

# **AWARENESS OF IR @ GU AMONG GOA UNIVERSITY USERS FOR ACADEMIC EXCELLENCES: A CASE STUDY**

A Dissertation for

LIS 651 Credits: 16

Submitted in partial fulfilment of Master's Degree

in M.LI.Sc. by

**Miss. Sujata Dattaram Mandrekar**

Seat Number

22P0010014

PRN

201805816

Under the Supervision of

**Dr. Carlos Matheus Fernandes**

D.D Kosambi School of Social  
Sciences and Behavioural Studies  
Library and Information Science



Goa University

Date: 19<sup>th</sup> April 2024

Examined by:

*Dr. Carlos M. Fernandes*



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Seal of the School

### **DECLARATION BY STUDENT**

I hereby declare that the data presented in this Dissertation report entitled, “Awareness of IR @ GU among Goa University users for academic excellences: A case study” is based on the results of investigations carried out by me in the Library and Information Science at the D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University under the Supervision of Dr. Carlos Matheus Fernandes and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will be not being responsible for the correctness of observations / experimental or other findings given the dissertation.

I hereby authorize the University authorities to upload this dissertation on the dissertation repository or anywhere else as the UGC regulations demand and make it available to any one as needed.

Date:

Place: Goa University

**Sujata Dattaram**  
**Mandrekar**  
Seat no:22P0010014

## COMPLETION CERTIFICATE

This is to certify that the dissertation report “**Awareness of IR @ GU among Goa University users for academic excellences: A case study**” is a bonafide work carried out by **Ms Sujata Dattaram Mandrekar** under my supervision in partial fulfilment of the requirements for the award of the degree of **M.L.I.Sc.** in the Discipline Library and Information Science at the D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.

Dr. Carlos Matheus Fernandes

Date:

Signature of Dean of the School

School/Dept Stamp

Date:19-04-2024

Place: Goa University

## **ACKNOWLEDGEMENT**

I wish to praise the God and thank him for giving me an opportunity to do the Degree of Master of Library and Information Science and enabling me to complete the dissertation successfully.

I would like to express my sincere gratitude to my supervisor. Dr. Carlos M. Fernandes, for their invaluable guidance, support and encouragement through the duration of this project. Their insightful feedback, constructive criticism and unwavering belief in me have been instrumental in the successful completion of this dissertation.

I would also like to thank the faculty and staff of Goa University, particularly the Department of Library and Information Science for their assistance and resource provided through my academic journey.

In a special way, I am thankful to my parents and friends for their unwavering support, love and encouragement during this challenging period. Their understanding and patience have been essential in helping me stay focused and motivated.

In a very way, I would like to thank all Goa University students for participation in the survey and making the study a success, contribution and cooperation, without that research would not have been possible.

Sujata Dattaram Mandrekar

Master of Library and Information Science

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## **CHAPTER I**

### **Awareness of IR @ GU among Goa University users for Academic Excellences: a Case Study**

#### **1.1 INTRODUCTION:**

- An institutional repository is an online hub for gathering, archiving, and sharing an institution's intellectual output, especially research institutions in digital format.
- Institutional repositories are making great progress in knowledge generation and delivery. In the digital age, institutional repositories contain research materials such as journal papers, book chapters, and conference papers, pre-prints, working papers, theses and dissertations, technical reports, project reports, and learning materials, audio materials, handbooks, monographs, multimedia materials, data sets, and so on.
- Institutional repositories are warehouses or archives that hold the documents of organizations and institutions. They are often referred to as museums.
- Institutional Repositories are the creation of an institution in the world, where institutions present their research programs, projects to various types of users around the world.
- Hence, institutional repositories (IR) are very fortunate in today's modern world.

## **1.2 REVIEW OF LITERATURE:**

1. **P Venkata Rao (2007):** The institutional repository is a digital archive, owned and maintained at either departmental or institutional level. It is a tool for collecting, storing and disseminating information to advance scholarly communication.
2. **Raj Kumar Bhardwaj (2014):** The Institutional Repository (IR) concept has given a new dimension to information management in the Internet age. The introduction of an IR can help to redefine the production, dissemination, and the use of resources.
3. **Carol Hixson & Linda Cracknell (2008):** Many libraries, academic institutions, governmental agencies, non-profit and for-profit agencies, and other groups around the world have implemented institutional repositories (IR) in the past few years.
4. **Abdul Jabbar (2020):** Has researched the differences in opinion based on the gender, age, and qualification of participants. In addition, the necessity for training and supervision to make good use of IR has been included.

## **1.3 OBJECTIVE OF THE STUDY:**

- To determine the awareness level regarding specific components of an institutional repository among users.
- To figure out strategies to raise awareness regarding the benefits and use of IR @ GU.
- To identify the primary purposes for which students and faculty members utilize the institutional repository.

#### **1.4 HYPOTESIS:**

- Users are not aware of the presences of IR @ GU.
- Awareness are not created in Goa University Library among IR @ GU.

#### **1.5 SCOPE OF STUDY:**

The study has highlighted different models of institutional repositories that can be developed and created for the Goa University Library.

#### **1.6 LIMITATION:**

The study was limited to the Goa University Library users of IR at GU.

#### **1.7 RESEARCH METHODOLOGY:**

- The researcher has browsed all the literature available on the topic.
- The researcher has also visited different websites and browsed books and journals related to digital repositories.
- Further, the researcher has conducted interviews with the librarians regarding the digital repository and has also discussed it with library professionals and experts.
- The researcher has further conducted a survey by using personal discussion and questionnaires.
- At the end, the researcher has used different statistical techniques in finalizing the data by using charts and graphs to make the interpretation clear and precise.

## **1.8 POPULATION OF STUDY:**

The study has covered around 100 library users, which takes advantage of the benefits of IR @ GU.

## **1.9 ORGANIZATION OF STUDY:**

- ✓ Chapter I: Introduction
- ✓ Chapter II: Review of literature.
- ✓ Chapter III: Institution Repository at IR @ GU.
- ✓ Chapter IV: Institutional repository at National and international level.
- ✓ Chapter V: Data interpretation and Analysis.
- ✓ Chapter VI: Observation, Finding and Conclusion.

## **1.10 CONCLUSION:**

Institutional Repositories (IR) are an Open Access platform that can be viewed as an ideal platform for supporting the management of scientific knowledge by improving knowledge generation, preservation, use, and sharing in order to increase the scale of research performance in a research community. IR provides a strategic response to both the opportunities of the digital networked environment and the systematic problems in today's scholarly journal system.

Hence, IR will be an integrated part of any institution for creating, processing, and giving facilities to its users for optimum use.

## REFERENCES:

- Bhardwaj, R. K. (2014). Institutional Repository Literature: A Bibliometric Analysis. 33(2). doi:10.1080/0194262X.2014.906018
- Cracknell, C. H. (2007). How to Implement an Institutional Repository. *The Serials Librarian*, 52(2). doi: [https://doi.org/10.1300/J123v52n01\\_05](https://doi.org/10.1300/J123v52n01_05)
- Jabbar, A. (2020). Accessibility and Use of Institutional Repository among Research Scholars: A Case of COMSATS Institute of Information Scholars: A Case of COMSATS Institute of Information Technology, Lahore Technology, Lahor. *Library Philosophy and Practice (e-journal)*. Retrieved from <https://digitalcommons.unl.edu/libphilprac>
- RAO, P. V. (2007). INSTITUTIONAL REPOSITORIES : A KEY ROLE FOR. *5th International CALIBER*. Retrieved from <http://hdl.handle.net/1944/1443>

## CHAPTER II

### REVIEW OF LITERATURE

Nurdin, L., & Mukhlis, S. (2019). Institutional repository as an information infrastructure for scholarly communication: An exploratory study in Indonesia. *Malaysian Journal of* For research purposes, reviewing the literature has always been crucial. The process of comprehending the overall issue and context includes a literature review. To gain background knowledge about the selected topic, a literature review is conducted. Although it should at least list the work that has been done recently in the chosen field during the past year, this background information should also provide vital information given the level at which the current researcher is investigating.

The goal of a literature review is to seek, identify, and summarize comprehensive research reports, articles, books, and other resources about particular issues related to a research topic. The pertinent material for this study was chosen from a variety of sources, including books, journals, and online databases.

In general, a literature review establishes the groundwork for new research, aids in the advancement of the investigation, and helps the researcher choose an appropriate theoretical framework. For every kind of research study, it is necessary. The researcher is also provided with an overview of previously published works in the field and any gaps in knowledge to help identify potential areas of research focus.

A literature review helps researchers understand new ideas and is helpful in bolstering the conclusions drawn from research on the viewpoints expressed in other works. The review of literature starts with a compilation of references

and bibliography on the discipline of the study. This chapter aim to review the related literature and the researcher which are relevant to the study.

1. **Downing-Turner, M.E. & Sauer, J. (2022):** This study combined the results of a faculty survey that measured faculty awareness of and participation in the IR of a single, state masters-granting institution with information regarding content type and downloads to draw conclusions regarding the composition and usage of the IR at this institution.
2. **Bassil, Ebiwolate & Confidence, Reghagwa & Idjai, Confidence. (2022):** The purpose of this study is to investigate the availability of various institutional repository policies that guide the development of institutional repositories in university libraries in Nigeria. The study adopted IRs investigation and interview method to collect data on IR policies, challenges from the 19 IRs in Nigeria. The study brought to light some of the IR related policies to guide the implementation and management of contents in institutional repositories.
3. **Margaret McLaughlin & Jenny Hoops, (2021):** While institutional repositories have long focused on ensuring the availability of research, recent university initiatives have begun to focus on other aspects of open access, such as digital accessibility. This paper shares an overview of the accessibility audit that took place, the changes made to our submission process, and finally provides tips and resources for universities who aim to integrate accessibility more thoroughly into their IR practices.
4. **Chiegonu Nwachi and Nkechi Idoko (2021):** This empirical work studied the use of institutional repositories in Nigerian university libraries. Three specific objectives and research questions were formulated to guide the study which were the extent of use of institutional repositories by staff in

the two university libraries; the problems affecting the use of institutional repositories in the university libraries; and the strategies for improving on the challenges of using institutional repositories in the two Nigerian university libraries.

5. **Gonzalez, Laura & Ramirez-Montoya, Maria-Soledad & García-Peñalvo, Francisco. (2021):** Digital platforms that are adaptable and intuitive can provide a pleasurable and fulfilling user experience. Including users in the design process and studying their opinions and views to incorporate relevant platform features is one way to create such an experience. In order to better understand user preferences and create an appealing landing page for institutional repositories that adheres to their information-structural rules, this study used focus groups as a qualitative approach of data collection.
6. **Abdul Jabbar, (2020):** Has researched the differences in opinion based on the gender, age, and qualification of participants. In addition, the necessity for training and supervision to make good use of IR has been included. The study aimed to explore the level of accessibility and use of Institutional Repository (IR) among research scholars.
7. **Daniel O. Akparobore and Ademola F. Omosekejimi, (2020):** This study examines faculty members' awareness and attitude towards the use of Institutional Repositories (IRs) in federal universities in South, Nigeria. Institutional Repositories (IRs) are widely implemented across academic institutions with the intent to preserve the collective scholarly output of the university community, thereby increasing the impact of research.
8. **Ibrahim, A. K., Mohammed, H. & Bawa, S. (2020):** This study examined the perception of graduate students in the use of the institutional



repositories particularly in relation to the institutional repository of the University for Development Studies (UDS), Tamale, Ghana. The study examined the level of students' awareness, attitude towards the IR, level of use and level of satisfaction, and the challenges facing them in their utilisation of the UDS IR. This study is also undertaken because there is very little literature on the perception of students, particularly graduate students about the IR and their utilization of it.

9. **Sembiring, S. (2020):** This study aims to find out what motivations UII and UNY students to use institutional repositories and what is the awareness of UII and UNY students about institutional repositories. The main motivation of UII students to use institutional repositories is to obtain references while the motivation of UNY students is because the institutional repositories are easy to use tools. In terms of awareness, UII and UNY students have a different awareness about institutional repositories which lie in knowledge, semester, understanding, medium, and willingness to store academic work in institutional repositories.
  
10. **Saulus Nokuphila v and Mutula Stephen, (2019):** Institutional repositories (IRs) play an essential role in preserving universities' intellectual output, enhancing access to research, and increasing the visibility of scholars and their institutions. IRs are therefore expected to be accepted and optimally utilised by scholars.
  
11. **Nurdin, L., & Mukhlis, S. (2019):** The objective of this study was to understand the proper implementation of the institutional repositories (IRs) as an infrastructure for scholarly communication. The study employed a descriptive-qualitative approach to explore how the IRs are operated in three selected universities in Indonesia.

12. **Gonzalez, Laura & Ramirez-Montoya, Maria-Soledad. (2019):** The goal of this research is to offer the tools and metrics that enable us to gather empirical data on users' experiences with institutional repositories using the user-centered design approach. The approach devised to comprehend users' experiences when self-archiving and looking for free educational resources in an institutional repository is supported empirically by the results of this study.
13. **O. P. Saini, (2018):** It is the responsibility of the libraries to keep updates its users by incorporating different technologies or tricks among the services offered to users. The libraries are managing diversified collection in both electronic and physical formats including the theses and dissertations awarded by their respective parent institutes in physical form. The academic libraries are directed by the Indian government through a mandate to protect and preserve the theses and dissertation in electronic form and provide access to the public domain. Institutional Repositories (IRs) have the prospective to store any amount of information electronically.
14. **Kalbande, Dr. Dattatraya. (2018):** The paper discusses the concept of institutional repository (IR) its need, importance, benefits, critical issues, major problems in establishment & maintenance of IR, role of librarians, intellectual society, academic institutions and the government. It also gives an overview of Intellectual Repository (IR) initiatives taken in the institutions of higher learning in Indian scenario.
15. **Shukla, Prachi and Ahmad, Dr. Naved (2018):** Institutional Repositories (IRs) are established mainly to provide access to information resources which are otherwise not easily accessible in digital format. Many institutions across the world and particularly in India have successfully

developed their own IRs but have not attempted to assess their importance and impact on the Users.

16. **PRIYADARSHANI, ABHILASHA. (2018).** The study has been conducted as a pilot study to know the users awareness and feedback towards the existing Institutional repository of the University of Mysore. The study focuses mainly on student's awareness of the Institutional Repository and the open access repositories and software. The study is an attempt to know how students are familiar with IR and whether they are interested in submitting their intellectual output and using the Institutional Repository.
17. **Toong Tjiek Liauw, (2017):** This research aims to provide detailed inquiries into the landscape of Indonesian higher education institutions (HE) and investigate how they adopt, populate and manage their institutional repositories (IRs). These inquiries include the identification of the rate of, and drivers for, the IRs uptake; an assessment of the management and policy structures supporting the IRs; the motivations, contributions and attitudes of Indonesian academics towards IRs; and the potential of IRs and Open Access (OA) to support Indonesian HE teaching and research.
18. **Narayan, B and Luca, E. (2017):** This paper presents the issues and challenges faced by a university library in encouraging academics and researchers to adopt open access, specifically with respect to depositing publications in the institutional repository Interviews were conducted with academics and researchers about their awareness of open access and their use of the university repository.
19. **Hazzard, J. and Towery, S. (2017):** This paper describes the process librarians in the Albert B. Alkek Library at Texas State University

undertook to increase the amount of faculty publications in their institutional repository, known as the Digital Collections.

20. **P. Sankar and Dr. E. S. Kavitha, (2017):** The study pointed the various challenges faced by the contributors while they depositing their works in the Institutional repository systems. Institutional repository is a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members.
21. **Chamani, Gunasekera. (2017):** The main objective of the study was to examine the perceptions and attitudes towards Institutional Repositories (IR) and, open access publishing among the faculty members in the University of Peradeniya, Sri Lanka. Institutional repositories have become one of the fastest growing elements of the digital library genre. Because of their potential to reform the current system of scholarly communication and their role in advancing the open access movement, many academic libraries, especially those at research universities, have invested human and technical resources to build a robust technical infrastructure that will foster access to the intellectual, cultural and administrative output of their institutions.
22. **Dike, V.W and Ukwoma, Scholastica. C, (2017):** The purpose of this study was to find out how professors in Nigerian institutions felt about using institutional repositories (IRs). Institutional repositories (IRs) have become more well-known due to their ability to handle university content, both in developed and developing nations. The goal of creating an institutional repository and academics' attitudes toward material submission on their IRs were the subjects of the study. According to the study, IRs were set up to guarantee visibility, improve cooperation, archive research articles, and raise university rankings.

23. **Corrie Marsh, (2017):** An institutional repository (IR) is an online collection of research, writing, and projects done by university researchers and students. IRs can also help a library engage with teachers and students. This report will discuss how to build a team of talent experts to build and market the repository, how to develop a business plan and strategies for marketing and social media presence, and how to develop, process, and publish journals locally and sustainably in order to identify the service and continent critical to a successful institutional repository.
24. **Patricia H. Dawson and Sharon Q. Yang, (2016):** A number of factors are driving open access to full-text journals: constantly rising prices of journal and database subscriptions, granting agencies requirements for recipients to submit their research publications into open access repositories, and pressure on libraries to create Institutional Repositories (IR) to promote the institutions 'reputations. This article examines the interactions among open access, institutional repositories, and copyright management.
25. **Tiemo, Pereware Aghwotu and Ebiagbe, Joyce Ebieri, (2016):** This study focused on the awareness and attitude of lecturers toward the establishment of institutional repository (IR) in Niger Delta University, Nigeria. The deployment of institutional repository (IR) in libraries and organizations is an international phenomenon. Institutional repositories are components of information technologies infrastructure that assists libraries and organization to provide information resources for teaching, learning and research work.
26. **R. Serrano-Vicente, R. Melero and E. Abadal, (2016):** The aim of this study was to determine the awareness of open access among the academic staff of a research-oriented Spanish university, their use of the institutional repository and their satisfaction with its services. Universities and research

centres that support and encourage open access to scholarly outputs have created institutional repositories to facilitate the dissemination, access, reuse and preservation of the work arising from the scientific and academic activity of their staff.

27. **Abrizah, A., Hilmi, M. and Kassim, N.A. (2015):** The purpose of this paper is to be concerned with the motivations and resistance among an institutional repository (IR) stakeholder – the Library and Information Science (LIS) academicians with respect to Green Road open access publishing in an inter-institutional repository.
28. **Raj Kumar, Bhardwaj. (2014):** The Institutional Repository (IR) concept has given a new dimension to information management in the Internet age. The introduction of an IR can help to redefine the production, dissemination, and the use of resources. This study found that a total of 436 IR research papers published in 118 journals originated from 68 countries. These research papers contain 2,071 citations with an average of ~4.8 citations per publication.
29. **Armstrong, Michelle, (2014):** Research dissemination is a core mission for all universities. As a result, libraries should adopt this mission, utilizing institutional repositories services to support this goal. This paper aims to explore management models that institutional repositories can use for this purpose.
30. **Saturday, U. Omeluzor, (2014):** This study appraised the awareness and willingness of faculty staff in Nigerian universities to deposit their pre and post research publications in open access institutional repository.
31. **Dutta, Goutam and Paul, Dibyendu, (2014):** Academic institutes build the institutional repository (IR) where all the scholarly contents and

intellectual output of the host institute are captured, stored, indexed, preserved, and redistributed. The IR helps to increase professional visibility. According to the opinion of the faculty members, the copyright issues should be handled by the authority of the institution concerned.

32. **Alexandros Koulouris, Daphne Kyriaki-Manessi, Georgi Giannakopoulos and Spiros Zervos (2013):** many Institutional Repositories have been launched by Greek Universities. In this framework, the Library of the Technological Educational Institute of Athens has designed and is launching an Institutional Repository containing Faculty's published and unpublished work, students' theses and a major "Institutional Archival Collection". However, the library had a long history of mistrust, mainly deriving from its long periods of understaffing and poor services.
33. **Halder, Sambhu Nath and Chandra, Suvra (2013):** This study has shown that the large number of people needs a global awareness and understanding of institutional digital repository and different aspects associated with it, such as, software, sources for user's awareness, motivators for developing a repository, demand of the users in changing paradigm from traditional to digital environment, etc. Libraries are also adopting the latest technologies to provide best possible services in user friendly form.
34. **S. Dhanavandan and M. Tamizhchelvan, (2013):** This paper discusses awareness of institutional repositories and open access publishing among faculty members in Annamalai University, Tamil Nadu, and India. Institutional Repositories have a vital role in that removing access barriers will accelerate research, enrich education, and share learning.

35. **Sawant, Sarika. (2012):** The present study aims to investigate the experience, contribution and opinions of users of respective institutional repositories (IRs) developed in India.
36. **Halder, Sambhu Nath, (2012):** This paper examines the user-aware of institutional repositories in Jadavpur University. The main objective of this study is to investigate the awareness of Institutional Repository (IR) in an academic institution and different aspects associated with it, such as software, sources for user's awareness, motivators for developing a repository, demand of the users in changing paradigms from traditional to digital environment, etc.
37. **Manjunatha K and K. Thandavamoorthy, (2011):** This paper explored researchers' attitude towards deposit to open access institutional repositories as a mode of scholarly publishing. Electronic publishing, institutional repositories, open access and other new innovative technological opportunities have all led to changes in scholarly publishing.
38. **Rosemary Russell and Michael Day. (2010):** This article has a focus on scholarly research users: first, in their role as authors and content creators for institutional repositories; and second, at the other end of the process, as users of that content (via searching and resource discovery). Institutional repositories are the primary focus, although there is brief discussion of interaction with subject repositories. In considering eventual content use, the focus is on usefulness for scholarly research, rather than usability.
39. **Kamila, Kanchan. (2009):** This paper discusses about the concept of Institutional Repository (IR), its relevance, merits, software requirements and the current trends in India. An Institutional Repository (IR) is a digital archive where a university community's intellectual work is made



accessible and preserved for posterity. The concept of IR suggests the tantalizing possibility of greater library influence over the full cycle of scholarly communication on campus, from research through publication, collection, and preservation.

40. **Abrizah, (2009):** The growth of IR services is associated with the open access movement in Malaysia, which aims to make valuable research output publicly accessible by incentivizing scholars to deposit their publications in repositories. This increases the publications' visibility and availability to the international academic community and increases the opportunities for use and idea exchange among scholars in related fields.
41. **Hixson, Carol & Cracknell, Linda. (2008):** Many libraries, academic institutions, governmental agencies, non-profit and for-profit agencies, and other groups around the world have implemented institutional repositories (IR) in the past few years. In her pre-conference presentation, Carol Hixson, from the University of Oregon, provided an overview of the issues and challenges in implementing an IR.
42. **Shreeves, Sarah L. & Cragin, Melissa H. (2008):** Institutional repositories (IRs) currently exist in a rapidly shifting landscape without a clear consensus on their role in the academic environment. Low self-archiving rates have dampened hopes that IRs would have an impact on scholarly publishing models.
43. **Palmer, Carole L. Teffeu, Lauren C. and Newton, Mark P. (2008):** As an evolving part of the profession of librarianship, institutional repository development is still in the process of establishing guiding principles and best practices. There is no one path to follow and few established cases from which to learn about development options and risks. This case study presents a close examination of the approaches taken at three university

libraries, comparing choices, strategies, and conditions driving development activities.

44. **Rao, P. Venkata, (2007):** The institutional repository is a digital archive, owned and maintained at either departmental or institutional level. It is a tool for collecting, storing and disseminating information to advance scholarly communication. The paper mentions essential elements that an institutional repository should have and benefits to different stakeholders. Dealt with the issues and challenges for creating the institutional repositories. Briefly discussed about the initiatives taken at international and national level in implementing the institutional repositories. The key role of the libraries in successfully implementing the institutional repositories is also discussed.

45. **B K Vishala, (2007):** Institutional repositories are a historical and material representation of an organization's intellectual production. These are now widely acknowledged as necessary foundational elements for academic research in the digital age. The purpose of the study is to give an overview of institutional repositories, their advantages for institutions, and the role that libraries play in the establishment of these repositories.

46. **Kennan, Mary Anne & Wilson, Concepción S. (2006):** The purpose of this article is to review the current literature and discussion on institutional repository (IR) and open access (OA) issues, to provide examples from the information systems (IS) literature, and to propose the use of IS literature and further research to inform understanding of institutional repository implementations for library managers.

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## **CHAPTER III**

### **INSTITUTIONAL REPOSITORY - IR @ GU**

#### **3.1 INTRODUCTION**

An institutional repository is an online platform that gathers, conserves, and shares an organization's intellectual output in digital format, especially when it comes to research institutions. This might contain things like peer reviews, research journal articles, digital versions of these, dissertations for a university, administrative documents, course notes, or learning materials produced during regular academic life.

Publications from an institutional repository are made available online. Research papers stored in institutional repositories are completely open to access for the general public and may be found through general search engines, unlike most academic journal articles, which are only accessible to subscribers and cannot be found through general search engines like Google. Open source software also includes well-known programs like DSpace, EPrints, and Bepress. There were roughly 1,239 institutional repositories worldwide as of January 2009.

#### **3.2 DEFINATION**

It would be appropriate to become familiar with the repository before learning about institutional repositories. A repository is a central location where data is mined and stored, according to Wikipedia. A repository can be a site that is immediately accessible to the user without requiring them to traverse a network, or it can be a location where numerous databases or files are kept for distribution over a network. The wiki repository at [en.wikipedia.org](http://en.wikipedia.org).

An institutional repository is a research database that is accessible online. It can be both cumulative and eternal (record collection). It must be open and interoperable (using OAI-compliant software). Institutional repositories acquire, store, and disseminate digital resources, preserving them for future use.

A digital archive of the intellectual output produced by an institution's staff, faculty, research, and students is also known as an institutional repository. It is open to end users both inside and outside the building, with few to no access restrictions.

An institutional repository provides services to maintain and disseminate digital resources created by the institution and its community members. A successful institutional repository involves collaboration among librarians, information technologists, archives and record managers, faculty, administration, and policymakers.

### **3.3 HISTORY:**

The Goa University staff and student publications is gathered, preserved, and distributed by the Institutional Repository @ Goa University (IR@GU), which was established in 2015. Since the University's founding in 1985, bibliographic material from secondary sources has been added to the repository database. Full-text publications have been added when they become available, either from the authors or from other sources. While the entire text is being added, the bibliographic data is authenticated. Just approximately a thousand older items do not currently have full-text publications.

### **3.4 FEATURES:**

- IRs offer vast digital content, including databases, learning objects, text, audio, and video.
- The IR is community-driven and user-driven, with users determining what to deposit and assuming responsibility for doing so.
- IR is a reflection of an organization's interests, research, and scholarship.
- IR is community driven and community focused that means the users will determine what should be deposited and individually responsible for making the deposits
- IR reflects the scholarship, research, and interests of an organization
- For a successful IR, it is required to collaborate among divisions across an institution

### **3.5 IMPORTANCES OF IR:**

The dissemination, preservation, and accessibility of an institution's intellectual production depend heavily on institutional repositories, which are significant infrastructure. The purpose of these repositories is to provide scholarly works, such as articles, theses, datasets, and other digital assets, a systematic way for academic and research organizations to organize, preserve, and present them.

Institutional repositories are valuable because they serve as a platform for showcasing an institution's intellectual accomplishments and also promote open-access principles, raise the profile of research results, and benefit the scientific community worldwide. Institutional repositories bolster institutional profiles, create simple access to a variety of research materials, and promote the ideas of cooperation and information sharing. They also increase the effect and reach of academic contributions.

A vital role in the academic and research environment is played by institutional repositories, or IRs. Academic institutions, researchers, scholars, and the general public all gain a great deal from them.

### **3.6 OBJECTIVE OF INSTITUTIONAL REPOSITORY:**

#### **1. Open Access and Knowledge Sharing**

The promotion of open access to intellectual and research products is one of the main goals of an institutional repository. In order to guarantee that knowledge is openly accessible to the public and the international academic community, IRs host a variety of materials on their platform, such as research articles, preprints, conference papers, theses, and dissertations. In order to provide a plethora of intellectual resources to scholars, learners, teachers, and the general public, this goal seeks to dismantle the conventional obstacles to information access.

#### **2. Preservation and Long-Term Access**

A crucial goal of institutional repositories is to preserve intellectual capital for future generations. To guarantee that research outputs remain accessible and used over time, IRs use strong digital preservation techniques such as metadata management, file format standardisation, and backup systems. In order to ensure continuity and continuous access to important intellectual resources, IRs preserve research materials, adding to the institution's collective memory.

#### **3. Research Visibility and Impact**

The visibility and effect of an institution's research outputs are greatly enhanced by institutional repositories. IRs improve the discoverability and accessibility of scholarly papers by offering a centralised platform for their

dissemination. Higher citation rates, collaborations, and recognition within the academic community can result from this enhanced visibility. Expanded exposure and heightened interest with their work are advantageous for researchers, leading to career growth and a general advancement in knowledge.

#### **4. Collaboration and Interdisciplinary Research**

An additional major goal of institutional repositories is to promote cooperation and interdisciplinary study. Through showcasing a variety of research products, IRs inspire scientists to investigate topics beyond their fields of expertise. Exposure to materials across multiple disciplines fosters innovation, teamwork, and idea sharing. In order to promote interdisciplinary research and problem-solving, IRs act as platforms that link scholars from different domains.

#### **5. Institutional Branding and Showcasing Excellence**

Institutional repositories highlight the accomplishments in research and intellectual brilliance of an institution. They provide a thorough understanding of the intellectual contributions, research capacities, and domain knowledge of an institution. By showcasing an institution's distinctive advantages, IRs draw in gifted academic staff, researchers, and students. IRs help with branding, marketing, and institutional progress by disseminating the institution's intellectual products.

### **3.7 TYPES OF INSTITUTIONAL REPOSITORY:**

#### **1. Subject or Domain-Specific Repository**

Scholarly materials within a particular academic discipline or subject area are gathered and curated by a subject-specific repository. These repositories function as niche platforms that address the particular



requirements of academics and researchers working in a given topic. Usually comprising research articles, conference papers, databases, and other subject-specific resources, they provide as a central point of access for scholars to peruse and augment the body of knowledge within their disciplines.

## **2. Harvesting Repository**

Harvesting repositories, also known as aggregating repositories, collect metadata and full-text information from a variety of sources, including institutional repositories, subject repositories, and publisher websites. These repositories collect content and serve as a consolidated access point for users to find and access resources from multiple repositories or sources. Harvesting repositories frequently use standardized protocols like OAI-PMH (Open Archives Initiative Protocol for Metadata Harvesting) to collect and organize harvested content, allowing users to search and retrieve resources from multiple repositories using a single interface.

## **3. Data Repository**

Data repositories specialize in hosting and providing access to research data and datasets. These repositories focus on storing and organizing research data in a standardized and discoverable manner, often including documentation, metadata, and data-sharing policies. Data repositories facilitate data sharing, transparency, and reproducibility in research, allowing researchers to store, access, and reuse datasets. They may also provide data analysis, visualization, and collaboration tools, enabling researchers to derive insights and build upon existing datasets to advance knowledge in various disciplines.

#### **4. National Repository**

National repositories are central repositories for academic and research outputs from different institutions within a nation. They are created at the national level. These repositories are frequently supported by governmental or national funding entities in an effort to conserve and promote the nation's scientific output. Research articles, theses, reports, and other academic works are comprehensively gathered by national repositories, which highlights the intellectual achievements of scholars and institutions across the country. They are essential in promoting national research priorities, assuring long-term access to research outputs, and encouraging collaboration.

#### **5. Institutional Repositories**

Academic institutions, including universities, research organizations, and libraries, are responsible for the creation and upkeep of institutional repositories (IRs). IRs act as archives for the academic output of a university, including research papers, theses, dissertations, conference proceedings, and other scholarly works written by staff, researchers, and students. Institutional repositories aim to facilitate open access to research outputs produced within the institution, increase research visibility, and offer a central platform for the archiving and retrieval of intellectual materials created within.

### **3.8 BARRIES TO INSTITUTIONAL REPOSITRY:**

#### **1. Lack of Awareness and Engagement:**

One of the main obstacles to researchers and faculty members using institutional repositories effectively is a lack of understanding. There are still many people who don't know what IRs are for, or how to use them. It's also possible that researchers won't think it's worth storing their

work in a repository because traditional publication channels are frequently more prestigious. It will take coordinated efforts, focused training programmes, and aggressive awareness campaigns to break through this barrier and inform the academic community of the benefits of IRs in terms of visibility, open access, and long-term preservation.

## **2. Copyright and Intellectual Property Concerns**

Coping with copyright and intellectual property rights concerns is a major challenge for institutional repositories. The uncertainty around ownership, rights, and licensing sometimes causes researchers to be hesitant about putting their work in repositories. In order to ensure that authors maintain their rights and that the repository has the appropriate authorization for dissemination, institutions must set explicit policies and procedures. Simplifying the process and easing these worries can be accomplished by working with legal experts and putting in place thorough protocols.

## **3. Technical Infrastructure and Resource Limitations**

The successful operation of an institutional repository is strongly reliant on strong technical infrastructure and enough resources. Creating and sustaining a dependable and user-friendly platform necessitates significant investments in technology, personnel, and ongoing support. Many institutions struggle to commit adequate resources to the development and maintenance of IRs, resulting in unsatisfactory user experiences and limited functionality. To overcome this barrier, universities should prioritise giving dedicated funding, technical expertise, and people to guarantee that repositories run smoothly and continuously improve.

#### **4. Data Management and Quality Control**

For content to be credible and helpful, institutional repositories must guarantee the content's quality, correctness, and integrity. It can be difficult to uphold best practices, metadata standards, and data consistency. Establishing strict procedures, putting metadata standards into practice, and maintaining constant quality control are all requirements for institutions. Repositories managers, researchers, and librarians working together can improve data management procedures and guarantee the accuracy of the information.

#### **5. Cultural Barriers and Incentive Structures**

Encouraging involvement in institutional repositories and altering the intellectual culture can be extremely difficult tasks. Researcher motivation to deposit work in IRs is frequently hampered by the conventional emphasis on publishing in high-impact journals for career promotion. Public participation, alternative metrics, and open-access publications are valuable, and institutions should take this into consideration when updating their evaluation and promotion standards. Rewarding contributions to repositories is one way that institutions can encourage increased involvement and participation.

### **3.9 CONTENT OF INSTITUTIONAL REPOSITORIES:**

#### **1. Research Articles and Preprints**

Research articles from a variety of disciplines that have been published or preprinted are frequently included in IRs. These publications advance the academic discourse and showcase the institution's cutting edge research.

## **2. Theses and Dissertations**

Graduate student theses and dissertations are stored in institutional repositories (IRs), where academics and students from around the world can easily access them. These projects highlight the school's strengths in research as well as the accomplishments of its pupils.

## **3. Conference Papers and Presentations**

Numerous organizations arrange and engage in academic gatherings, where scholarly papers, abstracts, and presentation materials are shared. Institutional Repositories (IRs) offer a venue for storing and distributing these conference materials, facilitating the widespread sharing of knowledge presented during these events.

## **4. Books and Book Chapters**

Books or book chapters written or edited by faculty and researchers connected to the institution may be found in institutional repositories. These works showcase the institution's subject-matter competence and enhance its standing in academia.

## **5. Research Data and Datasets**

IRs are becoming more and more capable of storing and exchanging information and research material. Transparency, reproducibility, and cooperation are encouraged when research data is made publicly available. This makes the data easier to analyze further and could be reused.

## **6. Multimedia Materials**

Certain institutional repositories incorporate multimedia content like videos, audio recordings, images, and interactive media associated with research endeavors, performances, or artistic endeavors. These resources

offer a more comprehensive insight into the research findings or creative works generated by the institution.

## **7. Institutional Publications**

Institutional repositories frequently contain various publications originating from the institution, such as newsletters, annual reports, bulletins, and similar materials. These documents offer valuable insights into the institution's activities, achievements, and strategic plans.

## **8. Student Works**

Exemplary student works, such as winning essays, projects, artwork, or other creative endeavours, may be included in IRs. These resources showcase the abilities and accomplishments of the school's students.

## **9. Technical Reports and Working Papers**

Institutional repositories function as storage spaces for technical reports, working papers, and gray literature authored by researchers and faculty members. These materials encapsulate initial research discoveries, technical evaluations, and expert assessments.

## **10. Open Educational Resources (OER)**

Open educational resources such as syllabi, lecture notes, course materials, and instructional multimedia content are included in certain IRs. These materials aid in open education initiatives and promote teaching and learning activities.

### **3. 10 BENEFITS OF INSTITUTIONAL REPOSITORY:**

#### **a. Benefits for users**

- Increased access to research
- Improved research collaboration
- Enhanced research impact

#### **b. Benefits for institutions**

- Increased visibility and prestige
- Improved research culture
- Enhanced reputation

#### **c. Benefits for society**

- Improved education
- Enhanced public understanding of science
- Accelerated innovation

### **3.11 IR USE**

- Improves faculty professional visibility
- Increases institutional prestige
- Reduces access restrictions
- Promotes academic communication
- Highly cited open access articles
- Easy access for students to faculty papers
- Publication in IR can be immediately found in global search service.
- Long-term preservation of research papers and others

- Provide wider access and visibility to the research output
- Increase the citation to the publications
- Avoid duplicate work/project
- Save the Library space
- Improved impact/ranking of Institutions
- Archiving and distributing material

### **3.12 ADVANTAGES OF INSTITUTIONAL REPOSITORY:**

- IR increases visibility and prestige.
- IR helps in centralization and storage of all types of institutional output, including unpublished literature.
- IR supports for learning and teaching.
- IR assists in standardization of institutional records.
- CV<sup>“</sup> and individual online dossiers linked to the full text of articles become possible.
- IR enables to keep track of and analyze research performance.
- IR breaks down publisher's costs and permissions barrier, alleviation of requirement to trust publishers to maintain information in the long term, without any commercial benefit for the authors.

### **3.13 INSTITUTIONAL REPOSITORY CHALLENGES:**

- Administrative and faculty support.
- Financial support
- Staff hours must be dedicated to advocacy of the IR
- Management of the content and creation of metadata



- Preservation of IR
- Problem of Intellectual Property Rights.
- Rising costs of Proprietary Database and Journal subscriptions.

### **3.14 CHARACTERISTIC OF INSTITUTIONAL REPOSITORY:**

#### **1. Comprehensiveness**

A next-generation research repository should enable institutions to collect, manage, and display all of their faculty output and data from a single location. To achieve this requirement, it must support a broad range of asset kinds across all academic disciplines. The repository should not only contain publications, but also pre-prints, data sets, audio-visual media, creative works, computer code, blog posts, and other items.

#### **2. Connectedness**

The ideal research repository would allow universities to easily link research output to data sets, presentations, blog entries, press coverage, social media mentions, prizes, and other resources that are related with it. That way, anyone reading a faculty member's research paper would have access to a wealth of information that may help them better comprehend and apply this scholarship. Users should be able to simply move from one connected asset to another.

#### **3. Openness**

The ideal research repository would use the FAIR Data Principles to make data findable, accessible, interoperable, and reusable for other researchers and institutions. It should also smoothly interact with a

university's existing workflows and technological systems using application programming interfaces (APIs) and well-known standards.

#### **4. Automation**

A next-generation research repository should use automated methods to record information and make it easier to deposit research assets wherever possible, hence lowering the burden on librarians and professors. For example, it should be able to recognise journal papers published by professors, capture the metadata associated with these publications, and automatically add this research to the repository if possible.

#### **5. Advanced analytics**

The ideal research repository would employ advanced analytics to provide executives with a more comprehensive understanding of the impact of their institution's research. Provosts, deans, research office staff, and others should be able to gain insights beyond how many papers their faculty members have written in academic journals and how frequently these publications have been cited. For example, leaders should be able to track faculty articles via non-academic channels such as traditional and social media. They should be able to assess the impact of various asset types and obtain an accurate picture of the research collaboration that is underway.

#### **6. Easy to scale and support**

A next-generation research repository should be simple to scale and maintain. It must be adaptable to changing needs within the institution. Ideally, it should be cloud-based, so that institutions can use the latest version without having to upgrade or re-implement the repository over

time. It should enable library and IT personnel to work more efficiently by assisting researchers rather than managing and maintaining technology.

### **3.15 INSTITUTIONAL REPOSITORY SOFTWARE:**

#### **DSpace**

Open source software called DSpace is frequently used as the foundation for institutional repositories and offers capabilities for managing digital assets. Books, theses, images, films, videos, digital scans of items in three dimensions, research data sets, and other types of material are just a few of the many types of data that it can handle. Bitstreams are bundled together and organized as communal groupings of objects in the data. DSpace is meant to serve as a platform for tasks related to digital preservation as well. As a product of the HP-MIT Alliance, it was released in 2002 and since then, over 240 institutions worldwide—from huge universities to tiny higher education colleges, cultural organizations, and research centers—have installed and been using it. It is distributed under a BSD license.

#### **History**

DSpace's initial version was launched in November 2002, following a collaborative effort by engineers from MIT and HP Labs in Cambridge, Massachusetts. The inaugural DSpace User Group Meeting (DSUG) was held in March 2004 at Hotel@MIT, when the first serious talks about the DSpace community and its future governance began. The DSpace Federation was founded as an informal gathering of interested institutions, followed by the DSpace Committers group, which was made up of five developers from HP

Labs, MIT, OCLC, the University of Cambridge, and the University of Edinburgh. Later, two additional developers from Australian National University and Texas A&M University joined the group. DSpace 1.3 was released in 2005, coinciding with the second DSpace User Group Meeting at the University of Cambridge. Following this, two further smaller user group meetings were held, the first in January/February 2006 in Sydney and the second in April 2006 in Bergen, Norway. In March 2008, the DSpace Community published DSpace 1.5.

### **EPrints**

Building open access repositories that adhere to the Open Archives Initiative Protocol for Metadata Harvesting is possible with the help of the open source software program EPrints. It is mostly used for institutional archives and scientific journals, but it has many of the same characteristics as Document Management systems. The University of Southampton School of Electronics and Computer Science created EPrints, which are made available to the public under the GPL (GNU General Public License).

### **History**

The 1999 Santa Fe meeting served as the catalyst for the creation of the OAI-PMH (Open Archives Initiative Protocol for Metadata Harvesting), which in turn led to the creation of EPrints in 2000. The EPrints software was well accepted, went on to become the first and most popular free open access institutional repository program[3], and has spawned several imitations since. At the Open Repositories 2007 Conference on January 24, 2007, the software was formally released in version 3. According to its developers, this version represents "a major leap forward in functionality, giving even more control and flexibility to repository managers, depositors, researchers, and technical administrators."

## **Bepress**

Another well-known hosted repository platform is Bepress. Berkeley Electronic Press is the license holder for this hosted service. Associations, consortiums, colleges, and universities utilize it to exhibit and conserve their intellectual work. One of their products is digital commons.

## **History**

For the California Digital Library's eScholarship Repository, Bepress (the Berkeley Electronic Press) initially made its institutional repository software available in 2002.(8) A subsequent introduction of digital commons took place in June 2004 during the annual meeting of the American Library Association. In [9] ProQuest Information and Learning was the exclusive license holder of Digital Commons from 2004 to July 2007. Direct consumer licensing of Digital Commons has been restarted by the Berkeley Electronic Press as of July 2007. Under the moniker Digital Commons, more than 50 universities utilize the Bepress Institutional Repository platform now, in addition to the University of California System.

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## **CHAPTER IV**

### **INSTITUTIONAL REPOSITORY OF NATIONAL AND INTERNATIONAL LEVEL**

#### **4.1 IR AT NATIONAL LEVEL:**

##### **1. Central Library, IIT Bombay (IITB)**

The Library is one of IIT Bombay main support services. The Library objective is to provide information services as well as access to bibliographic and full-text digital and physical resources to serve the scholarly and information needs of the Institutes students, professors, and staff. A collection of research publications from IITB, including full-text book chapters, conference/proceeding papers, technical reports, journal pre- and post-prints, working papers, patents, and annual reports, can be found electronically in the IIT Bombay Institutional Repository. (IIT Bombay)

##### **2. IIT Kanpur (IITK)**

The Indian Institute of Technology, Kanpur has nearly 9000 M.Tech and Ph.D. theses in many fields of science, engineering, and humanities & social sciences since it began its research programs in 1963. NAIP Agropedia is a digital knowledge repository that provides an open platform for learning and sharing information about Indian agriculture. It is sponsored by Openagri (Open Access Agricultural Research Repository) and ICAR. The contents are easily accessible and have been catalogued meaningfully. In order to promote agricultural extension and outreach, this agricultural encyclopedia is being



created as a side project of the National Agricultural Innovation Project ([www.naip.icar.org.in](http://www.naip.icar.org.in)) knowledge management initiative. (IIT Kanpur)

### **3. IIM Ahmedabad Institutional Repository**

The Indian Institute of Management Ahmedabad has established this Institutional Repository to gather, store, and disseminate its scholarly work. This will be a useful instrument for promoting academic discourse and safeguarding institutional knowledge. With pride, the Vikram Sarabhai Library is home to the repository for the sharing and conservation of this priceless intellectual asset for the IIMA community. (IIM Ahmedabad)

### **4. IISc Bangalore**

This is the Indian Institute of Science, Bangalore, India digital repository for theses and dissertations. Theses and dissertations from this collection are available for search, browsing, and access. The Indian Institute of Science research theses have been collected, shared, and preserved thanks to this site. It enhances ePrints@IISc, the IISc repository for research papers. (IISc Bangalore)

### **5. IIT Gandhinagar (Gujarat)**

The IIT Gandhinagar community produces books, book chapters, journal articles, conference papers, presentations, and other intellectual works. The Library has a Digital Repository that hosts these items. This repository, which is only available over the college network, has the article abstracts and metadata. (IIT Gandhinagar)

## **6. IIT Madras**

The Indian government established IIT Madras in 1959 with assistance from West Germany. The central library of IIT Madras contains an enormous collection of materials that can be accessed through print and electronic media, as well as bibliographic and full text resources. Along with 213000 books, it also has 78,000 bound volumes of journals, 217335 standard, 12600 technical reports, 11900 this, and 3100 microfiches. Recently, a children area was added to the central library of IIT Madras. (Indian Institute of Technology Madras)

## **7. IDR - IIT Kharagpur**

IDR records your information in any format, including text, audio, video, and data. It makes it available online. Users can search for and retrieve your work because it indexes it. Your digital work is long-term preserved by it. Throughout time, you can increase the exposure and accessibility of your research materials and publications by managing them in a professionally maintained repository with IDR. Numerous straightforward or sophisticated interfaces are available for searching the IDR. You can browse it by format, subject, department, and author. Rather than being a destination in and of itself, the IDR is meant to provide a platform for content syndicating. As a result, data from the IDR may be quickly and simply added to the campus-wide portal Web pages. (IIT Kharagpur)

## **4.2 IR AT INTERNATIONAL LEVEL:**

### **1. DSpace@MIT**

DSpace@MIT is a digital repository for MIT research, which includes peer-reviewed articles, technical reports, working papers, theses, and more. Academic works published by writers with MIT affiliations that are made

accessible via publisher agreements or open access rules at MIT are included in the DSpace@MIT Open Access Collection. Every month, we showcase the number of downloads for that month, a selection of the most popular pieces from the collection, along with data and remarks from a certain nation. Researchers from all across the world use DSpace@MIT. The statistics for the most popular publications to download or see, together with the top nations from which DSpace is accessed, are available for viewing. (MIT USA)

## **2. Stanford University**

The Stanford Digital Repository (SDR) is Stanford Libraries as open access repository for scholarly work with enduring significance. We create methods and services that make digital knowledge resources accessible to future generations of scholars. The SDR has been in production since 2005 and currently maintains over 1 petabyte of unique content, which includes 5.2 million digital objects in almost 2900 collections. The SDR covers a wide range of material categories, including articles, books, data, software, theses, dissertations, reports, manuscripts, maps, pictures, oral histories, music, video, online archives, 3D models, and so on. The Stanford Libraries Digital Library Systems and Services division is responsible for the design, development, and upkeep of the SDR. A number of open source technologies are combined in the system. An essential component of our entire technology approach is open source, which gives us greater control over the features and applications of the technology and enables us to fulfil our promise to provide transparent services for the information entrusted to our long-term care. (University of Northern California)

## **3. Oxford University Research Archive (ORA)**

The University of Oxford's institutional repository is called ORA, or Oxford University Research Archive. In order to provide a safe and permanent online repository for research materials created by Oxford University members, ORA

was founded in 2007. Electronic versions of peer-reviewed journal articles, conference proceedings, working papers, reports, book sections, research data, and research theses written by Oxford writers are all accessible to the public through ORA, which serves as a single point of contact. Additionally, ORA offers a way for institutions to adhere to funders' Open Access requirements. Everybody with an Internet connection can download the complete text and abstracts of many things from the collection for free, and fresh full texts are added every day. The Bodleian Libraries Open Collections staff is in charge of maintaining ORA. These are the contact details. For information about submitting your work to the archive, please go to Depositing in ORA. In addition to links to the policies outlining the services provided, you can explore the content and learn more about ORA at <https://ora.ox.ac.uk/>. (Oxford University of England)

**4. Apollo - University of Cambridge Repository** Apollo is the University of Cambridge institutional repository, which is run by the Cambridge University Library's Open Research Systems division. The Repository is dedicated to maintaining and archiving the results of the University research. Among the many forms of research outputs are articles, conference proceedings, book chapters, monographs, theses, presentations, and other types of data. (University of Cambridge, England)

#### **5. eCommons (Cornell University)**

The institutional repository of Cornell University is called eCommons. It is a free, open access platform that offers permanent access to a wide range of content in many formats, such as journal articles, posters, dissertations, theses, and data. (Cornell University of New York).

## **6. DASH Home - Harvard University**

The DASH repository is run by the Office for Scholarly Communication (OSC) in an endeavour to make Harvard knowledge as widely accessible as feasible. Pre- and post-refereed journal articles, conference proceedings, theses and dissertations, working papers, reports, and other Harvard-affiliated intellectual publications are all available on DASH. Harvard central service for archiving and sharing your work is called DASH. You can utilise DASH to self-archive your pre- and post-refereed manuscripts and other materials, in addition to the academic journal articles that are the focus of Harvard several open access resolutions. A range of file formats are supported by DASH, and you are welcome to deposit supporting materials along with your manuscripts. (Harvard University)

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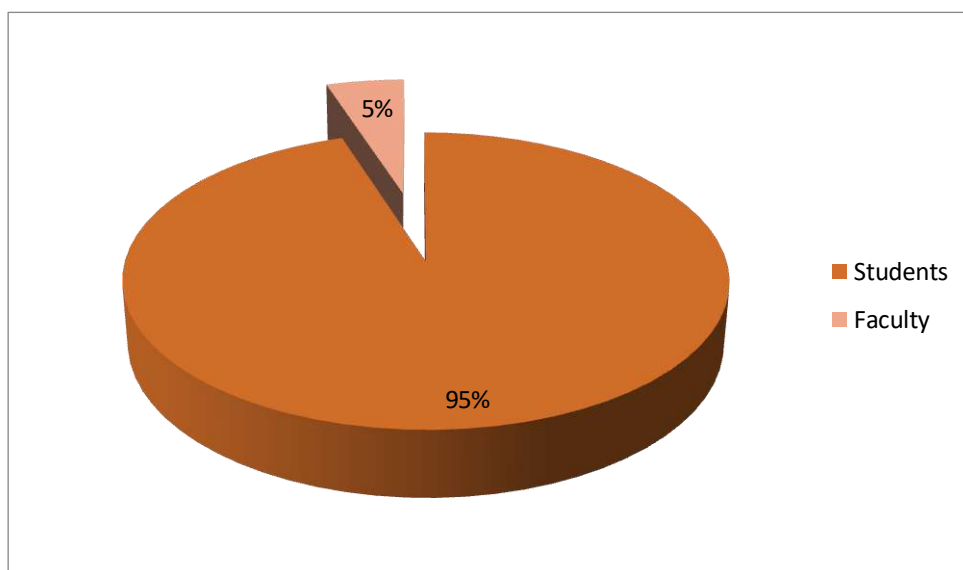
## CHAPTER V

### DATA ANALYSIS AND INTREPRETATION

#### 5.1 INTRODUCTION:

The objective of this questionnaire was to learn about student and faculty awareness about IR @ GU. The information was gathered from students at Goa University, based on 100 respondents. For data gathering, the researcher employed the survey method, sending out 100 questionnaires to respondents both in print and via Google Forms. The information is shown below using the appropriate tables, charts, and graphs.

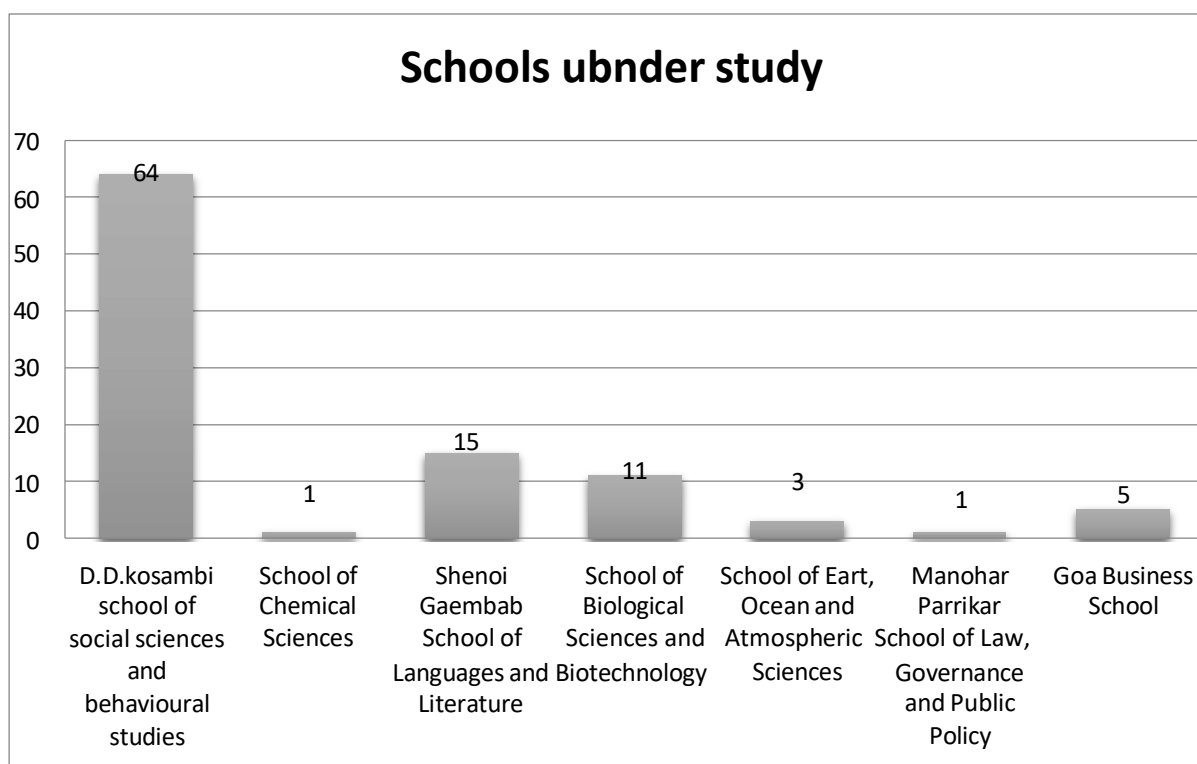
##### 5.1.1. Designation of Responders



**Fig No. 1: Designation of Responders**

A question was asked about the designation of library users, 95% of the respondents were students, and 5% of the remaining respondents were faculty members. This depicts students as frequent visitors to the library.

### 5.1.2. School Wise Responses



**Fig No. 2: School Wise Responses**

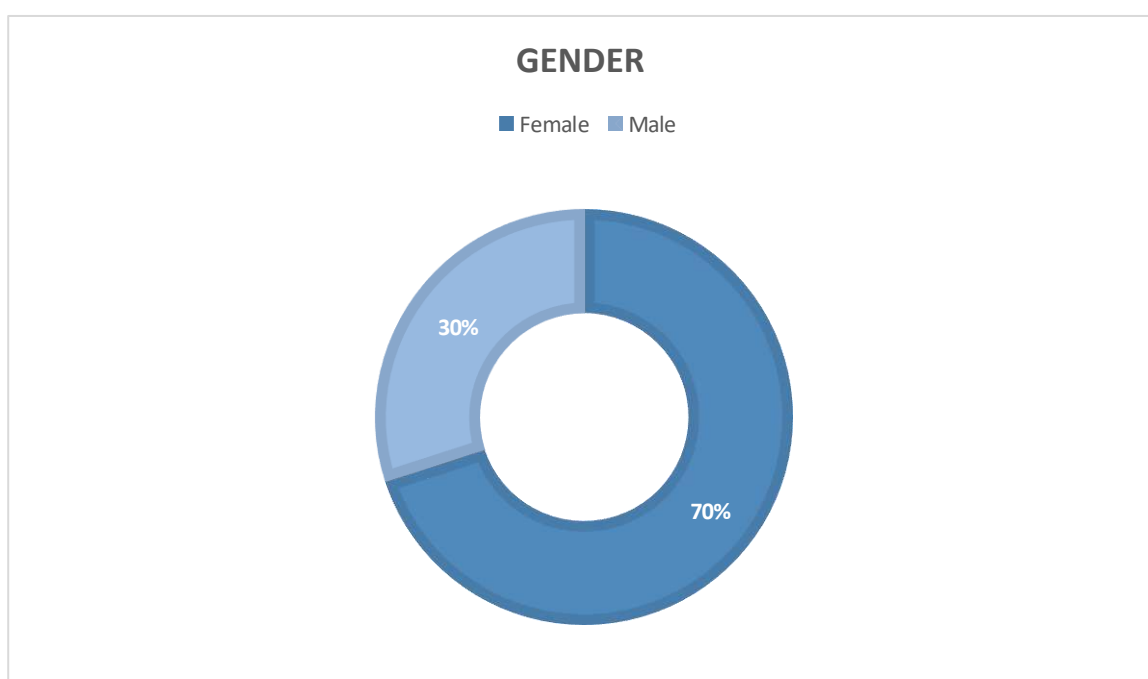
The figure indicates the school wise distribution of respondents. The majority 64% of respondents were from the D.D. Kosambi School of Social Sciences and Behavioural Studies, followed by the ShenoI Gaembab School of Languages and Literature with 15% of respondents.



### 5.1.3. Gender

**Table no. 1: Gender wise Distribution**

Sr. No	Gender	No. of Respondents	Percentage
1	Female	70	70%
2	Male	30	30%
	Total	100	100



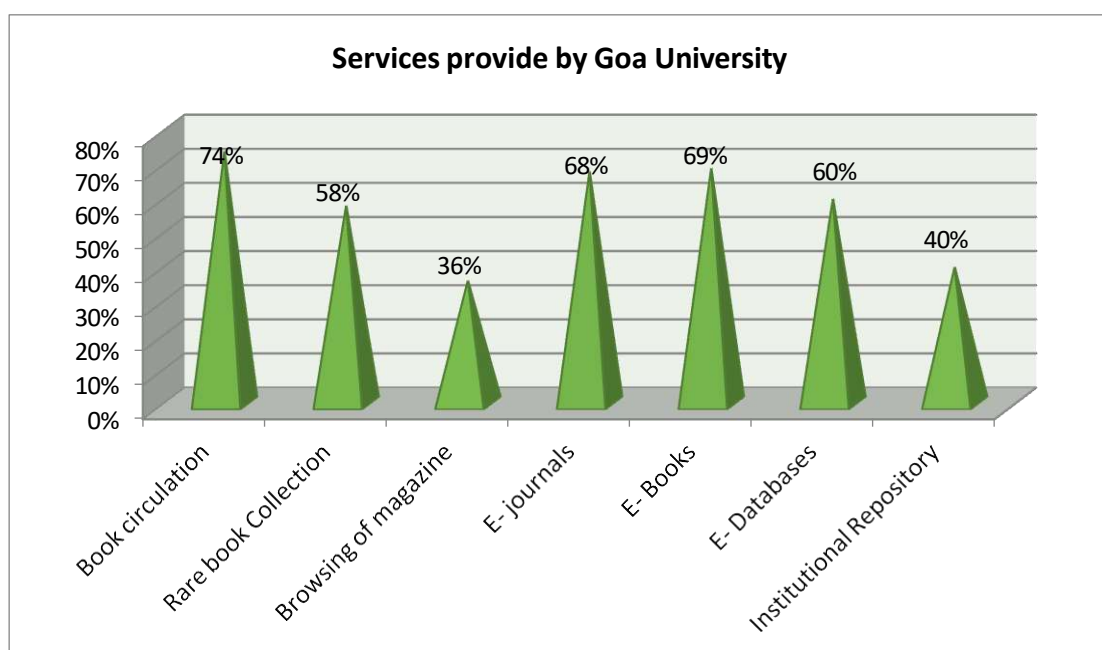
**Fig No. 3: Gender wise Distribution**

The above figure indicates the gender wise distribution of respondents. Among the 100 respondents, it should be highlighted that 70% were women and the remaining 30% were men.

#### 5.1.4. Which of the following services are you aware of that are provided by Goa University library?

**Table no. 2: Services provided by Goa University Library**

Sr. No	Services provided by Goa University	No. of Respondents	Percentage %
1	Book circulation	74	74%
2	Rare book Collection	58	58%
3	Browsing of magazine	36	36%
4	E- journals	68	68%
5	E- Books	69	69%
6	E- Databases	60	60%
7	Institutional Repository	40	40%



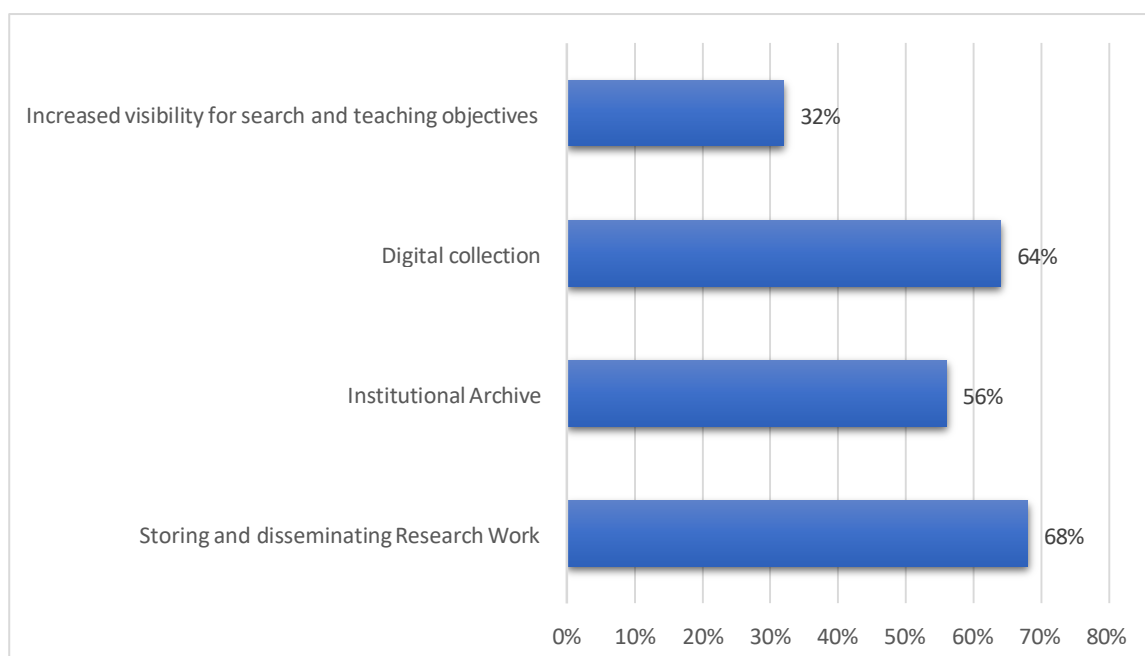
**Fig No. 4: Services provided by Goa University Library**

For the above question, respondents were given the choice to choose multiple options. It can be noticed that a majority of 74% of respondents were aware of book circulation, followed by 69% respondents who choose e-books, Similar levels of awareness was seen for e-journal at 68%. Around 60% opted for e-databases. While, 58% were aware of the rare book collection, 40% of the institutional repository, and the remaining 36% of the respondents were aware of the magazine.

### 5.1.5. According to you what is an Institutional Repository?

**Table No. 3: What is Institutional Repository?**

Sr. No	Institutional Repository	No. of Respondents	Percentage %
1	Storing and disseminating Research Work	68	68%
2	Institutional Archive	56	56%
3	Digital collection	64	64%
4	Increased visibility for search and teaching objectives	32	32%



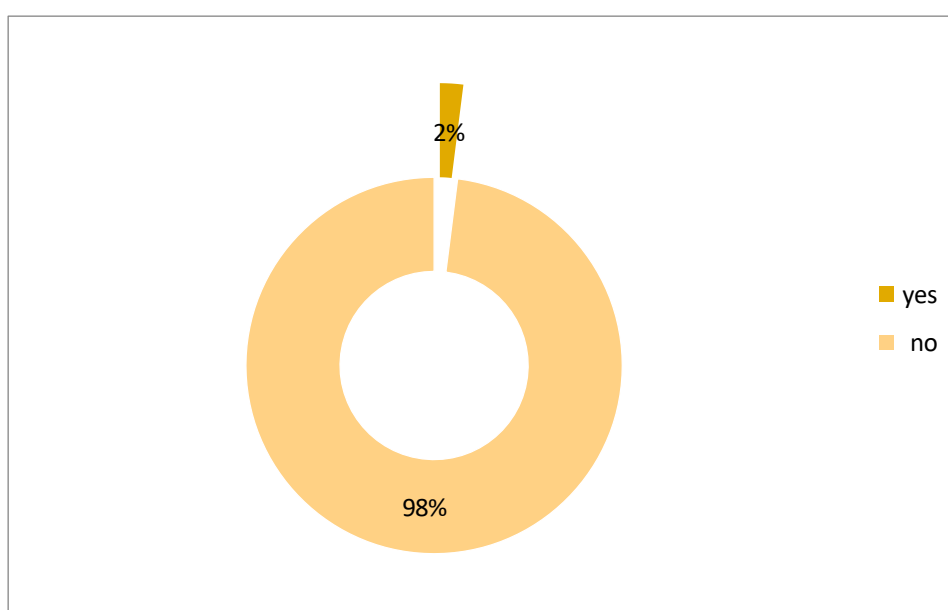
**Fig No. 5: What is Institutional Repository?**

In this survey, the result indicates that 68% of respondents are familiar with the concept of an institutional repository and understand its purpose as a platform for storing and disseminating research work. Additionally, 64% of respondents recognize its role in managing digital collections, while 56% are aware of its function as an institutional archive. However, only 32% of respondents identified its potential for increased visibility in search results and support for teaching objectives.

### 5.1.6. Have you published any of your work in Institutional Repository?

**Table No. 4: Published work in Institutional Repository**

Sr. No	Published work in IR	No. of Respondent	Percentage
1	Yes	2	2%
2	No	98	98%



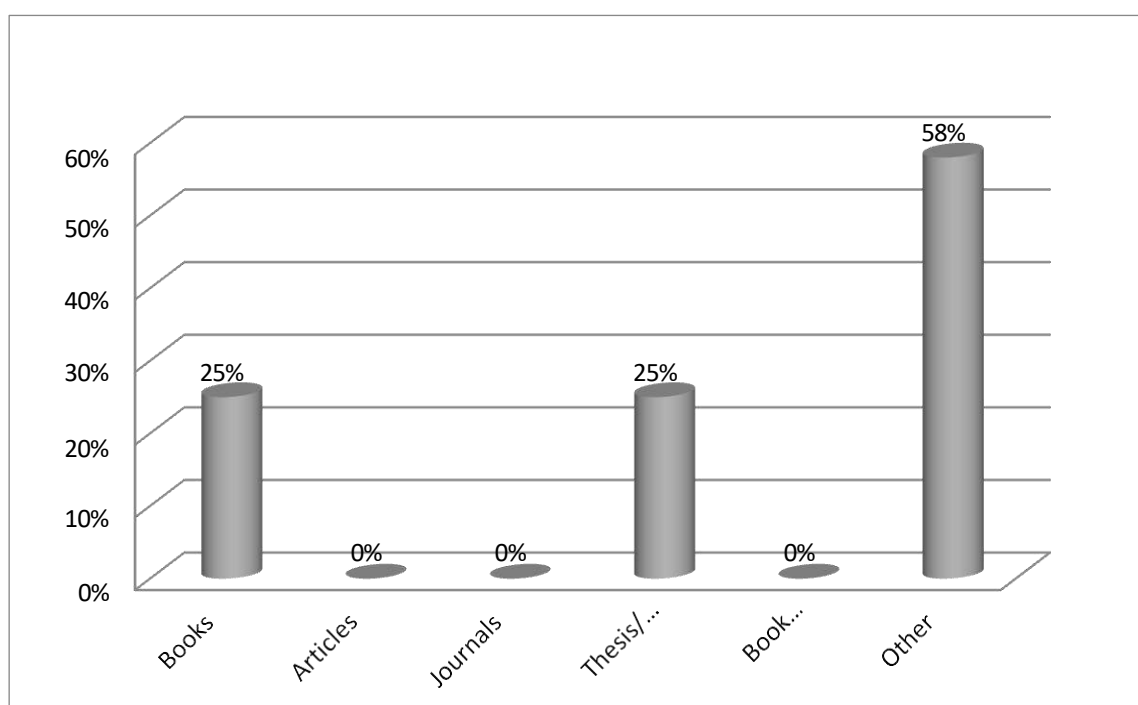
**Fig No. 6: Published work in Institutional Repository**

According to the findings of this study, 98% of respondents did not publish their work in an institutional repository. Conversely, 2% of respondents indicated that they had published their work in an institutional repository.

### 5.1.7 If Yes, in which of the below listed entities have you contributed?

**Table no.5: Entities of Contribution**

Sr. No	Entities of Contribution	No. of Respondent	Percentage %
1	Books	3	25%
2	Articles	0	0%
3	Journals	0	0%
4	Thesis/ Dissertations	3	25%
5	Book Chapter	0	0%
	Other	7	58%



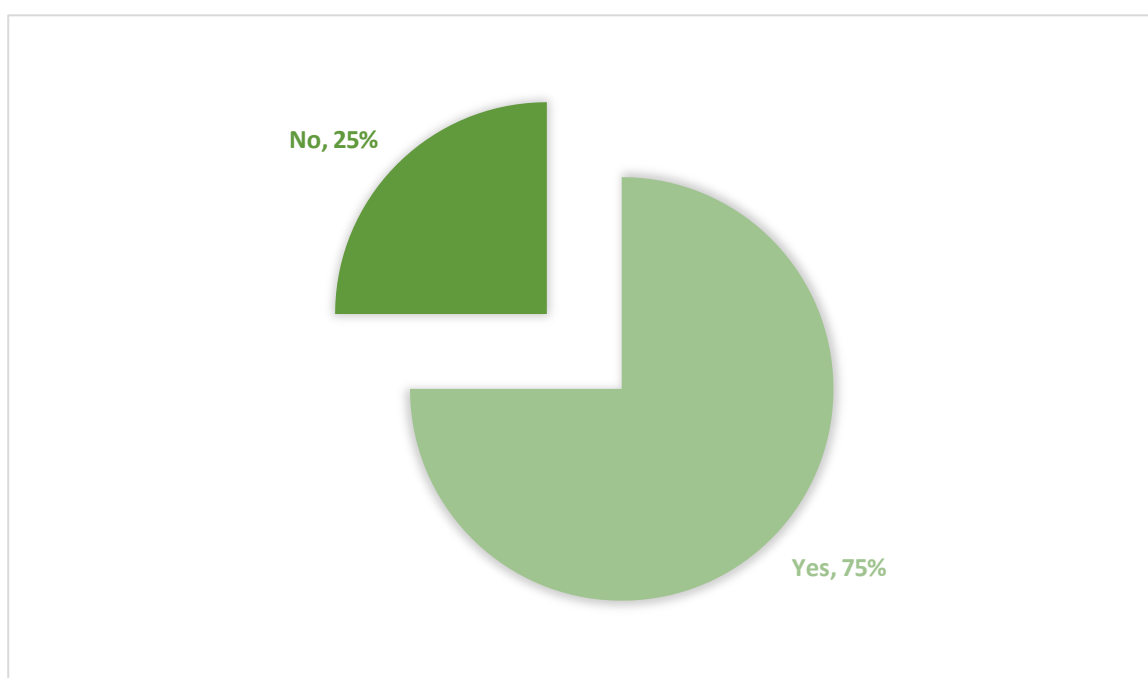
**Fig No.7: Entities of Contribution**

The graph indicates that 58% of respondents mentioned “others” as their form of contribution, while 25% contributed to books and an additional 25% contributed to a thesis or dissertation. The remaining percentage for contributions to articles, journals, and book chapters is 0%.

### 5.1.8. Would you be interested in contributing your content to an IR@GU?

**Table No. 6: Contributing Content on IR @ GU**

Sr. No	Contributing Content on IR @ GU	No. of Respondent	Percentage %
1	Yes	75	75%
2	No	25	25%



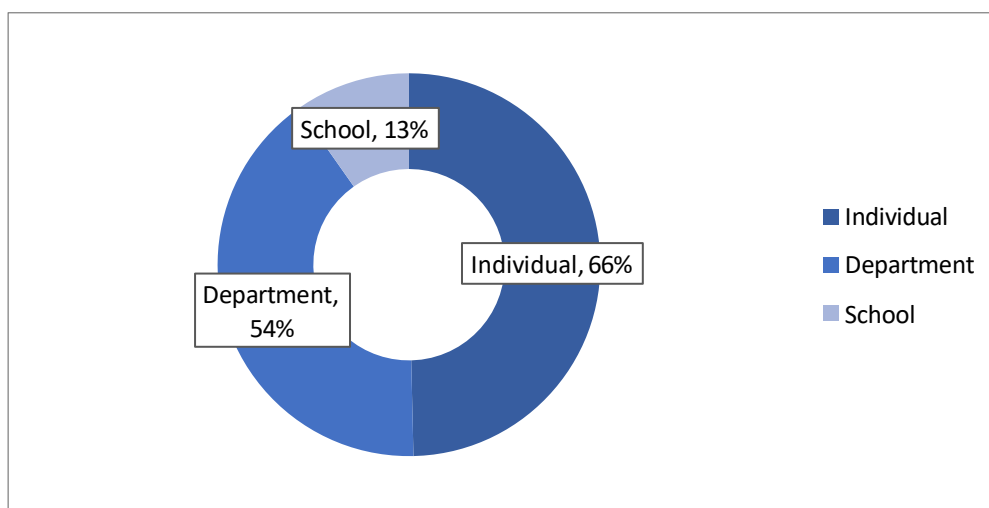
**Fig No. 8: Contributing Content on IR @ GU**

The above figure indicated that 75% of respondents expressed their interest in contributing their content to an institutional repository (IR) at GU, while 25% indicated they were not interested.

### 5.1.9. At what level would you be willing to participate in adding content to IR?

**Table No.7: Participate in adding content to IR**

Sr. No	Participate in adding content to IR	No. of Respondent	Percentage %
1	Individual	60	66%
2	Department	49	54%
3	School	12	13%



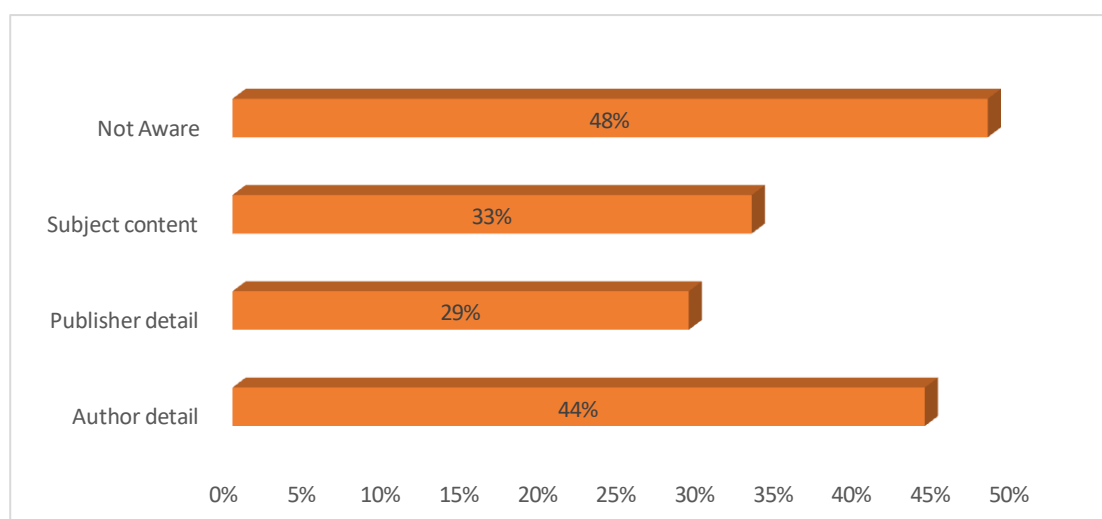
**Fig No. 9: Participate in adding content to IR**

The above figure indicated that the level of respondents' willingness to participate in adding content to the institutional repository (IR) varied. Specifically, 66% of respondents expressed interest in adding their content individually, while 54% preferred to contribute content on a departmental basis, and 13% indicated a willingness to contribute at the school level.

#### 5.1.10. “Are you aware of any of following IR components?”

**Table no.8: Aware of IR components**

Sr. No	Aware of IR Components	No. Of respondents	Percentages %
1	Author detail	48	44%
2	Publisher detail	29	29%
3	Subject content	33	33%
4	Not Aware	44	48%



**Fig No. 10: Aware of IR components**

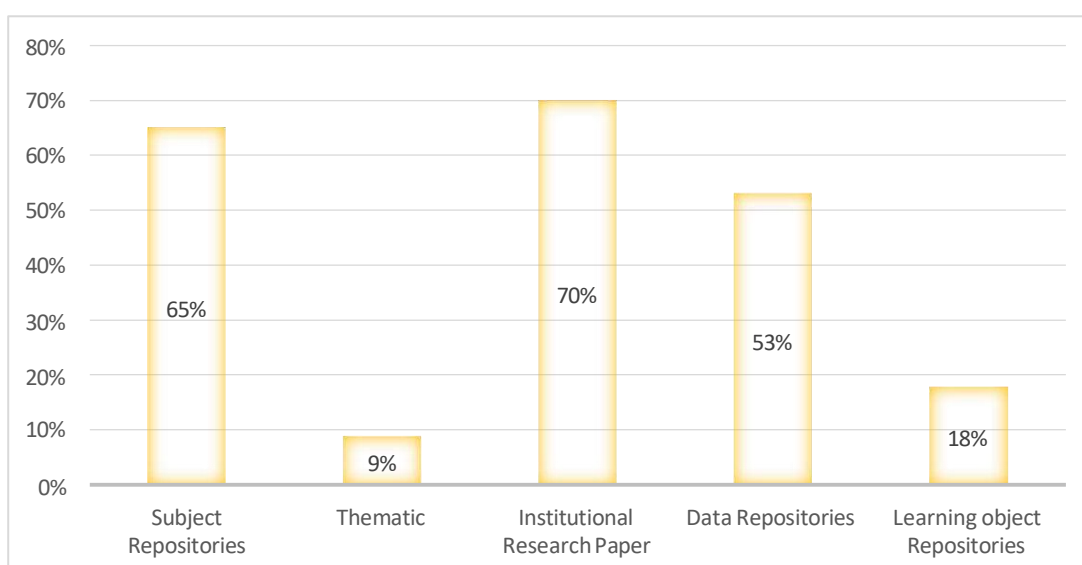
In the above figure indicates the level of awareness among respondents regarding various components of the institutional repository (IR). 48% of respondents were unaware, while 44% were aware of author information. Additionally, 33% were knowledgeable about subject content, and 29% were familiar with publisher details.



### 5.1.11. "Are you aware that there exist different types IR systems?"

**Table no. 9: Different type IR systems**

Sr. No	Different type IR system	No. Of Respondents	Percentage %
1	Subject Repositories	65	65%
2	Thematic	9	9%
3	Institutional Research Paper	70	70%
4	Data Repositories	53	53%
5	Learning object Repositories	18	18%



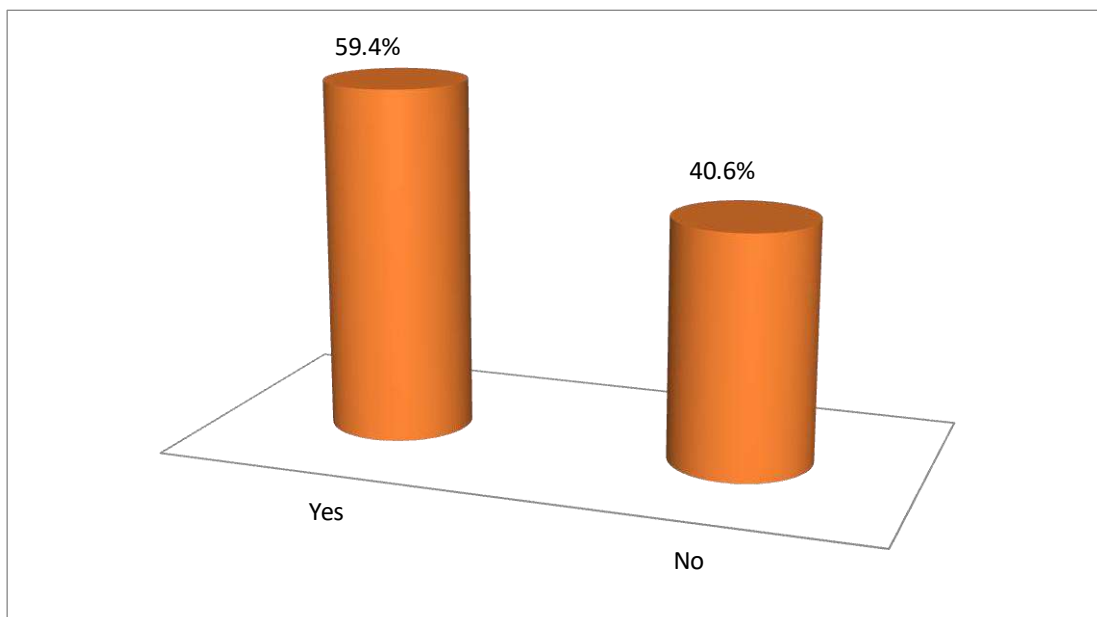
**Fig No. 11: Different type IR systems**

The above figure indicates that the 70% majority of respondents are aware of the existence of different types of institutional repository (IR) systems as subject repositories. Among these, 65% acknowledge the existence of multiple IR systems dedicated to institutional research publications. Furthermore, 53% of respondents are aware of data repositories, 18% have knowledge about learning object repositories, and 9% are familiar with thematic repositories.

**5.1.12. Have you previously retrieved any digital content, such as digital images, data, and document?**

**Table no.10: Retrieved any Digital Content**

Sr. No	Retrieved any Digital Content	No. Of Respondents	Percentage %
1	Yes	41	40.6%
2	No	60	59.4%



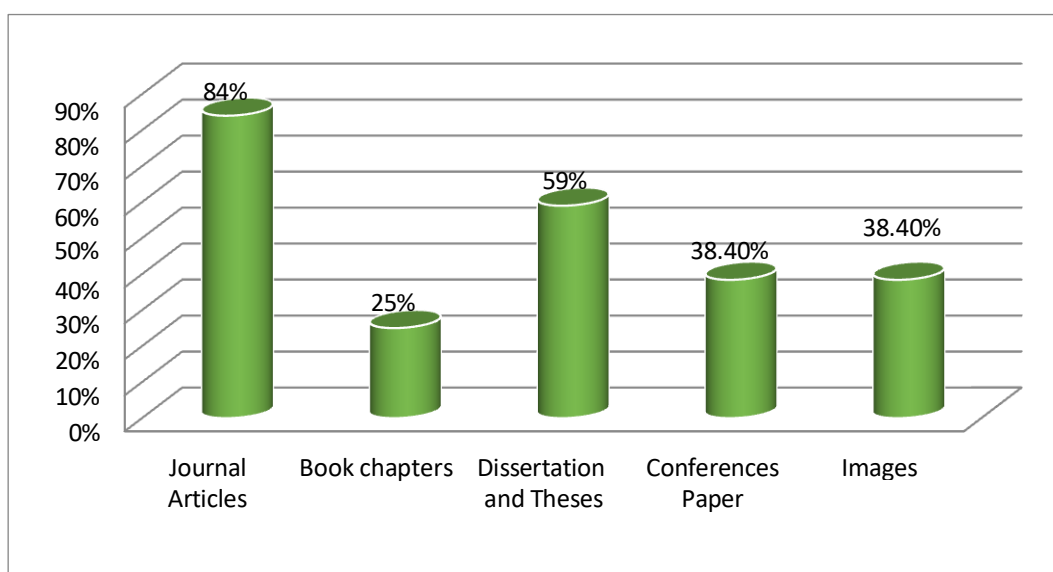
**Fig No. 12: Retrieved any Digital Content**

In this figure, 59.40% of respondents say yes to retrieving any digital content, while the remaining 40.60% say no.

### 5.1.13. If yes, what are the different items you have searched for on IR portal?

**Table no.11: Different items searched for on IR portal**

Sr. No	Items searched on IR portal	No. Of Respondents	Percentage %
1	Journal Articles	61	84%
2	Book chapters	18	25%
3	Dissertation and Theses	43	59%
4	Conferences Paper	28	38.4%
5	Images	28	38.4%



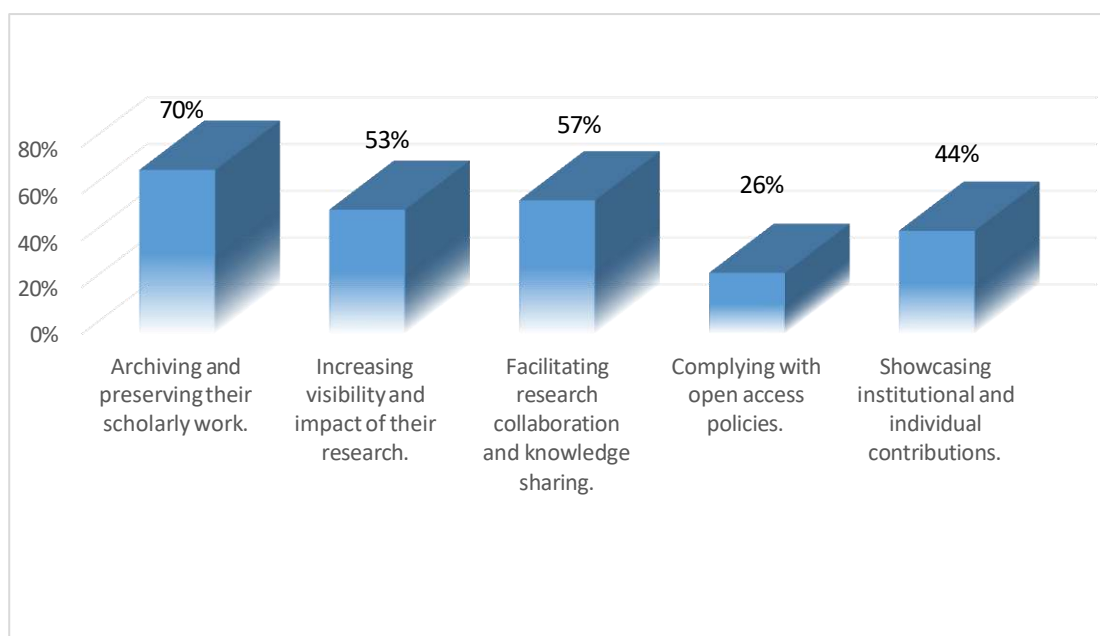
**Fig No. 13: Different items searched for on IR portal**

From the above graph, it is clear that the majority of respondents, 84%, have searched for journal articles on the IR portal. While 59% of respondents indicated that they searched for dissertations and theses on the IR portal, 38.4% of respondents searched for conference papers, and the same percentage, 38.4%, searched for images on the IR portal. Finally, 25% of respondents searched for book chapters on the IR portal.

### 5.1.14. For what purpose students/ faculties use institutional repositories?

**Table no.12: Students/ faculties use institutional Repositories**

Sr. No	Students/ faculties use institutional Repositories	No. Of Respondents	Percentage %
1	Archiving and preserving their scholarly work.	70	70%
2	Increasing visibility and impact of their research.	53	53%
3	Facilitating research collaboration and knowledge sharing.	57	57%
4	Complying with open access policies.	26	26%
5	Showcasing institutional and individual contributions	44	44%



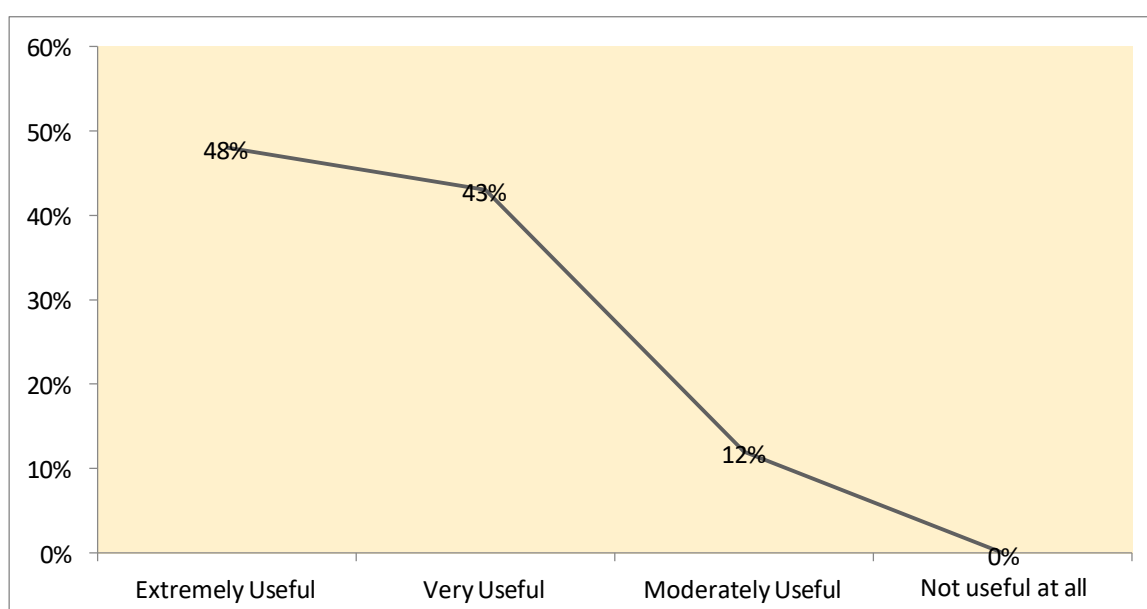
**Fig No. 14: Students/ faculties use institutional Repositories**

This study is based on how students and faculty use institutional repositories for various purposes. According to the findings, 70% of respondents use them for archiving and preserving their scholarly work. Additionally, 57% of respondents utilize institutional repositories to facilitate research collaboration and knowledge sharing. Moreover, 53% of respondents aim to increase the visibility and impact of their research through these repositories. Furthermore, 44% of respondents use institutional repositories for showcasing institutional and individual contributions. Finally, 26% of respondents use them to follow open access policies.

### 5.1.15. How useful do you think Institutional Repository is for academic?

**Table no.13: Useful Institutional Repository for Academic**

Sr. No	Useful Institutional Repository for Academic	No. Of Respondents	Percentage %
1	Extremely Useful	48	48%
2	Very Useful	43	43%
3	Moderately Useful	12	12%
4	Not useful at all	0	0%



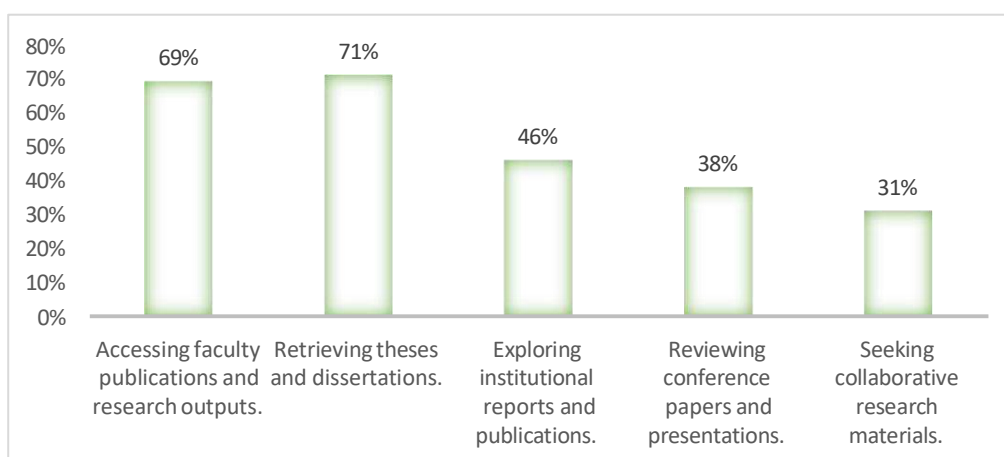
**Fig No. 15: Useful Institutional Repository for Academic**

In this study, respondents were asked to assess the usefulness of institutional repositories for academic purposes. The above figure indicates that the majority, 48% of respondents, consider it extremely useful, followed by 43% of respondents who think it's very useful. Additionally, 12% of respondents perceive it as moderately useful, while it is not useful at all. Thus, it is evident that the majority of respondents find institutional repositories useful for academic endeavors.

**5.1.16. What is your opinion on the importance of Institutional Repository (IR) with respect to academic activities?**

**Table no.14: Importance of Institutional Repository (IR)**

Sr. No	Importance of Institutional Repository (IR)	No. Of Respondents	Percentage %
1	Accessing faculty publications and research outputs.	69	69%
2	Retrieving theses and dissertations.	71	71%
3	Exploring institutional reports and publications.	46	46%
4	Reviewing conference papers and presentations.	38	38%
5	Seeking collaborative research materials.	31	31%



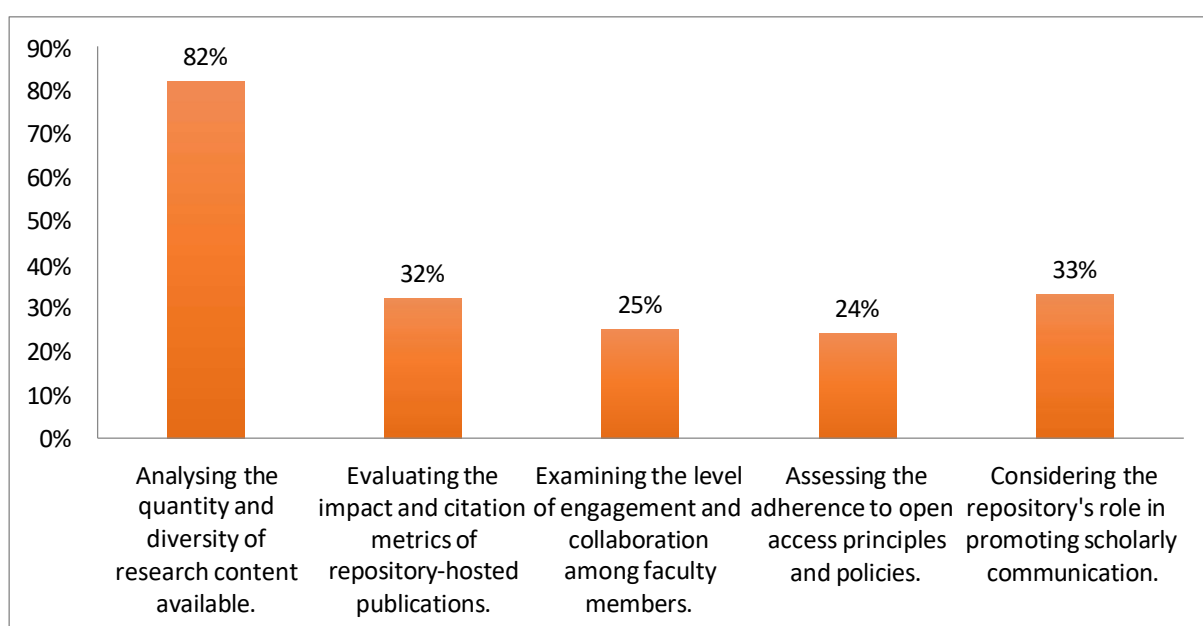
**Fig No. 16: importance of Institutional Repository (IR)**

The above figure indicates the importance of various functions within the institutional repository. 71% of respondents value retrieving theses and dissertations, while 69% value access to faculty publications and research outputs. Furthermore, exploring institutional reports and publications holds an importance rating of 46% within the institutional repository. 38% of respondents value reviewing conference papers and presentations, while the remaining 31% prefer to seek collaborative research materials.

### 5.1.17. On the basis of which of the following parameters would you access content in institutional repositories?

**Table no.15: Access content in Institutional Repositories**

Sr. No	Access content in Institutional Repositories	No. Of respondents	Percentage %
1	Analyzing the quantity and diversity of research content available.	82	82%
2	Evaluating the impact and citation metrics of repository-hosted publications.	32	32%
3	Examining the level of engagement and collaboration among faculty members	25	25%
4	Assessing the adherence to open access principles and policies.	24	24%
5	Considering the repository's role in promoting scholarly communication.	33	33%



**Fig No. 17: Access content in Institutional Repositories**

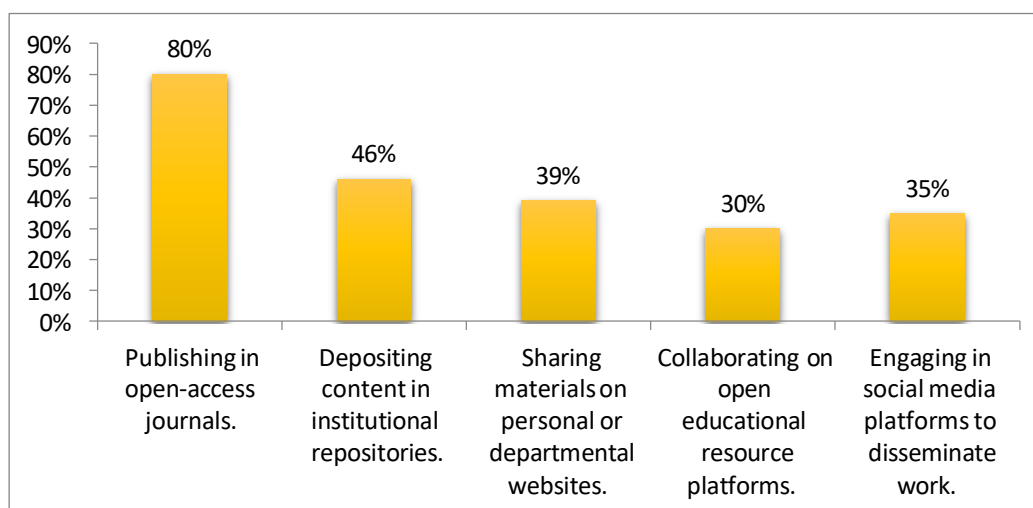


In this survey, participants were asked what kind of information they obtained from the institutional repository. According to the figures, 82% of respondents are now analyzing the amount and type of research material available for use. However, 32% of respondents are examining the impact and citation metrics of the publications that repositories maintain, and 33% are considering how the repository might enhance academic communication. Furthermore, one-fourth of the participants are assessing the level of engagement and cooperation among academic staff, while another quarter is examining conformity with open access policies and standards.

### 5.1.18. How do you make your research/teaching materials publicly accessible on the Internet?

**Table no.16: Research/teaching materials publicly accessible on the Internet**

Sr. No	Research/teaching materials publicly accessible on the Internet?	No. Of Respondents	Percentages %
1	Publishing in open-access journals.	80	80%
2	Depositing content in institutional repositories.	46	46%
3	Sharing materials on personal or departmental websites.	39	39%
4	Collaborating on open educational resource platforms.	30	30%
5	Engaging in social media platforms to disseminate work.	35	35%



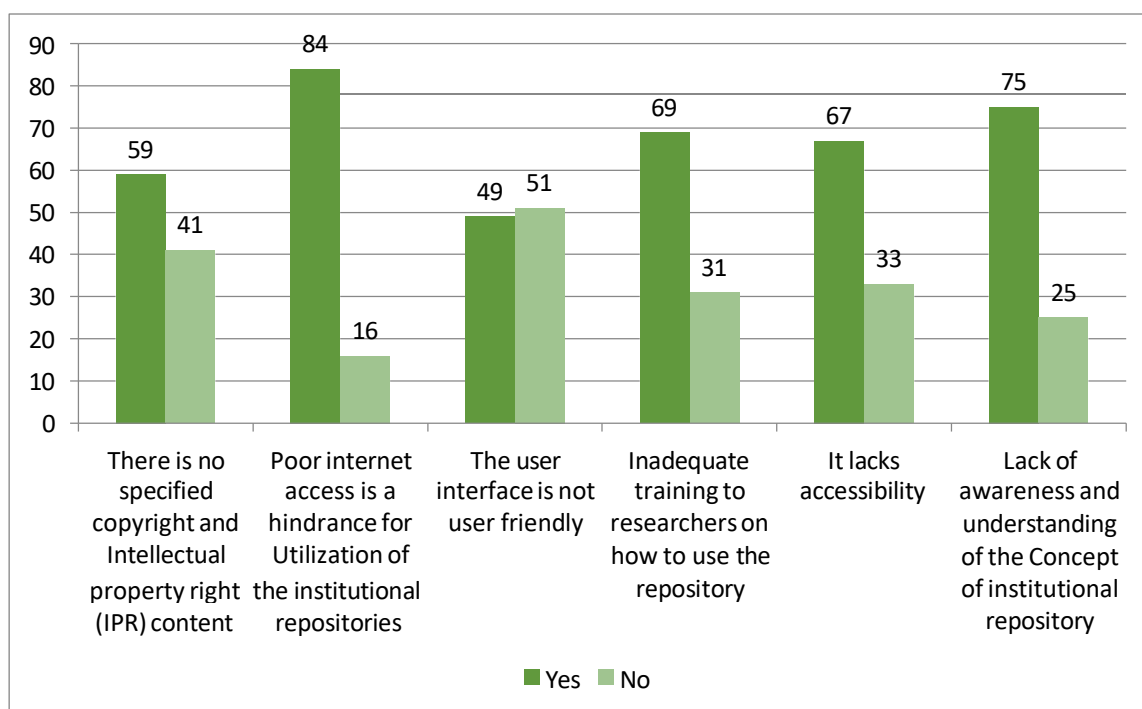
**Fig No. 18: Research/teaching materials publicly accessible on the Internet**

This graph explains how research and teaching materials are made publicly accessible on the internet. It shows that 80% of respondents are publishing in open-access journals, 46% are depositing content in institutional repositories, and 29% are sharing materials on personal or departmental websites. Additionally, 35% of respondents are engaging in social media platforms to disseminate their work, and 30% are collaborating on open educational resource platforms.

### 5.1.19. What are the problem affecting the usage of institutional repository (IR) of Goa University?

**Table no. 17: Problem affecting the usage of institutional repository (IR) of Goa University**

	Yes	No
There is no specified copyright and Intellectual property right (IPR) content	59	41
Poor internet access is a hindrance for Utilization of the institutional repositories	84	16
The user interface is not user friendly	49	51
Inadequate training to researchers on how to use the repository	69	31
It lacks accessibility	67	33
Lack of awareness and understanding of the Concept of institutional repository	75	25
Lack of understanding of the metadata/ keywords used in institutional repository	73	27
Members of the academic community are not properly sensitized on the institutional repositories	69	31
Content not relevant	44	56



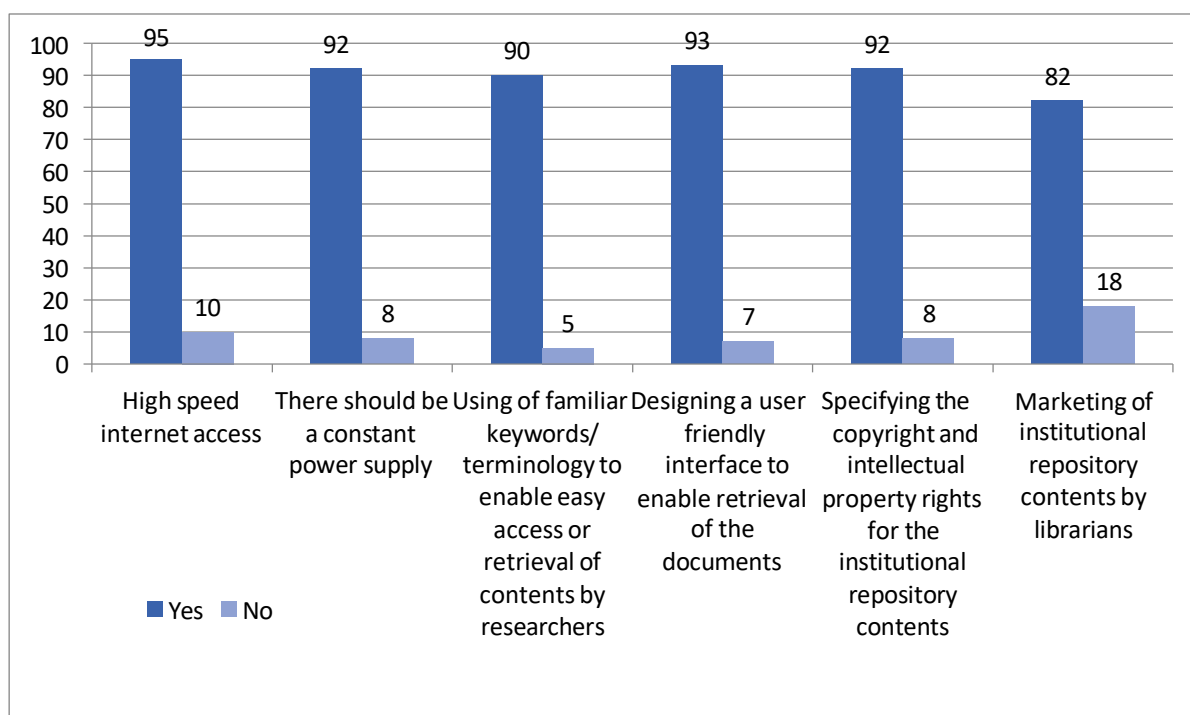
**Fig No. 19: Problem affecting the usage of institutional repository (IR) of Goa University.**

The following graphic shows that the study looked into the issues that Goa University users had when utilizing the institutional repository. The majority of 59 respondents agreed, stating that there is no explicit copyright or intellectual property rights (IPR) content. Additionally, 84 respondents agreed that inadequate internet connectivity made it difficult to use the institutional repositories. Of those surveyed, 49 thought the user interface was user-friendly. 69 agreed that researchers had not received enough instruction on how to utilize the repository. "The institutional repository is not easily accessible, according to 67 out of the 33 respondents who participated in this survey. Considering how little people know and comprehend the idea of the institutional repository, there were 75 people who agreed. Furthermore, when it came to the institutional repository's metadata and keywords 73 respondents agreed with them. Also, according to 69 respondents, there is a lack of sufficient awareness among academic community members about institutional repositories. In summary, 44 respondents agreed with the statement.

### 5.1.20. What are the strategies for enhancing the use of institutional repositories?

**Table no.18: strategies for enhancing the use of institutional repositories**

	Yes	No
High speed internet access	95	10
There should be a constant power supply	92	8
Using of familiar keywords/ terminology to enable easy access or retrieval of contents by researchers	90	5
Designing a user friendly interface to enable retrieval of the documents	93	7
Specifying the copyright and intellectual property rights for the institutional repository contents	92	8
Marketing of institutional repository contents by librarians	82	18
Creating more awareness on how to access and use the institutional repositories	93	7
Organizing workshops and conferences concerning the institutional repositories	91	9



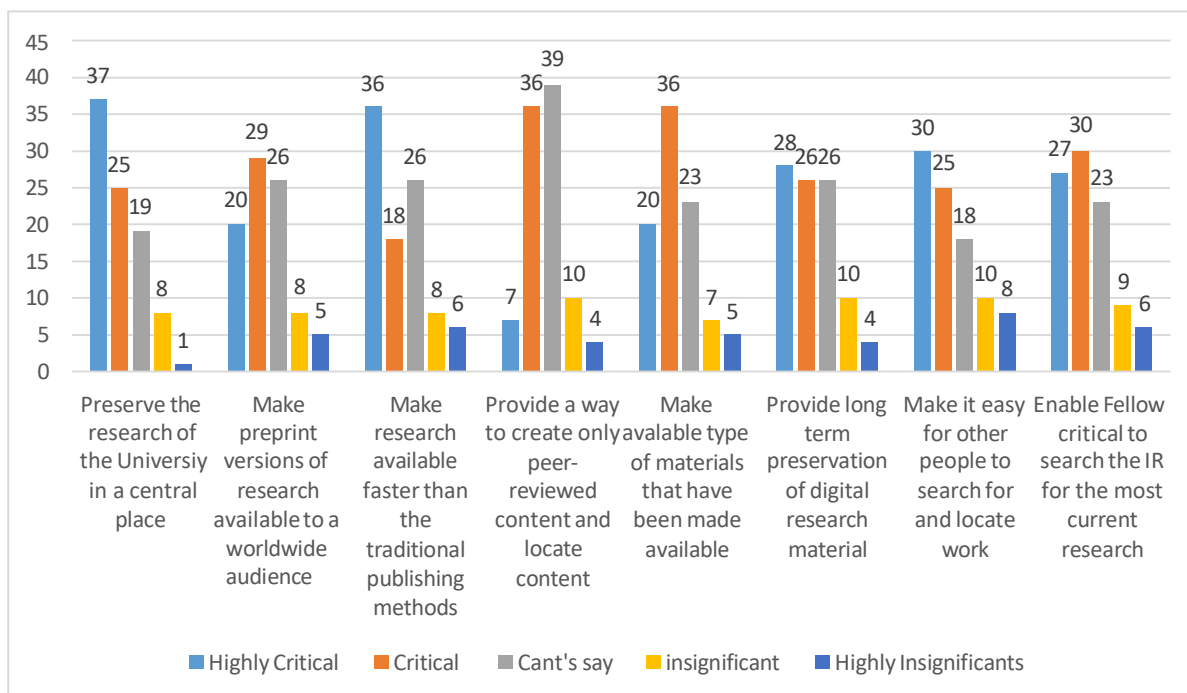
**Fig No. 20: strategies for enhancing the use of institutional repositories**

The above figure indicates that to investigate how participants develop plans to improve their use of institutional repositories. The majority of respondents followed positive points, such as 95 agreeing with high-speed internet access. While 92 respondents agreed that there should be a steady supply of power. Furthermore, 90 respondents agreed that researchers should use familiar keywords and terminology to enable easy access to or retrieval of contents. In addition, 93 respondents agreed that creating an intuitive user interface would facilitate document retrieval. 92 participants were asked to identify copyright and intellectual property rights for the contents of the institutional repository.. Furthermore, 82 respondents believed that librarians should sell the contents of institutional repositories, whereas the rest of the respondents did not. While 93 respondents agreed with the idea of raising knowledge of institutional repositories and how to access and use them. Finally, 91 respondents agreed with holding seminars and conferences on institutional repositories.

**5.1.21. Rate the following factors from 1 to 5 where 1 being  
Highly Significant and 5 being highly critical on the basis of  
their  
importance?**

**Table no. 18: Rate the following factors on the basis of their importance**

Importance's	Highly critical	Critical	Can't say	Significant	Highly Significant
Preserve the research of the University in a central place.	37	25	19	8	1
Make preprint versions of research available to a worldwide audience	20	29	26	8	5
Make research available faster than the traditional Publishing methods.	36	18	26	8	6
Provide a way to create only peer-reviewed content and locate content.	7	36	39	10	4
Make available types of materials that have not been made available through the traditional publishing process including large datasets and rich media formats such as audio, video and graphic images.	20	36	23	7	5
Provide long term preservation of digital research materials.	28	26	26	10	4
Make it easy for other people to search for and locate work.	30	25	18	10	8
Enable fellow critical to search the IR for the most current research.	27	30	23	9	6



**Fig No. 21: Rate the following factors on the basis of their importance**

"The above figure indicated that the Goa University Library conducted a poll asking for users if they were aware of institutional repositories (IRs). 37 respondents said in their comments that they thought it was extremely important to have academic research centrally located. While 29 respondents said it is critical to make preprint versions of research available to a worldwide audience, another 36 respondent's rate making research available faster than traditional publishing methods. 39 respondents can't say that it could provide a way to create only peer-reviewed content and locate content. 36 respondents said it is critical to make materials available that have not been made available through traditional. 28 respondents agreed that it is highly critical to provide long term preservation of digital research materials. 30 respondents also agreed that it is highly critical to make it easy for other people to search for and locate work. 30 respondents were considered critical for enabling fellow criticals to search the IR for the most current research.



### Responses Reserved from Librarian:

“A separate questionnaire was designed for the Librarian of Goa University. The impacts received from him are analyzed below”.

- The librarian has claimed that all the services, like book circulation, rare book collections, browsing of magazines, e-journals, e-books, e-databases, and institutional repositories are successfully catering to the students.
- The IR of Goa University has all the content, which includes books, articles, journals, thesis and dissertations, book chapters, etc.
- There is a specific policy for content policy, submission policy, preservation policy, and copyright original policy.
- The library staff maintained that the following challenges are faced while executive in IR. Such as inadequate facilities, shortage of skilled ICT personnel, absence of IR policy, and copyright issues.
- The benefits of IR mentioned by the librarian are that research results are available faster, they provide long term preservation of research output, they provide easy and faster access to the research work done, and the research output is more visible.
- While maintaining benefits IR, the librarian says it is very useful.
- While discussion on assessment of IR in the library by librarians mentioned analyzing the quantity and diversity of research contents available, evaluating the impact and citation metrics of repository-hosted publications, examining the level of engagement and collaboration among faculty members, assessing the adherence to open

access principles and policies, and considering the repository's role in promoting scholarly communication.

- The librarian has endorsed that IR is maintained through the software 'DSpace'.
- As of academic excellence the librarian has claimed the full benefits for enhances your institution's prestige/ visibility, better service to contributors and institution's learning community, new services to learning communities beyond your institution, maintaining control over your institution's intellectual Property, capturing and maintaining the intellectual assets of your institution, to encourage open access, contributing to the reform of the entire enterprise of scholarly communication and publishing, a reduction in the amount of time between discovery and dissemination of research findings to scholarly communities, an increase in citation counts to your institution's intellectual output, exposing your institution intellectual output to researchers around the world who would not otherwise have access to it through traditional channels, an increase in the accessibility to knowledge assets such as numeric, video, audio and multimedia datasets, providing maximum access to the results old publicly funded research and a solution to the problem of preserving your institution's Intellectual output.
- There are lots of proofs that are affecting the proper usage of IR are poor internet access is a hindrance to the utilization of institutional repositories, there is a lack of awareness and understanding of the concept of institutional repositories, there is a lack of understanding of the metadata and keywords used in institutional repositories and members of the academic community are not properly sensitized to the institutional repositories.

- To enhance the query storage used by librarians, the following positive points have been enlisted: High speed internet access, constant power supply, the use of familiar keywords and terminology to enable easy access or retrieval of contents by researchers, designing a user friendly interface to enable retrieval of documents, specifying the copyright and intellectual property rights for the institutional repository contents, marketing the institutional repository contents by librarians, creating more awareness on how to access and use the institutional repositories, and organizing workshops and conferences concerning the institutional repositories.
- Further, the librarian claimed that IR is highly important and critical in the following areas: preserving the research of the university in a central place, making research available faster than traditional publishing methods, Make available types of materials that have not been made available through the traditional publishing process, including large datasets and rich media formats such as audio, video and graphic images, provide long term preservation of digital research materials, make it easy for other people to search for and locate work and enable fellow colleagues to search the IR for the most current research.
- The librarian has initiated an orientation program for users, and training for library staff must be conducted periodically to make the best use of IR at Goa University.

## **CHAPTER VI**

### **FINDINGS, SUGGESTIONS AND CONCLUSIONS**

#### **6.1 FINDINGS:**

1. The results of the study indicated that the majority of the students at Goa University are not aware of the services provided by the institutional repository.
2. The survey has indicated that 68% of respondents are aware of storing and disseminating research material.
3. The study also found that 48% of respondents are not aware of the components of the institutional repository at Goa University Library.
4. The study found that 70% of respondents use them for archiving and preserving their scholarly work through the institutional repository at Goa University. So, 57% of respondents utilize institutional repositories to facilitate research collaboration and knowledge sharing.
5. According to this study, 48% of respondents believed that the material available in the institutional repository as extremely useful.
6. The survey discovered that 71% of participants are obtaining theses and dissertations from the institutional repository, a crucial finding for academic pursuits.
7. The study also revealed that 82% of respondents depended on the quantity and diversity of research content available in the institutional repository. It is therefore necessary to make an attempt to upload the

high-quality material to the institutional repository. These facilities to choose the right content for research work.

8. The study also found that 80% of respondents are happy with publishing in an open access journal. This allows anyone to browse the web without any difficulty.
9. The study has revealed that 95% of the majority said the latest technological advancements with high speed internet connectivity should be available.
10. The study also found that 'DSpace' software is used for IR at Goa University.
11. The study revealed that IR enhanced an institution's prestige. It has provided better services to contributors and an institution's learning community.
12. It is found that a continued orientation program and training workshop must be conducted for effective use of IR at Goa University.

## **6.2 SUGGESTIONS:**

1. It is suggested that the selection and collection of documents be done by experts in the field.

2. Proper evolution of the entire article should be done before uploading it to the IR.
3. The updated the website of the institution will play a major role in using the IR of any institute.
4. The study suggests that the role of Librarians has totally changed towards IR.
5. Proper preservation methods should be maintained for scholarly output.
6. It is suggested to make it easy for everyone to borrow books, explore rare collections, and access online resources like magazines, journals, and databases.
7. It is also advised to continue adding other resources, such books, journals, articles, and student theses, to the online library.
8. Ensure the policy for uploading content from electronic resources is up-to-date.
9. To allow authors to work together on publications, making it easier to share knowledge.
10. Regular maintenance and updating of the 'DSpace' software for the institutional repository to resolve security issues, improve speed, and provide new features

11. Organize monthly orientation programs and workshops to instruct Goa University users on how to efficiently use the institutional repository. Regular training sessions can help users stay up-to-date on new features and best practices for using the repository efficiently.

### **6.3 CONCULTION:**

In conclusion, the study highlights a positive trend in awareness and interest in Goa University's Institutional Repository (IR). There are challenges regarding its utilization and accessibility that need to be addressed. Faculty contribution to the IR is crucial, and there's a need for greater promotion and support for research publications. Efforts should focus on increasing faculty contribution, improving technological infrastructure, and ensuring the long-term preservation and accessibility of research materials to maximize the repository's impact on academic and research activities. Respondents value the usefulness of IR content, particularly for accessing theses and dissertations.

The study shows that most people know about the institutional repository at Goa University, and storing research material is becoming more popular. However, only a small number of people actually use it, mainly faculty members. There's interest in contributing to the repository, especially individually. While some components of the repository are known, not all content is accessible. Many people rely on the repository for research materials, but internet access can be a barrier. Upgrading technology and ensuring easy access to research content is important. Overall, there's a strong need to preserve university research in one central place with easy access and long-term storage options.

In simple terms, the library at Goa University offers various services like lending books, accessing rare materials, and browsing digital resources like magazines, journals, and databases. They have a specific policy for adding electronic content to their Institutional Repository (IR), which contains books, articles, journals, and theses. Using the IR has many benefits, like quick access to research, long-term preservation, and promoting collaboration among authors. The DSpace software is used for the IR, enhancing the institution's reputation and providing better services to users. It's crucial to control intellectual property and make knowledge assets easily accessible through the IR. However, understanding metadata and ensuring speedy internet access, copyright awareness, and training are important for maximizing the benefits of the IR at Goa University. Regular orientation programs and workshops are needed to help users effectively utilize the IR.



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## Questionnaires

### **Awareness of IR @ GU among Goa University users for Academic Excellences: A Case Study**

An institutional repository is an online platform that gathers, conserves, and shares an organization's intellectual output in digital format, especially when it comes to research institutions.

- To determine the awareness level regarding specific components of an Institutional Repository among users.
- To identify the primary purposes for which students and faculty members utilize Institutional Repository
- To figure strategies bring some awareness regarding the benefits and use of IR @ GU.

Name:

Department:-

Gender:-

- Female ☐
- Male ☐
- Others ☐

1. Which of the following services are you aware of that are provided by Goa University? [Please Tick whichever is applicable].
  - a. Book circulation
  - b. Rare book Collection
  - c. Browsing of magazine
  - d. E-journals
  - e. E-Books
  - f. E-Databases
  - g. Institutional Repository
2. According to you what is an Institutional Repository? [Please Tick whichever is applicable].

- a. Storing and disseminating Research Work
  - b. Institutional Archive
  - c. Digital collection
  - d. Increased visibility for search and teaching objectives
- 3. Have you published any of your work in Institutional Repository?  
[Please Tick whichever is applicable].
  - a. Yes
  - b. No
- 4. If Yes, in which of the below listed entities have you contributed?  
[Please Tick whichever is applicable].
  - a. Books
  - b. Articles
  - c. Journals
  - d. Thesis/ Dissertations
  - e. Book Chapter
  - f. Other
- 5. Would you be interested in contributing your content to an IR@GU? [Please Tick whichever is applicable].
  - Yes
  - No
- 6. At what level would you be willing to participate in adding content to IR? [Please Tick whichever is applicable].
  - a. Individual
  - b. Department
  - c. School
- 7. "Are you aware of any of following IR components?" [Please Tick whichever is applicable].
  - a. Author detail
  - b. Publisher detail
  - c. Subject content
  - d. Not aware

8. "Are you aware that there exist different types IR systems?" [Please Tick whichever is applicable].

- a. Subject Repositories
- b. Thematic
- c. Institutional Research Paper
- d. Data Repositories
- e. Learning object Repositories

9a. Have you previously retrieved any digital content, such as digital images, data sets, and documents? [Please Tick whichever is applicable].

- Yes
- No

9b. If yes, what are the different items you have searched for on IR portal? [Please Tick whichever is applicable].

- a. Journal Articles
- b. Book chapters
- c. Dissertation and Theses
- d. Conferences Papers
- e. Images

10. For what purpose students/ faculties use institutional repositories? [Please Tick whichever is applicable].

- a. Archiving and preserving their scholarly work.
- b. Increasing visibility and impact of their research.
- c. Facilitating research collaboration and knowledge sharing
- d. Complying with open access policies.
- e. Showcasing institutional and individual contributions.

11. How useful do you think Institutional Repository is for academicians? [Please tick whichever applicable].

- a. Extremely Useful
- b. Very Useful
- c. Moderately Useful
- d. Not useful at all

12. What is your opinion on the importance of Institutional Repository (IR) with respect to academic activities? [Please Tick whichever is applicable].
- a. Accessing faculty publications and research outputs.
  - b. Retrieving theses and dissertations.
  - c. Exploring institutional reports and publications.
  - d. Reviewing conference papers and presentations.
  - e. Seeking collaborative research materials.
13. On the basis of which of the following parameters would you access content in institutional repositories? [Please Tick whichever is applicable].
- a. Analysing the quantity and diversity of research content available.
  - b. Evaluating the impact and citation metrics of repository-hosted publications.
  - c. Examining the level of engagement and collaboration among faculty members.
  - d. Assessing the adherence to open access principles and policies.
  - e. Considering the repository's role in promoting scholarly communication.
14. How do you make your research/teaching materials publicly accessible on the Internet? [Please Tick whichever is applicable].
- a. Publishing in open-access journals.
  - b. Depositing content in institutional repositories.
  - c. Sharing materials on personal or departmental websites.
  - d. Collaborating on open educational resource platforms.
  - e. Engaging in social media platforms to disseminate work.

15. What are the problems affecting the usage of institutional repository (IR) of Goa University? [Please Tick whichever is applicable].

Yes No

- 
- a. There is no specified copyright and Intellectual property right (IPR) content
  - b. Poor internet access is a hindrance for Utilization of the institutional repositories
  - c. The user interface is not user friendly
  - d. Inadequate training to researchers on how to use the repository
  - e. It lacks accessibility
  - f. Lack of awareness and understanding of the Concept of institutional repository
  - g. Lack of understanding of the metadata/ keywords used in institutional repository
  - h. Members of the academic community are not properly sensitized on the institutional repositories
  - i. Content not relevant

16. What are the strategies for enhancing the use of institutional repositories? [Please Tick whichever is applicable].

Yes No

- 
- a. High speed internet access
  - b. There should be a constant power supply
  - c. Using of familiar keywords/ terminology to enable easy access or retrieval of contents by researchers
  - d. Designing a user friendly interface to enable retrieval of the documents
  - e. Specifying the copyright and intellectual property rights for the institutional repository contents
  - f. Marketing of institutional repository contents by librarians
  - g. Creating more awareness on how to access and use the institutional repositories
  - h. Organizing workshops and conferences concerning the institutional repositories

17. Rate the following factors from 1 to 5 where 1 being highly insignificant and 5 being highly critical on the basis of their importance? [Please Tick whichever is applicable].

<b>Importance's</b>	<b>Highly critical</b>	<b>Critical</b>	<b>Can't say</b>	<b>Significant</b>	<b>Highly insignificant</b>
Preserve the research of the University in a central place.					
Make preprint versions of research available to a worldwide audience					
Make research available faster than the traditional Publishing methods.					
Provide a way to create only peer-reviewed content and locate content.					
Make available types of materials that have not been made available through the traditional publishing process including large datasets and rich media formats such as audio, video and graphic images.					
Provide long term preservation of digital research materials.					
Make it easy for other people to search for and locate work.					



## Questionnaire For Librarian

### **Awareness of IR @ GU among Goa University users for Academic Excellences: A Case Study**

Name:-

Designation:-

Institute:-

Gender:-

- Female ☐
- Male ☐
- Others ☐

Email ID:-

1. Which of the following services are provided by Goa University? [Please Tick whichever is applicable].

- |                             |                          |
|-----------------------------|--------------------------|
| a. Book circulation         | <input type="checkbox"/> |
| b. Rare book Collection     | <input type="checkbox"/> |
| c. Browsing of magazine     | <input type="checkbox"/> |
| d. E-journals               | <input type="checkbox"/> |
| e. E-Books                  | <input type="checkbox"/> |
| f. E-Databases              | <input type="checkbox"/> |
| g. Institutional Repository | <input type="checkbox"/> |

2. What are the types of formats of documents/ media allowed to be deposited in the repository of IR @ GU? [Please Tick whichever is applicable].

- |                          |                          |
|--------------------------|--------------------------|
| a. Books                 | <input type="checkbox"/> |
| b. Articles              | <input type="checkbox"/> |
| c. Journals              | <input type="checkbox"/> |
| d. Thesis/ Dissertations | <input type="checkbox"/> |
| e. Book Chapter          | <input type="checkbox"/> |
| f. Other                 | <input type="checkbox"/> |

3. Does the IR @ GU have a policy for management? [Please Tick whichever is applicable].
- a. Content Policy ☐
  - b. Submission Policy ☐
  - c. Preservation ☐
  - d. Copy original Policy ☐
  - e. No Policy ☐
4. In your opinion which are the challenges that may encounters in developing IR? [Please Tick whichever is applicable].
- a. Inadequate Fund ☐
  - b. Changes in Collected content ☐
  - c. Inadequate facility ☐
  - d. Shortage of Skilled ICT personals ☐
  - e. Absent of IR policy ☐
  - f. Copyright Issues ☐
5. What benefits you get through IR? [Please Tick whichever is applicable].
- a. Make research results available faster ☐
  - b. Provide long term preservation of research output ☐
  - c. Easy and faster access to the research work done ☐
  - d. Research output is more visible ☐
6. Do you feel institutional repository is useful for your academic work? [Please Tick whichever is applicable].
- a. Very useful ☐
  - b. Useful ☐
  - c. No useful ☐
  - d. Satisfactory ☐
  - e. Little Useful ☐
7. How would you assess academic publishing in institutional repositories? [Please Tick whichever is applicable].
- a. Analyzing the quantity and diversity of research content available. ☐
  - b. Evaluating the impact and citation metrics of repository-hosted publications. ☐

- c. Examining the level of engagement and collaboration among faculty members. ☐
- d. Assessing the adherence to open access principles and policies. ☐
- e. Considering the repository's role in promoting scholarly communication. ☐
- f. All of the above. ☐

8. Which software does the Institutional Repository (IR) of Goa University use? [Please Tick whichever is applicable].

- a. DSpace ☐
- b. E-Prints ☐
- c. Digital Commons ☐
- d. Fedora ☐
- e. Islandora ☐
- f. Don't Know ☐

9. What are the benefits of IR for academic excellence? [Please Tick whichever is applicable].

	Yes	No
a. Enhances your institution's prestige/ visibility		
b. Better service to contributors and institution's learning community		
c. New services to learning communities beyond your institution		
d. Maintaining control over your institution's intellectual property		
e. Capturing and maintaining the intellectual assets of your institution		
f. To encourage open access		
g. Contributing to the reform of the entire enterprise of scholarly communication and publishing		
h. A reduction in the amount of time between discovery and dissemination of research findings to scholarly communities		
i. An increase in citation counts to your institution's intellectual output		
j. Exposing your institution intellectual output to researchers around the world who would not otherwise have access to it through traditional channels		

- k. An increase in the accessibility to knowledge assets such as numeric, video, audio and multimedia datasets
- l. Providing maximum access to the results of publicly funded research
- m. A solution to the problem of preserving your institution's Intellectual output
- n. An increase in your library's role as a viable partner in the research enterprise
- o. Reducing user dependence on your library's print collection

10. What are the problems affecting the usage of institutional repository (IR) of Goa University? [Please Tick whichever is applicable].

	Yes	No
i. There is no specified copyright and Intellectual property right (IPR) content		
ii. Poor internet access is a hindrance for Utilization of the institutional repositories		
iii. The user interface is not user friendly		
iv. Inadequate training to researchers on how to use the repository		
v. It lacks accessibility		
vi. Lack of awareness and understanding of the Concept of institutional repository		
vii. Lack of understanding of the metadata/ keywords used in institutional repository		
viii. Members of the academic community are not properly sensitized on the institutional repository		
ix. Content not relevant		

11. What are the strategies for enhancing the use of institutional repositories? [Please Tick whichever is applicable].

	Yes	No
a. High speed internet access		
b. There should be a constant power supply		
c. Using of familiar keywords/ terminology to enable easy		
d. access or retrieval of contents by researchers		
e. Designing a user friendly interface to enable retrieval of the documents		
f. Specifying the copyright and intellectual property rights for the institutional repository contents		
g. Marketing of institutional repository contents by librarians		

- h. Creating more awareness on how to access and use the
- i. institutional repositories
- j. Organizing workshops and conferences concerning the
- k. institutional repositories

12. Rate the following factors from 1 to 5 where 1 being highly insignificant and 5 being highly critical on the basis of their importance? [Please Tick whichever is applicable].

<b>Importance's</b>	<b>Highly critical</b>	<b>Critical</b>	<b>Can't say</b>	<b>insignificant</b>	<b>Highly insignificant</b>
Preserve the research of the University in a central place.					
Make preprint versions of research available to a worldwide audience					
Make research available faster than the traditional Publishing methods.					
Provide a way to create only peer-reviewed content and locate content.					
Make available types of materials that have not been made available through the traditional publishing process including large datasets and rich media formats such as audio, video and graphic images.					
Provide long term preservation of digital research materials.					
Make it easy for other people to search for and locate work.					
Enable fellow colleagues to search the IR for the most current research.					

13. Is training/ workshop regarding IR @ GU provided to the work

- Yes
- No

14. If yes, what initiatives have been taken?

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