Awareness and use of e-resources by Students of Institute of Nursing Education and Research, Tilak Maharashtra Vidyapeeth- Pune

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Abstract
The present paper is an attempt to determine the extent to which the students of Institute of Nursing Education and Research of Tilak Maharashtra Vidyapeeth, Pune are aware and make use of e-resources available in the library. The paper aims to highlight various problems encountered by the students and suggest some measures for improving the use of e-resources. The author has tried to investigate the use of e-resources by the students through a structured questionnaire. Various statistical methods have been used for data analysis. The study confirmed that the students are aware of the availability of e-resources in the library and are using the same for various study purposes. Some suggestions have been received with respect to improving the access facilities like high internet speed, increase in subscription of e-resources by the TMV library.
Keywords: e-resources, nursing, Tilak Maharashtra Vidyapeeth, TMV

1.1 Introduction:

With the rapid change in technology and use of various ICT techniques there has been a tremendous change in the ways in which information is created, stored and disseminated to users. This has given rise to increased use of e-resources in the library which satisfy the users growing demand by making all the possible resources available under one roof. The value and use of e-resources has increased along with the changing times (Sathpathy and Rout). These e-resources are very costly and hence it has become necessary to study the different aspects regarding the use and awareness of these e-resources.

The present study deals with the awareness and use of e-resources by the students of Institute of Nursing education and research of Tilak Maharashtra Vidyapeeth (TMV), Pune and also study various problems faced by students while accessing these e-resources. The study concludes by proposing some suggestions to overcome these obstacles and facilitate increase use of e-resources.

1.2 About Tilak Maharashtra Vidyapeeth:

As per the directions given by Mahatma Gandhi during the Indian National Congress session held at Nagpur in 1920, Tilak Maharashtra Vidyapeeth was established in 1921, as an educational memorial of Lokmanya Bal Gangadhar Tilak. The establishment of the Vidyapeeth was aimed towards imparting National Education conceived by Lokmanya Tilak in his four-fold formula. It provides educational facilities in the faculties of Sanskrit, Ayurveda, Social Sciences, Engineering and other allied disciplines at the undergraduate and post-graduate levels.
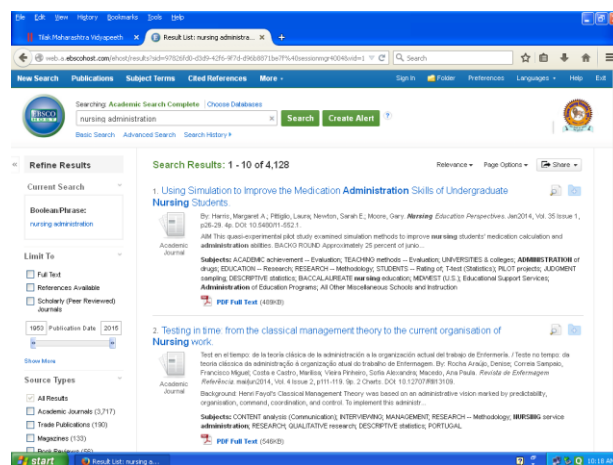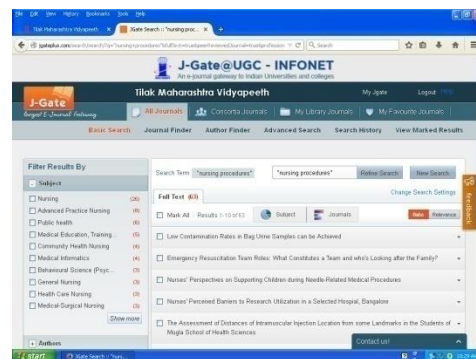
The Institute of Nursing Education and Research started B. Sc nursing in 2009 and RANM in 2011 approved courses by Nursing Council of India.

1.2.1 About TMV Library

The library is considered as an integral part in the academic activities of the Tilak Maharashtra Vidyapeeth. It has a collection of more than 1,00,000 books, 234 periodicals (national & international) in subjects like Social Sciences, Sanskrit Literature, Philosophy, Religion, Indology, Ayurveda, Management, Biotechnology, Education, Library Science, Engineering etc. The Library provides services to all the users of this Vidyapeeth. It also has a rich collection of 2000 manuscripts. The library is equipped with INFLIBNET facilities. The Library is automated with SLIM 21 software having a Web OPAC facility. There are about 1000 books and 9 International and national periodicals.

1.2.2 E-resources available in TMV Library

Various electronic resources like EBSCO, J-GATE, STM Journals are subscribed by the TMV library. These E-resources can be accessed by the users through various links given on the library page. A few screenshots of e-resources have been taken and presented below:

1.3 Literature Review:

A study on understanding the use of electronic resources by post graduate students of the Department of Library and Information Science of Delta State University, Abraka, Nigeria was conducted by Ozoemelem (2009). The study

revealed that the students are not so ICT savy and hence cannot manipulate the information but inspite of that they are satisfied from the information they get from the electronic resources. The study suggests that more practical knowledge must be imparted by the LIS schools. The ICT centres with well trained staff must be established by the Universities where the students can have free access to computers, web and other electronic sources. A study on use of e-resources by faculty members with special reference to CVRCE, Bhubaneswar was conducted by Sathpathy and Rout (2010). This study revealed that the faculties are aware about various e-resources and suggested for increasing the e-resources along with improved access facilities by increasing internet speed. Similar study was conducted by Sudhier and Seethalekshmi (2011) on use of e-resources by students and researchers of faculty of Arts, University of Kerala which revealed that internet resources are most used e-resources and most of the departments are not giving enough facilities for the use of e-resources. Another study conducted on similar grounds was conducted by Shukla and Mishra (2011) titled, "Use of e-resources by research scholars of Institute of Technology, Banaras Hindu University, India". The study concludes by stating that the e-resources are used by the research scholars mainly in their departments and they are satisfied with the same but many times this usage is affected due to slow speed of internet.

1.4 Objectives of the study:
- ➢ To study the purpose and frequency of using the electronic resources and services available in the library.
- ➢ To determine the impact of these electronic resources on the academic efficiency of the students.
- ➢ To analyze the dependency of students of nursing on e-resources.
- ➢ To find out the infrastructural problems faced by these student while accessing the e-resources.
- ➢ To suggest some measures for improving the existing library services for promoting the use of electronic resources of the library by the students.

1.5 Significance of the study:
The central library of TMV subscribes to 3 databases i.e EBSCO, J-GATE, STM Online journals. This library is a member of INFLIBNET Consortium. No survey regarding the awareness and use of electronic resources has been carried out by the TMV library. This survey will help in determining the usefulness of these electronic resources. The present study covers students of B. Sc Nursing course.

1.6 Methodology:
This study is based on survey method which was conducted using a structured questionnaire circulated among all (89) B. Sc nursing students of TMV. Out of these total 54 students filled up the questionnaire and hence the response rate was 61%. The data collected was analysed, classified and tabulated by applying statistical methods.

1.7 Data analysis and interpretation:
Out of total 89 students enrolled for RANM course of Institute of Nursing Education and Research of TMV only 54 (61 per cent) responded with the filled in questionnaire. The questionnaires were edited where necessary. Thus in all the cases the total number of respondents was 120. The data collected through the questionnaires was scrutinised, classified and tabulated using statistical methods for better understanding and clarity.
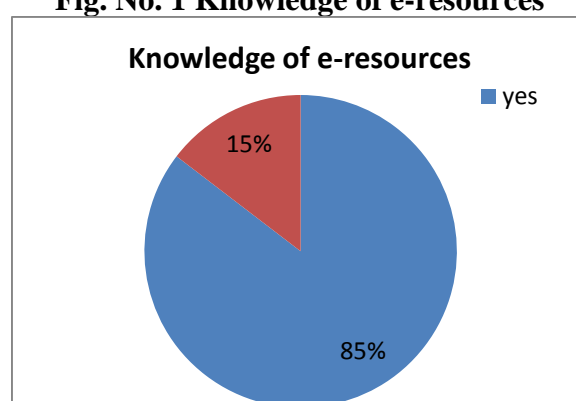
1.7.1 Library Membership

Table No. 1: Library membership

Membership of library	No. of responses	%
Yes	48	89
No	6	11
Total	54	100

From the above table it can be seen that 54% students have taken library membership while the remaining 46% do not have library membership. The main reason given by students for not taking membership of library was that they were not aware of the library resources.

1.7.2 Knowledge of e-resources

Fig. No. 1 Knowledge of e-resources

From the above figure it can be observed that majority of the students have knowledge of e-resources subscribed by the library. Those students who are not aware of these e-resources do not have library membership.

1.7.3 Sources of accessing E-resources

Table No. 2: Sources of accessing e-resources

Sources of accessing e-resources	No. of responses	%
Library	23	43
Department	8	15
Campus	12	22
Computer lab	11	20
Total	**54**	**100**

From the above table it can be seen that the e-resources are mostly accessed by the students from library. The students (22%) access these e-resources from campus through their laptops and tablets. Very less students (8%) access these e-resources from the department.
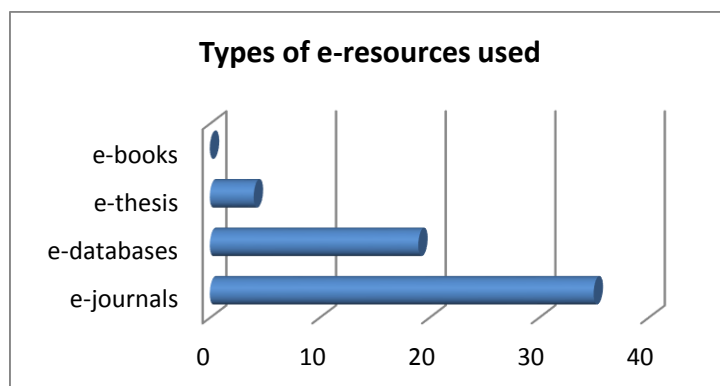
1.7.4 Medium of accessing the e-resources:

The answer given by students regarding the medium used for accessing the e-resources depicted a mix response in which majority of users (70%) made use of various internet sites mainly Google along with the TMV website to access the e-

resources while only 14 students replied that they depended only TMV website for accessing the e-resources.
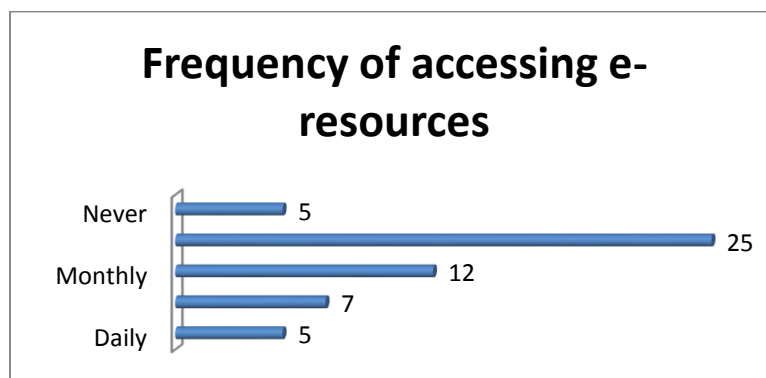
1.7.5 Types of e-resources accessed

Fig. No. 2 Types of e-resources used

Types of e-resources used

e-books
e-thesis
e-databases
e-journals

0   10   20   30   40

The above table shows that the students have given highest preference to the use of e-journals while next in line is e-databases. The e-books are not used by students and the main reason for this may be that the TMV library does not subscribe to any e-books.

1.7.6 Frequency of accessing e-resources
Fig. No. 3 Frequency of accessing e-resources

Frequency of accessing e-resources

Never   5
               25
Monthly   12
               7
Daily   5

The above figure shows that most of the students use the e-resources occasionally i.e once in a month while 12 students access the resources 2-3 times in a month. Few students access the e-resources on a daily basis while 5 students do not access the e-resources at all.

1.7.7 Purpose of using of E-resources
Table No. 3 Purpose of using e-resources

Purpose of using e-resources	No. of responses	%
Class assignments	40	74
Research	6	11
Paper writing	0	0
Updating subject knowledge	8	15

The above table shows the purpose for which the e-resources were used by the users. It shows that majority 74% of the students use the e-resources for class assignments. 15% of the students use these e-resources for updating their subject knowledge. These students are not much involved in writing research papers. 11% use for research work at the final year while submission of projects.
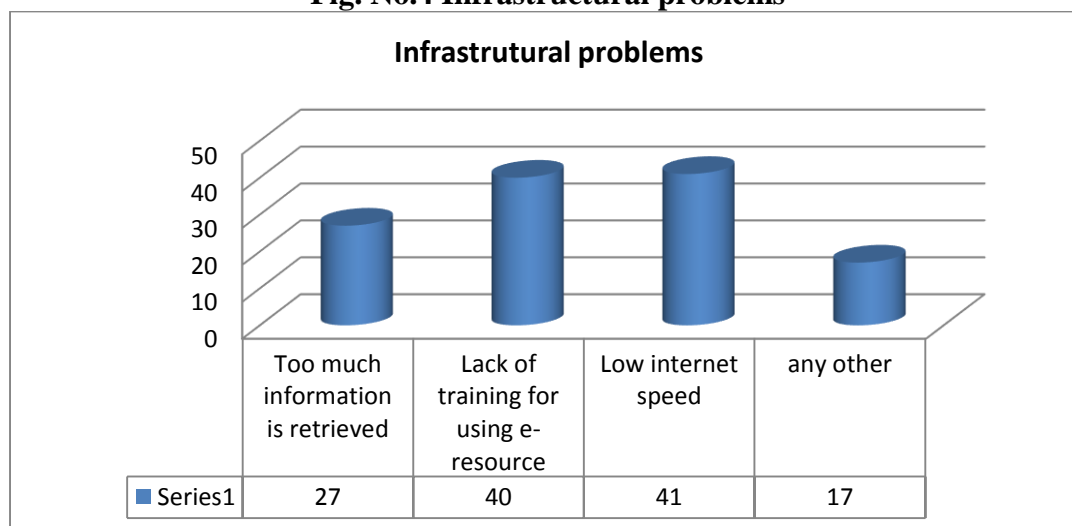
1.7.8 Preference of e-resources over print resources:

Table No. 4 Purpose of using e-resources

Preference to resources	No. of responses	%
Print sources	18	33
Electronic sources	28	52
Both	8	15
Total	54	100

The above table shows that majority of the students (52%) prefer electronic sources while 33% of the students prefer to use print sources. These printed sources are preferred for textbook study and they do not refer to the printed periodicals in the reading hall. Only 8% of the students prefer both the sources.
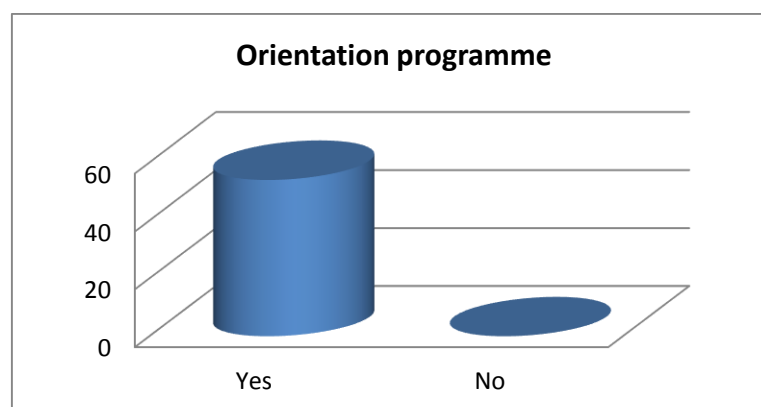
1.7.9 Infrastructural problem in accessing e-resources:

Fig. No.4 Infrastructural problems

	Too much information is retrieved	Lack of training for using e-resource	Low internet speed	any other
■ Series1	27	40	41	17

The users were asked to indicate the problems they encountered while accessing e-resources. The majority of the users 32% agreed that lack of training for using e-resources. 22% of the students felt that too much information is retrieved. While 41(33%) users agreed that low internet connectivity and speed was a major reason for not using the e-resources.

1.7.10 Need for Library Orientation
Fig. No. 5 Orientation programme

Orientation programme

The above figure shows that all the students have expressed the need for orientation programmes to access the e-resources. The students also indicated that they required training for learning more about the internet and search engines in order to access and make use of e-resources.

1.8 Suggestions and Findings
It is observed that the respondents prefer to access the information which is easily available. Majority of the students responded that they visit library for circulation of books or access the internet. A few of them visited the library as a punishment given to them termed as make up duty.
The findings from the above study can be summed up as:
- They used the e-electronic resources for gathering current information related to their studies and also preparing their project report. The students made use of Web OPAC for checking the status of availability of library books but still many of them preferred the circulation desk enquiry for locating a particular book.
- The students find it easy to complete their assignment in time due to the electronic resources available from the library rather than searching from the internet.
- The main infrastructural problems faced by the students are slow speed of internet and sites blocked by the network administrator.
- The students are aware of the library resources but there is a need to conduct library orientation programmes on periodic basis for users regarding how to use electronic information resources. The library professionals have to help users to create awareness and use of electronic information resources. This awareness will help the students, professors, researchers to use e-resources and online databases to fulfil their information needs.

1.9 Conclusion:
The present electronic era has brought tremendous changes in the form of access, storage and dissemination of library resources. The study concludes with the fact that even if the students are aware of the e-resources available in the TMV library, but most of them were unaware of the following points: how to use e-resource, the exact location of these e-resources. The library orientation programs should be revised and conducted frequently in order to make students aware of the

available e-resources. Finally, it is evident that the majority of the respondents are quite satisfied with their use of e-resources.

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