USE OF E- RESOURCES IN COLLEGE OF HORTICULTURE AND FORESTRY, CAU, PASIGHAT, ARUNACHAL PRADESH

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Study examines the use of e-resources in the college of Horticulture and Forestry, Pasighat. Recent advances in Information and Communication Technology (ICT) has brought sweeping changes in information collection, storage and dissemination. The libraries of academic institutions are using ICT to develop and provide access to scholarly contents. Results indicate the frequency of use of e-resources, places of accessing e-resources, use of e-resources, use of search engines, satisfaction with e-resources, problem faced with e-resources by the students of the college.

INTRODUCTION

E-resources are becoming more and more accessible. Teaching and learning are dependent on library and information centers. Now libraries are equipped with electronic resources in different formats like CD Rom, e-books, e-journals, e-newspapers, e-theses, OPAC, online database, etc. Libraries and information centers make available different types of e-resources for their client.

Berzins and Hudson [1] defined E-resources in the broadest sense and include Virtual Learning Environment (VLEs), platforms, research software and other e-resources (such as the use of Web 2.0 technology, social networking, technologies, mobile phone or Audio Visual technologies) as they relate to system used to aid learning, teaching, administration or management.

Sankaranarayanan [2] stated that E- resources have significant advantages for research, and are having a major impact in the form of, and access to, research resources. They become the essential source of information in education and research. Research and development has an inseparable relation with the library systems.

Sinha, Manoj Kumar, Singa, Gauri and Sinha [3], stated about '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 produces like numerical, graphical mode for commercially available for library and information centers. These may be delivered on CD-Rom /DVD, over the internet and so on.'

Madhusudhan [4] says that Electronic resources have given us the power to get information timely and manage information more effectively and also the means to dissolve barriers and offer equity of access to knowledge and information. Further, e-resources can meet the instant desire of users to have an access to information. These can be used for efficient retrieval and meeting information needs. Thus, "libraries are moving towards e-resources and services, which are found to be less expensive and more useful for easy access" [5].

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OBJECTIVES OF THE STUDY

The main objectives of the study are:-

- To find out whether the students depend on e-resources.

- To examine the frequency of use of e-resources by students.

- To identify the frequently used e-resources by students.

- To identify the usefulness of e-resources.

- To study the problems faced while accessing e-resources.

REVIEW OF LITERATURE

Busha & Harter [6] stated that the purpose of review of literature or literature search is to attempt to identify, locate and synthesize completed research reports, articles, books and other materials about the specific problems of a research topic. For the present study, a systematic review of the literature was made to identify related research.

Benehal [7] attempted to identify the trends in use of e-resources by various user groups. Distribution of users is studied with respect to place of publication, resource-wise, type of user, purpose, subject, year of publication, time lag in publication, language, publication, etc. The study shows that academics prefer to use e-journals over other e-resources and that both print and e-resources complement each other.

Francis [8] discusses utilization of consortia-based digital information resources. Results show that 87.14 per cent of them used CeRA. Eighty two per cent students were acquainted with CeRA and learned the required skills to access and use digital information resources through curriculum-based courses like "library and information services", "research methodology", etc. The students in general would like to strengthen the CeRA services by adding more resources and facilities.

Noh [9] sought to verify the correlation between university libraries and academic research achievement and to examine which university library resources relate to research achievement.

This study confirmed that labor and budget, investment in e-resources and an investment in university libraries enhances academic research achievement.

METHODOLOGY

To study the use of e-resources by the students of the College of Horticulture and Forestry, Pasighat a survey was conducted using questionnaire method.

Totally 220 questionnaires were distributed among the students and 180 filled questionnaires were received (81.81%).

DATA ANALYSIS

Frequency of Accessing E-Resources by the Students

Table 1: Frequency of Accessing E-Resource

S. No.	Description	No. of Respondents	%
1	Once in a month	15	8.33%
2	Less than once in a month	9	50.0%
3	Once in Fortnight	22	12.22%
4	Once in a week	45	25.00%
5	Daily	89	49.44%
Total		180	99.99%

Table: 1 reveals that 89(49.44%) of the respondent students are using e-resources daily. Only 45(25%) respondents are using e-resources once in a week. 22(12.22%) respondents students are using e-resources once in a fortnight.

Places of using E-Resources

Table 2: Place of Using E-Resources

S. No.	Places	No. of respondents	%
1.	Library	166	92%
2.	Hostel	108	60%
3.	Computer Lab	54	30%
4.	Department	36	20%
5.	Other places	12	6.6%

Table: 2 reveals that the majority of the 166(92%) respondents are using e- resources in the college library. However, 108(60%) students access e- resources at their hostels.

Use of E- Resource

Table 3: Use of Different Types of E-Resources

S. No.	E-Resources	Respondents	%
1.	E-Journals	91	50%
2.	E-Books	65	36%
3.	E-Newspapers	72	40%
4.	E-Magazines	63	35%
5.	E-Abstracts CD	18	10%
6.	E-Library Catalogue	22	12.22%
7.	Online database	15	8.33%

Table: 3 shows that 50% like to read E-Journals. And 40% prefer e-newspapers. 36% respondent students use e-books. Some other kinds of e-resources are also utilized by the respondents.

Usefulness (helpful) of E-Resources

Table 4: Usefulness of E-Resources

S. No.	Usefulness	Respondents	%
1.	Very useful	72	40%
2.	Useful	81	45%
3.	Average	13	7.22%
4.	Not useful	14	7.78%
	Total	180	100%

Table: 4 reveals that 85% of students find e-resources valuable.

Satisfaction with E-Resources

Table 5: Satisfaction Level with E-Resources

S. No.	Satisfaction	Respondents	%
1.	Satisfied	101	56.11%
2.	Unsatisfied	79	43.89%
	Total	180	100%

Problems Faced in Accessing E-Resources

The major problems related to slow Internet speed, lack of adequate number of computers and frequent power failure.

CONCLUSION & SUGGESTIONS

E resources have come to be accepted by students and are quite extensively used. The lack of adequate infrastructure, however, remains a major issue and it is important for institutions to address these.

Libraries should as a matter of importance acquire, subscribe to and create access to electronic resources. Libraries should systematically move to automate their system and acquire e-resources in order to facilitate access to e- resources.

There is need for appropriate user education programmes to train students in the use of e-resources.

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