Competencies of Sanskrit Academics
In use of e-resources

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Abstract

Libraries have changed with emergence of information technology. Users are acquainting with latest technologies in libraries. It is very difficult to be in any profession without computer literacy. The library users from all spheres of life are acquiring information literacy skills irrespective of their subject background. Usually, the people with oriental and religious learning expected to be unaware of latest technologies. But, the fact is quite different and proved the popularity of Information Technology among all people. Though, there are alternative sources of information, library was not lost its prime place. The Internet became the alternate source to library users. E-Journals and subject websites have became popular among the Academics.

Keywords: Information Technology, Internet, E-Journals, Information Literacy, Sanskrit Academics.

1.   Introduction

Libraries have changed with the emergence and applications of Information Technology. They have assumed the role of educators, teaching users to find, evaluate, and use information both in the library and over electronic networks. As the use of e-library continues to soar, users are expected to develop information literacy skills. These skills will enable users to make efficient and effective use of information sources.

Information literacy is increasingly important. Academic libraries have responded by providing instruction in information literacy, described as "the ability to locate, manage, critically evaluate and use information for problem solving, research and decision making". Locating information from the e-library requires information literacy.[1]

E-Resource plays as major role in the development of information society. Internet is one of the largest online information resources at the global level. Internet shares a major part in the development of the information society in a nowadays atmosphere.[2]

2.   Information Literacy Skills

Information literacy skills are the skills which help to lead the life by the means of obtaining current information in a smoother way for anyone. Locating information from the E-resources can be acquired only by the acquaintance of technological know-how of the Internet.

3.   Objectives

♦ To know awareness of the Sanskrit Academics of R.S.Vidyapeetha, Tirupati on the e-resources.

♦ To find the information seeking behaviour of Sanskrit Academics In utilization of e-resources.

4.   Methodology

S.No.	Designation	Male	Female	Total
1.	Professors	10	--	10 (12.5%)
2.	Associate Professors	22	06	28 (35%)
3.	Assistant Professors	34	02	36 (45%)
4.	Research Assistants	06	--	6 (5%)
	Total	72 (90%)	8 (10%)	80 (100%)

The present study was undertaken on the basis of a structured questionnaire comprising of two sections. The first section was related to general information like Name, Designation, Gender, Age, Teaching Experience etc, and the second section contained 19 questions related to Internet and E-resources. The data was collected from 80 users, consisting of Professors, Associate Professors, Assistant Professors and Research Assistants working in R.S.Vidyapeetha, Tirupati.

5.   Scope & Limitations

The present was confined to R.S.Vidyapeetha, Tirupati. The sample was collected among the faculty of R.S.Vidyapeetha, Tirupati on the basis of simple random sampling method covering various departments like Agama, Computer, Education, English, Jyotisha, Research, Sahitya, Telugu, Vedanta and Vyakarana.

6.   Data Analysis

Table-1: Composition of Sanskrit Academics according to Designation for sample to the present study:

As per the data as shown in the above Table-1, it is evident that the Assistant Professors are 45%, followed by Associate Professors (35%), Professors comprises 12.5% in the sample for the present study. Research Assistants accounted for 7.5%. The sample is proportionate to the universe of user in Sanskrit Institution. Among the sample, female faculty consist of 10% only.
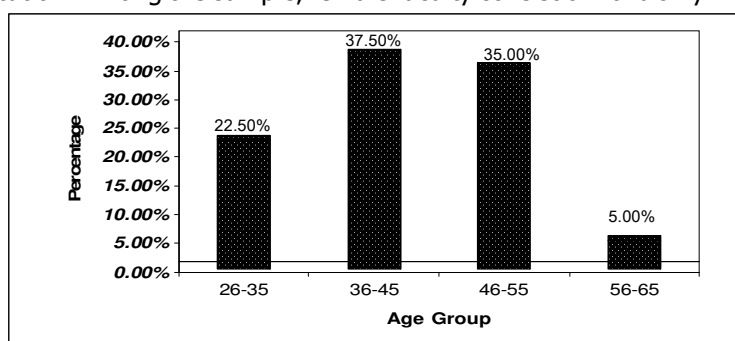

Figure1: Age-wise Frequency

As per the data in Fig.1, It can be noticed that the sample faculty in age group between 36-45 years comprises 37.5% followed by 46-55 years with 35%. The remaining faculty in 56-65 year age are 5%.

It can be observed that majority in the sample is suitable to the objectives of the study and to evaluate on the lines of utility.
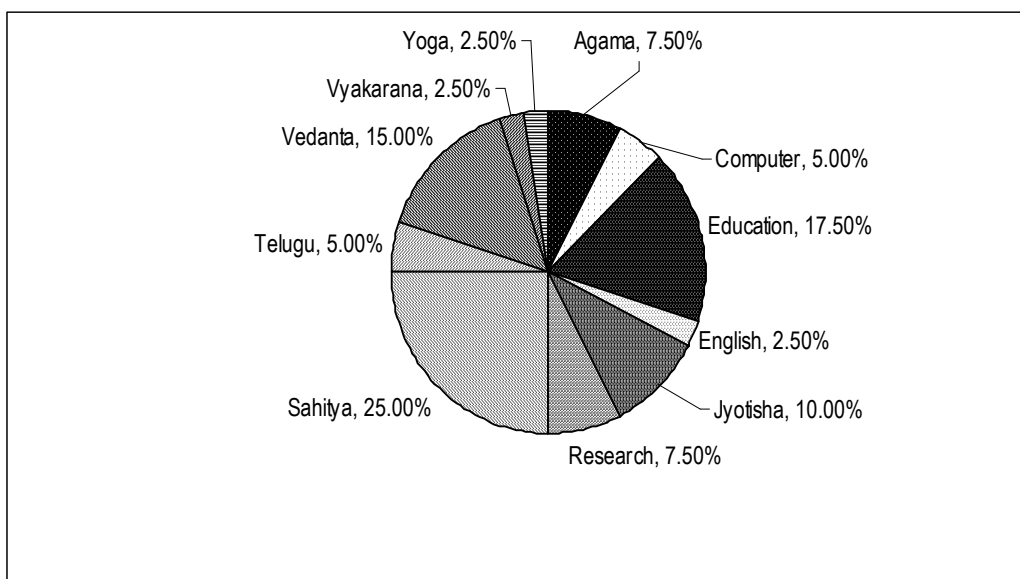

Figure 2: Department wise Faculty Distribution

As per the data provided in Fig.-2, it can be noted that the sample faculty belongs Sahitya (25%), Education (17.5%), Vedanta (15%) occupied first, second and third positions respectively. Yoga, Vyakarana, English Departments were placed in the last position with 2.5% each in the sample.
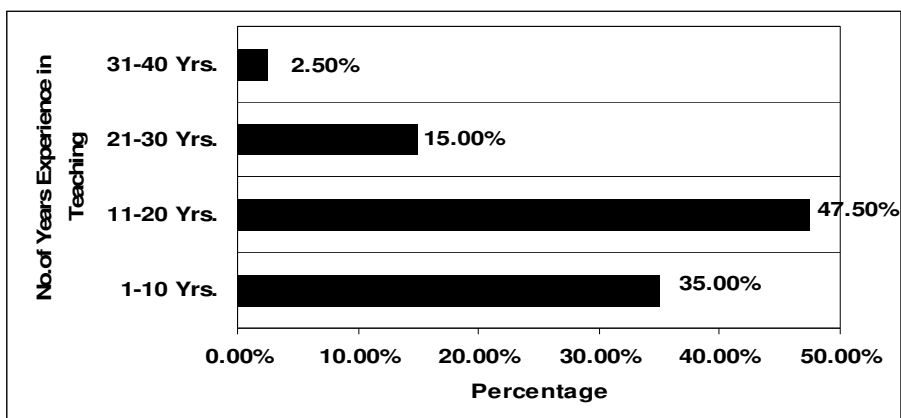

Figure 3: Faculty Experience in Teaching

The Data from the above Fig.-3, shows that 47.5% academics possessing teaching experience between 11-20 years, followed by 1-10 Yrs with 35% in the sample.

The faculty with 31-40 years of experience consist of 2.5% for the study.
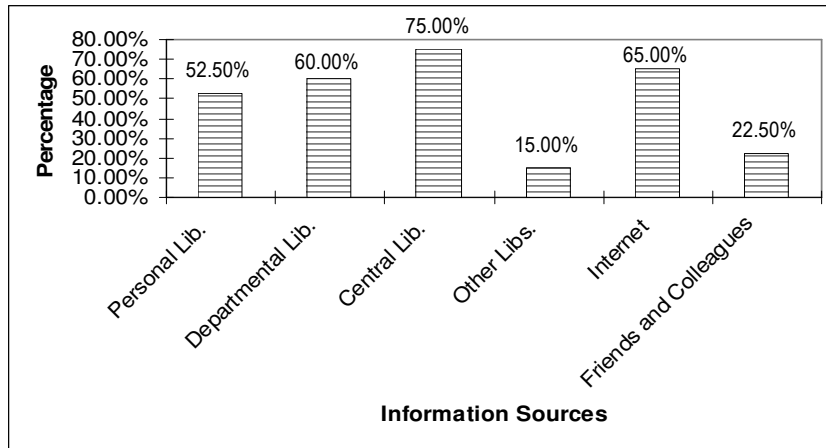

Figure 4: The information sources most likely to be consulted

It can be realized from the data in Fig.-4 majority (75%) opined central library is the ultimate source for information, followed by Internet (65%). Other Libraries also cited as information source by 15% among the sample.

The analysis depicts that majority (75%) felt that the central library is the ultimate source for information.
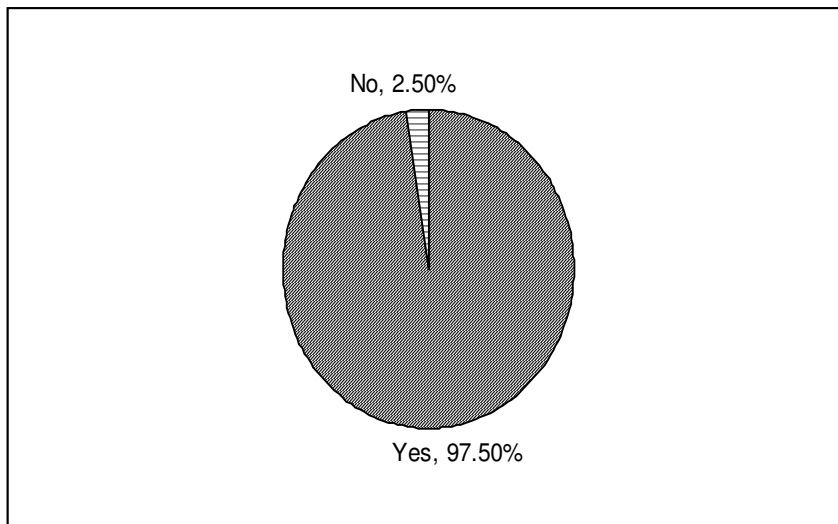

Figure 5: Data related to awareness and Usage of Internet

From the Fig.-8, it can be seen that majority with 97.5% use internet, only 2.5% don't use.

The survey reveals almost all (97.5%) with minor exemption are using Internet.

Figure 6: Frequency of Use of Internet

The majority (55%) in the sample use Internet Everyday, followed by once in a week (17.5%), only a meagre per cent (2.5%) expressed that they use internet once in a fortnight.

The analysis reveals that majority (55%) are using internet daily for information for their teaching and learning.

Table-2 Distribution of the faculty on the basis of their Computer skills

Age Group →	26-35		36-45		46-55			56-65
Skills/Design. →	Asst.P	RA	AP	Asst.P	P	AP	Asst.P	P
Database Searching	11%	66.6%	35.7%	27.7%	20%	35.7%	5.5%	40%
Word Processing	--	66.6%	21.4%	22.2%	20%	21.4%	5.5%	--
Internet Browsing	11%	66.6%	42.8%	27.7%	--	35.7%	11%	40%
E-Mail	27.7%	33.3%	42.8%	33.3%	40%	42.8%)	16.6%	20%

P-Professors, AP-Associate Professors, Asst.P-Assistant Professors, RA-Research Assistants

As per the data in Table-2 majority among Research Assistants in the age group of 26-35 are acquainted with computer skills like Internet browsing (66.6%), E-mail (33.3%) and database searching (66.6%). There is encouraging signs of computer skills among the professors as 40% are having the skills of database searching and Internet browsing. It can be observed that 20% among the Professors using E-mail.

The data and analysis shows that majority faculty in Oriental Institution with all age groups are having computer skills and using Internet services.
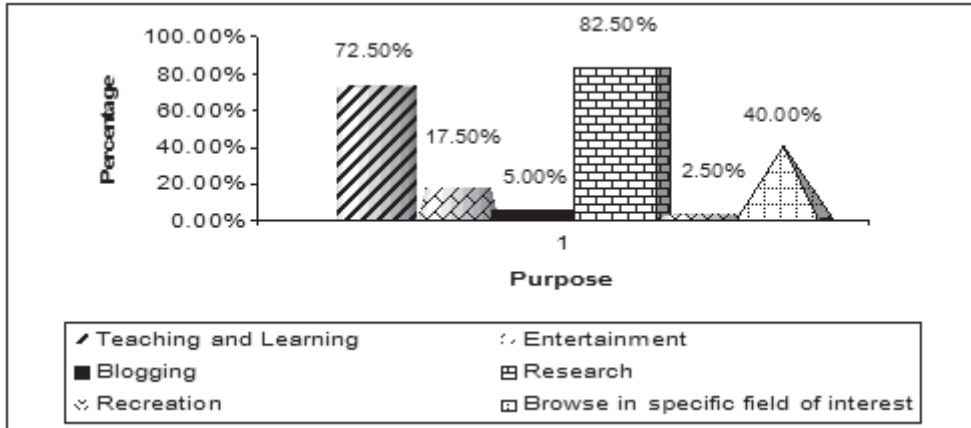
Figure 8: Purpose of Use of Internet

As shown in the above Fig.-8, massive number (82.5%) in the sample are using internet for the purpose of research, followed by Teaching and Learning (72.5%). A meagre 2.5% opted for recreation purpose.

It can be concluded that majority 97% are using Internet for Academic and Research purpose.
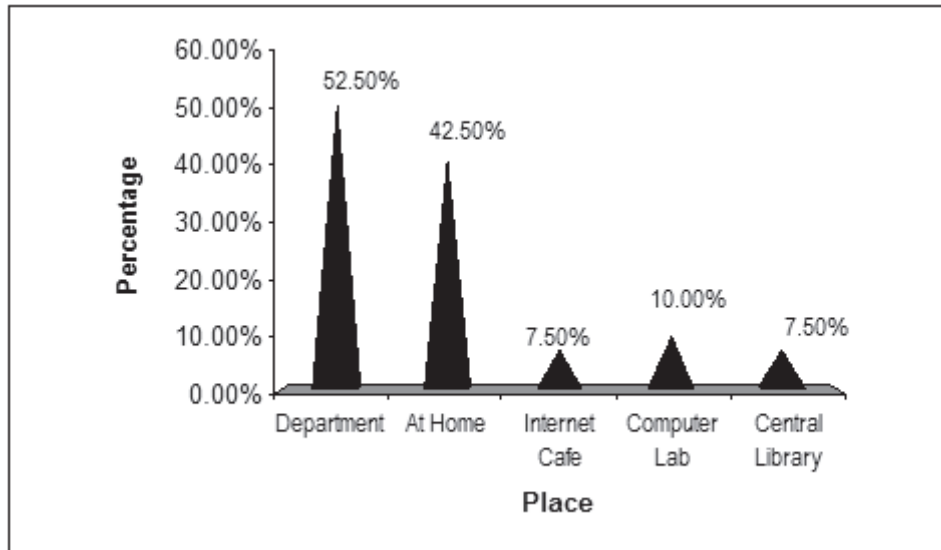

Figure 9: Place of browsing Internet

From the data comprised in Fig.-9, majority with 52.5% opted department (place of working) as best place to browse Internet, followed by home with 42.5%. Central Library and Internet Café were chosen as suitable place by 7.5% each.

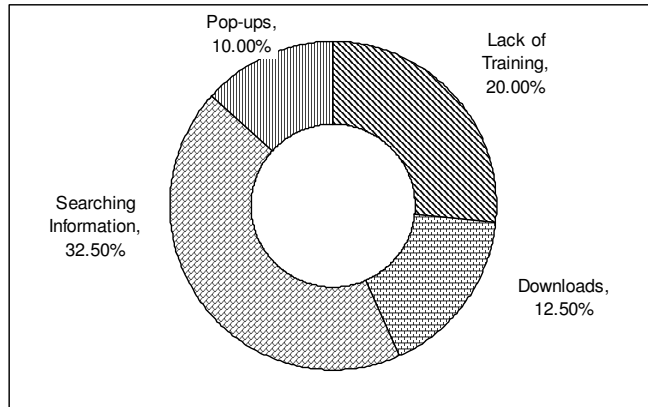The analysis shows that majority faculty use Internet at the work place.

Figure 10: Difficulties while Browsing Internet

The data in Fig.-10 depicts that 32.5% are not aware of the Websites in which specific information is available. This situation was interpreted by 20% as lack of training. Downloading is problem for 12.5% among the sample.

It can be concluded that majority in the sample (32.5%) are not known the websites which contain their needed information.
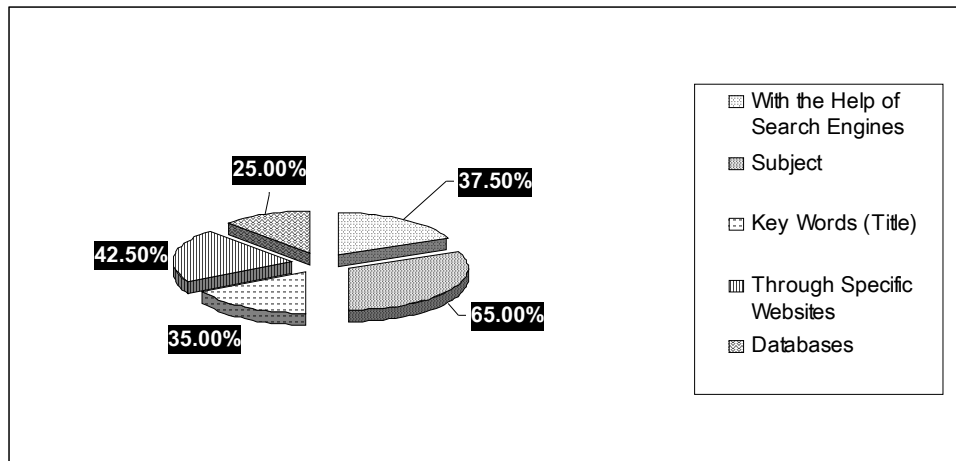

Figure 11: Approach to browse Internet for Information

As expressed in the Fig.-11, a large group in the sample with 65% browse internet through Subject and browse through specific websites by 42.10%. A very less quantity accounts to 25% approach databases for browsing information through Internet.

The analysis shows that majority Internet users among Sanskrit faculty use subject heading to browse information. Specific websites are comparatively less popular among the sample users.
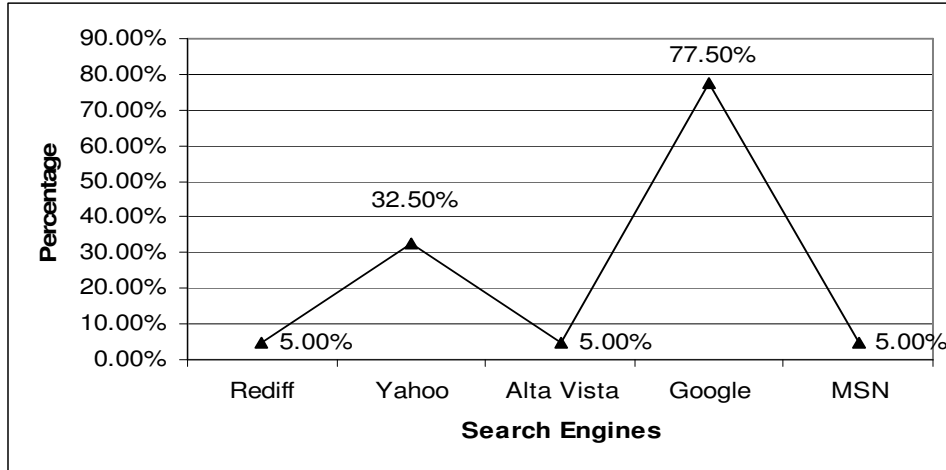

Figure 12: Choice of Search Engine for browsing relevant information

The data in the above Fig.-12 reveals that majority (77.5%) use Google search engine are followed by Yahoo with 32.5%. Other Search Engines Rediff, Altavista, MSN have been placed with 5% each.

The analysis shows Google seems keeping its popularity among Internet users.
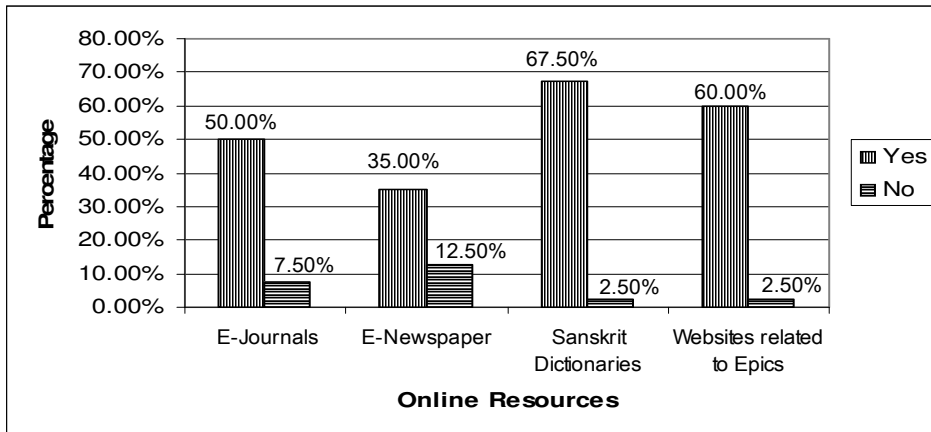

Figure 13: Awareness of Online Resources in Sanskrit

In the Fig.-13, out of the sample of Academics with 67.5% opined as they are aware of Online Sanskrit Dictionaries, followed by Websites related to Epics has occupied 60%. Coming to the point of not aware, 12.5% and 7.5% were not aware about E-Newspaper and E-Journals respectively.

Hence, it can be analyzed here that Online Sanskrit Dictionaries are the online sources well known among the Sanskrit faculty.
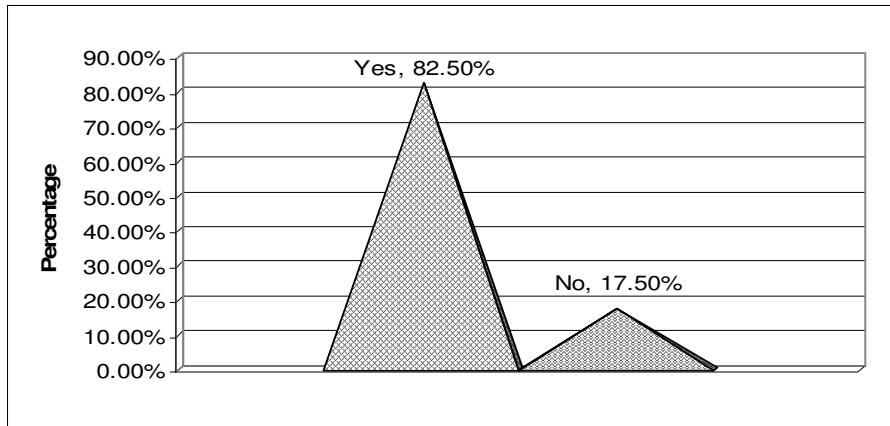

Figure-14: Habit of Downloading Information from Internet

As represented in the above Fig.-14, Majority of the Academics with 82.5% are in the habit of downloading information from internet. A less number with 17.5% are not in habit of downloading.

The analysis shows that downloading is common activity among different subject faculty using Internet.
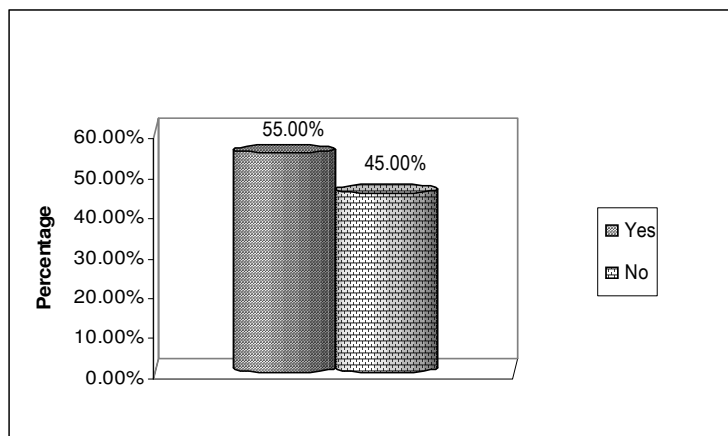

Figure 15: Accessing of E-Journals

As per the data in the Fig.-15 shows about 55% are accessing e-journals, followed by placed in first, 45% are not accessing.

Hence, it can be conclude that though majority (55%) are accessing E-Journals still there is need to develop the attitude of accessing E-Journals among other users.
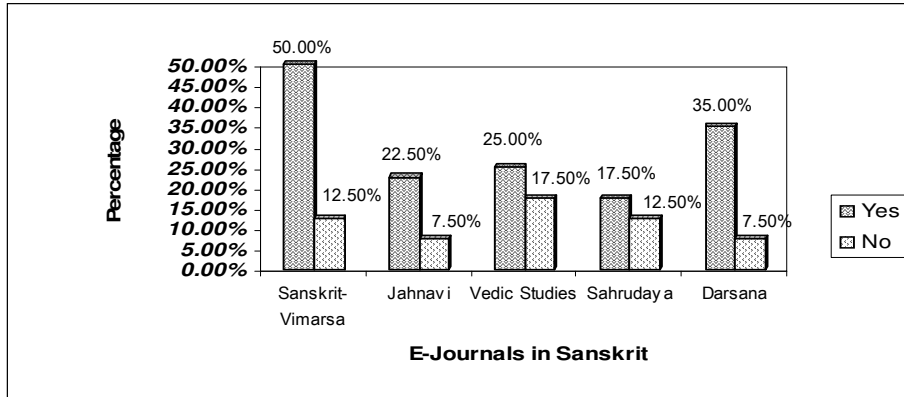
Figure 16: Data showing Awareness of E-Journals in Sanskrit

The relevant data shown in the above Fig.-16, a large number with 50% in the sample are aware of Sanskrit-Vimarsa e-journal, preceded by Darsana with 35%.

In total, it can be observed that majority faculty are well aware of E-journals. It can be concluded that majority faculty are aware of Sanskrit e-journals.
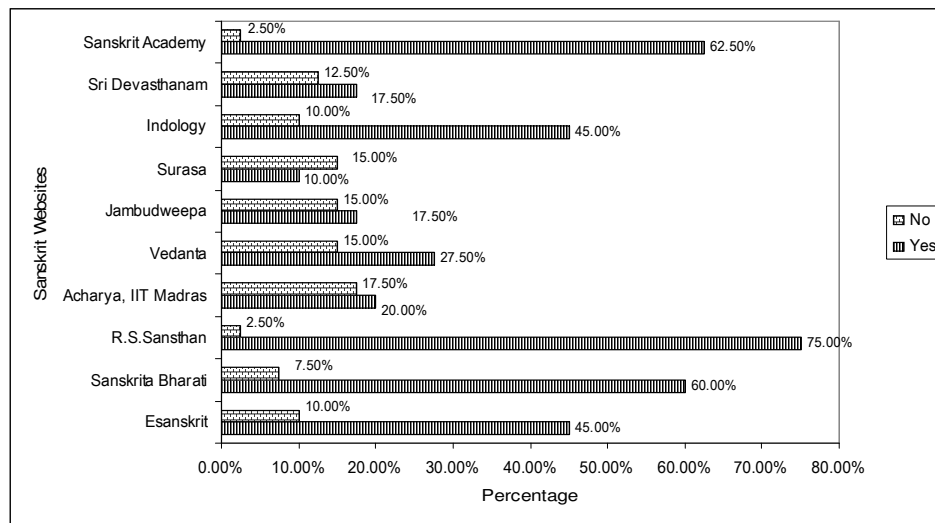

Figure 17: Awareness of Sanskrit Websites

From the data expressed through the above Fig.-17, it is known that the academics opined they are well aware about certain Sanskrit websites related to R.S.Sansthan (75%), Sanskrit Academy (62.5%), Sanskrita Bharati (60%).

Hence, it can be conclude that certain Sanskrit websites are also popular among the faculty.

Table-3: Frequency of access to Sanskrit Websites

S. No.	Websites	Frequency				
		Daily	Weekly Twice	Fortnightly	Monthly	Rarely
1.	Esanskrit	12.50%	10.00%	5.00%	5.00%	12.50%
2.	Sanskrita Bharati	20.00%	12.50%	12.50%	10.00%	7.50%
3.	R.S.Sansthan	27.50%	15.00%	7.50%	7.50%	10.00%
4.	Acharya, IIT, Madras	5.00%	2.50%	2.50%	10.00%	7.50%
5.	Vedanta	5.00%	7.50%	2.50%	5.00%	10.00%
6.	Jambudweepa	7.50%	-	-	7.50%	7.50%
7.	Surasa	5.00%	2.50%	-	-	7.50%
8.	Indology	15.00%	5.00%	5.00%	-	12.50%
9.	Sri Devasthanam	7.50%	2.50%	5.00%	2.50%	10.00%
10.	Sanskrit Academy	17.50%	10.00%	7.50%	12.50%	12.50%

The above Table-3 it can be clearly stated that most of the academics with 27.5% browse R.S.Sansthan Daily, followed by Sanskrit Bharati with 20% and Sanskrita Academy with 17.5% daily frequency respectively.

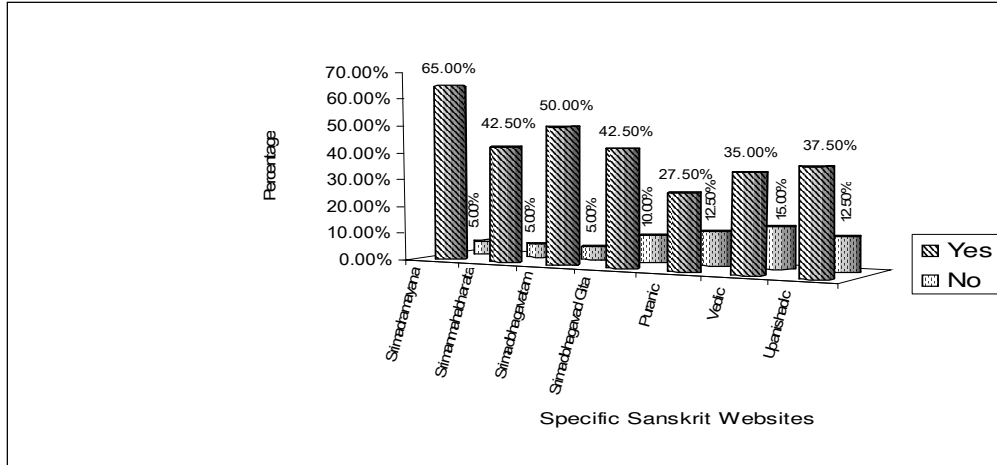It can be concluded that the website R.S.Sansthan is more popular and majority users are browsing daily.

Figure 18: Awareness of Specific Websites related to Sanskrit Epics etc.

The data in Fig.-18 depicts that the academics that are more aware of Srimadramayana (65%) followed by Srimadbhagavatam (50.00%) and the last one being Srimanmahabharata and Srimadbhagavad Gita each with 42.5%. While coming to the non-awareness, the academics opined that they are not aware of Vedic with 15%, followed by Puranic, Upanishadic with 12.5%.

Hence, it can be conclude that majority Sanskrit are aware e-resources relating to Ramayana and Mahabharata epics.

Table-4: Frequency of use of Specific Websites in Sanskrit Epics etc.

S.No.	Facilities	Frequency				
		Daily	Weekly Twice	Fortnightly	Monthly	Rarely
1.	Srimadramayana	20.00%	22.50%	10.00%	7.50%	17.50%
2.	Srimanmahabharata	15.00%	10.00%	12.50%	5.00%	12.50%
3.	Srimadbhagavatam	10.00%	12.50%	5.00%	12.50%	10.00%
4.	Srimadbhagavad Gita	17.50%	12.50%	2.50%	10.00%	15.00%
5.	Puranic (related to Purana)	5.00%	10.00%	5.00%	2.50%	20.00%
6.	Vedic (related to Veda)	10.00%	15.00%	2.50%	7.50%	20.00%
7.	Upanishadic (related to Upanishads)	10.00%	17.50%	2.50%	2.50%	20.00%

The above Table-4 explains that majority of academics with 20% each browse Srimadramayana, followed by Srimadbhagavad Gita with 17.5% and Srimanmahabharata with 15% daily.

Hence, the analysis reveals that majority faculty are browsing Ramayana, Bhagavad Gita and Mahabharatha websites every day.
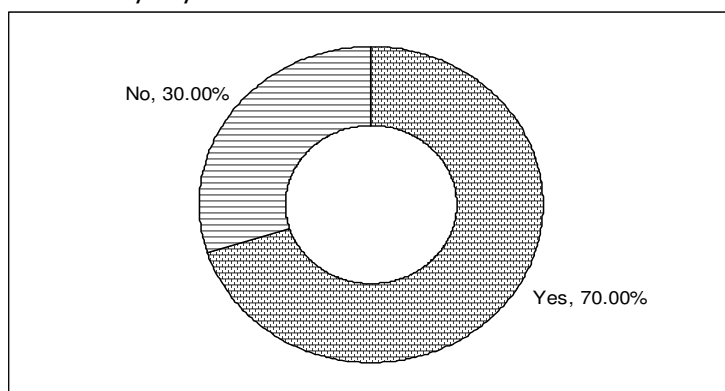

Figure 19: Awareness of the Electronic Information Sources in Specialized Subject

In the Fig.-19, it can be easily understood that 70% are well aware of the Electronic Information Sources in their specialized subject, while 30% are not aware of the same.

Hence, it can be interpreted that majority among the faculty know the electronic information sources in their specialized subject.
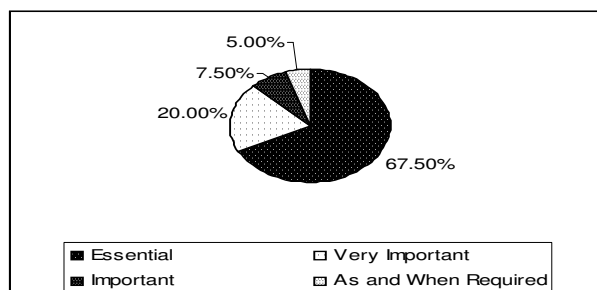
Figure 20: User Orientation Programme related to Digital/Electronic Resources in Libraries

As per the data In Fig.-20 regarding the User Orientation Programme related to Digital/Electronic Resources in Libraries.

Majority of the academics using 67.5% opined as essential, followed by 20% very important. User Orientation is the specific demand by majority users among the Sanskrit faculty.

7.   Conclusion

The data and its analysis shows that majority academics are appreciating using e-resources for their information in electronic environment. Most of the Sanskrit academics are aware in accessing e-resources like internet, e-journals etc., as e-resources are accessible anywhere in throughout the world. The academics are in habit of using e-resources for their teaching and learning and also for research activity.

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