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Abstract

A study was conducted to investigate the accessibility and use of open access resources used in the library and Information Science PG students in Alagappa University DDE. In this paper, an attempt has been made to study the awareness of open access resources. The methodology adopted for the study surveyed in which questionnaires, interviews, and observations were used in a collection of the data. A total of 39 respondents participated in the study. It was concluded that most of the open access resources were not aware of most of the resources available hence they could not access and use them effectively. This study shows that majority of the student's impact of the open access resources in that 16 (41%) of the frequency are male while 23(59%) are female in the use of open access resources in distance education students in Alagappa University. Show that 39(100%) respondents are Awareness of open access resources available from the library. Show that the maximum learning of open access resources 16(41%) respondents information access in the home, followed by library 11(28.2%), that the maximum Level of satisfaction of open access resources 25(64.10%) respondents information access in Satisfied, that the 17 (43.58%) use for the open access resources in 1 to 3 years.

Keywords: Open access resources, Students, E-Resources, Internet, Library Science, User Study.

Introduction:

Open Access (OA) resources are free of most copyright and licensing restrictions. Open Access research articles, therefore; unlike those in conventional subscription journals are free at

the point of use to anyone with an internet connection without the need for any institutional login IDs and passwords. Open access resources are one that meets the conditions of "Open Access"- composed of free, online copies of peer-reviewed journal articles and conference papers as well as technical reports, theses, and working papers. In most cases, there are no licensing restrictions on their use by readers. They can, therefore, be used freely for research, teaching and other purposes. As open access, a paper is available with no payment for access, scholars in economically disadvantaged areas can also access to the newest research.

The present study is an attempt to analyze the impact of open access resources used on Library and Information Science PG students in Alagappa University DDE and to find out the problems and constraints faced by the students in accessing the open access resources with some purposeful suggestions for its development.

What is open Access?

Open Access refers to the practice of making peer-reviewed scholarly research and literature freely available online access to anyone interested in reading it. Open access has two different versions- gratis and libre. Gratis open access is simply making research available for others to read without having to pay for it. However, it does not grant the user the right to make copies, distribute, or modify the work in any way beyond fair use. Libre open access is grant is meaning the research is available free of charge, but it goes further by granting users additional rights usually via an active commons licenses that people are free to reuse and remix the research, there are varying degrees of what may be a considered libre open access.

Importance of open access resources

The open access resources are most important due to published research results and ideas are the foundation for future development in science and medicine. Open access publishing, therefore, leads to wider dissemination of information.

- Open access resources mean to change the traditional publishing model whereby publishers financial journals though readers subscriptions to a model where electronic access to journals will be free without legal, electronic and technological barriers.
- Open access works within the legal framework of copyright law.
- Open access initiative is being supported to makes the published output of their researchers available as part of their digital library.

- Open access aims to create links to other collections basically for researchers to publish their results.

Open access helps to ensure long-term access to scholarly articles. Unlike articles that are licensed in traditional article databases, libraries and others are able to generate local copies and repositories of these resources. Libraries, by working together to formulate repositories of open access literature, know how to ensure continued access to these scholarly publications into the distant future.

Features of open access

- Open access literature is digital form, free of charges and free of copyright.
- They equal right to all, irrespective of color, caste, creed, sex, and religions.
- They are compatible with the guarantee of worldwide access.
- Open access is compatible with copyright, peer review, revenue, print, preservation, prestige, career advancement, indexing and supportive service associated with conventional scholarly literature.
- Open access campaign focuses on the literature that authors give to the world without expectation of payment.

Review of Literature

According to Thanuskodi (2013), In today's work environment there is a drastic change in the way how information are shared as well as networking and socializing take place in every society. No doubt that the Internet has become a powerful tool for communication purposes, to exchange ideas, and even used in participation in local, national and international networking. The history of the Internet emerges back in 1960s when several computer scientists were hired by Pentagon to build a system to decentralize communication network. As a result the Arpanet was born. Over time the network grew rapidly to interconnect numerous universities, research centers as well as commercial organization. Thereafter, the word and use of the Internet expand globally. No doubt, with that, Internet usage continues to develop rapidly over the years and now millions are using the Internet. The paper examines gender differences in Internet usage pattern among male and female students. Internet usage pattern covers items such as knowledge and experience on the Internet, purpose of using Internet and frequency of using e-mail. The paper also examines the influence of gender role on Internet usage pattern.

Ramesh Babu, Gopalakrishnan, and Gopalakrishnan (2013) Paper highlight the use of open access journals among the research scholars. The study has found that the open access journals are not new publications, comprises of the number of journals in different subjects. Studies on user perception on open access journals among the researchers in Chennai have been undertaken in this paper. to analyze respondent's perception towards the appropriateness of open access journals. The views on utilization show a healthy trend in adopting the open access journals. The literature also shows that there exists high impact factor for open access journals. The success and increase in the use of open access journals primarily depend on affiliating bodies. A user interfaces to provide web-based services to the clientele. By supporting open access resources libraries not only can facilitate their current and future patrons but also will have easier and more comprehensive access to scholarly research, they will also be serving to other libraries around the world.

Anjanappa. M., Rajani, S and Amsaveni, K (2013) reports findings from a survey conducted to measure the use and perception of the open access journals initiatives. Access to information is the foundation of scholarly communication has traditionally been provided through academic journals, research collections, and other print publications. The open access is the worldwide efforts to provide free online access to scientific and scholarly research literature, especially peer-reviewed journal articles and then preprints. Open access campaign focuses on the literature that authors give to the world without expectation of payment. The available e- an article is likely to have more accesses citations and impact. The open source movement has grown to become a significant force in today's computing environment. This will definitely bring economy, efficiency, equality in information available for use.

According to Thanuskodi (2011), In the IT era, academic libraries and information centers have radically changed the information environment in higher education institution with the introduction of electronic resources. This paper examines the use of the Internet by the members of Social Science Faculty of Annamalai University. The results indicate that the use of Internet services by the faculty members is associated with an increase in the number of research papers and with improvement in the quality of research and teaching.

Varadaiah.G.C., Veerabasavaiah.M and Padmamma.S (2013) have found that open access resource literature is digital form, free of charges and free of copyright. It offers excellent opportunities for publishing the information. Many tools and protocols have been developed to publish the information and established the hyperlink with the related information. In other words where research literature like peer-reviewed journal articles, conference papers, technical reports, working papers, thesis, and dissertation are available free online with no legal restriction on their user, and they are called as open access literature. These resources are very valuable particularly for the academic institution of colleges and universities. Since printed media is cost effective and not available in time. The individual institution can really on the web-based resources unto some extent to getting into data information.

JayaramaNaik, KG, and Jeyshankar, R, (2013) paper highlights the use of assessing and evaluate the usage of e-resources and services by the faculty members and research scholars of Alagappa University. The study confirms that faculty members and research scholars are aware of the e-resources and various types of e-resources, e-database, and e-journals. The electronic information resources have acquired a major portion of library collections. The value and use of information resources, particularly e-resources, have increased with the time. To identify the frequency of use of the electronic information sources and services for their research activities. Faculty member's attitudes seem to be very positive towards e-resources for their study and research and the role of libraries a gateway to provide assistance in accessing these resources.

Objectives of the Study

1. To take the overview of open access resources in DDE Library and information science PG students in Alagappa University
2. To analyze the use of open access resources of PG Students.
3. To analyze the impacts of open access resources on DDE Students.
4. To Study the awareness of open access resources among the DDE students.
5. To examine the mode of awareness of open access resources.
6. To offer suggestions for the effective utilization of open access resources.

Methodology:

The survey research design was used for the study. LIS PG students in Alagappa University DDE. A questionnaire has been prepared in such a way that the respondents could easily understand the items. A total number of 54 questionnaires distributed among the

respondents the investigator could collect questionnaires from only 39 out of 54 respondents among whom the questionnaires were distributed. This constitutes 72, 22(39/54) of the total response.

Limitations of the study

1. This study covers only Distance Education students in Alagappa University (Karaikudi).
2. The Distance Education Students in Library and Information Science for the only consideration.
3. The study covers only 39 Students out of 54 questionnaires distributed.

Data Analysis

A Structured questionnaire was distributed among 54 students who are undergoing the PG students of distance education in Alagappa University. The snowball method of sampling has been adopted in collecting data. Of which 39 were received.

1. Gender wise distribution:

S.No	Gender	Frequency	Percent
1	Male	16	41.0
2	Female	23	59.0
Total		39	100.0

Table-1 shows that 16 (41%) of the frequency are male while 23(59%) are female in the use of open access resources in distance education students in Alagappa University.

2. Age wise Distribution:

S.No	Age	Frequency	Percent
1	20-25	7	17.9
2	26-30	22	56.4
3	31-35	9	23.1
4	Above 35	1	2.6
Total		39	100.0

Table-2: Show that 22 (56.4%) students are in the age range of 26-30 years old, followed by 9 members (23.1%) in the age range of below 31-35 years old, 7(17.9%) members in the age range of 20-25 years old, and 1(2.6%) members in the age range of above 35 years old.

3. Awareness of open access resources:

Awareness of open access resources	Frequency	Percent
Yes	39	100.0
No	0	0

Table-3: Show that 39(100%) respondents are Awareness of open access resources available from the library only 0 (0%) was not aware of it. It's a positive sign towards the uses of the online information for the awareness of open access resources in distance education students in Alagappa University.

4. Access of open access resources:

S.No	Access of open access	Male	Female	Total
1	From Library	4(25.00%)	7(30.04%)	11(28.02%)
2	From Home	2(12.05%)	14(60.08%)	16(41.00%)
3	From Browsing Centers	2(12.05%)	1(4.03%)	3(7.00%)
4	If any other Center	8(50.00%)	1(4.03%)	9(23.00%)
Total		16	23	39

Table-4: Show that the maximum learning of open access resources 16(41%) respondents information access in the home, followed by library 11(28.2%), if any other center 9(23%), Browsing centers 3(7%)of respondents learn from open access resources. The gender – wise analysis shows that2(12.5%)of male respondents and 14(60.8%)of female respondents learn about home,4(12%)of the male respondents and 14(60.8%)of female respondents learn about home, library through 4(25%) of the male respondents and 7(30.4%) of the female respondents, 8(50%) of male respondents and 1(4.3%) of female respondents learn from if any other centers, 2(12.5%) of male respondents and 1(4.3%) of female respondents learn from Browsing centers.

5. Using the open access resources:

S.No	Using Open access resources	Male	Female	Total
1	0 to 1 year	2(12.05%)	9(39.00%)	11(28.20%)
2	1 to 3 years	7(43.75%)	10(43.04%)	17(43.58%)
3	3 to 5 years	4(25.00%)	4(17.03%)	8(20.51%)
4	above 5 years	3(18.75%)	0	3(7.69%)
Total		16	23	39

Table-5: Show that the 17 (43.58%) use for the open access resources in 1 to 3 years, 11(28.20%) of respondents used in 0 to 1 year use in open access, 8(20.51%) of respondents in 3 to 5 years, followed by 3(7.69%) of respondents used above 5 years. The gender-wise analysis show that 7(43.75%) of male respondents and 10(43.4%) of female respondents on 1 to 3 years, 2(12.5%) of male respondents in 0 to 1 years and 9(39%) of female respondents, 3 to 5 years of open access resources used in 4(25%) male respondents and 4(17.3%) used in female respondents, 3(18.75%) of male respondents and 0(0%) of female respondents in above 5 years.

6. Frequency of using open access resources:

S.No	Frequency of using open access	Male	Female	Total
1	Daily	4(25.00%)	8(34.07%)	12(30.76%)
2	Twice in a week	6(37.05%)	6(26.00%)	12(30.76%)
3	As and when i required	5(31.25%)	5(21.07%)	10(25.64%)
4	Once in a week	1(6.25%)	4(17.03%)	5(12.82%)
Total		16	23	39

Table-6: Show that the frequency-wise respondents used in open access resources in maximum of respondents daily used in 12(30.76%), followed by Twice in a week 12(30.76%), 10(25.64%) of respondents used in As and when I required, 5(12.82%) of respondents in used open access resources in once in a week. The gender – wise analysis of respondents used in 4(25%) male respondents using the resources 8(34.7%) of female respondents, Twice in a week used in the 6(37.5%) male respondents and 6(26%) of female respondents, As and when I required in 5(31.25%) male respondents and 5(21.7%) of female respondents, once in a week

used in open access resources used in 1(6.25%) male respondents and 4(17.3%) female respondents used in open access resources.

7. Types of E-Resources:

S.No	Types of E-Resources	Male	Female	Total
1	E-books / E- Journals	3(18.75%)	5(21.07%)	8(20.51%)
2	E-Newspapers	5(31.25%)	11(47.08%)	16(41.02%)
3	E- Reference Sources	5(31.25%)	4(17.03%)	9(23.07%)
4	Online Database	3(18.75%)	3(13.00%)	6(15.38%)
Total		16	23	39

Table-7: Show that the maximum learning of open access resources 16(41.2%) respondents information access in E-Newspapers, followed by E-Reference sources 9(23.07%), E-books/E-Journals access of 8(20.51%), Online Database 6(15.38%) of respondents learn from open access resources. The gender – wise analysis shows that 5(31.25%) of male respondents and 11(47.8%) of female respondents learn about E-Newspapers, 5(31.25%) of the male respondents and 4(17.3%) of female respondents learn about E-Reference sources, E-books/E-journals through 3(18.75%) of the male respondents and 5(21.7%) of the female respondents, 3(18.75%) of male respondents and 3(13%) of female respondents learn from online database,

8. Purpose of using open access E- Resources:

S.No	Purpose	Male	Female	Total
1	To gain current information	7(43.75%)	4(17.03%)	11(28.20%)
2	For study	3(18.75%)	7(30.04%)	10(25.64%)
3	To update knowledge	6(37.05%)	12(52.01%)	18(46.15%)
Total		16	23	39

Table-8: Show that the Purpose of learning open access resources 18(46.15%) respondents information access in To update knowledge, followed by To gain current information 11(28.20%), For study 10(25.64%) of respondents learn from open access resources.

The gender – wise analysis shows that 6(37.5%) of male respondents and 12(52.1%) of female respondents learn about To update knowledge, 7(43.75%) of male respondents and 4(17.3%) of female respondents used in to gain current information, for study purpose of using open access resources used in 3(18.75%) male respondents and 7(30.4%) of female respondents to use in study purpose.

9. Advantages of using open access E-Resources:

S.No	Advantages of using open access	Male	Female	Total
1	Timesaving	6(37.05%)	6(37.05%)	10(25.64%)
2	More informative	4(25.00%)	13(56.05%)	17(43.58%)
3	Open access provides larger potential evidence	4(25.00%)	4(17.03%)	8(20.51%)
4	Ease of access	2(12.05%)	2(8.06%)	4(10.25%)
Total		16	23	39

Table-9: Show that the Advantage of open access resources maximum learning of 17(43.58%) respondents information access in More information, followed by time saving 10(25.64%), For Open access provides larger potential evidence 8(20.51%) and Ease of access in 4(10.25%) of respondents learn from open access resources. The gender – wise analysis shows that 4(25%) of male respondents and 13(56.5%) of female respondents lean about more information, 6(37.5%) of male respondents and 6(37.5%) of female respondents used in Time saving , 4(25%) of male respondents and 4(17.3%) of female respondents used in open access provides larger potential evidence, 2(12.5%) of male respondents and 2(8.6%) of female respondents used in open access resources in Ease to access.

10. Level of satisfaction:

S.No	Level of satisfaction	Male	Female	Total
1	Fully Satisfied	4(25.00%)	7(30.04%)	11(28.20%)
2	Satisfied	11(68.75%)	14(60.08%)	25(64.10%)
3	Partially Satisfied	1(6.25%)	2(8.06%)	3(7.69%)
Total		16	23	39

Table-10: Show that the maximum Level of satisfaction of open access resources 25(64.10%) respondents information access in Satisfied, followed by Fully Satisfied 11(28.20%), Partially Satisfied 3(7.69%). The gender – wise analysis show that 11(68.75%) of male respondents and of female respondents satisfied in 14(60.8%), fully satisfied in 4(25%) of the male respondents and 7(30.4%) of female respondents, and Partially Satisfied 7(30.4%) of male respondents and 2(8.6%) of female respondents.

11. Problems of open access:

S.No	Problems of open access	Male	Female	Total
1	Lack of internet access speed	1(6.25%)	6(26.00%)	7(17.94%)
2	Internet facilities	6(37.05%)	8(34.07%)	14(35.89%)
3	Overload of information on the internet	4(25.00%)	7(30.04%)	11(28.20%)
4	Lack of computer skills	2(12.05%)	0	2(5.12%)
5	Difficult in finding relevant information	3(18.75%)	2(8.06%)	5(12.82%)
Total		16	23	39

Table-11: Show that the maximum learning of open access resources 14(35.89%) respondents information access in Internet facilities, followed by Overload of information on the internet 11(28.20%), if any Lack of internet access speed 7(17.94%), Difficult in finding relevant 5(12.82%) of respondents problems of open access resources, Lack of computer skills 2(5.12%) respondents use of open access problems. The gender – wise analysis show that 6(37.5%) of male respondents and 8(34.7%) of female respondents, 4(25%) of the male respondents and 7(30.4%) of female respondents in overload of information on the internet, lack of internet access speed 1(6.25%) of the male respondents and 6(26%) of the female respondents, 3(18.75%) of male respondents and 2(8.6%) of female respondents in difficult of finding relevant information, 2(12.5%) of male respondents and 0(0%) of female respondents in lack of computer skills.

Findings:

Majority of the respondents are aware of the open access resources. Most of the respondents were in the gender group in female 23(59%) than the other. Most respondents had in post graduate in Alagappa University students. And 39 out of 54 students usage of online electronic information resources. Majority of students aware the open access resources. Open access resources that the maximum learning of open access resources 16(41%) respondents information access in the home, followed by library 11(28.2%), if any other center 9(23%), Browsing centers 3(7%) of respondents learn from open access resources. Using the open access resources in the 17 (43.58%) use for the open access resources in 1 to 3 years, 11(28.20%) of respondents used in 0 to 1 year use in open access, 8(20.51%) of respondents in 3 to 5 years, followed by 3(7.69%) of respondents used above 5 years. The frequency wise respondents used in open access resources in maximum of respondents daily used in 12(30.76%), followed by Twice in a week 12(30.76%), 10(25.64%) of respondents used in As and when I required, 5(12.82%) of respondents in used open access resources in once in a week. The maximum learning of open access resources 16(41.2%) respondents information access in E-Newspapers, followed by E-Reference sources 9(23.07%), E-books/E-Journals access of 8(20.51%), Online Database 6(15.38%) of respondents learn from open access resources.

The Purpose of learning open access resources 18(46.15%) respondents information access in To update knowledge, followed by To gain current information 11(28.20%), For study 10(25.64%) of respondents learn from open access resources. Advantage of open access resources maximum learning of 17(43.58%) respondents information access in More information, followed by time saving 10(25.64%), For Open access, provides larger potential evidence 8(20.51%) and Ease of access in 4(10.25%) of respondents learn from open access resources. The maximum Level of satisfaction of open access resources 25(64.10%) respondents information access in Satisfied, followed by Fully Satisfied 11(28.20%), Partially Satisfied 3(7.69%). The maximum learning of open access resources 14(35.89%) respondents information access in Internet facilities, followed by Overload of information on the internet 11(28.20%), if any Lack of internet access speed 7(17.94%), Difficult in finding relevant 5(12.82%) of respondents problems of open access resources, Lack of computer skills 2(5.12%) respondents use of open access problems.

Conclusion:

The study provides a panoramic view of the impact of open access resources among LIS PG students in Alagappa University DDE. There exists a substantial awareness of open access resources. The DDE students are also willing to resources used in open access resources. The views on utilization show a healthy trend on adopting the open access resources. Open access resources using purpose of open access resources in gain the current information, update knowledge full fill the DDE students impact of study purpose. Majority of the respondents are aware of the open access resources. Most of the respondents were in the gender group in female 23 (59%) than the other. Most respondents had in post graduate in Alagappa University students. And 39 out of 54 students usage of open access resources.

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