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# USAGE OF E-RESOURCES AMONG THE STUDENTS OF SOUTH TAMIL NADU WITH THE SPECIAL REFERENCE OF MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI - A STUDY

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**USAGE OF E-RESOURCES AMONG THE STUDENTS OF SOUTH TAMIL NADU  
WITH THE SPECIAL REFERENCE OF MANONMANIAM SUNDARANAR  
UNIVERSITY, TIRUNELVELI - A STUDY**

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**ABSTRACT**

*Today E-resources moved toward becoming embodiment of each scholarly action of advanced education. The present study examined the usage of e-resources among the students of Manonmaniam Sundaranar University (MSU), Tirunelveli, Tamil Nadu. A descriptive survey method was adopted by using questionnaire as a tool to collect relevant data from the students. The total population of 135 questionnaires was randomly distributed to the respondents out of which 120 questionnaires was return as filled. The overall response rate was 89%. The main objectives of the study are to determine the awareness, frequency, purpose, access point, factor influence, key constraints and satisfaction of present collection of e-resources in the library. The result of the study reveals that 78.3% of the respondents are aware and used e-resources followed by 63% are using e-resources in the frequency of 2-3 times in a week, 53% are using e-resources for research purpose, 59% are access e-resources in the library, 17.3% are using e-resources to improve professional competence, 39% of the respondents felt that lack of training*

*as a key constraint for the effective use of e-resources and 35% of the respondents are highly satisfied with the present e-collection of the library. This study concludes that Library plays important role in the usage of e-resources by its users. Library needs to facilitate e-resources and to give training for the effective usage of e-resources by the users.*

**KEYWORDS:** Electronic Resources, Online Database, Bibliographic Databases,  
Manonmaniam Sundaranar University.

## **INTRODUCTION**

The progress of computer and network technology is altering the education pattern and transforming the teaching and learning process from the traditional physical environment to the digital environment. Recent academic libraries, a collection of printed books and journals as well as electronic resources (e- resources) where both forms of documents can be stored, retrieved and delivered as and when required. The library should have good number of Resources for teaching, learning and Research work. E- Resources offer creative potential for growing access, sharing and publishing in academic activities. Contents of E-Resources can be accessible, at any place regardless of time, to be read at personal computers. E-books would never to go out of print, and new editions can be easily created. An E-Resource implies electronic asset, which are accessible in electronic/computerized shape. The e-assets are exceptionally helpful in scholarly libraries. This is most vital part identified with e-resources. The quality has supplanted the amount of library accumulation amid the present days. The quality has coordinate connection with the kinds of library gathering as it relies on the necessity of the users. University are the higher Intellectual center points to transmit learning and comprehension of thoughts and qualities to understudies and research group through different scholarly means and library is an essential operator in this procedure. University libraries are the heart of every university as it supports every teaching, learning and research activity. Libraries are currently moved from conventional assets to more unique and adaptable e-resources Manonmaniam Sundaranar University Library is in front of numerous different libraries along these lines as it has the entrance to immense and profitable e-resources. Understanding the helpful effect and cost adequacy of any new administration is the wise methodology of each chief to know how well their introductions impacted the focused on gathering and reason.

## **ABOUT THE UNIVERSITY AND LIBRARY**

Manonmaniam Sundaranar University (MSU) is a dynamic institution of higher learning, set in a rural milieu of southern Tamil Nadu, with a campus spread of 550 acres. The University was established by the Government of Tamil Nadu as a teaching-cum-affiliating University on 7th September, 1990 to cater to the long-felt needs of the people of the three southern most districts of Tamil Nadu viz., Tirunelveli, Tuticorin, and Kanyakumari. It is named after the renowned Tamil Poet scholar, Professor P. Sundaram Pillai (1855-1897), the author of the famous verse drama Manonmaniam. It is his poem that has become “Tamil Thaaai Vaazhthu” the official invocation song sung in all functions in Tamilnadu. The motto of the University is “Reaching the Unreached”. Around 2400 students are studying in this institution directly. The University has under its jurisdiction 77 affiliated Colleges, 6 University Colleges and 4 Constituent Colleges, about 1,20,000 students in regular mode and 40,000 students in distance mode. These colleges, amongst which three are over 100 years old viz., St. John’s College, M.D.T. Hindu College, and Sarah Tucker College the oldest women’s college in the state, have contributed decisively to the cause of higher education of this region. The main focus of the university is to produce individuals who have the expertise and intellectual curiosity to make a difference in their profession and the society and in conducting the research needed to meet the challenges facing the contemporary world. Majority of the students of this University belong to rural and economically weaker sections of the society. Hence, this University imparts education at nominal and affordable cost. The curricula of the courses offered by this University are periodically updated and the University has resourceful teachers to deliver the same.

Manonmaniam Sundaranar University Library was established in the year 1990 and it has been upgraded to more digitalized version to be in synchronization with current trends of e-content. There are more than 4100 research theses available for research reference and more than 1.5 lakhs of e-books are available which helps the researchers, scholars and students. Now as the technology has improved, there is a provision in the library to read the journals in various disciplines published by colleges/ universities across the globe. The Library is uploading the awarded Ph.D theses from our end to the INFLIBNET under “Shodhganga” project. In this university there is a provision to access more than 790 research papers of various teaching faculty and there is a special provision to know how many users are referring them. The students how can access the library from their place of stay with the help of remote access method using

the secret password. The library campus is also connected with Wi-Fi facility. There are three specially designed computer systems with special facilities that help the visually impaired students to avail the content without any difficulty. MSU Library acts as “*The Ocean of Knowledge*” which quenches the thirst of the library users. The library is providing a happy, user friendly atmosphere for learning and distribution of knowledge and information.

**Manonmaniam Sundaranar University Library E-resources Collection Details:**

<b>E-Resource</b>	<b>Link</b>
American Chemical Society	<a href="http://pubs.acs.org/">http://pubs.acs.org/</a>
American Institute of Physics	<a href="http://journals.aip.org/">http://journals.aip.org/</a>
American Physical Society	<a href="http://journals.aip.org/">http://journals.aip.org/</a>
Annual Reviews	<a href="http://arjournals.annualreviews.org">http://arjournals.annualreviews.org</a>
Cambridge University Press	<a href="http://journals.cambridge.org/">http://journals.cambridge.org/</a>
Economic & Political Weekly	<a href="http://epw.in/">http://epw.in/</a>
Institute of Physics	<a href="http://iopscience.iop.org/journals">http://iopscience.iop.org/journals</a>
JSTOR	<a href="http://www.jstor.org/">http://www.jstor.org/</a>
Nature	<a href="http://www.nature.com/">http://www.nature.com/</a>
OUP Archive	<a href="http://www.oxfordjournals.org">http://www.oxfordjournals.org</a>
Oxford University Press	<a href="http://www.oxfordjournals.org">http://www.oxfordjournals.org</a>
Project Muse	<a href="http://muse.jhu.edu/">http://muse.jhu.edu/</a>
Royal Society of Chemistry	<a href="http://www.rsc.org/">http://www.rsc.org/</a>
Science Direct (10 Subject Collection)	<a href="http://www.sciencedirect.com/">http://www.sciencedirect.com/</a>
Springer Link	<a href="http://link.springer.com/">http://link.springer.com/</a>
Taylor and Francis	<a href="http://www.tandfonline.com/">http://www.tandfonline.com/</a>
Wiley Blackwell Publishing	<a href="http://www.westlawindia.com/">http://www.westlawindia.com/</a>
<b>Bibliographic Databases</b>	
ISID	<a href="http://isid.org.in/">http://isid.org.in/</a>
JCCC	<a href="http://jgateplus.com/search">http://jgateplus.com/search</a> (Request Article )
Web of Science	<a href="http://www.webofknowledge.com">http://www.webofknowledge.com</a>

Source: <http://www.msuniv.ac.in/MSULibrary/eresources.html>

**REVIEW OF LITERATURE**

**Sarasvathy, P. et al., (2014).** The study aimed at finding the use of e-resources by the research scholars and faculty including guest faculty in the University of Mysore. 110 questionnaires distributed randomly and 82 filled-in questionnaires were received back with a moderate response rate 90%. The results show that e-resources are most important for scientific

communication and research work. The library should also conduct brain storming workshop to help adapt to the new technology that often gets outdated.

**Akpojotor, Lucky O., (2016)** Conducted study on awareness and usage of electronic information resources among postgraduate students of library and information science in Southern Nigeria. The descriptive survey design was adopted for the study. The census sampling technique was adopted for this study. Thus, the entire population of three hundred and seventy-five (375) postgraduate students of library and information science in Southern Nigeria were used as the sample for this study. The questionnaire tagged: Awareness and Usage of Electronic Information Resources by Postgraduate Students of Library and Information Science Questionnaire (AUEIRPSLISQ) was used as instrument for data collection. Four research questions were answered and two null hypotheses were tested at 0.05 level of significance. The simple percent statistical tool was used to answer the research questions and Pearson Product Moment Correlation Coefficient (PPMCC) for testing the hypotheses. The results obtained revealed that postgraduate students of library and information science are quite aware and highly use electronic information resources. The study also reported that postgraduate LIS students are skilled in the use of electronic information resources. Based on the findings the study concluded that electronic information resources are essential tools for empowering postgraduate students of library and information science in Southern Nigeria.

**Nazir Ahmad Bhat and Shabir Ahmad Ganai (2017).**The study were to assess the level of user satisfaction with regard to the following types of Electronic Information Resources (EIRs) relevant to agriculture and allied disciplines, viz. Indexing and Abstracting (I&A) Databases; e-Journals; e-Books; and e-Theses. Seven universities were surveyed using a questionnaire for collecting data. The investigator used telephonic and e-mail communication and had a face-to-face interaction with respondents to substantiate the responses and remove ambiguities. The level of users' satisfaction has been measured using a five point Likert scale. A great majority of respondents are satisfied about the availability of e-abstract databases (87.92%) and e-journals (89.67%). Despite the fact that only three of the surveyed libraries are found to subscribe to a single e-book collection of 600 titles, surprisingly a good percentage of the library users (69.08%) are satisfied with the availability of e-books. Same is the case with e-theses, whereof the majority of respondents (60.33%) are satisfied, despite the fact that only one e-theses database that too only of Indian coverage.

**Thanuskodi, S and Ashok Kumar, A. (2017)** has studied on Usage of Electronic Resources among Ophthalmologists. The results of the study show that the respondents have average level of e-resources usage skills, particularly on awareness about many available e-resources. The variables of the respondents namely gender, age groups, designations, specializations and the type of institutions were significantly influencing their e-resource usage skills and its dimensions. Frequency of access is daily among the respondents belonging to below 35 years age group. Most of the respondents use open access journals, whilst few have individual subscription to e-Journals. Most of the respondents belonging to Government and private/trust institutions access 1 to 3 e-journals only. Smart phones/ tablets are the widely used devices to access e-resources among ophthalmologists, followed by laptops. The researcher suggested conducting orientation and information literacy programs in order to eradicate lack of awareness.

### **OBJECTIVES OF THE STUDY**

1. To determine the awareness and use of e-resources.
2. To know the frequency of usage of e-resources.
3. To determine the purpose of using e-resources.
4. To identify the access point of e-resources.
5. To determine the factor influence the usage of e-resources.
6. To know the key constraints that prevents effective use of e-resources.
7. To find out the satisfaction of present e-collection of the library.

### **HYPOTHESIS**

1. There is a significant difference between the demographical variables and awareness and use of e-resources.
2. There is a significant difference between the demographical variables and purpose of using e-resources.
3. There is a significant difference between the demographical variables and frequency of using e-resources.
4. There is a significant difference between the demographical variables and access point of e-resources.
5. There is a significant difference between the demographical variables and factors influence the usage of e-resources.

6. There is a significant difference between the demographical variables and key constraints that prevent effective use of e-resources.
7. There is a significant difference between the demographical variables and level of satisfaction with present e-collection of the library.

## SCOPE AND LIMITATIONS

The scope of the study is to give a general picture about awareness and usage pattern of e-resources by the students of South Tamil Nadu. Present study is confined only to the Ph.D, M.Phil Scholars and PG Students of Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu.

## METHODOLOGY

The study intends to identify the usage of e-resources among the students of Manonmaniam Sundaranar University, Tirunelveli. Survey method was adopted for this study. The population of the study consists of Ph.D, M.Phil Scholars and PG Students of Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu. The respondents are selected on the base of stratified random sampling techniques method. The primary data was collected through well structured questionnaire from the respondents. The questionnaires were distributed among 130 respondents. Out of 130 questionnaires 120 filled questionnaires were received. The secondary data was collected through internet and other sources. The collected data were analyzed and interpreted by using SPSS 17.0 version to calculate appropriate statistical techniques like percentage and chi square test. The hypothesis was tested at 0.05 and 0.01 significant level.

## DATA ANALYSIS AND INTERPRETATION

**Table: 1 Gender Wise Respondents**

SL.No.	Gender	Frequency	Percentage (%)
1	Male	74	61.7
2	Female	46	38.3
<b>Total</b>		<b>120</b>	<b>100</b>

The above table 1 reveals that the gender wise classification of the respondents. In this study, 61.7 percent of respondents are male respondents' and rest of them is female respondents.

**Table: 2 Category Wise Respondents**

<b>SL.No.</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Ph.D Scholar	25	20.8
2	M.Phil Scholar	38	31.7
3	PG Student	57	47.5
<b>Total</b>		<b>120</b>	<b>100</b>

Table 2 shows that the educational status of the respondents. In this study, 47.5 percent respondents are PG students in this study and 31.7 percent respondents' are M.Phil Scholars and remaining 20.8 percent respondents are Ph.D scholars

**Table: 3 Awareness of E-resources**

<b>SL.No.</b>	<b>Awareness</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Aware and used	94	78.3
2	Aware but not use	21	17.5
3	Not Aware	5	4.2
<b>Total</b>		<b>120</b>	<b>100</b>

The above table shows that Awareness of e-resources of Aware, Aware but not use, Not Aware. The frequency in the Awareness of Aware, Aware but not use, Not Aware is 94, 21, and 5 respectively. The sum of their frequency is 120. The percentages in the Awareness of e-resources, Aware, Aware but not use, Not Aware are 78.3%, 17.5%, 4.2% respectively. Comparing the given analysis of the Awareness of Aware, Aware but not use, Not Aware, the frequency & percentage of Aware is more than Aware but not use & Not Aware. So by comparison in the Awareness of e-resources the majority is Aware of e-resources

**Table: 4 Frequency of Use of E-resources**

<b>SL.No.</b>	<b>Frequency</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Occasionally	19	17
2	2-3 times in a week	73	63
3	Every Day	23	20
<b>Total</b>		<b>115</b>	<b>100</b>

Table 4 shows that the frequency of usage of E-resources. In this study, 63 percent respondents are using e resources 2-3 times in a week and 20 percent of respondents are using e-resources daily and remaining 17 percent of respondents are using e-resources occasionally.

**Table: 5 Purpose of Using Electronic Resources**

<b>SL.No.</b>	<b>Purpose</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	For Routine Study	5	4
2	To keep yourself up-to-date on the subject	17	15
3	To find relevant information in the area of your specialization	16	14
4	For Research Purpose (Thesis/Dissertations/Project Works)	61	53
5	For completion of Assignments and Seminar Presentations	16	14
<b>Total</b>		<b>115</b>	<b>100</b>

The above table 5 shows that Purpose of Using Electronic Resources. The frequency in the Purpose of Using Electronic Resources are For Routine Study is 4 percent, to keep yourself up-to-date on the subject is 15 percent, to find relevant information in the area of your specialization is 14 percent, for Research Purpose (Thesis/Dissertations/Project Works) is 53 percent, for completion of Assignments and Seminar Presentations is 14 percent. By the table we conclude majority of the respondents using the e resources for the purpose of research.

**Table: 6 Access Points of E-resources**

<b>SL.No.</b>	<b>Access Point</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Library	68	59
2	Departments	29	25
3	Informatics Centre (Computer Lab)	9	7.8
4	At Home	6	5.2
5	Browsing Centre	3	3
<b>Total</b>		<b>115</b>	<b>100</b>

The above table 6 shows that the Access Points of E-resources. 59 percent of respondents are using e resources in Library and 25 percent respondents are using e-resources in their departments. 7.8 percent of respondents are using e resources is informatics centre and 5.2 percent are using at their home and remaining 3 percent are using in browsing centers.

**Table: 7 Factors Influence the Usage of Electronic Resources**

SL.No.	Factors	Frequency	Percentage (%)
1	Access for wider range of information	38	33
2	Improve Professional Competence	20	17.3
3	Easier access to information than printed equivalent	18	16
4	Easier access to information	15	13
5	Expedited the research process	12	10.4
6	Provides instant access to current up-to-date information	10	8.6
7	Inducing by others	2	1.7
<b>Total</b>		<b>115</b>	<b>100</b>

The above table 7 shows that Factors Influence the Usage of Electronic Resources. 33 percent of respondents are using e-resources is access for wider range of information. 17.3 Percent respondents are using e-resources for improve their professional competence. 16 percent respondents are using easier access to information than printed equivalent. 13 percent respondents are using e-resources for easier access to information. 10.4 percent respondents are using e-resources for expedited the research process. 8.6 percent respondents are using e-resources for provides instant access to current up-to-date information. By the table majority of the respondents are influencing to use the e-resources to access to a wider range of information.

**Table: 8 Key Constraints that Prevent Effective Use of e-resources**

SL.No.	Key Constraints	Frequency	Percentage (%)
1	Lack of training to users	45	39
2	Lack of expertise help and support	41	36
3	Lack of Subscription of more foreign journals	16	14
4	Inadequate Infrastructure	10	9
5	Any other	3	2
<b>Total</b>		<b>115</b>	<b>100</b>

The above table 8 talks about the Key Constraints that Prevent Effective Use of e-resources. 39 percent respondents feel that the lack of training to users is a main constraint. 36 percent of respondents feel that the Lack of expertise help and support is a constraint. 14 percent of respondents feel that the Lack of Subscription of more foreign journals. And remaining 9 percent and 2 percent respondents feel that Inadequate Infrastructure and other constraints also each.

**Table: 9 Satisfaction with Present E-collection of the Library**

SL.No.	Satisfaction	Frequency	Percentage (%)
1	Highly Satisfied	40	35
2	Satisfied	37	32
3	Neither Satisfied nor Dissatisfied	30	26
4	Dissatisfied	5	4
5	Highly Dissatisfied	3	3
<b>Total</b>		<b>115</b>	<b>100</b>

The above table 9 shows that Satisfaction with Present E-collection of the Library. 35 percent respondents are highly satisfied with the present e-collection of the library and 32 percent respondents are satisfied, 26percent respondents are neither satisfied nor dissatisfied, 4 percent respondents are dissatisfied and remaining 3 percent respondents are highly dissatisfied with the present e-collection of the library in this study.

### **HYPOTHESES TESTING**

**Hypothesis 1:** There is a significant difference between the demographical variables and awareness and use of e-resources.

Demographic Variables	Calculate Value	Degrees of freedom (df)	Table Value
Gender	0.951	2	5.99
Education category	2.68	4	9.49

**Level of Significance: 0.05**

The above table states that calculated value of demographic variables (0.951, 2.68) are lesser than that of table value (5.99, 9.49) in the level of significance at 0.05. Hence the hypothesis statement is proved and concluded as there is a significant difference between the demographical variables and awareness and use of e-resources.

**Hypothesis 2:** There is a significant difference between the demographical variables and frequency of using e-resources.

<b>Demographic Variables</b>	<b>Calculate Value</b>	<b>Degrees of freedom (df)</b>	<b>Table Value</b>
Gender	7.14	2	9.21
Education category	8.21	4	13.28

**Level of Significance: 0.01**

The table indicates that calculated value of demographic variables (7.14, 8.21) is lesser than that of table value (9.21, 13.28) in the level of significance at 0.01. Hence the hypothesis statement is proved and concluded as there is a significant difference between the demographical variables and frequency of using e-resources.

**Hypothesis 3:** There is a significant difference between the demographical variables and purpose of using e-resources.

<b>Demographic Variables</b>	<b>Calculate Value</b>	<b>Degrees of freedom (df)</b>	<b>Table Value</b>
Gender	2.43	4	13.28
Education category	17.0	8	20.09

**Level of Significance: 0.01**

The table explains that calculated value of demographic variables (2.43, 17.0) is lesser than that of table value (13.28, 20.09) in the level of significance at 0.01. Hence the hypothesis statement is proved and concluded as there is a significant difference between the demographical variables and purpose of using e-resources.

**Hypothesis 4:** There is a significant difference between the demographical variables and access point of e-resources.

<b>Demographic Variables</b>	<b>Calculate Value</b>	<b>Degrees of freedom (df)</b>	<b>Table Value</b>
Gender	8.66	4	9.49
Education category	21.8	8	15.51

**Level of Significance: 0.05**

The table shows that calculated value of demographic variables of gender (8.66) is lesser than that of table value (9.49) and the calculated value (21.8) of education category is greater than the table value (15.51) in the level of significance at 0.05. Hence the hypothesis statement is proved in gender and disproved in education category. It concluded as there is a significant difference between the genders and there is no significant difference between the education category and access point of e-resources

**Hypothesis 5:** There is a significant difference between the demographical variables and factors influence the usage of e-resources.

<b>Demographic Variables</b>	<b>Calculate Value</b>	<b>Degrees of freedom (df)</b>	<b>Table Value</b>
Gender	9.51	6	12.59
Education category	13.5	12	21.03

**Level of Significance: 0.05**

The table indicates that calculated value of demographic variables (9.51, 13.5) is lesser than that of table value (12.59, 21.03) in the level of significance at 0.05. Hence the hypothesis statement is proved and concluded as there is a significant difference between the demographical variables and factors influence the usage of e-resources.

**Hypothesis 6:** There is a significant difference between the demographical variables and key constraints that prevent effective use of e-resources.

<b>Demographic Variables</b>	<b>Calculate Value</b>	<b>Degrees of freedom (df)</b>	<b>Table Value</b>
Gender	7.17	4	13.28
Education category	5.92	8	20.09

**Level of Significance: 0.01**

The table reveals that calculated value of demographic variables (7.17, 5.92) is lesser than that of table value (13.28, 20.09) in the level of significance at 0.01. Hence the hypothesis statement is proved and concluded as there is a significant difference between the demographical variables and key constraints that prevent effective use of e-resources.

**Hypothesis 7:** There is a significant difference between the demographical variables and level of satisfaction with present e-collection of the library.

<b>Demographic Variables</b>	<b>Calculate Value</b>	<b>Degrees of freedom (df)</b>	<b>Table Value</b>
Gender	2.95	4	9.49
Education category	14.1	8	15.51

**Level of Significance: 0.05**

The table indicates that calculated value of demographic variables (2.95, 14.1) is lesser than that of table value (9.49, 15.51) in the level of significance at 0.05. Hence the hypothesis statement is proved and concluded as there is a significant difference between the demographical variables and factors influence the usage of e-resources.

## **FINDINGS OF THE STUDY**

The findings of the study were made on the base of analysis.

1. Majority (78.3%) of the respondents are aware and used e-resources.
2. Most (63%) of the respondents are using e-resources in the frequency of 2-3 times in a week.
3. Majority (53%) of the respondents are using e-resources for research purpose.
4. Most (59%) of the respondents are access e-resources in the library.
5. Majority (17.3%) of the respondents are using e-resources to improve professional competence.
6. Most (39%) of the respondents felt that lack of training as a key constraints for the effective use of e-resources.
7. (35%) of the respondents are highly satisfied with the present e-collection of the library.
8. There is a significant difference between the demographical variables and awareness and use of e-resources.
9. There is a significant difference between the demographical variables and frequency of using e-resources.
10. There is a significant difference between the demographical variables and purpose of using e-resources.

11. There is a significant difference between the genders and there is no significant difference between the education category and access point of e-resources.
12. There is a significant difference between the demographical variables and factors influence the usage of e-resources.
13. There is a significant difference between the demographical variables and key constraints that prevent effective use of e-resources.
14. There is a significant difference between the demographical variables and factors influence the usage of e-resources.

## CONCLUSION

Today with the advent of information and communication technology the learning environment has changed a lot. E-resources have been widely accepted in academic environment. The result of the study reveals that three fourth of the students and scholars are aware of e-resources. Above two fourth of the students and scholars are using e-resources for their research works. Above fifty percentages of the respondents do access e-resources in the library. 39% of the respondents felt that lack of training as a key constraint for the effective use of e-resources. This study concludes that Library plays important role in the usage of e-resources by its users. Library needs to facilitate e-resources and to give training for the effective usage of e-resources by the users.

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