RESEARCH PAPER

Information Seeking Behaviour of Rgukt IIIT Students in Digital Environment: A Study

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ABSTRACT

The present era is the era of information and knowledge revolution. Many electronic resources are available in the library. The increase in information available on the web has affected information seeking behaviour. The use of internet benefited a lot to the students. It helps in delivering a quicker and a better source of information to them. It helps in giving details for whatever information one wants to know. This exploratory study provides insight into the information seeking behaviour of the RGUKT IIIT student's in the digital environment. The research was based on questionnaire method conducted with three IIITs students located at Basara, Idupulapaya and Nuzividu.
Key words: Information seeking behaviour, digital environment, IIITs, RGUKT

INTRODUCTION

Internet has become one of the tools in searching the information in this digital age. Users can access the digital information at anytime and anywhere at minimal cost with speed and accuracy. With the help of digital resources, quality of information services can be maintained. While searching the information in electronic age there are no cases of missing, stealing or damaging. Large volumes of data and digital resources can be stored as compared to the print resource in this age. Due to the advent of internet, students can search the OPAC and can request for inter-library loan services from their library's desktop. Internet provides two tools to support searching on the WWW, browser and search engines. Students use HTML and HTTP through internet for academic and general communications through:

Email, World Wide Web (WWW), E-journals, magazines, E- books, Virtual libraries, Search Engines (e.g., Google, Yahoo), Online databases, Video courses (NPTEL/MIT open course ware), Wikipedia, Online Public Access Catalogue (OPAC), Web site of Institute library, News Groups, Audio visual sources, Social media and other WWW based services etc.

In the back drop of globalization there is a pressing demand for quality output especially in higher education. The Indian Government is also allocating huge amount to higher education. In this scenario, the investigator felt the necessity of studying the information seeking behaviour of students in the digital environment in AP IIITs, which have direct effect on quality output. Hence the present study has been taken up to know in depth all aspects relating to information seeking behaviour in the digital environment among AP IIIT students studying in IIIT Basara, IIIT Idupulapaya (RK Valley) and IIIT Nuzvid, Andhra Pradesh.

PROFILE OF RGUKT (RAJIV GANDHI UNIVERSITY OF KNOWLEDGE TECHNOLOGIES)

The idea to create IIITs in Andhra Pradesh came in April 2007, at the request of the Chief Minister of Andhra Pradesh. He was dissatisfied with the opportunities available to the rural youth and wanted to set up at least three IIITs in the three regions of Andhra Pradesh which would ensure better opportunities for rural students. In March of 2008, the AP Government created AP IIIT, popularly known as RGUKT (Rajiv Gandhi University of Knowledge Technologies), by an act of the Legislature as a full-fledged university which would initially admit roughly the top 1% of the rural students into the three residential campuses.
RGUKT established three IIIT campuses in three regions namely:

1. RGUKT Basara Campus at Telangana region
2. RGUKT RK Valley Campus (Idupulapaya) at Rayalaseema region
3. RGUKT Nuzvid Campus at Vijayawada region

REVIEW OF LITERATURE

Chamani Gunasekera (2015) made an attempt to discover the information seeking behaviour of academic sociologists in the Department of Sociology, University of Peradeniya, Sri Lanka. The results of the study revealed that the majority of the academic sociologists sought information for preparing lecture notes. Keeping their knowledge up to date and gathering information for research purposes were the next priority areas for seeking information. The study led to the general conclusion that the academic sociologists' information needs were diverse in nature and they used wide variety of information sources to satisfy their information needs. Most of the sociologists depended on books and journals and preferably on print media in comparison to the electronic media. Although the finding of the survey revealed that the academic sociologists used IT based services, the citation analysis of their post graduate theses revealed that they depended on print sources. Based on the research findings it can be recommended that user education programs are essential to improve IT and information literacy skills of the academic sociologists to access electronic information.

Janet Mawby, Allen Foster &David Ellis (2015) examined the role of peer and family influences on information-seeking behaviour. One of the preliminary findings of this research was that the notion of a new type of information has emerged- disposable information. A new type of information-seeking behaviour was also suggested for disposable information and disposable information seeking. Disposable information is task specific and likely is required by an individual on a one-off basis, causing different everyday life information seeking patterns to emerge. Ultimately, people are only prepared to expend effort to get quality information if they perceive a value or further, continued use of that information.

Nirmal Singh &Amarvir Singh Mann (2015) conducted a user study to assess the information seeking behavior of lawyers of the High Court of Punjab, Haryana and Chandigarh. The questionnaire was used as data collection tool and was distributed randomly among 200 advocates. Total 86 lawyers responded to the questionnaire making a response rate of 44%. The study revealed that under the influence of Information and Communication Technologies (ICTs), the majority of respondents were using the Internet and e-resources to access information. At the same time, the significance of print format had not diminished as ¾ of respondents prefer to use both print as well as e-resources to find required information. The study concluded with the need for library professionals to adopt proactive approach to prove their worth to the law professionals by satisfying the latter's information needs.

Kailash Chandra Das & JeoshnamayeeAchary (2014) conducted a research study on various aspects relating to information needs, information seeking behaviour and use of electronic resources by research scholars and faculties in the university and research libraries of Odisha. The data were collected from faculties and research scholars of 9 traditional universities and 3 research institutions. A total of 600 questionnaires were distributed randomly in the different departments of universities and research institutions, as well as among the users who visited the library, over a period of eight months from the January to August during the year 2014. Out of 600 questionnaires, 464 questionnaires duly filled up were returned to the researchers resulting into 77.33% response rate. The data collected were properly analyzed with different statistical tools and at the end the findings had been incorporated.

Prakash B. & Patil D.B. (2014) made an endeavour to discover the user perception on Information Sources and Services in Central Universities in South India. Central University Libraries in India are currently at various stages of advancement in services and sources. This paper presented the results of a research study conducted to survey the user perception on information sources and services. It described the availability and use of information sources by the post graduate students and research scholars of the Central university of Karnataka, Kerala and Tamil Nadu. The study concluded that, relevant information sources should be procured and skilled manpower and sufficient funds should be made available by which problems facing by users can be solved.

Jayadev Kadli (2013) observed in his paper that the information environment has greatly impacted on teaching, learning and research methods of higher education worldwide and India is no exception for this. The new technologies have facilitated smooth and systematic transformation of data into digital format. This has changed the process of access, retrieve and use of information by students and researchers. The study mainly concentrated on frequency of visits to the library, purpose of information seeking, computer acquaintance, amount of time spent on information gathering activities, problems faced in information seeking, etc. The results of the study revealed that books are still most heavily used resources by the students. Majority of the students were familiar with using offline and online legal databases. However, the students of both the colleges faced the problem of information overload on internet and lack of skills to search needy information. Hence, the study recommended that formal users training programmes should be conducted to optimize the use of information sources and services.

OBJECTIVES OF THE STUDY

1. To discover the attitudes of RGUKT IIIT students on the purpose of information seeking.
2. To know the level of computer literacy, use and importance of internet, and frequency of use of search engines by students.
3. To obtain the opinions of students on using digital resources and visiting library website for seeking information.
4. To ascertain the opinions on the level of satisfaction among the students regarding their use of electronic resources while seeking information.

SCOPE AND LIMITATIONS OF THE STUDY

The topic selected for the present study is 'Information Seeking Behaviour of Rgukt IIIT Students In Digital Environment: A Study'. Owing to the limitations of time and cost, the scope of the study is restricted to AP IIIT students that were run under RGUKT prior to bifurcation of Andhra Pradesh state. Only PUC and B.Tech students were selected for the study. Faculty members, research scholars and M.Tech students, were exempted from this study.

METHODOLOGY

The present study is confined to only three IIIT residential campuses namely Basara, Idupulapaya (RK Valley) and Nuzivid in Andhra Pradesh. All these IIIT campuses are affiliated to Rajiv Gandhi University of Knowledge Technologies (RGUKT), Hyderabad. The state of Andhra Pradesh (prior to bifurcation) is geo-graphically divided into three regions viz. Circar, Rayalaseema, and Telangana. Among them AP IIIT Basara, AP IIIT Idupulapaya (RK Valley) and AP IIIT Nuzvid have been selected for this study from each region respectively. The researcher adopted questionnaire method to collect data. Questionnaire method is felt to be most suitable to this type of study as the sample units are scattered.

Table A: Distribution of respondents in the population and in the sample

International Institute of Information Technologies (IIITs)	Respondents	Total Population	Questionnaire distributed to	Responses received	Response rate in %
IIIT Basara	PUC Students	1937	680 (35%)	603	88.67
IIIT Basara	B.Tech Students	3922	1380 (35%)	1232	89.27
IIIT Idupulapaya	PUC Students	2028	710 (35%)	601	84.64
IIIT Idupulapaya	B.Tech Students	3626	1280 (35%)	1201	93.82
IIIT Nuzividu	PUC Students	2035	720 (35%)	620	86.11
IIIT Nuzividu	B.Tech Students	3892	1370 (35%)	1203	87.81
Total		**17440**	**6140**	**5460**	**88.92**

COLLECTION OF THE DATA

The online survey system has been the most popular form of data collection method used in many studies. Following this line, data collection was conducted by administering the questionnaire to the PUC and B. tech students in three IIITs. Therefore, in order to save time and ensure better response rate, subjects were contacted by email providing the URL of the survey website i.e. https://docs.google.com, Subjects were encouraged to follow the questions as closely or as loosely as they pleased, the goal being an exploration of their information seeking behavior in this digital environment. A total of 88.92% of respondents filled– in the questionnaires and cooperated for the survey.

ANALYSIS & DESCRIPTION

Table 1: Respondents according to gender

Gender	PUC	B.Tech	Total
Men	950(52.08)	2034(55.94)	2984(54.65)
Women	874(47.92)	1602(44.06)	2476(45.35)
Total	**1824(100.00)**	**3636(100.00)**	**5460(100.00)**

Note: *parentheses denote percentages.*
PUC = Pre University Course (equivalent to (AP) Intermediate)
B.Tech. = Bachelor of Technology

It is evident from table 1 that more than half of the respondents (54.65%) are men and the remaining nearly half of the respondents are (45.35%) are women.

Table 2: Respondents according to age

Age	Number of respondents		Total
	PUC	B.Tech	
Below 17 years	959(52.58)	114(3.14)	1073(19.65)
17-18 yrs	828(45.39)	1928(53.02)	2756(50.48)
19-20 yrs	33(1.81)	1590(43.73)	1623(29.72)
21 and above	04(0.22)	04(0.11)	08(0.15)
Total	**1824(100.00)**	**3636(100.00)**	**5460(100.00)**

It is evident from table 2 that about half of the respondents (50.48%) are aged from 17-18 years, 29.72 per cent are of 19-20 years, 19.65 per cent are below 17 years and the remaining 0.15 per cent are age 21 and above.

Table 3: Visiting the library resource centre

Visiting	IIITB		Sub Total	IIITI		Sub Total	IIITN		Sub Total	Total
	PUC	B.Tech		PUC	B.Tech		PUC	B.Tech		
Daily	152 (25.2)	289 (23.5)	441 (24.1)	120 (19.9)	379 (31.5)	499 (27.7)	132 (21.3)	337 (28.0)	469 (25.8)	1409 (25.8)
Once in a week	325 (53.9)	586 (47.6)	911 (49.6)	228 (37.9)	369 (30.8)	597 (33.2)	233 (37.6)	346 (28.8)	579 (31.7)	2087 (38.3)
Once in a month	86 (14.3)	284 (23.0)	370 (20.2)	206 (34.3)	372 (30.9)	578 (32.0)	207 (33.4)	412 (34.3)	619 (33.9)	1567 (28.7)
Occasionally	40 (6.6)	73 (5.9)	113 (6.1)	47 (7.9)	81 (6.8)	128 (7.1)	48 (7.7)	108 (8.9)	156 (8.6)	397 (7.2)
Total	**603 (100.0)**	**1232 (100.0)**	**1835 (100.0)**	**601 (100.0)**	**1201 (100.0)**	**1802 (100.0)**	**620 (100.0)**	**1203 (100.0)**	**1823 (100.0)**	**5460 (100.0)**

It is evident from table 3 that most of the respondents (38.3%) replied that they visit library resource centre once in a week with regard to frequency of visiting the library, 28.7 per cent visit once in a month, 25.8 per cent visit daily, and the remaining 7.2 per cent mentioned that they visit library occasionally.

Table 4: Rating the level of computer literacy

Rating level	Academic Status		Institutions			Grand Total
	PUC	**B. Tech.**	**IIITB**	**IIITI**	**IIITN**	
Beginner	118(6.4)	0(0)	135(7.4)	138(7.6)	127(6.9)	400(7.3)
Average	905(49.7)	769(21.2)	503(27.4)	572(31.8)	599(32.9)	1674(30.6)
Above Average	801(43.9)	2867(78.8)	1197(65.2)	1092(60.6)	1097(60.2)	3386(62.1)
Total	**1824(100.0)**	**3636(100.0)**	**1835(100.0)**	**1802(100.0)**	**1823(100.0)**	**5460(100.0)**

It is evident from table 4 that majority of the respondents (62.1%) replied that their level of computer literacy was above average, followed by 30.6 per cent having average knowledge and 7.3 per cent replied that the were just beginners.

Table 5: Importance of internet for getting information

Importance	Academic Status		Institutions			Grand Total
	PUC	**B. Tech.**	**IIITB**	**IIITI**	**IIITN**	
Most Important	1273(69.8)	2805(77.1)	1407(76.7)	1303(72.3)	1368(75.0)	4078(74.6)
Important	531(29.1)	813(22.3)	410(22.4)	485(26.9)	449(24.7)	1344(24.5)
Not at all	20(1.1)	18(0.6)	18(0.9)	14(0.8)	6(0.3)	38(0.9)
Total	**1824(100.0)**	**3636(100.0)**	**1835(100.0)**	**1802(100.0)**	**1823(100.0)**	**5460(100.0)**

It is evident from Table 5 that majority of the respondents (74.6%) replied that Internet is most important for getting information, followed by 24.5 per cent mentioning it as important, and the remaining 0.9 per cent mentioning that it was not at all important.

Table 6: Frequently used search engines

Search engines	PUC (N=1824)		B.Tech (N=3636)	
	Weighted mean score	**Rank**	**Weighted mean score**	**Rank**
Bing.com	260(14.2)	3	984(27.0)	3
Google.com	1824(100.0)	1	3636(100.0)	1
Yahoo.com	541(29.6)	2	1052(28.9)	2

It is evident from Table 6 that all respondents made 1st preference to google.com as the frequently were search engine, followed by 2nd choice to yahoo.com and 3rd choice to bingo.com.

Table 7: Frequency of use of E-mail

E-mail	IIITB		Sub Total	IIITI		Sub Total	IIITN		Sub Total	Total
	PUC	**B.Tech**		**PUC**	**B.Tech**		**PUC**	**B.Tech**		
Daily	388 (64.3)	812 (65.9)	1200 (65.3)	330 (54.9)	662 (55.1)	992 (55.0)	289 (46.6)	855 (71.0)	1144 (62.8)	3336 (61.1)
Weekly twice	27 (4.4)	79 (6.4)	106 (5.8)	39 (6.4)	85 (7.1)	124 (6.9)	20 (3.2)	108 (8.9)	128 (7.1)	358 (6.6)
Once in a week	113 (18.8)	191 (15.6)	304 (16.6)	96 (15.8)	253 (21.0)	349 (19.4)	147 (23.8)	181 (15.1)	328 (17.9)	981 (17.9)
Occasionally	75 (12.5)	150 (12.1)	225 (12.3)	96 (15.9)	201 (16.8)	337 (18.7)	164 (26.4)	59 (5.0)	223 (12.2)	785 (14.4)
Total	**603 (100.0)**	**1232 (100.0)**	**1835 (100.0)**	**601 (100.0)**	**1201 (100.0)**	**1802 (100.0)**	**620 (100.0)**	**1203 (100.0)**	**1823 (100.0)**	**5460 (100.0)**

It is evident from Table 7 that majority of the respondents (61.1%) were using the e-mail daily, followed by 17.9 per cent using once in a week 14.4 per cent using occasionally, and the remaining 6.6 per cent using twice in a week.

Table 8: Frequency of use of WWW

WWW	IIITB		Sub Total	IIITI		Sub Total	IIITN		Sub Total	Total
	PUC	B.Tech		PUC	B.Tech		PUC	B.Tech		
Daily	491 (81.6)	1121 (90.9)	1612 (87.8)	421 (70.0)	1125 (93.7)	1546 (85.8)	479 (77.3)	1097 (91.2)	1576 (86.5)	4734 (86.8)
Weekly twice	94 (15,5)	96 (7.8)	190 (10.4)	39 (6.5)	43 (3.6)	82 (4.6)	101 (16.4)	91 (7.6)	192 (10.6)	464 (8.5)
Once in a week	10 (1.7)	8 (0.7)	18 (0.9)	21 (3.4)	21 (1.8)	42 (2.4)	20 (3.2)	8 (0.7)	28 (1.5)	88 (1.6)
Occasionally	6 (0.9)	3 (0.2)	9 (0.6)	82 (13.7)	6 (0.5)	88 (4.8)	9 (1.4)	3 (0.2)	12 (0.6)	109 (1.9)
Do not use	2 (0.3)	4 (0.4)	6 (0.3)	38 (6.4)	6 (0.4)	44 (2.4)	11 (1.7)	4 (0.3)	15 (0.8)	65 (1.2)
Total	603 (100.0)	1232 (100.0)	1835 (100.0)	601 (100.0)	1201 (100.0)	1802 (100.0)	620 (100.0)	1203 (100.0)	1823 (100.0)	5460 (100.0)

It is evident from Table 8 that majority of the respondents (86.8%) are using WWW daily, followed by 8.5 per cent using twice in a week 1.9 per cent using occasionally, 1.6 per cent using once in a week, and the remaining 1.2 per cent do not use.

Table 9: Frequency of use of Electronic Journals/Magazines

Electronic Journals/ magazines	IIITB		Sub Total	IIITI		Sub Total	IIITN		Sub Total	Total
	PUC	B.Tech		PUC	B.Tech		PUC	B.Tech		
Daily	27 (4.5)	131 (10.6)	158 (8.7)	16 (2.6)	132 (10.9)	148 (8.2)	103 (16.6)	207 (17.2)	310 (17.0)	616 (11.2)
Weekly twice	165 (27.4)	409 (25.1)	474 (25.9)	164 (27.3)	410 (34.1)	474 (26.4)	152 (24.5)	258 (21.4)	410 (22.4)	1358 (24.8)
Once in a week	163 (27.1)	317 (25.8)	480 (26.2)	167 (27.8)	236 (19.6)	403 (22.3)	72 (11.7)	178 (14.9)	250 (13.8)	653 (11.9)
Occasionally	228 (37.7)	412 (33.4)	640 (34.9)	242 (40.3)	457 (38.0)	699 (38.7)	247 (39.8)	466 (38.7)	713 (39.2)	2052 (37.6)
Do not use	20 (3.3)	63 (5.1)	83 (4.3)	12 (2.0)	66 (5.4)	78 (4.4)	46 (7.4)	94 (7.8)	140 (7.6)	301 (5.5)
Total	603 (100.0)	1232 (100.0)	1835 (100.0)	601 (100.0)	1201 (100.0)	1802 (100.0)	620 (100.0)	1203 (100.0)	1823 (100.0)	5460 (100.0)

It is evident from Table 9 that most of the respondents (37.6%) are using electronic journals/magazines occasionally, followed by 24.8 per cent using twice in a week, 11.9 per cent once in a week, 11.2 per cent daily, and the remaining 5.5 per cent do not use.
It is evident from Table 10 that most of the respondents (46.6%) are using online databases occasionally, followed by 21.3 per cent using twice in a week, 11.8 per cent not using, 11.7 per cent using once in a week, and the remaining 8.6 per cent using daily.
It is evident from Table 11 that majority of the respondents (65.9%) are using e-books occasionally, followed by 19.9 per cent using daily, 6.4 per cent using twice in a week, 4.6 per cent not using and the remaining 3.2 per cent using once in a week.
It is evident from Table 12 that majority of the respondents (78.2%) are using open courseware video courses (NPTEL/MIT etc.) daily, followed by 14.8 per cent using twice in a week, 3.6 per cent using weekly once, and the remaining 3.4 per cent using occasionally.

Table 10: Frequency of use of online databases

online databases	IIITB		Sub Total	IIITI		Sub Total	IIITN		Sub Total	Total
	PUC	B.Tech		PUC	B.Tech		PUC	B.Tech		
Daily	15 (2.5)	75 (6.0)	90 (4.9)	33 (5.5)	103 (8.6)	136 (7.6)	88 (14.2)	155 (12.7)	243 (13.4)	469 (8.6)
Weekly twice	177 (29.5)	331 (26.8)	508 (27.7)	189 (31.4)	234 (19.5)	423 (23.4)	59 (9.6)	171 (14.3)	230 (12.7)	1161 (21.3)
Once in a week	101 (16.7)	191 (15.6)	292 (15.8)	88 (14.6)	130 (10.9)	218 (12.1)	31 (5.0)	103 (8.5)	134 (7.3)	644 (11.7)
Occasionally	209 (34.6)	451 (36.7)	660 (36.0)	207 (34.6)	597 (49.7)	804 (44.6)	410 (66.1)	671 (55.9)	1081 (59.2)	2545 (46.6)
Do not use	101 (16.7)	184 (14.9)	285 (15.6)	84 (13.9)	137 (11.3)	221 (12.3)	32 (5.1)	103 (8.6)	135 (7.4)	641 (11.8)
Total	**603 (100.0)**	**1232 (100.0)**	**1835 (100.0)**	**601 (100.0)**	**1201 (100.0)**	**1802 (100.0)**	**620 (100.0)**	**1203 (100.0)**	**1823 (100.0)**	**5460 (100.0)**

Table 11: Frequency of use of E-Books

E-Books	IIITB		Sub Total	IIITI		Sub Total	IIITN		Sub Total	Total
	PUC	B.Tech		PUC	B.Tech		PUC	B.Tech		
Daily	37 (6.2)	351 (28.5)	388 (21.1)	54 (8.9)	299 (24.9)	353 (19.6)	27 (4.3)	321 (26.7)	348 (19.2)	1089 (19.9)
Weekly twice	40 (6.7)	75 (6.0)	115 (6.3)	38 (6.3)	68 (5.6)	106 (5.8)	27 (4.4)	98 (8.2)	125 (6.8)	346 (6.4)
Once in a week	22 (3.6)	48 (3.9)	70 (3.9)	21 (3.5)	41 (3.4)	62 (3.5)	15 (2.4)	32 (2.6)	47 (2.5)	179 (3.2)
Occasionally	478 (79.2)	722 (58.7)	1200 (65.4)	435 (72.4)	740 (70.7)	1175 (65.2)	501 (80.8)	726 (60.4)	1227 (67.4)	3602 (65.9)
Do not use	26 (4.3)	36 (2.9)	62 (3.3)	53 (8.9)	53 (4.4)	106 (5.9)	50 (8.1)	26 (2.1)	76 (4.1)	244 (4.6)
Total	**603 (100.0)**	**1232 (100.0)**	**1835 (100.0)**	**601 (100.0)**	**1201 (100.0)**	**1802 (100.0)**	**620 (100.0)**	**1203 (100.0)**	**1823 (100.0)**	**5460 (100.0)**

Table 12: Frequency of use of Video courses (NPTEL/MIT open courseware etc.)

Video courses	IIITB		Sub Total	IIITI		Sub Total	IIITN		Sub Total	Total
	PUC	B.Tech		PUC	B.Tech		PUC	B.Tech		
Daily	523 (86.8)	1081 (87.7)	1604 (87.4)	511 (85.1)	1091 (90.9)	1602 (88.9)	330 (53.3)	732 (60.9)	1062 (58.3)	4268 (78.2)
Weekly twice	30 (4.9)	74 (6.0)	104 (5.6)	40 (6.6)	31 (2.6)	71 (3.9)	230 (37.0)	399 (33.2)	629 (34.6)	804 (14.8)
Once in a week	23 (3.9)	45 (3.6)	68 (3.7)	23 (3.8)	36 (2.9)	59 (3.4)	36 (5.9)	36 (3.0)	72 (3.9)	199 (3.6)
Occasionally	27 (4.4)	32 (2.7)	59 (3.3)	27 (4.5)	43 (3.6)	70 (3.8)	24 (3.8)	36 (2.9)	60 (3.2)	189 (3.4)
Total	**603 (100.0)**	**1232 (100.0)**	**1835 (100.0)**	**601 (100.0)**	**1201 (100.0)**	**1802 (100.0)**	**620 (100.0)**	**1203 (100.0)**	**1823 (100.0)**	**5460 (100.0)**

Table 13: Frequency of use of Website of Institute Library

Website of institute library	IIITB		Sub Total	IIITI		Sub Total	IIITN		Sub Total	Total
	PUC	B.Tech		PUC	B.Tech		PUC	B.Tech		
Daily	52 (8.7)	140 (11.4)	192 (10.4)	54 (8.9)	194 (16.2)	248 (13.7)	146 (23.5)	262 (21.8)	408 (22.4)	848 (15.6)
Weekly twice	130 (21.5)	248 (20.2)	378 (20.5)	107 (17.9)	182 (15.1)	289 (16.0)	52 (8.3)	138 (11.5)	190 (10.5)	857 (15.7)
Once in a week	288 (47.7)	564 (45.7)	852 (46.6)	265 (44.1)	466 (38.8)	731 (40.6)	186 (30.0)	408 (33.9)	594 (32.5)	2177 (39.8)
Occasionally	61 (10.2)	149 (12.0)	210 (11.5)	79 (13.1)	232 (19.3)	311 (17.3)	178 (28.8)	296 (24.6)	474 (26.0)	995 (18.2)
Do not use	72 (11.9)	131 (10.7)	203 (11.0)	96 (15.9)	127 (10.6)	223 (12.4)	58 (9.4)	99 (8.2)	157 (8.6)	583 (10.7)
Total	**603 (100.0)**	**1232 (100.0)**	**1835 (100.0)**	**601 (100.0)**	**1201 (100.0)**	**1802 (100.0)**	**620 (100.0)**	**1203 (100.0)**	**1823 (100.0)**	**5460 (100.0)**

Table 13 presents that majority of the respondents (39.8%) are using their institute library website once in a week, followed by 18.2 per cent using occasionally, 15.7 per cent using twice in a week, 15.6 per cent using daily, and the remaining 10.7 per cent not using at all.

Table 14: Problems Faced

Problems	Academic Status		Institutions			Grand Total
	PUC	B.Tech	IIITB	IIITI	IIITN	
Yes	1791 (98.1)	3423 (94.2)	1751 (95.4)	1692 (93.9)	1771 (97.1)	5214 (95.4)
No	33 (1.9)	213 (5.8)	84 (4.5)	110 (6.1)	52 (2.9)	246 (4.6)
Total	**1824 (100.0)**	**3636 (100.0)**	**1835 (100.0)**	**1802 (100.0)**	**1823 (100.0)**	**5460 (100.0)**

It is evident from Table 14 that majority of the respondents (95.4%) replied that they faced problems while accessing electronic resources and the remaining 4.6 per cent of them replied negatively.

Table 15: Overall satisfaction with electronic resources

Satisfaction	IIITB		Sub Total	IIITI		Sub Total	IIITN		Sub Total	Total
	PUC	B.Tech		PUC	B.Tech		PUC	B.Tech		
Very much satisfied	223 (36.9)	520 (42.3)	743 (40.5)	264 (43.9)	412 (34.4)	676 (37.5)	194 (31.2)	521 (43.3)	715 (39.3)	2134 (39.1)
Satisfied	318 (52.8)	552 (44.8)	870 (47.4)	316 (52.6)	592 (49.2)	908 (50.3)	341 (55.0)	609 (50.6)	950 (52.1)	2728 (50.0)
Dissatisfied	62 (10.3)	160 (12.9)	222 (12.1)	21 (3.5)	197 (16.4)	218 (12.2)	85 (13.8)	73 (6.1)	158 (8.6)	598 (10.9)
Total	**603 (100.0)**	**1232 (100.0)**	**1835 (100.0)**	**601 (100.0)**	**1201 (100.0)**	**1802 (100.0)**	**620 (100.0)**	**1203 (100.0)**	**1823 (100.0)**	**5460 (100.0)**

It is evident from Table 15 that half of the respondents (50.8%) were satisfied with the electronic resources, followed by 39.1 per cent being very much satisfied and the remaining 10.9 per cent being dissatisfied.

FINDINGS

1. More than half of the respondents (54.65%) are men and the remaining nearly half of the respondents are (45.35%) are women.
2. Half of the respondents (50.48%) are aged from 17-18 years.
3. Most of the respondents (38.3%) replied that they visit library resource centre once in a week with regard to frequency of visiting the library.
4. Majority of the respondents (62.1%) replied that their level of computer literacy was above average.
5. Majority of the respondents (74.6%) replied that Internet is most important for getting information.
6. All respondents made 1st preference to google.com as the frequently were search engine, followed by 2nd choice to yahoo.com and 3rd choice to bingo.com.
7. Majority of the respondents (61.1%) were using the e-mail daily.
8. Majority of the respondents (86.8%) are using WWW daily.
9. Most of the respondents (37.6%) are using electronic journals/magazines occasionally.
10. Most of the respondents (46.6%) are using online databases occasionally.
11. Majority of the respondents (65.9%) are using e-books occasionally.
12. Majority of the respondents (78.2%) are using open courseware video courses (NPTEL/MIT etc.) daily.
13. Majority of the respondents (39.8%) are using their institute library website once in a week.
14. Majority of the respondents (95.4%) replied that they faced problems while accessing electronic resources.
15. Half of the respondents (50.8%) were satisfied with the electronic resources.

RECOMMENDATIONS

1. The study revealed that7.2% of the respondents visit the library occasionally. The study also revealed that a considerable percentage of users (28.7%) visit the library once in a month only. Hence every library should be well equipped with both print sources i.e. books, reference books, journals, reports/surveys, government publications etc., with the provision of number of book titles (latest editions) with sufficient number of multiple copies and electronic resources i.e. high speed Internet connectivity, access to online journals, CD-ROM databases in the library etc. Then the academic community will come to know of the possible benefits of library which in turn pave the way to access all education related resources.
2. Most of the B.Tech respondents have above average computer literacy when compared to the PUC respondents which may be due to the factors like short term duration of using computers, lack of earlier awareness, facilities and training. To strengthen the computer literacy skills of the respondents of PUC and to attract the attention of them to the sources available in their related disciplines, short term training programmes are to be organized at the department/course level or institute level with the assistance of All India Council for Technical Education (AICTE).
3. The study also revealed that 7.3% of the respondents were rarely using digital resources. The library staff should assist them in learning the use of Internet, different search engines, OPAC/Web OPAC, CD-ROM databases at expertise level and inform them about the useful websites available through various networks.
4. Access to E-resources on the internet to meet the academic and research information needs of students cannot be achieved unless and until periodical short term courses, seminars, conferences, workshops and training programmes are conducted to know about the various developments and searching techniques for accessing the desired information. The institute libraries have to take-up the responsibility of providing such training for the maximum use of E-resources so that; the users can easily and quickly trace relevant information.

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