

Usage of E-Resources at Madras Institute of Technology (MIT) Library: A Case Study

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Abstract - In this digital world e-resource plays a major role. This paper deals with electronic information resources, systems and services offered by the library of Madras Institute of Technology (MIT). It aims at the usage of e-resources, its purpose, place of access of it by the students of the MIT. The frequency of visits and problems faced by them while using the e-resources are also analyzed in this paper.

Keywords: E-Resources, MIT Library, Internet, Digital Library.

I. INTRODUCTION

The current digital revolution, especially internet technology, integrated with a treasure of information has gained significance as an indispensable tool in pursuit of knowledge and information. At the dawn of information age, professionals are experiencing new vigor in the field of information collection, processing and retrieval.

Today we are living in the age of information. The information is a dynamic and unending resource that affects all disciplines and walks of life. Over the last decade, electronic resources have become increasingly substantial components of academic library collection. The applications of information communication technology (ICT) in libraries have provided enough opportunities for e-resource development and disseminated it in the manner that their users preferred. The Electronic resources are the electronic representation of information. These are available in various forms like e-books, digital libraries, on line journals, e-learning tutors and online test. Because of the effective presentation with multimedia tools, these e-resources have become the source of information. Electronic resources delivers the collection of information as full text databases, e-journals, image collections, multimedia in the form of CD, tape, internet, web technology etc. E-resources may include e-journals, e-discussions, e-news, data achieves, e-mail, online chatting, etc.

II. ABOUT THE MADRAS INSITUTE OF TECHNOLOGY LIBRARY (MIT)

The library - the treasure house of books and periodicals - is a centre of intellectual activity of any institution. The MIT, which is imparting advanced level courses and undertaking research programmes in vital technical areas. The MIT

library, strives to its readers the interest of creativity and innovation, the predecessors of Research and Development. The library started along with the institution in the year 1949. In the year 1978, this library formed as part of Anna University since MIT is a constitution institution of Anna University. It has a well-equipped library stacking nearly 61349 volumes of choice books in various engineering subjects and basic sciences. The library subscribes to 245 periodicals. Besides, the library has 10,500 bound volumes of periodicals and 10,000 Standards. The audiovisual educational programmes and video courses are often carried out in the library. During the year 2006-07, around 6202 books were added in the library collection.

The MIT library has special services like book bank (for SC/ST Students), founder's family book bank, reprography service, video facility, IEEE student branch library and information retrieval systems through Intranet. The other services provided by the library includes lending service, reference service, inter library loan, Internet browsing, current awareness service (CAS), and selective dissemination of information (SDI) service.

Recently IIT Web courses were added. Further 14 Environmental Information DVD/VCD were added to the collection. A separate Digital Knowledge Centre has been established in order to enable the users to browse the e-journals, e-learning materials, digital library collections of this campus and other online journals. This facility is available in the intranet of this campus.

The library has two file servers and 12 nodes for the purpose of Information Retrieval System. Two systems are placed at the circulation counter and other systems in different sections of the library for information retrieval by the students. The library MIT Campus develops the library software. It is a menu driven, interactive, user-friendly package, designed with utmost care to meet the students' information needs, such as the availability of books, status of the books, user details etc. Further the library also provided 15 terminals for the purpose of Intranet browsing.

The library is involved in Apprenticeship Training Programme in collaboration with Board of Apprenticeship

Training and is training 10 candidates in the Library and Information Science every year.

New Library Annexure Building constructed in the space capacity of 460 Sq.m under TEQIP funds MIT Campus. An open reading area of 350 Sq.m for the students has been provided in the Library.

III. OBJECTIVES OF THE STUDY

1. To analyse the purpose of using E-resources by the respondents;
2. To analyse the place from where university library users access Internet;
3. To examine the duration of time spent on utilization of e-resources by the respondents;
4. The frequency of use of e-resources by the respondents; The problems faced by the respondents while accessing the e-resources.

IV. PREVIOUS STUDIES ON E-RESOURCES USE

There are a number of studies related to the usage of e-resources by the user community of various university libraries.

Ashwini Kumar and Prakash (2010) studied the information seeking behavior science research scholars on e-resources at Banaras Hindu university, Varanasi. Niragappa, *et.al.*, (2010) tried to study development in information and communication technology (ICT) and their impact on the users community in engineering and other technological Libraries with special reference to the R.V.Engineering College,Bangalore.

Adika, Gifty (2003) analysed internet use among faculty members of university in Ghana. Research results showed that in spite of the benefits of internet, its use among faculty was still very low. The main reasons for this were the lack of access to the internet and the need for training. It was suggested that university authorities must take immediate steps to provide general access points to faculty through computer laboratories. Here, librarians, information professionals, and computer scientists have vital roles to play in organizing training and refresher sessions for faculty in getting up-to-date information via internet for teaching and research.

Borrego, *et al.* (2007) observes that there have been many studies of users of electronic resources in the professional literature in the last few years. In a recent exhaustive review of the literature on the subject, Tenopir (2003) analyzed the results of over 200 studies of the use of electronic resources in libraries published between 1995 and 2003. The main conclusion of this review is that electronic

resources have been rapidly adopted in academic spheres, though the behavior varies according to the discipline.

Kaur (2000) studied Guru Nanak Dev University, and Bavakutty and Salih (1999) conducted a survey at Calicut University, which showed that students, research scholars, and faculty members used the Internet for education and research.

Kumar and Kumar (2008) found that 70.33% of respondents agreed that electronic information sources provide more comprehensive information, and 58% of respondents agreed that they can now do better research because of availability of electronic information resources.

V. METHODOLOGY

The present study is based on a survey undertaken on the user community of the Madras Institute of Technology Library. The sample of study consists 300 library users included in this survey out of 300 questionnaires distributed,250 (83%) responded to the questionnaire survey at the time. The 250 received questionnaires are used in the Statistical Package for Social Sciences (SPSS).

TABLE I AGE-WISE DISTRIBUTION OF THE RESPONDENTS

Age-Group	No. of Respondents	Percentage (%)
18-21 years	130	52.00
22-24 years	80	32.00
25-30 years	40	16.00
Total	250	100

The questionnaires were distributed to the respondents in the age group of 18years to 30 years since majority of the users of the library are from this age group. More than 52.00% of the users surveyed were from the age group of 18-21 years, 32.00% of the users were from the age group of 22-24 years and 16.00% were the age group of 25-30years.

TABLE II SEX-WISE DISTRIBUTIONS OF THE RESPONDENTS

Sex	Males (% age)	Female (% age)
18-21 years	70(28 %)	66(26%)
22-24 years	50 (20%)	24 (9.6 %)
25-30 years	25(10%)	15 (6%)
Total	145 (58 %)	105 (42%)

Out of the total users surveyed 145 (58 %) were males and 105 (42%) were females. 26 % of the female respondents were from the age group of 18-21 years and 28% of male respondents were also from the same age group.

TABLE III AREA OF SPECIALIZATION OF THE RESPONDENTS

Specialization	Number of Respondents	% age
Undergraduates	130	52%
Postgraduates	80	32%
Research Scholars	35	14%
Others	05	2%

The Table III indicates, the maximum number of respondents, ie., 130 representing 52% of total respondents, were UG students. It was followed by 80 respondents i.e. 32% were PG students, 35 respondents i.e. 14% were Research scholars, and 5 respondents i.e. 2%. were others.

TABLE IV PLACE OF ACCESS TO INTERNET

Place of Access to Internet	Number of Respondents	% Age
At Home	68	27.20
At University	125	50.00
At Cyber Cafe	57	22.80

Table IV indicates the location from where the e-resources were mostly accessed by the respondents. A majority of the respondents (50 %) accessed the e-resources from University, while 27.20 % accessed these from home. Another 22.80 % used cyber café for accessing the e-resources.

TABLE V FREQUENCY OF VISIT TO LIBRARY

Frequency to Visit	Number of Respondents	% Age
Once a day	97	38
Once in two days	52	20.8
Twice in a week	32	12.8
Once a week	25	10
Occasionally	44	17.6

TABLE VI TIME SPENT FOR USING E-RESOURCES

Time Spent for Using E-Resources	UG	PG	Research Scholars	Others	Total
Below 1 Hour	10	25	35	8	78
2-3 Hours	9	18	69	4	100
3-4 Hours	7	11	25	4	47
Morethan4 Hours	11	8	5	1	25
Total	37 (14.8%)	62 (24%)	134 (53.6%)	17 (6.8%)	250 (100%)

TABLE VII PURPOSE OF USING E-RESOURCE

Purpose	Number of Respondents	% age
Study	50	20
Research	75	30
Information	33	13.2
Entertainment	92	36.8

The table V indicates, only 10% of the users visit the library once a week. Maximum number of users (38 %) surveyed visit the library once a day, followed by those 20.8 % of user to visit the library Once in two days, 12.8% of library user to visit twice in a week, and 17.6% of user to visit library occasionally.

Table VI Indicates that most of the respondents from Research Scholars spent 2-3 hours for the use of e-resources per day. Only 35 use it for less than one hour, 25 use them for 3-4 hours, and 5 uses e-resources for more than 4 hours. The respondents from PG level shows that 25 of them use it below 1 hour, 18 use it for 2-3 hours, 11 use it for 3-4 hours, and 8 respondents use e-resources more than 4 hours. In the case of respondents from UG Student, 10 of them use e-resources less than 1 hour, 9 of them use it for 2-3 hours, 7 of them use e-resources for 3-4 hours and 11 use e-Resources more than 4 hours. The Maximum of other respondents use E-resources only for an hour.

It is also revealed from the analysis that majority of the respondents spent 2-3 hours use e-resources per day, 78 of them like to spend less than 1 hour, 25 respondents use more than 4 hours, and 47 spent 3-4 hours use the e-resources per day.

Table VII Indicates most of the respondents (36.80%) visit the library for entertainment purpose, which includes getting books for light reading, reading news papers or meeting or accompanying friends. However 30% users also visit the library for gathering research related materials, and 20% users to visit library for getting study materials, and also balance 13.2% users to visit library for obtaining some local information or information about latest issues.

TABLE VIII PROBLEMS FACED WHILE ACCESSING E-RESOURCES

Problems	Responses	% age
Slow Accessibility	99	39.6
Difficulty in Finding Relevant Information	72	28.8
Lack of Time	32	12.8
Long Time View	27	10.8
Virus	20	8.0

There are some problems and limitation of using of facilities required for using e-resources, they are difficulty in finding relevant information, takes long time to view, slow accessibility, in using digital resources, limited access to computer, lack of time and computer virus etc.

Majority (39.60%) of the respondents stated that it takes to slow accessibility of e-resources, 28.80% stated the Difficulty in finding the relevant information, 12.80% the Lack of time,

10.80% stated that it takes long time to view due to lack of Knowledge, and 8.00% the virus problems for accessing the e-resources.

VII. CONCLUSION

Academic libraries play an important role in academic institutions. In the present society, they have to meet diverse, multifaceted and multidimensional information needs to the users. Users of academic libraries are more specific. They know what exactly they required. So to fulfill their requirements, libraries have to use the electronic resources to provide Information services. The e-resources are now considered as most vital part of the library resources. The Library professional should be always up to date to cope up with the study increase in information resources and services. It is also equally essential for the library users to transform themselves with adequate skill and efficiency to case e-resources for their academic and research purpose.

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