

Awareness, Use and Impact of Electronic Information Resources by the Patrons of Narsee Monjee Institute of Management Studies (NMIMS) Hyderabad: A Study

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ABSTRACT

This paper discussed various types of electronic information resources used by the patrons at NMIMS, Hyderabad. This paper reveals the awareness level, usage, purposes, frequency, issues, benefits, and search techniques while accessing the electronic information resources. The study was conducted through a structured online questionnaire due to the nationwide lockdown for the unpredicted COVID-19 outbreak in the country. The online survey was mailed among 150 patrons which include students, faculty, and non-teaching staff of NMIMS, Hyderabad. Out of 150, the 120 fully filled in responses were received with an overall response rate of 80%. The study concludes that the majority of the users are aware of various types of EIR's, and these resources have made a potential impact on the academic activities of the users in the said institution.

KeyTerms: Electronic Information Resources; User study; NMIMS, Hyderabad; EIR's

INTRODUCTION

Dr. S.R Ranganathan has rightly pointed out in his book the five laws of library science that the library is a growing organism¹. This statement by him is always right for the libraries as they are growing every day in terms of collection, new services, adoption of technologies, human resources, and various types of collections.

With the emergence of information and communication technologies (ICT's), the various kinds of electronic information resources (EIR's) have emerged, such as e-books, e-journals, e-magazines, e-newspapers, e-databases, e-theses and dissertations, e-maps, etc. Soni, Gupta & Shrivastava². The rapid changes in technology and the faster educational developments in higher education have made an impact on the use of electronic information resources by the faculty members for their teaching and research, due to information communication technology, the EIR's can be easily reproduced Balutagi & Kumbar³. The invention of the internet and rapid growth in technology has helped the publishers to create and distribute e-contents through secure systems; it has helped the librarians to develop e-collection in the library for providing quick access to patrons. This is also given an opportunity for the librarians to subscribe, manage, organize and

provide access to end-users in very minimal time compared to print resources.

The various features of EIR's such as quick access, updated information, multiple access, virtual and remote access have helped the libraries to move slightly from print information resources to electronic information resources. It even helped an academic community to utilize quick and access updated information at their finger point from anywhere and at any time.

Awareness and usage of electronic information resources by the patrons is an essential task for the libraries to evaluate the return on investment (ROI). Conducting a user survey for time-to-time on awareness and usage will help the librarians to know the impact and gaps in using subscribed e-resources. This task will give the insight to provide potential support, training, and services to users. This survey is conducted to know the awareness use and impact of electronic information resources among the academic community at Narsee Monjee Institute of Management Studies (NMIMS) Hyderabad.

Management Education in India

India has a long history of management education in the country. The first school commerce school Commercial School of Pachaiyappa Charities has established in

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1886 in the southern city of Madras now Chennai, after encouragement and need for management education in the country. The first two country's premier institutions Indian Institutes of Management (IIM's), have been established one in Calcutta (West Bengal) and another one at Ahmadabad (Gujarat) established by the Government of India in 1961 by obtaining a grant from the Ford Foundation Khatun & Dar⁴. There are 20 Indian Institutes of Management (IIM's) are offering management education in the country with around 3000 private business schools which also are offering undergraduate and postgraduate education in business and management.

About NMIMS Institution and Library

NMIMS started operations in Hyderabad in 2010 with the following courses PGDM, BBA, BBA LLB (Hons.), BA LLB (Hons.), B. Pharma + MBA (Pharma Tech.), PGDM Executive in this campus. NMIMS has around 310 students from across the country with 80 faculty members and 17 non-teaching staff on this campus.

The library is a crucial institution set up at the time of the establishment of the institute. It has a rich collection of printed and electronic resources. The library collection includes 12000 books, 62 print periodicals, 29500 online journals, and 31 databases. The library is automated using Koha library management software. The library has dedicated terminals to access electronic information resources with an internet connection within the library premises. The library has subscribed to various electronic information resources (EIR'), some of them are EBSCO, JSTOR, Science Direct, Hein Online, Manupatra, West Law, etc.

LITERATURE REVIEW

A careful review of the existing literature revealed that many studies have already been taken out to evaluate the awareness and use of electronic information resources in Indian business and management institutions by the patrons. Based on the available literature, the present study has been designed and carried out. Tenopir et al. has made a significant contribution to the use pattern of electronic journals by scientists by introducing three phases, namely early, evolving, and advanced phases⁵. Kumar, A. conducted a study on e-resources used in business schools shown that the majority of the library users spend an average of 10-12 hours accessing e-journals, and many of them will search around 7-9 journals for each session⁶. Swain & Panda carried out a study on business schools in Orissa revealed that the students and faculty are using electronic resources every day⁷.

In contrast, non-teaching staffs are much fewer users, while Google and Yahoo! are the most frequently used search engines. A similar study carried out in the same state by Maharana, Sethi & Behera for MBA students at Sambalpur University shows that the majority of the students (1 /3 of them) are a long time associated with using the Internet, and the majority of the students are using e-resources for their study⁸. Dass & Jayaraman had surveyed the utilization of e-resources management institutions affiliated with Bharathiar University, Coimbatore revealed that around 46% of research scholars and faculty members are familiar with e-resources, while 40% of them use them occasionally⁹. Another, a study by Garg, R.J., Kumar, V. & Vandana shows that management students are using e-resources in the form of journal websites, online databases, search engines, and industrial databases¹⁰. Kumar, V., Vandana & Batra investigated that students are familiar with e-resources because of influence by faculty members and many of them found that the e-resources are very useful for their academic

performance¹¹. This study further reveals that many of the students are not having proper search skills; hence many of them are using non-paid resources more than paid ones.

OBJECTIVES

- To know the awareness, use, and impact of different EIR's among the users
- To understand the purpose and frequency of using the EIR's by the users
- To identify the significant hurdles faced by the users while accessing EIR's
- To ascertain the need for user orientation/training programmes for effective use of EIR's
- To suggest the ways and means for the effective use of the EIR's and services offered at NMIMS, Hyderabad

SCOPE

This study is confined to management students, staff, and faculty members of Narsee Monjee Institute of Management Studies (NMIMS) Hyderabad, Telangana (INDIA).

METHODOLOGY

This study aims to analyze the awareness, use, and impact of electronic information resources (EIR's) among the patrons of Narsee Monjee Institute of Management Studies (NMIMS) Hyderabad. For the present study, a questionnaire method was adopted. A structured online questionnaire was prepared by using an online tool keeping the objectives set for the study. The prepared online questionnaire was mailed to patrons due to nation-wide lockdown for the COVID-19 outbreak to collect the responses from the said institution. We have sent a questionnaire to 150 users and received 120 responses for this study. The collected data were analyzed and presented in tabular form.

DATA ANALYSIS

Gender-Wise Distribution of the Respondents

Table 1 indicates a gender-wise distribution of respondents. Out of 120 respondents, 80(66.67%) are male, and the rest 40(33.33%) are female. It can be understood from the table 1 that male respondents dominate over female respondents. This data further reveals that the highest number of respondents are students 68(56.67%), followed by non-teaching staff 27(22.50%), and faculty 25(20.83%).

Table 1: Gender-Wise Distribution

Gender	Students	Faculty	Non-Teaching Staff	Total (N=120)
Male	41 (34.17)	19 (15.83)	20 (16.67)	80 (66.67)
Female	27 (22.50)	6 (05)	7 (05.83)	40 (33.33)
Total	68 (56.67)	25 (20.83)	27 (22.50)	120 (100)

Frequency of Visit to the Library

Libraries are non-profit organizations, the return on investment (ROI) will be evaluated based on the footfall and usage of the library. Hence, it is essential to know the frequency of visits to the library. The users generally visit the library are upon the availability of the resources, services, and the attitudes of the staff. Table 2 indicates that the majority of respondents, i.e., 43(35.83%) visit the library once a week, about 26(21.67%) visit the library daily, followed by occasionally 25(20.83%) and fortnightly 14(11.67%) The data in the table-2 reveals that the students 68(56.67%) are the potential users of the library. It's very desperate to note that 1 (0.83%) respondents are not at all visit the library among 120 respondents.

Table-2: Frequency of visit to the Library

Frequency	Students	Faculty	Non-Teaching Staff	Total (N=120)
Daily	11(09.17)	5(04.17)	10 (08.33)	26 (21.67)
Weekly	30(25)	7(05.83)	6 (05)	43 (35.83)
Fortnightly	9(07.50)	4(03.33)	1 (00.83)	14 (11.67)
Monthly	7(05.83)	2(01.67)	2 (01.67)	11 (09.17)
Occasionally	11(09.17)	7(05.83)	7 (05.83)	25 (20.83)
Not at All	0(0)	0 (0)	1 (00.83)	1 (00.83)
Total	68(56.67)	25(20.83)	27 (22.50)	120 (100)

○ Awareness About Various types of EIR's

Table 4 depicts that all the responders are well aware of the various EIR's available in the library. This table (table 4) further reveals that the majority of the students 104(47.04%) are well aware of these resources among the responders.

Table 4: Awareness about Various types of EIR's

Types	Students	Faculty	Non-Teaching Staff	Total Responses*
CD/DVD-ROMs	13(05.89)	13(05.89)	6(02.71)	32(14.47)
E-Books	41(18.55)	19(08.60)	13(05.89)	73(33.03)
E-Journals	23(10.40)	20(09.05)	15(06.80)	58(26.25)
Online databases	27(12.20)	17(07.69)	14(06.33)	58(26.25)
Total	104(47.04%)	69(31.23%)	48(21.7%)	221(100%)

○ Awareness of EIR's

Awareness is essential to use resources and services rendered by the library. Table 3 indicates that the majority of the users' 105(87.50%) are well aware of electronic information resources subscribed by the library. In relationship with the table 3, a similar question was asked on awareness of various types of electronic information resources (EIR's) available in the library.

Table 3: Awareness of Electronic Information Resources

Frequency	Students		Faculty		Non-Teaching Staff		Total (N=120)
	Male	Female	Male	Female	Male	Female	
Yes	38(31.67)	22(18.33)	17 (14.16)	6(05)	16(13.33)	6 (05%)	105 (87.50)
No	3(02.50)	5(04.17)	2 (01.67)	0(0)	4(03.33)	1(00.83)	15 (12.50)
Total	41(34.17%)	27(22.50%)	19(15.83%)	6(05%)	20(16.67%)	07 (05.83%)	120 (100%)

○ Frequency of usage of EIR's

Table 5 examines the frequency of use of the following electronic information resources by the users, e-newspapers are the top most used resources which are used regularly by 39(32.50%) respondents, followed by online databases 29(24.17%), and e-magazines 26(21.67%). Surprisingly 68(56.67%) respondents are never used CD/DVD ROMs at least once for their academic activities.

Table 5: Frequency of usage of EIR's

E -Resources	Frequency					Total (N=120)
	Daily	2/3 Times a Week	Once a Month	Once a Semester	Never Used	
CD/DVD-ROM	16(13.33)	8(06.67)	17 (14.17)	11 (09.17)	68(56.67)	120(100%)
E-Books	18(15)	26(21.67)	38 (31.67)	25(20.83)	13(10.83)	120(100%)
E-journals	20(16.67)	18(15)	40(33.33)	16(13.33)	26(21.67)	120(100%)
Online databases	29(24.17)	15(12.50)	30(25)	22(18.33)	24(20)	120(100%)
E-Newspapers	39(32.50)	20(16.67)	13(10.83)	7(05.83)	41(34.17)	120(100%)
E-Magazines	26(21.67)	25(20.83)	18(15)	14(11.67)	37(30.83)	120(100%)

○ Importance of EIR's for Academic Activities

Electronic information resources (EIR's) are the essential

components for teaching and research in academic libraries. The data on the importance of Electronic information resources are presented in table 6. The data

Table 6: Impotence of EIR's for Academic Activities

E -Resources	Statement					Total (N=120)
	Very Important	Important	Average	Not Important	Not Important at all	
CD/DVD-ROM	25(20.83)	27(22.50)	28(23.33)	19(15.84)	21(17.50)	120(100%)
E-Books	63(52.50)	40(33.33)	12(10)	4(03.33)	1(00.84)	120(100%)
E-journals	57(47.50)	38(31.67)	17(14.17)	4(03.33)	4(03.33)	120(100%)
Online databases	59(49.17)	40(33.33)	14(11.67)	2(01.67)	5(04.16)	120(100%)
E-Newspapers	53(44.17)	34(28.33)	24(20)	3(02.50)	6(05)	120(100%)
E-Magazines	47(39.17)	44(36.67)	19(15.83)	3(02.50)	7(05.83)	120(100%)

reveals that 63(52.50%) respondents said that E-Books are essential for their academic activities, followed by online databases 59(49.17%), and e-journals 57(47.50%). Unlike in table 5, this data also reveals that 21(17.50%) respondents are opined that CD/DVD ROM's are not at all critical for their academic activities.

○ Opinion about the Impact of EIR's

The respondents were asked to record their opinion on the following statement. Table 7 analyzes that the majority of the respondents 54(45%) opined that user information is easier, followed by 52(43.33%) accessing and sharing, and 49(40.83%) are comfortable with locating and identifying the required information through EIR's. While 4(03.33%) of them expressed that for

them, it is most difficult to access the information from EIR's.

Table 7: Opinion about the impact of EIR's

Statements	Rating					Total (N=120)
	Most Easier	Slightly Easier	About the Same	Slightly Difficult	Most Difficult	
Information locating and identifying is	49(40.83)	31(25.84)	22(18.33)	15(12.50)	3(02.50)	120(100%)
Accessing Information is	52(43.33)	37(30.83)	19(15.84)	8(06.67)	4(03.33)	120(100%)
Using Information is	54(45)	34(28.33)	24(20)	5(04.17)	3(02.50)	120(100%)
Sharing Information is	52(43.33)	34(28.3)	21(17.50)	11(09.17)	2(01.67)	120(100%)

Sources through which EIR's are known

A better understanding of the information resource is essential to use them potentially. The following question was asked to understand the source where the users are known about various electronic information resources (EIR's) available in the library. Table-8 depicts that the majority of the users 65(54.17%) are aware of EIR's through library staff, followed by trial and error 26(21.67%). An 8(06.66%) of the users are known by advice from friends, guidance from the teachers, and by attending various training programs conducted by the institution.

Table 8: Sources through which EIR's are known

Ways of Seeking E-Information	Students	Faculty	Non-Teaching Staff	Total (N=120)
By Trial and Error	10 (08.33)	11 (09.17)	5 (04.17)	26 (21.67)
With the Guidance from Library Staff	38 (31.67)	10 (08.33)	17 (14.17)	65 (54.17)
By the advice of friends	7 (05.83)	0 (0)	1 (00.83)	8 (06.66)
By External Course	1 (00.83)	0 (0)	1 (00.83)	2 (01.66)
Guidance from Teacher	8 (06.67)	0 (0)	0 (0)	8 (06.67)
By attending course/ training offered by the Institute	4 (03.33)	1 (00.83)	3 (02.50)	8 (06.67)
Other	0 (0)	3 (02.50)	0 (0)	3 (02.50)
Total	68 (56.67%)	25 (20.83%)	27 (22.50%)	120 (100%)

Purpose of use of EIR's

The impact of electronic information resources can be understood by knowing the purpose of EIR's used by the respondents. The following (table 9) purposes were asked to understand the impact on academic activities. Table 9 reveals that the highest number of respondents 83(23.12%) opined that they are using EIR's because they find relevant information in the area of specialization, followed by 71(19.77%) for research, 69(19.22%) for getting current information, and 66(18.38%) of them are utilizing for keeping their subject up-to-date. The purpose of using EIR's will differ from students, faculty, and non-teaching staff.

Table 9: Purpose of use of EIR's

Purpose	Students	Faculty	Non-Teaching Staff	Total*
For research (Dissertation/ Thesis/Projects)	38 (10.58)	18 (05.01)	15 (04.18)	71 (19.77)
For finding relevant information in the area of specialization	52 (14.48)	17 (04.74)	14 (03.90)	83 (23.12)
For keeping up-to-date subject information	42 (11.70)	12 (03.34)	12 (03.34)	66 (18.38)
For getting current information	35 (09.75)	12 (03.34)	22 (06.13)	69 (19.22)
For teaching purpose	5 (01.39)	20 (05.58)	5 (01.39)	30 (08.36)
For publishing articles/books	17 (04.74)	14 (03.90)	9 (02.51)	40 (11.15)
Total	189(52.65%)	93(25.90%)	77 (21.45%)	359(100%)

*Multiple choices were given

Benefits of EIR's

The EIR's have many benefits for the users; hence the following question was asked on various benefits that are getting by the users. Table 10 discloses that the majority of the users 92(30.67%) opined that they are saving a lot of time by using EIR's compare to print sources, followed by 91(30.33%) are found it easy to use, while 69(23%) are said EIR's are more information sources for their study.

Table 10: Benefits of EIR's

Benefits	Students	Faculty	Non-Teaching Staff	Total *
Time-saving	54(18)	20(06.67)	18(06)	92(30.67)
Easy to use	51(17)	20(06.67)	20(06.66)	91(30.33)
More Informative	41(13.67)	9(03)	19(06.33)	69 (23)
More useful	28(09.33)	7(02.33)	13(04.34)	48 (16)
Total	174(58%)	56(18.67%)	70(23.33%)	300(100%)

*Multiple choices were given

Sources to get Updated Information about EIR's

The library is a growing organism; hence libraries will regularly increase their collection by subscribing to many resources. Therefore, the following question was asked to know how the users can get up-to-date information on various EIR's subscribed by the library regularly. Table 11 shows that 100(48.54%) users get updated through email or newsletter circulated by the library, while 51 (24.75%) of them come to know through verbal communication by the staff. 27(13.11%) are getting updates through the library homepage, and 15(07.29%) are through friends. Surprisingly 7(03.41%) respondents said that they are not getting any updates on EIR's.

Table 11: Updated Information about EIR's

Sources	Students	Faculty	Non-Teaching Staff	Total *
Verbal communications by library staff	26(12.62)	7(03.40)	18(08.73%)	51(24.75)
Through email or newsletter	56(27.18)	21(10.19)	23(11.17%)	100(48.54)
Through library home page	12(05.83)	5(02.43)	10(04.85%)	27(13.11)
Through friends	12(05.83)	1(00.49)	2(00.97%)	15(07.29)
Do not get updated	4(01.94)	2(00.97)	1(00.49%)	7(03.41)
Other...	3(01.45)	3(01.45)	0(0%)	6(02.90)
Total	113(54.85%)	39(18.94)	54(26.21%)	206(100%)

*Multiple choices were given

Search Strategy

A proper search skill will help the users to make maximum use of EIR's. The use of effective search techniques helps the users to retrieve relevant and quality information. In many cases, users don't remember the title and author of the resources. Table 12 identified that majority of the users 90(31.26%) are searching required information through keywords, a 68(23.69%) respondents depend on subject headings, while 64(22.30%) are searching through internet search engines, 46(16.03%) are retrieving through field search. A very few 19(06.62%) of them are applying Boolean logic to extract the required information.

Table 12: Search Strategy

Sources	Students	Faculty	Non-Teaching Staff	Total *
Subject headings to search for information	37(12.89)	15(05.23%)	16(05.57)	68(23.69)
Keywords (search term) to find information	52(18.12)	20(06.97%)	18(06.27)	90(31.36)
Field searching (title, author, year) to find articles	24(08.36)	15(05.23%)	70(2.44)	46(16.03)
AND, OR, NOT (Boolean logic) to combine terms	4(01.39)	11(03.84%)	4(01.39)	19(06.62)
Internet search engines (e. g., Yahoo, Google, Alta Vista)	36(12.55)	12(04.18%)	16(05.57)	64(22.30)
Total	153(53.31%)	73(25.44%)	61(21.25%)	287(100%)

*Multiple choices were given

Problems in Accessing EIR's

Table 13 shows the problems faced by users while accessing and using EIR's. It is identified from the responses by the

Table 13: Problems in Accessing EIR's

Sources	Students	Faculty	Non-Teaching Staff	Total *
Lack of availability of suitable personal computers	15(09.93)	5(03.31)	6(03.98)	26(17.22)
Problems with accessing appropriate software	28(18.54)	12(07.95)	15(09.93)	55(36.42)
Field searching (title, author, year) to find articles	36(23.84)	11(07.28)	9(05.99)	56(37.09)
Other...	8 (05.30)	4(02.65)	2(01.32)	14(09.27)
Total	87(57.60%)	32(21.20%)	32(21.20%)	151(100%)

*Multiple choices were given

majority of users 56(37.09%) that the most common problem is that of applying a proper search strategy, followed by 55(36.42%) suitable software's like PDF supports, etc. 26(17.22%) opined that they have lack of availability of suitable computers. In comparison, 14(09.27%) have other issues like internet connectivity, speed, etc.

○ Training to Maximize the use of EIR's

Training is an important activity to make maximum utilization of the library users. Table 14 reveals that the majority of the users 70(58.33%) felt that they need proper training to make maximum use of the EIR's, while 50(41.67%) of the respondents are comfortable with their existing knowledge and skills to use the EIR's.

Table 14: Training to maximize the use of EIR's

Responses	Students	Faculty	Non-Teaching Staff	Total (N=120)
Yes	39(32.50)	13(10.83)	18(15)	70(58.33)
No	29(24.17)	12(10)	9(07.50)	50(41.67)
Total	68(56.67%)	25(20.83%)	27(22.50%)	120(100%)

○ Impacts of EIR's on Academic Activities

The users were asked to give their opinions about the potential role of the EIR's in their academic activities. Table 15 reveals that the majority of the users 63(52.50%) are strongly agreed that they are highly benefitted from EIR's for their improvements in academic activities, the EIR's have helped a lot of them for their teaching, learning, and research activities. In comparison, 2(01.67%) disagree to that that they have not found any importance from EIR's for their academics.

Table 15: Impacts of EIR's on Academic Activities

Opinions	Students	Faculty	Non-Teaching Staff	Total (N=120)
Strongly Agree	32(26.66)	15(12.51)	16(13.33)	63(52.50)
Agree	26(21.66)	7(05.83)	10(08.33)	43(35.82)
Uncertain	9(07.50)	2(01.67)	1(00.84)	12(10.01)
Disagree	1(00.83)	1(00.84)	0(0)	2(01.67)
Strongly Disagree	0(0)	0(0)	0(0)	0(0)
Total	68 (56.65%)	25(20.85%)	27(22.50%)	120(100%)

CONCLUSION

The study concludes that the use of EIR is common in the Narsee Monjee Institute of Management Studies (NMIMS) Hyderabad. The majority of the users such as students, faculty members, and non-teaching staff are well aware of the EIR's and at the same time, they are dependent on the resources. Compare to e-books, e-journals, e-magazines, online databases, the CD/DVD ROM's are not being used properly. Hence the required infrastructure should be made available to enhance the use of these resources. The majority of the users 70(58.33%) felt that they need proper training to make effective use of EIR's for their academic works; hence the library should conduct regular training sessions on existing and newly acquired resources as per the needs and requirements of the users. The library has also offered remote access to subscribed resources, but many of the respondents are unaware of the same. Therefore, the library should make them aware of these facilities that help the users to use EIR's 24x7, and at the same time, it will also maximize the usage on

the other hand. The collected data reveals that the majority of the users do not have proper search skills to retrieve relevant information. Hence the library should conduct a training program on a search strategy to make them aware of Boolean search, wildcard search, and advanced search skills.

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