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USE OF ELECTRONIC RESOURCES BY RESEARCH SCHOLARS: A STUDY OF RAJASTHAN TECHNICAL UNIVERSITY, KOTA

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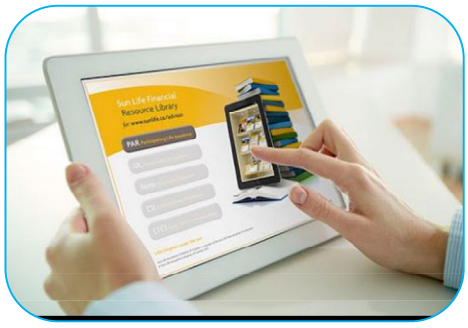
ABSTRACT:



The use of electronic resources has broadly covered various fields. This extended interference with such developed scope can certainly be seen in research studies. This kind of research study would provide a clear picture of their use and help to form unplanned strategies. Study observational in nature made use of a number of questionnaires and found out that 70% of male and 30% of female respondents used these resources followed by the reality that 70% belonged to age group of 25–30 years. This survey also shows that most of respondents use e-resources daily and functioning of library in providing training for their use is not satisfactory. There are many other hindrances such as slow access speed and non-availability of needed e-resources, which curtail the prospects of possible effective use. This paper of research study goal at providing concrete basis for better understanding of present situation and thus formation of smart future goals.

KEYWORDS: *Research scholar, E-resources, Rajasthan technical university,*

INTRODUCTION

A search for something different has consistently been an indissoluble part of human nature. It seems that new findings are result of methodical and high quality of research studies. Especially for a faculty members, which unavoidably come from research studies, it will become extremely important to make use of some inventive and interesting ways of doing things to help the scholars in handling their search more flawlessly. In such demanding conditions, extensive use of modern electronic devices like android phones, desktop computers, laptops or other e-devices has proved to be very surprising not only in making the researches concrete but a very safe and well-thought-out handling of data collected. Huge number of aspects can be counted on fingers, how these devices play a clear role in supporting the researches and so taking them up to all new levels. The serious-mindedness of this issue especially for research scholars of any streams forms the very basis of helping the advancement of the studies and presenting a clear picture of their future intentions.

Now-a-days existence of e-resources shows a vital role in research. The features of e-resources attract the research analyst for their use. There are many e-resources available in the Rajasthan Technical University library. This study is supposed to focus on use of e-resources.

REVIEW OF THE LITERATURE:

Kaur and Verma (2009) studied the use of e- resources and found that the use e-resources are increasing day by day. Most of the research

scholars access the e-resources in our department and followed by the library. The study found that the number of print journals decrease during the year 2001-2007. Most of the respondents were not aware of UGC- Infonet consortium. The study found that most of the respondents (53.98%) used e-journals occasionally and 30.09% respondents used two or three times in a week. Only 7.08% of respondents used the e-journals daily.

Bhatia (2011) analyzed that the majority of respondents were aware about the e-resources. The study found that majority of respondent's use of e-resources up to keep updated on their subjects of interest followed by career development. The problem faced in accessing e-resources, majority of respondents lack of IT skills and followed by limited access to computers in use of e-resources. The study found that majority of respondents required training for learning internet, search engine and accessing of e-resources.

Paithankar and Kamble (2017) concluded from a study that 88% of respondents have knowledge of computer and internet access. Majority of respondents strongly agree that internet as a powerful information sources. Only 4% of respondents agree that they have any problem in use of e-resources.

Mahaja (2001) found that the every scholar in science stream used internet followed by social science and humanities. 90% of respondents use the internet for academic purpose. 100% of science researchers find information from e-journals, which subscribe through University library followed by 40% of social science and 5% in humanities. Most of respondents use the electronic resources more than print resources.

Tahir, Mahmood and Farzana (2010) found in a study that 73% were male and 27% female respondents. The study found that majority of respondents used internet. The study found that 59% respondents were using internet for one to two hours per day. Only 39% of respondents had received any formal training. The study found that most of respondents preferred both print and electronic resources. The study found that only 6% of respondents fulfilled their information need through electronic information.

Ahmed (2013) showed that faculty members are not generally satisfied with the current level of university subscribed e-resources. They identified limited number of titles, limited access to back issues, difficulty in finding information, inability to access from home, limited access to computers and slow download speed as major constraints. These constraints do affect e-resources use in the public universities. However, these constraints are mainly related to the poor IT infrastructure and limited access to e-resources, which may also lead to other constraints such as an unwillingness to use the resources regularly and consequently low satisfaction with such resources.

Habiba and Chowdhury (2012) surveyed a study at Dhaka University Library (DUL) where they discovered that most (44.00%) of the users access to e-resources every day and use e-resources for many purposes such as for learning (54.0%) and for current information (35.00%).They also found the problem faced by DUL users as slow download speed and bandwidth of internet connection in DU campus.

Kaur and Manhas (2008) conducted a study at engineering colleges of Punjab and Haryana (India) which showed that teachers and students of this university used the internet for consulting technical reports (64.9%), for reading e-journals on the internet (59%) and for consulting e-books (56.1%). The results of the study further showed that more than 80% of the respondents felt that the internet could not replace library services and that it was only a supplement to the library services.

Aqil and Ahmad (2011) conducted a survey at Aligarh Muslim University (AMU) to find out the status of internet-based services usage by the users. Internet-based information is the most satisfactory one for the research scholars and post graduate (PG) students. Therefore, 70 (46.05%) users opined that the internet-based information services are the most satisfactory for their academic activities, while 50 (32.89%) chose journals/magazines.

Dhanavandan (2012) has investigated the use of e-resources by Krishnasamy College of Engineering & Technology Library users to find out the purpose and utilization of the e-resources and services by the users, the type of information accessed and the difficulties encountered by the users while using e-resources.

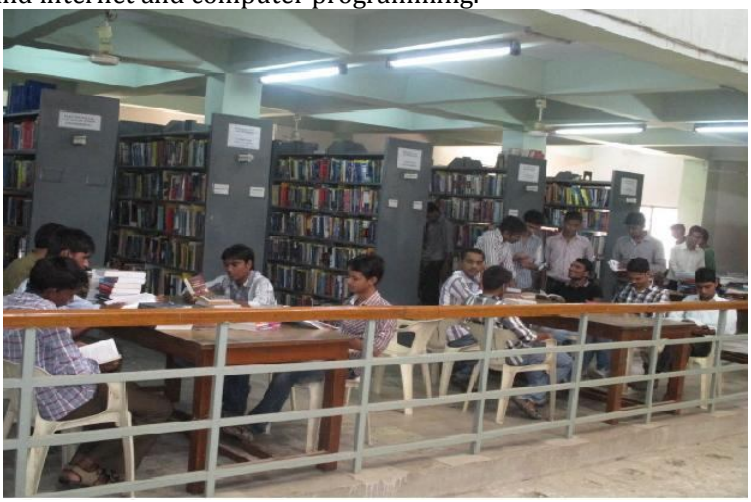
RAJASTHAN TECHNICAL UNIVERSITY OF KOTA : AN OVERVIEW

RTU (Rajasthan Technical University) is situated in Kota district of Rajasthan. It was established in 2006 by the government of Rajasthan to improve the technical education in the state. The university has been established in the campus of University College of Engineering, Kota (formerly known as Engineering College, Kota), which is situated on the Rawatbhata Road, which is about 14 kms far from Kota railway station and 10 kms distance from kota bus stand. The university presently associates about Engineering Colleges (68), B. Arch (03), MCA Colleges (16), MBA Colleges (39), M. Tech Colleges (31), M. Arch(01) and Hotel Management and Catering Institute(01). Additionally, 1.5 lacs and above students study in the various institutes which are affiliated to this university.

CENTRAL LIBRARY OF RAJASTHAN TECHNICAL UNIVERSITY:

Central Library of Rajasthan Technical University, Kota (earlier known as University college of Engineering, Kota was established 1984. It is the back bone of academic and research activities. It provides to the information needs of the faculty members, students, staff, and research scholars. It works on an open access system. The Central Library maintains around 100043 books and more than 9975 e-journals covering the disciplines of all departments such as Information technology, Computer Science, Electronics and Communication Engineering, Digital Communications etc.

The Central Library which is a member of Indian National Digital Library in Engineering, Sciences, and Technology and All India Council of Technical Education (INDEST-AICTE) Consortium, New Delhi for accessing to e-journals. This Library is also a Member of Developing Library Network (DELNET) New Delhi for sharing the resources among its Member Libraries. It has been subscribing e-journals of IEL online, ASCE online, and ASME online, Emereld-95, Access Engineering Library, J-Gate (JET) ASTM Digital Library and various digital libraries for accessing e-journals. The building of the library is constructed in a multiple storied which has been established separately. At a time, 150 users can sit together to pursue academic and research activities through the reading book, accessing electronic journals and internet and computer programming.



All activities of Central Library are computerized, including bar-coded ID cards and separate on-line public access catalogue (OPAC) terminal to know the status of books at any time since 2015. The central library remains open 8 hours a day from 09.30 AM to 5.30PM except on holydays.

OBJECTIVES OF THE STUDY:

- To know the purpose of using the e- resources.
- To find out the suitable place for accessing e-resources.
- To find out the impact of e-resources on print resources.
- To find out the problems we come across in the use of e-resources.
- To find out the use of e-resources among the research scholars.
- To find out the satisfaction level of e-resources provided by the RTU library.

SCOPE OF THE STUDY:

Rajasthan Technical University and other institutions can get benefit through this study about the use of e-resources. It will stimulate other institutions for more availability of several e-resources for their research scholars.

METHODOLOGY AND DATA COLLECTION:

The study of research was observational in nature as it was concerned with the use of e-resources of research scholars in RTU. Thus, the study required the collection of data from the faculty members and research scholars of the University.

A total of 120 questionnaires were dispersed among the research scholars and feedback received of 72(60%) research scholars. Finally, the analyzed data has been mentioned in the form of tables. There are 45(62.5%) of the answerer male and 27(37.5%) female. In this survey 22(30.55%) respondents age between 20 and 25 years and 30(41.66%) between 25 and 30 years and only 20(27.77%) of respondents age between 30 and 35 years.

DATA ANALYSIS AND INTERPRETATION:

This part contains an analysis of data collected during the research. A total of 72 respondents returned the duly filled questionnaires. Their feedbacks have been arranged in tabular form.

Table no.1 indicates that 32(44.44%) of respondents use e-resources for research purposes followed by 16(22.22%) of respondents use e-resources for update their subject knowledge and 14 (19.44%) respondents use for general information. Only 10 (13.88%) respondents use it for academic purposes.

Table no.1: Purpose of using the e-Resources.

Statement	Response	Percentage%
General Information	14	19.44
Academic level	10	13.88
Research Purpose	32	44.44

Table no.2 shows that the maximum number 32(44.44%) of respondents use of e-resources in the department followed by 15(20.83%) in a hostel. Few respondents use e-resources at library 12(16.66%) and home 13(18.05%).

Table no.2: Place Where You Use e-Resources.

Statement	Response	Percentage%
Department	32	44.44
Library	12	16.66
Hostel	15	20.83
Home	13	18.05

Table no.3 shows that 50% of respondents use the e-resources for more than 4 years and followed by 18.75% for 1-2 years, 12.5% for 2-3 or 3-4 years and only 6.25% of respondents use the e-resources less than 1 year.

Table no.3: Frequency the Use of e-Resources.

Frequency	Response	Percentage %
Daily	55	68.75
2-3 times in a week	15	18.75
Weekly	10	12.5
Occasionally	0	0

Table no.4 shows that 40 (50%) of respondents face problems of slow access speed and followed by 25 (31.25%) non-availability of needed e-resources, 2 (27.25%) overload of information on internet, 15(18.75%) not able to find out the authentic sources and e- resources are too expensive. Only 5(6.25%) of respondents faces the problem of habit of using the e-resources and role of library staff.

Table no.4: Frequency of Problem Faced in the Use of e-Resources.

Statement	Response	Percentage %
Slow access speed	40	50
Overload of information on internet	22	27.25
Habit of using the e-resources	5	6.25
Role of library staff	5	6.25
Not to find out the authentic sources	15	18.75
Non-availability of needed e- resources	25	31.25
e-resources are too expensive	10	12.5

Table no.5 shows that 50% of respondents use the e-resources for more than 4 years and followed by 18.75% for 1-2 years, 12.5% for 2-3 or 3-4 years and only 6.25% of respondents use the e-resources less than 1 year.

Table no.5: Experience of using the e-Resources.

Frequency	Response	Percentage %
Less than 1 year	5	6.25
1 to 2 year	15	18.75
2 to 3 year	10	12.5
3 to 4 year	10	12.5
More than 4 year	40	50

Table no.6 revealed that 45(62.5%) of respondents browse the e-resources through search engines followed by 20(27.77%) respondents access through directly web address. Only 07(9.72%) access the e-resources through subscribed e-resources by RTU library.

Table no.6: Browse the e-Resources.

Statement	Response	Percentage %
Use of search engine	45	62.5
Use subscribe e-resources	07	9.72
Use web address	20	27.77
Any other	0	0

Table no.7 is about how users have learned regarding handle to e-resources through training or another way and how it is accessed. As per data, the highest response was from the statement of with help of social networking sites 24(33.33%) followed by 21(29.16%) guidance from availed external courses and help from a library of the university was (20.83%) and users gained knowledge only 16.66% from professors and classmates.

Table no.7: How Did You learn to handle the e- Resources?

Statement	Response	Percentage %
Training from library of university	15	20.83
Guidance from professors and classmates	12	16.66
By External courses	21	29.16
With help of social networking sites like as YouTube, Face book and Twitter etc	24	33.33

Table no.8 explained about level of satisfaction of users using e-resources. As per collected data, 25(34.72%) of respondents were not satisfied followed by 22(30.55%) were partially satisfied. most of the fully satisfied respondents were only 15(20.83%) and the least satisfied were 10(13.88%).

Table 8: Satisfaction Level of e-Resources Facility Provided by RTU Library.

Statement	Response	Percentage%
Fully satisfied	15	20.83
Partially satisfied	22	30.55
Least satisfied	10	13.88
Not satisfied	25	34.72

Table no.9 explained about views of respondents who were using e-resources. As per responder, the highest number of percentage 21(29.16%) of respondents showed that it was easy to use followed by 14(19.44%) of respondents felt that it was easy to handle. Some responders 11(15.27%) say that it was more informative and 10(13.88%) of respondents gave feedback that it was time saving, 9(12.5%) of respondents say that it was more flexible. Only 7(9.72%) of users least preferred and noted that it was more expensive.

Table 9: Opinion Using of e-Resources

Statement	Response	Percentage%
Easy to use	21	29.16
Easy to handle	14	19.44
Time saving	10	13.88
More informative	11	15.27
More flexible	09	12.5
More expensive	07	9.72

Table no.10 revealed that 23(31.94%) of respondents marked not enough because they didn`t get appropriate fulfillment of information at the time of using e-resources while 18(25%) of the responder got complete fulfillment. Only 06(8.33%) of respondents were not interested to say something about it.

Table 10: E-resources fulfill the users Information needs.

Statement	Response	Percentage%
Enough	10	13.88
Partially enough	15	20.83
Not enough	23	31.94
Completely	18s	25
Can`t say	06	8.33

CONCLUSION

The existence of e-resources shows a significant role in any research study. As time goes to change, most of the journals are available in electronic form and libraries are supposed to subscribe to journals in electronic form. There are (62.5%) male and (37.5%) female are available to answer. The study figured out that a maximum of respondents has experience of e-resources for more than 4 years. The study shows that most scholars who responded to use e-resources daily at their department for research purposes. The maximum number of research scholars (33.33%) learned about electronic resources from social networking sites only (20.83%) respondents were trained by library & university. The rest of the users took training through professors & classmates, self-instruction and external courses. During this time to access e-resources, the majority of respondents faced some kind of problem of slow access speed and non-availability of needed e-resources. The search engine is used frequently by research scholars (62.5%). The study found that (34.72%) of respondents are not satisfied. More subscriptions of journals, which was advised by research scholars.

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