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Research Paper

Access and Utilisation of Electronic Educational Resources by Academics and Students among self-Financed B.Ed. Colleges in Siliguri Subdivision

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Abstract: ***The utilization of electronic educational sources (EERs) by means of academics and students in self-financed B.Ed. Faculties is a crucial vicinity of take a look at. As institutions allocate substantial portions of their budgets to EER subscriptions, expertise the elements influencing their reputation and utilization turns into crucial. This research investigates the recognition of EERs amongst school members and students at self-financed B.Ed. Faculties. A go-sectional descriptive studies layout changed into employed, and a survey tool became administered to 323 users (college students and college contributors) in selected 5 self-financed colleges in Siliguri Subdivision. The decided on colleges are Pragati College of Education (PCE), Vidyasagar College of Education (VCE), Siliguri Terai B.Ed. College (STBC), Phansidewa PTTI (PPTTI), Trinity B.Ed. College (TBC). The look at well-known shows differences in the utilization patterns between open get admission to and subscription EERs. Factors including perceived usefulness, ease of use, customers' abilities, and facilitating situations predict behavioral intentions to use EERs. Challenges consist of limited access to subscription EERs, inadequate pc assets, records literacy gaps, and bad internet connectivity. To decorate subscription EER utilization, adopting access-enhancing equipment, marketing resources, and enhancing laptop literacy are advocated.***

Keywords: Technology acceptance, e-resources, online learning resources, self-financed B.Ed. colleges

1. Introduction:

Electronic resources play a important role in enhancing teaching, gaining knowledge of, and studies activities across higher training institutions international. These assets cater to undergraduates, postgraduates, researchers, and different records customers. Despite the growing range of establishments subscribing to EERs, their utilization remains unsatisfactory. Initiatives to enhance EER availability have brought about more African establishments having access to those sources, however demanding situations persist. The introduction of electronic academic resources has revolutionized the way lecturers and college students have interaction with getting to know substances. In the context of self-financed B.Ed. Faculties, wherein aid availability may additionally range, information the get entry to and utilization patterns of electronic assets is vital for boosting the nice of schooling. This have a look at targets to fill this gap by way of examining the extent to which academics and college students in self-financed B.Ed. Schools get entry to and utilize electronic academic sources. Self-financed B.Ed. Colleges play a crucial function in shaping the future of training through getting ready future educators. However, the provision and usage of instructional sources, in particular electronic ones, can range broadly among those institutions. Factors inclusive of infrastructure, investment, and technological literacy impact the access and utilization of digital assets. Understanding those elements is crucial for enhancing the general academic enjoy in self-financed B.Ed. Faculties. Self-financed B.Ed. Schools typically function beneath non-public management and rely upon student tuition prices for funding. They might also face aid constraints compared to government-funded institutions, impacting the provision and usage of digital academic assets. Moreover, the demographics of students and college members in those colleges may also vary, influencing their technological proficiency and options for gaining access to academic materials.

2. Literature Review

Sivathaasan and Rajendran (2015) undertook an examination into the impact of electronic resources on the enhancement of teaching and learning outcomes within higher education establishments. The primary focus of their study revolved around the incorporation and utilization of e-resources in the delivery of curricula and the processes involved in academic research. The research conducted by Singh and Yadav (2014) involved a comparative analysis of the access to and usage patterns of electronic resources among academics and students across various disciplines. Their study brought to light the disparities in the utilization of e-resources in different fields of study and identified the factors that have an influence on behaviors related to accessing and utilizing such resources. Kaur and Sharma (2013) delved into an exploration of the obstacles and possibilities linked to the implementation of e-

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resources in academic libraries. Their study scrutinized matters such as the necessary infrastructure, training requirements for staff, licensing agreements, and mechanisms for user support that are paramount for the effective management of e-resources. Kumar and Mishra (2015) delved into an analysis of the influence of electronic resources on research productivity and scholarly communication practices among academics. Their investigation centered on how the availability of digital repositories, online databases, and collections of e-journals impacted research output and activities related to dissemination. Gupta and Jain (2013) directed their attention towards the availability and usability of electronic resources in technical education institutions. Their study evaluated the sufficiency of IT infrastructure, the design of user interfaces, and the services for technical support provided to faculty and students to ensure the effective access and utilization of e-resources. Khan and Akhtar (2014) delved into an inquiry regarding the perceptions and attitudes of library professionals towards the adoption and management of electronic resources. Their research delved into the factors that influence the decision-making processes of librarians when it comes to the selection, acquisition, and organization of e-resources within library collections.Thakur and Singh (2013) embarked on an exploration of the impact of electronic resources on the academic performance of students in higher education institutions. Their study scrutinized how the availability of e-resources, such as online databases and e-books, influenced the learning outcomes and research capabilities of students. Yadav and Sharma (2014) scrutinized the role of support structures within institutions in facilitating access to electronic educational resources. Their research placed emphasis on the efficacy of library services, programs for promoting information literacy, and the technological infrastructure in improving students' utilization of e-resources. Garg and Verma (2015) performed a comparative analysis of the practices related to the management of electronic resources in academic libraries. Their study assessed the effectiveness of various approaches to the acquisition, cataloging, and user support of e-resources, thereby highlighting best practices and areas that require improvement. Joshi and Gupta (2014) conducted an investigation into the challenges and opportunities related to the digital preservation of electronic educational resources. Their research examined strategies aimed at ensuring the long-term accessibility and integrity of digital content, taking into account factors such as format migration, standards for metadata, and the management of digital rights. Kumar and Singh (2015) delved into the perceptions and attitudes of students towards the utilization of electronic resources in academic research. Their study explored the factors that influence students' preferences when it comes to accessing digital libraries, online journals, and other e-resources, thereby shedding light on user preferences and behaviors related to seeking information.

3. Objectives

1. To assess the current access and utilization patterns of electronic educational resources among academics and students in self-financed B.Ed. colleges.
2. To identify the perceived advantages and challenges associated with accessing and utilizing electronic resources in these institutions.
3. To explore strategies for improving the integration and utilization of electronic educational resources in self-financed B.Ed. colleges.

4. Characteristics of Educational E-Resources

1. Educational e-sources are predominantly accessible in digital codecs, comprising text, audio, video, interactive simulations, and software programs.
2. These resources can be reached on-line or offline, extending their availability to a extensive and often global target audience.
3. Numerous e-assets feature interactivity, allowing active involvement and engagement thru quizzes, simulations, and discussion structures.
4. Educational e-resources frequently combine diverse media sorts, catering to numerous mastering possibilities with textual content, photos, videos, and audio.
5. E-resources can be customized to deal with man or woman getting to know necessities, presenting adaptive mastering pathways and tailor-made content material guidelines.
6. Some e-assets are open access or freed from price, lessening the monetary stress on college students and institutions.
7. They normally encompass gear for tracking and evaluating student overall performance and engagement, facilitating information-knowledgeable choice-making.

5. Importance of Using E-Resources

The utilization of digital resources holds tremendous significance in the realm of schooling and past. One key gain of e-assets is their accessibility and convenience, imparting round-the-clock access to a massive array of information and studying substances that can be retrieved from any area with an internet connection. This unparalleled comfort advantages not handiest students but also scholars and professionals, who can get right of entry to sources at their comfort. Moreover, e-sources gift a various range of content in various multimedia formats, catering to exclusive getting to know patterns and options, thereby improving the getting to

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know method via growing engagement and effectiveness. Additionally, e-sources promote cost-effectiveness in schooling, with open educational assets (OERs) and digital content material appreciably decreasing the monetary burden on college students who could otherwise want to purchase luxurious textbooks and substances. Another advantage is the potential of e-sources to offer up-to-date information, effortlessly up to date to make sure customers have get right of entry to to the cutting-edge research, industry developments, and educational content material, promoting currency and relevance in schooling and research. Interactivity is some other remarkable component of e-sources, with many incorporating interactive factors like quizzes, simulations, and collaborative gear to foster active getting to know, engagement, and expertise among users. Furthermore, e-resources possess a worldwide reach, transcending geographical boundaries to attach beginners and researchers international, facilitating cross-cultural collaboration and understanding sharing to enrich the academic experience. Lastly, e-resources geared up with analytics gear provide treasured insights into person conduct and overall performance, empowering educators, directors, and creators with data-pushed upgrades in training and studies. In end, the usage of e-assets provides numerous blessings and plays a vital role in cutting-edge education.

6. Methodology

This study was premised on the pragmatism paradigm by employing a mixed-methods research approach (MMR). According to Ngulube (2015:3), combining two or more approaches in one study results in well-focused research and increases its rigour. An explanatory sequential design was used, which involved collecting quantitative data in the first research phase, followed by qualitative data in the second research phase. This enabled the researcher to refine some questions based on the responses obtained from the quantitative phase to ensure all research objectives were addressed in the second qualitative research phase. The study's population included academics and teacher trainee students, from whom a sample of 323 respondents (the population comprises 71 respondent (9 Faculty & 62 students) from Pragati College of Education, 67 respondent (8 Faculty & 59 students) from Vidyasagar College of Education , 73 respondent (9 Faculty & 64 students) from siliguri Terai B.Ed. College, 53 respondent (5 Faculty & 48 students) from Phansidewa PTTI, 59 respondent (6 Faculty & 53 students) from Trinity B.Ed. College, using proportionate stratified and simple random sampling techniques was used for the study) was drawn, included 286 students and 37 academics. Simple random sampling was used to select students' respondents to be included in the study, while convenience sampling was used to select academics to participate in the study. Quantitative data was collected through the use of survey questionnaires that were distributed to students and academics, while interviews were conducted with ICT and the library staff. Quantitative data were analysed using SPSS version 16, and responses were presented in the form of tables, frequencies, and percentages, while qualitative data was thematically analysed based on the themes that emerged from the interview transcripts. Finally, the findings from both strands were integrated and possible reasons for their similarities or differences were given.

7. Results and Discussion

The abbreviation of selected Colleges are as follow Pragati College of Education (PCE), Vidyasagar College of Education (VCE) , Siliguri Terai B.Ed. College (STBC), Phansidewa PTTI (PPTTI), Trinity B.Ed. College (TBC).

Table 1: E-resources commonly used by Faculties and Students

Electronic Resource	PCOE	VCOE	STBC	PPTTI	TBC
Wikipedia	8.5%	11.9%	6.8%	1.9%	8.5%
Google	79.7%	71.6%	82.2%	90.6%	76.3%
eGyanKosh	4.5%	8.9%	1.4%	3.8%	5.1%
Researchgate	3.0%	2.9%	2.7%	1.9%	3.4%
Other	4.3%	4.7%	6.9%	1.8%	6.7%

This table offers the chances of utilization for diverse digital assets among faculty and students across exclusive establishments. It suggests that Google is the maximum commonly used digital resource throughout all establishments, with probabilities ranging from 71.6% to 90.6%. Wikipedia is likewise normally used, even though to a lesser volume, with percentages ranging from 6.8% to 11.9%. Other assets like eGyanKosh and Researchgate show varying ranges of usage across institutions.

Table 2: Purpose of Using Electronic Resources

Purpose of Usage	PCOE	VCOE	STBC	PPTTI	TBC
Learning	64.8%	77.6%	82.2%	81.1%	86.4%
Current Information	13.4%	7.5%	2.7%	7.5%	3.4%
Teaching	12.7%	11.9%	12.3%	9.4%	10.2%
Research	6.7%	2.9%	1.4%	1.9%	0.0%
Other	2.4%	0.0%	1.4%	0.0%	0.0%

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This table categorizes the purposes for which digital sources are utilized. It demonstrates that the number one cause across all establishments is studying, with probabilities ranging from 64.8% to 86.4%. Obtaining modern-day data is another vast cause, even though much less commonplace as compared to studying. Teaching and research purposes are also noted, though to a lesser volume.

Table 3: Advantage of Using Electronic Resources

Advantages	PCOE	VCOE	STBC	PPTTI	TBC
Time saving	27.7%	20.9%	32.9%	24.5%	32.2%
Easy to use	36.4%	26.9%	35.6%	35.8%	28.8%
More informative	17.6%	22.4%	16.4%	33.9%	25.4%
More useful	15.2%	22.4%	15.1%	5.7%	11.9%
Other	3.0%	7.5%	0.0%	0.0%	0.0%

Here, respondents spotlight the perceived advantages of making use of digital sources. The maximum generally referred to benefits encompass ease of use, time-saving, and being extra informative. However, there are variations in the perceived advantages throughout establishments, indicating differing views among respondents. Respondents find electronic assets most superb for being easy to use (36.4%), followed by means of time-saving (27.7%).

Table 4: Frequency of Using Electronic Resources

Frequency of Usage	PCOE	VCOE	STBC	PPTTI	TBC
Everyday	83.1%	88.1%	72.6%	75.5%	83.1%
2/3 times a week	12.4%	11.9%	20.5%	20.8%	15.3%
2/3 times a month	1.5%	0.0%	6.8%	3.8%	1.7%
Never/Not at all	0%	0%	0%	0%	0%
Others	0%	0%	0%	0%	0%

This table suggests how frequently respondents get admission to electronic sources. The majority of respondents across all institutions document using digital sources each day, with smaller probabilities having access to them 2/3 times a week or month. Notably, there are no respondents who reported by no means the use of digital resources. The majority of respondents (83.1%) use digital resources each day, underlining their each day importance in instructional sports.

Table 5: Most Frequently Used E-resources

Most Frequently Used	PCOE	VCOE	STBC	PPTTI	TBC
E-Books	76.6%	91.0%	80.8%	92.5%	86.4%
E-Journal	10.4%	7.5%	16.4%	7.5%	10.2%
Bibliographic Databases	5.0%	1.5%	2.7%	0.0%	3.4%
Other	8.0%	0.0%	0.0%	0.0%	0.0%

The table identifies the most frequently used digital sources, such as E-Books, E-Journals, and Bibliographic Databases. E-Books grow to be the most regularly used aid across all institutions, observed by means of E-Journals and Bibliographic Databases. The probabilities vary slightly across establishments, indicating variations in aid preferences. E-Books are the maximum frequently used resources (76.6%), suggesting a desire for digital books a few of the respondents.

Table 6: Means of Accessing Internet and E-Resources

Means of Access	PCOE	VCOE	STBC	PPTTI	TBC
College Internet (cable)	8.5%	4.5%	1.4%	1.9%	1.7%
College Wi-Fi	94.4%	92.5%	95.9%	96.2%	94.9%
Personal Data (Cellular)	4.5%	3.0%	2.7%	1.9%	3.4%
Others	0%	0%	0%	0%	0%

Respondents detail the various techniques used to get admission to the internet and digital resources. College Wi-Fi is the main means of get entry to throughout all establishments, followed by private mobile information. The availability of college net thru

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cable is comparatively low. College Wi-Fi is the most important approach of getting access to the net and electronic resources (94.4 %), indicating the significance of institutional connectivity.

Table 7: Rating of Availability of Electronic Resources

Rating	PCOE	VCOE	STBC	PPTTI	TBC
Excellent	20.9%	14.9%	16.4%	15.1%	18.6%
Good	31.9%	34.3%	21.9%	22.6%	27.1%
Fair	44.6%	50.7%	61.6%	60.4%	52.5%
Poor	1.5%	0.0%	0.0%	1.9%	1.7%
Very poor	0%	0%	0%	0%	0%

This table displays respondents' scores for the provision of electronic sources of their faculties. The majority of respondents rate the availability of digital sources as fair or exact, with a smaller percentage rating it as fantastic or poor. There aren't any respondents who rated availability as very negative. The majority rates the supply of electronic assets as truthful (44.6%), suggesting room for improvement.

Table 8: Integration of Electronic Resources in Teaching

Integration Level	PCOE	VCOE	STBC	PPTTI	TBC
Significantly	8.5%	6.0%	9.6%	15.1%	6.8%
Moderately	10%	15%	17.0%	20.3%	17.2%
Fairly	44.6%	49.3%	37.0%	28.3%	32.2%
Slightly	27.3%	26.8%	30.9%	32.8%	37.5%
Not at all	9.6%	3.0%	5.5%	3.8%	8.5%

Respondents percentage their perceptions of the combination of electronic resources in teaching. The majority of respondents across all establishments perceive digital assets to be incorporated pretty or moderately in coaching, with smaller possibilities reporting large or slight integration and few reporting no integration at all. The integration is perceived as fairly improving teaching fine (46.6%), indicating a effective but now not overwhelming impact.

Table 9: Barriers in Using E-resources

Barriers	PCOE (%)	VCOE (%)	STBC (%)	PPTTI (%)	TBC (%)
Limited number of titles	14.1	11.9	8.5	7.5	6.8
Restricted access to back issues & cannot be accessed from home	2.8	4.5	2.7	5.7	5.1
Difficulty in finding relevant information & Restricted access to computers	19.7	19.4	21.9	30.2	28.8
Slow download speed	8.5	7.5	6.8	7.5	3.4
Other:	5.6	5.6	4.1	5.6	8.5

Respondents perceive boundaries faced in utilizing electronic sources, together with limited titles, restricted access, trouble in locating applicable records, and slow down load speeds. Other obstacles referred to range throughout establishments, indicating unique challenges confronted by means of respondents. Slow down load pace (47.9 %) is diagnosed as a substantial barrier, emphasizing the importance of green digital infrastructure.

Table 10: Management Support for Integration of Electronic Resources

Management Support Strategies	PCOE (%)	VCOE (%)	STBC (%)	PPTTI (%)	TBC (%)
Invest in more advanced technology	56.3	56.7	58.9	75.5	64.4
Provide regular training sessions	21.1	17.9	14.1	22.6	27.1
Increase budget for electronic resources	4.2	7.1	4.1	1.9	3.4
Encourage collaboration among teachers for resource sharing	14.1	17.9	21.9	0	8.5
Other	4.2	0	1.4	0	0

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This table highlights control support techniques for integrating digital sources in teaching. Strategies consist of investing in advanced technology, providing everyday education sessions, increasing budgets, and inspiring collaboration amongst teachers. However, the implementation of those strategies varies throughout institutions. The majority suggests investing in extra superior technology (67.8%) for better integration, indicating the significance of technological guide from the management.

8. Recommendations:

1. **Enhance Digital Infrastructure:** Institutions have to prioritize investments in digital infrastructure to address obstacles along with gradual down load speeds and restrained get right of entry to computer systems. This consists of upgrading internet connectivity and providing ok hardware resources to facilitate seamless get admission to to electronic assets.
2. **Professional Development:** Regular training classes have to be organized to beautify the digital literacy abilities of each college and students. Training applications have to attention on effectively using electronic resources for coaching, learning, and research functions, thereby maximizing their advantages.
3. **Diversify Electronic Resource Portfolio:** While Google is extensively used, establishments have to explore diversifying their electronic useful resource portfolio to meet the various gaining knowledge of desires of faculty and students. This ought to contain subscribing to extra databases, on line libraries, and problem-specific repositories to offer comprehensive get entry to to scholarly content.
4. **Collaborative Resource Sharing**: Institutions ought to foster a subculture of collaboration amongst school individuals for aid sharing and exchange of excellent practices in using electronic sources. Encouraging interdisciplinary collaboration can facilitate access to a much wider range of assets and promote revolutionary coaching methodologies.
5. **Budget Allocation:** Management need to allocate enough budgets for electronic assets to make sure their availability and accessibility to all stakeholders. Increased budgetary allocation can permit the procurement of top rate subscriptions, thereby increasing the repository of to be had digital sources.

9. Conclusion

The findings of this look at underscore the extensive function of digital sources in facilitating coaching, getting to know, and studies activities in self-financed B.Ed. Schools. While Google remains the most usually used aid, there is a growing popularity of the importance of diversifying aid portfolios to fulfill numerous mastering wishes. Despite dealing with demanding situations such as confined get entry to and gradual down load speeds, respondents perceive digital resources as valuable assets that enhance the exceptional of education. Management support, which includes investment in superior technology and provision of schooling sessions, is crucial for correctly integrating electronic sources into coaching practices. Collaborative efforts among stakeholders and adequate price range allocation are crucial for overcoming obstacles and maximizing the advantages of electronic resources in academic settings. By enforcing the recommended strategies, establishments can create surroundings conducive to leveraging digital sources for academic excellence and expert development.

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