Use of E-Resources in Selected Engineering and Management Institutes of Western Uttar Pradesh: A Survey

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ABSTRACT

The present study has been undertaken with an attempt to evaluate the use of e-resources made available in the selected engineering and management institute of Western Uttar Pradesh. The paper defines E-Resources, features and types of E-Resources. For the purpose of the study, a sample selected was 200 users which included students and faculty members. Study conducted on the complete response of 180 users. The study highlights the important survey findings in respect of type of E-resources used, purpose for which they are used, amount of time spent in using them, problems in accessing E-resources, satisfaction with available E-resources, and training obtained in accessing them. Besides this, some problems faced by the respondents have been discussed and suggestions and recommendations have also been enumerated.

Keywords: E-resources, ICT, Engineering & Management, Western U.P.

Introduction

Earlier most libraries acquisitions were limited to books, serials, microfilms and audio visual material but with the advancement of information technology, information explosions, availability of large number of documents in electronic gradually replaced by e-documents. In this context the libraries have no other option than to build collection on E-resources. Now web-based electronic resources have become most popular tools for academic research. It is because E-resources are an up-to-date source of information and they can be accessed from any computer, which is connected to the campus network and the internet. Besides these E-resources support searching capabilities, timely access and other unique features like links to related items, reference linking, etc.

Electronic resources represent an increasingly important component of the collection building activities of libraries. “Electronic Resources” refer to those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile devices. They may either be accessed remotely via the internet or locally. All those information which are available in electronic format and which can be accessed by the means of electronic gadget and World Wide Web or internet comes under the preview of e-resources. E-resources is a very broad term and encompasses a variety of materials either published electronically or available electronically such as E-journals, E-books, CD-ROM, OPACs, Online databases, E-mail publishing, Electronic links, Multimedia presentation, Web publishing etc.
Definitions of e-Resources:

E-resources are resources in which information is stored electronically and it can be accessible through electronic systems and network environment. Various authors and organizations have defined E-resources as follows:

AACR-2 defined E-resources as “a material (data/ program) encoded for manipulation by computerized devices. Thus, material may require the use of a peripheral directly connected to a computerized device (e.g. CD-ROM) or a connection to a computer network (e.g. Internet”).

On similar lines C. Tenopir (2000) has defined E-resources “as those electronic information resources and services that user accesses electronically via a computer network from inside the library or remote to library”.

According to IFLA/FAIFE (2007) these are “materials that are computer controlled, including materials that required the use of a peripheral (a CD ROM player) attached to a computer; the items may or may not be used in the interactive mode.”

Features of Electronic Resources:

E-resources have some distinct features which differentiate them from traditional resources. E-resources on the Internet are further distinct by the nature of the information on the net itself.

- High compact storage;
- Ease of reproduction, multiplication, manipulation and transmutation;
- Ease of migration of contents from one medium to another;
- Ease of transmission, communication and storage;
- Hypertext and multimedia;
- Sophisticated and multipronged searches through keywords, free text;
- Wall less libraries leading to the vision of multimedia global virtual;
- Convergence of technology, which is getting more powerful each day;
- E-resources are very versatile, more up-to date, and can be accessed anywhere, crossing all geographical boundaries;
- Students and faculty expect e-resources to be instantaneous, accessible and all pervasive.

Types of e-Resources

Electronic resources include range of material such as:

- Collection in which complete contents of documents are created or converted in to machine readable form for online access.
- Online databases and CD-ROM information products particularly those with multimedia and interactive video components.
- Computer storages devices such as optics disk, juke boxes, CD-ROM/ DVD- ROM.
- Database accessible through Internet and other networks.
- One option of acquisition of digital resource is digitizing existing important and useful print material; it also helps in preserving rare and fragile objects without denying accesses to those to study.
• Link and pointers, resources which are freely available on the internet and can be added to libraries catalogues and resources.

Objectives of the Study

• To know the awareness and use of E-resources in selected Engineering & Management college libraries.
• To know the purpose and frequency of using E-resources.
• To know the different types of E-resources available in the libraries.
• To find out the satisfaction level of students and faculty members of accessing E-resources.
• To know the views of students and faculty members regarding training programme for using E-resources.
• To study the impact of E-resources on the academic works of students and faculty members.
• To find out the problems faced by the students and faculty members while using E-resources.
• To suggest measures for improvement in the use of E-resources.

Scope and Limitations of the Study

The present study aims to fulfill the academic needs of students and faculty members and it covers electronic resources particularly E-books, E-journals, CD-ROMs, E-theses, E-dissertation, E-newspapers and Internet etc. The major limitation of the study it consists of only the use of E-resources and geographical area is restricted to some selected Engineering & Management Institutes of Western Uttar Pradesh such as Anand Engineering College, Agra; Shivdan Singh Institute of Technology and Management, Aligarh; Shri Ram Murti Smarak College of Engineering & Technology, Bareilly; J.S.S. Academy of Technical Education, Noida; Ajay Kumar Garg Engineering College, Ghaziabad; P. K. institute of technology & Management, Mathura; Meerut Institute of Engineering & Technology, Meerut; Moradabad Institute of Technology, Moradabad; Doon College of Engineering & Technology, Saharanpur; S.D. College of Engineering & Technology, Muzaffarnagar.

Methodology

The present study is based on survey method. A structured questionnaire was designed to collect data from the students & faculty members of selected Engineering & Management Institutes of Western Uttar Pradesh. The questionnaires were distributed to 200 users including students and faculty members. Out of which 188 filled in questionnaires were return back by the respondents. Investigator selected 180 questionnaires for the analysis of data and 08 questionnaires were rejected because of incomplete responses from the respondents.

Data Analysis and Interpretation

On the basis of filled up questionnaire the data has been analyzed and tabulated. For the data analysis only percentage technique has been adopted. The analysis of collected data has been tabulated and in the present report results have been shown in the tabular and graphical format.
Table 1 Awareness about E-Resources

<table>
<thead>
<tr>
<th>Awareness</th>
<th>No. of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>169</td>
<td>93.88%</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>6.12%</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Table 1 indicates that the majority 169 (93.88%) of the users are aware about the E-resources. Whereas, remaining 11 (6.12%) users are not aware about E-resources.

Table 2 Purpose of Using E-Resources

<table>
<thead>
<tr>
<th>Purpose</th>
<th>No. of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>For study/reference</td>
<td>122</td>
<td>67.77%</td>
</tr>
<tr>
<td>Update the subject knowledge</td>
<td>57</td>
<td>31.66%</td>
</tr>
<tr>
<td>For research / project work</td>
<td>162</td>
<td>90.00%</td>
</tr>
<tr>
<td>For seminar / conference / workshop</td>
<td>88</td>
<td>48.88%</td>
</tr>
<tr>
<td>For assignment</td>
<td>57</td>
<td>31.66%</td>
</tr>
<tr>
<td>For publishing articles / research papers / books</td>
<td>112</td>
<td>62.22%</td>
</tr>
<tr>
<td>Other</td>
<td>31</td>
<td>17.22%</td>
</tr>
</tbody>
</table>

*It is a multiple choice question so percentage cannot be rounded after 100

Table 2 highlights that most of the users 162 (90.00%) use the E-resources for research / project work followed by 122 (67.00%) for study reference, 112 (62.00%) for publishing articles / research papers / books, 88 (48.00%) For seminar / conference / workshops, 57 (31.66%) update the subject knowledge, 57 (31.66%) for assignment, However, only 31 (17.22%) are using E-resources for other purpose i.e. competitive examination, communication, for finding relevant information in their subjects etc.
Table 3 reveals that 51 (28.33%) of the users are visiting library daily, 50 (27.77%) visit 2-3 times in a week, 45 (25.00%) weekly, 14 (7.77%) visit fortnightly, 11 (6.11%) visit monthly, 6 (3.33%) visit occasionally and 3 (1.66%) are never visited library.

Table 4 indicates that 72 (40.00%) of the users spent one hour daily on e-resources, 48 (26.66%) of the users spent half an hour, 41 (22.77%) users spent than two hours and the remaining 19 (10.55%) spent more than two hours daily on e-resources. Hence, it can be concluded that most of the users spent one hour to use the e-resources.

Table 5 reveals that majority of the users, 175 (97.22%) are using internet followed by 155 (86.11%) using e-journals, and 137 (76.11%) e-books. However, 61 (33.08%) are using CD-ROMs and 46 (25.55%) users are using other e-resources i.e. e-reports, e-clippings, e-theses and e-dissertations etc.
Table – 6 Problems faced while Using E-Resources

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet connectivity</td>
<td>61</td>
<td>33.88%</td>
</tr>
<tr>
<td>Generation of redundant information</td>
<td>69</td>
<td>38.33%</td>
</tr>
<tr>
<td>Lack of training</td>
<td>38</td>
<td>21.11%</td>
</tr>
<tr>
<td>Insufficient number of computers</td>
<td>27</td>
<td>15.00%</td>
</tr>
<tr>
<td>Lack of printers</td>
<td>23</td>
<td>12.77%</td>
</tr>
<tr>
<td>Any other</td>
<td>21</td>
<td>11.66%</td>
</tr>
</tbody>
</table>

*It is a multiple choice question so percentage cannot be rounded after 100

Table 6 shows the problems faced by respondents in using e-resources. 69 (38.88%) of the users have problem of generation of redundant information followed by 61 (33.88%) internet connectivity, 38 (21.11%) lack of training, 27 (15.00%) users feel the problem of insufficient number of computers, and 23 (12.77%) users feel the problem of lack of printers and 21 (11.66%) other problems such as lack of IT knowledge, printing facility, etc.

Table – 7 Satisfaction with Available E-Resources

<table>
<thead>
<tr>
<th>Methods of Learning</th>
<th>No. of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully</td>
<td>131</td>
<td>72.77%</td>
</tr>
<tr>
<td>Partially</td>
<td>45</td>
<td>25.00%</td>
</tr>
<tr>
<td>Least satisfied</td>
<td>4</td>
<td>2.22%</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The above table shows that a large majority 131 (72.77%) of the users are fully satisfied with e-resources, followed by 45 (25.00%) are partially satisfied and 4 (2.22%) are least satisfied. It is evident from table that a majority of respondents are fully satisfied with the E-resources.

Table – 8 : Advantage of E-Resources over Print Resources

<table>
<thead>
<tr>
<th>Advantages</th>
<th>No. of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time saving</td>
<td>123</td>
<td>68.33%</td>
</tr>
<tr>
<td>Easy to use</td>
<td>99</td>
<td>55.00%</td>
</tr>
<tr>
<td>More useful</td>
<td>63</td>
<td>35.00%</td>
</tr>
<tr>
<td>More informative</td>
<td>101</td>
<td>56.00%</td>
</tr>
<tr>
<td>All the above</td>
<td>59</td>
<td>32.77%</td>
</tr>
</tbody>
</table>

*It is a multiple choice question so percentage cannot be rounded after 100

Table 8 reveals that 123 (68.33%) of the users feel that use of e-resources are time saving, 101 (56.00%) respondents said that e-resources are more informative, 99 (55.00%) of the users feel that e-resources are easy to use, 63 (35.00%) of the respondents feel that E-resources are more useful and 59 (32.77%) told that e-resources having 'all the above' advantages over print resources.

Table – 9 Adequacy of Information in E- Resources

<table>
<thead>
<tr>
<th>Adequacy of information</th>
<th>No. of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>137</td>
<td>76.11%</td>
</tr>
<tr>
<td>Mostly</td>
<td>29</td>
<td>16.11%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>11</td>
<td>6.11%</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>1.66%</td>
</tr>
</tbody>
</table>
It is evident from Table 9 that 137 (76.11%) users indicates that the information available in the e-resources is always adequate, 29 (16.11%) indicates mostly, and 11 (6.11%) find the information adequate sometimes. However, only 3 (1.66%) respondents reported about never. In view of above we can say that majority of the users feel that information in e-resources is always adequate.

Table 10 shows that maximum users 62 (34.77%) take the print out of full text e-resources, 58 (32.77%) reads on screen, 53 (29.44%) save the material in storage devices and 6 (3.33%) use other methods for searching the required information.

Table 11 highlights that a large majority 145 (80.55%) of the users feel that e-resources can be good substitutes for conventional resources if the access speed is fast and 35 (19.45%) users reported that e-resources cannot be good substitute for conventional resources.

Findings:

1. Majority of the users (93.88%) are aware about the E-resources available in the libraries.
2. Most of the users (90%) are using E-resources for research/project work, followed by (68%) for study/reference.
3. Users (28.33%) visit library daily, while (27.77%) visit the library 2-3 times in a week.
4. The users (40.00%) spent one hour daily on E-resources whereas, only (22.77%) spent more than two hours daily on E-resources.
5. Majority 97.22% users use internet, 86.11% use E-journals and only 33.08% user use CD-ROMs as E-resources for their information requirement.

6. About 38.33% users face difficulties due to the generation of redundant information in using E-resources. However, 15.00% users facing difficulties due the insufficient number of computers.

7. Maximum number of users (72.77%) is fully satisfied and only (2.22%) are least satisfied with the E-resources available in their libraries.

8. More than 68.00% of the users feel that in comparison to print recourse, E-resources are time saving and more than 55% said that E-resources are easy to use.

9. A large majority (76.11%) user indicates that the information available in the e-resources is always adequate. However, only 3 (1.66%) respondents reported that these are ‘never’ adequate.

10. A good majority 62 (34.77%) take the print out of full text e-resources, 58 (32.77%) reads on screen and 6 (3.33%) use other methods for searching the required information.

11. Users 58.33% students and faculty members both required training for effective use of E-resources.

12. The analysis reveals that most of the users (80.55%) admitted that E-resources can be good substitute for conventional resources.

Suggestions:

1. The Librarians and staff of the Libraries have to spread more awareness on E-resources. The website of library and newsletter of the Institutions should highlight the available E-resources in the libraries regularly.

2. Higher speed Wi-Fi campus needs to be developed by libraries, so that users can use online E-resources and internet within the campus according to their convenience.

3. Besides E-journals and E-database, E-books and other E-resources (both online and offline) should be acquire by the libraries.

4. Qualified IT experts should be made available to solve the problems of networking and hardware.

5. Besides UGC-INFONET consortium, E-resources as per the need of the users need to be subscribed from publishers, vendors, etc. Accordingly more funds should be diverted from the library budget towards E-resources.

6. The library should organize a “library week” each semester to showcase the various resources available in the library and their importance.

7. The libraries needs to arrange various users’ orientation and training programmes for students as well as faculty members for the optimum use of available E-resources.

8. Printing facility should be provided in the college libraries for the users of the library at minimum cost.

Conclusion:

The E-resources are the best means of getting current and up-to-date information. The library environment has currently undergone drastic changes in terms of collections and services. The proliferation of E-resources has had a significant impact on the way the academic community uses, stores, and preserves information. The advantages of E-resources have drawn attention of the library users to a great extent. The study shows that E-resources have radical impact on the research purposes, they must be encouraged and proper training should be organized from time to time.
Problems are many with e-resources for our libraries but we have to find ways and means to overcome those problems as the prospects are too many. Librarians face a plethora of problems in dealing with e-resources because many of these are still in the evolving stage and due to the peculiarities of constantly advancing computer technology. There is nothing tangible to show during subscriptions and after the expiry other than user access reports may be baffling for local administrators who are habituated with accession number cross checking or issue receipt reports while clearing or adjusting library bills.

References: