

Use of Libraries for Accessing the e-Resources by the Faculty Members of the Private Universities in Karnataka

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***Abstract** - The present paper deals the use of e- resources by faculty members working in private universities in Karnataka. The main purpose of the study is to determine the usage of e-resources, the skills and the various purposes of their use by the faculty. Further, the paper aims to address the problems faced by the faculty members while accessing e- resources, their perception on features of e-resources and their views on usefulness of e-resources compared to that of print resources. For this study the researcher has adopted questionnaire method and the collected data was analysed in simple statistics and presented in tables consisting of frequencies and percentages. It is found that e-resources like e-thesis, e-journal and e-books are frequently used by the respondents.*

Keywords: Electronic resources, Library Services, Internet, Private University Libraries, Information communication technology.

Introduction

The quality and accessibility of these information resources plays a vital role in universities. The libraries of private universities in Karnataka hold information generated in their universities as well as receive from outside sources. These university libraries subscribe both print and E-resources of information in large amount to fulfil the requirement of faculty members and students of the institution for their academic purpose.

Academic libraries are changing in response to the changes in the learning and research environment and changes in the behaviour of library users. The changes are evolutionary. Libraries are adding new electronic information resources and services for the benefit of users. The advent of new format, especially electronic information resources, has given way to new methods of document delivery and access to information, which has caused the role of the academic library to change. Users need not be physically present in the library to access the libraries' resources. Now they can do so without even stepping into the library building. They can also very conveniently access other libraries' resources such as online catalogues and freely available databases. The Internet has opened wide the resources of libraries to information seekers worldwide (Hadagali&Kumbar, 2011).

The present study examines the existence various e-resources and their use and access in private university libraries in Karnataka. The Study also highlights the preference and importance of electronic information resources among the faculty members. This study aims

to highlights the problems encountered by the faculty and suggest some remedial measures for its improvements.

Need and Purpose of the Study

In recent year e-resources are common in scholarly communication and we can interpret this situation in various ways. Librarians are collecting data since beginning of librarianship for justifying the budget, manpower space requirement and keeping track of change in resource. The very important purpose of the study is to know the electronic awareness among the faculty members. Researcher also considered identifying the quality of electronic information resources available there. The importance and wide ranging scope of electronic resources for general communication, information retrieval and instructional delivery to support teaching and research activities in tertiary educational institutions is acknowledged worldwide. The published literature also shows that a number of relevant studies have been carried out on the use of electronic information resources by faculty members, research scholars and students worldwide.

Methodology

A survey method of research using questionnaire was followed for data collection, questionnaires were distributed to the faculty members of private universities of Karnataka. The researcher has personally assisted and interviewed in order to receive more clear, accurate and pin-pointed responses to the listed questions. The data gathered is organized in tabular form and simple calculations (%percentage) are used to achieve the qualitative and quantitative results in the study.

Objectives of the Study

The main objective of this study are

- To identify the category of users and nature of use of electronic information resources;
- To know the purpose of accessing and using electronic information resources;
- To identify the levels of the various services provided by the libraries;
- To evaluate the accessibility, usefulness and retrieval of information in electronic format by users; and
- To identify the impact of electronic information resources on academic and research activities and general information services preferred.

Literature Review

Studies are conducted on the use of electronic information resources, by many researchers. Kannappanavar&Rajanikanta (2008) have studied the use of e-learning resources in medical colleges at Karnataka. In this study they found that majority of the colleges have major collection of e-databases, most of the colleges have consortia membership and to the infrastructural facilities in almost all colleges are good.

Hadagali&Kumbar (2011) examined the use of electronic information resources by faculty members and research scholars of universities of Karnataka State, India, and emphasized different aspects such as, the future of the library and information services in academic libraries depends upon major factors, like, availability of adequate manpower, which

provision for continuous updating of IT skills and allocation of adequate recurring grants to procure, update and maintain IT infrastructure and electronic resources.

Manoj Kumar, Gauri, and Bimal, (2011) carried out the study on emerging field, Information technology has facilitated by providing electronic and internet resources for fulfilling the day to day academic and research requirements of the teachers.

Manjula&Padmamma (2016) conducted a survey on knowledge and practice of use of digital resources by faculty members at BLDE University (Deemed University), the main objectives of the study are to know the awareness about e-resources, level of their use, purpose of their use, major digital resources and the satisfaction level of the readers. The study showed that the medical faculty has adopted electronic information resources and are using them moderately for their informative purpose.

Distribution of questionnaires

Table 1 represents that, institution-wise distribution of questionnaires. The highest response is from Alliance University, Bangalore with 90%, followed by AzimPremji University, Bangalore 86%, CMR University, Bangalore 84%, KLE University, Hubli 82%, PES University, Bangalore 80%, Christ University, Bangalore 78 %, Presidency University, Bangalore, 76%, Reva University, Bangalore 74%, M. S. Ramaiah University of Applied Sciences, Bangalore 70%, and DayanandaSagar University, Bangalore 62% Response is quite satisfactory, all these institutes have shown active interest in responding to the contents of the questionnaires.

Table – 1: Distribution of questionnaires

Sl. No.	Name of the University	No. of questionnaires distributed	No. of questionnaires received	Rate of response
1	Alliance University, Bangalore	50	45	90%
2	AzimPremji University, Bangalore	50	43	86%
3	CMR University, Bangalore	50	42	84%
4	KLE University, Hubli	50	41	82%
5	PES University, Bangalore	50	40	80%
6	Christ University, Bangalore	50	39	78%
7	Presidency University, Bangalore,	50	38	76%
8	Reva University, Bangalore	50	37	74%
9	M. S. Ramaiah University of Applied Sciences, Bangalore	50	35	70%
10	DayanandaSagar University, Bangalore	50	31	62%
	Total	550	425	77.27%

Demographic Details of the respondents

Table 2 indicates demographic details of respondents. Out of 425 respondents surveyed, 295 (69.41%) are male and about 130 (30.59%) respondents are female. It can be inferred from the table that male respondents dominate over the female respondents. With regard to the age, which reveals that the majority of the users belong to the age group between 41 to 45 (21.41%), followed the age group 36 to 40 i.e. (19.05%). The next in line is the age group between 46 to 50 (18.35%), followed by the age group of 31 to 35 (14.35%),

age group 51 to 55(12%), age group 56 and above is(8.94%) and age group 25 to 30(5.88%) The data clearly shows that the majority of respondents belong to the age group of 41 to 45.

Table – 2:Demographic Details of the respondents

Demographic Details		No. of Respondents	Percentage (%)
Gender	Male	295	69.41
	Female	130	30.59
Age	25-30	25	5.88
	31-35	61	14.35
	36-40	81	19.05
	41-45	91	21.41
	46-50	78	18.35
	51-55	51	12
	56 and above	38	8.94

Visit library by the respondents

Table3 shows that out of total425 respondents, the majority i.e. 413(97.17%) of respondents visit library to get needed information and 12(2.83%)of respondents not responded whether they access or not the library.

Table – 3: Visit library by the respondents

Visit to Library	Frequency	Percentage %
Yes	413	97.17
Not responded	12	2.83

The frequency of visit made by respondents to library

Table 4 describes the frequency of visit madeby respondents to library, among the total 425respondents,305(71.76%) of respondents visit librarydaily, 55(12.94%) of respondents visit twice a week, 30(7.05%) of respondents visit once in a week and25(5.88%) of respondents visit fortnightly and 10(2.35%)of respondents visit occasionallyin a month for gettingthe information they need.

Table – 4: The frequency of visit made by respondents to library

Sl. No.	Visit of Library	Frequency	Percentage (%)
1	Daily	305	71.76%
2	Twice a week	55	12.94%
3	Once in a week	30	7.05%
4	Fortnightly	25	5.88%
5	Occasionally in a month	10	2.35%

The purposes of using e-resources

A multiple choice question was asked to the respondents on the purposes of using e-resources. It is observed from the table 5 that 312 (73.14%) respondents used e-resources for class room/teaching work, whereas, 275(64.70%) respondents used for curriculum design, 270 (63.52%) respondents used it for reading/writing research paper and good numbers of respondents used e-resources for other purposes like, preparation for seminar/conference/workshop, to locate the audio/visual materials, for studying cases,

reading/writing research proposal/projects and other research related aspects. It is observed from the study that class room/teaching work is the prime purpose of using e-resources, followed by curriculum design and reading/writing research paper.

Table – 5: The purposes of using e-resources

Sl. No.	Purpose	No. of Respondents	Percentage %
1	Reading/Writing research paper	270	63.62
2	Reading/Writing research proposal/projects	185	43.52
3	For class Room/Teaching Work	312	73.14
4	For studying cases	134	31.52
5	For curriculum design	275	64.70
6	Preparation for Seminar/Conference/Workshop	129	30.35
7	For basic scientific and technical information	128	30.11
8	For regular browsing and updating	126	29.64
9	To locate the audio/visual materials	135	31.76
10	Any other (please specify)	110	25.88

Usage of E-resources in the Library

A multiple choice question was asked to the respondents about awareness of e-resources, frequency of use and place of usage. It is observed from the table 6 that 136 (32%) and 141 (33.17%) of the respondents used e-journals and e-books daily, 138 (32.47%) of the respondents used e-conference proceedings 2-3 times in a week, 38.82% of the respondents used E-Reference Works (e.g. Dictionaries, Encyclopaedias etc.) daily, 20% of the respondents used e-reports once in a week, 86 (20.23%) of the respondents used e-thesis and dissertation 2-3 times in a week, 71 (16.70%) of the respondents used e-annual reviews 2-3 times a month, 169 (39.76%) of the respondents used e-tutorials daily, 85 (20%) respondents are used e-subject gateways/e-portal 2-3 times a week.

Table – 6: Usage of E-resources in the Library

Sl. No.	E-Resources	Frequency of usage				
		5	4	3	2	1
1	E-Journals	136 (32%)	94 (22.11%)	71 (16.70%)	45 (10.58%)	58 (13.64%)
2	E-Books	141 (33.17%)	104 (24.47%)	50 (11.76%)	55 (12.94%)	51 (11.62%)
3	E-Conference Proceedings	96 (22.58%)	138 (32.47%)	83 (19.52%)	43 (10.28%)	40 (9.13%)
4	E-Reference Works (e.g. Dictionaries, Encyclopaedias)	165 (38.82%)	90 (21.17%)	54 (12.70%)	31 (7.29%)	68 (16.81%)
5	E-Reports	135 (31.76%)	72 (16.94%)	85 (20%)	69 (16.23%)	43 (10.85%)
6	E-Thesis and Dissertation	171 (40.23%)	86 (20.23%)	45 (10.25%)	59 (13.88%)	54 (12.10%)
7	E-Annual Reviews	99 (23.29%)	73 (17.17%)	87 (20.47%)	71 (16.70%)	59 (15.08%)
8	E-Subject gateways/ E-portal	131 (30.82%)	85 (20%)	67 (15.76%)	77 (18.11%)	50 (11.62%)
9	E-tutorials	169 (39.76%)	89 (20.94%)	51 (11.14%)	58 (13.64%)	61 (13.64%)

Note: 5: Daily, 4: 2-3 times a week, 3: Once in a week, 2: 2-3 times a month, 1: Once a month

Preferred sources to use by the respondents

The faculty members were asked the question regarding preferred sources to use. Their responses in this regard are presented in table 7. It reveals that the majority of the faculty members, that is, 172 (40.47%) opined that they preferred to use the information in print version, followed by 148 (34.82%) of the respondents opined that they prefer to use only electronic versions and 105 (24.71%) of the respondents opined that they use both print and electronic version. And also asked to give their opinion about file format for downloading the required information the data reveals that majority i.e. 261 (36.25%) of the respondents download the PDF file format from different browsers and search engines, followed by 111 (15.42%) of the respondents preferred PPT/PPS, 102 (14.17%) are preferred MS-Word. Few respondents opines that they download information in Rich Text Format and some of the other file formats are to wish in Post Script and Latex.

Table – 7: Preferred sources to use by the respondents

	Preferred sources	No. of Respondents	Percentage (%)
Types of resources	Print version	172	40.47
	Electronic Version	148	34.82
	Both print and electronic version	105	24.71
Preferred formats	PDF	261	36.25
	HTML	43	5.97
	MS-Word	102	14.17
	Rich Text Format	81	11.25
	PPT/PPS	111	15.42
	Txt	33	4.58
	Post Script	17	2.36
	Latex	27	3.75
	Image(jpg, tiff, gif)	45	6.25

Opinion about comparison of print documents and e-resources

The faculty members were asked the question regarding Opinion about comparison of print documents and e-resources by respondents. Their responses in this regard are presented in table 8. It reveals that the majority of the faculty members, that is, 201 (14.61%) opined that e-resources are gave platform to access to up-to-date information, followed by 187 (13.59%) of the respondents opined they got improvement in the quality of professional work, about 183 (13.30%) of the respondents opined that from the benefit of e-resources they got quality of information, 170 (12.35%)of the respondents opined thatthe e-resources are facilitates the copy and paste option rather than print sources, 167 (12.14%) of the respondents explores their opinion that they can access the e-resources anywhere and anytime.

Table – 8: Opinion about comparison of print documents and e-resources

Sl. No	Benefits	No. of Respondents
1	Time saving	164 (11.92%)
2	Better quality of information	183 (13.30%)
3	Access to up-to-date information	201 (14.61%)
4	Improvement in the quality of professional work	187 (13.59%)
5	Information available in various formats as per the need	159 (11.56%)

6	Easy portability of e-resources	145 (10.54%)
7	Anywhere and anytime access	167 (12.14%)
8	Just copy and paste facility	170 (12.35%)

Problems faced by the respondents while accessing e-resources

As many barriers are identified while accessing the e-resources and the responses data are presented in the below table 9. The majority, i.e., 260 (17.97%) respondents faced problem in finding the retrieval of irrelevant/junk information, followed by, 231 (15.96%) respondents have faced the problem like poor connectivity (Low bandwidth), 208 (14.37%) of the respondents have faced lack of IT knowledge to effectively utilize the service/e-resources, 194 (13.41%) respondents have found the problem of server down or system problem, 134 (9.26%) respondents have faced the problem like change of the content/information, 117 (8.09%) respondents have faced lack of assistance from library staff, 115 (7.95%) respondents have saw unfamiliar file formats, 101 (6.98%) of respondents have faced problem of change in URL/Web site address and 87 (6.01%) respondents saw an unorganised information content while accessing the e-resources.

Table – 9: Problems faced by the respondents while accessing e-resources

Sl. No.	Problems	No. of Respondents
1	Poor connectivity (Low bandwidth)	231 (15.96%)
2	Retrieval of irrelevant/junk information	260 (17.97%)
3	Server down or system problem	194 (13.41%)
4	Unfamiliar file formats	115 (7.95%)
5	Change in URL/Web site address	101 (6.98%)
6	Change of the content/information	134 (9.26%)
7	Unorganised information content	87 (6.01%)
8	Lack of assistance from library staff	117 (8.09%)
9	Lack of IT knowledge to effectively utilise the service/e-resources	208 (14.37%)

Figures in parenthesis indicate percentage

Conclusion

The present study deals with the importance of e-resources in changed environment, accessibility and usability of electronic information is more valuable when it is readily available in the required electronic formats at the time of work. E-resources provides a wide range of options in highlighting the importance of libraries to their users. The usage of e-resources is expanding its boundaries to a greater extent to fulfill the research and learning objectives of an individual. It is very important for any academic library to develop itself with a high technological infrastructure and build a solid collection of e-resources to help its users and provide high quality services to the user’s desktop.

The study established clearly that faculty members depend highly on e-resources not only for the purposes of research, but also to support their teaching. Access to e-resources not only influences the way students and scholars conduct research, it also changes the way they use the traditional library. Especially, online e-journals have become widely popular among library users.

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