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# **Impact of E-resources among the Research Scholars of the Faculty of Social Science and the Department of Education of the University of Jammu, Jammu: A Case Study**

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## **Abstract**

*This paper throws light on the utilization of e-resources by the research scholars of social sciences and Education departments. A survey method was applied to collect the data and a structured 130 questionnaires were distributed to the research scholars in the particular departments, out of a total, 87 filled questionnaire were received back with giving an overall response rate of 66.92% which were later studied and analysed each and every questionnaire to fulfill the objectives. The paper examined and analysed various use of e-resources among research scholars such as purpose, frequency, types, troubles, benefits and formats which research scholars prefer while accessing the e-resources to fulfill their desired information. After analysis, it has been found that the maximum research scholars are aware of e-resources and uses them as per their need to update their knowledge in their respective subject fields.*

**Keywords:** *E-resources, Social Science, Education, Research Scholars, University of Jammu.*

## **1. Introduction**

The advent of the internet and the ICT revolution had a great impact on the knowledge and information sector and had given new dimensions to the information regeneration platforms. It had created an environment where there are rapid changes taking place. Developments in ICTs have an impact in every sphere and libraries are not an exception to this. User satisfaction level has been increased. Recent studies have shown that users prefer e-resources than the print because there is no time lag between its publication and delivery as it is retrieved instantaneously.

E-resources are the digital collections meant to provide a solution to regulate and control the fast rating information explosion in recent years. E-resources have become very essential for teaching and learning nowadays. The phrase “electronic resources”, has broadly been defined as information accessed by a computer, maybe useful as bibliographic guides to potential sources but, as of yet, they infrequently appear as cited references in their own right (Graham, 2003). E-resources are generally in the form of e-books, e-journals, e-theses, online

databases, e-mail publishing etc. The e-resources are treated in two ways- 1. Local access means that a peripheral device attached to a computer (e.g. tape, disk etc.). 2. Remote access means that the resources stored in a hard disk or any other storage device.

### **Need of e-resources**

The need for e-resources is as follows:

1. Anyone can get the information very quickly.
2. More than one user can access the same information simultaneously.
3. By registering to the publisher's site, one can get the information of desired journals.
4. There is no time limit for accessing the e-resources.
5. Links can be provided to further information through hyperlinks.
6. We can change the font size as per our requirement.

### **Advantages of e-resources**

The advantages of e-resources are:

1. It allows multiple users to use it simultaneously, provided the subscription is for multiple usages.
2. It can provide the journals whose issue are missing.
3. It provides easy access, searches and retrieval.
4. It is available before the print version.
5. E-resources are easy to access and are more portable.
6. There is no time lag between its publication and delivery as it is received instantaneously.
7. It supports different searching capabilities.
8. It provides links to its related items.
9. It also provides audio-visual information.
10. It reduces the cost of printing.

### **Disadvantages of e-resources**

Some of the disadvantages of e-resources are:

1. It involves user training to access the e-resources.
2. It needs high infrastructure and installation cost.
3. There are compatibility issues between the publisher and users regarding hardware and software.
4. There is difficulty in reading the e-resources from the computer.
5. It requires the necessary hardware and software.
6. E-resources are technology dependent.
7. It causes more concern for licensing agreement and copyright laws.

### **E-resources management and challenges**

E-resources management is about managing the processes of selection, collection, processing and controlling and enabling the ineffective use of e-resources. The purpose of e-resources management is to explore the challenges and issues arising in purchasing and managing the e-

resources in the libraries for future generations and within their budget. The e-resources should be managed by the librarians in the following ways:

- By knowing what type of e-content is available.
- By keeping the list of electronic resources holdings.
- By efficiently processing payments and maintaining payment records.
- By recording the terms and conditions of each e-resource license and copyright.
- By communicating the full list of e-resources holdings to users.

Due to inefficiencies in the e-resources management, the libraries are facing the following challenges for the management of e-resources:

1. The preservation of digital information should be there otherwise the information will be inaccessible due to changing technology.
2. The library professionals are not able to handle the e-resources due to the lack of management and technical skills. The professionals are required to update their knowledge and skills so as to work in changing the digital environment.
3. Libraries in the digital environment need to enhance and upgrade current technical infrastructures such as hardware, software or other internet facilities to accommodate e-resources.
4. Most of the libraries have inadequate funds for acquiring e-resources. No library is self-sufficient to purchase all the documents. So, different universities and institutions may purchase e-resources and sharing its cost through the consortium.
5. The support and cooperation of staff members and technical staff are very essential to provide effective services in the changing digital environment. The library staff should have a user-friendly approach.

## **2. University of Jammu**

The University of Jammu was established by the Act of the Legislature called the Kashmir and Jammu Universities Act 1969. The Act was approved by the Governor of Jammu and Kashmir on October 30, 1969, and was made public. The University of Jammu accredited as 'A+' Grade University by National Assessment Accreditation Council of India. The University comprises of 38 different Departments for PG Courses and sidewise there are different departments for engineering, medicine and music and fine arts. The main aim of Jammu University is achieving World Class excellence in teaching, research and knowledge transfer and making valuable contributions to the socio-economic developments and imparting quality education to students and inculcating the skill of decision making and democratic values. (<http://jammuuniversity.in/>).

### **2.1 Faculty of Social Sciences**

There are total eight departments in the faculty of social sciences i) Department of Economics; ii) Department of History; iii) Department of Political Science; iv) Department of Library and Information Science; v) Department of Psychology; vi) Department of Strategic and Regional studies; vii) Department of Sociology; and viii) Department of Lifelong

Learning and Department of Education. We didn't find any research scholar in the Department of Lifelong Learning.

The Department of Economics is one of the oldest departments of the university. It was established in the year 1956. There is a total of 11 faculties available in the department which consists of 5 Professor, 1 Associate Professor, 1 Senior Assistant Professor and 4 Assistant Professor. Programmes and courses offered by the department are M.A. Programme in Economics (intake capacity of 50 students), M. Phil. (intake capacity of 2 students) and PhD (intake capacity 16 students. <http://jammuuniversity.in/departments/eco/intro.asp>. The Department of History came into existence in the year 1963. It is located in the Social Science block of the University campus. There is a total of 7 faculties available in the department which consists of 4 Professor, 1 Associate Professor and 2 Assistant Professor. Programmes and courses offered by the department are the M.A. Programme in History, M. Phil. and PhD <http://jammuuniversity.in/departments/history/intro.asp>. The Department of Political Science came into existence in the year 1966 under the Jammu & Kashmir University. There is a total of 8 faculties available in the department which consists of 5 Professor, 2 Associate Professor and 1 Assistant Professor. Programmes and courses offered by the department are the M.A. Programme in Political Science, M. Phil. and PhD <http://jammuuniversity.in/departments/pol%20sc/intro.asp>. The Department of Library and Information Science was established in the year 1971 in the Old University Campus. The B.Lib.Sc. the program was first introduced in the year 1983-1984 and from the 1985-86 department also started M.Lib.Sc., PhD programmes. There is a total of 3 faculties available in the department which consists of 1 Professor and 2 Assistant Professor. Programmes and courses offered by the department are B. Lib.I.Sc.(Intake capacity of 23 students), M. Lib.I.Sc.(Intake capacity of 18 students) and PhD (intake capacity as per availability). The Department is also running the BLIS and MLIS programme for the IGNOU. <http://jammuuniversity.in/departments/lib%20science/intro.asp>. The Department of Psychology came into existence in December 2001 under the faculty of Social Sciences, University of Jammu. There is a total of 3 faculties available in the department which consists of 1 Professor and 2 Assistant Professor. Programmes and courses offered by the department are M.A. Programme in Political Science, M. Phil. and PhD. The department consists of a Psychology laboratory for Counselling and Psychotherapy, Psycho diagnostics and clinical assessment. <http://jammuuniversity.in/departments/psychology/intro.asp>. The Department for Strategic and Regional Studies was established on 27<sup>th</sup> May 2002. It was earlier known as the Centre for Strategic and Regional Studies (CSRS). The idea of this department was conceptualized by Chancellor of the University General (Retd.) K.V. Krishna Rao in 1985. On April 21, 2006 the department got the status of a full-fledged teaching department of the University of Jammu. Programmes and courses offered by the department are M. Phil. and PhD which started in April 2004. There is total of 4 faculties available in the department which consists of 1 I/C Director and 3 Assistant Professor. [http://jammu\\_university.in/csrs\\_intro.asp](http://jammu_university.in/csrs_intro.asp). The Department of Sociology came into existence in the year 1999 under the Faculty of Behavioural Studies but later shifted to Faculty of Social Sciences. Programmes and courses offered by the department are M.A. (P.G.) Programme in Sociology, M. Phil. and PhD. The Department started the M. Phil. and PhD programmes in the year 2002. There is

total of 4 faculties available in the department which consists of 2 Professor, 1 Senior Assistant Professor and 1 Assistant Professor. <http://jammuuniversity.in/departments/sociology/intro.asp>. The Department of Lifelong Learning came into existence in the year 1977. It was earlier known as Centre for Adult/Continuing Education & Extension (CACE&E). The department mainly targets the field level and institutional programmes. The department offers the M.A. Rural Development programme as well as some self-financing & coaching programmes like basic/advance course in French/Urdu language, coaching for different exams such as NET/JRF, KAS, and BANK etc. There is total of 6 faculties available in the department which consists of 1 Associate Professor-Director, 3 Senior Assistant Professor and 3 Assistant Professor. <http://jammuuniversity.in/departments/DLL/intro.asp>. The Department of Education came into existence in the year 1973. The department started with the M.Ed. of 1 year but later in the year 1978 M.A. Education of two years was also started. Programmes and courses offered by the department are M.A. (Education) (intake capacity of 50 students), M. Ed. (intake capacity of 40 students), M. Phil. (intake capacity of 11 students) and PhD (As per the availability) There are total of 10 faculties available in the department which consists of 3 Professor, 3 Assistant Professor and 4 Lecturer. <http://jammuuniversity.in/departments/education/intro.asp>.

### **3. Scope of the Study**

The scope of the present study is to identify the use of e-resources among the research scholars of the faculty of social science and the education department of the University of Jammu, Jammu. There are a total of eight departments in social science subjects i.e. Economics, History, Political Science, Library and Information Science, Psychology, Strategic and Regional Studies, Sociology, Lifelong learning (M.Phil. and Ph.D. are not running).

### **4. Review of Literature**

Brar et al. (2019) have discussed the use of e-journals. The study was conducted on research scholars of library and information science, a total of 120 valid questionnaires was studied and a result arises that 62.50% research scholar's uses on-screen method to read the content of e-journals while remaining 37.50% prefer the print on the paper method. The data from the research paper confirms that 59.17% of respondents choose the HTML format, 40% uses the PDF format while 0.83% access content through DOC format. The study disclosed that 50.00% consider e-journals averagely helpful, 47.50% thinks it most helpful and only 2.50% thinks it is a little helpful. The study shows that 47.50% of respondents have submitted or got their paper published while the remaining 52.50% never done the same so far. As many as 85% of respondents admitted that the access of e-journals helped them in accessing their research and teaching techniques; however the rest 15% denied that.

Singh and Varma (2017) examined and revealed that out of total 222 respondents, 114 (51.35%) are postgraduates followed by 60 (27.03%) are research scholars and remaining 48 (21.62%) are undergraduate. The study expressed that 47.75% respondents use e-resources daily, 26.13% uses weekly, 13.51% uses twice or thrice a week, 5.41% uses monthly, 4.95% uses only when needed and 2.25% uses fortnightly. From the study, it was analysed that maximum of 90.54% of respondents are aware of e-resources while remaining 9.46% are not

aware of them. The authors examined that 25.42% respondents prefer e-journals, followed by e-books (20.34%), World Wide Web (20.10%), e-thesis (14.77%), e-magazines (7.99%), e-newspaper (6.54%) and others (4.84%). The data suggested that 41.89% of Research scholars were highly satisfied with accessing e-resources, 35.14% were satisfied, 15.75% was averagely satisfied, 4.95% were totally unsatisfied and remaining 2.25% was highly satisfied.

Egberongbe (2016) underscores the use of digital information resources by the faculty of social science of three universities in Nigeria- University of Ibadan, Obafemi Awolowo University and University of Lagos. To study about the use of digital information resources a total of 282 questionnaires were distributed among the faculty out of which only 63 questionnaires were completed and returned. From the study it was highlighted that the maximum of 29 respondents (54%) holds the PhD degree, 15 (28%) have M.A. degree, 6 (11%) have the M. Phil. and 4 respondents (7%) are M.Sc. in their field. The study represents that 32% of respondents use the digital resources for teaching, 28% of respondents prefer for general communication, 25% use it for teaching and remaining 15% uses it for communication. In the majority of the cases 30% of respondents choose the faculty facilities to use the digital resources, 28% opted for the university library and 19% preferred the home for accessing the digital resources. Most of the respondents i.e. 46% acquire the information through the internet, following 28% respondents use the e-mail, 20% choose the CD-ROMS, 4% gets information through the help of electronic journals and rest 2% preferred database of thesis/dissertations.

Kumar and Reddy (2014) conducted a study on Use of E-Journals by Research Scholars in University Libraries in Andhra Pradesh. Three universities were selected and these are Sri Venkateswara University (SVU), Andhra University (AU) and the University of Hyderabad (UH). As the number of the research scholars was large a questionnaire method was used to study the use of e-resources by the scholars. The author selected a total sample of 888 users using stratified random sampling. The data of the study were analysed by using 'SPSS' (Statistical Package for Social Sciences). The study revealed that a total of (54.61%) research scholars prefer the print journals over the e-journals. Majority of the research scholars (83.90%) chooses the UGC-INFONET e-journals in their research work. Maximum of (67.58%) respondents were using the internet facilities from the past 2-4 years. Total of (60.70%) research scholars chooses the PDF Format over other formats. The study highlights that (43.92%) research scholars use both the print and e-journals. The study represents that (40.88%) respondents devote 3 hours per week while using the e-journals. Maximum of (73.03%) respondents prefer e-journals for their PhD research work. Keyword searching method for accessing the e-journals is done by half of the respondents (48.53%). The research scholars mainly prefer the 'JCCC database', while the (33.55%) respondents prefer 'Science Direct', (33.32%) respondents choose the 'Springer Links' and remaining (30.75%) research scholars prefer 'Taylor and Francis'. Among the search engines, Google is mostly used by the research scholars (35.71%). The Directory of Open Access Journals is most used e-journal database by (29.39%) respondents.

Kumbar et al. (2014) conducted a study on Utilization of E-Resources by Research Scholars of Science Departments, Karnatak University, Dharwad. A questionnaire method was

selected to study the use of e-resources and their different impacts on the research scholars. A total of 100 questionnaires were distributed among the research scholars out of which 92 were received back and was properly analysed. The study revealed that half of (50 %) respondents are fairly aware of the e-resources. The study shows that the majority of (93.4%) research scholars mainly prefer the e-resources for their research scholars. The paper discussed the various problems faced by the respondents such as (69.5%) research scholars feels slow access speed is the most occurred problem, (31.5%) respondents thinks they find difficulty in finding the correct information, while (10.8%) states that lack of proper training can be another problem. It was observed from the study that the majority of research scholars (68.4%) mainly search with the help of the journal-title itself. The research scholars access the e-resources through different places but the majority of them (88%) choose the department for accessing the e-resources, (13%) uses the e-resources through the library and computer centre and remaining (6.52%) research scholars use the e-resources from the hostel.

Shanmugam (2012) investigated the use of e-resources by the students and researches of faculty of arts, Annamalai University. Out of the 200 targeted audiences, 180 responded, giving the response rate of 90%. From the study, it was highlighted that the maximum of 106 respondents (58.88%) are postgraduate students and the rest of the 74 respondents constituting 41.12% are research scholars. The study reveals that 87.77% of respondents are aware of the e-resources whereas 12.23% are not aware at all. A large number of respondents, 47.78% prefer using electronic resource and only 32.78% use print resource while only 19.44% uses both the resources. It was observed that 64.44% of respondents choose the PDF format for using the e-resources whereas 25.00% of respondents opted for the HTML format and rest of the 10.56% have no preferences. It was observed from the study that 73.88% respondents use the central library, about 50.55% preferred the department library, 37.77% accessed the e-resources at the computer centre and rest of the 25% opted the other place for accessing the e-resources. The study also highlights the difficulties which are faced by the respondents while accessing the e-resources. It was founded that 60.00% of respondents, feels that there are not as many e-resources available in their respected subjects while some of the respondents have some other difficulties such as lack of training, time-consuming process, no assistance from the information professional and coverage of e-resources not suited for their research area. The study shows that 70.55% respondents like to download the content in storage devices, 54.44% of respondents opted for the printout form of e-resources and 48.33% respondents choose the computer screen to use the e-resources.

#### **5. The objectives of the study are:**

1. To analysis the type of e-resources used by the research scholars.
2. To identify the troubles faced by the respondents using the e-resources.
3. To analysis the benefits of using e-resources.
4. To examine the factors affecting the use of e-resources.
5. To identify the satisfaction with the e-resources facilities provided by the University.

#### **6. Methodology**

For the collection of primary data, the survey method has been suitable and prepared a structured questionnaire to distributed randomly among 130 research scholars of eight



selected departments of social sciences i.e. Economics, History, Political Science, Library and Information Science, Psychology, Strategic and Regional Studies, Sociology, Education and a total 87 filled questionnaires were received by the research scholars. Each and every data given by the respondents was investigated carefully and needed data were filled in the MS-Excel format to achieve the objects of the study. The primary data was collected in the month of October 2019. The collected data were organised, tabulated, calculated, analysed and presented by using simple arithmetic and statistical tools.

## 7. Data Analysis

### 7.1 Age-wise classification of respondents

Table 1 shows the age-wise classification of research scholars. It has been shown that out of a total 87 respondents, the maximum respondents are of age group 26-30 years which is 58 (66.67%), followed by age group 20-25 and 31-35, both are 12 (13.79%) of total respondents and age group above 35 was least of all with only 5 (5.75%) respondents.

**Table 1: Age-wise classification of respondents**

Sl. No.	Age Group	Frequency	Percentage
1	20-25	12	13.79
2	26-30	58	66.67
3	31-35	12	13.79
4	Above 35	5	5.75
<b>Total</b>		<b>87</b>	<b>100</b>

### 7.2 Sex-wise classification of respondents

Table 2 depicts the gender-wise classification of the respondents. Out of the total 87 respondents, the maximum number 51 (58.62%) are female while the rest 36 (41.38%) are male.

**Table 2: Sex-wise classification of respondents**

Sl. No.	Sex	Frequency	Percentage
1	Male	36	41.38
2	Female	51	58.62
<b>Total</b>		<b>87</b>	<b>100.00</b>

### 7.3 Department-wise distribution of respondents

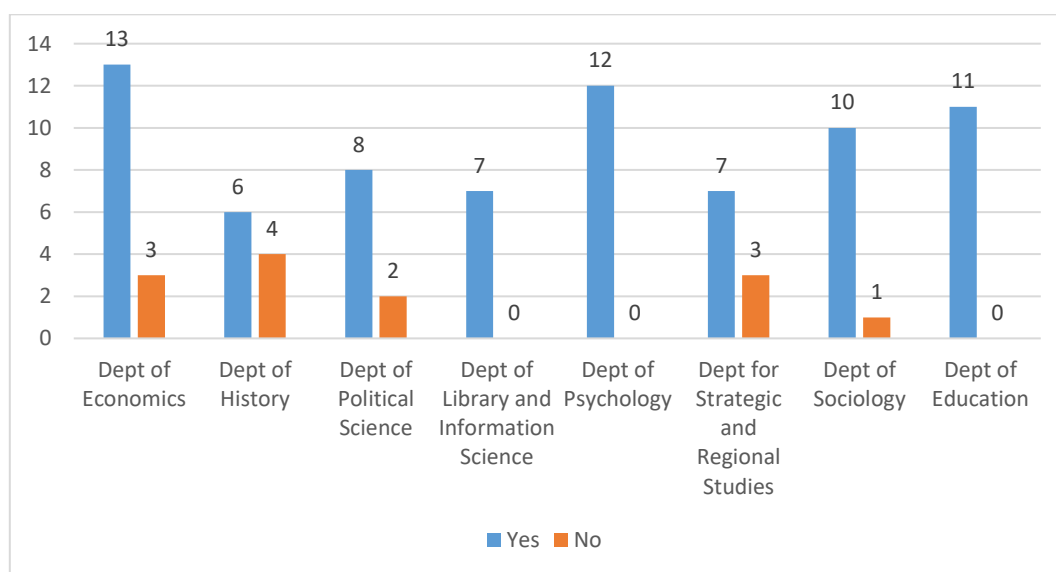
Table 3 illustrates that the department wise distribution of the research scholars. On the observation of the particular table, it has been shown that the maximum respondents were in the department of Economics i.e. 16, constituting 18.39%, followed by 12 (13.79%) of respondents in the department of Psychology and 10 (11.49%) of research scholars came in the department of History, Political Science and Strategic and Regional Studies each. The overall data of the department-wise distribution of respondents was shown in below:

**Table 3: Department-wise distribution of respondents**

Sl. No.	Departments	No. of Respondents	Percentage
1	Department of Economics	16	18.39
2	Department of History	10	11.49
3	Department of Political Science	10	11.49
4	Department of Library and Information Science	7	8.05
5	Department of Psychology	12	13.79
6	Department for Strategic and Regional Studies	10	11.49
7	Department of Sociology	11	12.64
8	Department of Education	11	12.64
	<b>Total</b>	<b>87</b>	<b>100.00</b>

#### 7.4 a) Respondents have internet facilities

The figure 1 depicts that maximum research scholars 74 (85%) of University of Jammu have the internet facilities while the rest of the respondents 13 (14%) do not have access to the internet.



**Figure 1: Respondents have internet facilities**

#### b) Internet medium used by research scholars

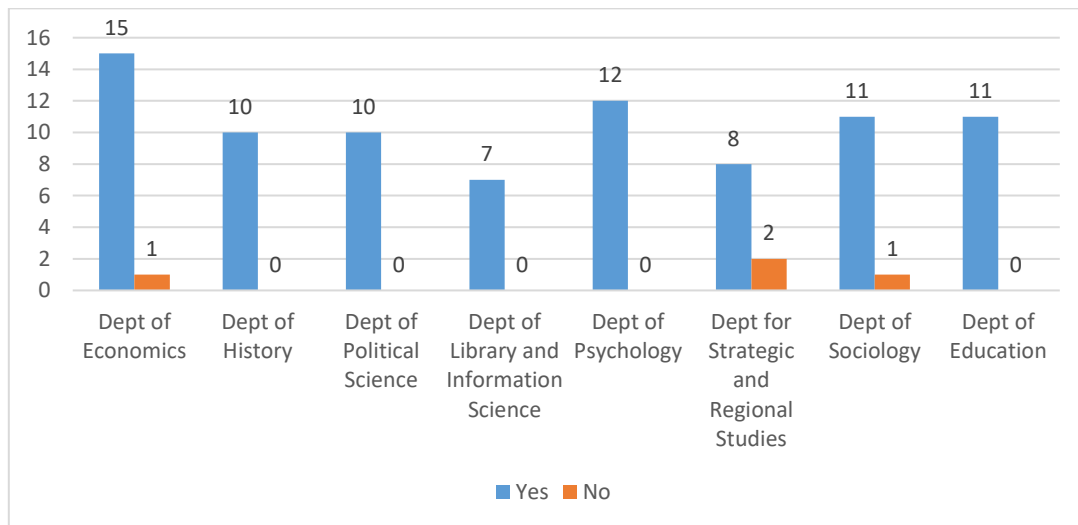
The data from the table 4 illustrates the internet medium used by research scholars and it is found that in the department of psychology out of 12 scholars, the maximum of 9 scholars use wi-fi as internet medium, 2 scholars use mobile data and the remaining 1 uses the broadband connection; followed by the department of education in which out of 15 research scholars, 7 uses the wi-fi connection and the remaining 8 uses the mobile data connection. In the department of political science, out of 9 research scholars only 1 scholar uses the wi-fi connection, 1 uses the mobile data and 7 scholars use a broadband connection.

**Table 4:Internet medium used by research scholars**

Dept. Name Medium	Dept. of Economics	Dept. of History	Dept. of Political Science	Dept. of Library and Information Science	Dept. of Psychology	Dept. for Strategic and Regional Studies	Dept. of Sociology	Dept. of Education	Total
Wi- Fi	6	1	1	1	9	4	4	7	33
Mobile Data	6	4	1	1	2	1	4	8	27
Broadband	4	1	7	7	1	3	4	0	27
Other	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>16</b>	<b>6</b>	<b>9</b>	<b>9</b>	<b>12</b>	<b>8</b>	<b>12</b>	<b>15</b>	<b>87</b>

**7.5 a) Awareness of the e-resources**

The figure 2 indicates that maximum of 84 (95.45%) respondents are fully aware of the e-resources and know different ways to use them to enhance their knowledge but there are 4 (4.5%) research scholars which are totally not aware of the e-resources.



**Figure 2: Awareness of the e-resources**

**b) Frequency of using e-resources by the research scholar**

Table 5 shows the frequency of use of e-resources used by the research scholars. It was found that in the department of economics out of total 15 scholars; the maximum of 6 scholars uses the e-resources for less than 5 years, 4 uses the e-resources for more than 5 years, 4 uses the e-resources for less than 2 years and 1 uses the e-resources for less than 6 months; followed by the department of psychology in which out of 12 research scholars; the maximum of 4 scholars use e-resources for less than 5 years, 3 scholars use e-resources for more than 5 years, 3 scholars use the e-resources for less than 2 years while the remaining 2 use the e-resources for less than 6 months. The overall data of the frequency of using e-resources by the research scholars are shown in the table below:

**Table 5: Frequency of using e-resources by the research scholar**

<b>Dept. Name</b>	<b>Dept. of Economics</b>	<b>Dept. of History</b>	<b>Dept. of Political Science</b>	<b>Dept. of Library and Information Science</b>	<b>Dept. of Psychology</b>	<b>Dept. for Strategic and Regional Studies</b>	<b>Dept. of Sociology</b>	<b>Dept. of Education</b>	<b>Total</b>
<b>Frequency</b>									
Less than 6 months	1	2	0	0	2	1	1	1	8
Less than 2 year	4	3	2	4	3	1	0	3	20
Less than 5 year	6	2	4	1	4	2	2	5	26
More than 5 year	4	3	4	5	3	4	4	2	29
<b>Total</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>12</b>	<b>8</b>	<b>7</b>	<b>11</b>	<b>83</b>

### 7.6 Use of e-resources by the respondents

Table 6 shows the students opinion about the frequency of use of e-resources by the respondents. It was observed that in the department of economics out of total 16 scholars; the maximum of 8 scholars daily use the e-resources while the remaining 8 prefer e-resources 2-3 times a week; followed by the department of history in which out of 10 research scholars; the maximum of 6 scholars use e-resources 2-3 times in a week; 2 scholars use e-resources daily and while the remaining 2 scholars use e-resources 2-3 times in a month.

**Table 6: Use of e-resources by the respondents**

<b>Dept. Name</b>	<b>Dept. of Economics</b>	<b>Dept. of History</b>	<b>Dept. of Political Science</b>	<b>Dept. of Library and Information Science</b>	<b>Dept. of Psychology</b>	<b>Dept. for Strategic and Regional Studies</b>	<b>Dept. of Sociology</b>	<b>Dept. of Education</b>	<b>Total</b>
<b>Frequency</b>									
Daily	8	2	7	6	6	9	9	6	53
2-3 times in a week	8	6	3	1	5	1	0	3	27
2-3 times in a month	0	2	0	0	1	0	0	2	5
once in a month	0	0	0	0	0	0	2	0	2
Occasionally	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>16</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>87</b>

### 7.7 Methods for reading e-resources

The data from table 7 depicts that mostly research scholars prefer on-screen resource to read the contents of e-resources. In the department of Economics out of a total 16 research

scholars, the maximum 9 scholars were using on-screen resources and 2 respondents were comfortable for using print on paper resources while the rest i.e. 5 used both resources; In the department of History out of a total 10 research scholars, the maximum 5 scholars use on-screen resource and rest 5 use print on paper resources; In the department of political science out of total 10 scholars, maximum 5 scholars use both resources and 4 scholars prefer on-screen resource while the rest use i.e. 1 use print resource. The overall data of the methods for reading e-resources are shown in the table below:

**Table 7: Methods for reading e-resources**

<b>Dept. Name</b>	<b>Dept. of Economics</b>	<b>Dept. of History</b>	<b>Dept. of Political Science</b>	<b>Dept. of Library and Information Science</b>	<b>Dept. of Psychology</b>	<b>Dept. for Strategic and Regional Studies</b>	<b>Dept. of Sociology</b>	<b>Dept. of Education</b>	<b>Total</b>
<b>Methods</b>									
On screen	9	5	4	1	7	5	4	9	44
Print on paper	2	5	1	4	3	2	5	1	23
Both	5	0	5	2	2	3	2	1	20
<b>Total</b>	<b>16</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>87</b>

### 7.8 Formats for accessing e-resources

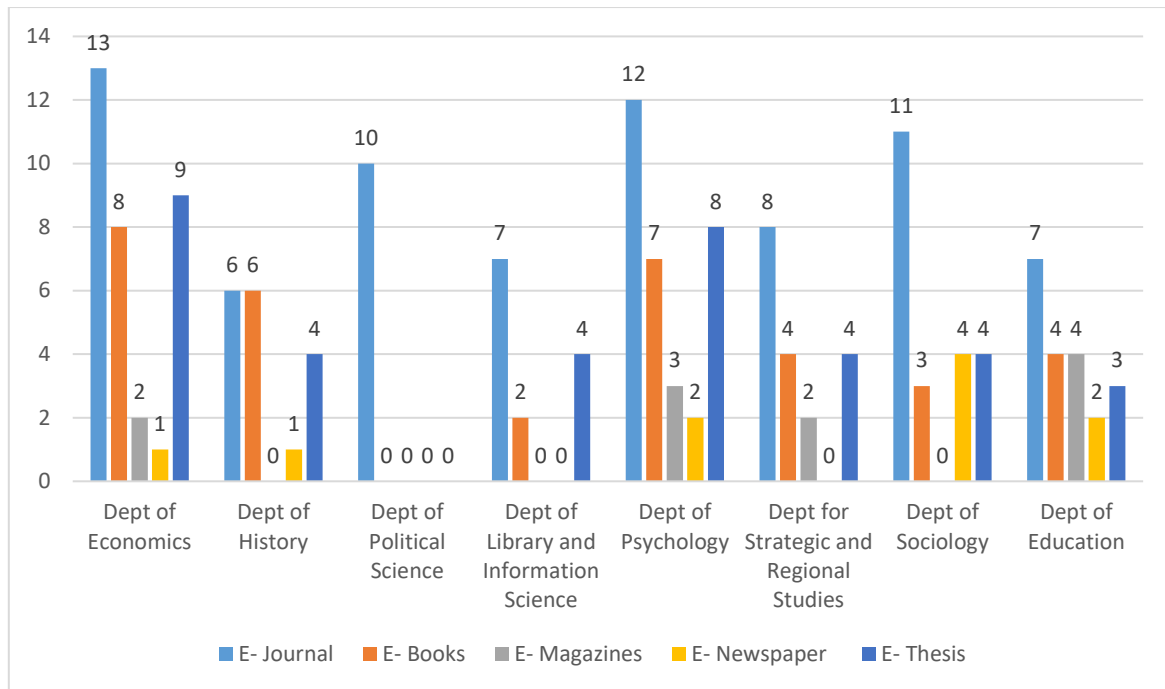
The data from the table 8 gives the information about the file formats used by the research scholars in accessing the e-resources and came to know that majority of the research scholars likes to read articles in PDF format. In the department of Economics out of a total 16 research scholars, the maximum 9 scholars were using on-screen resources and 2 respondents were comfortable for using print on paper resources while the rest i.e. 5 used both resources; In the department of Economics out of a total 16 research scholars, the maximum 12 scholars use on PDF format and rest 4 uses both PDF and Word format; In the department of Psychology out of total 12 scholars, maximum 8 scholars uses the PDF format and 4 scholars uses both the PDF as well as Word format. In the department of Library and Information Science out of total 7 scholars, 4 uses the PDF format, 2 scholars use both the PDF and Word format and the remaining 1 uses the PDF as well as HTML format.

**Table 8: Formats for accessing e-resources**

<b>Dept. Name</b>	<b>Dept. of Economics</b>	<b>Dept. of History</b>	<b>Dept. of Political Science</b>	<b>Dept. of Library and Information Science</b>	<b>Dept. of Psychology</b>	<b>Dept. for Strategic and Regional Studies</b>	<b>Dept. of Sociology</b>	<b>Dept. of Education</b>	<b>Total</b>
<b>Formats</b>									
PDF Format	12	7	6	4	8	7	9	8	61
HTML Format	0	0	0	0	0	0	0	0	0
Word Format	0	1	0	0	0	0	0	0	1
PDF Format and Word Format	4	1	4	2	4	2	1	1	19
PDF Format and HTML Format	0	0	0	1	0	0	0	0	1
Word Format and HTML Format	0	0	0	0	0	0	0	0	0
Other Format	0	1	0	0	0	1	1	2	5
<b>Total</b>	<b>16</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>87</b>

### 7.9 Types of e-resources respondents use

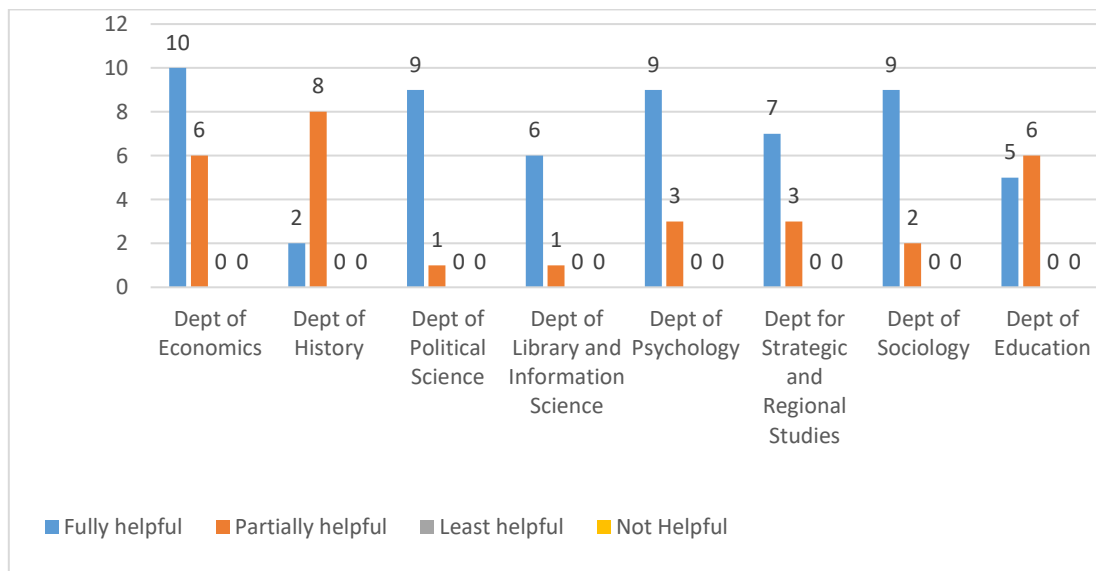
Figure 3 shows different types of e-resources which the respondents use and it analysed from the study that maximum of 74 (44.84%) respondents mostly prefer e-journals for accessing the information, followed by the e-thesis which are used by 36 (21.81%) respondents, 34 (20.60%) respondents prefer using e-books, 11(6.66%) respondents access information through e-magazines and e-newspaper is least used by only 10 (6.06%) respondents.



**Figure 3: Formats for accessing e-resources**  
*(The frequency is exceeded because the respondents tick more than one option)*

### 7.10 E-resources helpful for respondents

The figure 4 suggested whether the e-resources are helpful for the research scholars or not and most of the respondents, 57 (65.57%) thinks that e-resources are fully helpful to the respondents, while 30 (34.48%) respondents feels e-resources are partially helpful and there are no respondents whose feels e-resources are not helpful at all.



**Figure 4: E-resources helpful for respondents**

### 7.11 E-resources helpful in research purpose

The data from table 7 depicts that most of the research scholars find e-resources helpful in their research. In the department of Economics out of a total 16 research scholars, the maximum of 15 scholars found e-resources helpful in their research and 1 respondent didn't

find e-resources helpful; In the department of History, Library and Information Science, Psychology, Strategic and regional studies, Sociology and Education, all respondents find e-resources helpful in their research; In the department of political science out of 10 research scholars, majority i.e. 9 of the research scholars find e-resources useful and only 1 scholar was not able to distinguish whether e-resources are useful or not.

**Table 9: E-resources helpful in research purpose**

Dept. Name / Option	Dept. of Economics	Dept. of History	Dept. of Political Science	Dept. of Library and Information Science	Dept. of Psychology	Dept. for Strategic and Regional Studies	Dept. of Sociology	Dept. of Education	Total
Yes	15	10	9	7	12	10	11	11	85
No	1	0	0	0	0	0	0	0	1
Not sure	0	0	1	0	0	0	0	0	1
<b>Total</b>	<b>16</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>87</b>

### 7.12 Troubles respondent face while using e-resources

Table 10 shows the problems faced by the research scholars while using e-resources. In the department of Psychology out of total 17 responses, 11 scholars have faced problems because of the slow access speed, followed by 3 scholars finds difficulty in finding the relevant information, 2 scholars get an overload of information on internet, and 1 scholar have privacy problem; In the department of Economics out of total 22 responses, 7 scholars have faced problems because of slow access speed, followed by 4 scholars didn't get relevant information, 5 scholars get an overload of information on internet and 6 scholars have privacy issue. The overall data of the methods for reading e-resources are shown in the table below:

**Table 10: Troubles respondent face while using e-resources**

Dept. Name / Troubles	Dept. of Economics	Dept. of History	Dept. of Political Science	Dept. of Library and Information Science	Dept. of Psychology	Dept. for Strategic and Regional Studies	Dept. of Sociology	Dept. of Education	Total
Slow access speed	7	3	9	3	11	10	4	5	52
Difficult to find relevant information	4	6	1	4	3	2	4	3	27



Overload of information on the internet	5	2	3	2	2	3	4	2	23
Privacy problem	6	5	4	1	1	1	1	3	22
<b>Total</b>	<b>22</b>	<b>16</b>	<b>17</b>	<b>10</b>	<b>17</b>	<b>16</b>	<b>13</b>	<b>13</b>	<b>124</b>

*(The frequency is exceeded because the respondents tick more than one option)*

### 7.13 Purpose of using e-resources

Table 11 illustrates the purpose of the use of e-resources. In the department of History out of total 13 responses, 10 scholars use the e-resources for research work and 3 uses the e-resources only to gain current and general information; In the department of Strategic and Regional Studies out of total 15 responses, 10 scholars use the e-resources for research work, 2 scholars use the e-resources for updating subject knowledge and 3 uses the e-resources to gain current and general information; In the department of Psychology out of total 19 responses, 9 uses the e-resources for research work, 6 uses the e-resources for updating subject knowledge and 4 uses the e-resources to gain current and general information.

**Table 11: Purpose of using e-resources**

Dept. Name	Dept. of Economics	Dept. of History	Dept. of Political Science	Dept. of Library and Information Science	Dept. of Psychology	Dept. for Strategic and Regional Studies	Dept. of Sociology	Dept. of Education	Total
Research work	10	10	9	7	9	10	11	11	77
Updating subject knowledge	4	0	5	3	6	2	3	4	27
To gain current and general information	7	3	2	0	4	3	4	3	26
<b>Total</b>	<b>21</b>	<b>13</b>	<b>16</b>	<b>10</b>	<b>19</b>	<b>15</b>	<b>18</b>	<b>18</b>	<b>130</b>

*(The frequency is exceeded because the respondents tick more than one option)*

### 7.14 Benefits of using e-resources

Table 11 depicts the benefits of using e-resources by research scholars. In the department of Education out of total 19 responses, 8 scholars find e-resources beneficial for time-saving, 5 scholars find e-resources easy to use, and 6 scholars find e-resources as easy to get information; In the department of Psychology out of total 21 responses, 9 scholars find e-resources beneficial for time-saving, followed by 3 scholars finds e-resources easy to use, 7 scholars finds e-resources as easy to get information and 2 scholars didn't find it useful; In

the department of Economics out of total 28 responses, 8 scholars find e-resources beneficial for time-saving, 9 scholars find e-resources easy to use and 11 scholars find e-resources as easy to get information.

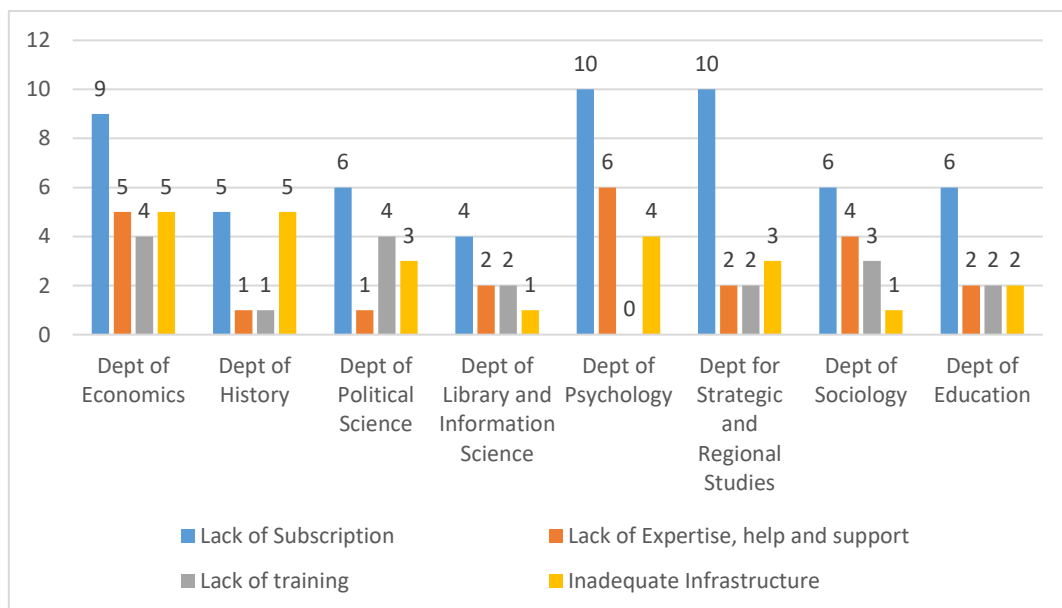
**Table11: Benefits of using e-resources**

Dept. Name	Dept. of Economics	Dept. of History	Dept. of Political Science	Dept. of Library and Information Science	Dept. of Psychology	Dept. of Strategic and Regional Studies	Dept. of Sociology	Dept. of Education	Total
Time saving	8	3	9	4	9	9	6	8	56
Easy to use	9	3	4	2	3	6	3	5	35
Easy to find information	11	9	4	7	7	4	7	6	55
Not useful	0	0	1	0	2	0	1	0	4
<b>Total</b>	<b>28</b>	<b>15</b>	<b>18</b>	<b>13</b>	<b>21</b>	<b>19</b>	<b>17</b>	<b>19</b>	<b>150</b>

*(The frequency is exceeded because the respondents tick more than one option)*

### 7.15 Factors affecting the use of e-resources

Figure 5 depicts the various factors that are affecting the respondents from using the e-resources, 56 (46.28%) respondents feels that lack of subscription stops them from using the e-resources, followed by 24 (19.83%) respondents choose the option inadequate infrastructure as the reason for not able to properly use the e-resources, while 23 (19.008%) respondents feels lack of expertise, help and support is the main reason for problem and remaining 18 (14.87%) respondents picks lack of proper training as the reason.



**Figure 5: Factors affecting the use of e-resources**

*(The frequency is exceeded because the respondents tick more than one option)*

### 7.16 Ways respondents adopt to browse the required information of e-resources

Table 12 illustrates the ways research scholars adopt to browse the required information of e-resources. In the department of Economics out of total 19 responses, 6 scholars browse the e-resources by typing the web address, 12 scholars use the search engine in browsing e-resources, and 1 scholar uses subscribed e-resources; In the department of Psychology out of total 15 responses, 7 scholars browse the e-resources by typing the web address, 6 scholars use the search engine in browsing e-resources, and 2 scholars use subscribed e-resources; In the department of Education out of total 15 responses, 4 scholars browse the e-resources by typing the web address, 7 scholars use the search engine in browsing e-resources, and 4 scholars use subscribed e-resources.

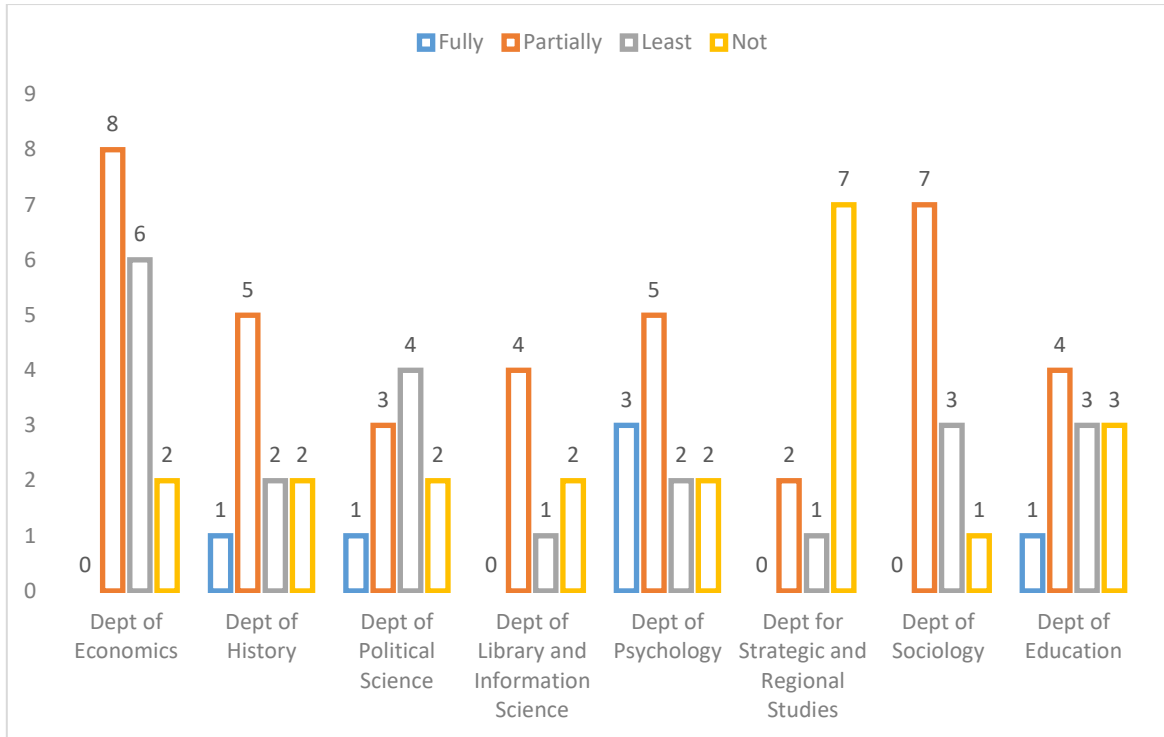
**Table 12: Ways respondents adopt to browse the required information of e-resources**

<b>Dept. Name</b> <b>Ways Adopted</b>	<b>Dept. of Economics</b>	<b>Dept. of History</b>	<b>Dept. of Political Science</b>	<b>Dept. of Library and Information Science</b>	<b>Dept. of Psychology</b>	<b>Dept. for Strategic and Regional Studies</b>	<b>Dept. of Sociology</b>	<b>Dept. of Education</b>	<b>Total</b>
Type the web address	6	3	6	4	7	7	7	4	44
Use of Search Engine	12	7	2	3	6	5	4	7	46
Subscribed e-resources	1	0	2	1	2	1	2	4	13
Any other	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>19</b>	<b>10</b>	<b>10</b>	<b>8</b>	<b>15</b>	<b>13</b>	<b>13</b>	<b>15</b>	<b>103</b>

*(The frequency is exceeded because the respondents tick more than one option)*

### 7.17 Satisfaction with the e-resources facilities provided by the university

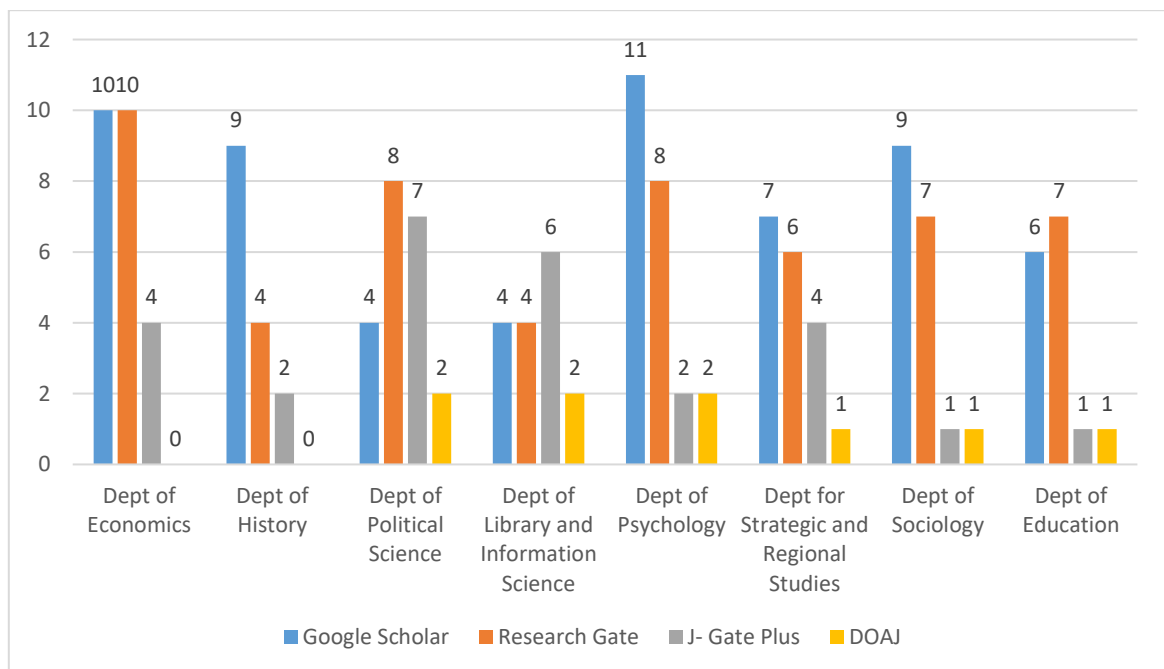
Figure 6 discussed about the satisfaction level of the research scholars with the e-resources facilities provided by the university and result of which came that only 6 (6.89%) respondents are fully satisfied with the facilities, while 38 (43.67%) respondents are partially satisfied, 22 (25.28%) respondents are least satisfied with the e-resources facilities and 21 (24.13%) respondents are not at all satisfied with the e-resources facilities by the university.



**Figure 6: Satisfaction with the e-resources facilities provided by the university**

### 7.18 E-resources acquired by the respondents

Figure 7 illustrates about the different e-resources acquired by the research scholars and the results show that maximum of 60 (40%) research scholars uses Google scholar to acquire any information related to their respective field, followed by 54 (36%) research scholars prefer research gate to acquire information, 27 (18%) research scholars chooses j-gate plus to access any information and only 9 (6%) research scholars access content through DOAJ.



**Figure 7: E-resources acquired by the respondents**

*(The frequency is exceeded because the respondents tick more than one option)*

## 8. Suggestions

This paper reveals the use of e-resources among the research scholars of social sciences and Education departments. It reveals that there is a need to improve the internet facilities within the campus as well as departments. Free Wi-Fi should be provided and internet speed needs to be improved with a minimum speed of 1 to 2 Mbps. There should be better internet connectivity for research scholars. Research scholars should be provided with the institutional id so that they can access the wide range of e-resources. There should be proper access to the e-resources for which university must subscribe to a wide range of databases such as Web of Science, Scopus, sciencedirect.com etc. University must provide access to more national and international journals related to the different fields so that can help to improve the information structure for the scholars for their research purpose. Different workshops should be organized timely for research scholars on the proper and effective use of the e-resources

## 9. Conclusion

The 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 also indicated from the study that 74 (85.05%) research scholars have the internet facilities, however, 32 (37.20%) of respondent uses the wi-fi to connect to the internet. A large number of 83 (95.40%) respondents are well aware of the e-resources and 29 (34.93%) have been using the e-resources from more than 5 years while a large number of respondents 53 (60.91%) daily use the e-resources for getting the desired information and on-screen method is mostly preferred by the respondents (50.57%) for reading the e-resources, however, a large of number of research scholars are using the PDF format using for accessing the e-resources while the maximum respondents are using e-journals format for accessing the e-resources and it is also 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.

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