

Use and Awareness of Electronic Information Resources and Services Among the Teachers and Students of Institute of Informatics and Management Sciences (IIMS) Meerut,U.P.(India): A Case Study

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Abstract

Electronic Information Resources and Services (EIRS) now plays a vital part in the lives of individuals, organisations, and institutions, and information awareness is the key to the optimum use of information. The study analysed the “Use and Awareness and of Electronic Information Resources and Services (EIRS) among the Teachers and Students of Institute of Informatics and Management Sciences, (IIMS), Meerut,U.P.(India): a Case Study”. A well structured 150 questionnaires were distributed among teachers and students at the IIMS, Meerut during the academic session 2008–2009 to find out the use and awareness of electronic resources and services provided by Institute library. 120 questionnaires were distributed to the teachers and students selected conveniently from the IIMS. Therefore, a total of 100 questionnaires were returned and used for this study. The present study demonstrates and elaborates the various aspects of the purpose of using EIRS, types, methods and linking pattern of EIRS. The paper also deals with the reason for using EIRS. Suggestions are given to make the EIRS more beneficial to the Teachers and Students, IIMS, Meerut.

Keywords: EIRS, Teachers, Students, Institute of Informatics and Management Sciences, IIMS, Meerut.

Introduction

Institute of Informatics & Management Sciences, Meerut. (IIMS) was established in 1996 under the auspices of Sri Krishna Shiksha Prasar Samiti with the mission of setting high standards in imparting professional education and training and development through the creation, utilization and dissemination of knowledge. The mission of the College is to develop competent and versatile world class professionals of high caliber who can be of professional and technical excellence in a post liberalized and highly competitive environment. The objective of the Institute is to be a high profile Institute which excels in management and computer application education and supports the requirement of Indian industries in particular and society in general.

The library is obviously the source of power of knowledge. In higher education and research, the use of library is a matter of concerns to students, teachers, and researchers. The exponential growth of literature often creates problems for them to access appropriate literature and their use. The problem has, however, considerably been resolved with the help of information and communication technology (ICT). Electronic

resources have exploded in popularity and use. They can and do enable innovation in teaching, and they increase timeliness in research as well as increase discovery and creation of new fields of inquiry (Henderson & MacEwan, 1997). Other reasons for teachers to use e-resources include relating to increasingly computer-literate students and keeping up-to-date in their fields. Availability of e-resources has changed what users actually read and use. They now tend to use only what is easily accessible. Therefore, they visit the library a lot less, and, as such, discovery through coincidence is reduced. Access to e-resources has decreased the time spent penetrating for information.

Literature Review

Literature plays a very important role in research activities, as it forms the very first step of a research pursuit. Review of literature happens to be an important segment of the concerned topic. The literature review should be conducted in a systematic way to achieve optimum results. In this study an attempt has been made to cover few works which have been undertaken in India and abroad.

Akhtar Hussain, Krishna Kumar (2006) carried out a survey the use, collection and services of IIRS Library. The major findings of the study were:(1) A majority of the users (41.25%) of the IIRS Library use the library services daily.(2) Majority of the respondents mainly used the library to borrow books and other materials (81.25%) and the list number of respondents use the library for audio-visual materials.(3) Most of the respondents preferred to print collection (87.50%) were using books followed by electronic collection, (68.75%) were using CD-ROM, further followed by 86.25% respondents use for current periodicals.(4) Most of the respondents fully satisfied with library services.

Naushad Ali (2005) focuses the purpose of study that the use of electronic information services (EIS) among the users of the Indian Institute of Technology (IIT) Library in Delhi, India. Both questionnaire and observational methods were used for data collection. The study found that Boolean logic and truncation are the most often used search facilities by IIT users. Lack of printing facilities, terminals and trained staff are the major reasons that would discourage users from accessing the EIS. The survey also reveals that some 60 per cent of users face difficulties while browsing e-information.

Rajeev Kumar, Amritpal Kaur (2004) in their study “Use of Internet by teachers and students in Shaheed Bhagat Singh College of Engineering & Technology”. The major findings were:(1) Majority of the respondents has more than two year experience of using the Internet.(2) Majority of the users of the college use the Internet services daily.(3) The most frequently used places for accessing the Internet are the college (90%) and the home (63.3%).(4) Majority of the respondents mainly uses the Internet for educational purposes and the least number of respondents use the Internet for entertainment purposes.(5) E-mail service is the most preferred service by all the Internet users followed by www. All the respondents face the problem of insufficient time slot allotted to per user in the college for Internet use. *Singh (1999)* attempted about background information about the emergence of Indian Institute of Technology (IIT), Kanpur. She discussed the methodology used for data collection, acquisition of periodicals and other documentary collection. Majority of the users rated library collection, services and attitude of library staff was good. The users were not satisfied with the photocopying services. Examined the users awareness and usefulness of various types of reader services.

Odini (1994) examined the fundamental problems encountered at the Kenya Polytechnic Library in collection development, particularly policy and those associated funding, lack of collection development. The paper highlighted the various factors which librarians at the Polytechnic ought to consider in order to realizing brighter collection development prospects. These factors include the formulation of suitable collection development policy, the organization of gifts and exchange practices and participation in resource-sharing programs with other national polytechnics and universities. Finally an introduction of library development levy and also of the practice of collection weeding was introduced.

Unomah (1985) carried out a study about student utilization of academic libraries in Nigeria. The important findings of the study were: I) Most of the students found their lecture notes sufficient and felt there was no need to read textbooks. On borrowing, 68% had no books on loan. On use of leisure time.ii) Most of the faculty members do not promote student use of the library i.e.76% of the students said their lectures did not give them reading lists. The students were not equally given any guidance by faculty as to the use of the library and resource materials, and.iii) about 80% cannot recognize the librarian and even if they could, about 72% of them would not seek assistance.

Osunrinde, Adekiya and Adeyemo (2002) find the use of electronic information has become prominent in the drive for making information and data transfer available to users, especially students. the need for electronic information for the purpose of research and learning in various institutions has posed challenges in relation to system connections, working ability, and access. electronic information has many functions and benefits which can be of immense use to students in schools and educational sectors, particularly research institutions. once the user is connected to the internet, the user can link up with any part of the world for whatever purpose the user intends.

Objective of the Study

The objective of this study was to purposely center of attention on the following aspects:-

- To find out the use and awareness of various types of electronic information resources and services (EIRS) by the teachers and students of IIMS.
- To know the various purposes of use electronic information resources and services(EIRS) of the teachers and students of IIMS.
- To study the use pattern and to identity the different popular sites for which the electronic information resources and services access by the teachers and students of IIMS.
- To know the information resources of the electronic resources and services format use by the teachers and students of IIMS.
- To find out the user satisfaction with the electronic resources and services facilities provided in the IIMS.
- To suggest ways and means to overcome problems faced by the users.

Research Methodology

The study uses the case study method. A well structured questionnaire was designed and used for collecting data. Therefore, suitable sampling method has been used. 120 questionnaires were

disseminated to the teachers and students selected suitably from the IIMS, Meerut. Therefore, a total of 100 questionnaires were returned and used for this study. The results of the findings were accessible in tables using percentage.

Data Analysis

Tale 1: Status of Respondents

Level of Study	Population	Percentage
Teachers (T)	40	40.00
Students (S)	60	60.00
Total	100	100.00

Fig.1 Status of Respondents

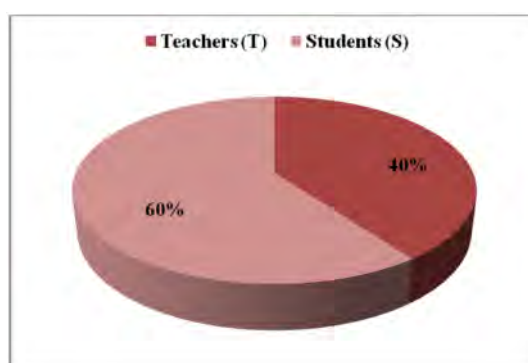


Table 2: Types of Electronic Information Resources and Services

Electronic Information Resources/services	Awareness			
	Teachers		Students	
	Yes	No	Yes	No
CD-ROM Databases		-	✓	-
Internet		-	✓	-
E-mail		-	✓	-
Online Databases		-	✓	-
Online Journals		-	✓	-
Search Engines		-	✓	-
OPAC		-	✓	-
College Websites		-	✓	-

(Multiple responses allowed)

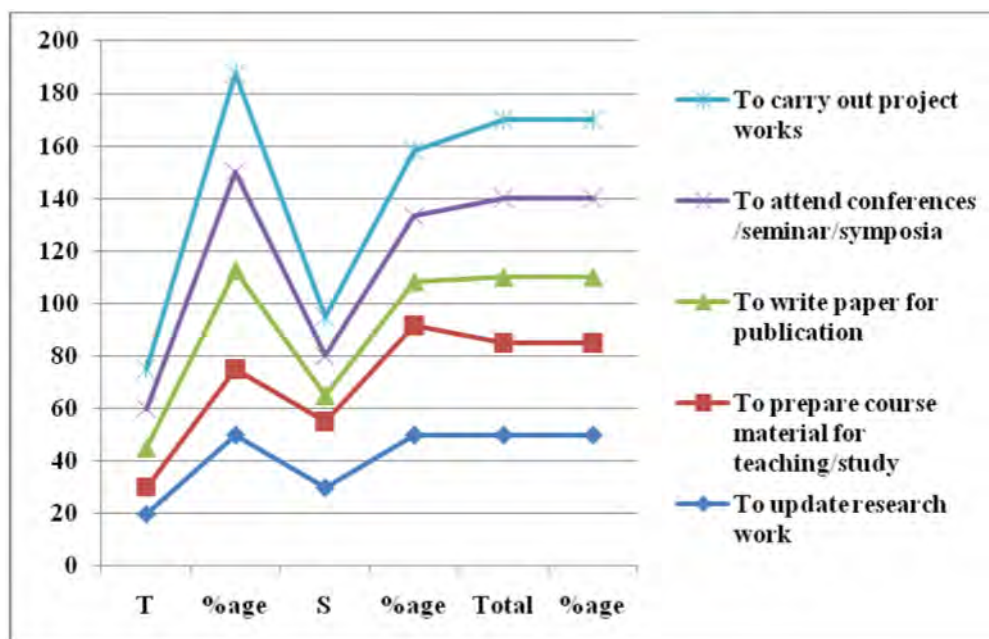
Table 2 shows that the 100% teachers and students have been aware about major electronic information resources and services (EIRS).

Table 3: Purpose of Using EIRS

Purpose	T	%age	S	%age	Total	%age
To update research work	20	50	30	50	50	50
To prepare course material for teaching/study	10	25	25	41.6	35	35
To write paper for publication	15	37.5	10	16.6	25	25
To attend conferences /seminar/symposia	15	37.5	15	25	30	30
To carry out project works	15	37.5	15	25	30	30

(Multiple responses allowed)

The table 3 shows that using electronic information resources & services(EIRS) for educational purpose. It has been found that to prepare course material for teaching/study purpose used by teachers 10(25%) and by the students 25(41.6%). 20(50%) of the teachers and 30(50%) of the students are use the to update research work purpose. To write paper for publication purpose. Used by teachers 15(37.5%) and by students 10(16.6%) to attend conferences /seminars/symposia workshops used by teachers 15(37.5%) and by students 15(25%) to carry out project works are used by the teachers similarly 15(37.5%) and by students 15(25%).

Fig.2 Purpose of Using EIRS**Table 4: Use and Awareness of EIRS**

Uses of EIRS	T	%age	S	%age	Total	%age
E-journals	20	50	40	66.6	60	60
E-Articles	25	62.5	40	66.6	65	65

E-Thesis/Dissertation	30	75	15	25	45	45
E-Data bases	10	25	20	33	30	30
E-Books	10	25	30	50	40	40
E-Archives	10	25	40	66.6	50	58
Web resources (Text, images, sources)	20	50	10	16.6	30	30
Subject Gateways	10	25	5	8.3	15	15

(Multiple responses allowed)

Table 4 shows that the types of information resources & services(EIRS) needed through electronically. On analyzing the data it has been found that the E-journals service used by teachers is 20(50%) and by students 40(66.6%). 25(50%) of the teachers were use the E-Articles while 40(66.6%) students were use this service. E-Thesis/dissertation service used by teachers 30(75%) and by students 15(25%) and by students 20(33%) 10(25%) of the teachers and 30(50%) of the students were use E-books service. E-Archives services used by teachers 10(25%) and by students 40(66.6%). Web resources used by teachers 20(50%) and by students 10(16.6%). Subject gateways service used by teachers 10(25%) and students 5 (8.3%).

Fig.3 Use and Awareness of EIRS

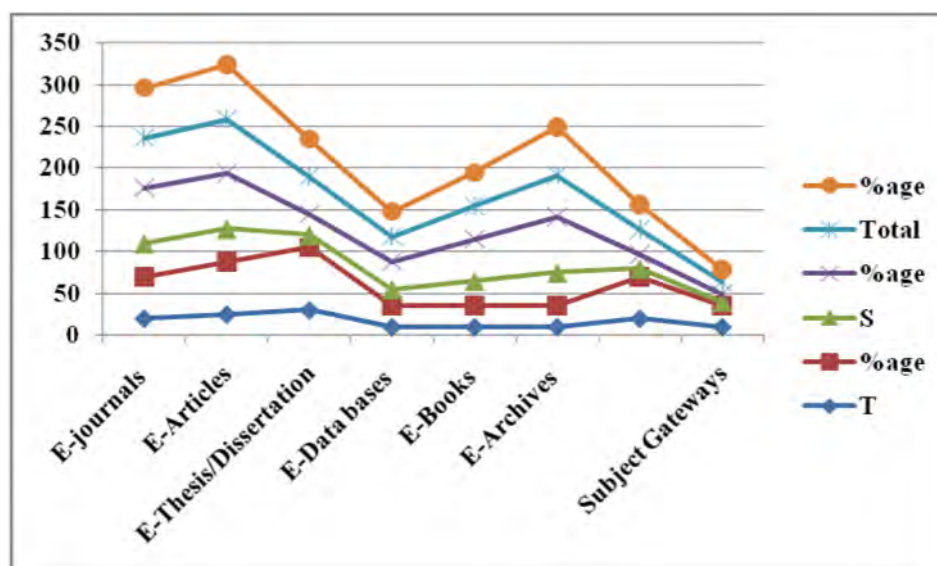


Table 5: Linking Pattern of EIRS

Links Pattern	T	%age	S	%age	Total	%age
Links through Library website	10	25	25	41.6	35	35
Links through publisher's website	15	37.5	30	50	45	45
Links through search engines	20	50	25	41.6	45	45
Links through online resources & services website	15	37.5	30	50	45	45

(Multiple responses allowed)

Table 5 shows that the linking pattern of electronic information resources and services. It has been found that 10(25%) of the teachers and 25(41.6%) of the students are links through library website. 15(37.5%) of the teachers and 30(50%) of the students are links through publishers website. 20(50%) of the teachers and 25(41.6%) of the students are links through search engines. 15(37.5%) of the teachers and 30(50%) of the students are links through online resources & services website.

Fig.4 Linkings Patterns of EIRS

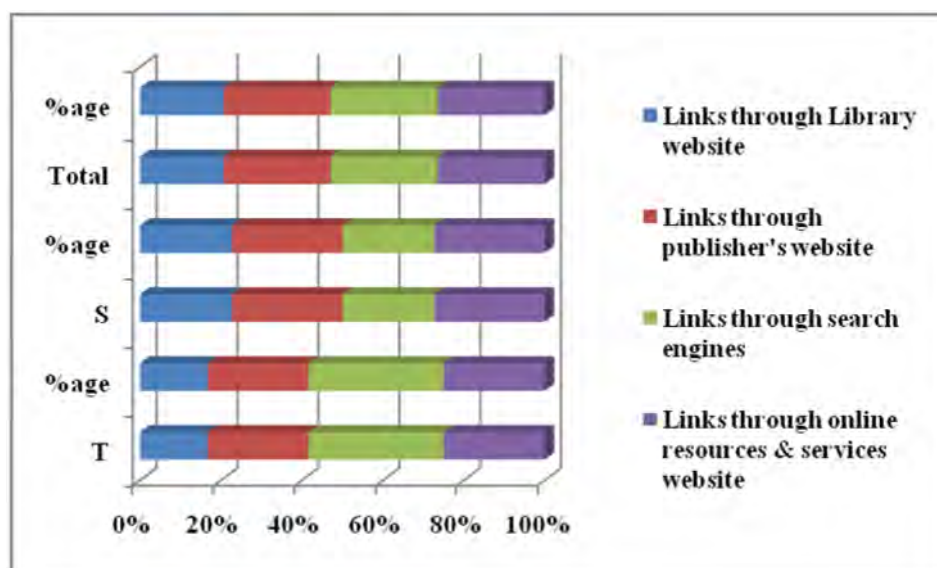
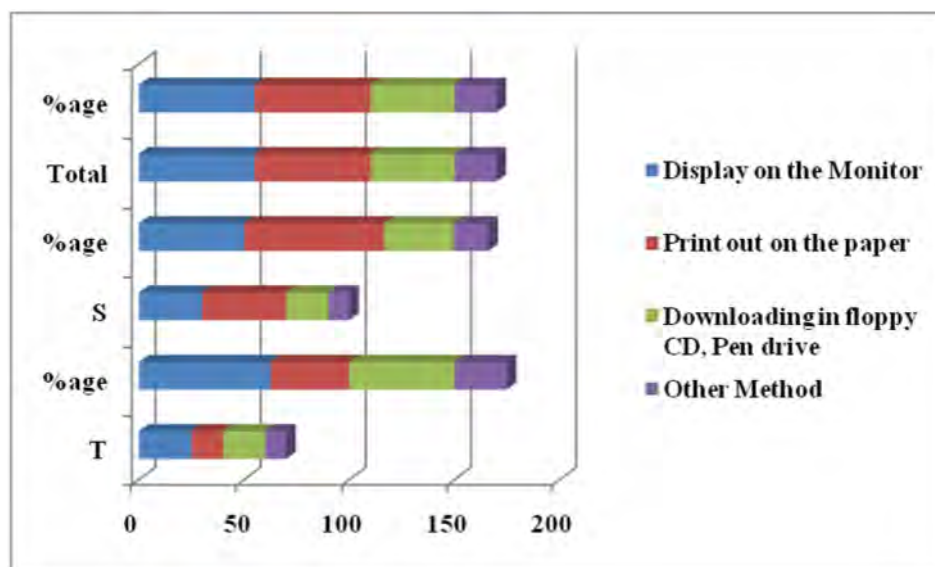


Table 6: Method of Reading EIRS

Method of reading	T	%age	S	%age	Total	%age
Display on the Monitor	25	62.5	30	50	55	55
Print out on the paper	15	37.5	40	66.6	55	55
Downloading in floppy CD, Pen drive	20	50	20	33	40	40
Other Method	10	25	10	16.6	20	20

(Multiple responses allowed)

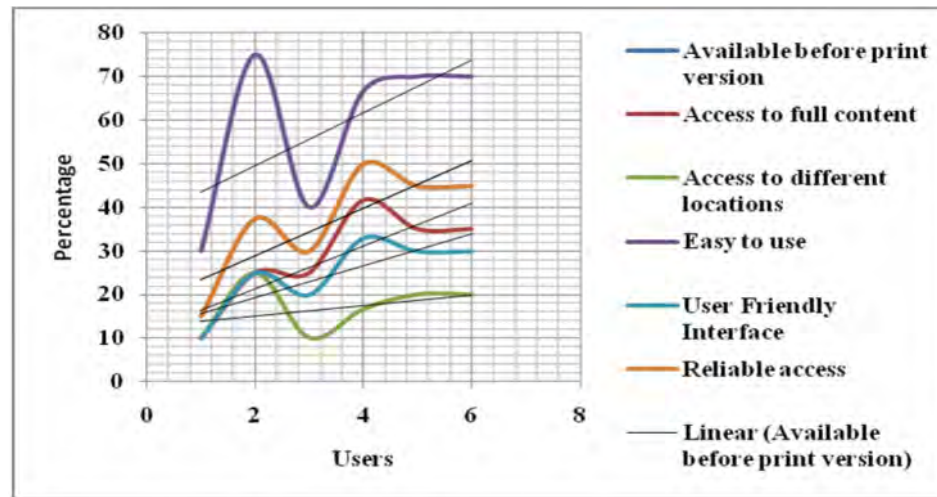
Table 6 shows that the methods of reading electronic information resources & services. It has been found that the 25(62.5%) teachers and 30(50%) of the students were use display on the monitor method. Print out on the paper method use by the teachers 15(37.5%) and by students 40(66.6%). 20 (50%) of the teachers and 20(33%) of the students are use downloading in floppy, CD, pen drive method. Other methods used by teachers 10(25%) and by students 10(16.6%).

Fig.5 Method of Reading EIRS**Table 7: Reasons for Frequently Used EIRS**

Reasons	T	%age	S	%age	Total	%age
Available before print version	15	37.5	30	50	45	45
Access to full content	10	25	25	41.6	35	35
Access to different locations	10	25	10	16.6	20	20
Easy to use	30	75	40	66.6	70	70
User Friendly Interface	10	25	20	33	30	30
Reliable access	15	37.5	30	50	45	45

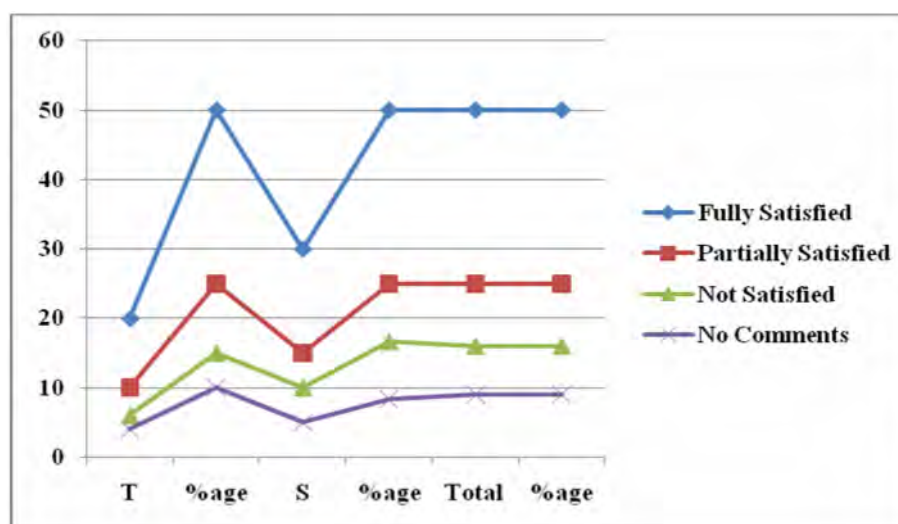
(Multiple responses allowed)

The Table 7 shows that the reason for using electronic information resources & services. It has been found that 15(37.5%) of the teachers and 30(50%) of the students are use available before print version. Access to full content reason used by teachers. 10(25%) and by students 25(41.6%). Similarly 10(25%) of the teachers and 10(16.6%) of the students are use access to different locations regions. Easy to use reason used by teachers 30(75%) and by students 40(66.6%). User friendly interface reason used by teachers 10(25%) and used by teachers 15(37.5%) and by students 30(50%).

Fig.6 Reason for Frequently Used EIRS**Table 8: Satisfaction with EIRS provided by the Institute Library**

Satisfaction Level	T	%age	S	%age	Total	%age
Fully Satisfied	20	50	30	50	50	50
Partially Satisfied	10	25	15	25	25	25
Not Satisfied	6	15	10	16.67	16	16
No Comments	4	10	5	8.33	9	9
Total	40	100	60	100	100	100

On the data analysing in Table 8 shows that satisfaction level of electronic information resources & services. 20(50%) of the teachers and 30(50%) of the students were fully satisfied. 10(25%) of the teachers and 15(25%) of the students were partially satisfied with electronic services provided by institute library. 6(15%) of the teachers and 10(16.67%) of the students were not satisfied, and finally 4(10%) of the teachers and 5(8.33%) of the students says no comments.

Fig.7 Satisfaction with EIRS provided by the Institute Library

Conclusion & Recommendations

The study sought to analyse the “use of electronic information resources and services among the Teachers and Students of Institute of Informatics and Management Sciences (IIMS), Meerut: A Case Study”. With the awareness and use of electronic information resources and services in libraries and information resources centres, the information/library professionals are required to respond to the new environment for new roles and new careers in information acquisition, preservation, and transfer. They need to be responsive to the growing need of the time. New kinds of competencies, skills, and experiences are required to respond to the need of the time that extends beyond the traditional library setting. At the same time, persons involved in higher education/research programmes are also required to intensively orient themselves with the mechanisms and techniques of accessing and retrieving their desired information and information resources from the web-based information system.

Based on the present study, it is recommended that:

- Teachers and students of IIMS should endeavour to use electronic information resources and services in support of their teaching and study activities;
- IIMS library should acquire current electronic information resources for their use;
- IIMS library management should organise electronic information awareness programmes for teachers and students to improve their information searching and retrieval skills;
- Electronic information resources and services available to them should be used for their improved productivity.

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