

Awareness and Use of Electronic Resources by the Research Scholars and Faculty Member of Dr. C.V. Raman University, Bilaspur (Chhattisgarh): A Study

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Received: 18 May 2022

Accepted: 27 June 2022

Abstract

This study is based on awareness and use of e-Resource at the CVRU, Bilaspur, which is fifth private university of the Chhattisgarh state, located in the tribal area. The study is focussed on the availability of e-Resources in the university and their use by the Faculty members and Research scholars of the various disciplines. This paper highlighted problems/ issues related to the use of e-Resource. Findings of the study reveal that majority of the Faculty Members and Research scholars are aware about the e-Resources and they are regularly using this for various purposes. 77.5% of the respondents are regularly using online database, which is considered as the most used e-Resource.

Keywords: Electronic Resources, e-Resources, use of e-Resources, digital libraries, Web Resources, Dr. C.V. Raman University, Bilaspur (Chhattisgarh).

1. Introduction

India's pride, the state of Chhattisgarh was founded from Madhya Pradesh on 1st November 2000. After the separation from Madhya Pradesh there was no existence of private universities in the state. It is indeed advisable for tourists, researchers and scholars to go through the profile of Chhattisgarh at a glance. The scenario is changed and many private universities have been established in private sector to imparting higher education in the state.

Dr. C.V. Raman University was established in the year 2006 as the fifth private university of the Chhattisgarh. The university is situated in Kota, Bilaspur district of Chhattisgarh. It was founded by the All India Society for Electronics & Computer Technology. The university comprises various departments, such as Engineering and Technology, Computer Science and Information Technology, Humanities, Commerce, Education, Journalism, Law, Management, Science, etc. It also consists a department of Open and Distance Learning Education. The university offers undergraduate, postgraduate, doctoral, diploma, integrated and short-term programmes. The university was named after C.V Raman, who was a famous Nobel Laureate from India.

Electronic Resources

Information provide with the help of electronic devices or electronic medium it called electronic resources. We can also say that which information controlled by computer are e-Resources i.e. e-book, e-thesis, e-journal and online databases in varied digital formats. The

information becomes more useful when you available through electronic medium. The importance and demand of e-Resources were increased during period of Corona pandemic.

Types of e-Resources

The e-Resources are basically divided in two major types are:

Type 1: Online electronic resources, which may include:

- E-journal (Full text & bibliographic)
- E-books
- Online databases
- Web sites

Type 2: Other electronic resources may include:

- CD ROM
- Diskettes
- Other portable computer databases.

2. Review of the Related Literature

The importance and wide ranging scope of e-Resources in supporting teaching, research and learning activities in field of higher education is acknowledged worldwide. The literature also shows that numbers of studies are conducted on use of e-Resources and services for academic research and teaching in higher education. Followings are some important literatures related to this present study.

Mishra and Panda (2021) conducted study on the five state agricultural universities of India. Their study highlighted the e-Resources and databases are not used as much as print resources in these state agricultural universities of India. Singh and Singh (2021) conducted a study on “Measuring Use Patterns of Electronic Resources: A Study of College of Agriculture, G.B. Pant University of Agriculture & Technology, Pantnagar” and they found very high awareness about the e-Resources among the users. Elsevier Publisher with 77.5% was the most used and useful publisher and majority 59.17% of the respondents used e-Resources 2-4 times in a week. Sahu and Tiwari (2021) found the majority 66.67% students were using e-Resources daily in the selected constituent colleges of Indira Gandhi Krishi Vishwavidyalaya, Raipur (Chhattisgarh). It was also noted that 100% 1st year students were very much preferred to use e-krishi pathsala, Krishishiksha and e-tutorials for their study and course followed by 72.72% students used e-books as it was subscribed through the library.

Kavithanjali (2019) examined the importance, types, issues and challenges of e-Resources. The study concludes that e-Resources are convenient to use, obtainable at a reasonable cost and can be accessed from anywhere and many users can use concurrently. The databases are most advantageous to utilize and to put into the academic excellence and achievement of its user community. Subha and Natarajan (2019) explored the awareness, availability and the usability of e-Resources by the faculty members of Arts & Science Colleges in Erode District, Tamil Nadu (India). The survey method and questionnaire as a data collection tool were used in the study. The results revealed that almost all the users were aware about the e-Resources and access of all kinds of e-Resources.

Sharma (2018) noticed that majority of users of Swami Shraddhanand College, University of Delhi, Delhi were aware about the availability of electronic resources and they are making maximum use as per their specific requirements. Siddiqui (2018) noted that due to some issues like awareness and lack of skill to search e-Resources users in economics were not fully utilising the available e-Resources as they needed. The limited access to certain government and institutional resources discourages users to use and shows negative impact on access of e-resources. Singh and Saxena (2015) found that usage of e-Resources is increasing day by day among the Faculty Members of Chhatrapati Sahu Ji Maharaj University, Kanpur. Further they revealed that Online Journals were the highest utilized resource among various kinds of e-Resources as the majority 86.25% of the respondents were frequently used this.

Singh (2013) conducted study on use of electronic resources and services by Indian Institute of Management, Bangalore. He found that majority (94.74%) of the respondents replied that they do not visit the library regularly because e-resources of library are accessible from their workstation through LAN. Majority of the respondents using e-Resources for writing articles/research papers (94.59%) and research work/project (91.89%). The study also reveals that majority (78.38%) of the respondents accepted that e-Resources increases the productivity of their academic work. Thanuskodi (2012) noted that choosing the e-Resources by the users for their information needs is 47% compare to print 32.78. He also observed that majority 50.56% of respondents are highly satisfied with accessing the e-Resources.

3. Objectives of the Study

1. To know the different types of e-Resources and services available in the Dr. C.V. Raman University Library.
2. To know the awareness and use of available e-Resources among the Research Scholars and Faculty Members.
3. To know the impact of e-Resources and services on the academic work.
4. To know the purpose and frequency of using the e-Resources.
5. To identify the frequently of most used online databases.
6. To identify the major problems faced by the users while accessing e-Resources.

4. Research Methodology

Questionnaire method was adopted for the purpose of data collection. A questionnaire was designed and was pre-tested before using it for the survey. A number of 100 questionnaires were distributed personally among the research scholars and faculty members of the Dr. C.V. Raman University, Bilaspur (Chhattisgarh). Questionnaire contains the questions related to the personal details, awareness and use of electronic resources, purpose of use, problems faced, level of satisfaction, etc. All collected 80 dully filled questionnaire were used for the tabulation and data analysis.

5. Data analysis and Interpretation

A total of 100 questionnaires were randomly administered among the user community, i.e. 50 for research scholars and 50 for faculty members of all the departments of the university. Out of 100 distributed questionnaires, 80 dully filled valid questionnaires were received from the respondents. Table 1 contains the related data.

Table - 1: Sample Size of the Study

S.N.	Category of the Respondents	Number of questionnaires distributed	Number of questionnaires received
1	Research scholar	50	43 (86.0)
2	Faculty	50	37 (74.0)
3	Total	100	80 (80.0)

Note: Figures in brackets represents percentages.

The Table 1 clearly indicates that 86.0% Research Scholar and 74.0% Faculty Members were returned the dully filled questionnaire during the given period. This shows very high response rate for both research scholar and Faculty Members.

Table - 2: Frequency of Library Visit

Frequency	Categories of the Respondents		Total (N=80)
	Research Scholars(N= 43)	Faculty (N=37)	
Daily	3 (6.98)	6 (16.22)	8 (10.0)
2-3 times a week	16 (37.21)	13 (35.14)	29 (36.25)
Once a week	10 (23.26)	9 (24.32)	19 (23.75)
Once a month	13 (30.23)	9 (24.32)	22 (27.5)
Occasionally	1 (2.33)	0 (0.0)	1 (1.25)
Never	0 (0)	0 (0.0)	0 (0.0)
Total	43 (100.0)	37 (100.0)	80 (100.0)

Note: Figures in brackets represents percentages.

The analysis of table 2 indicates that the majority 37.21% of Research Scholar and majority 35.14% Faculty Members visit the library 2 -3 time a week, which indicates the highest 36.25% respondents from both the categories visited the library 2 -3 time a week for using offered services.

Table - 3: Use of various kinds of Electronic Resources

Types of e-Resources		Categories of the Respondents		Total N=80
		Research Scholar N=43	Faculty N=37	
E-books	Frequently	16 (37.21)	26 (70.27)	42 (52.5)
	Occasionally	20 (46.51)	10 (27.02)	30 (37.5)
	Never	7 (16.28)	1 (2.70)	8 (10.0)
E-journals	Frequently	22 (51.16)	16 (43.24)	38 (47.5)
	Occasionally	18 (41.86)	18 (48.64)	36 (45.0)
	Never	3 (6.98)	3 (8.10)	6 (7.5)
Online Databases	Frequently	32 (74.42)	30 (81.08)	62 (77.5)
	Occasionally	9 (20.93)	7 (18.91)	16 (20.0)
	Never	2 (4.65)	0 (0.0)	2 (2.5)
E-theses and Dissertations	Frequently	17 (39.53)	28 (75.67)	45 (56.25)
	Occasionally	22 (51.16)	6 (16.21)	28 (35.0)
	Never	4 (9.3)	3 (8.108)	7 (8.75)

CDs/DVDs	Frequently	11 (25.58)	3 (8.108)	14 (17.5)
	Occasionally	29 (67.44)	30 (81.08)	59 (73.75)
	Never	3 (6.98)	4 (10.81)	7 (8.75)
E-Abstracts and Indexes	Frequently	10 (23.26)	15 (40.54)	25 (31.25)
	Occasionally	21 (48.84)	20 (54.054)	41 (51.25)
	Never	12 (27.91)	2 (5.40)	14 (17.5)
Electronic Course wares	Frequently	30 (69.77)	32 (86.48)	62 (77.5)
	Occasionally	11 (25.58)	4 (10.81)	15 (18.75)
	Never	2 (4.65)	1 (2.70)	3 (3.75)
E-research reports/projects	Frequently	26 (60.47)	25 (67.56)	51 (63.75)
	Occasionally	9 (20.93)	10 (27.02)	19 (23.75)
	Never	8 (18.6)	2 (5.40)	10 (12.5)

Note: Figures in brackets represents percentages.

It is evident from the analysis of table 3 that e-books were frequently used by 52.5% respondents, occasionally used by 37.5% respondents whereas 10.0% respondents were never used e-books. Considering the use of E-journals, it was found that majority 47.5% respondents were frequently used e-journals, 45.0% were used occasionally whereas 7.5% were never used e-journals. It is noted that Online Databases were frequently used by majority 77.55% respondents followed by 20.0% occasionally whereas 2.5% were never used Online Databases. Coming to the use of E-theses and Dissertations, it was noticed that majority 56.25% respondents were frequently used E-theses and Dissertations, 35.0% were used occasionally whereas 8.75% were never used E-theses and Dissertations. The use of CDs/DVDs frequently used by 17.5% respondents, 73.75% were occasionally used whereas 8.75% were never used CDs/DVDs. Analysing the use of E-Abstracts and Indexes, found that these resources were frequently used by majority 31.25% respondents, occasionally used by 51.25% whereas never used by 17.5% respondents. As indicated the use of Electronic Course wares 77.5% used frequently, 18.75% occasionally whereas 3.75% never used these resources. Analysing the use of E-research reports/projects, it was noted that 63.75% used frequently whereas 12.5% never used E-research reports/projects.

Table - 4: Awareness and Use of e-Resources and Services

Awareness and use of e-Resources	Research scholar	Faculty Members	Total
Aware & Used	40 (93.02)	35 (94.59)	75 (93.75)
Aware but not used	2 (4.65)	2 (5.41)	3 (5.0)
Aware but don't know how to use	1 (2.33)	0 (0.0)	1 (1.25)
Not aware	0 (0.0)	0 (0.0)	0 (0.0)
Total	43 (100.0)	37 (100.0)	80 (100.0)

Note: Figures in brackets represents percentages.

It is evident from table 4 that majority 93.75% of respondents are aware and used e-Resources available in the university followed by 5.0% respondents are aware but they were not used e-Resources, whereas only 1.25% respondents are aware but they don't have skill how to use e-Resources in better way. It clear from the above analysis that majority of the respondents are aware about the available e-Resources and they are using these resources frequently.

Table - 5: Adequacy of Library Collections in terms of e-Resources

Sources		Categories of the Respondents		
		Research scholar	Faculty Members	Total N= 80
Electronic Theses and Dissertations	Adequate	26 (60.47)	15 (40.54)	41 (51.25)
	Inadequate	13 (30.23)	20 (54.05)	33 (41.25)
	Can't say	4 (9.3)	2 (5.41)	6 (7.5)
E-books	Adequate	12 (27.91)	9 (24.32)	21 (26.25)
	Inadequate	31 (72.09)	26 (70.27)	57 (71.25)
	Can't say	0 (0.0)	2 (5.41)	2 (2.5)
E-journals	Adequate	10(23.80)	8 (21.62)	18 (22.5)
	Inadequate	31(73.80)	27 (72.97)	58 (72.5)
	Can't say	1(2.38)	2 (5.41)	3 (3.75)
Online Databases	Adequate	16 (37.21)	12 (32.43)	28 (35.0)
	Inadequate	25 (58.14)	25 (67.57)	50 (62.5)
	Can't say	2 (4.65)	0 (0.0)	2 (2.5)
CDs/DVDs	Adequate	19 (44.19)	20 (54.05)	39 (48.75)
	Inadequate	22 (51.16)	10 (27.02)	32 (40.0)
	Can't say	2 (4.65)	7 (18.92)	9 (11.25)

Note: Figures in brackets represents percentages.

Analysing the adequacy of library collections in terms of e-Resources, it is noticed from table 5 that Electronic Theses and Dissertations are 51.25% adequate, 41.25% inadequate whereas 7.5% respondents had no opinion. 26.25% E-books collection was adequate, 71.25% inadequate whereas 2.5% respondents had no opinion. E-journals collection was 22.5% adequate, 72.5% inadequate whereas 3.75% respondents had no opinion. Consider the adequacy of online databases, 35.0% collection was adequate, 62.5% inadequate where 2.5% respondents had no opinion. Analysing CDs/DVDs collection, 48.75% was adequate, 40.0% inadequate whereas 11.25% respondents had no opinion. Analysis clearly indicates that the university has not subscription of good collection of e-Resources as the majority of the resources like E-books, E-journals and online databases were inadequate.

Table - 6: Purpose of Using Electronic Resources

S.N.	Purpose of using Open e-Resources	Number	Percentage
1	Research Work	46	57.5
2	Career Development	49	61.25
3	Updating Subject knowledge	53	66.25
4	Preparing Seminars/ Conference papers	46	57.5
5	Writing articles/ Research papers	65	81.25
6	Teaching and related works	33	41.25
7	Project Work	32	40.0
8	Various other purposes	45	56.25

Note: Because of multiple choice options the percentage is exceeds more than 100.

It is evident from the table 6 that most of the respondents i.e. 81.25% are using e-Resources for "Writing articles/ Research papers", followed by 66.25% for "Updating Subject knowledge", 61.25% for "Career Development", 57.5% for both "Research Work" and "Preparing Seminars/ Conference papers", 56.25% for "Various other purposes", 41.25% for "Teaching and related works" whereas only 40.0% respondents are using for project work.

Table - 7: Awareness about e-Resources Search Techniques

S.N.	e-Resources Search Techniques	Number	Percentage
1	By yourself	52	65.0
2	Through library staff	25	31.25
3	Through friends/ colleagues	22	27.5
4	University/library websites	39	48.75
5	Subject guides/portals on the Internet	44	55.0
6	Full-text online databases	38	47.5

Note: Because of multiple choice options the percentage is exceeds more than 100.

The analysis of table 7 reveals that majority 65.0% respondents were aware about e-Resources search techniques by yourself followed by 55.0% through Subject guides/portals on the Internet, 48.75% through University/library websites, 47.5% through Full-text online databases, 31.25% through library staff whereas only 27.5% through friends/ colleagues.

Table - 8: Level of satisfaction with the use of e-Resources

S.N.	Satisfaction level	Number	Percentage
1	Highly Satisfied	16	20.0
2	Satisfied	29	36.25
3	Average Satisfied	23	28.75
4	Not Satisfied	12	15.0
Total		80	100.0

It can be observed from the above table 8 that 20.0% respondents were highly satisfied with the documents browsed through e-Resources, 36.25% were satisfied, 28.75% were averaged satisfied, whereas only 15.0% were not satisfied with the use of e-Resources. It is evident that most of the respondents (85.0%) were satisfied at the various levels with the browsing of e-Resources.

6. Major Findings of the Study

- Most of the Research Scholars are visiting the library 2 to 3 days in week and faculties are also visit the library most of the time.
- The e-Resources collection particularly most valuable “Electronic Theses and Dissertations” are adequate in the library.
- Online database were frequently used by 77.5% respondents.
- “Writing articles/ Research papers” is the main purpose of using e-Resources as it was stated by 81.25% respondents.
- Majority 62.5% respondents were aware about e-Resources search techniques by yourself.
- Majority 85.0% respondents were satisfied with the browsing e-Resources available in the university.

7. Conclusion

Today the World Wide Web has emerged as most powerful medium for information publishing and access. The usages of e-Resources are rapidly growing from last two decades. The study highlights e-Resources available in the CVRU and their terms of availability in the library to provide good services to the users. The finding of the study shows the growing

interest in the use of e-Resources among the Faculty Members and Research Scholars. Online databases and research reports were the top most used e-Resources among the users of CVRU, Bilaspur although the university has inadequate collection of e-Resources. It is required to enhance the e-Resource collection in the university in order to provide more resources to the user's community frequently.

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