

USE OF E-RESOURCES BY THE FACULTY MEMBERS OF NURSING COLLEGES: A CASE STUDY

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ABSTRACT

E-resources have taken a dominant place not only in research and development institutions but also in academic institutions in the recent years. Rather than supplementing and complementing, the e-resources are penetrated into the mainstay of learning, teaching and research programmes of educational institutions in the present e-era. The present study aims at examining the utilization of e-resources by the faculty members 73 from selected nursing colleges in Dindigul, Tirupur and Madurai districts. The survey method was employed by the researchers to collect data from the randomly selected respondents with a structured questionnaire. 73 respondents took part in the survey. The study reveals that: 97.3% of the nursing faculty members are female. 41 (56.2%) faculty members possess only a graduate degree in nursing. The remaining 32 (43.8%) faculty members possess masters' degree in nursing. A majority of 27 (37%) respondents use the e-resources weekly followed by 26 (35.6%) respondents who use the e-resources occasionally. Majority of nursing faculty members have less than one year to 1-3 years of experience in the use of e-resources. 'Friends / Colleagues' (30, 41.1%) is the major source for a majority of faculty members to know about e-resources. 57.5% (42) of faculty members make use of 'free search' strategy to search for e-resources. PDF files (35, 47.9%) and word files (36, 49.3%) are the most preferred file formats among the nursing faculty members. one third of the faculty members (55, 75.3%) prefer to store the collected e-resources in Pendrive. A majority of 65.8% (48) of faculty members know and use e-books. More than half of the faculty members know and use five e-resources namely e-journals (53.4%), e-newspapers (53.4%), e-theses and dissertations (54.8%), institutional websites (58.9%) and Pubmed (57.5%). 60% of faculty members agree that e-resources are quick to access (63%) and easy to preserve (60.3%) than traditional information resources. 28 (38.4%) faculty members agree and 27 (37%) faculty members strongly agree that slow connectivity is the major problem in accessing e-resources while 33 (45.2%) agree, 12(16.4%) strongly agree that less number of systems in the library is the problem. 41 (56.2%) faculty members expressed that the e-resources have created a high impact on their teaching, learning and research activities.

Keywords: E-Resources, nursing faculty members, awareness, search strategies, preferred file format

1. INTRODUCTION

Electronic resources are the electronic representation of information. There are available in various forms like e-books, digital libraries, online journal magazine, e-learning tutors and on line test. Because of the effective presentation with multimedia tools, these e-resources have become the source of information. Electronic resources delivers the collection of information as full text databases, e-journals, image collections, multimedia in Ani and Ahiauzu (2008) state that “the transition from print to electronic medium apart from resulting in a growth of electronic information, has provided users with new tools and applications for

the form of CD, tape, internet, web technology etc. E-resources may include e-journals, e-discussions, e-news, data archives, e-mail on line chatting, etc can be called as an e-resources. Electronic information source are a wide range of products going from electronic periodicals to CD-ROMs, from mailing list to databases, all of them having a common feature of being used and some time modified by a computer. information seeking and retrieval. Electronic resources are invaluable research tools that complement the print-based resources in a traditional library setting”.

2. REVIEW OF LITERATURE

Santhi and Gopalakrishnan (2016) attempted to identify the use and opinion of e-resources and services available in VIT – a deemed university in Tamil Nadu. Out of 575 questionnaires distributed 507 were responded. Out of 507 respondents, 384 (75.74%) were from Vellore campus and the remaining 123 (24.26%) from Chennai campus. Further 267 (52.68%) belongs to faculty and 240

Daramola (2016) carried out a study to assess the perception of the undergraduate students of the Federal University of Technology, Akure on the use of e-resources in the library. A total of 180 undergraduate students were randomly selected. A structured questionnaire was used to collect data from the respondents. The study revealed that: male students visited the e-resources more than the female students. The major reasons for utilizing the e-resources were for

Nkoyo and Nsanta (2016) examined the extent of availability and utilization of electronic resources by postgraduate (PG) students in the University of Calabar (UNICAL) Library. Descriptive survey was adopted. Questionnaire was the main instrument used for data collection. Three hundred and eighty two dully filled questionnaires were received. The result of the analysis revealed that electronic resources were available in UNICAL Library and P.G. students utilized them. However, online databases were underutilized. E-journals were the most often used electronic resources. Lack of computer skills, slow network, inconsistent internet connectivity,

Akpojotor (2016) conducted a survey on usage of electronic information resources among postgraduate students of library and information science in Southern Nigeria. The descriptive survey design was adopted for the study. The census sampling technique was adopted for this study. The questionnaire was used

(47.32%) belongs to research scholars. The preferences were given to “e-journal”, “e-books”, “E-magazine/ newspapers” and “E- database”. Least preferences were given to “Audio/Visual products”, “NPTEL” and “E-theses/ dissertation”. All the e-resources in both VIT campuses were effectively utilized by both the faculty and the research scholars.

assignment and research purposes. The E-resource frequently used was the e-journals, e-book and e-magazines. Although the students have positive perception of the e-resources, the most significant challenge faced by the students was insufficient computers in the e-library. The study recommends that female students should be motivated to use the e-resources like their male counterparts. More computers should be provided in the library to cater to the needs of the students. power outage and irrelevant electronic information resources were the problems postgraduate students encountered while accessing and using electronic resources in UNICAL Library. Adequate budgetary allocation should be given to the University Library for subscription to online databases and acquisition of electronic books, more relevant open access databases should be made accessible to users, creation of awareness on the available electronic resources in UNICAL Library, installation of inverter and battery system in the Electronic Library, and organizing users education for better use of electronic resources in UNICAL Library.

as instrument for data collection. The results revealed that postgraduate students of library and information science are quite aware and highly use electronic information resources. The study also reported that postgraduate LIS students are skilled in the use of electronic information resources.

Rajender Kumar (2016) reported the usage and experience of e-resources among the medical students at Maharishi Markandeshwar University, Ambala Haryana. A well-structured questionnaire was administered to the 100 medical students. The response rate was 78% (45 from Postgraduates and 33 from Undergraduates students). The result of study reveals that most of P.G. and U.G. students state that e-resources are informative as well as update the medical knowledge. Search engine and medical

Curtis, Weller and Hurd (1997) conducted a survey on health sciences faculty's information-seeking behaviour. A survey was administered to all faculties in medicine, nursing, and pharmacy at the University of Illinois at Chicago. The study found that use of the print *Index Medicus* among faculty was in transition; while 30.5% continued to use the print resources, 68.0% of faculty accessed MEDLINE

research reports are used highly among the students. Undergraduate students use e-resources daily and spent more time as compared to P.G. students. Maximum students are aware and use e-resources of library. The satisfaction of medical students is not high with regard to e-resources. PG students feel that e-resources are time consuming and face slow downloading whereas UG students face virus, slow downloading and feel more expensive of using e-resources.

through electronic means. Faculty preferred accessing electronic databases from their offices to doing so from the library. Health sciences faculty used a wide variety of databases, in addition to MEDLINE, to fill their information needs. Most faculties did not take advantage of either in house or electronic training sessions offered by librarians.

3. OBJECTIVES

The objectives of the present study are:

- a. To show the gender-wise distribution of nursing faculty members
- b. To know the employment status of the respondents
- c. To find out the educational qualification of the respondents
- d. To understand the frequency of use of e-resources among the respondents
- e. To know the experience of respondents in the use of e-resources
- f. To trace out the sources used by the respondents to know about e-resources
- g. To unearth the search strategies adopted by the respondents
- h. To find out the file formats preferred by the respondents
- i. To know the preferred storage media of the respondents
- j. To understand the level of awareness of e-resources among the respondents
- k. To know the superiority of e-resources over traditional sources
- l. To unearth the problems faced by the respondents in accessing e-resources and
- m. To know the impact of e-resources on teaching, learning and research of the respondents.

4. RESEARCH METHODOLOGY

The researchers have adopted survey method to collect data from nursing faculty members using a well structured questionnaire. Random sampling method

is used to draw the respondents from the following 6 colleges located in Dindigul, Tirupur and Madurai Districts. The data was fed in SPSS Ver.19 and tables were

generated. Pearson Chi-Square test was used to test the tenability of hypothesis.

S.No	Name of the Nursing College	No. of Respondents	%
1	Sacred College of Nursing	7	9.6
2	Sakthi College of Nursing	15	20.5
3	Sara College of Nursing	9	12.3
4	Bishop's College of Nursing	19	26.0
5	Maharani College of Nursing	15	20.6
6	Chithirai College of Nursing	8	11.0
Total		73	100.00

5. HYPOTHESIS

The researchers have set two hypotheses for the present study. They are:

H_0 : There is no association between educational qualification of the respondents and their level of awareness of various e-resources

H^0 : There is no association between educational qualification of the respondents and the impact of e-resources on their learning, teaching and research work.

6. DATA ANALYSIS AND INTERPRETATION

TABLE 1: GENDER OF THE RESPONDENT

S.No	Gender	Frequency	Percent	Cumulative Percent
1	Male	2	2.7	2.7
2	Female	71	97.3	100.0
	Total	73	100.0	

Table 1 shows that out of 73 faculty members, the majority of 71 (97.3%) respondents are female and just 2 (2.7%) respondents are male. This shows

the dominance of female faculty members over male faculty members in nursing profession.

TABLE 2: EMPLOYMENT STATUS

S.No	Status	Frequency	Percent	Cumulative Percent
1	Temporary	40	54.8	54.8
2	Permanent	33	45.2	100.0
	Total	73	100.0	

Table 2 discloses that 54.8% (40) of faculty members are temporary employees and 45.2% (33) of faculty

members are permanent employees. Thus, more than 50% of the nursing faculty members are working in temporary posts.

TABLE 3: EDUCATIONAL QUALIFICATION

S.No	Qualification	Frequency	Percent	Cumulative Percent
1	B.Sc Nursing	32	43.8	43.8
2	M.Sc Nursing	41	56.2	100.0
	Total	73	100.0	

Table 3 reveals that 41 (56.2%) faculty members possess only a graduate degree in nursing. The remaining 32

(43.8%) faculty members possess masters degree in nursing.

TABLE 4: FREQUENCY OF USING E-RESOURCES

S.No	Frequency	Frequency	Percent	Cumulative Percent
1	Daily	10	13.7	13.7
2	Weekly	27	37.0	50.7
3	Monthly	10	13.7	64.4
4	Occasionally	26	35.6	100.0
Total		73	100.0	

Table 4 shows the frequency of using e-resources by the faculty members. A majority of 27 (37%) respondents use the e-resources weekly followed by 26

(35.6%) respondents who use the e-resources occasionally. 10 (13.7%) respondents use e-resources either daily or monthly.

TABLE 5: EXPERIENCE IN THE USE OF E-RESOURCES

S.No	Experience	Frequency	Percent	Cumulative Percent
1	< 1 Year	17	23.3	23.3
2	1-3 Years	32	43.8	67.1
3	3-6 Years	12	16.4	83.6
4	>6 Years	12	16.4	100.0
Total		73	100.0	

Table 5 discloses that a majority of 32 (43.8%) respondents have 1-3 years of experience in the use of e-resources. It is followed by 17 (23.3%) respondents who have less than 1 year of experience in using e-resources while 12 (16.4%)

respondents have 3-6 years of experience and more than 6 years of experience in the use of e-resources. Thus, a majority of nursing faculty members have less than one year to 1-3 years of experience in the use of e-resources.

TABLE 6: SOURCES TO KNOW ABOUT E-RESOURCES

S.No	Source	No. of Respondents	%
1	Librarian	13	17.8
2	Computer Professionals	14	19.2
3	Friends / Colleagues	30	41.1
4	Media	11	15.1
5	Search Engines	12	16.4
6	Books, Course materials and Brochures	12	16.4

Table 6 reveals that 'Friends / Colleagues' (30, 41.1%) is the major source for a majority of faculty members

to know about e-resources. Computer professionals (14, 19.2%) and Librarian (13, 17.8%) are the next preferred sources

for knowing about e-resources. The other sources to know about e-resources include

(search engines, books and media).

TABLE 7: SEARCH STRATEGIES ADOPTED

S.No	Search Strategies	No. of Respondents	%
1	Boolean Search	8	11.0
2	Phrase Search	20	27.4
3	Truncation Search	1	1.4
4	Free Search	42	57.5

Table 7 shows that a majority of 57.5% (42) of faculty members make use of free search strategy to search for e-resources. It is followed by Phrase Search

which is used by 20 (27.4%) faculty members. The least adopted search strategies include Boolean search (8, 11%) and truncation search (1, 1.4%).

TABLE 8: PREFERRED FILE FORMATS

S.No	File Formats	No. of Respondents	%
1	PDF	35	47.9
2	Word	36	49.3
3	HTML	6	8.2
4	JPEG	4	5.5
	Audio	5	6.8
	Video	15	20.5

Table 8 discloses that PDF files (35, 47.9%) and word files (36, 49.3%) are the most preferred file formats among the nursing faculty members. While video

format is preferred by 15 (20.5%) faculty members, other formats like HTML, JPEG and Audio are preferred by 4-6 faculty members.

TABLE 9: PREFERRED STORAGE MEDIA

S.No	Media	Frequency	Percent	Cumulative Percent
1	Pen Drive	55	75.3	75.3
2	Hard Disk	9	12.3	87.7
3	Cloud Storage	6	8.2	95.9
4	Mail Storage	3	4.1	100.0
	Total	73	100.0	

Table 9 shows that one third of the faculty members (55, 75.3%) prefer to store the collected e-resources in Pendrive.

Other storage media like hard disk, cloud storage and mail storage are less preferred by the faculty members.

TABLE 10: LEVEL OF AWARENESS OF E-RESOURCES

S.No	E-Resource	Not Aware		Aware but not use		Aware and use		Total
		No.	%	No.	%	No.	%	
1	E-Books	3	4.1	22	30.1	48	65.8	73
2	e-Journals	7	9.6	27	37.0	39	53.4	73
3	e-Newspapers	6	8.2	28	38.4	39	53.4	73
4	e-Reports	9	12.3	45	61.6	19	26	73
5	e-Projects	6	8.2	32	43.8	35	47.9	73
6	e-Theses and Dissertations	5	6.8	28	38.4	40	54.8	73
7	e- Databases	12	16.4	38	52.1	23	31.5	73
8	e-Resources on CD/DVD	13	17.8	40	54.8	20	27.4	73
9	Institutional Repositories	19	26.0	30	41.1	24	32.9	73
10	Websites of medical/nursing colleges / research institutions	8	11.0	22	30.1	43	58.9	73
11	Pubmed	7	9.6	24	32.9	42	57.5	73
12	Web of Science	17	23.3	29	39.7	27	37.0	73
13	Scopus	30	41.1	26	35.6	17	23.3	73
14	HELINET Resources	32	43.8	32	43.8	9	12.3	73
15	Open access educational resources (OER)	24	32.9	29	39.7	20	27.4	73
16	Free resources kept compiled by your library	26	35.6	26	35.6	21	28.8	73

Table 10 discloses to what extent the faculty members are aware about various e-resources.

A majority of 32 (43.8%) faculty members are not aware about HELINET resources and 30 (41.1%) faculty members are not aware of Scopus. It is followed by two e-resources namely open access

One third of faculty members don't use e-journals (37%), e-newspapers (38.4%), e-theses and dissertations (38.4%), web of science (39.7%), Scopus (35.6%), open access educational resources (39.7%) and free resources kept compiled in the library (35.6%) though

A majority of 65.8% (48) of faculty members know and use e-books. More than half of the faculty members know and use five e-resources namely e-journals (53.4%), e-newspapers (53.4%), e-theses

educational resources and free resources kept compiled by the libraries which are not known among 24(32.9%) and 26 (35.6%) faculty members respectively.

they are aware of all these e-resources. A majority of 45 (61.6%) faculty members don't use e-reports, 54.8% (40) of them don't use CD/DVD e-resources and 52.1% (38) of them don't use e-databases they are aware of all these three e-resources.

and dissertations (54.8%), institutional websites (58.9%) and Pubmed (57.5%). While 47.9% (35) of faculty members know and use e-projects, 37% (27) of them know and use Web of Science database.

TABLE 11: CHI-SQUARE ANALYSIS OF LEVEL OF AWARENESS OF E-RESOURCES VS. EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

S.No	E-Resource	Pearson Chi-Square value	df	Asymp. Sig. (2 sided)
1	E-Books	2.166	2	.339
2	e-Journals	.752	2	.687
3	e-Newspapers	2.913	2	.233
4	e-Reports	.867	2	.648
5	e-Projects	.422	2	.810
6	e-Theses and Dissertations	1.397	2	.497
7	e- Databases	.218	2	.897
8	e-Resources on CD/DVD	1.490	2	.475
9	Institutional Repositories	7.084	2	.029
10	Websites of medical/nursing colleges / research institutions	6.618	2	.037
11	Pubmed	1.605	2	.448
12	Web of Science	.188	2	.910
13	Scopus	.817	2	.665
14	HELINET Resources	.636	2	.728
15	Open access educational resources (OER)	3.342	2	.188
16	Free resources kept compiled by your library	2.433	2	.296

To investigate whether there is an association between educational qualification of the faculty members and their level of awareness of various e-

- a) There is an association between educational qualification of the faculty members their level of awareness with two e-resources namely 'institutional repositories'
- b) There is no association between educational qualification of the faculty members their level of

resources, a chi-square statistics test was conducted. Table 11 provides the results of the test and reveals that

and 'Websites of medical/nursing colleges / research institutions' as p value is less than the significant level of 0.05

awareness with all other e-resources as p value is more than the significant level of 0.05

TABLE 11: SUPERIORITY OF E-RESOURCES OVER TRADITIONAL SOURCES

Sl. No	Superiority	Disagree		Neutral		Agree		Total
		No	%	No.	%	No.	%	
01	Quick access	3	4.1	24	32.9	46	63.0	73
02	Less time consuming	6	8.2	31	42.5	36	49.3	73
03	Easy to preserve	3	4.1	26	35.6	44	60.3	73
04	Search options	5	6.8	29	39.7	39	53.4	73
05	Accuracy	5	6.8	32	43.8	36	49.3	73
06	Updatedness	5	6.8	35	47.9	33	45.2	73
07	Exploration	5	6.8	35	47.9	33	45.2	73

Table 11 shows that 60% of faculty members agree that e-resources are quick to access (63%) and easy to preserve (60.3%) than traditional information resources. Half of the faculty members agree that e-resources are less time

While 3-6 faculty members disagree with the superiority of e-resources in comparison with traditional resources,

consuming (49.3%), have more search options (53.4%) and possess accurate information (49.3%) than traditional resources. 45% of faculty members agree that e-resources are updated (45.2%) and enable exploration (45.2%).

32% to 47% of faculty members are neutral in their comments.

TABLE 12: PROBLEMS IN ACCESSING E-RESOURCES

Sl. No	Problems faced	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
01	Slow connectivity	0	5 (6.8)	13(17.8)	28(38.4)	27(37)
02	Less Systems	0	13(17.8)	15(20.5)	33(45.2)	12(16.4)
03	Lack of technical knowledge	2(2.7)	20(27.4)	16(21.9)	26(35.6)	9(12.3)
04	Power cuts	0	13(17.8)	24(32.9)	22(30.1)	14(19.2)
05	Non-availability of required e-resources	1(1.4)	21(28.8)	16(21.9)	22(30.1)	13(17.8)
06	No free time	1(1.4)	18(24.7)	15(20.5)	30(41.1)	9(12.3)
07	No Wi-Fi access	1(1.4)	18(24.7)	9(12.3)	25(34.2)	20(27.4)

Table 12 reveals the problems faced by the faculty members in accessing e-resources.

28 (38.4%) faculty members agree and 27 (37%) faculty members strongly agree that slow connectivity is the major problem in accessing e-resources. While 33 (45.2%) agree, 12(16.4%) strongly agree that less number of systems in the library is the problem, 30(41.1%) faculty members agree and 9 (12.3%) strongly agree that having no free time is the major

hindrance in accessing e-resources. While 34.2% of faculty members complained of non-availability of Wi-Fi access, 35.6% of them agree that lack of technical knowledge is the problem in accessing e-resources. Power cuts is the problem for 36 faculty members while 'non-availability of required e-resources' is the problem for 35 faculty members.

One fourth of the faculty members disagree that lack of technical knowledge (27.4%), non-availability of required e-

resources (28.8%), no free time (24.7%) and no Wi-Fi access (24.7%) are the problems in accessing e-resources.

TABLE 13: LEVEL OF IMPACT OF E-RESOURCES ON YOUR TEACHING, LEARNING AND RESEARCH

S.No	Level of Impact	BSc Nursing	MSc Nursing	Total	Percent	Pearson Chi-Square Test
1	No Impact	3	9	12	16.4	3.328
2	Less Impact	2	5	7	9.6	df=3
3	High Impact	20	21	41	56.2	Sig. = .344
4	Very High Impact	7	6	13	17.8	
Total		32	41	73	100.0	

Table 13 reveals that a majority of 41 (56.2%) faculty members expressed that the e-resources have created a high impact on their teaching, learning and research activities. While 13 (17.8%) faculty members felt a very high impact, 7

To investigate whether faculty members with BSc Nursing and MSc Nursing differ on whether e-resources have no impact, less impact, high impact or very high impact on their teaching, learning and research activities, a chi-square statistics was used. The result of

(9.6%) felt a less impact of e-resources on their teaching, learning and research work. 16.4% (12) of faculty members commented that they have not felt any impact of e-resources.

chi-square test is given in Table 13 and it reveals that there is no association between educational qualification of faculty members and the impact of e-resources as the p-value is more than the significant level of 0.05. The null hypothesis is accepted.

7. SUGGESTIONS

The following suggestions are proposed to improve the usage of e-resources among the nursing faculty members.

- The nursing faculty members may be encouraged to pursue their research work in the form of M.Phil and Ph. D
- The respondents may be motivated to use e-resources more frequently. The libraries may organize sufficient awareness programmes for the faculty members on the availability and use of various e-resources – both general and nursing related.
- Short sessions may be organized to demonstrate various search strategies that can be employed in accessing e-resources among the respondents.
- The precautions that are to be taken in the use of pen drives need to be insisted upon.
- Product demos by the vendors may be organized to educate the respondents.
- The internet infrastructure of the library should be improved with more systems, speedy net connections, enough UPS backup facility and campus wide Wi-Fi access to improve the usage of e-resources.

8. CONCLUSION

E-Resources have gained popularity among the academia due to their omnipresence, convenient format, searching options and home delivery models. The library should join hands with other departments of the college to plan and undertake small short term programmes for the faculty members on the inevitability and convenience of using e-resources which are made available either in the library or in the form of open

access resources spread widely in the WWW. Various nursing related, medical oriented e-journals and e-databases may be subscribed under some medical consortium and made available to all the nursing colleges around the country. Qualified librarians need to be appointed in all the nursing colleges to take necessary steps to improve the use of e-resources both among the students and the faculty members.

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