CHANGING INFORMATION LANDSCAPE AND ITS TRANSFORMATION IN LIS EDUCATION
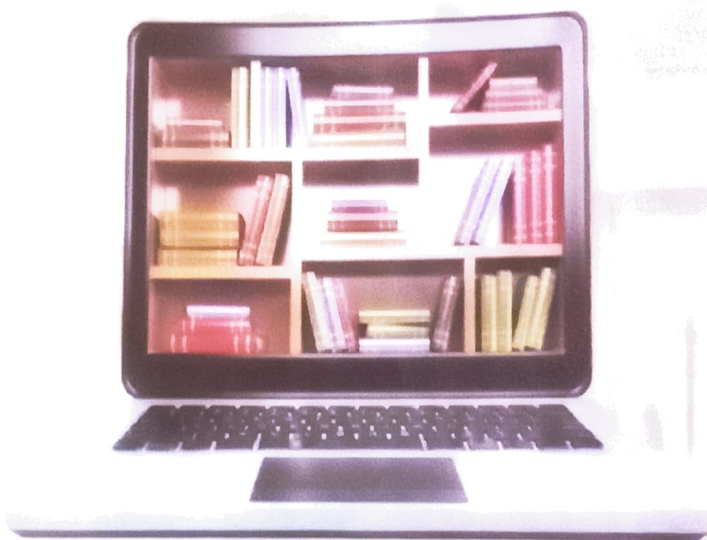
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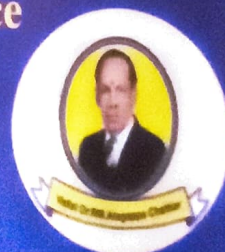Dr. A. Alagu

Changing Information Landscape and Its Transformation in LIS Education

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CHAPTER V: IPR AND KNOWLEDGE ORGANIZATION

E- RESOURCE USAGE BY RESEARCH SCHOLARS AND STAFF MEMBERS OF GOVERNMENT ENGINEERING COLLEGES OF TAMIL NADU

Dr.Subbulakshmi, R. M.,Dr.Santhi, J. & Dr.Poonkodi, K.

Abstract

This study focuses about the awareness and usage of E-Learning Resources by under Research scholars and staff members of All Government Engineering Colleges.Questioners method was followed in the study. A questionnaire was prepared and distributed and primary data gathered, analyzed and discussed with reference to the purpose of the study. It was found that majority of the library users are accessing, e-resources by for their research purpose.

Keywords: E-resources; Web tools;E-resources; Internet services; Engineering Colleges.

Introduction

In this digital environment, most of the resources are available in electronic form which needs knowledge about the electronic resources and services in order to retrieve the request documents. These electronic resources are either subscribed or made available through open access. In the academic libraries also, sizable amount is spent for procuring electronic resources. If the users are aware of the electronic resources, then the resources will be utilised effectively, otherwise, it will be great loss to the institution. Information literacy plays vital role in accessing the electronic resources and most of the libraries in academic institutions are organising user orientation programme to make the users aware and utilise the resources effectively. In this connection, the researcher would like to know the level of awareness about the e-Resources and their information literacy level. Hence, this study will be more useful and significant one at this juncture.

Objectives of the study

Following are the major objectives of the study

- ➢ To find out the teaching experience of the respondents among the Research scholars and staff members of surveyed Government Engineering Collegesin Tamil Nadu.
- ➢ To examine the Research experience among the Research scholars and staff members ofsurveyed Government Engineering Collegesin Tamil Nadu.
- ➢ To find out the library visit among the Research scholars and staff members ofsurveyed Government Engineering Collegesin Tamil Nadu.
- ➢ To find out Knowledge on using computer by the Research scholars and staff members ofsurveyed Government Engineering Collegesin Tamil Nadu.
- ➢ To find out Awareness level on electronic resourcesResearch scholars and staff members of surveyed Government Engineering Collegesin Tamil Nadu.
- ➢ To find out the Use of Web tools and Services among the Research scholars and staff members of surveyed Government Engineering Collegesin Tamil Nadu.
- ➢ To find out the Place of Accessing e-Resourcesamong the Research scholars and staff members of surveyed Government Engineering Collegesin Tamil Nadu.

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ere are many colleges comes under Government Engineering College in Tamil Nadu. searcher has selected the only Government Engineering colleges for the study. Since omogenous Data collected from the listed colleges were analysed and the details in the Table

Table 1: Institution wise distribution of respondents

Institution	Location	Frequency	Percentage
Alagappa Government Govt. College of Engineering and Technology.	Karaikudi	50	11.55
Government college of Engineering, Bargur.	Bargur	40	9.24
Government College of Engineering, Selam.		40	9.24
Government College of Engineering, Thirunelveli.	Thirunelveli	45	10.4
Government College of Technology, Coimbatore.	Coimbatore	45	10.4
Thanthaiperiyar Government institute of Technology	Bagayam	40	9.24
Government College of Engineering, Thanjavur.	Sengipatti	40	9.24
Government College of Engineering, Dharmapuri.	Chettikarai	40	9.24
Government College of Engineering, Bodinayakkanur	Bodinayakkanur	40	9.24
Government College of Engineering, Srirangam.	Sethurappatti	26	6.1
Institute of Road and Transport Technology	Chithode	26	6.1

noticed from the Table 1 that highest respondents 50 (11.55 %)were from ChettiarGovrnmentCollegeof Engineering and Technology, Karaikudi. The next 45(10.4%) were from Government College of Engineering, Thirunelveli and ent College of Technology, Coimbatore. .The next highest i.e. 40 (9.24%) periyar Government institute of Technology and Government College of Engineering, r and Government College of Engineering, DharmapuriandGovernment College of ing, Bodinayakkanur and more or less equal respondents i.e. 6.1 % and 6.1% were vernment College of Engineering, Srirangam and Institute of Road and Transport gy.

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Teaching Experience

To find out the teaching experience of the respondents, the researcher has distributed questionnaires to the respondents and data collected are given the Table 2.

Table 2: Teaching experience

Teaching Experience	Frequency	Percentage
<5 years	101	23.3
5-10 years	122	28.2
11-15 years	67	15.5
16-20 years	57	13.2
Above 25 years	48	11.1

It is found from the Table 2 that highest number of respondents 122 (28.2%) were from 5-10 years Teaching experience followed by 101(23.3%) were less than 5 years teaching experience. Above 25 years experience respondents found to be the last one with 48(11.1%). Over all, majority of the respondents were from 5-10 years' experience.

Research Experience

The major activities in colleges are teaching and research activities. The researcher wanted to know the research experience of the scholars and faculty members. Hence, data have been collected from the respondents and analysed research experience data is given in the Table 3.

Table 3: Research experience

Research Experience (In Years)	Frequency	Percentage
1-5 Year	154	35.6
6-10 Years	128	29.6
11-15 Year	58	13.4
More than 15 years	93	21.5
	433	100

It is witnessed from the Table 3 that highest number of respondents 154 (35.6%) followed by second highest 128(29.6%) have 6-10 years research experience and the next highest 93(21.5%) were having more than 5 years research experience. 11-15 years were the least received response. Combining all, majority of the respondents have 1-5 years research experience.

Library Visit

Visiting the library will help the users to update their knowledge and if the resources are not properly utilized, it will be great loss to the individuals and institutions. Hence, data have been collected from the respondents and results are presents in the Table 4.

Table 4: Library visit

Frequency of visit	Frequency	Percentage
Daily	128	30.0
Alternative Days	117	27.0
Weekly	111	25.6
Monthly	19	4.4
Whenever needed	58	13.0
Total	433	100

It is found from the Table 4 that highest number of respondents 128 (30.0%) stated that they visited the library daily followed by second and third highest percentage of respondents 117 (27.0%) and 111 (25.6%) visited the library alternative days and weekly respectively. It is also noted that sizable number of respondents stated that they visited the library whenever need and very least number of respondents visited monthly. Overall, more than fifty percent of the respondents visited the library either daily or alternative days.

Knowledge on Using Computer

In This Digital Environment, Computer knowledge is essential to retrieve the required information. Identifying the knowledge of using computer will help the authority to identify the level of usage of computers. so that training can be given if needed. In this connection, data collected are presented in the Table 5.

Table 5: Knowledge on using computer

Knowledge on using Computer	Level of knowledge		
	Large Extent	Some Extent	Less Extent
433	270(58.89%)	138(37.41%)	25 (5.77%)

It is noted from the Table 5 that out of 433 respondents expressed that they have knowledge on using computer. Again, out of 433 respondents, majority of the respondents 270 (58.89%)have stated that they have some extent knowledge on using computer followed by 138(58.89%) stated large extent and only 25(5.77%) have less extent knowledge. Finally, it is found that majority of the respondents have some extent of knowledge on using the computer.

Awareness Level on Electronic Resources

There are many electronic resources available at present. In the present digital environment, whatever print resources we have for which electronic resources are also available. Awareness about the electronic resources are very much essential, otherwise without proper utilization of the resources the public money will be spent for subscription of electronic resources. In this connection, data have been collected from the respondents and the analysed results are presented in the Table 6.

Table 6: Awareness level on electronic resources

Awareness level on e-Resources	Fully Aware	Aware	Aware some extend	Total
e-Journals	280(64.7%)	140(32.3%)	13(3.0%)	433
e-Books	287(66.3%)	130(30.0%)	16(3.7%)	433
e-Theses/Dissertations	225(51.9%)	133(30.7%)	75(17.3%)	433
e-Magazines	203(46.9%)	170(39.3%)	60(13.9%)	433
e-Databases	200(46.2%)	193(44.6%)	40(9.2%)	433
e-Newspapers	280(64.7%)	128(29.6%)	25(5.8%)	433
e-Manuscripts	190(43.9%)	170(39.3%)	73(16.9%)	433
e-Reports	240(55.4%)	150(34.6%)	43(9.9%)	433
e-Standards	230(53.1%)	140(32.3%)	63(14.5%)	433
Wikipedia	233(53.8%)	150(34.6%)	50(11.5%)	433
Subject Gateways	238(54.9%)	160(36.9%)	35(8.1%)	433

Awareness level on e-Resources	Fully Aware	Aware	Aware some extend	Total
Social Media	235(54.3%)	172(39.7%)	26(6.0%)	433
E-Mail	245(56.6%)	175(40.4%)	133.0%)	433
Open Access Resources	228(52.7%)	150(34.7%)	55(12.7%)	433
IR	200(46.2%	150(34.7%)	83(19.2%)	433
E-Conference Proceedings	229(52.9%)	155.3%)	51(11.8%)	433
E-Directories	200(46.2%)	186(42.9%)	47(10.9%)	433

It is found from the Table 6 that highest number of respondents 287(66.3%)were fully aware of e-Books followed by second highest respondents 280(64.7%), e-Journal and e-Newspaper followed by next highest respondents 245(56.6%) and 240(55.4%) e-mail and e-report were fully aware of e- e-Books.Whereas for e-database, 193(44.6%), e-Directory (42.9%), e-mail 175(40.4%) and Social media 172(39.7%) were aware. On the other hand, majority of the respondents were less extent with IR 83(19.2%) and e-Theses/Dissertations 75(17.3)%). E-Manufacturing 73(16.9%) Overall, majority of the respondents were fully aware of e-books and majority of the respondents were some extend aware of e-Resources such as e-Database.

Use of Web Tools and Services

At present, many of web tools are used for sharing the resources. In order to find out the usage level of web tools and services, the researcher has collected data from the respondents and collected data have been analysed and presented in the Table 7.

Table 7: Use of Web tools and Services

Use of web tools and services	Very Large Extend	Large Extend	Some Extent	Less Extend	Total
Blogs	60(13.8%)	126(33.8%)	141(57.1%)	106(24.5%)	433
Audio/video sharing	50(11.5%)	120(31.3%)	193(73.4%)	70(16.2%)	433
E-mail/Instant message/chat	141(32.6%)	164(56.2%)	114(89.1%)	143.2%)	433
Discussion groups	110(25.4%)	119(36.8%)	124(60.8)	80(18.5)	433
Wikis	60(13.9%)	145(38.9%)	128(56.1%)	100(23.0%)	433
Social book marketing	75(17.3%)	106(29.6%)	176(69.8%)	76(17.6%)	433
Social Networking	110(25.4%)	115(35.6%)	148(71.1%)	60(13.6%)	433
Content Management System	63(14.5%)	100(27.0%)	150(55.6%)	120(27.7%)	433

The Table 7 reveals the use of web tools and services. With regard to e-mail instant message chat highest number of respondents193(73.4%) followed by second highest 164(56.2%) stated that they used some extent and large extent. The same trend was identified for Audio/Video sharing with slight changes.Whereas for e-mail/ instant message, majority of the respondents have agreed large extend and very large extend. For discussion group, social networking and social book marketing majority of the respondents have agreed some extend and very large extend whereas for wikis, and content management system, majority of the respondents have agreed some extent and very large extend. Overall, majority

of the respondents who are using e-mail/ instant message/ chat, and discussion group and social networking, have agreed large extent and very large extent for use of webs tools and services.

Place of Accessing E-Resources

E-Resources can be accessed from any place. The researcher wanted to know from where the e-Refocused are accessed by the respondents In this connection, data collected were analyzed and presented in the Table8.

Table 8: Place of Accessing e-Resources

Place of Accessing e-Resources	Home	Department	Library	Browsing Centres
Audio/Video Recordings	238 (59.4)	68 (17.00)	35 (8.7)	60 (15.0)
CD/DVD database	165 (41.2)	140(34.9)	58(14.5)	38(9.5)
E-Journals	80(20.0)	70(17.5)	222(55.4)	29(70.23)
Network-based services	84(21.0)	187(46.6)	73(18.2)	57(14.2)
Internet Services	88(22.0)	166(41.4)	66(16.5)	81(20.2)
e-Books	44(11.0)	41(10.2)	262(65.3)	54(13.5)

Table 8 shows the place of access to e-Resources. It is identified that for accessing audio/video recordings, out of 401 respondents, it is noticed that audio/video records were accessed by majority of the respondents 238(59.4%) from home followed by department and browsing centres. Library was the least preferred place for accessing the e-Resources. With regard to CD/DVD database, highest respondents accessed from home followed by department, where as third highest used library.For e-Journals, majority of the respondents 222(55.4%) used library. It was also noticed that highest number of respondents used department for network based services and internet services, whereas e-books were used mostly in library. Combining all, majority of the respondents used e-journals and e-books from library whereas Audio/video recordings and CD/DVD databases were used in home and network based services and internet services were used in department and browsing centre was the last used one.

Source Through Which Aware of E-Resources

There are many sources through which the users normally come to know the e-Resources. Hence, the researcher has collected the data to find out through which source the respondents were aware of e-Resources. The analysed data is presented in the Table 9.

Table 9: Source through which aware of e-Resources

Source	Awareness
Through Personal Communication	227 (56.6)
Seminars and Conferences	349 (87.0)
Bibliographical Sources in printed materials	148(36.9)
Citation in e-Resources	165((41.4)
Use of Internet Search	269(67.1)
Through Library Staff	192(47.9)
Through Course Materials	131(32.7)
Through Friends	259(64.6)
Self-Learning	244(60.9)

It is observed from the Table 9 that high majority of the respondents 349(87.0%) were aware of e-resources through seminars conference followed by 67.1%, 64.6%, 60.9% and 56.6% were aware through Internet, friends, self-learning and personal communication, bibliographical sources in printed materials and citation in e-Resources were the least preferred sources they were aware of e-Resources.Thus, majority of the respondents were aware of e-resources through conferences/seminars, friends, self, Internet and personal communication
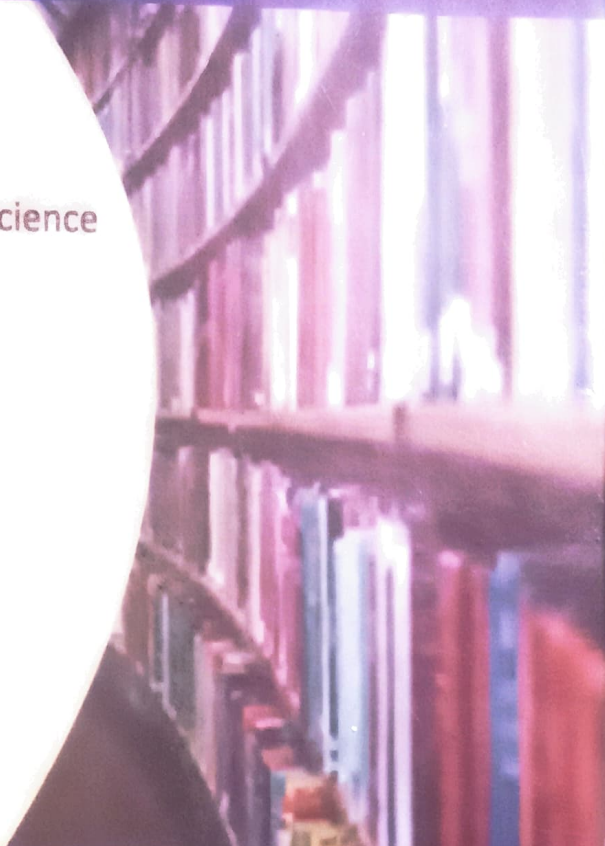
Training to Access the E-Resources

Training or conducting user awareness program is the most important medium for creating awareness and accessing the electronic resources. Training programs are frequently organised in universities for effective utilization. In this regard, the researcher was interested to know the training provided. The data collected are presented in the Table 10.

Conclusion

The use of electronic resources in found to be significant among the use the users of the Electronic Resources by Research scholars and staff members of All Government Engineering Colleges. This is quite natural and expected in the present day implementation environment. Some of the resources such as e-book, e-encyclopaedia, and e-dictionaries are less used. To further maximum use of the electronic resources, wide publicity and importing training are found to be necessary.

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