ELECTRONIC RESOURCES UTILIZATION IN TAMILNADU AGRICULTURAL COLLEGE LIBRARIES

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Abstract

This study investigates the utilization and developments of library resources and e-resources within Agricultural College Libraries in Tamil Nadu. The research explores the awareness, preferences, and usage patterns of students, faculty, and staff regarding both traditional library materials and digital resources. A survey method was employed, distributing questionnaires to 2500 respondents to gather insights into their awareness of e-resources, preferences for digital versus print materials, purposes of accessing e-resources, locations of access, frequency of usage, and identified challenges. Findings indicate a high level of awareness (90.67%) among respondents regarding e-resources, with a majority (92.67%) expressing a preference for utilizing digital resources alongside print materials. Most respondents access e-resources primarily from Information Centres, Cyber Cafes, and home environments (94%), underscoring the importance of reliable digital infrastructure. Challenges include varying levels of awareness (9.33% unaware of e-resources), occasional preference for print resources (7.34%), and limited terminal availability for journal access.Based on the findings, recommendations include implementing orientation programs to enhance awareness, expanding digital infrastructure to improve access, and providing options for accessing e-journals in print format. These initiatives aim to optimize resource utilization, support continuous learning, and meet the diverse information needs of the Agricultural College Libraries' academic community in Tamil Nadu..

Keywords: Developments, Academic Libraries, Digital Resources, Information Access, Research Studies..

1.INTRODUCTION

Advancements in computing technology have profoundly transformed the educational landscape by shifting information exchange into the digital realm. This transition allows faculty members to access and utilize information

more swiftly and efficiently. E-resources, encompassing electronic journals, databases, CD-ROMs, OPAC, and internet resources, have become indispensable in virtually every field within the Arts and Sciences. This digital revolution has notably impacted the Arts and Humanities, where the shift from print to electronic media has been particularly pronounced.

In recent years, significant transformations have been observed in both the collection development and service structures of academic libraries. Policies and practices within these libraries have evolved to accommodate the increasing preference for digital formats over traditional print materials. This shift is driven by the need for quicker, more efficient access to information, which digital resources readily provide. Consequently, printed materials are gradually being replaced by their electronic counterparts.

The importance of being familiar with digital resources cannot be overstated. Efficient usage and exploitation of these resources are essential for academic and research purposes. Digital resources not only facilitate faster information retrieval but also enhance the overall research experience by providing easy access to a vast array of up-to-date materials. This immediacy and convenience significantly contribute to academic excellence and research productivity.

Furthermore, the role of digital resources in academic libraries is increasingly significant. These resources support the core mission of academic institutions by promoting knowledge dissemination and supporting research initiatives. As a result, electronic resources are progressively overshadowing print media in importance and usage.

The integration of digital resources in academic libraries represents a pivotal shift towards modernizing education and research methodologies. By embracing electronic resources, academic libraries can better serve their communities, ensuring that students, faculty, and researchers have access to the most current and comprehensive information available. This change promotes an atmosphere that is favourable to creative inquiry and high academic achievement in addition to improving the quality of education.

There are many different ways to access information in the modern world. The use of electronic resources has expanded dramatically due to the rapid development of information and communication technologies (ICT). Because of the wide range of published resources that academics use for their research, learning, and teaching, large scholarly collections are produced. These academic resources are offered in print and electronic formats. The appropriate information is supplied to the right person at the right moment thanks to electronic resources like e-journals, e-databases, e-books, e-newspapers, e-encyclopaedias', CDs/DVDs, web pages, digital libraries, and e-portals.

Electronic resources are becoming essential parts of university libraries, and annual funding for their acquisition has increased significantly in recent years. Studies have been done to gain a better understanding of the requirements, challenges, and situations of readers who use electronic resources nowadays. The past few decades have seen a dramatic shift in the ways that information is collected, stored, arranged, accessed, retrieved, and used thanks to developments in computer applications.

Academic libraries have become indispensable digital repositories due to the widespread availability of electronic resources. The ongoing funding of these tools emphasizes how crucial they are for assisting with scholarly and research projects. E-resources improve research and education quality by giving users instant access to a wide range of current material. It is anticipated that as ICT develops, there will be a greater reliance on electronic resources, which will further weave them into academic libraries and make them vital tools for researchers everywhere.

Scholarly communication has undergone a substantial transformation thanks to the introduction of many goods and services made possible by the use of computers in information processing. This progress is greatly aided by the Internet and the Web, which provide enormous potential for information delivery by getting around the geographic restrictions of print media. The time between product publishing and delivery has significantly decreased as a result. The Internet serves a variety of information demands and makes retrieval more efficient, which is especially helpful for university libraries that require a lot of research.

Because of this, a growing number of libraries are switching to digital e-resources. Compared to traditional print materials, these electronic resources are easier to acquire and come at a lower cost. This change is a result of the

necessity for quick and easy access to information, which is necessary to support university research and academic endeavours. Using digital e-resources improves academic institutions' overall information distribution effectiveness and efficiency.

For distance learners who lack the time to physically visit libraries, this change is quite helpful. They have access to widely used electronic resources that are gradually taking the place of print media, such as CD-ROMs, OPACs, and the Internet, via dial-up or other remote ways. Recent years have seen substantial changes in libraries' service offerings and collection expansion. Policies and practices related to collection development have clearly changed over the last few years, with an increasing predilection for electronic resources over traditional print medium. This development is a reflection of the libraries' dedication to giving its patrons more effective and easily available materials.

2.LITERATURE SURVEY

Ahmad et al. [2013] It's said that while most faculty members have the knowledge and abilities to use any kind of electronic resource that's out there, some faculty members still limit their use to what the library has to offer. These materials usually consist of patents, electronic theses, and CD-ROM databases. This minimal utilization suggests that there is a lack of knowledge or comfort exploring outside the library's resources. Therefore, it is crucial to concentrate on raising awareness and actively promoting these resources in order to maximize the consumption of all e-resources by end users.In order to facilitate the integration of these technologies into research and teaching methods, faculty members must be guided and supported in addition to being informed about the availability and advantages of a broader range of e-resources. To effectively promote and ensure that all faculty members have the knowledge and skills necessary to access and fully utilize the variety of electronic resources at their disposal, workshops, training sessions, and frequent updates on newly accessible resources might be included. By doing this, academic institutions can encourage a more thorough and efficient use of technology, raising the standard of research and instruction as a whole.

Bhatt and associates [2011] The study finds a number of common problems with electronic resources. The slow connection speed is a major issue that prevents effective access and usage. The regulatory conditions that institutions must meet in order to access these e-resources are also widely unknown. One more frequent obstacle that impedes the user experience is technical. Many institutions struggle to provide for a wide range of academic and research needs because they do not have access to enough e-resources. Additionally, there is a lack of clarity regarding the sustainability of these resources, which makes people reluctant to use and depend on them. One significant obstacle is the high cost of acquisition, which makes it difficult for institutions to afford a wide variety of e-resources.Moreover, insufficient legal requirements frequently occur, which further complicates the procurement and application procedures. A diverse strategy is needed to address these problems, including enhancing infrastructure to increase connection speeds, informing stakeholders about legal obligations, offering technical assistance, increasing resource availability, guaranteeing the long-term stability of e-resources, controlling costs through wise funding and acquisition decisions, and pushing for more accessible legal frameworks. Institutions can more effectively use e-resources to support their research and teaching goals by addressing these issues.

The Egberongbe group [2011] The study demonstrates the underutilization of electronic resources, including bibliographic databases, e-magazines, and e-newspapers. This low usage rate indicates that consumers may not be making the most of these information resources to fulfill their unique needs or are not completely realizing their potential. Users' ignorance about the availability and advantages of these electronic resources is a major reason in their underutilization. The paper highlights the critical role that librarians and information experts must play in resolving this challenge. They must to be proactive in making sure that users of the library are aware of the electronic resources that are accessible and know how to use them efficiently. This can be accomplished in a number of ways, such as setting up informational meetings, holding workshops, giving individualized help, and presenting simple, understandable instructions on how to use and navigate these resources. Information specialists can assist users make the most of electronic resources and improve their capacity to satisfy information requests more effectively and efficiently by raising awareness and offering the required support. In the end, improved utilization and a more knowledgeable and resourceful user base will result from this concentrated effort to market and educate about e-resources.

Kwafoa and associates [2014] According to the survey, administrators and teachers are just as ignorant about the internet databases made available by the library as users are in general. These important stakeholders are unable to make the most of the extensive range of electronic information resources available to them because of this knowledge gap. These results emphasize the necessity for library personnel to engage in ongoing marketing and promotional activities in order to increase awareness and guarantee that all potential users—faculty, staff, administrators, and instructors—are aware of the resources that are accessible.These initiatives could take the shape of focused advertising campaigns, instructional meetings catered to certain user groups, email updates or newsletters from the library, as well as the incorporation of resource awareness into professional development courses and orientation programs. The overall use of electronic information resources can be improved by library personnel by aggressively promoting these resources and instructing users on how to access and use them. This all-encompassing strategy will aid in optimizing the advantages of these resources, enhancing administrative and academic effectiveness and boosting the quality of research and learning for all parties. Libraries may make sure that their priceless electronic resources are adequately utilized to satisfy the various information needs of their community by promoting them consistently and strategically.

Shukla et al. [20211] Notably, researchers usually use electronic resources once a day or once a week, which emphasizes how important they are to the academic workflow. Even though these digital platforms are easily accessible and convenient, many academics still choose to print materials from these websites. A number of factors, such as the ease of annotation, improved readability, and the capacity to consult physical copies while conducting research, may contribute to this preference for printed materials. Comprehending this behavior is essential for resource providers and library professionals, as it emphasizes how important it is to keep the download and print interface user-friendly. It also implies that there is a need to guarantee excellent print alternatives and perhaps include features like print-friendly formats and easy-to-use citation tools that make printing easier. Libraries may better support academics' research habits by accommodating their preferences and making sure that electronic resources are as convenient and useful as feasible in both printed and digital formats.

Martenson et al. (2003) Martenson and Gronhold conducted a thorough literature analysis and a focus group survey to identify the key elements impacting university libraries. Their research revealed a number of important factors that influence university libraries' service quality. The most important of these is the library's collection of printed materials, which, even in the digital age, is still a vital resource for a lot of people. In addition, electronic resources like databases, e-books, and online journals must be readily available and of high quality in order to meet the wide range of research needs of the academic community. Technical amenities, including access to computers, reliable internet connectivity, and other technological tools, also play a significant role in enhancing the user experience and facilitating research and learning. Lastly, the overall library atmosphere, encompassing factors such as a quiet and comfortable environment, adequate lighting, and conducive study spaces, contributes to the perceived quality of library services. By focusing on these areas, academic libraries can better meet the expectations and requirements of their users, ensuring a supportive and productive environment for study and research. This holistic approach to evaluating and improving library services underscores the importance of both traditional resources and modern technological advancements in maintaining high service quality.

Sohail et al [2014] concluded that every student was happy with the college's web offerings and knew how to use reputable websites to obtain information fast. According to the survey, students could easily navigate the online environment and make good use of the college's web resources for their educational requirements. Apart from employing the institutional resources, students also frequently visited cyber cafés and depended on interpersonal relationships to further their quest for information. This suggests that they use a variety of formal and informal information-gathering strategies to make sure they have the resources they need for their studies. The students' flexibility and ingenuity in addressing their knowledge needs are demonstrated by their ability to draw from a range of sources.

Adeleke et al [2017] The study looked at postgraduate students' use, awareness, and access to electronic resources at the University of Ibadan in Nigeria. The results showed that among students, the university's internet offerings were the most accessible and widely used resource. The study did, however, also find three important barriers to these e-resources' efficient utilization. Initially, the pupils' insufficient IT proficiency hindered their ability to effectively navigate and utilize digital platforms. Secondly, students found it difficult to regularly rely on online

resources due to the irregular and unstable power supply that interrupted access to them.Finally, students' inability to locate and acquire pertinent material from electronic databases and online libraries was further hampered by their poor searching skills. In order to increase postgraduate students at the University of Ibadan's general use of e-resources, these hurdles indicate the need for focused interventions, such as training programs to improve IT and searching abilities and infrastructure changes to ensure a steady power supply.

Ani and associates [2008] Precisely stating that "the transition from print to electronic media has given users new tools and applications for information retrieval and search, aside from leading to an increase in electronic information," highlights the revolutionary influence of digital technology on information access and retrieval. While print-based resources are still useful in traditional library settings, the addition of electronic resources exposes patrons to a multitude of cutting-edge tools and apps. These include sophisticated search features, databases that include enormous amounts of academic and research paper collections, e-books that are always available, and multimedia materials that enhance educational and investigative opportunities. Electronic resources improve information retrieval efficiency while simultaneously broadening and deepening the pool of available information.Users may find pertinent information more quickly and efficiently with the help of features like keyword searching, customized search filters, citation managers, and hyperlinks inside texts than they could with just print-based approaches. Furthermore, remote access to electronic materials encourages flexibility and convenience while supporting a range of learning and research approaches. Essentially, even though print resources are still important in libraries, the incorporation of electronic resources has completely changed the way people can acquire information by giving them access to strong tools that enable more thorough and effective research procedures. This progression highlights how libraries play a dynamic role in serving the changing requirements of their patrons in an increasingly digital age and adjusting to technology advancements.

Subha et al [2019] carried out a thorough investigation to evaluate faculty members' knowledge of, access to, and use of electronic resources in Arts & Science Colleges throughout the Erode District of Tamil Nadu, India. The study used a survey approach and structured questionnaire to determine how well-versed faculty members were in digital resource usage and knowledge. The survey found that faculty members were well-informed about the existence of electronic resources; almost all of the participants showed some familiarity with these online resources. This high degree of awareness indicates that the Erode District academic community is knowledgeable about the potential advantages and opportunities provided by electronic resources for research, teaching, and learning. The results also showed that faculty members were competent in locating and utilizing electronic resources. This skill demonstrates their capacity to use digital platforms to boost academic output and assist with scholarly projects. In the modern educational environment, where digital literacy and the use of electronic resources are critical to the advancement of pedagogical approaches and research findings, this kind of competency is vital.Maintaining this encouraging trend going ahead will require continual infrastructure improvements to provide smooth access to e-resources as well as support for faculty members' acquisition of digital skills. Arts & Science Colleges in the Erode District will be able to better utilize their educational resources as a result, which will eventually lead to the development of an academic atmosphere that is more inventive and knowledge-driven.

Garg et al [2017] The study conducted by researchers focused on postgraduate business school students in Nagpur, Maharashtra, India, aimed to develop and validate a scale encompassing variables influencing the utilization of electronic resources. Meanwhile, another investigation at JimmaUniversity in Ethiopia examined the usage patterns of e-resources and services among information science students. This study identified five critical factors influencing their usage: training modes, awareness levels, influential factors, perceived utilitarian benefits, and ease of accessibility. Interestingly, the research findings indicated that awareness of e-resources and services correlated positively with increased usage of e-journals among users. However, the study also revealed a paradoxical trend where the availability and accessibility of e-resources led to a reduction in physical visits to campus libraries. This observation underscores the evolving dynamics in academic information-seeking behaviors, where convenience and digital access increasingly shape how students access and utilize scholarly resources. Such insights are pivotal for educational institutions and libraries in adapting their services and infrastructure to meet the changing needs and preferences of students in the digital age.The study identified challenges and areas of interest related to the utilization of e-resources among teachers and students at Fiji National University in Oceania. It highlighted various difficulties such as access issues, technical barriers, and the need for enhanced awareness and training. The authors underscored the importance of effectively integrating and continuously updating e-resources and services to align

with the evolving needs of users. They recommended regular reviews and improvements to ensure that the digital tools available meet the academic and research demands of faculty and students effectively. This approach not only addresses current challenges but also positions the university to leverage technological advancements in education, thereby enhancing the overall learning and teaching experience. By prioritizing the enhancement and strategic management of e-resources, Fiji National University can better support its academic community in accessing and utilizing digital information resources efficiently and productively.

Kavithanjali et al [2019] The study extensively explored the types, challenges, issues, and significance of electronic resources (e-resources). According to its findings, e-resources are characterized by affordability, ease of access from any location, and the ability to support multiple users simultaneously. These databases are particularly advantageous for enhancing academic success and excellence within the user community. Specifically, faculty members at Arts & Science Colleges in the Erode District of Tamil Nadu, India, were found to be well-informed about and equipped with access to these resources. The research employed a questionnaire as its primary data collection tool and utilized survey methodology to gather insights. The study revealed a high level of awareness among faculty members regarding the availability and accessibility of various e-resources. Nearly all participants demonstrated knowledge of how to access these digital tools, indicating a strong foundation of digital literacy and proficiency among the academic community. This widespread awareness is pivotal in leveraging e-resources effectively to support teaching, research, and learning activities across the colleges. Moving forward, the study emphasizes the importance of continuous support and development in maintaining and enhancing the utilization of e-resources. This includes ongoing training programs, updates in technology infrastructure, and strategic management of digital resources to meet the evolving needs of users. By ensuring robust access and promoting effective utilization of e-resources, Arts & Science Colleges in the Erode District can further elevate their educational standards and contribute to academic excellence in the region.

Makori et al [2015] The study examined the factors influencing the use of electronic information resources among postgraduate students in Kenyan higher education institutions, focusing on small-scale variables. It aimed to determine the awareness and utilization of electronic resources by faculty, research scholars, and students across various disciplines at Vishveshwarya Technical University (VTU) in Karnataka State, India. The findings underscored the critical role of e-resources in facilitating research, teaching, learning, academic administration, and library resource support within university settings. The author highlighted the importance of addressing barriers to optimize the use of e-resources effectively. Recommendations included implementing official training and orientation programs for library staff to enhance their capabilities in assisting users with accessing and utilizing electronic resources. Additionally, the proposal emphasized the development of scientific search engines tailored to individual disciplines, enhancing the relevance and efficiency of information retrieval processes. By implementing these strategies, VTU and similar institutions can enhance the accessibility, usability, and overall impact of electronic resources in supporting academic endeavors. This proactive approach ensures that the university community, including faculty, researchers, and students, can fully leverage digital tools to advance their educational and research objectives effectively.

Natarajan et al [2019] conducted a study to explore the awareness, accessibility, and usability of electronic resources among faculty members in Arts & Science Colleges across the Erode District of Tamil Nadu, India. Using a questionnaire and survey methodology, the research aimed to assess the extent to which faculty members were informed about and capable of utilizing e-resources effectively. The findings of the study revealed a high level of awareness among faculty members regarding the availability and accessibility of various electronic resources. Nearly all participants demonstrated knowledge of how to access these digital tools, indicating a strong foundation of digital literacy and proficiency within the academic community. This widespread awareness is crucial for leveraging e-resources to support teaching, research, and scholarly activities effectively across the colleges in the Erode District. The study underscores the importance of continuous support and development in maintaining and enhancing the utilization of e-resources. Recommendations include ongoing training programs for faculty members to update their digital skills and strategies for optimizing the integration of e-resources into academic practices. By ensuring robust access and promoting effective use of electronic resources, Arts & Science Colleges in the Erode District can further enhance their educational offerings and contribute to academic excellence in the region.

The study investigated the usage of electronic resources by lecturers at the University for Development Studies' Wa campus in Ghana. It highlighted several challenges associated with utilization and recommended strategies to enhance the use of e-resources. The authors emphasized the importance of addressing difficulties through initiatives such as increasing user awareness, providing training workshops for both staff and users, and improving accessibility to electronic resources. These measures were proposed to optimize the integration of digital tools into academic practices and enhance research and teaching capabilities. Similarly, another survey focused on understanding the experiences of library and information science research academics at Jiwaji University in Gwalior, India, regarding the use of e-resources. The study identified advantages and advancements but also highlighted ongoing challenges. To increase utilization, the authors suggested practical solutions such as developing a personalized homepage for the library to improve navigation and organizing on-demand training sessions tailored to specific user needs. These recommendations aimed to enhance user experience, encourage greater engagement with electronic resources, and ultimately support academic and research endeavors effectively within the university context.

The rest of the paper is structured as follows: Section 2 describes Literature survey of Utilisation and Developments of Library Resources. Section 3 details the process of the Proposed Research Methodology. Section 4 presents Findings and Suggestions. Section 5 concludes the whole paper.

3. METHODOLOGY

In order to collect data for this study, a survey method was used, and students, employees, and faculty members all received questionnaires. 2500 legitimate answers to the 3000 surveys that were distributed were from library patrons. To analyze and make conclusions, the study uses the data gathered from these questionnaires.

3.1 DATA ANALYSIS AND INTERPRETATIONS

The information provided shows that a sizable majority of respondents (94.4%) are familiar with e-resources, whereas a lesser proportion (5.6%) are not. The high degree of awareness among library patrons holds promise for encouraging the usage of electronic resources. Nonetheless, it is imperative that librarians keep up their efforts to improve usage and awareness by holding frequent orientation sessions. By educating users on the advantages and appropriate use of e-resources, these initiatives seek to optimize their efficacy and guarantee all-inclusive access to priceless digital content. Libraries can enable users to fully utilize e-resources for their educational and research needs by aggressively raising awareness and offering the required guidance. E-Resource Awareness is depicted in Figure 3.1.
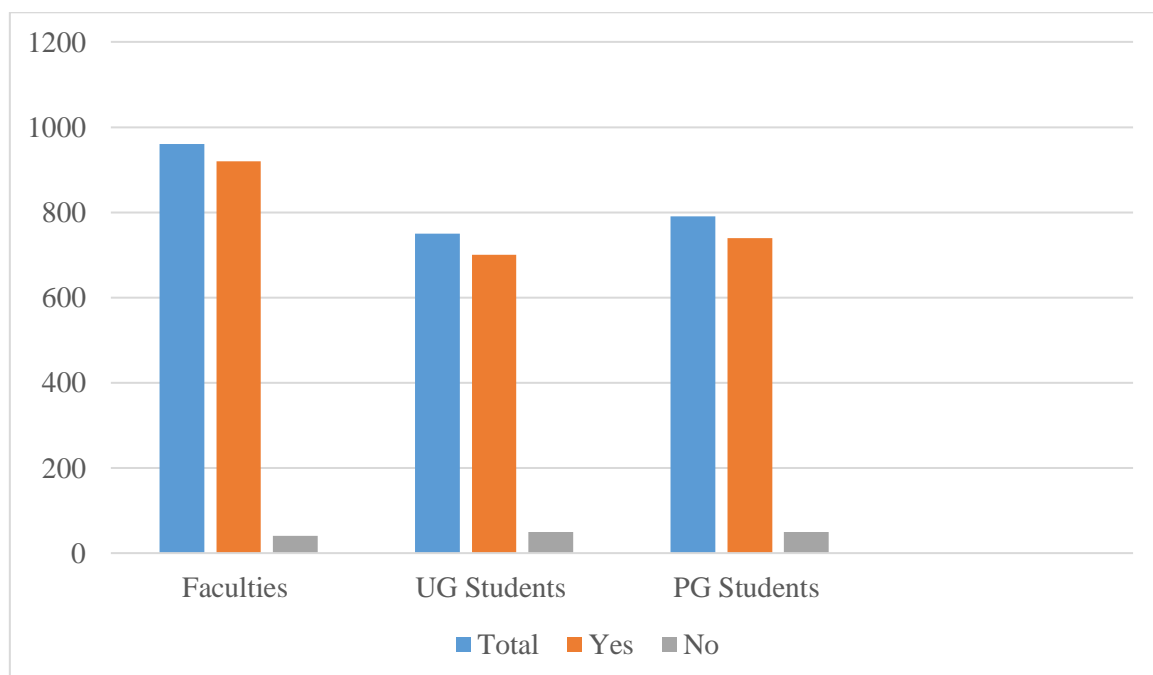

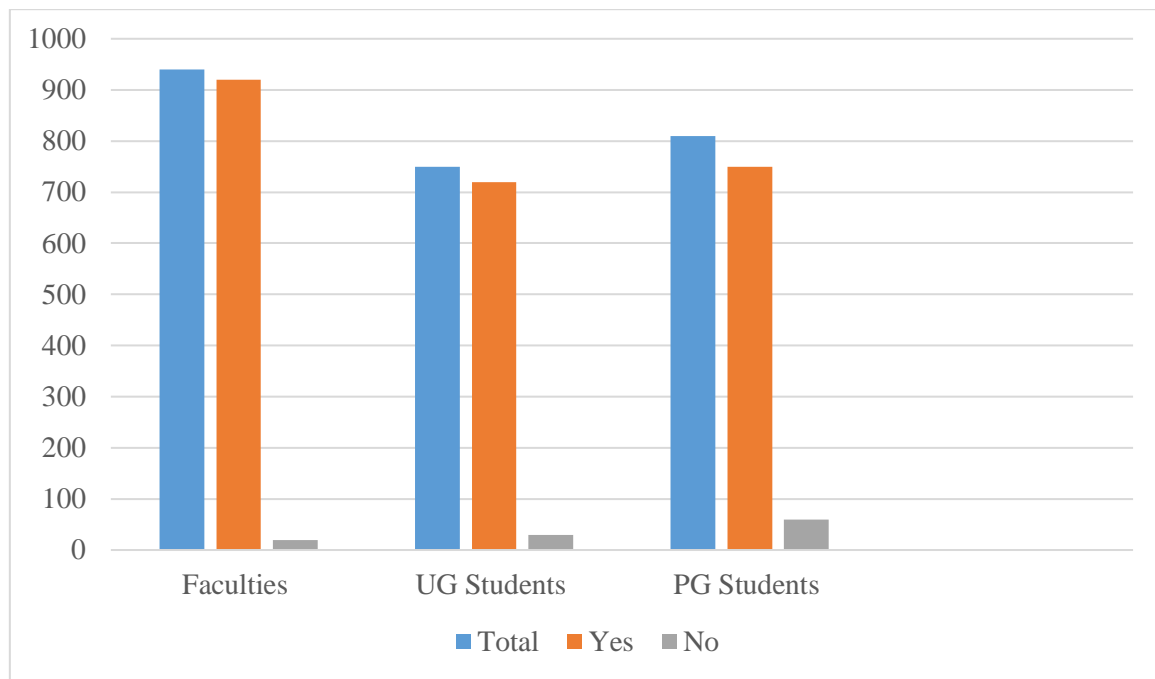**Figure 3.1 Awareness of E-Resources**

Figure 3.2 Preference to Use E-Resources Besides Printed Documents

As seen in Figure 3.2, most library patrons would rather use electronic resources than printed ones. The main reasons for this desire are the resources' speed, versatility, and capacity for simultaneous use by numerous users. 2390 respondents, or 95.6% of the 2500 valid replies that were received, expressed a preference for using both printed and electronic materials. This information emphasizes how crucial it is to keep up a strong library of electronic resources in addition to traditional print books. It emphasizes how important it is for libraries to increase the number of electronic resources they offer in order to properly accommodate the changing requirements and tastes of their patrons.

TABLE 3.1 PURPOSE OF ACCESSING E-RESOURCES

S. No.	Purpose of accessing e-resources	Faculties	P.G. Students	U.G. Students	Total	Percentage
1	For assignments and Seminars	-	200	160	360	14.4
2	For Research Projects	240	170	-	410	16.4
3	To seek information in specialized areas	130	220	300	650	26
4	For Career Development	120	220	120	460	18.4
5	To keep updating	050	270	300	620	24.8
6	Total				2500	100.00

The objectives of library users' access to e-resources are listed in Table 3.1. Of the 2500 people who participated in the poll, 360 (14.4%) use e-resources for assignments and seminars, and 410 (16.4%) use them for research projects. Furthermore, 460 respondents (18.4%) utilize e-resources for professional growth, while 650 respondents (26%) use them to expand their knowledge in their area of expertise. A sizable proportion of respondents, 620 (24.8%), use e-resources to stay current on information.

This data shows that library users use e-resources for a variety of important purposes, including research and academic assignments, job advancement, and keeping up with industry advancements. It emphasizes the diverse ways in which e-resources assist library users' aspirations for professional, academic, and personal growth.

TABLE 3.2 ACCESSING POINT OF E-RESOURCES

S. No.	Access Points	Faculties	P.G. Students	U,G. students	Total	Percentage
1	Informatics Centre	140	200	260	600	24
2	Departments	220	180	160	560	22.4
3	Cyber Cafe	120	220	180	520	20.8
4	College Hostel	-	180	220	400	16
5	Home	250	140	30	4200	16.8
6	Total				2500	100.00

The locations from which library patrons access e-resources are shown in Table 3.2. Information center or computer labs are the primary source of e-resource access for 600 respondents (24%) followed by departments with 560 respondents (22.4%), cyber cafes with 520 respondents (20.8%), college dorms with 400 respondents (16%), and residences with 420 respondents (16.8%).

The information shows that computer laboratories are the main locations from which students use e-resources, followed by cyber cafés and dorms on campuses. Conversely, faculty members primarily use departmental e-resources, then their own houses. This distribution highlights the various access points that various user groups within the academic community use, reflecting their unique requirements and settings that facilitate the usage of digital resources.

TABLE 3.3 FREQUENCY OF USE OF E-RESOURCES

S. No.	Frequency	Faculties	P.G. Students	U.G. Students	Total	Percentage
1	Once in a day	330	360	110	800	32.00
2	Twice or thrice in a week	130	260	290	680	27.2
3	Once in a week	-	170	140	310	12.4
4	Twice or thrice in a month	-	-	250	250	10
5	Every now and then	140	200	120	460	18.4
6	Total				2500	100.00

The frequency with which library patrons use e-resources to find information is seen in Table 3.3. According to the study, 680 respondents (27.2%) access e-resources twice or three times a week, while 80 respondents (32%) access them once a day. Furthermore, just five respondents use e-resources twice or three times a month, compared to 460

respondents (18.4%) who access them occasionally, 310 respondents (12.4%), and 460 respondents who access them once a week.

This data makes it clear that a sizable portion of respondents (79.33%) use e-resources for information retrieval at least once a week. But a sizable portion of participants (20.67%) use e-resources less frequently—two or three times a month, or infrequently. This distribution emphasizes how frequently library patrons use electronic resources to obtain information, underscoring their crucial function in assisting with academic and research endeavours.

4.FINDINGS AND SUGGESTIONS

Several important conclusions and suggestions may be drawn from the examination of the data from the current study:

1. Awareness of E-Resources: The Agricultural College and Research Institute respondents comprise a sizable majority (90.67%) who are aware of E-Resources. This suggests a solid basis for future promotion of digital resources.

2. Preference for E-resources: Noting the flexibility and accessibility benefits of digital materials, a resounding majority of respondents (92.67%) preferred using e-resources in addition to print resources.

3. Information-Seeking Behavior: Most respondents (58%) use e-resources to stay current in their areas of interest and other sectors, highlighting the importance of digital resources for lifelong learning and career advancement.

4. Access Points: Information centers, cyber cafés, and individual respondents' residences are the main venues from which respondents (94%) obtain e-resources, underscoring the significance of guaranteeing dependable access throughout diverse settings.

5. Frequency of Access: A considerable percentage of participants (79.33%) utilize electronic resources at least once every week, so highlighting the consistent utilization of digital resources for information retrieval.

6. Awareness and Orientation Programs: It is evident that orientation programs are necessary to raise awareness about the advantages and usage of e-resources, as 9.33% of respondents are ignorant of them and 7.34% express no preference for them.

7. Infrastructure Enhancement: The library should think about adding more terminals to help students and researchers use them more efficiently in order to address the issue of the limited number of terminals for journal access.

8. Print Access of E-journals: By giving users who prefer hard copies of e-journals the possibility to access them in print for reference and study reasons, print access of e-journals may be made more accessible and user-friendly.

9. Internet connectivity: To satisfy user demands and guarantee optimal satisfaction with digital resource access, it is imperative to guarantee high-speed internet with minimal connectivity problems.

These conclusions and suggestions highlight how crucial it is to use e-resources at the Agricultural College and Research Institute library to enhance learning, research, and professional development. By focusing on these areas, the library can improve research and academic outcomes over time, increase user satisfaction, and encourage wider access to information.

5. CONCLUSION

This study concludes with a number of important findings and suggestions on the use and advancements of e- and library resources in Tamil Nadu's Agricultural College Libraries:

The results show that library patrons are highly aware of e-resources (90.67%), which provides a solid basis for encouraging resource usage and digital literacy. Furthermore, a vast majority of respondents (92.67%) say they prefer electronic resources over traditional print materials, highlighting the significance of keeping a well-balanced collection to meet a range of learning and research needs.

Based on the fact that 58% of respondents use e-resources to stay current in their disciplines, the survey highlights the critical role that these tools play in fostering professional development and ongoing learning. Information centres, cyber cafes, and homes are the main places where people access e-resources (94%), which emphasizes the requirement of having a dependable and easily accessible digital infrastructure.

Variations in awareness (9.33% not aware of e-resources), a sporadic preference for print resources (7.34%), and problems with limited terminal availability for journal access are among the challenges noted. By tackling these issues with focused orientation programs, building out digital infrastructure, and offering print-format access to e-journals, we can improve user experience and make the best use of available resources.

Overall, Tamil Nadu's Agricultural College Libraries are able to successfully serve the varied information needs of their academic community by adjusting to the rapidly changing digital information landscape and providing a welcoming atmosphere for the use of e-resources. This strategy contributes to greater academic quality in the agricultural sciences and improves educational results while bolstering the institution's research capacity.

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