

E-RESOURCES ACCESS BY THE USERS OF FACULTY OF EDUCATION AT SWAMI VIVEKANAND SUBHARTI UNIVERSITY, MEERUT: A CASE STUDY

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Research Scholar, Department of Library & Information Science,
S. V. Subharti University, Meerut
Email: alpanachaudhary11@gmail.com

Dr. Sudhir Tyagi

Head, Department of Library & Information Science,
S. V. Subharti University, Meerut

Abstract

Electronic resources are the prime ingredient and part of the most academic library resource today. The aim of the present study is to identify the use of e-resources by the Faculty members and students of Faculty of education in SVSU, Meerut. A structured questionnaire was designed and distributed to the 15 faculty members and 115 students. 15 questionnaires from faculty members and 106 questionnaires from students were received. This study highlights the awareness of e-resource, purpose of e-resources and e-resources used by the users to search and retrieved information related their field.

Keywords: Library Science, Electronic Resources, E- Resources

Introduction:

Now a day e-resources are increasingly acquired in college libraries, particularly those which are available in web enabled medium. Libraries are shifting towards this new media, namely electronic resources for their collection development so that the growing demands of various users are better fulfilled. Electronic resources are the prime ingredients and part of the most academic library resources today. In the current scenario of technical and other professional education institutions have played significant role in shaping future of societies and electronic resources with distinct advantages over the print media.

The internet has provided worldwide assessment for information. Technological innovation which has dramatically increased the rate of conversion of knowledge, information and data into electronic format. Development of software has generated powerful knowledge management software which has transformed organized knowledge stored, access and retrieved.

The e-resource is referred as a resource which requires computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, graphical or time based, as a commercially available title that has been published an aim to being marketed.

We can access various e-resources through internet such as E-books, e-databases, e-journals, e-reference sources, e-zines, e-newspaper, e-thesis and dissertation, CDs and DVDs etc.

SVSU:

Swami Vivekanand Subharti University was established in 2008 at Meerut. The university approved by the UGC and passed by Uttar Pradesh Legislature. The university has acquired a commendable record of the service in the field of Education, Health Care and Social welfare. Subharti University has several constituent colleges which provide higher education in almost all the discipline.

Faculty of Education:

Faculty of education aim to facilitate studies in all emerging areas of education like educational management, planning and teacher education. Faculty of education, library has rich collection of academic based resources & journals etc. in the field of education.

Need of E-resources:

The main purpose of e-resource is to provide current information to the users. We need e-resources so that:

- Users may be able to access latest information.
- Users can save their time.
- Space problem in library can be solved.
- Easy accessibility and dissemination of them can be done by the users.
- Download can be undertaken instantly.
- Users can read e-resource at any time.
- E-resource can be taken anywhere on portable computer.
- Font size can be changed suitably.
- Visually disabled users can listen to audible E-recourses.
- More interactive in comparison to print media.
- Background music and animation can be done.
- They save human resources for shelving and rectification
- User cannot misplace e-books.

Advantages of E-resources:

Advantages of e-resource are as follows:

- Allows remote access

- Used by many users simultaneously
- Interactive and allows interaction between author/publisher and users.
- Provides timely access to documents
- Supports searching capabilities
- Accommodates unique features such as links to relate Items.
- Eliminates printing and postage cost.
- Does not require physical processing
- Easily merge with altering service.
- Provides improved access through full text searching.
- Solve the problem of missing issues of journals.
- Updated more easily.
- Reduce storage space.
- Easily be managed by adding bookmarks and personal notes to the sites or by downloading in to Private files or databases for coping and editing.
- Compatibility with the search engine.
- No concern about theft or mutilation.
- Shelf storage space is not an issue.

Disadvantages of E-resources:

Although there are many disadvantages of e-Resources in libraries;

- Initial high infrastructure and installation cost.
- Need special equipment to access.
- Lack of compatibility among different publishers.
- Hardware and software compatibility issues between publishers and users.
- Excessive printing of documents.
- Difficulty inherent in relating to a large amount of data on a screen.
- Causes more concern about copyright.
- Efficient manpower is required.

Features of E-resources:

Now competition is to put more and full text on web for wider use. The main future of digital world, through now commonly known to most of us, however is being summarized as below:

- Easy access to information anywhere any time to any one without physical existence.
- The potential to display materials that are in inaccessible formats, for instance, large volumes or maps.
- Comparatively economical and potential for integration into teaching materials.
- Access to related material through linkage.
- Enhanced search ability, including full text.
- Integration of different media (images, sounds, video, etc.)

- The ability to satisfy requests for surrogates (photocopies, photographic prints, slides, etc.)

Review Literature:

- **Baladhandayutham, A. and Sumitha, S. (2015)** in his study “Use of information Resources and Services by the faculty members and students of colleges affiliated to Madurai kamraj university in the district: A study” found that 43.44% respondents spend an hour for using print resources daily. 48.26% access e-resources from their college for academic purpose. 99.06% the respondents use e-Resources 27.76% of the respondents used e-book to find out their information, 21.77% respondents use internet for employment information Majority of the respondents 99.05% access UGC-INFONET digital consortia. It is also found that 39.43% of the respondents are satisfied with internet facility to provide by college library. Some respondents 27.44% are facing problem in using e-resources due to lack of knowledge.
- **Gakibayo, Ikoja Odongo and Okello, Oburo (2013)** Assessed in their study on the utilization of electronic information resources in MBARARA University Library by students by addressing for objectives namely; identifying the availability e-resources in MBARARA University Library, determining the extent of the relevance and use of e-resources in MBARARA University. Library and lastly proposes strategies to promote the usage of e-resources by students. The study found that utilization of e-resources was not only affected by lack of computer skills and information literacy skills but also of enough computer and slow internet connectivity. The frequency of use of these resources indicated that a lot need to be done to increasing electronic resources.
- **Millawithanachchi (2012)** in their article “Electronic resources usage by postgraduates at the University of Colombo: identifying the critical success factors.” These Studies have detonated in acceptance and usage by serving users in retrieving precise, appropriate and timely information and when required for their learning and research need with overall e-resources usage. A questionnaire based survey was carried out using 302 postgraduates belonging seven faculties.
- **Francis, A. T. (2012)** Examines the utilization of consortia based electronic information resources by the post graduate and doctoral students of the Kerala Agricultural University, Trissur. Results show that 87.14 per cent of them used CeRA. Eighty two per cent students were acquainted with CeRA and learned the required skills for the access and use of digital information resources through curriculum based course like “library and information services,” research methodology,” etc. The students in general would like to strengthen the CeRA services by adding more resources and facilities.(5)
- **Singh, Devi and Raychaudhary (2009)** undertook a survey on the use of internet based e-resources by the users of Manipur University. The findings of the study revealed that majority of the respondents (64%) used internet for “downloading” the desired information” followed by “ sending and receiving e-mail” (63%). “Lack of power supply” is the major problem reported by 60%of the respondents. About 82% of the respondents expected “faster internet access” feature in the future e-resources.

- **Vishala and Bhandi (2008)** stated that electronic publishing is an important media of the new Information Technology. E-journals are attracting readers attention in today networked environment. These e- resources are main vehicles used by researchers for scholarly communication. The present study revealed that there is increased acceptance of e- journals by the university academicians and also by the information centre. The study also demonstrated that all the librarians are fully acquainted with the benefits of e-journals and agreed that the electronic journals have and will continue to have an impact on the library services, library staff and on the information services. They concluded that e-resources have changed the way of research is done and the information obtained through electronic form has greatly improved the results of the research.
- **Korobili, Stella & Etc. (2006)** examined the “Use of library resources, focusing on e-resources by the members of faculty of higher educational institute in Thessaloniki, Greece”. The study conducts a census survey using a structured questionnaire. The frequency of use of resources mainly e-resources, examine the impact of demographic or situational characteristics are examined. The researcher found that the majority of faculty members use printed recourses, but they also use e-resources frequently. They found that use of e-resources is higher in the school of Business Administration and Economics, among those who hold PhD degree and younger faculty members. Further they added that the use of e-resources is positively indicated the researchers as convenience of access. The study also examined the computer anxiety rating scale which indicated that the less anxious the faculty feels about PC's the frequent users they become.
- **Kaur, Amritpal (2006)** examined the use of e-resources at Guru Nanak Dev University. Result of the survey revealed that the respondents used e-resources mostly for “research project work” (90%), “finding relevant information in the area of specialization” (75%), “getting current information” (46.67%), “keeping up-to-date in subject area (45.83%), “publishing articles/books’ (47.50%) and “teaching” (35%). The most common problem faced by most of the respondents in accessing e-resources was that of “slow access speed’ (85.83%).
- **Kumbar et. al. (2005)** analyses the use of electronic resources by 70 research scholars in Central Food and Technological Research Institute (CFTRI), Mysore. The study showed many aspects on the use of electronic resources. It was revealed that majority of them use FSTA (Food Science Technology Abstracts) databases and the users felt that their research work could have been improved upon by the use of electronic resources.
- **Renwick (2005)** determines the medical science faculty’s perception regarding use of e-resources in number and frequency in Medical Science Library at The University of the West Indies. He found that the most of the respondents were computer literate, hence they were quite used to these resources. The most of the respondents felt need of training in the form of workshops.
- **McDowell (2002)** Carried out a study on Electronic information resources I undergraduate education: an exploratory study of opportunities for student learning and independence and stated information literacy is critical in e-resources usage and need to be developed talking into account the growing opportunities presented by electronic information and set within the context for learning, therefore, information literacy is an important factor for obtaining maximum use from e-resources.

Objectives of the study:

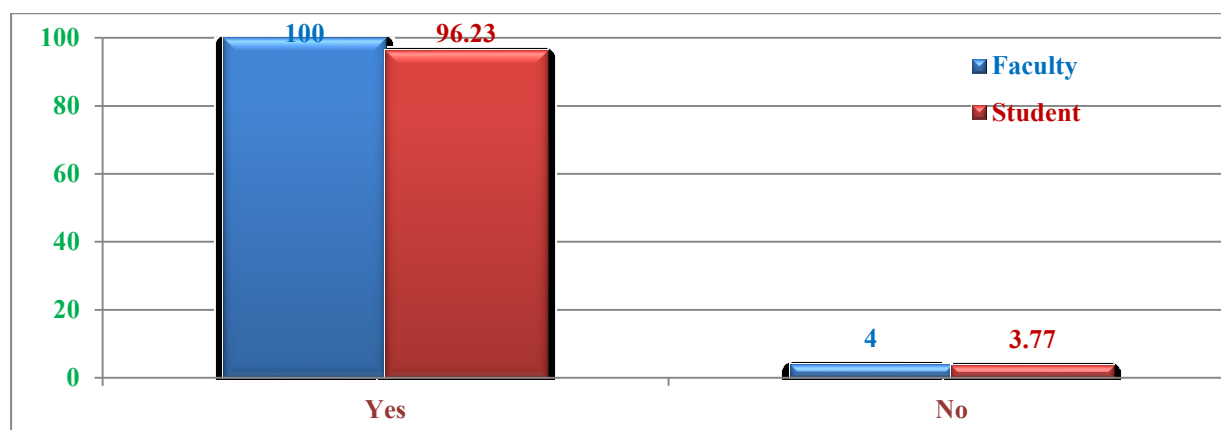
- Awareness about different types of e-resources available in library.
- Utility of e-resources by the faculty members.
- To find out the difficulties faced in accessing the e-resources.
- To evaluate the satisfaction level of users while using e-resources.
- To know the purpose of use of e-resources.
- To find out the mode of browsing of required information and storage of the information.
- To find out the use of e-resources has influenced academic efficiency.
- To find out the location of using e-resources by the users.
- To examine the effectiveness of e-resources in updating the faculty members and research scholars.
- To find out the number of e-resources browsed regularly.

Methodology:

Present study is based on survey method and questionnaire tool. A structured questionnaire designed, distributed, collected and tabulated from the users of Faculty of Education n Swami Vivekanand Subharti University, Meerut

Awareness of E-Resources

S. No.	Particular	Faculty (15)	%	Students (106)	%
1.	Yes	15	100	102	96.23
2.	No	-	-	04	3.77

**Figure - 1**

Above table shows the awareness of users regarding e-resources. It is absolutely clear that all the faculty members and 96.23% students are aware of e-resources. While 3.77% students are not aware about e-resources.

Frequency of Use of E-Resources

S. No.	Particulars	Faculty (15)	%	Students (102)	%
1.	Daily	04	26.67	38	37.25
2.	Weekly	-	-	16	15.68
3.	Once a week	-	-	18	17.65
4.	Twice a week	02	13.33	06	5.88
5.	Fortnightly	-	-	06	5.88
6.	Once in a month	-	-	04	3.92
7.	As and when required	09	60	14	13.73

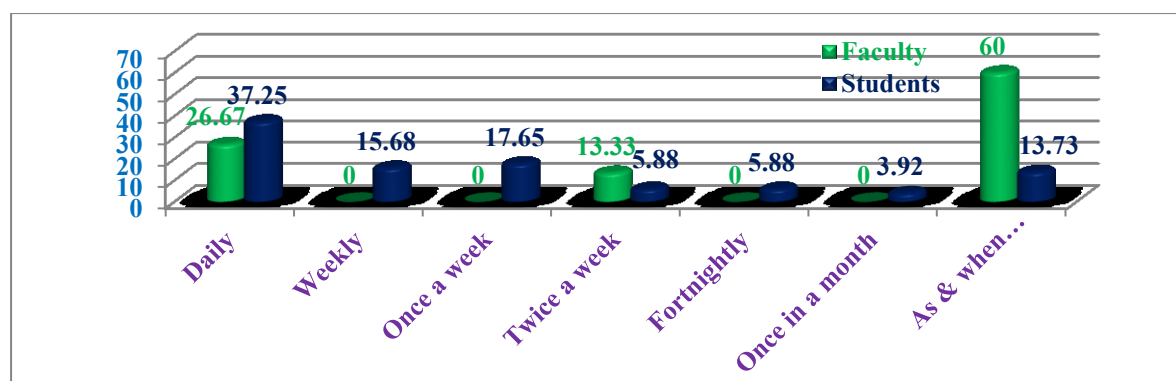


Figure - 2

Above table highlights that 60% faculty members access e-resources as & when required followed by 26.67% of them access e-resources daily. A total of 13.33% accessing e-resources twice a week, whereas in case of students 37.25% of them are accessing e-resources daily followed by 17.65% accessing once a week whereas 15.68% students accessing e-resources weekly. The 5.88% students accessing e-resources twice a week and fortnightly whereas 3.92% accessing e-resources once in a month.

Purpose Use of E-Resources

S. No.	Particulars	Faculty (15)	%	Students (102)	%
1.	Teaching purpose	11	73.33	30	29.41
2.	Research work	05	33.33	12	11.76
3.	Preparing research articles	02	13.33	08	7.84
4.	For study work	02	13.33	96	94.12
5.	Writing books	01	6.66	-	-
6.	Seminars/workshop presentation	04	26.66	02	1.96
7.	Academic work	05	33.33	02	1.96
8.	Lectures preparation	06	40	02	1.96

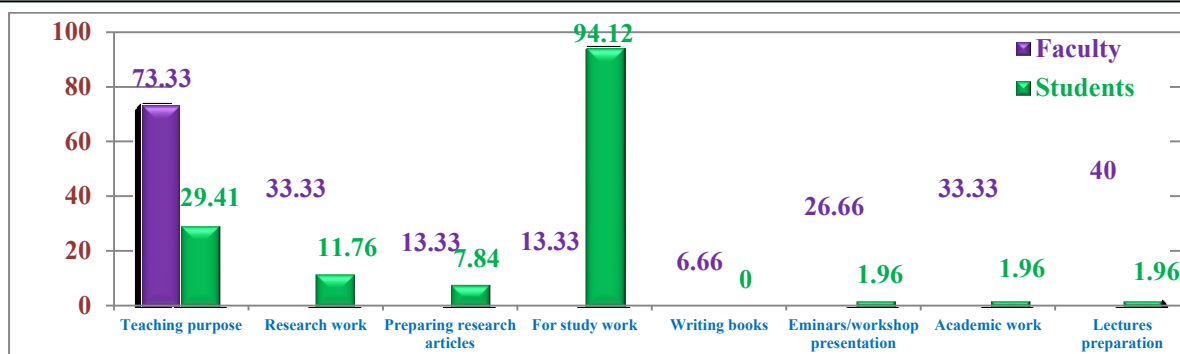


Figure - 3

The above table indicates that 73.33% faculty members use e-resources for teaching purpose. This is followed by 33.33% faculty members use e-resources for their research & academic purpose. The purpose of 26.66% faculty members use of e-resources to prepare seminars and workshop presentation. Whereas 40% faculty members use e-resources for the purpose of lecture preparation. 13.33% faculty members using e-resources for preparing research articles and study work. 6.66% using e-resources for writing books. In case of students 94.12% of them using e-resources for their study work. Whereas 29.41% using e-resources for teaching purpose, which is followed by 11.76% using resources for research work. 7.84% students using e-resources to prepare research articles. 1.96% students using e-resources for seminars and workshop presentation, academic work and lecture preparation.

Problem Faced in Using E-Resources

S. No.	Particulars	Faculty (15)	%	Students (102)	%
1.	E-resources is difficult to use	05	33.33	58	56.86
2.	Lack of IT Knowledge to effectively utilize the resources	03	20	38	37.25
3.	Difficulty to read from the screen	02	13.33	08	7.84
4.	Too much information retrieved	04	26.66	54	52.94
5.	Lack of internet connectivity	06	40	34	33.33
6.	Limited number of computer systems	02	13.33	06	5.88
7.	Searching information is complicated	01	6.66	26	25.49
8.	Library timing is not suitable	-	-	02	1.96

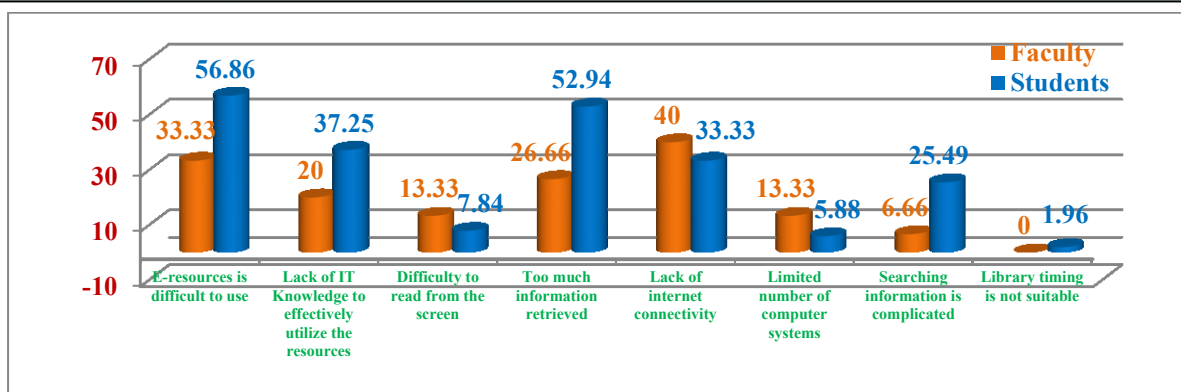


Figure - 4

It is evident from the above table that 40% faculty members face lack of internet connectivity problem while using e-resources. It is also found that 33.33% faculty members report that e-resources is difficult to use. 26.66% state that they retrieved too much information from the e-resources. Whereas 13.33% faculty members state that difficulty to read from the screen and limited number of computer system is problem in use of e-resources. 20% faculty members state that lack of IT knowledge is reason for facing problem in accessing e-resources. 6.66% state that searching information is complicated problem for accessing e-resources. In case of students 56.86% of them face problem due to e-resources is use to difficult. 52.94% students state that too much information retrieved from e-resources. 37.25% students due to lack of IT knowledge to effectively utilize the resources. 33.33% students state that they are facing lack of internet connectivity problem to use e-resources. It is also found that 25.49% state that searching information is complicated from e-resources. 7.84% facing difficulty to read from the screen. 5.88% students problem faced while using e-resources due to limited number of computer system. 1.96% students state that library timing is not suitable.

Reasons for Using E-Resources

S. No.	Particulars	Faculty (15)	%	Students (102)	%
1.	Easy to use	07	46.66	38	37.25
2.	Time saving	09	60	28	27.45
3.	Downloading facility	07	46.66	26	25.49
4.	More useful	08	53.33	06	5.88
5.	Less expensive	06	40	04	3.92
6.	More informative	07	46.66	34	33.33
7.	Easy accessibility	03	20	10	9.80

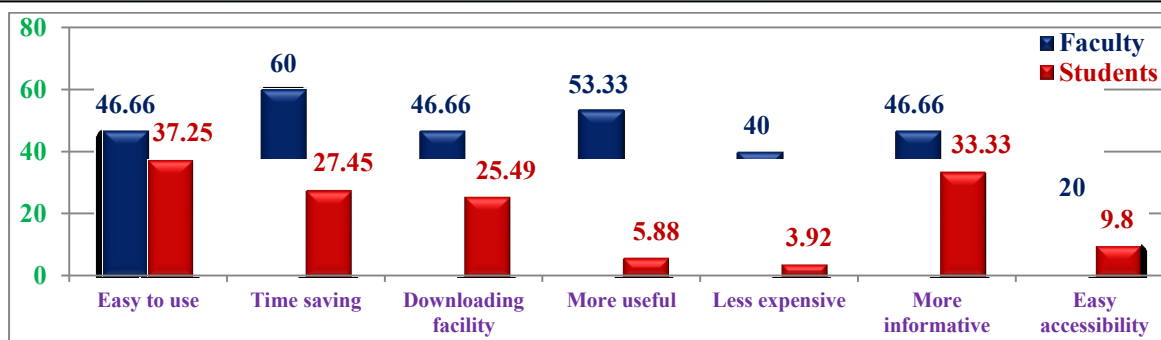


Figure - 5

The above table highlights the reason for using e-resources. It is clear that 60% faculty members use e-resources for save the time. 53.33% faculty members state that e-resources are more useful to search their information needs. Whereas 46.66% faculty members are using e-resources due to easy to use, downloading facility and more informative. 20% state that easy accessibility is the reason to use e-resources. Whereas in case of students 37.25% of them using e-resources due to easy to use reason. A total of 33.33% students state that e-resources are more informative. 27.45% students are using e-resources for save the time. 25.49% students state that downloading facility is the reason for using e-resources because free of cost downloading facility is available on many sites. 9.80% are using e-resources due to easy accessibility. 5.88% students state that e-resources are more useful. 3.92% students are using e-resources due to the reason of less expensiveness.

Satisfaction Level with E-Resources

S. No.	Particulars	Faculty (15)	%	Students (102)	%
1.	Fully satisfy	05	33.33	26	25.49
2.	Partially satisfy	02	13.33	13	12.75
3.	Satisfy	07	46.66	12	11.76
4.	Not satisfy	01	6.66	03	2.94

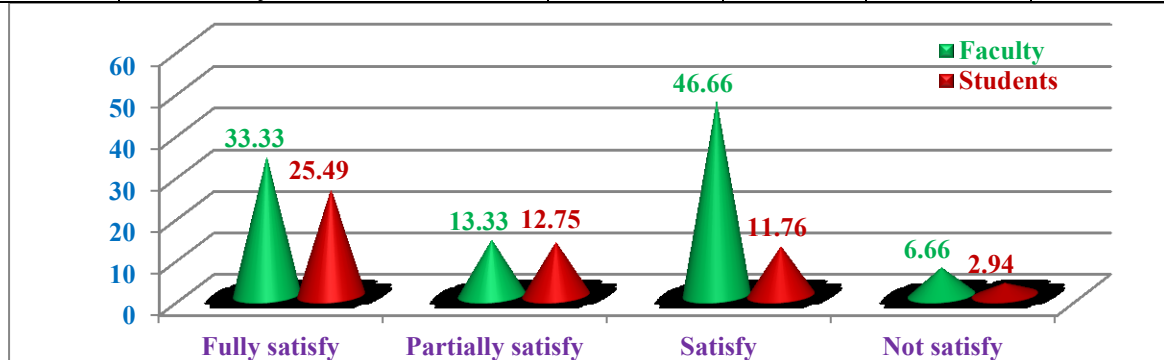


Figure - 6

The table indicate that 46.66% faculty members are satisfied with e-resources. Whereas 33.33% are fully satisfy. 13.33% faculty members are partially satisfied with the

availability of e-resources. A few number of faculty members 6.66% are not satisfy with e-resources. In case of students 25.49% of them are fully satisfy with e-resources provided by the library. 12.75% students are partially satisfied with e-resources. 11.76% students state that they are satisfied with e-resources. 2.94% students are not satisfied with e-resources.

Time Spent on E-Resources

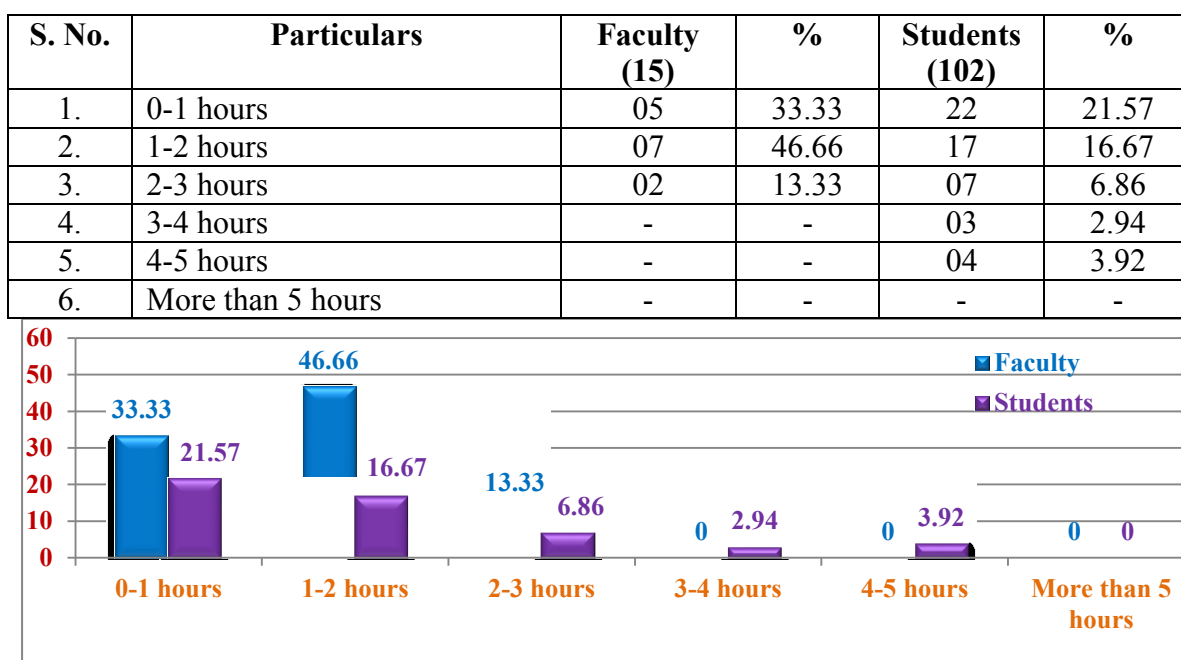


Figure - 7

The above tale revealed that 46.66% faculty members 1-2 hours spent on e-resources. 33.33% use e-resources 0-1 hour whereas 13.33% faculty members use e-resources 2-3 hours. In case of students 21.57% of them use e-resources 0-1 hour whereas 16.67% using e-resources 1-2 hours. It is clear that 6.86% students 2-3 hours spent on use of e-resources. 2.94% students use e-resources 3-4 hours. 3.92% 4-5 hours spent on use of e-resources.

E-Resources Used by the Users

S. No.	Particulars	Faculty (15)	%	Students (102)	%
1.	E-books	05	33.33	54	52.94
2.	E-journals	11	73.33	14	13.73
3.	E-thesis & dissertations	03	20	04	3.92
4.	E-magazines	03	20	06	5.88
5.	E-newspapers	02	13.33	10	9.80
6.	E-databases	05	33.33	06	5.88
7.	E-reference sources	07	46.66	08	7.84
8.	E-mail	15	100	102	100

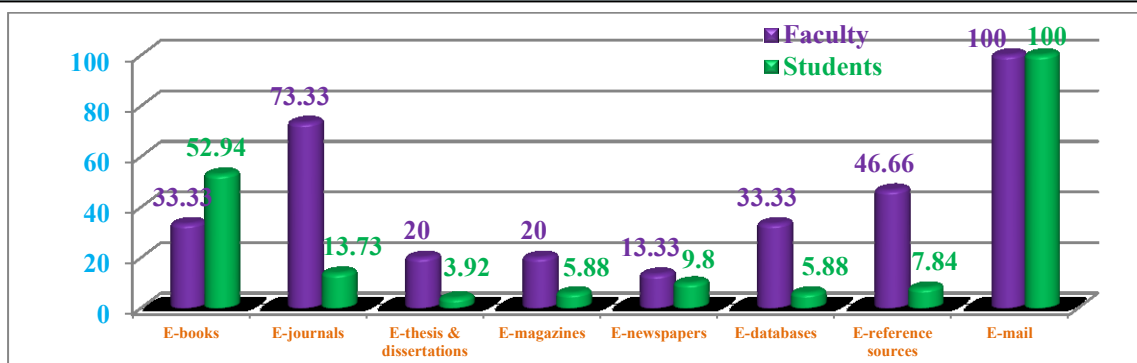


Figure - 8

Table highlights the use of e-resources used by the users. It is very clear that all the faculty members use e-mail facility. Most of the faculty members 73.33% use e-journals for their information queries. 46.66% use e-reference sources. 33.33% faculty members use e-books and e-databases. It is also found that 20% faculty members use e-thesis & dissertations and e-magazines. 13.33% faculty members use e-newspaper. Whereas in case of students all of them use e-mail. 52.94% students state that they are using e-books facility. 13.73% students use e-journals to search their information. 9.80% using e-newspaper. 7.885 students use e-reference sources. A few number of students 3.92% use e-thesis & dissertation.

Preference of the Use of Search Engine

S. No.	Particulars	Faculty (15)	%	Students (102)	%
1.	Yahoo	03	20	62	60.78
2.	Google	09	60	76	74.51
3.	MSN	-	-	04	3.92
4.	Alta Vista	-	-	04	3.92
5.	Google scholar	03	20	06	5.88

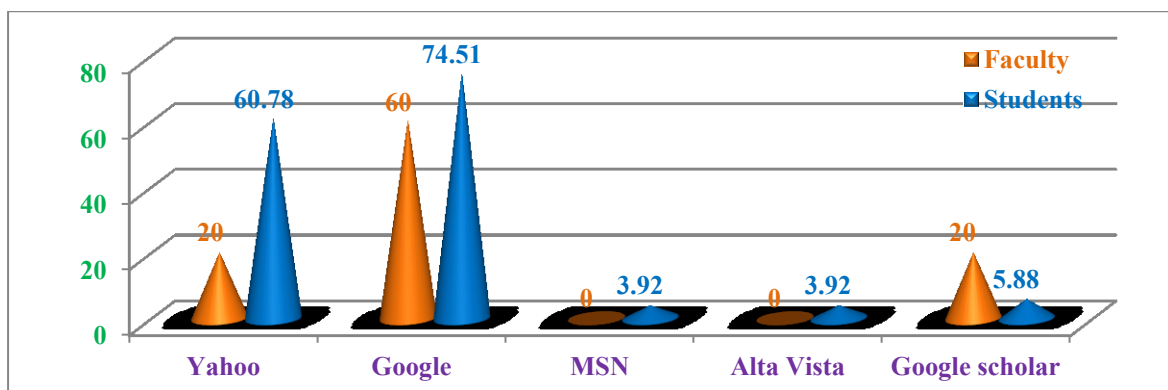


Figure - 9

Many search engines are available on internet. They provide the searching facility of the users to search the different types of information. The above table shows that 60% faculty members preferred Google search engine. It is also found that 20% give preference to the use of Yahoo and Google scholar. Whereas in case of students 74.51% of them preferred Google search engine to search their information. 60.78% students preferred yahoo search engine. 5.88% preferred Google scholar search engine. 3.92% students state that they are preferred MSN and Alta vista search engine.

Place of Access E-Resource

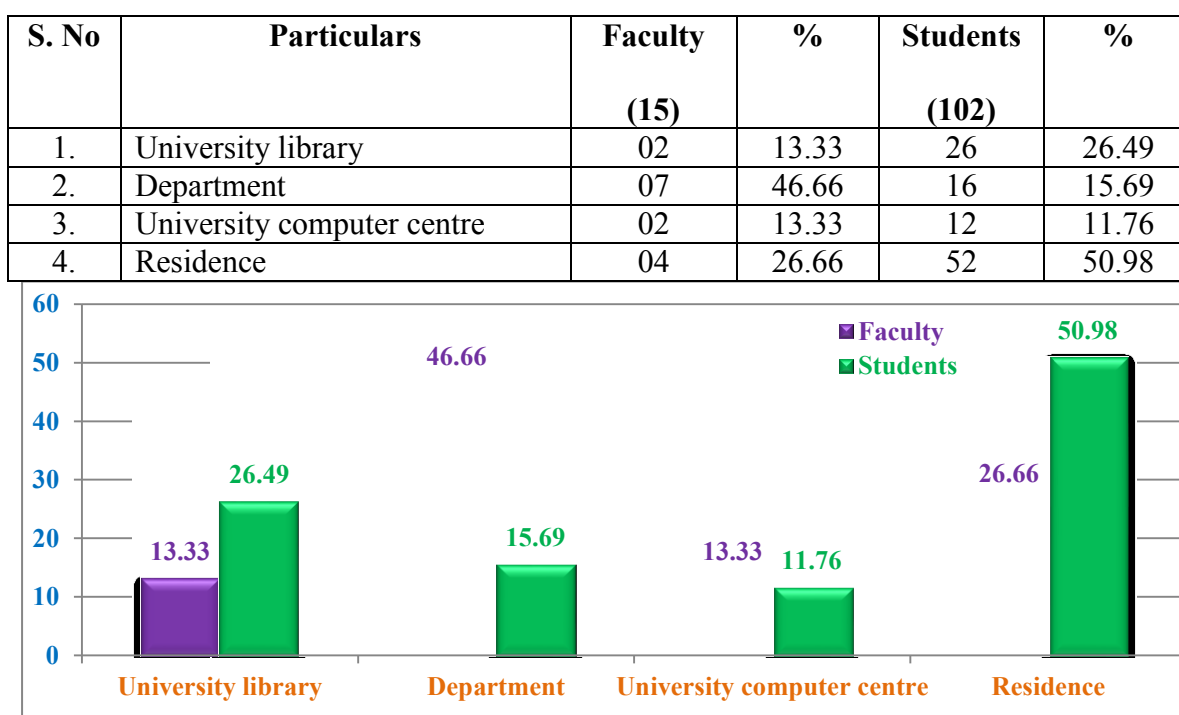


Figure - 10

Table shows that 46.66% faculty members access e-resources at departmental library. Whereas 26.66% accessing e-resources from residence. 13.33% faculty members access e-resources from university library and university computer centre. While 50.98% students access e-resources from the residence. 26.49% students access e-resources from university library. 15.69% students accessing e-resources at departmental library whereas 11.76% students accessing e-resources at university computer centre.

Findings:

- Majority of the faculty members and students are well aware of e-resources.
- Most of the faculty members (63.92%) access e-resources daily while minimum number of faculties and students access e-resources once a week and once in a month.
- Majority of the faculty members (73.33%) use e-resources for teaching purpose while students (94.12%) gave priority to use e-resources for their study work. A

less no. of faculties and students are usage e-resources for seminar/workshop presentation, lecture preparation and writing books.

- Most of the faculties and students (90.86%) as they feel e-resources are difficult to use while 8.62% faculties and students faced problem due to library timing is not suitable and searching information is complicated.
- Majority of the faculties 60% access e-resources to save the time and most of the students access e-resources as they are easy to use. Only 23.92% faculties and students access e-resources due to less expensive & easy accessibility.
- Most of the faculties and students are satisfy with the availability of e-resources
- Most of the faculties spent 1-2 hours to access e-resources in every visit and students spent up to 1 hour to access e-resources. While few number of faculties and students spent 3-4 hours to access e-resources.
- It is found that faculty members and students (100%) usage e-mail facility. While 17.25% faculties and students usage e-databases and E-thesis & dissertation.
- Most of the faculties and students preferred Google search engine to access e-resources.
- Departmental library is the most preferred place by the faculties to access e-resources. While students preferred place to access e-resources at university library & university computer centre.

Suggestions:

- Those faculties and students usage e-resources once a week and once in a month they should motivate to more & more use of e-resources.
- To encourage the faculties and students should for the use of e-collection provided by the library.
- To motivate the use of other search engine to search information.
- Those users are not aware with the availability of e-resources in library they should aware to use of them.
- Collection should be made for the interest of all users so that all users will be satisfied.
- Frequent training facilities should be provided by the library for effective use of e-resources.

Conclusion:

Present study highlights the use of e-resources among faculty members and students, Faculty of education. All faculties and students are well aware about e-resources and using frequently. Most of the faculty members and students are familiar with different types of e-resources such as e-mail, e-books, e-magazines, e-reference sources & databases and using their study & teaching activities/ requirements. Google is the most preferred search engine between faculties and students. It is also found that some faculties and students facing problem due to lack of computer literacy and time.

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