International Journal of Advanced Research in Computer Science and Software Engineering

Research Paper
Available online at: www.ijarcsse.com

e-Resources Selection Principles

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Abstract: e-Resources or "Electronic Resources" can be defined as the resources available on the internet which are like storehouse of data and information on different subjects and topics. These resources are very helpful for the students; especially for the research scholars who are doing their research work as they need a huge amount of data and internet is the best alternate to fulfil their need. But it is very difficult for us to choose the e-Resources that can be the best according to our requirements. This research paper highlights the principles for the selection of e-resources. These principles are considered to be very helpful for the research scholars and other students while selecting e-Resources.

Keywords: e-Journals, e-Resources, priority, research scholars, WWW.

I.   Introduction

e-Resources are defined as work that requires local and remote computer access. These include, but are not limited to e-journals, e-database, e-newspaper, e-book, CD-ROM, www, e-images etc. Many of the electronic resources are freely available to anyone over Internet access but some are commercial resources. Information and communication technology is one of the important buzzwords of today's world. It has changed the society into information society and is way of life. The universities of library acquire or license these resources to support research activities of the university's students, research scholars, staff and faculty. E-Resources are selected using the same basic principal as print and non print media. E-Resources are an important for the research community, because e-Resources have special characteristic as well as ones that they share with traditional information resources, a statement of criteria is needed to guide the selection of electronic resources. Which are published in their statement of current perspectives and preferred practices for the selection and purchase of electronic information, available on the internet? These principles had the dual purpose of guiding libraries in their negotiations for access to electronic resources and information of electronic products.

II.   Principles to be considered while selecting e-Resources

A.   Selection Criteria

The purpose of the library will always be to support the needs of its community with the most relevant highest quality information resources, and no change in format will alter this. With electronic as with print resources, quality, level, and relevance must remain primary. Judgments about how well resources measure up to these standards will sometimes be easier in the electronic media but more often harder. Which can be shared with a broader audience than sample print issues, and which really have no analogue for books other than the cumbersome returns process within approval plans, make it easier to judge materials before committing to purchase. Fewer electronic publishers have the kinds of long-established reputations which librarians consider in print materials routinely take into account. Content can also be hard to judge, because "how much" is hard to weigh in cyberspace, because what was here one month may be gone the next, and because subtle deletions such as the absence from scholarly journals of news scraps, errata, ads, or letters are not always easy to detect.

Much of the bibliographic apparatus that associated articles with journals and journals with publishers of known reputation has disappeared. Some of our traditional standards take on new meaning in the electronic arena. Currency can come to mean, not the latest week or month as with a magazine or loose leaf, but whether a resource is updated every fifteen minutes in the case of news or stock quotes or daily in the case of journal collections. The degree to which resources may be shared also has new meaning. It is wonderful that the same information can be used by several people at once, but it is also possible that some potential users are disenfranchised by technological incompatibilities or that restrictions on interlibrary lending may be more severe than with print. This is simply because if some criteria grow in decision making process. In the print world, quality, and level in proportion to cost could be everything because realistically no one used such terrible paper as to make much marginal difference, and the best publishers used the best paper anyway. But in the electronic arena, it is perfectly possible to find oneself considering a resource that is programmatically relevant.

B.   Collection Development

Collection development policies and criteria should be applied consistently and should be compatible with the goals of the Libraries Strategic Plan. One of the goals is to provide an increasing array of tools for students and faculty members for displaying, and manipulating recorded knowledge and information. The universities should benefit from collaborative efforts in purchasing ever-changing technologies and content that support research scholars and faculty research. Electronic information resources must meet the information needs of students and faculty by providing a selection of materials that directly support the diversity of academic programs in the university. Resources should also provide materials that offer alternative avenues of learning to students on a 24/7 basis from university Balance of content between the various disciplines should be sought when choosing e-Resources and should respect the different information needs of university.

1) Priority will be given to resources that will benefit the greatest number of users:
- Economies of scale
- Improved resources sharing
- Extensive content
- Timely availability
- Integrity of the database
- Ease of replacing

2) Principal considerations include:
- Providing access to electronic resources and integrating them into library programs
- Research scholars and faculty
- Search interfaces
- Cross database searching facility
- Establishing for the acquisition of each resources

3) An E-Resource should have sufficient content to evaluate its useful and to justify its selection.

4) Balance should be sought among:
- Disciplines
- Research resources and instructional
- Different needs and universities

5) Collection development policies and criteria should be applied consistently across formats including E-Resources.

6) The Libraries prefer Web delivery over CD-ROM unless the cost differential between the formats is significant enough to be a factor.

C. Pricing

A pricing model that establishes the price of one or more journal subscriptions based on electronic access with an additional cost for print, as opposed to a price based on print with an additional cost for electronic access. Costs may vary by the allowable number of simultaneous users, generally based on a sliding scale **so** that each successive increase in the number of users costs less. Costs may also vary according to how the user community is defined, with access to remote universities or to students not studying on any campus generating surcharges. Frequently the size of the user community, research students, faculty, and staff, is used as the basis for pricing. Sometimes only the relevant subset of the population, such as the number of students and faculty in engineering, is used.

A final issue complicating pricing concerns is the increasing tendency of library collection managers to act from more than a local perspective. The shift to electronic media is probably the single most significant cause of the dramatic growth in the number and power of library consortia. Whereas interlibrary cooperation in building print collections required cumbersome and problematic efforts to build complementary collections, it is now relatively easy and increasingly frequent for libraries to join together in purchasing access to electronic resources that are then functionally identical from library to library. Because publishers are not printing and mailing multiple copies and need generate only a single invoice to serve widely scattered customers, significant cost savings are possible. . In general, the following principles should apply:

1) Pricing models which are based upon universities do not recognize that the content offered may have interest to only a limited segment of the total user population.

2) Where a resource may not be of broad or general interest, pricing should be based upon more appropriate criteria such as size of the actual user community, projections of use based upon estimates or actual recorded usage, or shared simultaneous user ports.

3) Discounts should be offered for volume purchase. If more universities sign up for a service or use should be lower.

4) Purchase of print should be optional and contracts for electronic access should not be tied to print subscriptions.

5) The cost of providing access services and the basic cost of the content should be separate. The libraries should be free to negotiate a license for electronic content which is separate from the access service. If the same content is offered through multiple information providers, the libraries should be free to choose which access service best meets its needs. The libraries should be able to change access providers, if necessary, without having to renegotiate a license agreement for content.

D. Licensing

Information providers should employ a standard agreement that describes the rights of libraries and their authorized users in easy-to-understand and explicit language. License agreements regulating the use of e-Resources

govern the relationship between the licensee and the licensor. In a typical situation, the licensors will present their standard license agreement to the licensee. Because both parties will be bound by the terms therein, each party should review the license carefully and be prepared to negotiate in good faith to reach a satisfactory agreement. If the parties cannot agree on key issues in writing, the license should not be signed. The terms of the final agreement should be committed to writing and neither party should rely on verbal agreements or commitments. Authorized users are current students, faculty, staff, administrators, and all other on-site users of the Universities. Authorization and authentication of users is a shared responsibility of both the information providers.

Licenses shall not limit universities rights to enhance or reformat data, if content and integrity are preserved in order to make the data more visible or convenient for the users within Fair Use. In larger institutions, the move from the decision to collect to negotiations and the making of final arrangements signals a transfer of responsibility from the chief collection development officer to the head of library acquisitions. In smaller institutions, these roles are often combined in one person. Regardless, it is not uncommon that legal counsel outside the library and technical staff within the library or its parent institution will be involved before any agreement is signed. Each **of** these actors brings essential knowledge to the table, and successful implementation of an e-Resource often requires close work among them with multiple iterations back Intellect.

The basic purpose of a site license is to establish four things:
1) What is the full extent of the resource being acquired or accessed?
2) Who can use it?
3) For what purposes may it be used?
4) What specific human or computer resources will be applied to effectuate and monitor the terms to which the parties have agreed?

In defining the resource that is being acquired, several key dimensions must be specified precisely. In many cases, the library will be acquiring access to a resource through a vendor who does not publish the resource. Generally, for an ongoing subscription, this is not problematic. But concerns arise if the library purchases a back set, giving it permanent ownership rights to the publisher's material. License negotiators must, from there forward, assure that third-party providers of access to the material will honour the library's ownership rights, charging at most a nominal fee for accessing the back set, and that the publisher recognizes that, having been paid once, it cannot expect direct or indirect payment for anything other than the contents of the current subscription. Often the resource being acquired is a collection of publications being offered by an aggregator who brings together the collections of disparate publishers under a dynamic canopy of site licenses. It is essential that both parties understand whether and to what degree the exact title mix of such resources may change over time.

The typical university will seek to guarantee use to all current students, faculty, and staff regardless of physical location. While vendors and publishers do not usually dispute the rights of members of the on university community, ambiguities for which there may be a surcharge, and more seriously in the case of students seeking remote access for distance education classes. The recent competition among universities as well as non-traditional entrants into the field for pre-eminence in distance education has only served to make more urgent the necessity that these definitional issues be clearly resolved in the case of online resources. The definition of the user community for the typical university is fuzzy at two peripheral areas besides distance users. Many universities are associated with research centres and parks whose corporate entities are profit-seeking businesses. The degree to which access should be offered along the finely shaded gradient of these relationships is ambiguous. So far the headaches involved in defining these rights precisely seem to have led both parties to look the other way, but the potential exists for serious problems in this area. Most universities libraries also welcome walk-in traffic, reasoning that the goodwill associated with helping visiting scholars or members of the local community justifies the small marginal costs of helping a non-primary clientele. Vendors and publishers sometimes fear a loss of potential revenue from these users and may seek to negotiate terms denying their access.

E. Functional and Technical Requirements

Search engines should be easy to use for first-time users, yet provide advanced searching capabilities making full use of searching features. Interfaces should be as clear and intuitive in design as possible. Any system-based error messages should provide clear indication of the nature of and reason for the error, in language that can be understood by persons with no computer or technical background. Instructions and examples should be provided for both the search interface and resource-specific features. Documentation should be clear, concise, and comprehensive. Online help should be context-sensitive. Technical support should be available electronically as well as by telephone and should be provided during reasonable service hours.

The system capacity and network infrastructure of an information provider should be technologically up-to-date and provide for optimum response time. e-Resources should be available 24 hours a day, 7 days a week, but with allowances of reasonable time for system maintenance. System maintenance activity and its duration should be announced no fewer than 14 days in advance. Regular monthly maintenance is encouraged. e-Resources should be available remotely to authorized users. Mechanisms for providing remote access should comply with current industry standards and initiatives. At a minimum, information providers should provide IP address authentication and allow remote access via a proxy server, with optional username/password access. We encourage information providers to keep abreast of newly developing technologies for remote database access and authentication.

e-Resources should be platform-independent. Information providers should provide information in universities display and output formats. Interfaces should be functional in all commonly used web browsers. The serves a diverse

community of users who access the Internet by a wide variety of methods; information providers should recognize this diversity of usage and provide interfaces flexible enough to accommodate it.

The information provider should provide technical support with the hours of availability and contact information including phone numbers, email addresses, and fax numbers. A toll free number should be clearly visible on the web site. Forms to describe problems should only supplement and not replace direct contact. Response time to service calls should be no longer than four hours. The information provider should maintain a listserv to distribute information about the service, technical problems and their resolution, scheduled system maintenance, and other general.

F. Archiving

The libraries have a legitimate interest in maintaining collection integrity through archives of the e-resources they have licensed or otherwise acquired. Easy and permanent access to archival electronic material must be ensured so that libraries can fulfill their mission. Proper Universities authorities of electronic information are essential to assuring permanence similar to that of print collections. External information providers cannot be solely relied upon to be the archival source for libraries. Thus, the must seek agreements with providers that allow the purchase of content and not just the leasing of information or temporary access to information. A more common alternative is for a third party to host the data owned by a publisher. For example, with its Electronic Collections Online (ECO) project, OCLC (Online Computer Library Center) has moved the text of electronic journals actually owned by a variety of publishers to its own computers, where access to the archive for those subscription years actually owned by individual institutions before they canceled their subscriptions is guaranteed in perpetuity. Since OCLC's long-term survival and good faith are not seen as at risk, this arrangement is an adequate assurance of perpetual rights for most libraries.

III.   Conclusion

e-Resources can play a very important role in data collection for the research work of a research scholar. The principles for the selection of e-Resources which are suitable according to our needs of data are very important to consider while selecting e-Resources. Using these principles, we are able to select an e-Resource which we afford in terms of cost. Even the access to these e-Resources should not be time consuming. The universities that take subscription of different journals and websites they will be able to subscribe a journal which is not too much and is also very useful to their students and research scholars for data collection.

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