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DIGITAL TECHNOLOGY IN INFORMATION USERS OF HIGHER EDUCATION IN KANCHIPURAM DISTRICTS

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ABSTRACT

Information Communication Technology (ICT) is potentially a powerful tool for extending educational opportunities and can provide remote learning resources. Computer and internet help contribute to youth development and make them fit for the modern competitive world and in particular to perform well in their educational spheres. But the rural students face the problem of digital divide to acquire, utilize and benefit for their academic purpose. It is necessary to identify the rural college students towards the usage and perception of the ICT. The main purpose of this study is to explore the extent of usage of ICT in higher Education by the research scholars in **Kanchipuram** District. The Universe for this study constitutes the final year students of all disciplines of Arts and Science in **Kanchipuram** district as these are the group that dealt with ICT in their areas of operation and studies. The study has observed that effective implementation of ICT can allow students more flexible access to study materials, reducing barriers of time and place of study. Students' interest in learning has increased due to ICT intervention.

Key Words: ICT, Higher Education, students perception

INTRODUCTION

Information Communication Technology (ICT) is potentially a powerful tool for extending educational opportunities and can provide remote learning resources. ICT encourage students to take responsibility for their own learning and offers problem centered and inquiry based learning which provides easy access and information based resources. It is necessary to

acquire the ability to use technology as a tool to research, organize, evaluate and communicate information and the possession of the fundamental understanding of the ethical or legal issues and use of information. Today knowledge of networking, communication and retrieval technologies has become core to the profession. It is believed that the use of ICT in education can increase access to learning opportunities. It can help to enhance the quality of education with advanced teaching methods, improve learning outcomes and enable reform or better management of education systems. The presence of IT has actually transformed the teaching, learning and administrative environment in post-secondary education worldwide and in order to keep pace with the rapidly changing landscapes it has become inevitable to implement technology integration.

Technologies affect and influenced the way we seek, locate, access and use information. Changes in technology in recent years have dramatically altered the manner in which information is accessed, stored and disseminated. The driving force behind this rapid growth of information is due to the impact of the Internet. "Although the Internet is the newest medium for the flow of information it is the fastest growing new medium for all times, becoming the information medium of first resort for its users."(A. C. Lynch & C. M. Preston, 1990). This observation is relevant to modern academic university libraries as they have to adapt to the growing technology to enable potential users to access the required information and facilitate the most effective use of such resources.

A university library inevitably becomes an intellectual arena and a place for the generation and dissemination of an ocean of knowledge. It provides a worldclass of resources and services to its users. Previously the quality of a university library was judged on the basis of the size of its collections of books, journals and other materials. Now the emphasis has shifted to the networked information services provided through modern technologies like CD-ROM networks, Internet and consortia.

Emergence of Information Technology (IT)

The information revolution of today is indisputably caused by the unprecedented advances in technology. Computers, Telecommunications, Micro graphics and Reprographics

have emerged to give shape to the familiar phase known as ―Information Technology. This advancement has made accessibility to world information and knowledge possible from any part of the globe. In other words, the increasing importance of information and the need for its users has resulted in the application of different technologies widely termed as information technologies.

Impact of Information Technologies on Libraries.

Recognizing the fact that the use of information technologies opened new avenues for better services in the new digital environment, libraries in higher educational institutions have adopted new technologies. Many organizations like IFLA, Global Libraries Initiatives, Technology and Social Change believe that the library and information technologies are at a point in their evolution where each is able to provide significant value to the other. Both share an interest in the use of technology to achieve their ultimate goals. (H. Billings,1996)

Impact of Information Technologies on Collection Management in University Libraries.

In the opinion of Varalakshmi (2004) IT enhanced the existing modes of communication fore.g. reduced the cost of production and increased the level of performance; provided additional alternative channels to communicate information; for Electronic resources. They facilitated to provide an entirenew informationcommunication channel that achieved direct interactive and informal means of communication, for Online Journals. Libraries with good stock of print documents and reading facilities are no more an attraction. The physical hard volumes of books and journals are slowly being replaced by electronic media like floppy discs, magnetic tapes, CD-ROMs and DVDs. The mode of presentation has changed from static text to graphic, hypertext, audio, video, and interactive multimedia. Many libraries are redefining their collection management policies to include digital collections through consortia models.

Review of literature

Gupta and Arora,**(2002)** made an attempt to focus the role of librarians in digital libraries. The objectives and characteristics of digital libraries were highlighted. In components

of digital library, high speed LAN and connectivity to internet, RDBMS that supports variety of digital formats, search engines to indeed and provide access to resources and electronic document management were mentioned. The professionals 'attitude was not satisfactory towards information technology according to them. The copy right problem, political barriers, technicalbarriersetc.were discussed. Suggestions were given to library professionals to shift traditional librarianship todigital librarianship**.**

Harish Chandra (2002) stressed upon e-collection in libraries, their advantages and disadvantages and the role of librarian in e-collection, development. Various types of e-collection like E-books, E-Journals, etc. were listed. There is an urgent need to build e-collections to meet the growing information needs of the users. Therefore, a policy for development of e-collection is to be evolved. In this situation the traditional librarianship may have little significance and the professionals need to be trained with the latest developments taking place in information handling from time to time.

HussanNabi (2002) discussed CD-ROMs as a media for information packaging retrieval and dissemination. The use of CD-ROMs in libraries is highlighted. In advantages, high storage capacity, reliability, cost effectiveness, portability, ability to store graphic data and resource sharing were discussed. The problems of Indian Libraries particularly the financial crunch can be minimized by adopting CD-ROM Technology and networking according to them. So, professionals be imparted with the kind of training that is necessary to use CD-ROMs was stressed.

Objectives of the Study

The following are the main objectives of the present study:

- To understand the IT information technology and network infrastructure available in the higher education in kanchipuram districts.
- To understand the levels of knowledge and use of the library professionals on various aspects of IT like computer technology, network infrastructure, communication media

technology, audio-video technology, printing and publication technology and electronic resources.

- To identify the training needs of these library professionals in the area of Information Technology
- To understand the opinion and attitude of library professionals towards IT and related aspects
- To examine the differentials in the opinions and attitudes of the library professionals with regard to some selected aspects of IT, by selected background variables

Methodology

Data was collected using questionnaire, the covers faculty members and questionnaire distributed to faculty member's processional only. Total of 300 questionnairesdistributed 250respondents.

Data collection

The data have been collected through well structured questionnaire form the digital technology in information users of higher education in kanchipuram districts.

Limitation study

The study mainly applicable for digital technology in information users of higher education in kanchipuram districts.

Data andAnalysis

Table 1 Library a member of any of the following Indian consortia

S.NO	INDIAN CONSORTIA	PROFESSOR	ASSO PROFESSOR	ASST PROFERSSOR	TOTAL
1	UGC INFONET	15(21.42)	25(35.71)	30(42.85)	70(28.0)
2	INDEST	5(33.33)	5(33.33)	5(33.33)	15(6.0)

3	CERA	6(23.05)	10(38.46)	10(38.46)	26(10.4)
4	ICMR e-consortia	12(21.05)	20(35.08)	25(43.85)	57(22.8)
5	HELNET Consortium	7(31.81)	10(45.45)	5(22.72)	22(8.8)
6	IIM Consortium	10(16.66)	20(33.33)	30(50.0)	60(24.0)
	TOTAL	55(22.0)	90(36.0)	105(42.0)	250(100.0)

Table 1 shows that out of 250 respondents belonging to library in Indian consortia. 105(42.0) highly Asst professor are respondents, 90(36.0) Assoc professorare respondents Second Poisson from library in Indian consortia.55 (22.0) Professor Respondents third Poisson from library in Indian consortia.

From the data collected it is observed that as highly as 70(28.0) UGC INFONET isrespondents from library in Indian consortia.60(24.0) IIM Consortium respondents Second Poisson from library in Indian consortia.57 (22.8) ICMR e-consortia respondents third Poisson from library in Indian consortia.26 (10.4) CERA respondents fourth Poisson from library in Indian consortia.22 (8.8) HELNET Consortium respondents fifth Poisson from library in Indian consortia.15 (6.0) INDEST respondents sixth Poisson from library in Indian consortia.

Table 2. Which scheme of classification is used

S.NO	Classification	PROFESSOR	ASSO PROFESSOR	ASST PROFERSSOR	TOTAL
1	DDC	25(25.0)	35(35.0)	40(40.0)	100(40.0)
2		25(21.73)	40(34.78)	50(43.47)	115(46.0)

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	UDC				
3	CC	5(14.28)	15(42.85)	15(42.85)	35(14.0)
	TOTAL	55(22.0)	90(36.0)	105(42.0)	250(100.0)

Table 2 shows that out of 250 respondents belonging to library scheme of classification. 105(42.0) highly Asst professor are respondents, 90(36.0) Assoc professorare respondents Second Poisson from library scheme of classification.55 (22.0) Professor Respondents third Poisson from library scheme of classification.

From the data collected it is observed that as highly as 115(46.0) UDC isrespondents from library scheme of classification.100 (40.0) DDC respondents Second Poisson from library scheme of classification.35 (14.0) CC respondents third Poisson from library scheme of classification.

Table 3.Which software is used for inter library management

S.NO	Library Software	PROFESSOR	ASSO PROFESSOR	ASST PROFERSSOR	TOTAL
1	WINSIS	5(16.66)	10(33.33)	15(50.0)	30(12.0)
2	LIBSYS	5(20.0)	10(40.0)	10(40.0)	25(10.0)
3	SOUL	10(22.22)	10(22.22)	25(55.55)	45(18.0)
4	SANJAI	5(20.0)	10(40.0)	10(40.0)	25(10.0)
5	CLMS	10(25.0)	20(50.0)	10(25.0)	40(16.0)

6	AUTOLIB	20(23.52)	30(35.29)	35(41.17)	85(34.0)
	TOTAL	55(22.0)	90(36.0)	105(42.0)	250(100.0)

Table 3 shows that out of 250 respondents belonging to library software. 105(42.0) highly Asst professor are respondents, 90(36.0) Assoc professorare respondents Second Poisson from the library software.55 (22.0) Professor Respondents third Poisson from the library software.

From the data collected it is observed that as highly as 85(34.0) AUTOLIB is respondents from the library software.45(18.0) SOUL respondents Second Poisson from the library software.40(16.0) CLMS respondents third Poisson from the library software.30(12.0) WINSIS respondents fourth Poisson from the library software. 25(10.0)LIBSYS and SANJAI respondents last Poisson from the library software.

Table 4. How do you provide access to print resources

S.NO	Print Resources	PROFESSOR	ASSO PROFESSOR	ASST PROFERSSOR	TOTAL
1	Library catalogue	10(25.0)	15(37.5)	15(37.5)	40(16.0)
2	OPAC	25(19.23)	45(34.61)	60(46.15)	130(52.0)
3	Web OPAC	20(25.0)	30(37.5)	30(37.5)	80(32.0)
	TOTAL	55(22.0)	90(36.0)	105(42.0)	250(100.0)

Table 4 shows that out of 250 respondents belonging to access to print resources. 105(42.0) highly Asst professor are respondents, 90(36.0) Assoc professorare respondents

Second Poisson from the access to print resources.55 (22.0) Professor Respondents third Poisson from the access to print resources.

From the data collected it is observed that as highly as 130(52.0) OPAC isrespondents from the access to print resources.80(32.0) Web OPAC respondents Second Poisson from the access to print resources.40(16.0) Library catalogueerespondents third Poisson from the access to print resources.

FINDING

- Majority of highly as 70(28.0) UGC INFONET isrespondents from library in Indian consortia. 60(24.0) IIM Consortium respondents Second Poisson from library in Indian consortia.57 (22.8) ICMR e-consortia respondents third Poisson from library in Indian consortia.
- It is observed that as highly as 115(46.0) UDC isrespondents from library scheme of classification. 100 (40.0) DDC respondents Second Poisson from library scheme of classification.35 (14.0) CC respondents third Poisson from library scheme of classification.

- It is could be seen clearly from above discussion that as highly as 85(34.0) AUTOLIB is respondents from the library software. 45(18.0) SOUL respondents Second Poisson from the library software. 40(16.0) CLMS respondents third Poisson from the library software.
- It is could be seen clearly from above discussion as highly as 130(52.0) OPAC isrespondents from the access to print resources.

Conclusion

The effective use of ICTs in teaching-learning process can help in bridging the gaps. The study has observed that effective implementation of ICT can allow students more flexible access to study materials, reducing barriers of time and place of study. Investment on ICT infrastructure alone is not enough; capacity building for the teachers and students is must. Students' interest in learning has increased due to ICT intervention. ICT has democratized learning in many ways. Students' extended interaction with peers and teachers enhance the learning outcomes. With the

society becoming increasingly dependent on ICT, it is important for the future technology creators to be skilled in ICT based technologies.

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