A STUDY OF THE FAMILIARITY AND FUNCTIONING OF INFORMATION COMMUNICATION TECHNOLOGY BETWEEN MEMBERS OF THE FACULTY OF AUTONOMOUS ENGINEERING COLLEGES IN HYDERABAD

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Abstract: The article deals with the usage of Information Communication Technology among the faculty members of Best Autonomous Engineering Colleges In Hyderabad. From this study, the investigators have been able to find out that many faculty members are consulting ICT from their colleges' computer labs and computer centers, not only for study purposes but also to update their own knowledge. However, the study also revealed several problems including lack of training and slow downloading. The researchers' feelings about the need for print resources as well as electronic resources are also discussed.

Keywords: Usage of ICT, E-resources.

1.0 Introduction: Libraries which were considered only as the storehouses of knowledge, have got a new outlook in the modern Information Communication Technology era. The activities which were carried out manually in libraries with so much of pain and strain are being carried out smoothly with the help of ICT with greater effectiveness. Library organization, administration and other technical processing have become easier and more quantum of work can be done in relaxed mood . ICT, which is the basis for the MBO, generates more results at a given time .

2.0 Objectives

In order to pursue this study, the following objectives are framed in accordance with the scope of this investigation:

- To asses the level of satisfaction about e-resource collection .
- To know the databases which are used by members of faculty in their respective discipline.
- To find out the problems of users trying to use e-resources .
- To find out the extent of time spend by the faculty members for searching for information through electronic media.
- To identify the respondents Information and Communication Technology (ICT) use behaviour in terms of habit of browsing and internet access

3.0 Hypotheses

Based on the above mentioned objectives, the following hypotheses have been formulated and tested in the present study.

- Respondents differ in their level of satisfaction about the e-resource collection.
- Users differ in their opinion about ICT library facilities and environment.
- Staff differ in their level of usage of computer and online services in the libraries

- There is a significant faculty-wise variation with respect to respondents' rating on utility of Information and Communication Technology (ICT) resources.
- There is a significant faculty-wise variation with respect to respondents' frequency of using various databases and websites.

4.0 Methodology

This study attempts to examine the internet use behaviour among the faculty members of *of* Best Autonomous Engineering Colleges In Hyderabad. It is primarily a fact-finding venture. The identified facts are cross tabulated with the faculty background, and occupational background of the respondents. Thus, it gives an analytical orientation to this study and the design of this study is partly exploratory in nature and partly analytical in nature.

5.0 Sampling

The researcher has selected Six Best Autonomous Engineering Colleges in Hyderabaed. viz., C M R College of Engineering & Technology (short form CMRCET), Chaitanya Bharathi Institute of Technology (CBIT), Vasavi Engineering College (VASAVI), VNR Vignana Jyothi Institute Of Engineering And Technology (VNRJET) , Sreenidhi Institute of Science & Technology (SNIST), and Malla Reddy Engineering College (MREC). From each Best Autonomous Engineering College, 50 respondents are selected as samples. While selecting samples, a stratification method is applied with a view to give relative weight age to the faculty members of different designations. Thus, the sampling of the study comes under stratified random sampling [5].

6.0 Data Analysis

The collected data are classified and tabulated according to the objectives and hypotheses stated. First, the data are recorded on data sheets and then fed to the computer personally.

Table: 1 Faculty – Wise Respondents' Extend of Using Various Internet Resources

Faculty	E – Journals			E – Books			Online Data Base			E – Articles			E- Publishing		
	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally
	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)
CMRCET	11 22.00	10 20.00	29 58.00	23 46.00	15 30.00	12 24.00	18 36.00	16 32.00	16 32.00	15 30.00	18 36.00	17 34.00	11 22.00	18 36.00	21 42.00
CBIT	22 44.00	18 36.00	10 20.00	28 56.00	11 22.00	11 22.00	10 20.00	15 30.00	25 50.00	23 46.00	17 34.00	10 20.00	16 32.00	21 42.00	13 26.00
VASAVI	25 50.00	14 28.00	11 22.00	13 26.00	10 20.00	27 54.00	20 40.00	20 40.00	10 20.00	17 34.00	20 40.00	13 26.00	11 22.00	28 56.00	11 22.00
VNRJET	10 20.00	12 24.00	28 56.00	14 28.00	10 20.00	26 52.00	16 32.00	12 24.00	22 24.00	18 36.00	22 44.00	10 20.00	12 24.00	15 30.00	23 46.00
SNIST	15 30.00	22 44.00	13 26.00	15 30.00	12 24.00	23 46.00	21 42.00	15 30.00	14 28.00	27 52.00	13 26.00	10 20.00	10 20.00	15 30.00	25 50.00
MREC	20 40.00	12 24.00	18 36.00	20 40.00	8 16.00	22 44.00	13 26.00	17 34.00	20 40.00	19 38.00	12 24.00	19 38.00	14 28.00	14 28.00	22 44.00
Total	103 34.33	88 29.33	109 36.33	113 37.67	66 22.00	121 40.33	80 32.67	79 31.67	91 35.67	119 39.67	102 34.00	79 26.33	74 24.67	111 37.00	115 38.33

Faculty	Reference Works Dictionaries			Online Book Shop			Model Exam Paper			Maps			Total 50
	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	
CMRCET	18	19	13	18	21	11	08	21	21	11	18	21	50
CBIT	17	8	25	22	13	15	22	13	15	17	18	15	50
VASAVI	18	17	15	27	09	14	20	14	16	20	14	16	50
VNRJET	13	23	14	13	28	09	13	28	09	10	28	12	50
SREENIDI	15	23	12	15	23	12	15	23	12	12	26	12	50
MREC	22	11	17	22	11	17	22	11	17	20	14	16	50
Total	103	101	96	117	105	78	100	110	90	90	118	92	300
%	34.33%	33.67%	32.00%	39.00%	35.00%	26.00%	33.33%	36.67%	30.00%	30.00%	39.33%	30.67%	100 %

ANOVA						
Source of Variation	SS	df	MS	F	P value	F crit
Rows	320.0926	5	64.01852	3.675314	0.007876	2.449468
Columns	264.1481	8	33.01852	1.895599	0.087748	2.180172
Error	696.7407	40	17.14852			
Total	1280.981	53				

Table 2 Designation Wise Respondents' Extent of Using Internet Resources

Designation	E – Journals			E – Books			Online Data Base			E – Articles			E- Publishing		
	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally
	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)
Prof.	19 34.55	15 27.27	21 38.18	20 36.36	18 32.73	17 30.91	13 23.64	19 34.55	23 41.82	12 21.82	28 50.91	15 27.27	09 16.36	30 54.55	16 29.09
Asst. Prof	22 33.33	15 2273	29 4394	22 33.33	12 18.18	32 48.48	22 33.33	16 24.24	28 42.42	32 48.48	16 24.24	18 27.27	22 33.33	16 24.24	28 42.42
Asst. Prof	30 40.00	24 32.00	21 28.00	39 52.00	14 18.67	22 29.33	36 48.00	18 24.00	21 28.00	33 44.00	22 29.33	20 26.67	18 24.00	33 44.00	24 32.00
Teaching Asst.	32 30.77	34 32.69	38 36.54	32 30.77	22 21.15	50 48.08	27 25.96	42 4038	35 33.65	42 40.38	36 34.62	26 25.00	25 24.04	32 30.77	47 45.19
Total	103 34.33	88 29.33	109 36.33	113 37.67	66 22.00	121 40.33	98 32.67	95 31.67	107 35.67	119 39.67	102 34.00	79 26.33	74 24.67	111 37.00	115 38.33

Designation	Reference Works Dictionaries			Online Book Shop			Model Exam Paper			Maps			Total
	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	Most Frequently	Frequently	Occasionally	
	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)
Prof.	23 41.82	12 21.82	20 36.36	13 23.64	32 58.18	10 18.18	29 52.73	11 20.00	15 27.27	15 27.27	18 32.73	22 40.00	55
Asso. Prof	16 24.24	22 33.33	28 42.42	32 48.48	16 24.24	18 27.27	16 24.27	35 53.03	15 22.73	25 37.88	15 22.73	26 39.39	66

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Asst. Prof	25 33.33	32 42.67	18 24.00	32 42.67	27 36.00	16 21.33	25 33.33	36 48.00	14 18.67	18 24.00	40 53.33	17 22.67	75
Teaching Asst.	39 37.50	35 33.65	30 28.85	40 38.46	30 28.85	34 32.69	30 28.85	28 26.92	46 44.23	32 30.77	45 43.27	27 25.96	104
Total	103 34.33	101 33.67	96 32.00	117 39.00	105 35.00	78 26.00	100 33.33	110 36.67	90 30.00	90 30.00	118 39.33	92 30.67	300

ANOVA

Source of Variation	SS	df	MS	F	P value	F crit
Rows	1311.639	3	437.231	11.4916	7.26E-05	3.008786
Columns	396.2222	8	49.52778	1.301777	0.289306	2.35508
Error	913.111	24	38.1463			
Total	2620.972	35				

A study of data in Table 1 indicates the faculty-wise respondents' frequency of access to e-resources. It is noted that out of the total 300 respondents 34. 33% of them most frequently access to e-journals, 29.33% of them frequently access to e-journals and the rest 36.33% of them occasionally access to e-journals. It is observed that out of the total 300 respondents 37.67% of them most frequently access to e-books, 22% of them frequently access to e-books and the rest 40.33% of them occasionally access to e-books.

It is observed that out of the total 300 respondents 32.67 % of them most frequently, 31.67% of them frequently and the rest 35.67% of them occasionally access to online data bases. It is significant that out of the total 300 respondents 39.67% of them most frequently access to e-articles, 34% of them frequently access to e-articles and the rest 26.33% of them occasionally access to e-articles.

It is noted that out of the total 300 respondents 24.67% of them most frequently, 37% of them frequently and the rest 38.33% of them occasionally access to e-publishing. It is observed that out of the total 300 respondents 34.33% of them most frequently, 33.67% of them frequently and the rest 32% of them occasionally access reference works dictionaries/encyclopedias. It is noted that out of the total 300 respondents 39% of them most frequently, 35% of them frequently and the rest 26% of them occasionally access online book shop.

It is significant that out of the total 300 respondents 33.33% of them most frequently, 36.67% of them frequently and the rest 30% of them occasionally access model exam papers. It is noted that out of the total 300 respondents 30% of them most frequently, 39.33% of them frequently and the rest 30.67 % of them occasionally access maps.

The faculty-wise analysis reveals the following facts. Majority of the respondent of faculty of CBIT most frequently access to e-books (56%), e-articles (46%) , online book shop (44%) and model exam papers (44%). Majority of the respondents of faculty of VNRJET (GEC) occasionally access to e-journals(56%), e-

books (52%) and e-publications (46%).

Majority of the respondents of faculty of VASAVI (GEC) frequently access to online data bases (40%), and e-publications (56%). A considerable number of respondents of faculty of MREC (GEC) most frequently access to reference works dictionaries/encyclopedias (44%), online books shop (44%), model exam papers (44%) and maps (40%).

The ANOVA to a model is applied for further discussion. At one point the computed ANOVA value 3.67 which is greater than its tabulated value at 5 % level of significant. Hence, variation with respect to most frequent access to various Information and Communication Technology (ICT) resources is statistically identified as significant. In another point the computed ANOVA value 1.89 which is lesser than its tabulated value at 5 per cent level of significance. Hence, variation among chosen faculties of Best Autonomous Engineering Colleges in Hyderabad statistically identified as insignificant with respect to respondents' most frequent access to various internet resources.

It is seen clearly from the above discussion that respondents mainly most frequently access to e-articles online book shop and e-books. They occasionally access to online data bases and e-publications .

Table 2 shows the data on designation-wise respondents' extent of using various Information and Communication Technology (ICT) resources. Majority of the reader respondents frequently use e-articles (48.48%), on-line book shop(48.48%) and maps (37.88%). A considerable number of Assistant Professor respondents frequently use e-journals (40%), e-books (52%) and on-line data bases (48%). Majority of the Teaching Assistants respondents occasionally use e-journals (36.54%), e-books (48.08%), e-publications (45.19%) and model exam papers (44.23%).

The ANOVA to a model is applied for further discussion. At one point the computed anova value 11.49 which is greater than its tabulated value at 5% level of significance. Hence , variation with respect to most frequent access to various internet resources is statistically identified as significant. In another point the computed anova value 1.30 which is lesser than its tabulated value at 5% level of significance. Hence, variation among chosen designation of respondents of Best Autonomous Engineering Colleges in Hyderabad is statistically identified as insignificant with respect to respondents' most frequent access to various Information and Communication Technology (ICT) resources.

It is clear from the above discussion that Professor respondents frequently use reference works , dictionaries /encyclopedias and model exam papers.

7.0 Findings and Conclusion

   It is clearly found from this study that the Professor respondents considerably use the library daily. Majority of the respondents have above average knowledge about Information and Communication Technology (ICT). The professor respondents have average knowledge about Information and Communication Technology (ICT).

   The respondents have problems of using Information and Communication Technology (ICT) in terms of lack of time to acquire computer skills to use Information and Communication Technology (ICT) resources, lack of high quality information available from Information and Communication Technology (ICT) resources and access to suitable software. A considerable number of respondents stated that average level of performance of authority and availability of Information and Communication Technology (ICT), the Professor category respondents rate it as excellent performance of tile line Information Communication Technology resources.

8.0 References

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