

Use and Impact of E-Resources at Nutan Vidyalaya B.Ed and D.Ed College, Gulbarga

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Abstract

In this decade availability of e-resources in a B.Ed and D.Ed college library is very common. But their proper and fair use is a matter for discussion. This paper examines the existence of various e-resources and databases in Nutan Vidyalaya B.Ed and D.Ed college library. The study also highlights the preferences and importance of online resources among the students and lecturers.

Keywords: E-resources; Communication; Traditional resources; Sources of information; OPAC; Internet; Library.

Introduction

Advances in computer applications during the past twenty to thirty years have brought rapid changes in the way information is gathered, stored, organized, accessed, retrieved and consumed. The application of computers in information processing has brought several products and services to the scene. The Internet and the Web are constantly influencing the development of new modes of scholarly communication; their potential for delivering goods is quite vast, as they overcome successfully all the barriers of communications including geographical limitations associated with the print media. Further, the distribution time between product publication and its delivery has been drastically reduced. The Internet can be used for efficient retrieval and meeting information needs. This is very important for academic libraries since most of them call for more and more research and academic work. This important fact is convincing many libraries to move towards

digital e-resources, which are found to be less expensive and more useful for easy access. This is especially helpful to distant learners who have limited time to access the libraries from outside by dial-up access to commonly available electronic resources, mainly databases, OPACs and Internet, which are replacing the print media.

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.¹

Objectives

The prime objective of this study was to analyze dependency of the students and lecturers on e-resources, the perceived impact of the e-resources on their academic efficiency and problems faced by them while using the e-resources. This study was particularly conducted to assess the benefits of the e-resources over conventional sources of information.

Some of the major objectives includes:

- know the different types of electronic resources and services available in the N.V. B.Ed and D.Ed college library;

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- study the different types of electronic resources used by students and lecturers;
- study the purpose and frequency of using the electronic resources and services available in the library;
- locate the bottlenecks faced by the students and lecturers while accessing and using the electronic resources in the library;
- study the impact of electronic resources and services on the academic work of the students and lecturers;
- know the productivity and quality of information retrieved through e-resources.

Survey Design

The study was limited to the students and lecturers of Nutan Vidyalaya B.Ed and D.Ed College, Gulbarga.

A questionnaire survey was conducted to collect the information regarding the use of e-resources, frequency of use of e-resources, purpose of using e-resources, frequency of locating desired information, problems faced by the users while using e-resources. A total of 100 questionnaires were distributed to collect the primary data out of which 82 questionnaires were found usable for analysis. The questionnaires were completed by personal visits with users. Questionnaires were distributed randomly to the users. The collected data was analyzed and presented in the table format.

Discussion

Table 1 shows that the majority of students, i.e. 46 (88.46%) and lecturers 28 (93.33%) preferred to use e-journals. Second highest preference was WWW and use of e-mail with 30 (57.69%) and 41 (78.84%) among students, respectively and 23 (76.66%) and 18 (60.00%) among lecturers. Fifty percent of lecturers and 30.77% of students made the use of e-research reports. Table 1 highlights that only the well-known e-resources were preferably used by the students and faculty members; the rest of

Table 1: Use of Various E-Resources

Databases	Respondents	
	Students	Lecturers
E-Journals	46 (88.46%)	28 (93.33%)
E-Data archives	8 (15.38%)	2 (6.67%)
E-Manuscripts	6 (11.53%)	2 (6.67%)
E-Maps	4 (7.69%)	4 (13.33%)
E-Books	16 (30.77%)	5 (16.66%)
E-Magazines	14 (26.92%)	19 (63.33%)
E-Thesis	5 (9.61%)	3 (10.00%)
WWW	30 (57.69%)	23 (76.66%)
E-Newspaper	14 (26.92%)	3 (10.00%)
E-Mail	41 (78.84%)	18 (60.00%)
E-Research Reports	16 (30.77%)	15 (50.00%)
E-Bibliographic Databases	10 (19.23%)	3 (10.00%)

the e-resources, i.e. e-bibliography, e-maps, e-thesis, e-books were comparatively less used.

Table 2 represents that 42 (80.77%) students and 26 (86.67%) lecturers were able to access the e-resources very easily. Only 10 (19.23%) students and 4 (13.33%) lecturers felt that using the e-resources is not easy

Table 3 highlights that majority of students, i.e., 43 (82.69%), and lecturers, i.e., 24 (80.00%), responded that the interface of the library Website is user-friendly. Few students,

Table 2: Ease of Access to E-Resources

Respondents	Total	Yes	No
Students	52	42 (80.77%)	10 (19.23%)
lecturers	30	26 (86.67%)	4 (13.33%)

i.e., 9 (17.31%), or lecturers, i.e., 6 (20.00%), thought that the interface of the library Website is not user-friendly.

Table 4 shows that the majority of students, i.e., 34 (65.38%), and lecturers, i.e., 23 (76.67%) were using the library Website as gateway to access the electronic sources. A few of the students, i.e., 18 (34.61%), and lecturers, i.e., 7 (23.33%), were not using the library Website as gateway to access the electronic sources.

Table 3: User-Friendly Interface to the Library Website

Respondents	Total	Yes	No
Students	52	43 (82.69%)	9 (17.31%)
Lecturers	30	24 (80.00%)	6 (20.00%)

Table 4: Use of the Library Web Site as a Gateway to Access Electronic Resource

Respondents	Total	Yes	No
Students	52	34 (65.38%)	18 (34.61%)
Lecturers	30	23 (76.67%)	7 (23.33%)

Table 5: Training Taken Related to Electronic Resources

Respondents	Total	Yes	No
Students	52	27 (51.92%)	25 (48.08%)
Lecturers	30	15 (50.00%)	15 (50.00%)

Table 5 shows that 27 (51.92%) students took the training regarding access to electronic resources, while 25 (48.08%) students did not take any training programs. Fifteen (50.00%) lecturers took the training regarding the access to electronic resources, but 15 (50.00%) lecturers had not taken any training regarding the access to electronic resources

Table 6 reveals that 33 (63.46%) students and 26 (86.67%) lecturers usually used e-resources. Fifteen (28.85%) students and 4 (13.33%) lecturers used the e-resources sometimes, whereas 4 (7.69%) students used e-resources rarely. It was noted that students used the library e-resources more frequently than the lecturers.

Table 7 indicates that most respondents accessed e-journals and search engines to get required information at their institute.

Table 6: Frequency of Using E-Resources

Respondents	Total	Usually	Sometimes	Rarely
Students	52	33 (63.46%)	15 (28.85%)	4 (7.69%)
Lecturers	30	26 (86.67%)	4 (13.33%)	-

Twenty-four (46.15%) students and 17 (56.67%) lecturers preferred to use e-journals whereas 37 (71.15%) students and 14 (46.67%) lecturers used search engines to get the desired material. Online databases were also very popular among lecturers, as 9 (30.00%) of them preferred to use these. Use of e-books was less by the students and lecturers in comparison to other online resources. It was

Table 7: Where Do You Mostly Access Required Information

E-Resources	Students	Lecturers
E-Books	5 (9.62%)	2 (6.67%)
E-Journals	24 (46.15%)	17 (56.67%)
Online-Databases	9 (17.13%)	9 (30.00%)
Search Engines	37 (71.15%)	14 (46.67%)

noted that the lecturers accessed the maximum relevant material from e-journals.

Table 8 reveals the fact that 20 (38.46%) students and 20 (70.00%) lecturers searched the catalogues of other libraries. Thirty-two (61.54%) students and 10 (30.00%) lecturers did not retrieve catalogues of other libraries. The majority of the students were not interested in the catalogues of the other libraries. This indicates that N.V. B.Ed and D.Ed college library gives extremely good services to its users.

Table 8: Searching Other Libraries' Catalogues

Respondents	Total	Yes	No
Students	52	20 (38.46%)	32 (61.54%)
Lecturers	30	20 (70.00%)	10 (30.00%)

Table 9: Frequency of Use of Different Databases

Databases	Use Often		Use Sometimes		Never Use		Unfamiliar With	
	Students	Lecturers	Students	Lecturers	Students	Lecturers	Students	Lecturers
Gyanodaya	8 (15.38%)	8 (26.66%)	9 (17.30%)	5 (16.66%)	15 (28.84%)	6 (20%)	9 (17.30%)	2 (6.66%)
Current Science	6 (11.53%)	2 (6.66%)	12 (23.07%)	6 (20%)	16 (30.76%)	4 (13.33%)	9 (17.30%)	4 (13.33%)
Emerald	5 (9.61%)	4 (13.33%)	14 (26.92%)	5 (16.66%)	9 (17.30%)	6 (20%)	6 (11.53%)	4 (13.33%)
DOAJ	5 (9.61%)	4 (13.33%)	13 (25%)	8 (26.66%)	7 (13.46%)	8 (26.66%)	7 (13.46%)	4 (13.33%)
Edutrack	24 (46.15%)	18 (60%)	8 (15.38%)	4 (13.33%)	10 (19.23%)	2 (6.66%)	6 (11.53%)	2 (6.66%)
Edusearch	6 (11.53%)	3 (10%)	7 (13.46%)	--	15 (28.84%)	9 (30%)	10 (19.23%)	6 (20%)
JCGR	1 (1.92%)	--	--	2 (6.66%)	19 (36.53%)	10 (33.33%)	11 (21.15%)	9 (30%)
Wikipedia	18 (34.61%)	8 (26.66%)	16 (30.76%)	6 (20%)	4 (7.69%)	5 (16.66%)	1 (1.92%)	2 (6.66%)
JEP	20 (38.46%)	16 (53.33%)	9 (17.30%)	7 (23.33%)	7 (13.46%)	2 (6.66%)	6 (11.53%)	2 (6.66%)
UGC Info Net	5 (9.61%)	--	21 (40.38%)	8 (26.66%)	7 (13.46%)	7 (23.33%)	5 (9.61%)	5 (16.66%)

Table 9 indicates that the majority of students used Edutrack, JEP and Wikipedia often, i.e., 24 (46.51%), 20 (38.61%) and, 18 (34.61%) respectively, whereas 18 (60%) lecturers used Edutrack and 16 (53.33%) used JEP often. Use of Gyanodaya was not frequent among respondents. Twelve (23.07%) students and 6 (20%) lecturers sometimes used current Science (particularly science subject related students and lecturers), 14 (26.92%) students and 5 (16.66%) lecturers used Emerald database sometimes, 21 (40.38%) students and 8 (26.66%) lecturers use UGC InfoNet, whereas 20% of respondents were

unfamiliar with Edusearch which is shocking in a B.Ed and D.Ed college.

Table 10 elaborates that majority of the students preferred to use e-resources in comparison to traditional resources because 39 (75%) of them felt that e-resources are easy to use, felt it was time saving, 27 (51.92%) felt it was more useful and 25 (48.08%) felt it was more informative. Sixty percent of lecturers preferred to use e-resources because they felt that e-resources are time saving, more informative and more useful. Eighty percent of lecturers used e-resources due to their easiness. Six (11.54%) students and 12 (40.00%) lecturers used e-resources because they are less expensive. Only 3 (5.77%) students thought that e-resources are less useful. The results from Table 10 indicate that e-resources were much preferred by respondents due to their nature of being more informative, more useful, and less expensive.

Table 11 elaborates that many students, 32 (61.54%), and lecturers, 22 (73.33%), thought that e-resources never diminish the importance of traditional resources, whereas 20 (38.46%) students and 8 (26.67%) lecturers felt that e-resources may replace traditional sources of information. The results of Table

Table 10: Reasons for Using E-Resources

Reasons for Using E-Resources	Students	Lecturers
Time Saving	34 (65.38%)	18 (60.00%)
Time Consuming	3 (5.77%)	----
Easy to Use	39 (75.00%)	24 (80.00%)
Difficult to Use	4 (7.69%)	---
More Informative	25 (48.08%)	18 (60.00%)
Less Informative	3 (5.77%)	--
More Expensive	5 (9.62%)	6 (20.00%)
Less Expensive	6 (11.54%)	12 (40.00%)
More Useful	27 (51.92%)	18 (60.00%)
Less Useful	3 (5.77%)	----

Table 11: Do E-Resources Diminish the Importance of Traditional Resources

Respondent	Total	Yes	No
Students	52	20 (38.46%)	32 (61.54%)
Lecturers	30	8 (26.67%)	22 (73.33%)

11 indicate that in the era of information and technology, academics are equally attached to traditional sources of information.

Conclusion

The study shows that use of e-resources is very common among the students and lecturers of Nutan Vidyalaya B.Ed and D.Ed College and majority of the students and lecturers are dependent on e-resources to get the accurate and relevant information. But practical use of e-resources is not up-to the worth in comparison to investments made in acquiring these resources; secondly, infrastructure and training programs should also be revised as per requirements. It was observed that the availability of e-resources on the campus is almost sufficient for all the existing disciplines but the infrastructure to use these resources is not adequate and can hinder the ability to meet the requirements of users.

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