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E-Information resources use pattern by faculty members: A case study of engineering college, Bikaner (Raj)

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Abstract
E-resources have changed the approach of users towards information and also collection development of the libraries especially in academic libraries. The present paper aims to examine awareness and use e-information resources among faculty members of Engineering College, Bikaner. It evaluates the purpose, frequency, methods of the college teachers to access e-information resources. The study reveals that faculty use e-information resources for updating their knowledge. They use e-information resources daily for their purpose. Majority of the faculty members are moderate satisfied with the availability of e-information resources in the library. Suggests to organize user training programmes for the better use of electronic resources in the library.

Keywords: e-information resources, use pattern, engineering college

Introduction
The scenario of libraries has altogether changed with the application of information and communication technology. Electronic resources have become invaluable research tools in the library and they complement print resources. The use of e-resources has increased with the time, as these provide quick access to information and are convenient to use without any restriction of place and time. Academic libraries are using ICT to provide better services to satisfy its diverse users. The concept of the library has changed and revised its role due to the impact of e-resources. Thus, e-resources have placed themselves at the top priority in almost all academic libraries (Sharma 2011) [1].

E-resources and academic libraries
E-resources have emerged as a vital source of information for the users. Earlier, books and periodicals were available in digitized forms on CD-ROM discs etc. Now, with the emergence of Internet, these resources can be displayed globally. Dadzie [2] defines e-resources as 'an electronic resources refers to manifestation of an encoded for manipulation by computer. The manifestation resides in a carrier accessed either directly or remotely. Electronic resources are regarded as the mines of information that are explored through modern ICT devices refined and redesigned and more often stored in the cyber space in the most concrete and compact form and can be accessed simultaneously from infinite points by a great number of audience (Natarajan, 2009) [3]
Academic library is prominent organization which plays a crucial role in fulfilling the information needs of its users. It provides quick access to wide range of e-information resources as these provide latest information to its users in their respective fields to support their teaching needs, work of research and other activities. Any source of information which faculty needs should be available in the library. Renwick [4] cites the reasons for faculty to use e-resources, it includes increasingly computer-literate students and to keep up to date in their fields.

Review of literature
Sharma (2009) [5] conducted a survey on teachers and research scholars of Guru Gobind Singh Indraprastha University library and revealed that majority of the teachers (88.46%) and research scholars (93.33%) preferred to use e-journals. Majority of the teachers (75%) of them felt that e-resources were time saving. Most of the teachers, (59.62%), and research scholars, 17 (56.67%) were not satisfied with the existing IT infrastructure within the organization. The author suggested infrastructure and training programs should also be revised as per requirements.
Kumar and Kumber (2012) [6] in their study evaluated the use of electronic resources among the faculty in five engineering colleges in Bengaluru and found that all the participants made use of internet for accessing and searching electronic information resources. 97.99% of the respondents used e-teaching materials followed by e-journals (96.32%). 54.51% of the respondents were aware about new resources through personal communication with friends. 74.74% of them used resources for the purpose of reading/writing research proposal, reports and projects. The study suggested setting up Ezproxy server in the library to improve the use of electronic information resources for off campus mode. Kumar, D., Manjunath and Moorthy (2012) [7] in their comparative study reported that 71.1% of science faculty and 62.2% of arts faculty used the e-resources. 55.6% of science faculty and 46.7% of arts faculty used e-resources to access current information. 60% of science faculty and 48.9% of arts faculty agreed that academic work would suffer without e-resources. Most of the science faculty (82.2%) and arts faculty (68.9%) found information through e-resources reliable.
Chandra, Sarkaranarayanan and Nagarajan (2014) [8] investigated awareness of e-resources and experience level of using e-resources among faculty members of Arts and Science College in Chennai. Most of the respondents (96.88%) were aware of e-resources and 49.30% used e-resources for their study. 84.32% of them used e-journals. Most of them (73.99%) preferred library to access e-resources.

Scope of the study

Engineering college: profile

ECB was established in 1999. ECB has been creating engineers for over two decades. It is the oldest autonomous institution of the government of Rajasthan. ECB has been declared as Constituent College of Bikaner Technical University by Govt of Rajasthan in the budget 2021-22. Recognized as a model technical institute in Rajasthan, this college is a renowned institution in the field of Engineering, Management and Computer application. The infrastructure is spread over 3 lac square feet area *viz* 337 bighas in the desert city of Rajasthan. Affiliated by Bikaner Technical University, Bikaner. NIT Kurukshetra is the mentor institute of ECB for the enhancement of research facilities and to promote closure and interaction in the area of technology, development, training of students and development of art and research centre.

Objectives of the study

The main objectives of the study are

1. To know awareness of electronic information resources among faculty members of Engineering College.
2. To know the different types of electronic information sources used by the faculty.
3. To examine the purpose and frequency of using the electronic information sources.
4. To find out the most preferred place to access electronic resources.
5. To determine the problems faced by the faculty members while accessing electronic information sources.
6. To examine the satisfaction of the faculty members with e-information resources of the library.

Methodology

A survey method was used for the proposed study. A pre-ordained structured questionnaire was designed to collect data from the faculty members of the college. The total number of the faculty members including permanent and ad hoc is 135. To collect data, total 100 questionnaires were distributed randomly. Out of 100 distributed questionnaires, 86 were received back from the respondents. The data was personally collected from the faculty members. Interview method was used whenever the need was required.

Analysis and interpretation

SPSS. Analysis and findings are drawn from data and presented below in the collected data was analyzed and interpreted with help of MS-Excel and form of tables and figures using simple percentage approach.

Table 1: Faculty-wise Distribution of the Respondents

S/No	Faculty	Number of Responses	Percentage
1	Artificial Intelligence and Data Science	07	08.13
2	Computer Science Department	11	12.79
3	Electrical Engineering Department	13	15.11
4	Electronic Instrumentation & Control Engineering	07	08.13
5	Information Technology Department	10	11.62
6	Mechanical Engineering Department	12	13.95
7	Department of Computer Application	06	06.97
8	Management & Technology Department	11	12.79
9	Applied Science Department	09	10.46

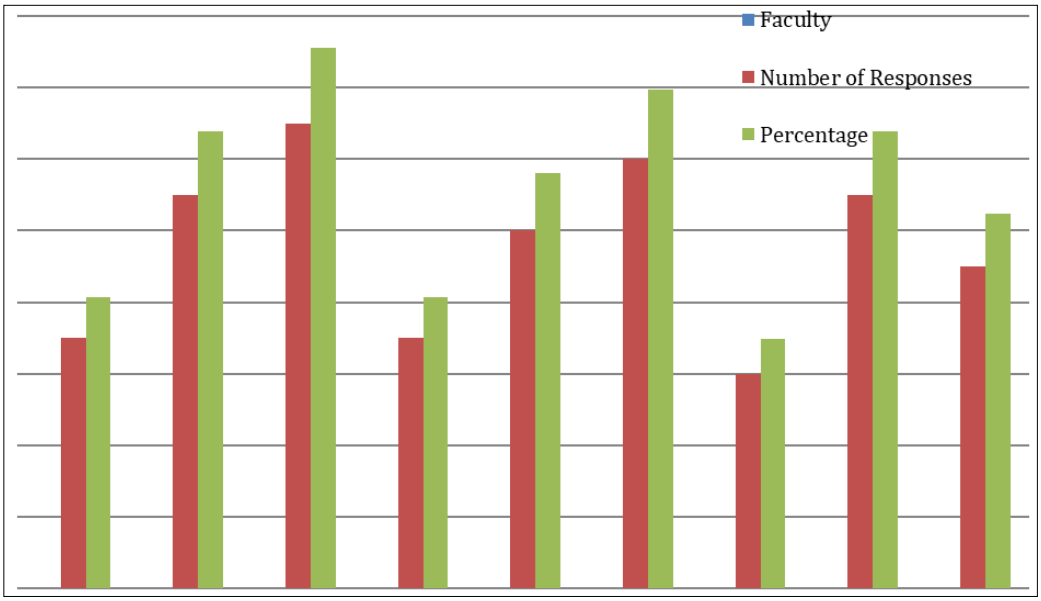

Fig 1: Faculty-wise distribution of the respondents

Table-1 indicates that title approach is more familiar to the respondents as compared to Electrical Engineering Department, Computer Science Department and Mechanical Engineering Department. It indicates that 96.55% of the respondents approach the OPAC by title for accessing information, 94.25% by author, 36.78% by keywords and 29.87% by subject approach. It is also indicated that none of the respondents approach the OPAC through class number.

Table 2: Awareness of e-information Resources

S/No	Awareness of E-Information Resources	Number of Responses	Percentage
1	E-Books	81	94.18
2	E-Database	41	47.67
3	E-Thesis	51	59.30
4	E-Journals	69	80.23
5	E-Magazines	79	91.86
6	E-Newspapers	77	89.53

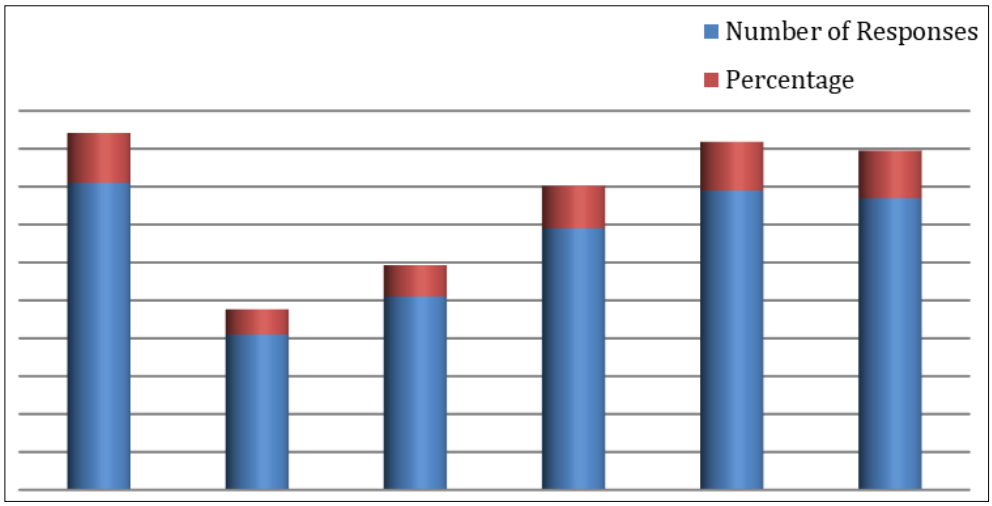

Fig 2

Table 2 and Fig. 2 given above reveal that 94.18% of the respondents were aware of e-books followed by e-newspapers (89.53%), e-journals (80.23%), e-magazines (91.86%). Only 47.67% of the faculty members were aware of e-databases. Majority of the respondents were aware of e-books.

Table 3: Types of e-information Resources Used

S/No	Types used	Number of Responses	Percentage
1	E-Books	81	94.18
2	E-Database	30	34.88
3	E-Thesis	32	37.20
4	E-Journals	72	83.72
5	E-Magazines	78	90.69
6	E-Newspapers	75	87.20

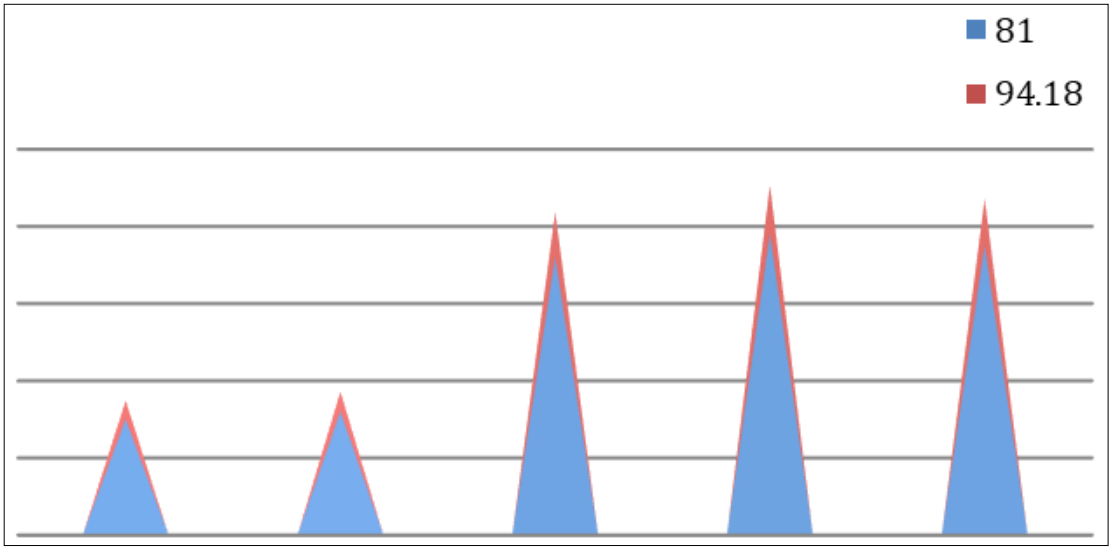

Fig 3

Table 3 and Fig. 3 reveals the e-information resources used by faculty members. 94.18% of the respondents used e-books followed by e-journals (83.72%), e-newspapers (87.20%), e-magazines (90.69%). Most of the faculty members used e-books and e-Magazines.

Table 4: Purpose of using e-Information resources

S/No	Purpose	Number of Responses	Percentage
1	Preparing class lectures	71	82.55
2	To write articles	38	44.18
3	For updating knowledge	78	90.69
4	For presentation	36	41.86

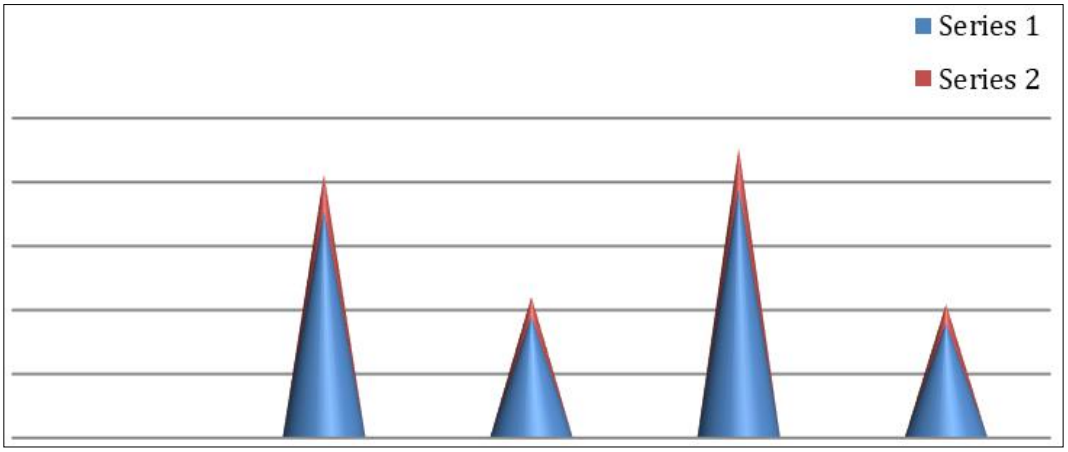

Fig 4

Table 4 and Fig. 4 above show the purpose of using e-information resources. Majority of the respondents (90.69%) use e-information resources for updating knowledge followed by preparing class lectures (82.55%), for writing articles (44.18%) and for presentation (41.86%). Most of the college teachers used e-information resources to keep their knowledge up to date.

Table 5: Frequency of using e-information Resources

S/No	Frequency	Number of Responses	Percentage
1	Daily	48	55.81
2	Twice a week	40	46.51
3	Monthly	29	33.72
4	Yearly	12	13.95
5	Rarely	05	05.81

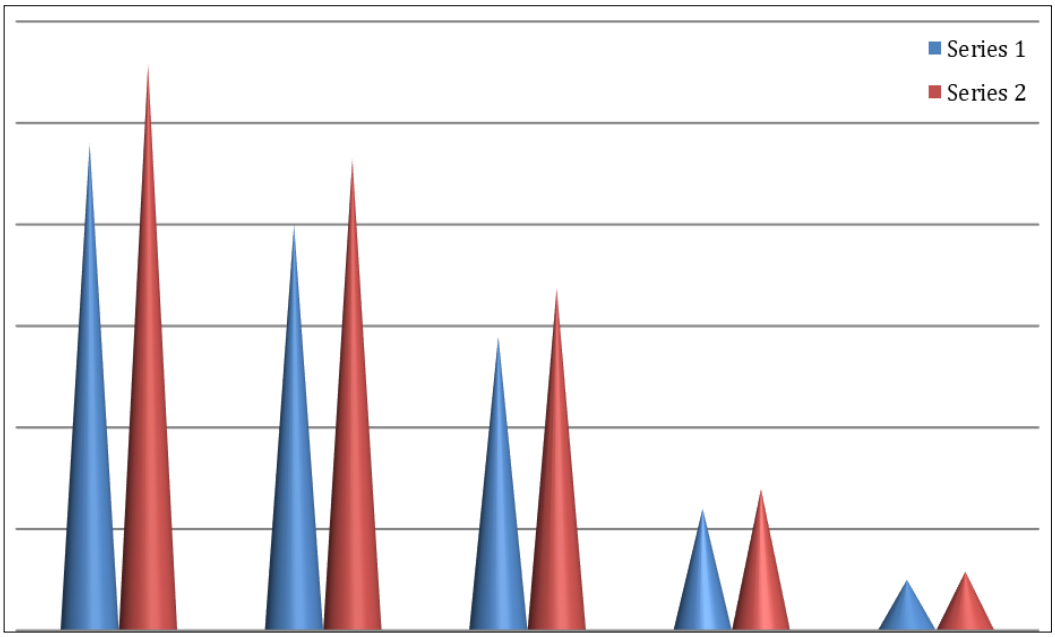

Fig 5

Table 5 and Fig. 5 above show the frequency of using e-information resources. Most of the faculty members (55.81%) use EIRS daily followed by twice a week (46.51%), monthly (33.72%). Majority of the faculty used e-information resources daily.

Table 6: Place to Access e-information Resources

S/No	Place	Number of Responses	Percentage
1	Main Library	13	15.11
2	Departmental library	11	12.79
3	Computer center	09	10.46
4	Home	81	94.18

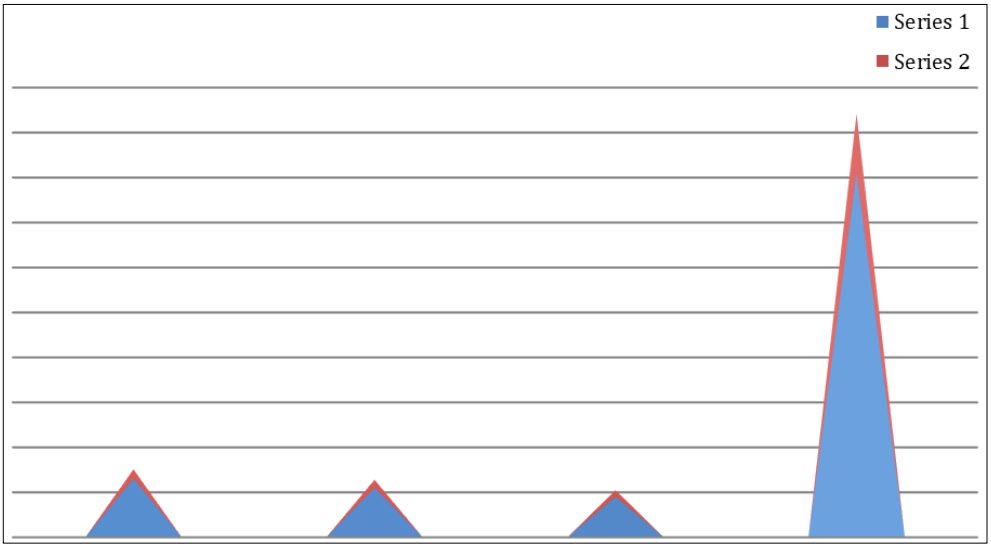

Fig 6

Table 6 and Fig. 6 exhibit preferred place to access e-information resources. 94.18% of the faculty members preferred home to access e-information resources. Only 15.11% of the faculty members preferred main library. Majority of them preferred to access e-information resources from home.

Table 7: Problems faced while accessing e-information resources

S/No	Problems	Number of Responses	Percentage
1	Limited access	82	95.34
2	Slow connectivity	68	79.06
3	Retrieval of too much information	21	24.41
4	Limited searching skill	15	17.44

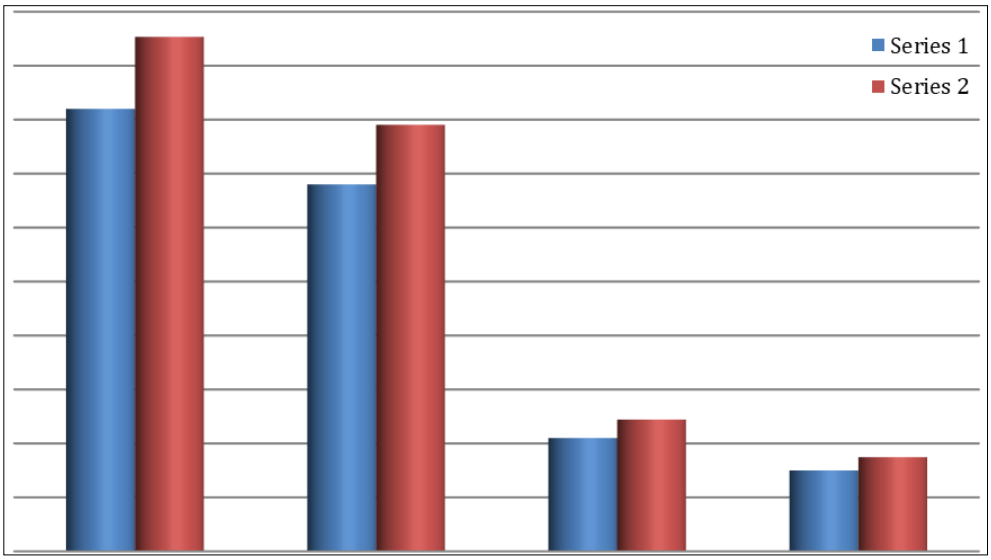

Fig 7

Table 7 and Fig. 7 exhibit problems faced by faculty members while accessing e-information resources. 95.34% of the respondents faced the problem of limited access followed by slow connectivity (79.06%). While only 17.44% of the respondents had limited searching skill.

Major findings

Some of the major findings of the study are

1. Faculty members of the college are well-aware of e-information sources and all the respondents use these resources.

2. Most of them (94.18%) used e-books followed by e-magazines (90.69%).
3. Majority of the respondents use e-information sources to keep themselves up to date (90.69%).
4. Majority of the respondents faced the problem of limited access (95.34%) to e-information resources followed by slow connectivity (79.06%). Majority of them (59.30%) were moderate satisfied with library's e-information resources.

Suggestions

On the basis of the study, few suggestions are put forward to provide better e-resources and services to the users. These are as follow

1. The college management should provide funds for subscription to more
2. need based electronic information sources.
3. The library should have more terminals with internet connections and printing facility for the users. The library should take proper steps to convert non-users into potential
4. users of the resources by advertising e-resources through pamphlets, e-mail etc.
5. User training is essential for the better use of electronic resources in the library.
6. Well trained and qualified library staff to handle modern technology queries must be employed.
7. There is need to conduct user study programs to know more about electronic resources needs of the faculty members.

Conclusion

In recent years, e-resources are gaining importance in academic libraries. They have become valuable research tools for the scholars. E-books, e-journals, online databases and other wide variety of e-resources are replacing the traditional sources. Now, teachers and students spent more time on internet looking for electronic information resources.

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