

USE AND ADEQUACY OF E-RESOURCES BY THE RESEARCH SCHOLARS AND STUDENTS OF THE UNIVERSITY OF KASHMIR IN SCIENCE & SOCIAL SCIENCE FACULTIES: A CASE STUDY

Tawfeeq Nazir

University of Kashmir, India, tawfeeq17@gmail.com

ABSTRACT

The study was an attempt to determine the use and satisfaction level with respect to the electronic resources provided by the University of Kashmir to its users. A total of 200 questionnaires were distributed to collect the primary data from full time Research Scholars (M.Phil/ Ph.D) and post graduate Students of Science and Social science faculties, university of Kashmir. The findings reveal that Lack of awareness regarding different types of e-resources and Lack of library assistance are the major cause behind low usage of e-resources. The result shows that users of science faculty use e-resources adeptly than Users of social science faculty. The findings could be helpful to know the different challenges and concerns faced by users while accessing and using e-resources. The study also highlights the current scenario of the Science and Social science faculties in University of Kashmir with reference to the awareness and usage of electronic resources.

Key words: E-resources; journals; problems; science; satisfaction; students.

INTRODUCTION

The rapid growth of information and communication technologies have gave rise to the evolution of several new jargons like paperless society, electronic resources, portal / gateway and global digital library. In the day context , all types of libraries viz: academic, public and special are not only providing printed resources to their library users rather they provide printed, electronic as well as other Internet resources like e-books and databases for fulfilling the day to day academic and research requirements of the library users. The traditional functions of libraries and librarians have undergone radical changes in the present day context of ICT. Now libraries and information centers have incorporated/ adopted various electronics resources for its collection developments to fulfill the requirements of different category of library users in a better way.

Electronic resources refer to those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device. Over the past few years, a numbers of techniques and related standards have been developed which allow documents to be created and distributed in electronic form. The library and information centers are increasingly being called upon to provide more relevant, up-to-date and timely information to a wide range of users. In order to satisfy Kumber (2004) libraries require availability and accessibility to a variety of information resources and formats (such as digital full- text, sound, graphics, images, multimedia and hypertext, as

well as print documents). Electronic resources are invaluable research tools which complement print-based resources in any traditional library. Electronic resources provide access to information that might be restricted to the user because of geographical location or finances. Electronic resources proved to be more useful than print resources due to inherent capabilities for manipulation and searching. Users get increased access to databases of online refereed journal to the other resources which provides information that is up to date, international scope and sometimes not available elsewhere. Electronic resources have exploded in popularity and use. In addition (Bajpal et al., 2009) e-resources enable innovation in teaching and they increase discovery and creation of new fields of enquiry.

The University of Jammu and Kashmir was founded in the year 1948. In the year 1969 it was bifurcated into two full-fledged Universities: University of Kashmir at Srinagar and University of Jammu at Jammu. The University of Kashmir is situated at Hazratbal in Srinagar. The University offers programmes in all the major faculties; Arts, Business & Management Studies, Education, Law, Applied Sciences & Technology, Biological Sciences, Physical & Material Sciences, Social Sciences, Medicine, Dentistry, Engineering, Oriental Learning and Music & Fine Arts. Allama Iqbal Library is the central library of University of Kashmir. The history of Kashmir University Library dates back to 1949 with the inception of "University of Jammu and Kashmir". It was established to cater to the academic and research needs of the scholars, students and teachers of Jammu and Kashmir. In 1984, it was renamed as IQBAL LIBRARY and as ALLAMA IQBAL LIBRARY in July 2002. This library (the largest in the state) is presently the Centre of the University Library System, having forty-three Seminar Libraries attached with different Departments, Centres, and the Institutes of the University. The Allama Iqbal Library along with its network of libraries is the largest library system in the state & caters to the academic needs of the large number of University community consisting of faculty members, research scholars, and P.G and diploma students in various disciplines. The Allama Iqbal Library has 16 Divisions in well decorated and centrally heated halls managed by well qualified professional staff. The library also provides useful and research oriented services to the reading community in calm, cozy and clean atmosphere.

At present, it has a collection of Books (6,15078+), Journals (56,275 approx), current Subscribed print journals (297), MANUSCRIPTS & RARE BOOKS (363), microfilms(22), microfiche (515), Thesis and dissertations, Audiocassettes and special collections include Iqbal collection, Usmania collection, Trilok chand Mehrooml Collections, Career Corner. Besides various local National and International news papers are available to the users on-line for keeping them update. The library is also

subscribing one of the leading portal service of India known as J-Gate service where under the contents pages, abstract and full text articles (wherever available), appearing in more than eight thousand five hundred reputed scholarly Journals in sciences and social services are made available to the users on-line. The library provide Reference services, Reprographic Services Data Base Service through INFLIBNET , Bibliographic Service, Internet Service, Inter Library Loan Service/Resource sharing, Selective Dissemination of Information . Moreover Xeroxing facility is provided to the readers on the table. The V-SAT and Radio link connectivity installed in the Library provides much needed internet facility to the faculty members, research scholars and PG students. The users are availing this facility through 48 computers installed in its newly established Internet Access Centre. The Allama Iqbal Library users consist of P.G Students (5960), Ph.D/M Phil (398), Teachers (375), others (751). The study explores the use and problems faced by Research scholars and students of university of Kashmir while accessing library subscribed e-resources.

PROBLEM

In the present milieu, the e-resources are regarded as the back bone of any research institution as they are means to provide easy and simultaneous access to information at any time. The migration of print resources to electronic resources has possibly varied impacts on the users and intuitions that use them. The study was an attempt to measure the usage and dependency of users on e-resources available through the Allama Iqbal library (central Library). The study also finds out the perceived impact of the e-resources on the academic efficiency of users and problems encountered by them while accessing and browsing the e-resources.

OBJECTIVES

The following are the objectives of study:

- I. To know the frequency of Visiting Library.
- II. To know the Awareness and use of different types of electronic resources.
- III. To find out the Satisfaction level of user with the present collection electronic resources.
- IV. To gauge the use of library website as a gateway to e-resources.
- V. To identify the reasons and importance electronic resources against print resources.
- VI. To uncover the problems faced by users while accessing the electronic resources

SCOPE

The study was limited to the full time Research Scholars (M.Phil /PhD) and Post graduate Students of science and social science faculty, University of Kashmir.

REVIEW OF LITERATURE

A large number of research studies have been conducted on the use of electronic resources. A survey conducted by Ismail and Zainab (2005) found that students used e-books mainly for writing assignments/research projects (54.3%), reference (30.9%), leisure reading (6.2%), and browsing (3.7%). Moreover Ozoemelem (2009) bring up that there is a low level of skillfulness in the use of ICT among Postgraduate Students of the Department of Library and Information Science, Delta State University, Abraka. He concluded from the study that there are Issues encountered when using electronic resources like large mass of irrelevant information, the need to filter the results from search, download delay, failure to find information, inadequate/lack of search skills, high cost of access, power outages, inaccessibility of some electronic resources, and difficulties in navigating through electronic resources. Moreover Verma et al. (2009) reveal that most of the faculty members have used E-journals, some of them found it excellent and for some of them it is good. For some faculty OPAC is good, very few members say that circulation service is excellent and for some of them it is satisfactory. Display board service, interlibrary loan, reprographic, reference service and technical enquiry services are not provided or there is lack of awareness. They found that most of the respondents seek assistance of the library staff on regular basis. Assistance by the staff is needed by the faculty member for using online journals, searching books and other library services.

Furthermore Ansari and Zuberi (2010) establish that a large majority (78.5 percent) know about electronic resources. Lack of knowledge and networking problems are the main reasons for not using electronic resources. The Significant amount of academics (90%) believe electronic resources are reliable, however majority of the respondents consider only those electronic resources are reliable which are produced by authentic organization or publisher. (Mukherjee and Kumar, 2010) study identifies the users' requirements and use of online journals that are available through UGC-Infonet e-journals consortium. The study reveals that there is a demand for more e-journal titles although a substantial number of users (61.90 percent) are satisfied with the existing model of UGC-Infonet Consortium. They Concludes that comprehensive training on availability and usability would be of great help to the users.

Likewise (Oyieke and Dick 2010) reveal that the UEAB had a higher level of ICT integration with formal and informal learning. The majority of the UEAB students had

basic computer skills and the library had an adequate ICT infrastructure. On the other hand, KU appeared to be at an early stage of ICT integration, and had an inadequate ICT infrastructure. The study identifies specific difficulties ICT activities at the KU library have been greatly affected by the lack of adequate infrastructure, including a limited number of computers, an incomplete network, and slow internet speed. Ezeala and Yousuff (2011) reveal that NARIs research officers are dissatisfied with the electronic resources in the libraries. The electronic resources are supposed to be at the disposal of every research library to enhance information services in the libraries. However, from the result, a total of 72% indicated felt that electronic resources in the library were either inadequate or very inadequate. Research officers in NARIs are not satisfied with electronic resources in the libraries. They concluded that the agricultural research institute libraries in Nigeria are ineffective in their service provisions. This ineffectiveness has resulted from gross under-funding of the libraries by the parent institutions.

Raghuram and Vatnal (2011) found that maximum number of faculty members (58.3%) learnt the UGC-INFONET programme through library orientation, and 43.75% (35) research scholars learnt from their teachers and research guide. The results also reveals that majority of the social science users (91.7% faculty members and 96.26% research scholars) are expecting more number of journals to be added in the UGC-INFONET programme. (Sinha et al. 2011) reveals that the problems faced by the E-resource users are limited working hours, lack of adequate number of computers, less speed, lack of infrastructure facilities, frequently power failure, problem on downloading article and problem over searching. (Ahmad et al. 2012) shows that 46.31% of the Research Scholars indicated that Lack of system speed while accessing was the major problem followed by 44.21% of Research Scholars faced difficulty in accessing full-text, 32.63% of the Research Scholars indicated slow internet connectivity as well as lack of sufficient E-journals, 21.10% of Research Scholars responded that limited access terminals is the problem , and 16.84% responded that they face difficulty in finding the relevant information, 20% responded that they face retrieval problem, 15.79%, respondent indicated that they faced insufficient time and training. A few including loading (Retrieval Problem) followed by 13.68% indicate that poorly designed website make problem, followed by 5.26% responded they face problem to read the journal from the computer. Only 2.1% respondents face other type of problem.

Dhanavandan and Tamizhchelvan (2012) noted, all the 18(100) long duration institutions, 44 (84.61) short duration libraries and 65 (92.85) medium duration institution libraries have e-journals in their libraries. In the case of e-books, long duration institutions take the first place with a 10(55.56) and second in medium duration institution libraries i.e 35.71%. The 35 (50.00) of medium duration libraries have on-line

databases, 21 libraries of short duration institutional libraries but 11(61.11) libraries of long duration institution libraries have the on-line data bases facility. Out of the 140 sample libraries, 100(71.43%) libraries have CD ROM data bases in their collection. All the long duration institution libraries have CD ROM databases. Out of the 100 libraries, 45 (64.29) belong to medium duration institution libraries. The study conducted by Ahmed (2013) determines that faculty members are not generally satisfied with the current level of university subscribed e-resources. They identified limited number of titles, limited access to back issues, difficulty in finding information, inability to access from home, limited access to computers and slow download speed as major constraints. These constraints do affect e-resources use in the public universities. However, these constraints are mainly related to the poor IT infrastructure and limited access to e-resources, which may also lead to other constraints such as an unwillingness to use the resources regularly and consequently low satisfaction with such resources. Again Ahmed (2013) survey shows that the students are not at all satisfied with the current level of university subscribed online resources. The students identified limited access to computers and slow download speed as major problems. These problems do affect electronic resources use by students in these universities. However, the problems are mainly related to poor ICT infrastructure which may also lead to other drawbacks such as unwillingness to use the resources regularly and thus low satisfaction with such resources.

Similarly Gakibayo et al. (2013) found that utilization of e- resources was not only affected by lack of computer skills and information literacy skills but also lack of enough computers and slow internet connectivity. The frequency of use of these resources indicated that a lot need to be done to increase e-resource use. The study performed by Sivathaasan and Velnampy (2013) employs that correlation and regression model to test the operational hypotheses and results revealed that usage of e-resources has a strong positive association with academic performance ($r = 0.623$, $p < 0.01$). Multiple regression analysis showed that the usage of e-resources has an impact on academic performance at the rate of 38.8 % ($R^2 = 0.388$), which is statistically significant at the levels of 0.01 ($p < 0.01$). In addition to Toteng (2013) study shows that the undergraduate law students did use most of the electronic databases that the library subscribed to. The databases that the students used most were OPAC, Juta Publications and EBSCOHost. Rehman et al. (2014) The study reveals that although respondents have shown their overall satisfaction with the reference collection, staff, facilities and services provided by their libraries but they did not rank highly satisfied to any category of reference service.

METHODOLOGY

In order to achieve the above laid down objectives. The study adopted descriptive survey research method and used structured questionnaire and observation as instruments for data collection. The sample was drawn from the population of full time M.Phil/ Ph.D Research scholars and Post graduate students of science and social science faculty of Kashmir University. A total of 200 questionnaires i.e. 50 questionnaires were randomly distributed to the Research Scholars (25 questionnaires of each faculty) and 150 questionnaires were randomly distributed to the Students (75 questionnaires of each faculty). The filled questionnaires were collected from the users. The collected data was analyzed and presented in the tabular form.

DATA ANALYSIS

I. Frequency of visiting Library

The study found that all 100% the research scholars of science faculty are regularly visit to the library while the 40% of research scholars of social science faculty visits library regularly and 52% visit library sometimes and 8 rarely visits library. 60% of the students of the science subjects regularly visit library while in social science subjects it was merely 26.66% of students who visit library regularly. A clear insight is endowed with table 1. The users of social science faculty rely mostly on the notes collected from their senior's or teachers and they feel to waste their time to visit libraries. On the other hand users of science faculty are spending most of their time in departmental or central library to acclimatize to themselves with the latest information available to their area of interest.

Table 1: Frequency of Visiting Library

| Respondents | Science | | | | Social Science | | | |
|-------------------|---------|-----------|-----------|--------|----------------|------------|-----------|------------|
| | Total | Regularly | Sometimes | Rarely | Total | Regularly | Sometimes | Rarely |
| Research Scholars | 25 | 25 (100) | 0(0) | 0(0) | 25 | 10 (40) | 13 (52) | 2 (8) |
| Students | 75 | 60 (80) | 15 (20) | 0(0) | 75 | 20 (26.66) | 30 (40) | 25 (33.33) |

Figures in the Braces denote percentage

II. Awareness of Different Types e-resources

Table 2: Awareness of Different Types e-resources

| E-resources | Research Scholars (M.Phil & Ph.D) | | | | Post graduate Students | | | |
|------------------------------|--------------------------------------|---------|-----------------|---------|---------------------------|---------|-----------------|---------|
| | Science | | Social Sciences | | Science | | Social Sciences | |
| | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| E-Journals | 25 | 100 | 25 | 100 | 75 | 100.0 | 60 | 80.0 |
| E-Data archives | 21 | 84 | 25 | 100 | 40 | 53.3 | 10 | 13.3 |
| E-Manuscripts | 20 | 80 | 18 | 72 | 21 | 28.0 | 10 | 13.3 |
| E-Maps | 25 | 100 | 20 | 80 | 34 | 45.3 | 24 | 32.0 |
| E-Books | 23 | 92 | 18 | 72 | 57 | 76.0 | 49 | 65.3 |
| E-Magazines | 20 | 80 | 10 | 40 | 57 | 76.0 | 30 | 40.0 |
| E-Thesis | 13 | 52 | 15 | 60 | 51 | 68.0 | 46 | 61.3 |
| E-Newspaper | 13 | 52 | 20 | 80 | 70 | 93.3 | 38 | 50.7 |
| E-Mail | 25 | 100 | 24 | 96 | 72 | 96.0 | 63 | 84.0 |
| E-Research Reports | 17 | 68 | 14 | 56 | 4 | 5.3 | 4 | 5.3 |
| E-Bibliographic Databases | 4 | 16 | 1 | 4 | 0 | 0.0 | 0 | 0.0 |

Table 2 provides a detailed version of awareness regarding the different e-resources by faculties' science and social science users. The data reveal that 25(100%) research scholars and students of science faculty aware of e-journals while as in social science research scholars 25(100%) and students 60(80%) are aware of e-journals. Similarly 21 (84%), 20 (80%), 25(100%), 23 (92%), 20(80%), 13(52%), 13 (52%), 25 (100%), 17 (68%), 4(16%) Research scholars and 75 (100%), 40 (53.3%), 21 (28%), 34 (45.3%), 57 (76%), 57(76%), 51 (68%), 70 (93%), 72 (96%), 4 (5.3%),0(0%) of students of science faculty aware of E-data archives, E-manuscripts, E-maps, E-books, E-magazines, E-thesis, E-newspapers, E-mail, E-research Reports, E-bibliographic Databases. while as in social science 25 (100%), 18 (72%), 20 (80%), 18 (72%) 10 (40%), 15 (60%), 20(80%), 24(96%), 14 (56%), 1 (4%) research scholars and 60 (80%), 10 (13.3%), 10(13.3%), 24 (32%), 49 (65.3%), 30 (40%), 46 (61.3%), 38 (50.7%), 63 (84%), 4 (5.3%), 0(0%) students aware of them. It was concluded from the data that the awareness level of science faculty users are far better than users of social science faculty. The reasons that took behind the unawareness are less exposure to computers and internet. Another reason was the lack of library professionals which will guide them

and another important flaw was lack of departmental computer labs almost all departments.

III. Use of various e-resources

Table3: Use of various e-resources

| DATABASES | <i>Respondents</i> | | | |
|---------------------------|--|----------------------------|-----------------------------------|----------------------------|
| | Research Scholars (M.Phil & Ph.D) | | Post graduate Students | |
| | Science | Social Sciences | Science | Social Sciences |
| E-Journals | 25(100) | 12(48) | 75(100) | 36(48) |
| E-Data archives | 20(80) | 9(36) | 60(80) | 12(16) |
| E-Manuscripts | 10(40) | 6(24) | 16(21.3) | 20(26.7) |
| E-Maps | 22(88) | 4(16) | 55(73.3) | 12(16) |
| E-Books | 20(80) | 9(36) | 48(64) | 59(78.7) |
| E-Magazines | 22(88) | 20(80) | 60(80) | 40(53.3) |
| E-Thesis | 10(40) | 9(36) | 36(48) | 45(60) |
| E-Newspaper | 18(72) | 20(80) | 69(92) | 50(66.7) |
| E-Mail | 25(100) | 22(88) | 75(100) | 47(62.7) |
| E-Research Reports | 25(100) | 3(12) | 63(84) | 12(16) |
| E-Bibliographic Databases | 16(64) | 2(8) | 27(36) | 4(5.3) |

Figures in the Braces denote percentage

While analyzing data, it was found that research scholars and post graduate students of science faculty use e-resources more efficiently and decisively than the Research scholars and students of social science faculty. All research scholars and students of science faculty use e-journal (100%), while in social science faculty it was nearly 50%. Research scholars and students of science faculty use mostly used e-journals(100%), e-mails(100%),e-research reports(100%) followed by e-magazines (88%) e-maps(88%), e-data archives(80%), e-newspaper(72%), While as Research Scholars of Social science use e-mail (88%), e-Newspaper (80%), e-magazines (80%) followed by e-journals(48%).

The students of science faculty use e-journals (100%), e-mail (100%) followed by e-newspaper(92%), e-data archives(80%), e-magazines(80%), e-maps(73.3%), while as students of social science faculty not use much e-resources they mostly use e-books(78.7%), e-newspaper(66.7%), followed by e-thesis(60%), e-journals(48%). It was

ascertained from the study that a very small number of students of both faculties use of e-bibliographies databases. A clear picture is provided by table 3. The results indicate that the users of social sciences are not much use of e-resources. The reason for low of usage e-resources by social science users as compare to users from science faculty may be the lack of awareness to different types of e-resources and computer literacy that become obstacle for the optimum use. The other immense factor was that teachers in social science faculties uses old traditional book, black board and chalk methods in their class rooms and are less inclined to latest sources and technologies of modern information. on the other hand teachers of science faculty uses internet, installing Wi-Fi devices in their respective departments and uses all latest Hi tech gadgets in their labs and also having very well maintained computer labs which was totally lacking in social science departments.

IV. Ease of Access to E-Resources

The finding reveals that Research scholars (72%) and students (73.33%) of science faculty find it easy to retrieve information while in social science faculty the users find it difficult to use e-resources i.e. research scholars(36%) and students(34%). The reasons are that the social science faculty uses traditional methods of learning and are very rare uses internet or other digital offline resources for retrieving information as science background often exploit internet and new Hi tech gadgets in their labs. A clear picture is depicted by table 4.

Table 4: Ease of Access to E-resources

| <i>Respondents</i> | Science | | | Social Science | | |
|--------------------|----------------|------------|-----------|-----------------------|------------|-----------|
| | Total | Yes | No | Total | Yes | No |
| Research Scholars | 25 | 18(72) | 7(28) | 25 | 9(36) | 16(64) |
| Students | 75 | 55(73.33) | 20(26.66) | 75 | 34(45.33) | 41(54.66) |

Figures in the Braces denote percentage

V. Use of the Library Web Site as a Gateway to Access Electronic Resource

While investigating the user's approach for searching information on the internet, it was found more that 44% research and 26.66% students of science faculty search their information through library website while the large number of users gained access

through other libraries' web sites or other free websites. In social science faculty 60% of research scholars and very little number of students search through library website. The library website is not designated as such to give the users an easy way to navigate and access their required information. The lists of e-resources are not organized in a convent way like subject wise categorization. The users feel tedious job to navigate through library website. A clear vivid picture is offered by table 5.

Table 5: Use of Library Website as Gateway to e-resources

| <i>Respondents</i> | Science | | | social science | | |
|--------------------|----------------|------------|-----------|-----------------------|------------|------------|
| | <i>Total</i> | Yes | No | <i>Total</i> | Yes | No |
| Research Scholars | 25 | 11(44) | 14(56) | 25 | 15(60) | 10(40) |
| Students | 75 | 20(26.66) | 55(73.33) | 75 | 11(14.66) | 65 (86.66) |

Figures in the Braces denote percentage

VI. Satisfaction with present collection of E-resources

Data analysis reveals that 72% of research scholars of science faculty are satisfied, while in social science faculty 44% of research scholars are satisfied with current E-resource collection. On the other hand 60% of students from science faculty and 30.66 % of students from social science faculty are satisfied with the e-resource collection. The results reveal that the most of students (69.33%) of social science are not satisfied with E-resource collection university library. A clear picture is offered by table 6. The library prior to develop e-resources collection consulting all members of university by commune to all department heads and department head in alliance with teachers, research scholars and students and make a list of demanding e-resources on priority basis and send it to the library. The library purchase e-resources in the view of the requisition.

Table 6: Satisfaction with present collection of E-resources

| <i>Respondent</i> | Science | | | Social Science | | |
|-------------------|----------------|------------|-----------|-----------------------|------------|-----------|
| | <i>Total</i> | Yes | No | <i>Total</i> | Yes | No |
| Research scholars | 25 | 18(72) | 7(28) | 25 | 11 (44) | 14(56) |
| Students | 75 | 45(60) | 30(40) | 75 | 23(30.66) | 52(69.33) |

Figures in the Braces denote percentage

VII. Training Taken Related to Electronic Resources

Computer Training courses should be played an important role for the efficacy of e-resources. The results found that the user who has computer background efficiently and easy use e-resources. The research scholars and students (60% R.S & 54% ST) from science faculty has possessing computer training so use e-resources more in number as compare to the users(28% R.S & 24% ST) of social science faculty, Rest of users who lack computer training face many problems while accessing e-resources. A vivid picture is provided by table7.

Table 7: Training Taken Related to Electronic Resources

| <i>Respondents</i> | Science | | | social science | | |
|--------------------|----------------|------------|-----------|-----------------------|------------|-----------|
| | <i>Total</i> | Yes | No | <i>Total</i> | Yes | No |
| Research Scholars | 25 | 15(60) | 10(40) | 25 | 7(28) | 18 (72) |
| Students | 75 | 41(54.66) | 34(45.33) | 75 | 18(24) | 57 (76) |

Figures in the Braces denote percentage

VIII. Do E-Resources Diminish the Importance of Traditional Resources?

The response of users revealed that 19(76%) of research scholars and 50 (66.66%) students of science faculty, while 20 (80%) of research scholars and 37 (49.33%) of students of social science faculty are in the opinion that the advent of e-resources ebb the importance of printed information resources. A lucid picture is provided by table 8.

Table 8: Importance of E-resources

| <i>Respondent</i> | Science | | | Social Science | | |
|-------------------|----------------|------------|-----------|-----------------------|------------|------------|
| | <i>Total</i> | Yes | No | <i>Total</i> | Yes | No |
| Teachers | 25 | 19(76) | 6(24) | 25 | 20 (80) | 5(20) |
| Research Scholars | 75 | 50(66.66) | 25(33.33) | 75 | 37(49.33) | 38 (50.66) |

Figures in the Braces denote percentage

IX. Reasons for Using E-Resources

The data analysis of the study depicts that the majority of users of science subjects in the opinion that e-resources saves time and proves to be more informative

than traditional resources, while the majority of Social science users in the opinion that e-resources are time consuming, difficult to use and expensive. A clear picture is provided by table 9.

Table 9: Reasons for using E-resources

| Reasons for Using E-Resources | Science | | social Science | |
|-------------------------------|---------------------------|------------------|---------------------------|------------------|
| | Research scholars N=25 | Students N=75 | Research scholars N=25 | students N=75 |
| Time Saving | 25(100) | 50(66.66) | 10(40) | 23(30.66) |
| Easy to Use | 17(68) | 27 (36) | 8(32) | 20(26.66) |
| More Informative | 25 (100) | 67 (89.33) | 16(64) | 45(60) |
| More Expensive | 20(80) | 67 (89.33) | 23(92) | 73(97.33) |

Figures in the Braces denote percentage

X. Problems Faced By Users In Accessing And Retrieving Information from Internet

Table10: Problems Faced By Users In Accessing And Retrieving Information

| S.NO | Problems | Science Faculty N=100 | | Social Science Faculty N=100 | |
|------|--|--------------------------|----------|---------------------------------|----------|
| | | Agree | Disagree | Agree | Disagree |
| 1 | Sow internet speed | 50 | 50 | 90 | 10 |
| 2 | Lack of computer terminals | 17 | 83 | 75 | 25 |
| 3 | Awareness of different types of e-resources | 60 | 40 | 96 | 4 |
| 4 | Lack of relevant information sources | 40 | 60 | 84 | 16 |
| 5 | Lack of assistance by library staff | 90 | 10 | 96 | 4 |
| 6 | Lack of knowledge to use | 42 | 58 | 78 | 22 |
| 7 | Lack of library professionals | 92 | 8 | 98 | 2 |
| 8 | Lack of time | 38 | 62 | 22 | 78 |
| 9 | Frequent power cuts | 10 | 90 | 60 | 40 |
| 10 | The level of quality of e-resources is not good | 13 | 87 | 40 | 60 |
| 11 | The e-resources doesn't cover my area of my interest | 21 | 79 | 79 | 21 |

N=Total number of respondents in each case agree or disagree

Table 10 reveal that maximum number of both faculties agrees that lack of library professionals (92%; 98%) and lack of assistance by library staff (90%; 96%) are the important quandary to be faced while accessing e-resources. Users as such don't know the search techniques to increase the precision of their search results or the sources from where they got exact information which they are in want. Other problems they encounter are awareness, slow bandwidth, coverage and quality of e-resources, lack of time and lack of computer terminals.

Major Findings and Conclusion

The major findings of the study are enumerated as:

1. 100% Research scholars and 60% students of Science Faculty Visit library regularly whereas as 40% Research Scholars and 26.66% Students of social Science Faculty visit library regularly. It indicates that very less percentage of social science users visit library.
2. Majority of Research scholars and Students of Science Faculty are aware of e-journals, e-emails, e-maps, e-newspapers as compare to Social Science Faculty. Both the faculties are less aware of indexing and abstracting databases.
3. Majority of users of both faculties make recurrent use of e-journals, e-books, e-maps and emails.
4. Users of Social science faculty find a difficult task to access information from the web.
5. Both the faculties find library website a lackluster in navigating the desired information resource.
6. Both the faculties find a computer training or course an imperative role to play in finding information effectively from the web.
7. Users of Science Faculty find e-resources as time saving and extra informative while as users of social Science Faculty declare it a time consuming and less informative.
8. The major problems faced by both faculties of Science Faculty and social Science Faculty are Lack of awareness ,lack of assistance from the resource personals and library professionals in the libraries.

The library authorities should conduct awareness and orientation programmes and circulated pamphlets and display list of subscribed e-resources so that users acknowledged and familiar with the various e-resources and different facilities/services provided by university library. Each department should maintain a well-equipped computer lab. Basic training in hardware and software such as MS Office, Internet

searching, and use of electronic resources should be included in the curriculum of each department. Departmental libraries should provide access online journals and electronic resources. The library managers at academic libraries should advocate faculty–librarian collaborations in order for the library to facilitate greater usage of available electronic resources. The library prior to develop e-resources collection consulting all members of university by commune to all department heads and department head in alliance with teachers, research scholars and students and make a list of demanding e-resources on priority basis and send it to the library. The library purchase e-resources in the view of the requisition. The university authorities should hire trained professional assistants for departmental libraries so that every students and research scholar whether enrolled through regular or distance mode get benefited from the e-resources and lead to increased use of electronic resources.

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