Selection Of E-Resources in Medical Colleges and Research Centers Libraries in India with Special Reference To Uttar Pradesh

Iram Khan[1], Rekha Marskole[2]
[1]*Research Scholar, Dept. Of Library and Information Science, Sri Satya Sai University of Technology and Medical Sciences, Sehore, Madhya Pradesh.*
[2]*Associate Professor, Dept. Of Library and Information Science, Sri Satya Sai University of Technology and Medical Sciences, Sehore, Madhya Pradesh.*

***Abstract*—In contemporary library systems, especially in medical colleges and research facilities, e-resources are crucial. With the exponential growth of digital resources, libraries must now carefully consider which e-resources to use to promote high-quality healthcare research and education. This study looks at the difficulties and factors to be taken into account while choosing e-resources for libraries in medical colleges and research centers in India, with an emphasis on Uttar Pradesh. It also includes tips for making educated judgments and insights into the elements impacting the selecting process.**

***Index Terms*—electronic databases, healthcare education, research support, Uttar Pradesh, medical libraries, and selection.**

I. INTRODUCTION

The function of libraries in the academic and research environment has undergone a significant evolution in an era characterized by the quick digitalization of knowledge and information.[1] This shift is especially noticeable at India's specialized medical colleges and research facilities. The use of electronic resources, or e-resources, has become crucial to the growth of medical research and healthcare teaching. With a particular focus on the state of Uttar Pradesh, this paper explores the complex and crucial process of selecting e-resources within the setting of medical libraries.[2]

The introduction of e-resources has provided libraries with both opportunities and challenges, necessitating strategic and careful decision-making. The careful selection of e-resources assumes greater importance than ever as medical schools in India, particularly those in Uttar Pradesh, struggle with the changing needs of students, teachers, and researchers.

The goal of this article is to shed light on the value of e-resources in these institutions, the challenges that candidates face during the selection process, and the particular elements that affect this process in Uttar Pradesh. [3] Additionally, it will provide helpful advice for selecting wisely and intelligently when buying e-resources, guaranteeing that libraries in medical colleges and research institutes can successfully play their vital roles in supporting healthcare teaching and research. When the first electronic book was distributed in Germany in 1985, electronic distribution got its start. From that point on, there has been an increase in the number of distributors entering the market of electronic distribution. [4] E-books and electronic diaries are becoming a goal in the information economy that is increasingly controlled by information technology in the twenty-first century. Changing how we respond to our clients' data needs is one of the primary goals of library key arrangement. This takes into account the evolving techniques for delivering library administration, delivering additional services outside of major cities and increasing accessibility to technology Mand complexity, as well as their many facets. Administrators' goal is to provide a workable combination of print, non-print, and electronic resources, as well as the coordination of their use of these resources for review at the host foundation.[5]

IMPROVED STUDYING AND RESEARCH:

The landscape of learning and research in the healthcare industry has been greatly improved by the integration of e-resources in medical colleges and research facilities. This section examines the significant influence that electronic resources have on these important facets of academic and scientific efforts.

Access to Current and Diverse knowledge: The availability of current knowledge in the medical field has undergone a revolutionary change thanks to e-resources. The latest research findings, clinical recommendations, and medical literature are now easily accessible to students, faculty, and researchers. People are kept up to date on the most recent developments thanks to this real-time access, which also guarantees that the knowledge shared and the research done are up to date and supported by facts.[6]

Effective Search capabilities: Electronic databases and digital libraries provide sophisticated search capabilities that enable users to quickly find accurate and pertinent information. To find resources specifically suited to their study or learning needs, users can make use of specific keywords, filters, and indexing. Such search capabilities benefit both students and academics by saving time and greatly improving the effectiveness of information retrieval.

Resources with Multimedia: E-resources frequently include a wide range of multimedia components, such as films, interactive simulations, and photographs. Through the use of visual aids, animations, and hands-on examples, students are able to understand difficult medical ideas, which supports a variety of learning styles.[7] Multimedia tools give researchers creative methods to present their findings and interact with their audience.

Research and Collaborative Learning: Digital platforms have created opportunities for research and collaborative learning. Real-time collaboration between academics and students is possible, and they can exchange documents, notes, and thoughts. This promotes a sense of community and group problem-solving, which is especially helpful in the medical industry where teamwork is frequently necessary.

Global Networking: Because e-resources are accessible from anywhere in the world, medical schools and research facilities in India can communicate with colleagues and authorities from other countries. This international knowledge exchange, collaborative research initiatives, and access to other viewpoints are all made possible by this global networking, which eventually improves the educational and research environment.[8]

E-resources are accessible around-the-clock and are not restricted to library opening hours. Since they are accessible around-the-clock, they can accommodate the various schedules of medical students and researchers. E-resources are available whenever and wherever needed, whether for early-morning research inquiries or late-night study sessions.[9]

In addition to making, it easier to obtain medical information, the integration of e-resources has ushered in a new era of interactive and collaborative learning and research in the healthcare sector. Medical schools and research institutions that make use of these digital tools are better equipped to develop knowledgeable, tech-savvy healthcare practitioners and promote cutting-edge research in the quest for better patient outcomes.[10]

Arts and Commerce College, Madha: A Study of Electronic Commerce is the title of a 2017 study by Gaikwad. The use of information resources was investigated. E-resources are now a huge gold mine for both librarians and library users in the Google era. There are many different electronic resource formats from which to pick. The quick and unrelenting explosion of knowledge comes from all corners of the world. Students mostly use online resources for educational objectives. The faculty has given the e-resources center excellent reviews. 100% of PhD students who responded to a poll said they were familiar with and used. Resources from the UGC INFLIBNET -N-LIST consortium. Most of the academics who participated in the poll said they used electronic resources in their job. Teachers use online resources for both professional growth and classroom instruction. Online resources are a major source of learning and knowledge expansion for undergraduates.[11]

In a study on the use of electronic resources by agricultural scientists in the Himalayan region of India, Bansal (2015) found that the way that scientists and researchers acquire information has altered as a result of electronic information. For many data exercises, researchers now heavily rely on electronic data assets, investing a lot more time and effort in

these assets than they did with printed hotspots. The survey claims that while there is no doubt that researchers prefer digital forms, traditional publications still hold a strong place in their hearts. The most widely used scientific databases are CAB Abstracts and AGRIS. A uniform database of online resources will also be created by the Indian Council of Agricultural Research (ICAR), it has been decided.[12]

II. MATERIALS AND METHOD

Only the faculty and students of the libraries at Uttar Pradesh Medical College are included in the study's purview.In this study, the essential data were gathered using a questionnaire method while keeping in mind the study's goals. A total of 220 questionnaires were issued at random to the teachers and students, and 200 completed questionnaires with positive responses were returned. Data were gathered through observation, interviews, and questionnaires. They were then processed, presented in the form of tables, and conclusions were produced as a result.

III. RESULTS

TABLE 1. SOURCE OF INFORMATION ABOUT THE E-RESOURCES

S. No	Sources of Information	No. of respondents
1	Office circular	32
2	Office circular library notice board	86
3	Colleagues	55
4	College website	20
5	College newsletter	7

In this table, information about respondents' sources of information about e-resources is shown. The biggest number of respondents (86) rely on workplace circulars and university notice boards, followed by colleagues (55), while fewer respondents utilize the college website (20) and college magazine (7).

TABLE 2. TYPES OF E-RESOURCES ACCESSED

S. No	Type of e-resources	No. of respondents
1	E-Journals	110
2	E-Books	50
3	Bibliographic databases	21
4	CD-ROM Database	19

According to Table 2, respondents used a variety of e-resources, with e-journals being the most popular (accessed by 110 respondents), followed by e-books (accessed by 50 respondents), bibliographic databases (accessed by 21 respondents), and CD-ROM databases (19 respondents), suggesting a preference for electronic journals and books.

TABLE 3. PREFERABLE FORMAT FOR GETTING INFORMATION

S. No	Types of formats	No. of respondents
1	Print	65
2	Electronic	15
3	Both	120

According to Table 3, respondents had a variety of preferences for how information is presented, with a large majority (120) liking both print and electronic formats, while 65 prefer print and 15 choose electronic formats.

TABLE 4. FREQUENTLY ACCESSED OF SEARCH ENGINE TOOLS

S. No	Search engine tools	No. of respondents
1	Google	174
2	Opera	4
3	Yahoo	20
4	Altavista	2

Table 4 shows the search engine tools that respondents commonly use, with Google being the clear leader with 174 respondents, followed by Yahoo (20). With only 4 and 2 respondents, respectively, Opera and Altavista are less popular, clearly favouring Google as their main search engine.

TABLE 5. USE OF MEDICAL DATABASES

S. No	Medical databases	No. of respondents
1	PUBMED	145
2	PROQUEST	15
3	INDMED	15
4	Chemical abstract	15
5	SCOPUS	10

PUBMED was accessed by 145 respondents, followed by PROQUEST, INDMED, and Chemical Abstracts, which were each accessed by 15 respondents, in Table 5's breakdown of the respondents' use of medical databases. With only 10 respondents, SCOPUS had the lowest utilization, showing a clear preference for PUBMED in medical research.

IV. DISCUSSIONS

Table 1 lists the sources of information regarding e-resources and shows that, according to 86 respondents, the majority of those polled rely on office announcements and library bulletin boards for this information. [13] Colleagues are another important source, with 55 respondents getting information from them, compared to 20 and 7 respondents for the college site and newsletter, respectively. The sorts of online resources that respondents use is shown in Table 2, with E-Journals being the most popular option, chosen by 110 respondents. There is a definite preference for digital journals and books, with 50, 21, and 19 respondents, respectively, noting the use of e-books, bibliography databases, and CD-ROM databases, albeit to a lower extent. [14] Table 3 explores respondents' preferences for how they would like to receive information, with a large majority of 120 respondents citing both print and electronic versions as desirable. 35 respondents prefer electronic versions, while 65 prefer paper. This variety in tastes emphasizes the necessity of adaptability in information delivery to meet varying audience needs.

Insights into the use of search engine tools are shown in Table 4, with 174 respondents using Google as their top choice. [15] With 20 respondents, Yahoo is the second-most popular tool, while Opera and Altavista have significantly fewer users, with 4 and 2 respondents, respectively. This information highlights Google's position as the leading search engine. Table 5 focuses on the use of medical databases, with 145 respondents accessing PUBMED the most frequently. PROQUEST, INDMED, and Chemical Abstracts are also used, although by different groups of 15 respondents. With only 10 respondents, SCOPUS has the lowest usage, showing that PUBMED is strongly preferred in the field of medical research.

V. CONCLUSIONS

In conclusion, the selection of electronic resources in medical colleges and research institute libraries in India, including Uttar Pradesh, is a dynamic process that takes into account a variety of factors, including user needs, financial limitations, technological advancements, legal considerations, and the changing landscape of medical research. In order to support local communities' efforts in clinical practice, research, and teaching, these libraries work to maintain a comprehensive and current collection. The overall objective is to provide access to top-notch resources that improve the medical learning and research experience; however specific procedures may differ by institution.

REFERENCES

[1] Franklin, B., & Plum, T. (2002). Networked electronic services usage patterns at four academic health sciences librar- ies. In *Proceedings of the Northumbria Lite Conference Held in Conjunction with IFLA*.

[2] Gowda, V., & Shivalingaiah, D. (2009). Attitude of research schol- ars towards usage of electronic information resources: A sur- vey of university libraries in Karnataka. *Annals of Library and Information Studies*, *56*, 184–191.

[3] Haridasan, S., & Khan, M. (2009). Impact and use of e-resources by social scientists in National Social Science Documentation Centre (NASSDOC), India. *Electronic Library*, *27*(1), 117–133. https://doi.org/10.1108/02640470910934632

[4] Jamali, H. R., Nicholas, D., & Huntington, P. (2005). The use and users of scholarly e-journals: A review of log analysis studies. *Aslib Proceedings*, *57*(6), 554–571. https://doi.org/10.1108/00012530510634271

[5] Lewis, N. (2001). Redefining roles: Developing an electronic journals collection at the University of East Anglia. *Information Services and Use*, *21*(3–4), 181–187. https://doi.org/10.3233/ISU-2001-213-412

[6] Markwith, M., Antonucci-Durgan, D. E., Gombo, U., & Loghry, P. (2005). Where did that e-journal go? E-journal changes and access problems. *Serials Librarian*, *48*(3–4), 243–245. https://doi.org/10.1300/J123v48n03_02

[7] Noh, Y. (2010). A study on developing evaluation criteria for electronic resources in evaluation indicators of libraries. *Journal of Academic Librarianship*, *36*(1), 41–52. https://doi.org/10.1016/j.acalib.2009.11.005

[8] Modak, A., & Gupta, S. (2021). *Library Automation and Networking in Private University: An Analytical study of Bhopal Division, Madhya Pradesh. South Asia J Multidiscip*.

[9] Naushad Ali, P. M., & Hasan, E. (2003). The use of electronic services at IIT Library, Delhi: A study of user's opionin. *IASLIC Bull.*, *48*(2), 71–82.

[10] Rehman, S., & Ramzy, V. (2004). Awareness and use of electronic information resources at the health sciences centre of Kuwait University. *Library Review*, *53*(3), 150–156. https://doi.org/10.1108/00242530410526556

[11] Gaikwad, M. N. (2017). Awareness and use of electronic information resources at arts and commerce college Madha: A Study. *Journal of Advances in Library and Information Science*, *6*(4), 329–333.

[12] Bansal, J. (2015). Usage of e-resources among the Agricultural Scientists of Himalayan Region of India. *International Journal of Information Dissemination and Technology*, *5*(2), 143–147. R

[13] Vijayalakshmi, R. (2017). A study on electronic information resources usage pattern among students and faculty in Chennai medical College Hospital and research centre, Trichy. *J. Adv. Libr. Inf Sci.*, *6*(3), 230–235.

[14] Sudhier, K. G., & Seethalekshmi, K. (2011). Use of E-resources by the students and researchers of faculty of arts, University of Kerala. *International Journal of Information Dissemination and Technology*, *1*, 205–214.

[15] Thanuskodi, S. (2012). Use of e-resources by the students and researchers of faculty of arts, Annamalai University. *International Journal of Library Science*, *1*(1), 1–7. https://doi.org/10.5923/j.library.20120101.01