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Utilisation of Information Resources among the Civil Service Exam Aspirants at Chennai: A Study

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Abstract

An information literate person achieves success in his career and life due to his intellectual knowledge and ability in selecting the best information resources available in plenty. Evolution of internet has changed the information history. Plenty of resources reaches infinite number of users but what requires for an individual is the information skill to locate and utilize the best information sources. To qualify in civil service exams is one of the toughest challenge but yet can be achieved if smartly planned. Smart planning can be viewed as what to read, what not to read, what to choose, what not to choose etc.,. Competition is ever increasing among the candidates but at the same time numerous web resources, coaching centres, senior officers assist their guidance as well. The present study focused on the utilisation of information resources among the civil service aspirants only at Chennai. Utilisation of information resources were analysed at four dimensions namely, information competency, awareness, accessibility and problems. Each dimension had its own sub-dimensions.

Keywords: User Study, Information, Civil Service, Library, Newspaper and Books

Introduction

The Indian Civil Service serves as the backbone of India and carries great respect and responsibilities. The best brains of the Country vie for entry into the Indian Civil Services as officers. Even though corporate jobs may offer the best of salaries and perks, a majority of youngsters and their parents still crave entry to the prestigious Indian Civil Services held by the UPSC. The very fact that a big share of top posts in the civil services exams are bagged by professionals from various streams, shows that the IAS is still the dream job for many. The civil servants are thrust with the responsibility of managing the economic, natural and human resources of the country. They constitute of individuals from different walks of life and different educational & social backgrounds who imbibe the qualities of integrity, vision and commitment to the nation. The varied background of individuals creates a perfect amalgamation mirroring the Indian social reality giving it a holistic perspective.

History of Civil Service Exams in India

The history of Civil service exams needed to be tracked when our country was ruled by East India Company prior independence. The civil servants were used to be nominated by the Directors of the Company and thereafter trained at Haileybury College in London and then sent to India. Based on Lord Macaulay's Report of the select Committee of British Parliament, the concept of a merit based modern Civil Service in India was introduced in 1854. The Report also recommended that patronage based system of East India Company should be replaced by a permanent Civil Service based on a merit based system with entry through competitive examinations. For this purpose, a Civil Service Commission was setup in 1854 in London and competitive examinations were started in 1855.

Initially, the examinations for Indian Civil Service were conducted only in London. Maximum age was 23 years and minimum age was 18 years. The syllabus was designed such that European Classics had a predominant share of marks. All this made it difficult for Indian candidates. Nevertheless, in 1864, the first Indian, Shri Satyendranath Tagore brother of Shri Rabindranath Tagore succeeded. Three years later 4 other Indians succeeded. For about 50 years, the ICS exams were held only in Britain even after Indians petitioned that exams to be held in India. But the British Government never wanted Indians to succeed ICS and after Montagu Chelmsford reforms, it was agreed to be held in India from 1922 onwards. The first exam was held in Allahabad and later in Delhi with the setting up of the Federal Public Service Commission. Though Imperial Police Service was held in June 1893, the doors were open to Indians only after 1920.

Indianisation of the police service continued to be very slow despite pronouncement and recommendations of the Islington Commission and the Lee Commission. Till 1931, Indians were appointed against 20% of the total posts of Superintendents of Police. However, because of non-availability of the suitable European candidates, more Indians were appointed to the Indian Police from the year 1939 onwards. The origin of the Public Service Commission in India is found in the First Dispatch of the Government of India on the Indian Constitutional Reforms on the 5th March, 1919 which referred to the need for setting up some permanent office charged with the regulation of service matters. This concept of a body intended to be charged primarily with the regulation of service matters, found a somewhat more practical shape in the Government of India Act, 1919. Section 96(C) of the Act provided for the establishment in India of a Public Service Commission which should "discharge, in regard to recruitment and control of the Public Services in India, such functions as may be assigned thereto by rules made by the Secretary of State in Council".

After passing of the Government of India Act, 1919, in spite of a prolonged correspondence among various levels on the functions and machinery of the body to be set up, no decision was taken on setting up of the body. The subject was then referred to the Royal Commission on the Superior Civil Services in India (also known as Lee Commission). The Lee Commission, in their report in the year 1924, recommended that the statutory Public Service Commission contemplated by the Government of India Act, 1919 should be established without delay. Subsequent to the provisions of Section 96(C) of the Government of India Act, 1919 and the strong recommendations made by the Lee Commission in 1924 for the early establishment of a Public Service Commission, it was on October 1, 1926 that the Public Service Commission was set up in India for the first

time. It consisted of four Members in addition to the Chairman. Sir Ross Barker, a member of the Home Civil Service of the United Kingdom was the first Chairman of the Commission. The Government of India Act, 1935 envisaged a Public Service Commission for the Federation and a Provincial Public Service Commission for each Province or group of Provinces. Therefore, in terms of the provisions of the Government of India Act, 1935 and with its coming into effect on 1st April, 1937, the Public Service Commission became the Federal Public Service Commission.

With the inauguration of the Constitution of India in January 26, 1950, the Federal Public Service Commission came to be known as the Union Public Service Commission and the Chairman and Members of the Federal Public Service Commission became Chairman and Members of the Union Public Service Commission by virtue of Clause (1) of Article 378 of the Constitution.

Review of Literature

Deretchin, Yeoman and Seidel (1998) had conducted a study on student information resource utilization in problem-based learning among 116 medical students over a six-month period to examine the profile of medical students' resource use in a longitudinal problem-based learning course and to examine patterns of change. The resources were categorized as printed, electronic, human, or physical evidence (i.e., models, demonstrations). It was found out that usage of human resources had increased significantly and the rest of other information resources had declined. It was stated that heavy use of electronic resources, particularly the World Wide Web supported speculation.

Frishammar, J. (2003) had employed a case study about information usage and its impact in strategic decision making. Personal interviews and documentation were used for data collection following limited non-probability sampling method. The study provided an insight into management information behavior when taking strategic decisions.

According to Thanuskodi (2011), students have to read books other than textbooks to improve thinking and other cognitive activities. An individual's interests are determined to a considerable extent by the amount of textual materials consumed and the intensity with which he will pursue his reading activity. By reading books, one gets confirmation or rejection of one's own ideas, which in turn increases the knowledge level of the reader. In addition, reading provides people with a sense of values, which enable them to discriminate between what is acceptable in the society and what is not.

Peterson, et al. (2004) studied about the use of information resources among medical students at Carver College of Medicine. The study had identified that digital information resources bridges information gap between needs and delivery of medical knowledge. It was found that medical students found computer-based information resources as more convenient when compared to traditional resources. There found to be a medical culture shift from paper to electronic resources.

Basch et al...(2004) conducted a survey among 443 cancer patients and 124 paired companions on usage of different type of information resources and their information seeking pattern during ten week period. The survey stated that 44% of patients and 60% of companions had used internet to obtain cancer related information. Print resources were used by 79% of patients and 83% of companions, with telephone resources used by 22% and 23%, respectively. The majority of internet users also read print content (85%), whereas one-half of print users did not access data electronically (52%). The study suggested future investigation should be focussed on the quality of print products used by patients.

Thanuskodi (2012) carried out a survey on awareness of library 2.0 applications among library and information science professionals at Annamalai University, India, which indicated that majority 37 (61.66%) of the respondents needed training on Web 2.0 technologies and tools. The study found that 20 (33.33%) of the respondents considered workshops as important for using blogs. When asked about workshop on using wikis, only a very few respondents (15.55%) agreed to it.

Widen, Wulff and Suomi (2007) had done an empirical case study about utilization of information resources for business success as knowledge sharing model among 15 insurance companies. The study stated that knowledge sharing model would be developed when the hard information resources of time, people and computers were defined. The study recommended organizations to have good information technology infrastructure to gain knowledge sharing and also suggested that information resources can be turned in to business competence when effectively utilized.

Salau and Saingbe (2008) had conducted research study on access and utilization of information and communication technologies among agricultural researchers and extension workers in selected institutions in Nasarawa State of Nigeria. The study was conducted among 45 agricultural researchers and 45 extension workers following random sampling method.

Abdullahi and Haruna (2008) conducted a survey research method on utilization of information and communication technology (ICT) for information service delivery among University libraries in Adamawa state. Data were collected using questionnaires, interviews and documentary sources. The study revealed that levels of utilization of ICT components for information service delivery among University libraries differ significantly. The study suggested eradication of frequent power failure as it formed as the major constraint in effective utilization of information resources. It had also recommended solar energy power and sufficient funding for the libraries.

Pushpalatha and Mallaiah (2009) conducted a study on usage of information resources in chemistry among students and faculty members of Department of Chemistry at Mangalore University Library. The data was collected by distributing questionnaire among 138 respondents. The study revealed that majority of the users visited the library to borrow books, to consult periodicals and browse UGC Infonet journals. Online public access catalogue and the assistance of the library staff were the primary means to locate information. The study concluded to improve collections of periodicals and journals which were inadequate.

Biradaret.et. al... (2009) conducted a case study on usage of information sources and services in library of Agriculture Science College at Shimoga among 101 agriculture students to study about the frequency, purpose of visit to the library. The study revealed that 77.22% of respondents visited the library daily. About eighty eight percent students visited library to read journals and magazines followed by visits to borrow books (87.12%). It was found that a large number of users use books followed by periodicals. The study concluded that the library should subscribe to online periodicals through e-consortia to satisfy the growing needs of library users.

Nosheen, and Ahmad (2010) conducted a case study on analysis of gender specific sources of information regarding home and farm practices in Potohar region. The study had followed multistage random sampling process method and cross sectional survey research design was done to collect the data. The study declared that for females, the most frequently used sources of information were television followed by friends, relatives, radio and local farmers. Their trust worthy source of information for females was television. On the other hand, male order of trust on the information falls in decreasing order as local farmers followed by relatives, friends, television and radio. The study suggested that ministry of information should educate their spectators on practicing gender equality through television talks and dramas.

Objectives

- To find out the types of information sources available for the candidates and its utilization.
- To know the type of channels of information among the civil service exam aspirants.
- To analyse the information gathering pattern about civil service exams.
- To identify the respondents level of information awareness about the updates in civil service exams.
- To study the information competency and accessibility skills of the candidates.
- To identify the awareness among civil service respondents about the internet and latest technical applications of information.
- To know the level of satisfaction about the present information system.

Hypotheses of the study

- The respondents possess maximum information competency and awareness regarding the exam preparation and location of information resources.
- There will be a significant difference in information competency among the respondents belonging to various age groups, educational qualifications and nativity.
- There will be a significant difference in utilization of information resources among the respondents belonging to various optional subjects.
- There will be no significant difference in utilization of information resources among the respondents with reference to gender.

Methodology

The research has applied survey method to study about the information utilization of information resource among the civil service exam aspirants at Chennai. The survey method has more advantages in collecting the appropriate information required for the study through questionnaire. The questionnaire was designed in such a way that to receive reliable valid responses. Through this survey method, the current trends and issues in the information environment of the civil service exam candidates was thoroughly analyzed. The scope of the study in simple terms can be stated as the limits of the area in terms of coverage and border of the research study. The scope of the study should be clear to arrive at logical conclusions. The investigator had consulted the subject experts of the theme to draft the limitations of the study and what is to be included and what is to be

excluded. The scope of the study was in Chennai, the capital city of Tamil Nadu, the sample size was framed to 900 to include fair representation of the population.

DATA ANALYSIS AND INTERPRETATION

Demographic Analysis

Demographics are characteristics of the survey population such as ethnicity, gender, age, educational qualifications are all typical examples of demographics that are used in surveys. Analyzing the demographic questions will help the investigator to give meaningful results during the research process.

Table 4.1 and Figure 4.1 shows that the male candidates are the maximum respondents (65%) compared with female candidates (35%). In age group category, large number of respondents (73%) below 25 years age group, and the least (2%) are the candidates above 30 years age group.

Based on educational qualification, most of the respondents belong to the Engineering graduates (59%), graduates in arts and science occupies the next place with (34%). The least respondents are the graduates in other subjects (2%) and graduates in law (2%). Major respondents belongs equally in the urban category with (32%) and semi-urban (31%). The minimum respondents are from metros with (12%). The other state respondents are (24%) and our own Tamilnadu respondents are (76%).

Table 1: Frequency Distribution of Respondents in Various Categories

S.No	Type	Particulars	Frequency	Percentage
1	Gender	Male	460	65
		Female	244	35
2	Age Groups (in years)	Below 25	516	73
		26-30	175	25
		Above 30	13	2
3	Educational Qualification	Eng.	418	59
		Law	13	2
		UG in Arts & Science	237	34
		PG in Arts& Science	24	3
		Others	12	2
4	Nativity	Urban	226	32
		Semi Urban	219	31
		Rural	175	25

		Metropolitan	84	12
5	State which they belong to	Tamilnadu	536	76
		Other States	168	24
6	First Graduate	Yes	169	24
		No	535	76
Total			704	100

Hypothesis 1:

The respondents possess maximum information competency and awareness regarding the preparation of exams and location of information resources

Table 2: Mean and Percentage of the information competency and awareness skill

Information Usage Components	Maximum	Mean	Percentage
Information Competency	55	45.26	81
Awareness Score	60	51.44	85

Since the respondents scored more than 80% in information competency and awareness on information resources, their awareness could be found that in maximum level. Hence the hypothesis is accepted.

From the table 2, it could be noticed that the respondents scored 81% in information competency skills and 85% in awareness on information resources for their examination preparation.

Hypothesis 2:

There will be a significant difference in information competency among the respondents belonging to various age groups, educational qualifications and nativity.

Table 3: ANOVA for significant difference in information competency among the respondents belonging to various age groups

Age Group In Years	N	Mean	Std. Deviation	F and P Values	
				F	P
Below 25	516	45.24	4.290	0.060	0.941
26-30	175	45.32	4.427		
Above 31	13	44.92	1.754		
Total	704	45.26	4.288		

A one-way ANOVA was conducted to examine the significant difference among respondents belonging to various age groups with respect to information competency. Since the P value is more than 0.05, there is no significant difference among the

respondents belonging to various age groups. Hence the hypothesis is rejected at 5% level of significance with respect to various age groups of respondents.

Table 4: ANOVA for significant difference in information competency among the respondents belonging to various educational qualifications

Educational Qualifications	Number	Mean	Std. Deviation	F and P Value	
				F	P
Engineering	418	46.20	3.866	22.222	0.000
Others	12	45.42	1.443		
Law	13	50.00	0.000		
UG in Arts & Science	237	43.50	4.660		
PG in Arts & Science	24	43.58	1.954		
Total	704	45.26	4.288		

A one-way ANOVA was conducted to examine the significant difference among respondents belonging to various educational qualifications with respect to information competency. Since the P value is less than 0.01, there is significant difference among the respondents belonging to various educational qualifications. Hence the hypothesis is accepted at 0.01% level of significance with respect to various educational qualifications.

Table 5: ANOVA for significant difference in information competency among the respondents belonging to different nativity

Nativity	N	Mean	Std. Deviation	F Value	P Value
Urban	226	47.34	3.900	54.473	0.000
Semi Urban	219	45.04	4.269		
Rural	175	42.43	3.571		
Metropolitan City	84	46.11	3.230		

As the P value is less than 0.01, it indicates that there exists significant difference in information competency among the respondents belonging to urban, semi urban, rural and metropolitan city. From Table 5, the mean of rural respondents is quite low (42.43) when compared to the mean of urban respondents which is 47.34.

Hypothesis 3: There will be a significant difference in utilization of information resources among the respondents belonging to various optional subjects.

Table 6: Significant difference in utilization of information resources among the respondents in various optional subjects

Components	Optional Subjects	Mean	Standard Deviation	F Value	P Value
Information Competency	Geography	45.25	3.842	9.057	0.000
	Sociology	45.35	3.681		
	Public Administration	45.7	3.421		
	History	43.5	6.336		
	Economics	43.52	3.894		
	Law	50	0		
	Others	47.09	2.577		
	Total	45.26	4.288		
Awareness Score	Geography	50.72	4.422	9.019	0.000
	Sociology	51.9	4.05		
	Public Administration	52.68	3.741		
	History	50.09	7.454		
	Economics	47.24	5.603		
	Law	54	0		
	Others	53.49	4.194		
	Total	51.44	5.018		
Accessibility Score	Geography	14.3	2.559	12.775	0.000
	Sociology	15.51	2.789		
	Public Administration	15.57	2.414		
	History	15.51	1.424		
	Economics	14.1	1.261		
	Law	18	0		
	Others	16.36	1.947		
	Total	15.24	2.44		
Problems Score	Geography	13.36	3.86	14.972	0.000
	Sociology	12.44	2.745		
	Public Administration	11.66	3.034		
	History	12.46	4.784		
	Economics	13.05	1.987		
	Law	11	0		

	Others	8.58	2.034		
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Since the p value is less than 0.01, the hypothesis is accepted at 1% level significance as the information competency, awareness, accessibility and problems to access of information among the respondents in various optional subjects differs significantly.

Table 6 shows that information competency of respondents who had chosen Geography (45.25) Sociology (45.35) and Public Administration (45.70) differs from the respondents who had chosen History (43.50), Economics (43.52), Law (50) and other subjects (47.09).

Information awareness mean of respondents who studies economics (47.24) is quite low when compared to the mean of Public Administration (52.68), History (50.09) and Law (54). Similarly, the standard deviation of information accessibility of Law and Economics (1.261) respondents remains low and differs significantly with rest of other respondents.

The problems of respondents who had chosen Economics (13.05) and Geography (13.36) reveals to be higher than Public Administration (11.66) and Law (11).

Hypothesis 4: There will be no significant difference in utilization of information resources among the respondents with reference to gender.

Table 7: t-test for significant gender difference in the Utilization of Information Resources and its dimensions

Components	Gender of the Respondents	Mean	Std. Deviation	F value	P value
Information Competency	Male	45.58	4.314	2.797	0.005
	Female	44.64	4.179		
Awareness Score	Male	51.7	4.648	1.842	0.066
	Female	50.97	5.63		
Accessibility Score	Male	15.38	2.443	2.123	0.034
	Female	14.97	2.416		
Problems Score	Male	11.8	3.325	-4.301	.000
	Female	13.05	4.176		

From table 7, it reveals that the t-test conducted to verify the hypotheses proves to be true that there is no significant difference between the male and female candidates who prepares for the civil service exams. Hence the hypothesis is accepted at 0.01 % level of

significance as the P value is more than 0.01, except “information competency” and “Problem score”.

Table 7 shows that there is no significant difference between male and female in respect to information awareness and information accessibility as the P value is 0.066 and 0.034 respectively.

Hypothesis 5: There will be a significant difference among the respondents in deciding civil service as career in respect to various educational qualifications, nativity and age groups.

Table 8: Chi-Square Test for significant difference in decision taken by the respondents to choose civil service as career among various educational qualifications

Educational qualification	At school	At college	After studies	At job	%	Chi square	Df	P value
Engineering	92	194	89	43	59.40%	68.595	12	0.000
Law	0	13	0	0	1.80%			
UG in Arts & Science	60	106	71	0	33.70%			
PG in Arts & Science	8	6	10	0	3.40%			
Others	0	12	0	0	1.70%			

The hypothesis is accepted at 0.01 level of significance value as the P value is less than 0.01 among the respondents belonging to various educational qualifications, to decide civil service as their choice of career. From Table 8, it is revealed that among the engineering respondents, 92 candidates chose their career path at school level, while 106 graduates of arts and science decides it while studying college.

Table 9: Chi-Square Test significant difference in decision taken by the respondents to choose civil service as career among various nativity groups

Nativity	At school	At College	After studies	At job	Total	%	Chi Square	F value	P value
Urban	27	125	57	17	226	32.10%	58.785_a	9	0.000
Semi Urban	39	133	34	13	219	31.10%			

						%			
Rural	17	64	81	13	175	24.90			
						%			
Metropolita n City	9	44	31	0	84	11.90			
						%			

There exists significant difference in the decision of choosing civil service as their career among the various nativity groups viz, urban, semi urban, rural and metropolitan among the respondents. From Table 9, it is revealed that the P value is less than 0.01 and hence the hypothesis is accepted at 0.01 level of significance value. Among 226 Urban respondents, 27 decided their career choice at school level whereas 133 semi urban respondents got their interest in civil service exams while studying at college. 13 respondents among 175 rural candidates conveyed that they started looking for the same only after joining job.

Table 10: Decision taken by the respondents to choose civil service as career among various Age groups

Age Groups	Decision taken				Total
	at school	at college	after studies	at job	
Below 25	121	240	125	30	516
26-30	36	91	35	13	175
Above 31	3	0	10	0	13

Table 10 clearly indicates that there exists significant difference among the respondents from different age groups in their career decision while at School, College, after their studies and while at job. Among 516 respondents under the age group of below 25, 240 respondents said that they took their decision to choose civil service while studying college in contrast to 91 respondents under the age group of 26-30. Thus the hypothesis is proved to be accepted.

Hypothesis 6: Frequency in usage of public libraries by the respondents is higher and also differs with reference to educational qualifications, age groups, gender and nativity.

Table 11: Chi-square test for significant difference in the frequency in usage of Public libraries by the respondents with reference to educational qualification

Educational Qualification	Connemara	Anna Centenary	I dont visit any library	Chi Square	df	P
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		Library				
Engineering	39	108	271	51.876	8	0.000
	9.3%	25.8%	64.8%			
Law	0	0	13			
	0.0%	0.0%	100.0%			
UG in Arts & Science	21	65	151			
	8.9%	27.4%	63.7%			
PG in Arts & Science	11	0	13			
	45.8%	0.0%	54.2%			
Others	0	0	12			
	0.0%	0.0%	100.0%			

The P value in Table 11 remains less than 0.01 indicates the fact that there is significance difference among the respondents belonging to various educational qualifications in visiting libraries. The hypothesis proved to be true from Table 11. Among the engineering graduate respondents, most of them utilize Anna Centenary library (271) when compared to graduate respondents (65) who visited the same. Among the post graduate respondents, 11 respondents had visited the State Central Connemara library and 13 respondents don't have the habit of visiting any library.

Table 12: Chi-square test for significant difference in the frequency in usage of Public libraries by the respondents with reference to age groups

Age Group of the Respondents	Library preference			Total	Chi-square Value	Df	P value
	Connemara	Anna Centenary Library	I dont visit any library				
Below 25	56	123	337	516	9.012	4	0.061
26-30	15	50	110	175			
Above 31	0	0	13	13			

From Table 12, it is clear that the P value 0.061 is more than 0.01 which shows that there is no significance difference among the respondents belonging to various age groups in their visit to public libraries. Hence the hypothesis is rejected with reference to age groups.

Table 13: Chi-square test for significant difference in the frequency in usage of Public libraries by the respondents with reference to gender

Gender	Library preference			Chi-square value	Df	P value
	Connemara	Anna Centenary Library	I dont visit any library			
Male	63	98	299	22.951	2	0.000
Female	8	75	161			

The hypothesis that there is significant difference among the respondents in usage of public libraries with reference to gender is proved to be accepted from Table 13 as the P value is less than 0.01. Among the male respondents, 63 respondents do visit Connemara library whereas only 8 female respondents utilize the same. There is notable difference when comparing the two public libraries usage in respect to gender.

Table 14: Chi-square test for significant difference in the frequency in usage of Public libraries by the respondents with reference to nativity

Nativity	Library preference			Total	Chi-square value	Df	P value
	Connemara	Anna Centenary Library	I dont visit any library				
Urban	4	40	182	226	96.785	6	0.000
Semi Urban	37	56	126	219			
Rural	12	74	89	175			
Metropolitan City	18	3	63	84			

The hypothesis that there is significant difference among the respondents in their visit to public libraries belonging to various nativities is accepted at 0.01 level of significance as shown in Table 14. The P value is 0.000 which is less than 0.01 from chi-square test conducted from the collected data. The visitors for Anna Centenary library is 74 from rural respondents when compared to 40, 56 and 3 from urban, semi urban and metropolitans respectively. The Connemara library received maximum users (37) from semi urban respondents and minimum (4) from urban respondents.

Recommendations

- Preparation for civil service exams needs long term planning and consistent efforts. But our students plan for it only while completing their graduation at colleges or after they joined any job.
- The Department of School Education, Tamil Nadu should conduct awareness programs at High School level to make themselves aware about these exams. If they plan at school education, their success rate would be higher and they can plan well to choose their graduation subjects accordingly in advance to crack civil services.
- Basically, our education system depends on rote learning, lacks analytical and logical skills. It would be highly appreciable if the syllabus consists of less theory and more activity based to enhance the thinking skills of the students. More lectures, talks by the teachers is definitely required to motivate and encourage the students to attend the exams.
- There is the urgent need and requirement to strengthen the collections for civil service exams at public libraries. The visit of candidates to public libraries and their frequency of visits to the public libraries is alarmingly very low. For the past one year, at Anna Centenary Library, Chennai they are organising events for competitive exams and the same event is uploaded in its official you tube site for public purpose.
- The Department of Public Libraries should conduct many more awareness programs, training classes for the benefit of candidates. These sort of events will definitely boost up the visiting frequency of civil exam candidates towards public libraries. It is suggested that public libraries should provide free WI –f i facility, create audio – video rooms, especially to civil service candidates and also should mock interview sessions for library visitors who had cleared mains.

Conclusion

An information literate person achieves success in his career and life due to his intellectual knowledge and ability in selecting the best information resources available in plenty. Evolution of internet has changed the information history. Plenty of resources reaches infinite number of users but what requires for an individual is the information skill to locate and utilize the best information sources. To qualify in civil service exams is one of the toughest challenge but yet can be achieved if smartly planned. Smart planning can be viewed as what to read, what not to read, what to choose, what not to choose etc., Competition is ever increasing among the candidates but at the same time numerous web resources, coaching centres, senior officers assists their guidance as well. The present study focused on the utilisation of information resources among the civil service aspirants only at Chennai. The data was collected via questionnaire among the candidates who

prepares for civil services at coaching institutes, libraries, reading circles etc., simple random sampling method was followed for the research survey. Utilisation of information resources were analysed at four dimensions namely, information competency, awareness, accessibility and problems. Each dimensions had its own sub-dimensions.

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