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# AWARENESS AND USE OF E-RESOURCES AMONG SOCIAL SCIENTISTS OF ALAGAPPA UNIVERSITY AND ITS AFFILIATED COLLEGES

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# **AWARENESS AND USE OF E-RESOURCES AMONG SOCIAL SCIENTISTS OF ALAGAPPA UNIVERSITY AND ITS AFFILIATED COLLEGES**

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## **Abstract**

Library and information centres are playing a crucial role in the growth and development of the nation directly/indirectly by providing better services to the members of the society. Social Scientists have been respected for their role models, setting the tone and lifting the quality of public life by the professional and personal integrity, penetrating intellect, dedication to public causes, philanthropic disposition and commitment to public service. Electronic resources have become the vital part of human life in the 21<sup>st</sup> century. A large portion of social scientists of Alagappa University and its affiliated colleges are aware about the e-resources, but they do not know all its techniques and applications. Further, large Social Scientists of the Alagappa University and its affiliated colleges still have no knowledge about the e-resources and related applications. The study shows that the age wise respondents' frequency of visit to the institution library. It could be noted that out of the total 1230 respondents, 40.31 percent of them make daily library visit. In this study, 27.40 percent of them make library visit thrice a week and majority of the respondents in the age group 46-50 years make library visit thrice a week. The study also shows that the status wise respondents' frequency of library visits. It could be noted that majority of the faculty respondents (60.25%) make library visit daily. The gender wise respondents' frequency of library visits. It could be noted that majority of the male respondents (41.08%) make library visit daily.

**Keywords:** E-resources, Internet, Databases, E-journals, Social Science, Higher Education

## **1. Introduction**

Information is all round us and is the staple diet of human beings. Information is variously perceived as facts, intelligence, data, news and knowledge. Information has been a common ingredient to all areas of human endeavor, be it the day-today affairs of business, matters of life and death or the most trivial of pursuits. In a modern industrial society there are negligibly few individuals, who do not, from time to time, occasionally or frequently have any requirement for information. It is an essential accompaniment of almost every social activity.

Information is considered as important that contributes towards the development of a nation. It provides the core for the development of knowledge,

the basis for innovations, the resources for informed citizenry, and as a result, becomes a key commodity for the progress of a society. Acknowledging the significance of information in national development, Wasserman (1991, p.38) has noted that it is not an accident that the developed nations are those in which information products and services have been brought into being and are widely exploited, first in conventional forms and later through computer intervention". Members of a society acquire the needed information from a variety of sources. However, several of these sources are expensive, complex or difficult for individuals to acquire and use. Therefore, the role of libraries becomes vital in meeting the information needs of individuals in the society. Libraries develop their collections, facilities and services to meet the information needs of their patrons.

The concept of information appears to have undergone gradual change from 1950s to the present information based society. During 1950s the concept of information meant the reduction of uncertainty. During 1960s and 1970s the so called 'information explosion' was the object of considerable attention. In the 1980s, the concept of information meant 'decision relevant data'. In the 1990s the information concept has reemerged with a totally new face lift and has occupied the centre stage having a profound impact on society and economy. Today, it has been an accepted fact that information is emerging as a critical resource for user activities at all levels from education to economic and social development, improving the quality of day-to-day life. This turning point towards an information centered society in the present century calls for innovations in generation, collection, storage, processing and dissemination of information and knowledge. Information is essential to deal with the complexities of our sophisticated.

In the beginning of the twenty first century, the importance of information in the society has been further recognized. There has been an awareness of information as a dynamic resource, as an essential part of the pattern of the weaver. The availability of information has been fundamental to all the advances from the Wright brothers to the man on the moon, in medicine- from insulin to plastic heart. Society has to depend increasingly on information, to the point of becoming an information society.

## **2. Review of Related Literature**

This Chapter deals with the relevant review of literature. An analysis of review of literature is the key focus of any research. It enables one to be aware of the past and current trends in any particular branch of research. Research on electronic information resources in library users has attracted the attention of various scholars and researchers. They have contributed to various research outputs and on analysis of these research findings it enables the researchers to concentrate on a new area of research. Hence, a review of a few works deserves due attention on the part of the present study.

**Ishappa Bandi & Ramakrishnegowda (2015)<sup>1</sup>** conducted a study entitled "Social Science Faculty Information Seeking Pattern by using the Internet sources and services at Mumbai University". They found that Data analysis reveals that 51 (98%) respondents have the Computer operating skills, in which 43 (83%) have learnt computer operating skills by own/self method. Location of their internet

usage is 100% at their home and 98% at their respective University Departments. Frequency of Internet usage is daily 47 (90%) and 38 (73%) are started using the internet since more than 5 years. Purpose of using internet was mainly for their academic purpose 51 (98%) followed by e-mail communication 50 (96%). All the respondents are using search engine 52 (100%) to search the information, Google is the most used search engine 51 (98%) followed by Yahoo 31 (60%). The primary difficulties while accessing the Internet are; slow internet speed 31 (60%), Access permission issues 22 (42%) then followed by difficulty in finding relevant information in internet 17 (33%). Among the Internet sources and services usage, email 49 (94%), e-journals 47 (90%), e-books 45 (87%). Accessible to Campus Wide Network is 52 (100%) at their Departments and only 18 (35%) at their respective homes. Preference to the information sources is highest for Both the Print and online resources 49(94%). Attending Conference/Workshops 52 (100%) and browsing Internet 52 (100%) were the preferred sources for seeking their information. Approximate time spent in a week in accessing the internet to gather the information was 22 (42%) more than 15 hrs.

**Madhan mohan and Vijaya Kumar (2015)<sup>2</sup>** examined utilization of e - resources among the faculty members in Engineering Colleges at karaikal region, pudhucherry. The survey was conducted with the help of a questionnaire. Questionnaire was distributed to a random sample of 200 faculties from different Engineering and Technology institutions available in the time of the study at Karaikal and the response rate was 84%. BCET faculty members plays a vital role for Satisfaction of using e- resources. Among the above discussion most of them to give the priority for Author wise search tools for gathering information. The attitudes of the faculty members of engineering colleges in Karaikal Region towards e journals and its various features are positive and encouraging. Faculty members are depending more on e- resources for their current information needs. Familiarity with latest tools on internet application will change their browsing technique and save precious time for gathering relevant information for their areas.

**Midhula Soman and Pillai Sudhier (2015)<sup>3</sup>** examined “Awareness and use of Internet resources by visually-impaired students In Kerala: Case study of Thiruvananthapuram district. The aim of the study is to investigate the awareness and usage of internet resources among visually challenged students in Thiruvananthapuram district, Kerala. Survey method and questionnaire tool were used to collect data from 74 visually challenged students, who are studying in various schools of Thiruvananthapuram. Analyses revealed that 59.46 % students are computer literates and are aware of online resources. However, internet usage is very less among the computer literates due to the lack of proper training. Among the respondents, a good number of students are aware of assistive technologies, even though many of them are not using them. The mostly used assistive technology is screen reader. It is found that students are depending on internet resources mainly for their academic purpose. Responses shows that lack of proper training creates a big barrier in using internet and only 25.67 % are using it very confidently. The results of the study would be helpful in getting a fairly good idea of the student’s awareness level of internet resources and assistive technologies. The outcome of the study helps the school authorities, librarians and the

government to provide adequate services and training to visually challenged students to access information without any barriers.

**Priyadharshni et.al (2015)<sup>4</sup>** conducted study “Awareness in usage of e-Resources among users at Agricultural College and Research Institute, Madurai”. They concluded that almost all respondents have fully awareness about the available e-resources, such as freely available through internet, e-journals, e-books, e-data archives, e-magazines, e-thesis and dissertations, e-newspapers, e-dictionaries, e-encyclopaedia, CD-ROM databases and online databases. It has been found that all PhD scholars and Faculty members were using mainly e-resources freely available through internet search engines like google, Yahoo etc., and E – journals. It has been observed that Most of the PhD scholars used digital resources available through CeRA, digital resources available through E-books Springer link, CABI, Wiley and Black etc., and resources subscribed online TNAU libraries.

**Singh & Khan (2015)<sup>5</sup>** an attempt has been made to explore usefulness of electronic resources and users skills in using various search methods and techniques to access and utilize e-resources in Indian Institutes of Technology Delhi, Kanpur and Roorkee, India. The study also aims to identify the level of satisfaction with the information accessed by users through the available e-resources. The study reveals that the majority of users are satisfied with availability of electronic resources that facilitates to support their academic, research and developmental activities. It has been observed that undergraduates in all the three institutes use blogs, social networking sites more than e-mail, where as the post graduates prefer library websites and current e-journals over blogs, social sites and e-mail. Similarly research scholars prefer back volumes and current issued of e-journals, e-thesis. Majority of respondents use e-resources and access resources mainly through simple search techniques and methods such as title, author, subject classification and keywords.

**Sushma N Jogan (2015)<sup>6</sup>** examined the Access, Awareness & Use of electronic resources and services by the PG students in Gulbarga University. This study examines postgraduate students’ views on the access, awareness and usage in facilitating their research and their satisfaction with the sources and services currently provided. The Random Sampling technique together with a Questionnaire was used for data collection from 50 postgraduate students from Gulbarga University. The findings shows that the majority (90.1%) of respondents acknowledged the important role of library in facilitating research, and 72.5% of the respondents were satisfied with the current role being played by the libraries. However, certain areas needed to be improved such as longer opening hours for physical visits, in spite of the facilities for remote access assistance for supporting students’ research. The findings will be useful to academic libraries in providing better services to postgraduate students for their research. The paper records the reasons why Post graduate students use electronic information resources are; research activity, Paper writing for publication, and referring course materials. It suggests further for an improvement in the access facilities with high Internet speed and subscription to more e-resources by the University Library.

**Veena and sapna (2015)**<sup>7</sup> carried a Study of E-resources of Indian Institute of Management (IIM) Libraries in India. They observed that all the libraries (100 %) e-journals, databases, and CDs/DVDs with books libraries have 76.92 % e-books. 8 libraries have (61.53 %) JSTOR. AV material was available in 53.84 % and e-newspapers (38.46 %). Also (30.76 %) libraries have e-dissertation have and (15.38 %) have e-theses and e-magazines its their portal. During observations of the IIM libraries portals, it is found that most of the e-resources are accessible through IP addresses, while some require log-in ID and password. In two IIM libraries, e-resource accessible mode is restricted to internal users only, i.e., in IIM Ahmedabad and IIM Indore. Rest of the institutes are providing access through IP address, log-in ID and password and within campus. IIM Kozhikode and IIM Udaipur libraries have membership of NASSCOM. Some IIM libraries like IIM Ahmedabad, Kozhikode, Indore, Shilong, Tiruchirapalli, Udaipur and Bangalore provide specialised tools like EBSCO Discovery, institutional repository and remote login. Some IIM libraries formed a consortium in 2000. Currently, resources available through IIM library consortium are Informaworld, Sage (HSS collection), Wiley, Springer links and Wiley-Blackwell (HSS collection).

**Aina (2014)**<sup>8</sup> conducted a study of “Awareness, accessibility and use of electronic databases among academic staff of Babcock university business school”. This study discusses the need to increase awareness on electronic resources subscribed to by Babcock University Library. There is need to increase the internet facilities on campus in other to facilitate the accessibility of electronic resources to lecturers and the entire library users. It is believed that awareness; accessibility will increase the use of electronic resources subscribed to by the library. The paper recommends regular training of academic staff on updating their knowledge of the many sources, and access to electronic resources from the University library. The University also needs to improve on the provision of internet facilities on campus.

**Iqbal Bhat and Mahesh V. Mudhol (2014)**<sup>9</sup> surveyed “Use of E-resources by Faculty Members and Students of Sher-E-Kashmir Institute of Medical Science (SKIMS)”. They found and indicates the subject-wise respondents’ barriers in accessing e-resources. The neurology respondents top the position with respect to their overall barriers in accessing e-resources as their secured mean score is 3.94 on a 5 point rating scale. The general surgery respondents take the second position in their overall barriers in accessing e-resources as their secured mean score is 3.85 on a 5 point rating scale. The anesthesiology respondent’s rank in the third position in their overall barriers as their secured mean score is 3.44 on a 5 point rating scale. The gastroenterology respondents take the fourth position in their overall barriers as their secured mean score is 3.11 on a 5 point rating scale. The general medicine respondents occupy the fifth position in their overall barriers in accessing e-resources as their secured mean score is 3.02 on a 5 point rating scale.

**Jayanti Chakravorty (2014)**<sup>10</sup> examined about E-resources Consortia: An Urgent Need for College Libraries in Cachar District. The study shows that, libraries of all the colleges established in the last three decades, precisely in between 1973 to 2014 suffer from inadequacy of library holdings, extreme budgetary crunch and non availability of ICT tools. Count of such libraries is 10

out of 17, constituting 60% of college libraries in the District. It was noticed during our library visits that, these libraries have very poor infrastructure, many libraries do not have proper shelf arrangement or adequate Reading Room facility. Most of them suffer from inadequate staffing pattern and absence of trained personnel. Under such circumstances, how far these libraries could be of assistance in promoting higher education is a matter of serious concern. Libraries of Gurucharan College, Cachar College, Women's College, Radhamadhab College, Janata College, Nehru College and M.C.Das College are moderately well-set. Gurucharan College Library is on the process of digitization. Others are supposed to embark on the process and encourage their users to extensively use ICT.

**Jeyaprakash & Nirmala (2014)<sup>11</sup>** conducted a study in the title "Use of E-Resources in V.L.B Janakiammal College of Arts and Science". The study shows that 28.7 percentage of men students and 12.2 percentage of women students feels that they face difficulty for searching the information. 23.3 percentage of women students and 20.5 percentage of men students face technical problems. 20 percentage of women students and 15 percentage of men students feels that there is shortage of e-resources. 8.8 percentage of women students and 8.2 percentage of men students feels that there is a lack of facilities. 5.47 percentage of women students and 4.44 percentage of men students feels that they lack awareness about the e-resources. This study also shows that more number of men students feels that they lack for searching information. But at the same time more number of women as well as men students feels that they face technical problem.

**Kwafoa, Paulina et.al, (2014)<sup>12</sup>** surveyed "Assessment Of The Use Of Electronic Resources Among Administrators And Faculty In The University Of Cape Coast." They found the level of satisfaction faculty attribute to the use of electronic resources. Majority of the respondents (47%) were satisfied with the quality of information they obtained from electronic resources while 40.0% were highly satisfied. This clearly shows that faculty members place a high premium on information they obtain from online electronic databases. And also revealed that the challenges facing faculty members in accessing online academic resources are (1) Charges to access e-Resources (18.31%), (2) lack of proper guidance (19.31%), (3) Slow nature of the internet (35.92%) and (4) Lack of knowledge about tools & techniques used for searching and retrieving e-Resources (8.45%). This meant that there is the need to intensify awareness creation and education on the accessibility, availability and usage of the library's online academic databases.

**Namrata M Joshi (2014)<sup>13</sup>** conducted a survey "Awareness and Use of UGC-Infonet Digital Library Consortium E-Resources in Universities of Gujarat State. He found that 57.20 percent of the users are aware and use the UGC-Infonet Digital Library Consortium E- resources, whereas 31.16 percent are aware, but do not use and 11.62 percent are not at all aware of the availability of the consortium resources. The majority of non-users belong to social sciences and humanities and those who have not undergone any type formal computer training. Comparatively the users from science stream uses the consortium resources more frequently than those belonging to social science and humanities. Lack of knowledge to use, slow internet bandwidth, lack of time to visit university library and can not access this

consortium on ID/Passwords are found to be the major problem faced. Providing training and giving access to ID/Password to its users will make maximum use of the consortium.

**Seema Vasishta (2014)<sup>14</sup>** studied the Use Pattern of E-Resources by Research Scholars and Faculty: A Survey of Technical University Libraries in North India. The Study shows that research scholars and faculty of technical universities were spending a large amount of their time to reading articles. 33% of research scholars and faculty read 3-5 articles in a week to be in touch with recent scientific literature. 48% research scholars and faculty preferred to download e-articles in CD/pen drive for use at a later stage. For 57% users search by author is preferential option for searching e-resource content. Research scholars and faculty use e-resources in various aspects of their work such as teaching, projects, seminars etc. It is reported in study that 44% research scholars and faculty utilize e-resources for research purposes followed by 34% users who use e resources for writing scientific articles. Speed of publication is regarded as most useful feature in the e-resources opted by 75% research scholars and faculty. 54% research scholars and faculty opined that limited user access is major hindrance in accessing e-resources followed by slow speed of access which is opted by 53% respondents.

**Emwanta and Nwalo (2013)<sup>15</sup>** explained the Electronic resources provide a number of benefits over print resources. These benefits include the fact that electronic resources are often faster to consult than print indexes especially when searching retrospectively, and they are straight forward when wishing to use combination of keywords. They open up the possibility of searching multiple files at a time. Electronic resources can be printed, searched and saved to be repeated or consulted at a later date. They are updated more often than printed resources.

### **3. Research Design**

It deals with contents and meaning of understanding the study in terms of objectives and process of analyzing the objectives in the form of formulation of appropriate hypotheses. Further, the methodology of this study is spelt out in respect of mode of data collection, methods of data analysis, operational definition of key concepts and limitations of the study.

#### **3.1 Objectives**

The main objective is to examine the awareness and use of E-Resources among Social Scientists of Alagappa University and its affiliated colleges. Specific objectives are:

1. To find out the awareness and uses of e-resources by the respondents'
2. To observe the type of e-resources by the respondents'
3. To find out the purpose of utilization of e-resources;
4. To find out the frequency of access to internet;
5. To explore the impact of e-resources;
6. To find out the problems faced by the respondents while using e-resources.
7. To suggest improvement measures based on the inferences drawn from the study.



### 3.2 Hypotheses

The following hypotheses are formulated on the basis of content and coverage of framed objectives and they are tested by employing appropriate statistical tools:

1. There is a significant difference between age and respondents' duration and quantum of time utilization in search of social science information.
2. The respondents differ significantly in their extent of requiring various social information.
3. There is a significant difference between age and respondents' frequency of utilizing social science information.
4. There is a significant association between age and respondents' extent of access to e-resources.
5. There is a significant difference between age and respondents' purpose of gathering e-resources.
6. There is a significant variation between age and respondents' e-resource uses pattern and the extent of using e-resources.
7. There is a significant difference between age and respondents' satisfaction and problems in utilization of e-resources.

### 3.3 Methodology

The study aims at analyzing the availability, accessibility and utility of e-resources and services by the social scientists of Alagappa University and its affiliated colleges. The effectiveness of availability and accessibility of e-resources and services can be assessed from the point of view of user respondents. The first part of the study relates to assessment of existing electronic resource and service facilities in the institution library and its electronic resources. The study primarily aims at identifying the existing facilities and access to electronic resources of social scientists of Alagappa University and its affiliated colleges and that comes under the exploratory research framework. The second part of the study relates to the effectiveness of e-resources access and utilization. Here the respondents' age is correlated with their pattern of utilization of e-resources and extent of utilization of social science e-resources from the point of view of social scientists and it comes under the analytical part of the study. Thus, the study is partly exploratory and partly analytical in nature.

### 3.4 Sampling

The researcher has employed a well structured questionnaire for collecting the data from the social scientists of Alagappa University and its affiliated colleges. The questionnaire has been prepared in such a way that the respondents could easily understand the items. A total number of 1600 questionnaires were distributed among the social scientists (Faculty Members, Ph.D. research Scholars, M.Phil. research scholars and PG students). They are personally requested to fill up the questionnaire at their earliest convenience in order to help the investigator to collect the same during his next visit. The investigator has to make second, third and fourth visits to the institution for collecting the filled-in-questionnaires from the social scientists. During these visits, the investigator could collect questionnaires from only 1230 out of 1600 social scientists among whom the questionnaires were distributed. This constitutes 76.87 % (1230/1600) of the total

response. While selecting sample, stratification method has been adopted with a view to give relative weightage to the respondents of different categories.

#### 4. Results and Discussion

Analysis of data is the ultimate step in research process. It is the link between raw data and significant results leading to conclusions. This process of analysis has to be result oriented. In other words, it must aim at setting objectives and hypotheses. According to Richard Budd, analysis "... leads eventually to summarizing procedures resulting in some sacrifice of details. Frequencies and column are summarized in tables as averages and percentages are transformed into indices or attention scores to be used as a single variable in subsequent analysis".

The present study reports the analysis of data gathered through the questionnaire designed for social scientists of Alagappa University and its affiliated colleges. The responses are coded and characterized by age, designation and gender as the basic variable.

##### 4.1 Distribution of Respondents by Age

The distribution of social scientists according to their age is shown in Table-1

Table-1 Age wise Distribution of Respondents

Age	No. of Respondents	Percentage
Up to 25	414	33.66
26-30	360	29.26
31-35	132	10.73
36-40	104	8.46
41-45	68	5.53
46-50	83	6.75
51 and above	69	5.61
Total	1230	100.00

A study of data in table-1 indicates the age wise distribution of respondents. It could be noted that out of the total 1230 respondents, 33.66 percent of them belong to the age group of up to 25 years and 29.26 percent of them come under the age group of 26-30 years. In this study, 10.73 percent of the respondents' age is in the range of 31-35 years and 8.46 percent of them are found in the age group of 36-40 years. It is observed that 6.75 percent of the respondents belong to the age group 46-50 years and 5.61 percent of the respondents belong to the age group 51 years and above. Only 5.53 percent of them belong to the age group of 41-45 years.

It is concluded from the above table that majority of the respondents are found to be with the age group of up to 30 years.

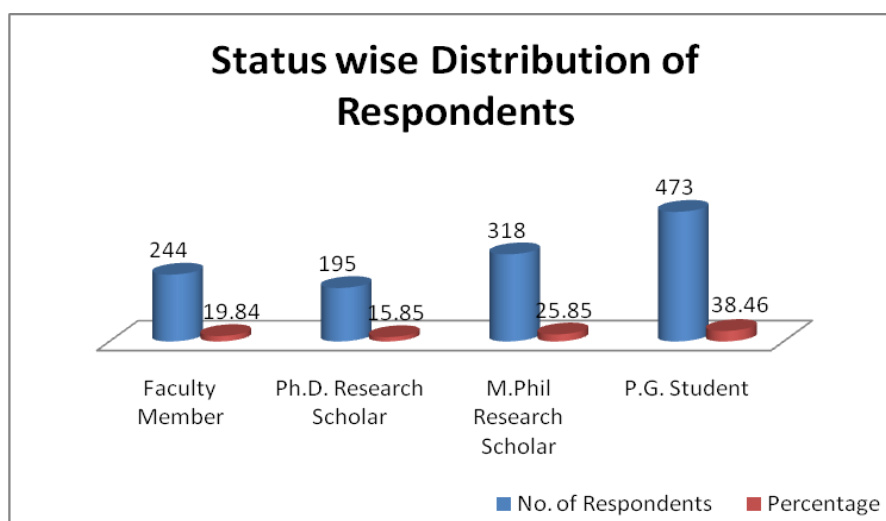
##### 4.2 Distribution of Respondents by Status

The Social Scientists have been asked to indicate their status. Different types of status were listed in the questionnaire, viz., faculty member, Ph.D. research scholar, M.Phil. Research Scholar and PG students.

Table-2 Status wise Distribution of Respondents

Status	No. of Respondents	Percentage
Faculty Member	244	19.84
Ph.D. Research Scholar	195	15.85
M.Phil Research Scholar	318	25.85
P.G. Student	473	38.46
Total	1230	100.00

Figure 1. Status wise distribution of respondents



A study of data in table-2 indicates the status wise distribution of respondents. It could be noted that out of the total 1230 respondents, 38.46 percent of them are PG students and 25.85 percent of them are M.Phil research scholars. In this study, 19.84 per cent of the respondents are faculty members and 15.85 percent of them are Ph.D. research scholars. It is concluded that more PG students followed by M.Phil research scholars are the respondents in the study.

#### 4.3 Gender wise Distribution of Respondents

Table-3 Gender wise Distribution of Respondents

Gender	No. of Respondents	Percentage
Male	482	39.19
Female	748	60.81
Total	1230	100.00

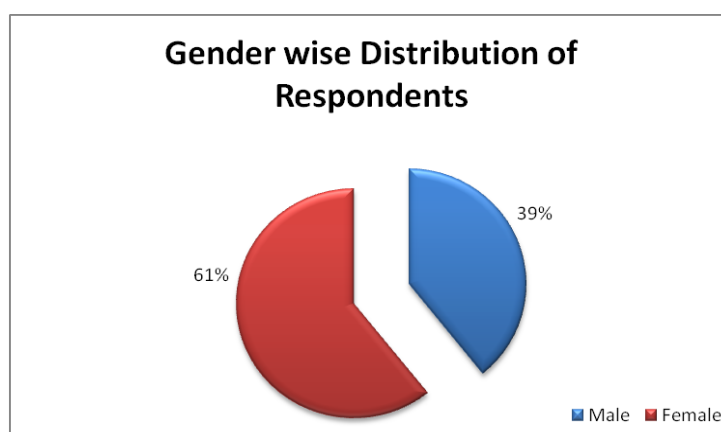


Figure 2. Gender wise distribution of respondents

A study of data in table-3 indicates the gender distribution of respondents. It could be noted that out of the total 1230 respondents, two thirds of the respondents (60.81%) belong to the female group and the rest one third of them (39.19%) are males.

It is concluded that female social scientists constitute more in number than male social scientists, indicating the presence of female domination in social sciences in Alagappa University and its affiliated colleges.

#### 4.4 Income wise Distribution of Respondents

Table-4 Income wise Distribution of Respondents

Income	No. of Respondents	Percentage
Rs. 5,000 & Below	180	14.64
5001 – 10,000	198	16.10
10,001- 15,000	94	7.64
15,001– 20,000	168	13.65
20,001– 25,000	314	25.53
Above 25,000	276	22.44
Total	1230	100.00

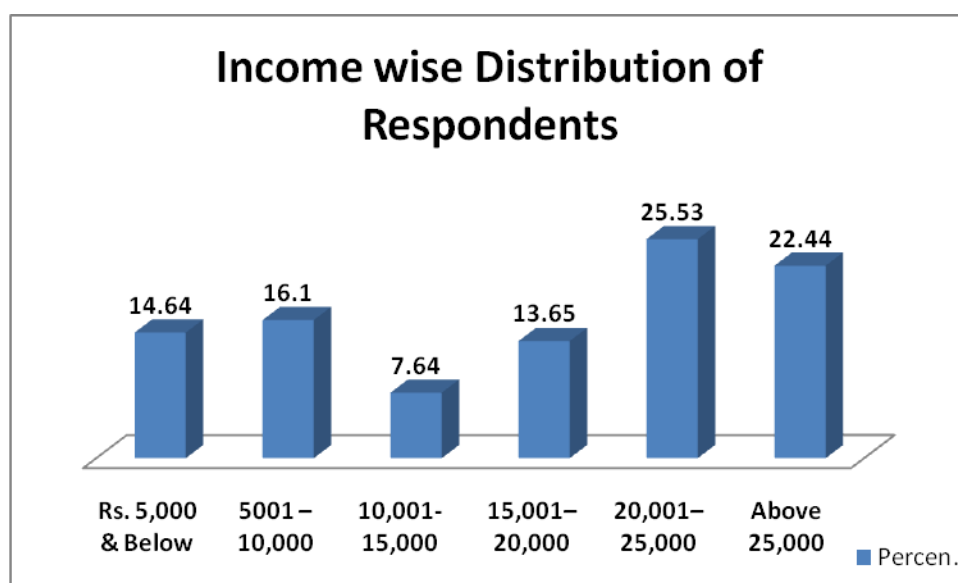


Figure 3. Income wise distribution of respondents

A study of data in table-4 indicates the Income wise distribution of respondents. It could be noted that out of the total 1230 respondents, 25.53 percent of them belong to the income group of Rs.20,001 – 25,000 and 22.44 percent of them come under the income group above 25,000. In this study, 16.10 percent of the respondents are found in the income group of Rs.5,001-10,000 and 14.64

percent of them are noted in the income group below Rs. 5000/-. It is observed that 13.65 percent of the respondents belong to the income group Rs.15, 001-20,000 and the rest 7.64 percent of them belong to the Income group of Rs. 10,001 – 15,000/-.

#### 4.5 Frequency of visit to the institution library

Table-5 Age wise Respondents' Frequency of visit to the institution library

Age	Daily	Thrice a Week	Twice a Week	Once in a Week	Once in a Fortnight	As and When Required	Total
Up to 25	168 (40.58)	127 (30.67)	43 (10.39)	52 (12.56)	22 (5.32)	2 (0.48)	414
26-30	121 (33.62)	100 (27.78)	75 (20.84)	50 (13.88)	14 (3.88)	-	360
31-35	76 (57.57)	27 (20.46)	11 (8.33)	14 (10.61)	3 (2.27)	1 (0.76)	132
36-40	33 (31.73)	29 (27.88)	14 (13.46)	17 (16.35)	10 (9.62)	1 (0.96)	104
41-45	26 (38.24)	13 (19.12)	11 (16.17)	8 (11.76)	9 (13.24)	1 (1.47)	68
46-50	32 (38.55)	27 (32.54)	14 (16.86)	8 (9.64)	2 (2.41)	-	83
51 and above	37 (53.63)	14 (20.29)	9 (13.05)	6 (8.69)	1 (1.45)	2 (2.89)	69
Total	493 (40.08)	337 (27.40)	177 (14.39)	155 (12.60)	61 (4.96)	7 (0.57)	1230

Data presented in table-5 indicate the age wise respondents' frequency of visit to the institution library. It could be noted that out of the total 1230 respondents, 40.31 percent of them make daily library visit. In this study, 27.40 percent of them make library visit thrice a week and majority of the respondents in the age group 46-50 years make library visit thrice a week. Out of the total 1230 respondents, 14.39 percent of them make library visit twice a week. Majority of the respondents (20.84) in the age group 26-30 years make library visit twice a week. In this study, 12.60 percent of the respondents make library visit once in a week. Majority of the respondents (16.35%) make library visit once in a week. In this study, 4.96 percent of the respondents make library visit once in a fortnight and the rest 0.57 per cent of them make library visit as and when required. It could be seen clearly from the above discussion that library visit of twice a week takes the first order reporting among the social Scientists of Alagappa University and its affiliated colleges, library visit of thrice a week the second, library visit of twice a week the third, library visit of once in a week the fourth and library visit of once in a fortnight the fifth and the as and when required library visit the last.

Table-6 Status wise Respondents' Frequency of visit to the institution library

Status	Daily	Thrice a Week	Twice a Week	Once in a Week	Once in a Fortnight	As and When	Total
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						Require	
Faculty Member	147 (60.25)	51 (20.90)	26 (10.66)	10 (4.09)	8 (3.28)	2 (0.82)	244
Ph.D. Research Scholar	79 (40.52)	62 (31.79)	27 (13.85)	23 (11.79)	3 (1.54)	1 (0.51)	195
M.Phil Research Scholar	166 (52.20)	82 (25.79)	29 (9.11)	31 (9.75)	8 (2.52)	2 (0.63)	318
P.G. Student	101 (21.35)	142 (30.02)	95 (20.08)	91 (19.24)	42 (8.88)	2 (0.43)	473

Data presented in table-6 indicate the status wise respondents' frequency of library visits. It could be noted that majority of the faculty respondents (60.25%) make library visit daily. Majority of the Ph.D. research scholars (31.79%) make library visit thrice a week. In this study majority of the M.Phil. Research Scholars (50.20%) make library visit daily. A considerable number of PG students (30.02%) make library visit thrice a week.

It could be seen clearly from the above discussion that faculty member respondents mainly make library visit daily and PG student respondents make high level of library visit at thrice a week.

Table-7 Gender wise Respondents' Frequency of visit to the institution library

Status	Daily	Thrice a Week	Twice a Week	Once in a Week	Once in a Fortnight	As and When Require	Total
Male	198 (41.08)	122 (25.31)	75 (15.56)	63 (13.07)	22 (4.57)	2 (0.41)	482
Female	295 (39.44)	215 (28.74)	102 (13.64)	92 (12.30)	39 (5.21)	5 (0.67)	748
Total	493 (40.08)	337 (27.40)	177 (14.39)	155 (12.60)	61 (4.96)	7 (0.57)	1230

Data presented in table-7 indicate the gender wise respondents' frequency of library visits. It could be noted that majority of the male respondents (41.08%) make library visit daily. A considerable number of female respondents (28.74%) make library visit thrice a week.

It could be seen clearly from the above discussion that male respondents mainly make library visit daily and female respondents make a high level of library visit i.e. thrice a week.

#### 4.6 Purpose of visit of institution library

Table-8 Age wise Respondents' purpose of visit of institution library

Purpose	Age							Total
	Up to 25	26-30	31-35	36-40	41-45	46-50	51 and above	
Updating Subject Knowledge	68 (50.37)	25 (18.53)	15 (11.11)	6 (4.44)	5 (3.70)	12 (8.89)	4 (2.96)	135
Prepare for Examination	92 (38.49)	74 (30.96)	26 (10.88)	18 (7.53)	12 (5.05)	8 (3.35)	9 (3.77)	239
For Research	78 (43.58)	62 (34.64)	12 (6.70)	10 (5.59)	7 (3.91)	5 (2.79)	5 (2.79)	179
For Recreation	18 (10.59)	54 (31.76)	27 (15.88)	23 (13.54)	20 (11.76)	10 (5.88)	18 (10.59)	170
For reading newspaper	25 (39.68)	10 (15.87)	9 (14.29)	5 (7.94)	4 (6.35)	4 (6.35)	6 (9.52)	63
For Lending books	38 (24.68)	80 (51.95)	14 (9.09)	9 (5.82)	2 (1.30)	7 (4.55)	4 (2.59)	154
For Taking Notes	30 (36.58)	18 (21.95)	7 (8.53)	6 (7.32)	5 (6.10)	9 (10.98)	7 (8.54)	82
To Complete Assignments	22 (23.66)	15 (16.13)	12 (12.90)	10 (10.75)	7 (7.53)	18 (19.35)	9 (9.68)	93
To prepare Seminar / Conference	43 (37.39)	22 (19.13)	10 (8.70)	17 (14.78)	6 (5.21)	110 (8.70)	7 (6.09)	115
Total	414 (33.66)	360 (29.27)	132 (10.73)	104 (8.46)	68 (5.53)	83 (6.75)	69 (5.60)	1230

Data presented in table-8 indicate the age wise respondents' purpose of visit of institution library. It could be noted that out of the total 1230 respondents, 19.43 percent of them purpose of visit of institution library for prepare examination. Majority of the respondents in the age group up to 25 years purpose of visit of institution library for examination purpose. In this study, 14.55 per cent of them depend on research and majority of the respondents in the age group upto 25 years depend on research. Out of the total 1230 respondents, 13.82 percent of them depend on recreation. In this study, 12.52 per cent of the respondents depend on the lending books. Majority of the respondents (51.95%) in the age group 26-30 years depend on lending books.

It could be seen clearly from the above discussion that purpose of visit of institution library, prepare for examination takes the first order reporting among the social scientists of Alagappa University and its affiliated colleges, research the second, for recreation the third, lending books the fourth reading newspaper the last.

Table-9 Status wise Respondents' purpose of visit of institution library

Purpose	Status				Total
	Faculty Member	Ph.D. Research Scholar	M.Phil Research Scholar	P.G. Students	
Updating Subject Knowledge	27 (16.07)	15 (8.93)	32 (19.05)	94 (55.95)	168
Prepare for Examination	35 (21.87)	24 (15.00)	19 (11.88)	82 (51.25)	160
For Research	42 (29.17)	39 (27.08)	45 (31.25)	18 (12.5)	144
For Recreation	18 (12.95)	9 (6.47)	37 (26.62)	75 (53.96)	139
For reading newspaper	62 (25.20)	28 (11.38)	92 (37.40)	64 (26.02)	246
For Lending books	18 (17.83)	27 (26.73)	14 (13.86)	42 (41.58)	101
For Taking Notes	10 (21.74)	9 (19.57)	12 (26.08)	15 (32.61)	46
To Complete Assignments	12 (10.91)	4 (3.64)	20 (18.80)	74 (67.27)	110
To prepare Seminar / Conference	20 (17.24)	40 (34.48)	47 (40.52)	9 (7.76)	116
Total	244 (19.84)	195 (15.85)	318 (25.85)	473 (38.46)	1230

Data presented in table-9 indicate the status wise respondents' purpose of visit of institution library. It could be noted that majority of the PG students (53.96%) depend on recreation. In this study majority of the M.Phil research scholar (40.52%) depend on prepare seminar/ conference. Majority of the faculty members (29.17%) depend on research. Majority of the Ph.D. research scholar (34.48%) depend on the prepare seminar / conference.

It could be seen clearly from the above discussion that Ph.D. research scholar and M.Phil research scholar depend on prepare seminar / conference.



Table-10 Gender wise Respondents' purpose of visit of institution library

Purpose	Gender		Total
	Male	Female	
Updating Subject Knowledge	37 (45.13)	45 (54.87)	82
Prepare for Examination	65 (36.52)	103 (63.48)	178
For Research	74 (33.48)	147 (66.52)	221
For Recreation	20 (23.53)	65 (76.47)	85
For reading newspaper	86 (47.25)	96 (52.75)	182
For Lending books	48 (28.92)	118 (71.08)	166
For Taking Notes	30 (39.47)	46 (60.53)	76
To Complete Assignments	90 (53.57)	78 (46.43)	168
To prepare Seminar / Conference	32 (44.44)	40 (55.56)	72
<b>Total</b>	<b>482</b> (39.18)	<b>748</b> (60.82)	<b>1230</b>

Data presented in table-10 indicate the gender wise respondents' purpose of visit of institution library. It could be noted that majority of the female respondents (76.47%) depend on recreation. Majority of the male respondents (53.57%) depend on to complete assignments.

#### 4.7 Assessment on Library Services

Table-11 Age wise Respondents' general assessment on Library Services

Age	Excellent	Good	Poor	Very Poor	No Opinion	Total
Up to 25	114 (27.54)	150 (36.23)	78 (18.84)	45 (10.87)	27 (6.52)	414
26-30	102 (28.34)	115 (31.94)	40 (11.11)	73 (20.28)	30 (8.33)	360
31-35	22 (16.67)	45 (0.34.09)	28 (21.21)	21 (15.91)	16 (12.12)	132
36-40	17 (16.35)	23 (22.12)	22 (21.15)	22 (21.15)	20 (19.23)	104
41-45	9 (13.24)	20 (29.41)	22 (32.35)	5 (7.35)	12 (17.65)	68
46-50	15 (18.07)	27 (32.53)	19 (22.89)	14 (16.87)	8 (9.64)	83

51 and above	7 (10.14)	24 (34.78)	17 (24.64)	9 (13.05)	12 (17.39)	69
Total	286 (23.25)	404 (32.85)	226 (18.37)	189 (15.37)	125 (10.16)	1230

Data presented in table-11 indicate the age wise respondents' general assessment on library services. It could be noted that out of the total 1230 respondents, 23.25 percent of them report that the services of the library are excellent. Majority of the respondents in the age group 26-30, (28.34%) report that the services of the library are excellent. In this study, 32.85 per cent of them report that the services of the library is good and more than one third of the respondents of the age group upto 25 years (36.23%) report that the services in the library are good. Out of the total 1230 respondents, 18.37 per cent of them report that the services of the library are poor. In this study, 15.37 per cent of the respondents report that the services in library are very poor. Majority of the respondents (21.15%) in the age group of 36-40 years report that the services in the library are very poor. Moreover, 10.16 percent of them report that they have no opinion about the services in the library.

Table-12 Status wise Respondents' general assessment on Library Services

Status	Excellent	Good	Poor	Very Poor	No Opinion	Total
Faculty Member	65 (26.64)	43 (17.62)	85 (34.84)	24 (9.84)	27 (11.06)	244
Ph.D. Research Scholar	49 (25.13)	84 (43.08)	26 (13.33)	26 (13.33)	10 (5.13)	195
M.Phil Research Scholar	112 (35.22)	137 (43.08)	16 (5.03)	38 (11.95)	15 (4.72)	318
P.G. Student	107 (22.62)	185 (39.12)	55 (11.63)	74 (15.64)	52 (10.99)	473
Total	333 (27.07)	449 (36.50)	182 (14.80)	162 (13.17)	104 (8.46)	1230

Table-12 presents data on the status wise respondents' views on library services. It could be noted that one fourth of the faculty respondents (26.64%) and Ph.D. research scholar respondents (25.13%) observe that library services are excellent. The Ph.D. research scholar and M.Phil research scholar respondents view mainly (43.08%) observe that library services are good. A considerable number faculty respondent (34.84%) perceive about the poor performance of library service. The PG student respondents (15.64%) observe that library services are very poor. In this study, 11.06 percent of the faculty members observe that they have no opinion about the services in the library.

It is concluded that Ph.D. and M.Phil research scholars view mainly about the good performance of institution library service.

Table-13 Gender wise Respondents' general assessment on Library Services

Status	Excellent	Good	Poor	Very Poor	No Opinion	Total
Male	115 (23.86)	146 (30.29)	142 (29.46)	47 (9.45)	32 (6.64)	482
Female	196 (26.20)	265 (35.43)	146 (19.52)	56 (7.49)	85 (11.06)	748
Total	311 (25.29)	411 (33.41)	288 (23.41)	103 (8.38)	117 (9.51)	1230 (100.00)

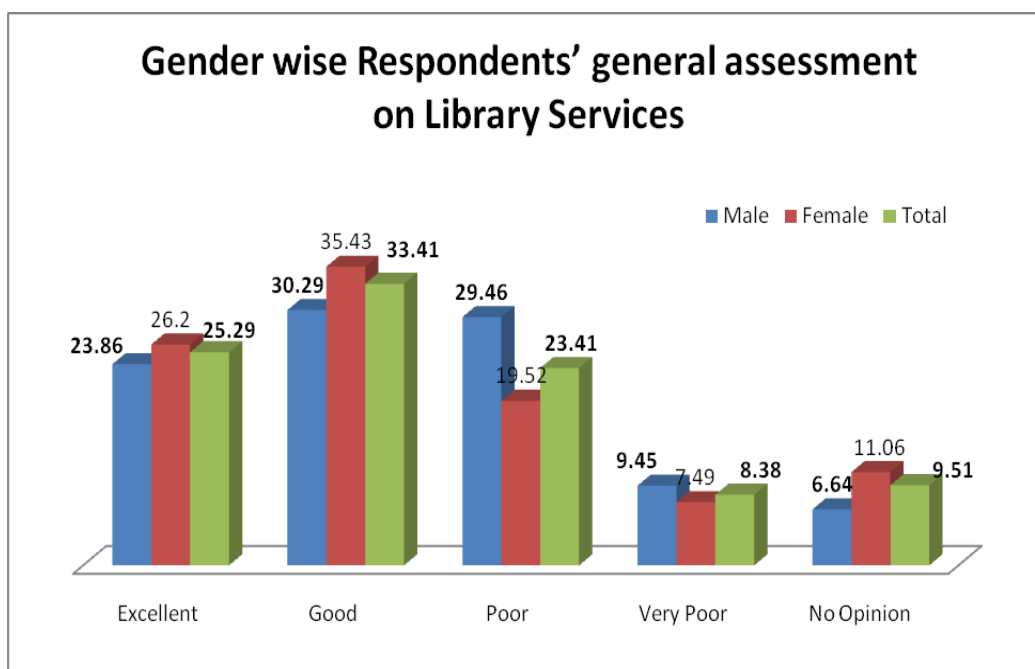


Figure 4. Gender wise Respondents' general assessment on Library Services

Data presented in table-13 indicate the gender wise respondents' views on library services. It could be noted that one third of the male respondents (29.46%) report that the services are poor. One fourth of the female respondents (26.20%) report that the services are excellent.

It could be seen clearly from the above discussion that female respondents feel better than males about library services.

#### 4.8 Frequency of use of Internet

Table-14 Age wise Respondents' Frequency of Use of Internet

Age	Less than 2 hours	2-3 hours	3-4 hours	4-5 hours	Above 5 hours	Total
Up to 25	129 (31.15)	105 (25.36)	63 (15.23)	87 (21.01)	30 (7.25)	414
26-30	75 (20.83)	61 (16.94)	57 (15.83)	78 (21.68)	89 (24.72)	360

31-35	32 (24.24)	28 (21.21)	20 (15.15)	36 (27.27)	16 (12.13)	132
36-40	23 (22.12)	20 (19.23)	17 (16.35)	25 (24.04)	19 (18.26)	104
41-45	12 (17.65)	15 (22.06)	21 (30.88)	15 (22.06)	5 (7.35)	68
46-50	19 (22.89)	27 (32.53)	18 (26.09)	9 (10.84)	10 (12.05)	83
51 and above	14 (20.29)	11 (15.94)	18 (26.09)	16 (23.19)	10 (14.49)	69

Data presented in table-14 indicate the age wise respondents' frequency of use of internet. It could be noted that out of the total 1230 respondents, 24.72 percent of them have less than 2 hours of access to internet. More than one third of the respondents in the age group up to 25 years have less than 2 hours of access to internet. In this study, 21.71 percent of them have 2-3 hours of access to internet and majority of the respondents of the lowest age group have 2-3 hours of access to internet. Out of the total 1230 respondents, 17.39 percent of them have 3-4 hours of access to internet. Majority of the respondents (30.88%) in the age group 41-45 years have 3-4 hours of access to internet. In this study, 21.63 per cent of the respondents have 4-5 hours of access to internet. Majority of the respondents (27.27%) in the age group 31-35 years have 4-5 hours of access to internet. Moreover, 14.55 per cent of the respondents have above 5 hours of access to internet and majority of the lowest age group respondents' fall under this category.

It could be seen clearly from the above discussion that less than 2 hours of access to internet takes the first order reporting among the social scientists of Alagappa University and its affiliated colleges, 2-3 hours of access to internet the second, 4-5 hours of access to internet the third, 3-4 hours of access to internet the fourth and above 5 hours of access to internet the last.

Table-15 Status wise Respondents' Frequency of Use of Internet

Status	Less than 2 hours	2-3 hours	3-4 hours	4-5 hours	Above 5 hours	Total
Faculty Member	66 (27.05)	55 (22.54)	64 (26.23)	40 (16.39)	19 7.79	244
Ph.D. Research Scholar	72 (36.93)	30 (15.38)	15 (7.69)	66 (33.85)	12 (6.15)	195
M.Phil Research Scholar	42 (13.21)	65 (20.44)	87 27.36	76 (23.90)	48 (15.09)	318
P.G. Student	105 (22.20)	97 (20.51)	108 (22.83)	100 (21.14)	63 (13.32)	473

Data presented in table-15 indicate the status wise respondents' frequency of use of internet. It could be noted that majority of the Ph.D. research scholars (36.93%)

have less than 2 hours of access to internet. Majority of the M.Phil research scholars (27.36%) and faculty members (26.23%) have 3-4 hours of access to internet. Around one third of the Ph.D. research scholars (33.85%) have 4-5 hours of access to internet. Majority of the PG students (22.83%) have 3-4 hours of access to internet. It could be seen clearly from the above discussion that 4-5 hours of access to internet is quite common among M.Phil research scholars and PG students.

Table-16 Gender wise Respondents' Frequency of Use of Internet

Status	Less than 2 hours	2-3 hours	3-4 hours	4-5 hours	Above 5 hours	Total
Male	94 (19.50)	108 (22.40)	73 (15.15)	142 (29.46)	65 (13.49)	482
Female	138 (18.45)	176 (23.53)	200 (26.74)	140 (18.71)	94 (12.57)	748
Total	232 (18.86)	284 (23.09)	273 (22.20)	282 (22.92)	159 (12.93)	(100.00)

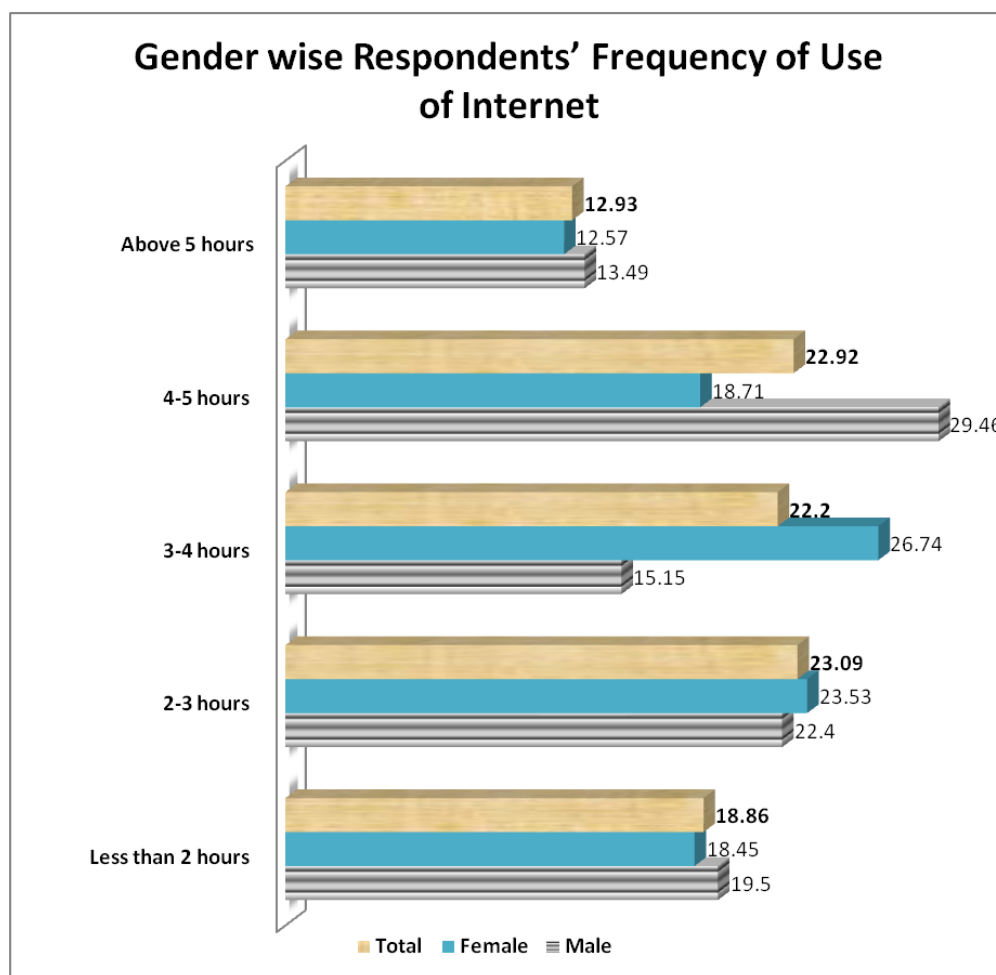


Figure 5. Gender wise Respondents' frequency of use of Internet

Data presented in table-16 indicate the gender wise respondents' frequency of use of internet. It could be noted that majority of the male respondents (29.46%) have 4-5 hours of access to internet, whereas, majority of the female respondents (26.74%) have 3-4 hours of access to internet.

It could be seen clearly from the above discussion that majority of the male respondents have 4-5 hours of access to internet and it is 3-4 hours in the case of female respondents.

#### 4.9 Purpose of using e-resources

Table-17 Age wise Respondents' purpose of using e-resources

Purpose	Age							Total
	Up to 25	26-30	31-35	36-40	41-45	46-50	51 & above	
To update knowledge	3.02	3.89	4.22	4.21	4.56	4.01	3.49	4.02
For study purpose	3.12	4.10	4.26	4.12	4.19	3.90	2.22	3.75
For research work	2.59	3.88	3.90	4.11	3.89	3.51	4.36	3.65
For preparing assignment / Seminar	2.49	2.89	3.76	3.96	3.65	3.16	3.82	4.10
For teaching purpose	2.44	3.56	2.65	3.11	3.92	2.96	3.52	4.23
Current Awareness	3.89	2.89	3.16	2.77	3.96	3.18	2.26	2.99
For writing papers	4.22	3.81	3.77	2.89	4.42	3.85	3.89	2.90
Project	2.12	2.26	2.89	2.52	3.39	2.52	2.44	3.81
To exchange ideas	2.99	3.41	3.58	3.46	4.00	3.39	3.76	3.04
Total	2.95	3.03	3.27	3.65	3.86	4.25	2.59	3.77

ANOVA					
Source of Variation	SS	Df	MS	F	F crit
Rows	27.15637	9	3.017374	16.5465	2.095753
Columns	12.90099	7	2.580199	14.14915	2.422084
Error	8.206073	45	0.182357		
Total	48.26343	59			

A study of data in table-17 indicates the age wise respondents' purpose of using e-resources. It can be assessed with the help of 9 factors on a 5 point rating scale. These include to update subject knowledge, for study purpose, for research work, for preparing assignment / seminar, for teaching purpose, current awareness for writing papers, project to exchange ideas.

The respondents' preference towards 9 purpose of using e-resources can be observed from the following discussion. The respondents give first order preference towards teaching purpose as it secures a mean score of 4.23 on a 5 point rating scale. The respondents have second order preference with respect to the

purpose of using e-resources for preparing assignment / seminar as it secures a mean score of 4.10 on a 5 point rating scale. The respondents give third order preference to update subject knowledge as it secures a mean score of 4.02 on a 5 point rating scale. The respondents have the fourth order preference project as it secures a mean score of 3.81 on a 5 point rating scale. The respondents attribute the fifth order preference for study purpose as it secures a mean score of 3.75 on a 5 point rating scale. The respondents have the sixth order preference for research work as it secures a mean score of 3.65 on a 5 point rating scale. It is observed that the purpose of using e-resources for exchange ideas gets the seventh order preference to the respondents as it secures a mean score of 3.04 on a 5 point rating scale. The respondents express the eighth order preference as current awareness as it secures a mean score of 2.99 on a 5 point rating scale. The purpose of using e-resources for writing papers gives the ninth order preference to the respondents as it secures a mean score of 2.90 on a 5 point rating scale.

The age wise analysis examines the following facts. The respondents in the age group of 46-50 years occupy the first position with respect to their overall preference for the purpose of using e-resources as their secured mean score is 4.25 on a 5 point rating scale. The respondents in the age group 41-45 years take the second position in their overall preference for the purpose of using e-resources as their secured mean score is 3.86 on a 5 point rating scale. The respondents in the age group 36-40 years rank in the third position in their overall preference for the purpose of using e-resources as their secured mean score is 3.27 on a 5 point rating scale. The respondents in the age group 26-30 years take the fourth position in their overall preference for the purpose of using e-resources as their secured mean score is 3.03 on a 5 point rating scale. The respondents in the age group upto 25 years occupy the fifth position in their overall preference for the purpose of using e-resources as their secured mean score is 2.95 on a 5 point rating scale. The respondents of the highest age group lag behind others in their overall preference for the purpose of using e-resources as their secured mean score is 2.59 on a 5 point rating scale.

The anova two way model is applied for further discussion. At one point the computed ANOVA value 16.54 is greater than its tabulated value at 5 per cent level of significance. Hence, variation with respect to chosen age groups is statistically identified as significant with respect to respondents' overall preference for the purpose of using e-resources. At another point the computed anova value 14.14 is greater than its tabulated value at 5 per cent level of significance. Hence, variation among the purpose of using e-resources is statistically identified as significant with respect to respondents' preference for the purpose of using e-resources.

Table-18 Status wise Respondents' purpose of using e-resources

Purpose	Status				Total
	Faculty Member	Ph.D. Research Scholar	M.Phil Research Scholar	P.G. Students	
To update knowledge	4.30	4.44	4.11	3.72	4.15
For study purpose	3.77	3.88	3.32	2.51	3.37



For research work	3.37	3.87	4.10	4.26	7.44
For preparing assignment / Seminar	2.52	2.42	2.56	3.79	3.77
For teaching purpose	4.11	4.31	3.71	3.72	3.96
Current Awareness	3.42	3.51	2.35	2.36	2.75
For writing papers	4.20	4.32	3.82	3.85	3.90
Project	3.39	3.42	3.51	2.36	2.80
To exchange ideas	4.10	4.16	3.89	3.79	4.00
Total	2.95	2.79	2.12	2.89	2.45

ANOVA					
Source of Variation	SS	Df	MS	F	F crit
Rows	14.46893	9	1.607659	18.69001	2.152607
Columns	6.168308	4	1.542077	17.92758	2.633534
Error	3.096612	36	0.086017		
Total	23.73385	49			

The respondents' preference towards 9 purpose of using e-resources can be observed from the following discussion. The respondents give first order preference towards teaching purpose as it secures a mean score of 4.23 on a 5 point rating scale.

A study of data in table-18 indicates the status wise respondents' purpose of using e-resources. The status wise analysis examines the following facts. The faculty member respondents occupy the first position with respect to their overall purpose of using e-resources as their secured mean score is 2.95 on a 5 point rating scale. The PG student respondents take the second position in their overall purpose of using e-resources as their secured mean score is 2.89 on a 5 point rating scale. The Ph.D. research scholar respondents' rank in the third position in their overall purpose of using e-resources as their secured mean score is 2.79 on a 5 point rating scale.

The M.Phil research scholars take the fourth position in their overall purpose of using e-resources as their secured mean score is 2.12 on a 5 point rating scale.

The anova two way model is applied for further discussion. At one point, the computed ANOVA value 18.69 is greater than its tabulated value at 5 per cent level of significance. Hence, variation with respect to chosen status groups is statistically identified as significant with respect to respondents' overall purpose of using e-resources. At another point the computed anova value 17.92 is greater than its tabulated value at 5 per cent level of significance. Hence, variation among the purpose of using e-resources is statistically identified as significant with respect to respondents' purpose of using e-resources.

Table-19 Gender wise Respondents' purpose of using e-resources

Purpose	Gender		Total
	Male	Female	
To update knowledge	3.52	2.26	3.37
For study purpose	3.37	3.87	4.10

For research work	2.52	2.42	2.56
For preparing assignment / Seminar	3.15	3.05	3.96
For teaching purpose	2.15	3.49	2.75
Current Awareness	4.42	2.40	3.90
For writing papers	3.52	2.18	2.80
Project	4.22	2.69	4.00
To exchange ideas	2.79	2.12	2.45
Total	3.55	2.74	3.46

t calculated value = 2.66 df =9. t critical value=2.62

A study of data in table-19 indicates the gender wise respondents' purpose of using e-resources. The male respondents occupy the first position with respect to their overall purpose of using e-resources as their secured mean score is 3.55 on a 5 point rating scale. The female respondents take the second position in their overall purpose of using e-resources as their secured mean score is 2.74 on a 5 point rating scale.

The t test is applied for further discussion. The computed t value 2.66 is greater than its tabulated value at 5 per cent level of significance. Hence, there is significant difference between male and female with respect to their overall purpose of using e-resources.

## 5. Suggestions

The following suggestions are put forward to improve the use of the e-resources among the Social Scientists of Alagappa University and its affiliated colleges:

- social science education curricula should be revised at the national level to accommodate the integration of information literacy and the use of e-library, either as embedded or standalone courses. This is in recognition of the changes in technology, especially, in managing social science information.
- The affiliated college library of Alagappa University should urgently develop its e-library project by procuring all necessary facilities and also open the planned internet café for social scientists to access the e-library and make effective use of its resources. The library of Alagappa University and affiliated colleges should subscribe for more e-journals and e-databases. There should be specific budget for new e-resources and the renewal of existing e-resources.
- Awareness should be generated on the online journals to obtain current social science information. More computer terminals should be installed in the institution library for easy access to social scientists. The problems of slow access speed can be overcome by increasing the bandwidth.
- Compared to the total number of social scientists, the number of users using the e-resource is small. Further, those who do use the e-resource do not have adequate knowledge of the above mentioned resources. Therefore, it is recommended that the qualified IT staff should be appointed to provide the expert guidance to users about e-resources and internet.

- There should be complete campus-wide networking with the internet browsing facility connecting the students hostel. Some orientation training programmes should be organized by the institution at regular intervals so that the maximum users can improve their excellence or proficiency in the use of the e-resources for their research and education purposes.
- All the social science information news should be provided at the institution website and it should be regularly updated. Such websites depicting services will help the social scientists to explore relevant information.
- A Quality Assessment Team (QAT) should be developed in institution library and its department library to assess the quality of library service.
- Better user education programmes should be conducted by the institution libraries as the social scientists depend heavily on the library staff to get their required information. This will reduce the dependence of the social scientists on the library staff who can devote more time in other activities of the library
- A corpus fund should be created for the social scientists to finance them for attending different conferences and seminars on their area of specialization.

## 6. Conclusion

Recent advances in the field of information technology contribute significantly to improve the services of libraries. Now-a-days libraries are not only seen with printed document and non-print document but also with computers. The impact of technologies such as CD-ROMs, multimedia, computer networks, Internet, etc. have lead to a paperless society. With the availability of computers, capable of computing at very high speed and having large disc storage space, it is possible to digitize and store information in the form of high quality graphics, color images, voice signal and video clips at a relatively affordable cost. There are several forms and types of electronic resources which are available on the internet, some of the popular ones that are gaining ground are the electronic journals, standards, technical specifications, reports, patents, full text articles, trade reports and hosts of other document sources. Also the printed editions of scholarly journals are available on the web.

Library and information centres are playing a crucial role in the growth and development of the nation directly/indirectly by providing better services to the social scientists. Social Scientists have been respected for their role models, setting the tone and lifting the quality of public life by the professional and personal integrity, penetrating intellect, dedication to public causes, philanthropic disposition and commitment to public service. Electronic resources have become the vital part of human life in the 21<sup>st</sup> century. Alagappa University and their affiliated college libraries are rapidly transforming into digital libraries. It is important that Alagappa University and their affiliated college libraries maintain the E-Library with all necessary technology, for the effective use of social science information. A large portion of social scientists in the Alagappa University and its affiliated colleges are aware about the e-resources, but they do not know all its techniques and applications. Further, a few social scientists of the Alagappa

University and its affiliated colleges still have no knowledge about the e-resources and related applications. For this purpose, there is need for effective user education, to develop awareness and knowledge of the social scientists. More efforts by librarians at Alagappa University and its affiliated colleges are needed to educate users to effectively use the e-resources and its techniques and applications. Findings of this study it is hoped would help the authorities and administration of the Alagappa University and its affiliated colleges to reconsider its objectives and to design the services taking into consideration the technological developments so as to meet the challenges of the social scientists of the 21<sup>st</sup> century. Further there is a vast scope of future research in science and engineering field.

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