CHAPTER - II

REVIEW OF LITERATURE

2.1 WORLD WIDE WEB (WWW)

Internet, WWW, Search Engines etc., are unavoidable now-a-days. Users, who are in the higher educational sector, depend on digital technology, without which their routines are incomplete. Their day- to-day activities are tied with these kinds of Technology. Access to information was a barrier in the part, but with the blessings of modern technology, the behavior is totally removed in the present digital era. Accessing any information front anywhere is possible now that can be done when we have the sophisticated infrastructure. Internet brings all to our location to fulfill our requirements. This study helps to realize the modern users' attitudes towards the Internet. Library visit, frequency, purposes etc., have been studied here.

Internet and WWW are major information resources repositories in which any user from any location can access the required information. As the quantity of information is available on the web continues to explode, it is a must to identity efficient ways of finding information on the web. Many tools are existing in the digital environment to trace the relevant information. Though many tools are available here, the awareness on search techniques are essential
one for the users, so as they can access the exact information. This is essential due to the vast amount of information included in the web. Users are spending more time to access data in the web. Google, Yahoo are some of the tools that help the users to access the relevant data on the Internet. The aim of this study is to tract, the users’ behaviors with the internet to access the information in various aspects.

The review of related literature is a significant and primary component in any research investigations. It enables to understand the earlier research interest, research pattern and the magnitude of research output in the field of knowledge. Only little amount of work has been so far carried out related to the UGC-INFONET activities, services, etc.

Enough literatures supporting to the present study have seen explored here chronologically.

Yaacob (1990)\(^1\) has investigated the attitudes of librarians in government-supported special libraries in Malaysia, and examined the relationship between the librarians' attitudes toward IT and other variables.

Johnson (1991)\(^2\) has observed that the major reason for the failure of library automation projects in developing countries is that library staff and funding agencies plan without sufficient knowledge.
of hardware, software, and power supply requirements. This reaffirms that sufficient knowledge of ICT and its resources are important to the development of a positive attitude to ICT by all categories of library staff.

Kwok (1992) has pointed out that the study was conducted at the National Institute sampled a group of “Scientists” that are queued on their use of materials such as cp-nom databases, online database, journals, monographs, etc., to do research. He respondents ranked the following five most useful resources.

Sieppert and Krysik (1996) have indentified high levels of pretest anxiety before the test. Students like the computer-based test’s ability to provide immediate scoring. The authors describe critical barriers that exist in using computer based testing in social work education Recommendations for further development of computer based tests in social work education are provided.

Galinksy et al (1997) have reviewed the practice literature on the use of technology-based groups and present the results of a survey of good practitioners that focus on their experiences with telephone and computer groups. Benefits of using this technology include increased accessibility, convenience, and anonymity; problems are decreased cues, technological issues, and group process difficulties. Implication of using telephone and computer
technology for group practice, particularly in health settings, are discussed.

Pardeck (1998)\(^6\) has addressed the factors involved in the successful development of a management information system within human service agencies. It outlines key areas for computerized information management such as program evaluation, analysis of outcome measures, and client data collection. The importance of involving staff at all levels in the development of an information systems is stressed.

Curry (2000)\(^7\) has noted that, to produce graduates whose workplace spans the whole world, ICT need to be incorporated in the Library and information teaching and learning. Thus, it is a foregone conclusion that ICTs are significant in the achievement of LIS educational goals/objectives and the fulfilment of the primary tasks of LIS schools.

Kaul (2001)\(^8\) has discussed the selection of material for scanning the university library collection. He discussed in detail the principles for selection and gave guidelines for information evaluation and privatization for selecting the right and appropriate document for digitization.

Sutton (2001)\(^9\) has observed that the changes brought into the LIS profession by ICTs can be divided into two major categories,
namely, the natural evolutionary changes, on the one hand, and transformatory changes, on the other. As natural evolution, the library and information science profession has harnessed ICTs to perform old tasks better through the automation of housekeeping tasks such as reference work, bibliographic services, cataloguing, serials, circulation and acquisition, which are performed more efficiently in an ICT environment. Transformatory changes, on the other hand, include the emergence of new functions arising out of an expanded, demand-driven information society, wider and/or interdisciplinary jurisdiction and closer focus on user needs.

Umesh Naik and Shivalenjaih (2001)\textsuperscript{10} have highlighted the infrastructure required for setting-up of a digital library, they explained about the hardware and software, organizational infrastructure and technical infrastructure for setting up of digital library.

Bozena Bednarek Michalska (2002)\textsuperscript{11} have discussed the rules and methodology of introducing a new job description for an electronic resources librarian in an academic library in Poland.

Janes (2002)\textsuperscript{12} has revealed that reference librarians with digital reference experience tended to have more positive attitudes than those who had no experience. Training and experience with
particular events, behaviour, or action affects the attitude of an individual toward them.

Nyamfooya Uma and Kemparajis (2002)\textsuperscript{13} have discussed the use of computers, Networks, Electronic E-mail, Online Information Retrieval, CD-Rom, facrimite transmission personal computers (PCs) and the internet.

Manjunatha and Shivalingaiah (2003)\textsuperscript{14} have stated that in the age of digital evolution and escalating price of electronic information, resource sharing was critical for effective functioning of libraries. Increased availability of information in digital format and high costs of journal subscription compelled the libraries to work together. Technical advancements provided a platform for digital resource sharing and offer many opportunities for librarians to become more technical and professional. This paper attempted to identify the needs and factors influencing the electronic resource sharing. Also presented were the requirements and strategies for effective resource sharing in academic libraries.

Jagdish Aroa (2003)\textsuperscript{15} had discussed the co-operative among institutions for sharing their library resources as practical for decade towards information of consortia of libraries for buying access to electronic resource.
Kawair Fan (2003)\textsuperscript{16} has analyzed electronic resources including journals and databases for Chinese studies.

Ocholla (2003)\textsuperscript{17} has studied the status of ICT in LIS departments in selected Eastern and Southern African countries in relation to learning, teaching, research, academic administration, and resources support. He sought opinions of the heads of departments and program directors. The study found that while there was overwhelming interest in learning and using ICT, development of competencies was constrained due to several factors. These included lack of proper ICT infrastructure and lack of strong technological capabilities among LIS teachers. South Africa was the only exception where the level of ICT skills was found satisfactory.

Maheshwarappa and Tadasad (2004)\textsuperscript{18} have surveyed 571 out of 931 college libraries in the state of Karnataka with regard to the availability of information resources and found that a majority of college libraries have neither a separate reference collection nor back volumes of periodicals, maps nor, microforms, audio-visuals, nor subscribe to periodicals nor on gratis nor an exchange nor subscribe to abstracting journals. The study observed that print media dominates the present collection of the college libraries which was very meager and inadequate to support the requirements of undergraduate education. They concluded that college libraries should
adopt a strategic plan for the development of an integrated collection (print, non-print, digitized and networked) by focusing their attention towards developing information resources.

Venkata Ramana (2004)\textsuperscript{19} has discussed the study he conducted on the current state of the use of information technology in Central University Libraries in India. He concluded that the Central University Libraries, in general, were better placed in terms of resources and the major reasons for using information technology were to improve access to collection, to improve quality of existing resources and to reduce routine and time consuming clerical operations.

Fattahian (2004)\textsuperscript{20} has the effect of IT and ICT varies across disciplines. Medicine has been more affected than history, for example. Regardless of the discipline, however, the advantage is that students and teachers are not limited by time and place.

Perna Reddy (2004)\textsuperscript{21} has Stated on the policy and action plan for digitalization of university libraries. He discussed the seeming and digitalization issues. Digitalization methods, copyright issue and the infrastructure needed for digitalization of university libraries.

Cholin (2005)\textsuperscript{22} has gave an overview of information technology implementation in different university libraries in India.
that provided effective access to resources available within universities and elsewhere. The role of INFLIBNET in the overall development of university libraries across the country with special emphasis on UGC-INFONET was also discussed.

Ani, Esin and Edem (2005)\textsuperscript{23} have investigated the extent of adoption of information and communication technology (ICT) in 29 university libraries in Nigeria. The results of the survey showed that the major obstacles that influence effective adoption of ICT in university libraries are inadequate funds and the poor state of electricity in Nigeria. They proposed that computer networking of university libraries was feasible and recommends the development of the Nigerian university libraries network and academic libraries network.

Tubaishat and El-Qawasme (2006)\textsuperscript{24} have explored the impact of technology and culture on higher education in two Arab countries. The survey results showed that adoption of technology had (a) improved the motivation and confidence level of students, (b) improved their communication and technical skills, (c) encouraged students to collaborate using Information and Communication Technology (ICT) tools, and (d) allowed students to be more independent. These improvements would not have been possible without technology in a gender-segregated society. Some of the important findings from the case study were: (a) use of technology
improved students communication skills, (b) use of technology allowed students to be more independent, (c) it also improved motivation and confidence levels of students, and (d) allowed students to express their feelings and ideas more openly with others.

Vishala and Bhandi (2006)\textsuperscript{25} have studied information available on library and information science electronic journals in UGC - INFONET.

Amjad Ali (2005)\textsuperscript{26} has focused on computer hardware and software and the wireless communication devices suggested for connectivity between server and client computers.

Fourie & Bothma (2006)\textsuperscript{27} have it is hard to establish consensus about the ICT subject or modules. The naming of subjects/modules often depicts the "confusion" and largely seems to be dictated by the ICT industry, rather than the LIS sector. As a result, most LIS schools, worldwide, formulate titles based on what they either understand or come across in their geo-academic environment. However, it is good to note that there is better agreement regarding the basic competencies that a LIS graduate needs. Some of the notable ones include an understanding of basic computer-information science convergence; understanding
connectivity; knowing the Internet; installing, configuring and using a browser; evaluating networks, software and hardware etc.

Jensen (2006) has observed that countries can strategically improve infrastructure policies that can minimize bandwidth problems, for instance, by obtaining "access to national and international backbones at cost, rather than at the high tariffs charged at monopoly prices by the incumbent operators." Nevertheless, LIS schools in sub-Saharan Africa should continually urge their parent institutions to draw realistic budgets and provide sustained funding for the ICT projects. Individual institutions and departments must try to find ways of obtaining the necessary funds, be it through income generation activities or liaisons with the private sector.

Balwant Singh, Kapila and Pateria (2007) have stated that the libraries were adopting the ICT to make their services better. University Libraries were also collecting digital information because it is easy to access on 24/7 from anywhere. This digital environment was changing the shape of the libraries and their activities such as acquisition, cataloguing, classification, issue/return, and reference service. Staff and building were no exception. Collection of print media may reduce, as digital resources will take its place. RFID (Radio Frequency Identification Device) technology has not only
made possible self-issuing, but also checks thefts and helpful in tracing the misplaced books on the shelves of the library.

Mulla and Chandrashakara (2007)\textsuperscript{30} have made an attempt to explain the important aspects of Internet. The Internet based information resources were essential to overcome the distance barrier in information explosion, and it also saves the time, when searching the literature in electronic form and allows identifying the resources. The teachers, research scholars and students of higher education use the Internet to keep themselves up to date. The present study gave an insight into why they were interested and what was their attitude towards the use of Internet based information resources and Internet use.

Smitha and Chethana (2007)\textsuperscript{31} have explained the influence of digital technology on information users of higher education and Research Centres in Mysore district. They indicated that existing digital technology in higher education had drastically improved. There was great demand for digital technology in terms of digital resources and services such as full text online journals, Reference works on CDs, Leased line internet facility, additional browsing terminals including training on digital technology.
Khaiser Nikam and Promodini (2007)\textsuperscript{32} have studied the use of e-journals and databases subscribed through UGC-INFONET programme the University of Mysore.

Manishi-Manjanja (2007)\textsuperscript{33}. Has in the sub-Saharan Africa, reviewed the efforts of LIS programs for integration of ICT into LIS curricula. It was reported that most schools incorporated new modules to cover ICT in LIS courses Curriculum developments showed considerable strides in infusing ICT competencies, but teaching appeared to remain theoretical as schools lacked adequate resources for extended practical training. The study reported that a great diversity existed in individual countries in terms of coverage and treatment corresponding to the availability of relevant facilities in respective countries. ICT modules generally covered different application software, intranet, and internet, but the coverage is not uniform across countries and schools. Most ICT modules are offered as core and/or required within the US programs. Some aspects of ICT are integrated in other modules.

Prem Chand et al., (2008)\textsuperscript{34} have studied usage trends among the university of north east India access to e-journals through UGC-INFONET.

Ebrahimi (2009)\textsuperscript{35} has discussed the effect of ICT on teaching library and information science in Iran and observed that there was
a need to incorporate more ICT modules and enhance the instructional methods in ICT courses. It reported that LIS curriculum in Iran considers three approaches for coverage of ICT: introductory units and workshops; units focusing on the use of ICT as means of information storage and retrieval; and ICT as a channel for delivering instruction. It was suggested that a continuous review of curriculum for integrating ICT into US was needed. He argued that the instructors need to upgrade their skills for more effective teaching.

Hanson-Baldauf and Hassel (2009) have in a recent study conducted in the USA, investigated if students enrolled in school library and media certification programs were adequately prepared for the task of integrating technology and skills into instruction. The study explored the perceived competences of students and their use of ICT. The participants between the ages of 18-25 reported the highest level of competence in communication & collaboration technologies; file sharing; and networking technologies. Highly ranked tools included email, presentation tools, threaded discussion forums and digital cameras. The level of awareness and use approximated the frequency with which the students were exposed through their coursework. The respondents reported that while technologies such as wikis, blogs, and podcasts were discussed, the students did not have sufficient opportunity for hands-on
experience. They felt that they were not adequately prepared to use emergent Web 2.0 technologies.

Joteen Singh et al., (2009)\textsuperscript{37} have studied the use of internet based e-resource at Manipur University.

Gopalakrishnan and Saravanan (2010)\textsuperscript{38} have studied the users attitudes towards Internet.

Senthilkumar and Ravichandran (2010)\textsuperscript{39} has studied on digital resources user behavior among the faculty members of premier educational institutions in Tamil Nadu.

Sampath Kumar and Biradar (2010)\textsuperscript{40} have examined the use of information communication technology (ICT) in 31 college libraries in Karnataka, India by investigating the ICT infrastructure, current status of library automation, barriers to implementation of library automation and also librarians’ attitudes towards the use of ICT. The findings revealed that lack of budget, lack of manpower, lack of skilled staff and lack of training were the main constraints for not automating library activities. Even though library professionals shown a positive attitude towards the use of ICT applications and library automation, they needed extensive and appropriate training to make use of ICT tools.

Ossai-Ugbah (2010)\textsuperscript{41} has examined the extent to which the use of automated electronic information services by students
influenced the academic performance of students in three tertiary institutions in Nigeria. The majority of the users agreed that there is a significant relationship between educational academic exposures with the use of the automated library services, and they were satisfied with these automated electronic library services. However, the major constraints identified by the respondents were slow internet speed, access and automated library facilities are not up and running at all times to meet the varied time students prefer to browse the internet. The research recommended institutions to enlarge their Internet bandwidth and make it available anytime of the day or night when the students are free to make use of it.

Ani (2010)\textsuperscript{42} has investigated the extent and level of internet access and use by undergraduate students in three Nigerian universities as well as the electronic resources used by these students on the Internet. The findings of the study revealed that the Internet was extensively used by undergraduate students in the surveyed universities. In spite of the extensive use of the internet, there existed a poor level of use of electronic resources such as the electronic journals and online databases which were essential for learning and research. The findings of the study also revealed the need for effective user education on the Internet access and use in university libraries in Nigeria for optimal utilization of electronic information sources.
Swain (2010) has evaluated the level of electronic information services offered by the primary information reserves of the respective business schools with an opinion pool of sample respondents. The study found that students expressed keen interest in the use of e-journals, followed by e-books, e-newspapers, e-reports, and e-articles. Least interest was shown towards the use of electronic theses and dissertations. The study also revealed that the majority of students were aware of EBSCO, and Emerald Management Xtra. The study highlighted the practicality of the use of electronic resources, compared to print, among the students of business schools of Orissa (India).

Santhi, Radhakrishnan and Swaroop Rani (2010) have investigated the relationship between computer literacy of 114 Academic Staff of affiliated engineering colleges under Coimbatore Anna University at Karur District, Tamil Nadu (India) and their use of electronic information sources. The study was aimed at investigating the relationship between computing skills of academic staff and their use of electronic information sources such as OPACs, and the Internet. The study revealed that a majority of faculty members were using computers. It was suggested that adequate emphasis should be given to developing basic computing skills among library users through user education programmes and user training on using OPAC, Internet and other electronic products.
Sarasvathy and Giddaiah (2010)\textsuperscript{45} have elicited the opinions from 88 users of Internet Centre of University Library, Mysore, regarding the exploitation of Internet resources. The analysis of the data thus covered "characteristics of study population, purposes of Internet use, most used Internet services, problems faced by the users while using the Internet services and suggestion made by the users for the future improvement of Internet services at Internet Centre, University Library- Mysore.

Saravanan, Ushadevi and Senthil Kumar (2010)\textsuperscript{46} have presented the results of a survey of users’ awareness of and skills in using various features of the Google search engine. 150 users, who were pursuing their PG degree in Annamalai University were selected The aim of this user survey was to get some idea of how much users of any discipline were aware of the sources of information, what search method so they used most and from where they received most of their information.

Balasubramanian and Batcha (2011)\textsuperscript{47} have evaluated and analyzed the perception of 900 users of academic libraries of Puducherry region on quality of various types of services provided in academic libraries and also analyzed their satisfaction. They found that the inadequate fund allocation factor had an impact upon providing the effective and efficient library services, followed by inadequate staff structure; lack of adequate management; lack of
adequate infrastructure facilities; delay in implementing IT initiatives; lack of coordination among library staff; lack of technical knowhow in ICT enabled services; and subscription of international journals. Moreover the nature and level of library and information services are not having any correlation between the nature of institution and the services.

Loan (2011) has surveyed the Internet use among college students in Kashmir Valley and found that students of Computer Science made use of the Internet most of all followed by students of business and commerce, general science, social science and humanities students respectively. It was found that the students of business and commerce leads in using the Internet for information, students of computer science use it predominantly for communication purposes and students of social science and humanities use it for education purposes compared to others. Information overload was the most common problem faced by students of all faculties while searching the relevant information. The students of general science, social sciences and humanities found the Internet illiteracy as the major limitation in using the Internet. The students of general sciences, social sciences and humanities, and business and commerce faced intuitional curbs to the Internet access. It was needed to make students of all faculties
aware about the information and communication technologies (ICTs) and to train them in using these technologies to bridge the gap.

Loan (2011)\textsuperscript{49} has compared the use of Internet by the rural and urban 302 academic college students of Kashmir Valley and identified the problems faced while searching the Internet. The findings revealed that the rural students mainly accessed the Internet at home whereas urban students highly accessed the Internet at commercial cyber cafes. Majority of the urban students used the internet primarily for specific information whereas rural students mostly used for education. The findings also indicated that both the rural and urban students faced the same problems with slight variations like information overload (too many hits) followed by internet illiteracy (lack of internet operating searching skills), financial barrier (paid information), and information pollution (too many irrelevant hits).

Mostofa (2011)\textsuperscript{50} has examined the use of internet among 137 business students in Darul Ihsan University, Bangladesh. The findings revealed a high percentage of internet use among students. More than half of the respondents used the Internet for educational purpose at the University. Google and Yahoo search engines were found to be more widely used than other search engines. The major problem faced by students in their use of the Internet included slow access speed and recommended that the bandwidth should be
increased to overcome the problems of slow connectivity and more computers with latest specifications and multimedia facilities should be provided.

Baikadi and Mudhol (2011)\textsuperscript{51} have investigated the perception of Web as a learning resource by the faculty members and postgraduate students in medical college libraries of Coastal Karnataka. They found that the respondents' preferred using the Web more to the traditional library and also they perceived that Web contains exhaustive knowledge and was easy to use.

Rehman and Al-Awadhi (2011)\textsuperscript{52} have conducted pre and post tests of the undergraduate students of Kuwait University and found that the course was significantly associated with differences of ICT skills of the students. They noted that ICT content needed to be further strengthened in the course by having intensive hands-on treatment. They viewed that the students who had taken information studies undergraduate courses they expected to be equipped with adequate ICT competencies needed for gainful employment in the Kuwait job market.

Sujatha (2011)\textsuperscript{53} has analyzed the patterns of use of the Internet among 335 teachers and students of the five colleges in Mangalore city. The study investigated the level of academic community's access to the Internet, reasons for non-use of Internet,
satisfaction with the Internet facilities provided in these institutions as well as the problems faced in the use of the Internet. The study revealed that the level of student's access to the Internet was low and the major reason was that at the time of the study, computers with Internet facilities were inadequate. The findings also revealed that the rate of Internet use was more among the teachers and students of Commerce and Science faculty as compared to the faculty of Arts. However, majority of the students expressed their interest in the use of the Internet and its resources and were enthusiastic in improving their skills in the use of the Internet. The study recommended provision for more computers with Internet facilities, better access speed, and providing more orientation/training programmes in the use of the Internet in these institutions.

Thanuskodi and Ravi (2011) have discussed utilisation of digital resources by 140 faculty and research scholars of Manonmaniam Sundaranar University, Tirunelveli. Results showed that most of the faculty was familiar with the use of digital resources, and majority of these members were using digital resources for research purpose. They revealed that majority of the faculty members were learning the required skills for the usage of digital resources through self-study. It was concluded that library and information science professionals should be well aware of the
digital resources available in the concerned field of study and evaluate these before subscribing these for their library users.

Shuva and Akhter (2011)\textsuperscript{55} have undertook a study to analyze the use of the Internet among the 461 students of the Faculty of Arts of the University of Dhaka. The present study demonstrated and elaborated the various aspects of the Internet use, such as frequency of internet use, most frequently used place for internet browsing, most frequently used search engines, purposes for which the internet is used, use of internet services, problems faced by the students and satisfaction level of students with the internet facilities provided.

Natarajan, R. (2012)\textsuperscript{57} has conducted in the academic year 2009-10 at the SASTRA University, Thanjavur. A total number of 450 users from the undergraduate, postgraduate, research scholars and faculty members were selected and their response was obtained with the help of questionnaires. The findings showed that 79.13\% of the male users were aware about the electronic information resources whereas only 73.23\% of female respondents were aware about the availability of electronic information resources.

Murugan.K and Ravi.S (2013)\textsuperscript{56} have discussed his Ph. D thesis in Use and Application of Information and Communication Technology by the Physical Education and Sports Sciences Faculty
in the Universities of Tamilnadu: A Study. This Study Analyzed Faculty Members utilizing Library and its Resources among the Faculty members in the Nine Universities of Tamilnadu.

Senthilkumr and Shanthi (2013) have studied the web access habits among in the PG users in the Faculty of Arts in Annamalai University. Further they analysed the frequency of library visits and satisfaction with internet services among the respondents.

Jeyanthi and Saravanan (2013) have studied Gender Differences in E-Resources Usage among the Students of Engineering Institutions in Kanchipuram District: A Study. The study demonstrate and elaborates the various aspects of e-resources use such as, frequency, frequently used place, use of various online services and satisfaction level of users with the e-resources facilities provided in the Engineering Colleges.

Shehbaz Husain Naqvi. (2014) have studied the usage patterns of e-Resources by the postgraduate engineering students of the Faculty of Engineering and Technology, Jamia Millia Islamia, New Delhi, India. It considers the impact of e-Resources on their academic studies and the problems they face while using them. Design/methodology/approach – A structured questionnaire was used to collect the information regarding the usage pattern of e-Resources: their frequency of use, purpose of use, frequency of
locating the desired information, and the problems faced by the respondents while using e-Resources. The collected data were analysed and interpreted with the help of MS Excel. Findings – The study shows the use of e-Resources is very common among the postgraduate students of the Faculty of Engineering and Technology, Jamia Millia Islamia, New Delhi, in particular, e-Journals. The majority consider e-Resources to be indispensable in their academic work. They also believe that their use has improved their competence. The study indicates that the infrastructure has improve to large extent, but that training programs should be revised and conducted frequently in order to make students aware of the e-Resources available and capable of using them. Some of the problems in using e-Resources were also explored, and timesaving, more informative, more useful, and easy to use are some of the reasons why they use these resources. Finally, it is evident that the majority of the respondents are quite satisfied with their use of e-Resources. Originality/value – The study evaluated the use of e-Resources by the postgraduate students of the Faculty of Engineering and Technology, Jamia Millia Islamia, New Delhi. Results from the study are encouraging and it is hoped that the findings will provide the administration of the University with useful feedback on the success of their large expenditure on e-Resources from the library budget.
Aboyade (2014) have the declining interest in reading among students in higher institution is a challenge to all, as it affects the educational standard and the quality of graduate sent into the society. Survey method was used to carry out this research and the target population was students of Adeleke University Ede which totaled 705. A random sampling method was adopted for the research work. A total number of 220 were sampled from the total population. A well structured questionnaire was the instrument used to gather data for the study. A total of 220 questionnaires was administered on the respondents, 212 copies were returned and found valid for analysis. The data collected were analyzed using frequency counts and percentages. The research reveals that e-book, e-journal, and e-news are the most commonly use electronic resources among the students. It further reveals that electronic information resources are often utilized among the student of the institution. When trying to find out the reading pattern of the students, the research reveals that most of the students read less than two hours daily. The research shows that most students have inadequate skill on how to use e-resources. The respondents reveal that a poor internet facility is a key factor hindering the use of electronic resources in the library. The following recommendations were also made among others; there should be more awareness on the use of databases and e-reference. Students that rarely or never
utilized electronic information resources should be encouraged doing so; academicians should improve upon the low level of reading skills among students of the institution. Students that read for less than two hours should be made to see the reason to read for more hours as a student.

Anitha, S., Rai, & Thandavamoorthy, K. (2014) have conducted to examine use and impact of Electronic resources by students, teachers and research scholars of VTU affiliated Engineering Colleges, Karnataka. The survey research method was adopted for the study. A questionnaire was used as a data collection instrument. The collected data has been analysed with the help of SPSS. Statistical methods like percentage and chi-square were used. However there is need for them to acquire more skills in the use of electronic resources. Application of Information Technology in the library is not difficult, if library professionals are aware of the technology. At the same time Librarian should give training to the users for effective use of resources. Otherwise whatever technology application implemented in the library is waste of money and time. The successful digital library will be one that keeps pace with the ever changing world of information technology. Library professionals must stay up to speed in adopting new models, working in tandem with educators to re-define the learning process to incorporate electronic publishing and resources.
Islam, Md. Maidul, and Umme Habiba (2015) has examined the pattern of use of internet and e-resources by the students and faculty members of a private university in Bangladesh in order to find out the constraints faced by them in accessing the internet and e-resources. Moreover, borrowing facilities should be developed; the librarians should offer adequate bibliographic instructions and assistance for enabling them to use the e-resources effectively; the EU library should also provide adequate training program to the users and library staffs about e-resources; the library should provide high quality of sources and services, etc. The review of related literature of both Indian and Foreign studies has revealed that very few attempts have been made to study e-resources and services usage among college teachers, University teachers and research scholars. There is no systematic study in the use of e-resources by the users of Arts and Science colleges in Ramanathapuram District. Hence, the researcher has made an attempt to study “Utilization of Digital Resources and Services by The Faculty Members of Arts and Science Colleges in Ramanathapuram District, Tamilnadu: A Study”.

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