

Awareness and Usage of the National Digital Library of India (NDLI) among the Teachers and Research Scholars of Kurukshetra University

Suman Yadav*, Savita Devi**, Chetan Sharma***

Abstract

In today's scenario, the impact of ICT can be clearly seen in our education system. Use of digital resources has increased among the learning community, to cater to the needs of the whole educational community, especially remote users and distance learners. The NDLI acts as a single-window platform of e-learning by disseminating educational resources contributed by the existing digital repositories and educational institutes of India. The current study has been conducted to know the awareness and usage of the NDLI among the teachers and scholars of Kurukshetra University. A questionnaire was used to collect the primary data to know the various aspects of the NDLI. The study showed that all the respondents are aware of the NDLI; however, they opined that the contents are qualitative and there is a need to add more e-content.

Keywords: NDLI, E-Learning, E-Content, National Repository, Kurukshetra University

Introduction

A digital library is an organised collection of the documents converted into digital forms, documents that are born digital, and the documents which are published electronically. It consists of information bearing objects like e-books, e-journals, e-newspapers, e-thesis, e-dissertations, online databases, CD-ROM databases, data sets, lecture notes, audio files, video files, technical reports, standards, and patents. The National Digital Library takes the responsibility to preserve the knowledge

and cultural heritage of the country in different languages and formats. It preserves different types of documents contributed by different institutions, information centres, libraries, professionals, and research laboratories of the country. In the electronic age, the survival of libraries without ICT is in question; IT infrastructure is the most important step in management, control, and retrieval of a digital library (Sharma et al., 2009). In line with the above digital mission, the NDL of India was launched as a pilot project in May 2016 through the National Mission on Education through Information and Communication Technology (NMEICT) by the Ministry of Education, Government of India. It was dedicated to the nation on 19 June 2018 by Union HRD Minister Sh. Prakash Javedkar. NDLI provides educational material from primary level to PG students. There are 81,761,152 e-content available on the NDLI website (<https://ndli.iitkgp.ac.in/>). The NDLI provides open access and freely available e-content on subject domains such as technology, social science, literature, law, medical, and so on. The NDLI provides e-learning resources in different types, e.g. books, articles, audio and video lectures, lecture presentation, question papers, newspapers, biography, theses, monographs, datasets, conference proceedings, animation, simulation, and so on. The NDLI provides educational material by integrating with digital repositories of a huge number of educational and research institutions in India. The NDLI provides user-interface support for browsing and accessing e-content in English, Hindi, Bengali, and other most widely used Indian languages.

* Research Scholar, Department of Library and Information Science, Kurukshetra University, Kurukshetra, Haryana, India.

** Research Scholar, Department of Library and Information Science, Kurukshetra University, Kurukshetra, Haryana, India.

*** University Librarian, JLN Library, Kurukshetra University, Kurukshetra, Haryana, India.

Email: drchetansharma@gmail.com

Review of the Literature

A good number of studies have been conducted on the use of the Digital Library in India. Some of the relevant studies are reviewed.

Mubeen, Soroya and Mahmood (2021) identified the factors influencing use of the NDL of Pakistan among scholars of Sargodha University. Results indicated that displays of search outcomes, 24/7 accessibility, the genuineness of items, availability of directional support, up-to-date information, faster access, and the availability of seamless literature on a single platform emboldens the use of the NDL. Predilection of traditional material, the slow speed of the Internet, absence of back volumes, non-availability of remote access, lack of training on the NDL, poorly scanned collection of NDL, and limited access hinder the use of the NDL. Sarasu, Akhtar and Sayed (2018) studied awareness and knowledge of the National Digital Library of India (NDLI) among 220 students of 22 departments of the Central University of Tamilnadu. The study revealed that 64% were aware of the NDLI, and among them only 23% use the NDLI and only 18.13% registered for an NDLI account. The findings reveal that 50% of the respondents used the NDLI on a weekly basis. The results of the study revealed that 66.7% of the respondents accessed e-books, 30.1% audio/lectures, and only 26% preferred articles. The study pointed out that respondents were more aware of books and articles, and were unaware of monograph, datasets, and other resource types. The study revealed that 75% of the respondents felt the need for training to become aware of the NDLI. Maharaj (2018) conducted a study on e-PG Pathshala in the improvement of e-learning, and observed that e-PG Pathshala is one of the top e-learning portals in India; however, due to unawareness, the users and faculty members suffer. The study also concluded that due to non-availability of course material in their regional languages, users face difficulty in getting their desired document, and a few subject content are rarely available on that site. Gupta (2017) conducted a study on e-shodhsindhu digital library consortium among 75 research scholars of Banasthali University, Rajasthan. The study revealed that 95% of the respondents were aware of and using the consortium. Around 95% accessed e-journals through search engines and only 21% accessed through the specific URL of the publisher and portals. The study revealed that 54% of the

respondents used e-shodhsindhu for publishing articles/books, 48% for preparing conferences and seminars, and 46% for accessing relevant information in their area of specialisation. About 49% felt that limited number of terminals, Internet connectivity, retrieval problems, and poor design of the library website were the major barriers faced by them while accessing e-journals. The study revealed that the use of e-shodhsindhu expedited their research process and improved professional competency. The results of the study recommended that more useful e-journals should be included in the consortium. Hanchinal (2019) surveyed the N-LIST consortium among 200 students of academic colleges in Mumbai. The findings reveal that 50% of the respondents used N-LIST for study, 44% used e-books, about 22% e-journals, and 17.5% used e-databases. The study revealed that respondents used it for preparing papers and assignments. Lack of proper infrastructure, slow Internet speed, and retrieval problems were the major problems faced by the respondents.

Objectives of the Study

- To explore awareness among the respondents about the National Digital Library (NDLI) of India.
- To know the preferred resources used by the respondents of NDLI.
- To know the frequency of use of NDLI by the respondents.
- To know the purpose behind the use of NDLI by the respondents.
- To assess the quality of e-content of NDLI.
- To know the overall satisfaction among the respondents about the e-content of NDLI.

Research Methodology

The aim of the study is to find the awareness and usage of the NDL of India among the teachers and research scholars of Kurukshetra University. To fulfil the aim of the study, a questionnaire was used as the data collection tool. The questionnaires were randomly distributed to teachers and research scholars. A total of 80 questionnaires were distributed, of which 66 questionnaires were received with a response rate of 82.5%. The analysed data is presented in tabular and graphical forms.

Discussion

Gender-Wise Respondents

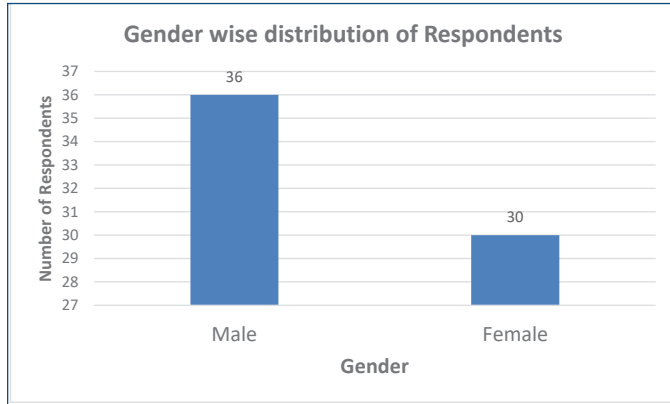


Fig. 1

Fig. 1 represents the distribution of respondents according to gender. Male respondents are in a majority, compared to female respondents; out of a total of 66 respondents, 36 are male and 30 are female.

Awareness about National Digital Library of India

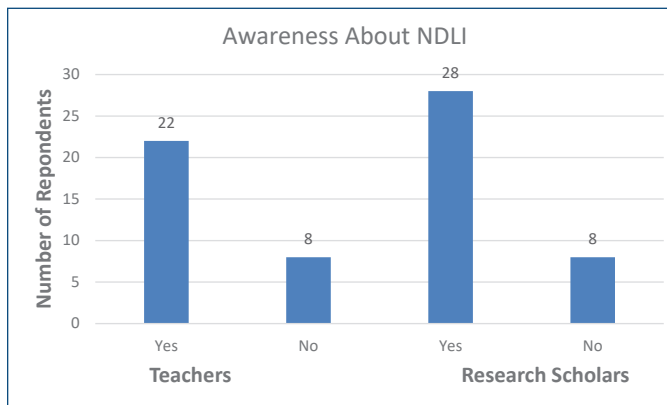


Fig. 2

Fig. 2 shows that 22 (73.33%) teachers and 28 (77.77%) research scholars are aware of the National Digital Library of India, whereas eight (26.66%) teachers and eight (22.22%) research scholars are not aware.

E-Content Preferred by the Respondents

Table 1

Sr. No.	E-Content	Teachers	Research Scholars	Total
1.	Books	12 (18.2%)	24 (36.3%)	36 (54.5)
2.	Journal Articles	15(22.7%)	21 (31.8%)	36 (54.5)
3.	Thesis	3 (4.5%)	24 (36.3%)	24 (41)
4.	Conference Proceedings	6 (9.1%)	6 (9.1%)	12 (18.2)
5.	Project Reports	3 (4.5%)	8 (18.2%)	11(22.7%)
6.	Audio Books/ Lectures	3 (4.5%)	6 (9.1%)	9 (13.6%)
7.	Video Lectures	12 (18.2%)	12 (18.2%)	24(36.3%)
8.	Syllabus	6 (9.1%)	0	6 (9.1%)
9.	Music Notation	0	3 (4.5%)	3 (4.5%)

Table 1 indicates the preferred NDLI e-content by the teachers and research scholars. It is clear from the table that more than half of the respondents make use of the NDLI portal for books and journal articles, whereas 24 (41%) respondents use the NDLI for thesis. Video lectures and project reports are also preferred by a good number of respondents, i.e. 24 (36.3%) and 11 (22.7%), respectively. In addition, audio books/lectures are in practice, as nine (13%) respondents search for the same.

Education Level Content Preferred by Respondents in NDLI

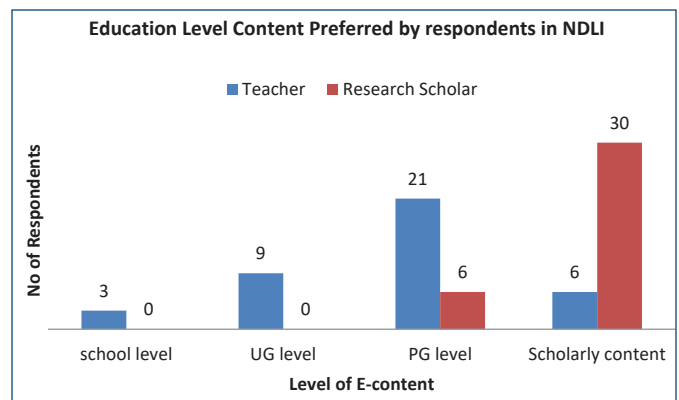


Fig. 3

Fig. 3 shows the various education level contents accessed by the respondents using the NDLI. Result shows that 36 (54.5%) respondents search for scholarly content, whereas 27 (41%) and nine (13.6%) respondents search for PG- and UG-level contents, respectively, in the NDLI database. It is noticed that school-level content is searched only by some of the faculty members and not research scholars.

Purpose of using NDLI

Table 2

Sr. No.	Purpose	Teachers	Research Scholars	Total
1.	To Update Knowledge	18 (27%)	15 (22.7%)	33 (50%)
2.	For Preparing Assignments/ Projects	6 (9.1%)	0	6 (9.1%)
3.	To Get Subject Information	15(22.7%)	12 (18.2%)	27 (41%)
4.	For Career Development	6 (9.1%)	3 (4.5%)	9 (13.6%)
5.	To Write Re-search Papers	9 (13.6%)	24 (36.3%)	33 (50%)
6.	To Read Magazines	0	3 (4.5%)	3 (4.5%)

Table 2 indicates the respondents’ purpose of using NDLI resources. The data shows that most of the users, i.e. 33 (50%) each use NDLI to write research papers and for updating their knowledge, whereas 27 (41%) respondents make use of the NDLI to get subject information. A few of the respondents use NDLI for reading magazines, preparing assignments, and for career development.

Awareness of the Availability of NDLI Mobile Phone Application

Fig. 4 shows the status of awareness of respondents about the availability of the mobile phone application. The result of the study shows that out of 66 respondents, only 12 (18.2%) teachers and 12 (18.2%) research scholars are aware of the NDLI mobile phone application.

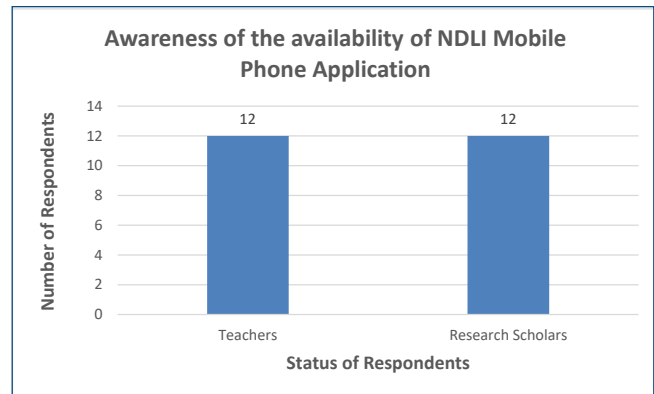


Fig. 4

Preferred Approach in Browsing Resources of NDLI

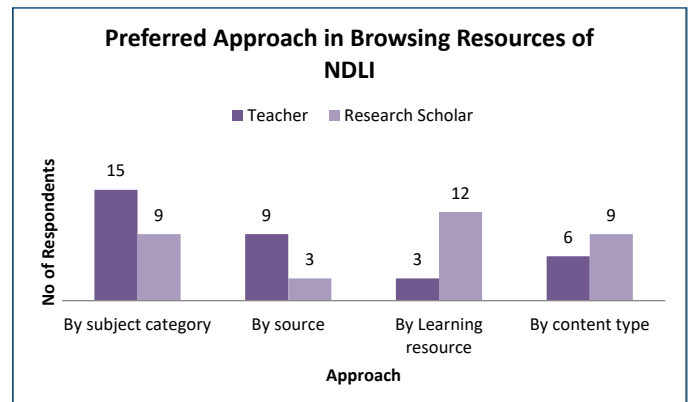


Fig. 5

Fig. 5 shows the method of browsing resources of NDLI. It is clear from the table that 15 (22.7%) teachers and nine (13.6%) research scholars browse by subject category, whereas 15 (22.7%) respondents each browse NDLI by learning resource and e-content type. Only 12 (18.2%) respondents browse NDLI by the source that contributes the content to the NDLI.

Sources of Awareness about NDLI

Table 3 shows the source of awareness of respondents about NDLI. The results show that 27 (41 %) respondents are aware of NDLI from their friends/colleagues, whereas 12 (13.6%) are aware from the concerned faculty. Each of the six (9.1%) respondents are aware from the library staff and information literacy tutorials, respectively.

Table 3

Sr. No.	Source	Teachers	Research Scholars	Total
1.	Newspaper/ Webinars	6 (9.1%)	3 (4.5%)	9 (13.6%)
2.	Library Staff	0	6 (9.1%)	6 (9.1%)
3.	Faculty	0	12 (13.6%)	12 (13.6%)
4.	Information Literacy Tutorials	6 (9.1%)	0	6 (9.1%)
5.	Friends/ Colleagues	9 (13.6%)	18 (27%)	27 (41%)

Table 4 shows the reasons for using the NDLI resources collection. It can be clearly seen in the table that 30 (45.4%) respondents use NDLI because they feel that it is time saving, compared to searching for material from other resources. Around 21 (32%) respondents use NDLI resources because it is more accessible, and 18 (27%) respondents opined that the use of NDLI content has improved their quality of work. About 12 (18.2%) respondents feel that the NDLI is cost effective, whereas nine (13.6%) respondents think that there is more access to literature.

Reasons for using NDLI Resources

Table 4

Sr. No.	Reasons	Teachers	Research Scholars	Total
1.	Time Saving	9 (13.6%)	21 (32%)	30 (45.4%)
2.	Cost Effective	6 (9.1%)	6 (9.1%)	12 (18.2%)
3.	Improve Quality of Services	9 (13.6%)	9 (13.6%)	18 (27%)
4.	More Accessibility	6 (9.1%)	15 (22.7%)	21 (32%)
5.	More Access to Literature	3 (4.5%)	6 (9.1%)	9 (13.6%)

Quality of E-Content in the NDLI

Fig. 6 indicates that 20 (30.3%) teachers and 18 (27.2%) research scholars rate the e-content of the NDLI as excellent, whereas six (9%) teachers and 12 (18.1%) research scholars rate the e-content as good, and only ten (15%) rate the quality as poor.

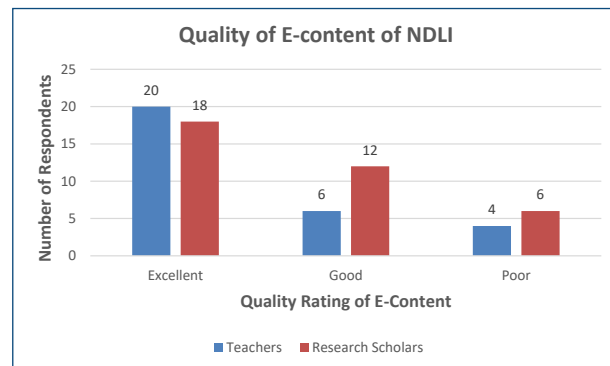


Fig. 6

Shortcomings of NDLI

Table 5

Sr. No.	Shortcomings of NDLI	Teachers	Research Scholars	Total
1.	Not Easily Accessible	12 (18.2%)	0	12 (18.2%)
2.	Not Up-to-Date	0	15 (22.7%)	15 (22.7%)
3.	Not Authoritative	3 (4.5%)	0	3 (4.5%)
4.	Lack of Belongings within Content	6 (9.1%)	3 (4.5%)	9 (13.6%)
5.	Not in Standard Format	9 (13.6%)	3 (4.5%)	12 (18.2%)
6.	Lack of Desired Content	15 (22.7%)	15 (22.7%)	30 (45.4)

Table 5 indicates the shortcomings of NDLI content. Around 30% of the respondents feel that the desired content is not available in the repository of the NDLI.

About 15 (22.7%) respondents agree that the NDLI content is not up-to-date, and 4.5% of the respondents opined that the NDLI content is not authoritative.

Conclusion and Suggestions

Various digital initiatives of learning, supported by the Government of India, has transformed the learning culture by providing digital content through different e-learning platforms. The NDLI is an initiative of the Government of India, which disseminates information through its wide variety of educational resources. The present study explored the use of the NDLI content; it has a considerable impact on the teaching and learning of research scholars and teachers of Kurukshetra University. It is clear from the present study that respondents prefer to use the e-content, which improved their quality of work. Apart from this, however, most of the respondents are not able to find the desired information on the NDLI portal. So there is a need to add more qualitative content of varied subjects. It is observed that respondents are not aware of the various aspects of the NDLI; hence, orientation and awareness programmes should be a regular activity so that they can make maximum use of the NDLI resources.

References

- Gupta, S. (2017). E-Shodhsindhu consortium: Awareness and use. *SRELS Journal of information Management*, 54(2), 91-99.
- Akhtar, K., Sarasu, R., & Sayed Mohamad Jelani, A. (2020). Awareness and usage of the National Digital Library of India in the pandemic situation: A study of the Central University of Tamilnadu. *IASLIC Journal of Librarianship and Information*, 3(1), 41-47.
- Hanchinal, V. B. (2019). Awareness and usage of e-resources of N-LIST consortium: A study with reference to academic college of Mumbai. *Library Philosophy and Practice (e-journal)*, 1-13.
- <https://ndli.iitkgp.ac.in/>
- Maharaj, N. G. (2018). A study on role of E-PG Pathshala in the development of e-learning. "Knowledge Librarians": *An International Peer Reviewed Bilingual E-Journal of Library and Information Science*, 5(1), 104-113.
- Mubeen, I., Hanif Soroya, S., & Mahmood, K. (2021). Identifying the factors influencing digital library use among research students: A case of National Digital Library of Pakistan. *Digital Library Perspective*, 37(3), 189-205.
- Sharma, C., Sharma, R., & Singh, L. (2009). Information communication and technology (ICT) in research libraries of Haryana (India). *Pearl: A Journal of Library and Information Science*.