



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

*International Journal of Recent Scientific Research*  
Vol. 9, Issue, 10(D), pp. 29308-29311, October 2018

**International Journal of  
Recent Scientific  
Research**

DOI: 10.24327/IJRSR

## Research Article

### UTILIZATION OF E-RESOURCES ON INDIAN NATIONAL LEADERS AMONG STUDENT TEACHERS

**Nachimuthu K<sup>1\*</sup> and Malarvannan S<sup>2</sup>**

<sup>1</sup>Dept. of Education, Periyar University, Salem, TN

<sup>2</sup>Scholar in Education, M.S. University, Tirunelveli, TN

DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0910.2835>

#### ARTICLE INFO

##### Article History:

Received 12<sup>th</sup> July, 2018

Received in revised form 23<sup>rd</sup>

August, 2018

Accepted 7<sup>th</sup> September, 2018

Published online 28<sup>th</sup> October, 2018

##### Key Words:

e-resources, Indian National Leaders

#### ABSTRACT

Electronic resources are easily accessible thru' computer networks and it solves storage problems and controls the flood of information. Now all the teacher education print sources are being digitized. Electronic information sources can be seen as the most recent development in information technology and are among the most powerful tools for teacher education. The main aim of the study is, to find out the utilization of electronic resources on Indian National Leaders by the student teachers and the investigators collected one twenty-five samples as random sampling method of Namakkal District of Tamil Nadu State. And they found out that their utilization is more. Compare with males, females are better utilized in Social Science teaching.

**Copyright © Nachimuthu K and Malarvannan S, 2018**, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

#### INTRODUCTION

E-resources should be readily accessible to all teacher educators and teacher trainees. Before the development of computer and internet technology, printed version of resources like books, journals, dictionaries, encyclopedias is played a significant role in teaching and learning process. But these printed versions are not easily accessible to all and are also expensive in nature. In this computer era, the number of e-books and e-journals are available in a free of cost manner and it has become inevitable and hence it is very much needed to convert the printed version into e-version for future needs. Therefore, of the different utilization of electronic resources knowledge has become the need of this hour for student teachers.

#### Reviews on E-Resources

Shokeen and Kaushik (2002) reported that social scientists of Haryana University in India used current journals, textbooks, and reference books most frequently for their information needs. Baljinder Kaul and Rama Verma (2008) found out that, use of electronic information resources in a case study of Thapar University and concluded that, the awareness of UGC-Infonet e-Journals Digital Library Consortium is known the very few students and research scholars of Thapar University. So, they suggested that to conduct frequently user orientation

programmes and workshops for getting the awareness on e-journals. Vijayakumari (2012) explored the idea that the use of library resources and services is necessary to help scholars and student teachers meet their information requirements and finds that textbooks and journals are the most popular sources to information for their research work.

Praveena and Nadaraj (2011) studied e-resources usage among University Teachers and Research Scholars in University of Tamil Nadu and they concluded that the Faculty and Research Scholars of Social Sciences have expressed positively and essentially about the e-resources which are frequently used by them. Likewise, Karisiddappa et al., (2010) have highlighted in their study stated the importance of e-journals digital library consortium. They expressed that the e-journals are very essential for the Indian Higher Education system. They suggested that to use more e-Journals in study and research in teacher education, there is a great need of conducting the user education workshops to know about the e-journals.

Anjaiah (2013) discussed in usage of UGC- Infonet e-journals Digital Library Consortium by the faculty members and research scholars with special reference to Kakatiya University, Warangal, that on UGC info-net digital library consortium is playing a very important role in disseminating the e-resources information which is more useful to teaching community as well as research scholars to complete their research study.

\*Corresponding author: **Nachimuthu K**

Dept. of Education, Periyar University, Salem, TN

### Types of e-resources

Generally, e-resources in Teacher Education classified into two major areas viz., online and offline e-resources. Chakravarthy et al., (2005) described the taxonomy of e-resources is on the basis for numeric, text, image and program (system & data); they are explained below;

1. **Electronic numeric data:** a) Electronic census data; b) Electronic survey data.
2. **Electronic text data:** a) Electronic bibliographic database; b) Electronic journal (e.g., journals containing textual information); c) Electronic newsletter (e.g., newsletters containing textual information); d) Electronic document (e.g., other textual material)
3. **Electronic image data:** a) Electronic representational data; b) Electronic maps data; c) Electronic music data; d) Electronic sound data; e) Electronic font data.
4. **Electronic program:** a) Electronic utility program; b) application program; c) CAD program; d) database program; e) spreadsheet program; f) word processor program; g) desktop publishing program and h) games.
5. **Electronic system program:** a) Electronic operating system program; b) Electronic programming language; c) Electronic retrieval program.
6. **Electronic data and program:** a) Electronic data and program (e.g., several types of data and the software to process the data- unable to determine predominance; Web sites with significant audio and video) b) Electronic interactive multimedia; c) Electronic online service (e.g., bulletin boards, discussion groups & lists, collections of online databases).

### Objectives of the study

The following objectives are made for the present study.

1. To know the availability of electronic resources on Indian National Leaders in Colleges of Education Libraries in Tamil Nadu.
2. To find out the degree of utility of electronic resources on Indian National Leaders among student teachers.
3. To find out the frequency of usage of electronic resources on Indian National Leaders among student teachers.

### Hypotheses of the study

The following Hypotheses are made for the present study.

1. There is no significant difference between the student teachers and their awareness of electronic resources and Journals on Indian National Leaders.
2. There is no significant difference between the student teachers and their utility of electronic resources and Journals on Indian National Leaders

## METHODOLOGY OF THE STUDY

To conduct the study, a survey method with a checklist is used for data collection. A well-structured checklist was designed scientifically keeping in view of the objectives. Purpose of accessing e-resources is; a) frequency of use of such e-resources; and b) importance and influence of e-resources on Indian National Leaders. For the present study, a total of 175 structured questionnaires were distributed randomly to the

student teachers. One hundred twenty- five (72%) were returned and these data were tabulated and analyzed.

The tool for the study is 'Utilization of National Leaders for Student Teachers'. This tool is used to find out the user interface which provides the user with utilization information related to Indian National Leaders in their College of Education level. The tool consists of two parts. One is asking of demographic data such as demographic variables of gender and locality. Another one is related to checklist their utilization of Indian National Leaders.

### Data Analysis

For the present study, a total of 175 questionnaires were distributed to the student teachers of social science in different College of Education institutes using a simple random sampling technique to which 125 responded, which amounts to 83.33 percent of response rate. Among them, 81 (64.8%) were male student teachers and remaining 44 (35.2%) are female student teachers.

**Use of the internet:** By using the internet, the student teachers can improve their knowledge by viewing the information and the information can be downloaded which they need. A question has been asked to the student teachers to know the use of the internet. Their replies are analyzed and regular utilization of the internet by the student teachers are 103 (82.4%) and non-regular utility of student teachers are 22 (17.6%).

**Utility of e-journals:** While asking the question about the frequency of Utility of the electronic journals, the student teachers results were as follows; everyday utility is 94 (75.2%); Once in two days is 13 (10.4%); Once in a week is 9 (7.2%) and every fifteen days is 6 (4.8%) and Once in a month is 3 (2.4%) student teachers are utilizing the electronic journals for gathering information related to Indian National Leaders.

**Purpose of using e-journals:** While asking the question about the Purpose of using electronic journals, the student teachers results were as follows; most of the student teachers 78 (62.4%) use UGC-INFONET e-journals for their searching online databases, followed by 18 (14.4%) student teachers use for writing assignments and preparing notes, 16 (12.8%) for writing articles for s and conferences; 9 (7.2%) of the student teachers for Internship teaching works, followed by 4 (3.2%) student teachers are used for collecting their general information. From this, it is clearly shown that the importance of e-journals in the academic field.

**Place of Internet access of e-resources:** While access the place of e-resources through Internet, the majority 96 (76.8 %) of student teachers access the Internet from the library of College of Education institutes, about 21 (16.8 %) student teachers access from Internet Centers and 8 (6.4 %) student teachers from their house. It is a good sign that using the library for accessing the electronic journals in this digital age. To know the level of utility of online resources is presented in the below table no.1

**Table 1** Frequency and percent analysis of student teachers' utility of online resources

| S.No.        | Online – resources | Frequency | %     |
|--------------|--------------------|-----------|-------|
| 1.           | e-books            | 12        | 09.60 |
| 2.           | e-Journals         | 42        | 33.60 |
| 3.           | e-magazines        | 04        | 03.20 |
| 4.           | e-thesis           | 04        | 03.20 |
| 5.           | e-newspapers       | 04        | 03.20 |
| 6.           | e-mail             | 03        | 02.40 |
| 7.           | e-library          | 24        | 19.20 |
| 8.           | e-forum            | 06        | 04.80 |
| 9.           | e-book shops       | 06        | 04.80 |
| 10.          | e-dictionaries     | 12        | 09.60 |
| 11.          | e-encyclopedia     | 08        | 06.40 |
| Total Sample |                    | 125       | 100%  |

The above table-1 furnishes the details about student teachers utility of online resources and it shows that, out of 125 student teachers, nearly more than half of student teachers (65) are expressed and they are fully satisfied with the existing usage of e-journals search related to National Leaders. The problems faced by the student teachers while accessing the e-journals Digital Library Consortium are the slow bandwidth of their college library and time-consuming while retrieving the relevant information sources. The following table-2 illustrates the frequently used search engines for e-resources.

**Table 2** Frequently used Search Engines for e-resources queries

| S.No. | Search Engines  | % of Student Teachers |
|-------|-----------------|-----------------------|
| 1.    | Alta Vista      | 05.70                 |
| 2.    | Aol.com         | 44.20                 |
| 3.    | Ask.com         | 52.40                 |
| 4.    | Baidu           | 42.20                 |
| 5.    | Bing            | 52.40                 |
| 6.    | DuckDuckGo      | 34.60                 |
| 7.    | Exalead         | 40.20                 |
| 8.    | Gigablast       | 45.80                 |
| 9.    | Google          | 100.00                |
| 10.   | Google Scholars | 40.60                 |
| 11.   | Khoj.com        | 10.20                 |
| 12.   | Look Smart      | 10.10                 |
| 13.   | Lycos           | 12.40                 |
| 14.   | MSN             | 40.20                 |
| 15.   | Munax           | 02.20                 |
| 16.   | Qwant           | 04.10                 |
| 17.   | WolframAlpha    | 06.60                 |
| 18.   | Yahoo!          | 84.80                 |
| 19.   | Yandex          | 48.20                 |
| 20.   | Yandex.ru       | 12.20                 |

The table-2, reveals that, out of 125 student teachers, 100 % utilized Google and 85% through Yahoo search engine, the third category of utilizing is Bing and Ask.com search engines.

**Major Findings of the Study**

The following major findings were found in the present study and given below:

1. A majority of the student teachers 81 (64.8%) belongs to the male, followed by female 44 (35.2%)
2. A Large majority of the student teachers 67 (53.6%) from the urban area, whereas 58 (46.4%) student teachers from rural
3. A majority 103 (82.4%) of the student teachers opinioned that the e-journals are very useful to complete their assignments related to Indian National Leaders and up-to-date that subject knowledge and remaining 22

- (13.6%) student teachers are non-utilizing the information.
4. A majority 78 (62.4%) of the student teachers says that the purpose of visiting the digital library of their College of Education, to use the e-resources for writing a note on Indian National Leaders.
5. A majority 78 (62.4%) of the student teachers said that usage of the internet is most useful, needful and very essential to obtain the information from electronic journals for their internship teaching, but some of the student teachers 4 (3.2%) responded negatively, because of lack of knowledge of electronic journals and they used only for collecting of general information.
6. The student teachers visit the electronic journals once in two days 13 (10.4%), followed by once in a week 9 (7.2%), every 15 days 6 (4.8%) and once in a month is 3 (2.4%). But the majority of the student teachers 78 (62.4%) used electronic journals regularly.
7. A majority of the student teachers 78 (62.4%) use UGC-INFONET e-journals for their searching online databases, followed by 18 (14.4%) student teachers use for writing Assignments and preparing notes, 16 (12.8%) for writing Articles for Seminars and Conferences; 9 (7.2%) of the student teachers for Internship Teaching works, followed by student teachers 4 (3.2%) for collecting their general information.
8. While access the place of e-resources through Internet, the majority 96 (76.8 %) of student teachers access the Internet from their College of Education Institutes Library, about 21 (16.8 %) student teachers access from Internet Centers and 8 (6.4 %) student teachers from their house.

**CONCLUSION**

Communication Information Technology (ICT) plays a vital role in the development of society. Vast amounts of data are transmitted in seconds, and Internet access offers unimaginably large amounts of information, data, and interpreted materials. Use of the emergence of the internet and e-resources particularly the World Wide Web, as a new medium of information storage and delivery represents a revolution, which will have a boosting impact on the publishing and information delivery system in the twenty-first century.

The internet considered as the electronic mobile library in cyberspace provides an almost universal infrastructure for accessing the information with almost global reach. The Internet is composed of a large number of smaller interconnected networks called internets. These internets may connect tens, hundreds, or thousands of computers, enabling them to share information with each other and to share various resources, such as powerful supercomputers and databases of information. Free access to scholarly literature through UGC-Infonet Digital Library consortium is boosting the status of Indian higher education system (Nachimuthu, 2018). With the help of INFLIBNET, all the College of Education Institutes and Universities have to be geared up to meet the latest and authentic information needs of users.

E-resources will continue to enjoy wider acceptance among Teacher education academics as the future unfolds and barriers to their use are reduced. The teacher educators will improve the

ICT skills and develop the academic carrier and improve e-knowledge through the available e-resources. Then only the today's teachers are to be a future e-teacher for future generation community. Teaching is a serious task; indeed, a noble profession. Teachers need to roundly understand the needs of students in different aspects of their learning style. It may seem difficult; however, teaching is one way of communicating with students. Considering the students' differences, teachers are challenged to become effective, adept and innovative.

### Recommendations

Based on the present study, the following constructive suggestions were made by the researcher for effective use of the electronic journals by the student teachers of the College of Education institutes and also to overcome the problems faced by student teachers of the study.

1. The college of education digital library should be connected with a high inverter to overcome the frequent power off.
2. The college of education library authorities should be taken steps to provide high-speed computer terminals to reduce slow bandwidth.
3. The library staff should be enriching the updated ICT skills /knowledge and they will be given proper ICT training programmes frequently.
4. The major problems such as downloading, irrelevant information, finding relevant information, and information overload are faced by student teachers should be avoided by way of taking immediate steps.

### References

- Anjaiah, M (2014). Access and Effective Use of UGC-Infonet e-journals by the Faculty Members and Research Scholars at Annamalai University Library, TN, *International Journal of Digital Library Services*, 4(2), 30-43.
- Baljinder Kaul and Rama Verma (2009). Use of Electronic Information Resources: A Case Study of Thapar University, *DESIDOC Journal of Library & Information Technology*, 29(2), 67-73.
- Chakravarthy, R and Singh, S (2005). E-Resources for Indian University: New Initiatives, *SRELS Journal of Information Management*, 42 (1), 57-73.
- Karisiddappa, C.R & Mallikarjun M. Mulimani. (2010). E-Journals Consortia For Academic Libraries: Positive Solution to Overcome Budget Crunch, *SRM University Conference Proceedings, Chennai*, 763-769.
- Nachimuthu, K. (2018). Effectiveness of Biology Blogs at B.Ed Level, *Education Plus, An International Journal of Education & Humanities*, 8 (5), 237-242.
- Praveena, K & Nadaraj (2011). E-Resource Usage among University teachers & Research Scholars in Universities of Tamil Nadu, Ph.D. un-published Thesis, SRM University, Chennai.
- Shokeen, A., & Kaushik, S. K. (2002). Information seeking behaviour of Social scientists of Haryana Universities, *Library Herald*, 40(1), 29-33.
- Vijayakumari, G. (2012). E-Resources for Inclusive Education, *International E-Journal Qrtly, Shivaji University, Kolhapur*, 1(3), 27-31.

#### How to cite this article:

Nachimuthu K and Malarvannan S.2018, Utilization of E-Resources on Indian National Leaders among Student Teachers. *Int J Recent Sci Res.* 9(10), pp. 29308-29311. DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0910.2835>

\*\*\*\*\*