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Collection development through open access resources: A study on selected private university libraries of Bangladesh

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Abstract

Collection development is the core point of the library and it is a lively process. Collection development by OA (Open Access) is mainly helping to build up a wider collaboration, create a greater public engagement as well as the library collection without any cost or sometimes-partial cost in acquisition. The objective of this paper is to draw upon mostly the contribution of Open access materials on collection development at six selected libraries in Bangladesh. This paper is also examining the impact of open access resources in collection development at academic libraries in Bangladesh. It also tries to focus on the present scenario of using Open Access resources among the students and scholarly community.

Objectives

- To assess the collection development through open access resources.
- To find out the comparative analysis of traditional library collection vs open access materials in collection development of six selected private universities in Bangladesh.
- To find out the barrier in collection development through open access resources.
- To discuss the efforts made by different organizations and institutions in collection development through open access resources.

Methodology: The questionnaire, direct interviews, various documentaries, and direct observation are used for the present study. The questionnaire method has some limitations to collect the data, hence we adopted interview and own observation methods so that this method was used to collect the required information to supplement the questionnaire methods and to bring more clarity to the data. It is not feasible to collect large of data from every library in their study; therefore, samples were selected by using a stratified random sampling method. Hence, we selected six private universities, which started to use OA in their collection for development. The questionnaires were distributed personally among the librarian, staff, and students involved in this field. Then we tried to understand the present conditions of those libraries.

Data Collection: The major step of the study for data collecting was the survey data from six private universities in Bangladesh. Moreover, the discussions were held with the key important persons in those libraries to examine the actual condition of their Open access repositories and the uses of these resources and try to realize the library conditions of using OA materials before and after. Another step was to take help from various online sources, journals, Google, various blog sites, Google Scholars, etc.

Findings: This paper indicates the contribution of OA, which is continuously increasing. The awareness of Open Access is also growing among all people. Some of the private universities of Bangladesh have started to make their publication under OA in their repository but it is not sufficient.

Keywords: Open access resources, academic library, collection development, Bangladesh

Introduction

Open Access is a remote point of the accessing system of the documents, which will help anyone to meet their needs without any conditions. The term 'Open Access' is very useful for today's academic libraries. As all the resources are open, all students can easily go to the website and access their required information without any conditions even if they are not students of that university. All the universities of Bangladesh, which have started the Open Access repositories, provide the documents published by their university faculties or their

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faculty members. As a result, their reputation among others is growing and people are getting familiar with what they do and how they are doing it. This paper has tried to examine the collection of open access resources, especially in academic libraries. For this purpose, six private universities in Bangladesh have been taken as samples that are called the pioneer of OA resources in academic libraries of Bangladesh.

Some authors failed to define 'Open Access' effectively because they were unaware of the appropriate way to think about OA. Some of them mixed up the concept of open access with an open repository. From the literature review, we got some authentic definitions:

Open Access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions. What makes it possible is the internet and the consent of the author or copyright holder (Suber, 2012) ^[17].

By "Open Access" to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts 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 inseparable 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 the right to be properly acknowledged and cited. (Budapest Open Access Initiative, 2001) ^[12].

"Open Access" is defined as making public domain materials open for use without any restrictions, and making copyrighted materials available under the provisions of fair use (non-commercial, educational). (Effie Kapsalis, 2016) ^[34].

From these points of view, we can say - Open Access is that which can create a new platform in knowledge in near future by making available all the documents anywhere, can be accessed by anyone without any bonding, restrictions, or conditions, and can share or download the documents.

Acquisition and collection development focus on methodological and topical themes about the acquisition of print and other analog library materials (by purchase, exchange, gift, legal deposit), and the licensing and purchase of electronic information resources" (the international federation of library association and institution)

Collection development is mainly nothing but a technical process by the librarian or other staff. This process is done by taking the information of the users' needs to giving the full support to them from the library.

From the above definition, it is clear that OA has created a platform that breaks all kinds of restrictions.

Literature Review

A review of the literature reveals a variety of studies on various aspects of collection development and the implication of open access. Thornton (2000) ^[5] addresses the factors for the introduction of electronic resources in collection development. Meanwhile, McGuigan (2008) ^[10] focuses on academic libraries' traditional collection development strategy and shifting towards digital information resources.

Creaser (2010) ^[19] summarized the findings of two simultaneous surveys conducted in 2008 as part of a larger

project looking into the implications and effect of open access to scholarly findings in the United Kingdom. It was revealed that the presence of trustworthy scholar content on open access platforms had a positive impact on journal subscription spending at some universities. Even though the effect did not lead to a decrease in overall expenditure, it did push them to re-direct it. Okello-Obura (2010) ^[16] examines seeking behavior and discusses the difficulties LIS postgraduate students have accessing e-resources at Makerere University, Uganda. The respondents had a good attitude about the use of e-resources. Slow Internet connectivity, insufficient interconnected computers, inaccessibility to low-cost photocopiers in the library, use of advanced search tactics in most databases, and lack of awareness of most e-resources are among the issues cited.

Mullen (2011) ^[7] concentrated on the impact of practicing open access in the collection development of academic libraries. He proposed that after more than a decade of library campaigning for open access, it would be time to shift focus to the practical side and move toward the adoption of concrete initiatives that are likely to yield actual and beneficial results. A deeper grasp of the types of contributions that librarians on the front lines can make will help them.

Nwosu and Udo-Anyanwu (2015) ^[9] attempted to x-ray the performance of the collection development method in five university libraries in Imo State, Nigeria, to identify potential operational problems and provide solutions.

Natarajan (2017) ^[35] conducted a case study to determine how pupils of information science at Jimma University in Jimma, Ethiopia, use electronic resources, how frequently they use them, and where they get their information. The use of e-journals is increasing, which can be attributed to increased awareness of e-resources and services among information science students. They are utilizing these resources in dormitories and departments more than in the library due to simple access provided at many locations throughout the campus.

In the context of the Indian subcontinent, Sasikala *et al.* (2014) ^[8] investigate patterns in collection development initiatives in college and university libraries of Andhra Pradesh, India. This essay also briefly focuses on the influence of electronic publishing on library collection development whereas, with a 25-question survey, Bullock *et al.* (2015) ^[20] asked librarians about their experiences managing open access materials and the benefits and limitations of management systems. Respondents mentioned hybrid OA, anomalous metadata, and uneven interaction along the serials production process as issues. Sultan and Rafiq (2021) ^[22] analyze the perceived level of Open Access (OA) consciousness, problems, and potential. Top problems were noted as a lack of extra resources (people, time, and efforts), distrust of OA information, and insufficient tools and infrastructure. However, the top three prospects indicated were free access, increased library value, and meeting users' needs on a tight budget.

In terms of the Bangladeshi perspective, Islam and Akter (2013) ^[11] analyzed the current situation of open-access initiatives aimed at improving research and information dissemination. The future of open access operations in Bangladesh is also discussed in this paper, with a lot more open access publications including digital archives.

Hossaini (2017) ^[12] tries to demonstrate the current state of electronic resources in two university libraries, Dhaka

University and North South University. The study also demonstrates the advantages of using e-resources, as well as the challenges experienced by users while accessing electronic resources and the influence e-resources have on university libraries users. Elahi and Islam (2018) ^[21] discussed the slow progress of open access repositories in libraries of Bangladesh. They looked at the state of open access repositories in total, emphasizing the significance of public awareness of open access repositories to maintain and improve them. However, no scholarly research has been conducted on the development of collections or the current state of open access resources used by students and others in Bangladesh's private universities. The usage of open access resources in content development or user satisfaction with open access in universities has not been assessed at all.

Contribution of open access materials in collection development of six selected private universities in Bangladesh

The concept of Open Access has taken off around the world in a very short period. Bangladesh, like many other countries, has begun to promote open access. The library is an ever-expanding infrastructure, and the librarian is the one in charge of developing the collection. Despite this, librarians constantly struggle to acquire sufficient information resources and collection development for regular and potential users due to insufficient allotment. Open access can help librarians stay up with changing information trends by allowing them to manage the constant influx of new and updated collections. As the library

professionals in Bangladesh have not attempted to use open-access resources significantly that is why the up-to-dateness of the library resources is lacking behind.

Even though public universities play an important part in any country's overall success and development, they have not taken substantial steps to adopt OA in their libraries in a broader context. Similarly, most Bangladeshi private universities have not begun to imply open access to resources. Six of them appeared to have limited experience with OA throughout the data collection period. Although some private universities have used open access in their libraries to expand their collections via the internet, many fundamental problems remain. Many topics in this context require further discussion and investigation. Furthermore, they still lack sufficient expertise on how to properly build their library collection through OA. After implementing Open Access, they have made no modifications to their collection development policy. Furthermore, some librarians have mixed feelings about this.

North South University (NSU), BRAC University (BRAC U), Independent University Bangladesh (IUB), Daffodil International University (DIU), Eastern University (EU), and International University of Business Agriculture and Technology (IUBAT), are the oldest and most notable private universities in Bangladesh. These libraries have adequate collections, and a variety of user-oriented services, and except for IUBAT, others have established their institutional repositories. As a result, they are used as samples for this academic study.

Table 1: The amount of traditional and e-resources of the selected private universities:

University	Traditional Resources	E-resources	Institutional Repository	Open Access Resources	Considering OA resources in the library collection
BRAC U	47,196	20,074	Yes	Yes	No
DIU	57,206	51,322	Yes	Yes	No
EU	19,534	53,000	Yes	Yes	No
IUB	70,781	20,146	Yes	Yes	No
IUBAT	14,751	11,000	Yes	Yes	No
NSU	55,638	152,527	Yes	Yes	No

Table 1 shows statistics on traditional and electronic resources from six private university libraries. Institutional repositories and open access contents are available at each of the six universities. In the majority of cases, OA resources contribute significant value to their repositories. Consequently, while using the repositories, the users know about the open-access resources. However, in no case, the library is considering OA resources as a part of their total collection.

As a result, the majority of university students are unaware that their library has open-access resources. Additionally, libraries continue to choose traditional resources over open-access ones.

Any of these libraries' total open access resources would not exceed one-tenth of their overall assets. It means that most of the libraries develop their collection traditionally and buy, though some universities take the initiatives to use Open Access. During the survey, the students, researchers, and faculties claimed that the hindrances are caused by ignorance, a misunderstanding of open access, the technical skill of library workers, the apathy of library administration, and a communication gap with the established libraries.

Through the questionnaire, we asked 700 students (MPhil/Masters level), "Does your library hold enough OA Resources?" In response, 444 students returned their feedback among the 700. Only 40% of students said their library had enough OA resources, while 60% said their library does not have enough OA resources. Additionally, we identified that 20% of students do not have any idea, 30% are familiar with the concept but have never used it, and only 50% of students use OA resources frequently. Besides, we investigated 409 faculty members at those six universities. Here we found that 80% of faculty members from various disciplines considered that open access materials are insufficient in their libraries, while the remaining 20% hold opposing views.

BRAC University (BRAC U)

Using 21st-century technical innovations, the Ayesha Abed Library at BRAC University aspires to become an excellent knowledge resource center, offering innovative new services and a larger collection of books and materials to the teaching, learning, and research communities. They actively participate in the 'Open Access Week' and engaged themselves in various activities related to open access. We

distributed the questionnaire to 28 participants of BRAC University for this study. There were eighteen men among them, with the rest being women. We assigned the students the task of evaluating the open-access features in their library. When it came to "free availability," almost 60% of students said there was a sufficient number of freely available content. Only around one-third of students found the resources were current. Almost half of the students agreed that extra relevant items were not appropriately connected. Only approximately 10% of those polled considered the materials to cover their area of study or

research. Approximately 18% of pupils ensured that the resources were swiftly recovered. Less than 30% of students were pleased with their whole experience.

List of the number of the resources of BRAC U library

Name of the content	Number of the resources
E-Journals	25,000
Institutional Repository	22 items
E-books	20,000

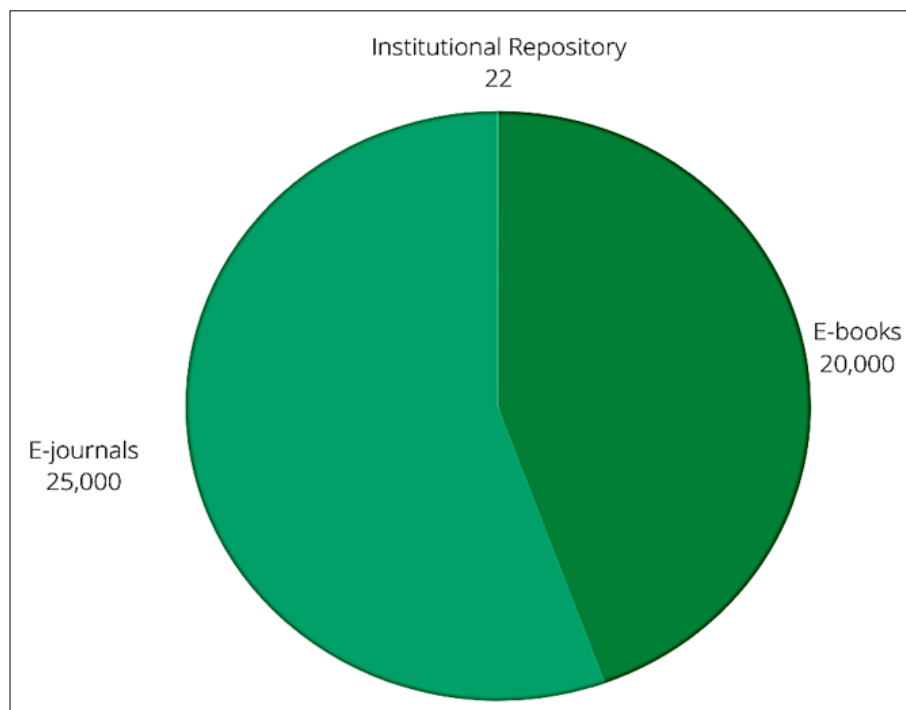


Fig 1: Resources of BRAC U Library

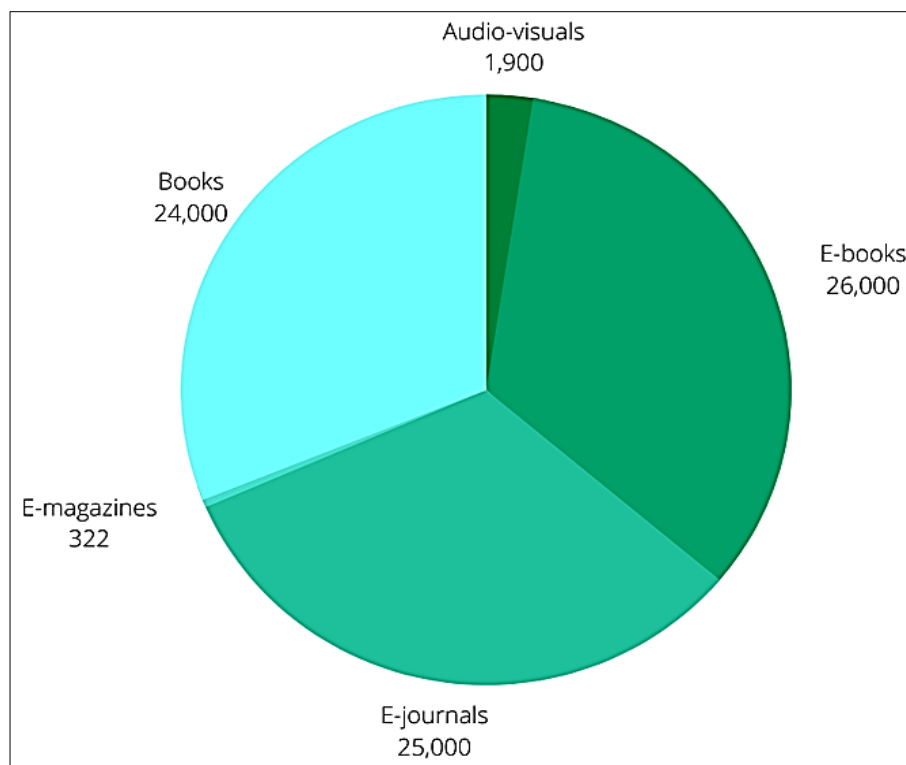
Daffodil International University (DIU)

DIU was established in 2002 with the approval of UGC and the Ministry of Education, Bangladesh. It is Bangladesh's first institution to sign the United Nations' Commitment to Sustainable Higher Education Institutions. The DIU library's mission is to assist academic and research activities. There were 40 participants from DIU among which 26 were male and 14 were female. When it came to "free availability," less than half of the students said there was a sufficient number of freely available content. Only around 25 percent of the students found the resources were current. Almost 55 percent of pupils agreed that extra relevant items were not appropriately connected. Only approximately 10% of those

polled considered the materials to cover their area of study or research. Four-fifths of all respondents found the retrieval time to be unsatisfactory. Less than 15% of students were pleased with their whole experience.

Table 2: List of the number of the resources of DIU library

Name of the content	Total number of the content
Books	24,000
E-journals	25,000
E-books	26,000
E-magazines	322
Audio-visual materials	1900

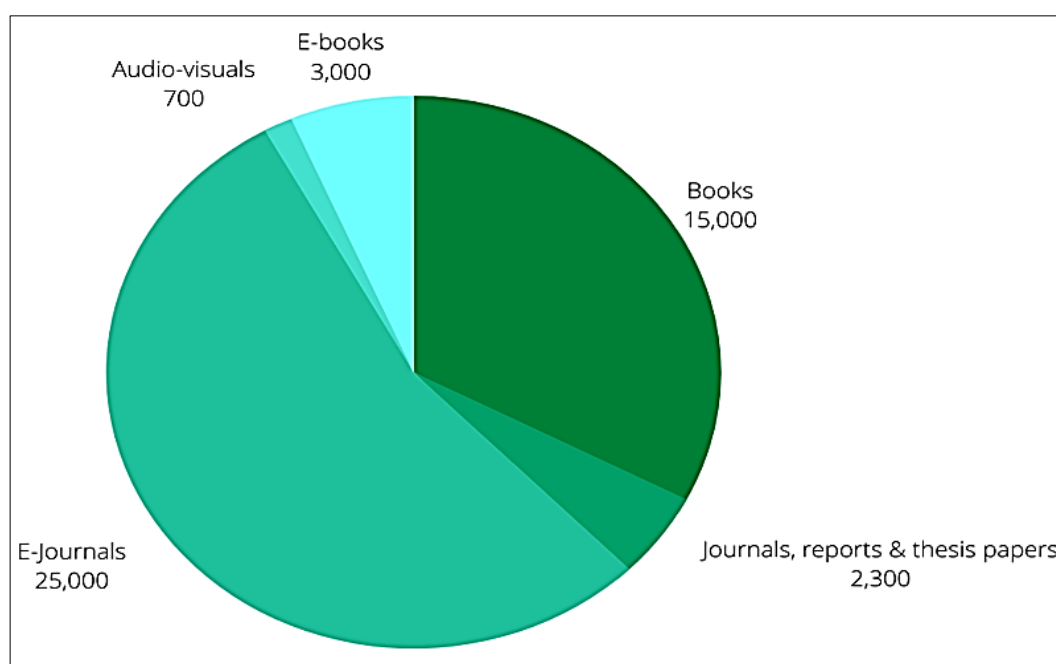
**Fig 2:** Resources of DIU Library**Eastern University (EU)**

Eastern University has been working to establish a well-equipped contemporary library since its founding in 2003. The library aims to use current techniques and technology to provide comprehensive resources and services to support the university community's research, teaching, and learning requirements. There were 13 participants from DIU among which 07 were male and 06 were female. In response to "free availability," nearly 60% of students said that there was a sufficient amount of freely available content. Less than 20% believed the resources were up to date. Less than 20% of the students agreed that additional relevant topics were connected properly. More than four-fifths of students

ensured that the materials did not cover their field of study or research. Around 18% of students made certain that the materials were quickly recovered. There was less than 30 percent of overall satisfied pupils.

Table 3: List of the number of the resources of the EU library

Name of the content	Number of the content
Books	15,000
Journals, reports & thesis papers	2,300
Audio-visuals	700
E- books	3,000
E-journal	25,000

**Fig 3:** Resources of EU Library

Independent University of Bangladesh (IUB)

Independent University, Bangladesh, founded in 1993, is one of Bangladesh's oldest private institutions, where academic achievement is a tradition, teaching is a passion, and lifelong learning is a habit. Dr. A Majeed Khan, the original President and President Emeritus of Independent University gave the library its start with a contribution of 160 volumes of literature. The library aims to stimulate intellectual inquiry and support the University's learning, teaching, and research by providing access to substantial materials and resources in both physical and digital environments.

We investigated 31 students from IUB, 23 of whom were male and the other eight were female. When it came to "free availability," almost 63% of students said there was a

sufficient number of freely available content. Only around six percent of pupils found the resources were current. Almost 45% of students agreed that extra relevant items were not appropriately connected. Only approximately 18% of those investigated, considered the materials to cover their area of study or research. Approximately 17% of pupils ensured that the resources were swiftly recovered. 47% of students were pleased with their whole experience.

Table 4: List of the number of the resources of the IUB library:

Name of the content	Number of contents
Printed books	24,924
Audio-Visual Materials	2617
Online periodicals	146
E-Journals	20,000

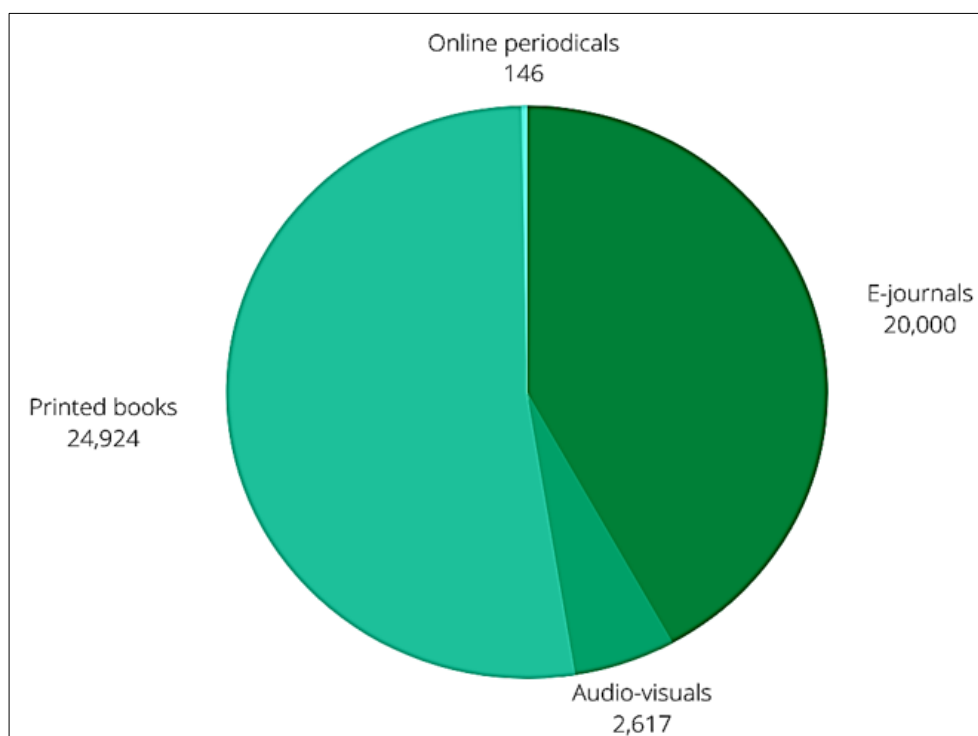


Fig 4: Resources of IBU Library

International University of Business Agriculture and Technology (IUBAT)

IUBAT Library, Bangladesh's oldest private university library, is entirely automated by KOHA. The IUBAT Library's print and online collections assist the University's teaching and research efforts. Books, CDs, DVDs, journals, magazines, practicum reports, IUBAT publications, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, cassettes, videotapes, Blu-ray Discs, e-books, audiobooks, databases, and other forms are all part of the IUBAT Library's collection.

There was a total of 23 participants from IUBAT, 11 of whom were men and 12 of whom were women. The percentages of students who were satisfied with 'Free

availability' and 'Coverage of my study/research' were around 54% and 24%, respectively. Less than 16% of students indicated OA resources were up-to-date in any way. Unhappiness with 'Resources that give links to other resources' and 'Quick Retrieve' was higher than 97 percent and 93 percent, respectively. The overall level of satisfaction was less than 5%.

Table 5: List of the number of the resources of the IUBAT library

Name of the content	Number of contents
Printed Resources	33,000
E-books	5,000
E-Journals	6,000

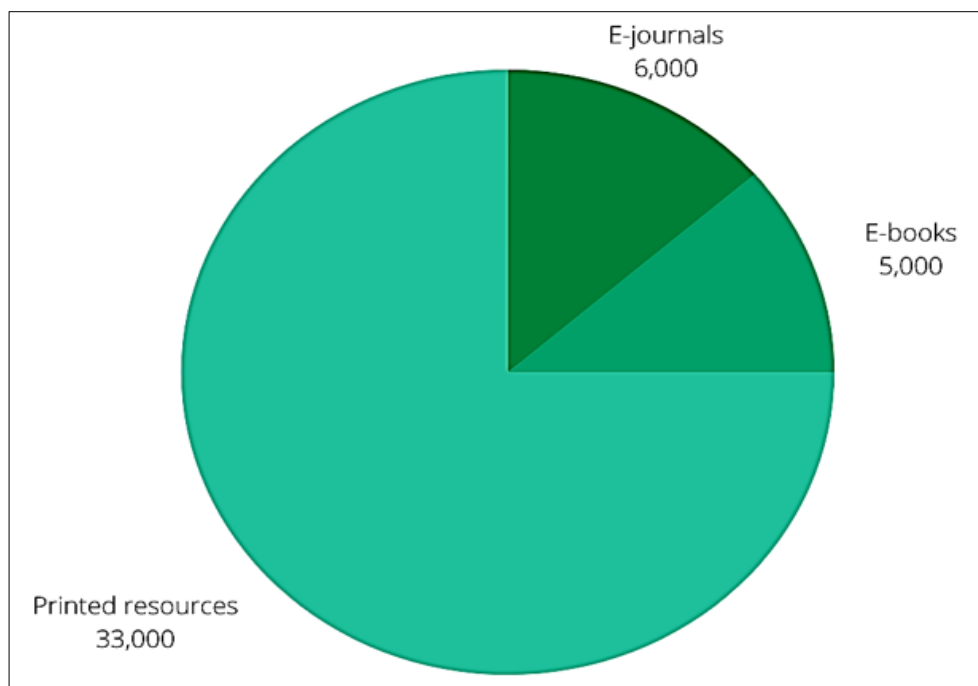


Fig 5: Resources of IUBAT Library

North South University (NSU)

Since its inception in 1992, the North South University (NSU) Library has developed to become one of Bangladesh's greatest university libraries. The North South University Library serves the North South University community's research, teaching, and learning requirements by providing a wide range of scholarly resources, facilities, and services to professors, staff, and students in the discovery, use, creation, and administration of information. In this study, 33 students from NSU participated. Among them, 25 were men, and eight were women. The percentage of overall satisfied pupils was less than 20%. Almost all students were unsatisfied with the issues of 'free availability' and 'coverage of my research/study.' Approximately 23% of

students ensured that the information was current. The 'Quick Retrieve' category had a satisfaction score of slightly more than 35%

Table 6: List of the number of the resources of NSU library

Name of the content	Number of contents
Printed Resources	51,000
E-books	87,903
E-journals	64,624
CD books	1,900
DVDs	229
Audio-cassettes	159

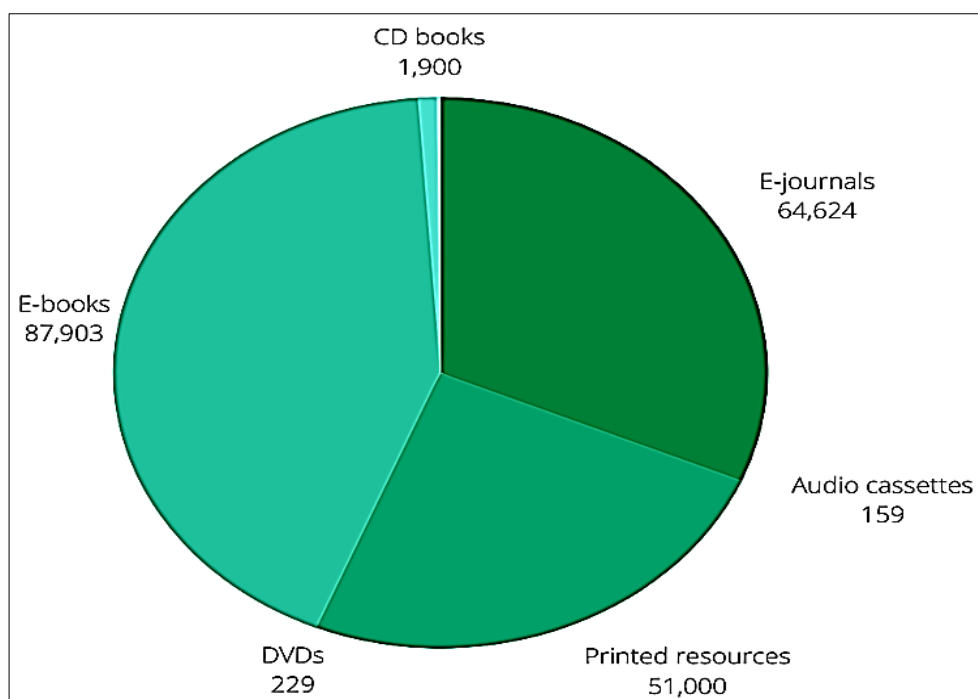


Fig 6: Resources of NSU Library

Discussion

The study investigated to examine the use and awareness regarding OA resources in collection development in libraries: a case study of six private universities. Most of the objectives are fulfilled with the results or findings. A significant amount of participant is familiar with the concept of OA resources. The majority of the respondents are not experienced very well yet surf open journals, articles, books, etc. However, in all six libraries, open-access resources are not included in the total collection as well as there is no option to search the OA resources anywhere on the library websites. A few open access resources are available in some institutional repositories. The library authorities claim that even though they are not providing OA resources on their platforms thoroughly if any user asks for any OA resource, they provide the demanded resources to the user. That means the librarians are not considering OA resources as an integral part of their collections. As a result, not only the users are deprived of the huge benefits of OA resources but also the resources are not able to contribute significantly in case of collection development.

To measure students' satisfaction with available OA resources, a five-point Likert scale ranging from 1 "lowest" to 5 "highest" was devised among students from six universities. The lowest score for 'free availability' is found in IUBAT (3.38) while the highest is found in BRAC U (3.81). Nonetheless, it is worth mentioning that having a good institutional repository result in robust 'free availability' rankings. The 'up to date information' score is below 3 at all universities. On the scale of 'Resources that display links to additional resources', BRAC U (3.72) and IUB (3.71) receive the greatest scores, while IUBAT receives the lowest (2.31). The simple and clear navigation to other resource links on library websites is a catalyst in this category. Except for IUB (2.58) and BRAC University (2.59), all other universities receive less than a 2.5 rating for 'the coverage of my research/study.' Focusing on the needs of the users may have a good impact on the scores of the two universities listed. The best ranking for 'Quick retrieve' comes from NSU (3.20), while the lowest comes from BRAC U. (2.36). IUB (3.47) has the highest overall satisfaction, while IUBAT has the lowest (2.07). In the case of both universities, information literacy rates, student awareness, and other factors may have impacts. Nonetheless, the overall satisfaction rate suggests that libraries should pay greater attention to user needs in terms of open access resources.

In sum, open-access resources are underutilized when it comes to building library collections. We have discovered that while the librarians and other employees of these libraries have an appropriate theoretical understanding of open access, they lack the practical knowledge needed to put the policy into action. Moreover, they do not regard open-access resources as a significant portion of their entire library. It was discovered that half of the library officials believe they can collect resources through open access and establish an effective platform for accessing them while the other half believe open access resources should be provided only when users demand them. As a result, a vast amount of free access knowledge goes untapped and underutilized by library users.

The data shows that if libraries are more concerned with including an adequate amount of open access resources as well as specific platforms to access the resources, libraries

will be able to develop massive collections despite limited funds, and users will be able to explore and use a vast collection of knowledge. As a result, the level of satisfaction among users and faculties would rise.

Recommendations and Conclusion

The OA policy's purpose is to deliver carefully crafted information to its community to aid individuals in gaining access to knowledge. The community's interests and needs, as well as the available space and funds, must all be considered in the selection policy. To support study, teaching, and research, as well as cooperation and resource sharing on a single platform, open access opportunities should be prioritized. As we all know, OA resources have a plethora of advantages, including:

- Increase the use of open-source software.
- Decrease the necessity for enhancing physical space.
- Share facilitates resources within the consortia.
- Introduce the reader to electronic media by using the software.
- Meet the preservation goal of static access.
- Benefit anyone by some qualities like flexibility, freedom, security, and accountability.
- Increase the users of these materials.
- Acquire more content by avoiding duplication of print and electronic.

Without implementing OA resources in collection development, both the libraries and the users will be deprived of those advantages. Though using open access for collection development is a relatively recent practice in Bangladeshi libraries, the librarians should be more cautious about OA policy. The attitude of library professionals is very much important in the context of OA application in the library. The attitude and skills of library professionals can be developed positively by providing training and conducting seminars and conferences on the OA application in the library. Trained professionals with a positive attitude towards open access resources will ensure the development of library collection. The OA resources should be stored systematically and displayed on library websites so that the users can take full advantage of them as well as the total collection of OA resources in the library can also be figured out. The library professional's job should be allowed to collaborate with OA in the development of library collections. The policy regarding collection development with the help of open access should be in the LIS curriculum so that future library professionals can have clear concepts even before initiating their careers.

OA surfing is the most important activity for any user in academic libraries. That is why the library should be well-stocked with OA materials. The amount of time spent doing OA-related activities should be increased. At least once a year, seminars and conferences on OA should be held to raise public awareness. In the internet age, the library should be well equipped with growing open-access materials so that all functions work smoothly and patrons become accustomed to the library's richer resources. As journals are the most effective resources in the OA collection, more online journals published by the greatest publisher in the world should be included. Students and faculty members must be made aware of the importance of knowledge training. The use of OA resources in the collection is one of the recent practices in libraries of Bangladesh. Nonetheless,

the popularity the OA resources are gaining among the students, librarians, and the scholarly communities is a good sign. Hopefully, all the involved parties will be careful about their responsibilities and act accordingly to implement and practice the OA resource policy on the collection development of libraries in the coming days.

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Appendix 1 [For Scholarly Community]

[Dear Sir/ Madam, please follow the instructions to answer the following questions. The aim of this survey is to collect data about Open Access Resources: Designing a policy for Academic Institutions of Bangladesh. We would be grateful if you take a few minutes to fill up the survey. These responses will use only for research purposes. Your response will be kept strictly confidential]

Please provide tick mark (✓) in the answer area or provide pertinent information where applicable.

- Name:
- University:
- Department/Institution:
- Gender: ☐ Male ☐ Female
- Do you use open access resources for your research/study?
☐ Yes ☐ No, I don't use [Please go to Q.10]
- How often do you access in OA Resources?
☐ Most often ☐ Often ☐ Rare
- What types of OA Resources do you use the most?
☐ Open Journal ☐ Open Book ☐ Open Data ☐ Open Thesis ☐
- Which features of OA Resources do you consider to be the most important for your research/study?
☐ Free availability ☐ Up to date information ☐ Full text availability
☐ Resources that show the links to other resources ☐ Quick retrieve
- Indicate the problems that you have using OA Resources:
☐ Difficult to find relevant document ☐ Less reliable document ☐ Limited number of titles ☐ Not maintaining
☐ Standard Others (please specify)
- If your answer is 'No' in Q.5, then indicate the reason for not using OA Resources:
☐ I don't find interested enough ☐ It is not useful
☐ I don't know how to find it ☐ Others (Please Specify)
- Do you think open access in research would help increasing your research impact?
☐ Agree ☐ Not Agree ☐ I don't know how to do it
- Do you feel the urgency for your institution to have an institutional repository?
☐ Agree ☐ Not Agree ☐ Undecided
- Do you think your educational institution should possess open access policy to preserve its scholarly outputs?
☐ Agree ☐ Not Agree ☐ Undecided
- Does your institutional library help you promoting open access in research?
☐ Agree ☐ Not Agree ☐ Undecided
- Any additional comments or suggestions, please write below (If you have any)

Appendix 2 [For MPhil/ Masters students level]

[Dear Sir/ Madam, please follow the instructions to answer the following questions. The aim of this survey is to collect data about Open Access Resources: Designing a policy for Academic Institutions of Bangladesh. We would be grateful if you take a few minutes to fill up the survey. These responses will use only for research purposes. Your response will be kept strictly confidential]

Please provide tick mark (✓) in the answer area or provide pertinent information where applicable.

- Name:
- University:
- Department/Institution:
- Gender: ☐ Male ☐ Female
- Do you use open access resources for your research/study?

- ☐ Yes ☐ No, I don't use [Please go to Q.9]
6. How often do you access OA Resources?
☐ Most often ☐ Often ☐ Rare
7. What types of OA Resources do you use most?
☐ Open Journal ☐ Open Book ☐ Open Data ☐ Open Thesis
8. Does your library hold enough OA Resources?
☐ Sufficient in number ☐ Not sufficient in number
☐ Quality is not up to the mark ☐ I have no idea
9. If you are not using OA Resources, indicate the reasons for not using OA Resources:
☐ I don't find interest ☐ It is not useful
☐ I don't know how to find it ☐ Others (please specify)
10. Does your library have any contribution with OARs conducting your research/ academic work?
☐ Most often ☐ Often ☐ Rare
11. Any additional comments or suggestions, please write in below (If you have any)