

UTILIZATION OF UGC-INFONET LEARNING RESOURCE CENTER SERVICES OF MANGALORE UNIVERSITY: A CASE STUDY

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Abstract

The UGC-INFONET gives access to 25 databases and three bibliographical databases to more than 360 universities. These 25 databases in turn give access to 8500+ full text peer reviewed journals used widely across the nation in public universities. It includes scholarly journals, ebooks, and ejournals. Out of 25 full text databases most of them have used effectively. An illustration of Elsevier, Springer, JStor, Project Muse, Oxford University Press, Institute of Physics, and Wiley. This paper focuses on the UGC-INFONET learning resource center service by the Mangalore University library.

Keyword: UGC-INFONET, Databases, Digital information service

1. INTRODUCTION

Mangalore University has established the UGC-INFONET learning resource center in its library in 2011. Users can access 25 full text databases and three bibliographical databases from the UGC-INFONET of INFLIBNET, Ahmadabad. The usage of all these databases is done judiciously. Out of 360 university libraries, Mangalore University is in the 41 place, it has grown from 52 places to 41 places for based on its usage. This article reveals information on the usage of UGC-INFONET that includes its usage, download platform and problems faced by the users. The centre is well-equipped with 56 computers and they have made available with internet connectivity. The center also existed in an air conditioned environment.

2. OBJECTIVES

1. To investigate the frequency of usage of the UGC-INFONET learning resource center services,

2. To know the purpose of use of the UGC-INFONET learning resource center services,
3. To discover the users' opinion about accessing digital information resources,
4. To examine the reasons for preference to use digital information sources,
5. To find out the problems faced by the users, while accessing the digital information resources, and
6. To explore the preferred format by users to download online information sources.

3. METHODOLOGY

Survey method has used for this study. A structured questionnaire was developed for the purpose of data collection on the UGC-INFONET learning resource center services of the Mangalore University library. About 200 questionnaires were distributed to various departments, and only 172 respondents responded. The collected data was analysed and tabulated using the SPSS software.

4. PREVIOUS STUDIES

1. In an effort to discover the extent to which high school students were using electronic resources for library research, **Kinnersley, R.** (2000) surveyed Library Media Specialists at the public high schools in the Commonwealth of Kentucky. Information about the kinds of electronic resources available to students and whether the students were provided formal instructions in using electronic resources for research was sought. The vast majority of high school libraries in the Commonwealth provided access to electronic resources, including Internet access. Instruction in the use of electronic resources was provided in majority of the libraries, although there was considerable variation in the content of instruction. Additionally, most schools provided access to electronic resources outside the library, either in computer labs or in the classroom, and many of the Library Media Specialists were aware of teachers who provided instruction in using electronic resources in the classroom, independent of the library. Some of the implications of these findings for academic librarians, particularly for instruction librarians, were discussed.

2. **Sampath Kumar, B. T. & Kumar, G. T.** (2010) examined the perception and use of e- resources and the internet by the engineering, medical and management academics in Bangalore City, India. The prime objective was to find how the academics compared e- sources with print sources and how they perceived the advantages of e- sources and problems for accessing them. It further aimed to establish the extent of internet use, the purpose of such use, and the factors influencing it.

3. **Bhatt, S. & Singh Rana, M.** (2011) evaluated the use of e- resources by the engineering academics of Rajasthan state. They aimed to consider the various factors of e- resources usage such as purposes, impact, importance, problems, acceptance, and satisfaction.

4. According to **Sampath Kumar, B. T. & Manjunath, G.** (2013) internet growth had created a new scientific communication system with new facilities that are competing with the traditional sources of information. The study investigated the impact of internet use on the academic performance of teachers and researchers in the university setup. The

aim of the paper was to find how these academics used the internet sources and services, the user's satisfaction level with the internet sources and services, and problems encountered by the user when searching for information on the internet. It further aimed to know how the user compared the internet sources with traditional information sources.

5. DATA ANALYSIS

Table-1: Usage of UGC-INFONET learning resource center services

| Usage | No. of Respondents | Percentage |
|-------|--------------------|------------|
| Yes | 172 | 100.00 |
| No | 0 | 0.00 |
| Total | 172 | 100.00 |

Table 1 shows that 172 (100.00%) users made use of the UGC-INFONET learning resource center services.

Table - 2: Gender wise questionnaire distribution

| Gender | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Male | 101 | 58.70 |
| Female | 71 | 41.30 |
| Total | 172 | 100.00 |

The above table shows the variation of responses by gender. Out of the 172 respondents, 101 (58.70%) are male and 71 (41.30%) are female.

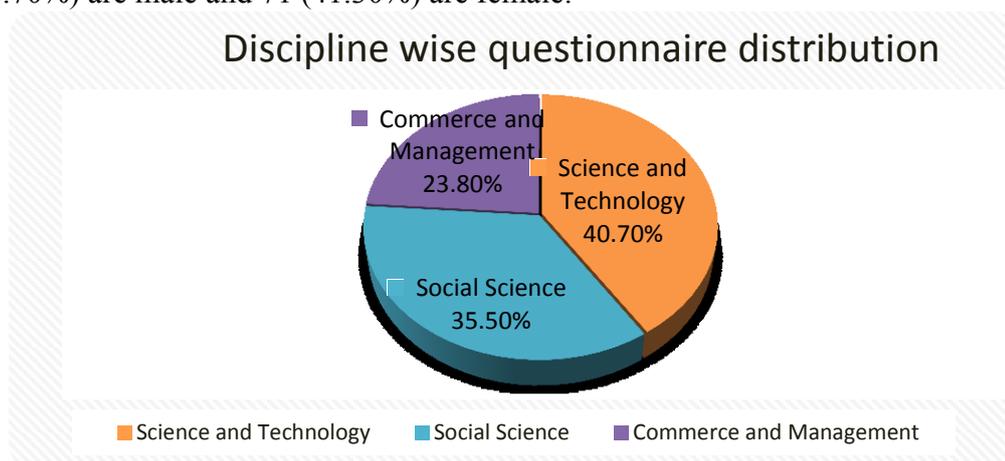


Figure 1: Discipline- wise questionnaire distribution

Figure 1 reveals that majority, 70 (40.70%) of the users were from the Science and Technology, followed by 61 (35.50%) from Social Science, and 41 (23.80%) from Commerce and Management.

Table- 3: Frequency of using UGC-INFONET learning resource center services

| Sl. No. | Frequency | No. of Respondents | Percentage |
|---------|-------------------|--------------------|------------|
| 1 | Daily | 63 | 36.60 |
| 2 | 2-3 times a week | 39 | 22.70 |
| 3 | Weekly | 28 | 16.30 |
| 4 | 2-3 times a month | 22 | 12.80 |
| 5 | Once in a month | 20 | 11.60 |
| | Total | 172 | 100.00 |

Table 3 depicts the frequency of using UGC-INFONET learning resource center services by the users. Out of 172 respondents, 63 (36.60%) used it on a daily basis, 39 (22.70%) used it 2-3 times in a week, 28 (16.30%) used it weekly, 22 (12.80%) used it 2-3 times in a month, and only 20 (11.60%) used it once in a month.

Table-4: Usage timing of UGC-INFONET learning resource center services

| Sl. No. | Time | No. of Respondents | Percentage |
|---------|----------------|--------------------|------------|
| 1 | Morning | 42 | 24.40 |
| 2 | Afternoon | 29 | 16.90 |
| 3 | Evening | 39 | 22.70 |
| 4 | When I am free | 62 | 36.00 |
| | Total | 172 | 100.00 |

Table 4 shows that the usage timings of the respondents, wherein 62 (36.00%) used the UGC-INFONET learning resource center services in their free time, followed by 42 (24.40%) in the morning, 29 (16.90%) in the afternoon, and 39 (22.70%) in the evening.

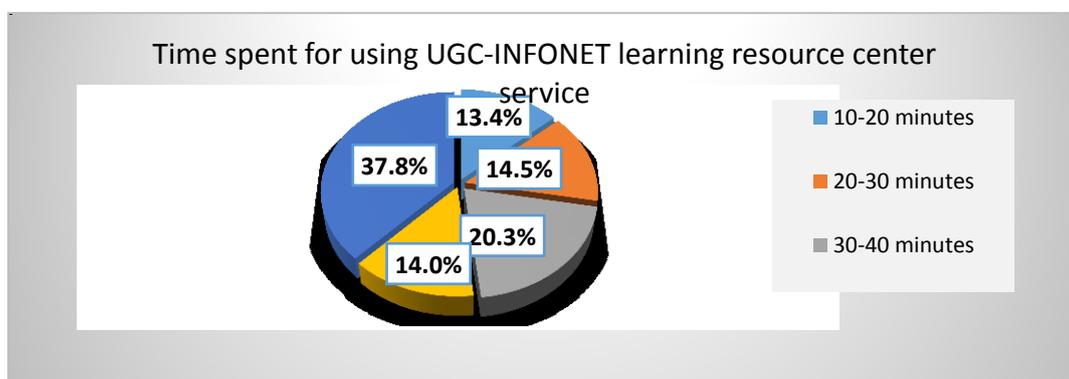


Figure 2: Time spent using UGC-INFONET learning resource center services

Figure 2 shows that maximum number of respondents, i.e., 65 (37.80%) used the UGC-INFONET learning resource center services for more than 50 minutes, 24 (14.00%) for 40-50 minutes, 35(20.30%) for 30-40 minutes, 25(14.50%) for 20-30 minutes, and only 23(13.40%) for 10-20 minutes.

Table- 5: Purpose of using UGC-INFONET learning resource center services

| Sl. No. | Purpose | Yes | No | Total |
|---------|---|-----------------|----------------|------------------|
| 1 | To browse the internet | 128 (74.40%) | 44 (25.60%) | 172 (100.00%) |
| 2 | E-mail | 99 (57.60%) | 73 (42.40%) | 172 (100.00%) |
| 3 | To prepare for seminars and conferences | 88 (51.20%) | 84 (48.80%) | 172 (100.00%) |
| 4 | To access E-journals | 120 (69.80%) | 52 (30.20%) | 172 (100.00%) |
| 5 | Preparation for projects | 93 (54.10%) | 79 (45.90%) | 172 (100.00%) |
| 6 | For research work | 148 (86.00%) | 24 (14.00%) | 172 (100.00%) |
| 7 | To access e-books | 98 (57.00%) | 74 (43.00%) | 172 (100.00%) |
| 8 | To access online databases | 138 (80.20%) | 34 (19.80%) | 172 (100.00%) |
| 9 | Preparation for tests | 84 (48.80%) | 88 (51.20%) | 172 (100.00%) |
| 10 | To access UGC- INFONET databases | 153 (89.00%) | 19 (11.00%) | 172 (100.00%) |

The above table highlights that, majority, 153 (89.00%) users visit the UGC-INFONET learning resources center services to access the UGC-INFONET, 148 (86.00%) for research work, 138 (80.20%) to access online databases, 128 (74.40%) for browsing the internet, 120 (69.80%) for access to e-journals, 99 (57.60%) are emailing, 98 (57.00%) for access to e-books, 93 (54.10%) for preparing projects, 88 (51.20%) to prepare for seminars and conferences, and 84 (48.80%) for preparing for tests.

Table -6: Users' opinion about accessing digital information resources

| Sl. No. | Users opinion | No. of Respondents | Percentage |
|---------|---------------|--------------------|------------|
| 1 | Very easy | 66 | 38.40 |
| 2 | Easy | 78 | 45.30 |
| 3 | Not very easy | 28 | 16.30 |
| | Total | 172 | 100.00 |

Table 6 shows users’ opinion about accessing digital information resources. Out of 172 users, 78 (45.30%) found it easy to access digital information resources, 66 (38.40%) found it very easy to access digital information resources, and 28 (16.30%) did not find it easy to access digital information.

Table- 7: Reasons for preference for digital information resources

| Sl. No. | Preference | Yes | No |
|---------|-------------------------------|-----------------|----------------|
| 1 | To get up-to-date information | 89 (51.70%) | 83 (48.30%) |
| 2 | Easy search | 102 (59.30%) | 70 (40.70%) |
| 3 | Free access | 129 (75.00%) | 43 (25.00%) |
| 4 | Ready source of information | 108 (62.80%) | 64 (37.20%) |
| 5 | Accuracy | 110 (64.00%) | 62 (36.00%) |
| 6 | Time saving | 120 (69.80%) | 52 (30.20%) |

Table 7 reveals the reasons for preferring access to digital information resources. About 89 (51.70%) respondents preferred it to get up-to-date information from online resources, 102 (59.30%) found it easy to search for information, 129 (75.00%) respondents preferred it because it is free, 108 (62.80%) preferred it as a ready source of information, 110 (64.00%) for accuracy, and 120 (69.80%) to save time

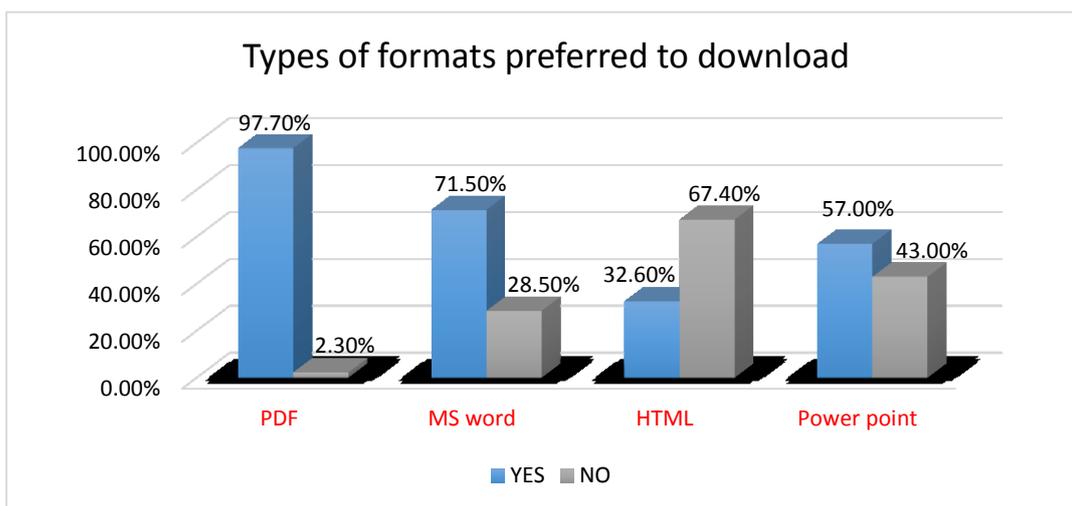


Figure 3: Types of formats preferred to download

According to Table 10, majority, 168 (97.70%) respondents preferring to download information in PDF format, 123 (71.50%) preferred MS Word, 98 (57.00%) preferred PPT, and only 56 (32.60%) users preferred HTML format.

Table – 8 : Problems faced by users while accessing UGC-INFONET databases

| Sl. No. | Users opinion | Yes | No |
|---------|--------------------------------|-----------------|-----------------|
| 1 | Lack of guidance and training | 82 (47.70%) | 90 (52.30%) |
| 2 | Electricity problems | 53 (30.80%) | 119 (69.20%) |
| 3 | Limited computer systems | 74 (43.00%) | 98 (57.00%) |
| 4 | Inconvenient location | 101 (58.70%) | 71 (41.30%) |
| 5 | Lack of Bandwidth connectivity | 31 (18.00%) | 141 (82.00%) |
| 6 | Site restriction | 132 (76.70%) | 40 (23.30%) |

Table 8 signifies the problems faced by the users, while accessing UGC-INFONET learning resource centre services as 82 (47.70%) mentioned lack of guidance and training, 53 (30.80%) faced electricity problems, 74 (43.00%) pointed to limited computer systems, 101 (58.70%) to inconvenient location, 31 (18.00%) to lack of bandwidth connectivity, and 132 (76.70%) faced site restriction problems.

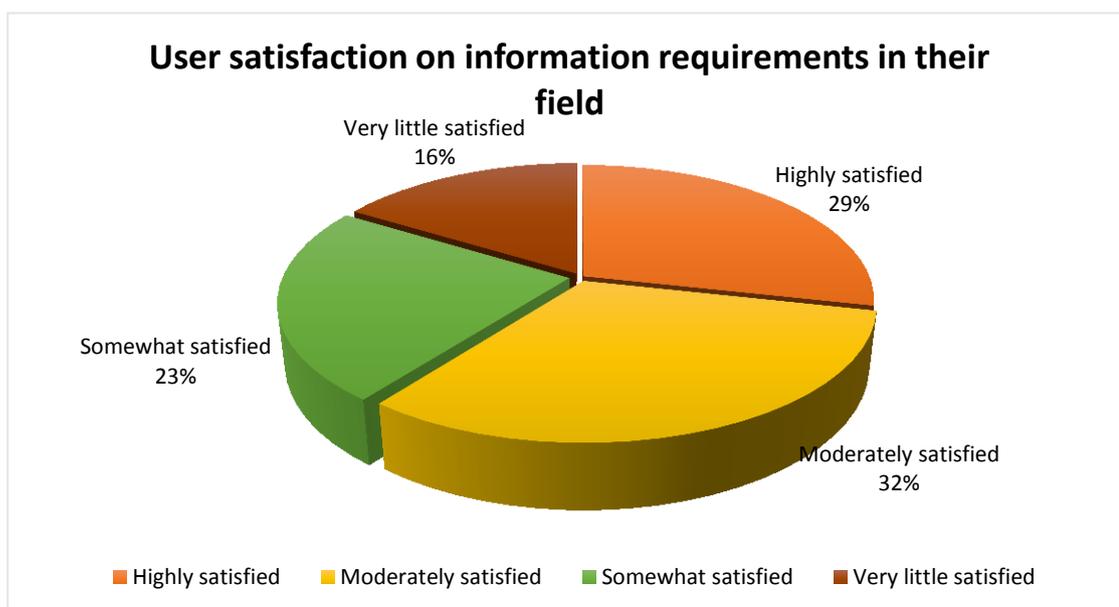


Figure 4: User satisfaction on information requirements in their field

Figure 4 shows that only 49 (28.50%) respondents felt highly satisfied with the information requirements in their field, 55 (32.00%) were moderately satisfied, 40 (23.30%) were somewhat satisfied and 28 (16.30%) were very little satisfied about the services.

6. CONCLUSION

Any education institutions like, AICTE, CSIR, ICAR, UGC, where library consortia has taken vital role to digout new ideas. Similarly, UGC-INFONET has provided an enormous platform to the researcher and intellectuals to retrieve huge number of articles by UGC-INFONET has been used exponentially by researchers for academic excellence. Moreover, the initial stage every researcher need to know the previous studies; therefore, all the research scholar goes through the UGC-INFONET databases by accessing vast number of articles for their research work.

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