Utilization of Electronic Resources in a Selected Institution in Tamil Nadu - A Study

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ABSTRACT: *The advent of electronic resources and their increased use have changed the library situation from physically to virtual. User's preference is more e-resources and virtual libraries with little attraction for physical libraries. The information has changed from print to digital form at the successful operation of any library depends to a large extent on the choice of library collection. In the current era of information technology, librarian and information centers are bound to use electronic information resources. The finest outcome of the information revolution is electronic resources, which changes of our library in every aspect. Electronic resources have become the largest and fastest growing segment of the digital collection for most libraries. Now-a-days electronic resources play an important role among any library or information centre. The study and investigates the awareness and utilization of electronic resources and related issues among the students of Sadakathullah Appa College at Tirunelveli district, Tamil Nadu. A descriptive method has been used in this study. A total of 100 questionnaires distributed but 85 were received duly filled in as a sample. A well structured questionnaire was designed for collecting data from the respondents. The study also highlights different types of electronic resources used by students, the purpose and frequency of using electronic resources and the problems faced by the students while accessing and using electronics resources among the SAC students.*

1. Introduction

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 device. An electronic resource is defined 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, image collections, other multimedia products

and numerical, graphical or time based, as a commercially.1 Electronic resources are easily accessible in the remote areas. The e-resources solve storage problems and thus control the flood of information. Nowadays we are living in the digital age of information. The information is a dynamic and unending resource that affects all disciplines and walks of life. Over the last decade, electronic resources have become increasingly substantial components of academic library collections. E-resources enable the librarian to provide better service to the user community. Access to an information source by the more than one user, E-Resources can be retrieve quickly; these can be found easily by the user, resources can be stored in huge amount, analyses the purpose of using e-resources by respondent, know different types of e-resources commonly used by respondents, To collect, store, organize information in digital form, To promote efficient delivery of information economically to all the users and encourage co-operative efforts to save and share the investments in research resources. We stress the word "useful" because electronic resources complement, but seldom replace, more conventional teaching techniques. Electronic tools can make classes more efficient; lectures more compelling, informative, and varied; reading assignments more extensive, interesting, and accessible; discussions more free ranging and challenging; and students' papers more original and well researched. 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, image collections, other multimedia products, and numerical, graphical, or time based as a commercially available title that has been published with an aim to being marketed. E-Resources may be delivered on CDROM, on tape, via internet, and so on. "E-Resources are available in, electronic form such as e-Books, e-Journals, e-Newspapers, and bibliographic e-databases, e-Images, e-Sound, and music collections". The term e-Resources are used to describe all information products that a library provides through a computer network. It includes electronic books, journals, bibliographic databases, and library websites pages. Different types of e-resources are available both in open access and commercial forms.
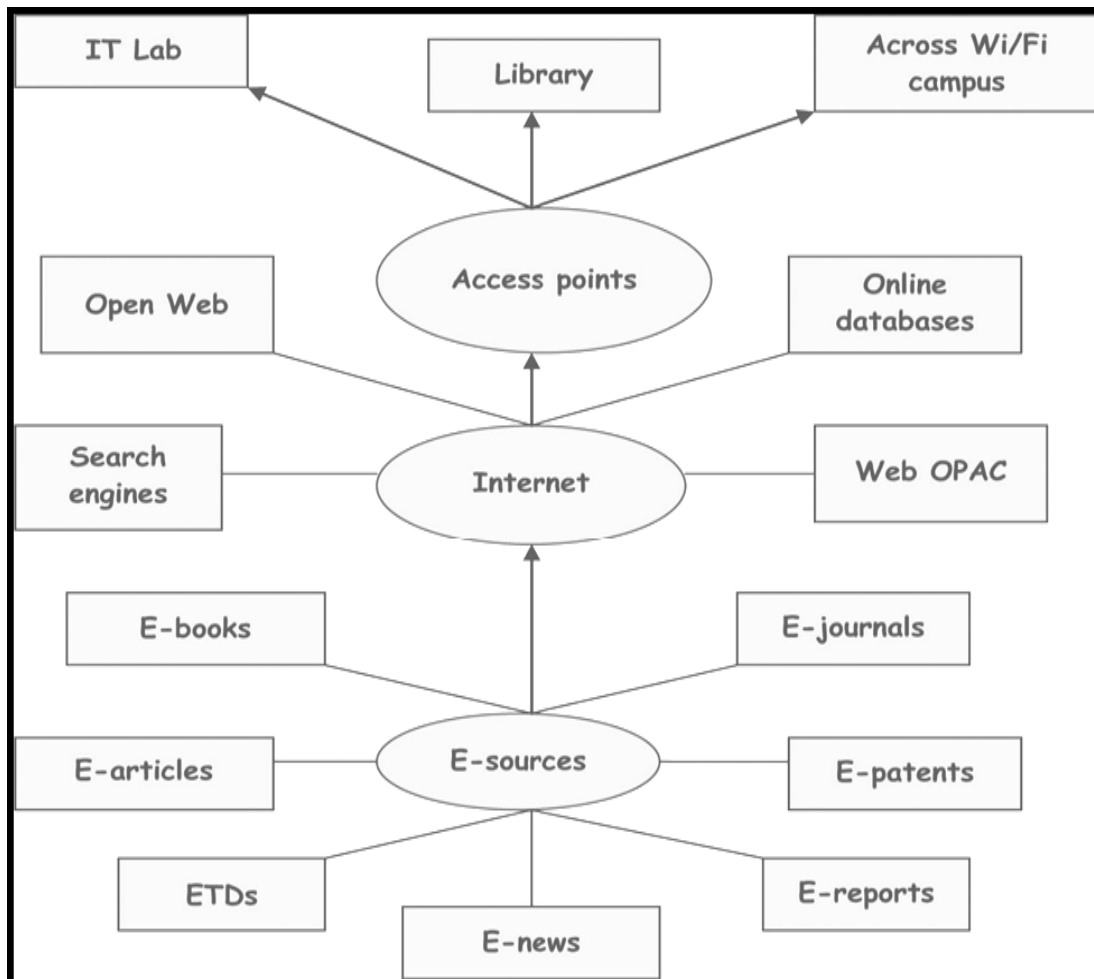

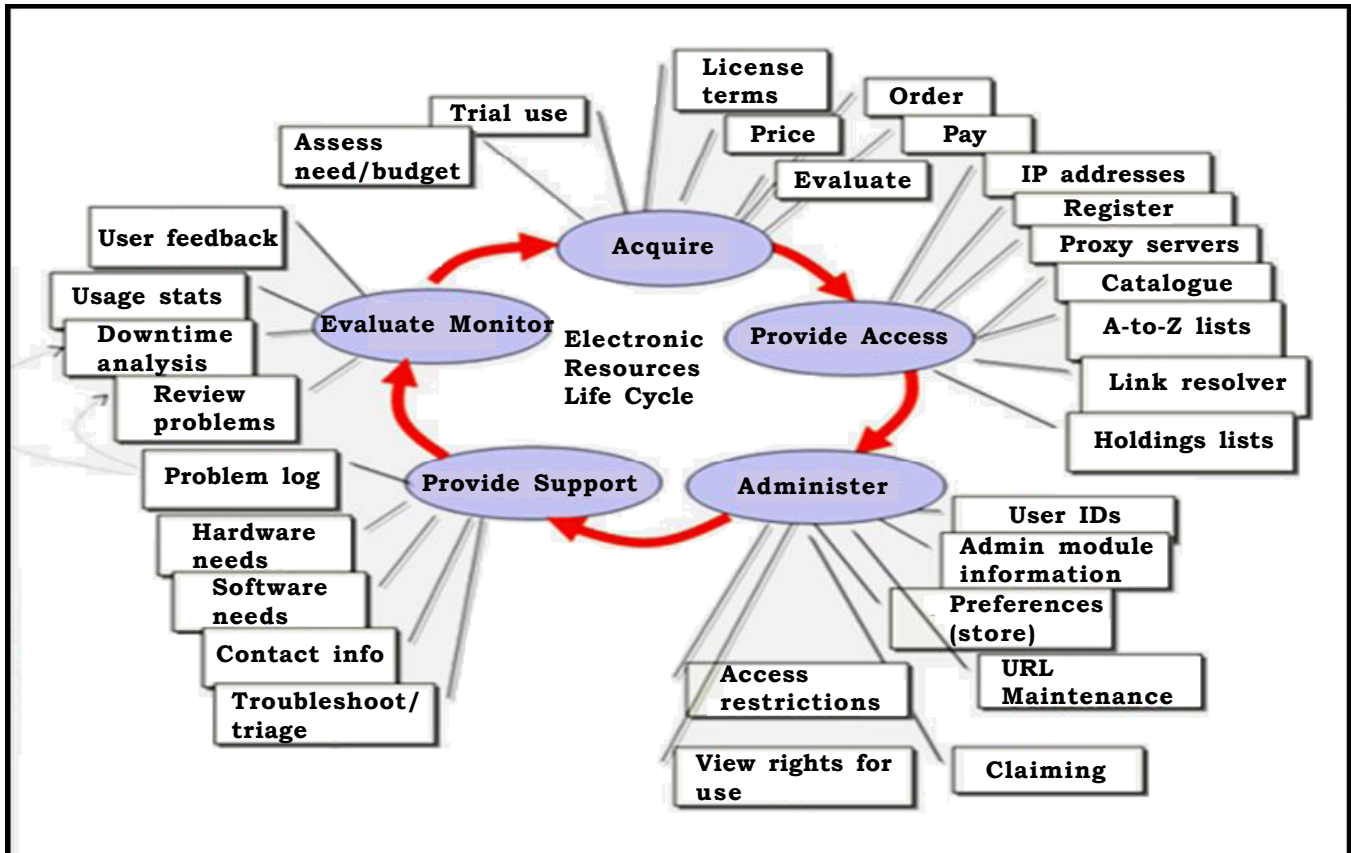Figure 1. Transmission model of e-resources
Source: http://www.emeraldinsight.com

Figure 2. Electronic Resources Life Cycle
Source: https://quod.lib.umich.edu

2. Profile of the College and Library

Ever since the British period the twin towns of Tirunelveli and Palayamkottai, intersected by the Perennial River Thamirabarani, have been great centres of learning. The Tirunelveli district has a sizeable Muslim population which necessitated the need for an institution of higher education. Due to the dedicated and sincere efforts of the Muslim elite, a College of Arts and Sciences, named after the renowned Arabic scholar Sadakathullah Appa, was started in 1971. The motto of the College is "My Lord, Vouchsafe Me Wisdom". The College is located on a 40 acre sprawling campus and is run by Sadakathullah Appa Educational Society. Sadakathullah App College has been serving as a beacon light spreading the light of knowledge by education to the students form the backward areas of southern districts. The college which celebrated its Silver Jubilee in the year 1999, is proud to possess a diligent and seasoned team of staff who have out it one the springboards of progress and success. The college is reaccredited with 'A' grade by NAAC with 3.40 score in the III Cycle and ISO 9001:2008 certified institution, affiliated to Manoanmaniam Sundaranar Unviersity. There are 8 UG and 2 PG courses offered in the Aided session and in Un- aided session 11 UG and 6 PG with M.Phil, Ph.D and also Diploma, Certificate courses. The College is now introducing new, learner-centered syllabi for all the courses to implement Choice Based Credit System which is a salient feature of Autonomous Colleges. We hope the institution would blossom soon as *SADAKATHULLAH APPA UNIVERSITY.*

The Sadakathullah Appa College Library has emerged as a Knowledge Resource Centre mainly catering to the information needs of the Faculty, Research Scholars and students. The College Library functions from 1971, since its inception. Library is shelved as an independent department in the campus with a floor area of nearly 3,600 sq.ft. Automation of this library consisting of over fifty thousand books and document. Library users have always cherished memories of availing the services of this treasure-house of documents in the past decades. The collection includes many books, national and international journals, standard newspapers and magazines and online e-resources facility. Library is equipped with all modern facilities at par with international standards. It gives training to our college students to get awareness about the journal collection through open access and also

through standard websites such as NPTEL and library network facility like DELNET. The library provides Information Services, Reference Services, Bibliographic Services and Reprographic Service. On a whole, it is a great pride to say that SAC library acts as "***The Ocean of Knowledge***" which quenches the thirst of the library users.

Library Details:

Total No. of Books	51242
Total No. of National Journal	29
Total No. of International Journal	13
Total No. of Magazines	30
Total No. of Newspapers	9
Total No. of CDS/DVDS	531
Total No. of Projects/Thesis	1036
Total No. of Back volumes	683
Total No. of our College Publications	76
Total No. of Library Staff	05
Total No. of students working in Earn While You Learn (EWYL)	06
E-Books [Access through N-LIST]	3,00,000
E-Journals [Access through N-LIST]	6000

Library Statistics:

June 2017- December 2017

Month	Total No. of Library Users	Total Book Issue	Total Book Return	Total No. of Reference Section Usage
June	1343	59	284	269
July	3863	472	312	1427
August	1922	351	280	834
September	3371	624	613	1721
October	4262	601	566	2093
November	1973	500	337	572
December	6865	1097	950	2155
Total	**23599**	**3704**	**3342**	**9071**

The Average number of Walk-ins (per day)	470
The Average number of Books issued (per day)	89
The Average number of E-Library Usage (per day)	13
The Average number of Internet Lab Usage (per day)	16
The Ratio of the Books to students enrolled	17:1
The Average number of Books added (per year)	1104
The Average number of Log-in to OPAC (per day)	30
The Average number of Log-in to E-Resources (per day)	17
The Average number of E-Resources downloaded (per day)	12

Source: SAC Library Data Accessed 10th January 2018

3. Objectives of the Study

• To find out the awareness and uses of E-Resources

• To observe the type of e-resources by the students of SAC

• To find out the purpose of utilization of E-Resources;

• To explore the impact of E-Resources;

• To find out the problems faced by the faculty members of while using electronic resources.

4. Scope and Limitations

The study was limited to Sadakathullah Appa College UG, PG, M. Phil, and Ph. D students only.

5. Methodology

This study of the research used questionnaire-based survey method. A detailed and well structured questionnaire was designed and distributed to the students of Sadakathullah Appa College. Out of 100 respondents, 85 Questionnaires were received dully filled in by the respondents.

6. Data analysis and Interpretation

• The data collected through the questionnaires was entered in MS Excel 2007 application.

• MS Excel 2007 was used to calculate the total and percentages needed for various tables.

• Needed tables were prepared using MS Word 2007 application.

Sl. No	Gender	Frequency	Percentage (%)
1	Male	48	56
2	Female	37	44
	Total	**85**	**100**

Table 1. Gender wise distribution of respondents

Table 1 shows the gender wise distribution of respondents, in 85 Respondents, 48 are Male students representing 56% of total sample and the remaining 37 are female students representing to 44. This shows that male students are more responded for the study when compare to female student.

S. No	Category	No. of Respondents	Percentage (%)
1	UG	47	56
2	PG	22	26
3	M.Phil	12	14
4	Ph.D	4	4
	Total	**85**	**100**

Table 2. Category wise distribution of respondents

It is evident from the table 2 that 56% of the respondents belong to UG category, 26% respondents PG category, 14% respondents M. Phil category and 4% respondents are Ph. D category.

S. No	Department	No. of Respondents	Percentage (%)
1	Commerce	22	26
2	Computer Science	15	18
3	English	5	5
4	History	16	19
5	Maths	12	14
6	Physics	15	18
	Total	**85**	**100**

Table 3. Department wise distribution of respondents

It is evident from the Table 3 that 22 (26%) of the respondents belong to Commerce department, 16(19%) of the respondents history department, 15(18%) of the respondents Computer Science department and Physics department, 12(14%) of the respondents Maths department and remaining 5(5%) of the respondents English department.

S. No	E-Resources	No. of Respondents	Percentage (%)
1	E.Books	16	19
2	E-Journals	14	16
3	E-Magazines	11	13
4	E-Thesis / Dissertations	15	18
5	E-Databases	29	34
	Total	**85**	**100**

Table 4. Types of E-Resources

The data of analysis in Table 4 reveals that E-Databases were the most used e-resources by respondents as seen from their response which are 29(34%), 16(19%) respondents use of E-Books, 15(18%) respondents use of E-Thesis and Dissertations. It is followed by use of E-Journals 14(16%) and remaining 11(13%) of the respondents used E-Magazines.

S. No	Frequency	No. of Respondents	Percentage (%)
1	Everyday	34	40
2	Twice / Thrice in a Week	28	33
3	Once in Fortnight	13	15
4	Occasionally	10	12
	Total	**85**	**100**

Table 5. Frequency of Visit to library to access E-Resources

The above table 5 shows that the majority 34(40%) respondents access E-resources every day, 28(33%) respondents visit library to access E-resources Twice/Thrice in a week, 13(15%) Visit to library to access E-resources on Once in Fortnight and remaining 10(12%) respondents occasionally.

S. No	Purpose of Using	No. of Respondents	Percentage (%)
1	For Course Work	38	45
2	For Communication	22	26
3	For Career Development	18	21
4	Other Activities if any	7	8
	Total	**85**	**100**

Table 6. Purpose of Using E-Resources

It is observes from the Table 6 show that 45% of the respondents are using electronic resources for their course work, 26% are using e-resources in communication purpose, 21% of the respondents for using e-resources in career development and remaining 7(8%) of the respondents using e-resources in other activities.

S. No	Search Engines	No. of Respondents	Percentage (%)
1	Google	34	40
2	Yahoo	22	26
3	Ask	8	9
4	Bing	5	6
5	Alta Vista	16	19
	Total	**85**	**100**

Table 7. Use of Search Engines

It is observed from the Table 7 that, majority of the respondents 34(40%) indicated that Google is the most preferred search engine. Google has completely dominated the search engines and is followed by Yahoo 22(26%) at a distant second place, 16(19%) respondents use of search engine in Alta Vista and 8(9%) of the respondents use of search engines in Ask and remaining 5(6%) of the respondents using Bing. Hence, Google has been considered as the most popular and premier search engine.

S. No	Impact of Electronic Resources	No. of Respondents	Percentage (%)
1	Access to Current and up to Data Information	34	40
2	Easier Access to Information	11	13
3	Easier Downloading Facility of the Information	27	32
4	Access to Wider Range of Information	13	15
Total		**85**	**100**

Table 8. Impact of Electronic Resources on Academic Development

It is observed from the Table 8 that 40% of the respondents feel the impact of access to current and up to data information, 32% respondents feel that easier downloading facility of the information, 15% respondents access to wider range of information and remaining 13% of the respondents feel that easier.

S. No	Problems	No. of Respondents (N = 85)	Percentage (%)
1	Lack of Time	31	44.28
2	Lack of Training	49	70
3	Slow accessibility	64	91.42
4	Lack of IT knowledge	58	82.85
5	Limited access to computers	53	75.71
6	Inadequate Working Hours	34	48.57

Note: Respondents are permitted to tick more than one answer

Table 9. Problems Faced While Using E-resources

Table 9 shows that majority 91.42% of the respondents are find it difficult for accessing e-resources because of the slow accessibility, 82.85% respondents lack of IT knowledge, 75.71% limited access to computers, 70% lack of training to use of e-resources, 48.57% respondents have inadequate working hours and 44.28% lack of timing.

S. No	Strategy	No. of Respondents (N = 85)	Percentage (%)
1	Keywords	62	73
2	Field Search	49	59
3	Phrase	32	37
4	Boolean Operator	59	69
5	Wildcard	32	37
6	Truncation	19	22

Note: Respondents are permitted to tick more than one answer

Table 10. Search Strategy by the Respondents

The above table shows that 73% of the respondents searching the e-resources in Keywords, 69% respondents search with Boolean Operator, 59% respondents search with Field Search, 37% respondents search with Phrase and Wildcard and remaining 22% respondents search with Truncation methods.

S. No	Response	No. of Respondents	Percentage (%)
1	Highly Satisfied	38	45
2	Satisfied	26	30
3	Moderately Satisfied	16	19
4	Dissatisfied	5	6
	Total	**85**	**100**

Table 11. Level of Satisfaction of E-Resources

Table 11 shows that the results that most of the students 38 (45%) are Highly Satisfied with e-resources, 26(30%) respondents Satisfied, 16(19%) of the respondents Moderately Satisfied and remaining 5(6%) of the respondents Dissatisfied.

6. Major Findings of the study

Male students are more responded for the study when compare to female student.

• 56% of the respondents belong to UG category and that 22 (26%) of the respondents belong to Commerce department.

• E-Databases were the most used e-resources by respondents as seen from their response which are 29(34%)

• 34(40%) respondents access E-resources every day.

• 45% of the respondents are using electronic resources for their course work

• Majority of the respondents 34 (40%) indicated that Google is the most preferred search engine. Google has completely dominated the search engines.

• 40% of the respondents feel the impact of access to current and up to data information.

• Majority 91.42% of the respondents are find it difficult for accessing e-resources because of the slow accessibility

• 73% of the respondents searching the e-resources through Keywords

• Most of the students 38 (45%) are Highly Satisfied with e-resources.

7. Suggestions and Conclusion

The Library and College Management have to spread more awareness on e-resources. Higher Speeds Wi-Fi campus needs to be developed by library, so that users can use online e-resources. Accordingly more funds should be allotted budget towards e-resources. The library needs to arrange various users orientations and training guest lectures, SDP programmes for student communities. The most extensive, if still not fully developed, source for electronic resources is the World Wide Web. Many web sites can deliver primary documents, secondary literature, sound, and images from a wide variety of sources. Students who explore web sites related to a course can bring compelling evidence and arguments back to the class. Publishers are building companion web sites around their textbooks, and large international projects have been launched to provide on-line sources for standard humanities and social science survey courses it is no doubt that e-Resources play an important role in the day-to-day life of Academic people. The study shows that e-resources have essential impact on the changing higher education environment. It is interesting that e-resources usage among faculty members of higher education on much more than expected.

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