



Use of ICT and e-resources of Academic Growth of Teachers and Research Scholars in Current Scenario

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Abstract:

In the twenty-first century, the widespread use of e-resources has a profound effect on every aspect of human life. Public, academic, research, and special libraries have all been compelled by the impact of modern technology to actively encourage the adoption of new technologies in order to save operational and collection management expenses. Electronic resources are now regularly used by libraries to improve research and instructional services for teachers and students worldwide. E-resources are essentially digital versions of material that are accessible via electronic devices and computer networks. Because of this, the current research examines how well teachers and students utilize and comprehend e-resources. According to published research, students have very little acquaintance with e-resources, even if the majority of faculty members have some level of experience with them. This research also determined the influence of a variety of hurdles on teachers' and students' academic growth that prevent them from effectively using e-resources.

Keywords: e-resources; Library; Digital; Teachers.

Introduction

In Indian civilization, education has always been seen as an all-encompassing endeavor from ancient times. Indian culture has long regarded education as essential, going all the way back to the "Gurukul" system, when students lived with their teachers and learned via oral means for many years. In India, the comprehensive view of education is still considered a long-standing tradition. Regardless of their topic of study, the students are devoted to learning. Comprehensive higher education is available in our nation in a number of fields, including the humanities, engineering, medicine, and electronics. Currently, the Indian University Grants Commission (UGC) is in charge of managing and supervising the higher education program.

E-resources are widely used in a variety of fields, including government, business, industry, education, and libraries. Because of its enticing features—content, flexibility, convenience of use, real-time delivery, and ease of access—especially from a distance, e-resources have grown in popularity in academic environments. Users may now access electronic sources in many commercial, governmental, and academic organizations' library collections (Ganiyu et al., 2019).

Thus, familiarity with technological resources is crucial in today's world. Ani and Ahiauzu (2008), define awareness as the knowledge that something exists or that a certain situation or issue is now being faced. Thus, in the twenty-first century, understanding electronic resources is

essential to the growth of libraries and the educational system (Salman et al., 2020).

These days, both educators and learners must comprehend the importance of and how to utilize internet resources. Moreover, faculty and students do not need any specialized ICT skills in order to utilize E-resources for their academic and research activities successfully and efficiently (Balogun, 2008; Vandana et al., 2023).

E-resources simplified learning and teaching, but new technology has also introduced a number of problems. Lack of knowledge on how to utilize internet resources hindered the learning process of both teachers and students. Ajuwon (2003) identified a number of obstacles that many institutions encounter when attempting to access electronic resources for academic and research purposes, including a lack of network devices, unstable internet connections, a lack of necessary supplies, power outages, difficulty locating relevant databases, restricted or no access to certain data, an abundance of irrelevant information, difficulties filtering search results, a lack of information literacy skills, retrieving excessive amounts of information, and the high cost of providing electronic resources through subscriptions (Amir et al., 2020).

It makes an effort to keep educational standards up to par with global standards. During the time of British colonial administration, India inherited the tradition of education. More and more people are realizing that improving science and technology education is the only way to raise the nation's competitiveness. Since gaining

independence, science and technology have made a substantial contribution to India's development

efforts (Figure 1).

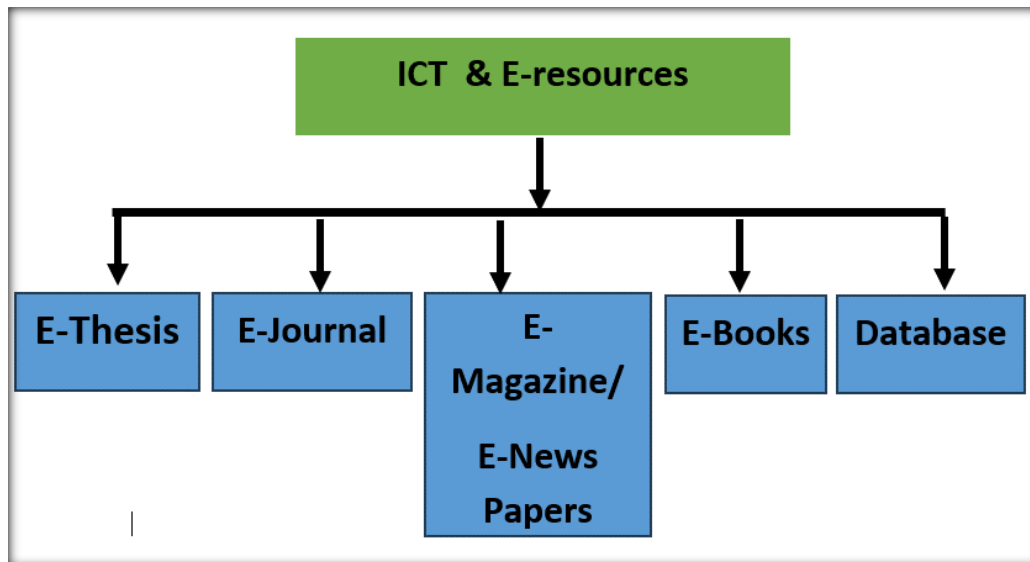


Figure 1: ICT & E-Resources in library and information science

Science & ICT Knowledge

Teachers and research researchers work in a range of areas in Ayodhya, Uttar Pradesh, including the public, academic, and research and development. Their working atmosphere and professional needs are different. The abilities required of instructors and research researchers to properly carry out their tasks vary based on the kind of work due to the various nature of the job and surroundings. Users of academic teaching instructors and researchers need to possess the qualities and skills required to provide exceptional services for their particular activity or research. Teachers and scholars should be able to recognize the demands of the present and use ICT technologies to filter, compile, and repackage relevant information in order to improve their professional competence.

ICT in Higher Education in India

The University Grants Commission (UGC), which was presided over by Dr. S. Radhakrishnan from 1948 to 1949, established the foundation for higher education in India going forward. The nation has started a number of development-related initiatives to support higher education in recent years. Two of the most current are the reports from the National Knowledge Commission (NKC) and the "Committee to Advise on Renovation and Rejuvenation of Higher Education." During the 11th Five Year Plan, a number of new initiatives were introduced to support quality and excellence in higher education. These included the National Knowledge Network (NKN) and connected digital campuses, as well as the National Mission on Education through ICT (NMEICT), which aims to digitize and network all educational institutions. The main endeavor in the area of quality and excellence in higher education was ICT Integration, which

included, among other things, the creation of digital repositories in colleges and universities, ICT for universities, e-content development, and the digitization of doctoral theses. In the 12th Five Year Plan, innovative methods for granting access to higher education will be used to sustain the expansion of higher education. The last need of the UGC plan is the establishment of a genuine database for the good of the Indian higher education industry overall. The creation of a national data bank on higher education and the National Monitoring Cell (NMC) under the UGC are the actions that need to be taken right now.

Libraries and the National Knowledge Commission

A library in the modern world has to fulfill two distinct roles: it must be a local center of knowledge and information and a local entry point to knowledge on a national and international scale. To achieve this goal, current libraries must update their holdings, programming, and physical spaces; they also need to take a more proactive approach and collaborate with other organizations to create a community-based information system. Establishing an open access digital resource library of knowledge about and developed in India is the aim of the National Virtual Library of India (National Mission on Libraries, 2016).

Teacher

A teacher is a member of the teaching staff who oversees academic topics and instruction at a college, school, or university, according to the Oxford English Dictionary (2004). As to the 2011 Cambridge Essential English Dictionary, a career or occupation involving intellectual abilities and needing extensive education and training includes medical, law, engineering, etc. In this research,

librarianship and information science are seen as professions. According to the Cambridge Essential English Dictionary (2011), "a contribution is something that you contribute or do to help produce or achieve something together with other people, or to help something succeed."

Objective:

To investigate how teachers' and researchers' use of electronic resources affects academic institutions' ability to grow academically.

Literature Review

Digital publications that are freely available online at any time and from any place are known as information resources, often known as electronic resources of information. Users may access and make use of a wide range of data and resources by using computer networks and electronic devices. E-resources are information sources that have been prepared and encoded so that a computer's processor can read and process them, according to Obande et al. (2020).

These resources may be accessed remotely via network connections, such as the internet, or through physically connected peripherals, such as CD-ROM drives.

According to Baskar (2017), an E-resource is any resource that permits open data collection for commercialization purposes but necessitates access to a processor or other electronic equipment. Electronic books, journals, theses, reports, academic dissertations, OPACs, and a variety of other computer-related electronic networks, including e-newsletters, e-newspapers, e-magazines, audio, and video, are also included in the category of electronic resources (Ganiyu et al., 2014). Furthermore elucidated by Okunoye (2021) are electronic resources, or E-resources, which are academic materials used in teaching, research, and learning.

Therefore, knowledge of e-resources is crucial for educators and learners to progress academically. Bashorun et al. (2011) conducted an empirical research to look at the usage of Electronic Information Services (EIS) at the libraries of the Indian Institute of Technology (IIT) in Delhi, India. A significant portion of users (95%) knew that the libraries had EIS available and could make use of it, according to the poll. It was shown that the majority of children did not know how to utilize technological resources. The research suggests that the organization hold some orientation sessions to help students who are unfamiliar with utilizing electronic resources become more knowledgeable about them and enhance their academic performance. Furthermore, Egberongbe (2011) examined the impact of using electronic resources on post-graduate students at the University of Lagos.

The findings showed that a significant percentage of students (71.4%) and research

scholars (78.6%) were well aware of the usage and accessibility of e-resources at their school. The level of awareness showed that users were aware of the resources' availability and the extent to which they were being used for education, which was judged sufficient. Meanwhile, a significant percentage of instructors (28.6%) and research scholars (21.4%) were found to be unaware of the range of E-resources available to them. On the other hand, postgraduates' extensive utilization and understanding of e-resources is a good sign of their engagement with them. The results of the current research also shed light on what may occur if organizations adopted a strategy to increase library users' familiarity with electronic resources. This will be especially beneficial for those who are still unaware of the vast array of electronic materials accessible at their local library. Joel (2020) examined the knowledge and motivation of Borno State postgraduate library and information science students in accessing electronic information resources.

According to the findings, Borno State students demonstrated a solid grasp of a variety of electronic resources, including CD-ROMs, the World Wide Web, e-books, e-magazines, e-databases, e-journals, e-mails, e-serials, theses, and e-dissertations. By actively using these tools for their educational endeavors, the students showed that they were aware of and could utilize technological resources to support their academic endeavors. Researchers Sharma et al. (2020) assessed the extent to which Panjab University in Chandigarh's academic staff and research scholars utilize electronic resources.

The research also looked at their motives, preferred methods of learning, and challenges using online resources. Because it makes information retrieval and sharing easier, the area of library and information science (LIS) is vital to modern civilization. Consequently, the field's nomenclature has been changed to "Library and Information Science Profession." In India, it is now a reputable subject of study. A number of changes are now taking place in the profession as a result of new developments in research, knowledge, and the socioeconomic environment. It's a lively, dynamic field. The procedures employed to carry out the basic duties of gathering, organizing, maintaining, and disseminating knowledge in libraries have changed throughout time, although these responsibilities themselves have not. These days, machines and technological equipment are used to improve the efficacy and efficiency of library services and operations (Gupta, 2020).

The purpose of this research was to assess the qualifications of experts in the area of library and information science. The progress of information literacy depends on librarians and

education professionals working together effectively. Professionals in libraries and information science should teach students, particularly those seeking graduate degrees and performing research, the skills required to locate pertinent information from reliable sources, evaluate its reliability, and make efficient use of it. Jalal (2019) outlined the expanding roles that librarians have in the digital age. These roles include manager, leader, resource person, passionate teacher, and online technology expert.

The management, information retrieval, technical competence, communication, negotiation, resource organization, and discovery services are among the critical skills for LIS personnel that have been cited. Furthermore, they have discussed the use of Open Source Software (OSS) to manage information resources and provide effective library services. In addition, they have worked with academics from all around the globe, improved their capacity to anticipate collection requirements, and acquired a host of other skills. LIS educators will assist numerous stakeholders, including students, research researchers, and librarians, as well as the profession itself, by participating in academic and research endeavors inside higher education. One way to identify teachers' contributions is via their academic and investigative work.

The growth and development of the profession are facilitated by these contributions. Through a variety of channels, the professors significantly advance their scholarly and research endeavors. These include writing books, conducting research projects, producing articles for credible journals, editing journals, giving talks at conferences and seminars, creating curriculum-based learning materials, overseeing research reports, giving keynote speeches at various events, serving on boards of studies and exams, calculating the impact of publications using metrics like citations and h-index, and planning conferences, seminars, workshops, and training sessions as convener, among other things.

Conclusion and suggestions

The current evaluation aims to ascertain the ICT and e-resource proficiency of educators and learners operating in various regions. After a cursory examination of related literature, it was found that although most universities lack the necessary infrastructure to include ICT-based applications into their offerings, their perspectives on the use of e-resources and ICT applications have changed. Only a small number of studies, nonetheless, have been carried out to evaluate how ICT and e-resources are now used at various institutions.

Conflict of interest: Authors declare no conflict of interest.

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