



**TO STUDY THE STATUS OF UTILIZATION E-RESOURCES IN LIBRARIES
BY RESEARCH SCHOLARS**

Kirna Kumari, Research Scholar, Department of Library Science, Himalayan Garhwal University

Dr. Dharma Das Dutta, Assistant Professor, Department of Library Science, Himalayan Garhwal University

ABSTRACT

Today's consumers have distinct chances than those of their forebears thanks to electronic information sources. The user can re-specify their needs dynamically, obtain the information when they want it, making it "just in time" rather than "just in case," choose only the information required to answer the specific question, and only store the information if they choose to. These are the benefits of using electronic resources for the user. Therefore, compared to traditional print-based sources, electronic information might offer a number of benefits. ICT has had a significant influence on every part of our life. Libraries have never shied away from ICT and are always working to keep up with new advancements and incorporate new tools and procedures in order to provide better and more efficient library services. Electronic resources have completely transformed the standing of libraries and information centers all across the world. The user community has had a strong desire to obtain more and more information online. The fast expansion of electronic databases and current e-book technologies, as well as the development of ICT gadgets, has all transformed the landscape of informatics. Because users nowadays want precise, comprehensive information at their desks, their attitudes toward information are increasingly changing away from printed materials and toward electronic resources.

KEY WORDS: *gadgets, technologies, electronic resources, traditional*

INTRODUCTION

In today's world, information is seen as a valuable resource, and we are said to be living in the information era. It is an ever-changing and limitless resource that has an impact on all disciplines and areas of life. The extensive use of information can be credited with the advancement of human civilization. "The postindustrial society is an information society," futurist Alvin Toffler



(1970) wrote, "in which startling changes are dramatically arrived directly impacting individuals and organizations at their work place, at home, and their behavioural patterns". "Changed perceptions of the importance of information's role; the growth in the amount of information now available and the wide variety of formats; the size and continued growth of the information sector in modern economies; and the rate of technological change and its impact" are some of the characteristics that contribute to the information society.

Technology changes have an influence on every part of human activity, including libraries. Changing technology has had an impact on how information is accessed, stored, and distributed. "The fast growth of information and communication technology (ICT) has ushered in a dramatic shift in the information landscape, resulting in a plethora of possibilities for efficiently and effectively handling a variety of information sources". As a result of this circumstance, electronic resources have become an essential part of every library's collection and have aided in meeting user demands. The scholastic communication system has been transformed by technological advancements. The internet has resulted in a profusion of web-based materials, which has resulted in a noticeable revolution in the library sector. With the advent of digital technology, libraries and information centers may now translate conceptual content into digital forms. The collection development policies of libraries have changed as a result of advances in ICT and changing user requirements for precise and comprehensive information in a short amount of time. E-resources have now become an important part of practically every library. "With the rising popularity of e-resources, traditional libraries are progressively moving from print materials to e-resources, where access to knowledge is valued over ownership".

The core of teaching and learning activities is educational institutions. Libraries and information centers are critical components of educational institutions that serve the requirements of students, researchers, professors, and other users. "In conventional libraries, users must spend significantly more time seeking for a little bit of information, and they must rely heavily on library experts or employees to do so." However, in the era of information communication technology, computers are being utilized for day-to-day library housekeeping activities, which saves time for end users and library personnel while also avoiding duplication of labor and ensuring seamless and effective library service".



INTERNET RESOURCE

The primary objective of the Arpanet researchers was to create a network that could connect computers over extremely long distances. But by the 1970s, it was obvious that no single network would be able to meet everyone's needs. The scientists believed it would be more beneficial to create a technology that could combine several kinds of networks into a single, sizable system. The idea of a "Internet work" is at this level.

Therefore, the internet of today is not actually just one big computer network. Actually, it is a collection of tens of thousands of worldwide networks. Comparing the internet to the two other legitimate global communication systems may be the greatest method to comprehend its structure and significance. The telephone system and the festival system, both of which are composed of a vast number of smaller, interconnected components.

However, the internet's greatest advantages are that it is considerably faster and more adaptable. Although the interest is more recent than the postal and telephone systems, it has established a stable foundation for our society and economy. In fact, the world is now so dependent on the Internet that we could not survive without it. If you have never used the Internet, it may be difficult for you to understand how crucial it is. All that is left to be said is to wait until you have used the Internet for a few months and then you can decide for yourself.

However, it would be incorrect to consider the internet a computer network or even a collection of computer networks. Computer networks are merely the means by which information is transported in our view. The information itself and the users are what give the internet its beauty and usefulness. I want you to conceive of the internet as a vast resource of useful and pleasurable informatics when we begin our collaboration, not as a computer network.

However, this is just the beginning, and I'd really like you to grow to appreciate the internet as a people-centered civilization. Simply said, the Internet enables millions of people around the world to share and communicate. You can share knowledge by joining discussion groups, using the numerous free programmes and information sources, or by connecting to someone else's computer and sending messages back and forth. You can also communicate by sending and receiving electronic mail.



We are starting a great adventure by learning how to utilize the Internet. We are starting a wonderful journey. You once came close to entering a society where polite people from all nations and cultures cooperated willingly and shared freely. They contribute their time, effort, knowledge, and thesis products (and you will too).

MOTIVATION FOR THE EFFECTIVE UTILITY OF E-RESOURCES

E-resource accessibility in academic libraries is now increasingly prevalent. However, there is debate on how best to use them. The way information is gathered, stored, structured, accessed, retrieved, and consumed has undergone significant change as a result of advancements in computer applications during the past few decades. Numerous goods and services have entered the market as a result of the use of computers in information processing. New forms of scholarly communication are continually being influenced by the Internet and the Web. Because they successfully circumvent the geographical restrictions imposed by print media, they have a very large potential for delivery. Additionally, there is now a much shorter distribution time between the publication of a product and its delivery. The Internet may be utilised to efficiently meet information needs and retrieve information. Given that the majority of university libraries require an increasing amount of research, this is crucial information. This significant fact is persuading many libraries to switch to digital e-resources, which are proven to be more convenient and less expensive. This is particularly useful for distance learners who have limited time and need to use dial-up access to the libraries' widely accessible electronic resources, primarily CD-ROM, OPACs, and the Internet, which are replacing print media.

NEED AND SIGNIFICANCE OF THE STUDY

Price excusalation has become an inevitable problem in providing the right information to the right user at the right time due to the ever-increasing information needs of information seekers on the one hand and the information explosion on the other hand, followed by the ever-shrinking library budget.

The nature of libraries has evolved significantly since the invention of computers. Nearly all essential reference tools are now available in electronic form, whether offline or online, offering



information that is easier to use, can be stored, is timely, and is current. Huge amounts of data and information may now be stored on compact digital and optical media thanks to advancements in computer storage and compression techniques, which eliminates the need for a large storage area to house printed sources. Additionally, updating the electronic sources is quicker and simpler.

This study's primary goals are to examine web browser awareness, user satisfaction with the library's e-resources, e-resource rankings, library performance, and barriers to e-resource access. Through the internet, a variety of electronic materials are made available to study scholars. They should be able to distinguish between pertinent and unimportant information and should have effective and efficient access to the information they require.

RESEARCH METHODOLOGY

The universe or population is the sum total or aggregate of "all units/cases that conform to a given set of specifications". In survey research, the idea of population is crucial. "A population is any group of humans or objects that has at least one common attribute,"). The population of the current study is made up of faculty members and research researchers from the scientific departments of the five universities in Haryana, Punjab, and Chandigarh. The entire population of the study included 3005 people, including 734 faculty members and 2271 research researchers from these five institutions' scientific departments.

METHOD

There are several research methodologies that may be used to perform the study. The research method used will be determined by the study's topic. "The survey approach based on the questionnaire instrument was found to be the most frequent in social science research. "Survey research is arguably the finest tool accessible to the social researcher who is interested in obtaining original data for characterizing a population too vast to observe directly," writes. "To collect thorough descriptions of actual occurrences with the purpose of using facts to defend present circumstances and behaviors," survey studies are done. "To obtain and analyze information by asking individuals who are either representative of the study population or the complete research population," according to survey research.



In light of the aforementioned facts, the survey approach was determined to be appropriate and was thus used in the current study.

DATA ANALYSIS

"Analysis" is defined as "the calculation of particular metrics as well as the search for patterns of association among data sets". The kind of data, study strategy, underlying assumptions of the test statistics, and other factors all influence the approach used for data analysis.

Statistics entails two processes: (a) summarizing vast collections of data and (b) making inferences about such data sets based on sampling. As a result, statistical applications may be separated into two categories: descriptive statistics and inferential statistics.

RESULTS AND DISCUSSION

METHODS OF APPLICATION

The respondents use electronic resources in a variety of ways, as shown in Table. The respondents were asked how often they utilized various strategies to access electronic materials.

Faculty members (mean= 4.67) and research researchers (mean= 4.76) find electronic resources mostly through the use of "search engines like Google, etc." Faculty members who utilize this strategy the most frequently are 70.24 percent, regularly are 27.38 percent, occasionally are 1.19 percent, and seldom are 1.19 percent. This strategy is utilized most frequently by 78.85 percent of research researchers, frequently by 19.47 percent, occasionally by 0.96 percent, and rarely by 0.73 percent.

"Through university/library websites" is the second most popular approach. This strategy is utilized most frequently by 45.24 percent of faculty members (mean=3.98), frequently by 24.6 percent, occasionally by 15.08 percent, rarely by 12.7 percent, and never by 2.38 percent. This strategy is most commonly employed by 33.41 percent of research academics (mean=3.54), frequently by 20.43 percent, occasionally by 19.95 percent, seldom by 18.99 percent, and never by 5.95 percent.

**TABLE-1: METHODS OF USING E-RESOURCES**

Methods		MF	F	O	R	N	Total	Mean	Median
Through University/	FM	78	52	32	32	6	200	3.98	4
Library website		(39.0)	(26.0)	(16.0)	(16.0)	(3.0)	(100)		
	RS	129	85	83	73	30	400	3.54	4
		(32.25)	(21.25)	(20.75)	(18.25)	(7.5)	(100)		
Directly through publisher/ vendor website	FM	36	52	54	43	15	200	3.17	3
		(18.0)	(26.0)	(27.0)	(21.5)	(7.5)	(100)		
	RS	37	74	123	125	41	400	2.88	3
		(9.25)	(18.5)	(30.75)	(31.25)	(10.25)	(100)		
Through search engines	FM	125	69	3	3	0	200	4.67	5
like Google, etc.		(62.5)	(34.5)	(1.5)	(1.5)	(0)	(100)		
	RS	312	81	4	3	0	400	4.76	5
		(78.00)	(20.25)	(1.0)	(0.75)	(0)	(100)		
Links to full text in databases from	FM	38	49	56	31	26	200	3.37	4
bibliographic databases	RS	57	100	112	78	53	400	3.06	3
		(14.25)	(25.0)	(28.0)	(19.5)	(13.25)	(100)		
Subject gateways/ guides/	FM	38	48	36	48	30	200	3.01	3
portals on the Internet		(19.0)	(24.0)	(18.0)	(24.0)	(15.0)	(100)		
	RS	52	73	92	83	100	400	2.77	3
		(13.0)	(18.25)	(23.0)	(20.75)	(25.0)	(100)		

Another strategy that is commonly utilized by both teachers (mean= 3.37) and research scholars (mean= 3.06) is "links to full text in databases from bibliographic databases." Another technique of finding electronic resources is "directly through publisher/ vendor website," which is utilized very sometimes by the majority of faculty members and research researchers, with an average of 3.17 and 2.88.



The usage of "topic gateways/ guides/ portals on the Internet" is the least popular strategy for finding electronic resources. With a mean score of 3.01, this approach is used most frequently by 15.08 percent of faculty, frequently by 26.98 percent, occasionally by 18.25 percent, rarely by 23.02 percent, and never by 16.67 percent of faculty. This strategy is utilized by 12.5 percent of research scholars, usually by 19.95 percent, occasionally by 23.56 percent, rarely by 19.95 percent, and never by 24.04 percent of researchers with a mean score of 2.77. As a result, both academics and research researchers utilize search engines to access electronic materials, and it is the most common means of finding electronic resources.

METHODS OF LEARNING TO USE

The respondents were asked how they learned to use electronic resources. They were given the option of selecting various replies. Table displays the results collected.

Faculty members mostly "self-learned" how to use e-resources (88.1 percent). "Guidance from other colleagues" (33.33 percent), "attending courses, trainings, workshops, and seminars" (32.94 percent), "trial and error" (31.35 percent), "guidance from library staff" (15.48 percent), and "guidance from computing staff/ technicians" are some of the other ways they've learned to use e-resources (4.76 percent).

Self-learning is also the most common way used by research academics to learn how to use e-resources (83.89 percent). Other methods of learning included "guidance from other colleagues" (59.38 percent), "trial and error" (40.38 percent), "attending courses, trainings, workshops, and seminars" (31.97 percent), "guidance from computing staff/ technicians" (8.17 percent), and "guidance from library staff" (8.17 percent).

**TABLE-2: METHODS OF LEARNING**

Methods of learning to use	FM (n=200)	RS (n=400)	Total (n=600)
Trial and error	78 (39.0)	165 (41.25)	243 (40.5)
Self learning	195 (97.5)	349 (87.25)	571 (95.1)
Guidance from other colleagues	84 (42.0)	247 (61.75)	331 (55.16)
Guidance from library staff	39 (19.5)	29 (7.25)	68 (11.33)
Attending courses, trainings, workshops and seminars	83 (41.5)	133 (33.25)	216 (36.0)
Guidance from computing staff/ technicians	12 (6.0)	34 (8.5)	46 (7.66)
Other	3 (1.5)	4 (0.96)	7 (1.16)

Values in parentheses indicate %age#multiple responses were allowed*

As a result, both teachers and research researchers learnt how to use e-resources mostly through self-learning. They also sought help from other colleagues and acquaintances to learn how to use e-resources, but they did not seek help from library employees.



CONCLUSION

These benefits include the fact that using electronic information sources is frequently faster than using print indexes, especially when searching backwards, and that it is simpler to employ keyword combinations with them. They make it possible to search through numerous files at once, which is easier to do than when utilizing printed equivalents. Since they are updated more frequently than printed tools, electronic resources can be printed and searches saved to be repeated at a later time. Their accessibility from outside the library via dial-up connection is one of their key benefits, particularly for distance learners or those with limited time to access the library. Scholars face additional difficulties because of the internet and electronic information that lacks print analogues. As information is provided exclusively online, it is becoming more and more common for library service desks to get inquiries regarding how to properly credit these sources in academic papers. "Data analysis is a corpus of procedures that helps to characterize facts, find patterns, construct explanations, and evaluate hypotheses. It's employed in every field of science.. "Data analysis involves a number of closely related operations that are performed with the goal of summarizing the collected data and organizing them in such a way that they will yield answer to the research questions or suggest hypotheses or questions in no such questions or hypothesis had initiated the study." Data analysis gives techniques of looking at data to detect links and patterns, find influential observations, and quickly summaries data sets. "To analyze data means to methodically arrange, integrate, and investigate; when we do so, we look for patterns and correlations among the individual facts. We relate specific facts to concepts, make broad generalizations, and discover broad trends or themes in order to evaluate. We may strengthen our understanding, broaden theory, and progress knowledge by using analysis"

REFERENCES

1. Choudhary, R. K., Kannoujiya, A. K., & Ranjan, S. (2019). Effectiveness of electronic resources among users in the central library of Babasaheb Bhimrao Ambedkar University, Lucknow, India. *Research Journal of Library Sciences*, 5(1), 1-12.
2. Cole, L. (2015). *Electronic resource management: A handbook*. London: Facet Publishing.
3. Collins, M. D. D., & Carr, P. L. (Eds.) (2019). *Managing the transition from print to electronic*



journals and resources: A guide for library and information professionals. New York: Routledge.

4. Crawford, J. (2019). The use of electronic information services by students at Glasgow Caledonian University: background to the project and introductory focus group. *Library and Information Research*, 27(86), 30-36.
5. Das, R., & Singh, S. K. (2019). Use of e-resources by different users of Jorhat Medical College Library, Assam. *International Journal of Library and Information Studies*, 6(2), 97-103.
6. De Vicente, A., Crawford, J., & Clink, S. (2019). Use and awareness of electronic information services by academic staff at Glasgow Caledonian University. *Library Review*, 53(8), 401-407. doi:10.1108/00242530410556238
7. Deng, H. (2019). Emerging patterns and trends in utilizing electronic resources in a higher education environment: An empirical analysis. *New Library World*, 111(3/4), 87-103. doi:10.1108/03074801011027600
8. Dygert, C., & Langendorfer, J. M. (2019). Fundamentals of e-resource licensing. *Serials Librarian*, 66(1-4), 289-297. doi: 10.1080/0361526X.2014.881236
9. Ebijuwa, A. S. (2019). Gender differentiation and perceived ease of usage of electronic resources by university students in selected private universities in Nigeria. *SRELS Journal of Information Management*, 55(3). doi:10.17821/srels/2018/v55i3/123059
10. Fluvog, J., et al (2019). Meeting the e-resource challenge through collaboration: An OCLC perspective on effective management, access and delivery of electronic collections. *Serials Librarian*, 68(1-4), 168-172. doi: 10.1080/0361526X.2015.1016857
11. Garg, R. J., Kumar, V., & Vandana (2018). Factors affecting usage of e-resources: Scale development and validation. *Aslib Journal of Information Management*, 69(1), 64-75. doi:10.1108/AJIM-07-2016-0104
12. Gaur, R. C.. & Tripathi, M. (2018). Digital preservation of electronic resources. *DESIDOC Journal of Library & Information Technology*, 32(4), 293-301. doi:10.14429/djlit.32.4.2522
13. Gowda, V., & Shiralingaiah, D. (2018). Attitude of research scholars towards usage of electronic information resources: a survey of university libraries in Karnataka. *Annals of Library and Information Studies*, 56(9), 184-191.