



DEPENDENCY ON E-RESOURCES BY THE FACULTY AND RESEARCHERS OF SPEECH AND HEARING INSTITUTIONS IN INDIA: A FOCUS ON THE MERITS

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ABSTRACT :

The paper examines the advantages of depending on e-resources by the faculty and research scholars of speech and hearing institutions. The entire study is based on the responses obtained from the faculty and research scholars working in the 24 speech and hearing institutions in the country. The study also covers the opinion expressed by the faculty and research scholars on the information coverage, recent advances covered in the subscribed e-resources, quicker and economical means of getting access to current information, Open access journals and subscribed online journals. Further, the research has highlighted that the online books and journals act as supplementary to the hard copies of books and journals available in the library. Research also depicted the need of training for the faculty and research scholars for optimal use of e-resources. The data collected have been analyzed under frequency and percentages, chi-square and Cramer's V value test.



KEYWORDS : Online Medical Databases; Speech and Hearing Institutions; e-Resources, Medical Faculty; e-Resources, Research Scholars.

1. INTRODUCTION

An e-resource is an electronic information resource that can be accessed on the web, on or off campus. User can get the information what he or she wants, when it is needed. E-resources are gradually marching towards becoming an acceptable, affordable and necessary tools and techniques for retrieving information to anybody, anytime and anywhere. The e-portal technology is more reliable and capable to fulfill the dreams of Librarians and Information Managers for providing seamless access to information, which is a focal attraction of today.

The revolution of digital library is a landmark in the profession of the 21st century which is promising delivery of complete information to user's desktop in a seamless manner from any corner of the globe. The present century is the century of information society and various technological developments in IT sector such as Internet, web portal, e-books, e-journals, digital libraries, subject gateways.

Ridi defined electronic resources as "A wide range of products, going from electronic periodicals to CD-ROMs, from e-books to websites, from mailing list to databanks, all of them having a common feature of being used and sometimes modified by a computer." 'Electronic resources' are resources, which need computer for both storage as well as retrieval of information.

2. OBJECTIVES

1. To find out the advantages of using e-resources by faculty and research scholars.
2. To know the experience of accessing e-resources among the faculty and research scholars.
3. To know the extent of use of open access journals
4. To know the extent of use of subscribed online journals
5. To know the extent of use of e-resources by faculty and research scholars.
6. To know whether online books act as supplementary to the hard copies of books available in the library
7. To know whether online journals act as supplementary to the hard copies of journals available in the library
8. To know the need of training among the faculty and research scholars of speech and hearing institutions.

3. METHODOLOGY

The investigator has identified 24 speech and hearing institutions for the present study in India. These 24 institutions are offering postgraduate and doctoral degree programs. There are 268 faculty members and 98 research scholars presently working in 24 speech and hearing institutions. For this study the investigator has designed a structured questionnaire covering all aspects of e-resources and sent a questionnaire to all the respondents through e-mail. Subsequently, some of the responses were also obtained by courier post. Out of 366 questionnaires distributed, 210(78.35%) faculty members and 75(76.53%) research scholars, totally 285 users responded with dully filled in questionnaires which account for 77.86%. The data collected have been analyzed under frequency and percentages, Chi-square test and Cramer's V value.

4. DATA ANALYSIS

Table: 1 Institution-wise distribution of respondents (from the 24 institutions)

Sl. No.	Institutions	Respondents		Total	CV& P
		Faculty	Research Scholars		
1.	All India Institute of speech and Hearing, Mysuru	49 (23.3%)	50 (66.7%)	99 (34.7%)	CV=.552; p=.000
2.	Dr. S.R. Chandrashekar Institute of Speech and Hearing, Bengaluru	12 (5.7%)	09 (12.0%)	21 (7.4%)	
3.	Ali Yavur Jung National Institute for Hearing Handciapped, Maharastra	10 (4.8%)	11 (14.7%)	21 (7.4%)	
4.	Samvaad Institute of Speech and Hearing, Bengaluru	14 (6.7%)	00 (0.0%)	14 (4.9%)	
5.	Swecker Academy of Rehabilitation, Andhra Pradesh	12 (5.7%)	00 (0.0%)	12 (4.2%)	
6.	Dr. M.V. Shetty College of Speech and Hearing, Mangaluru	06 (2.9%)	04 (5.3%)	10 (3.5%)	
7.	Helen Keller's Institute of Research and Rehabilitation for the Disabled Children, Andhra Pradesh	10 (4.8%)	00 (0.0%)	10 (3.5%)	
8.	NITTE Institute of Speech and Hearing, Mangaluru	10 (4.8%)	00 (0.0%)	10 (3.5%)	
9.	J.S. S. Institute of Speech and Hearing, Mysuru	08 (3.8%)	01 (1.3%)	09 (3.2%)	
10.	Naseema Institute of Speech and Hearing, Bangaluru	09 (4.3%)	00 (0.0%)	09 (3.2%)	
11.	AWH(Association for Welfare of the Handicapped) Special College, Kerala	08 (3.8%)	00 (0.0%)	08 (2.8%)	
12.	J.M. Institute of Speech and Hearing, Bihar	07 (3.3%)	00 (0.0%)	07 (2.5%)	
13.	MERF Institute of Speech and Hearing, Kerala	07 (3.3%)	00 (0.0%)	07 (2.5%)	
14.	Manipal Academy of Higher Education College of Allied Health Sciences, Manipal	06 (2.9%)	00 (0.0%)	06 (2.1%)	
15.	Mar Thoma Institute of Speech and Hearing, Kerala	06 (2.9%)	00 (0.0%)	06 (2.1%)	

16	National Institute of Speech and Hearing, Kerala	06 (2.9%)	00 (0.0%)	06 (2.1%)
17	SRM Medical College Hospital and Research Centre, Tamilnadu	06 (2.9%)	00 (0.0%)	06 (2.1%)
18	Sri Ramachandra Medical College and Research Institute, Tamilnadu	05 (2.4%)	00 (0.0%)	05 (1.8%)
19	Bharati Vidyapeetha, Maharashtra	04 (1.9%)	00 (0.0%)	04 (1.4%)
20	Institute of Health Sciences, Orissa	04 (1.9%)	00 (0.0%)	04 (1.4%)
21	Post Graduate Institute of Medical Education and Research, Punjab	04 (1.9%)	00 (0.0%)	04 (1.4%)
22	Kasturba Medical College, Manipal	03 (1.4%)	00 (0.0%)	03 (1.1%)
23	Institute for Communicative and Cognitive Neuro Sciences, Kerala	02 (1.0%)	00 (0.0%)	02 (0.7%)
24	Topiwala National Medical College, Maharashtra	02 (1.0%)	00 (0.0%)	02 (0.7%)
Total	TOTAL	210 100.0%	75 100.0%	285 100.0%

Table 1 depicts the number of respondents covered in 24 speech and hearing institutions. While referring to the respondent users, in the present study the users are categorized into faculty who have also been recognized as supervisors for doctoral research and research scholars who have registered for research work under a university, leading to the award of the doctoral degree. The above table shows that there are altogether 268 faculty and 98 research scholars as of march 2015. In the present study, response have been obtained from 210 faculty which constitute 78.35% of the population and 75 research scholars which account for 76.53% of the research scholars.

Considering the institution-wise distribution of faculty and research scholars, All India Institute of Speech and Hearing, Mysuru has the highest number of 49 faculty representing 23.3%, Samvaad Institute of Speech and Hearing, Bangaluru has 14 faculty which constitutes 6.7%, Sweeker Academy of Rehabilitation, Andhra Pradesh and Dr. S.R. Chandrashekar Institute of Speech and Hearing, Bangaluru has 12 faculty each representing 5.7%. Helen Keller's Institute of Research and Rehabilitation for the Disabled Children, Andhra Pradesh. NITTE Institute of Speech and Hearing, Mangaluru, Ali Yavur Jung National Institute for Hearing Handicapped, Maharashtra has 10 faculty each representing 4.8%. Naseema Institute of Speech and Hearing, Bangaluru has 09 faculty representing 4.3%, J.S. S. Institute of Speech and Hearing, Mysuru and AWH Special College, Kerala has 08 faculty representing 3.8%. J.M. Institute of Speech and Hearing Bihar has 07 faculty representing 3.3%. Dr. M.V. Shetty College of Speech and Hearing, Mangaluru, Manipal Academy of Higher Education College of Allied Health Sciences, Manipal, Mar Thoma Institute of Speech and Hearing, Kerala, National Institute of Speech and Hearing, Kerala, SRM Medical College Hospital and Research Centre, Tamilnadu has 06 faculty each representing 2.9%. Sri Ramachandra Medical College and Research Institute, Tamilnadu has 05 faculty representing 2.4%. Institute of Health Sciences, Orissa, Bharati Vidyapeetha, Maharashtra. Post Graduate Institute of Medical Education and Research, Punjab has 04 faculty each representing 1.9%. Kasturba Medical College, Manipal has 03 faculty members representing 1.4% and finally Topiwala National Medical College, Mumbai, Institute for Communicative and Cognitive Neuro Sciences, Maharashtra possess 02 faculty each representing 1.0%.

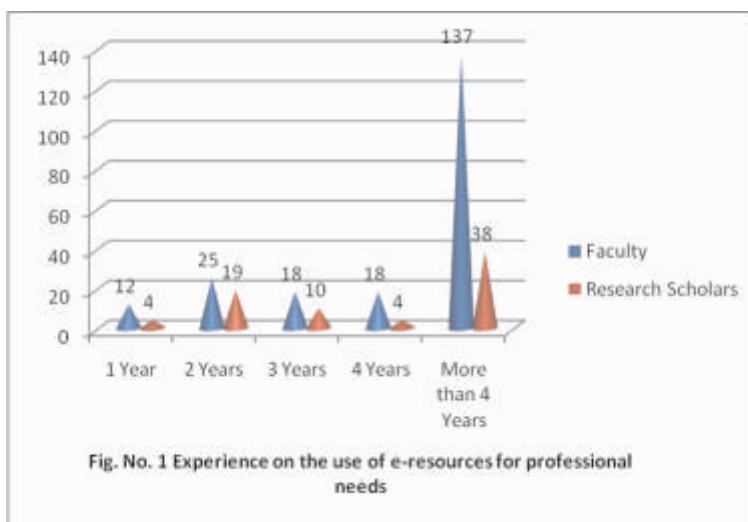
There are research scholars only in the five institutions which are offering Ph.D degree program. All Indian Institute of Speech and Hearing, Mysuru has 50 research scholars representing 66.7%. Ali Yavur Jung National Institute for Hearing Handicapped, Maharashtra has 11 research scholars representing 14.7%, further Dr. S.R. Chandrashekar Institute of Speech and Hearing, Bangaluru has 09 research scholars representing 12.0%. Dr. M.V. Shetty College of Speech and Hearing, Mangaluru has 04 research scholars representing 5.3%. Finally, J.S. S. Institute of Speech and Hearing, Mysuru has only one research scholar representing just 1.3%.

There are eight government and 16 private institutions offering speech and hearing Master's and Doctoral degree programs. All India Institute of Speech and Hearing, Mysuru has the highest number of 99 faculty and research scholars representing 34.7%. Further, Dr. S.R. Chandrashekar Institute of Speech and Hearing, Bangaluru and Ali Yavur Jung National Institute for Hearing Handicapped, Maharashtra possess 21

faculty and research scholars representing 7.4% followed by Samvaad Institute of Speech and Hearing, Bangaluru possess 14 faculty and research scholars representing 4.9%. Sweeker Academy of Rehabilitation, Andhra Pradesh has 12 faculty and research scholars representing 4.2%. Dr. M.V. Shetty College of Speech and Hearing, Mangaluru, Helen Keller’s Institute of Research and Rehabilitation for the Disabled Children, Andhra Pradesh and NITTE Institute of Speech and Hearing, Mangaluru possess 10 faculty and research scholars representing 3.5%. J.S.S. Institute of Speech and Hearing, Mysuru and Naseema Institute of Speech and Hearing, Bangaluru has 09 faculty and research scholars representing 3.2%. AWH Special College Kerala has 08 faculty and research scholars representing 2.8%. J.M. Institute of Speech and Hearing, Bihar and MERF Institute of Speech and Hearing, Kerala possess 07 faculty and research scholars representing 2.5%. Manipal Academy of Higher Education College of Allied Health Sciences, Manipal, Mar Thoma Institute of Speech and Hearing, Kerala, National Institute of Speech and Hearing, Kerala and SRM Medical College Hospital and Research Centre, Tamilnadu possess 06 faculty and research scholars representing 2.1%. Sri Ramachandra Medical College and Research Institute, Tamilnadu has 05 faculty and research scholars representing 1.8%. Bharati Vidyapeetha, Maharastra, Institute of Health Sciences, Orissa and Post Graduate Institute of Medical Education and Research, Punjab possess 04 faculty and research scholars representing 1.4%. Kasturba Medical College, Manipal has 03 faculty and research scholars representing 1.1%. Institute for Communicative and Cognitive Neuro Sciences, Kerala and Topiwala National Medical College, Mumbai possess 02 faculty and research scholars representing 0.7%. This is further confirmed by a significant Cramer's V value (CV=.552; p=.000).

Table: 2
Experience of the use of e-resources for professional needs

Sl. No.	Experience of the use of e-resources	Respondents		Total	CV& P
		Faculty	Research Scholars		
1.	1 Year	12 (5.7%)	04 (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%)	04 (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%	



The table 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 V value test revealed that a significant difference between groups of frequencies for number of years ($CV=.191$; $p=.034$).

Table: 3
Responses on the extent of use of open access journals

Sl. No.	Extent of use of open access journals	Designation-wise response					Total	CV & P
		Lecturers	Assistant Professors	Associate Professors	Professors	Research scholars		
1.	Low	03 (2.2%)	00 (0.0%)	00 (0.0%)	01 (5.6%)	01 (1.3%)	05 (1.8%)	CV=.140; p=.190
2.	Moderate	24 (17.4%)	07 (15.6%)	02 (22.2%)	03 (16.7%)	03 (4.0%)	39 (13.7%)	
3.	High	111 (80.4%)	38 (84.4%)	7 (77.8%)	14 (77.8%)	71 (94.7%)	241 (84.6%)	
Total		138 100.0%	45 100.0%	09 100.0%	18 100.0%	75 100.0%	285 100.0%	

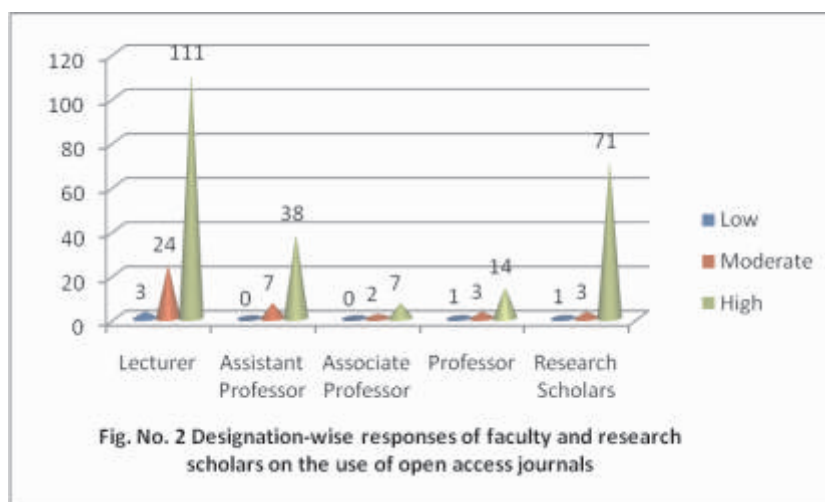


Table 3 shows the designation-wise response of faculty and research scholars on the use of open access journals for their teaching and research purposes. It is clear from the table that a large majority comprising of 241 respondents representing 84.6% have felt that the extent of use of open access journals is high. Further, 39(13.7%) faculty and research scholars have mentioned that the extent of use of open access journals is moderate and further, 05 respondents representing 1.8% have indicated that the extent of use of open access journals is low.

While considering the category of faculty, 111 Lecturers representing 80.4%, 38 Assistant professors representing 84.4%, 07 Associate Professors representing 77.8% and 14 Professors representing 77.8% have felt that the use of open access journals is high. On the other hand, 24 Lecturers representing 17.4%, 07 Assistant Professors representing 15.6%, 2 Associate Professors representing 22.2%, 03 Professors representing 16.7%

have expressed that the use of open access journals is moderate. Further, Only 05 faculties have mentioned that the use of open access journals is low.

While considering the research scholars, 71 respondents representing 94.7% have stated that the use of open access journals is high followed by 03 respondents representing 4.0% have mentioned that the use of open access journals is to a moderate extent. Only one respondent representing 1.3% has noticed that the use of open access 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 open access journals. Cramer’s V value revealed that a non-significant association between faculty and research scholars and their response (CV=.140; p=.190).

Table: 4
Responses on the extent of use of subscribed online journals

Sl. No.	Extent of use of subscribed online journals	Designation-wise response					Total	CV & P
		Lecturers	Assistant Professors	Associate Professors	Professors	Research scholars		
1.	Low	05 (3.6%)	02 (4.4%)	00 (0.0%)	02 (11.1%)	04 (5.3%)	13 (4.6%)	CV=.132; p=.268
2.	Moderate	34 (24.6%)	10 (22.2%)	03 (33.3%)	02 (11.1%)	08 (10.7%)	57 (20.0%)	
3.	High	99 (71.7%)	33 (73.3%)	06 (66.7%)	14 (77.8%)	63 (84.0%)	215 (75.4%)	
Total		138 100.0%	45 100.0%	9 100.0%	18 100.0%	75 100.0%	285 100.0%	

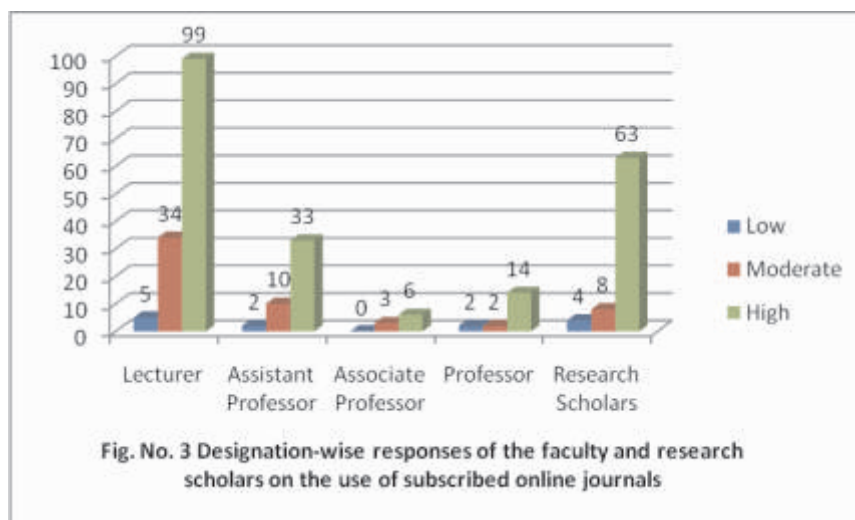


Fig. No. 3 Designation-wise responses of the faculty and research scholars on the use of subscribed online journals

Table 4 projects the designation-wise response of faculty and research scholars on the use of subscribed online journals. Among the total respondents, 215 faculty and research scholars representing 75.4% have stated that the extent of use of subscribed online journals is high. 57 respondents representing 20.0% have felt that the extent of use of subscribed online journals is to a moderate extent. Further, only 13 respondents have expressed that the extent of use of subscribed online journals is low which accounted for just 4.6%.

As regards faculty, 99 Lecturers representing 71.7%, 33 Assistant professors representing 73.3%, 06 Associate Professors representing 66.7% and 14 Professors representing 77.8% have mentioned that the use of subscribed online journals is high. On the other hand, 34 Lecturers representing 24.6%, 10 Assistant professors representing 22.2%, 03 Associate Professors representing 33.3%, 02 Professors representing 11.1% have indicated that the use of subscribed online journals is moderate. Further, 09 faculty have felt that the use of subscribed online journals is low.

While considering the research scholars, 63 respondents representing 84.0% have noticed that the use of subscribed online journals is high followed by 08 respondents representing 40.7% have felt that the use of subscribed online journals is moderate. Only 04 respondents representing 5.3% have expressed that the use of subscribed online journals is low. Therefore it is concluded that subscribed online journals available in the field of speech and hearing are found essential and useful to the higher extent. Cramer’s V value revealed a non-significant association between faculty and research scholars and their response (CV=.132; p=.268).

Table: 5
Responses on whether recent advances are covered by the e-resources

Sl. No.	Recent advances covered in e-resources	Respondents		Total	CV& P
		Faculty	Research Scholars		
1.	Yes	189 (90.0%)	64 (85.3%)	253 (88.8%)	CV=.065; p=.272
2.	No	21 (10.0%)	11 (14.7%)	32 (11.2%)	
Total		210 100.0%	75 100.0%	285 100.0%	

Table 5 interprets the projection of recent advances covered in the e-resources. Only 32 respondents have indicated that recent advances are not covered in the e-resources subscribed by the library. However, 253 faculty and research scholars have mentioned that recent advanced are covered in the e-resources. This segment of respondents who have offered positive opinion is the large majority which accounted for 88.8%. Among the faculty as respondents, who have offered positive response stated that the recent advances are covered in the e-resources is account for 90.0% with 189 faculty and 64 research scholars representing 85.3% have also expressed that the recent advances are covered in the e-resources. Cramer’s V value test revealed that a significant difference between ‘yes’ and ‘no’ frequencies (CV=.065; p=.272) having ‘yes’ response high.

Table: 6
Responses on whether information coverage in e-resources is comprehensive

Sl. No.	e-resources (e-books, e-journals and e-databases)	Respondents		Total	CV& P
		Faculty	Research Scholars		
1.	Yes	181 (86.2%)	64 (85.3%)	245 (86.0%)	CV=.011; p=.854
2.	No	29 (13.8%)	11 (14.7%)	40 (14.0%)	
Total		210 100.0%	75 100.0%	285 100.0%	

Table 6 shows the coverage of comprehensive information in e-resources. Among the respondents, only few representing 40(14%) respondents have indicated that there is no comprehensive coverage of information in e-resources. However, 243 respondents comprising of faculty and research scholars have felt that there is comprehensive coverage of information in e-resources subscribed by the library. This segment of respondents who have offered positive opinion is the large majority which accounted for 86.0%. Among the faculty as respondents, who have offered positive response stating that there is comprehensive coverage of information in e-resources subscribed by the library is represented by 86.2% with 181 faculty and 64 research scholars representing 85.3%. Cramer’s V value test revealed that a significant difference between ‘yes’ and ‘no’ frequencies (CV=.011; p=.854) having ‘yes’ response high.

Table: 7
Responses on whether e-resources are the economical means of getting access to current information

Sl. No.	Economical means of getting access to current information	Respondents		Total	CV& P
		Faculty	Research Scholars		
1.	Yes	192 (91.4%)	64 (85.3%)	256 (89.8%)	CV=.089; p=.134
2.	No	18 (8.6%)	11 (14.7%)	29 (10.2%)	
Total		210 100.0%	75 100.0%	285 100.0%	

Table 7 shows the response on whether subscription to e-books/e-journals/e-databases is an economical means of getting current information. However, 256 respondents comprising of faculty and research scholar representing 89.8% have expressed that subscription to e-books/e-journals/e-databases is an economical means of getting current information. On the other hand, 29 respondents representing 10.2% opined that the subscription to e-books/e-journals/e-databases is not an economical means of getting current information.

Further, 192 faculty representing 91.4% and 64 researchers representing 85.3% have responded positively stating that subscription to e-books/e-journals/e-databases is an economical means of getting current information. On the other hand, 18 faculty representing 8.6% and 11 research scholars representing 14.7% have mentioned that subscription to e-books/e-journals/e-databases is not an economical means of getting current information. Therefore, a large segment of users have felt that subscription to e-books/e-journals/e-databases is an economical means of getting current information which accounted for 89.8%. Cramer’s V value test revealed that a significant difference between ‘yes’ and ‘no’ frequencies (CV=.089; p=.134) having ‘yes’ response high.

Table: 8
Responses on whether e-resources are the quicker means of getting access to primary sources of information

Sl. No.	Quicker means of getting access to primary sources of information	Respondents		Total	CV& P
		Faculty	Research Scholars		
1.	Yes	191 (91.0%)	62 (82.7%)	253 (88.8%)	CV=.116; p=.051
2.	No	19 (9.0%)	13 (17.3%)	32 (11.2%)	
Total		210 100.0%	75 100.0%	285 100.0%	

Table 8 shows the response on whether the e-resources really is a quicker means of getting access to primary sources of information. It is evident from the table that 32 faculty and research scholars representing 11.2% have mentioned that e-resources are not a quicker means of getting access to primary sources. However, 253 respondents representing 88.8% have felt that e-resources are really a quicker means of getting access to primary sources.

As regards response of faculty, 191 members representing 91% and 62 researchers representing 82.7% have responded positively stating that e-resources are really a quicker means of getting access to primary sources. On the other hand, 19 faculty representing 9.0% and 13 research scholars representing 17.3% have expressed that e-resources are not really a quicker means of getting access to primary sources. Therefore, a large segment of users have felt that e-resources are really a quicker means of getting access to primary sources which is represented by 88.8%. Cramer’s V value test revealed that a significant difference between ‘yes’ and ‘no’ frequencies (CV=.116; p=.051) having ‘yes’ response high.

Table: 9
Responses on whether online books act as supplementary to the hard copies of books available in the library

Sl. No.	Online books act as a supplementary to hard copy of books	Respondents		Total	CV & P
		Faculty	Research Scholars		
1.	Yes	186 (88.6%)	57 (76.0%)	243 (85.3%)	CV=.156; p=.008
2.	No	24 (11.4%)	18 (24.0%)	42 (14.7%)	
Total		210 100.0%	75 100.0%	285 100.0%	

Table 9 depicts the response on whether online book acts as a supplementary to hard copies of books available in the library. It is clear from the table that 42 faculty and research scholars representing 14.7% opined that online books will not acts as supplementary to hard copies of books available in the library. However, 243 respondents representing 85.3% have felt that online books act as a supplementary to hard copies of books available in the library.

Among the entire population of users, 186 faculty representing 88.6% and 57 researchers representing 76% have responded positively stating that online books acts as supplementary to hard copies of books available in the library. On the other hand, 27 faculty representing 11.4% and 18 research scholars representing 24% have indicated that online books do not act as a supplementary to hard copies of books available in the library. Thus, a large segment of users have felt that online books act as supplementary to hard copies of books available in the library which is represented by 85.3%. Cramer's V value test revealed that a significant difference between 'yes' and 'no' frequencies (CV=.156; p=.008) having 'yes' response high.

Table: 10
Responses on whether online journals act as supplementary to the hard copies of journals available in the library

Sl. No.	Online journals act as a supplementary to hard copies of journals	Respondents		Total	CV & P
		Faculty	Research Scholars		
1.	Yes	184 (87.6%)	64 (85.3%)	248 (87.0%)	CV=.030; p=.613
2.	No	26 (12.4%)	11 (14.7%)	37 (13.0%)	
Total		210 100.0%	75 100.0%	285 100.0%	

Table 10 shows whether online journals act as supplementary to hard copies of journals available in the library. It is evident from the table that 37 faculty and research scholars representing 13% have mentioned that online journals will not act as supplementary to hard copies of journals available in the library. However, 248 respondents representing 87% have felt that online journals act as supplementary to hard copies of journals available in the library.

Further, 184 faculty representing 87.6% and 64 researchers representing 85.3% have responded positively stating that online journals will act as a supplementary to hard copies of journals available in the library. On the other hand, 26 faculty representing 12.4% and 11 research scholars representing 14.7% have indicated that online journals will not act as supplementary to hard copies of journals available in the library. Therefore, a large segment of users have felt that online journals will act as supplementary to hard copies of journals available in the library which is represented by 87.0%. Further, Cramer's V value test revealed that a significant difference between 'yes' and 'no' frequencies (CV=.030; p=.613) having 'yes' response high.

Table: 11
Age-wise response on the need of orientation/training

Sl. No.	Need of periodical training	Age-wise response				Total	CV& P
		30-35	36-40	41-45	Abv.45		
1.	Yes	117 (76.0%)	82 (83.7%)	12 (80.0%)	09 (50.0%)	220 (77.2%)	CV=.188; p=.018
2.	No	37 (24.0%)	16 (16.3%)	03 (20.0%)	09 (50.0%)	65 (22.8%)	
Total		154 100.0%	98 100.0%	15 100.0%	18 100.0%	285 100.0%	

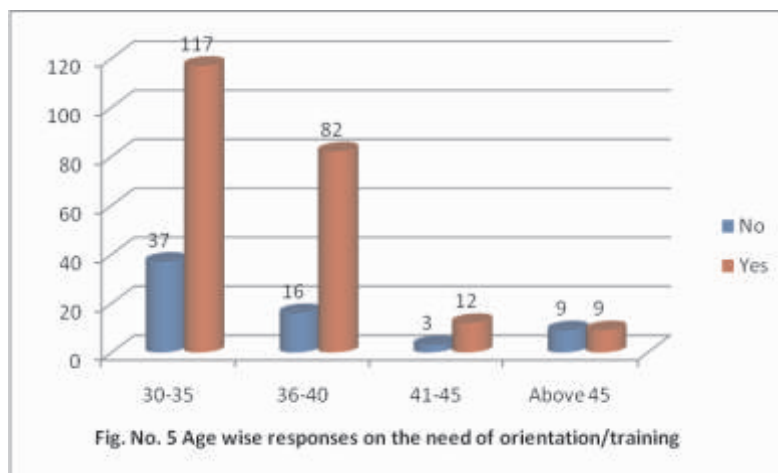


Table 11 shows the data on the extent of experience in using computers indicate that a majority of the respondents need training. However the table 76 depicts that 77.2% of the total respondents have indicated the necessity of training from time to time. Among the total respondents, 83.7% in the age group of 36-40 years, 80% in the age group of 41-45 years, 76% in the age group of 30-35 years and 50% in the age group of above 45 years have indicated that they need training for accessing and using e-resources in a better way.

The observation clearly reveals that training requirement is needed by a large number of respondents in the age group of 30-35 years, 36-40 years and 41-45 years when compared to the respondents who are in the age group of above 45 years of age. A small segment of respondents has indicated that training is not needed which account for 22.8% in the entire population of respondents. The researchers have to rely upon the digital technology to a great extent for accessing current information; hence training is needed to a greater extent. Cramer's V value revealed that a significant difference between frequencies (CV=.188; p=.018), with 'Yes' response high.

5. FINDINGS

1. A large percentage of faculty and research scholars has an experience of accessing e- resources for more than 4 years.
2. A large majority of faculty and research scholars rely upon open access journals to a greater extent.
3. Respondents have opined that subscribed online journals available in the field of speech and hearing are found essential and useful to a higher extent.
4. A large majority of the respondents has offered positive response stating that recent advances are covered by the e-resources and the extent of coverage is in fact comprehensive.
5. A large majority of faculty and research scholars have offered positive response stating that e-resources are the quicker means of getting access to primary sources of information.
6. A large majority of respondents has mentioned that e-resources are the economical means of getting access to current information.

7. A large number of faculty and research scholars have opined that online books and journals act as supplementary to the hard copies of books and journals available in the library.

8. A majority of the respondents have indicated the need of undergoing orientation and training programmes for better access and optimum use of e-resources.

6. SUGGESTIONS

1. Library services has to be made accessible from the library website. It is suggested to facilitate remote access to e-resources so that faculty and researchers can access e-resources from home and departments. The bulletin board service for posting messages and announcements is recommended.

2. Steps may be initiated to identify the non-users or potential users of e-resources and further steps may be taken to convert them into active or regular users. The faculty and research scholars of speech and hearing institutions have to be trained in using e-resources efficiently. This presupposes the need of conducting periodical orientation/training.

CONCLUSION

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. Noticing the trends in accessing primary and research oriented information, of late, the popular publishers have also started publishing in electronic form. Day-by-day, the number of online books and journals is increasing and the medical specialists have also become familiar with accessing online information sources. The medical institutions of late have also given due importance for the creation of institutional repositories of the theses and dissertations, as well as, the publications of faculties and research scholars of the institutions. The digital repositories now-a-days are found quite useful for the user communities. Access to e-resources is found more useful for faculty and research scholars for their academic and research purpose.

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