



Comparison Study of the Utilization of E-resources Among the Research Scholars of Arts and Science Faculties of Annamalai University

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ABSTRACT

A comparison study of the utilization of e-resources among the research scholars in the Arts and Sciences faculties of Annamalai University aims to identify any differences or similarities in the way the research scholars in these two faculties use e-resources to support their research. The study explores factors such as the availability of e-resources, the preferences of researchers for specific types of resources. The study employed a survey methodology to collect data from a sample of research scholars, and data was analyzed using descriptive and inferential statistics. The study's findings indicate that research scholars from Arts faculty utilized e-resources less frequently compared to their counterparts from the Science faculty. Additionally, the studies suggest that differences in e-resources utilization may be attributed to a lack of training, limited access, and a lack of awareness among the Arts faculty. The study concludes that efforts should be made to improve the utilization of e-resources among research scholars, particularly those in the Arts faculty.

Keywords: Comparison study, E-resources, Arts & Science faculties, Research scholars

1. Introduction

The emergences of the World Wide Wave have significantly increased the potential of the Electronic Resource (WWW). The World Wide Web (WWW) is a multi-media, hyper-linked interface that provides access to electronic information from many electronic resources. In today's information era, the world regards information as a critical resource for economic, social, and cultural development. With a nation's political development Academic libraries, in particular, make increased use of technology to improve their efficacy and competitive position. People are using information more extensively in their daily activities. The availability of the appropriate information for the right user at the right time and at the right price is becoming increasingly important. The circumstance has caused significant problems to the information sector, whose primary duty is to meet the complicated and expanding technical improvements that are putting more strain on librarians. First, information technology is dramatically expanding the scope of their task. It is now feasible to acquire accessibility to and handle considerably larger amounts of information than was previously conceivable, and Technology is gaining popularity in libraries and information centres. Multimedia has demonstrated great promise for libraries and information centres, and information networks have broken down time and distance boundaries. Second, user expectations are always rising, generating a demand for increasingly complex, high-quality information services in academic libraries.

2. E-resources

The term "E- Resources" refers to any source that requires computer access or any electronic product for consumption that distributes a compilation of information, be it manuscript referring to complete book bases, electronic periodical, depiction, other multimedia products, and arithmetical, graphical, or time based, as a commercially available label that has been published with the intention of being marketed. Data storage options include CD-ROM, cassette, the internet, and more. The introduction of contemporary libraries drastically altered the way that libraries functioned since they developed a number of innovative methods for storing data and producing publications in an electronic format. As a result, the librarians transform the current situation into cutting-edge strategies, namely electronic resources. It is a collection of data, files, journals, theses, and other materials in an electronic format. All of the data may be digitalized, and users may access it online using a computer or a smart phone. Through these e-resources, users can find a variety of materials that will suit their needs. The collections of university libraries are significantly impacted by electronic resources on magnetic and optical media. These are more beneficial owing to built-in search and manipulation tools, the cost of giving information access is less than purchasing information resources, there are storage and maintenance cost savings, etc., and occasionally using electronic form is the only option.

3. Review of Literature

Shukla, R. (2020) study found that majority of the respondents are female 51 (58.62%) and a maximum of 58 (66.67%) respondents are between the age group 26-30. It is revealed that 85 (97.70%) respondent thinks e-resources are very much helpful in research purpose. A majority of research scholars 52 (41.93%) faces slow speed issue while using the e-resources and 77 (59.23%) uses the e-resources for their research work the study indicates that 56 (37.33%) respondents' feel using the e-resources is time-saving process and a large number of respondents use the search engine to browse the e-resources to find the desired information.

Mani, Thirumagal, and Edward (2019) studied about the awareness, access point, frequency, factor influence, basic constraints, and satisfaction levels of utilization of e-resources among the students of South Tamil Nadu with a specific focus on Manonmaniam Sundaranar University, Tirunelveli. The majority of students utilize the library's electronic resources on average twice weekly for research and to enhance their professional skills. They are generally aware of them. A low percentage of students are content with the services offered by the library, which is thought to be a major barrier to the efficient and effective use of electronic resources.

Sharma and Sharma (2018) provide an overview of electronic resources such as online databases, e-journals, e-books, and CD-ROM databases. The focus of this research is to emphasize the utilization of e-resources in UP State engineering college libraries. The authors attempted to learn about the state of e-resources, as well as the selection and use of various e-resources in engineering college libraries. They have concluded that there are insufficient numbers of e-resources to meet the demands of the users.

Masilamani.M and Mohamed Esmail.S (2016) studied about the user's opinions of the technology that supports e-resources, the need for training to use e-resources, the difficulty in finding pertinent information, the availability of a vast amount of electronic resources, advice on how to use those resources, the need for experience using those resources for their particular discipline, and the significance of user profiles.

Karkun,S.G. and Kumbar,M.(2015) study conducted on the utilization of e-journals and databases by research scholars of Universities in Karnataka : A Study, found 88% research scholars access e-journals and database for their research work but 39% of the total respondents face problems in accessing and using E-journals and database due to network issue.

Sadik Batcha M. (2017) study suggests that digitization of library services should be integrated into the plans and policies of every institution in order to meet the needs of the new tech savvy generation and maximize the usage, efficiency, and effectiveness of their library's services. The researcher also cited improved technologies that can aid in the digitization of library resources, making them more accessible.

4. Importance of E-resources in Research

Electronic resources have become increasingly important in academic research due to their ability to provide quick and convenient access to a vast amount of information. Some of the key benefits of electronic resources in research include:

- **Increased access to information:** Electronic resources provide researchers with access to a much wider range of information than would be possible through traditional print resources. This can include access to a large number of digital journals, databases, and other resources that may not be available in print form.
- **Faster and more efficient searching:** Electronic resources allow for fast and efficient searching of large amounts of information. Researchers can quickly find relevant information on their topic of interest, and can also use advanced search functions to find more specific information.
- **Flexibility and convenience:** Electronic resources can be accessed from anywhere with an internet connection, making it easier for researchers to work from a location that is convenient for them. They also allow for flexible access, as researchers can access resources outside of normal library hours.
- **Cost-effectiveness:** Electronic resources can be less expensive than traditional print resources, especially for smaller libraries that may not be able to afford a large collection of print materials. This can be especially important for researchers in developing countries who may have limited access to research resources.
- **Preservation of information:** Electronic resources also play a crucial role in the preservation of information. Digital materials can be stored and maintained over time, ensuring that they will be available for future generations of researchers.

Overall, electronic resources are an essential tool for modern researchers, providing quick and convenient access to a vast array of information. As digital technology continues to advance, it is likely that the use of electronic resources will continue to grow in importance in the academic world.

5. Need of the study

The utilization of e-resources is a crucial aspect of Academic research in the 21st century. With the rapid growth of digital technology, the use of e-resources has become increasingly common among research scholars in various fields. At Annamalai University, it is likely that the utilization of electronic resources varied between the Arts and Science faculties.

The need of the study includes the following:

- To assess the current level of access and utilization of e-resources among research scholars and identify areas for improvement.
- To understand the factors that influence access and utilization of e-resources and how they can be addressed.
- To provide a comparative analysis of access and utilization between the Arts and Science faculties, and identify disparities.

Such a study would be of interest to both the university library and to researchers in the Arts and Science faculties, as it would provide valuable insights into the ways that electronic resources are being used to support research in different fields. It could also inform future decision-making about the provision and support of electronic e-resources at the university.

6. Objectives

The objective of the study includes:

- To know the frequency of using e-resources among the research scholars.
- To determine the purpose of using e-resources by the research scholars.
- To know the preferred place for accessing e-resources.
- To determine the search type preferred by research scholars while accessing e- resources.

7. Hypothesis

The hypothesis of the study:

- There is no significant difference between the Arts and Science faculties and the frequency of using e-resources.
- There is no significant difference between the Arts and Science faculties and the purpose of using e-resources.
- There is no significant difference between the Arts and Science faculties and the preferred place for accessing e-resources.
- There is no significant difference between the Arts and Science faculties and the preferred search strategist

8. Methodology

The study aims to investigate the ways Annamalai University research scholars' utilization e-resources. It is primarily an investigation endeavor. The data were collected using a questionnaires method. The samples of 400 were taken for the study among the research scholars of Arts and Science faculties of Annamalai University. Cross-tabulating the discovered data with the respondents' responses by research scholars has resulted in a statistical compilation using an independent sample t-test.

9. Analysis and Interpretation

Table 1 - Faculties wise distribution of respondents

Faculty	No. of respondents	Percentage
Arts	201	50.25%
Science	199	49.75%
Total	400	100.00%

The Table above represents the faculty wise distribution of respondent in the faculty of Arts and Sciences. Out of 400 respondents, 201 (50.25%) research scholars belong to the faculty of Arts and other 199 (49.75%) research scholars are from the faculty of Science. Faculty of Arts consists of more respondents 201(50.25%) .

Table 2 - Gender wise distribution of respondents

Gender	No. of respondents		
	Arts	Science	Total
Male	82 (20.5%)	115(28.75%)	197(49.25%)
Female	119(29.75%)	84(21.0%)	203(50.75%)

Total	201(50.25%)	199(49.75%)	400(100.00%)
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Figure in parenthesis represent percentage

Table 2 indicates a gender wise distribution of respondents' in Arts and Science faculties. It is observed that out of the 400 respondents the number of male respondents constitute 82(20.5%), and 119(29.75%) respondents were female from Arts faculty. Whereas, 115(28.75%) Male and 84(21.0%) female respondents belong to Science faculty. It is infer from the table female 203(50.75%) have slightly high respondents rate than male 199(49.75%) respondents out of the total 400 respondents.

Table 3: Faculties wise frequency of Library visit

Frequency	No. of respondents		Total
	Arts	Science	
Occasionally	43(10.8%)	124(31.0%)	167(41.75%)
Once in a week	72(18.0%)	15(3.8%)	87(21.75%)
Twice in a week	20(5.0%)	12(3.0%)	32(8.00%)
Once in two days	42(10.5%)	46(11.5%)	88(22.00%)
Daily	24(6.0%)	2(0.5%)	26(6.50%)
Total	201(50.25%)	199(49.75%)	400(100.0%)

Figure in parenthesis represent percentage

It is often assumed that the frequency with which users visit the library is determined by the resources, organization, maintenance, and value-added services that it offers. According to Table 3, among the 400 respondents, 167(41.75%) visit library occasionally in which 43(10.8%) respondents belong from Arts faculty and 124(31.0%) respondents were from Science faculty, 87(21.75%) visit library once in a week, where 72(18.0%) were from Arts faculty and 15(3.8%) respondents belong to science faculty, follow by 32(8.00%) of respondents visit twice in a week where 20(5.0%) respondents belong from Arts faculty and 12(3.0%) were from Science faculty, follow by 88(22.00%) respondents visit library once in two days, where 42(10.5%) respondents belong from Arts faculty and 46(11.5%) respondents were from Science faculty and 26(6.50%) of the respondents were visiting library daily, where 24(6.0%) respondents belong from Arts faculty and 2(0.5%) respondents were from Science faculty.

Table 4 -Year wise experiences in utilization of e-resources

Count of experience	No. of Respondents		Percentage
	Arts	Science	
less than a year	62(88.6%)	8(11.4%)	70(17.50%)
1-2 year	24(33.8%)	47(66.2%)	71(17.75%)
2-3 year	60(58.3%)	43(41.7%)	103 (25.75%)
3-4 year	22(44.9%)	27(55.1%)	49(12.25%)
5 year and more	33(30.8%)	74(69.2%)	107(26.75%)
Total	201(50.3%)	199(49.8%)	400(100%)

Figure in parenthesis represent percentage

Table 7 shows the experience wise frequency of respondent research scholars in using e-resources. It is observe from the table that majority 107(26.75%) of the respondent have experiences in utilizing e-resources were 5 year and more, follow by 103(25.75%) having experience of 2-3 years, 71(17.75%) of the researchers were using e-resources for last 1-2 year and other 70(17.50%) of the respondents are having experience of less than a year in using e-resources, and other 49(12.25%) of the respondent have been using e-resources for 3-4 years.

Table 5 -Time spend per day in utilization of e-resources

Time spend per day	No. of respondents		Percentage
	Arts	Science	
1 hour	64(16.0%)	18(4.5%)	82(20.50%)
more than 1 hour	67(16.8%)	29(7.3%)	96(24.00%)
more than 2 hour	23(5.8%)	24(6.0%)	47(11.75%)

more than 3 hour	24(6.0%)	48(12.0%)	72(18.00%)
more than 4 hour	23(5.8%)	80(20.0%)	103(25.75%)
Total	201(50.3%)	199(49.8%)	400(100.00%)

Figure in parenthesis represent percentage

It is the responsibility of library administrators to update their libraries with cutting-edge information technology in order to maximize resource use. The amount of time spent in the library by the user is determined by the amenities given by the library that meet their needs. Better services will result in increased use of the library's resources. Table no.8 shows the count of time in using e-resources among the respondent research scholars per day. 103(25.75%) of the respondents use e-resources more than 4 hour per day, follow by 96(24.00%) of the scholars use e-resources more than 1 hour per day, 82(20.50%) of respondents use e-resources 1 hour per day, other 72(18.00%) respondents use e-resources more than 3 hour of their time in a day and 47(11.75%) of them use e-resources more than 2 hour in a day.

Table 6

Hypothesis: There is no significant difference between the Arts and Science faculties and the frequency of using e-resources.

Samples	Sub samples	N	Means	Standard Deviation	t- value	Level of Significance at 0.05 Level
Faculty	Arts	201	53.582	18.523	2.478	0.014
	Science	199	57.462	12.174		

The table shows the Mean, Standard Deviation, and t-value of Arts and science faculties and the frequency of using e-resources among the respondent scholars. It is indicated from the table that frequency of using e-resources with regard to Arts faculty having the mean score of 53.582 and Science faculty mean score is 57.462. The mean score of the faculty of science appear to be slightly high. It has been statistically proved; as the calculated t-value is 2.478 and the significance value is 0.014 at 0.05 levels. Hence, there is a significant difference between Arts and Sciences faculties' respondents with regard to the frequency of using e-resources. So the hypothesis is rejected.

Table 7 - Distribution of respondent's wise purpose of using e-resources

Purpose	Faculties	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Recreation, Knowledge	Arts	24(6.00%)	0(0.00%)	67(16.8%)	89(22.3 %)	21(5.3%)
	Science	0(0.00%)	0(0.00%)	55(13.8%)	143(35.8%)	1(0.3%)
	Total	24(6.00%)	0(0.00%)	122(30.5%)	232(58.0%)	22(5.5%)
Academic Studies, Research Activities, Project work	Arts	0(0.00%)	0(0.00%)	10(2.5%)	97(24.3 %)	94 (23.5%)
	Science	0(0.00%)	0(0.00%)	10(2.5%)	93(23.3%)	96(24.0%)
	Total	0(0.00%)	0(0.00%)	20(5.0%)	190(47.5%)	190(47.5%)
Preparation of articles of publication/conference/seminar/workshop	Arts	0(0.00%)	0(0.00%)	10(2.5%)	74(18.5%)	117(29.3%)
	Science	0(0.00%)	0(0.00%)	10(2.5%)	60(15.0%)	129(32.3%)
	Total	0(0.00%)	0(0.00%)	20(5.0%)	134(33.5%)	246(61.5%)
Thesis work	Arts	0(0.00%)	0(0.00%)	22(5.5%)	74(18.5%)	105(26.3%)
	Science	0(0.00%)	0(0.00%)	27(6.8%)	118(29.5%)	54(13.5%)
	Total	0(0.00%)	0(0.00%)	49(12.3%)	192(48.0%)	159(39.8%)

Figure in parenthesis represent percentage

With regards to the purpose of using of e-resources, out of 400 respondent 22(5.50%) of the respondents strongly agree, 232(58%) agree, 122(30.50%) are neutral and 24(6%) strongly disagree that the e-resources are used for recreation, gathering knowledge, current awareness.

Among the 400 respondents 190(47.50%) strongly agree, 190(47.50%) agree, 20(5.00%) neutral with the purpose of utilizing e-resources for academic studies, research activities and project work.

Majority of the respondents 246(61.50%) strongly agree, follow by 134(33.50%) agree, 20(5.00%) neutral with regard to the purpose of utilizing e-resources for preparation of articles of Publication/Conference/Seminar/Workshops.

Out of the 400 respondents purpose of using e-resources for thesis and project work is strongly agree and by 159(39.75%) follow by 192(48.00) agree and 49(12.25%) were neutral.

From the above table out of 400 it is infer that majority of the respondents 246(61.50%) strongly agree with the purpose of using e-resources for preparation of article for publication (Conference/Seminar/Workshop) fellow by 232(58.00%) respondents agree with recreation gathering knowledge, current awareness out 400 respondent 192(48.00%) respondents agree that they use e-resources for the purpose of thesis and project work and 190(47.50%) strongly agree they use-resources for academic studies research activities

Table 8

Hypothesis: There is no significant difference between the Arts and Science faculties and the purpose of using e-resources.

Samples	Sub samples	N	Means	Standard Deviation	t- value	Level of Significance at 0.05 Level
Faculties	Arts	201	85.254	9.048	1.166	0.364
	Sciences	199	84.342	6.379		

The table represents the mean score, standard deviation and t-value of Arts and Sciences faculties with regard to the purpose of using e-resources among the respondents. It is indicated from the table that the purpose of using e-resources with reference to the faculty of Arts respondents having the mean scores of 85.254, which is higher than the mean scores 84.342 of faculty of Science respondents. But it is not statistically proved, as the t-value 0.364 is not significant at 0.05 significant levels. Hence, there is no significant difference of the purpose of using e-resources among the faculties wise respondent. So the null hypothesis is accepted.

Table 9 - Preferred place of accessing e-resources

Place	Faculties wise no. of respondents		Total
	Arts	Science	
University central library	63(15.75%)	63(15.75%)	126(31.50%)
Department	63(15.75%)	63(15.75%)	126(31.50%)
Home/hostel	75(18.75%)	73(18.25%)	148(37.00%)
Internet center	0(0%)	0(0%)	0(0.00%)
Total	201(50.25%)	199(49.75%)	400(100.00%)

Figure in parenthesis represent percentage

The respondents were asked about their most preferred location of accessing e-resources. The responses were given in the form of table. In this regards the table reveal that out of the total 400 respondents frequency of 126(31.50 %) respondents preferred University central Library, follow by 126(31.50 %) access through department library, 148(37.00%) preferred to access from home or hostel. It is reveal that majority 148(37.00) of the respondents preferred to access e-resources from home or hostel.

Table 10

Hypothesis: There is no significant difference between the Arts and Science faculties and the preferred place for accessing e-resources.

Samples	Sub samples	N	Means	Standard Deviation	t- value	Level of Significance at 0.05 Level
Faculty	Arts	201	51.493	20.713	0.114	0.920
	Science	199	51.256	20.681		

The table shows the Mean, Standard Deviation, and t-value of Arts and science faculties and the place of accessing e-resources among the respondent scholars. It is indicated from the table that frequency of using e-resources with regard to Arts faculty respondents having the mean score of 51.493 and Science faculty respondents mean score is 51.256. The mean score of the faculty of Arts faculty respondents appear to be slightly high. It has not been statistically proved; as the calculated t-value is 0.114 and the significance value is 0.920 which is higher than the 0.05 level of significance. Hence, there is no significant difference between the Arts and Sciences faculties' respondents with regard to the preferred place of accessing e-resources. So the null hypothesis is accepted.

Table 11 - Distribution of respondents wise preferred Search strategist in using e-resources

Format	Faculties	Never	Rarely	Sometimes	Often	Always
Title of Article	Arts	10(2.5%)	21(5.3%)	0(0.0%)	38(9.5%)	132(33.0%)
	Science	1(0.3%)	9(2.3%)	0(0.0%)	47(11.8%)	142(35.5%)
	Total	11(2.75%)	30(7.50%)	0(0.0%)	85(21.25%)	274(68.50%)
Subject	Arts	0(0.00%)	20(5.0%)	0(0.00%)	51(12.8%)	130(32.5%)

	Science	0(0.00%)	86(21.5%)	0(0.00%)	44(11.0%)	69(17.3%)
	Total	0(0.00%)	106(26.50%)	0(0.00%)	95(23.75%)	199(49.75%)
Author	Arts	10(2.5%)	85(21.3%)	0(0.00%)	59(14.8%)	47(11.8%)
	Science	1(0.3%)	93(23.3%)	0(0.00%)	61(15.3%)	44(11.0%)
	Total	11(2.75%)	178(44.50%)	0(0.00%)	120(30.00%)	91(22.75%)
Keyword	Arts	10(2.5%)	33(8.3%)	84(21.0%)	0(0.00%)	74(18.5%)
	Science	11(2.8%)	29(7.3%)	106(26.5%)	0(0.00%)	53(13.3%)
	Total	21(5.25%)	62(15.50%)	190(47.50%)	0(0.00%)	127(31.75%)
Publisher	Arts	20(5.0%)	59(14.8%)	63(15.8%)	0(0.00%)	59(14.8%)
	Science	1(0.3%)	49(12.3%)	96(24.0%)	0(0.00%)	53(13.3%)
	Total	21(5.25%)	108(27.00%)	159(39.75%)	0(0.00%)	112(28.00%)
Journal Title	Arts	10(2.5%)	32(8.0%)	0(0.00%)	62(15.5%)	97(24.3%)
	Science	1(0.3%)	10(2.5%)	0(0.00%)	55(13.8%)	133(33.3%)
	Total	11(2.75%)	42(10.50%)	0(0.00%)	117(29.25%)	230(57.50%)

Figure in parenthesis represent percentage

The table no. 11 represent the preferred search types for accessing to the e-resources among the respondents with regard to the preferred search types in accessing e-resources among the 400 total respondents 274(68.50%) always, 85(21.25%) sometimes, 30(7.50%) rarely and 11(2.75%) never, preferred title of articles to retrieve information through e-resources.

Out of 400 respondents 199(49.75%) always, 95(23.75%) sometimes, 106(26.50%) rarely preferred to search information on the base of subject through e-resources.

On author base search types from the 400 respondents 91(22.75%) always, 120(30.00%) sometimes, 178(44.50%) rarely and 11(2.75%) never preferred e-resources.

Keyword search type is the most simple search types majority 127(31.75%) always, 190(47.50%) sometimes, 62(15.50%) rarely and 21(5.25%) never, out of the 400 respondents preferred keyword search in retrieving information through e-resources.

With regard to the preferred search type of using e-resources. Out of the 400 respondents, 112(28.00%) always, 159(39.75%) sometimes, 108(27.00%) rarely and 21(5.25%) never preferred the publisher search type in using e-resources to retrieve information.

Out of the 400 respondents, majority of 230(57.50%) always, 117(29.25%) sometimes 42(10.50%) rarely and 11(2.75%) never were the opinion on the five point scale with regard to journal title search type for accessing e-resources in retrieving the information.

From the table it is infer that majority preference search types were title of articles 274(68.50%) 230(57.50%) journal title, 199(49.75%) subject wise search 127(31.75%) preferred keyword search, 112(28.00) search by publisher name and author wise search has 91(22.75%) of the respondents to retrieves information from e-resources.

Table 12

Hypothesis: There is no significant difference between the Arts and Science faculties and the preferred search strategies in using e-resources.

Samples	Sub samples	N	Means	Standard Deviation	t- value	Level of Significance at 0.05 Level
Faculties	Arts	201	77.662	18.221	0.399	0.728
	Sciences	199	78.275	11.830		

The table no. 12 represents the mean score, standard deviation and t-value of Arts and Sciences faculties with regard to the purpose of using e-resources among the respondents. It is indicated from the table that the preferred search strategies of using e-resources with reference to the faculty of Arts respondents having the mean scores of 77.662, which is higher than the mean scores 78.275 of faculty of Science respondents. But it is not statistically proved, as the t-value 0.399 which is not significant at 0.05 significant levels. Hence, there is no significant difference of the preferred search strategies of using e-resources among the faculties wise respondent. So the null hypothesis is accepted.

10. Findings

1. Out of 400 respondents, 201 (50.25%) research scholars belong to the faculty of Arts and other 199 (49.75%) research scholars are from the faculty of Science. Faculty of Arts consists of more respondents 201(50.25%) research scholars.
2. Female respondents is having the count of 203(50.75%) and Male were 197(49.25%) respondents out of the total 400. Female respondents have a slightly high no. 203(50.75%) of respondents. Out of the 400 respondents, Male respondents consist of 82(20.5%) and 119(29.75%)

female respondents from the Arts faculty. From the Science faculty, out of total respondents, 115(28.75%) are Male and 84(21.0%) respondents are female

3. Among the 400 respondents, 167(41.75%) visit library occasionally, 87(21.75%) visit library once in a week, follow by 32(8.00%) of respondents visit twice in a week, follow by 88(22.00%) respondents visit library once in two days and 26(6.50%) of the respondents were visiting library daily.
4. The majority of the respondents 246(61.50%) strongly agree with the purpose of using e-resources for preparation of article for publication (Conference/Seminar/Workshop) follow by 232(58.00%) respondents agree with recreation gathering knowledge, current awareness out 400 respondent 192(48.00%) respondents agree that they use e-resources for the purpose of thesis and project work and 190(47.50%) strongly agree they use-resources for academic studies research activities
5. Out of the 400 respondents,103(25.75%) of respondent use e-resources more than 4 hour per day, follow by 96(24.00%) of the scholars use e-resources more than 1 hour per day, 82(20.50%) of respondents use e-resources 1 hour per day, other 72(18.00%) respondents use e-resources more than 3 hour of their time in a day and 47(11.75%) of them use e-resources more than 2 hour in a day.
6. Out of the 400 respondents, 107(26.75%) of the respondent have experiences in utilizing e-resources were 5 year and more, follow by 103(25.75%) having experience of 2-3 years, 71(17.75%) of the researchers were using e-resources for last 1-2 year and other 70(17.50%) of the respondents research scholars are having experience of less than a year in using e-resources, and other 49(12.25%) of the respondent scholars have been using e-resources for 3-4 years.
7. Out of the total 400 respondents, 126(31.50 %) respondents preferred University central Library, follow by 126(31.50 %) access through department library, 148(37.00%) preferred to access from home or hostel. It is reveal that 148(37.00) of the respondents preferred to access e-resources from home or hostel.
8. The majority preference search types were title of articles 274(68.50%) 230(57.50%) journal title, 199(49.75%) subject wise search 127(31.75%) preferred keyword search, 112(28.00) search by publisher name and author wise search has 91(22.75%) of the respondents to retrieves information from e-resources.

11. Conclusion

In fact, it is difficult to imagine a world without e-resources at this point. This case study explores the significance, types, concerns, and challenges of e-resources. E-resource requirements and usage are part of the whole system for students, institutions, and information professionals. E-resources help users get their hands on the sources quickly, saving the user time. E-resources have virtually eliminated the need for printed materials today. These databases are most advantageously used to contribute to the academic brilliance and accomplishment of their user community since they are easy to use, affordable, accessible from anywhere, and multi-user capable.

According to the study, research scholars from the Arts faculty used electronic resources less frequently than their peers from the Science department. Moreover, the study suggests that disparities in e-resource usage among Arts faculties may be due to a lack of training, restricted access, and a lack of awareness. The study's findings suggest that initiatives should be taken to increase research researchers' use of e-resources, particularly among those in the Arts faculty.

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