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UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY BASED RESOURCES AND SERVICES AMONG THE RESERCH SCHOLARS IN THE FACULTY OF ARTS ANNAMALAI UNIVERSITY: A STUDY

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Abstract: This paper discusses the different dimension of the ICTs. It gives an awareness of technology in library and why there is a need to understand the use of ICT in the library for rendering enhanced library services and information to users. The current study highlights the areas where ICT can be applied. Basically, the paper explains different technologies and their use in the library operation. How library services are prompted with the use of technology like RemoteXs, RFID Technology, QR Code, etc. have discoursed in the study. The present study discusses various library operations using library automation. In this paper, the benefits of institutional repositories have been discussed for archiving the library resources. The very purpose of this study is to express the usefulness of the different ICT for quickest and approachable information dissemination.

Keywords: Information Communication Technology (ICT); Housekeeping Operation; Library Service; Library Automation; Library Operation; QR Code; RFID Technology; Social Media; Digital Libraries

Introduction

Information and communication technologies (ICTs) which include radio and television, as well as newer digital technologies such as computers and the Internet have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life. However, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICTs is not automatic, Blurton, C (1999).

The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology indeed, given enough initial capital, getting the

technology is the easiest part, but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others, as 'Basic Education for All' 'Core Work Skills for All' and 'Lifelong Learning for All'. In India a major changes as regards to LIS profession is seen only in last few years. India is having a remarkable place in the world as regards to its history of highly developed civilization and culture. In the fast changing world of the 21st century, several professions are adapting with changes and pacing with new useful technologies for their survival and advancement. In this century creation of new knowledge, capturing of new ideals promptly and their timely application is crucial for success in any endeavor. Concerns over educational relevance and quality coexist with the imperative of expanding educational opportunities to those made most vulnerable by globalization developing countries in general; low-income groups, girls and women, and low-skilled workers in particular. Global changes also put pressure on all groups to constantly acquire and apply new skills. The International Labour Organization defines the requirements for education and training in the new global economy simply, ILO (2003).

Impact of ICT on LIS Education

During the last few years, it seems in India a major changes as regards to LIS profession and professionals. India is a significant place in the world as regards to its history of vastly developed civilization and culture and way of life. But, in current years, India is having all types of libraries, which are located at the well-known places of learning. They include State Central libraries, Regional libraries, Oriental Manuscript libraries, and libraries attached to educational institutions, Research centers, Religious/Cultural organizations, Learned Societies and libraries managed by private organizations, Velmurugan & Kannan (2011) . LIS curricula need to consolidate ICT concepts, knowledge, skills and proficiency into core competencies, and LIS schools need to provide adequate content and practice that will enable LIS graduates to adopt and use of ICT application in effective manner. The use of electronic resources in teaching and learning positively impacts the delivery of LIS modules. Some of the new approaches, methods, techniques and instructional resources/tools of teaching/learning, when innovatively used, not only make it easier for students to learn. But also insidiously acquaints students with the ICT tools. LIS researcher along with depending on print sources also refers a lot of E-resources due to various advantages of eresources. Libraries also have started depending on and providing ICT

based information services along with traditional services. However, the significance or magnitude of these issues and challenges vary between countries and institutions, presumably due to socio-political and economic environments.

Review of Literature

This review examines currently available research literature that focuses on the use of technology to support inclusive teaching and learning.

(Yusuf, 2005) The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research Al-Ansari, (2006), A great deal of research has proven the benefits to the quality of education Oliver, (2000, ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance -based curricula that make sound use of the affordances of these technologies.

Statement of the Problem

Considering the enormous benefits that are experienced in the Impact Utilization of Information and Communication Technology based Resources and Services among the Research Scholars in The Faculty of Arts Annamalai University: A Study.ICT acquisition and implementation is facing a lot of problems. This research work is being conducted to expose some of the inhibiting factors that are hindering the impact of ICT on Annamalai University Libraries. Among the militating factors hindering the impact of ICT on research scholar in Faculty of Arts Annamalai University are a lot of capital investment to buy hardwares, softwares and standby generators for the library. Lack of search skills, automation at infancy level, epileptic power supply, and technical know - how are some of the problem encountered by the academic libraries.

Objectives of the Study

1. To determine the usefulness of ICT resources in academic libraries.
2. To determine the challenges associated with the application of ICT in Annamalai University
3. To analyse the Faculty of arts department -wise respondents' time duration for searching information a particular piece of information
4. To examine the Gender -wise respondents' time duration for searching a particular piece of information

Hypotheses

- There is a significant association between occupation status of the Faculty of arts department -wise respondents and their time duration for searching information a particular piece of information
- There is no significant association between occupation status of the Sex -wise respondents' time duration for searching a particular piece of information
- There is no significant association between occupation status of the the challenges associated with the application of ICT in Annamalai University
- There is a significant association between occupation status of the usefulness of ICT resources in academic libraries.

Methodology

The investigator started the study by searching literature available through primaryinformation resources. The study covers faculty of Arts, 11departments in Annamalai university. The questionnaire method was used for the present study to collect the necessary primary data, keeping in view the objectives of the study. Total 270 questionnaires were randomly distributed among the faculty member and 253 filled-up questionnaires were received back. The rate of response is 93.70.%. In addition to questionnaire method, interview schedule and observation method were also used to collect required information as a supplement to the questionnaire method. The data collected has been analyzed and interpreted using simple percentage techniques.

Faculty of Arts list of departments

1. English
2. History
3. Political Science and Public Administration
4. Economics
5. Commerce

6. Sociology and Social Work
7. Population Studies
8. Business Administration
9. Library and Information Science
10. Centre for Rural Development
11. Philosophy

Data Collection

The researcher employed a well structured questionnaire for collecting the data from the respondents. The researcher scholars sent questionnaires to the Faculty of Arts the concerned 11 Departments in Annamalai University. The questionnaire was prepared in such a way that the respondents could easily understand and simply indicate the answers that they wished to respond from among multiple answers.

ANALYSIS AND INTERPATION

Table-1 faculty of arts wise Distribution of Questionnaire Respontents'departments in annamalai university of ICT

S.No	Faculty of Arts Wise	No.of Respondents	Percentage
1	English	44	17.39
2	History	40	15.81
3	Political Science and Public Administration	26	10.27
4	Economics	43	16.99
5	Commerce	26	10.27
6	Sociology and Social Work	18	7.11
7	Population Studies	5	1.97
8	Business Administration	12	4.74
9	Library and Information Science	20	7.90
10	Centre for Rural Development	12	4.74

11	Philosophy	7	2.76
	Total	253	100.00

Table -1 reveals faulty of arts department wise respondents of ICT in Annamalai university.From the above found that out of the total 253 respondents ICT faculty of arts in Annamalai University. 46(17.39%) of the respondents are from English,43(16.99%) of respondents Economics,49(15.81%) of respondents are History,26(10.27%) of respondents are Political Science and Public Administration and Commerce,20(7.90%) of respondents are Library and Information Science, 18(7.11%) of respondents are Sociology and Social Work,12(10.27%) of respondents are Business Administration and Centre for Rural Development, 7(2.76%) of respondents are Philosophy and 5(1.97%) of respondents are Population Studies faculty of research scholars wise of ICT in annamalai university. It could be seen clearly from the above discussion most the respondents are English and Economics.

Table-2 Gender wise Respondents from ICT on Informal Sources

S.No	DEPARTMENT Wise	MALE	FEMALE	TOTAL
1	English	20	24	44(17.39%)
2	History	20	20	40(17.39%)
3	Political Science and Public Administration	9	17	26(10.27%)
4	Economics	21	22	43(16.99%)
5	Commerce	12	14	26(10.27%)
6	Sociology and Social Work	10	8	18(7.11%)
7	Population Studies	2	3	5(1.97%)
8	Business Administration	1	11	12(4.74%)
9	Library and	12	8	20(7.90%)

	Information Science			
10	Centre for Rural Development	11	1	12(4.74%)
11	Philosophy	5	2	7(2.76%)
	Total	**130(51.38)**	**123(48.62)**	**253(100.00)**

The above Table -2 Shows the Gender wise distribution of ICT on research scholar in faculty of arts in Annamalai university.it is inferred from the survey , 130(51.38%) of respondents are Male and 123 (48.62%) of the respondents are Female. It is clearly from the above table most of the respondents are Male.

Table3

Faculty of Arts department wise respondents' time duration for searching a particular piece of information

Department wise	Within a day	Within a week	Within a month	Over a month	Difficult to find without proper guidance	Total
English	20	15	5	3	1	44
History	18	13	6	2	1	40
Political Science and Public Administration	10	8	4	3	1	26
Economics	20	15	6	1	1	43
Commerce	14	5	5	1	1	26
Sociology and Social Work	10	5	1	1	1	18

Population Studies	1	1	1	1	1	5
Business Administration	7	2	1	1	1	12
Library and Information Science	10	6	2	1	1	20
Centre for Rural Development	7	2	1	1	1	12
Philosophy	3	1	1	1	1	7
Total	**120(47.43%)**	**73(29.24%)**	**33(13.04%)**	**16(6.32%)**	**11(4.34%)**	**253(100.00)**

Source: Computed from primary data

Data in ***table 4*** indicate the state wise respondents' time duration for searching a particular piece of information. It could be noted that out of the total 253 respondents, 120(47.43%) per cent of the respondents state that they can search a particular piece of information within a day , **73(29.24%)**percent of the respondents hold the view that they can search a particular piece of information within a week. In this study, **33(13.04%)** percent of the respondents report that they can search a particular piece of information within a month and **16(6.32%)** percent of the respondents state that they can search a particular piece of information over a month. Moreover, **11(4.34%)** percent of the respondents state that it is difficult for them to search a particular piece of information without proper guidance.

It could be noted that majority of the 120(47.43%) per cent of the respondents state that they can search a particular piece of information within a day.

Table 4 Gender -wise respondents' time duration for searching a particular piece of information

GENDE	Within a day	Within a	Within a	Over a	Difficult	Total

R WISE		week	month	month	to find without proper guidance	
Male	63(53.84%)	30(23.07%)	20(15.38%)	5(3.84%)	5(3.84%)	**123(48.62)**
Female	77(56.91%)	30(24.39%)	20(16.26%)	2(1.62%)	1(0.81%)	**130(51.38)**
Total	**140(55.33%)**	**60(23.71%)**	**40(15.81%)**	**7(2.76%)**	**6(2.37%)**	**253 (100.00)**

Source: Computed from primary data

Data in **Table 4** indicate the Gender wise respondents' time duration for searching a particular piece of information. It could be noted that majority of the female respondents 70(56.91%)state that they can search a particular piece of information within a day and majority of the male respondents 70(53.84%) state that they can search a particular piece of information within a day.

It could be deduced from the above discussion that majority of the male respondents time duration for searching a particular piece of information mainly either within a day.

CONCLUSION

ICT has changed the pattern of service of every institution which library is not excluded. Institutions that fails to follow suit will go into extinction because their service will be irrelevant in meeting the current need of the information age. Omosor (2014), observed that today, the library goal of providing information services and access to information resources is greatly improved by the use of information communication technology (ICT). With ICT library services are taking on new meanings and constructs. Librarians should be in the best position to help its diversified user community by providing retrospective searches, ready reference services, bibliographic service, selective dissemination of information services etc. (Sherpa 2017). Libraries are already living in the future because in their different capacities some libraries are already massively employing ICTs in their services while others especially in developing

countries like Nigeria are still undergoing different form of automation in their services and programs. If right things are done at the right time, it is very obvious that none of the library function will stop in the process of transformation but might change value and mode of operation. The future of library in an ICT era is so bright and welcoming.

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