

Effective Use of Open Access Resources in a School Library: A Case Study of Zydus School for Excellence Resource Centre

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This paper presents an outcome of a study conducted in the Zydus School for Excellence. The major objective of the study being, to create awareness and to promote the use of scholarly and quality educational electronic resources available freely on the web for teaching and learning purpose. The target group was teachers of the school. A questionnaire based method was used to collect the data required for carrying out the study. A comprehensive list of quality resources was also compiled and given to the teachers to find out the scholarly value of the same. The data collected through these two questionnaires has been analyzed and presented. The major learning outcomes of the study have been presented in the last part of the paper. The study clearly reveals that resources available on the web greatly compliment and supplement the print collection. Therefore, there is a need for putting an effort to create a portal of such selected resources to add greater value to the teaching process.

Introduction

The invention of the World Wide Web in the nineties has revolutionized the dissemination of information. It offers excellent opportunities for publishing the information. Many tools, technologies and protocols have been developed to publish the information and establish the hyperlink with the related information. This has given a boost for the publishing industry to take the advantage and publish the information and distribute in a cost effective manner. Today web has provided a platform for every individual, organization, professional bodies, be it for a commercial purpose, academic and research purpose or for entertainment to publish information. But, the negative effect of this is, it is resulting in information explosion or overload on the Internet. We all are accepting the fact that, some of the information published on the web may not be accurate or peer reviewed.

Due to overwhelming coverage of websites and a sizeable number of educational websites, it is time consuming and tedious for teachers and students to find the required, authentic and relevant information from such websites. It is here that the librarian steps in & locates, evaluates, organizes and provides access to useful, reliable & quality websites for the benefits of the teachers & students. In developing countries, giving an access to the web/Internet in the library itself is a

challenge. So identifying, evaluating, organizing and providing access to freely available websites/portals will bring in a sea change in teaching & learning by the teachers and students alike. This has been amply demonstrated in the author's school. Through this paper, the author proposes to present the outcome of the study relating to use of Open Access (free scholarly) resources available for students, teachers and librarians and their impact on the needs and requirement of the above said group.

In order to complete this study, a systematic effort has been made by the author to identify, evaluate and create awareness about the scholarly websites and promote the effective usage of the same for teaching and learning in the author's school library. The study indicates that, these resources freely available on the web serve as major sources of learning in many areas of school education. Therefore, it is important for the school libraries to consider these as part of their collection and put in sufficient effort to promote the use in support of teaching and learning in the school environment.

What is Scholarly Communication?

Scholars and researchers have the right and responsibility to communicate about their research work. Usually they intend to give away their work to be re-used, applied and built upon, cited, etc.

We can say that, scholarly communication is the method followed by academicians/researchers to share the outcome of their research work. Most of the time, this is done through journals, professional magazines and conference papers.

Traditionally, the researcher/author would submit the manuscript to the publisher. It would then be peer reviewed. The publishing cost is usually borne by the publisher and hence most of the time, the copyright too is owned by the publisher. Further, the work may be archived. The last league of the whole process is the dissemination. Readers can access the work by paying subscription either individually or through the Institute or they can get online access through paid license or pay and get the document delivered. This publishing model has certain drawbacks, viz, the copyright restriction; increasing prices of journals, wide gap between information haves and have not, etc.

Of late, another viable option gaining momentum is that of the Open Access Model. Though, it is not a business model, it is the result which may be supported in many ways with an infinite variety of business models. Open Access fares better than subscription access for "it greatly reduces the cost of production, distribution and storage while access and usage are free of charge. Open Access accommodates growth in a gigantic scale and best of all, supports more effective tools for searching, sorting, indexing, filtering, mining and alerting – the tools for coping with information overload".(1)

What is Open Access (OA)?

The landmark Budapest Open Access Initiative (BOAI) defines Open Access as given below.

“... free availability on the public Internet permitting any users to read, download, copy distribute, print, search a link to the full text of these articles, crawl them for indexing, pass them as data to software or use them for any other lawful purpose without financial, legal or technical barriers other than those in separable from gaining access to the Internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and right to be properly acknowledged and cited.”(2).

Which work is called as an Open Access Resource?

The publication that meets the following conditions can be considered as Open Access resource.

- “The author(s) and copyright holder(s) grant(s) to all users a free irrevocable, worldwide perpetual right of access to, and license to copy, use, distribute, perform and display the work publicly and to make and distribute derivative in any digital medium for any reasonable purpose, subject to proper attribution of authorship, as well as right to make small number of printed copies for their personal use.
- A complete version of the work and supplemental material, including a copy of the permission as stated above in a suitable standard electronic format is deposited immediately upon initial publication in at least one online repository that is supported by an academic institution, scholarly society, government agencies or other well established organization that seeks to enable open access, unrestricted distribution, interoperability and long term archiving.

An Open Access resource is the property of individual works, not necessarily of journals or publishers. Common standards, rather than copyright law will continue to provide the mechanism for enforcement of proper attribution and responsible use of the published work, as they do now”. (3).

For the purpose of this study, the author has considered Open Access Resources as those “sources which are of quality, scholarly and are of academic and research in nature, freely available in electronic form on the web, useful to school level studies, and are constantly updated”. Though this may not fall under the strict definition of Open Access Initiative, but this is what the author has in mind and has adopted it for the study.

Who Benefits from OA?

Every one who is a part of this process seems to be greatly benefiting from OA. Major among them are mentioned below.

- Authors benefit from Open Access because of increased audience and also increased visibility and impact of their work.
- Secondly users, as they get hassle free access to literature they need for their research. It increases their convenience, reach and retrieval part.
- Teachers and students are greatly benefited as Open Access enables every one an equal access to the key resources and eliminates the need for permission to reproduce and distribute content.
- Libraries too are benefited as Open Access solves the pricing crisis for scholarly journals.
- Since, the visibility of faculty increases and expenses for journals are greatly reduced due to OA, universities take advantage of this.
- Apart from the above mentioned, the publishers, funding agencies, governments and many others reap the rewards of Open Access (4).

School Libraries and Open Access

Now that we know libraries form one of the main groups to be greatly benefited from Open Access initiatives and in turn benefit the users at their end, let us analyze the role they are playing in promoting this model.

Libraries are taking lead in establishing repositories. They help the faculty in archiving the research papers in an open repository. They do a wonderful job at insuring that the researchers at their institutions know how to find open access journals and archives in their respective fields and set up tools to allow them to access them. They are also encouraging the authors to publish in OA journals. Libraries are now canceling costly journals that do not prove cost effective based on use. As Open Access journals increase the use and have a huge impact on the research process, libraries are now involving the faculty, administrators and funding bodies in the discussions and issues concerning Open Access.(5)

Since, Open Access has partially succeeded in solving price and permission issues that effect libraries mission to provide the access to the information, librarians are among the most vocal and active advocates of Open Access initiatives.

At this point it is very interesting to note that, all the efforts of Open Access Initiatives are concentrated at research oriented libraries, academic libraries at the university and college level or R & D institutes. Hardly any efforts or initiatives are made at the school level. Since we assume that research output is low, it is believed that there is very little scholarly communication at school level. Hence, such initiatives take a longer time to be taken up at that level. Yet an attempt has been made here by the author to identify free educational resources which are available on the web in various subjects for the benefit of the teachers of her school and efforts are made to analyze the advantages of such resources.

How can these Resources help Teachers and Librarians?

In developing countries getting an access to quality resources is a greater issue. But, if we get an access to quality resources, and that too free, the over all education scenario will get a face lift. Since teachers and librarians are the main providers of information resources, they can help the students to increase their achievement level. Some areas where the Open Access resources can be utilized and a difference can be made are identified and listed below.

Open Access resources,

- help in making teaching, learning and research easier,
- help in developing a curriculum that will prepare students for the future,
- give the students more information to add on to the curriculum,
- help in identifying the required and quality information without wasting much time,
- help in achieving any librarian's universal mission of providing right information to the right person at the right time, in the right format, all this absolutely free, and
- Help in identifying the relevant policies and practices of library professionals in the developed countries at the school level.

To drive home these points, this study was undertaken by the author in her school, Zydus School for Excellence where she works as a librarian and an attempt was made to create awareness among teachers about the freely available quality educational resources available on web and the benefits that they can gain by using them.

Zydus School for Excellence: an overview

Zydus School for Excellence has been set up under the aegis of Ramanbhai foundation and is supported by one of India's leading healthcare groups, Zydus Cadila. Zydus School for Excellence is a comprehensive school that aims to provide each student, regardless of ability, with the opportunity to develop his or her full potential. It seeks to create an environment for teaching and learning in which each person is esteemed as a unique individual and to build a community within which each is free to grow in relationship to others. The curriculum provides all students with a series of educational experiences that will form the basis for further development. The aim is to provide a supportive learning environment, which values the uniqueness of each student's experiences and abilities.

Resource Centre (Library)

The library is commonly called as the Resource Centre and it is regarded as the heart of Zydus School of Excellence. Its role is to support and promote educational goals as outlined in the school's mission and curriculum and the Mission is to enable students and teachers to effectively

use information and facilitate them to become life long learners. It is the commitment of the management, teachers and the librarian, to make the Resource Centre as a role model for other schools in the city and all over India. In every respect, it should emerge as the best example in shaping a child's overall personality.

The Resource Centre is housed in two different wings – one meant for the students/teachers of junior classes is located near the Pre-Primary section and the other meant for the senior classes is located in the main building. The Resource Centre houses around ten thousand books, and around six hundred CD-ROMs. It is open from 7.30 a.m. in the morning to 3.00 p.m. in the afternoon. Books/Magazines/CD-ROMs are issued for students of classes VIII - X and only books and magazines for students of classes Jr. KG to class VII for a duration of one week. There is the option of renewing the resources for the duration of one more week. At least one book sharing is done by the librarian every week in the pre-primary and primary classes and one activity based on the resources is done once a month. The resources issued are a combination of fiction and nonfiction. Whatever may be the set of resources that is being issued, the children are taught how to identify and evaluate the book for optimum use.

Library hours are introduced both at the Pre-Primary and Primary levels with the motive that the children find themselves comfortable in the library and enjoy a less formal atmosphere. Basically, the collection and services cater to the needs of the students, teachers as well as the parents. Consistent and constant efforts are made by the librarian to structure each library period and method of conducting library periods. Since the library is open for access for parent members also, a lot of interaction takes place and guidance is given to the parents as to how to use the resources for maximum benefit. Taking regular feed back from the parents and teachers on the child's performance in academics, as well as conducting in the society, helps in promoting the usage of the resources and build a strong collection. It is noticed that a successful partnership has been established between the Library staff, parents and children to encourage reading, books and making use of this to perform well in their academics.

Objectives of the Study

This study was undertaken with the following objectives in mind.

- To make an effort to locate, identify, evaluate, organize and provide access to useful, reliable and quality websites for benefits of teachers and students
- Creating awareness among the teachers about the availability of free, quality, educational, electronic resources for teaching and learning.
- To identify, understand and implement means & ways to provide access to these free resources and encourage their usage.
- To explore the need for creating a portal of the selected quality, educational electronic resources to supplement the print collection.

Research Methodology

The nature and the scope of the study called for the use of descriptive survey method coupled with observation method. The study was divided in two phases. At the first phase of the

study, a questionnaire was designed to collect the information from the teachers of Zydus School of Excellence. The questions (over 25) were broadly grouped under the following major headings.

- Background information
- Use of Resource Centre
- Use of Print Resources
- Use of Internet /World Wide Web
- Use of Web Based Resources
- Assistance in Using Web Based Resources

The questionnaire was given to 35 teachers as they were the target population covered under the study. Simultaneously, a list (rather indicative) of free quality educational electronic resources representing almost every discipline covered by the school with annotation was compiled specially for the purpose of this study and was given to all teachers. After a few days gap, a separate presentation for all teachers covered under the study was made by the author. The purpose of this presentation was to create awareness about web based resources/open access resources and accessibility and usefulness of the same. Some of the resources which are like Pathfinders were covered as a part of the presentation, just to demonstrate the fact that how useful is the information covered in these sites and how well these sites are organized. Teachers were requested to visit each and every site (from the list given) in their subject area and were requested to find out the usefulness of the same for teaching purpose. They were given some time to carryout this task. As At the second stage of this study, another brief questionnaire with only 6 questions was distributed to all teachers. The purpose of this questionnaire was to collect the feedback on the presentation, usefulness of the resources (list) given to them, the need for assistance in locating the information, any major gaps in the list and the need for creating portal covering such resources etc. This feedback was collected from 30 teachers.

Besides the questionnaire method, author also spent quite a bit of time interacting with teachers and assisting them in using the resources based on the list. Also, the list of websites given to teachers for locating the information and subsequent use of the same was closely observed. Further, For the purpose of clarity and better understanding of the concepts and resources, quite a few published papers were consulted and number of websites visited. The information gathered through all these methods has been analyzed and presented in following part of the paper.

This study was carried our over a period of two months.

Analysis of the study

Part I

As mentioned in the previous part of the paper, the first part of the questionnaire was administered to thirty five teachers. Out of them, twenty eight responded to the initial survey. Of

the twenty eight teachers, twenty teachers have professional degree while thirteen of these teachers also have the Masters degree in their respective subjects. Most of the teachers are young professionals who have just started their career in teaching. Thirteen of them have teaching experience ranging between 2-5 years and five of them range between 5-10 years. Only six of them have more than ten years of experience, while four of them are in their first year of their teaching career.

Most of them agreed to the aspect that they do use the resource center at one point of time or the other in their teaching process for some purpose or the other. Fourteen of them responded saying that they use the resource center regularly, while fourteen of them said that they use the resource center once in a while. Most of them cited that the reason for not using resource center frequently, because of lack of time.

An attempt was made to understand what type of materials they use for teaching other than the prescribed text books. Fifteen of them said that they use reference like Dictionaries//Encyclopedias to add value to their teaching. While thirteen of them said they collected, added information from Internet. Eight teachers said they use subject specific CDs and DVDs for their teaching. Around thirteen of them said that they use charts and flash cards, while five of them use newspapers and advertisements to supplement their teaching. Around five of them also said that they use subject specific books and journals for teaching. Only two of them said that they use maps and globes in their classrooms.

When specifically questioned as to which of the mentioned print resources they use, fifteen of them said they use dictionaries, twelve of them said they use encyclopedias. Four of them said they use atlases while four of them said they use year books. Majority of them said that they use subject specific charts for teaching. Ten of them marked newspapers while eighteen of them cited that they use magazines and apart from the mentioned resources around ten of them said that they use other resources also.

When asked as to how useful the Resource Centre is for print collection, seventeen teachers responded saying that it is highly useful while eight of them said it is useful and two of them said that it is satisfactory while one teacher said that he could not say as he did not use library much. When asked as to what kind of print resources they would suggest to be added to Resource Centre? Ten of them wanted Internet connectivity instead, while two voted for more charts and eight for subject specific books while one teacher each voted for magazines, reference sources, and books with audio support respectively. CD collection was suggested by four teachers.

When asked about Resource Centre assistance to make better use of collection, around 75% didn't comment while two teachers mentioned about infrastructure like adding copier machines, scanners, printers etc. Two of them asked for classroom library facility while 3 teachers wanted information about new arrivals to be communicated individually. One teacher suggested compulsory reading for staff members in the library at least once a week. While another teacher suggested that classroom teaching can be shifted to library to combine subject and concerned resources with help from the Resource Centre staff with orientations and sessions as to how to use different types of resources.

With regard to use of the Internet and web based resources, some questions were designed to collect the feedback about use of Internet and web based resources. Interestingly in spite of lack of connection of Internet at school (only few places were connected at the time of distributing these questionnaires), twenty one teachers used Internet while only seven teachers said they don't use Internet. The reason for not using being, the Internet facility was un-available to two teachers while two teachers said they were not well versed in using Internet. Three of them said that print collection was sufficient for their teaching purpose. When quizzed about how frequently they use Internet, eight teachers said that they use on a daily basis while six of them said that they use Internet once a week while seven of them said that their use of Internet was need based.

Thereafter, an effort was made to understand what exactly the teachers used the Internet for, in their teaching process. The questions relating to this aspect had six choices. Thirteen teachers answered that they used Internet to supplement the available print resources. Also around nine teachers said that they used Internet to co-relate existing information. Some sixteen teachers said that they use Internet to know latest information while thirteen also agreed that they use to reconfirm the available print information. Some sixteen teachers said that they use Internet to search innovative projects and activities which fifteen of the teachers admitted that they use Internet for communication purpose.

The next part of the questionnaire concentrated on the searching web based resources. Around twelve teachers said they use search engines to locate the resources while seven said that they visit the sites directly. The most often used search engine was Google with nineteen teachers saying that they used Google to search useful websites. While eleven of them said they also used Yahoo! two teachers said that they used MSN and only one teacher said that he also used AltaVista to search for resources.

Only eleven sites were listed by the teachers when asked to list the websites they visit often. Of them around five teachers listed Wikipedia.com as the often visited site by them. Some of them said that they could not specify the exact websites. When asked as to whether the information searched through search engines were authentic, current and accurate, fourteen teachers responded saying that it was so most of the times. While one teacher said sometimes, while another two said that they were not sure about it.

Part II

The second questionnaire/feedback form was administered after a presentation was given to the teachers on Open Access Resources for teachers/students and its use for teaching and learning. The Resource Centre had got the Internet connection by the time the second questionnaire was administered. As mentioned earlier, a comprehensive list of selected websites/portals pertaining to as many subjects as possible was given to the teachers for exploration. Then the feedback was collected. Of them, twenty six teachers answered that the presentation helped them to get an overview of quality electronic resources available for teachers at school level. Around twenty four teachers agreed that the list of resources was relevant to their areas of teaching while only one said

that none were relevant and one teacher expressed her desire to check personally by visiting each site before commenting.

Twenty six teachers answered in positive when asked whether the list of electronic resources supplemented the existing material available in the Resource Centre for their teaching purpose. When asked as to whether they find some gaps in the list of resources covered, sixteen teachers said they couldn't find any gaps while eight of them identified some gaps while two teachers wanted more time to go through the sites personally. The gaps identified by some teachers were resources for arts, painting, and drawing while two teachers identified lack of resources detailing grammar teaching techniques and activities involving grammar concepts. Another two teachers identified that the list contained very few resources for regional languages and national language.

When asked, if the school website carried a link to a portal created specifically of these listed resources and access was given, then if it would be of any help, all twenty six suggested that it would be of great help. Nobody wanted to add new dimensions to the study when asked as they mentioned that this whole concept of Open Access Resources was new to them and many were not exposed to such quality electronic resources earlier. Most of the teachers who visited the Resource Centre for presentation were excited about the Internet connectivity and their access to it in the Resource Centre itself.

Learning Outcomes/Observations of the Study

This entire study resulted in some interesting and useful outcomes. They are listed below.

- The accessibility to these free resources has brought in a global perspective to the concept of teaching and learning in school education, as the teachers, students and librarians have access to research work of the experts/professionals in their field of interest from the developed world.
- Teachers showed keen interest in understanding technology and also realized that using Internet/WWW is easier as well as beneficial.
- Due to the awareness about the free quality electronic resources, there is an increased demand from the teachers to assist them in identifying many more quality web resources in their respective teaching fields.
- A need for creating a portal listing all major resources has been clearly expressed by teachers.
- Teachers are now willing to look beyond textbooks or prescribed books and reference books for add on value to their teaching.
- They have become more vocal in their demand for Internet connectivity in the Resource Centre on more systems.
- Teachers visit the Resource Centre more often now to access many of the listed electronic resources.
- The stay back sessions/free periods of teachers have been decided upon as the ideal time to access these electronic resources.

- Some teachers have included few electronic resources too, in their lesson plans.
- Some teachers are keen to combine their classroom teaching with the Resource Centre to use print and electronic resources.
- Teachers have earmarked certain electronic resources and sections of the resources to be accessed by students in the library period under the library staff's monitoring.
- Teachers, school management and librarian realized that noticeable scholarly work is being produced at school level which is inaccessible to the professionals around the world.
- Such scholarly work can be showcased, if we create a portal and develop a repository.
- This whole study created a positive impact about Resource Centre and its future role.

Conclusion

The whole exercise of carrying out this study brings out the fact that there is sizeable number of quality resources available on the web. A systematic and dedicated effort by the school librarian is required to identify, select, collect, organize and provide a user friendly access to such resources. An indicative list of quality electronic resources compiled and given to the teachers amply demonstrated the fact that the libraries and librarians have a greater role to play in bridging the gap between increasing resources on the web and the teachers.

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Author Biographical Note

Ms. Rashmi Kumbar holds Masters Degree in Library and Information Science (with Gold Medal) and Masters Degree in Arts from Gujarat University and Karnatak University respectively. She has also done her Post Graduate Diploma in Library Automation and Networking from University of Hyderabad. She is currently working for Zydus School for Excellence as the Librarian and is with the school for the last five years. She is passionate about school libraries and its role in developing over all personality of students and has won Best Teacher award in her school for her contributions to the school. Her paper titled 'Application of Howard Gardner's Multiple Intelligence Theory for the Effective Use of Library Resources by K-2 Students: An Experimented Model' was presented at the 72nd IFLA General Conference and Council in the School Libraries and Resource Centers section in Seoul in August 2006

Questionnaire for the Survey of Effective Use of Open Access Resources
in a School Library
Zydus School for Excellence
Ahmedabad – 580051
Gujarat, India

Dear Colleagues,

I have undertaken a study to understand the use of print as well as Internet based resources in School Libraries for enhancing teaching. I would request you to provide the required information by filling up the questionnaire. Your participation in the survey and inputs will be of a great importance in completing my study.

A. Background Information:

1. Name :
2. Qualifications :
 - 2.1 Professional Degree :
 - 2.2 Masters Degree :
3. Designation :
4. Experience :
5. Subjects (Teaching at present) :
 - 7.1
 - 7.2
 - 7.3
6. Subjects (of Preference) :
 - 8.1
 - 8.2
 - 8.3

B. Use of Resource Centre:

1. Do you use your Library (Resource Centre) ? If yes, what is the frequency?
 - a) Regularly :
 - b) Once in a while :
 - c) Seldom :

- d) Never :
2. If not, what is the hindrance?
 - a) Lack of time :
 - b) Library timings are not suitable :
 - c) Library collection not satisfactory :
 - d) Lack of assistance from Resource Centre staff :

C. Use of Print Resources:

1. What kind of resources do you use, besides the Text Books for your teaching? (List the resources)
 - a)
 - b)
 - c)
 - d)

2. Do you use any or all of the following Print Resources for your teaching?
 - a) Dictionaries :
 - b) Encyclopedias :
 - c) Atlases :
 - d) Year Books :
 - e) Charts :
 - f) News papers :
 - g) Magazines :
 - h) Others :

3. How useful do you find the Resource Centre for Print Collection?
 - a) Highly Useful :
 - b) Useful :
 - c) Satisfactory :
 - d) Not very useful :
 - e) Can not say :

4. What kind of print resources would you suggest to be added to RC to supplement your teaching? (pl. list the resources)

5. What kind of assistance/services would you suggest the RC should offer to make the best use of the collection for your teaching?

D. Use of Internet/World Wide Web

1. Do you use Internet?
Yes :
No :
2. If no, the reason for not using being,
 - a. Internet facility not available :
 - b. Not well versed in using the Internet :
 - c. Print Collection is sufficient :
 - d. Not much information available
on net concerning the subject :
 - e. Lack of time :
3. If yes, how frequently?
 - a) On a daily basis :
 - b) Once a week :
 - c) Once a month :
 - d) Need based :
4. What exactly do you use the Internet for in your teaching?
 - a) To supplement the print resources :
 - b) To co-relate the existing information :
 - c) To know the latest information :
 - d) To confirm the information :
 - e) To search innovative projects/activities:
 - f) To communicate (email) :

E. Use of Web Based Resources:

1. Which are the sites you often visit? Pl. list the website addresses.

2. Do you use the Search Engines or directly go to the sites?
 - a) Use the Search Engines :
 - b) Visit directly the sites :

3. What kind of Search Engines do you use? Pl. list the Search Engine names.

4. Do you find that the information searched through Search Engines is authentic, current and accurate?
 - a) Most of the times :
 - b) Sometimes :
 - c) Not sure :

F. Assistance in Using Web Based Resources

1. Do you need assistance to search for the electronic resources?
 - Yes :
 - No :

2. Whose assistance do you usually take?
 - a) Family member :
 - b) Computer staff :
 - c) Colleague :
 - d) Resource Centre staff :

3. If the Resource Centre provides access to the Internet will it be useful?
 - a) Very useful :

- b) Useful :
- c) Not sure :
- d) Not useful :
- e) Not required at all :

4. If Resource Centre compiles list of Electronic Resources in different subjects will it be useful?

- a) Very useful :
- b) Useful :
- c) Not sure :
- d) Not useful :
- e) Not required at all :

5. Do you think separate sessions or training is needed to familiarize/use these resources?

- Yes :
- No :

6. Do you think it will add value in your Teaching? (refers to Q.5)

- a) Very much :
- b) To some extent :
- c) Not much :

Any additional information/ suggestions/comments you want to make in this regard?

Thank you for sparing your valuable time in filling in the questionnaire and offering the suggestions.

Date:

Place: Ahmedabad

Rashmi T Kumbar
Librarian
Zydus School for Excellence

**Survey of Effective Use of Open Access Resources in a School Library
Questionnaire (2)**

Zydus School for Excellence
Ahmedabad – 380051

Dear Colleague,

This is in continuation of the previous questionnaire given to you with regard to Open Access Resources (Free). This particular questionnaire will be a feed back of yours on my presentation on Open Access Resources for Schools and the list of free, useful websites given to you. Kindly spare your valuable time and answer the following questions which will help me complete the study.

Thanks a lot for the wonderful support and cooperation.

1 Did this presentation help you in getting an overview of quality electronic resources available for teachers at school level?

(a) Yes (b) No

2 Do you find that, the free resources listed (list attached) are relevant to your subject (area of teaching/interest)?

(a) Yes (b) No

3 Do you think the list of free resources will supplement the existing material available in the library for your teaching purpose?

(a) Yes (b) No

4 Do you find any gaps (subjects/areas) that need to be covered? If yes, please list at the back of the questionnaire.

(a) Yes (b) No

5 If a portal is created specifically of these listed websites (with many more in future) and an access is given on our school website, will it be of some help to you?

(a) Yes (b) No

6 Would you like to suggest anything else to make this study more purposeful?

Name:

Date: