

Library Resources and their Contributions in Academic Study and Research: A Study from the Colleges of Eastern Uttar Pradesh

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ABSTRACT

Library services comprise resources, activities, programmes, and instructions to assist customers in meeting their information requirements and making intelligent and effective use of the library's many resources and services. Library services, which provide access to a wide range of information resources, especially electronic resources, encourage academic and research excellence as well as personal development. The collection development strategy of the college library is to provide access to library materials. The college library obtains a database collection for reference as well as consortia to aid users. Aside from specialised ideas in the development of a clear and well-defined strategy, journal selection and subscriptions satisfy the demands of users and vital requests from reference enquiries. This research about the study of Library Resources and their contributions in academic study and Research: A study from Eastern Uttar Pradesh.

KEYWORDS: Library Resources, Print resources, Network, Information technology, Academic Research, Uttar Pradesh

INTRODUCTION

Librarians and information workers have enormous hurdles in serving consumers' complex and ever-increasing information requirements in today's technological world. In today's environment, libraries are highly significant. Currently, the nature of numerous administrative responsibilities and housekeeping operations in LIS is changing. Scholars and information searchers have a

challenge as a result of the flow of information and repetition. To solve the issue of information overload, only e-resources are currently available.

Following a review of prior studies, it is obvious that encouraging children to read for at least one hour per day, which may pave the way for extended reading, is crucial. Reading facilitates information acquisition while also giving inspiration, knowledge, education, and

entertainment. The present emphasis of college librarians gives an excellent opportunity to provide intellectual access while also incorporating information literacy into the curriculum. All of these initiatives have resulted in the reduction of academic participation restrictions. In a college library, information is just as crucial as it is in any other academic setting. Students are the foundations of a country, and their need for knowledge and access is both a valued gift to society and a distinct intellectual function. These academic communities have global access to resources. They have access to their ideas and serve as a learning center/laboratory, developing fresh thinking and ideas as well as new items and concepts to solve societal concerns. The benefits of technology include their low cost, adaptability, and accessibility to a wider range of people. As a consequence, information technology has evolved into a tool for education.

The selection of appropriate e-resources for users is more important, and library and information professionals bear a great deal of responsibility for identifying, comprehending, acquiring, and processing potential electronic information resources in various formats and styles, as well as informing and teaching the user community about how to use them.

There have been no web-based organisation standards developed, however attempts are being made to develop standards for web sites/web pages and web-based services. Librarians have no option but to utilise the print resource standards that have been developed/framed. Web-based sources are like mice in that they go from one site to another and then vanish from the internet. Without a doubt, the World Wide Web has advanced significantly in the realm of digital libraries, and library services are now widely accessible. Such services are being developed all around the globe. It has a significant influence on the world of electronics. Constant efforts are performed via current site design to encourage and produce more evanescence in library services. Libraries are also strengthening their infrastructure, despite the fact that this is a challenging task. Even if library service operations are shifted, the moto and main goal

remain the same: storing, directing users to information, assessing services, and effectively using information.

The work of the college librarian is critical in ensuring that users get timely and up-to-date service. He knows how the student body feels about the transformation from face-to-face to machine interaction, print to electronic delivery, text to multimedia, and physical to virtual presence in library operations and services. Aside from these notable changes, reference interviews remain at the heart of all reference transactions. As a consequence, the college librarian functions as a master and a pioneer in providing customers with web-based library services.

REVIEW OF LITERATURE

Information is essential in the lives of lecturers. They need information to further their professional careers, promote their research activities, keep current in their areas of study, and enhance their teaching abilities, among other things. The use of Library resources may sometimes impact patrons' information-seeking behaviour.

Library services, which provide access to a wide range of information resources, especially electronic resources, encourage academic and research excellence as well as personal development.

Aina (2004) emphasised academic libraries' services such as lending and interlibrary loans, document delivery, reservation, user education, reference services, and information literacy programmes. Among the other services are exhibitions and displays, literature searches, selective information dissemination, referral services, extension and outreach services, and translation services.

Aina (2008) argues for distance and part-time learners to have access to reference services, borrowing and interlibrary loan services, the Internet and topic literature, and consultation with librarians. Effective and high-quality library resources and services are essential to the success of university programmes. As a

consequence, it is vital that library materials (print, non-print, electronic, and web-based) be made available and accessible to all users (full-time and part-time) at all programme levels (sub-degree, undergraduate and post graduate). It is also critical that the library's materials and services fulfil the needs of students as well as the university's curriculum.

According to Kannappanavar and Manjunatha (2010), information seeking behaviour is a popular field of study for information scientists. They went on to suggest that the information-seeking behaviour and needs of social scientists varied from those of scientists.

According to Mason (2011), researchers must devote forty percent of their time to research and the creation of significant, original work.

Sinha (2004) examines the Internet's use and benefits in everyday life, the Internet's influence on library and information services, the goals and objectives of the present study on Internet usage in Barak Valley, as well as the methodology utilised. The author emphasises that Internet usage in this area is still in its early phases, and that it is vital to educate people in this valley about the possibility for accessing massive quantities of information that can be searched instantly if just the most basic level of Internet connectivity is provided. The survey results also reveal the user communities of various strata, their use of the Internet from personal connectivity or from Internet cafés, offices, or academic institutions, the types of connectivity for Internet account subscription, the location and time for Internet search, the time slot for Internet connectivity, the use of Internet tools and services, the most commonly used search engines for Internet access, the rate of Internet access from Internet café, and the rate of Internet access from Internet café. Aside from the foregoing, the final section of the paper discusses the role of the Internet in library and information services, the challenges of obtaining Internet connectivity, and some recommendations for raising awareness of the Internet and popularising its use among user communities through short-term training programmes organised by Computer Institutions, Regional Engineering College

(REC), Assam University, and other private institutions.

Sajjadur Rehman and Vivian Ramzy (2004) conducted research on the usage of electronic resources and discovered that although electronic resources are essential, they are also exceedingly costly, and medical librarians are truly worried about their appropriate use. Many of them included a range of formal orientation and training procedures to assist users in becoming more productive. Low awareness and poor skills are often cited as major factors for their underutilization. To investigate the type and breadth of utilisation of these resources, as well as the reasons for their underuse, a questionnaire-based study of health professionals connected with three Kuwait University teaching faculties was conducted. The survey was completed by 70.9 percent of the faculty members. Time restrictions, a lack of awareness, and a lack of expertise were among the major challenges they faced. Many of them included a range of formal orientation and training procedures to assist users in becoming more productive.

Moghaddam and Talawar (2008) investigated academic e-journal use at the Indian Institute of Science, Bangalore. The survey results show that there is an increasing interest in electronic journals among library users at the Indian Institute of Sciences in Bangalore. Electronic journals were largely used for research, with PDF being the most often used format for users to download and store research articles. The ability to access electronic journals from their own computers on campus at any time seems to be the most appealing feature.

According to a study conducted by Kaur and Verma (2009) on the use of e-resources and services provided at the Indian Institute of Technology, Delhi's Central Library, the use of e-journals has been steadily increasing, which could be due to a higher level of awareness among library users about the availability of e-resources and services in the libraries under study. Library users are using these resources in dorms and departments in higher numbers than in the central library due to the ease of access given by university libraries at numerous places

around the institution. One of the major changes seen by the researchers is a decrease in user attendance at the library. They do not visit the libraries in person; instead, they access resources through the university wide network and the Internet.

Santhi, Radhakrishnan, and Swaroop (2010) investigated the relationship between academic staff's computer literacy and their use of electronic information resources, as well as the impact of other factors such as age, gender, and educational background on the use of electronic information resources.

Sivakumaren et al. (2011) explore the usage of library resources and services by LIS research scholars pursuing M. Phil. and Ph.D. programmes at different universities and colleges in Tamil Nadu, India, in both full-time and part-time schemes. A well-structured questionnaire was developed and distributed to research academics to gather data for the study. Only 103 of the 125 questionnaires that were distributed were returned. The Internet, electronic journals, online databases, and e-mail have been used by the majority of research academics to gather information for their studies. It is recommended that librarians and library personnel educate research scholars about library resources and services, as well as get training on how to utilise such resources and services.

Nisha Faizul and Naushad Ali P.M. (2012) conducted a survey on the use of e-journals in higher educational institutions in Delhi and discovered that the majority of library users are aware of e-journals and use them not only for building and updating their knowledge but also for collecting relevant material for their study and research purposes because information can be obtained quickly through e-journals. According to the poll, the major reason for checking these journals is to collect research information, publish research papers and manuscripts, complete assignments, make presentations, and attend seminars, as well as to stay current on their own expertise. However, as indicated by the majority of IIT Delhi and Delhi University users, this poll shows certain inherent issues that library users encounter,

especially when utilising e-journals, such as delayed downloading. Other mechanical shortcomings, such as the non-availability of a particular issue, a lack of training, and restricted access to terminals, are a few challenges that library users confront while using e-journals, and they need the attention of concerned librarians in order to provide acceptable solutions.

Sivasubramaniyan and Sadik Batcha (2012) conducted a research on e-resource usage at Pondicherry University and its associated colleges and found that e-resource use is relatively common among Pondicherry University faculty members as well as faculty members at affiliated institutions. The majority of faculty members definitely relied on electronic resources to gain sought-after and pertinent information.

According to Bidyut, Bajpai, and Chakraborty (2013), E-resources have posed new challenges for library professionals in terms of appropriately managing electronic information resources.

Elavazhagan and Udayakumar (2013) explored the exposure to and usage of e-resources by academic members and research researchers at BITS Pilani- Hyderabad Campus in their study, finding that e-resources are time-saving, simple to use and manage, more informative, preferred, adaptable, and effective.

Hwang et al. (2014) provide data on e-book use by era and country. More crucially, based on customer preferences, the authors provide suggestions for promoting e-book consumption. Since the early 2000s, when e-books were first launched, there has been a dramatic change in viewpoint and greater usage of them in South Korean university libraries. Despite this advancement, the majority of e-book functionalities are still underutilised. The authors feel that the library's participation is crucial since most customers hear about and access e-books via university libraries' websites rather than gateway sites like Google. Users with a higher degree of expertise are more likely to recognise and utilise e-book services, which is an important finding.

According to Mishra R. (2016) study on “A Study of Library Use and Services in Central Universities of North-East, India” The paper focuses the pertinent issues relating to the use of library resources by the users and services imparted by the central universities of North East, India.

MATERIALS AND METHODS

It is a survey study design because information is a key component of higher education advancement and plays an important role in national progress. Proper information utilisation is closely tied to the expansion of study, research, and teaching facilities, as well as the multidimensional development of higher education. The automation process and its application might be assessed in a variety of ways. The most essential approach is the survey method, which is appropriate for social sciences.

The research used survey methodologies based on questionnaires, observations, and secondary sources, as well as communication with users of various universities through official and informal channels. To analyse the position of

library automation, a systematic questionnaire will be prepared and delivered to chosen college customers. After the data has been gathered, it will be analysed and shortlisted for further processing. The questionnaire will cover all questions that may be useful in determining the state of automation in college libraries, such as whether automation has begun, the pace of automation work, and the services given based on automation. The libraries under investigation will be recognised by their efforts in the automation process or its different phases of automation, which have been chosen for investigation.

The study is based on survey method. A sample survey has been done among the college libraries. Two questionnaires have been constructed, one for college librarians and one for users, faculty research scholars and the UG and PG students. Questionnaire was distributed to 860 users (Faculty 160, PG students 220 and UG students 480). No research scholar has been added because of close of research programmes since 2010. After the questionnaires received and responded the data collected, have been analysed and interpreted and presented in the form of tables and figures.

RESULTS AND DISCUSSION

Table 1: Respondents Statement

Category	Number of questionnaire distributed	Number of questionnaire responded	Percentage of questionnaire responded
Faculty	160	120 (Six each college)	75%
P.G. Students	220	200 (Ten each College)	90%
U.G. Students	480	440	91.67%
	860	760	88.37%
d.f.	2		
Chi-square	2.24		
P value	0.048*		

The above table 1 shows that 75% faculty, 90% P.G. Students and 91.67% U.G. Students responded, out of the questionnaire sent to users for respond. It was a sample survey. We

took 6 faculties from all disciplines (2 from Arts, 2 from Commerce and 2 from Science faculty). But in case of students, covered them without any difference.

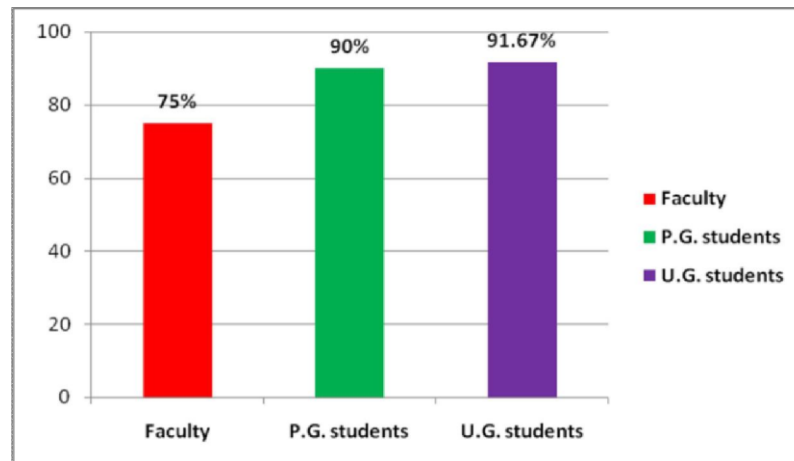


Figure 1: Respondents who responded

The respondents who responded to questionnaire were: Faculty 75%, P.G. students 90% and U.G. students 91.67%. The highest

percentage of UG students was due to personal approach to students.

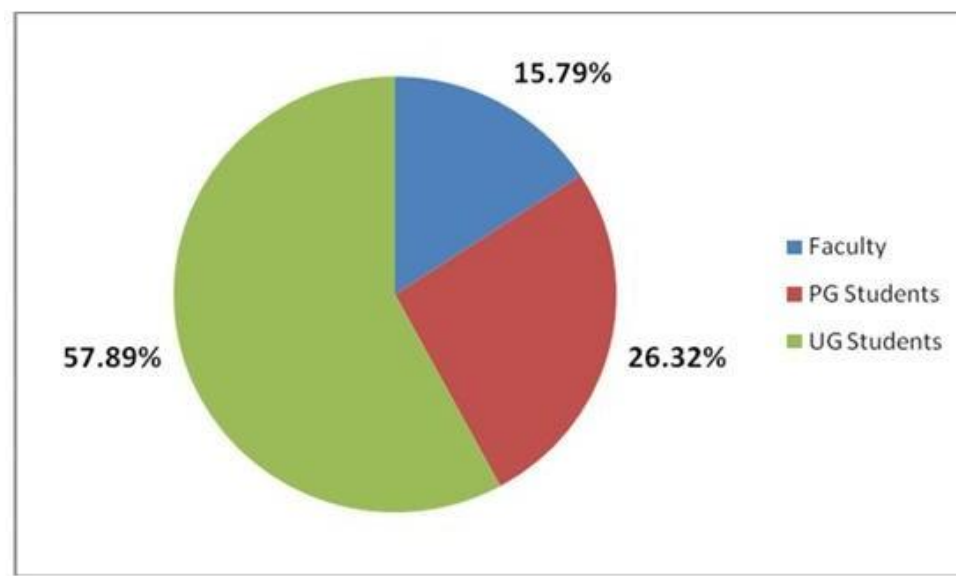


Figure 2: Respondents position: Individually

The respondents position out of the total respondents individually was Faculty 15.79%,

PG students 26.32% and UG students 57.89%, which is satisfactory ratio.

Table 2: Factors of influence for selection of library software

	Evaluation of each module	Seeing demo	Reference from other College	Vendor approach	Cost effectiveness of software
Irwin Christian College, Allahabad	Yes	Yes	No	Yes	Yes
Allahabad Degree College, Allahabad	Yes	No	No	No	Yes
C.M College, Allahabad	No	No	Yes	Yes	No
Harish Chand P.G. College, Allahabad	Yes	No	No	No	Yes
K.S. Saket Degree College, Faizabad	Yes	Yes	No	No	No
R.M. Girls P.G. College, Faizabad	No	No	Yes	Yes	Yes
D.A.V. Girls College, Gorakhpur	Yes	No	No	No	No
Digvijaynath Degree College, Gorakhpur	Yes	Yes	No	Yes	Yes
G.D.M. College, Gorakhpur	Yes	Yes	No	No	Yes
T.D. College, Jaunpur	Yes	No	No	Yes	No
DAV College, Kanpur	No	No	Yes	No	No
PPN College, Kanpur	Yes	Yes	No	No	Yes
Acharya ND Girls College, Kanpur	Yes	Yes	No	Yes	Yes
D.B.S. College Kanpur	Yes	No	No	Yes	No
D.N.G. College Kanpur	Yes	No	No	No	Yes
J.N. Degree College, Lucknow	Yes		No	Yes	Yes
Mahila Mahavidyalaya, Lucknow	Yes	Yes	No	No	No
Harish Chandra College, Varanasi	No	No	Yes	No	Yes
D.A.V. Girls College, Varanasi	Yes	No	No	Yes	Yes
U.P. College, Varanasi	Yes	Yes	No	Yes	Yes
Libraries	16	8	4	10	13
Percentage	80%	40%	20%	50%	65%
Total percentage of Totality of libraries	31.37	15.69	7.84	19.61	25.49

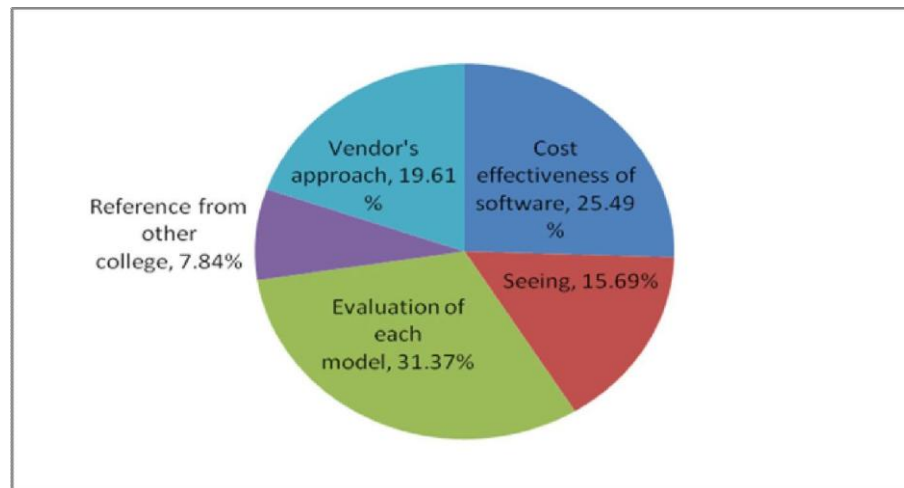


Figure 3: Selection of library software

The libraries evaluated the software at their even source which others show the demo of software's except 4(20%) libraries which took reference from other libraries. 10(50%) libraries approach the vendors and discussed the

problems regarding software's. There are 13(65%) libraries which seriously considered financial capacity of the library while considering its installation.

Table 3: Computer Peripheral

	Computer	Printer	Scanner	Bar code reader	Disk
Irwin Christian College, Allahabad	Yes	Yes	Yes	Yes	No
Allahabad Degree College, Allahabad	Yes	No	No	No	No
C.M College, Allahabad	Yes	No	No	No	No
Harish Chand P.G. College, Allahabad	Yes	No	No	No	No
K.S. Saket Degree College, Faizabad	Yes	Yes	No	No	No
R.M. Girls P.G. College, Faizabad	Yes	No	No	No	No
D.A.V. Girls College, Gorakhpur	Yes	No	No	No	No
Digvijaynath Degree College, Gorakhpur	Yes	No	Yes	Yes	No
G.D.M. College, Gorakhpur	Yes	No	No	No	No
T.D. College, Jaunpur	Yes	No	No	No	No
DAV College, Kanpur	Yes	No	No	No	No
PPN College, Kanpur	Yes	Yes	No	No	No
Acharya ND Girls College, Kanpur	Yes	No	No	No	No
D.B.S. College Kanpur	Yes	No	No	No	No
D.N.G. College Kanpur	Yes	Yes	Yes	Yes	No
J.N. Degree College, Lucknow	Yes	Yes	No	No	No
Mahila Mahavidyalaya, Lucknow	Yes	Yes	No	No	No
Harish Chandra College, Varanasi	Yes	Yes	Yes	No	No
D.A.V. Girls College, Varanasi	Yes	No	No	No	No
U.P. College, Varanasi	Yes	Yes	No	Yes	No
Libraries	20	8	4	4	0
Percentage (%)	100%	40%	20%	20%	0%

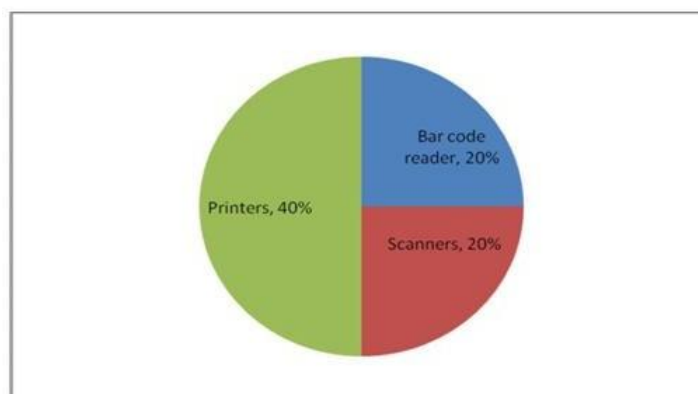


Figure 4: Computer peripheral

From the above table 3 it shows the peripheral status of computer systems and the automation state of the art. The libraries of all colleges have installed computer system, though few of them have not sufficient configuration. Some are Pentium 3. Only 8

college libraries (40%) have been provided printer while four college libraries (20%) have equipped with scanner which are not being used for library purposes. There are only four bar code reader (20%) which has not used properly as automation has not been adopted fully.

Table 6: Member of National Network

	Indonet	NICNET	INFLIBNET	ERNET	DELNET	SIRNET
Irwin Christian College, Allahabad	No	No	Yes	No	No	No
Allahabad Degree College, Allahabad	No	No	No	No	No	No
C.M College, Allahabad	No	No	No	No	No	No
Harish Chand P.G. College, Allahabad	No	No	No	No	No	No
K.S. Saket Degree College, Faizabad	No	No	Yes	No	No	No
R.M. Girls P.G. College, Faizabad	No	No	Yes	No	No	No
D.A.V. Girls College, Gorakhpur	No	No	No	No	No	No
Digvijaynath Degree College, Gorakhpur	No	No	No	No	No	No
G.D.M. College, Gorakhpur	No	No	No	No	No	No
T.D. College, Jaunpur	No	No	No	No	No	No
DAV College, Kanpur	No	No	Yes	No	No	No
PPN College, Kanpur	No	No	Yes	No	No	No
Acharya ND Girls College, Kanpur	No	No	Yes	No	No	No
D.B.S. College Kanpur	No	No	No	No	No	No
D.N.G. College Kanpur	No	No	No	No	No	No
J.N. Degree College, Lucknow	No	No	No	No	No	No
Mahila Mahavidyalaya, Lucknow	No	No	Yes	No	No	No
Harish Chandra College, Varanasi	No	No	No	No	No	No
D.A.V. Girls College, Varanasi	No	No	No	No	No	No
U.P. College, Varanasi	No	No	Yes	No	No	No
Libraries N = 20	NIL	NIL	8 (40%)	NIL	NIL	NIL

College libraries have not developed automation fully and hence no connectivity with networks particularly INFLIBNET (AUGC network) only 8 college libraries (40%) have connectivity with

Inflienet network. But it is being used by the students. This facility has been given to faculty members and research scholars.

Table 5: Computerization of Libraries

	Starting year of computerization	Type of computer	Availability of Network	Software
Irwin Christian College, Allahabad	1996	P4	Yes	Soul
Allahabad Degree College, Allahabad	2010	P3	No	Local
C.M College, Allahabad	2009	P3	No	Local
Harish Chand P.G. College, Allahabad	2001	P4	Yes	Soul
K.S. Saket Degree College, Faizabad	1998	P4	No	Local
R.M. Girls P.G. College, Faizabad	2006	P3	No	Soul
D.A.V. Girls College, Gorakhpur	2007	P3	No	Local
Digvijaynath Degree College, Gorakhpur	2001	P4	No	Local
G.D.M. College, Gorakhpur	2008	P4	No	Local
T.D. College, Jaunpur	2010	P3	No	Local
DAV College, Kanpur	2010	P4	No	Soul
PPN College, Kanpur	1999	P4	Yes	Soul
Acharya ND Girls College, Kanpur	2002	P4	No	Soul
D.B.S. College Kanpur	2008	P4	No	Local
D.N.G. College Kanpur	2009	P4	No	Local
J.N. Degree College, Lucknow	2009	P4	No	Local
Mahila Mahavidyalaya, Lucknow	2005	P4	Yes	Soul
Harish Chandra College, Varanasi	2008	P4	No	Soul
D.A.V. Girls College, Varanasi	2009	P4	No	Soul
U.P. College, Varanasi	2003	P4	No	Soul
Libraries No.		P4 - 15 (75%)	N - 4 20%	Soul (50%)
Libraries No		P3 - 5 (25%)	N - 16 80%	Local (50%)
Percentage (%)		100%	100%	100%

Above table 5 shows that college libraries started their computerization solato i.e. in 1996 (ICC /A) while most of the colleges stated computerization in the decade 2000 to 2008. 80% libraries have P4 module while 20% have P3

module of system 50% college libraries have installed SOUL software while 50% colleges have developed their local software as one unit of college administration software.

Table 6: Holdings of books in libraries

	Books	Ref. Books	Periodicals	Newspaper
Irwin Christian College, Allahabad	C	A	A	D
Allahabad Degree College, Allahabad	D	A	B	B
C.M College, Allahabad	B	A	C	A
Harish Chand P.G. College, Allahabad	D	A	B	B
K.S. Saket Degree College, Faizabad	A	A	C	D
R.M. Girls P.G. College, Faizabad	D	A	A	A
D.A.V. Girls College, Gorakhpur	D	A	C	B
Digvijaynath Degree College, Gorakhpur	C	A	B	D
G.D.M. College, Gorakhpur	C	A	A	D
T.D. College, Jaunpur	C	A	C	B
DAV College, Kanpur	D	A	A	A
PPN College, Kanpur	E	A	C	D
Acharya ND Girls College, Kanpur	D	A	C	D
D.B.S. College Kanpur	D	A	B	B
D.N.G. College Kanpur	C	A	B	B
J.N. Degree College, Lucknow	B	A	C	B
Mahila Mahavidyalaya, Lucknow	C	A	C	D
Harish Chandra College, Varanasi	B	A	B	A
D.A.V. Girls College, Varanasi	B	A	C	B
U.P. College, Varanasi	C	A	B	D
	B - 4 (20%) E - 1(5%) D - 7(35%) C - 7(35%) A - 1(5%)	A - 20 (100%)	C - 9 (45%) B - 7 (35%) A - 4 (20%)	A-4 (20%) D-8 (40%) B-8 (40%)
	100%	100%	100%	100%

Table 7: Books

Books	Libraries	Percentage (%)
A	Less than 50000	05%
B	51000 - 75000	20%
C	76000 - 1 Lakh	35%
D	101000 - 1.20 Lakh	35%
E	121000 - 1.50 Lakh	05%
F	1.51 Lakh - 2 Lakh	--

The above Table 7 shows the status of libraries about books. There are only 40% libraries having a collection more than 1 lakh, while 25% libraries have less than 75000 books. Only 35% libraries have books between 76000 to 1 lakh. The collection is not encouraging as every college have more than 3500 users.

Table 8: Newspapers

Newspapers	Libraries	Percentage (%)
A. Less than 10	4	20%
B.10 – 20	8	40%
C. 20 – 30	–	–
D. Above 30	8	40%

Table 9: Periodicals/Journals

	Periodicals/ Journals	Libraries	Percentage (%)
A	Less than 20	4	20%
B	21 – 30	7	35%
C	31 – 50	9	45%
D	51 – 100	–	–

The above table 9 shows that the position of subscribing periodicals is very miserable 45% libraries subscribe periodicals between 31-50

while 20% libraries subscribe only 20 periodicals. 35% libraries subscribe periodicals between 21-30 only.

Table 10: Print Resources

	Text books	%	Reference books	%	Total	%
Irwin Christian College, Allahabad	85000	83.33	17000	16.67	102000	100%
Allahabad Degree College, Allahabad	105000	83.33	21000	16.67	126000	100%
C.M College, Allahabad	111000	88.09	15000	11.91	126000	100%
Harish Chand P.G. College, Allahabad	55000	88.70	7000	11.30	62000	100%
K.S. Saket Degree College, Faizabad	61000	95.31	3000	4.69	64000	100%
R.M. Girls P.G. College, Faizabad	71000	88.75	9000	11.25	80000	100%
D.A.V. Girls College, Gorakhpur	112000	80.58	27000	19.42	139000	100%
Digvijaynath Degree College, Gorakhpur	80000	88.33	16000	16.67	96000	100%
G.D.M. College, Gorakhpur	90000	88.23	12000	11.77	102000	100%
T.D. College, Jaunpur	92000	85.98	15000	14.02	107000	100%
DAV College, Kanpur	107000	79.85	27000	20.15	134000	100%
PPN College, Kanpur	128000	89.51	15000	10.49	143000	100%
Acharya ND Girls College, Kanpur	101000	93.51	7000	6.49	108000	100%
D.B.S. College Kanpur	110000	83.96	21000	16.04	131000	100%
D.N.G. College Kanpur	70000	86.41	11000	13.59	81000	100%
J.N. Degree College, Lucknow	67000	88.65	9000	11.85	76000	100%
Mahila Mahavidyalaya, Lucknow	77000	91.66	7000	8.33	84000	100%
Harish Chandra College, Varanasi	41000	89.13	5000	10.87	46000	100%
D.A.V. Girls College, Varanasi	72000	95.36	3500	4.64	75500	100%
U.P. College, Varanasi	82000	85.41	16000	14.59	98000	100%
d.f.	19					
Chi-square	32295.63					
P value	0.001					

Library Resources and their Contributions in Academic Study and Research: A Study from the Colleges of Eastern Uttar Pradesh

The above table 10 shows that the major collection of print resources has been about 80% or more than that in case of text books, while

reference books are between 11% to 20% in most of the colleges.

Table 11: Print Resources: Books

Text Book	No of Libraries	Percentage (%)
Less than 50000	1	5%
51000-100000	12	60%
101000-150000	7	35%
151000-200000	-	-
2 Lacks and above	-	-
Total	20	100%

Table 12: Reference Books

Quantity	No. of Libraries	Percentage (%)
Below 10000	8	40%
10001-20000	8	40%
21000 and Above	4	20%
Total	20	100%

Table 13: Journals

	Journal	Libraries	Percentage (%)
A	Less than 20	–	–
B	21 – 30	6	30%
C	31 – 50	12	60%
D	51 – 100	2	10%
	Total	20	100%

FINDINGS

The data collection, analysed and interpreted, have shown the present status of automation in college libraries through tables and figures. It clearly highlights the following findings:

The study found that 20% colleges selected software with consultation to other colleges, while 50% colleges selected software on the approach of vendors. There were only 13 colleges which faced financial problems (Table 2). The study revealed that all libraries has computers (100%), while only 8 and 4 libraries had printers and scanners (40% and 20% respectively). Only 20% library has bar coding (20%) at the time of automation process (Table 3). It has been revealed that 40% libraries have connectively with INFLIBNET network (Table 4). All libraries were having a good collection of

printed documents, but periodicals were not in sufficient number (Table 6).

CONCLUSION

The College libraries are still in the early stages of implementing information technology. Libraries have begun automated library services and internet services by establishing an Internet wing in libraries or by giving internet access in college computer labs. The study has many important findings, i.e. (i) 28.76% respondents access resources (ii) 22.09% respondents use internet facilities (iii) 17.11% respondents need awareness about resources and internet handling (iv) There is lack of proper space (77.77%) paucity of funds (72.22%) and Lack of trained staff (38.8%), 40% libraries have regular internet connectivity, 40% libraries have joined INFLIBNET network, 70% libraries have

automation in process and near completion, Automation has increased CAS services (25%), referral queries (35%), Automation has created awareness among users.

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