USE OF E - RESOURCES BY TEACHERS AND STUDENTS OF FASHION DESIGN INSTITUTION: A STUDY

Manjunatha S. R.[1] and **Dr. P. Sarasvathy[2]**
[1]**Librarian, Vogue Institute of Fashion Technology, Bangalore.**
[2]**Deputy Librarian, University library, University of Mysore, Mysore .**

ABSTRACT :

*T*he study examines the Use of E resources by the Teachers and Students of South Indian fashion design Institute are opinion about the Satisfaction by using e resources. The majority of respondents 628 (77.44%) are satisfied with library information resources remaining not satisfied with e - resources provide by the fashion design Institute library that is 183 (22.56%) respondents.

KEYWORDS : *Use; E-resources; Digital Library; Information; Resources; Fashion Design; Fashion Institution; Fashion Technology; South India.*

1.INTRODUCTION

Fashion is a general term for a currently popular style or practice, especially in clothing, foot wear or accessories. Fashion refers to anything that is the current trend in look and dress of a person. The more general term "costume" which has been in popular use, has mostly been related to a special sense like fancy dress or masquerade wear, while the term "fashion" means clothing generally, and the study of it. For a broad cross-cultural look at clothing and its place in society, 'fashion' refers to the entries for clothing, costume and fabrics.

Today of fashion industry is a billion dollar industry. It is a huge umbrella of opportunities, growth and success. Principally concerned with clothing and lifestyle, this industry provides ample career opportunities for people from various cadres. Fashion industry is an unusual industry which blends creativity, art and technology for its emergence. This unique facet enables both creative techniques to be accommodated. Being a creative and glamour, oriented field, fashion industry perhaps witnesses most of the hardships to get a consignment done on dates or a ramp show to be a successful one. Unlike other industries this industry functions based on seasons. It is an industry which runs with the changing times and often undergoes changes in both manufacturing and retailing of products.

2. REVIEW OF LITERATURE

Arpita Khare (2014) examined the cosmopolitanism and consumers' susceptibility to interpersonal influence on Indian consumers' fashion clothing involvement. The practical value expressive factors of normative influence and cosmopolitanism influence Indian consumers' fashion clothing involvement. Type of city, income, and education moderated the influence of normative values and cosmopolitanism on fashion clothing involvement. The major limitation of current research was that it had a large number of respondents in the age group of 18-40 years. Future research can be attempted to reduce age biasness. The research outcomes were very helpful to international apparel brands marketing luxury and fashion clothing in India. However, since conformance to social norms was important for Indians, clothing manufacturers should use reference groups, opinion leaders, and celebrities to generate awareness. Marguerite A. Nel, Ina Fourie (2016), contended that increased pressure for quality research at South African universities, and limited research done on the information needs of veterinary

science researchers and the role of veterinary libraries supporting them, motivated a case study at the Faculty of Veterinary Science, University of Pretoria (South Africa). The study aimed to determine what the information needs, information seeking behaviour and information use behaviour of veterinary researchers are, and how these needs are being met by the library. Quantitative and qualitative data were collected from researchers as well as information specialists by means of questionnaires, focus group interviews, and a citation analysis. Findings and recommendations are based on descriptive statistical analysis of the quantitative data, and thematic analysis of the qualitative data. The study found that the information needs of researchers are influenced by the research environment and expectations for research output. Most needs for information and support services are met. Collection building practices, library space, and awareness of services offered by information specialists need attention. Findings reveal considerable gaps between researchers' expectations from information specialists and their own perceptions of roles to fulfil. Claire Warwick et al. (2008) in their article on Library and information resources in the field of humanities explain and discuss the results of the Log Analysis of Internet Resources in the Arts and Humanities (LAIRAH) study. The focus of the results emphasizes the use and importance of information resources, physical research centres and digital finding aids in scholarly research. Results of the study provided log analysis of portals for humanities scholars: the arts and humanities data service (AHDS) website and Humbul Humanities Hub. These are used to determine which resources were accessed most often, or seldom. Questionnaire data about perceptions of digital resource use were also gathered. The university library website was considered to be the most important resource, even compared to Google. Devendra Kumar and Rajkumar Singh (2009) examined the use of services by the users of National Science Library (NSL), New Delhi, India. A well structured questionnaire was used to identify the impressions of NSL users towards various aspects. The study demonstrates and elaborates various aspects of NSL collection uses within available resources, frequency and purpose of visits, user satisfaction within NSL services and information about documents.

3. OBJECTIVES OF THE STUDY:
1. To assess the use and awareness of information resources available in fashion technology
2. To study the information seeking behaviour of users in order to provide use range of information resources
3. To find out the types of resources used frequently and to identity information resources requirement by users
4. To investigate the level infrastructure facilities provided by the institution to users
5. To find out the satisfaction level with the resources and services including special services like internet, image facet, CD etc
6. To identify the problems faced by users in accessing information resources (textual and non-textual)

4. SCOPE AND LIMITATION OF THE STUDY
The study focuses on use of information resources and services by teachers and students, South Indian fashion design institution. Scope of the studies limited to Institute libraries that are engaging in imparting undergraduate degree in the field of fashion design and excludes institutions that offer post graduate degrees, M Tech Textile courses and Diploma in Fashion and Apparel Design. Geographically, the study focuses primarily on the fashion institution functioning exclusively in South India. The states included are Telangana, Karnataka, Kerala and Tamil Nadu.

5. METHODOLOGY
The investigator used survey method, collected data through questionnaire method. The questionnaire designed after pilot study and in the first phase the investigator distributed 1600 questionnaire to users of selected fashion design institute and he received 811 filled questionnaire making a good response rate 50.68%

6. RESULT AND DISCUSSION
The investigator distributed a total of 1600 questionnaire amongst the teachers and students of south Indian fashion design institution for the study, out of 1600 questionnaires distributed a total 811 filled

questionnaire were received. Which were found to be usable were selected for the study. The details of the distribution analysis are described in table 6.1

6.1 Institute Wise Distribution (Distribution of source data)

The investigator distributed a total of 1600 questionnaires amongst the Professors, Associate Professors, Assistant Professors and students of 15 fashion design Institute in south India selected for the study. Out of 1600 questionnaires distributed a total of 811 filled questionnaires were received. Which were found to be usable were selected for the study. The details of the distribution analysis are described in table 6.1 below. Out of 15 fashion design institutes in south India examined, An analysis of the above table brings out that the respondents from AIFD constituted the single largest category 94 (11.59%) of the sample. It was followed by those from VIFT 92 (11.34%) of the sample, IIFT constituted 83 (10.23%) of the sample. IFTK constituted 58. (7.15%) of the sample, NIFT TEA constituted 53 6.54% of the sample, followed by MIFTM constituted 49 (6.04%) of the sample. HIFID constituted 48 (5.92%) of the sample. Kalaniketan School of Design constituted 46 (5.67) of the sample. The respondents from MIFTC constituted 44 (5.43%) of the sample, INIFD constituted 43 (5.30%) of the sample, Sridevi constituted 42 (5.18%) of the sample, LISAA constituted 34 (4.19%) of the sample, NSFAD and LID both constituted 32 (3.95%) of the sample, KLES constituted 31 (3.82%) of the sample and KLEW constituted 30 (3.70%) of the sample

6.1 Institute Wise Distribution (Distribution of source data)

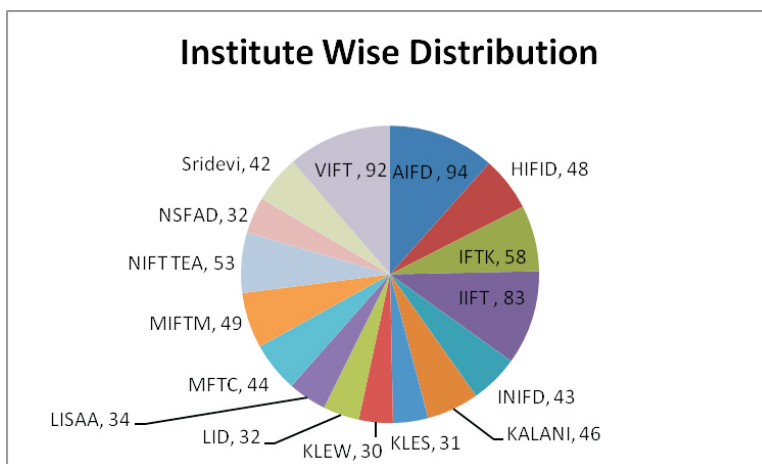| S/N	Name of the Institute	No of Responses	Percentage
1	AIFD	94	11.59
2	HIFID	48	5.92
3	IFTK	58	7.15
4	IIFT	83	10.23
5	INIFDA	43	5.30
6	KALANI	46	5.67
7	KLES	31	3.82
8	KLEW	30	3.70
9	LID	32	3.95
10	LISAA	34	4.19
11	MIFTC	44	5.43
12	MIFTM	49	6.04
13	NIFT	53	6.54
14	NSFAD	32	3.95
15	Sridevi	42	5.18
16	VIFT	92	11.34
Total		**811**	**100.0**

Fig.1: Institute Wise Distribution (Distribution of source data)

6.2 Level of Computer literacy

The computer literacy shown in table 6.2 provides the details of the Computer literacy of the respondents. 423 respondents that is 52.15% have good computer literacy, 264 respondents are expert in computer literacy that is 32.55% and remaining 124 respondents having average computer literacy that is 15.28%.

Table 6.2: Level of Computer literacy

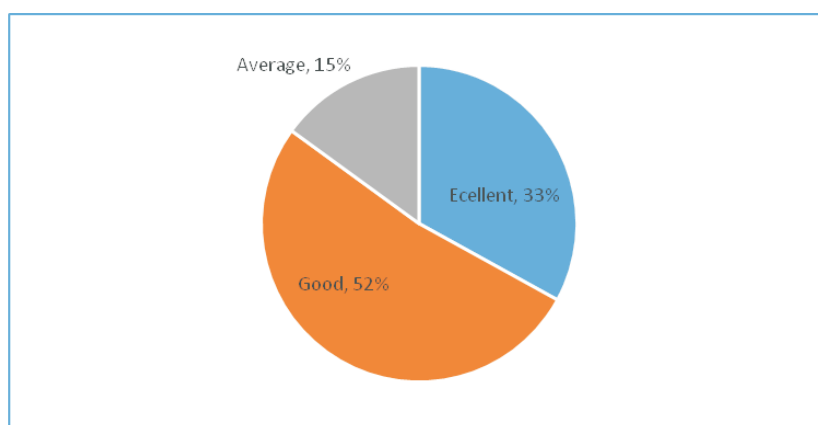| S/N	Frequency	No of Respondents	Percentage
1	Excellent	264	32.55
2	Good	423	52.15
3	Average	124	15.28
	Total	**811**	**100**

Fig. 2: Level of Computer Literacy

6.3 Awareness about OPAC (Online Public Access Catalogue)

Awareness of OPAC (Online Public Access Catalogue) is shown in table 6.3 It may be seen from the table that majority of the respondents that is 425(52.40%) are not aware of OPAC (Online Public Access Catalogue). Remaining 386 (47.60%) are having awareness of OPAC (Online Public Access Catalogue).

Table 6.3: Awareness of OPAC (Online Public Access Catalogue)

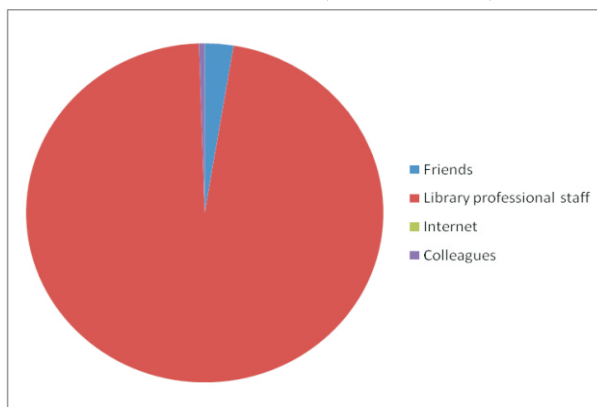| S/N	Type of response	No of Responses	Percentage
1	Yes	386	47.60
2	No	425	52.40
Total		411	100.0
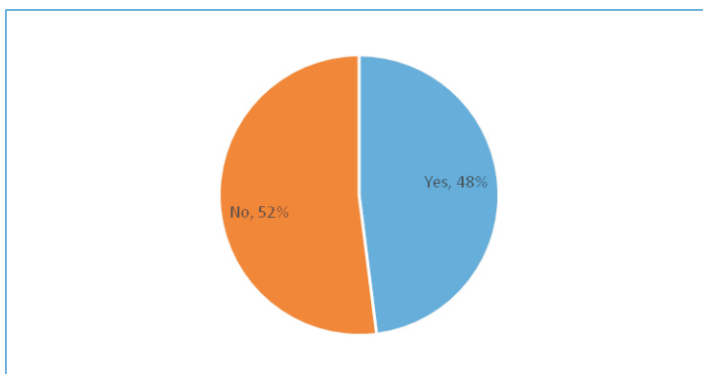
Fig. 3: Awareness of OPAC (Online Public Access Catalogue)

6.4 Mode of awareness of OPAC (Online Public Access Catalogue)

The Mode of awareness of OPAC (Online Public Access Catalogue) is presented in table 6.4 It may be seen from the table that there are several sources with which the faculty and students become aware the availability of OPAC (Online Public Access Catalogue). Nearly 248 respondents scoring 374 (96.89%) of the total respondents learnt about OPAC (Online Public Access Catalogue) from 'Library professional staff, about 10 respondents scoring 2.59%, approached 'friends' to know about OPAC (Online Public Access Catalogue) and the remaining least percentage 2 (0.52%) of respondents learnt from Colleagues.

Table 6.4: Mode of awareness of OPAC (Online Public Access Catalogue)

| S/N	Mode of Awareness	No of Responses	Percentage
1	Friends	10	2.59
2	Library professional staff	374	96.89
3	Internet	0	0
4	Colleagues	2	0.52
Total		386	100.0

Fig. 4: Mode of awareness of OPAC (Online Public Access Catalogue)

6.5 Access and use of E-Resources

The access and use of E-Resource by the faculty and students of south Indian fashion design Institute is shown in table 6.5. It may be seen from the table that 510 (62.88%) respondent access and using E-Resources. Remaining 301 (37.12%) of faculty and students of south Indian fashion design Institute were not using e-Resources.

Table 6.5: Access and use of E-Resources

S/N	Access & use of E-Resources	No of Respondents	Percentage
1	Yes	510	62.88
2	No	301	37.12
Total		**811**	**100.0**
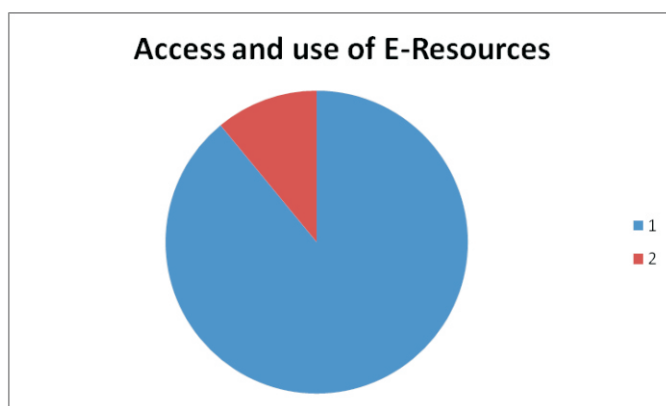
Fig. 5: Access and use of E-Resources

6.6 Place of Access and Use of E-Resources

The place of access and use Library Resources by the faculty and students of south Indian fashion design Institute is shown in table 6.6 It may be seen from the table that majority of the respondents accessing Library Resources 331 (64.90%) from Library followed by 155 (30.39%) of the respondents access E-Resources in campus. 15 (2.94%) of respondents access e-resources from Class room and remaining 9 (1.76%) of the respondents access E-Resources from Home.

Table 6.6: Place of access and use of E-Resources

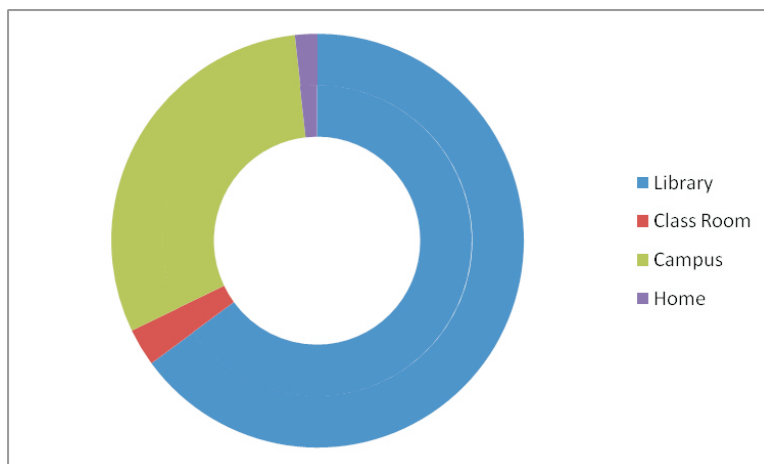| S/N	Place of Access	No. of Responses	Percentage
1	Library	331	64.90
2	Class Room	15	2.94
3	Campus	155	30.39
4	Home	9	1.76
Total		**510**	**100**

Fig. 6: Place of access and use of E-Resources

6.7 Years of Use of E-Resources

The years of use of E-Resources is shown in table 6.7 It may be seen from the table that majority of the respondents are using E-Resources from 6 months to 1 year (159; 31.19%), the second largest one is 1-2 years that is 158 (30.98). Faculty and students using e-resources less than 6 months is the third largest in the group 139 (27.25) followed by respondents using E-Resources since '2-3 years (54; 10.58%) is the least.

Table 6.7: Years of Use of E-Resources

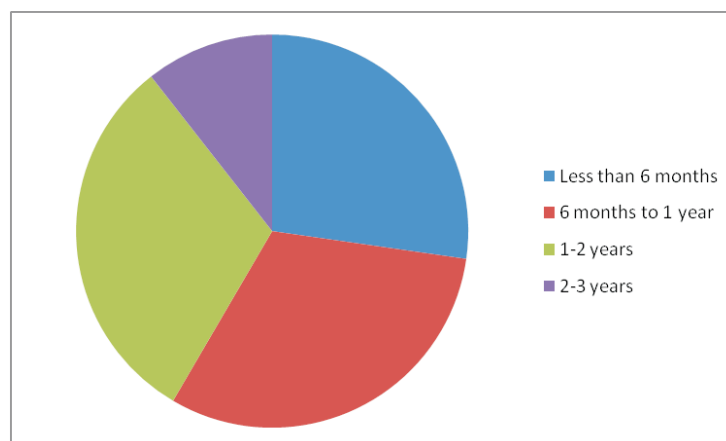| S/N	Years of Use	No of Responses	Percentage
1	Less than 6 months	139	27.25
2	6 months to 1 year	159	31.19
3	1-2 years	158	30.98
4	2-3 years	54	10.58
	Total	510	100

Fig. 7: Years of Use of E-Resources

6.8 Average hours do you spend in a week to use the e-resources

The average time spent by faculty and students to access E-Resources per week is shown in table 6.8 It may be seen from the table that majority of the respondents representing 259 (50.80%) spend 2-3 hours in a week followed by 161 respondents scoring 31.56% who spend less than 1 hour per week, 73 respondents spend 5-6 hours per week scoring 14.31% and 17 respondents spend more than 6 hours per week scoring 3.33%.

Table 6.8: Average Time Spent by faculty and students to access E- Resources per Week

S/N	Average Time Spent Per Week	No of Respondents	Percentage
1	Less than 1 hr a week	161	31.56
2	2-3 hrs a week	259	50.80
3	5-6 hrs a week	73	14.31
4	> 6 hrs a week	17	3.33
	Total	**510**	**100.0**
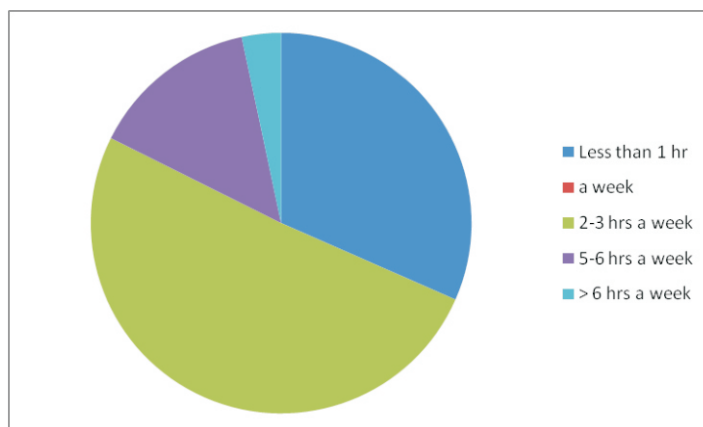
Fig. 8: Average Time Spent by faculty and students to access E- Resources per Week

6.9 What type of resources you prefer?

With regard to the type of resources prefer by faculty and students of south Indian fashion design Institute shown in table 6.9 the percentage for the two tributes. 'Mainly e-resources' has represents with the height percentage of 281 (34.65%) respondents are Not at all. 'Mainly print materials' has represents with the height percentage of 426 (52.59%) respondents are to a great extent

Table 6.9 What type of resources you prefer?

S/N	Attributes	Responses in Percentage (N=811)				
		1	2	3	4	5
1	Mainly e-resources	281 (34.65)	46 (5.67)	192 (23.67)	240 (29.6)	52 (6.41)
2	Mainly print materials	5 (0.62)	11 (1.36)	76 (9.38)	426 (52.59)	293 (36.05)

6.10 How do you read library resources?

With regard to the How do you read library resources shown in the table 6.10 provides the details of the two attributes of library resources. The highest percentage of 'Read e resources' 300 (36.99%) respondents are not at all followed by 'Read printed materials' the highest percentage of 488 (60.16) respondents are to a great extent.

Table 6.10: How do you read library resources?

S/N	Attributes	Responses in Percentage (N=811)				
		1	2	3	4	5
1	Read e-resources	**300 (36.99)**	55 (6.78)	272 (33.54)	167 (20.59)	17 (2.1)
2	Read printed materials	2 (0.25)	3 (0.37)	47 (5.8)	**488 (60.16)**	266 (33.42)

6.11: Are you satisfied with the library printed materials and e-resources?

The attempt was made to know the satisfied with the library printed materials and e-resources shown in the table 6.11 provides the details for the two attributes. 'Read e resources' has highest percentage 275 (33.91) respondents are to a great extent followed by 'Read printed materials' has highest percentage 510 (62.89%) respondents are to a great extent.

**Table 6.11: Are you satisfied with the library printed materials and e-resources?**

S/N	Attributes	Responses in Percentage (N=811)				
		1	2	3	4	5
1	Read e-resources	227 (27.99)	45 (5.55)	258 (31.81)	**275 (33.91)**	6 (0.74)
2	Read printed materials	2 (0.25)	90 (11.1)	81 (9.98)	**510 (62.89)**	128 (15.78)

6.12: Satisfied with the e resource

South Indian fashion design Institute teachers and students are opinion about the Satisfaction by using e resources is shown in the table 6.12 that majority of respondents 628 (77.44%) are satisfied with library information resources remaining not satisfied with e resources provide by the fashion design Institute library that is 183 (22.56%) respondents.

Table 6.12: Satisfied with the library resource and services

S/N	Satisfied with the library resource and services	No of Responses	Percentage
1	Yes	628	77.44
2	No	183	22.56
	Total	811	100
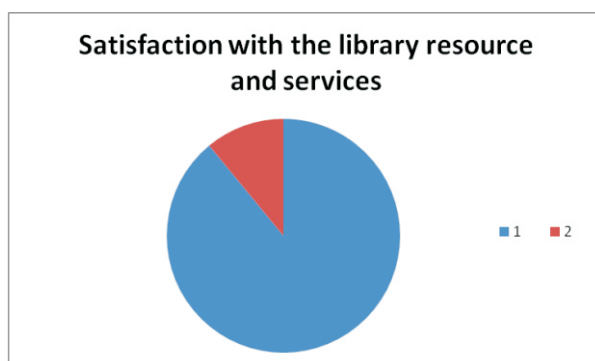
Fig. 9: Satisfied with the library resource and services

CONCLUSION

The growth electronic library system has forced to review the library services. E publishing has brought a revolution in academic field. As well as access to the scholarly literature. The study clearly indicates that Electronic resources were not using properly by teachers and students of Fashion design Institutes. The analysis shows that they are not satisfied with e – resources provided by South Indian Fashion Design Institute libraries.

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