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Usage of Electronic Resources and Services by Students of NIFT Bhubaneswar: A Case Study

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Abstract

The prime objective of this research paper is to explore usage of electronic resources and services by the students and research scholar with special reference to NIFT, Bhubaneswar. A printed version of 130 structured questionnaires were distributed randomly among the selected samples of National Institute of Fashion Technology, Bhubaneswar with respects to students and researcher to get relevant data and 101 filled in questionnaires were received and analyzed. To investigate information on frequency of using of e-resources and overall satisfaction on e-resources, simple frequency was carried out. The response rate was 101(77.69%). The outcome from the analysis shows that the students and researcher were highly satisfied with the use of e-resources. In particular, present study emphasis about the purpose of the visit, time spent in the library by the students, usage of Internet and Electronic Resources and level of satisfaction of users. On the basic of findings, some suggestions have been included in this study to increase users for use e-resources.

Key Words: Electronic Resources and Services; Information Seeking; Use Pattern, User Satisfaction, NIFT

1. INTRODUCTION

Electronic resources are regarded as the extract of information that are preserved through modern ICT devices, refined and redesigned and more often stored in the “cyber space” in the most concrete and compact form, and can be accessed simultaneously from infinite points by a great number of audiences. The phrase “electronic resources”, has broadly been defined as information accessed by a computer, maybe useful as bibliographic guides to potential sources but, yet, they infrequently appear as cited references in their own right (**Graham, 2003**). Information needs and retrieval of information is efficiently and effectively met through the Internet. Libraries have adopted new policies for transformation in their collection development and their service structures to improve the management of scholarly “information”. This is also essential for strengthen and accessing scholarly information speedily not held locally. “The NIFT libraries are used mostly for research work thus must move towards e-resources, which are less expensive and more useful for easy access. These distant learners who have limited time to access the libraries, can access from outside to commonly available electronic resources, mainly CD-ROM, OPACs”. The electronic form of materials is ‘replacing’ the print medium at the higher rate (**Kumar, Sunil 2017**).

2. ABOUT NIFT

The National Institute of Fashion Technology, Bhubaneswar, India was established on 2010 by the Government of India, Ministry of Textile as per NIFT Act 2006, to improve the quality of technical, creative and innovative education with respect to textile field in the state. Apart from a few notable exceptions, NIFT has complete authority of Government of India. NIFT Bhubaneswar has spread across an area of 10 acres at heart of the city. It offers full-time UG and PG programme in design and management stream to applicants and having intake seat capacity is 206. The UG programmes offers like Accessory Design, Fashion Design, Textile Design, Fashion Technology, Fashion Communication, and one PG programme offers namely Master of Fashion Technology. The institute comprises of high-tech Lab and Infrastructure likes Seven IT labs, Advanced weaving studio with electronic jacquard and doobby, four garments construction and pattern making labs and Fashion and photograph studio with audio-visual support. NIFT Bhubaneswar has also fully automated Library with RFID systems and digital library having rich collection of various documents, books, project report, swatches, fabrics and mannequin.

3. REVIEW OF LITERATURE

Various sources have been consulted and content have been thoroughly checked for choosing related studies on the present research study. Some of the important studies relevant to present topic are mentioned below:

Korobil et al. (2006) found that, “majority of the faculty of Technical Educational Institution (TEI), Thessaloniki, Greece have been used printed sources more than e-sources, but they are also used e-sources quite frequently. Use is mostly of books, websites and printed journals. The results of this study further indicated that the use of e-sources is higher in the School of Business Administration and Economics among those who hold a PhD degree”.

Panda, K.C and Swain, D.K (2008), in their study, “explained the prolific growth of electronic resources during the last decade. The standards and strategies are sought to access and organize the abundance of e-resources and to ensure free flow of information to the user’s community”.

Jotwani (2013) in his study ‘described the functioning, their resources including e-resources, developments in digital libraries and services being provided by IITs. It identified that the IITs libraries were well maintained and work towards creation of knowledge and user-oriented services’.

K. Prabakaran (2013) critically examines that “the users are dependent some extent on libraries with new technologies such as e-resources. **Dadzie (2005)** has investigated the useful of electronic resources by students and faculty of Ashesi University, Ghana, the level of use, the several types of information accessed, and the effectiveness of the information communication tools for information research”.

Singh, K and Kuri,R (2017) investigate “users satisfaction with library resources and services in IIT libraries in India. After their examine, reveals that IIT libraries need to make facilitate more web-based library services to users under intranet and internet environment for use of e-resources and use more web 2.0 technologies for better deliveries of services”.

Singh, Vinod (2013) conducted a research study to “determined use of e-resources by students, research scholar and faculty of IIM Bangalore and examined the awareness towards the use of e-resources by users. After critically studied, found that electronic resources of information are crucially helpful for research, teaching and learning processes”.

Singh, K and Varma, A.K(2017) critically examine in their study that “users are fully satisfied with e-resources available at BHU, Varanasi and they are fully dependent on electronic source of information for their academic purpose”.

Bhatia, J.K(2011) in his dept study, indicated that “E-Resources like E-Journal, database. CD-ROM. OPAC, E-books and Internet are gradually replacing the

importance and usage of print material. Also revealed that internet has influenced on users as an easy way to accessing E-resources and information as is evident from study”.

Singh, Joteen[et.al] (2009) studied on electronic information usage emphasising on internet services by the user of Manipur Central University. After studied, they found that “low speed internet access, erratic power supply and lack of full text journals are problem pertaining to access of internet-based e-resources. Also focused on basic infrastructure fast internet access followed by resource availability and training”.

Habibba, Umme and Chowdhury, S (2012) explained in his study title “Use of Electronic Resources and its Impact” that, ‘most of the users at DUL use Electronic Resources towards their learning purpose. DUL users are fully satisfied with online resources available at DUL. They are utilising these resources with optimum although lack of IT infrastructure.’

Thanuskodi, S (2012) explored in his research paper that “most of the users among whole sample were aware about the availability of E-Resources and process of using. The study revealed that 47.78% of respondents seeking to access only electronic version of documents and materials and in the same time only 32.78% respondents seeking to access print version of periodicals”.

4. OBJECTIVES OF THE STUDY

The prime objective of this research paper is to examine usage of electronic resources and services by the students and research scholar with special reference to NIFT, Bhubaneswar and to find out the restraint towards use of e-resources by the specified users. The objectives of this studies are

- To find out the frequency of the visit to Library of National Institute of Fashion Technology, Bhubaneswar;
- To know the place of access the Electronic Resources;
- To study the purpose for usage of Internet and Electronic Resources;
- To examine awareness about usage of e-resources among students;
- To analyses the preference of usage of electronic resources by the students;
- To Identify the problems of students while accessing electronic resources and
- To provide suggestions based on the present study;
- To ascertain the student’s satisfaction level to use of e-resources;

5. METHODOLOGY

5.1 Research Design

In this research study, descriptive research survey method was adopted because it seems to explore the usage of electronic resources and services by the students of NIFT, Bhubaneswar. The data were collected from the students within the NIFT, Bhubaneswar.

5.2 Population for the study:

For the present study, the data was collected through questionnaires. There were 130 structured questionnaires were distributed among the students of National Institute of Fashion Technology, Bhubaneswar on randomly basis. Out of 130 questionnaires 101 filled in questionnaires were received. The response rate was 77.69%. Due to incomplete response in questionnaire, ten questionnaires had been rejected. Hence, the researcher analyzed only 101 complete responses.

5.3 Sample and Sampling Technique

For the present study, focus was given to students as a whole population of study. Hence, Students were used as sample for the study. In this research paper, random sampling technique was picked up.

5.4 Research Instrument

The questionnaire title “Usage of Electronic Resources and Services by Students of NIFT Bhubaneswar: A Case Study” was used as research instruments for the research study. The questionnaire provides data on usage of electronic resources by the students and researchers. It is as aimed at answering question on various aspects of e-resources.

5.5 Method of data collection

The questionnaire was distributed among the students and researchers of National institute of fashion technology, Bhubaneswar. The investigators themselves supervise questionnaire one- by- one to the students and researchers and their responses was collected immediately. This method was preferred to achieve a high response rate.

5.6 Method of data analysis

Data collected from respondents were analysed and tabulated by using frequency counts and simple Percentage.

6. SCOPE AND LIMITATION

The study gives priority on usage of electronic resources and services by the students and research scholar with special reference to NIFT, Bhubaneswar and also meant for my Ph.D degree. Hence. The study was carried out among the students and the respondents of the interest to the study were students. The study was limited to National Institute of Fashion Technology, Bhubaneswar Library and its valuable users such as students and research scholars.

7. DATA ANALYSIS

The collected valid data was analyzed, and the results were discussed in the following tables.

7.1 Frequency of visit to the Library

The distribution of respondents according to the frequency of visit to the library is shown in TableNo.1.

Table-1: Distribution of respondents according to frequency of visit to the Library

Sl. No	Frequency	No. of Students	Percentage
1	Daily	16	15.84
2	Once in a week	15	14.85
3	Twice in Week	23	22.77
4	Occasionally	47	46.53
Total		101	100

The frequency of visit to varies among the students and research scholar. Table No.1 shows that majority of the respondents 47 (46.53%) are visiting the Library occasionally followed by 22.77 Percentage of the respondents visit twice in a week, 15.84 Percentage of the respondents visit daily, and the remaining 14.85 Percentage of the respondent visit once in a week. It can be concluded that majority of the respondents (46.53%) visit occasionally which is a not good sign and need to take initiative to enhance the footstep for visiting the library.

7.2 Purpose of the visit to the Library

The distribution of respondents according to their purpose to visit the Library is shown in TableNo.2.

Table-2: Purpose to visit the Library (Respondents were permitted for multiple answers)

Sl. No	Purpose of Visit	No. of Students	Percentage
1	Borrow of Books	55	24.55
2	Use of E-Resources	57	25.45
3	To refer book and journal	52	23.21
4	To read Newspaper	17	7.59
5	To Search Internet	43	19.2
Total		224	100

Table No.2 explains that the majority of the respondent 25.45 Percentage preferred to use electronic resources followed by 24.55 for borrowing books, 23.21 Percentage preferred to refer book and journal, 19.2 Percentage preferred to search internet, and the remaining 7.59 Percentage preferred to read newspaper.

7.3 Time spent in the Library

The distribution of students according to their time spent in the Library per day is shown in TableNo.3.

Table-3: Time spent in the Library

Sl. No	Time spent in the Library	No. of Students	Percentage
1	Less than 2 hours	66	65.35
2	2 to 4 hours	32	31.68
3	More than 4 hours	03	2.97
Total		101	100

Table No.3 describes that 66 (65.35) Percentage of respondents spend less than 2 hours and followed by 32 (31.68) Percentage spends 2 to 4 hours, 3(2.97) Percentage of students spend more than 4 hours in the Library.

7.4 Time spent in the E-resources

The distribution of students according to their time spent in the e-resources per day is shown in TableNo.4.

Table-4: Distribution of respondents according to time spent in the E-Resources

Sl.No	Time spent in the E-Resources	No. of Students	Percentage
1	Less than one hour	53	52.48
2	One to two hours	41	40.59
3	More than three hours	07	6.93
Total		101	100

Table No.4 shows that 53(52.48) Percentage of respondents spend less than one hour and followed by 41(40.59) Percentage of students spend one to two hours, 07(6.93) Percentage of students spend more than three hours in the E-resources. Basing upon above data, necessary steps can be taken for increasing usage of e-resources for more time by adopting user awareness programme.

7.5 Awareness of E-Resources

The distribution of students according to their awareness regarding e-resources is shown in TableNo.5.

Table-5: Awareness of E-resources

Particulars	Response	Percentage
Yes	94	93.07
No	07	6.93
Total	101	100

Table No.5 shows 94(93.07) Percentage majority of the respondents aware about the e-resources. Hence, it clearly shows that majority of students aware about E-Resources.

7.6 How the Students Aware about E-Resources:

The distribution of students regarding sources of awareness of e-resources is shown in the Table No.6.

Table-6: Sources of awareness regarding E-Resources of Students
(Respondents were permitted for multiple answers)

Sl. No	Source	Responses	Percentage
1	Internet	55	36.42
2	Teacher	50	33.11
3	Library Staff	35	23.18
4	Others	11	7.28
Total		151	100

Table-6 shows that 55(36.42) Percentage aware of E-resources through internet. Another 50(33.11) Percentage respondents told that through their teacher about the e-resources. 35(23.18) Percentage respondents told they came to know about the e-resources with the help of library staff and followed by 11(7.28) Percentage respondents, they came to know about the e-resources through other sources.

7.7. Purpose of using E-Resources: The distribution of respondent’s according to their purpose of using electronic information resources is shown in TableNo.7.

Table-7: Purpose of using E-Resources *(Respondents were permitted for multiple answers)*

Sl. No	Purpose	Responses	Percentage
1	Research need	72	28.35
2	Career development	40	15.75
3	Current awareness	33	12.99
4	Assignment	67	26.38
5	Project work	41	16.14
6	Others	01	0.39
Total		254	100

Table No.7 shows that the majority of 72(28.35) use Percentage of respondents electronic information resources for their research need, followed by (67)26.38

Percentage for assignment; 41(16.14) Percentage use e-resources for preparing project work; 40(15.75) Percentage use for career development; 33(12.99) Percentage use for current awareness and the remaining 01(0.39) Percentage use electronic information resources for other purpose.

7.8 Place of accessing E-journals: The distribution of respondents according to their place of access of electronic resources as shown in TableNo.8.

Table-8: Place of accessing e-journals (*Respondents were permitted for multiple answers*)

Sl. No	Place	Responses	Percentage
1	Library	72	47.06
2	Department Laboratory	09	5.88
3	Smart Phone	36	23.53
4	Laptop	36	23.53
Total		153	100

Table No.8 shows that majority of respondent's 72(47.06) Percentage prefer Library as the place to accessing the electronic information resources. 36(23.53) Percentage of respondents access electronic information resources through Smart phone and Laptop and remaining 09 (5.88) Percentage of respondents access electronic information resources in the department laboratory.

7.9. Satisfaction of respondents towards e-journals available in the library: The distribution of students regarding satisfaction towards e-journals available in the Library is shown in the Table No.9.

Table-9: Satisfaction of respondents towards e-journals available in the library

Particulars	Response	Percentage
Yes	85	84.16
No	16	15.84
Total	101	100

Table No.9 shows 85(84.16) Percentage of respondents are satisfied with e-journals available in the Library

7.10. Frequency of Using E-Resources: The distribution of respondents according to the frequency of using e-resources is shown in TableNo.10.

Table-10: Frequency of Using E-resources

Sl. No	Frequency	Responses	Percentage
1	Regularly	31	30.69
2	Occasionally	49	48.51
3	Rarely	20	19.80
4	Not at all	01	0.99
Total		101	100

Table No.10 shows that majority of the respondents 49 (48.51%) are using e-resources occasionally followed by 31(30.69) Percentage of the respondents use e-resources regularly, 20(19.80) Percentage of the respondents use e-resources rarely and remaining 01(0.99) Percentage of the respondents are not using e-resources at all.

7.11. Preference of Using E-resources: The distribution of students preferred to be using different e-resources is shown in the Table No.11.

Table-11: Preference of Using E-resources (*Respondents were permitted for multiple answers*)

Sl. No	Frequency	Responses	Percentage
1	Database	40	22.60
2	E-Repository	19	10.73
3	E-Database	43	24.29
4	E-Journal	50	28.25
5	E-Books	25	14.12
Total		177	100

Table No.11 explains clearly that the majority of the respondents (50) 28.25 Percentage gave their first preference to e-journals; followed by 43(24.29) Percentage as second preference to e-database, 40(22.60) Percentage respondents preferred database, 25(14.12) Percentage respondents preferred e-books and remaining 19(10.73) Percentage respondents preferred to e-repository.

8. MAJOR FINDINGS

I) Most of the respondents 47 (46.53%) are visiting the Library occasionally followed by 22.77 Percentage of the respondents visit twice in a week, 15.84 Percentage of the respondents visit daily, and the remaining 14.85 Percentage of the respondent visit once in a week. It can be concluded that majority of the respondents (46.53%) visit occasionally.

II) In the purpose of visit of library, it is evident that majority of the respondent 57 (25.45) Percentage preferred to use electronic resources followed by 55(24.55) for borrowing books, 52(23.21) Percentage preferred to refer book and journal, 43(19.2) Percentage preferred to search internet, and the remaining(17)7.59 Percentage preferred to read newspaper.

III) It shows that 53(52.48) Percentage of respondents spend less than one hour and followed by 41(40.59) Percentage of students spend one to two hours, 07(6.93) Percentage of students spend more than three hours in the E-resources.

IV) It discloses that 94(93.07) Percentage majority of the respondents aware about the e-resources.

V) Further, from the analysis, it is revealed that the majority of 72(28.35) Percentage of respondent's electronic information resources for their research need, followed by (67)26.38 Percentage for assignment.

VI) The significant proportion 85(84.16) Percentage of respondents are satisfied with e-journals available in the Library.

VI) It indicates that maximum of the respondents 49 (48.51%) are using e-resources occasionally followed by 31(30.69) Percentage of the respondents use e-resources regularly.

9.RECOMMENDATIONS:

In order to enhance usage and facilities for effective use of "E-Resources" in the National Institute of Fashion Technology, Bhubaneswar, number of suggestions have been recommended below.

- Effective initiative in terms of user training, various mind storm activities and library classes in every day for one hour should be initiated to enhance the footstep for visiting and usage the library.
- New technique like controlled vocabulary and new keyword search strategy should be adopted and brought to notice among students for faster and accuracy searching for getting relevant data and user enhancement towards E-Resources.
- The institute must adopt new policy to procure more e-resources and more upgrade IT infrastructure in library.

- Additionally, periodically regular feedback should be taken from students for the upgrade the current facilities and services in the library.

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10. CONCLUSION

The study delineated that the E-Resources have been created a benchmark among the students and research scholar in NIFT, Bhubaneswar. Further, most of the students are interestingly becoming overwhelmed to use of e-resources to extract relevant information and data as per their need. It is heartening to note that significant proportion of the students are aware about existing resources and services in terms of computers, internet, OPAC and E-Resources provided by Library. Moreover, present Study clearly reveals that electronic sources of information are highly useful and needful for the research, teaching and learning processes. In order to make it successful and best use of the available E-resources, authorities of the NIFT, Bhubaneswar Institution Library should conduct regular orientation/training programmes to maximize the use of electronic sources of information more effectively and efficiently.

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