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A STUDY ON USE OF E-RESOURCES BY THE STUDENTS OF ARTS AND COLLEGES IN CHENGALPATTU DISTRICT, TAMIL NADU

Sathish, V
Research Scholar Department of Library and Information Science, Annamalai University
E-mail: sathish9840962599@gmail.com

Sivaraman P
Professor and Head Department of Library and Information Science, Annamalai University
E-mail: psraman.p@gmail.com

Abstract

The paper highlights the problems and prospects of students when they are using the E resources among the Arts and Science Colleges located at Chengalpattu district through a survey conducted with 1097 respondents from five colleges. The findings reveal that E resources and its tools are widely acknowledged among the students, with platforms like Instagram, Facebook, and YouTube achieving complete awareness. However, discrepancies in the usage of specific tools were noted between UG & PG students, College wise and Year wise. The study also highlights the use of web Browser and search engine by the PG students are higher than UG students among the Colleges. Among the various Journal portals the Elsevier science, Scientific Research Open Access, and Oxford University Press are the used by the both UG and PG students with 16.4%, 14.95% and 13.22% respectively. While using the Data bases 56.64% using Scopus by the UG students and 79.55% using WoS by the PG students among the five colleges. However, the respondents should be motivated to make use of these tools for academic purposes through which the recognition of the institutions and their stakeholders in a better place with more visibility.

Keywords: Using E-Resources, Databases, Journal Portals, using web Browser, Search Engine, Social net working sites.

1.0 INTRODUCTION

The advent of technological development has brought about a paradigm shift in the way academic information is accessed, disseminated, and utilised, transforming traditional library to digital library. E-resources, and other information sources, have emerged as indispensable tools for teaching, learning, and research in higher education. Students, in particular, are increasingly dependent on these resources to supplement their academic pursuits, owing to the speed, accessibility, and vast repository of information they offer compared to conventional print resources. However, despite the growing availability and integration of e resources in college libraries, students often encounter numerous challenges in effectively utilising them, including inadequate infrastructure, lack of awareness, insufficient digital literacy skills, network connectivity issues, and limited institutional support. Against this backdrop, the present study seeks to examine the problems and prospects associated with the use of e-resources by students of Arts and Science Colleges in Chengalpattu District, Tamil Nadu, with a view to understanding their usage patterns, identifying the constraints hindering optimal utilisation, and exploring avenues for enhancing e-resource accessibility and usage in the academic environment.

1.1 NEED FOR THE STUDY

In the present digital era, e-resources have become an integral component of academic and research activities, offering students instant access to a wide array of scholarly information that transcends the limitations of physical library collections. Despite substantial investments by

colleges and funding bodies in subscribing to e-journals, e-books, and online databases, there remains a noticeable gap between the availability of these resources and their effective utilisation by students, particularly in semi-urban and rural academic settings such as those found in Chengalpattu District. Many students continue to face difficulties in locating, accessing, and effectively using e-resources due to factors such as inadequate ICT infrastructure, insufficient training in information retrieval techniques, limited awareness of available resources, and connectivity constraints. Furthermore, with the increasing shift towards digital modes of teaching and assessment, it has become imperative to understand the extent to which students are equipped to harness e-resources for academic advancement.

There is, therefore, a pressing need to systematically investigate the actual usage patterns, problems encountered, and prospects for improvement in e-resource utilisation among Arts and Science College students in this region, so that the findings may assist college administrators, librarians, and policymakers in formulating targeted strategies to bridge the existing gap and enhance the overall quality of information access and academic support in higher education.

1.2 REVIEW OF LITERATURE

Avhad (2023) examined postgraduate students at Krantiveer Vasantrao Naik College in Nashik, Maharashtra, and found a growing interest in e-resources despite persistent challenges such as slow downloading speeds, suggesting that positive attitudinal shifts toward digital resources coexist with unresolved infrastructural limitations even in more recent years. Ravikumar, Dhanush Kumar, and Indrakumara (2024) examined the awareness and utilisation of e-resources among students and faculty members at Gitam University and found that while general awareness of e-resources was reasonably high, actual utilisation patterns varied considerably between student and faculty categories, pointing to the need for more targeted orientation programmes for student users specifically. Jyoti and Khan (2025), in a study of challenges and opportunities in managing electronic resources across government university libraries in Haryana, reported a high overall level of awareness (over 80 percent) and frequent usage of e-books and e-journals among undergraduate, postgraduate, and research scholar users, but noted those users continued to face notable barriers such as inadequate internet connectivity and limited access to subscription-based databases, with undergraduates reporting the greatest awareness-related difficulties. Ch. Srinivasa Rao and Sivaraman P made a study on user perception and opinion on Engineering College students in Telengana State and found that 34.69% of the respondents are using their libraries less than one hour due to technological development of libraries like remote access and so on. The study explores majority of the Respondents 32.57% using their library for the purpose of preparing their examination and 32.1% of the respondents opined their library is comfortable environment when they are studying. However, only 9.9% of the students of engineering colleges were opined not having good environment for studying. Respondent's perception on Library resources meets their academic needs like exam and other purposes.

1.3 OBJECTIVES OF THE STUDY

The following objectives were framed for this study;

1. To study the awareness level of students regarding the availability and access of Search Engine in Arts and Science Colleges at Chengalpattu District.
2. To identify the purpose and frequency of using Internet and web Browsers (Google chrome, Mozila Firebox, Mocro soft Edge, Vivaldi etc.) by the students.
3. To analyse the accessing and utilization of Social Networking sites by the students for academic and research purposes.

4. To assess the level of utilization of students with the Web Directories and Database facilities provided by their respective college libraries.
5. To suggest suitable measures and prospects for improving the effective utilisation of e-resources among students of Arts and Science Colleges in Chengalpattu District.

1.4 SCOPE AND LIMITATIONS OF THE STUDY

The present study is confined to only selected five colleges (Table 1). The number of respondents taken as sample is 1097. The number of respondents comprises of various categories namely, UG&PG, Male and Female, and Year wise studying of the students.

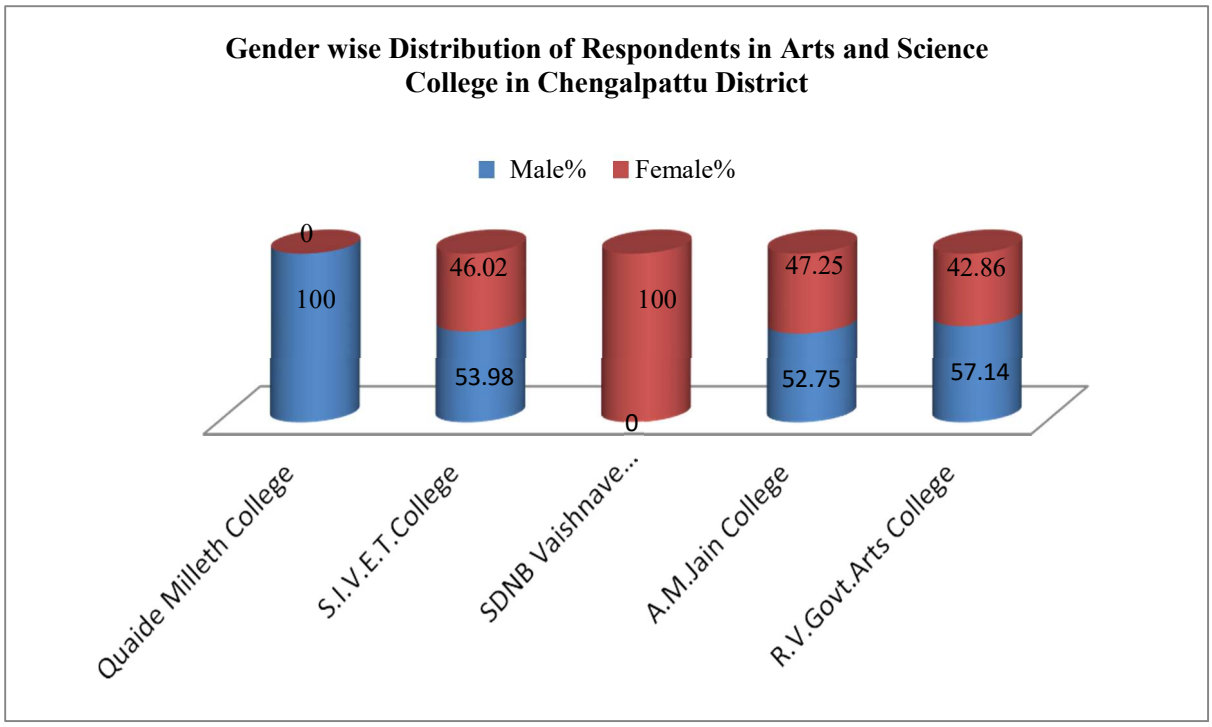
1.5 RESEARCH DESIGN

The study adopted a descriptive survey research design. The survey method was considered appropriate because it facilitates the collection of data from a large number of respondents regarding their information needs, information-seeking patterns, use of library resources, preferred information sources, and satisfaction with library services. The research is based on the students studying in arts and science colleges located in Chengalpattu district. A purposive sampling technique was adopted for selecting the colleges included in the study. The five Arts and Science Colleges were selected based on their academic significance, student strength, and accessibility. A total of 1,250 questionnaires were distributed, and 1,097 valid questionnaires were received. (Table 1)

1.6 RESULTS AND DISCUSSION

Table 1.6.1 Distribution of Respondents based on level of study in Arts and Science College at Chengalpattu District

Sl. No	Name of the College	UG	%	PG	%	Total
1	Quaide Milleth College for Men	160	75.83	51	24.17	211
2	S.I.V.E.T. College	184	81.42	42	18.58	226
3	D.N.B. Vaishnav College for Women	165	71.12	67	28.88	232
4	A.M. Jain College	161	73.85	57	26.15	218
5	Rajeswari Vedachalam Government Arts College	158	75.24	52	24.76	210
	Total	**828**	**75.48**	**269**	**24.52**	**1097**



1.6.1 Distribution of Respondents based on level of study in Arts and Science College at Chengalpattu District

Table 1.6.1 shows the distribution of respondents according to their level of study, namely Undergraduate (UG) and Postgraduate (PG), in the selected Arts and Science Colleges of Chengalpattu District. Among the colleges surveyed, S.I.V.E.T. College recorded the highest proportion of UG respondents with 184 students (81.42%), followed by Quaide Milleth College for Men with 160 students (75.83%), Rajeswari Vedachalam Government Arts College with 158 students (75.24%), A.M. Jain College with 161 students (73.85%), and D.N.B. Vaishnav College for Women with 165 students (71.12%).

Regarding PG respondents, D.N.B. Vaishnav College for Women had the highest percentage of postgraduate students, accounting for 67 respondents (28.88%), followed by A.M. Jain College with 57 respondents (26.15%), Rajeswari Vedachalam Government Arts College with 52 respondents (24.76%), Quaide Milleth College for Men with 51 respondents (24.17%), and S.I.V.E.T. College with 42 respondents (18.58%).

The analysis reveals that three-fourths (75.48%) of the respondents were undergraduate students, whereas about one-fourth (24.52%) were postgraduate students. Therefore, the study primarily reflects the information-seeking behaviour of undergraduate students while also incorporating the views of postgraduate students.

Table 1.6.2 Distribution of Respondents' most frequently used Browser for accessing e-resources.

Sl. No	Browser	UG	%	PG	%	Total	%
1	Google Chrome	420	50.72	140	52.04	560	51.05

2	Mozilla Firefox	110	13.29	35	13.01	145	13.22
3	Microsoft Edge	120	14.49	38	14.13	158	14.40
4	Opera	60	7.25	18	6.69	78	7.11
5	Vivaldi	8	0.97	2	0.74	10	0.91
6	Safari	55	6.64	18	6.69	73	6.65
7	Brave	35	4.23	12	4.46	47	4.29
8	Fire Box	10	1.21	3	1.12	13	1.19
9	UC Browser	8	0.97	2	0.74	10	0.91
10	Netscape	2	0.24	1	0.37	3	0.27
	Total	**828**	**100.00**	**269**	**100.00**	**1097**	**100.00**

1.6.2. Distribution of Respondents's most frequently used Browser for accessing e resources.

The table 1.6.2 reveals the browser preferences of the respondents across both undergraduate (UG) and postgraduate (PG) categories. Google Chrome emerges as the most preferred browser, used by a little over half of the total respondents (51.05%), with the proportion being fairly consistent across both UG (50.72%) and PG (52.04%) groups. This suggests that Chrome's familiarity, speed, and integration with other Google services make it the default choice irrespective of academic level.

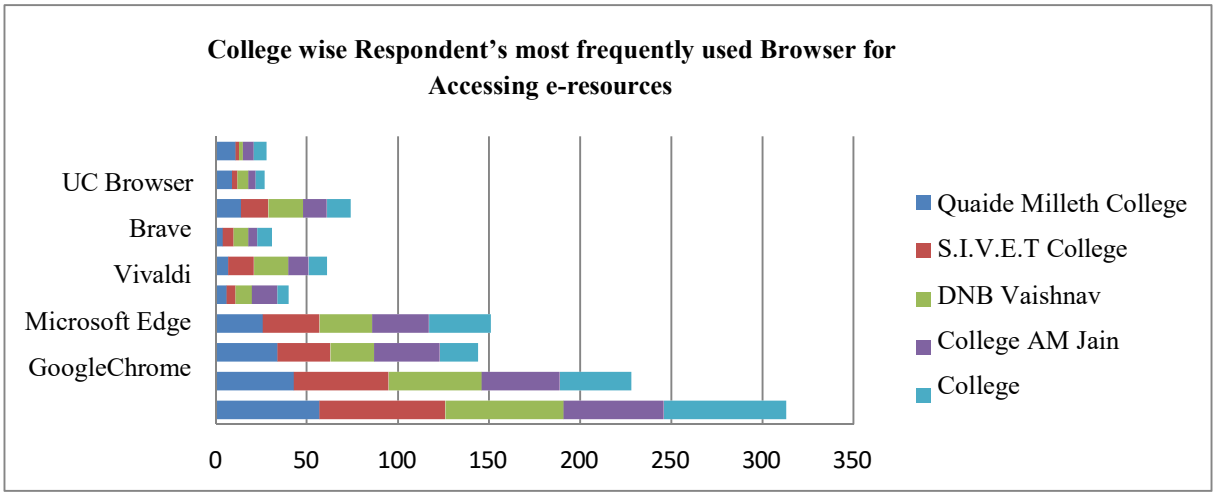
Microsoft Edge (14.40%) and Mozilla Firefox (13.22%) occupy the second and third positions respectively, indicating that a notable minority of users prefer alternatives to Chrome, possibly due to pre-installation (Edge being the Windows default) or privacy considerations (Firefox). Opera (7.11%) and Safari (6.65%) show moderate usage, with Safari usage being marginally consistent between UG and PG respondents, likely reflecting the proportion of Apple device users in the sample. Brave (4.29%), though a relatively newer privacy-focused browser, shows slightly higher adoption among PG students (4.46%) compared to UG students (4.23%), which may indicate a marginally greater awareness of privacy-oriented tools among postgraduates. Browsers such as Vivaldi, FireBox, UC Browser, and Netscape together account for less than 4% of total usage.

Overall, the data indicates a strong dominance of mainstream browsers (Chrome, Edge, and Firefox), which together account for nearly 79% of total usage, while niche or legacy browsers remain marginal.

Table 1.6.3 College wise Respondent's most frequently used Browser for accessing e-resources.

Sl. No	Browser	Quaide Milleth	S.I.V.E.T	DNB Vaishnav	AM Jain	RV Govt.	Total
1	Google Chrome	57 (27.0%)	69 (30.5%)	65 (28.0%)	55 (25.2%)	67 (31.9%)	313 (28.5%)

2	Mozilla Firefox	43 (20.4%)	52 (23.0%)	51 (22.0%)	43 (19.7%)	39 (18.6%)	228 (20.8%)
3	Microsoft Edge	34 (16.1%)	29 (12.8%)	24 (10.3%)	36 (16.5%)	21 (10.0%)	144 (13.1%)
4	Opera	26 (12.3%)	31 (13.7%)	29 (12.5%)	31 (14.2%)	34 (16.2%)	151 (13.8%)
5	Vivaldi	6 (2.8%)	5 (2.2%)	9 (3.9%)	14 (6.4%)	6 (2.9%)	40 (3.6%)
6	Safari	7 (3.3%)	14 (6.2%)	19 (8.2%)	11 (5.0%)	10 (4.8%)	61 (5.6%)
7	Brave	4 (1.9%)	6 (2.7%)	8 (3.4%)	5 (2.3%)	8 (3.8%)	31 (2.8%)
8	FireBox	14 (6.6%)	15 (6.6%)	19 (8.2%)	13 (6.0%)	13 (6.2%)	74 (6.7%)
9	UC Browser	9 (4.3%)	3 (1.3%)	6 (2.6%)	4 (1.8%)	5 (2.4%)	27 (2.5%)
10	Netscape	11 (5.2%)	2 (0.9%)	2 (0.9%)	6 (2.8%)	7 (3.3%)	28 (2.6%)
	Total	**211 (100%)**	**226 (100%)**	**232 (100%)**	**218 (100%)**	**210 (100%)**	**1097 (100%)**



1.6.2 College-wise Distribution of Respondents' Most Frequently Used Browser for Accessing E-Resources.

Table 1.6.3 presents the college-wise distribution of browsers most frequently used by respondents for accessing e-resources, covering a total sample of 1,097 respondents spread across five colleges. At Quaide Milleth College, Google Chrome was most preferred (27.0%), followed by

Mozilla Firefox (20.4%) and Microsoft Edge (16.1%). Notably, Netscape retained a comparatively higher usage rate of 5.2 per cent here than in any other college, possibly reflecting the continued use of legacy systems or older hardware within this institution. At S.I.V.E.T College, Google Chrome recorded the second-highest college-wise usage rate at 30.5 per cent, followed by Mozilla Firefox (23.0%) and Opera (13.7%). Safari usage at 6.2 per cent was higher than the overall average, suggesting greater adoption of Apple devices among students in this college.

At DNB Vaishnav College, Google Chrome was again the dominant browser at 28.0 per cent, with Firefox at 22.0 per cent. This college recorded the highest usage of both Safari (8.2 per cent) and FireBox (8.2 per cent) among all five colleges, indicating greater diversity in browser preferences among its student population. In AM Jain College, Google Chrome led with 25.2 per cent, the lowest Chrome share across all colleges. However, AM Jain recorded the highest Vivaldi usage at 6.4 per cent and the highest Microsoft Edge usage at 16.5 per cent, suggesting a comparatively higher inclination towards alternative and privacy-conscious browsers among its respondents. In RV Government College, Google Chrome registered the highest usage rate among all colleges at 31.9 per cent, while Mozilla Firefox (18.6%) was slightly below the overall average. Strikingly, Opera usage here was the highest among all colleges at 16.2 per cent, indicating a distinct browser preference pattern that may be linked to device availability or institutional network configurations. The findings of the above table indicate that the top four browsers Chrome, Firefox, Opera, and Edge are preferred by over 76 per cent of the respondents.

Table1.6.4 Distribution of Respondents' most frequently used Search Engine for accessing e-resources

Sl. No	Search Engine	UG	%	PG	%	Total	%
1	Google	420	50.72	140	52.04	560	51.05
2	Yahoo	110	13.29	35	13.01	145	13.22
3	Bing	120	14.49	38	14.13	158	14.40
4	MetaGer	60	7.25	18	6.69	78	7.11
5	Ask.com	28	3.38	8	2.97	36	3.28
6	DuckDuckGo	55	6.64	18	6.69	73	6.65
7	Mojeek	35	4.23	12	4.46	47	4.29
	Total	**828**	**100**	**269**	**100**	**1097**	**100**

1.6.4 Distribution of Respondents' most frequently used Search Engine for accessing e resources

Table 1.6.4 presents the distribution of respondents based on their most frequently used search engine for accessing e-resources. The data clearly indicates that Google is the overwhelmingly preferred search engine among the respondents, accounting for more than half of the total responses (51.05%). This dominance is consistent across both categories, with 50.72% of

UG respondents and a slightly higher 52.04% of PG respondents relying on Google. This finding reflects the global popularity of Google as a search engine, attributable to its comprehensive indexing, fast retrieval, user-friendly interface, and strong integration with academic databases and digital libraries.

Bing (14.40%) and Yahoo (13.22%) emerge as the second and third most preferred search engines respectively, together accounting for over a quarter of the total respondents. The usage pattern of these two search engines is fairly similar between UG and PG categories, suggesting that these remain popular secondary choices. MetaGer (7.11%) and DuckDuckGo (6.65%) show comparable levels of usage, with DuckDuckGo showing a marginally higher preference among PG respondents (6.69%) compared to UG respondents (6.64%). This may indicate a growing, albeit limited, awareness among postgraduate students regarding privacy focused search engines. Ask.com (3.28%) and Mojeek (4.29%) are the least preferred search engines among the respondents. Interestingly, Mojeek shows a slightly higher usage among PG respondents (4.46%) compared to UG respondents (4.23%).

Overall, the findings reveal that Google continues to dominate as the primary gateway for accessing e-resources, regardless of the academic level of the respondents. However, the postgraduate's is gradually diversifying their search engine usage. This trend suggests a need for libraries and information centers to create awareness about the strengths of various search engines, enabling users to make informed choices based on the nature of their information needs.

Table 1.6.5 Social Networking Site preferred by the Respondents for Update Information

Sl. N	Social Networking Site	UG	%	PG	%	Total	%
1	Facebook	230	27.78	70	26.02	300	27.35
2	Instagram	220	26.57	60	22.30	280	25.52
3	X (formerly Twitter)	110	13.29	45	16.73	155	14.13
4	LinkedIn	60	7.25	45	16.73	105	9.57
5	TikTok	90	10.87	12	4.46	102	9.30
6	WhatsApp	80	9.66	25	9.29	105	9.57
7	Telegram	28	3.38	8	2.97	36	3.28
8	Reddit	10	1.21	4	1.49	14	1.28
	Total	**828**	**100.00**	**269**	**100.00**	**1097**	**100.00**

1.6 5 Social Networking Site preferred by the Respondents for Update Information

Table 1.6.5 presents the distribution of respondents based on their preferred social networking site for accessing updated information. The results show that Facebook is the most preferred platform overall, with 25.43% of the total respondents choosing it, followed very closely by WhatsApp (22.79%). Interestingly, Facebook usage is higher among PG respondents (27.14%) than UG respondents (24.88%), while WhatsApp shows the opposite pattern, being preferred by a notably higher proportion of UG respondents (24.76%) compared to PG respondents (16.73%). This suggests that while both groups rely heavily on these two platforms, undergraduates may use

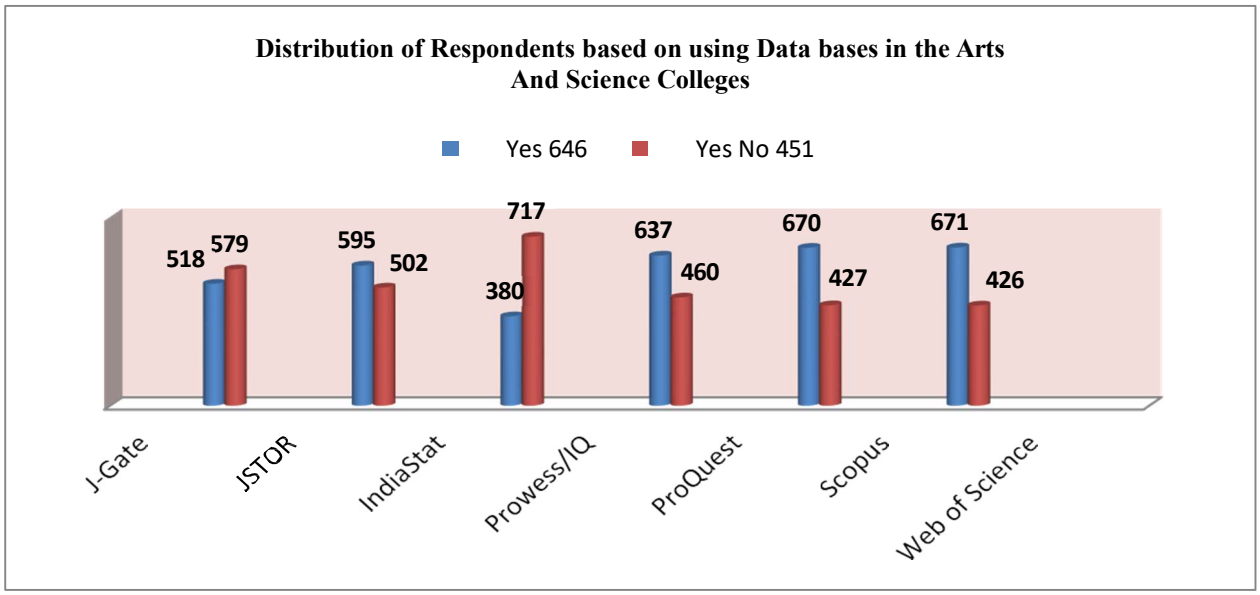
WhatsApp more, whereas postgraduates show a relatively stronger inclination towards Facebook. Instagram emerges as the third most preferred platform, accounting for 19.96% of total responses, with a higher preference among PG respondents (21.56%) than UG respondents (19.44%).

A marked difference is observed in the case of X (formerly Twitter), where PG respondents (16.73%) show considerably higher preference than UG respondents (10.51%), resulting in an overall figure of 12.03%. Similarly, LinkedIn usage is more than 1.5 times higher among PG respondents (8.92%) compared to UG respondents (5.56%), with an overall preference of 6.38%. In contrast, TikTok shows a significantly higher preference among UG respondents (10.27%) compared to PG respondents (4.46%), with an overall share of 8.84%. Telegram (3.28%) and Reddit (1.28%) remain the least preferred platforms among both groups, with relatively similar and minimal usage across UG and PG categories.

The table concluded that a clear divergence in social media preferences based on academic level. While Facebook, Instagram, and WhatsApp dominate as general-purpose platforms for both groups, postgraduate respondents demonstrate a noticeably stronger inclination towards professional and discourse-oriented platforms such as LinkedIn and X.

Table 1.6.6 Distribution of Respondents based on using Data bases in the Arts and Science Colleges.

Sl. No	Browser	UG		Total	PG		Total	Grand Total	
		Yes	No		Yes	No		UG& PG Yes	UG& PG No
1	J-Gate	465 56.16	363 43.84	828	181 67.29	88 32.71	269	646 58.89	451 41.11
2	JSTOR	356 42.99	472 57.01	828	162 60.22	107 39.78	269	518 47.22	579 52.78
3	IndiaStat	402 48.55	426 51.45	828	193 71.75	76 28.25	269	595 54.24	502 45.76
4	Prowess/IQ	211 25.48	617 74.52	828	169 65.83	100 31.17	269	380 34.64	717 65.36
5	ProQuest	436 52.66	392 47.34	828	201 74.72	68 25.28	269	637 58.07	460 41.91
6	Scopus	469 56.64	359 43.36	828	200 74.72	69 25.65	269	670 61.08	427 38.92
7	Web of Science	457 55.19	371 44.81	828	214 79.55	55 20.45	269	671 61.17	426 38.83



1.6.6 Distribution of Respondents based on using Data bases in the Arts and Science Colleges

The table 1.6.6 shows awareness of the Respondents was highest for Web of Science (61.17%) and Scopus (61.08%), closely followed by J-Gate (58.89%) and ProQuest (58.07%). IndiaStat recorded a moderate awareness level of 54.24%, while JSTOR stood at 47.22% where the proportion of "No" responses (52.78%) exceeded "Yes" responses at the combined level. Prowess/IQ recorded the lowest overall awareness by a considerable margin, at just 34.64%, with 65.36% of respondents reporting no awareness of it.

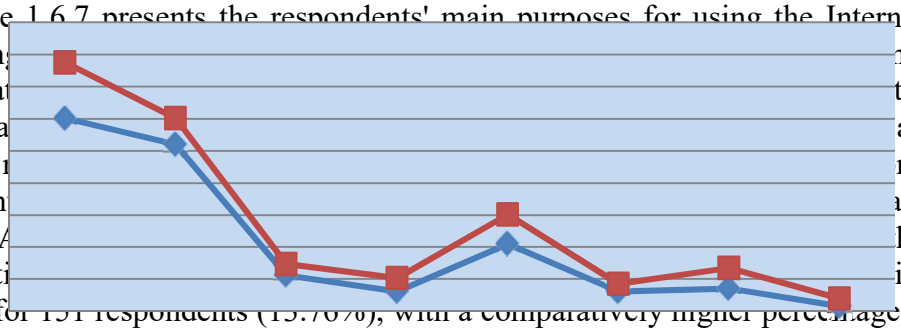
A consistent and significant disparity is observed between UG and PG respondents across all seven databases, with PG respondents reporting markedly higher awareness in every single case. The widest gap is seen in Prowess/IQ, where awareness rises from 25.48% among UG respondents to 62.83% among PG respondents. The difference of 37.35 percentage points. Substantial gaps are also evident for Web of Science (55.19% UG vs. 79.55% PG, a 518 595 380 637 670 671 579 502 717 460 427 426 Distribution of Respondents based on using Data bases in the Arts and Science Colleges. Yes 646 Yes No 451 difference of 24.36 points), IndiaStat (48.55% vs. 71.75%, difference of 23.20 points), ProQuest (52.66% vs. 74.72%, difference of 22.06 points), and Scopus (56.64% vs. 74.72%, difference of 18.08 points). The smallest, though still notable, gaps are found in J-Gate (56.16% vs. 67.29%, difference of 11.13 points) and JSTOR (42.99% vs. 60.22%, difference of 17.23 points).

Table 1.5.7 Distribution of Respondents' Main Purpose for Using the Internet

Sl. No	Purpose	UG	%	PG	%	Total	%
1	Research Work	301	36.35	87	32.34	388	35.37
2	Communication	260	31.40	41	15.24	301	27.44
3	News	56	6.76	18	6.69	74	6.75
4	Download Dataor Files	31	3.74	21	7.81	52	4.74

5	Social Networking	105	12.68	46	17.10	151	13.76
6	Entertainment	31	3.74	12	4.46	43	3.92
7	Competitive Examination Preparation	36	4.35	32	11.90	68	6.20
8	Online Education	8	0.97	12	4.46	20	1.82
	Total	**828**	**100.00**	**269**	**100.00**	**1097**	**100.00**

Distribution of Respondents' Main Purpose for Using the Internet



1.6.7 Distribution of Respondents' Main Purpose for Using the Internet

Table 1.6.7 presents the respondents' main purposes for using the Internet. The Internet usage among ...nong them, 301 undergraduat...ternet mainly for research-rela...an academic and information ...ndents (27.44%) using the In...and other online platforms. A...he Internet for communicati...ing ranks third, accounting for 151 respondents (13.76%), with a comparatively higher percentage of postgraduate students (17.10%) than undergraduate students (12.68%). A total of 74 respondents (6.75%) use the Internet mainly for accessing news, while 68 respondents (6.20%) utilize it for competitive examination preparation. The proportion of postgraduate students using the Internet for competitive examination preparation (11.90%) is considerably higher than that of undergraduate students (4.35%), reflecting their greater focus on career development and higher studies. Further, 52 respondents (4.74%) use the Internet primarily for downloading data or files, and 43 respondents (3.92%) use it for entertainment purposes. Only 20 respondents (1.82%) report online education as

their main purpose of Internet usage, making it the least preferred category. The findings indicate that the Internet is predominantly used for academic and research purposes, followed by communication and social networking activities.

Table 1.6.8 Distribution of respondents based on using Web Directories when information Searching

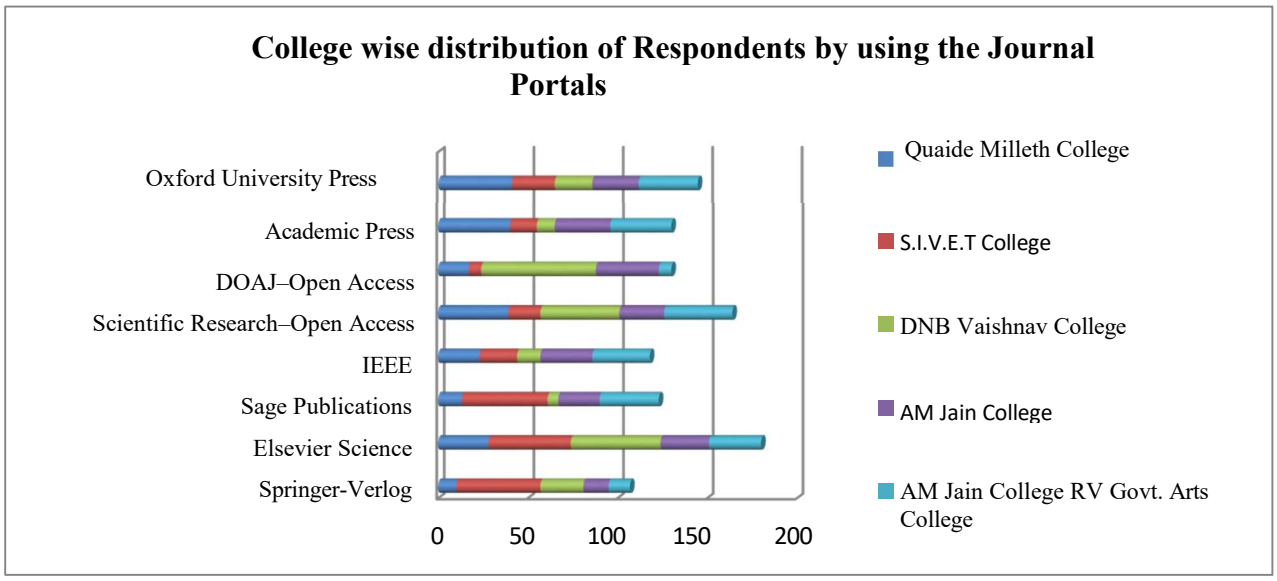
Sl. No.	Web Directory	I Year	II Year	III Year	IV Year	PG	Total	%
1	Yahoo (Directory)	56	52	65	39	63	275	25.07
2	Google (Directory)	69	63	50	37	68	287	26.16
3	DOAJ	23	19	23	17	21	103	9.39
4	Galaxy	16	17	15	15	23	86	7.84
5	Quest	10	11	12	9	19	61	5.56
6	DMOZ	6	11	10	13	18	58	5.29
7	OpenDOAR	10	13	13	14	18	68	6.20
8	ROAR	15	15	14	12	19	75	6.84
9	Web Beacon	28	14	12	10	20	84	7.66
	Total	**233**	**215**	**214**	**166**	**269**	**1097**	**100.00**

1.6.8 Distribution of year of study wise respondents using on Web Directories when information Searching.

Table 1.6.8 presents the distribution of respondents according to their use of various web directories. Among the 1,097 respondents, the highest preference was given to Google Directory, with 287 respondents (26.16%) using it for information retrieval purposes. This indicates that Google remains the most popular and widely used web directory among students due to its ease of access and comprehensive coverage of information resources. The second most preferred web directory is Yahoo Directory, used by 275 respondents (25.07%). The popularity of Yahoo may be attributed to its organized categorization of information and user-friendly interface. Among the specialized directories, DOAJ (Directory of Open Access Journals) was used by 103 respondents (9.39%), indicating a moderate level of awareness and use of open-access scholarly resources among the respondents. Galaxy and Web Beacon were utilized by 86 respondents (7.84%) and 84 respondents (7.66%), respectively. Similarly, ROAR (Registry of Open Access Repositories) and OpenDOAR (Directory of Open Access Repositories) were used by 75 respondents (6.84%) and 68 respondents (6.20%), showing that a smaller proportion of students access institutional repositories and open-access directories. The overall findings reveal that respondents predominantly depend on general purpose web directories such as Google and Yahoo, whereas the usage of specialized academic and open-access web directories remains comparatively low.

Table1.6.9 College wise distribution of Respondents by using the Journal Portals

Sl. No	Journal portal	Quaide Milleth College	S.I.V.E.T College	DNB Vaishnav College	AM Jain College	RV Govt. Arts College	Total
1	Springer-Verlog	10 (4.74)	47 (20.80)	24 (10.34)	14 (6.67)	12 (5.50)	107 (9.75)
2	Elsevier Science	28 (13.27)	46 (20.35)	50 (21.55)	27 (12.86)	29 (13.30)	180 (16.41)
3	Sage Publications	13 (6.16)	48 (21.24)	6 (2.59)	23 (10.95)	33 (15.14)	123 (11.21)
4	IEEE	23 10.90)	21 (9.29)	13 (5.60)	29 (13.81)	32 (14.68)	118 (10.76)
5	Scientific Research – Open Access	39 (18.48)	18 (7.96)	44 (18.97)	25 (11.90)	38 (17.43)	164 (14.95)
6	DOAJ– Open Access	17 (8.06)	7 (3.10)	64 (27.59)	35 (16.67)	7 (3.21)	130 (11.85)
7	Academic Press	40 (18.96)	15 (6.64)	10 (4.31)	31 (14.76)	34 (15.60)	130 (11.85)
8	Oxford University Press	41 (19.43)	24 (10.62)	21 (9.05)	26 (12.38)	33 (15.14)	145 (13.22)
	Total	211	226	232	210	218	1097 100.00



1.6.9 College wise distribution of Respondents by using the Journal Portals.

Table 1.6.9 shows that the Elsevier Science emerged as the most frequently used journal portal overall, with 180 respondents (16.41%) preferring it across all five institutions. This was followed by Oxford University Press with 145 respondents (13.22%) and Scientific Research – Open Access with 164 respondents (14.95%), indicating a near-equal preference for both traditional subscription-based and open-access models among the surveyed population.

Academic Press and DOAJ – Open Access each attracted 130 respondents (11.85%), suggesting that open-access directories have achieved parity with established academic publishers in terms of user preference. Sage Publications was preferred by 123 respondents (11.21%), while IEEE was used by 118 respondents (10.76%). Springer-Verlag registered the lowest overall usage with 107 respondents (9.75%).

A closer examination of institution-wise patterns reveals noteworthy variations. At Quaide Milleth College, Academic Press (18.96%) and Oxford University Press (19.43%) together accounted for the largest share of usage. S.I.V.E.T College exhibited a distinct preference for Sage Publications (21.24%) and Elsevier Science (20.35%), reflecting the multidisciplinary nature of its research community. DNB Vaishnav College recorded the highest usage of DOAJ – Open Access (27.59%) among all institutions. At A M Jain College, IEEE usage was comparatively prominent (13.81%), potentially reflecting a stronger emphasis on Science disciplines. R.V. Govt. Arts College demonstrated a relatively balanced spread of usage across all portals, though Sage Publications (15.14%) and IEEE (14.68%) were marginally more preferred.

1.7 CONCLUSION

The present study on the use of e-resources by students of Arts and Science Colleges in Chengalpattu District underscores the growing significance of digital information resources in shaping the academic and research experiences of today's college students. However, the study also reveals that the mere availability of e-resources does not guarantee their effective and optimal utilisation, as students continue to grapple with challenges such as inadequate awareness, insufficient digital literacy and search skills, connectivity and infrastructural constraints, and limited institutional support and training. These findings suggest that bridging the gap between resource availability and actual usage requires a concerted and sustained effort on the part of college libraries, administrators, and policymakers, particularly through structured orientation programmes, improved ICT infrastructure, and continuous user education initiatives tailored to student needs. At the same time, the overall positive disposition of students towards e-resources, and their recognition of the value such resources add to their academic pursuits, indicates considerable prospects for improvement if the identified problems are systematically addressed.

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