Electronic Information Sources and Services in Anna University Libraries in Tamil Nadu: A Study

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Abstract

The present century is witnessing knowledge revolution resulting from rapid growth in information and communication technology, acceleration of technical change and intensification of globalization. Initially most of the student community has not made use of the invaluable electronic resources. As time passed the training programmers have greatly removed the hindrances like lack of awareness, lack of refresher course work etc. It further contributed in motivating the faculty members as the majority student community are relaying upon electronic resources. The Anna University libraries have moved steadily forward in creating new ambiances for electronic resources which helped their users to find the relevant authentic information that they need regardless of availability at local or global level. Today our cultural heritage is being created by individuals and corporations in digital form as web pages are online publications. The present study concentrated on evaluation of the use of electronic information sources and services in terms of use and user satisfaction in Anna University libraries. The analysis shows that 3-4 hours of access to internet is quite common among the respondents of student and faculty members. The Study reveals that the faculty respondents occupy the first position with respect to their overall problems in the use of electronic information sources and services, students the second, non-teaching staff the third and the technical staff last.

Keywords: World Wide Web (WWW), Internet, CD-ROM, E-Journals, Indest Consortia, Search Engines, OPAC

INTRODUCTION

An electronic resource is any information source that the library provides access to in an electronic format. The library has purchased subscriptions to many electronic information resources in order to provide you with access to them free of charge. Our E-Resources include lots of things: full-text journals, newspapers, company information, e-books, dictionaries, encyclopedias, economic data, digital images, industry profiles, market research, career information, etc. Many of our databases allow you to create a personal profile in order to keep track of new content via email or RSS feeds. As a member of the UTEP community, you are provided with 24/7 access to our e-resources on campus or remotely via the library's proxy server or the UTEP campus VPN.

Meaning of E- Resources :

An **electronic resource** is any information source that the library provides access to in an **electronic** format. The library has purchased subscriptions to many **electronic** information **resources** in order to provide you with access to them free of charge Aug 17, 2011

Definition of E-Resources:

E-resources in which information is stored which are accessible are accessible through electronic systems and networks. E-resources is a very broad team that includes a variety of different publishing models, including OPACs, online database, e-journal,   e-books internet resource, print – on – demand (POD),E-mail publishing, wireless publishing, electronic link and web publishing etc. In this context the term means "any electronic product that delivers collection of data de it in text, numerical, graphical, or time based, as a commercially available resource.

According to IFLA ISBD (ER) 1: An electronic resource consists of materials that are computer – controlled, including materials that required the use of a peripheral (e.g. CD – ROM player) attached to a computer: the items may or not be used in the interactive mode.

Features of E- Resources

E- Resources are very useful to all institutions and individuals to get instant, relevant, comprehensive information at doorsteps. Keeping these factors in view , largely

organizations are concentrating to build e- collections for their use some of the major features of e-resources are listed below:

- ➢ User can access electronic resources from any remote location to his / her desktop
- ➢ User can use the same e-resources @ the same time @ any place.
- ➢ Electronic information can be possible to retrieve particular information.
- ➢ Easily copy, stored and disseminated
- ➢ Presentation of information through the digital resources can do within a reasonable time with speed and easy
- ➢ Access to information is instant
- ➢ Easy to revise, manipulate and merge
- ➢ It develops a distributed learning environment by which all the users can be benefitted at a time
- ➢ Large volumes of data can be stored in the electronic resources and made accessible to the users
- ➢ Addition of information of the collection of digital resources is faster
- ➢ Cataloguing, editing, referring, indexing etc., can be done with ease and speed
- ➢ Education and training can provided through digital resources effectively
- ➢ Less bulky than paper
- ➢ Speedy delivery
- ➢ Add value to services
- ➢ The e- collections save user's time
- ➢ Generate satisfaction among users
- ➢ Buying and selling of e- collections is available on www

REVIEW OF LITERATURE

Sujatha, H R Mudhol, Mahesh V (2008) Examines the use of electronic information sources (EIS) by the teachers/scientists, research scholars and postgraduate students in the College of Fisheries, Mangalore. A survey was administered among the academic community along with observations and informal interviews at the College of Fisheries, Mangalore. Demonstrates and elaborates the various aspects of EIS use such as frequency and purpose of EIS use, frequently used EIS, methods of learning to use EIS, benefits of EIS use, constraints faced in the use of EIS and the satisfaction level of users in

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the use of EIS. Suggestions have been given to strengthen the existing electronic information sources and services and to maximize the use of EIS among the fisheries institution academic community.

Singh, R.K. Joteen Devi, Th. MadhuriRaychaudhury, Arup (2009) Describes a survey on the use of the electronic information focusing on the Internet services by the users of Manipur University Library. Also examines the utilization, purpose, difficulties and satisfaction level of users about Internet based e-resource services provided by the library. Finds that low speed internet access, erratic power supply and lack of required full text journals are problems with regard to the use of internet based e-resource.

Mukherjee, Bhaskar Kumar, Prashant (2010) Attempts to identify the users' requirement of online journals in general and to know the use of online journals that are available through UGC-Infonet e-journals consortium in particular. A questionnaire survey was conducted amongst 100 research scholars of various departments like history, political science, sociology, psychology and economics at the Faculty of Arts, Banaras Hindu University, Varanasi. Reveals that there is a demand for more e-journal titles although a substantial number of users (61.90 percent) are satisfied with the existing model of UGC-Infonet Consortium. Concludes that comprehensive training on availability and usability would be of great help to the users.

RESEARCH DESIGN

Need for the study

To value the study relates to the utilization of e-resource in teaching, learning research, collaborative activity is increasingly viewed as a vital component in the tertiary and research sector of the undergraduate students of engineering college located in Panrutitaluk. This has led to the collaborative, access to and use of electronic resources and improvement in research and development activity in the college and is also beneficial to the librarian of the engineering colleges located in Panrutitaluk. In view this the present study is an attempt to show the use pattern of resources by the students of engineering colleges in Panrutitaluk,Tamilnadu,

Objectives of the study

The following objectives have been framed for this study;

➢ To find out the e-resource and their availability in the library of engineering colleges.

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> To find out users purpose of using electronic resources , and timer spend by the respondents

> To evaluate the purpose of library visit by the respondents.

> Problems faced by students and faculty of sample colleges.

Limitations and statistical tool

The finding of this study will be applicable only to the engineering colleges libraries in Panrutitaluk district and they will not applicable in other institute. Only three engineering colleges libraries have been taken for present study. The study is concerned with attitude of the student towards usage of electronic resource.

Table 1

Distribution of respondent's According to face frequency of accession of e- resources

S.NO	Distribution of respondents	Daily	Weekly	Fort-nightly	Monthly	Occasionally	Total
1	Faculty	100 (39)	80 (31)	30 (11.62)	28 (10.85)	20 (7.75)	258 (77.47)
2	P.G Students	40 (53.33)	20 (26.66)	7 (9.33)	5 (6.66)	3 (4)	75 (22.52)
	Total	140 (42.04)	100 (30.03)	37 (11.11)	33 (9.90)	23 (6.90)	333 (100

Table 1 shows the category wise respondent frequency of accession e-resources. It could be noted that out of the total 333 respondents, 100(39%)of faculty using daily and students 40(53.33%) using daily, 80(31%) of faculty using weekly and students 20(26.66%) using weekly, 30(11.62%) of faculty using fortnight and students 7(9.33%) using fortnight, 28(10.85%) of faculty using monthly and students 5(6.66%) using monthly, 20(7.75%) of faculty using occasionally and students 3(4%) using occasionally.

It could be seen clearly from the above discussion that the highest 100(39%) of faculty respondents the using e– resources in daily.

Table 2

S.NO	Distribution of respondents	One hour	Two hour	Three hour	More than three hour	Total
1	Faculty	95 (36.82)	65 (25.19)	50 (19.37)	48 (18.60)	258 (77.47)
2	Students	25 (33.33)	20 (26.66)	20 (26.66)	10 (13.33)	75 (22.52)
	Total	120 (36.03)	85 (25.52)	70 (21.02)	58 (17.41)	333 (100)

Distribution of respondent's According to face Time spend on accessing e-resources

Table 2Show the category of respondents are time spent for accessing e-resources out of 333 respondents spent for accessing e-resources. 120 (36.03%)of the respondents spent time one hour access the e-resources, 85 (25.52%) of the respondents spent time two hour access the e-resources, 70(21.02%) of the respondents spent time three hour access the e-resources, 58(17.41%) of the respondents spent time more than three hour access the e-resources.

With regard to 258 faculty members respondents time spent for access are using e-resources 95(36.82%) of the respondents spent time one hour access the e-resources, 65(25.19%) of the respondents spent time two hour access the e-resources, 50(19.37%) of the respondents spent time three hour access the e-resources, 48(18.60%) of the respondents spent time more than three hour access the e-resources.

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With regard to 75 pg students respond time spent for access are using e-resources 25(33.33%) of the respondents spent time one hour access the e-resources, 20(26.66%) of the respondents spent time two hour access the e-resources, 20(26.66) of the respondents spent time three hour access the e-resources, 10(13.33%) of the respondents spent time more than three hour access the e-resources.

Table 3

S.NO	distribution of respondents	Current Information	Faculty members for project/ Assignment	Faculty members for Examination purpose	Sending And receiving email	Entertainment	for Subject area	Total
1	Faculty	53 (20.54)	45 (17.44)	35 (13.56)	30 (11.62)	55 (21.31)	40 (15.50)	258 (77.47)
2	PG	18 (24)	10 (13.33)	10 (13.33)	7 (9.33)	20 (26.66)	10 (13.33)	75 (22.52)
	Total	71 (21.32)	50 (15.01)	50 (15.01)	37 (11.11)	75 (22.52)	50 (15.01)	333 (100)

Distribution of respondent's According to face Purpose of using   e-resources

A study of data in table 3 indicates that the category wise respondents purpose of using e-resources it could be noted that out of the total 333 respondents 71(21.32%) of respondents using e-resources use for current information, 50(15.01%) of respondents using e-resources for project / assignment, 50(15.01%) of respondents using e-resources for examination purpose, 37(11.11%) of respondents using e-resources for sending and receiving

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email, 75(22.52%) of respondents using e-resources for entertainment, 50(15.01%) of respondents use e-resources for subject area.

With regard to 258 faculty members, 53(20.54%) of respondents using e-resources use for current information, 45(17.44%) of respondents using e-resources for project / assignment 35(13.56%)of respondents using e-resources for examination purpose 30(11.62%) of respondents using e-resources for sending and receiving email, 55(21.31%) of respondents using e-resources for entertainment, 40(15.50%) of respondents use e-resources for subject area.

With regard to 75 pg student, 18(24%) of respondents using e-resources use for current information, 10(13.33%) of respondents using e-resources for project / assignment, 10(13.33%) of respondents using e-resources for examination purpose, 7(9.33%) of respondents using e-resources for sending and receiving email, 20(26.66%) of respondents using e-resources for entertainment, 10(13.33%) of respondents use e-resources for subject area.

Table 4

Distribution of respondent's According to facePlaces of accessing e-resources

S.NO	distribution of respondents	Library	Home	Cyber café	Friends home	Total
1	Faculty	55 (21.31)	90 (34.88)	53 (20.54)	60 (23.25)	258 (77.47)
2	Students	15 (20)	30 (40)	10 (13.33)	20 (26.66)	75 (22.52)
	Total	70 (21.02)	120 (36.03)	63 (18.91)	80 (24.02)	333 (100)

Table 4 shows the category of respondent's place of accessing e-resources out of 333 respondents. 70(21.31%) of respondents accessing e-resources at library,

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120(36.03%) of respondents accessing e-resources at flame, 63(18.91%) of respondents accessing e-resources at cyber café, 80(24.02%) of respondents accessing e-resources at all the above.

With regard to 258 faculty members, 55(21.31%) of respondents accessing e-resources at library, 90(34.88%) of respondents accessing e-resources at Home, 53(20.54%) of respondents accessing e-resources at cyber café, 60(23.25%) of respondents accessing e-resources at Friends Home.

With regard to 75 PG students, 15(20%) of respondents accessing e-resources at library, 30(40%) of respondents accessing e-resources at Home, 10(13.33%) of respondents accessing e-resources at cyber café, 20(26.66%) of respondents accessing e-resources at Friends Home.

Conclusion

The library environment has currently undergone drastic change in terms of collections and services. The proliferation of e-resources has had a significant impact on the way the academic community uses, stores, and preserves information. The advantages of e-resources have drawn attention of the library users to a great extent. Accordingly, these resources have occupied a significant place in the collection and budget of almost all libraries. Faculty members and students attitudes seem to be very positive towards e-resources for their study and research and the role of libraries as gateway to provide assistance in accessing these resources. The study reveals that the students and faculty members of Anna University, are using the available e-resources satisfactorily. At the same time the Central Libraries of Anna University is playing an important role in promotion, assistance and guidance in accessing the e-resources. Still there is enough scope for Central Library to develop its infrastructural facilities for accessing e-resources, procurement of more e-resources as per requirement, motivating users for assessing open source e-resources.

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