

Use of Print and Electronic Form of Information Products by the Faculty and Students of Sri Mahaveera First Grade College, Moodbidri : A Study

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Abstract: *Information and its use are as old as man. It is true that without information, there cannot be communication. The advent of communication and technology has led to the increase of electronically available information resources. The internet has made possible access to electronic books, electronic journals, various databases and search engines. To satisfy its readers, the traditional academic libraries need to organize and manage its resources with relation to the requirement of its users. The present study discusses the opinions and views of the faculty and students of Sri Mahaveera First Grade College, Moodbidri towards the use of print and electronic form of information products and also to give suggestions for the improvement of the same.*

Index Terms - *Information and Communication Technology (ICT), Information Products, Electronic Resources, Print Resources.*

1. INTRODUCTION

The impact of new technologies is seen in almost every human activity. The size and rate of growth and change in the pattern of collection, storage and transmission of information are some of the major limitations in any library. The basic concept in the use of Information and Communication Technology (ICT) is to free the librarian or the information scientist from the routine jobs connected with library operations, which can be entrusted to a computer. The fundamental and structural change caused by ICT not only affected administration and technical operations of library but also has changed library functions and services significantly. Some of the reasons for the ICT application in libraries are save of time and space, more economical, easy accessibility, lack of duplication, multi user access and less manpower involvement, wide range of new services, easy resource sharing by making consortia, easy marketing of information products and services, high accuracy and speed in performing task, remote location access etc. Hence, the libraries need to organize and manage the resources in relation to the information use and requirement of the users.

II. PRINT AND ELECTRONIC FORM OF INFORMATION PRODUCTS

Reading materials like books, periodicals, magazines, newspapers, manuscripts, reports and reprints which contain information in the print form are called as Print Resources (PR). Information Products which are available in electronic form are called as Electronic Information Products or E-resources. Reading materials which are available in the form of CD, DVD, Video Tapes, Pen Drive, Audio Tapes or any other electronic device in physical form are called as offline e-resources. E-resources which are available over network are called as online or virtual e-resources. Some of the most frequently used e-resources are E-journals, E-books, Full-text databases, indexing and abstracting databases, reference databases, CD-ROM, numeric and statistical databases, E-images, E-audio/visual resources.

III. OBJECTIVES OF THE STUDY

To find out the preference on use of print and electronic information products

To study the different purposes of using print and e-resources

To identify the challenges faced in using the e-resources

To suggest suitable recommendations for the benefit of users

IV. SCOPE OF THE STUDY

The present study is confined to the faculty and students of Sri Mahaveera First Grade College, Moodbidri which is located in Dakshina Kannada District of Karnataka State. An attempt is made to study the resources, facilities and services available and to see how this library functions to cater to the needs of its readers.

V. METHODOLOGY

The study is based on Survey (questionnaire) method. A structured questionnaire was designed to collect the data. Majority of the questions were objective type. The questionnaires were distributed among the faculty and students of the college. The data thus collected has been classified and interpreted by using statistical method.

VI. DATA ANALYSIS

6.1 Distribution of Questionnaires and Responses

Table 1 indicates the distribution of questionnaires and response rate. The questionnaires were distributed to all the faculty and final year degree students. In total 265 questionnaires were distributed and 190 users have responded. From the table, it is observed that the response rate is 71.70% ; respondent wise, 88.89% of the faculty, 81.81% of BCA class, 74.19% of B.Sc. class, 70.97% of B.Com class and the remaining 63.64% are from B.A. class.

Table 1. Distribution of Questionnaires and Responses

Respondents	Distributed	Received	Percentage
Faculty	45	40	88.89
B.A. Students	33	21	63.64
B.Sc. Students	31	23	74.19
B.C.A. Students	22	18	81.82
B.Com Students	124	88	70.97
Total	265	190	71.70

Source: Field survey

6.2 Classification of Respondents by Sex

Table 2 shows the sex wise distribution of respondents. Of the total 190 respondents surveyed, 76 (40%) are male and 114 (60%) respondents are female. It is clear from the table that female respondents dominate over male respondents.

Table 2. Classification of Respondents by Sex N=190

Respondents	Male	Female	Total
Faculty	11 (27.5%)	29 (72.5%)	40 (21.05%)
B.A. Students	10(47.62%)	11(52.38%)	21(11.05%)
B.Sc. Students	3(13.04%)	20(86.96%)	2(12.11%)
B.C.A. Students	6(33.33%)	12(66.67%)	18(9.47%)
B.Com Students	46(52.27%)	42(47.73%)	88(46.32%)
Total	76(40%)	114(60%)	190(100%)

Source: Field survey

Note : Figures in the parentheses are the percentages on row totals

6.3 Purpose of using Information Products

Table 3 shows that 152 (80%) of respondents use information products for preparing notes while 122 (64.21%) of users use the same for searching job oriented information. 105 (55.26%) of the users use information products for searching materials on general knowledge, 56 (29.47%) users for writing project and dissertations, 39 (20.53%) of users for writing papers for seminars and 24 (12.63%) of the respondents use the information products to write article for publication.

Table 3: Purpose of using Information Products

Purpose of approach	Faculty	B.A. Students	B.Sc. Students	B.C.A. Students	B.Com Students	Total
Preparation of notes	38(95%)	18(85.71%)	19(82.61%)	15(83.33%)	62(70.45%)	152(80%)
Project/Dissertation	18(45%)	2(9.52%)	9(39.13%)	8(44.44%)	19(21.59%)	56(29.47%)
Writing article for Publication	15(37.5%)	1(4.76%)	2(8.70%)	2(11.11%)	4(4.55%)	24(12.63%)
For Seminars	21(52.5%)	1(4.76%)	3(13.04%)	3(16.66%)	11(12.5%)	39(20.53%)
General Knowledge	35(87.5%)	16(76.19%)	13(56.52%)	7(38.88%)	34(38.64%)	105(55.26%)
Job Oriented Information	24(60%)	18(85.71%)	15(65.22%)	14(77.77%)	51(57.95%)	122(64.21%)

Source: Field survey

6.4 Frequency of the use of Print Resources

Table 4 gives general understanding of the frequency of users' visit to library depending upon the resources. The table indicates that majority of 87 (45.79%) respondents use print resources every day. Also 43 (22.63%) of the respondents use PRs twice in a week, 25 (13.16%) of the respondents use PRs once in a week, 20 (10.53%) of the respondents use PRs twice in a month and 12 (6.31%) of the respondents use PRs once in a month. It is interesting to note that only 3 (1.58%) of the respondents never use printed resources.

Table 4. Frequency of the use of Print Resources N=190

Frequency	Faculty	B.A. Students	B.Sc. Students	B.C.A. Students	B.Com Students	Total
Everyday	16 (40%)	8 (38.09%)	9 (39.13%)	10 (55.55%)	44 (50%)	87 (45.79%)
Twice in a week	8 (20%)	4 (19.05%)	5 (21.74%)	2 (11.11%)	24 (27.27%)	43 (22.63%)
Once in a week	7(17.5%)	3 (14.29%)	3 (13.04%)	2 (11.11%)	10 (11.36%)	25 (13.16%)
Twice in a month	6 (15%)	3 (14.29%)	4 (17.39%)	2 (11.11%)	5 (7.95%)	20 (10.53%)
Once in a month	3 (7.5%)	2 (9.52%)	2 (8.70%)	1(5.56%)	4 (2.27%)	12 (6.31%)
Never use	0	1(4.76%)	0	1(5.56%)	1 (1.14%)	3 (1.58%)
Total	40 (100%)	21 (100%)	23(100%)	18(100%)	88 (100%)	190 (100%)

Source: Field survey

Note : Figures in the parentheses are the percentages on row totals

6.5 Types of Print Resources used

Sri Mahaveera First Grade College Library has a total collection of 52038 books which includes reference books, text books, dictionaries, encyclopaedias, biographies, thesis, dissertations and book bank books. The library subscribes for 65 periodicals and 9 dailies. Table 5 shows the different types of PRs used by the respondents. A maximum of 182 (95.79%) respondents use the printed text books and 174 (91.58%) respondents use news papers for their study purpose. Only 27 (14.21%) respondents use dissertations and 29 (15.26%) respondents use thesis.

Table 5. Types of Print Resources used

Types of Print Resources	Faculty	B.A. Students	B.Sc. Students	B.C.A. Students	B.Com Students	Total
Reference Books	40 (100%)	10 (47.62%)	16 (69.57%)	15 (83.33%)	53 (60.23%)	134 (70.53%)
Book Bank Books	0	21 (100%)	23 (100%)	10 (43.48%)	65 (73.86%)	119 (62.63%)
Dictionaries	35 (87.5%)	6 (28.57%)	13 (56.52%)	4 (22.22%)	13 (14.77%)	71 (37.37%)
Text Books	40 (100%)	21 (100%)	23 (100%)	18 (100%)	80 (90.91%)	182 (95.79%)
Encyclopaedias	23(57.5%)	9 (42.86%)	18 (78.35%)	5 (27.78%)	16 (18.18%)	71(37.37%)
Thesis	10 (25%)	1 (4.76%)	7 (30.43%)	2 (11.11%)	9 (10.23%)	29 (15.26%)
Dissertation	12 (30%)	2 (9.52%)	5 (21.74%)	1(5.55%)	7 (7.95%)	27 (14.21%)
Conference Proceedings	18 (45%)	2 (9.52%)	4 (17.39%)	2 (11.11%)	5 (5.68%)	31 (16.32%)
Periodicals	34 (85%)	16 (76.19%)	19 (82.61%)	13 (72.22%)	59 (67.05%)	141(74.21%)
News papers	40 (100%)	21(100%)	23(100%)	17 (94.44%)	73 (82.95%)	174 (91.58%)
Biographies	15 (37.5%)	4 (19.05%)	10 (43.48%)	2 (11.11%)	16 (18.18%)	47 (24.74%)

Source: Field survey

6.6 Types of Electronic Information Products used

Sri Mahaveera First Grade College Library has a collection of 243 CD-ROM databases and has access to full text peer reviewed e-journals and e-books through N-LIST. Internet connection is provided to the users to browse subject specific information websites, research project sites and professional association websites. It is clear from table 6 that a majority of 135 (71.05%) respondents of the higher education institutions browse the internet for their specific subject information websites followed by 122 (64.21%) respondents for E-books and 121 (63.68%) respondents use E-journals. Similarly, 75 (39.47%) respondents use CD-Rom databases and 66 (34.74%) users use research project websites. Only 40 (21.05%) respondents use professional association websites.

Table 6. Types of Electronic Information Products used

Use of Specific Types of ERs	Faculty	B.A. Students	B.Sc. Students	B.C.A. Students	B.Com Students	Total
Subject specific Information Websites	38 (95%)	13(61.90%)	19(82.61%)	17(94.44%)	48(54.56%)	135(71.05%)
E-Journals	36 (90%)	8(38.10%)	16(69.57%)	15(83.33%)	46(52.27%)	121(63.68%)
E-Books	34(85%)	5(23.81%)	13(56.52%)	14(77.78%)	56(63.64%)	122(64.21%)
CD-ROM Databases	18 (45%)	6(28.57%)	14(60.87%)	9(50%)	28 (31.82%)	75(39.47%)
Research Project Sites	24(60%)	4(19.05%)	8(34.78%)	6(33.33%)	24 (27.27%)	66(34.74%)
Professional association websites	15 (37.5%)	3(14.29%)	6(26.09%)	4(22.22%)	12(13.64%)	40(21.05%)

Source: Field survey

6.7 Problems faced in accessing Electronic Information Products

Even though, the use of modern technology ensures the speed, accuracy, efficiency, information load handling and potential, while searching electronic information products, the users face many problems. Table 7 shows that more than half of the respondents (66.32% and 54.21% respectively) indicated that the main problem in accessing the electronic information products is because of the limited access to computers and finding difficulty in searching relevant information. 49.47% of the respondents are having lack of time to access computers and 46.32% of the users face the problem of too much of information available on the net. Slow accessibility was ranked lowest at 74 (38.95%).

Table 7. Problems faced in accessing Electronic Information Products

Items	Faculty	B.A. Students	B.Sc. Students	B.C.A. Students	B.Com Students	Total
Limited access to computers	23(57.5%)	13(61.90%)	15(65.22%)	13(72.22%)	62(70.45%)	126(66.32%)
Slow accessibility	15 (37.5%)	11(52.38%)	12(52.17%)	8(44.44%)	28(31.82%)	74(38.95%)
Difficulty in finding relevant information	32(80%)	19(90.48%)	14(60.87%)	4(22.22%)	34(38.64%)	103(54.21%)
Too much	28(70%)	12(57.14%)	10(43.48%)	9(50%)	29(32.95%)	88(46.32%)

information retrieved						
Lack of time	17(42.5%)	10(47.62%)	8(34.78%)	3(16.67%)	56(63.64%)	94(49.47%)

Source: Field survey

VII. FINDINGS AND SUGGESTIONS

The study revealed that both print and electronic forms of information products are used by the users of Mahaveera First Grade College, Moodbidri. Even though majority of the respondents are familiar with electronic form of information products, they prefer to use printed form of information products. The study revealed that respondents used information products to access information available world-wide for preparation of notes and also for job oriented information. The study also revealed the different types of print and electronic resources. The respondents faced the problem of slow accessibility while using the electronic information products.

On the basis of above information, it was found that unfamiliarity with electronic information products was the major reason that would discourage the users from accessing electronic resources in the respective college library. User education programmes should be organized at regular intervals about the use of electronic information products so that maximum number of users will improve their efficiency in the use of computers and e-resources. To enhance the existing library service, users should be encouraged in the effective use of internet.

VIII. CONCLUSION

Collection of information products in any college library depends on the users demand. There is no doubt that both print and electronic form of information products are contributing a lot towards research and development of higher education. These resources will convert the libraries as knowledge disseminating centres. In the process, librarians have a better role to play.

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