

Impact of E-Resources for E-learning in TamilNadu Agricultural University Library, Coimbatore: A case study

Dr.Sangar,

Assistant Librarian, Tamilnadu Agricultural University,
Coimbatore 641 003

Dr.J.Dominic

University Librarian, Karunya University, Coimbatore 641 114

Abstract: *This paper describes about the impact of e-resources for e-learning in Tamilnadu Agricultural University Library. A survey has been conducted in the form of questioner and data were collected from 98 users who used the library actively. All the collected data's were used to analysis and the results were given in the table form. The study reveals that 60 percentages of users are using e-resource for the e-learning purposes.*

Key words: E-resources, E-learning, TNAU, University Library

1. Introduction

New developments in technology are becoming important part of the teaching and learning all over the world. It is commonly thought that new technologies can make a big difference in education. In particular, students can interact with new media, and develop their skills, knowledge, and perception of the world, under their teachers' monitoring, of course. E-learning for instance, is the computer and network-enabled transfer of skills and knowledge. E-learning applications and processes include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio. Many proponents of e-learning believe that everyone must be equipped with basic knowledge in technology, as well as use it as a medium to reach a particular goal.

2. Review of Literature

Hanafizadeh, Khodabakhshi, and Hanafizadeh(2011) recommended for promoting e-learning in higher education institutions in developing countries in general, and in Iran in particular. For this, 279 recommendations were extracted through the investigation of 11 countries and 5 regions. Using content analysis, 23 recommendations were selected and then categorized into five groups: infrastructures and technology; human resources; network enablers; curriculum design; and cooperation. Vrana, (2011) explained the existing system of scientific publishing is experiencing pressure for change under the influence of the exponential growth of information production, the dramatic increase in subscription fees, the increasing storage cost of printed documents, and the increasing power and availability of digital technology. Digital repository is an institutional digital archive of the intellectual product created by the faculty, research staff, and students of an institution and accessible to end users both within and outside of the institution. Corrall, and Keates, (2011) prevalence of virtual learning environments (VLEs) in higher education is well documented and has been promoted in the UK by government funded projects, but there has been little empirical research on the level of involvement of subject librarians with VLEs. A survey was designed to investigate how VLEs are affecting the work of subject librarians and to examine factors influencing their

use in providing electronic information resources and developing information skills. A questionnaire was distributed electronically to a purposive sample of 132 subject librarians at seven UK universities. The instrument contained mainly closed specified response questions with a few open questions and a response rate of 43 per cent (n=57) was achieved.

3. TNAU: An Brief Profile

TNAU library is the oldest in the city functioning since 1910. The library is distinct in its mission to acquire information, process, organize and make them available for the present generation and preserve them for the future. It has acquired about 160,000 books, monographs, 17,000 text and reference books and 4,500 theses and dissertations. About 380 national and international journals are subscribed with online access for most of the journals.

| Collection | No. of Available |
|---------------------------------|------------------|
| Books & Journals (bound Volume) | 242536 |
| Journals | 534 |
| E-journals | 2750 |
| CDs/ DVDs | 545 |
| Thesis/ Dissertation | 15836 |

4. Methodology

The information from the questionnaire survey was updated through semi- structure interviews with Library users and observational methods were also followed to collect the data. The 98 questioner were collected from the users of the library with the help of a structured questioner and the data were treated confidentially.

5. Objective of the Study

- To find out E- Resources Regularly Used and time spent on reading E-Resources
- To find out usage of Digital Library Service and Access to full Text Database
- To find out Access to the Bibliographic Databases and Place in Using of Internet for E-Resources
- To find out type of E- Resources Access through Internet and types of Search Engines Using for E-Resources

6. Analysis of the Data

Table No : 1 E- Resources Regularly Used

| E-Resources | Total no of Respondents | Percentage |
|-----------------------|-------------------------|------------|
| Books | 23 | 13.69 |
| Journals | 28 | 16.67 |
| Thesis/ Dissertations | 9 | 5.36 |
| project reports | 29 | 17.26 |
| Back Volumes | 14 | 8.33 |
| Question Bank | 12 | 7.14 |
| Audiovisual Resources | 4 | 2.38 |
| E-books | 24 | 14.29 |
| E-Journals | 22 | 13.10 |
| Any other | 3 | 1.79 |
| Total | 168 | 100 |

The above table describes about the E-resources regularly used by the respondents. The project reports are 29 respondents and the percentage is 17.26% and it is the highest among all the categories. The any other category is 3 by the respondents and it is the lowest among all the categories. From this it is clear that the E-resources regularly used by the respondents are project reports.

Table No : 2 Time Spent on Reading E-Resources

| Time spent | Total No of Respondents | Percentage |
|--------------------|--------------------------------|-------------------|
| 0-5 Hours | 12 | 12.24 |
| 6-10 Hours | 16 | 16.33 |
| 10- 15 Hours | 12 | 12.24 |
| 15-20 Hours /.Week | 8 | 8.16 |
| 20-25 Hours/weak | 38 | 38.78 |
| Above 25 Hours | 12 | 12.24 |
| Total | 98 | 100 |

The above table describes about the time spent on reading E-resources. The 20-25 hours/week are 38 respondents and the percentage is 38.78% it is the highest among all the categories. The 15-20 hours/week are 8 respondents and the percentage is 8.16% and it is the lowest among all the categories. From this it is clear that the Time spent on reading E-resources are 20-25 hours/week.

Table No : 3 Usage of Digital Library Service

| Usage of Digital Library | Total No of Respondents | Percentages |
|---------------------------------|--------------------------------|--------------------|
| Inf. display through web | 5 | 4.39 |
| Information alert via mail | 3 | 2.63 |
| web casting | 3 | 2.63 |
| pod casting | 2 | 1.75 |
| mobile casting | 5 | 4.39 |
| web Opac | 30 | 26.32 |
| live chat | 3 | 2.63 |
| FAQ | 8 | 7.02 |
| Through website | 14 | 12.28 |
| E-Journal access | 15 | 13.16 |
| Access to E-books | 9 | 7.89 |
| Access to E-theses | 4 | 3.51 |
| Document delivery (JCCC) ILL) | 4 | 3.51 |
| Blogs from library | 1 | 0.88 |
| E-learning tools access | 6 | 5.26 |
| Any other | 2 | 1.75 |
| Total | 114 | 100 |

The above table describes about the usage of digital library services. The web opac are 30 respondents and the percentage is 26.32 and it is the highest among all the categories. The Blogs from library are 1 respondent and the percentage is 0.88% and it is the lowest. From this it is clear that the most used digital library services are web opac.

Table No : 4 Access to full Text Database

| Access to full Text Database | Total No. of Respondents | Percentages |
|------------------------------|--------------------------|-------------|
| Elsevier Science Direct | 9 | 9.89 |
| Spring link | 9 | 9.89 |
| Emerald | 11 | 12.09 |
| EBSCO | 9 | 9.89 |
| Proquest | 8 | 8.79 |
| JSTOR | 2 | 2.20 |
| Taylor and Francis | 12 | 13.19 |
| Royal Society Publications | 3 | 3.30 |
| ACM | 7 | 7.69 |
| IEEE | 11 | 12.09 |
| ASME | 3 | 3.30 |
| ASCE | 1 | 1.10 |
| Lexis/Nexus | 2 | 2.20 |
| Project Muse | 2 | 2.20 |
| Nature | 2 | 2.20 |
| Any other | 0 | 0.00 |
| Total | 91 | 100 |

The above table describes about the access to full text database. The Elsevier Science direct and Springer link full text databases are 11 respondents each and the percentage is 12.09% and it is the highest among all the categories. The ASCE full text database is 1 respondent and the percentage is 1.10% and it is the lowest among all the categories. From this it is clear that the accesses to full text databases by the respondents are Elsevier Science direct and Springer link.

Table No : 5 Access to the Bibliographic Databases

| Access to the Bibliographic Databases | Total No. of Respondents | Percentages |
|---------------------------------------|--------------------------|-------------|
| Web of Science | 18 | 18.37 |
| Engineering village | 9 | 9.18 |
| Scopus | 16 | 16.33 |
| ERIC | 15 | 15.31 |
| PUBMED | 20 | 20.41 |
| SCIFINDER | 9 | 9.18 |
| Biological abstracts | 6 | 6.12 |
| Any other | 5 | 5.10 |
| Total | 98 | 100 |

The above table describes about the access to the bibliographic databases. The Pubmed are 20 respondents and the percentage is 20.41% and it is the highest among all the categories. The any other category respondents are 5 and the percentage is 5.10% and it is the lowest. From this it is clear that the access to the bibliographic databases used by the respondents are Pubmed.

Table No: 6 Place in Using of Internet for E-Resources

| Use of Internet for E-Learning | Total no of Respondents | Percentages |
|---------------------------------------|--------------------------------|--------------------|
| at department | 35 | 35.71 |
| at home | 19 | 19.39 |
| at cyber café | 29 | 29.59 |
| at any other | 15 | 15.31 |
| total | 98 | 100 |

The above table describes about the place in using internet for E-resources. The at department are 35 respondents and the percentage is 35.71% and it is the highest. The at any other are 15 respondents and the percentage is 15.31% and it is the lowest among all the categories. From this it is clear that the place of using internet for E-resources by the respondents are in at department.

Table No: 7 Type of E- Resources Access through Internet

| Types of E-learning Resources Access | Total No of Respondents | Percentages |
|---|--------------------------------|--------------------|
| E-Books | 29 | 27.88 |
| E-Journals | 39 | 37.50 |
| conference Proceedings | 13 | 12.50 |
| E-databases | 9 | 8.65 |
| Technical Reports | 6 | 5.77 |
| Theses & Dissertations | 7 | 6.73 |
| Any other | 1 | 0.96 |
| Total | 104 | 100 |

The above table describes about the E-resources access through internet. The E-journals are 39 respondents and the percentage is 37.50% and it is the highest among all the categories. The any other category is 1 respondent and the percentage is 0.96% and it is the lowest among all the categories. From this it is clear that the type of E-resources access through internet by the respondents are E-journals.

Table No : 8 Types of Search Engines Using for E-Resources

| Types of Search Engines Used | Total No. of Respondents | Percentages |
|-------------------------------------|---------------------------------|--------------------|
| Google | 31 | 26.96 |
| Alta Vista | 30 | 26.09 |
| Yahoo | 24 | 20.87 |
| Hot bot | 7 | 6.09 |
| Lucos | 4 | 3.48 |
| Rediff | 15 | 13.04 |
| Khoj | 2 | 1.74 |
| Any other | 2 | 1.74 |
| Total | 115 | 100 |

The above table describes about the type of search engines using for E-resources. The Google are 31 respondents and the percentage is 26.96% and it is the highest among all the categories. The khoj and any other categories are 2 respondents each and the percentages are 1.74% and it is the lowest among all the categories. From this it is clear that the types of search Engines used for E-resources by the respondents are Google.

Table No : 9 Access the Institutional Repositories for E-Resources

| Institutional Repositories for E-Learning | Total No. of Respondents | Percentages |
|--|---------------------------------|--------------------|
| Articles of faculty and students | 12 | 12.24 |
| Patents of faculty and students | 0 | 0.00 |
| Standards | 9 | 9.18 |
| Lecture Notes of faculty | 11 | 11.22 |
| Project reports | 20 | 20.41 |
| Dissertations and/Theses | 16 | 16.33 |
| Annual reports | 3 | 3.06 |
| Circulars of University | 3 | 3.06 |
| Journals/magazines | 14 | 14.29 |
| Audio clippings | 3 | 3.06 |
| Video clippings of seminars, lectures | 2 | 2.04 |
| Photographs/Multimedia presentations | 3 | 3.06 |
| Any other | 2 | 2.04 |
| Total | 98 | 100 |

The above table describes about the Institutional repositories for E-resources. The project reports are 20 respondents and the percentage is 20.41% and it is the highest among the other category. The video clippings of seminars, lectures and any other categories are 2 each respondents and the percentage is 2.04% and it is the lowest any all the categories. From this it is clear that the access the institutional repositories for E-resources are project reports.

7. Conclusions

The Now a day's students and faculties are expecting that the libraries are fully computerized. Explore the future of Internet-based Science and technical Journals! Electronic .The E-resources are those resources which include documents in electronic or e-format that can be accessed via Internet in digital library environment. E-resources are that electronic product that delivers a collection of data, be it text, image collection, other multimedia products like numerical, graphical mode for commercially available for library and information centers. The TNAU Library has taken efforts to satisfy it users by providing E-resources. From this study it is proved that the 50 to 60 percentage of users are satisfied by the E-Resources.

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Dr.M.Sangar



Dr.J.Dominic

Dr.Sangar,

Assistant Librarian, Tamilnadu Agricultural University, Coimbatore 641 003, District Level Best Youth Awardee "of Dharmapuri District for the year 2000, life membership of many Library associations, like, AALDI, IALA, TLA, and SALIS.

Prof.Dr.J.Dominic, University Librarian, and Head of the Department of Library and Information Science, Karunya University, Coimbatore 641 114 and Editor for 4 LIS Journals and edited 6 conference volumes and Vice president SALIS. Expert member in Doctoral Committee and Board of studies in various universities.