PRINT TO ELECTRONIC RESOURCES: A SHIFT
IN APPROACH OF LIBRARY USERS

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ABSTRACT

The study assesses and evaluates use of e-resources by 120 subjects, namely post graduate students, research scholars and faculty members at Faculty of Management Studies Library (FMSL), University of Delhi (DU), Delhi. Highlights problems encountered by the users and suggest remedial measures for their improvement. Author investigate the use of e-resources through a survey based on a structured questionnaire. Various statistical methods used for data analysis. Study confirmed that all the three classes of subjects are aware with various types of e-resources, e-databases, e-books and e-journals. Suggests improvement in the access facilities, with more computer terminals, high internet speed, including Wi-Fi connectivity and subscription to more e-resources by the Delhi University Library System (DULS). Also finds out whether there is any shift in approach in using electronic resources over print, including internet, website of FMS, OPAC, etc. by the users of FMS. The paper provides some insights concerning the benefits of electronic resources over print resources, i.e., technical ability for a single copy to be made accessible by multiple users; their durability; their use in preservation; the fact they don't go out of print; their ability to support distance learning; and their potential to provide users with access 24/7.

KEY WORDS

Delhi University Library System (DULS); e-books; e-databases; e-journals; e-resources; Faculty of Management Studies (FMS); Faculty of Management Studies Library (FMSL); Online Public Access Catalogue (OPAC); University of Delhi (DU).
1. INTRODUCTION

Advantages of e-resources/databases for libraries include the technical ability for a single copy to be made accessible to multiple users; their durability; their use in preservation; the fact they don’t go out of print; their ability to support distance learning; and their potential to provide users with access 24/7.

In the present research, the term e-resources is used to describe “all of the information products that a library provides through a computer network. This includes electronic books, journals, bibliographic databases and library website pages, including OPAC.”

2. REVIEW OF LITERATURE

Some prominent studies concerning e-resources are by (Darnton, 1989), (Barnard, 1999), (Appelton, 2006), (Haridassan, 2009), (Mounissamy, 2005), (Nikam, 2007), (Sharma, 2008), (Swain, 2009), (Tomar, 2011), (Pilgrim, 2011), (Noh, 2012), (Pesch, 2011), (Pordes, 2011).

3. METHODOLOGY

3.1 Statement of the Problem

The present research, “Print to electronic resources: A shift in approach of library users” is focused to know the status of awareness of availability of computers, internet, opac and e-resources among the users and how often the users at FMS Library use opac, internet and e-resources in their teaching, learning and research. Also, the users are asked to give grading of e-resources on the basis of their preferences over others among the subscribed once by DU/UGC in view of their subject requirement.

3.2 Objectives of the Study

The objectives of the study are:

(i) to know the status of awareness of subjects about availability of computers, internet, OPAC and e-resources etc.
(ii) to study the level of knowledge of internet among subjects
(iii) to assess usage and preference for OPAC over print catalogue
(iv) to examine quantum of dependence of subjects for computers on libraries in question
(v) to know quantitative and qualitative availability of e-resources and their relevance
(vi) to mark preference of the available e-resources over others and grading them
(vii) to suggest measures for improving infrastructure and promotion of e-resources.

3.3 Sample

150 subjects from FMS Library were randomly selected for distributing questionnaires. Only 120 subjects (i.e., 80 percent) responded and returned filled in questionnaires. It was ensured to have proper representation of respondents from each category at the Faculty of Management Studies.

3.4 Data Collection

A structured questionnaire was designed to survey and collect data from students, research scholars and faculty members of the FMS Library, keeping in mind the basic objectives of the study. The data was personally collected from the students, research scholars and faculty members.

4. ANALYSIS OF DATA

The data collected through 120 questionnaires was classified and tabulated using statistical methods.
4.1 Classified Data of the Subjects

Equal no. of respondents were taken from all the categories of users, i.e., 40 (33.33 percent) were post graduate students (MBA), 40 (33.33 percent) from Ph. D. students (i.e., research scholars), and 40 professors (33.33 percent) (assistant professor/associate professor/professor) out of a total of 120 respondents.

5. INTERPRETATION AND RESULTS

5.1 Awareness of Subjects about Availability of Computers, Internet, OPAC and E Resources etc.

Due to library orientation programmes conducted in the beginning of each academic session, it was found that all the respondents were aware about the availability of computers, internet, OPAC and e resources etc. Table 1 shows that subjects from all categories were fully aware about the availability of computers, internet, OPAC and e-resources etc. (i.e., 100 percent).

Table 1. Awareness of subjects about availability of computers, internet, OPAC and e-resources

<table>
<thead>
<tr>
<th>CATEGORY OF SUBJECTS</th>
<th>NO. OF SUBJECTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Graduate Students (MBA)</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Research Scholars (Ph.D.)</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Professors (Assistant/Associate and Professors)</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

However, all the categories of subjects differ in the frequency of use of internet as indicated in Table 2.1, i.e., as high as 75.8 percent subjects use internet on daily basis (91 subjects) and the remaining 29 subjects (i.e., 24.2 percent) differ on use of internet on regular basis.

Table 2. Frequency of Use of Internet

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>NO. OF SUBJECTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>91</td>
<td>75.8</td>
</tr>
<tr>
<td>As when required</td>
<td>29</td>
<td>24.2</td>
</tr>
</tbody>
</table>

5.2 Level of Knowledge of Internet among Subjects

Knowledge and use of internet have become essential for all professions, including teaching, learning and research. In the present study, it is revealed that all the subjects possessed fair amount of knowledge of Internet and Table 2 clearly shows that all the categories of subjects

Table 2. Level of Knowledge of Internet among Subjects

<table>
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<tr>
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<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

5.3 From Print Catalogue to Online Catalogue (OPAC)

use internet (100 percent).

Most of the libraries have shifted in their approach by providing OPAC, either after replacing print catalogue or in addition to it. The library in question, i.e., the Library of the Faculty of Management Studies has developed OPAC in addition to print catalogue. Both are accessible.

Results in Table 3 revealed that all the subjects preferred to use OPAC (100 percent) in comparison to print. However, 12 subjects (10 percent) indicated that they also used print catalogue in addition to OPAC, but only in two situations (i) when OPAC was not accessible and, (ii) when they did not find a particular book in the
OPAC.

Table 3. From Print Catalogue to Online Catalogue (OPAC)

<table>
<thead>
<tr>
<th>CATEGORY OF SUBJECTS</th>
<th>USE OF PRINT CATALOGUE &amp; OR OPAC</th>
<th>NO. OF SUBJECTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>OPAC</td>
<td>120</td>
<td>100</td>
</tr>
<tr>
<td>All</td>
<td>Print Catalogue, in addition to OPAC</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

5.4 Dependence of Subjects on Library for Computers

All the users have been found dependent on the library in question for making use of computers. Table 4 showed that out of total 120 subjects, only 96 subjects (i.e., 80 percent) used computers made available by the library and only 24 subjects (i.e., 20 percent) preferred to use their own laptops.

Table 4. Dependence of Subjects on Library for Computers

<table>
<thead>
<tr>
<th>CATEGORY OF SUBJECTS</th>
<th>DEPENDENCE ON LIBRARY RESOURCES/ OWN COMPUTERS</th>
<th>NO. OF SUBJECTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Library Computers</td>
<td>96</td>
<td>80</td>
</tr>
<tr>
<td>All</td>
<td>Own laptops</td>
<td>24</td>
<td>20</td>
</tr>
</tbody>
</table>

5.5 Availability of E-Resources and Their Relevance

As a result of the 1 year of inception till current year so that for back files they did not have to go elsewhere or look for print versions. However, a very few subjects, especially the faculty members (i.e., 5 percent) wished that they be consulted or made part of the committee constituted for finalizing procurement of e-resources.

Table 5. Availability of E-Resources and Their Relevance

<table>
<thead>
<tr>
<th>AVAILABILITY OF E-RESOURCES AND RELEVANCE</th>
<th>NO. OF RESPONDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>120 (All)</td>
<td>100</td>
</tr>
<tr>
<td>Archives of all subscribed e-resources</td>
<td>48</td>
<td>40</td>
</tr>
<tr>
<td>Be made part of the committee</td>
<td>06</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 5 further revealed that 48 subjects (i.e., 40 percent) wanted to have archives of all the leading e-resources/ databases/journals from their

5.6 Grading of E-Resources and Preference over Others

The responses of all the subjects concerning their preferences for various e-resources (out of a list of 109 e-resources/ databases as per annexure) have been listed in Table 6 (sr. no.1) which clearly indicated that there were very few (15) e-resources/ databases (i.e., 13.76 percent) ticked in order of preference over others by all the 120 (100%) respondents.
There were other 10 e-resources/ databases (i.e., 9.17 percent) used by only 60 (50%) respondents. The remaining 84 databases (77.06%) were totally dropped from being ticked by any of the subjects in the subject of Management studies Table 6. Gradation of E-Resources

<table>
<thead>
<tr>
<th>E-RESOURCES/ DATABASES PREFERRED BY RESPONDENTS</th>
<th>TOTAL E-RESOURCES / DATABASES (109) &amp; %</th>
<th>PERCENTAGE OF RESPONDENTS</th>
</tr>
</thead>
</table>
6. SUGGESTIONS

1. More and frequent library orientation programs/information literacy programs are needed to be organized in view of admission of Ph. D. students not always at the beginning of academic session, but throughout the academic session.
2. OPAC of DULS should cover all the 34 units of libraries under its umbrella accessible uninterrupted 24 x 7 and all bibliographical records of documents should be edited without any further delay.
3. Infrastructure facilities should be properly developed and maintained in all the libraries under DULS.
4. The committee constituted for procurement of e-resources/databases should invite suggestions from all the departments and not only from the Deans and Directors etc. so that requirements of all the departments could be taken care of and this committee should meet at least twice a year, instead of once a year.
5. University should develop and maintain its own usage statistics instead of depending on the information provided by the respective e-publishing houses for the more accurate picture of user behavior and usability of e-resources.

REFERENCES


