

E-Learning Facilities And Its Usefulness To MBA Students At Distance Learning Centers In Hyderabad

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ABSTRACT

The concept of E-learning in India has gained momentum with the launching of INDEST-Indian National E-learning in Engineering Science and Technology, UGC-INFONET, SDNP-Sustainable Development Networking Programme of UNDP. It has several differing interpretations, derived from different communities involved in E-learning research. The objective of this study is to present the state of the E-learning education in academic institutions. This paper presents the study on the use of digital resources by students available in Study centres in Hyderabad. The sample units were the 120 students of the four distance universities in Hyderabad. The primary data was collected and the findings suggest that most of the students are familiar with the usage of digital resources, using CD-ROM, Internet, E-mail, Search engines, and College website daily. Majority of the students have expressed 'lack of training' and 'lack of time' are the main problems in securing access to digital resources.

Key words: E-learning, Distance learning centres, students, Hyderabad

1. INTRODUCTION

E-learning is a term and concept that serves as an umbrella for a great many of diverse activities. Virtual library, electronic library, library without walls and a few other terms have also been used to carry a similar connotation, but the term 'E-learning' seems to be here to stay. But what does this concept cover? A number of differing interpretations exist, as formulated by sharply different and divided communities that have something to do with digital libraries.

digital libraries. Libraries have witnessed a great metamorphosis in recent years both in their collection development and in their service structure. Over the last several years, a significant transformation has been noticed in collection development policies and practices. Print medium is increasingly giving way to the electronic form of materials. This study examines libraries by region within the State of Telangana, India. In this paper we are concerned with education for It examines the level of effort taken by the distance centre libraries in Telangana distance learning centres to build electronic resources.

The libraries have an option to subscribe to these full-text databases as part of their digital resources. Most of the important publishers now offer Web-based interfaces and full-text of their journals. Some of the major players in electronic full-text journal publishing include:

2. LITERATURE REVIEW

E-learning facilities used in 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. E-learning 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.

The history of E-learning is short and explosive (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. As a result, there is widespread interest and consequently, a lot of research and development activities are being carried out in this area world over. In India a number of institutions are also in the process of setting up digital libraries and many scholars and practitioners are conducting research on digital libraries. . In recent years, quite a few conferences on digital libraries and their various facets have been organized in India.

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 E-learning awareness and developments in India. Both ICADL 2001 and ICDL 2004 were reported as widely attended (Mahesh, 2008). When the world in which we live use and experience the advantages of digital technologies and media, librarians cannot go with traditional methods for disseminating information. Since most of the items are available in digital format and there are facilities to explore these developments, the task of librarians is becoming easy. A E-learning shall be an important achievement for the academic community of students and students. While library integrated systems are giving information about information, digital libraries shall offer actual content. This may save the time of both users and staff. Digital libraries help to store the digital contents in an organized, secure, and searchable archive and Preserve these for future use. A web based E-learning helps to distribute the contents worldwide.

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.

3. OBJECTIVES OF THE STUDY

The objectives of the present study are:

- To Study the availability of E-learning facilities in selected distance learning Centres in Hyderabad.
- To study the use of E-learning facilities by students in MBA colleges in Hyderabad.
- To find out the challenges faced by Students in accessing the E-learning Sources in Hyderabad.
- To recommend suitable measures to improve the digital resources by Study centres in Hyderabad.

4. METHODOLOGY

Keeping in view the objectives in mind, a questionnaire is prepared to collect data from the students of the following university centres in Hyderabad, Andhra Pradesh.

- SIKKIM MANIPAL UNIVERSITY (SMU)
- PROF RAM REDDY COLLEGE OF DISTANCE EDUCATION (PRRCDE)
- INDIRA GANDHI OPEN UNIVERSITY (IGNOU)
- SYMBIOSIS CENTRE FOR DISTANCE LEARNING

The research has been conducted for the period of 30 days there are more than 150 students working in each of these colleges. Copies of questionnaire were distributed to 120 Students. 30 students from each distance centres were taken for the study. Then the data was analyzed and interpreted as follows

5. DATA ANALYSIS:

Table 1

Student's member's familiarity with digital resources

Use	No of responses	Percentage
Familiar	65	54.16
Not familiar	55	45.84
Total	120	100.00

Table 2

Distribution of students according to their frequency of using the computers

Frequency	No of responses	Percentage
Daily	28	23.33
2 or 3 times a week	29	24.17
Once a week	28	23.33
Once in a month	13	10.83
Rarely	11	9.17
Never	11	9.17
Total	120	100.00

Table 3
Distribution of students 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)

Table 4
Distribution of students according to their purpose of using the digital resources

Purpose	No of responses	Percentage
For communication	32	26.67
For research	22	18.33
To collect subject information	32	26.67
Upgrade general knowledge	21	17.5
For career development	13	10.83
Total	120	100.00

Table 5
Distribution of students according to the learned to use digital resources

Learned to use digital resources	No of responses	Percentage
Self study (reading books/journals, tutorials)	41	34.16
Family, friend or Colleague	26	21.67
Guidance from the library staff	24	20
Guidance from the departmental staff of computer Science	18	15
Formal courses	11	9.17
Total	120	100.00

Table 6
Distribution of students according to the adequacy of information in digital resources

Opinion	No of responses	Percentage
Always	59	49.17
Some time	43	35.83
Never	18	15
Total	120	100.00

Table 7

Distribution of students according to the factors that prevent them in accessing the digital resources

Factors	No of responses	Percentage
Lack of training	25	20.83
Lack of time	41	34.17
Too much information retrieved	24	20.00
Lack of IT knowledge	16	13.33
Limited accesses to computers	14	11.67
Total	120	100

6. FINDINGS

- Most of the students are familiar with the usage of digital resources.
- Majority the students are using the computer two or three times a week, percent daily, and some of them never used.
- Most of the students are using CD-ROM, Internet, E-mail, Search engines, and College website 'daily' respectively. However some of the students are using online databases, online public accesses catalogue 'once in a month' while others are using online journals 'rarely'.
- Most of the students 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 students are using digital resources for enhancing and upgrading their communication purposes.
- Majority of the students opined that they were acquiring skills to use digital resources through 'self-study' method (reading books/journals, tutorials etc).
- Majority of the students opined that the information available in the digital resources is always 'adequate'.
- Majority of the students have expressed 'lack of training' and 'lack of time' are the main problems in securing access to digital resources.

7. RECOMMENDATIONS:

The following suggestions are made to improve the use of digital resources in the college.

1. The College management should update the digital resources in the library from time to time.
2. The college should create more awareness levels towards continuous usage of online journals for enhancing the knowledge base of the students and students.
3. The College Management should install computer terminals in libraries for facilitating easy and quicker access to digital resources.
4. The Colleges should allocate more funds towards digitalization 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 staff and students for bringing changes in the digital resources.

8. CONCLUSION:

Collective development of digital learning sources 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 the libraries change to meet the new searching habits of users on internet and how do Library management react to changing information needs of users. With more and more resources available in digital format, the collection development has to include these resources, thus making them easily accessible to users.

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