



USE OF INSTITUTIONAL REPOSITORIES BY THE USERS IN ENGINEERING COLLEGES OF BANGALORE CITY: A STUDY

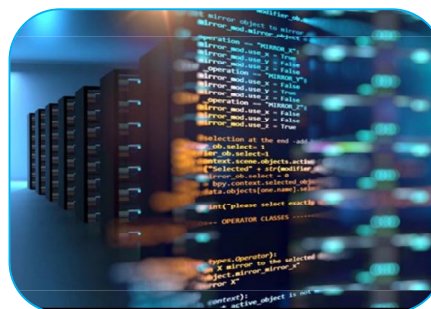
Dr. Yekanath Ningappa

Assistant Librarian, College of Horticulture, Bidar .
University of Horticultural Sciences, Bagalkot (K S)

ABSTRACT:

Modern academic libraries required to develop and manage appropriate electronic information resources and services for the benefits of teachers, researchers, students and other users of the institutions. At the same time institutions have to store, process, conserve, foster and disseminate the knowledge produced and generated within the institution with the intention to minimize the budget expenditure and avoid duplication of work at institution.

KEYWORDS: Electronic information resources, institutional repository, users engineering colleges, libraries.



1. INTRODUCTION

The modern library environment has witnessed revolutionary changes as a result of the rapid advances in information communication technology. Such revolutionary changes demand new roles for LIS professionals from custodian of print materials to ICT based knowledge manager. The modern users are also required to cultivate new skills and capacity for proper identification and utilization of electronic information resources. Scholars have noted that LIS professionals and users must possess adequate knowledge of new information communication technology related skills such as library automation, e-resource management, content management, organizations of information on Internet and Intranet, developing and maintaining digital libraries / institutional depositories, web based services and so on.

2. WHAT IS AN INSTITUTIONAL REPOSITORY

An institutional repository is an online archive for collecting, preserving, and disseminating digital copies of the intellectual output of an institution, particularly a research institution.

Institutional repositories can be classified as a type of "digital library" since they perform the main functions of digital libraries: collecting, classifying, cataloging, curating, preserving, and providing ongoing access to digital content. That content can be in the form of things like: archival images, theses or dissertations, faculty projects, and University publications, as well as other special campus collections. It may also include publications in peer-reviewed journals and materials not published elsewhere (datasets, pre-prints, post-prints, performance recordings, syllabi, theses and dissertations, book chapters etc), copyright permitting.

In simple terms Institutional repositories can be defined as "Extension of an academic institutional activity in support of research and developmental activities of the institution, protecting

intellectual efforts and to promote scholarly communication among the users within the institution". The academic excellence of an institution reflects by its Institutional digital repository which consists of digital material already hosted, ready to host, analyzed and ready for distribution or dissemination by an Institution which is purely an intellectual activity of the students, research scholars and faculty of the institution and accessible to the users at large in the institution and outside of the institution with a restricted measures.

3. REVIEW OF LITERATURE

Jabeen, Husna;Harinarayana, N. S.(2023) examined the file naming practices in 39 institutional repositories. There is evidence that calf-path exists in file naming among the curators of institutional repositories in India. The study showed that no standard or logic seems to have been followed by repositories in the naming of the files, except by the National Digital Library of India (NDLI) and the CSIR-National Institute of Science Communication and Policy Research (CSIR-NIScPR).

Pradhan, Dibya Kishor, Maharana, Bulu (2022) Institutional Repositories (IRs) are an effective way of managing and disseminating institutions' in scholarly communication. More specifically, an IR enhances the visibility and discoverability of the content and validates the repository's importance. Knowledge Organization System (KOS) strengthens the digital content organization, connects users with collections, and improves information retrieval functionalities.

Arora (2003) analyzed the Indian National Digital Library in Engineering Science and Technology (INDEST) and noted that modern electronic information resources and services were developed on the basis of strategic cooperation for consortia based access to electronic resources. The scholar suggested that modern virtual libraries should play a lead role in the creation of electronic institutional repositories supporting the cause of open access.

4. OBJECTIVES:

The main objectives for having an academic institutional repository are:

- 1) Understand the accessibility of the Institutional repository and services by the users.
- 2) Analyze the frequency and purpose of use of Institutional repository and services by the users.
- 3) Evaluate the extent of usefulness of Institutional repository and services existing in the engineering colleges
- 4) Suggest appropriate measures for the improvement of the management and utility of Institutional repository and services

5. RESULTS FINDINGS ABOUT THE INSTITUTIONAL REPOSITORY

In the questionnaire responses were asked about the anticipated utility, adequacy, frequency of use and purpose of use of institutional repositories , the users have rated all the aspects in the questionnaire relating to Institutional repositories and based on the data given by the respondents same has been analyzed and depicted in the following tables .

Table-1
Utility of Institutional Repository

Variables	Sub variable		Responses			Total	Test statistics
			Most Useful	Moderately Useful	Less Useful		
Gender	Male	F	-	148	124	272	$\chi^2 = 1.300$; p=.254
		%	-	54.41	45.59	100%	
	Female	F	-	124	84	208	
		%	-	59.62	40.38	100%	
Age	< 40yrs	F	-	144	116	260	$\chi^2 = 1.039$; p=.308
		%	-	55.38	44.62	100%	
	> 40yrs	F	-	132	88	220	
		%	-	60.0	40.0	100%	
Education	Graduates	F	-	112	108	220	$\chi^2 = 5.483$; p=.019
		%	-	50.91	49.09	100%	
	Post Graduates	F	-	160	100	260	
		%	-	61.54	38.46	100%	
Occupation	Teachers	F	-	68	52	120	$\chi^2 = 0.409$; p=.815
		%	-	56.67	43.33	100%	
	Researchers	F	-	72	48	120	
		%	-	60.0	40.0	100%	
	Students	F	-	136	104	240	
		%	-	56.67	43.33	100%	
Monthly Income	<Rs.25,000	F	-	132	76	208	$\chi^2 = 0.382$; p=0.537
		%	-	63.46	36.54	100%	
	>Rs.25,000	F	-	180	92	272	
		%	-	66.18	33.82	100%	
Type of Colleges	Govt. Colleges	F	-	40	32	72	$\chi^2 = 4.207$; p=.122
		%	-	55.56	44.44	100%	
	Aided Colleges	F	-	76	32	108	
		%	-	70.37	29.63	100%	
	Private Colleges	F	-	196	104	300	
		%	-	65.33	34.67	100%	
Total	F		-	272	208	480	$\chi^2 = 98.54$; p=.003
	%		-	56.67	43.33	100%	

It is evident from the table No. 1 that, the opinion of the respondents about the extent of usefulness of institutional repository among the beneficiaries in the study areas. Overall, a majority of the respondents (56.67%) regardless of gender, age, educational status, occupational status, economic status and type of engineering colleges have stated that institutional repository was most useful electronic resource and service to them. Chi-square test revealed a significant difference between ‘most useful’, ‘moderately useful’ and ‘less useful’ responses, where we find that ‘moderately useful’ responses were significantly high ($\chi^2=98.54$; $p=.000$). None of the respondents indicated ‘more useful’. Further, significant associations were observed between education and responses. Education-wise analysis revealed that post graduate respondents indicated significantly higher usefulness ($\chi^2 = 5.483$; $p=.019$). However, rest of the demographic variables-gender, occupation and type of college did not have significant association with their responses.

Table-2
Adequacy of Institutional Repository Facility

Variables	Sub variable		Responses		Total	Test statistics
			Agree	Disagree		
Education	Graduates	F	112	108	220	$\chi^2 = 0.412$; $p = .521$
		%	50.91	49.09	100%	
	Post Graduates	F	140	120	260	
		%	53.85	46.15	100%	
Occupation	Teachers	F	60	60	120	$\chi^2 = 2.294$; $p = .318$
		%	50.0	50.0	100%	
	Researchers	F	62	58	120	
		%	53.33	46.67	100%	
	Students	F	130	110	240	
		%	54.17	45.83	100%	
Type of Colleges	Govt. Colleges	F	40	32	72	$\chi^2 = 1.524$; $p = .467$
		%	55.56	44.44	100%	
	Aided Colleges	F	52	56	108	
		%	48.15	51.85	100%	
Private Colleges	F	164	136	300		
	%	54.67	45.33	100%		
Total		F	252	228	480	$\chi^2 = 1.20$; $p = .273$
		%	52.50	47.50	100%	

Table No.2 explains that, the statement - ‘The college library has adequate institutional repository facilities’. Overall, (52.50%) of the respondents regardless of educational background, occupational status and type of engineering colleges have stated that their institutions had adequate institutional repository facilities. Chi-square test revealed a non-significant difference between agree and disagree responses ($\chi^2 = 1.20$; $p = .273$). A majority of the graduates (50.91%), post graduates (53.85%), teachers (50.0%), researchers (53.33%), students (54.17%), respondents of government colleges (55.56%), and private colleges (54.67%) have stated that their institutions had adequate institutional repository facilities. There were no significant associations between the demographic features (education, occupation and type of colleges) and perception of the respondents.

Table-3
Frequency of Use of Institutional Repository

Variables	Sub variable		Responses			Total	Test Statistics
			Regularly	Frequently	Rarely		
Occupation	Teachers	F	68	40	12	120	$\chi^2 = 10.713$; $p = .030$
		%	56.67	33.33	10.0	100%	
	Researchers	F	72	40	08	120	
		%	60.0	33.33	6.67	100%	
	Students	F	168	64	08	240	
		%	70.0	26.67	3.33	100%	
Total		F	308	144	28	480	$\chi^2 = 247.40$; $p = .000$
		%	64.17	30.0	5.83	100%	

Table No. 3 evident that, the frequency of use of institutional repository by the beneficiaries in the study areas. Overall, a majority of the respondents (64.17%) regardless of academic and professional background have stated that they regularly used institutional repository. A majority of the teachers (56.67%), researchers (60.0%) and students (70.0%) have stated that they regularly used institutional repository for their day to day activities. Chi-square test revealed a significant difference between ‘regularly’, ‘frequently’ and ‘rarely’ where we find that ‘regularly’ responses were significantly high ($X^2=247.40$; $p=.000$). Further, a significant association was observed between occupational level and their responses ($\chi^2=10.713$; $p=.004$), where we find that students responses for ‘regularly’ was significantly high.

Table-4
Purpose of Use of Institutional Repository

Variables	Sub variable		Responses			Total	Test Statistics
			Academic	Research	Development		
Occupation	Teachers	F	68	12	40	120	$\chi^2=10.713$; $p=.030$
		%	56.67	10.0	33.33	100%	
	Researchers	F	72	08	40	120	
		%	60.0	6.67	33.33	100%	
	Students	F	168	08	64	240	
		%	70.0	3.33	26.67	100%	
Total		F	308	28	144	480	$\chi^2=247.40$; $P=.000$
		%	64.17	5.83	30.0	100%	

Table No.4 indicates that, the opinion of the respondents about the purpose of use of institutional repository by the beneficiaries in the study areas. Overall, a majority of the respondents (64.17%) regardless of academic and professional background have stated that they used institutional repository for academic purpose. A majority of the teachers (56.67%), researchers (60.0%) and students (70.0%) have stated that they used institutional repository for academic purpose mainly. Chi-square test revealed a significant difference between ‘academic’, ‘research’ and ‘development’ where we find that ‘academic’ responses were significantly high ($X^2=247.40$; $p=.000$). Further, a significant association was observed between occupational level and responses ($\chi^2=10.713$; $p=.030$), where we find that students opined more of ‘academic’ responses.

6. CONCLUSION

The core purpose of any institutional repository is to store, process, conserve, foster and disseminate the knowledge produced and generated within the institution with the intention to minimize the budget expenditure and avoid the duplication of work at the institution.

If IR is properly developed, it advances a surprising number of goals, and addresses an impressive range of needs. Some of the results seem clear, though there are also likely to be any number of unexpected consequences. This is an area where most of the education institutions need to invest aggressively, but where they also need to implement thoughtfully and carefully. The intellectual leadership from the faculty and the library working in partnership with a full understanding, then there will be a permanent change in the landscape of scholarly communication.

REFERENCES

1. Jabeen, Husna ; Harinarayana, N S (2023) A study of 'calf-path' in file naming in institutional repositories in India, *Annals of Library and Information Studies (ALIS)* 70(1), 1-9.
2. Kaladhar A.et al. (2018) Institutional repository: an overview, *International Journal of Library and Information Studies*, 8(2), 60-65.
3. Arora, J (2001) Indian National Digital Library of Engineering Science and Technology: A Proposal for Strategic Co-Operation for Consortia Based Access to Electronic Resources, *The International Information and Library Review*, 33(2-3):149-165.
4. Arora, J (2004) Network enabled digitized collection at the central library, IIT Delhi, *The International Information and Library Review*, 36(1):1-11.
5. Arora, J and Trivedi, K. (2010). INDEST-AICTE Consortium: Present Services and Future Endeavours. *DESIDOC Journal of Library and Information Technology*, 30(2), 79-91.
6. Arora, J. (2003) Indian National Digital Library in Engineering Science and Technology (INDEST): A Proposal for Strategic Cooperation for Consortia-based Access to Electronic Resources. *International Information and Library Review*, 35(1): 1.
7. <https://virginiadot.libanswers.com/faq/362098> dictionary
8. <https://typeset.io/resources/benefits-of-an-institutional-repository-for-university-or-academic-libraries/>
9. https://guides.lib.ua.edu/ir/services_benefits
10. https://en.wikipedia.org/wiki/Institutional_repository