slow access speed, followed by difficulty in finding relevant information UG (73.17%), and copyright issues in PG (74.42%). About 44.19% of the PGfaculties identified the problems of lack of support from IT staff, but it was more in UG (60.98%). Most of the respondents in PG faculty faced all constraints provided.

6.MAJOR FINDINGS

- More respondents from the UG faculty are digitally literate than PG faculty.
- Majority of the faculties in UG (95.12%) and PG (97.67%) were familiar with open access e-books/e-journals.
- Majority of the UG (95.12%) used laptop for digital resource access, but smartphone (86.05%) in PG. Usage figures of I pad and note book are not good enough.

7. SUGGESTIONS AND RECOMMENDATIONS

- There is a need to impart skills required for evaluating digital information available on websites for quality, reliability and authenticity before using it.
- Provide classes about digital archives and statistical tools which are useful for research work.
- Workshop/seminars should be organised for the research scholars for locating, searching, and retrieving information from different types of information resources available on the electronic media.

8. CONCLUSION

The main objective of the study was to assess the digital changes in the Indian scenario. Web 2.0 based services are newly emerged trend which are very popular among research scholars. These are very useful tool for their scholarly scientific communication with peers. It is suggested that users should be provide with library orientation programmes, digital training programmes, workshops and seminars to enhance the use of digital resources. Training, instruction programmes and refresher courses must be revised and improved in digital era on regular basis keep them in phase with latest digital technologies and also to find their changing needs.

At the conclusion of the paper, digital training programmes, user education, orientation for digital library in curriculums at KIMS Nursing College is suggested to enable widespread use of the library services and networked resources among the users.

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