

USE OF ELECTRONIC RESOURCES IN TEACHING, LEARNING AND RESEARCH IN SCHOOLS OF MANAGEMENT STUDIES OF UNIVERSITIES IN DELHI: A STUDY

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Abstract:-The study, "Use of Electronic Resources in Teaching, Learning and Research in Schools of Management Studies of Universities in Delhi: A Study," is focused to know who these electronic information services users are, how often they use the services and the place where the information is accessed. Also, the users are asked to give their preferences between an electronic and print journal format. It has been found that usage of e-journals is increasing; this is due to awareness among the users about the e-resources and library services. Owing to an easy access available at various places in the schools, users are accessing these resources at hostels and departments. This will help other management schools in understanding the need for electronic resources and motivate them to update their resources in the larger interest of the post graduate students, faculty and research scholars.

Keywords: Electronic Resources, Teaching, Learning, Schools of Management Studies.

1. INTRODUCTION

Libraries have traditionally collected printed books and journals to provide access to educational, literary and recreational texts; and to act as a repository of this material for posterity. Hence, they play a key role in the traditional information chain (Darnton 1989 quoted in Ferguson 1994) and have been one of the main vehicles for "the mass distribution of books directly to readers" (Barnard 1999). Additionally, they have been committed to the public good and equity of access to information. The move to digital information resources in general threatens this role, as libraries no longer have the same kind of control of the material (Coyle 2000). Hence, Tennant (2000) poses the pertinent question "how will e-books and e-book readers fit into the mix of library collections and services?"

Despite advances in production and delivery of electronic information, the printed book publishing industry continues to thrive. People read books/journals etc. actively or passively, focusing on one or multiple texts, for a variety of reasons (Schilit 1999). Printed books/journals are a long-lasting cultural icon because they are easy to use, generally portable and resistant to damage. Furthermore, paper and ink have "excellent characteristics for storing and conveying information" (Hawkins 2000) and are readable in a variety of conditions (Darnton 1999). Despite these attractive qualities, printed books/journals have drawbacks - namely, they are costly to produce, store, distribute and update and are difficult to search (Hawkins 2000). With the convergence of computer and telecommunications technology, and the development of global networks, there has been a recent trend in the book industry towards the development of electronic books and journals. These are cheap

to manufacture and easy to store, distribute, update and search (Cline 2000; Hawkins 2000). Also, in the library environment, they make economic sense as printing costs have pushed the prices of books and journals beyond acquisitions budgets (Darnton 1999; Lonsdale & Armstrong 2000).

2. REVIEW OF LITERATURE

Some prominent studies concerning e-resources are by (Sullivan 2013), (Zha & Yan 2013), (Omeluzor & others 2012), (Kennedy 2011), (Premchand-Mohammed, 2011), (Zhang & Liu 2011), (Candela & Borrego, 2010), (Deng, 2010), (Kapoor, 2010), (Bunkell and Dyas, 2009), (Sharma, 2009), (Ani & Blessing, 2008), (Balas, 2008), (Kasprowski, 2008), (Barik and others, 2007), (Dhingra and Mahajan, 2007), (Eddy, 2007), (Gowda and Shivalingaiah, 2007), (Hawkins, 2007), (Almquist 2006), (Amritpal Kaur, 2006), (Lohar and others, 2006), (Singh and others, 2006).

3. METHODOLOGY

3.1 Statement of the Problem

The topic of the present research study is: Use of Electronic Resources in Teaching, Learning and Research in Schools of Management Studies of Universities in Delhi.

3.2 Objectives of the Study

The main objectives of the study are:

- i. To study the use pattern of different types of electronic resources by users.
- ii. To know the familiarity of e-resources used by users.
- iii. To determine purpose of the utilization of the electronic resources by users.
- iv. To ascertain the need for user-orientation programs in accessing e resources.
- v. To find out the hindrances and problems faced by the research scholars during accessing and using electronic resources.
- vi. To observe the impact of electronic resources on various library services, viz, circulation, reference, indexing, abstracting, current awareness services etc. – To make suggestions to improve the electronic resources and related services for the benefits of researchers.
- vii. To find out problems in acquisition and management of electronic resources.
- viii. To know the satisfaction derived by research scholars in accessing e resources.
- ix. To know the success rate in finding relevant information from e-resources.
- x. To know the significance of e-resources over conventional documents.
- xi. To find out e-resources influence on academic efficiency.

3.3 Sample

For the purpose of the present study, Convenience Sampling technique has been used under the Non Probability Sampling in which the researcher selects the easiest population members from which to obtain information. Hence, it was decided to choose a population of about 2,000 subjects, but it could not be achieved because of the following reasons and hence, the sample size of 840 subjects was selected, considering it to be representative of the population:

1. One central university, namely, Indira Gandhi National University (IGNOU) had to be dropped as the concerned authorities did not cooperate in providing the details of their research scholars and post graduate students.
2. Another central university, namely, Jawahar Lal University (JNU) had to be dropped as it did not have a Faculty /School of Management Studies for teaching, research and learning. However, one more university namely, Dr. B. R. Ambedkar University which has recently came into existence in 2007 and has yet to start registration of research scholars, has been included in place of JNU.
3. All universities and institutions, under the category of 'Institutions of National Importance,' viz., IIT, Delhi had to be dropped on account of their specialized nature of services and objectives.
4. All schools of Management Studies in various Universities under the category of "Deemed

Universities” had to be dropped on account of their different nature of funding, structure, services and objectives.

5. Many posts of faculty members (N = 57) were found vacant for the last couple of years in the four groups of universities/schools (i.e., GGSIPU, DU/FMS, JMI, ADU), out of the sanctioned strength of 400.

6. Nine Hundred Thirty four (934) subjects did not participate in the study because (i) 632 subjects were found either not attending the classes or not coming to the campus at the time of survey, and (ii) three hundred two (302) subjects refused to fill up the required questionnaires.

3.4 Data Collection

The data was collected using three methods:

- ☑ Questionnaires were distributed among users for collection of data by post, through E-mail.
- ☑ Interviews were conducted with user individuals and in group, personally and also on phone.
- ☑ Observations were generally done during the field visits of Universities.

4. ANALYSIS OF DATA

The data collected through 538 questionnaires was classified and tabulated using statistical methods.

4.1 Classified data of the Subjects

For data collection in this study, the questionnaires were distributed among 35 Professors, 45 Associate Professors, 80 Assistant Professors, 225 Research Scholars and 455 PG students of four universities. Only 18 Professors, 22 Associate Professors, 28 Assistant Professors, 127 Research Scholars and 343 PG students responded and data was collected personally from these respondents.

5. INTERPREATION AND RESULTS

5.1 Respondents category

The status of category wise data received from total respondents under study from different central universities were compiled and organized in Table 1. Trend of data reveals that maximum respondents are PG students with 75%, except of Ambedker University. Here, student respondents are only 65.59% followed by Researcher scholars 56.44% and Professors 51.42%. Minimum response was received from (163) Assistant Professors, i.e., 35%.

Table 1: Distribution of Questionnaires and Respondents in All Management Schools

S. No.	Questionnaires Distributed	Questionnaires Received	Professors	Associate Professors	Assistant Professors	Research Scholars	PG Students
1 FMS	275	198 (72%)	T=10/15 (66.66%) 7+3	T=13/21 (61.90%) 6+7	T=7/27 (25.92%) 4+3	T=67/125 (53.6%) 17+50	T=101/129 (78.29%) 61+40
2 JMI	225	136 (60.4%)	T=1/5 (20%) 1+0	T=4/13 (30.76%) 3+1	T=6/23 (26.08%) 4+2	T=36/69 (52.17%) 20+16	T=89/117 (76.06%) 63+26
3 IP	250	136 (54.4%)	T=5/9 (55.55%) 4+1	T=5/11 (45.45%) 4+1	T=10/19 (52.63%) 5+5	T=24/31 (77.41%) 12+12	T=92/116 (79.31%) 47+45
4 AUD	90	68 (75.5%)	T=2/6 (33.33%) 2+0	-	T=5/11 (45.45%) 4+1	-	T=61/93 (65.59%) 38+23
5 Total	840	538 (64%)	T=18/35 (51.42%)	T=22/45 (48.8%)	T=28/80 (35%)	T=127/ 225 (56.44%)	T=343/455 (75.38%)

5.2 Availability of Computers

Computers are found an important tool for every walk of human life to process and solve their routine informational needs and works. At present, there are various categories of computer systems available as per need as per present status and provide computerized facilities and services for users to use and exploit the maximum available resources in term of information. In this perspective, Respondents were asked question regarding “Are computers available for your use in library!” In responses data received from respondents were analyzed and classified into tabular form by Table 2. The over all patterns indicate that maximum 76.57% of users are expressed their view in favours of yes while 23.42% denied. Similar pattern was found in the case of each university more or less.

Table 2: Use of Computers and Respondents

S. No.	University	Yes	No	Total
1.	DU/FMS	217 (90.79%)	22 (9.2%)	239 (100%)
2.	JMI	82 (70%)	35 (29.9%)	117 (100%)
3.	GGSIPIU	74 (67.8%)	35 (46.5%)	109 (100%)
4.	ADU	39 (53.42%)	34 (46.7%)	73 (100%)
	Total	412 (76.5%)	126 (23.4%)	538 (100%)

5.3 Availability of OPAC and internet

Internet is an important tool for every category of users to seek their informational need and meet their demands. It opens the doors of unlimited resources available on internet through World Wide Web makes possible in one click. At present, libraries provide internet facility via OPAC for users to use available resources in terms of information. In this perspective, one question “Are computers available for OPAC and internet for your use in library” include in questionnaire. In response, data received from respondents analyzed, classified and arranged in Table 3. The over all pattern indicates 95.5% of users express their view in favours of yes while 4.4% denied. Same pattern is found in the case of each university more or less percentage.

Table 3: Availability of Opac and Internet

S. No.	University	Yes	No	Total
1.	DU/FMS	225 (94.1%)	14 (5.8%)	239 (100%)
2.	JMI	112 (95.7%)	5 (4.2%)	117 (100%)
3.	GGSIPIU	106 (97.2%)	3 (2.7%)	109 (100%)
4.	ADU	71 (97.2%)	2 (5%)	40 (100%)
	Total	514 (95.5%)	24 (4.4%)	538 (100%)

5.4 Use of Internet for Research

Use of Internet for research purpose was asked for response in questionnaire includes three options for their choice. Data collected in response analyzed, classified and represented by Table 4. The trend of data reveals maximum 40.2% researchers are often used internet for research followed by 30.4% regularly, 51.4% frequently while 1.4% of users are not responded. University wise data also reveal more or less the similar trend. It is interesting to note in case of ADU known as one Tech University maximum 43.8% respondents are found regularly use internet for research.

Table 4: Use of Internet for Research

Frequency	FMS /DU (239)	CMS/JMI (117)	USMS/GGSIPU (109)	SBPPSE /ADU (73)	Total (538)
Frequently	72 (30.1%)	29 (24.7%)	40 (36.6%)	32 (43.8%)	173(32.1%)
Regularly	68 (28.4%)	34 (29%)	36 (33%)	26 (31.5%)	164(30.4%)
Often	76 (31.7%)	29 (24.7%)	27 (24.7%)	15 (20.5%)	147(27.3%)
Not Mentioned	23 (9.6%)	25 (21.3%)	6 (5.5%)	-	54 (1.4%)

5.5 Library Assistance in Use of Computers

Computer literacy is an important aspect to handle and use any computer system and it function properly and safely due to its variation in make and specification along with functioning. Many libraries are usually assisted their users at present in computer handling on working place through staff. One question was asked form respondents ‘Do you get assistance from library staff using computer!’ through questionnaire to analyze the aspect. Thus collected data through response are classified and arranged in Table 5. Trend of data indicates that maximum respondents 83.4% favours get library staff assistance in computer use while other denied. Similar pattern is found in each central university case.

Table 5: Library Assistance in Use of Computers

Assistance	FMS /DU (239)	CMS/JMI (117)	USMS/GGSIPU (109)	SBPPSE /ADU (73)	Total (538)
Yes	207(86.6%)	103 (88%)	81 (74.3%)	58 (82.5%)	449(83.4%)
No	32 (13.3%)	14 (11.9%)	28 (25.6%)	15 (20.5%)	89 (16.5%)

5.6 Availability of e-resources

Table 6 highlights the status of users who know about the availability of Electronic Resources through various modes. Trend indicates that overall 58.9% of users expressed that they came to know about the availability of e-resources through their colleagues and 39.9% of users said that they know through the library orientation and rest of only 1.1% of said they know from the any other resources.

Table 6: Availability of E-Resources Through Various Modes

Availability of E-resources through	FMS /DU (239)	CMS/JMI (117)	USMS/GGSIPU (109)	SBPPSE /ADU (73)	Total (538)
Library Orientation	105 (43.9%)	50 (42.7%)	55 (50.4%)	5 (6.8%)	215 (39.9%)
Through your Colleagues	132 (55.2%)	63 (53.8%)	54 (49.5%)	68 (93.15%)	317 (58.9%)
Any other resources	2 (0.8%)	4 (3.4%)	-	-	6 (1.1%)

5.7 Sources of Learning Skill (E-Resources)

Table 7 highlights the status of learning skill sources. Trend indicates that maximum research scholars (54.4%) get guidance from friends followed by 36.5% get guidance from library staff, 9.1% from computer staff and rest 5.01% learns form institutional training. It is also observed that 11.5% respondents use informal methods to train themselves. University wise trend also represents the same pattern of learning skills.

Table 7: Sources of Learning Skill (E-Resources)

Source of Learning Skill	FMS /DU (239)	CMS/JMI (117)	USMS/GGSIPU (109)	SBPPSE /ADU (73)	Total (538)
Guidance from Friends	135(56.4%)	62(52.9%)	73 (62.3%)	23(31.5%)	293(54.4%)
Guidance from Library Staff	60(25.1%)	13(11.1%)	23(19.6%)	11(15.06%)	107(36.5%)
Guidance form Computer Staff	33(13.8%)	8(6.8%)	3(2.5%)	5(6.8%)	49(9.1%)
Training by the Institution	5 (2.09%)	7(5.9%)	5(4.2%)	10(13.6%)	27(5.01%)
Any other	6(2.51%)	27(23%)	5(4.2%)	24(32.87%)	62(11.5%)

5.8 Use of e-resources for research

Electronic resources are ever growing phenomenal aspect pertaining at present scenario and the craze of using and demands of such resources by researchers day by day in multiple quantity. Table 8 reveals over all majorities of users 68.9% used E-Journals resources for research work followed 34% used online databases, 16.9% used E-Reference and the rest of E-Books. University wise trend also represent same pattern. In DU/FMS majority of 57.7% used E-Journals followed by 35.5% used online Databases, 24.6% used E-Reference and rest E-Books and CD-ROM database for research work. In JMI, maximum 79.4% of users used E-Journals, 36.7% Online Databases, 26.4% E-Books and rest E-Reference for their research work. In GGS IPU 81.6% of users used E-Journals followed 44.9% users Online Databases, 16.5% E-Books and the rest of E-Reference. In ADU 69.8% users used E-Journals resources, 9.5% E-Books and rest 8.2% Online Databases. It is also observed form table 19 that CD ROM databases are used lesser in comparison to other resources

where as e-journal and online database resources are dominating than other resources in use daily practice of researchers.

Table 8: Uses of E-Resources for Research

Use of Resources & Research	FMS /DU (239)	CMS/JMI (117)	USMS/GGSIPU (109)	SBPPSE /ADU (73)	Total (538)
E-Journals	65 (27.1%)	45 (38.46%)	40 (36.69%)	22 (30.13%)	172 (31.97%)
Online Databases	85 (35.5%)	43 (36.7%)	49 (44.9%)	6 (8.2%)	183 (34%)
CD-ROM Databases	17 (7.1%)	-	2 (2.7%)	-	19 (3.5%)
E-Books	17 (7.1%)	31 (26.4%)	18 (16.5%)	7 (9.5%)	73 (13.5%)
E-Reference	59 (24.6%)	18 (15.3%)	10 (9.1%)	4 (5.4%)	91 (16.9%)

5.9 Adequacy of information and e-resources

Adequacy of information in electronic resources is analyzed with the help of adding a question in the questionnaire, “How often you find the information available in electronic resources?” The responses are received in terms of always and sometimes. Data received through respondents responses are classified and arranged in Table 9. The trend of data indicates over all 39.9% research scholars of four central universities find information always, while 58.9% expressed their views in favour of sometimes.

Trend also indicated that 43.9% research scholars in Delhi University/FMS find information always while 55.2% only sometimes. In ADU, 6.8% users are found to get information always while 93.1% sometimes. 43.5% users of JMI always find information on electronic resources whereas 64% says sometimes. Trend of data about GGSIPU shows that 50.4% users always find information in electronic resources whereas 49.5% sometimes. 1.1% users are found silent.

Table 9: Information Adequacy and E-Resources

E-R & Information Adequacy	FMS /DU (239)	CMS/JMI (117)	USMS/GGSIPU (109)	SBPPSE /ADU (73)	Total (538)
Always	105 (43.9%)	50 (42.7%)	55 (50.4%)	5 (6.8%)	215 (39.9%)
Sometimes	132 (55.2%)	63 (53.8%)	54 (49.5%)	68 (93.15%)	317 (58.9%)
Not Responded	2 (0.8%)	4 (3.4%)	-	-	6 (1.1%)

6. SUGGESTIONS AND CONCLUSION

6.1 Librarians and Users

Very promising and encouraging suggestions have been received from the users and librarians of central universities in Delhi. The suggestions are: The permanent library staff may be recruited for making profession more serious and focused on library services. Service conditions of

library professionals should be improved. More library orientation programmes should be organized at regular intervals. Central universities should organize seminar/ workshop at least once in a year for library professionals. Library should be computerized with latest state of the art technology. Researchers who are computer illiterate should be trained and adequate hand on practice of web resources should be provided time to time. Library timings should be increased; if possible, library should open round the clock.

Common resource sharing programmes may be developed with the help of INFLIBNET by central universities within region as well as out side for reducing budge. More e-books; e-journals and other resources should be procured to develop and the resources for SDI and Current awareness service should be reorganized.

Latest reading material in terms of text-books, reference books, Indian as well as international journals, etc. should be procured. Online catalogue of reputed national and international publishers should be incorporated. Two way communication/ interaction between users and library staff should be organized. Latest rich e-resources of information should be managed in order to feedback mechanism from research scholars for library updating and thus ensure the better use of resources.

OPAC search should be reorganized and strengthened for better use in terms of researchers. Online print and email alert services should be reorganized. Library cooperation in research should be strengthened. More application software like PDF to Word should be added. Library should have calm environment for reading. Library building should be Air- conditioned with modular furniture.

It can be inferred that access to electronic information resources, especially e-journals through consortia has numerous advantages and has to be taken more seriously to promote teaching, learning, scholarship, research and development activities. Indian libraries should seriously rethink and reinstate consortium movement like western countries for maximum utilization of e-resources at reduced cost, time and space.

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