

Access of E-Resources and Enrichment of Research Activities in MohanLal Sukhadia University: A Study

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ABSTRACT

The present study attempts to assess the satisfaction level and utilization of facilities provided under RUSA by users. The majority of users was highly aware of the newly implemented facilities, and agreed that the assistive equipments were easily useable. The interactive panel for accessing e-resources useful majority. Similarly, they considered the facilities for physically impaired students as highly effective. The study highlights the importance of technology-enabled and accessible services in improving information access and supporting the academic and research needs of university users.

KEYWORDS: Electronic resources, Information resources, Databases, University and Research activities.

1. INTRODUCTION

The rapid growth of electronic resources and digital technologies has changed the way students and researchers access, use and share information in academic libraries. The present study was undertaken to examine the usefulness of technology-enabled facilities provided under RUSA 2.0 at MohanLal Sukhadia University (MLSU), particularly related to electronic resources that facilitate academic and research activities. The study focused on the use of assistive equipments (for physically impaired students), interactive panel (installed to facilitate access to INFLIBNET resources), open access resources and other digital learning materials.

MohanLal Sukhadia University, (MLSU) Udaipur, Rajasthan is developing the electronic resources, which are less expensive and more helpful for easy access. These electronic resources can be easily accessed with the help of central library. The National Assessment and Accreditation Council (NAAC) has accredited as A Grade State University. The University has nine faculties and thirty-eight departments, with more than one hundred fifty faculty members, eighteen thousand students on the campus, 205 affiliated colleges with more than two lakh students enrolled in these colleges.

2. OBJECTIVES OF THE STUDY

- ✓ To identify the satisfaction level of users of regarding e-resources and research services available at MLSU.
- ✓ To assess the satisfaction of users with facilities created in MLSU under RUSA 2.0 in MLSU.
- ✓ To examine the utilization of equipments installed for physically impaired students under RUSA 2.0.

3. BRIEF OVERVIEW OF FACILITIES AVAILABLE UNDER RUSA 2.0

Under the RUSA 2.0, Department of Library and Information Science, MLSU purchased and installed interactive panel, hardware and softwares for physically impaired students. The equipments related to physically impaired students were installed at Library, University College of Social Sciences and Humanities, (UCSSH) MLSU to facilitate then with better education of as the number of physically impaired students in this college is more as compared to other colleges. In addition, major faculties such as Education, Management, PG departments of Science and Law also are located in the vicinity of this Library. Therefore, installing the aforesaid equipments at this library have benefited larger number of students, thereby enhancing their education and knowledge standards. The interactive panel installed in Department of Library and Information Science provides information to research scholars and PG students in regard with INFLIBNET resources (Shodhganga, Shodhgangotri, Shodh-Chakra, Vidwan database, Vidhya Mitra, SheRni, ePG Pathshala, etc.), MLSU resources (ebrary, ProQuest, DELNET, Indiatate.com etc.), Open Access Resources (SWAYAM, NPTEL, NDLI, DOAJ etc.), Digital repositories (IISc, CSIR, IITs, IIMs, NITs, etc.), plagiarism detection software, and audio-visual lectures. To enable the users to make optimal use of online resources and to enhance their familiarity with the newly established facilities and available electronic resources regular instructional and orientation classes were conducted at Department of Library and Information Science by Principal Investigator.

The population consisted of 280 students that participated in these instructional and awareness classes in which they were introduced to the assistive facilities, interactive panel, MLSU resources, and methods of accessing electronic information resources.

4. Methodology

The study has adopted questionnaire based methodology to collect the data from users. A well-structured questionnaire was distributed among 280 research scholars, Post Graduate students and physically impaired students, out of which 258 questionnaires were received back for analysis. The study adopted a descriptive and evaluative survey research design to assess the usefulness, accessibility, usability, and impact of technology enabled library services for physically impaired students.

- 4.1 Sample and Response Rate:** These 280 students who attended the classes were considered for the survey. At the end of the intervention/training programme, a self designed well-structured questionnaire was distributed to the participants. 258 students returned completed questionnaires. Thus, the analysis is based on 258 valid responses, representing 92.14% of the total participants.
- 4.2 Data Collection Instrument:** The self-designed well-structured questionnaire that was developed distributed to collect information from the participating students. The questionnaire consisted of questions related to, Awareness of the newly installed facilities, Ease of using assistive equipment, Accessibility of

MLSU resources, Usefulness of the interactive panel, Effectiveness of training/classes, Improvement in access to electronic resources, Support for academic and research activities and Overall satisfaction with the facilities

- 4.3 Data Collection Procedure:** During the orientation sessions that were conducted for the participating students. They were trained in operating the equipment, using the interactive panel, searching electronic resources, accessing relevant academic information and converting text documents in audio files. After sufficient exposure and practice, the questionnaire was administered to 208 participants out of which, 258 submitted the completed questionnaires successfully.
- 4.4 Data Analysis:** The collected data were coded and tabulated. Frequency and percentage analysis was used to describe the responses. For Likert-scale questions, responses were grouped into categories such as Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

5. DATA ANALYSIS AND INTERPRETATION

Table 1: General Information

Variables	Frequency	Percentage
Gender		
Male	141	54.65
Female	117	45.34
Total	258	100.0
Distribution of Respondents		
Research scholars	174	67.44
Post Graduate Students	63	24.41
Physically impaired students	21	8.13
Total	258	100.0

Table 1 show that the population of male respondents 141(54.65%) was higher than female 117(45.34%) respondents. Majority of respondents 174(67.44%) were research scholars, 63(24.41%) post graduate students and 21(8.13%) were physically impaired students.

Table 2: Participation and Responses

Particulars	Number of Respondents	Percentage
Students participated in classes	280	100.00
Questionnaires received	258	92.14
Non-response	22	7.86
Total	280	100.00

Out of 280 students who participated in the training programme, 258(92.14%) completed questionnaires were received. The response rate of 92.14% indicates a high level of participation in the evaluation survey.

Table 3: Awareness about the newly Established Facilities

Level of Awareness	Frequency	Percentage
Highly aware	117	45.34
Aware	103	39.92
Moderately aware	27	10.46
Less aware	11	4.26
Not aware	0	0
Total	258	100.00

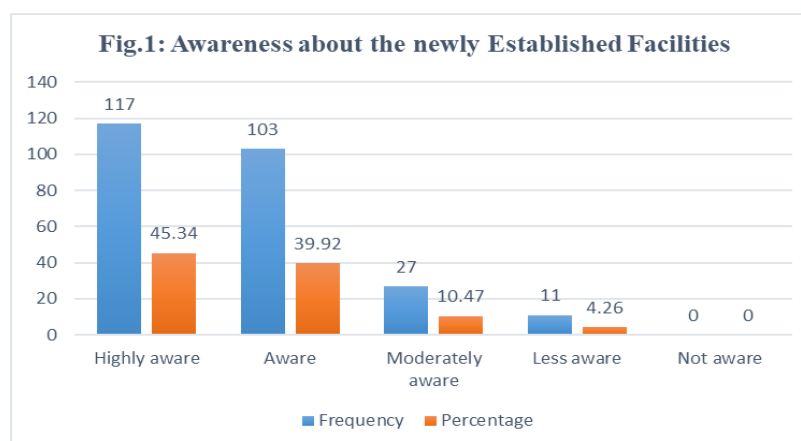
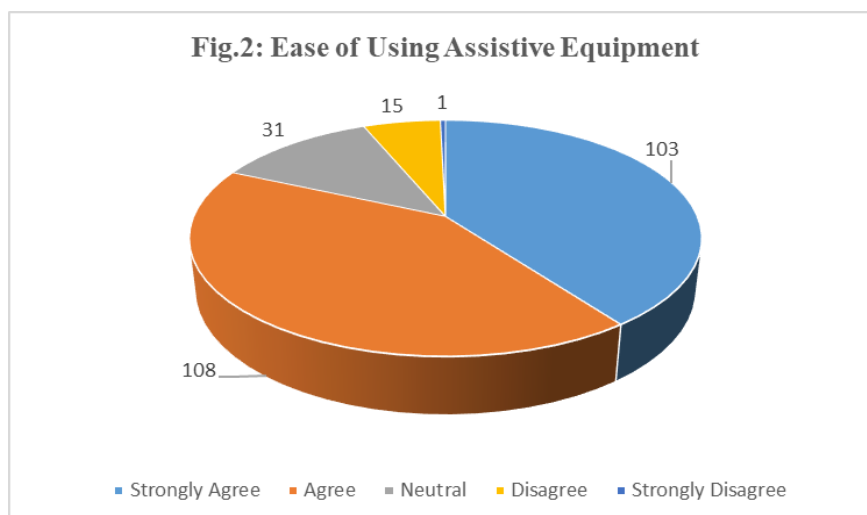


Table 3 and figure 1 depicts that, 117(45.34%) of users are highly aware about newly established facilities, 103(39.92%) are aware and 27(10.46%) are moderately aware, whereas 11(4.26%) are less aware. This suggests that the regular instructional classes helped users to understand the availability and purpose of the facilities established.

Table 4: Ease of Using Assistive Equipment

Response	Frequency	Percentage
Strongly Agree	103	39.92
Agree	108	41.86
Neutral	31	12.02
Disagree	15	5.81
Strongly Disagree	1	0.38
Total	258	100.00



According to above table and figure 103(39.92%) of users are strongly agree, 108(41.86%) agree and 31(12.02%) were neutral, whereas 15(5.81%) of the users disagree and only 1(0.38%) of them strongly disagree about ease of using assistive equipments. This indicates that the equipment provided a relatively user-friendly means of accessing library and electronic resources.

Table 5: Usefulness of Interactive Panel for Accessing E-Resources

Response	Frequency	Percentage
Highly useful	123	47.67
Useful	101	39.14
Moderately useful	24	9.30
Less useful	10	3.87
Not useful	0	0
Total	258	100.00

A majority of 123(47.67%) of users considered the interactive panel as highly useful and 101(39.14%) as useful for accessing e-resources available at MLSU. The findings suggest that the interactive panel provided an accessible interface for students to explore electronic information resources.

Table 6: Effectiveness and Utility of facilities for Physically Impaired Students

Response	Frequency	Percentage
Highly effective	119	46.12
Effective	102	39.53
Moderately effective	27	10.46
Less effective	10	3.87
Not effective	0	0
Total	258	100.00

Table 6 depicts the details of the effectiveness and utility of facilities for physically impaired students provided under RUSA 2.0. Its shows that 119(46.12%) of the users are highly impressed by facilities established, 102(39.53%) of them said that facilities are effective, 27(10.46%) rated them as moderately effective and 10(3.87%)

users rated the facilities as less effective. This indicates that hands-on training played an important role in enabling students to use the newly introduced facilities.

Table 7: Improvement in Access to Electronic Resources

Response	Frequency	Percentage
Significant improvement	124	48.06
Improvement	106	41.09
Moderate improvement	28	10.85
Little improvement	0	0
No improvement	0	0
Total	258	100.00

A majority of 124(48.06%) users reported that there is significant improvement and 106(41.09%) improvement in access to electronic resources and 28(10.85%) reported moderate improvement. In addition, no one said that there was little or no improvement. This shows that the intervention may have contributed to improving accessibility to digital library resources.

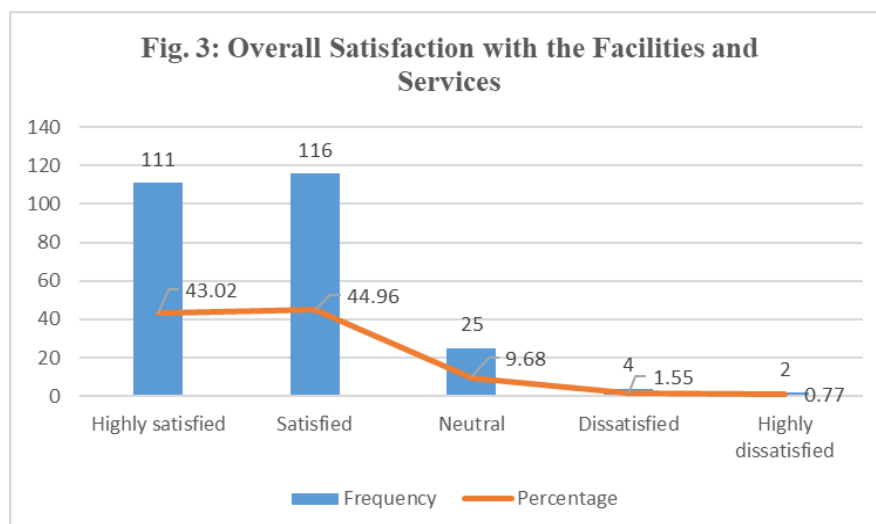
Table 8: Contribution to Academic and Research Activities

Response	Frequency	Percentage
Very high contribution	99	38.37
High contribution	112	43.41
Moderate contribution	29	11.24
Low contribution	12	4.65
No contribution	6	2.32
Total	258	100.00

Table 8 reveals that 112(43.41%) users reported high contribution of the facilities to their academic and research activities, similarly 99(38.37%) users reported very high contribution. Whereas only 29(11.24%) users as moderate contribution, 12(4.65%) as low contribution and 6(2.32%) users rated it in no contribution.

Table 9: Overall Satisfaction with the Facilities and Services

Level of Satisfaction	Frequency	Percentage
Highly satisfied	111	43.02
Satisfied	116	44.96
Neutral	25	9.68
Dissatisfied	04	1.55
Highly dissatisfied	2	0.77
Total	258	100.00



From the table 9 and figure 3 it is clear that 116(44.96%) users are satisfied, similarly 111(43.02%) users are highly satisfied with the facilities and services introduced through the project. Whereas 25(9.68) users are neutral. Only 4(1.55%) out of 258 users are dissatisfied and only 2(0.77%) users are highly dissatisfied. Therefore, it can be said the study specifies a generally positive response toward the accessibility initiatives.

MAJOR FINDINGS

The findings of the study, based on analysis and interpretation of the data received, are discussed below:

- Overall 85.26% users either highly aware or at least aware about newly established facilities under RUSA 2.0.
- A majority of 39.92% of users strongly agreed that they are able to easily use assistive equipments.
- 47.67% of users considered the interactive panel as highly useful and 39.14% as useful for accessing e-resources available at MLSU.
- Majority of 46.12% of users are highly impressed and 39.53% users find the facilities provided to physically impaired students under RUSA 2.0 as effective.
- 43.41% users reported that these facilities have contributed highly to their academic and research activities and 44.96% users were found satisfied with the facilities and services introduced through the project.

SUGGESTIONS BY RESPONDENTS

To enhance the effectiveness of the facilities and services that are provided under RUSA 2.0 in the library and department of library and information science, the user respondents have proposed the suggestions such as to –

- increase the quantity of assistive technology so that more students with physical disabilities can use it simultaneously.
- conduct orientation programs and training sessions on the use of MLSU services and assistive technology frequently, offer one-on-one help when required and slido to collect feedback to find out the challenges.
- increase the number of digital resources that are available and make databases, e-books, e-journals, and other electronic resources more easily accessible.
- place extra interactive panels or easily accessible computer in strategic spots, in the library and department of library and information science.

- make sure that every assistive technology receives routine maintenance and technical assistance.
- create educational resources that are accessible, such as audio, large-text, and other appropriate forms.
- expand the facilities to other departments and universities and educate academics and library personnel to assist students with impairments.

CONCLUSION

The electronic resources play crucial role in various fields of research and education. These have rapidly changed the way of seeking and disseminating information. It is clear from the study that, the users of MLSU have developed the quality of research work and academic career. The speed of availability and the ease of accessibility of information help to use electronic resources more frequently. This study helps us to know the importance of electronic resources in academic environment.

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