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Study of the different Library electronic Resources and Their Usage in College Libraries in Eastern Uttar Pradesh

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ABSTRACT

The current electronic environment presents significant challenges to librarians and information workers in meeting users' complex and ever-increasing information needs. Libraries are extremely important in today's world. The nature of various administrative tasks and housekeeping operations in LIS is evolving at the moment. Because of the flow of information and redundancy, scholars and information seekers are confronted with a difficulty. Only e-resources are now accessible to address the problem of information overload. By establishing an Internet wing in libraries or giving internet access at the college's computer lab, libraries have begun to provide automated library services and internet access. This research is about the Study of the different Library electronic Resources and Their Usage in College Libraries in Eastern Uttar Pradesh.

KEYWORDS: *Internet, E-Resources, Search Engine, College Libraries, Database, Radio Frequency Identification Technology (RFID)*

INTRODUCTION

A E-library services for teaching, learning, and research are examined by the college library. Through a theoretical approach to documents, it makes a theoretical premise and a twofold meaning. Changes in the quality, quantity, and structure of information products led to managerial processes, but in practise, many changes and transformations have resulted in the need for new organised and complicated services. Electronic services in an information college structure are complimentary to the college's own electronic services, which have been rethinking their methods to serve the educational process in recent years.

The numerous information sources, such as e-mail, the internet, and other learning possibilities, are not equally distributed or proportionate. The various course broadcast media are diversified. A knowledge-based society has greater connections in its educational system and its processes in terms of economic, social, and financial concerns. There are states that are progressing and promoting abilities in information processing in day-to-day work as a result of the impact of information technology on increasing access to education and enhancing competency and teaching quality.

The introduction of e-documents has resulted in a shift in the library-publisher relationship. Both share a vision and aim to make information more accessible, regardless of

how a book is printed or if it is offered electronically, as determined by copyright and licence use issues.

E-libraries have no boundaries. It is not limited to providing complete text documents, but hyperlinks can be utilised globally. It makes digital materials available through other universities' libraries. The computerization/automation stage of a digital library is the initial step.

REVIEW OF LITERATURE

Various individuals and groups of individuals have investigated e-resources-related works. The literature review provides a more comprehensive understanding of the situation. The following are some of the works that have been completed.

The majority of Guru Gobind Singh Indraprastha University instructors and researchers, according to Sharma (2009), depend on electronic resources to find and access the most important and relevant material. However, in contrast to the efforts made to acquire these resources, the actual use of e-resources falls short of expectations, and infrastructure and training programmes should be adjusted to suit the demands.

Ansari (2010) observed that most academics have computer abilities that enable them to access electronic resources; the majority has a limited grasp of electronic resources, which is a negative feature of the findings. The majority of users choose to utilise either electronic and printed resources, or just print resources. Study and lecture preparation are both facilitated by electronic tools.Almost everyone was happy or extremely satisfied with the materials offered, however they considered they were less dependable. The biggest reasons for not implementing electronic resources are a lack of awareness and infrastructure.

Because of the ease with which information and e-resources can be found on the internet, customers have turned to it, as shown by Bhatia (2011), Just a small percentage of clients, however, used e-resources on a regular basis, she said. For the most part, people utilise electronic resources to keep up with current events and to accomplish academic assignments. There should also be awareness and training programmes, as well as educational seminars, held by the college library to help students better understand the library's resources and services, including e-resources.

According to Habiba and Chowdhury (2012)'s study, the Dhaka University Library makes a large quantity of electronic materials available (DUL). In addition, they found that the majority of users make use of online resources to further their education, and that these materials are simple for users to access and utilise to their liking. But the authors say that DUL is lacking in infrastructure, notwithstanding their assertions. Therefore, DUL should give more user training and hire more individuals with ICT abilities who are knowledgeable about the new e-journal subscription options.

Undergraduate students at Redeemer's University, according to Adeniran (2013), benefit greatly from the utilisation of electronic resources. As for users, they have to learn how to better use technological resources.

Postgraduate students at Delta State University, Araka, lacked guidance on how to use electronic information resources (EIR) effectively and efficiently for academic research, according to Okite-Amughhoro, Makgahlela, and Bopape (2014). They also say that students must learn how to find, choose, and use a wide range of information sources, all at the same time. Newly enrolled students in all subjects at the school should get orientation and instruction on how to use ICT and access different databases.

All four contracts of electronic resources (satisfaction, chosen database, time and frequency, and degree of expertise) revealed a significant positive relationship with utilisation among users in their study according to Akussah, Asante, and Adu-Sarkodee (2015). More dynamic marketing strategies for informing and raising awareness of electronic resources were also recommended by the authors. These included things like new student orientation and faculty seminars as well as the use of mailing lists, circulars and memoranda as well as selective

information dissemination and word of mouth.

An analysis conducted by Bhat, Ahmad, and Ganai (2016) found that a significant portion of the approved money was still spent on the procurement of print books in all seven libraries studied.

According to Natarajan (2017), who looked at survey data, 85.8% of students utilise e-Resources on a regular basis, while 81.1 percent do so in a library and the remaining 10% do it at a computer centre.

Kumar and Naik (2015) study's key goals are to investigate students' perceptions of IT-based resources and Wi-function. Fi's

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.

For librarians, E-resources have presented new issues when it comes to properly managing electronic information resources, as stated by Bidyut, Bajpai, and Chakraborty (2013).

Elavazhagan and Udayakumar (2013) discovered that academics and researchers at BITS Pilani-Hyderabad Campus prefer, adapt, and utilise e-resources because they save time, are simple to use and administer, and are more informative, preferable, adaptable, and effective.

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.

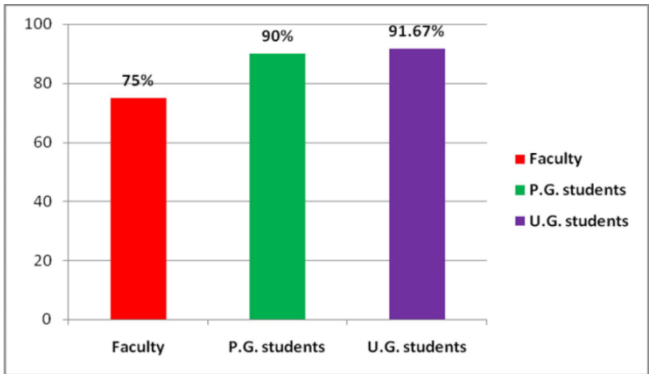

Figure 1: Respondents who responded

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.

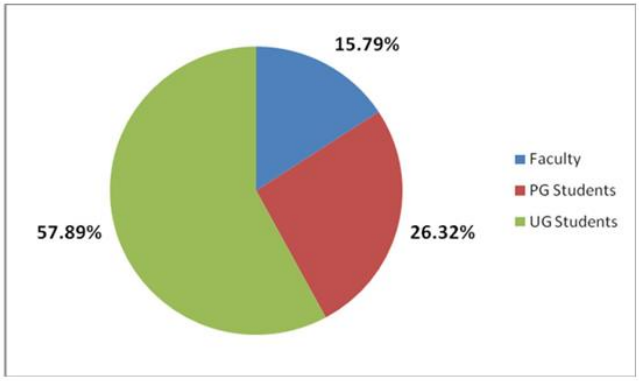

Figure 2: Respondents position: Individually

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: E–resources used by college libraries

Name of the library	E-mail	E-journals	E-book	Web	RFID	E-Contents
Irwin Christian College, Allahabad	Yes	Nil	Yes	Nil	Nil	Nil
Allahabad Degree College, Allahabad	Yes	Yes	Nil	Nil	Nil	Nil
C.M College, Allahabad	Yes	Nil	Nil	Nil	Nil	Yes
Harish Chand P.G. College,Allahabad	Yes	Yes	Nil	Nil	Nil	Nil
K.S. Saket Degree College, Faizabad	Yes	Nil	Nil	Nil	Nil	Nil
R.M. Girls P.G. College, Faizabad	Yes	Nil	Nil	Nil	Nil	Nil
D.A.V. Girls College, Gorakhpur	Yes	Yes	Nil	Nil	Nil	Nil
Digvijaynath Degree College, Gorakhpur	Yes	Nil	Nil	Nil	Nil	Yes
G.D.M. College, Gorakhpur	Yes	Yes	Nil	Nil	Nil	Nil
T.D. College, Jaunpur	Yes	Yes	Nil	Nil	Nil	Yes
DAV College, Kanpur	Yes	Nil	Nil	Nil	Nil	Yes
PPN College, Kanpur	Yes	Yes	Nil	Nil	Nil	Nil
Acharya ND Girls College, Kanpur	Yes	Yes	Yes	Nil	Nil	Yes
D.B.S. College Kanpur	Yes	Nil	Nil	Nil	Nil	Nil
D.N.G. College Kanpur	Yes	Nil	Nil	Nil	Nil	Nil
J.N. Degree College, Lucknow	Yes	Nil	Nil	Nil	Nil	Nil
Mahila Mahavidyalaya, Lucknow	Yes	Nil	Nil	Nil	Nil	Nil
Harish Chandra College, Varanasi	Yes	Nil	Nil	Nil	Nil	Nil
D.A.V. Girls College, Varanasi	Yes	Nil	Nil	Nil	Nil	Nil
U.P. College, Varanasi	Yes	Nil	Nil	Nil	Nil	Nil
	20 (100%)	7 (35%)	2 (10%)	Nil	Nil	5 (25%)

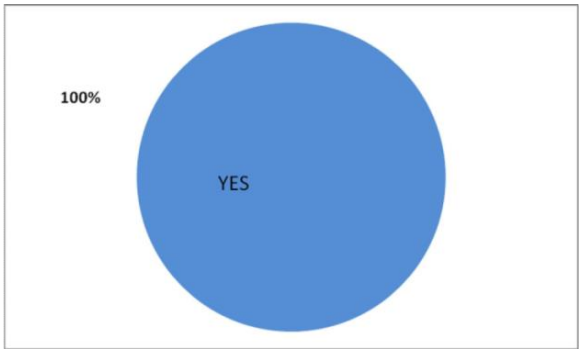

Figure 3: E-mail used by college libraries

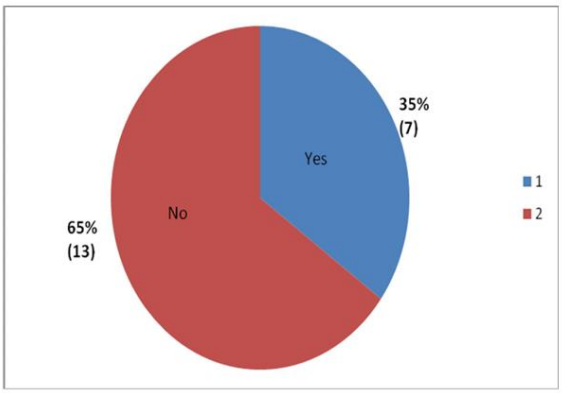

Figure 4: E-journal used by college libraries

The above figure 4 shows the totality of use of e-journals have been 65% in use. It is somehow satisfactory in college libraries where financial problems exist.

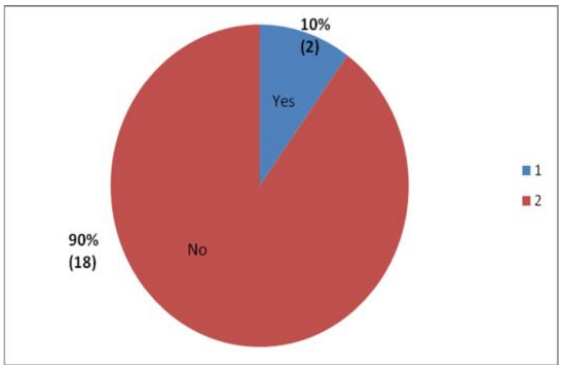

Figure 5: E-books used by college libraries

The above figure 5 shows the totality of e-books separately and the 90% use is somehow satisfactory but may be encouraged by acquiring more latest e-books.

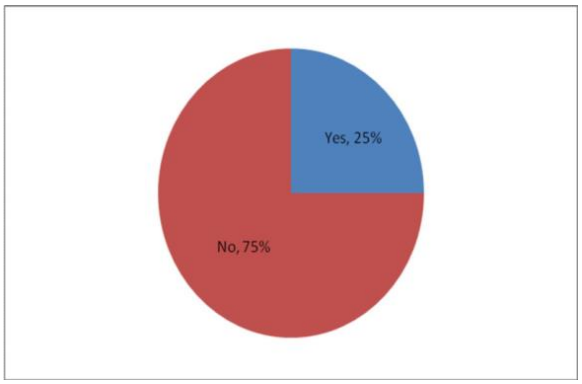

Figure 6: E-contents used by college libraries

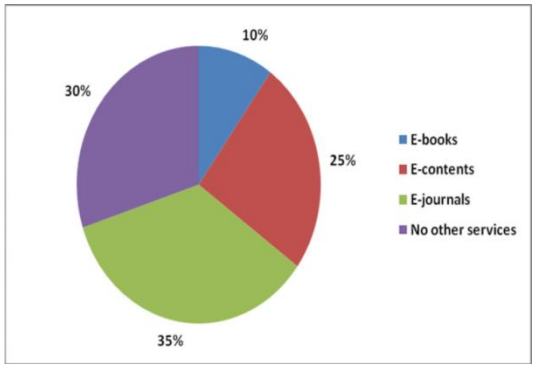

Figure 7: E-resources used (Totality status)

The above figure 7 shows that e-journals (35%) are used more in comparison with other resources. E-books are use 30% among all resources, but E-content resources are used only 10% while compare. No other services like E-Thesis, e-reports and e-conference proceeding are use, which is discouraging. Use of E-mail is 100%.

Table 3: Learning source to use electronic resources

	Percentage
1. Trial and error	21.5
2. Guidance from other students	23.5
3. Guidance from Lib. Staff	05.0
4. Self taught	08.0
5. Courses offered by colleges	20.0
6. Guidance from Faculty	05.0
7. Guidance from computing staff	15.0
8. External courses	01.0
9. Guidance from technicians	01.0
	100%

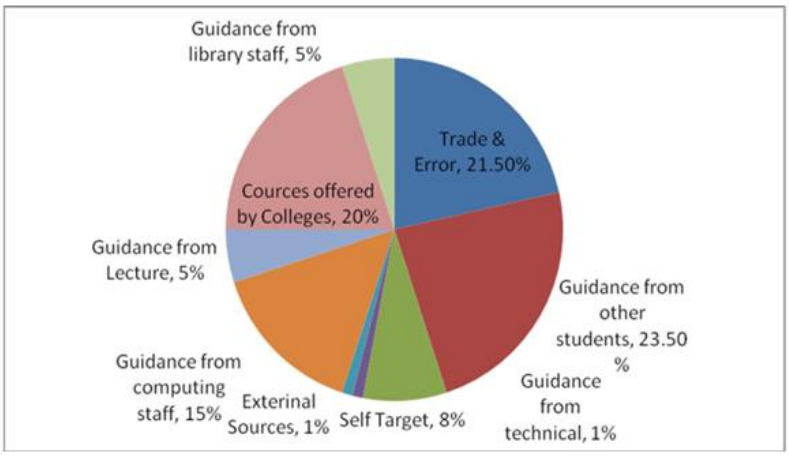

Figure 8: Learning Sources to use electronic resources

The above table 3 shows that a student seeks guidance (23.5%) from their colleagues, while 20% learn from the courses offered by the colleges. There have been 21.5% students learn to access e-resources by trail and error, while 15% students seek guidance from computer staff of the colleges deputed on duty in internet section or college cyber café. There is very less number of staff who is self taught, or take help of library staff or by external sources.

Table 4: Awareness about UGC Infonet Consortium

Respondent	**Response**	**No response**	**Total**
Undergraduate	9 (2%)	431 (98%)	100%
Postgraduate	50 (25%)	150 (75%)	100%
Faculty	34 (45%)	66 (55%)	100%

The above table 4 shows the status of awareness about the UGC. Infonet consortium and found that Undergraduate have less awareness (2%) about UGC – Infonet while P.G. students are aware 25% only. Faculty members are 45% aware about the consortium. This shows that college libraries are less conscious about automation services.

Table 5: Awareness of electronic resources/services by college libraries

Respondent	**Response**		**Total**
	Yes	**No**	
Undergraduate	88 (20%)	352 (80%)	100%
Postgraduate	120 (60%)	80 (40%)	100%
Faculty	108 (90%)	12 (10%)	100%

The above table 5 shows the status of awareness status of the users of college libraries. Undergraduates are less aware (20%) with electronic resources/services while P.G. students are more aware (60%) than the undergraduates. Majority of the faculty is aware with e-resources and services. Research scholars attend the library in less number hence their non – awareness could not be measured.

Table 6: Selection of Library Software

S. No.		No. of Libraries N=20		Percentage		Total
		Yes	No	Yes	No	
1	Evaluation of each model for selection	16	4	80%	20%	100%
2	Through demo display	8	12	40%	60%	100%
3	Reference from other colleges	4	16	20%	80%	100%
4	Vendor Approach	10	10	50%	50%	100%
5	Cost effectiveness of software	13	7	65%	35%	100%
d.f.		4				
Chi-square		16.96				
P value		0.076				

The above table 6 shows that majority of college libraries (80%) selected the library software after evaluating is value added quality and significance. Only 40% libraries took demo of the software to decide its selection. On the other hand there have been 20% libraries who decided the selection of library software on consultation of other college libraries. In view of the above whether evaluations or demo process conducted, it was all through vendors by only 50% libraries. There were 65% libraries who took final decision after making review or considering the budget provision and its limitations.

Table 7: Computer Peripheral

SL. No.		No. of Libraries N=20		Percentage		Total
		Yes	No	Yes	No	
1	Computer	20	-	100%	-	100%
2	Printer	8	12	40%	60%	100%
3	Scanner	4	16	20%	80%	100%
4	Bar Code Reader	4	16	20%	80%	100%
d.f.		3				
Chi-square		34.74				
P value		0.103				

The above table 7 shows the status of computer tools used for various automation services. All libraries have installed computers. Only 40% libraries have printers, though these printers are not used by users except emergency or with the permission of the principal. 20% libraries have scanning facilities, 80% libraries are no having scanners for library services. While 20% college libraries are having Bar code readers because they have not yet started e-lending services.

Table 8: Computerization of Libraries

S. No.		No. of Libraries N=20		Percentage		Total
		Yes	No	Yes	No	
1	Type of Computer					
	(a) P4,	15	-	75%	-	100%
	(b) P3	5	-	25%	-	
2	Availability of Networks	4	16	20%	80%	100%
3	Software					
	(1) Soul	10	-	50%	50%	100%
	(2) Local	10	-	50%	50%	

The above table 8 shows that majority (75%) libraries are having P4 configuration model computers. But others should also update them. 20% libraries have network connectivity

with networks, which discouraging. 50% libraries have SOUL (Branded) software, while other libraries have developed their even library software or a separate module of library in their college software developed at local level. 50% college libraries have local made software which are not branded and standards and did not included all modules, such practice should be avoided.

Table 9: Frequency of Internet use in automated library

Frequency	Faculty N = 120	P.G. Students N = 200	U.G. Students N = 440
Daily	37 (30.83%)	62 (31.00%)	105 (23.86%)
2-3 Times in week	35 (29.17%)	41 (20.50%)	142 (32.27%)
2-3 Times in Month	26 (21.67%)	20 (10.00%)	68 (15.45%)
Once a month	22 (18.33%)	42 (21%)	75 (17.05%)
Occasionally	-	35 (17.50%)	50 (11.36%)
	120	200	440
d.f.	8		
Chi-square	38.80		
P value	0.079		

The above tables 9 shows that 30.83% faculty out of 120 users internet services daily, 29.17%, 21.67% and 18.33% faculty out of 120 use internet 2-3 times a week, 2-3 times a month and once a month respectively. 31.00% P.G. Students out of 200 use internet daily, while 20.50% P.G. students use students 2-3 times a week. On the other hand 10% P.G. students use internet 2-3 times in month, and 21% and 17.50% P.G. students use internet once a month or occasionally respectively. 23.86% U.G. Students out of 440 use internet daily and 32.27% U.G. students use internet 2-3 times a week, 15.45%, 17.05% and 11.36% U.G. students internet 2-3 times in month, once a month and occasionally respectively.

Table 10: Purpose of internet use in automated college library

Purpose	Faculty (N = 120)	P.G. Students (N = 200)	U.G. Students (N = 440)
Research and teaching	109 (90.83%)	12 (6.00%)	-
Entertainment	2 (1.67%)	32 (16.00%)	38 (8.64%)
Study/Project	-	152 (76.00%)	384 (87.24%)
E-mail	9 (7.5%)	4 (2%)	18 (4.09%)
	120	200	440
d.f.	3		
Chi-square	254.03		
P value	0.051		

The above tables 10 shows that 90.83% faculty use internet for research and teaching and 1.67% faculty use internet for entertainment, while 7.5% faculty use internet e-mail purpose. 6% P.G. students use internet for research while 76% P.G. student use internet for study/project, only 2% P.G. students use internet for e-mail purpose. While 16% use for entertainment. 8.64% U.G. Students use internet for entertainment purpose and 87.27 U.G. Students use internet for study/project purpose, while only 4.09% U.G. student use internet for e-mail purpose.

FINDINGS

The library and information professionals have a lot of responsibility to find, comprehend, acquire, and process all of the possible electronic information resources accessible in various forms and styles, and to educate and enlighten the user community on how to utilise them effectively. The study revealed that there has been good increase in resource sharing in college libraries, i.e. E-mail (100%), E-journals (35%), E-books (10%). (Table 2). There have been many sources of learning to use e-resources. It was found that

most of the users learned to use e-resources with guidance of other students (23.5%) trial and error (21.5%), library staff 5%, through computer courses 20% and guidance by staff 20%, but least learned through lectures, library staff and self taught. (Table 3) Automation has created awareness among users, i.e. via students 20%, PG students 60% and research scholars 90%, which is a good sign. (Table 4, 5)

CONCLUSION

College libraries of Eastern Uttar Pradesh have adopted information technology as majority of college have internet facilities and acquired e-resources, though not sufficient. On the other hand there are many colleges where libraries are not well qualified as per compulsory norms of University Grant Commission, though they have been given the status equivalent to of college lecturers. But automation has motivated the librarians and the senior library staff to enhance their qualification and seek ability academically. It has resulted to think over about automation of college libraries. Therefore majority of the college libraries have been equipped with computer systems and use of internet. So far e-resources are concerned, libraries have started subscribing e-resources i.e. e-journals, e-books etc. which is minimum necessity of users, but it has been materialized in few colleges (55%) only.

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