

Usage of Electronic Resources by Faculty Members of Medical Colleges: A Study

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ABSTRACT

The present study deals with the usage of e-resources by faculty members of medical colleges and level of satisfaction with the information accessed by the users through the available e-resources. The survey was conducted with the help of a questionnaire and personal interview. The responses received from the available users are presented in tables and data is analyzed by using simple statistical method. The findings reveal that access and use of electronic information is an important component of research activities for faculty members, E-journals, E-books, E-databases are most preferred electronic information resources. With the advent of information and communication technologies such as the internet and the web, electronic resources have become a widely accepted scholarly resource for faculties of medical colleges.

Keywords: Electronic resources, Information communication technology, Search techniques, Internet, Online Databases and Search skills

Introduction

Today we are living in the age of information, it is a dynamic and unending resource that affects all disciplines and walks of life. Accessibility to information has crossed all the geographical boundaries. The access to the library resources has also transformed from "physical access", to "online access". Over last decade, electronic resources have become increasingly substantial components of academic library collection. With the growing popularity of e-resources, the traditional libraries are gradually migrating from print documents to e-resources where providing access to information is considered more important than owning it (Arun Kumar, 2009).

Information technology has changed the world and has become one of the important tools for retrieving information. The electronic information resources have acquired a major portion of library collections. The value and use of information resources, particularly e-resources, have increased with the time (Kalbande, 2013). Therefore, there is necessity to make study on the different patterns of e-resources and the issues relating to the use of e-resources by users,

more particularly by the faculty members of academic institutions. The present study is an attempt to analyses the use patterns of e-resources by the faculty members of medical colleges of Deemed Universities in Karnataka State

The importance and wide ranging scope of the electronic resources for general communication, information retrieval and instructional delivery to support teaching and research activities in tertiary educational institutions is acknowledged worldwide. The literature also shows that a number of relevant studies have been carried out on the use of e-resources by faculty, research scholars and students worldwide.

Methodology

The study is restricted the faculty members working in medical colleges of Deemed Universities in Karnataka State, the researcher visited all the eight Deemed Universities of Karnataka. The researcher has designed a structured questionnaire, covering almost all the major aspects, the copies of the questionnaire were distributed among faculty members of some selected medical colleges. The researcher has personally assisted and interviewed in order to receive more clear, accurate and pin-pointed responses to the listed questions. Questionnaires were distributed among the faculty members, and librarians.

A total of 1200 questionnaires were distributed among users and 1041 duly filled in questionnaires were received, thus resulting into a response rate of 82.62 %. While distributing questionnaires, care was taken to ensure that faculties of all medical colleges, different age groups and sex were represented adequately in the population.

Results and Discussion

Gender-wise distribution of respondents

Table 1 indicates a gender-wise distribution of respondents. Out of 1041 respondents surveyed, 695 (66.76%) are male and about 346 (33.24%) respondents are female. It can be inferred from the table that male respondents dominate over the female respondents (Fig. 1).

Table – 1: Gender-wise distribution of respondents

Sl. No.	Gender	No. of Respondents	Percentage (%)
1	Male	695	66.76
2	Female	346	33.24
	Total	1041	100

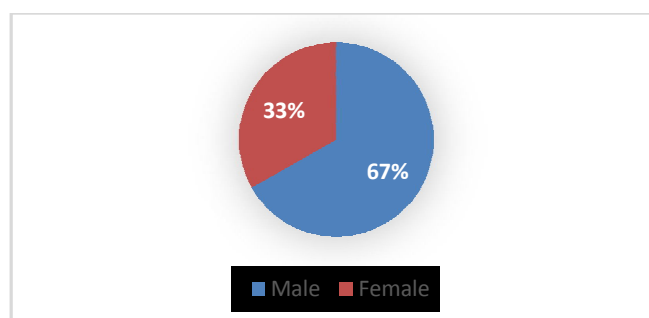


Fig. 1: Gender-wise distribution of respondents

Age-wise distribution of respondents

The age-wise distribution of the respondents is given in the Table 2, which reveals that the majority of the users belong to the age group between 41 to 45 (29.01%), followed the age group 46 to 50 i.e. (21.81%). The next in line is the age group between 36 to 40 (15.18%), followed by the age group of 51 to 55 (11.43%), age group 31 to 35 (10.47%), age group 25 to 30 (6.15%) and age group 56 and above is (5.95%) The data clearly shows that the majority of respondents belong to the age group of 41 to 45. The diagrammatic representation is given in the Figure 2.

Table – 2: Age-wise distribution of respondents

Sl. No.	Age	No. of Respondents	Percentage (%)
1	25-30	64	6.15
2	31-35	109	10.47
3	36-40	158	15.18
4	41-45	302	29.01
5	46-50	227	21.81
6	51-55	119	11.43
7	56 and above	62	5.95
	Total	1041	100

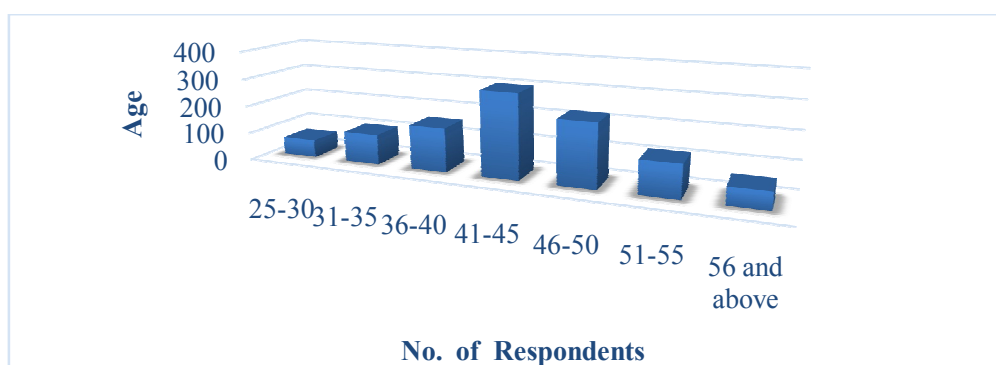


Fig. 2: Age-wise distribution of respondents

Qualification-wise distribution of respondents

The qualification wise distribution of the members of faculty is shown in Table 3 and Fig. 2. It is found from the data that, out of total 1041 respondents, 617 (59.27%) post graduates, followed by 207 (19.89%) respondents are under graduates, 173 (16.61%) are having super specialty degree and 44 (4.23%) of the respondents have completed other related degrees.

Table – 3: Qualification-wise distribution of respondents

Sl. No.	Degree	No. of Respondents	Percentage (%)
1	Under Graduate	207	19.89
2	Post Graduate	617	59.27
3	Super Speciality	173	16.61
4	Any Other	44	4.23
	Total	1041	100

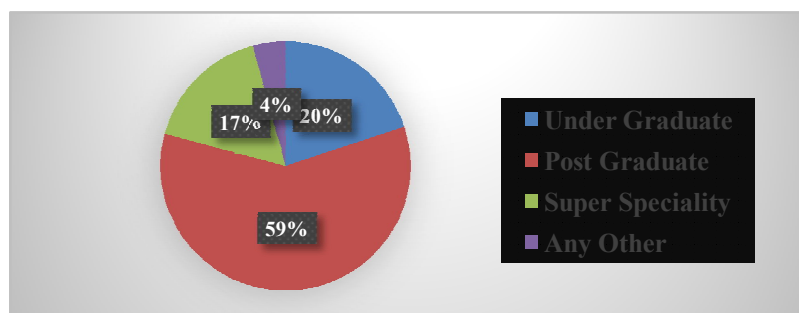


Fig. 3: Qualification-wise distribution of respondents

Designation wise distribution of respondents

Designation implies nature of the job of a person. Whereas there is a strong relationship between information needs and designation, the faculty was requested about their designation. There were three categories of faculty namely Assistant Professor, Associate Professor and Professor. The lecturers are brought under the category of Assistant Professors.

Table – 4: Academic ranking (Designation) wise distribution of respondents

Sl. No.	Designation	No. of Respondents	Percentage (%)
1	Assistant Professor	437	41.98
2	Associate Professor	361	34.68
3	Professor	202	19.4
4	Others	41	3.94
	Total	1041	100

The table 4 shows the designation-wise distribution of respondents. Out of the total 1041 respondents surveyed, 437 (41.98%) the respondents are in the cadre of Assistant Professor, followed by 361 (34.68%) respondents as Associate Professors, 202 (19.40%) respondents are Professors and 41 (3.94%) respondents are in the cadre of others. The data clearly indicates that the maximum number of respondents is Assistant Professors only (Fig. 4).

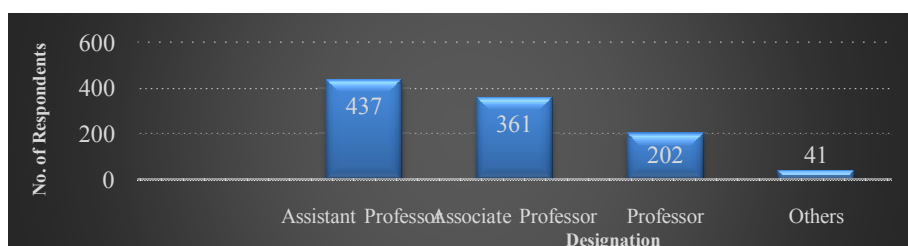


Fig. 4: Academic ranking (Designation) wise distribution of respondents

Opinion about using a computer/Laptop/Tablet/any other

Respondents were asked to give their opinion of using electronic gadgets, the data indicates that all the faculty members (100%) are using computer, Laptop, Tablet and other electronic devices.

Frequency of using Computer/Laptop/Tablet/others

Table 5 indicates that out of total respondents the majority of respondents, i.e., 773(74.26%) use the electronic devices daily, followed by 144 (13.83%) respondents use the devices when the need arises, about 109(10.47%) respondents are used the electronic devices in alternative days and about 15(1.47%) respondents are used once in a week. The data in the table examines that the majority of the faculty members using computer/laptop/Tablet daily and when need arises.

Table – 5: Frequency of using Computer/Laptop/Tablet/others

Sl. No.	How often you use them	Frequency	Percentage (%)
1	Daily	773	74.26
2	Alternative Days	109	10.47
3	Weekly	15	1.47
4	When need arises	144	13.83
	Total	1041	100

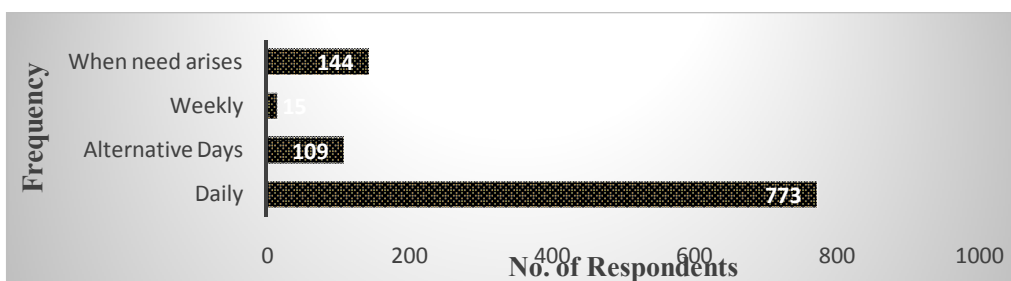


Fig. 5: Frequency of using Computer/Laptop/Tablet/others

Frequency of using preferred Software tool use by the respondents

The respondents were asked to give their opinion about the frequency of using preferred software tools. The data presented in table 6 reveals that 458 (44.00%) and 41.40% of the respondents are use MS-Word and MS-Excel regularly, at the same time 257 (24.69%) respondents are regularly use MS-Power Point, whereas majority 438 (42.07%) respondents use MS-Power Point occasionally. About 905 (86.94%) and 835 (80.21%) of the respondents use MS-Access and Content Management Software sparingly, at the same time 788 (75.70%) respondents are sparingly use Web-designing tools. About 160 (15.37%), 141 (13.54%) and 13 (1.25%) of the respondents are never use Web-designing tools, Content Management Software and MS-Access.

Table – 6: Frequency of using preferred software tool use by the respondents

Sl. No.	Preferred software tool use by the respondents	Regularly	Occasionally	Sparingly	Never
1	MS-Word	458 (44.00)	375 (36.02)	208 (19.98)	0
2	MS-Excel	431 (41.40)	379 (36.41)	231 (22.19)	0
3	MS-Power Point	257 (24.69)	438 (42.07)	346 (33.24)	0
4	MS-Access	102 (9.80)	21 (2.02)	905 (86.94)	13 (1.25)
5	Web-designing tools	14 (1.34)	79 (7.59)	788 (75.70)	160 (15.37)
6	Content Management Software	9 (0.86)	56 (5.38)	835 (80.21)	141 (13.54)

Place of the Internet access by the faculty members

The faculty members were asked to furnish information regarding the place from where they access Internet. Their responses in this regard are presented in table 7. It reveals that the majority of the faculty members, that is, 811 (77.90%) access Internet in their home. About 510 (48.99%) respondents access Internet at Department/Office. The number of the faculty who access Internet at the Computer lab is 453 (43.51%), whereas about 384 (36.88%) respondents' access Internet at the library, and 42 (4.03%) respondents access from the Cyber center. The opinions of the respondents clearly indicate that they are given many alternatives to access the internet.

Table – 7: Place of the Internet access by the faculty members

Sl. No.	Place of Access	No. of Respondents	Percentage (%)
1	Department/Office	510	48.99
2	Home	811	77.90
3	Library	384	36.88
4	Computer Lab	453	43.51
5	Cyber Centre	42	4.03
6	Any other place	636	61.09

Purpose of using Internet by the respondents

A multiple choice question was asked to the respondents on the purposes of using Internet. It is observed from the table 8 that 752 (72.24%) respondents *very often* used Internet for Personal communication (E-Mail, Chat, Ne-Phone etc.), whereas, 714 (68.59%) and 628 (60.33%) respondents used *very often* for Infotainment (Information + Entertainment) and Reading/writing research paper, research proposals and projects, 364 (34.97%) respondents used *often* it for Social Networking sites(Face book, Twitter, Whatsapp etc.), 317 (30.45%) respondents used *occasionally* to access OPAC/EPAC/Web OPAC and good numbers of respondents used Internet for other purposes like, general information (news, discussion forum), infotainment (information + entertainment) and to access audio/visual resources. It is observed from the study that e-mail is the prime purpose of using Internet, followed by general information and social networking. The similar findings were also observed in the studies conducted many researchers.

Table – 8: Purpose of using Internet by the respondents

Sl. No.	Purpose of Using Internet	Very often (%)	Often(%)	Occasional (%)	Sparing (%)	Rarely(%)
1	Personal communication (E-Mail, Chat, Ne-Phone etc.)	752 (72.24)	104 (9.99)	83 (7.97)	79 (7.59)	23 (2.21)
2	For voice/ video communication (IP phone, Skype etc.)	542 (52.06)	173 (16.62)	204 (19.60)	71 (6.82)	51 (4.90)
3	General Information (News, UseNet, Discussion Forum	618 (59.37)	117 (11.24)	186 (17.87)	80 (7.68)	40 (3.84)
4	Infotainment (Information+Entertainment)	714 (68.59)	103 (9.89)	97 (9.32)	86 (8.26)	41 (3.94)
5	Blogging, RSS Feed	414 (39.77)	311 (29.88)	197 (18.92)	60 (5.76)	59 (5.77)
6	Social Networking sites(Face book, Twitter, Whatsapp etc.)	518 (49.76)	364 (34.97)	114 (10.95)	21 (2.01)	24 (2.31)
7	Downloading software, movies, songs	396	271	256	52	66

	etc	(38.04)	(26.03)	(24.59)	(5)	(6.34)
8	To access OPAC/EPAC/Web OPAC	286 (27.47)	219 (21.04)	317 (30.45)	113 (10.86)	106 (10.18)
9	Accessing subscribed information resources (E-journals, E-databases etc.	624 (59.94)	201 (19.31)	113 (10.86)	83 (7.97)	20 (1.92)
10	Accessing teaching and Educational materials	514 (49.38)	276 (26.51)	182 (17.48)	40 (3.84)	29 (2.79)
11	Reading/writing research paper, research proposals and projects	628 (60.33)	216 (20.75)	110 (10.57)	70 (6.72)	17 (1.63)
12	To access audio/visual resources	473 (45.44)	231 (22.19)	192 (18.44)	94 (9.03)	51 (4.90)

Opinion by the respondents about awareness of e-resources, frequency of use and place of usage

A multiple choice question was asked to the respondents about awareness of e-resources, frequency of use and place of usage. It is observed from the table 9 that 925 (88.86%) respondents used e-books daily, 893 (85.78%) respondents used e-journals daily (37.08%), 734 (70.51%) respondents used e-conference proceedings and 381 (36.60%) respondents are used 2-3 times a week, 863 (82.90%) respondents used e-thesis and dissertation, 658 (63.21%) respondents used e-annual reviews. 431 (41.40%), 422 (40.54%) and 415 (39.87%) of the respondents used e-thesis and dissertation, e-tutorials and e-reference works (e.g. dictionaries, encyclopedias etc.) daily and more than 45.00% of the respondents accessed in library.

Table – 9: Opinion by the respondents about awareness of e-resources, frequency of use and place of usage

Sl. No.	E-Resources	Usage		Frequency of usage					Place of Use			
		Y	N	5	4	3	2	1	Lib	Dept.	Resi	Cyber
1	E-Journals	893 (85.78%)	148 (14.22%)	358 (34.39%)	248 (23.82%)	178 (17.10%)	112 (10.76%)	145 (13.93%)	467 (44.86%)	387 (37.18%)	173 (16.62%)	14 (1.34%)
2	E-Books	925 (88.86%)	116 (11.14%)	386 (37.08%)	287 (27.57%)	117 (11.24%)	130 (12.49%)	121 (11.62%)	428 (41.31%)	350 (33.62%)	149 (14.31%)	112 (10.76%)
3	E-Conference Proceedings	734 (70.51%)	307 (29.49%)	256 (24.59%)	381 (36.60%)	202 (19.40%)	107 (10.28%)	95 (9.13%)	221 (21.23%)	353 (33.91%)	248 (23.82%)	219 (21.04%)
4	E-Reference	642 (61.67%)	399 (38.53%)	415 (39.87%)	236 (22.67%)	134 (12.87%)	81 (7.78%)	175 (16.81%)	284 (27.28%)	376 (36.12%)	190 (18.25%)	147 (14.12%)
5	E-Reports	578 (55.52%)	463 (44.48%)	354 (34.01%)	187 (17.96%)	215 (20.65%)	172 (16.52%)	113 (10.85%)	457 (43.90%)	313 (30.07%)	126 (12.10%)	145 (13.93%)
6	E-Thesis and Dissertation	863 (82.90%)	178 (17.10%)	431 (41.40%)	219 (21.04%)	124 (11.91%)	141 (13.54%)	126 (12.10%)	573 (55.04%)	231 (22.19%)	125 (12.01%)	112 (10.76%)
7	E-Annual Reviews	658 (63.21%)	383 (36.79%)	281 (26.99%)	191 (18.35%)	219 (21.04%)	193 (18.54%)	157 (15.08%)	487 (46.78%)	294 (28.24%)	154 (14.79%)	106 (10.18%)
8	E-Subject gateways/ E-portal	473 (45.44%)	568 (54.56%)	324 (31.12%)	218 (20.94%)	184 (17.68%)	194 (18.64%)	121 (11.62%)	224 (21.52%)	354 (34.01%)	336 (32.28%)	127 (12.20%)
9	E-tutorials	591 (56.77%)	450 (43.23%)	422 (40.54%)	227 (21.81%)	116 (11.14%)	134 (12.87%)	142 (13.64%)	188 (18.06%)	421 (4.44%)	335 (32.18%)	97 (9.32%)

Note: 5: Daily, 4: 2-3 times a week, 3: Once in a week, 2: 2-3 time a month, 1: Once a month

Frequency of using E-resources by the respondents of medical colleges

The table 10 examines the frequency of use of following E-resources by the respondents, it is observed that 291 (37.65%), 283 (32.61%), 280 (36.22%) and 277 (35.83%) of the respondents always use PubMed (Medline, Premedline, and HealthSTAR), ProQuest Nursing & Allied Health Source, Psychiatry online and Embase (Elsevier) resources. About 284 (27.28%), 268 (25.74%) and 264 (25.36%) of the respondents using most of the time Web of Science (SCI, SSCI and AHCI), UpTo Date and Medline Plus sources, 281 (26.99%), 278 (26.71%) and 259 (24.88%) of the respondents often used Micromedex, access medicine and ovid SP, 297 (28.53%), 275 (26.42%), 273 (26.22%) and 267 (25.5%) of the respondents rarely used Dyna Med, MIMS Drug Alert, Lexi-Comp and BMJ Best Practice and week and

277 (26.61%), 184 (17.68%), 178 (17.10%), 176 (16.91%), 175 (16.81%) and 167 (16.04%) of the respondents never used the following e-resources Scopus, Dyna Med, PsycArticles (Full-text Database), Lexi-Comp, Embase (Elsevier) and eMedicine MedScape Reference.

Table – 10: Frequency of using E-resources by the respondents of medical colleges

Sl. No.	E-Resources	1	2	3	4	5
1	A.D.A.M. Interactive Anatomy	268 (25.74%)	256 (24.59%)	144 (13.83%)	241 (23.15%)	132 (12.68%)
2	Access Medicine	184 (17.68%)	216 (20.75%)	278 (26.71%)	205 (19.69%)	158 (15.8%)
3	BMJ Best Practice	242 (31.31%)	218 (20.94%)	165 (15.85%)	267 (25.5%)	149 (1.31%)
4	CINAHL(Ebsco)	227 (29.37%)	273 (26.22%)	183 (17.58%)	239 (22.96%)	119 (11.43%)
5	Cochrane Library (Wiley)	254 (32.86%)	261 (25.07%)	215 (20.65%)	236 (22.67%)	75 (7.20%)
6	Dyna Med	188 (24.32%)	249 (23.92%)	123 (11.82%)	297 (28.53%)	184 (17.68%)
7	Embase (Elsevier)	277 (35.83%)	241 (23.15%)	204 (19.63%)	144 (13.83%)	175 (16.81%)
8	eMedicine--MedScapeReferenc	234 (30.27%)	145 (13.93%)	227 (21.81%)	268 (25.74%)	167 (16.04%)
9	Lexi-Comp	219 (28.33%)	117 (11.24%)	256 (24.59%)	273 (26.22%)	176 (16.91%)
10	MD Consult	257 (33.25%)	260 (24.98%)	247 (23.73%)	159 (15.27%)	118 (11.34%)
11	Medline Plus	233 (30.14%)	264 (25.36%)	137 (13.16%)	246 (23.63%)	161 (15.47%)
12	Micromedex	212 (27.43%)	227 (21.81%)	281 (26.99%)	215 (20.65%)	106 (10.18%)
13	MIMS DrugAlert	244 (31.57%)	206 (19.79%)	219 (21.04%)	275 (26.42%)	97 (9.32%)
14	Ovid SP	194 (25.10%)	258 (24.78%)	259 (24.88%)	168 (16.14%)	162 (15.56%)
15	ProQuest Nursing & Allied Health Source	283 (32.61%)	248 (23.82%)	224 (21.52%)	206 (19.79%)	80 (7.68%)
16	PsycArticles (Full-text Database)	251 (32.47%)	219 (21.04%)	233 (22.38%)	160 (15.37%)	178 (17.10%)
17	Psychiatry online	280 (36.22%)	273 (26.22%)	212 (20.37%)	165 (15.85%)	111 (10.66%)
18	PsycInfo (EBSCO)	221 (28.59%)	248 (23.82%)	254 (24.40%)	217 (20.85%)	101 (9.70%)
19	PubMed (Medline, Premedline, and HealthSTAR)	291 (37.65%)	267 (25.65%)	218 (20.94%)	184 (17.68%)	81 (7.78%)
20	Scopus	178 (23.03%)	207 (19.88%)	212 (20.37%)	167 (16.04%)	277 (26.61%)
21	UpToDate	184 (23.80%)	268 (25.74%)	240 (23.05%)	194 (18.64%)	155 (14.89%)
22	Web of Science (SCI, SSCI and AHCI)	261 (33.76%)	284 (27.28%)	189 (18.16%)	212 (20.37%)	95 (9.13%)

Note: 1-Always 2-Most of the time 3-Often 4-Rarely 5-Never

Awareness about source of information to use for locating/accessing information

Table 11 indicates the user's awareness as well as their familiarity with source of information. It is observed from the table that majority of faculty members are well aware of computer based services like OPAC, Online databases, e-journals etc. The table reveals that 561 (53.89%) of faculty members are aware about source of information to use for locating/accessing information from the librarians, followed by e-mail alerts from publishers/distributors etc. i.e. 514 (49.38%), 511 (49.09%) of the respondents aware from announcement in journals, 497 (47.74%) of the respondents aware from the subscribing the mailing list of publishers, 450 (43.23%) and 422 (40.54%) of the respondents are aware from searching bibliographical databases and cited in report/journals/conference papers.

Table – 11: Awareness about source of information to use for locating/accessing information

Sl. No.	Source of Information	No. of Respondents	Percentage %
1	Searching Bibliographical Databases	450	43.23
2	Announcement in Journals	511	49.09
3	Cited in report/journals/conference papers	422	40.54
4	Referred by the Librarian	561	53.89
5	By, chance, by browsing or looking for materials	354	34.01
6	E-Mail alerts from publishers/distributors etc.	514	49.38
7	Subscribing to mailing list of publishers	497	47.74
8	By personal communication with friends, subject experts and resource persons	354	34.01
9	By attending to the product presentations at conferences	137	13.16
10	Any other (please specify)	112	10.76

Opinion of the respondents about how they learn to use e-resources

Respondents were asked to give their opinion on how they learnt the making use of E-resources. The table 12 clearly shows that majority of the respondents i.e. 751 (72.14%) opined they learnt by trial and error, about 626 (60.13%) of the respondents expressed their opinion they learnt from the guidance from other colleagues, 619 (59.46%) of the respondents opines that they learnt how to use the e-resources by self, 481 (46.21%) of the respondents opined they learnt by the guidance of library staff, 441 (42.36%) respondents opined that they learnt from computing staff/technicians, 375 (36.02%) of respondents learnt by attending training courses, workshops and seminars and 326 (31.32%) of the respondent learnt from the user manual prepared by the library. Very less respondents i.e. 119 (11.43%) learnt by other means of learning.

Table – 12: Opinion of the respondents about how they learn to use e-resources

Sl.No.	Methods of Learning	No. of Respondents	Percentage %
1	Trial and error	751	72.14
2	Self-learning	619	59.46
3	Guidance from other colleagues	626	60.13
4	The user manual prepared by the library	326	31.32
6	Guidance from library staff	481	46.21
7	Attending training courses, workshops and seminars	375	36.02
8	Guidance from computing staff/Technicians	441	42.36
9	Any other (pl. Specify)	119	11.43

The purposes of using e-resources

A multiple choice question was asked to the respondents on the purposes of using e-resources. It is observed from the table 13 that 512 (49.18%) respondents used e-resources for class room/teaching work, whereas, 467 (44.86%) respondents used for curriculum design, 459 (44.09%) respondents used it for reading/writing research paper and good numbers of

respondents used e-resources for other purposes like, preparation for seminar/conference/workshop, to locate the audio/visual materials, for studying cases, reading/writing research proposal/projects and other research related aspects. It is observed from the study that class room/teaching work is the prime purpose of using e-resources, followed by curriculum design and reading/writing research paper.

Table – 13: The purposes of using e-resources

Sl. No.	Purpose	No. of Respondents	Percentage
1	Reading/Writing research paper	459	44.09
2	Reading/Writing research proposal/projects	287	27.57
3	For class Room/Teaching Work	512	49.18
4	For studying cases	348	33.43
5	For curriculum design	467	44.86
6	Preparation for Seminar/Conference/Workshop	391	37.56
7	For basic scientific and technical information	175	16.81
8	For regular browsing and updating	147	14.12
9	To locate the audio/visual materials	384	36.89
10	Any other (please specify)	112	10.76

Opinion about benefits of e-resources by respondents

The faculty members were asked the question regarding opinion about benefits of e-resources by respondents. Their responses in this regard are presented in table 14. It reveals that the majority of the faculty members, that is, 723 (69.45%) opined that e-resources are gave platform to access to up-to-date information, followed by 684 (65.71%) of the respondents opined e-resources save the time of the respondents, about 679 (65.23%) of the respondents opined that from the benefit of e-resources they got improvement in the quality of professional work, 647 (62.15%) of the respondents opined that ease of portability, 527 (50.62%) respondents opined the e-resources provide quality of information and 462 (44.38%) respondents opined that from e-resources we can get information available in various formats as per the need and requirements.

Table – 14: Opinion about benefits of e-resources by respondents

Sl. No	Benefits	No. of Respondents
1	Time saving	684 (65.71%)
2	Better quality of information	527 (50.62%)
3	Access to up-to-date information	723 (69.45%)
4	Improvement in the quality of professional work	679 (65.23%)
5	Information available in various formats as per the need	462 (44.38%)
6	Easy portability of e-resources	647 (62.15%)
7	Anywhere and anytime access	387 (37.18%)
8	Just copy and paste facility	418 (40.15%)
9	Any other (please specify)	148 (14.22%)

6.5 Summing Up

Internet and e-resources are an inseparable part of today's educational system. The dependency on the internet, e-resources and its services is increasing day by day and the academic community; particularly faculty members are more and more dependent on the internet for their various educational and research purposes.

The E-resources available in the engineering institute's libraries are playing prominent roles in facilitating access to the required and relevant information for the members of the various faculties. With an unprecedented growth in the quantum of knowledge worldwide and the early accessibility, internet has become an unavoidable one for every institution of higher learning and research. From the study it is concluded that the faculty members of some selected engineering institutes are giving lot of importance to electronic version of information sources and services in a changed environment.

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