

USE OF E-RESOURCES BY FACULTY AND RESEARCH SCHOLARS OF SPEECH AND HEARING INSTITUTIONS IN INDIA: A STUDY

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ABSTRACT

The present study is an attempt to understand the use of e-resources by faculty and researchers in the speech and hearing institutions in India. The study is based on the responses obtained from the faculty and research scholars. The aspects in respect of the use of on-line resources constitutes e-books, e-journals, e-theses and e-databases of medical discipline. The frequency of access to e-resources and the infrastructure facilities to access e-resources have also been dealt with. Further, the research has highlighted the need of training among the users for efficient access to e-resources. The data collected have been analyzed under frequency and percentages, chi-square test and Cramer's value test

Keywords: Speech and Hearing Institutions, e-resources, e-books, e-journals, e-databases.

1. INTRODUCTION

An e-resource is an electronic information resource that can be accessed on the web, on or off campus. e-resources gradually and slowly are marching towards to becoming an acceptable, affordable and necessary tools and technique for retrieving information to anybody, anytime and anywhere. e-resources help to expand access, increase usability, effectiveness and establish new ways for individuals to use information to be more productive in their endeavors. The use of e-books, e-journals and e-databases are necessary for users mainly because the electronic resources which provide better, faster and easy access to information than information accesses through print media.

2. Objectives

The main objectives of the study are as follows:

1. To know the use of internet by the faculty and research scholars of speech and hearing institutions in India.
2. To examine the extent of awareness of the e-resources among the faculty and research scholars of speech and hearing institutions in India.
3. To know the time spent on the use of e-resources by different users.

4. To assess the purposes for which the faculty and research scholars of speech and hearing institutions use e-resources.
5. To identify the need for training the faculty and research scholars for optimal use of

e-resources.

3. Methodology

Altogether, 24 speech and hearing institutions are identified for the present study in India. These institutions are offering Masters Degree and Doctoral Degree programs. There are 268 faculty members and 98 research scholars working in these 24 institutions as of March 2015. In the present study, questionnaires were distributed covering the entire population of 366 faculty and research scholars. Out of 366 questionnaires distributed, 285 faculty and research scholars have responded with dully filled in questionnaires which account for 77.86% of response in the entire population of faculty and research scholars. Among the respondents, 210(78.35%) are faculty and 75 (76.53%) are the research scholars. The data collected have been analyzed under frequency and percentages, chi-square test and Cramer's value test. The results of the tables analyzed have been interpreted and presented here.

4. Data Analysis

4.1 State-wise list of 24 speech and hearing institutions selected for the present study

Sl.No.	Institutions
1.	Sweekar Academy of Rehabilitation Sciences, Andhra Pradesh.
2.	Helen Keller's Institute of Research and rehabilitation for the Disabled Children, Andhra Pradesh.
3.	J.M. Institute of Speech and Hearing, Bihar.
4.	Post Graduate Institute of Medical Education and Research, Chandigarh.
5.	All India Institute of Speech and Hearing, Mysore, Karnataka.
6.	Dr. M.V. Shetty College of speech and Hearing, Mangalore, Karnataka.
7.	Dr. S. R. Chandrashekar Institute of Speech and Hearing Bangalore, Karnataka.
8.	J.S. S. Institute of Speech and Hearing, Mysore, Karnataka.
9.	Kasturba Medical College, Mangalore, Karnataka.
10.	Manipal Academy of Higher Education college of Allied Health Sciences, Manipal, Karnataka.
11.	Naseema Institute of Speech and Hearing, Bangalore, Karnataka.
12.	NITTE Institute of Speech and Hearing, Mangalore, Karnataka.
13.	Samvaad Institute of Speech and Hearing, Bangalore, Karnataka.

14.	AWH Special College, Kerala, Karnataka.
15.	Institute for Communicative and Cognitive Neuro Sciences, Kerala.
16.	Mar Thoma Institute of Speech and Hearing, Kerala.
17.	National Institute of Speech and Hearing, Kerala.
18.	Ali Yavur Jung National Institute for Hearing Handicapped, Maharashtra.
19.	Bharati Vidyapeetha,, Maharashtra.
20.	Topiwala National Medical College, Mumbai.
21.	Institute of Health Sciences, Orissa.
22.	MERF Institute of Speech and Hearing, Chennai.
23.	Sri Ramachandra Medical College and Research Institute Tamilnadu.
24.	SRM Medical College Hospital and Research Centre, Tamilnadu.

4.2 Distribution of the Respondents

Table-1: Distribution of questionnaire to the faculty and research scholars

Sl. No.	Categorization of respondents	Number of respondents working in the institutions	Questionnaire received back as response	Percentage of response
1.	Faculty	268	210	78.35
2.	Research Scholars	098	075	76.53
Total		366	285	77.86

Table 1 depicts the population of respondents in the present study. According to the Rehabilitation Council of India (a statutory body to regulate and monitor services given to persons with disability, to standardize syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education), website of the institutions and the annual reports / brochures of the institutions there are 268 faculty members and 98 research scholars working in the 24 institutions which are offering Masters Degree and Doctoral degree programmes.

The researcher has been able to distribute questionnaires to the faculty and research scholars seeking responses as to know about the use and awareness of the e-resources (e-books, e-journals and e-databases). Responses have been obtained from 210 faculty and 75 research scholars which accounted for 77.86% of the total response. The responses have been systematically tabulated, analyzed to draw valid inferences.

Table 2: Frequency of use of e-resources

Sl. No.	Frequency	Respondents		Total	CV& P
		Faculty	R S		
1.	Daily	75 (35.7%)	37 (49.3%)	112 (39.3%)	CV=.177; p=.113
2.	Alternative Days	52 (24.8%)	13 (17.3%)	65 (22.8%)	
3.	Twice weekly	21 (10.0%)	4 (5.3%)	25 (8.8%)	
4.	Weekly	38 (18.1%)	8 (10.7%)	46 (16.1%)	
5.	Fortnightly	13 (6.2%)	8 (10.7%)	21 (7.4%)	
6.	Occasionally	11 (5.2%)	5 (6.7%)	16 (5.6%)	
Total		210 100.0%	75 100.0%	285 100.0%	

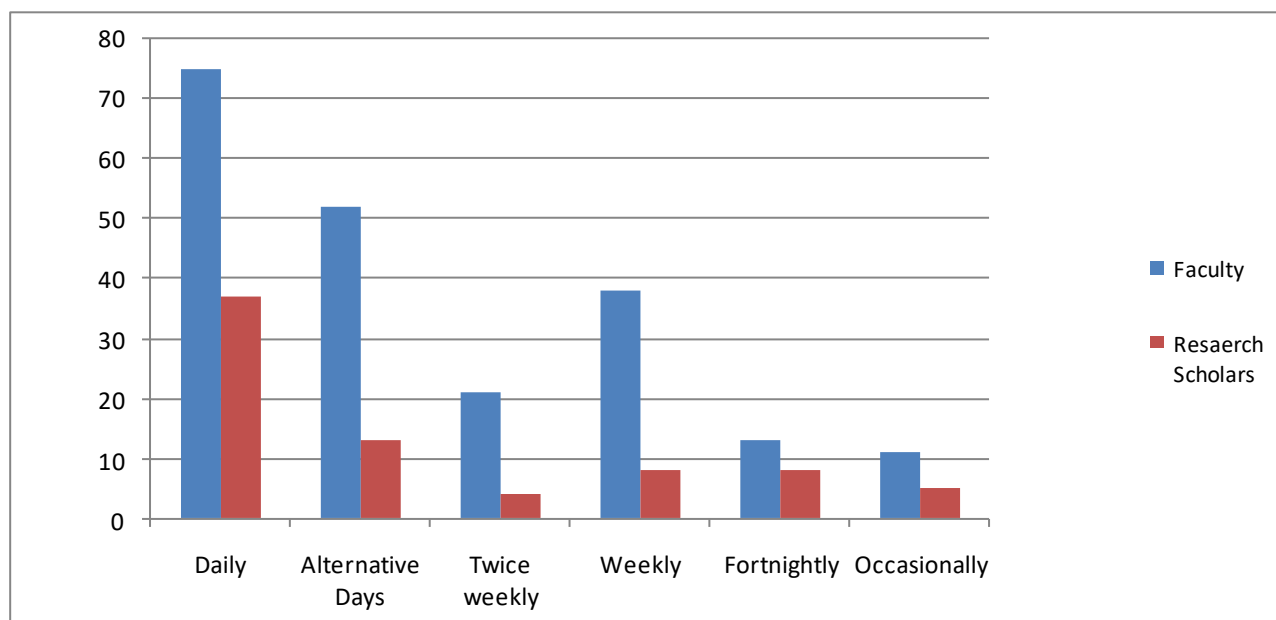


Fig. no. 1: Graphical representation of frequency of use of e-resources

Table 2 and fig. no. 1 projects the frequency of use of e-resources. Among the entire population of the users, 39.3% access the e-resources on a daily basis. Another 22.8% of the users access the e-resources on alternative days. From this it is clear that 62.1% of the users frequently access the e-resources for various academic and research purposes. Further, 16.1% access the e-resources once in a week. A very few users representing 7.4% and 5.6% have responded that they access the e-resources once in a fortnight and occasionally. This clearly depicts that in speech and hearing institutions, faculty engaged in supervising the research and research scholars working for doctoral degree depend on e-resources frequently. Cramer's Value test revealed a significant difference between groups of frequencies for number of years (CV=.177; p=.113).

Table 3: Experience on the use of e-resources for professional needs

Sl. No.	Experience on the use of e-resources	Respondents		Total	CV& P
		Faculty	R S		
1.	1 Year	12 (5.7%)	4 (5.3%)	16 (5.6%)	CV=.191; p=.034
2.	2 Years	25 (11.9%)	19 (25.3%)	44 (15.4%)	
3.	3 Years	18 (8.6%)	10 (13.3%)	28 (9.8%)	
4.	4 Years	18 (8.6%)	4 (5.3%)	22 (7.7%)	
5.	More than 4 Years	137 (65.2%)	38 (50.7%)	175 (61.4%)	
Total		210 100.0%	75 100.0%	285 100.0%	

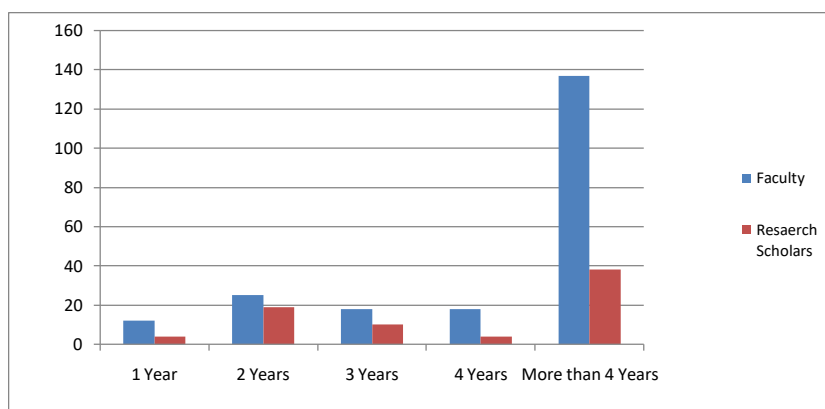


Fig. no. 2: Graphical representation of use of e-resources for professional needs

The table 3 and fig. no. 2 shows, the experiences of accessing e-resources by the faculty and research scholars in speech and hearing institutions. It is highlighting to note that 175 respondents have expressed that they have more than 4 years of experience in accessing e-resources. This overwhelming majority account for 61.4%. From this it can be inferred that the faculty and research scholars are familiar in accessing e-resources for their academic and research purposes and also the fact that they rely upon e-resources for their professional needs. Further, among the entire population of respondents, 44 (15.4%) have 2 years of experience in accessing e-resources and 28 (9.8%) of the respondents have an experience of 3 years. Further, 22 (7.7%) of the respondents have an experience of accessing e-resources since four years. Finally, 16 of the faculty and research scholars have one year of experience in accessing e-resources. Thus, a large percentage of faculty and research scholars have an experience of accessing e-resources for more than 4 years. Cramer's Value test revealed a significant difference between groups of frequencies for number of years (CV=.191; p=.034).

4.3 Place of access for internet browsing

Browsing facility is one of the component sections of the library for the development of academic activities. Many of the libraries have made provision for browsing in the libraries with sufficient terminals and infrastructure facilities. Comfortable browsing facility for longer hours is expected of the libraries of speech and hearing institutions.

The place of access for browsing by the faculty and research scholars is indicated in the table below. The place for internet browsing for faculty and research scholars is made available in the library, department and institution internet centers.

Table 4: Adequacy of internet browsing facility in speech and hearing institutions

Sl. No.	Browsing facility	Respondents		Total	CV& P
		Faculty	R S		
1.	No	1 (0.5%)	14 (18.7%)	15 (5.3%)	CV=.359; p=.000
2.	Yes	209 (99.5%)	61 (81.3%)	270 (94.7%)	
Total		210 100.0%	75 100.0%	285 100.0%	

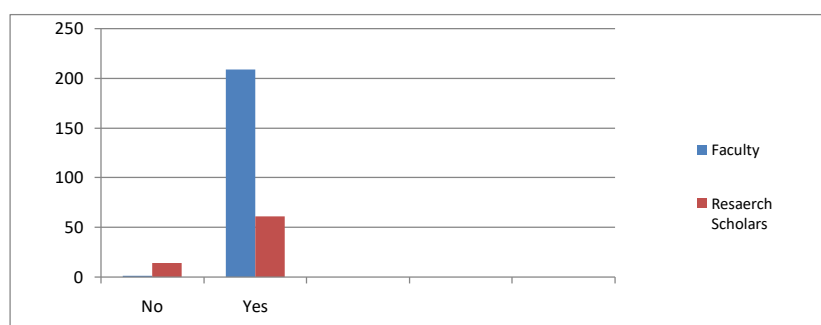


Fig. no. 5: Graphical representation of adequacy of internet browsing facility in speech and hearing institutions

Table 4 fig. no. 3 depicts adequacy of internet browsing facility in speech and hearing institutions. Only 15(5.3%) respondents have expressed that browsing facility is inadequate in their institutions including library and departments. However, 270 faculty and research scholars have expressed that browsing facility is adequate in the library, department and institution internet centre. This segment of respondents who have offered positive opinion is the large majority which accounted for 94.7%. Among the faculty members as respondents, who have offered positive response stating that the browsing facility is adequate account for 99.5% with 209 faculty members and 61 research scholars representing 81.3% have also expressed that the browsing facility is adequate. When Cramer's Value test was applied to verify the association, a non significant association was found (CV=.359; p=.000), showing a similarity in the response pattern.

Table 5: Extent of access to e-resources by the users

Sl.No	Purpose of accessing e-resources		Extent of use of e-resources			CV& P
			Low	Moderate	High	
1.	Research Purpose	Frequency	11	117	155	CV=.181; p=.010
		Percentage	3.9	41.3	54.8	
2.	Teaching Purpose	Frequency	12	132	141	CV=.156; p=.031
		Percentage	4.2	46.3	49.5	
3.	Clinical Practice	Frequency	44	158	83	CV=.164; p=.022
		Percentage	15.4	55.4	29.1	
4.	Preparation for the Conferences and Seminars	Frequency	24	101	160	CV=.176; p=.012
		Percentage	8.4	35.4	56.1	

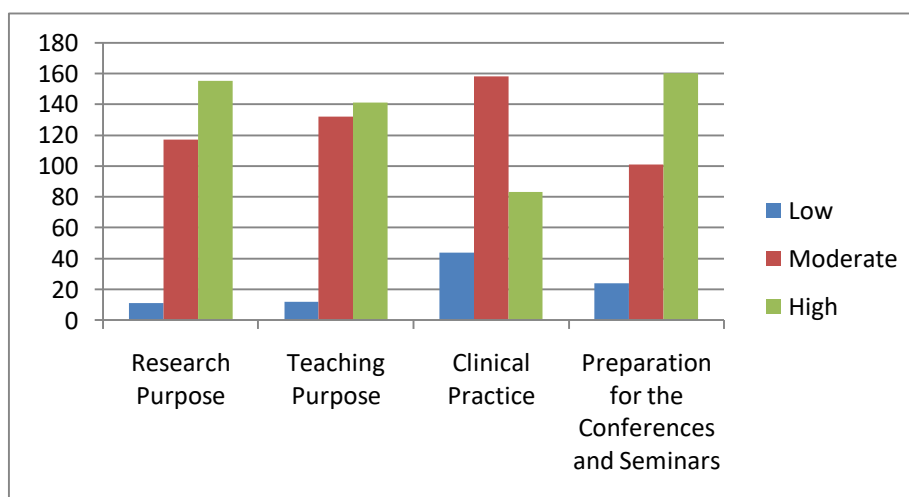


Fig. no. 4: Graphical representation of extent of access to e-resources by the users

Table 5 and fig. no. 4 furnishes the extent of access to e-resources for research, teaching, clinical practice and to prepare for attending and publishing papers in the proceedings of the conferences and seminars. It is clearly evident from the table that a large majority of the respondents access e-resources for research purpose. Among the total respondents, 155 representing 54.8% access e-resources for research purpose and it is to the higher extent. Among the respondents, 117 representing 41.3% access to e-resources for research purpose to a moderate extent. However, very few respondents representing 11 (3.9%) access to a lower extent. Cramer's Value test revealed a significant difference between groups of frequencies for purpose of accessing e-resources (CV=.181; p=.010).

Faculty and research scholars also access e-resources for teaching purpose. Among the respondent users, 141 representing 49.5% access to the higher extent and 132 (46.3%) have expressed that they use for teaching purpose to a moderate extent. Only a small segment of respondents access to a lower extent which account for just 4.2% in the entire population of respondents. Cramer's Value test revealed a significant difference between groups of frequencies for purpose of accessing e-resources (CV=.156; p=.031).

While considering the purpose of clinical practice, 83 respondents representing 29.1% access to the higher extent and 158 respondents access to a moderate extent which account for 55.4%. However, another segment of 44 users representing 15.4%

access e-resources to a lower extent. Cramer's Value test revealed a significant difference between groups of frequencies for purpose of accessing e-resources (CV=.164; p=.022).

As regards the purpose of preparing for seminars and conferences, 160 users representing 56.1% access to the higher extent and another segment of 101 respondents representing 35.4% access to a moderate extent. While 24 respondents representing 8.4 access e-resources only to a lower extent for the purpose of attending conferences and seminars and also to contribute papers to the proceedings. Cramer's Value test revealed a significant difference between groups of frequencies for purpose of accessing e-resources (CV=.176; p=.012). Therefore, it is clear that the large majority of the users comprising of faculty and research scholars rely upon e-resources to the higher extent to meet the needs of research and preparation for seminars and conferences.

Table 6: Subscription to e-resources by the library

Sl. No.	e-resources subscribed by Library	Respondents		Total	CV& P
		Faculty	R S		
1.	No	22 (10.5%)	1 (1.3%)	23 (8.1%)	CV=.344; p=.000
2.	Yes	57 (27.1%)	48 (64.0%)	105 (36.8%)	
3.	To a little extent	131 (62.4%)	26 (34.7%)	157 (55.1%)	
Total		210 100.0%	75 100.0%	285 100.0%	

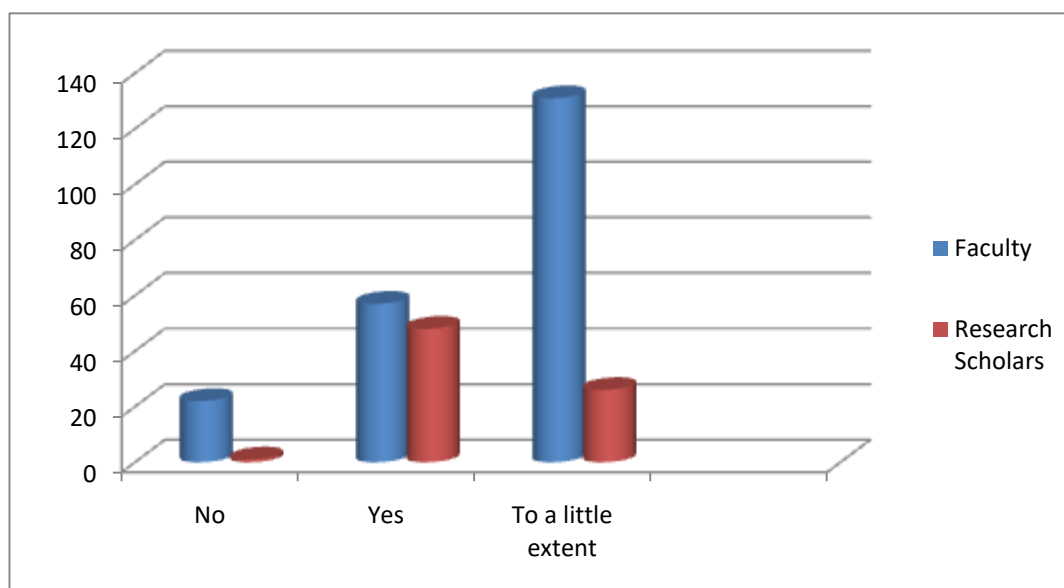


Fig. no. 5: Graphical representation of subscription to e-resources by the library

Table 6 fig. no.5 furnishes subscription to e-resources by the library which are required for users' needs. It is evident from the table that 157 respondents representing 55.1% have opined that subscription to e-resources by the library is to a little

extent. 105 users have given positive opinion as yes which account for 36.8%. Further, 23 (8.1%) respondents have given negative opinion as no stating that the library does not subscribe to e-resources needed by them.

While considering the category of respondents, it is clear from the table that a majority of faculty members representing 131 (62.4%) opined that subscription to e-resources by the library is to a little extent and 57 faculty members representing 27.1% have expressed that subscription to e-resources by the library is to a little extent. On the other hand, 26 research scholars representing 34.7% felt that the subscription to e-resources by the library is to a little extent and 48 researchers representing 64.0% have felt that subscription to e-resources needed by them is being procured by the library. Therefore, a large majority of the faculty and research scholars depends on the e-resources subscribed by the library to a little extent. Cramer’s value revealed a non-significant association between faculty and research scholars and their responses (CV=.344; p=.000).

Table 7: Designation-wise responses of faculty and research scholars on the use of e-books

Sl. No.	Extent of use of e-books	Designation wise responses					Total	CV& P
		Lecturer	Assistant Professor	Associate Professor	Professor	Research Scholars		
1.	Low	17 (12.3%)	6 (13.3%)	2 (22.2%)	1 (5.6%)	4 (5.3%)	30 (10.5%)	CV=.127; p=.321
2.	Moderate	49 (35.5%)	13 (28.9%)	5 (55.6%)	7 (38.9%)	34 (45.3%)	108 (37.9%)	
3.	High	72 (52.2%)	26 (57.8%)	2 (22.2%)	10 (55.6%)	37 (49.3%)	147 (51.6%)	
Total		138 100.0%	45 100.0%	9 100.0%	18 100.0%	75 100.0%	285 100.0%	

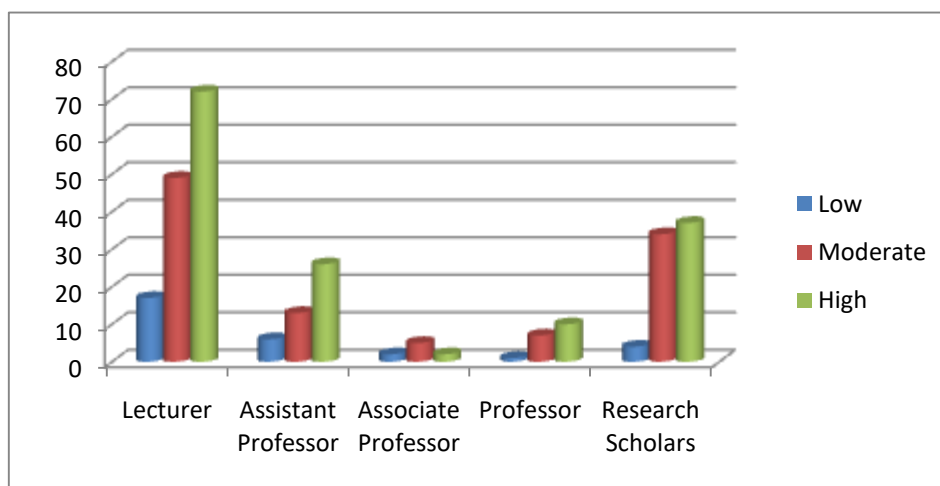


Fig. no. 6: Graphical representation of designation-wise responses of faculty and research scholars on the use of e-books

Table 7 fig. no.6 shows designation- wise responses of the faculty and research scholars on the extent of use of e-books for their teaching and research purposes. Among the respondents, 147 representing 51.6% have felt that the extent and use of e-books is high. Quite a large number of respondents comprising of 108(37.9%) faculty members and research scholars have

indicated that the extent and use of e-books is moderate. Further, 30(10.5%) respondents have mentioned that the extent and use of e-books is low for their teaching and research purpose.

While considering the category of faculty members, 72 Lecturers representing 52.2%, 26 Assistant Professors representing 57.8%, 2 Associate Professors representing 22.2%, 10 Professors representing 55.6% have stated that the use of e-books is to the higher extent. On the other hand, 49 Lecturers representing 35.5%, 13 Assistant Professors representing 28.9%, 5 Associate Professors representing 55.6% and 7 Professors representing 38.9% have felt that the use of e-book is to a moderate extent. Followed by a 30 respondents which includes faculty and research scholars mentioned that use of e-books is low which accounted for 10.5%.

While considering the category of research scholars, 37(49.3%) have mentioned that the use of e-books is high. 34 researchers representing 45.3% stated that the use of e-books is to a moderate extent and 4 researchers representing 5.3% felt that use of e-books is low. The observation clearly reveals that a large majority of faculty and research scholars have expressed their opinion as they rely upon the online sources to a great extent for accessing e-books. Cramer’s value revealed a non-significant association between faculty and research scholars and their responses (CV=.127; p=.321).

Table 8: Designation-wise responses of faculty and research scholars on the use of e-journals

Sl. No.	Extent of use of e-Journals	Designation wise responses					Total	CV& P
		Lecturer	Assistant Professor	Associate Professor	Professor	Research Scholars		
1.	Low	9 (6.5%)	0 (0.0%)	2 (22.2%)	0 (0.0%)	1 (1.3%)	12 (4.2%)	CV=.253; p=.000
2.	Moderate	32 (23.2%)	19 (42.2%)	4 (44.4%)	6 (33.3%)	6 (8.0%)	67 (23.5%)	
3.	High	97 (70.3%)	26 (57.8%)	3 (33.3%)	12 (66.7%)	68 (90.7%)	206 (72.3%)	
Total		138 100.0%	45 100.0%	9 100.0%	18 100.0%	75 100.0%	285 100.0%	

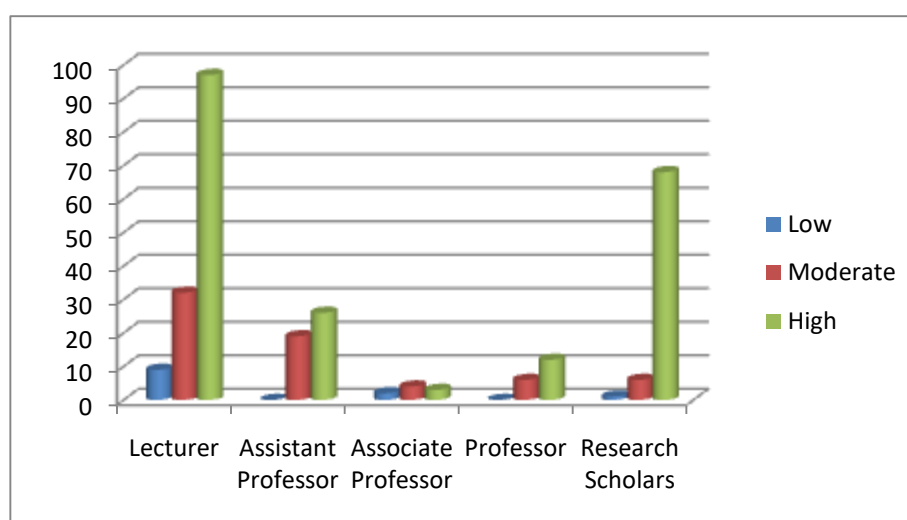


Fig. no. 7: Graphical representation of designation-wise responses of faculty and research scholars on the use of e-books

Table 8 fig. no. 7 projects designation- wise responses of the faculty and research scholars on the extent of use of e-journals for their teaching and research purposes. Among the respondents, 206 representing 72.3% have stated that the extent and use of e-journals is high. Further, 67 (23.5%) faculty and research scholars have indicated that the extent and use of e-journals is to a moderate extent. 12 respondents representing 66.7% have indicated that the extent and use of e-journals is low for their teaching and research purpose.

While considering the category of faculty members, 97 Lecturers representing 70.3%, 26 Assistant Professors representing 57.8%, 3 Associate Professors representing 33.3%, 12 Professors representing 66.7% have mentioned that the use of e-journals is to a higher extent. On the other hand, 32 Lecturers representing 23.2%, 19 Assistant Professors representing 42.2%, 4 Associate Professors representing 44.4%, 6 Professors representing 33.3% have felt that the use of e-journals is to a moderate extent. Further, 12 respondents which includes faculty and research scholars have indicated that the use of e-journals is low which is represented by just 4.2%.

While considering the category of research scholars, 68(90.7%) have stated that the use of e-journals is high. 6 researchers representing 8.0% stated that use of e-journals is moderate followed by only one researcher representing 1.3% felt that the use of e-journals is low. The observation clearly reveals that a large majority of faculty and research scholars have expressed that they rely upon the online sources to a great extent for accessing e-journals. Cramer’s value revealed a non-significant association between faculty and research scholars and their responses (CV=.127; p=.321).

Table 9: Designation-wise responses of faculty and research scholars on the use of bibliographical database

Sl. No.	Extent of use of bibliographical database	Designation wise responses					Total	CV& P
		Lecturer	Assistant Professor	Associate Professor	Professor	Research Scholars		
1.	Low	45 (32.6%)	15 (33.3%)	3 (33.3%)	2 (11.1%)	5 (6.7%)	70 (24.6%)	CV=.224; p=.000
2.	Moderate	56 (40.6%)	16 (35.6%)	6 (66.7%)	7 (38.9%)	45 (60.0%)	130 (45.6%)	
3.	High	37 (26.8%)	14 (31.1%)	0 (0.0%)	9 (50.0%)	25 (33.3%)	85 (29.8%)	
Total		138 100.0%	45 100.0%	9 100.0%	18 100.0%	75 100.0%	285 100.0%	

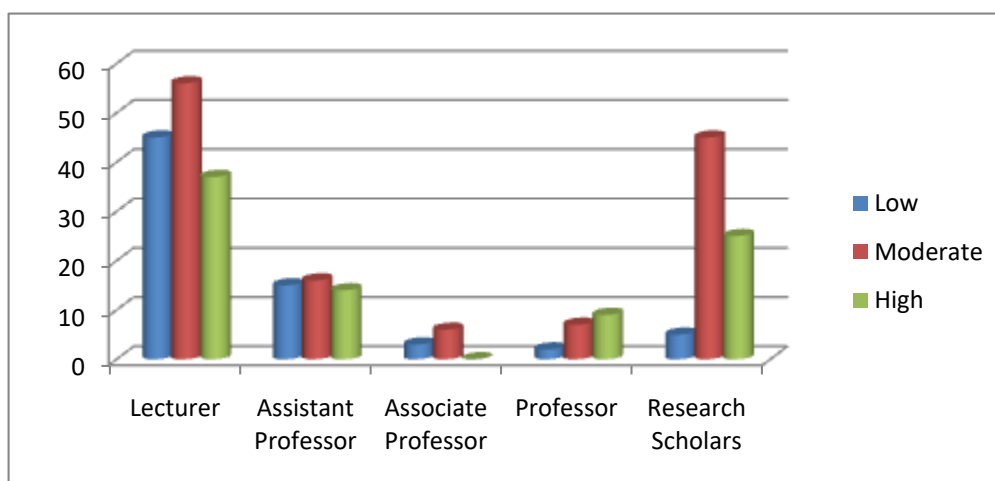


Fig. no. 8: Graphical representation of designation-wise responses of faculty and research scholars on the use of bibliographical database

Table 9 fig. no. 8 presents designation- wise responses of the faculty and research scholars on the extent of use of bibliographical database. It is evident from the table that a large majority of respondents from all the 5 categories representing 130(45.6%) including faculty and research scholars have expressed the extent of use of bibliographical database is to a moderate extent and a large percentage of 85 respondents representing 29.8% have stated that the extent of the use of bibliographical database is high.

While considering the category of faculty members, 56 Lecturers representing 40.6%, 16 Assistant Professors representing 35.6%, 6 Associate Professors representing 66.7%, 7 Professors representing 38.9% have felt that the use of bibliographical database is to a moderate extent. On the other hand, 37 Lecturers representing 26.8%, 14 Assistant Professors representing 31.1%, 9 Professors representing 50.0% have mentioned that the use of bibliographical database is to a higher extent. Further, 70 respondents which includes faculty and research scholars indicated that use of bibliographical database is to a lower extent which account for 24.6%.

Further, from the category of research scholars, 45(60.0%) have mentioned that the use of bibliographic database is moderate. 25 researchers representing 33.3% have stated that use of bibliographic database is high followed by only five researchers representing 6.7% felt that use of bibliographic database is low. Therefore it is concluded that Bibliographical database available in the field of speech and hearing is found useful and essential to a moderate extent for the large number of users. Cramer’s value revealed a non-significant association between faculty and research scholars and their responses (CV=.224; p=.000).

Table 10: Designation-wise responses of faculty and research scholars on the use of e-theses and dissertations

Sl. No.	Extent of use of e-theses and dissertation	Designation wise responses					Total	CV& P
		Lecturer	Assistant Professor	Associate Professor	Professor	Research Scholars		
1.	Low	25 (18.1%)	7 (15.6%)	4 (44.4%)	4 (22.2%)	2 (2.7%)	42 (14.7%)	CV=.265; p=.000

2.	Moderate	56 (40.6%)	18 (40.0%)	4 (44.4%)	4 (22.2%)	14 (18.7%)	96 (33.7%)
3.	High	57 (41.3%)	20 (44.4%)	1 (11.1%)	10 (55.6%)	59 (78.7%)	147 (51.6%)
Total		138 100.0%	45 100.0%	9 100.0%	18 100.0%	75 100.0%	285 100.0%

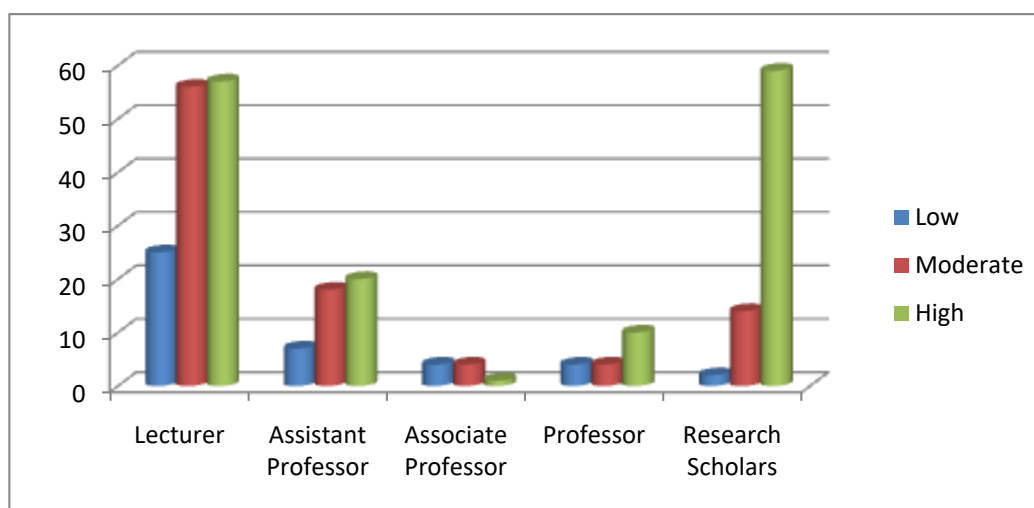


Fig. no. 9: Graphical representation of designation-wise responses of faculty and research scholars on the use of e-theses and dissertations

Table 10 fig. no.9 shows designation- wise responses of the faculty and research scholars on the extent of use of e-theses and dissertations for their research purpose. Among the total respondents, 147 faculty and research scholars representing 51.6% have expressed that the extent and use of e-theses and dissertations is high and a large number of respondents comprising of 96 faculty and research scholars representing 33.7% have indicated that the extent and use of e-theses and dissertations is moderate. Only 42 respondents have felt that the extent and use of e-theses and dissertations is low for their research purpose which accounted for 14.7%.

As regards, the category of faculty members, 57 Lecturers representing 41.3%, 20 Assistant Professors representing 44.4%, 1 Associate Professors representing 11.1%, 10 Professors representing 55.6% have stated that the use of e-theses and dissertations is to a higher extent. On the other hand, 56 Lecturers representing 40.6%, 18 Assistant Professors representing 40.0%, 4 Associate Professors representing 44.4%, 4 Professors representing 22.2% have felt that the use of e-theses and dissertations is to a moderate extent. Further, 42 respondents which includes faculty and research scholars indicated that the use of e-theses and dissertations is low which accounted for 14.7%.

Further, from the category of research scholars, 59(78.7%) have mentioned that the use of e-theses and dissertations is high. 14 research scholars representing 18.7% stated that use of e-theses and dissertations is moderate followed by only two researchers representing 2.7% indicated that use of e-theses and dissertation is low. The observation clearly reveals that a large majority of faculty and research scholars have expressed that they rely upon online sources to a great extent for accessing e-journals. Therefore it is concluded that e-theses and dissertations available in the field of speech and hearing institution libraries are found essential and useful to the higher extent. Cramer’s value revealed a non-significant association between faculty and research scholars and their responses (CV=.265; p=.000).

Table 11: Designation-wise responses on the need of orientation/training

Sl. No.	Need of periodical training	Designation wise responses					Total	CV& P
		Lecturer	Assistant Professor	Associate Professor	Professor	Research Scholars		
1.	No	25 (18.1)	13 (28.9)	0 (0.0)	10 (55.6)	17 (22.7)	65 (22.8)	CV=.239; p=.003
2.	Yes	113 (81.9)	32 (71.1)	9 (100.0)	8 (44.4)	58 (77.3)	220 (77.2)	
Total		138 100.0	45 100.0	9 100.0	18 100.0	75 100.0	285 100.0	

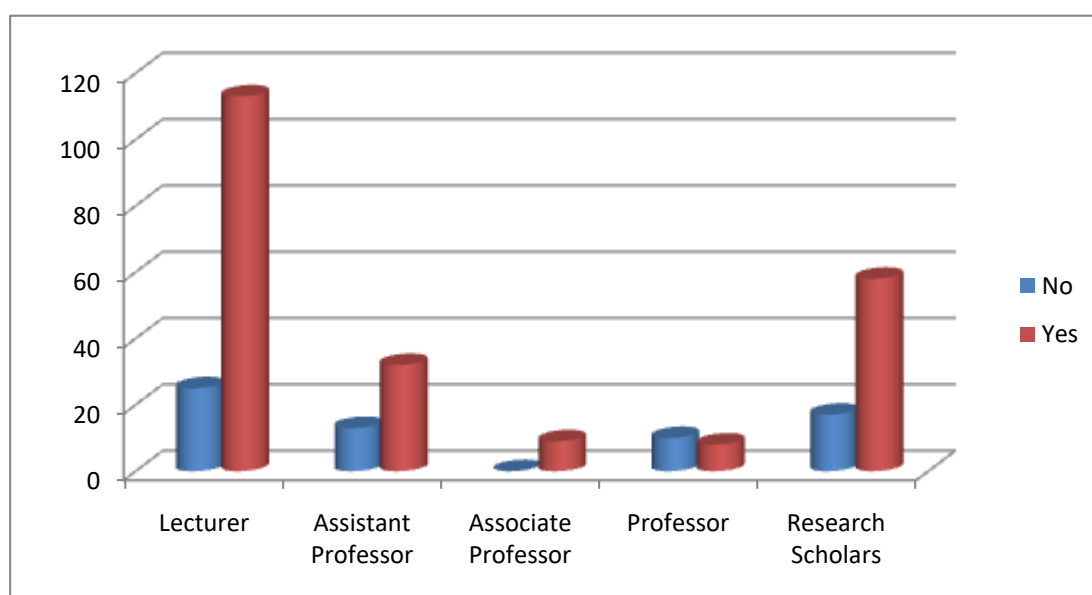
**Fig. no. 10: Graphical representation of designation-wise responses on the need of orientation/training**

Table 11 and fig. no. 10 projects the designation wise responses of the faculty and research scholars on periodical orientation /training for better access and use of e-resources. Among the faculty, 113 Lecturers representing 81.9%, 32 Assistant Professors representing 71.1%, 9 of the Associate Professors representing 100.0% and 8 of the Professors representing 44.4% have stated the need of orientation and training. However, a large majority among the Professors have offered negative response stating that training is not needed which account for 55.6%.

While considering the responses of research scholars, 58 respondents representing 77.3% have indicated that they needed periodical training on the use of e-resources from time to time. Finally, 220 respondents representing 77.2% among the total respondents which includes faculty and research scholars have indicated the necessity of training from time to time.

The observation clearly reveals that the need of training is not expressed by a large majority of the Professors. However, the rest of the faculty and research scholars have indicated the need. The researchers have to rely upon the digital technology to a great extent for accessing current information; hence training is required to a greater extent. Cramer's Value revealed a significant difference between frequencies (CV=.239; p=.003), with 'Yes' responses high.

4.3 Findings:

1. A large number of faculty and research scholars are aware of e-resources for more than 4 years and access e-resources on daily basis for their professional needs. This clearly indicates that the e-resources are being used by faculties and researchers to a greater extent for academic and research purposes.
2. A majority of faculties and research scholars access e-resources for research, teaching and to get prepared for conferences and seminars to a higher extent purpose.
3. Browsing facility is highly adequate to access e-resources in the library, department and institution internet centre which accounted for 94.7% of response.
4. Faculty and research scholars access e-journals, e-theses and dissertations to a higher extent when compared to e-books and e-databases.
5. Subscription to e-resources by the library to a little extent which still remains unsubscribed though needed by the users are not being subscribed due to paucity of funds for subscription. Since research activity is going on in many of the speech and hearing institutions, there is need to subscribe to the online journals which deal with the subject areas.
6. Orientation/Training programs have to be conducted to increase the effective use of online information resources. The library staff as well as the researchers and faculties may also be deputed to attend the programmes organized by outside organizations and professional associations like Medical Library Association of India (MALI).

Conclusion:

The study shows the use of e-resources is gaining importance among the faculty and research scholars of speech and hearing institutions. The importance of e-resources comprising of e-journals, e-books and e-theses is undisputed for teaching and research especially in the field of medical sciences. Noticing this need, the Indian Council of Medical Research (ICMR) and Ragiv Gandhi University of Health Sciences (RAGUHS) have started extending access to full-text medical journals since the past many years. The trend of facilitating remote access to scholarly information is also considered by the medical institutions in order to make the information services available anytime and anywhere. Majority of the faculty and research scholars are dependent on e-resources to get the desired and relevant information. Infrastructure and training programs should also be revised as per requirements. It is observed that the availability of e-resources on the campus is almost sufficient for all the existing disciplines but the infrastructure to use these resources is not adequate and can hinder the ability to meet the requirements of users.

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