

A Case study on Usage & Perception towards E-Books among the Faculty Members in Sanjay Ghodawat University, Kolhapur.

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ABSTRACT:

E-book, or electronic book, is a digital file containing text and images suitable for electronic distribution and display on-screen in a manner similar to a printed book. Because of the availability of Information and Communication Technology (ICT), librarians could consider developing e-resources to meet the information needs of users. E-resources are now a part of every academic and research library. The goal of this study is to investigate and analyze faculty members' usage patterns and perceptions of electronic books (e-books). The data was collected using the convenience sampling method from 100 faculty members at Sanjay Ghodawat University in Kolhapur.

KEYWORDS: - E Book, Faculty Members, Usage, and Perception.

INTRODUCTION:

When companies like Peanut Press began offering book content for reading on personal digital assistants (PDAs), handheld devices that predated today's smartphones and tablet computers, the buying and selling of e-books became a mainstream business in the late 1990s. However, during the dot-com disaster of 2000–2002, e-books were not universally welcomed by the publishing business, and investment in e-reading devices and e-book technology plummeted. The industry's recovery may have started when Sony Corporation debuted an e-reading device in 2006 and Amazon.com released the Kindle in 2007, both of which resulted in a quick surge in e-book sales in the United States. E-books can be read on any computer with the software needed to show the file format. mobi, open PDF, and EPUB are all available on Amazon. While Amazon's mobi, open PDF, and EPUB formats have become de facto standards, the use of proprietary DRM systems means that these files cannot be opened by all PDF-, EPUB-, and mobi-capable software.

LITERATURE REVIEW:

1. According to Rojeski (2012, p. 237), "e-books give college students the opportunity to replace traditional textbooks with e-books, which offers a perfect opportunity to transform low use items into tools for student success."
2. According to Jamali et al. (2009), e-textbooks may include an interactivity component in which a student can click on any word that the user does not understand and be taken to an immediate definition of the word. Researchers believe that students are ready for a "online" educational revolution. E-books are in line with technological advancement because they allow university students to take advantage of technological advances and the benefits of computers and smart devices.
3. Armstrong et al., (2006) agree that e-books have a high potential for teaching and learning and are appealing to scholarly communities. Other features of digital textbooks include the ability to customise the instructor's notes by incorporating various resources such as chapters from different textbooks, journal articles, business cases, and materials.
4. Jamali et al., (2009) classify e-book access, printing, saving, and carrying issues. The researcher also mentioned some disadvantages related to the instructors' age and technology handlers.
5. Rima Shishakly et al.,(2019) discuss various factors that influence students' acceptance or resistance to using e-books as part of their course materials.

RESEARCH METHODOLOGY:

A) Primary Data Collection: - The study includes both primary as well as secondary data collected from 100 faculty members with convenience sampling method.

B) Secondary Data Collection: - The secondary information has been obtained from the books, websites, magazines, journals and newspapers to study the relevant aspects.

DATA ANALYSIS AND INTERPRETATION

1. Gender wise Distribution

Particulars	Gender wise Distribution
Male	58
Female	42

From the above table it shows that, out of 100 faculty members 58 were male & 42 were female.

2. Age wise Distribution

Particulars	Age wise Distribution
21-30	24
31-40	45
41-50	21
50-60	10

From the above table it shows that, most of the faculty members are in age group of 21-30 i.e. 24, 45 faculty members from 31-40 age group, 21 faculty members from 41-50 age group and 10 faculty members from 50-60 age group.

3. Experience of E-Book Use

Particulars	Experience of E-Book Use
1-5 Years	46
6-10 Years	40
11-15 years	14

From the above table it shows that, 46 faculty members having 1-5 years experience of using E-Book. 40 faculty members are having 6-10 years and 14 faculty members having more than 11-15 years of experience of using E-Book.

4. Frequency of E-Book Use

Particulars	Frequency of E-Book Use
Daily	34
2-3 times a week	43
2-3 times a month	23

From the above table Most of the faculty member's i.e. 43 faculty members are using the E-Book 2-3 times a week and 34 faculty members are using E-Book daily.

5. Amount of Time Spent for reading E-Book

Particulars	Amount of Time Spent for reading the E-Book
Less than 1 hour a week	27
2-4 hours a week	29
5-6 hours a week	44

From the above table it shows that, amount of time spent by the faculty members on E-Book is varying in nature.

6. Most Frequently Used Location for Reading E-Book

Particulars	Most Frequently Used Location for E-Book Use
College	62
Home	23
Both the Places	15

From the table it shows that, 62 faculty members are using E-Book from their college, 23 faculty members from home and remaining 15 faculty members are using E-Book from both places.

7. Purposes for reading E-Book.

Particulars	Purposes for reading E-Book
utilized e-books for personal interest or curiosity	24
dealing with such assignments as writing academic reports	17
leisure reading	14
academic research	27
daily life issues	10
miscellaneous purposes	8

From the table it shows that, 27 faculty members read e-books for academic research, 24 for utilized for personal interest or curiosity & 17 for dealing with such assignments as writing Academic reports and 14 faculty members reading for leisure purpose of reading.

8. What Themes of e-books do you often read?

Particulars	Themes of e-books
literature works	16
social science books	17
humanities	22
natural science and engineering books	18
hobbies and travel	12
fine arts and physical training	6
miscellaneous topics	9

From the table it shows the different themes of e-book read by the faculty members.

9. What Type of e-books do you often read?

Particulars	Type of e-books
general culture	18
monographs	12
reference books	20
textbooks	23
foreign language books	16
miscellaneous types of books	11

From the table it shows that, textbook, reference book & general culture type book are read by the faculty members.

10. Comparison of printed and e-books in preference? Which format do you prefer between printed books and electronic books

Particulars	preference between printed books and electronic books
Printed	67
E-Book	33

From the above table it shows that, out of 100 faculty members 67 preferred for Printed books & 33 for e-books.

11. What kinds of problem do you go through when utilizing e-books?

Particulars	kinds of problems faced when utilizing e-books
reading on the screen is uncomfortable	32
do not like reading e-books because they cannot find enough e-books in their fields of interest	14
the condition to read e-books is not good enough	36
have difficulties moving the scroll bar up and down	18

From the table it shows the different kinds of problems faced when utilizing e-books by the faculty members.

12. How much are you overall satisfied with e-books?

Particulars	How much are you overall satisfied with e-books
Highly Satisfied	20
Satisfied	38
Neutral	11
Dissatisfied	18
Highly Dissatisfied	13

From the table it shows the different satisfaction level by the faculty members.

CONCLUSION:

Technology has transferred the world and instrumental as an important tool for retrieving information. Now a day, library collections are not exhaustive post to printed documents alone but they are good e-resources and they have become the inseparable part of human life in post 21 st century. Thus, the said study carried out to investigate and analyze the usage patterns & Perception of electronic book (e-book) by the faculty Members. The study reveals that the frequency, purpose, time spend, location, problems of using E-Book by faculty members are vary in nature.

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