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# The Use and Impact of E-Resources at Jawaharlal Nehru University: A Case Study

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Sonam Rigzin<sup>2</sup>

## ABSTRACT

The present paper explores the impact of e-resources among the students of Jawaharlal Nehru University (JNU), India. It also highlights the use of different online resources and softwares subscribed by central library.

**Keywords:** Electronic resources, Online resources, Softwares, Jawaharlal Nehru University, Use and impact of e-resources, Attitude, Usage of E-resources

## INTRODUCTION

In recent years, academic and research institutions depend more and more on electronic resources. Commenting on the advantages of electronic resources, Dadzie (200) writes that electronic resources are invaluable research tools that complement the print-based resources in a traditional library setting. Navjyoti (2007) also finds that speedy publication and availability on the desktop are the key advantages that attract research scholars. The application of computers to information processing has brought several products and services to the scenes. Consequently, the academic community has undergone tremendous changes during these years, assuming new dimensions influenced by technology-driven applications. In recent years, there have been some changes in the higher education sector in India and in particular, academic institutions.

## OBJECTIVES

1. To explore the attitude of students towards access and use of online resources subscribed by the library.

2. To find out their level of access skill and satisfaction with the use of subscribed resources.
3. To explore the awareness about online resources, services provided by the library among the students.
4. To explore the purpose and use of online resources in their day-to-day life.

## SCOPE

The sample has been selected from Jawaharlal Nehru University (JNU). It includes researchers and post graduate students for the study.

## METHODOLOGY

The questionnaire method has been used to find out the importance of e-resources in academic to collect the data from the students. This is the authentic method to collect the data from a large sample. The questions were framed keeping in mind the online resources, softwares or facilities provided by the central library to the students.

A total of 100 questionnaires were distributed to the students of JNU. A total of 60 respondents have answered and returned the questionnaires.

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# The Use and Impact of E-Resources at Jawaharlal Nehru University: A Case Study

## ANALYSIS

### Awareness of E-Resources

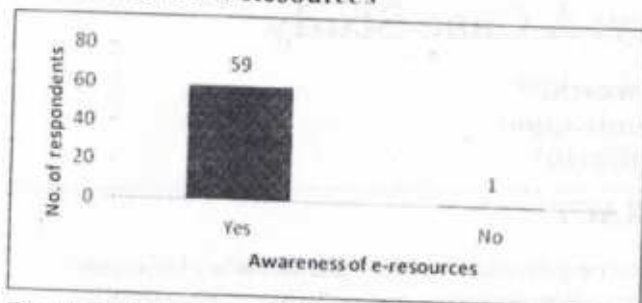


Figure 1: Awareness of E-Resources

Figure 1 shows that 59 respondents are well familiar about the online resources subscribed by the library. Only one respondent answered negatively. This shows that all the respondents selected for the sample were fully acquainted with the e-resources.

### Time Spend on Accessing E-Resources

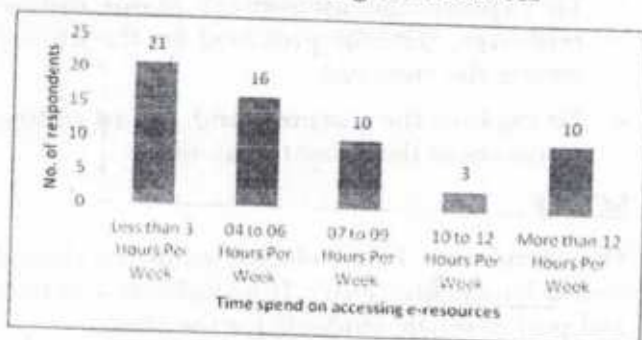


Figure 2: Time Spend on Accessing E-Resources

Figure 2 represents that 21 respondents answered that the time spends on accessing e-resources is less than 3 hours per week. A total of 16 respondents answered that they spent 04 to 06 hours per week. Only three responded that they spent 10 to 12 hours per week to use the online resources of the library.

### User Friendliness of Accessing E-Resources

Figure 3 shows that 34 respondents believed that online resources are easily accessible. A total of 17 respondents answered that online resources took less time in searching the required content. The downloading facility is also provided that gives flexibility in reading the material according

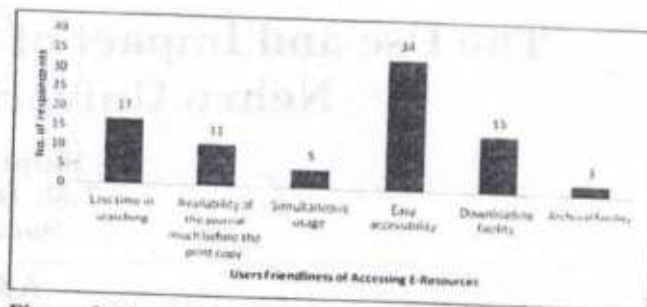


Figure 3: User Friendliness of Accessing E-Resources

to the convenience as responded by 15 respondents.

### Experience of Use of Online Resources

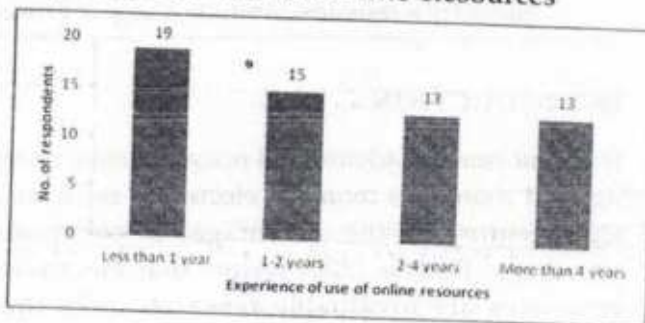


Figure 4: Experience of Use of Online Resources

Figure 4 represents that 19 respondents believed that they have less than one-year experience of using e-resources. A total of 15 respondents have 1-2 years of experience of using online resources.

### Frequency of Using E-Resources

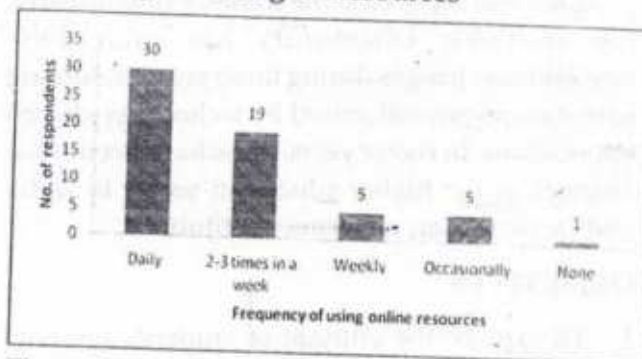


Figure 5: Frequency of Using E-Resources

Figure 5 displays that 30 respondents answered that using online resources is included in their daily routine. A total of 19 respondents believed that they used online resources 2-3 times only in a week.

### Places for Access of E-Resources

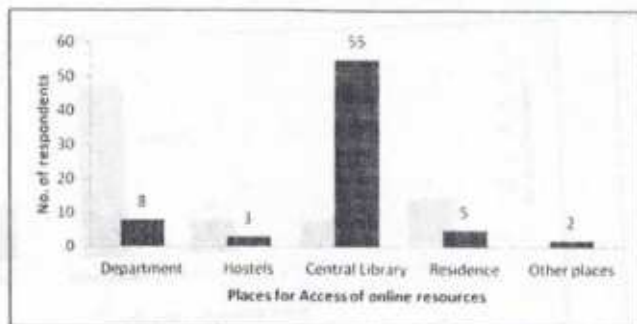


Figure 6: Places for Access of E-Resources

Figure 6 displays that 55 respondents answered that the preferred place to access the e-resources is central library. Less number of respondents chose other places to access the same.

### Sources Used to Access E-Resources

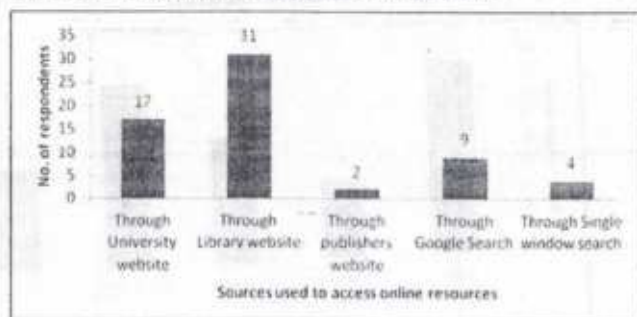


Figure 7: Sources Used to Access E-Resources

Figure 7 represents that 31 respondents access e-resources through library portal directly. A total of 17 respondents access the same through the university website. Fewer numbers of respondents use other sources to access the e-resources.

### Purpose of Access Online Information

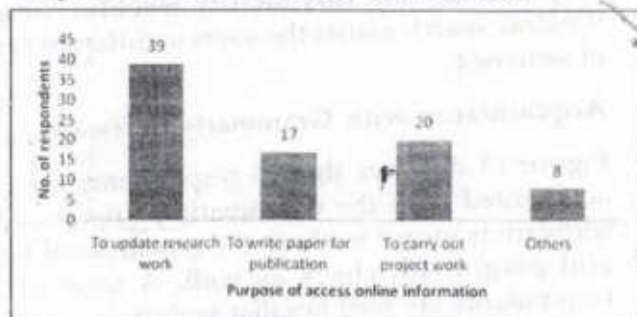


Figure 8: Purpose of Access Online Information

Figure 8 displays that 39 respondents answered that they use e-resources to build up their research. A total of 20 respondents used the same to carry out their project work, and 17 respondents access the e-resources for scholarly literature.

### Reasons for Using E-Resources

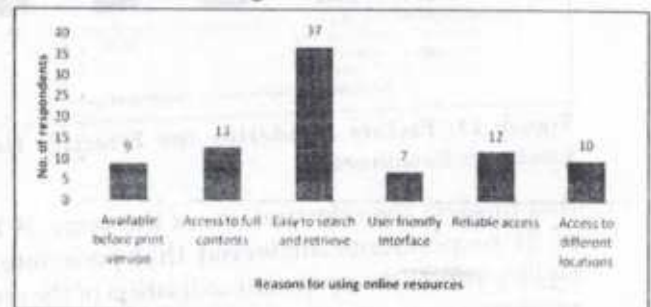


Figure 9: Reasons for Using E-Resources

Figure 9 displays that 37 respondents believed that they used online resources due to the effortless searching and retrieval of the desired content. Full contents are accessible and can be saved in the desired format as responded by 13 respondents. A total of 12 respondents felt that access to e-resources is reliable.

### Level of Satisfaction with E-Resources

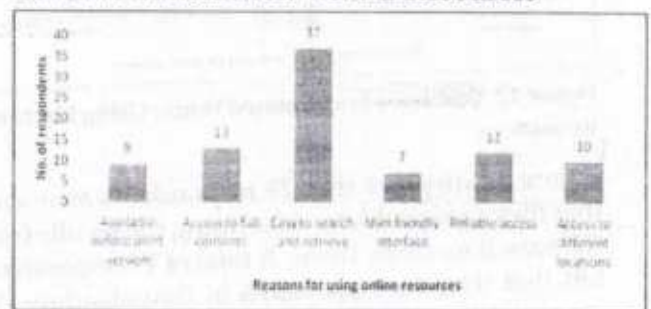


Figure 10: Level of Satisfaction with E-Resources

Figure 10 displays that 48 respondents felt that e-resources are very much helpful for various reasons. A total of 10 respondents answered that online resources are very much helpful, and they are fully satisfied with it.

### Factors Hindering the Effective Use of Electronic Resource

Figure 11 displays that 22 respondents believed that inadequate skill to use e-resources is the factor

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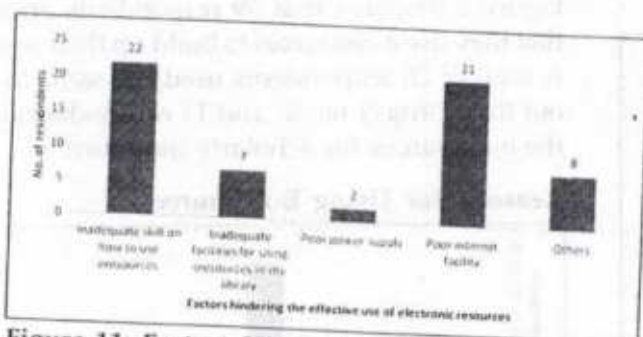


Figure 11: Factors Hindering the Effective Use of Electronic Resources

that hinders the effective use of the same. A total of 21 respondents answered that poor internet facility affects the optimum utilisation of the online resources.

### Problems Encountered While Using Electronic Resources

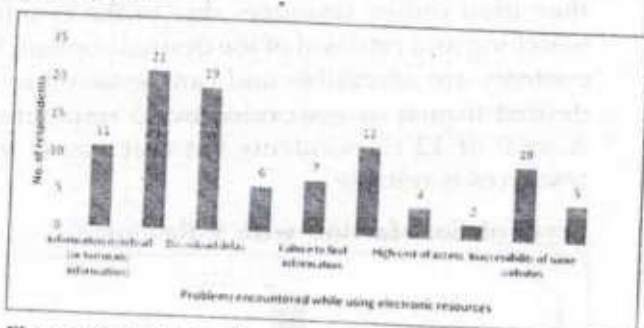


Figure 12: Problems Encountered While Using Electronic Resources

Figure 12 displays that 21 respondents answered that they face problems in refining the results from the search made by them. A total of 19 respondents felt that they face problems in downloading the content due to the slow speed of the internet. Lack of search skills is also one of the problems for 12 respondents. There are other challenges also that the students face while making use of the e-resources like too much of information is available, the authenticity of the information, power break down and so on.

### Use of Remote Access Facility

Figure 13 represents that 31 respondents occasionally use the remote access facility to access the e-resources. A total of 10 respondents never use the facility. Fewer numbers of respondents

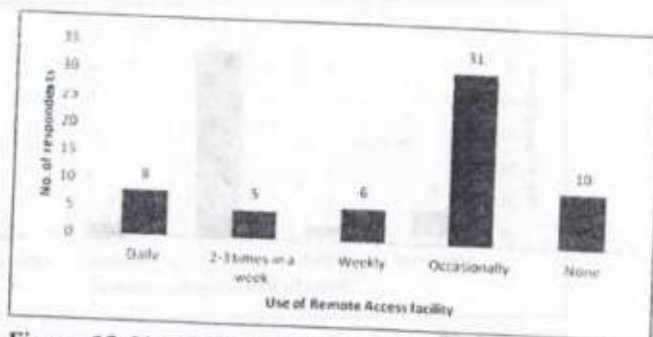


Figure 13: Use of Remote Access Facility

frequently use this facility. Remote access facility is one of the assistive technologies provided to the users to access the resources of the library even when they are off campus.

### Use of Single-Window Search

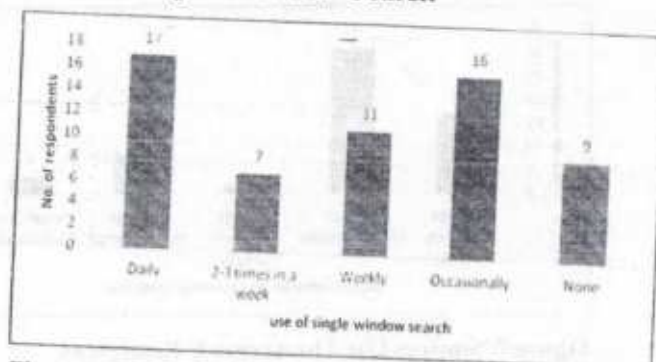


Figure 14: Use of Single-Window Search

Figure 14 displays that 17 respondents are daily using the single-window search facility for searching the desired content. Single-window search boosts up the searches of the users. A total of 16 respondents occasionally use, and 11 respondents use this facility weekly. Single-window search assists the users in different types of searches.

### Acquaintance with Grammarly Software

Figure 15 displays that 33 respondents are not acquainted with the Grammarly software. This software is meant to check the grammatical bugs and plagiarism check as well. A total of 27 respondents are well familiar with it.

### Purpose of Using Grammarly Software

Figure 16 displays that 33 respondents answered

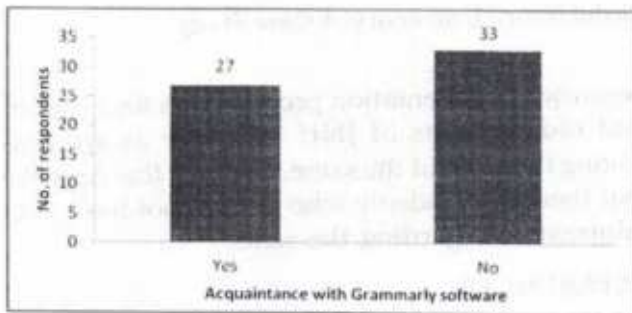


Figure 15: Acquaintance with Grammarly Software

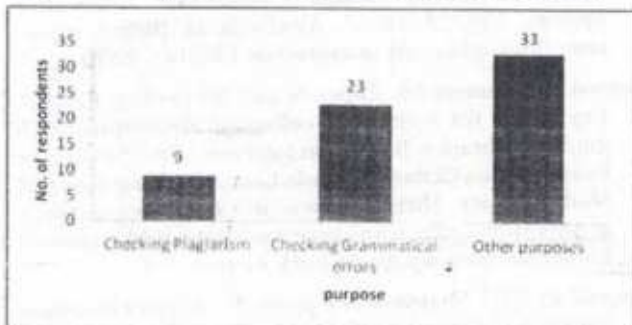


Figure 16: Purpose of Using Grammarly Software

that they used the Grammarly software for other purposes. A total of 23 respondents believed that they used to check the grammatical errors with the help of this software. Fewer numbers of respondents answered that they check the plagiarism by using the same. The number is less as the library is subscribing another software for the same purpose.

#### Frequency of Use of Grammarly Software

Figure 17 displays that 36 respondents answered that they never make use of the Grammarly software. A total of 15 respondents believed that occasionally they make use of the software. The

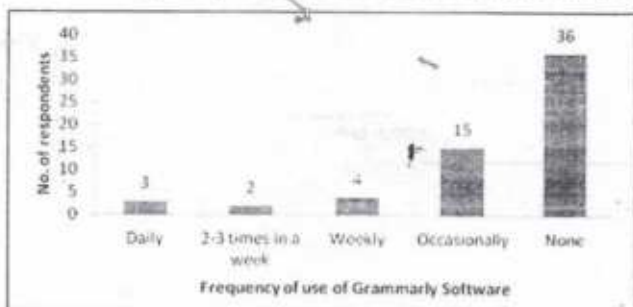


Figure 17: Frequency of Use of Grammarly Software

Grammarly software is basically to check the grammatical bugs and also to check the plagiarism. But a maximum number of users are not using the software.

#### Use of Turnitin Software

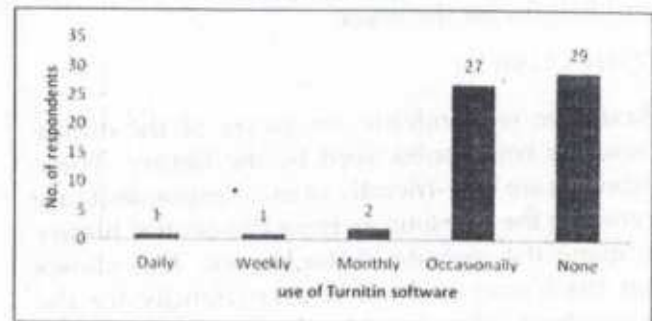


Figure 18: Use of Turnitin Software

Figure 18 displays that 29 respondents answered that they never make use of the Turnitin software. They contact the library for the necessary course of work. Library does all the required actions in order to fulfil their needs on their behalf, so they never feel to use the software by themselves. A total of 27 respondents believed that they occasionally use the software.

#### Orientation Programmes Organised by the Library

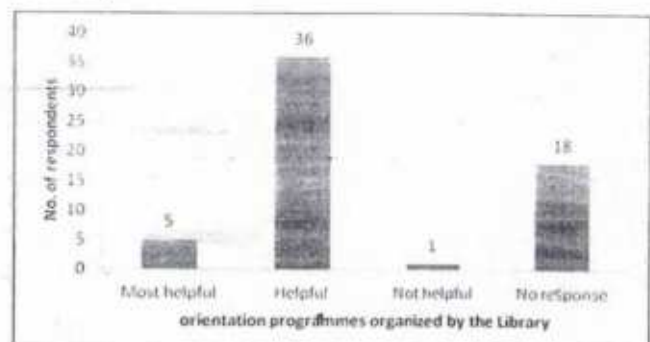


Figure 19: Orientation Programmes Organised by the Library

Figure 19 shows that 36 respondents believed that orientation programmes organised by the library to create awareness among the new students and the old as well regarding the e-resources are helpful for them. A total of 18 respondents didn't respond and very less felt that they were most

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helpful. As orientation programmes are attended by a small mass of the students, benefit has been derived by these few only. So this category only feels that these types of programmes are indeed very helpful for the users.

### CONCLUSION

Maximum respondents are aware of the online resources being subscribed by the library. These resources are user-friendly to use. Respondents are accessing the e-resources from the central library by using the website of the library. This shows that the library website is user-friendly for the respondents. They consider the lack of skill to use e-resources is one of the factors that obstruct the effective use of e-resources. Many students are still not aware of the facilities provided by the central library like remote access, single-window search and Grammarly software to check the grammatical errors. Central library frequently

organises the orientation programmes for freshers and old students of JNU to create awareness among them about the same. But after this it seems that there are students who still do not have any information regarding the same.

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