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E-books Usage by the Academia at the University of Mysore: a Survey

Abstract: The academia of the University of Mysore in India encompasses faculty and research scholars. Both are involved in research, publication and lifelong learning, and faculty members are deeply engaged in assisting students. Besides the print collection, the library users have access to a variety of electronic resources. In the recent past, the librarians have been encouraging a more effective use of e-books, which are web based and downloadable. The library's collection of electronic books is growing. It is said that 'the most important development in literature in the world after Guttenberg is the e-book' [6]. The aim of the present study was to evaluate the usage of e-resources at the University of Mysore. The paper covers demographic characteristics, computer and Internet usage, types of e-books accessed, the purpose of search, and duration of e-books use. E-books provide easy and instant access to the content and are convenient to read and browse. The findings of the survey reveal that the e-books of Springer, Taylor & Francis were used the most. Reference e-books were used very frequently. A lack of awareness together with acquisition costs seem to hinder usage of e-books.

Keywords: Access to e-books. Computer and Internet usage. E-book service. E-book usage. Reference e-books. University of Mysore

Introduction

The spectrum of the university library collection is very broad and it is being enriched with electronic resources. The faculty and post-doctoral students more frequently use electronic journals and e-books. Web-based e-books do not require any special devices except for access to the Internet and web browsers. The library's e-books also include the digitised print books reproduced in PDF, text and similar web compatible formats (2008). The usage of e-books in academia is on the increase, as was shown in the studies carried out by springer.com [5, 6, 7]. The studies mentioned below show a similar pattern of usage among students of many universities and colleges. Similarly, the faculty use e-books as research and teaching materials. The studies indicate that students get used to the new technology faster than faculty. This study is aimed at analysing the situation at the University of Mysore. The sample population consists of the researchers and faculty members of life sciences and technology.

Previous Studies

In recent years, a number of studies on the usage of e-books were carried out. Roesnita and Zainab explored the usage patterns among the undergraduates of the Faculty of Computer Science and Information Technology (FCSIT) [7]. Anurada and Usha pointed out that students got accustomed to the new technology faster than faculty [2]. Mostly, reference and technical e-books were used, but, in general, the usage of e-books seemed to be low. Herson et.al. examined usage pattern among undergraduate students of economics, literature, and nursing [4]. Their study highlighted the differences among students in browsing and using e-resources. Students more readily used e-journals than e-books. Springer.Com conducted a survey in three parts; part 1: E-books – the end user perspective (White Paper); part 2: A survey of e-books usage and perceptions at the University of Liverpool; and UC Libraries academic e-book usage survey. The results were impressive and revealing (5, 6, 7). Lamothe analysed online e-book usage during 9 years in the J.N. Desmarais library at Laurent University [5]. The findings of the study proved that students, including doctoral students, used e-books the most.

Objectives of the Present Study

The main objectives of our study were the following:

- a) to examine the demographic profile of the respondents;
- b) to identify the duration and purpose of e-book use;
- c) to evaluate the usage of particular types of e-books;
- d) to assess the degree of use of different publishers' e-books;
- e) to find out which qualities of e-books are appealing to the users and which are discouraging.

Research Method and Research Material

In the present study, a survey technique was adopted to include 114 faculty (09) and research scholars (103) and post doctoral fellows (2) from various fields of life sciences (table 5). A structured questionnaire along with Likert's scale was used. Random sampling method was used for data collection. SPSS was used for analysis and tabulation. Simple tools, like Mean and SD, were applied for describing research results.

Sample population

The sample population of the present study is shown in table 1. The majority of respondents, namely 26, came from the Department of Biotechnology (which was 22.8% of the total number of respondents). 23 respondents came from Botany (20.2%), 16 from Biochemistry (14.0%), 16 from Environment science (14.0%), 12 from Microbiology (10.5%), 18 from Zoology (15.8%), and 3 from Genetics Departments (2.6%).

Table 1. Departmental Distribution of the Samp

S/N	Name of the Departments	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Bio-technology	26	22.8	22.8
2	Bio-chemistry	16	14.1	36.8
3	Botany	23	20.2	57.0
4	Environment science	16	14.0	77.1
5	Microbiology	12	10.5	81.6
6	Zoology	18	15.8	97.4
7	Genetics	3	2.6	100.0
	Total	114	100.0	

Source: Own study.

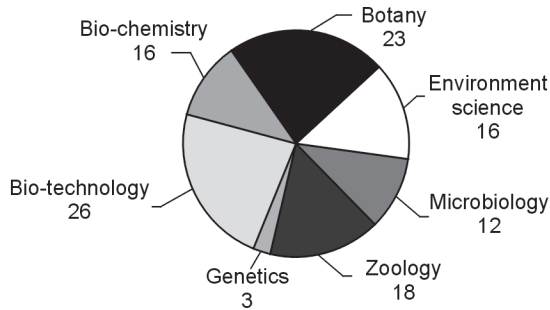


Figure 1. Sample population

Source: Own representation.

Data Analysis and Interpretation

The analysis and interpretation are presented below.

Distribution Gender-wise

Table 2 shows data related to gender. Out of 114 respondents, 59 (51.8%) were male and 55 (48.2%) were female.

Table 2. Gender Distribution

S/N	Gender	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Male	59	51.8	51.8
2	Female	55	48.2	100.0
	Total	114	100.0	

Source: Own study.

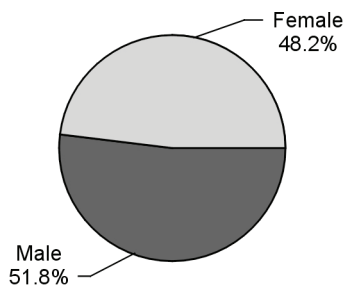


Figure 2. Gender

Source: Own representation.

Age

The age distribution of respondents is shown in table 3. 28 (24.6%) respondents were in the 21 to 25 age group, followed by 61 (53.5%) in the 26 to 30 age group. About 12 (10.5%) respondents were in the 31 to 35 age group, 3 (2.6%) in the 36 to 40 age group, 5 (4.4%) in the 41 to 45 age group, and 1 (0.9%) respondent belonged to the 46 to 50 age group. Only 3 (2.6%) respondents were between 51 and 55 years of age, and 1 (0.9%) respondent was between 56 and 60 years of age.

Table 3. Age

S/N	Age Range	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	21 to 25	28	24.6	24.6
2	26 to 30	61	53.5	78.1
3	31 to 35	12	10.5	88.6
4	36 to 40	3	2.6	91.2
5	41 to 45	5	4.4	95.6
6	46 to 50	1	0.9	96.5
7	51 to 55	3	2.6	99.1
8	56 to 60	1	0.9	100.0
	Total	114	100.0	

Source: Own study.

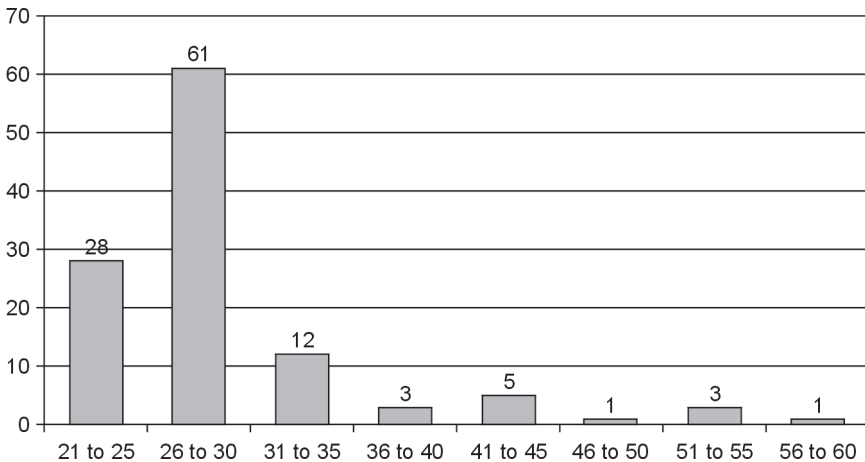


Figure 3. Age

Source: Own representation.

Educational Qualifications

The distribution of educational qualifications of respondents is shown in table 4. It is seen that 76 (66.7%) respondents had M.Sc degrees, 26 (22.8%) had M.Phil degrees and 12 (10.5%) had Ph.D degrees.

Table 4. Educational Qualifications

S/N	Qualification	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	M.Sc	76	66.7	66.7
2	M.Phil	26	22.8	89.5
3	Ph.D	12	10.5	100.0
	Total	114	100.0	

Source: Own study.

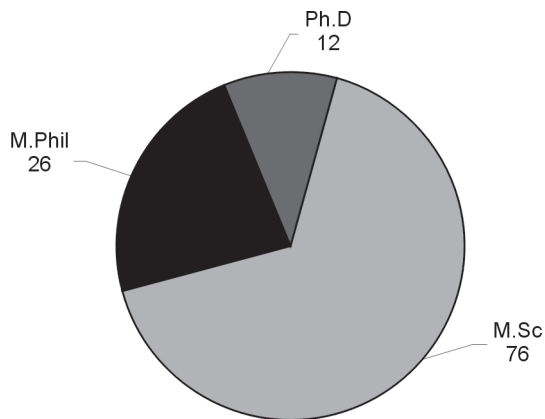


Figure 4. Educational Qualifications

Source: Own representation.

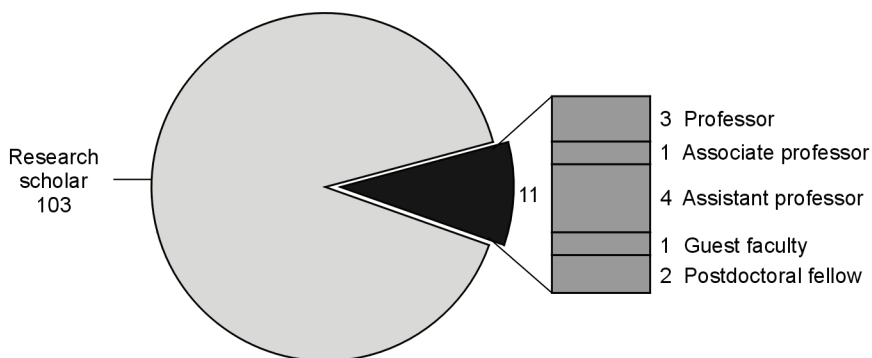
Position and Title

The position and title of the respondents are shown in table 5. The majority of the respondents were research scholars 103 (90.4%), 4 (3.5%) were assistant professors, 3 (2.6%) were professors, 2 (1.8%), postdoctoral fellows, 1 (0.9%) was associate professor and 1 (0.9%) was a faculty guest.

Table 5. Position and Title

S/N	Position	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Professor	3	2.6	2.6
2	Associate professor	1	0.9	3.5
3	Assistant professor	4	3.5	7.0
4	Guest faculty	1	0.9	7.1
5	Research scholar	103	90.4	98.2
6	Postdoctoral fellow	2	1.8	100.0
	Total	114	100.0	

Source: Own study.

**Figure 5.** Position and Title

Source: Own representation.

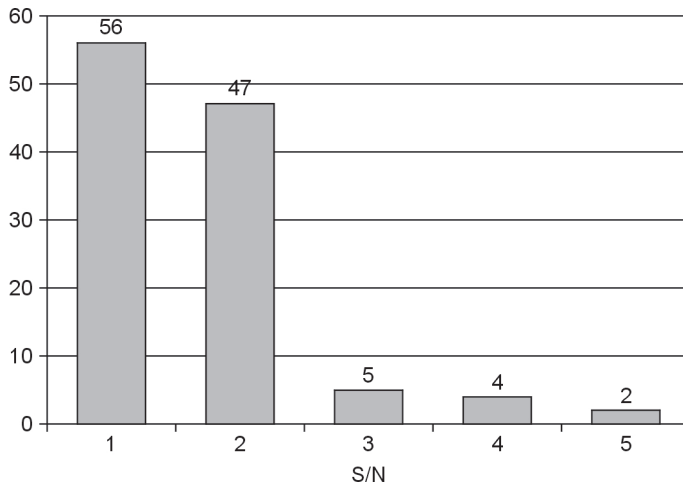
Duration of Computer Use

The duration (years) of computer use is shown in table 6. The table indicates that 56 respondents (49.1% of the total number of respondents) have used computers for over 10 years, 47 (41.2%) for over 5 years, 5 (4.4%) for over 4 years, 4 (3.5%) for over 3 years, and 2 (1.8%) respondents have used computers for over 2 years.

Table 6. Duration of Computer Use

S/N	Duration of Use	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Over 10 years	56	49.1	41.1
2	Over 5 years	47	41.2	90.4
3	Over 4 years	5	4.4	98.7
4	Over 3 years	4	3.5	94.2
5	Over 2 years	2	1.8	100.0
	Total	114	100.0	

Source: Own study.

**Figure 6.** Duration of Computer Use

Source: Own representation.

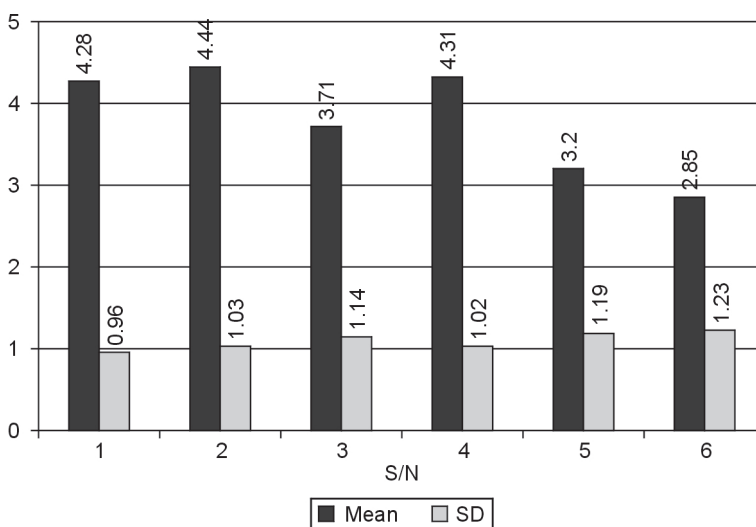
Purpose of Internet Use

The purpose for which the respondents used the Internet is shown in table 7. The main purpose was 'to browse the Internet' (mean=4.44), followed by 'to send e-mails' (mean=4.28), 'to prepare text/power point for seminar/class lecture' (mean=3.71), 'to read research paper' (mean=4.31), 'to read an e-book' (mean=3.20) and 'to watch movie/sports/news' (mean=2.85).

Table 7. Purpose of Internet Use

S/N	Purpose	Mean	SD
1	To send e-mails	4.28	0.96
2	To browse the Internet	4.44	1.03
3	To prepare text/power point for seminar/class lecture	3.71	1.14
4	To read research paper	4.31	1.02
5	To read an e-book	3.20	1.19
6	To watch movie/sports/news	2.85	1.23

Source: Own study.

**Figure 7.** Purpose of Internet Use

Source: Own representation.

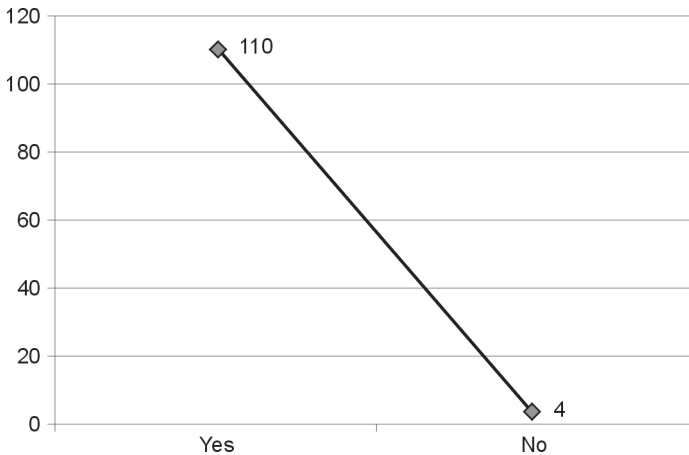
Use of E-books Available in Library

The use of e-books available in the Mysore University Library (MUL) is shown in table 8. Nearly 110 (96.5%) respondents said 'YES' and 4 (3.5%) respondents said 'NO'.

Table 8. Use of E-books Available in the Library

S/N	Responses Type	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Yes	110	96.5	96.5
2	No	4	3.5	100.0
	Total	114	100.0	

Source: Own study.

**Figure 8.** Use of E-books Available in the Library

Source: Own representation.

Types of E-books Used

The types of e-books used by the respondents are listed in table 9. The majority of respondents used 'e-reference materials' (mean=3.87), followed by 'e-maps/travel guides' (mean=2.05), 'e-technical books' (mean=2.64), 'e-trade magazine/product guides' (mean=1.90), and 'recreational e-books (fiction etc.)' (mean=1.77).

Table 9. Types of E-books Used

S/N	Types of E-books	Mean	SD
1	E-maps/travel guides	2.05	1.20
2	E-reference materials	3.87	4.08
3	E-technical books	2.64	1.42
4	E-trade magazine/product guides	1.90	1.12
5	Recreational e-books (fiction et.)	1.77	1.01

Source: Own study.

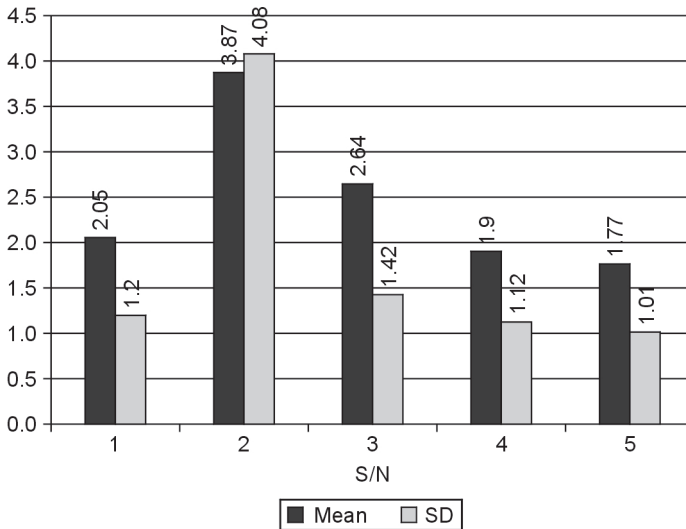


Figure 9. Types of E-books Used

Source: Own representation.

Preferred E-book Publishers

The choice of different e-books publishers is shown in table 10. The majority of respondents used the e-books published by ‘Springer Link’ (mean=3.78), followed by ‘Taylor & Francis’ (mean=2.98), ‘CRC Press’ (mean=3.09), ‘Wiley Books Online’ (mean=1.85), ‘Canadian Libraries’ (mean=1.50), ‘UC Press E-books Collection’ (mean=1.72), ‘Biodiversity Heritage Library’ (mean=1.58), ‘UN University Full-Text Publications’ (mean=2.0), ‘Universal Digital Library’ (mean=1.78), and ‘Project Gutenberg’ (mean=2.43).

Table 10. Choice of E-book Publishers

S/N	E-book Publishers	Mean	SD
1	Springer E-books (http://www.springerlink.com)	3.78	1.32
2	Taylor & Francis E-books (http://www.tandfebooks.com)	2.98	1.55
3	CRC Press E-books (http://www.crcnetbase.com/)	3.09	4.7
4	Wiley Books Online (http://onlinelibrary.wiley.com/)	1.85	1.29
5	Canadian Libraries (http://archive.org/details/toronto)	1.50	0.97
6	UC Press E-books Collection, 1982–2004 (http://publishing.cdlib.org/ucpressebooks/)	1.72	1.57
7	Biodiversity Heritage Library (http://www.biodiversitylibrary.org/)	1.58	1.04

8	UN University Full-Text Publications (http://archive.unu.edu/unupress/fulltext.html)	2.0	1.56
9	Universal Digital Library (http://www.ulib.org/index.html)	1.78	1.20
10	Project Gutenberg (http://www.gutenberg.org/wiki/Main_Page)	2.43	1.43

Source: Own study.

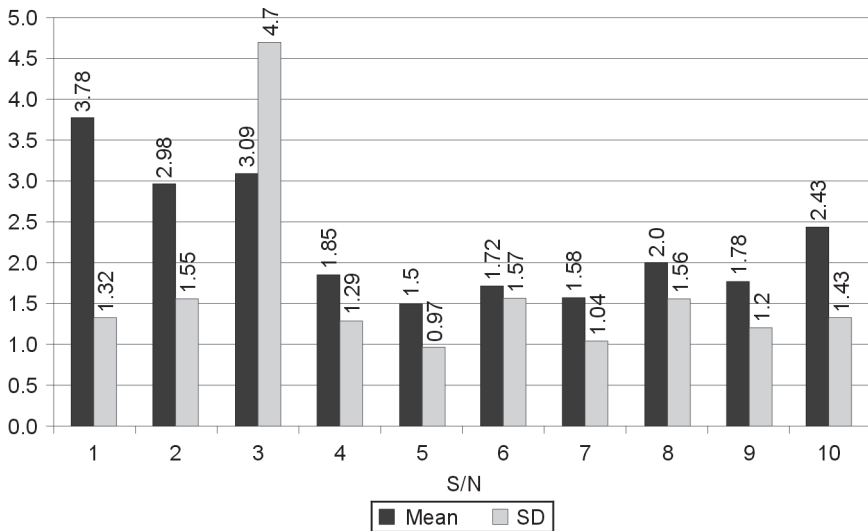


Figure 10. Choice of E-book Publishers

Source: Own representation.

Purpose for Using E-books

The purposes for using e-books are listed in table 11. The main purpose was for pursuing ‘academics’ (mean=0.83), the next ‘for research’ (mean=0.72), ‘for reference’ (mean=0.17), ‘leisure’ (mean=0.19) and ‘other purposes’ (mean=0.10).

Table 11. Purpose for Using E-books

S/N	Purpose	Mean	SD
1	Academic	0.83	0.37
2	For research	0.72	0.44
3	For reference	0.17	0.38
4	Leisure	0.19	0.39
5	Other purposes	0.10	0.30

Source: Own study.

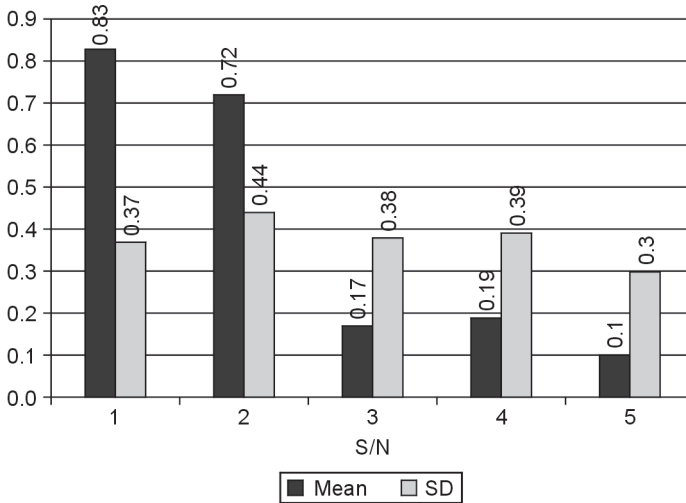


Figure 11. Purpose for Using E-books

Source: Own representation.

Duration of Accessing E-books

The duration of accessing e-books by respondents is presented in table 12. Most respondents, which was 31 (27.2% of the total number), were accessing e-books for ‘1 to 2 hours’. 16 respondents (14.0%) for ‘less than 1 hour’, 26 (22.8%) spent 2 to 3 hours doing that, 22 (19.3%) spent 3 to 4 hours, 13 (11.4%) 4–5 hours, 1 (0.9%) respondent was accessing e-books for 5 to 6 hours, and 5 (4.4%) were using e-books for ‘more than 6 hours’.

Table 12. Duration of Accessing E-books

S/N	Hours	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Less than 1 hour	16	14.0	14.0
2	1–2 hours	31	27.2	41.2
3	2–3 hours	26	22.8	64.0
4	3–4 hours	22	19.3	83.3
5	4–5 hours	13	11.4	94.7
6	5–6 hours	1	0.9	95.6
7	More than 6 hours	5	4.4	100.0
	Total	114	100.0	

Source: Own study.

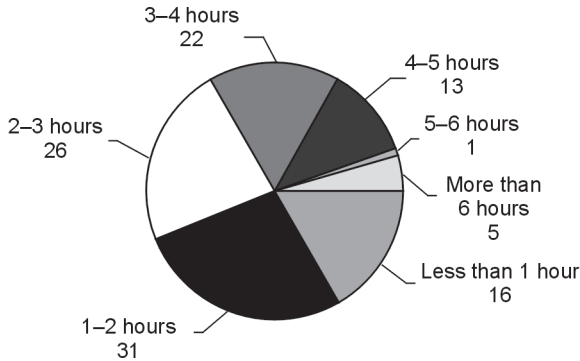


Figure 12. Duration of Accessing E-books

Source: Own representation.

Use of E-books from Mysore University Library Website

The use of e-books from MUL website is shown in table 13. The table shows that 101 (88.6%) respondents were aware that they were using e-books from Mysore University Library website, whereas 13 (11.4%) respondents were using e-books from Mysore University Library website unknowingly.

Table 13. Use of E-books from Mysore University Library Website

S/N	Option	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Yes	101	88.6	88.6
2	No	13	11.4	100.0
	Total	114	100.0	

Source: Own study.

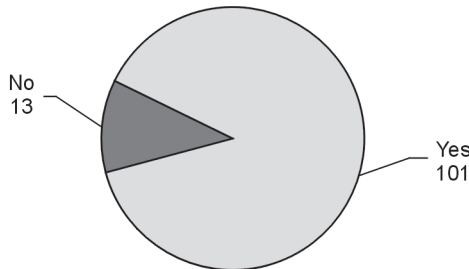


Figure 13. Use of E-books from Mysore University Library Website

Source: Own representation.

Preferred Format of E-books

E-books are available in electronic and printed format. Table 14 shows that most users do not have a preference for one format or the other 71 (62.3%). 28 (24.6%) respondents preferred the printed format of e-books, and 15 (13.2%) respondents preferred the electronic format of e-books.

Table 14. Preferred Format of E-books

S/N	Format	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Printed format of e-books	28	24.6	24.6
2	Electronic format of e-books	15	13.2	37.7
3	Both	71	62.3	100.0
	Total	114	100.0	

Source: Own study.

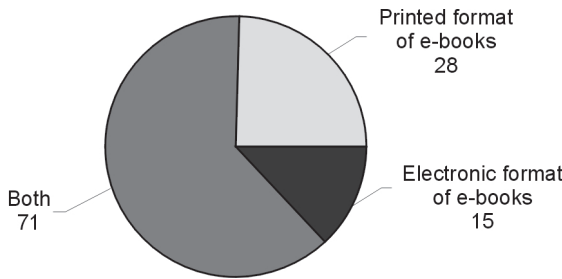


Figure 14. Preferred Format of E-books

Source: Own representation.

Access to E-books

The modes of access to e-books are shown in table 15. The majority of the total 114 respondents, which was 66 (57.89%), obtained e-books from campus-wide access, whereas 48 (42.11%) respondents had off-campus access.

Table 15. Modes of Obtaining E-books

S/N	Option	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Campus-wide access	66	57.89	57.89
2	Off-campus access	48	42.11	100.00
	Total	114	100.0	

Source: Own study.

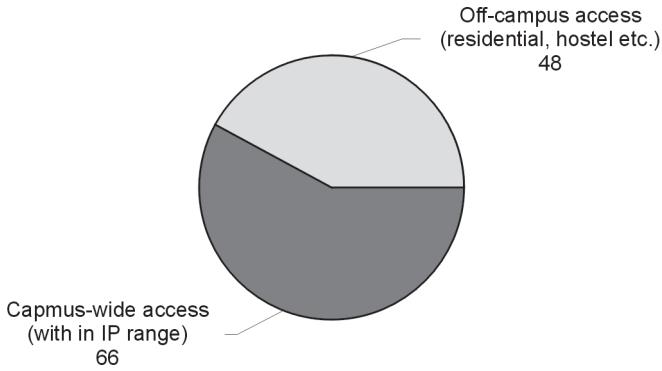


Figure 15. Modes of Access to E-books

Source: Own representation.

E-book Awareness

As is shown in table 16, 79 (69.3%) respondents were e-bookaware, whereas 35 (30.7%) were not. Thus, in this study, the respondents’ awareness of e-books was high, which is similar to the results of the study carried out by Springer [5, 6].

Table 16. E-book Awareness

S/N	Option	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Yes	79	69.3	69.3
2	No	35	30.7	100.0
	Total	114	100.0	

Source: Own study.

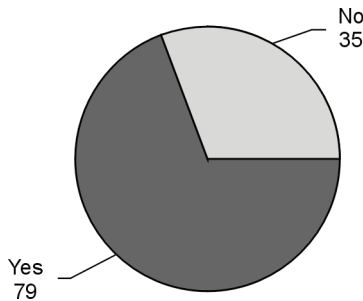


Figure 16. E-book Awareness

Source: Own representation.

Factors Affecting E-book Usage

The features that affect e-book usage are shown in table 17. Out of the total number of 114 respondents, 66 (57.9%) voted for ‘mobility’, 48 (42.1%) considered ‘easy to access’ an impressive feature, 45 (39.5%) pointed to ‘ability to bookmark page’, 67 (58.8%) marked ‘instant access to content’, 37 (32.5%) chose ‘search to locate words or quotes’, 36 (31.6%) appreciated ‘search and browse dictionary and indices’, 46 (40.4%) the ‘ability to maintain my own collection/bookshelf’, 26 (22.8%) thought ‘personalized look and feel’ was great. Thus, one of the important features that impressed the respondents most is ‘instant access to content’. These results were similar to the findings of Anuradha and Usha [2].

Table 17. Features that Affect E-book Use

S/N	Features	No. of Responses	Percentage (%)
1	Mobility	66	57.9
2	Easy to access	48	42.1
3	Ability to bookmark page	45	39.5
4	Instant access to content	67	58.8
5	Search to locate words or quotes	37	32.5
6	Search and browse dictionary and indices	36	31.6
7	Ability to maintain my own collection/bookshelf	46	40.4
8	Personalized look and feel (customization)	26	22.8

Source: Own study.

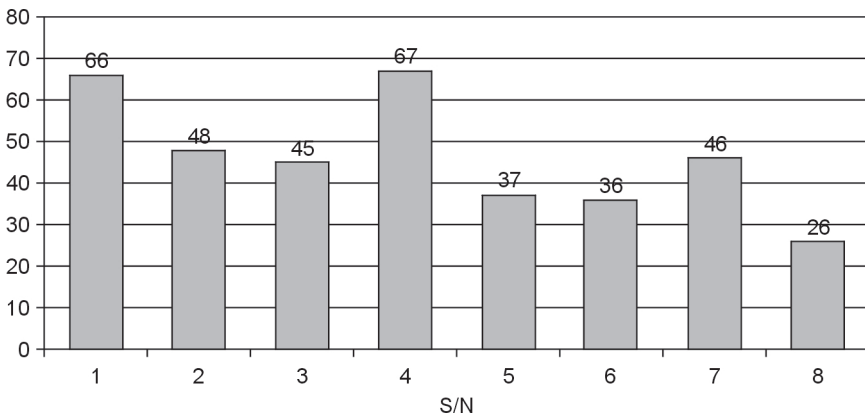


Figure 17. Features that Affect E-book Use

Source: Own representation.

Ways to Improve E-book Service in Mysore University Library (MUL)

The ways to improve e-book usage in MUL are shown in table 18. It can be seen that the library staff should attempt to ‘motivate library users to use e-books’ (mean=3.38), ‘provide specific instruction on how to use/access’ (mean=3.81), ‘orient how to access e-book via Mysore University Library website’ (mean=3.64), ‘advertise/promote new arrivals of e-book titles on the Mysore University Library website’ (mean=3.41), ‘include e-books titles in library catalog/OPAC’ (mean=3.50), and ‘provide specific workshops on how to use e-book services’ (mean=3.45).

Table 18. Ways to Improve E-book service in Mysore University Library (MUL)

S/N	Option	Mean	SD
1	Motivate library users to use e-books	3.38	1.64
2	Provide specific instruction on how to use/access	3.81	1.50
3	Orient how to access e-book via Mysore University Library website	3.64	1.57
4	Advertise/promote new arrivals of e-book titles on the Mysore University Library website	3.41	1.55
5	Include e-books titles in library catalog/OPAC	3.50	1.50
6	Provide specific workshops on how to use e-book services	3.45	1.58

Source: Own elaboration.

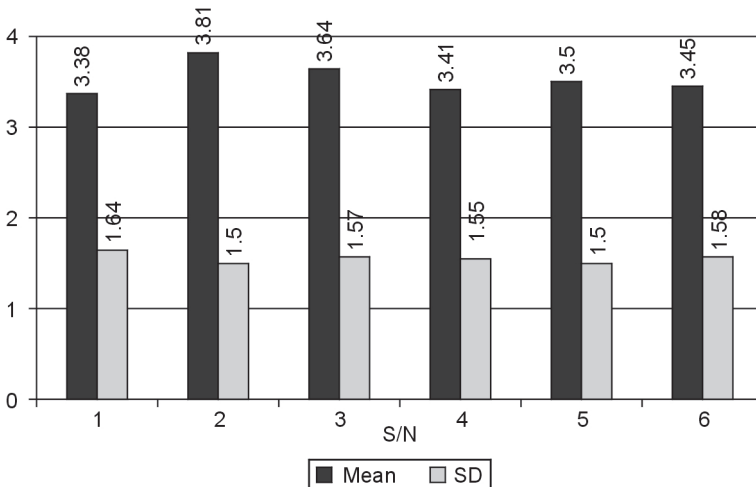


Figure 18. Ways to Improve E-book Service in MUL

Source: Own representation.

Reasons for Recommending E-books to Others

The reason for recommending e-books to others is shown in table 19. The majority of the respondents cited the following reasons in the same order: e-books are ‘available (24/7) anytime and anywhere’ (mean=3.98), ‘very convenient to read and browse’ (mean=3.77), ‘it is enjoyable and fun to read on-line’ (mean=2.55), ‘no need to go to the library or bookshop’ (mean=3.22), and ‘cross reference is very easy’ (mean=3.59).

Table 19. Reasons for Recommending E-books to Others

S/N	Reasons	Mean	SD
1	Very convenient to read and browse	3.77	1.47
2	Available (24/7) anytime and anywhere	3.98	1.41
3	No need to go to the library or bookshop	3.22	1.55
4	It is enjoyable and fun to read on-line	2.55	1.43
5	Cross reference is very easy	3.59	1.51

Source: Own study.

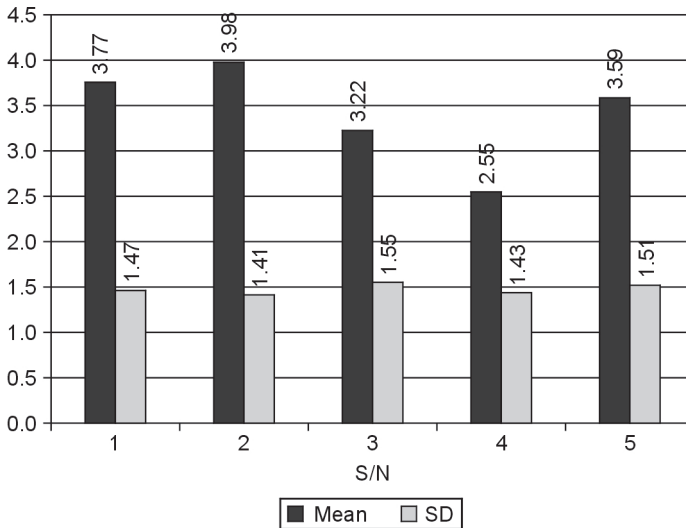


Figure 19. Reasons for Recommending E-books to Others

Source: Own elaboration.

Use of E-book Reading Software/Application

The use of e-book reading software by the respondents is shown in table 20. The table shows that respondents used different e-book software/applications. The majority of the respondents used 'Adobe acrobat e-bookreader' (mean=3.71), followed by 'Ebrary reader' (mean=1.36), 'hiebook' (mean=1.16), 'Microsoft e-bookreader' (mean=2.03), and 'Mob pocket' (mean=1.33).

Table 20. Use of E-book Reading Software/Applications

S/N	Option	Mean	SD
1	Adobe acrobat e-bookreader	3.71	1.47
2	Ebrary reader	1.36	0.90
3	Hiebook	1.16	0.49
4	Microsoft e-bookreader	2.03	1.40
5	Mob pocket	1.33	0.81

Source: Own study.

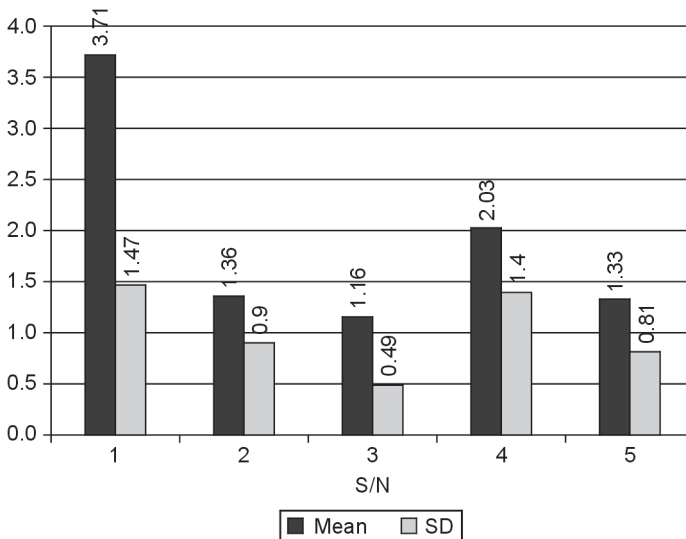


Figure 20. Use of E-book Reading Software/Application

Source: Own representation.

Disliked Features of E-books

The disliked features of e-books are shown in table 21. The main features were the following: the ‘problem associated with username and passwords’ (mean=2.73), ‘lack of awareness or demand for e-books’ (mean=2.71), ‘not familiar with relevant technology’ (mean=2.64), ‘not user-friendly’ (mean=2.12), ‘rapidly changing technology’ (mean=2.34), and ‘variety of devices available’ (mean=2.30).

Table 21. Disliked Features of E-books

S/N	Features	Mean	SD
1	Lack of awareness or demand for e-books	2.71	1.52
2	Not familiar with relevant technology	2.64	1.52
3	Not user-friendly	2.12	1.33
4	Problem associated with username and passwords	2.73	1.65
5	Rapidly changing technology	2.34	1.48
6	Variety of devices available	2.30	1.42

Source: Own study.

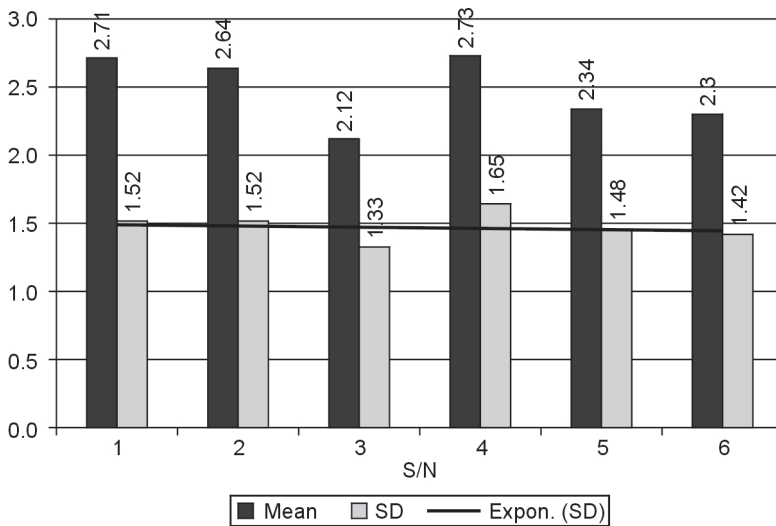


Figure 21. Disliked Features of E-books

Source: Own representation.

Unappealing Features of E-books

Also the features that may discourage the reader from using and recommending e-books to others were researched. They are listed in table 22. The most frequently chosen was the ‘cost’ (mean=2.72). It was followed by ‘different e-books from different sources are not compatible’ (mean=2.60), ‘difficulty in accessing computers or Internet’ (mean=2.45), ‘enough printed books in libraries’ (mean=2.35), ‘hard to read and browse’ (mean=2.45), ‘limited number of titles I would like to read available’ (mean=2.31), ‘not confident with the relevant technology used’ (mean=2.17), ‘not familiar with this kind of product’ (mean=2.13), and ‘used to reading printed books and do not want to change the habit’ (mean=2.55).

Table 22. Unappealing Features of E-books

S/N	Features	Mean	SD
1	Cost	2.72	1.55
2	Different e-books from different sources are not compatible	2.60	1.41
3	Difficulty in accessing computers or the Internet	2.45	1.41
4	Enough printed books in libraries	2.35	1.69
5	Hard to read and browse	2.45	1.36
6	Limited number of titles I would like to read available	2.31	1.37
7	Not confident with the relevant technology used	2.17	1.29
8	Not familiar with this kind of product	2.13	1.23
9	Used to reading printed books and do not want to change the habit	2.55	1.68

Source: Own study.

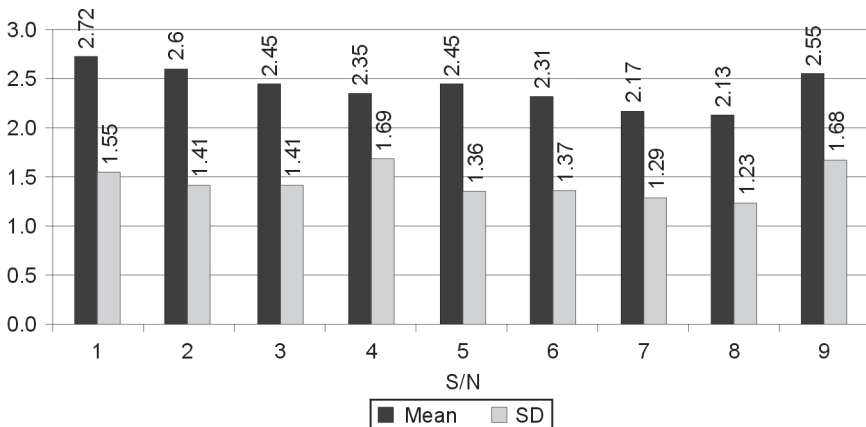


Figure 22. Unappealing Features of E-books

Source: Own representation.

Level of Satisfaction in Using E-books

The level of satisfaction in using e-books among the respondents is shown in table 23. It can be seen that nearly 6 (5.3%) respondents were very dissatisfied with using e-books, 7 (6.1%) respondents were simply unsatisfied, 52 (45.6%) respondents were somewhat satisfied with using e-books, 46 (40.4%) respondents were very satisfied, whereas 3 (2.6%) respondents were extremely satisfied with using e-books.

Table 23. Level of Satisfaction with E-books

S/N	Level of Satisfaction	No. of Responses	Percentage (%)	Cumulative Percentage (%)
1	Very unsatisfied	6	5.3	5.3
2	Unsatisfied	7	6.1	11.4
3	Somewhat satisfied	52	45.6	57.0
4	Very satisfied	46	40.4	97.4
5	Extremely satisfied	3	2.6	100.0
	Total	114	100.0	

Source: Own study.

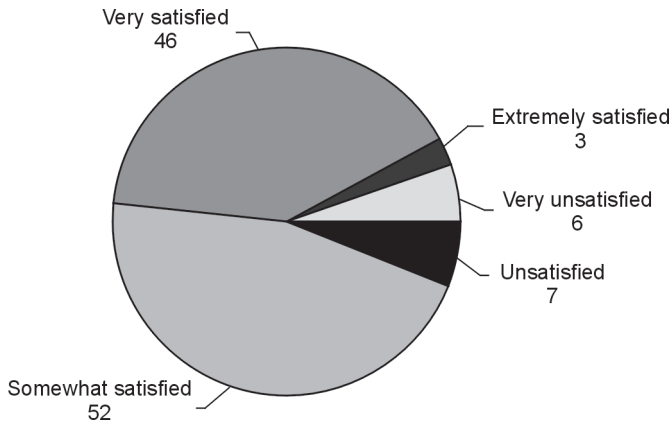


Figure 23. Level of Satisfaction in Using E-books

Source: Own representation.

Conclusions

Usage and user studies constitute a considerable part of research literature in the field of Library and Information Science. This study is also a type of user study. In this study, the sample is drawn from

an academic library, called the Mysore University Library (MUL), Mysore, University of Mysore and Mysuru, India. The sample of survey respondents consisted of the university's faculty and research scholars. The researchers adopted a survey research method with a structured questionnaire. Statistical tools, including mean average and SD, were used for interpretation and analysis of data.

The results of this study are similar to some of the major studies carried out by Springer [5, 6] at Liverpool University, and also to other studies cited in this paper. It is worth emphasizing that this study was the first to be carried out in the MUL campus. The survey also helped the Mysore University Library in terms of increasing the awareness of e-books. It is expected that the usage will grow steadily in the near future and the investment made by the library will be cost effective.

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Wykorzystanie e-książek w środowisku akademickim Uniwersytetu w Mysore: studium przypadku

Abstrakt: Środowisko akademickie Uniwersytetu of Mysore w Indiach obejmuje wykładowców i uczonych badaczy. Oba środowiska prowadzą badania, wydają publikacje i organizują kształcenie ustawiczne, a pracownicy wydziału są głęboko zaangażowani w pomoc studentom. Oprócz zbiorów dokumentów drukowanych, użytkownicy biblioteki mają dostęp do różnych zasobów elektronicznych. W niedawnej przeszłości bibliotekarze zostali zachęcani do bardziej efektywnego wykorzystania e-książek, które są do pobrania dzięki sieci internetowej. Biblioteczne kolekcje książek elektronicznych powiększają się. Mówi się, że „najważniejszym wydarzeniem w rozwoju literatury na świecie po wynalazku Guttenberga jest e-book” [6]. Celem niniejszego badania była ocena wykorzystania e-źródeł na Uniwersytecie w Mysore. W artykule przedstawiono charakterystykę demograficzną, wykorzystanie komputera i Internetu, dostępne rodzaje e-booków oraz cel i okres użytkowania e-książek. E-książki zapewniają łatwy i szybki dostęp do ich zawartości. Wyniki badań wykazują, że bardzo często użytkowane były e-książki wydawnictwa Springer, Taylor & Francis. Często wykorzystywano także źródła informacji o e-bookach. Brak świadomości wraz z kosztami akwizycji zdają się utrudniać korzystanie z e-książek.

Słowa kluczowe: Dostęp do e-książek. Uniwersytet w Mysore. Usługa e-book. Wykorzystanie e-booków. Wykorzystanie komputera i Internetu. Źródła informacji o e-bookach.