
**AWARENESS AND UTILIZATION OF E- RESOURCES BY FACULTY MEMBERS
WITH SPECIAL REFERENCE TO THE DMI GROUP OF INSTITUTIONS
TAMILNADU – A CASE STUDY**

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ABSTRACT

Many researchers are aware of the value and significance of electronic resources for teaching and research. The use of information and communication technologies, such as the internet and the web, has demonstrated to be more beneficial, particularly for academics and faculty who might not have easy access to traditional library resources. The majority of traditional libraries have become e- libraries, holding the majority of their materials in electronic formats, thanks to the use of information and communication technology. Electronic resources are now commonly used in scholarly research, resource for academics and students. In order to ascertain the advantages faculty identify with electronic resources and the difficulties they have in gaining access to such resources, the study aims to investigate faculty's awareness of and use of online academic databases. The study made it very evident that professors heavily rely on electronic resources available online, not just for research but also to assist their instruction. However, very few people used the library's online academic databases. This was primarily caused by faculty members' ignorance of these databases' availability or their ignorance of the library's subscription to them. Given the aforementioned disclosures, it is imperative that the library increase teacher and student awareness of the existence and use of its electronic resources.

Keywords: Library, Faculty, Electronic Resources, Automation, E-Databases.

I. INTRODUCTION

The age of knowledge, which we are currently living in, is a dynamic and limitless resource that has an impact on all fields of study and walks of life. Information is now widely accessible across all geographical borders. Additionally, the way that library resources are accessed has changed from "physical access" to "online access." Electronic resources have grown in importance as a part of the academic library collection over the past ten years. Traditional libraries are increasingly switching from print documents to electronic resources as a result of the rising popularity of e-resources, where giving people access to information is valued more highly than holding it. The world has altered because of information technology, which has emerged as a crucial instrument for information retrieval. A significant amount of library holdings has been transferred to electronic information sources. Informational resources, particularly electronic ones, have grown in importance and utility over time (Kalbande, 2013). It is therefore necessary to research the various e-resources using patterns and problems, particularly as they relate to academic institution faculty members. The current study aims to analyze how faculty members at DMI groups of institutions in Tamilnadu use electronic resources. It is widely recognized that electronic resources are essential for general communication, information retrieval, and the delivery of instruction to support teaching and research activities in higher educational institutions. The literature also reveals that numerous pertinent studies on the usage of online resources by academics, researchers, and students around the world have been conducted.

II. LITERATURE REVIEW

According to Viswanathan and Sasireka (2016), the use of e-resources has a significant influence on higher education. Since there are sufficient and useful electronic resources, informational demands have been met. There are certain problems with using electronic materials notwithstanding positive opinions toward them. Lack of computer literacy, inability to use, and publisher access restrictions

Few are placed here because there is so much material in this area. E-resources, in the opinion of Thanuskodi (2012), are information that is represented electronically. They come in a variety of formats, including electronic books, digital libraries, online journals and magazines, online tutors, and online tests. These resources have taken on the role as a source of information due to their successful use of multimedia tools in presentation. He also concurred that digital resources.

Data were acquired from academics in the arts, social sciences, and sciences at six universities in Karnataka, according to a different study by Gowda and Shivalingaiah (2009). The survey's findings indicate that, overall, research academics prefer print resources, and that preferences for print and electronic resources vary significantly by discipline. The replies by discipline reveal that scientists use the facility the most and their humanities counterparts the least. More than half of responders from the social science fields use the facilities.

According to Swain and Panda's (2009) research, "the aim of this paper is to assess and evaluate quantitative and qualitative use of electronic resources in the academic environment of business schools in Orissa (India) with a view to examining the level of electronic information services (EIS) offered to the faculty members of the state with a pool of faculty members from the respective business schools.

Along with highlighting some of the problems and constraints faced by the intended audience, the study also aims to provide some beneficial advice and recommendations for the future improvement of the standing of electronic information services in the state's business schools.

Joteen Singh et al. (2009) carried out a study titled "Use of Internet Based E-Resources at Manipur University: A Survey" in order to look into how graduate students, research scholars, professors, and non-teaching staff use electronic information centered on the Internet services. Internet users mostly used it to download data from webpages and other web-based sources. Users regularly encountered problems, such as a lack of power supply and sluggish Internet access, when seeking to access information from web-based sites

III. OBJECTIVE OF THE STUDY

- a) To evaluate the familiarity and regularity with which academic members and research scholars use various types of digital resources
- b) To learn the motivations for utilizing digital resources
- c) To learn about the issues faculty members encounter when using digital resources
- d) To determine whether the information in digital resources is adequate. Look at the possibility of substituting digital for print resources.

IV. METHODOLOGY

A structured questionnaire created by the researcher, including practically all of the important topics, was delivered to faculty members at DMI group of institutions, to get more precise, accurate, and focused answers to the specified questions, the researcher personally aided and interviewed participants. A total of 856 surveys were given out to users, and 733 completed questionnaires were returned, yielding an 85.63% response rate. When distributing the questionnaires, effort was taken to ensure that the population was appropriately represented by the faculties of the DMI group of institutions, as well as by the various age groups and sexes.

V. SCOPE AND LIMITATION

The faculty members of the DMI group of institutions in Tamil Nadu served as the study's subjects. The study's focus is restricted to using digital resources to carry out the colleges' teaching and research objectives in Tamil Nadu's DMI group of institutions, it discusses the availability of digital resources and services.

VI. RESULT AND DISCUSSION

Table - 1 Respondents' Institutional Distribution

Institutions	No of respondent	Percentage %
DMI college of engineering ,chennai	150	20.46
Loyola institute of Technology, Chennai	170	23.19
St Joseph college of engineering , Chennai	135	18.41

JP college of engineering , Tenkasi	75	10.23
Christ the king engineering college, Coimbatore	68	9.27
St Joseph college of engineering , Thanjavur	32	4.39
DMI college of engineering ,Kanyakumari	103	14.05
Total	733	100

Table- 1 lists respondents by institution. Out of the 733 respondents surveyed, 150 are from the DMI College of Engineering in Chennai, 170 are from the Loyola Institute of Technology, 135 are from the St. Joseph College of Engineering in Chennai, 75 are from the JP College of Engineering in Tenkasi, 68 are from the Christ the King College, 32 are from the St. Joseph College of Engineering in Thanjavur, and 103 are from the DMI College of Engineering in Kanyakumari.

Table - 2 Respondents' Gender- wise Distribution

Gender	No of respondent	Percentage %
Male	424	57.84
Female	309	42.15
Total	733	100

The information in Table - 2 can be used to establish the respondents' gender distribution. Men outnumber women in the professions, with 57.84% of the 733 total respondents being men and 42.15% being women. This should be noted.

Table - 3 Respondents' Age - wise Distribution

Age	No of respondent	Percentage %
25-30	146	19.91
31-40	208	28.37
41-50	275	37.51
51-55	76	10.36
Above 56	28	3.85
Total	733	100

According to Table- 3, which breaks down the respondents' ages, the bulk of users (275) are between the ages of 41 and 50, followed by the group between the ages of 31 and 40, or (208). The age group between 25 and 30 comes next (146), then the age group between 51 and 55 (76), then the age group over 56 (28)

Table - 4 Respondents' Experience in using E- resources Distribution

Experience	No of respondent	Percentage %
0-1 year	85	11.59
1-3 years	126	17.22
3-5 years	305	41.60
5-7 years	116	15.82
Above 7	101	13.77
Total	733	100

The information in table - 4 shows how the academic respondents have used online resources.305 respondents have access to online resources for more than three to five years; 126 respondents have access for one to three years; 116 respondents have access for five to seven years; 101 respondents have access for more than seven years; and 85 respondents have access for less than one year.

Table - 5 Respondents' Academic ranking Distribution

Designation	No of respondent	Percentage %
Assistant professor	407	55.53
Associate professor	203	27.69
Professor	68	9.27
Others	55	7.51
Total	733	100

The distribution of responders by designation is shown in Table -5. Out of the 733 respondents who participated in the study, 407 belong to the cadre of assistant professors, followed by associate professors (203 respondents), professors (68 respondents), and others (55 respondents). The data demonstrates unequivocally that Assistant Professors make up the majority of responders.

Table - 6 Purpose of Accessing E-resources by faculty members of DMI groups of institutions

Purpose of accessing e- resources	No of respondent	Percentage %
For teaching purpose	385	52.54
For research purpose	160	21.82
To publish books or articles	80	10.91
To maintain updated information	108	14.73
Total	733	100

Table - 6 lists the objectives for which academics and researchers use digital resources. Table- 6 shows that 385 faculty members said they used digital resources for teaching, 160 for research, 108 to stay current on news, 80 to publish books and articles, and 108 to keep themselves informed.

Table - 7 Preference for using an E-resources by faculty members of DMI groups of institutions

Preference of using e- resource	No of respondent	Percentage %
E-Newspaper / E-Magazine	50	6.85
E-Journal	285	38.81
E-Books	175	23.90
E- Database	156	21.28
E- Theses/dissertation	34	4.65
Other E- publishing	33	4.51
Total	733	100

According to the analysis of the data in Table- 7, which includes responses from 285 respondents, e-journals were the most popular online resources among the respondents. It is followed by the usage of electronic books, which has 175 respondents, as well as the use of electronic databases which has 156 respondents,, 50 electronic magazines, newspapers, 34 electronic theses, and 33 other publishing.

Table - 8 Usages of E-Resources by faculty members of DMI groups of institutions

E- resources	No of respondent	Percentage %%
IEE	158	21.55
ASCE	30	4.10
ASME	60	8.18
SPRINGER	104	14.19
EBSCO	25	3.41
J-GATE	28	3.81
DELNET	111	15.14
SCOPUS	10	1.36
SCIENCE DIRECT	11	1.51
NPTEL VIDEOS	129	17.59
WEB OF SCIENCE	05	0.71
JSTOR	13	1.77
AICTE – E- KUMBH	49	6.68
Total	733	100

According to data analysis in Table -8, 158 respondents used IEEE, followed by 129 respondents who used NPTEL videos, 111 respondents who used DELNET, 104 respondents who used Springer, 60 respondents who used ASME, 49 respondents who used E-Kumbh, 30 respondents who used ASCE, 28 respondents who used J-gate, 25 respondents who used EBSCO, 13 respondents who used JSTOR, 11 respondents who used science direct, 10 respondents who used Scopus, and 5 respondents who used Web of science.

Table - 9 Opinions of the respondents regarding how they pick up using e-resources

Learning Techniques	No of respondent	Percentage %
Self – learning	103	14.05
Guidance from colleagues and library staff	383	52.25
Attending training, workshop, and seminar	130	17.73
User manual prepared by Library staff	117	15.97
Total	733	100

Respondents were invited to provide their thoughts on how they access online resources. Table - 9 demonstrates that the majority of respondents, or 383, believed they learned from the guidance of their colleagues, followed by 130 who believed they learned from attending workshops and seminars, followed by 117 who believed they learned from a user manual written by library staff, and 103 who believed they learned through self-learning.

Table - 10 Respondents' perspectives on the advantages of e-resources

Advantages	No of respondent	Percentage %
Saves time	103	14.05
Better information quality	40	5.45
Having access to current information	70	9.56
Increasing the standard of professional work	90	12.27
E-resources are conveniently portable	180	24.56

Access from anywhere at any time	250	34.11
Total	733	100

The question addressing the benefits of e-resources was posed to the faculty members. The table -10 lists their responses to this question. 250 respondents expressed the opinion that accessibility is very simple, 180 expressed the opinion that e resources are portable and easy to use, 103 expressed the opinion that time consumption is very minimal, 90 expressed the opinion that professional work quality has improved, 70 expressed the opinion that they receive up-to-date information, and 40 expressed the opinion that they receive better quality.

VII. CONCLUSION

E-resources and the internet are an essential component of today's educational system. The academic community, in particular faculty members, is becoming more and more reliant on the Internet for their varied educational and research goals. This dependence on the internet, e-resources, and its services is growing day by day. The various faculty members can obtain the necessary and pertinent information more easily thanks to the E-resources offered by the engineering institute's libraries. The Internet has become a necessity for every institution of higher learning and research due to the enormous increase in the amount of knowledge available on a global scale and its early accessibility. The study's findings suggest that in a modern context, faculty members at a few particular engineering colleges place a high value on electronic versions of information sources and services.

Today's faculty members rely significantly on electronic resources to obtain the information they need and to stay current in their fields of study. Therefore, libraries' importance in the era of electronic resources has greatly expanded, especially in terms of educating and advising users on how to access reliable information. To do this, libraries should create new and essential tools to better serve their user population.

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