Use of Electronic Resources in Dr. Y.S. Parmar University of Horticulture and Forestry Library, Solan: A Study

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Abstract - **Discusses the use of electronic resources by the Faculty and Research Scholars of Dr. YS Paramar University of Horticulture and Forestry, Solan. The purpose of study is to identify the awareness about electronic resources, how the Faculty and Research Scholars use the electronic resources, the purpose of using them, including reasons for using electronic resources. The paper further states that Faculty and Research Scholars of Horticultural Sciences use the electronic resources for research and other purpose, because they can access these resources quickly and from any place.**
Keywords: Electronic Resources, Horticulture science, Web based Resources, Digital Resources

I. INTRODUCTION

Technology has been impacting the publications of literature. Today, wide range of literature are appearing in electronic formats in every discipline. The ease of handling, organizing and providing access to information, through e-resources, has made the libraries to procure more and more of electronic documents. With e-resources, it is also possible to provide access to wide range of literature. Emergence of e-resources has also proved beneficial to the users. It has created a library without any wall and without any boundary, there by opening door to limitless information. Horticulture science is no exception. Horticulture sciences dealing with cultivation, needs information on latest technology available for cultivation. E-resources can provide access to worldwide resources in this field.

Universities are involved in teaching, learning and research, for which latest information is needed. Electronic resources are one such media, that provides access to global and current information at a fast rate. In this context, an attempt has been made in the present paper to study the use of e-resources in Dr. Y S Parmar University of Horticulture and Forestry, Solan. It is a well established modern library catering to the information needs of the academic community of the university. The library initiated the computerization operation in April 1989. The whole collection of the library is computerized and OPAC is accessible electronically. University was brought on global network through V-SAT.

II. REVIEW OF LITERATURE

Kumar (2010) carried out a study on the use of internet services by faculty in the library at the University of Agriculture and Technology, Meerut, Uttar Pradesh, India. The paper provides information on internet usage, favorite search engines, and sources of information about websites, problems faced by users, satisfaction and facilities and infrastructure available in the libraries. Kumar and Sharma (2010) surveyed use of electronic resources at Punjab Agricultural University library. In the study internet was found to be most extensively used e-resources. Majority of users use CAB-CD abstracting database. Francis, A.T. (2012) carried out evaluation of use of Consortium of e-Resources in Agriculture in context of Kerala Agricultural University. Results showed that maximum of the students were familiar with the use of digital information resources available online and 87.14 % of them used CeRA. Kumar, Hemantha and Subramanyam (2012) studied use and awareness of internet at University of Agricultural Sciences, Bangalore. This study demonstrated the different factors such as of internet usage, awareness about internet usage, awareness about internet services, favorite search engines, constraints faced by the users in surfing the internet, various purpose for using internet, and satisfaction of adequate infrastructure facilities provided to use the internet. Maraddi et al. (2012) carried out survey on use of CeRA by the post graduate students at University of Agricultural Sciences, Raichur. The study reveals that most of the PG students are aware about the CeRA and use the CeRA. Several studies have been conducted in the past on the information needs, seeking behavior and use in electronic environment in world and India. Very few studies have been conducted in India pertaining to Horticulture Institutes.

III. OBJECTIVES OF THE STUDY

1. To identify the awareness of electronic resources in the library
2. To identify the purpose of use of the electronic resources
3. To identify the use of electronic resources.

IV.METHODOLOGY

This study is based on survey method. Keeping in mind the basic objectives of the study, questionnaire was structured for collection of data. The questions were formed in such a manner, that it could be easily understood by the respondents. A total of 250 Questionnaires were distributed.

Out of which, 207 completed and usable questionnaires were received, with a response rate of 82.8%.

V.ANALYSIS OF DATA

The data gathered has been analyzed in the foregoing paragraphs to identify the awareness, purpose and use of e-resources by the respondents.

TABLE I USER PROFILE

Category of Respondents	Number of Respondents	Total
Faculty	99	47.83%
Research Scholars	108	52.17%
Total	207	100%

Table I indicates the distribution of respondents based on their designation. 52.17 percent of the respondents covered in the study are Research Scholars, while 47.83 percent of the sample are faculty.

Since the paper intends to study the use of e-resources, it was felt necessary to identify the awareness of users to e-resources because awareness leads to usage.

TABLE II AWARENESS ABOUT ELECTRONIC RESOURCES

Responses	Faculty	Research Scholars
Aware	96 (96.97%)	102 (94.44%)
Not aware	3 (3.03%)	6 (5.56%)
Total	99 (100%)	108 (100%)

From Table II, it is observed that majority of the users, both Faulty (96.97%) and Research Scholars (94.44%) have the knowledge of electronic resources. A very meager percentage of the users are not aware of e-resources.

TABLE III PURPOSE OF USING ELECTRONIC RESOURCES

Purpose	Faculty	Research Scholars
Teaching & Research needs	45 (45.45%)	50 (46.29%)
Updating Knowledge	30 (30.30%)	38 (35.18%)
For Professional development	24 (24.24%)	20 (18.51%)
Total	99 (99.99%)	108 (99.98%)

In the use of any resource, it is the purpose for which they are used is most important, since the content of the resources should match the purpose of the user. As such, it was felt necessary to study the purpose of the use of e-resources. Herein, professional development can be interpreted in the case of faculty as for teaching and research and in the case of Research Scholars as for research. When the data is analysed from this background, it is observed that the major purpose for which the e-resources are used by both faculty (45.45%) and Research Scholars (46.29%) is for meeting their research needs. This is followed by one-third of the faculty (30.30%) and Research Scholars (35.18%) for updating knowledge. It is also observed that around one-fourth of the faculty (24.24%) and one-fifth of Research Scholars (18.51%) use the e-resources for professional development.

The maximum used e-resource is internet by both faculty (69.69%) and Research Scholars (61.11%). The second maximum used e-resource by the faculty is e-books (57.57%), followed by e-mail (54.54%). In this context, the second highly used e-resource by Research Scholars is e-journals (58.33%), followed by e-mail (55.55%). Except E-Theses, E-databases and OPAC, rest of the e-resources are used by more than 50 percent of the faculty and by nearly two-thirds of the Research scholars.

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TABLE IV USE OF ELECTRONIC RESOURCES

E-Resources	Faculty	Research Scholars
E-Books	57(57.57%)	51(47.22%)
E-Journals	51(51.51%)	63(58.33%)
E-Theses	39(39.39%)	33(30.55%)
Internet	69(69.69%)	66(61.11%)
E-Mail	54(54.54%)	60(55.55%)
E-Database	33(33.33%)	30(27.77%)
OPAC	42(42.42%)	15(13.88%)

It can, therefore be conferred that e-resources are used when they are perceived to be easy to use and useful. Horticulture Science dealing with cultivation and presently technology is being applied in the field of cultivation for better and more yield. In this context internet being used by maximum number of users, both faculty and Research Scholars is justified, since internet provides access to current and global information. Further, involved in teaching, the second most used e-resource by faculty is e-books. At the same time, Research Scholars involved in active research, prefer e-journals, since, journals provide access to latest information.

TABLE V FREQUENCY OF USE OF ELECTRONIC RESOURCES

Frequency of Use	Faculty	Research Scholars
Extensive	13(13.13%)	15(13.89%)
Frequent	58(58.59%)	69(63.89%)
Occasional	16(16.16%)	21(19.44%)
Seldom	3(3.03%)	0(0%)
Never	9(9.09%)	3(2.78%)
Total	99 (100%)	108 (100%)

It is observed from the table that majority of both faculty (58.59%) and Research Scholars (63.89%) are frequent users of E-resources. At this juncture, a meager 13.13 percent of faculty and 13.89 percent of Research Scholars use E-resources extensively. Occasional users of E-resources are 16.16 percent of faculty and 19.44 percent of Research Scholars. It is also observed that 9.09 percent of faculty and 2.78 percent of Research Scholars never use the E-resources. It is possible that these users are dependent on print resources.

TABLE VI REASONS FOR USING ELECTRONIC RESOURCES

Reasons	Faculty	Research Scholars
Easy to use	90(90.91%)	99(91.67%)
Time saving	78(78.79%)	96(88.89%)
Useful	87(87.88%)	96(88.89%)
More informative	82(82.83%)	93(86.11%)
Easy to search	69(69.71%)	93(86.11%)
Access latest information	19(19.2%)	75(69.44%)

The e-resources are used by majority of the users, because it is easy to use (Faculty - 90.91%; Research Scholars - 91.67%), time saving (Research Scholar-88.89%; Faculty - 78.79%), useful (Faculty - 87.88% ; Research Scholars - 88.89%) and more informative 82.83 percent of the faculty and 86.11 percent of the research scholars also find that it is easy to search information on e-resources.

The Technology Acceptance Model (TAM) of Davis (1989) can be quoted here. The model suggests that when users are presented with new software package, a number of factors

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influence their decision, about how and when they will use it. The main ones are:

1. Perceived Usefulness (PU) : This is defined by Davis as "the degree to which a person believes that using a particular system would enhance his or her job performance.
2. Perceived Ease of Use (EOU) : Davis defined this as " the degree to which a person believes that using a particular system would be free from effort (Davis, 1989).

In this context, it is observed from the above table that around 90 percent of both faculty and research scholars find e-resources easy to use and more than 85 percent find it useful. Having found e-resources easy and useful, they are used frequently by nearly two-thirds of the users.

VI.CONCLUSION

The present study making an attempt to study the use of e-resources by Faculty and Research Scholars of a selected Horticulture University arrives at the following facts.

1. 96.97% of faculty and 94.44% of research scholars are aware of e-resources.
2. The major purpose of using e-resource is for teaching and Research needs by both faculty (45.45%) and research scholars (46.29%).
3. All the e-resources are used by both faculty and research scholars. Internet is the highly used e-resource by both faculty (69.69%) and research scholars (61.11%).

4. Nearly two-thirds of faculty (58.59%) and research scholars (63.89%) frequently use e-resources.
5. E-resources are used because it is easy to use, useful, more informative and time saving.

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