
USE OF E-RESOURCES AMONG COLLEGE TEACHERS IN INDIA

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This paper aims to evaluate the use of electronic resources by the faculty members of Kamarajar College of Engineering & Technology KCET, in Tamilnadu, India. The authors investigate the use of electronic resources by the faculty members of the College through a survey based on structured questionnaire. The study confirmed that faculty members are aware of the electronic resources and various types of, database, and journals. This study uses various statistical methods have been used for data analysis. It suggests for the improvement in the access facilities with high internet speed and subscription to more electronic resources by the central library of KCET college.

Key words - Electronic Resources, KCET Faculty Members, KCET Central library, Information and Communication Technology(ICT), Internet.

Information users may be mystified by a variety of digitized information. Progressive use of information and communication technologies (ICT) in education has drastically changed the teaching and learning process. Among the ICTs, the Internet has been a single major force of change in higher education. Today, information sharing is achieved through networks. Recent developments in computer, communication and networking technology have given a new meaning to information retrieval systems. Internet is believed to be a very powerful tool for information searching.

I Review of Literature

Several studies on use of e-resources have been carried out by students, research scholars, and teachers of various institutions all over the world. Swain and Pandain their study, have assessed quantitative and qualitative use of electronic resources in the academic ambience of business schools in Orissa (India) with a view to examining the level of electronic information services (EIS) offered to the faculty members of the state with an opinion pool of the faculty members of the respective business schools. Moreover, the study has highlighted some of the problems and constraints faced by the target users with some constructive suggestions and recommendations for the improvement of the status of electronic information services in the business schools of the state in days to come.”

Maunissamy and Swaroop Rani in their study,”in the era of digital libraries, web-based electronic databases have become important resources for education and research. Digital libraries of academic institutions started to subscribe to number of electronic journals to meet the expectation of the users, because accessing the web has become very

convenient. Electronic journals usage measurement is completely different from that of books usage measurement. This research article presents, problems experienced, usage, usability, and users’ satisfaction in accessing electronic journals”. Appleton in his study has reported upon the design, implementation and findings of a research study investigating the perceptions of electronic library resources within the UK further education sector. While such resources are widely available to the sector, very little qualitative investigation has been done as to its impact upon teaching and learning and how it is viewed by those who have access to it.”

Nikam and Pramodini in their study describe the use of e-journals and databases (subscribed by UGC-InfoNet consortium) by the users of University of Mysore. Nearly 200 responses of a questionnaire survey have been analyzed and presented is here with. Besides studying the use of e-journals and databases, the paper also examines the utilization and satisfaction levels of users with respect to the e-resources. The role of Information Communication Division (ICD) of the University of Mysore in informing the users about the availability of these resources is also discussed. Use of internet as an alternative to UGC InfoNet consortium resources is presented.”

Haridasan and Khan in their study opine that, “the purpose of this paper is to present the fact that electronic resources are a significant part of library collections. A large amount is invested in the development and management of e-

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resources in the libraries. The study aims to identify the acceptance of e-resources in the National Social Science Documentation Centre (NASSDOC) library in New Delhi, India and determine their usage, performance, degree of user satisfaction, and barriers faced in the access of e-resources. It also attempts to find out the users' views about computer literacy among the social scientists.”(2).

In KCET College, Digital Library has been built up in 14400 sq.ft. with three sections of calm AC Reading Hall. The library has a collection of 58490 volumes of books and 12449 titles in a variety of Engineering subjects. The Journal section has a collection of 85 national journals and 71 International Journals. Library is computerized and book return, renewal transactions are done through barcode scanners. The Digital section has Intel Xeon 3.0 GHz storage server, 6.4 TB storage capacity and 15 nos. of Flat monitor systems with CD writer, Pen drive and internet connectivity. Electronics Journals like IEEE online, Science Direct Online, J-Gate online are subscribed for students' access. Nearly 4547 nos. of CD-Rom resources are stored in the storage server and Online journals resources of 200 journals are fully stored and made access to all our users through Intranet facility. Our college maintains Online Video course programmes. Online Video programme are received from IIT. EDUSAT live program are received through Anna University. The college is a member of DELNET and receives books for all engineering disciplines through Inter Library Loan. The SC/ST Book Bank collections are available in our library to meet the demands of SC/ST students.

II Research Design and Methods

The present study analyses use of E-Resources, Internet, experience of the respondents, their computer knowledge and analysis of Copyright/SPR issues.

The study was based on questionnaire method and data was collected from the faculty members, Professionals to assess the problems relating to use of electronic resources by the faculty members. The questionnaire was designed to collect data from the faculty members of KCET. Personal interviews were also conducted with library and information science professionals to assess the problems relating to use of electronic resources by the faculty members.

III Results and Discussion

Table 1 presents category wise use of e-resources. Out of 174 respondents 4 (2.29 percent) respondents were lecturers, 143 (82.18 percent) assistant professors, 15

(8.62) associate professor and 12 (6.90 percent) professor.

Table 2 presents teaching experience of faculty members, 97(55.75 percent) were having 1-5 years, 43 (24.71 percent) 5-10 years, 21 (12.07 percent) 10-15 years and 13 (7.47 percent) 15-20 years if teaching experience.

The analysis of table 3 shows that as high as 74 respondents, representing 42.53 percent of total respondents had excellent computer knowledge. Further the computer knowledge of 56 respondent (32.18 percent) was good, followed by 28 respondents (16.09 percent) with fair computer knowledge and 16 respondents (9.19 percent) with satisfactory computer knowledge. The results show an encouraging picture of the faculty member of KCET on extent of computer knowledge.

Regarding frequency of internet use, table 4 clearly reveals++ that most of the faculty members (i.e.) 108 out of 174 (62.07 percent) were using internet on daily using. Further 18.39 percent respondents were using it on weekly basis, 5.75 percent were using it on month basis, and 13.79 percent use is when they require it.

Table 5 presents use of e-resources. Accordingly a large number of e- resources are being acquired by libraries. But it is a fact that use of e- resources is not satisfactory in most of the libraries. The main reason is the lack of awareness among the users. Regarding the use of e-resources, table 5 clearly indicates that out of 174 respondents, 170 (97.73 percent) were aware of e-resources and only four (2.30 percent) were not aware of this. The result implies towards a positive sign regarding use of e- resources by the faculty members of KCET.

Analyses of table 6 represents that a majority of 126 respondents (72.41 percent) had knowledge regarding the copy right and IPR issues where as 48 respondents (27.59 percent) did not had any knowledge regarding the copyright and IPR issues which is quite surprising.

Table 7 shows the opinion of faculty members in the usefulness of e- resources. It indicates that a majority of respondents of 100 out of 174 (57.47 percent) were of the opinion that e- resources are more useful than brief resources to a great extent, followed by 74 respondents (42.53 percent) to a small extent and surprisingly none on not at all. It indicates that e- resources were being used frequently by faculty members.

Regarding the purpose of internet use, the analysis of table

8 shows that as high as 103 responses out of 174 (59 percent) opined that the internet was for study and research. It is followed by 47 respondents (27 percent) for e- mail / chatting and 24 respondents (13.79 percent) for entertainment.

The analysis of data in table 9 shows that e- databases and e- journals were the most used e- resources by the respondents as seen from their response which are 46 (26.00 percent) and 36 (20.69 percent) respectively. It is followed by use of e- books 16.67 percent, e- theses dissertation 13.79 percent, and e- article 10.92 percent, and e- newspaper/ magazines 11.49 percent.

Table 10 shows use of e- resources by the faculty members of KCET in teaching. It shows that 82 respondents out of 174 represents, 47 percent indicate the purpose of using e- resources for the study and teaching followed by 46 (26.44 percent) for research work, 15 (8.61 percent) for paper publication and 31 (17.08 percent) seminar and conference.

Based on the findings of this study, the following suggestions are put forward to improve the use of the electronic resources among faculty members from KCET College.

- 1.The library should subscribe more e- journals and e- databases.
2. The college administration should develop the necessary infra- structure for the promotion / development of e- information.
- 3.Some orientation training programmes should be organized by the college at regular intervals so that the maximum users can improve their excellence in the use of the internet for academic purposes.
- 4.The library should also identify the non-users of electronic resources and proper steps should be taken to convert them into potential users the resources.
- 5.User train is essential for the better use of numbers of users are searching electronic literature on their own.
- 6.The speed of internet needs to be increased for quick access to the available e- resources.
- 7.Stud on the use and usability of electronic resources by the faculty members needs to be made regular basis.
- 8.The LIS professionals of the central library have to create more awareness on e- resources. In this context the website of library, newsletter of the institution should highlight the available electronic resources at the library

regularly.

IV Conclusion

Faculty members are heavily dependent on resources for their required information and to keep themselves up-to-date in their subject area. The advantages of e-resources have drawn attention of the library users to a great extent. Faculty members' attitudes seem to be very positive towards e-resources for their study and research and the role of libraries as gateway to provide assistance in accessing these resources. The libraries are and will develop necessary tools to provide such services to their users satisfactorily. The study reveals that the faculty members of KCET, Tamilnadu are using the available e- resources satisfactorily. At the same time the central library of KCET is playing an important role in promotion, assistance and guidance in accessing the e resources. Still there is enough scope for Central Library to develop its infrastructural facilities for accessing e resources, procurement of more e-resources as per requirement, motivating users for assessing open source e-resources, etc.

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Table 1 : Category wise use of e-resources

Designation	No. of respondents	Percentage
Professor	12	6.90
Associated professor	15	8.62
Assistant professor	143	82.18
Lecturer	4	2.29
Total	174	100

Table 2 : Experience of the respondents

Experience	No. of respondents	Percentage
1-5	97	55.75
5-10	43	24.71
10-15	21	12.07
15-20	13	7.47
Total	174	100

Table 3 : Extent of computer knowledge

Extent	No. of respondents	Percentage
Excellent	74	42.53
Good	56	32.18
Fair	28	16.09
Satisfactory	16	9.19
Total	174	100

Table 4 : Frequency of internet use

Frequency	No. of respondents	Percentage
Daily	108	62.07
Weekly	32	18.39
Monthly	10	5.75
As when required	24	13.79
Total	174	100

Table 5 : Use of e-resources

Response	No. of responses	Percentage
Yes	170	97.70
No	4	2.30
Total	174	100

Table 6 : Knowledge of copyright / IPR issues

Knowledge on copy right / IPR	No. of respondents	Percentage
Yes	126	72.41
No	48	27.59
Total	174	100

Table 7 : Usefulness of e-resources

Extent of usefulness	No. of respondents	percentage
Great extent	100	57.47
Small extent	74	42.53
Not at all	-	-
Total	174	100

Table 8 : Purpose of internet use

Purpose	No. of respondents	Percentage
Email / charting	47	27.01
Entertainment	24	13.79
Study and research	103	59.20
Total	174	100

Table 9 : Types of e-resources frequently used

E- resources	No. of respondents	Percentage
E- database	46	26.44
E- journals	36	20.69
E-articles	19	10.92
E- books	29	16.67
E- newspapers Magazines	20	11.49
E- theses// D issertation	24	13.79
Total	174	100

Table 10 : Purpose of using e-resources

Purpose	No of respondents	Percentage
Study and teaching	82	47.13
Research work	46	26.44
Paper publication	15	8.61
Seminar / conference	31	17.82
Total	174	100