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USE AND IMPACT OF E-RESOURCES AMONG THE FACULTY MEMBERS AND STUDENTS AT SALEM COLLEGE OF ENGINEERING AND TECHNOLOGY FOR WOMEN, SALEM, TAMILNADU, INDIA: A STUDY

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Abstract

This study aims at analyzing the use and impact of e-resources among the faculty members and students at Salem college of engineering and Technology for women, in Salem. A sample of 100 questionnaires was distributed to the faculty members on first come first get basis. In the same way, 150 questionnaires were given to the students was selected by random sampling method. The well structured questionnaire was distributed among the faculty and student to collect data on the availability of use of e-resources. The findings of the study (41 %) faculty members use Internet twice a week and (13%) faculty members browse Internet daily. (37%) student respondents surf Internet once a week, just (13%) student respondents use Internet once a month. around (50 %) of the respondents use Internet at least once a week.(39 %) of faculty members and (48 %) of students are highly satisfied with the availability and use of e-resources in the college library. While (50 %) of the faculties and (28%) of the students are satisfied, (11%) of the faculty members and (24 %) of the students are not satisfied with the availability and use of e-resources in the college library. Thus, majority of the faculty members and students are happy with the e-resources available in the college library.

Keyword: E-resources, Features of E-resources, Internet services and Electronic resources, Benefits of Internet, Types of E-resources.

Introduction

Today world is changing quickly, all professional are ready to know more information about his areas in a minimum time. All the professionals need to do many things in these 24 hours only. With the changing in each field, the change in the field of libraries is very admirable. User approach to the library but don't have much time to search for article manually therefore this problem was also short out by the application of electronic technologies in libraries.

Applications of information communication technology in library have provided enough opportunities for e-resources development and disseminate.

The initiation of Information technology gave possibility of production of information resources in different non-print formats. These are commonly called electronic resources or e-Resources. They include equal information as their publish counterparts but the information is in electronic format or digital format. They can be access and repossession of information stored in them is possible with the use of computers or electronic devices. Some of the common e-Resources are electronic journals; electronic databases; e-Books, etc. Due to more than a few features of these e-Resources such as timeliness; search facilities; readily updated, remote access, etc changed the view of librarian, students and scholars in using e-resources. E-resources are gaining preference over print media. The significance of e-resources becomes more indispensable after the arrival of Internet for the common man.

What are E-resources?

The documents that are in electronic form are saved to be electronic resources. The lineup electronic resource came into usage in late 1980's when first electronic journal came into origin. It was then it was e-mailed to the subscriber and was made available through FTP and strictly in plain- text format. These e-resources include books journals, periodicals, newspaper, manuals, etc in the hyper text format. The improvement of e-resources happened to enhance the print version with access and presentation of them. They contain and organize many forms of interactive media. Including text, still photographs, drawings, animation, audio-video materials, multi-media etc. Electronic documents are all thus documented that are in electronic or digital media and are also known as electronic resource.

The e-resource is equally or better than the original without any loss of quality, thus quality sometime also leads to problem of authenticity. These papers can be distributed over the Internet, leading to access and use at anytime, from anywhere and also from any number of users at the same time.

Definition of E-resources

Electronic resources are those materials accessible in electronic format. These can be also an electronic version of publication that first appeared in slandered paper format or a document that is wholly composed for, and distributed only with, an electronic environment. These

resources may be available in the intranet or internet. Electronic resources consist of materials that are computer-controlled, including materials that require the use of a peripheral attached to a computer; the items many or may not be used in the interactive mode.

In attendance are two types of resources: data (information in the form of numbers, letters, graphics, image, and sound or a combination there of) and programs (instructions or-routines for performing certain tasks including the processing of data). Additionally, they may be combined to include electronic data and programs (e.g. online services, interactive multimedia)

- ❖ E-resources can be defined to include resources that are available via Web browsers, FTP, gopher, telnet, mailing list, e-mail or other network tools or protocols (Zhang, 2001).
- ❖ “Proposition consisting of in sequence with computer program(s) determined for interpretation and exploitation by a computer, by the use of a nonessential device directly connected to the computer, such as a CD-ROM drive, or distantly via a system, such as the Internet (AACR2). The faction includes software applications, electronic texts, bibliographic databases, institutional repositories, Web sites, e-books, collections of e-journals, etc. Electronic resources not in public available free of charge usually require licensing and authentication” (Reitz, 2005).

Features of E-resources

E-Collections are extremely useful to all institutions and individuals to get instant, relevant, comprehensive information at doorsteps. Keeping these factors in view, largely organizations are concentrating to build e-collections for their use. Various of the most important features of e-collections are listed below:

- Globalized reach
- Users can use the same e-resources @the same time@ any place
- Easily copied, stored and disseminated
- Easy to revise, manipulate and merge
- Less bulky than paper
- Speedy delivery
- Add value to services
- The e-collections save user’s time

- Generate satisfaction among the users

Comparative Feature of E-resources V/S Traditional Resources

Electronic resources have different characteristic which separate them from traditional resource. Electrics on the Internet are further distinct by nature of the information on the net itself. Just with an effective system for managing all process related to electronic resource can libraries increase the level of service provided to patrons and decrease effort for library staff.

Traditional Resources	E-resources
Continuous presentation	Structural presentation
correspond to in secondary information service	No pointer in continuous presentation
Well co-ordinate	Not Well co-ordinate
acquiescent to information processing tools	Varied nature makes it difficult for information processing
More permanent	Volatile
Regularly textual and static image	Contain multimedia component and interactive presentation
Time log between and static image	Time log minimum
Traditional resource	Web Based Electronic resources

Internet services and Electronic resources

Internet is very powerful and is capable of offering services in both audio and visual formats, and of giving access to information from anywhere in the world at a rapid speed. The content on the Web is not only huge but also very heterogeneous.

Following are some of the services that can be provided through Internet:

- E-mail
- Bulletin boards and mailing lists
- Chat lines
- Video conferencing
- Electronic Current Awareness Services
- Online Public Access Catalogue (OPAC)
- Internet Library Loan Service (ILLS)

Benefits of Internet

- ❖ The interface is easy to use; it encompasses access to multimedia formats such as text, video, sound and graphical images.
- ❖ They provide improved access in a number of respects
- ❖ Document may be shared across all major networking platforms.
- ❖ Information is accessible regardless of the user's location.
- ❖ Workstation configured for use an Internet is also ready for Internet use if the necessary gateways are incorporated in to the network.
- ❖ User authentication system can be incorporated into browsers, so that access to information can be controlled.

Various Types of E-resources

Since we include seen to facilitate e-resources are very powerful, dynamic and essential to any organizations. Basically, we find e-resource of various types in which major are as follow:

- E-Journals
- E-Books
- E-Groups
- E-Lists
- Web ring
- Library Network
- Databases
- CD-ROM

Significance of E-resources in Libraries

These days, collection of library is not confined to substantial boundaries that require the user to visit the library. In print collections enclose become more expensive and not easily accessible to the users due to lack of time. The scientific encroachments have led to incredible changes in the process of information. In IT instance, no library can encounter the requirements of users with printed sources of information. Nowadays collections use the information as a primary source of information. The internet can be used for competent reclamation and meeting information needs. E-resources are now considered as being of great importance to all types of libraries and they are reducing a large share of library budgets. They are used in abundance. These resources have solved the problem of space.

Intellectual libraries play important role in supporting research in all subjects. Ahmad and Fatima stated that accessibility of online resources have distorted the way the services academic libraries now present to their users. It has infected the traditional practices of libraries in delivery of information to the users. Currently users can have access to a variety of information and scholarly journals online.

Review of literature

Weingart and Anderson (2000) measured the awareness of the faculty and administrators towards the electronic resources at the University of Utah. The findings showed greater need for publicity and training. The questionnaire was distributed to all faculty and administrators (856 individuals). The return rate was 49.8%. The survey contained a list of 55 databases available to the faculty and administrators. For each one database, each respondent was asked to check whether he/she was aware of the existence of the database. For each database the respondent used, he was asked to rank its ease of use. Only 54% accessed the databases remotely, the rest of the respondents accessed them from the library.

Hewitson (2002) explored the result of an investigation into the awareness and extent to which the university's academic staff use and assimilate Electronic Information Services (EISs) into their work. the research was conducted using two methods: a quantitative study involving a questionnaire mailed to a random stratified sample of 200 university staff and a qualitative study, which addressed four specific areas" the individuality of the respondents (age, gender, faculty); the perceived level of the information technology (IT) literacy of staff; the frequency of use by academic staff; the extent to which academic staff incorporate the use of EISs into students; educational license; and what the university can do to support staff better in their use of EISs.

Bonthron, Urquhart and Thomas (2003) examined the corrective differences in the use of electronic journals by academic staff and students and regard as whether library services need to differentiate between staff and students when planning maintain services for electronic journals. Findings from two research project are collected. Comprehensively study of academic staff at one UK institution, and the other a cross-sectional, longitudinal sector study (focusing more on student usage). Interview was conducted with 35 staff (in-depth study) and over 500 students (cross sectional survey).Consequences indicated that academic staff incorporates electronic journals usage into their working patterns in different ways than students and that

these differences may affect attitudes towards support services (library web pages, virtual knowledge environments) designed to promote electronic journal usage.

Sujathan and Mudhol (2008) examined the “Use of Electronic Information Sources (EIS) by the teachers/scientists, research scholars and postgraduate students in the college of fisheries, Mangalore”. The objective of the study to identify the constraints faced by the respondents while using the EIS and the access the satisfaction level of the users with access to EIS in their institution. The questionnaire was administered using a simple random sampling technique. It is observed that majority of the respondents have rich experience in the use EIS, where (71.5%) have more than three years of experience. E-mail is the most frequently used e-information source followed by web sources. Among the various fisheries information source in electronic format, subject specific information websites (79%) international/regional institution websites (75.3%), e-journals (65.5%), (CD-ROM) bibliographic database (60.5%), research project sites (56.8%) and professional association websites (54.3%) are found to be used by the majority of the respondents.

Ibrahim (2008) reported findings from a survey conducted to measure the use and sensitivity of the United Arab Emirates University (UAEU) faculty members on electronic resources. Questionnaires were sent to a sample of 140 faculty members. Responses were received from 125 (89%) faculty members. study confirmed frequency of use of electronic resources was low. reason cited were lack of time because of the time needed to focus on teaching; lack of awareness to electronic resources provided by the library; unproductive communication channels and language barrier.

Chetan Sharma (2009) highlighted the preferences and significance of online resources among the teachers and research scholars. The main objective of this study is to investigate dependency of the teachers and research scholars on e-resources, the supposed impact of the e-resources on their academic efficiency and problems faced by them while using the e-resources. 67.64% of research scholars of faculty of science and 69.23% of research scholars of engineering use e-journals for research work whereas 35.29% of sciences use e-journals to update knowledge and 23.70% of engineering use these for study. Speed of availability and the ease of convenience of information cause the users to use electronic resources more frequently 49% of respondents are marginally satisfied with online services provided by the library.

Ansari and Zuberi (2010) examined the use of electronic resources and services at University of Karachi. Majority of the study population in the university (97.1%) were able to use computers autonomously. The research results have shown that majority of academic populations studies indicate a high level of satisfaction with the appearance and use of electronic resources. Findings of the University of Karachi have indicated that the academicians are satisfied with accessible electronic resources. More than three-fifths (65.7%) of the study population are quite satisfied and 31.4% are unsatisfied. This shows that nearly all are quite satisfied.

Akhtar (2010) examined the use of electronic information resources and service (EIRS) among the teachers and students of Sir Chotu Ram Institute of Engineering and Technology, Meerut (UP) India. 120 questionnaires were randomly distributed to the users (50 teachers and 70 students). A total of 100 questionnaires were returned (40 teachers and 60 students) and used for this study. Majority of users, that is, 20(50%) of the teachers and 30(50%) of the students use EIRS for study. More than 60% of users in the Engineering and Technology library are using e-journals as well as e-articles. The majority of users (45%) link through publisher websites, popular search engines and subject web pages. The information display on the computer screen and printed form of paper is found to be the most preferred forms for reading articles.

Sarada (2010) highlighted the various problems and issues involved in handling digital library and have given suggestions to improve the library services to meet the pressure of the users. The majority of the respondents (69.4%) use Internet mainly for educational purposes. Comparatively less number of respondents (34.7%) use Internet for entertainment or personal purposes. The majority of the respondents used Internet for consulting technical reports 54.3(%), e-books 42.3 (%) and e-journals 38.5 (%).The most common problems faced by the majority of the respondents while surfing Internet were slow Internet connection delaying in retrieving relevant information 69.4 (%) and difficulty in finding the relevant information 21.3 (%) The majority 70 (%) of respondents felt that the Internet is more useful, favorite, informative, easy-to-use, and less expensive information source that help them in saving their time.

Thanuskodi (2012) aimed at finding the use of e-resources by the post graduate students and research scholars of Faculty of arts in the Annamalai University. A survey was distributed among the Research scholars and Post-Graduate Students to collect desired data. A total of 200

questionnaires were distributed to the selected sample of Faculty of arts; 180 valid samples were collected. The study found that the majority of users are aware about the availability of e-resources. The result reveals that 47.78 % of respondents want to access only electronic version whereas only 32.78% users want to read the printed journals but 19.44% respondents want to use both electronic and printed version. Majority of the respondents (76.66%) use e-resources for writing papers.

Ramasamy,Padma & Helan Ranjitham (2018) The present study is undertaken to investigate the use of legal information sources and services by the undergraduate students of Government Law College, Coimbatore, Tamilnadu State, India. It is a descriptive research study which employed questionnaires to collect data from 200 students who are pursuing III, IV and V year of undergraduate law courses. The findings of the study reveal that: A majority of 83 students need human rights information and 78 students need academic information. A majority of 62 (93.94%) students know and use textbooks, 50 (75.76%) know and use law books and 49 (74.24%) know and make use of Bye-Laws. Updates of court rules (33, 41.25%) and Statutes (25, 30.12%) are the sources which are not known to most number of IV year students. majority of them are aware of Internet and legal databases and they make use of such resources. The website of Supreme Court of India is widely known and used among them. A majority of them browse internet, read books/journals, ask faculty members and use mass media to access legal information. Reading books/journals, cyber café, trial and error method and instruction from library staff are the methods used by most of the students to learn to use legal information resources. More than 80% of them know and use JUDIS. Inadequate number of journals, non-availability of latest journals, difficulty in finding relevant information and erratic power supply are the major problems faced by the male students in accessing library resources. A majority of the students want the library to conduct demos of online legal sources by external experts, expect the library to provide more electronic resources and online legal databases and want the library to provide index to law reports and more current legal materials.

Objectives of the Study

- ❖ To provide gender-wise distribution of the respondents
- ❖ To list the department- wise of the respondents
- ❖ To identify the frequency of internet use by the respondents
- ❖ To provide purpose of using Internet of the respondents

- ❖ To identify the e-resources access by the respondents
- ❖ To know the varieties of E-resources used by the respondents.
- ❖ To identify the e-resources use by the respondents
- ❖ To list the impact of e-resources distribution of respondents
- ❖ To rate the level of satisfaction of the respondents on e-resources.

Research methods

(i) Research Type

The study undertaken by the researcher belongs to descriptive research study. The researcher has used sampling method in his survey study.

(ii) Nature of the Data

The data collected are primary and secondary in nature.

(iii) Sampling Frame

100 faculty members and 150 students constitute the sampling frame of the study.

(iv) Sampling technique

The sampling techniques adopted are stratified random sampling.

(v) Tool for Data Collection

Questionnaire is the tool used by the researcher for collecting required data for the investigation.

(vii) Method of data collection

The questionnaires were distributed to the faculty and student on their visit to the library. 100 questionnaires were distributed to the faculty members on first come first get basis. In the same way, 150 questionnaires were given to the students on the same principle. Out of 250 questionnaires distributed to the respondents, the researcher was able to get back only 190 duly filled-in questionnaires, i.e. 70 from faculty members and 120 from students.

The secondary data required for the study was collected from various sources of information like books, national and international journals, projects, magazines, theses and dissertations etc.

Analysis of Data

1. GENDER-WISE DISTRIBUTION OF RESPONDENTS

Table 1: Gender-wise distribution of respondents

S.No.	Gender	Faculty		Student	
		No.	%	No.	%
01	Male	34	49	-	-
02	Female	36	51	120	100
Total		70	100	120	100

Interpretation:

Table 1 shows the gender-wise distribution of respondents. Out of 70 faculty members, 34(49 %) are male and 36 (51%) are female. Of course, all the students are female engineering students.

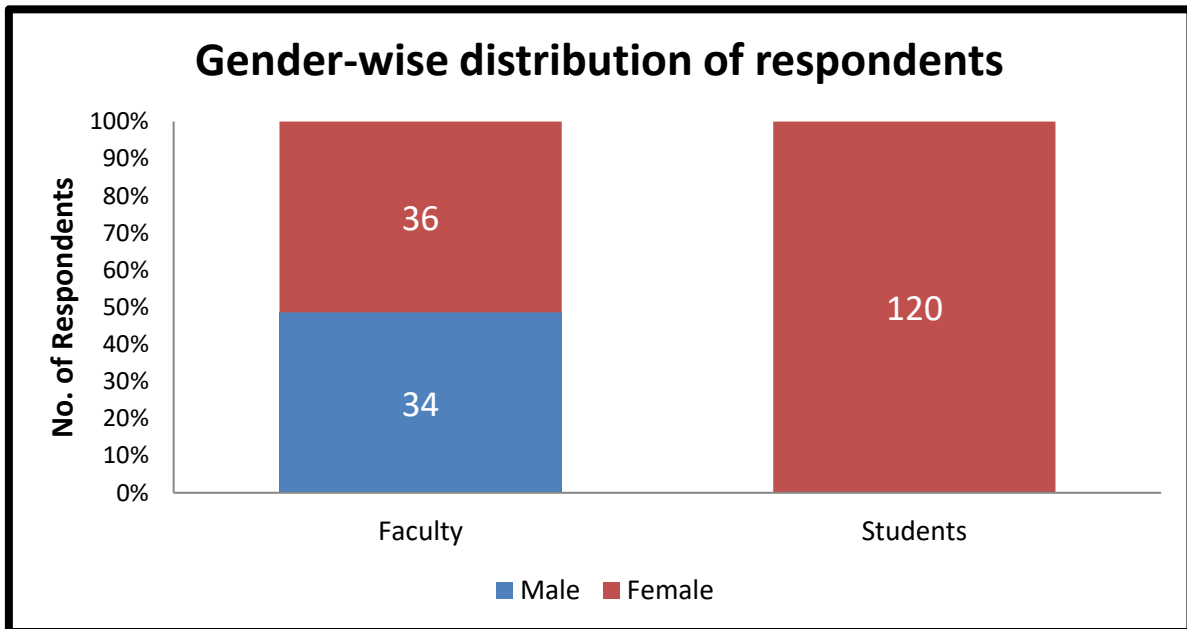


Figure 1: Gender-wise distribution of respondents

2. DEPARTMENT- WISE DISTRIBUTION OF RESPONDENTS

Table 2: Department- wise distribution of respondents

S.No	Department	Faculty		Student	
		No.	%	No.	%
01	CSE/IT	30	43	31	26
02	ECE	8	11	18	15
03	EEE	9	13	25	21
04	Mechanical	5	7	26	22
05	Civil	9	13	12	10
06	Others	9	13	08	6
Total		70	100	120	100

Interpretation:

It is inferred from Table 2 that a majority of 30 (43 %) faculty members are from the Dept. of CSE/IT and the least number of 5 (7 %) faculties are from the Dept. of Mechanical Engineering. In respect of students, the maximum number of 31 (26 %) are from the Dept. of CSE/IT and 26 (22 %) are from the Dept. of Mechanical Engineering and the minimum number of 12 (10%) students are from the Dept. of Civil Engineering.

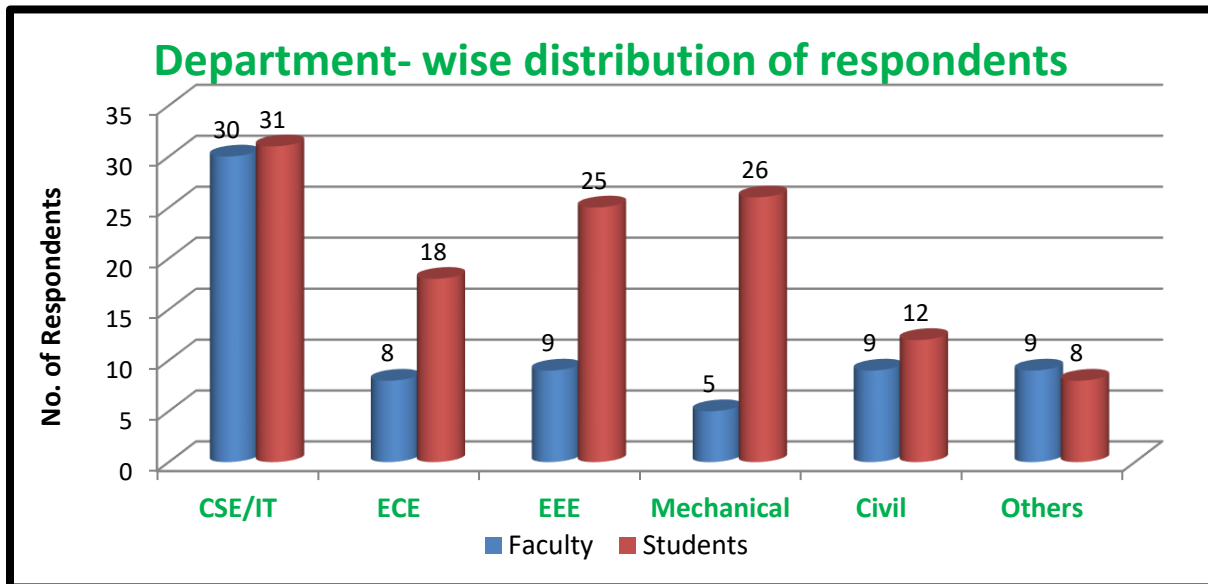


Figure 2: Department- wise distribution of respondents

3. FREQUENCY OF INTERNET USE

Table 3: Frequency of internet use

S. No.	Internet use	Faculty		Student	
		No.	%	No.	%
01	Daily	09	13	38	32
02	Twice a Week	29	41	22	18
03	Once a Week	13	19	44	37
04	Monthly	19	27	16	13
Total		70	100	120	100

Interpretation:

Table 3 makes it clear that 29 (41 %) faculty members use Internet twice a week and 9 (13%) faculty members browse Internet daily. 44 (37%) student respondents surf Internet once a week, just 16 (13%) student respondents use Internet once a month. Around 50 % of the respondents use Internet at least once a week.

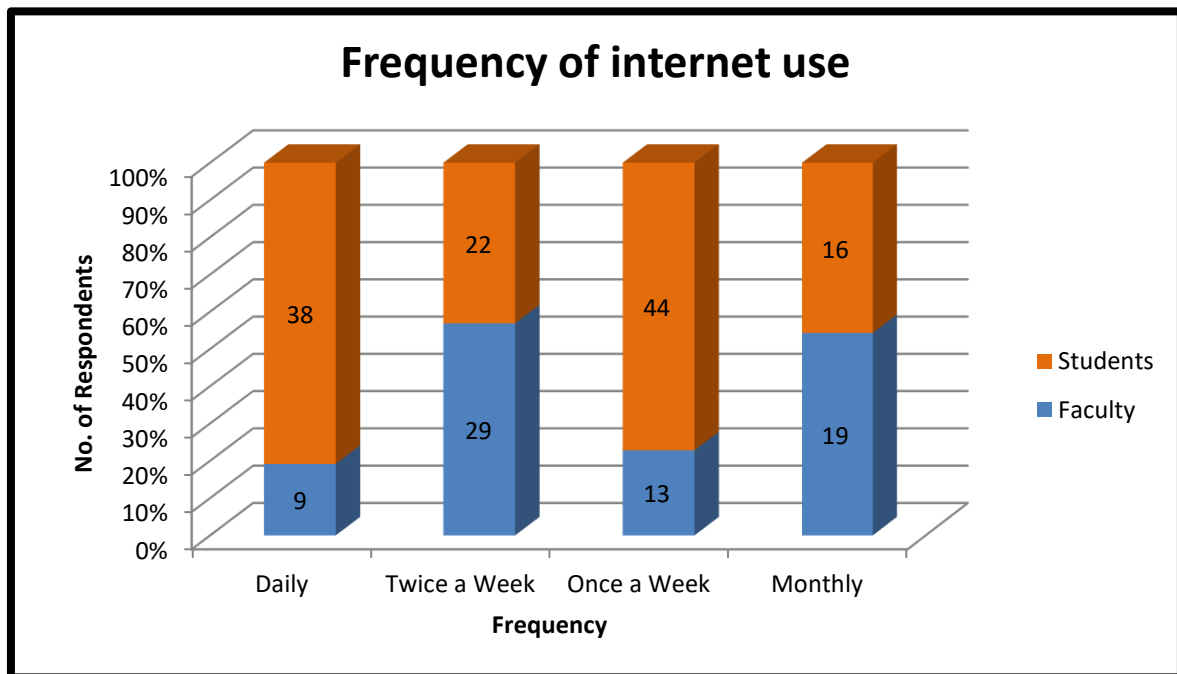


Figure 3: Frequency of internet use

4. PURPOSE OF USING INTERNET

Table 4: Purpose of using Internet

S. No.	Purpose	Faculty		Student	
		No.	%	No.	%
01	Academic	19	27	75	62
02	Personal	27	39	36	30
03	Official work	24	34	9	8
Total		70	100	120	100

Interpretation:

It is depicted in Table 4 that 19 (27%) faculty members and 75 (62%) of the students use Internet for their academic purposes. While 27 (39%) of the faculty members and 36 (30%) students use internet for their personal works, 24 (34 %) of the faculty members and 9 (8%) students browse Internet for their official work. Thus, majority of the faculty members use Internet for their personal works and the majority of the students use it for their academic works.

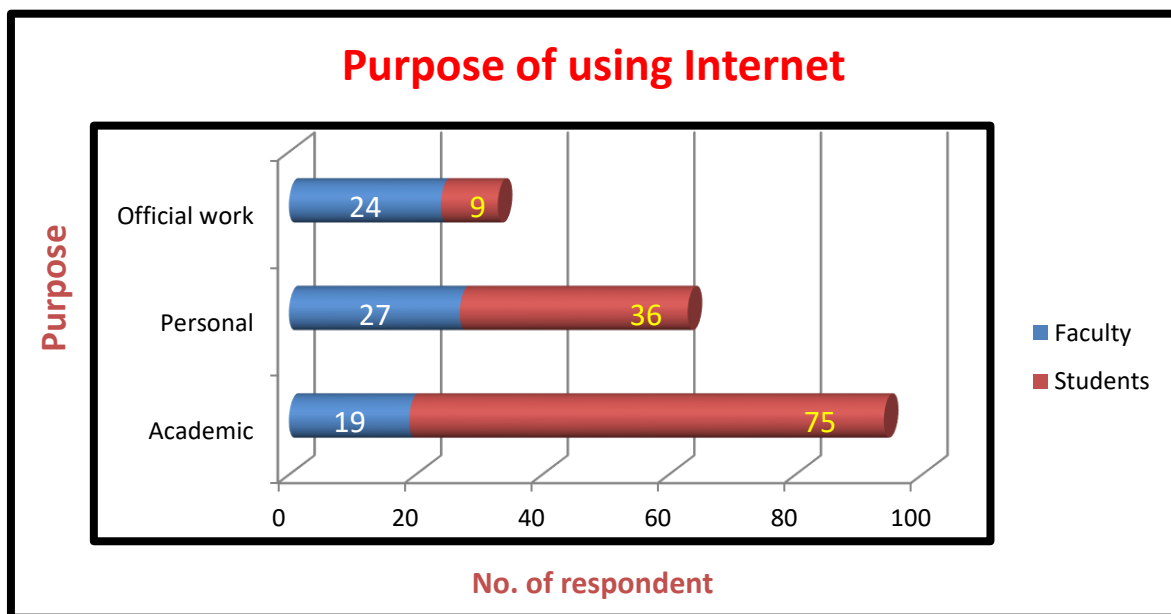


Figure: 4 Purpose of using Internet

5. E-RESOURCES ACCESS POINTS

Table 5: E-resources Access Points

S. No.	E-resources Access Points	Faculty		Student	
		No.	%	No.	%
01	Home	13	19	41	34
02	College Campus	6	9	10	8
03	Computer centre	10	14	29	24
04	Internet café	11	16	4	3
05	Department	7	10	12	10
06	Library	14	20	10	8
07	Hostel	9	12	14	13
Total		70	100	120	100

Interpretation:

It is inferred from Table 5 that 20 % (14) of the faculties and 8 % (10) of the students access e-resources in the college library. While home is the e-resource access point for 19 % (13) of the faculty members and 34 % (41) of the students, computer center is the place for accessing e-resources for 14 % (10) of the faculties and 24 % (29) of the students. The least used access point of e-resources is college campus for faculty members (9%) and internet café for the students (3 %).

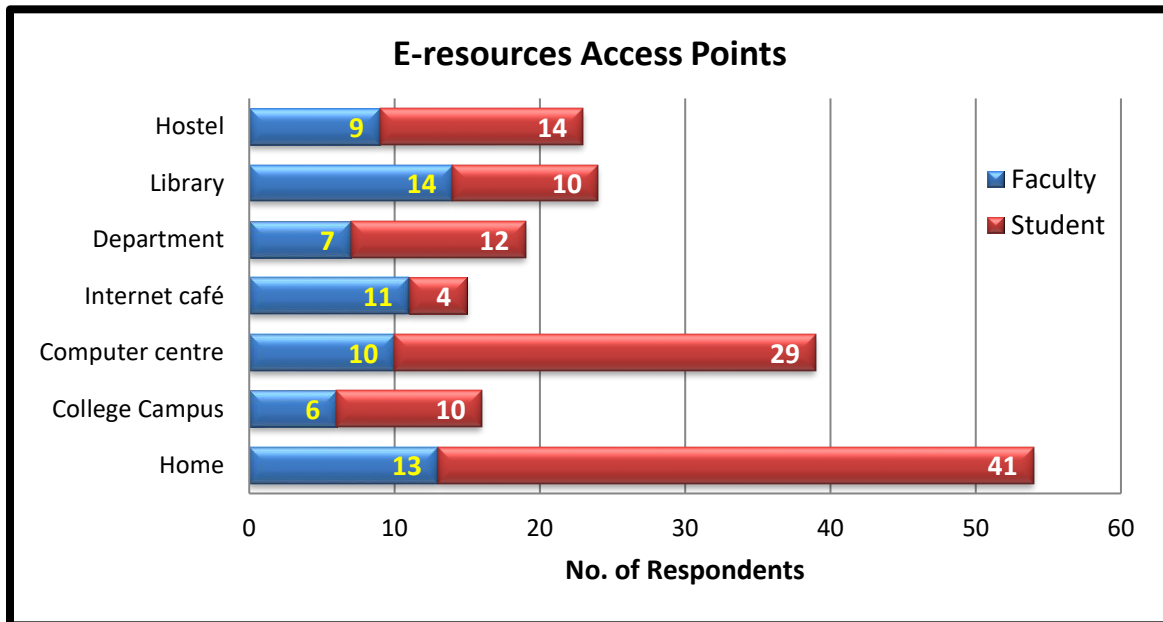


Figure 5: E-resources Access Points

6. E-RESOURCES USED

Table 6: E-resources used

S. No.	Various of E- resources	Faculty		Student	
		No.	%	No.	%
01	E-Journals	7	10	32	28
02	E-Data archives	6	9	27	23
03	E-Manuscripts	11	16	17	14
04	E-Maps	8	11	17	14
05	E-Books	9	13	9	7
06	E-Magazines	7	10	8	6
07	E-Thesis	7	10	5	4
08	E-Newspaper	3	4	1	1
09	E-Mail	10	14	3	2
10	E-Research Report	2	3	1	1
Total		70	100	120	100

Interpretation:

It is understood from Table 6 that E-manuscripts is the most used e-resource among the faculty members (16%) followed by E-mail used among 14 % (10) of the faculty members. Just 2 faculty members use e-research reports and 3 faculties use e-newspapers. With regard to the type of e-resources used by the students, 28 % (32) of the students use E-journals and 23 % (27) of them use E-data archives. While 14 % (17) of students use e-manuscripts and e-maps, just 1 student uses e-newspapers and e-research reports.

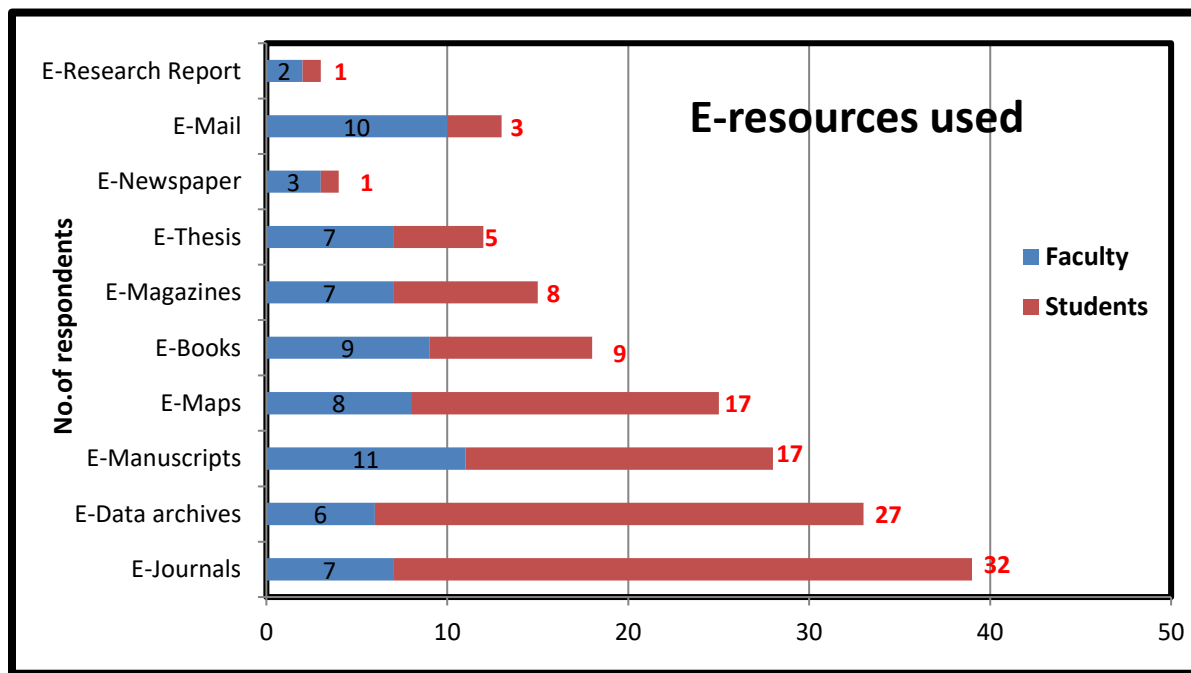


Figure 6: E-resources used

7. SOURCE OF INFORMATION ABOUT E-RESOURCES

Table 7: Source of information about e-resources

S. No.	Source of information about e-resources	Faculty		Student	
		No.	%	No.	%
01	Library webpage	7	10	15	12
02	Library Notice Board	10	14	14	11
03	Interaction with peers	9	13	13	11
04	Browsing internet	13	19	8	7
05	Librarian's guidance	11	16	27	22
06	Printed journals	12	17	11	9
07	Workshop/Seminars	8	11	32	27
Total		70	100	120	100

Interpretation:

Table 7 demonstrates that 19 % (13) of faculty members come to know about e-resources by browsing Internet and 17 % (12) of faculty members use printed journals to get the same information. While 11 % (8) of faculty members learn about e-resources in workshops and conferences, just 10 % (7) of them know it from library webpages. When it comes to student respondents, 27 % (32) of them know about e-resources through workshops and conferences, 22 % (27) of them know about them from the guidance of librarian. Just 7 % (8) of the students know about e-resources by browsing Internet. The librarian's guidance deserves applause.

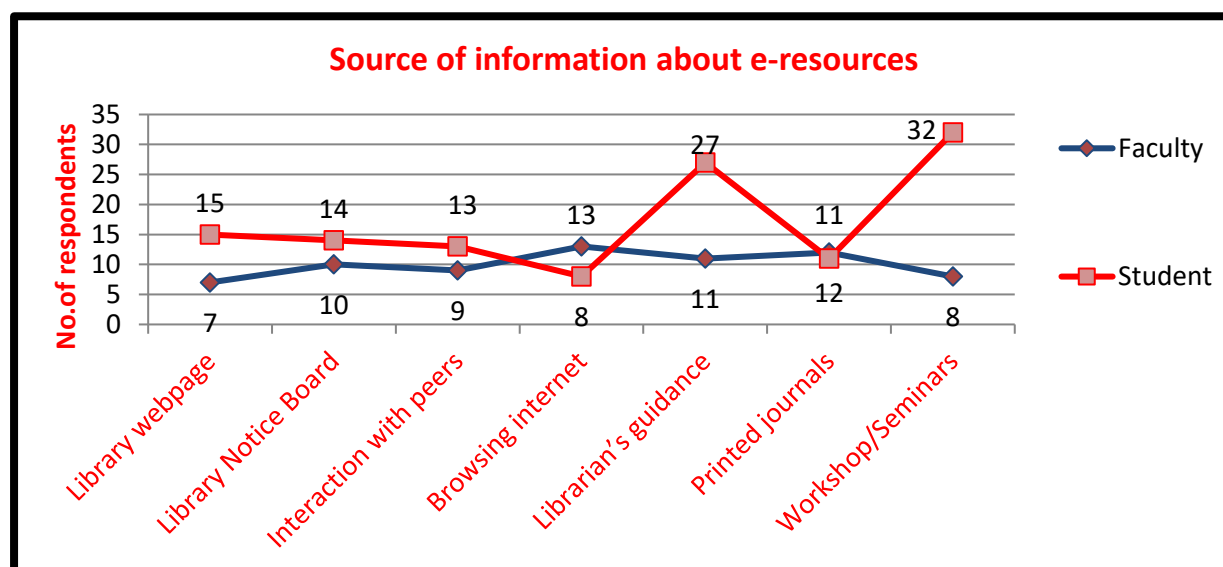


Figure 7: Source of information about e-resources

8. IMPACT OF E-RESOURCES ON TEACHING / LEARNING

Table 8: Impact of e-resources on Teaching / Learning

S. No.	Impact of e-resources on Teaching / Learning	Faculty		Student	
		No.	%	No.	%
01	Minimal	9	13	28	23
02	Moderate	32	46	32	27
03	Extensive	19	27	48	40
04	No Impact	10	14	12	10
Total		70	100	120	100

Interpretation:

It is clear cut in Table 8 that the impact of e-resources on teaching process is moderate for 46 % (32) of the faculty members and extensive for 27 % (19) of the faculty members. Only 14 % (10) of them felt that there is not impact of e-resources on their teaching. While 40 % (48) of the students opined that the impact of e-resources on their learning is extensive, 27 % (32) of them felt it to be moderate. Only 10 % (12) of the students shared that e-resources do not have any impact on their learning. .

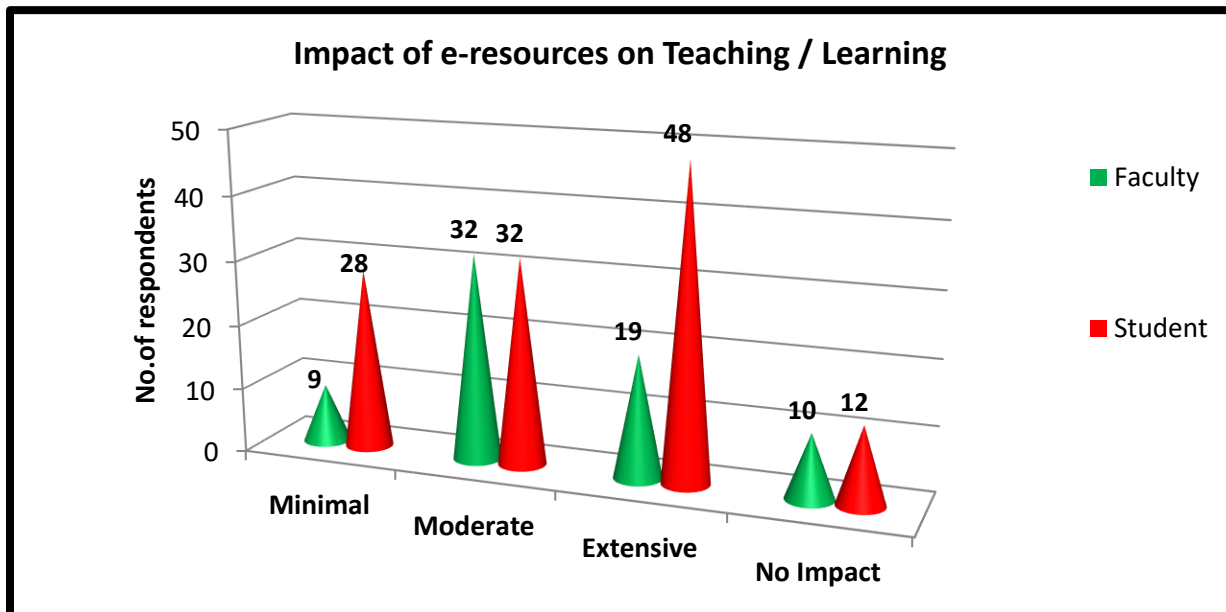


Figure 8: Impact of e-resources on Teaching / Learning

9. LEVELS OF SATISFACTION OF AVAILABILITY AND USE OF E-RESOURCES

Table 9: Level of Satisfaction of availability and use of E-Resources

S. No.	Satisfaction Level	Faculty		Student	
		No.	%	No.	%
01	Highly Satisfied	27	39	58	48
02	Satisfied	35	50	34	28
03	Not Satisfied	8	11	28	24
Total		70	100	120	100

Interpretation:

It is made transparent in Table 9 that 39 % (27) of faculty members and 48 % (58) of students are highly satisfied with the availability and use of e-resources in the college library. While 50 % (35) of the faculties and 28 % (34) of the students are satisfied, 11 % (8) of the faculty members and 24 % (28) of the students are not satisfied with the availability and use of e-resources in the college library. Thus, majority of the faculty members and students are happy with the e-resources available in the college library.

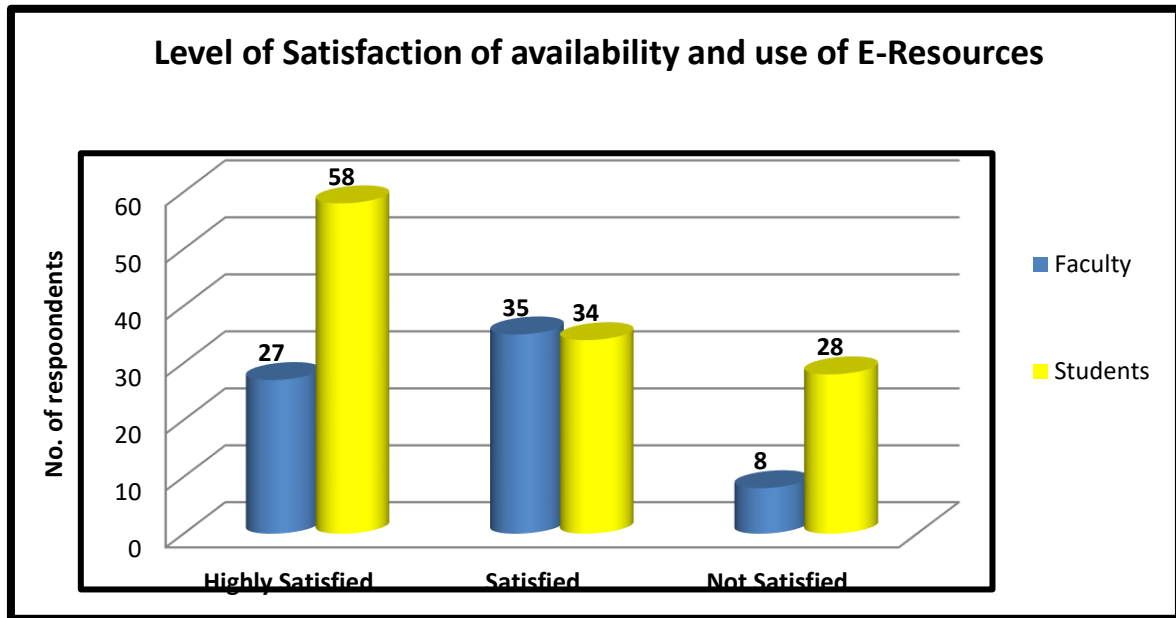


Figure 9: Level of Satisfaction of availability and use of E-Resources

Findings

- ❖ Most of the respondents are (51%) female faculty members.
- ❖ Majority of the Department- wise respondents are (43%) faculty members and (26%) student from the Dept. of CSE/IT
- ❖ Majority of the (41 %) faculty members use Internet twice a week and (37%) student use for the once week.
- ❖ Majority of the (39%) faculty members use internet for their personal work and (62%) of the students use Internet for their academic purposes.
- ❖ Majority of the respondents are (20 %) of the faculties access e-resources in the college library and (34 %) of the students respondents are access e-resources in the home.
- ❖ Most of the respondents are E-manuscripts are the most used e-resource among the faculty members (16%) and followed the students use E-journals (28 %).
- ❖ Majority of the respondents are (19 %) the faculty members about e-resources by browsing internet and student respondents are (22 %) the guidance of librarian.
- ❖ Majority of the respondents are (46 %) the faculty members teaching process is moderate and the students respondents are (40 %) the learning is extensive.
- ❖ Most of the respondents are (50 %) the faculties are satisfied and (48 %) of students are highly satisfied.

Suggestions

a. Faculty members

- ❖ Since the experience of faculty members are in different span, resources at part with their level of expectations need to be made available in the library.
- ❖ The faculty members may be given an orientation on the use of advanced search strategies and search options.
- ❖ The faculty members may be sent to some workshops / seminars / locally conducted classes to make them familiar with latest ICT tools and techniques.
- ❖ Sessions on the availability and use of e-resources should be held in the faculty improvement programmes.
- ❖ The faculty members may be motivated to use e-resources like e-theses, e-books and e-journals which are highly authentic and informative.

b.Students

- ❖ The level of books suiting the needs of both undergraduates and postgraduates students may be procured.
- ❖ More academic-purpose oriented e-resources should be added to the library collection.
- ❖ The usefulness and special features of various search engines should be introduced to the students.
- ❖ Special search engines available for science and engineering may be brought in the use of the students.
- ❖ Special user education classes on the use of various e-resources subscribed by the college library need to be carried out regularly.
- ❖ The students may be encouraged to use e-resources such as e-thesis, e-books and e-newspapers to update them.
- ❖ While the students are accessing e-resources, a library staff may be available on the spot to guide and help the users, in times of access problems.

Conclusion and areas for further research

Conclusion

The study of use and impact of e-resources among the faculty members and the students at Salem College of engineering and technology, Salem has been a fruitful journey for the research as he was able to discover the cycle of research process and cone his research competencies. The research, for sure, will give a definite introspection to the college authorities on the level of use of e-resources and the problems encountered by the users in making use of those e-resources in their teaching and learning arena. This will enable the library staff to be in a better position to understand the user needs so that they will be able to prepare necessary ground works to be prepared to face the information seeking challenges of young engineering graduates and the experienced engineering faculties. This will also help the library professionals to understand the relative importance of e-resources in line with print resources.

Areas for Further research

The present investigation may be furthered as follows, inter alia.

- ❖ A comparative study of use of e-resources among the selected engineering colleges may be done.

- ❖ A gender difference study on the use of e-resources between male and female engineering students may be planned.
- ❖ A comparative study of the differences in the awareness and use of e-resources between undergraduate engineering students and postgraduate engineering students may be carried out.
- ❖ A comparative study of use and impact of e-resources among the faculty members of few selected engineering colleges may be conducted.
- ❖ Awareness and use of e-resources among different departments of the same college may be tried out.

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