Use of E-Resources and Services by Users at Indian Institute of Management Lucknow: a Study

Library Science

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ABSTRACT   *The study investigated the use of electronic resources by the students, research scholars and faculty members of IIM Lucknow. It examined the user's awareness of the different types of e-resources available in the IIM Lucknow Library, purpose and frequency of using e-resources by the users, the factor affecting resource utilization, impact of e-resources and services on the academic work of the users, suggest the ways and means for the effective use of e-resources and services available in the IIM Lucknow Library, etc.*

1. INTRODUCTION

The Information and Communication Technology (ICT) revolution and the advent of the Internet has had drastic and far-reaching impacts on the knowledge and information sector and added a new dimension to information retrieval platforms. It has created an environment where rapid continuous changes have become the norms. Developments in information and communication technologies have a profound impact on every sphere and academic activities. Academic libraries are not an exception for this. It has reduced the library stature from custodian of our literature heritage to being a competitor among many others in the information society changes have been noticed in the academic libraries in professionals, collection and policies. Changes have seen in information seeking behaviour of users. Their preferences have been changed. User satisfaction level has been increasing. Now libraries have been able to provide fast and seamless access of information to its users.

In the 21st century most of the library resources are being made available in electronic formats such as e-journals, e-books, e-databases, etc. Libraries are moving from print to e-resources either subscribing individually or through consortia. But selection of e-resources is one of the most difficult jobs faced by LIS professionals because there are too many products available in the market, making the task of a selector extremely difficult (Singh, 2010, p. 7).

2. INDIAN INSTITUTES of management

The Indian Institutes of Management (IIMs) are a group of 13 autonomous institutes of management education and research in India. They were established with the objective of providing quality management education. The thirteen IIMs established in India at Calcutta (1961, West Bengal), Ahmedabad (1961, Gujarat), Bangalore (1973, Karnataka), Lucknow (1984, Uttar Pradesh), Kozhikode (1996, Kerala), Indore (1996, Madhya Pradesh), Shillong (2007, Meghalaya), Rohtak (2010, Haryana), Ranchi (2010, Jharkhand), Raipur (2010, Chhattisgarh), Tiruchirappalli (2011, Tamil Nadu), Udaipur (2011, Rajasthan) and Kashipur (2011, Uttarakhand). The IIMs primarily offer postgraduate, doctoral and executive education programmes. The overall strategy of IIMs is overseen by the IIM council. The IIM Council is headed by India's Minister of Human Resource Development and consists of the chairpersons and directors of all IIMs and senior officials from Ministry of Human Resource Development of the Government of India (Indian Institutes of Management, n.d.).

2.1. indian institute of management lucknow and Its Library

Indian Institute of Management (IIM) Lucknow was established in 1984 by the Government of India as a national level school of excellence in management science. This institute has well known library naming as Gyanodaya Library. This library is a rich collection of over 60,000 select learning resources in the discipline of management and related areas, in a variety of

formats and operating from a 30,000 sq. ft. spacious, centrally located, air conditioned building, built on most modern lines, equipped with ergonomically designed furniture & fittings, managed by a highly dedicated team of professionals, the library caters to the information needs of its highly demanding clientele, by offering a wide range of Information Technology based (and value added) services and products (Gyanodaya, n.d.). The library subscribes 4 databases through IIM Consortium, 11 databases through INDEST-AICTE Consortium and 25 databases individually subscribed.

3. Review of Literature

Some of the studies related to use of e-resources are: Dastforoush and Venkatesha (2011, pp. 441-448) conducted a study to determine dependency on electronic and print journals by research scholars and faculty in Iran. Major findings of the study are: (i) 43.9% of the respondents did not find e-journals to be equivalent to print journals (ii) 57.9% of the respondents preferred electronic versions over printed ones. Tahir, Mahmood, and Shafique (2010, pp. 122-136) conducted a study to examine the use of electronic information resources and facilities by humanities scholars at the University of the Punjab, Lahore, Pakistan. Major findings of the study are: (i) 69% of respondents preferred both print and electronic resources. (ii) A total of 55% of respondents mentioned that the amount of time they were spending on getting information has decreased due to electronic resources, whereas 30% mentioned no change in it and 13% thought that the amount of time has increased. Dilek-Kayaoglu (2008, pp. 239-247) conducted a study to examine the use of electronic journals by faculty at Istanbul University, Turkey. Major findings of the study are: (i) 89% of the respondents stated that one of the benefits of e-journals was that there was no need to visit the library (ii) 67.5% of the respondents stated that they used e-journals for research, 49.2% used them for keeping him/herself updated on the subject field, 28.5% for browsing core journals, and 16.9% for teaching (iii) 92.9% of the respondents agreed or strongly agreed with the statement, "If both printed and electronic versions of journals were equally available, I would prefer to use electronic ones.

4. Scope of the Study

The study is limited to IIM Lucknow Library and its users (students, research scholars and faculty members).

5. Objectives of the Study

Specific objectives of the study are:

1. To know the different types of e-resources and services available in the IIM Lucknow Library.
2. To know the awareness and use of different types of e-resources among the users.
3. To know the purpose and frequency of using the e-resources by the users.
4. To identify the frequently used databases for the purpose of literature searching by the users.

5. To identify the major problems faced by the users while accessing e-resources.
6. To ascertain the need for user orientation/training programmes in accessing e-resources.
7. To know the impact of e-resources and services on the academic work of the users.
8. To suggest the ways and means for the effective use of the e-resources and services available in the IIM Lucknow Library.

6. Methodology
A QUESTIONNAIRE WAS DESIGNED AND WAS PRE-TESTED BEFORE USING IT FOR THE SURVEY. THE QUESTIONNAIRES WERE DISTRIBUTED PERSONALLY AMONG THE STUDENTS, RESEARCH SCHOLARS AND FACULTY MEMBERS.

7. DATA ANALYSIS AND INTERPRETATION
A total of 100 questionnaires were randomly administered among the user community, i.e. 50 for students, 30 for research scholars and 20 for faculty members. Out of 100 questionnaires, 86 questionnaires (86%) were received.

Table 1
Size of Sample

Categories	Distribute	Response
Student (S)	50	45 (90)
Research Scholars (RS)	30	26 (86.67)
Faculty Members (FM)	20	15 (75)
Total	100	86 (86)

Note: Figures in parenthesis indicates percentage.

The table 1 indicates that response rate of students are high (90%) whereas response rate of faculty members are low (75%).

Table 2
Sex Wise Total of Questionnaires

Sex	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Male	33 (73.33)	19 (73.08)	12 (80)	64 (74.42)
Female	12 (26.67)	07 (26.92)	03 (20)	22 (25.58)
Total	45 (100)	26 (100)	15 (100)	86 (100)

(S-Students; RS-Research Scholars; FM-Faculty Members)

The table 2 indicates that responded to questionnaire from male respondents are high in faculty members (80%) and low in research scholars (73.08%) whereas responded to questionnaire from female respondents are high in research scholars (26.92%) and low in faculty members (20%).

Table 3
Library Membership

Membership	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Yes	45 (100)	26 (100)	15 (100)	86 (100)
No	-	-	-	-
Total	45 (100)	26 (100)	15 (100)	86 (100)

The table 3 indicates that all the students (100%), research scholars (100%) and faculty members (100%) are having membership of their library.

Table 4
Frequency of Visit to the Library

Frequency	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Daily	02 (4.44)	04 (15.38)	-	06 (6.98)
2-3 times a week	26 (57.78)	15 (57.69)	09 (60)	50 (58.14)
Once a week	06 (13.33)	03 (11.54)	01 (6.67)	10 (11.63)
2-3 times a month	05 (11.11)	01 (3.85)	02 (13.33)	08 (9.30)
Once a month	03 (6.67)	01 (3.85)	02 (13.33)	06 (6.97)
Occasionally	03 (6.67)	02 (7.69)	01 (6.67)	06 (6.98)
Never	-	-	-	-
Total	45 (100)	26 (100)	15 (100)	86 (100)

Table 4 indicates that majority of the students visit the library 2-3 times a week (57.78%). Majority of the research scholars visit the library 2-3 times a week (57.69%). Majority of the faculty members visit the library 2-3 times a month (13.33%) and once a month (13.33%).

Table 5
Reasons for do not Visit the Library Frequently

Reasons	Categories			Total N=30
	S N=17	RS N=07	FM N=06	
Library is far off from my work place	03 (17.65)	1 (14.28)	-	04 (13.33)
Library working hours is inconvenient	-	-	-	-
Library collection doesn't fulfill my information needs	01 (5.88)	-	-	01 (3.33)
Library collection is accessible from my work place through WiFi/LAN	15 (88.23)	07 (100)	06 (100)	28 (93.33)
Any other	02 (11.76)	-	-	02 (6.67)

The table 5 indicates that majority of the students (88.23%), research scholars (100%) and faculty members (100%) stated the reason for do not visit the library frequently (Daily or Once in week) is library collection is accessible from their work place through WiFi/LAN.

Table 6
Purpose of Visit to the Library

Purposes	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
To borrow and return the books	39 (86.67)	24 (92.31)	14 (93.33)	77 (89.53)
For research work/project	41 (91.11)	21 (80.77)	11 (73.33)	73 (84.88)
To study	37 (82.22)	17 (65.38)	01 (6.67)	55 (63.95)
To consult print resources	32 (71.11)	20 (76.92)	12 (80)	64 (74.42)

To access e-resources	30 (66.67)	10 (38.46)	03 (20)	43 (50)
Any other	09 (20)	03 (11.54)	01 (6.67)	13 (15.12)

The table 6 indicates that the main purpose of visits to the library by students (91.11%) is for research work/project whereas research scholars (92.31%) and faculty members (93.33%) are to borrow and return the books.

Table 7
Awareness about E-resources Services and Facilities

Awareness	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Yes	36 (80)	24 (92.31)	15 (100)	75 (87.21)
No	09 (20)	2 (7.69)	-	11 (12.79)
Total	45 (100)	26 (100)	15 (100)	86 (100)

The table 7 indicates that the majority of the students (80%), research scholars (92.31%) and faculty members (100%) are well aware of e-resource services and facilities provided by the library.

Table 8
Awareness about Library Consortiums

Awareness S N=45		Categories			Total N=86
		RS N=26	FM N=15		
IIM	Yes	36 (80)	21 (80.77)	13 (86.67)	70 (81.39)
	No	09 (20)	05 (19.23)	02 (13.33)	16 (18.60)
Indest	Yes	29 (64.44)	18 (69.23)	11 (73.33)	58 (67.44)
	No	16 (35.55)	08 (30.77)	04 (26.67)	28 (32.56)

Library is a member of both IIM and INDEST-AICTE Consortium. The table 8 indicates that majority of the faculty members (86.67%) and research scholars (80.77%) are well aware about library is a member of IIM Consortium. The table also indicates that faculty members (73.33%) and research scholars (69.23%) are also well aware about library is a member of INDEST-AICTE Consortium

Table 9
Source of Awareness about E-resources Services and Facilities

Sources of Awareness	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Library orientation programmes	31 (68.89)	22 (84.61)	03 (20)	56 (65.12)
Library Staff	31 (68.89)	12 (46.15)	05 (33.33)	48 (55.81)
Friends/ Colleagues	35 (77.78)	16 (61.54)	09 (60)	60 (69.77)
Teachers/ Research Supervisors	30 (66.67)	22 (84.61)	-	52 (60.46)
Institution website	41 (91.11)	24 (92.31)	10 (66.67)	55 (63.95)
Printed sources	10 (22.22)	06 (23.08)	02 (13.33)	18 (20.93)
E-mail notification from Library	33 (73.33)	21 (80.77)	11 (73.33)	55 (63.95)
Self Awareness	07 (15.55)	02 (7.69)	09 (60)	18 (20.93)
Any other	-	-	-	-

The table 9 indicates that the most popular sources of awareness about e-resource services and facilities provided by the library. For students they are institution website (91.11%) and friends/colleagues (77.78%). For research scholars they are institution website (92.31%) and library orientation programmes (84.61%). Among faculty members they are e-mail notification (73.33%) and institution website (66.67%).

Table 10
Place of Access E-resources

Place of Access	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Central Library	22 (48.89)	07 (26.92)	03 (20)	32 (37.21)
Computer Centre	10 (22.22)	02 (7.69)	-	12 (13.95)
Chamber/ Hostel/Residential Flat	45 (100)	26 (100)	15 (100)	86 (100)
Any other	-	-	-	-

The table 10 indicates that 100% students, research scholars and faculty members access e-resources in their chamber/Hostel/Residential.

Table 11
Frequency of Using E-resources

Frequency	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Daily	01 (2.22)	16 (61.54)	01 (6.67)	18 (20.93)
2-3 times a week	41 (91.11)	07 (26.92)	11 (73.33)	59 (68.60)
Once a week	02 (4.44)	03 (11.54)	03 (20)	08 (9.30)
2-3 times a month	01 (2.22)	-	-	01 (1.16)
Once a month	-	-	-	-
Occasionally	-	-	-	-
Never	-	-	-	-
Total	45 (100)	26 (100)	15 (100)	86 (100)

The table 11 indicates that the majority of the students (91.11%) and faculty members (73.33%) using e-resources 2-3 times a week whereas research scholars using e-resources daily (61.54%).

Table 12
Method Used to Access E-resources

Methods	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Trial and error	12 (26.67)	04 (15.38)	09 (60)	25 (29.07)
Guidance by friends/ col-leagues	33 (73.33)	16 (61.54)	13 (86.67)	62 (72.09)
Guidance by library staff	29 (64.44)	08 (30.77)	06 (40)	43 (50)
Guidance by teachers/ super-visors	36 (80)	23 (88.46)	-	59 (68.60)
Course offered by the institu-tion	16 (35.55)	03 (11.54)	01 (6.67)	20 (23.25)
Library brochures/ pamphlets	11 (24.44)	01 (3.85)	01 (6.67)	13 (15.12)
Any other	-	-	-	-

The table 12 indicates that the majority of the students (80%) and research scholars (88.46%) take the guidance by teachers/ supervisors to access e-resources whereas faculty members (86.67%) take the guidance by friends/colleagues to access e-resources.

Table 13
Method Used to Locate E-resources

Methods	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Through Institution website	36 (80)	23 (88.46)	14 (93.33)	73 (84.88)
Through Publisher's website	04 (8.89)	02 (7.69)	01 (6.67)	07 (8.14)
Through Search engines	05 (11.11)	01 (3.85)	-	06 (6.98)

The table 13 indicates that the majority of the students (80%), research scholars (88.46%) and faculty members (93.33%) are used to locate e-resources through institution website.

Table 14
Commonly Used Search Techniques to Retrieve Information

Search Techniques	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Simple search	37 (82.22)	09 (34.61)	02 (13.33)	48 (55.81)
Phrase search	25 (55.55)	12 (46.15)	08 (53.33)	45 (52.32)
Field search	31 (68.89)	22 (84.61)	11 (73.33)	64 (74.42)
Boolean search	10 (22.22)	16 (61.54)	03 (20)	29 (33.72)
Any other	06 (13.33)	04 (15.38)	02 (13.33)	12 (13.95)

The table 14 indicates that the majority of the students (82.22%) prefer simple search whereas research scholars (84.61%) and faculty members (73.33%) prefer field search to retrieve the information.

Table 15
Method Used for Reading Full Text Articles

Methods	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Read online	30 (66.67)	22 (84.61)	13 (86.67)	55 (63.95)
Take print out	07 (15.55)	04 (15.38)	11 (73.33)	22 (25.58)
Save in storage devices for further reference	37 (82.22)	18 (69.23)	09 (60)	64 (74.42)

The table 15 indicates that the majority of the students (82.22%) save the full text articles in their storage devices for further reference whereas research scholars (84.61%) and fac-ulty members (86.67%) read full text articles online.

Table no. 16
Participation in Orientation/Training Programmes

Participation	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Yes	31 (68.89)	22 (84.61)	03 (20)	56 (65.12)
No	14 (31.11)	04 (15.38)	12 (80)	30 (34.88)
Total	45 (100)	26 (100)	15 (100)	86 (100)

The table 16 indicates that majority of the students and re-search scholars participated in orientation/training pro-grammes whereas most of the faculty members (80%) are not participated in such orientation/training programmes.

Table no. 16.1
Whether Faced Problem During Participation in Orienta-tion/Training Programmes

Problems Faced	Categories			Total N=56
	S N=31	RS N=22	FM N=03	
Yes	05 (16.13)	02 (9.09)	01 (33.33)	08 (14.28)
No	26 (83.87)	20 (90.91)	02 (66.67)	48 (85.71)
Total	31 (100)	22 (100)	03 (100)	56 (100)

The question asked to the respondents whether they faced problem during participation in orientation and training pro-grammes. The table 16.1 indicates that majority of the students (83.87%), research scholars (90.91%) and faculty members (66.67%) are not faced any problem.

Table no. 16.1.1
Problem Faced During Participation in Orientation/Train-ing Programmes

Problems	Categories			Total N=08
	S N=05	RS N=02	FM N=01	
Participants were from different subject background	02 (40)	-	-	02 (25)
The period was too short	04 (80)	02 (100)	-	06 (75)
Programmes were lecture oriented	01 (20)	-	-	01 (12.50)
Too many participants	02 (40)	-	01 (100)	03 (37.50)
Any other	-	-	-	-

The question asked to those respondents who faced the problem during orientation/training programmes. The table 16.1.1 indicates that majority of the students (80%) and research scholars (100%) stated that the period was too short whereas faculty members (100%) stated that there were too many participants.

Table 16.2
Reason for Non Participation in Orientation/Training Programmes

| Reasons | Categories | | | Total N=30 |
	S N=14	RS N=04	FM N=12	
Lack of information	10 (71.43)	03 (75)	-	13 (43.33)
Not required	02 (14.28)	-	03 (25)	05 (16.67)
Lack of time	02 (14.28)	01 (25)	09 (75)	12 (40)
Any other	-	-	-	-

The question asked to the respondents give the reason for not participated in orientation/training programmes. The table 16.2 indicates that majority of the students (71.43%) and research scholars (75%) stated that the reason is lack of information whereas faculty members (75%) stated that the reason is lack of time.

Table 17
Whether Need of Specialised Orientation/Training Programmes

| Need | Categories | | | Total N=86 |
	S N=45	RS N=26	FM N=15	
Yes	42 (93.33)	25 (96.15)	12 (80)	79 (91.86)
No	03 (6.67)	01 (3.85)	03 (20)	07 (8.14)
Total	45 (100)	26 (100)	15 (100)	86 (100)

The table 17 indicates that majority of the students (93.33%), research scholars (96.15%) and faculty members (80%) need a specialised orientation/training programmes.

Table 17.1
AreaWhere Need of Specialised Orientation/Training Programmes

| Areas | Categories | | | Total N=79 |
	S N=42	RS N=25	FM N=12	
To know all the e-resources and its coverage	41 (97.62)	22 (88)	11 (91.67)	74 (93.67)
How to search and retrieve the content	39 (92.86)	18 (72)	08 (66.67)	65 (82.28)
Any other	-	-	-	-

The question asked to the respondents in which area they need a specialized orientation/training programmes. The table 17.1 indicates that the majority of the students (97.62%), research scholars (88%) and faculty members (91.67%) stated that to know all the e-resources and its coverage subscribed by the library.

Table 18
Purpose of Using E-resources

| Purposes | Categories | | | Total N=86 |
	S N=45	RS N=26	FM N=15	
For studying course work	36 (80)	11 (42.31)	08 (53.33)	55 (63.95)
For research work/Project	39 (86.67)	19 (73.08)	11 (73.33)	69 (80.23)
For teaching purposes	-	-	15 (100)	15 (17.44)
To update the subject knowledge	30 (66.67)	13 (50)	09 (60)	52 (60.46)
For writing articles/ research papers	42 (93.33)	15 (57.69)	12 (80)	69 (80.23)
Any other	-	-	-	-

The table 18 indicates that the majority of the students using e-resources for writing articles/research papers (93.33%). Most of the research scholars using e-resources for research work/ project (73.08%) whereas majority of the faculty members using e-resources for teaching purposes (100%).

Table 19
Option Which Motivate to Use E-resources

| Options | Categories | | | Total N=86 |
	S N=45	RS N=26	FM N=15	
Archival Access	03 (6.67)	01 (3.85)	-	04 (4.65)
Core Journals	26 (57.78)	19 (73.08)	11 (73.33)	56 (65.12)
Wide range of Online databases/ Journals	39 (86.67)	21 (80.77)	14 (93.33)	74 (86.05)
Expert assistance by library staff	05 (11.11)	01 (3.85)	-	06 (6.98)
Abstract of the articles	03 (6.67)	02 (7.69)	01 (6.67)	06 (6.98)
Table of content	07 (15.55)	03 (11.54)	-	10 (11.63)
Any other	-	-	-	-

The table 19 indicates that the majority of the students (86.67%), research scholars (80.77%) and faculty members (93.33%) stated that the due to wide range of online databases/ journals available, they have been using e-resources.

Table 20
Regularly Used E-resources

| Types of E-resources S N=45 | | Categories | | | Total N=86 |
		RS N=26	FM N=15		
E-books	F	18 (40)	04 (15.38)	04 (26.67)	26 (30.23)
	O	15 (33.33)	19 (73.08)	07 (46.67)	41 (47.67)
	N	12 (26.67)	03 (11.54)	04 (26.67)	19 (22.09)
E-journals	F	39 (86.67)	09 (34.61)	04 (26.67)	52 (60.46)
	O	06 (13.33)	17 (65.38)	11 (73.33)	34 (39.53)
	N	-	-	-	-

		S N=45	RS N=26	FM N=15	Total N=86
Online Databa-ses	F	31 (68.89)	05 (19.23)	08 (53.33)	44 (51.16)
	O	14 (31.11)	21 (80.77)	07 (46.67)	42 (48.84)
	N	-	-	-	-
CDs/DVDs	F	03 (6.67)	-	-	03 (3.49)
	O	06 (13.33)	02 (7.69)	01 (6.67)	09 (10.46)
	N	36 (80)	24 (92.31)	14 (93.33)	74 (86.05)
E-theses and Dissert-ations	F	-	05 (19.23)	05 (33.33)	10 (11.63)
	O	02 (4.44)	21 (80.77)	03 (20)	26 (30.23)
	N	43 (95.55)	-	07 (46.67)	50 (58.14)
Electronic Course-wares	F	-	02 (7.69)	-	02 (2.32)
	O	06 (13.33)	07 (26.92)	02 (13.33)	15 (17.44)
	N	39 (86.67)	17 (65.38)	13 (86.67)	69 (80.23)
E-referen-ce sources	F	03 (6.67)	06 (23.08)	02 (13.33)	11 (12.79)
	O	09 (20)	11 (42.31)	04 (26.67)	24 (27.91)
	N	33 (73.33)	09 (34.61)	09 (60)	51 (59.30)
E-research reports/ projects	F	09 (20)	03 (11.54)	03 (20)	15 (17.44)
	O	17 (37.78)	11 (42.31)	09 (60)	37 (43.02)
	N	19 (42.22)	12 (46.15)	03 (20)	34 (39.53)
Any other		-	-	-	-

(F-Frequently; O-Occasionally; N-Never)

The table 20 indicates that the e-books, e-journals, e-databases are frequently used by the students. E-books, e-journals, online databases, e-theses and dissertations, e-reference sources are occasionally used by the research scholars whereas e-books, e-journals, online databases, e-research reports are occasionally used by the faculty members.

Table 21
Consult E-journal Databases for Academic Work

Consult	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Yes	42 (93.33)	26 (100)	13 (86.67)	81 (94.19)
No	03 (6.67)	-	02 (13.33)	05 (5.81)
Total	4 5 (100)	26 (100)	15 (100)	86 (100)

The table indicates that majority of the students (93.33%), research scholars (100%) and faculty members (86.67%) consult e-journal databases for their academic work.

Table 22
Frequency of Using E-journal Databases Subscribed through IIM Consortium

Frequency of Using E-journal Databases S N=45		Categories			Total N=86
		RS N=26	FM N=15		
Springer Link (Kluwer)	F	10 (22.22)	13 (50)	04 (26.67)	27 (31.39)
	O	27 (60)	11 (42.31)	10 (66.67)	48 (55.81)
	N	08 (17.78)	02 (7.69)	01 (6.67)	11 (12.79)
Sage HSS Collecti-on	F	19 (42.22)	09 (34.61)	07 (46.67)	35 (40.70)
	O	21 (46.67)	16 (61.54)	08 (53.33)	45 (52.32)
	N	05 (11.11)	01 (3.85)	-	06 (6.98)
Taylor and Francis	F	10 (22.22)	07 (26.92)	03 (20)	20 (23.25)
	O	32 (71.11)	19 (73.08)	12 (80)	63 (73.25)
	N	03 (6.67)	-	-	03 (3.49)
Wiley Interscie-nce (Blackw-ell)	F	15 (33.33)	-	12 (80)	36 (41.86)
	O	21 (46.67)	14 (53.85)	03 (20)	38 (44.19)
	N	09 (20)	03 (11.54)	-	12 (13.95)

(F-Frequently; O-Occasionally; N-Never)

The table 22 indicates that Springer Link is frequently used by students and research scholars whereas Wiley Interscience is frequently used by the faculty members. Sage HSS Collection and Taylor and Francis are occasionally used by both research scholars and faculty members.

Table 23
Frequency of Using E-journal Databases Subscribed through INDEST-AICTE Consortium

Frequency of Using E-journal Databases S N=45		Categories			Total N=86
		RS N=26	FM N=15		
ABI/Inform (Proques-t)	F	08 (17.78)	07 (26.92)	03 (20)	18 (20.93)
	O	34 (75.55)	14 (53.85)	11 (73.33)	59 (68.60)
	N	03 (6.67)	05 (19.23)	01 (6.67)	09 (10.46)
ACM Digital Library	F	21 (46.67)	02 (7.69)	02 (13.33)	25 (29.07)
	O	15 (33.33)	21 (80.77)	09 (60)	45 (52.32)
	N	09 (20)	03 (11.54)	04 (26.67)	16 (18.60)
Business Source Complete (Ebsco)	F	29 (64.44)	17 (65.38)	08 (53.33)	54 (62.79)
	O	14 (31.11)	06 (23.08)	05 (33.33)	25 (29.07)
	N	02 (4.44)	03 (11.54)	02 (13.33)	07 (8.14)

Science Direct (Elsevier)	F	22 (48.89)	09 (34.61)	02 (13.33)	33 (38.37)
	O	16 (35.55)	12 (46.15)	12 (80)	40 (46.51)
	N	07 (15.55)	05 (19.23)	01 (6.67)	13 (15.12)
Emerald Management Extra	F	09 (20)	03 (11.54)	04 (26.67)	16 (18.60)
	O	31 (68.89)	16 (61.54)	06 (40)	53 (61.63)
	N	05 (11.11)	07 (26.92)	05 (33.33)	17 (19.77)
IEL Online	F	16 (35.55)	18 (69.23)	07 (46.67)	41 (47.67)
	O	17 (37.78)	06 (23.08)	06 (40)	29 (33.72)
	N	12 (26.67)	02 (7.69)	02 (13.33)	16 (18.60)
Euromonitor (GMID)	F	13 (28.89)	12 (46.15)	09 (60)	34 (39.53)
	O	29 (64.44)	10 (38.46)	05 (33.33)	44 (51.16)
	N	03 (6.67)	04 (15.38)	01 (6.67)	08 (9.30)
INSIG-HT (AERC)	F	18 (40)	16 (61.54)	12 (80)	46 (53.49)
	O	21 (46.67)	08 (30.77)	03 (20)	32 (37.21)
	N	06 (13.33)	02 (7.69)	-	08 (9.30)
J-Gate Custom Content for Consortia	F	14 (31.11)	11 (42.31)	02 (13.33)	27 (31.39)
	O	26 (57.78)	09 (34.61)	06 (40)	41 (47.67)
	N	05 (11.11)	06 (23.08)	07 (46.67)	18 (20.93)
Capitali-ne	F	10 (22.22)	06 (23.08)	03 (20)	19 (22.09)
	O	33 (73.33)	16 (61.54)	10 (66.67)	59 (68.60)
	N	02 (4.44)	04 (15.38)	02 (13.33)	08 (9.30)
CRIS INFAC (CRISIL Resear-ch)	F	22 (48.89)	17 (65.38)	09 (60)	48 (55.81)
	O	13 (28.89)	08 (30.77)	06 (40)	27 (31.39)
	N	10 (22.22)	01 (3.85)	-	11 (12.79)

(F-Frequently; O-Occasionally; N-Never)

The table 23 indicates that Business Source Complete (Ebsco) and CRIS INFAC (CRISIL Research) are frequently used by most of the students, research scholars and faculty members. ABI/ Inform (Proquest), Emerald Management Extra, Capitaline Plus are occasionally used by most of the students, research scholars and faculty members. Majority of the faculty members are never used J-Gate Custom content for Consortia.

Table 24
Frequency of Using E-journal Databases Subscribed indi-vidually by IIM Lucknow

Frequency of Using E-journal Databases S N=45		Categories			Total N=86
		RS N=26	FM N=15		
CMIE-Business Beacon	F	15 (33.33)	06 (23.08)	04 (26.67)	25 (29.07)
	O	21 (46.67)	17 (65.38)	06 (40)	44 (51.16)
	N	09 (20)	03 (11.54)	05 (33.33)	17 (19.77)
CMIE-CapEx (Online)	F	21 (46.67)	06 (23.08)	04 (26.67)	31 (36.05)
	O	19 (42.22)	11 (42.31)	09 (60)	39 (45.35)
	N	05 (11.11)	09 (34.61)	02 (13.33)	16 (18.60)

CMIE-India Trades	F	11 (24.44)	08 (30.77)	02 (13.33)	21 (24.42)
	O	21 (46.67)	15 (57.69)	09 (60)	45 (52.32)
	N	13 (28.89)	03 (11.54)	04 (26.67)	20 (23.25)
CMIE-Prowess	F	11 (24.44)	04 (15.38)	02 (13.33)	17 (19.77)
	O	29 (64.44)	14 (53.85)	10 (66.67)	53 (61.63)
	N	05 (11.11)	08 (30.77)	03 (20)	16 (18.60)
Ebrary	F	07 (15.55)	04 (15.38)	07 (46.67)	18 (20.93)
	O	27 (60)	15 (57.69)	06 (40)	48 (55.81)
	N	11 (24.44)	07 (26.92)	02 (13.33)	20 (23.25)
Indiastat.com	F	21 (46.67)	07 (26.92)	05 (33.33)	33 (38.37)
	O	18 (40)	16 (61.54)	09 (60)	43 (50)
	N	06 (13.33)	03 (11.54)	01 (6.67)	10 (11.63)
ISI Emerging Markets	F	11 (24.44)	03 (11.54)	03 (20)	17 (19.77)
	O	23 (51.11)	16 (61.54)	09 (60)	48 (55.81)
	N	11 (24.44)	07 (26.92)	03 (20)	21 (24.42)
Jstor	F	10 (22.22)	07 (26.92)	05 (33.33)	22 (25.58)
	O	24 (53.33)	12 (46.15)	08 (53.33)	44 (51.16)
	N	11 (24.44)	07 (26.92)	02 (13.33)	20 (23.25)
Marketline Advantage (Datamonitor 360)	F	10 (22.22)	08 (30.77)	08 (53.33)	26 (30.23)
	O	28 (62.22)	16 (61.54)	06 (40)	50 (58.14)
	N	07 (15.55)	02 (7.69)	01 (6.67)	10 (11.63)
Proquest Dissertations & Theses	F	03 (6.67)	01 (3.85)	02 (13.33)	06 (6.98)
	O	04 (8.89)	03 (11.54)	06 (40)	13 (15.12)
	N	38 (84.44)	22 (84.61)	07 (46.67)	67 (77.90)
PsycARTICLES	F	15 (33.33)	07 (26.92)	04 (26.67)	26 (30.23)
	O	21 (46.67)	17 (65.38)	06 (40)	44 (51.16)
	N	09 (20)	02 (7.69)	05 (33.33)	16 (18.60)

(F-Frequently; O-Occasionally; N-Never)

Table 24 indicates that CMIE-CapEx and IndiaStat are frequent-ly used by students whereas Ebrary is frequently used by the faculty members. CMIE-Business Beacon, CMIE-India Trades, CMIE-Prowess, ISI Emerging Markets, Jstor, MarketLine Ad-vantage and PsycARTCLES are occasionally used by most of the respondents. Proquest Dissertations & Theses is never used by most of the respondents.

Table 25
Way of Access Full Text Articles Not Subscribed by Library

Way of Access Full Text Articles	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Through friends/ colleagues	38 (84.44)	23 (88.46)	09 (60)	70 (81.39)
Through library's document delivery services	25 (55.55)	22 (84.61)	11 (73.33)	58 (67.44)
From other libraries	-	01 (3.85)	02 (13.33)	03 (3.49)
Obtain reprints/soft copy directly from the authors	03 (6.67)	01 (3.85)	07 (46.67)	11 (12.79)
Any other	-	-	-	-

The table 25 indicates that majority of the students (84.44) and research scholars (88.46) access full text articles not subscribed by the library through friends/colleagues whereas faculty members access through library's document delivery services.

Table 26
Time Spent for Searching and Downloading of E-resources

Time Spent	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Less than 1 hour	09 (20)	02 (7.69)	02 (13.33)	13 (15.12)
Less than 3 hours	25 (55.55)	06 (23.08)	10 (66.67)	41 (47.67)
Less than 5 hours	04 (8.89)	16 (61.54)	02 (13.33)	22 (25.58)
More than 5 hours	07 (15.55)	02 (7.69)	01 (6.67)	10 (11.63)
Total	45 (100)	26 (100)	15 (100)	86 (100)

Table 26 indicates that the majority of the students (55.55%) and faculty members (66.67%) spent time less than 3 hours for searching and downloading of e-resources whereas majority of the research scholars (61.54%) spent time less than 5 hours.

Table 27
Number of Full Text Articles Downloaded Per Month

Full Text Articles Downloaded	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
0 to 5	02 (4.44)	01 (3.85)	-	03 (3.49)
5 to 9	05 (11.11)	11 (42.31)	01 (6.67)	17 (19.77)
10 to 19	29 (64.44)	09 (34.61)	12 (80)	50 (58.14)
20 to 29	07 (15.55)	03 (11.54)	01 (6.67)	11 (12.79)
30 to 49	01 (2.22)	02 (7.69)	-	03 (3.49)
More than 50	01 (2.22)	-	1 (6.67)	02 (2.32)
Total	45 (100)	26 (100)	15 (100)	86 (100)

The table 27 indicates that majority of the students and faculty members downloaded 10 to 19 whereas research scholars downloaded 5 to 9 full text articles in a month.

Table 28
E-resources Enhance the Efficiency of Academic Work

Opinion	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Yes	43 (95.55)	24 (92.31)	11 (73.33)	78 (90.70)
No	02 (4.44)	02 (7.69)	04 (26.67)	08 (9.30)
Total	45 (100)	26 (100)	15 (100)	86 (100)

Table 28 indicates that majority of the students (95.55%), research scholars (92.31%) and faculty members (73.33%) stated that e-resources enhance the efficiency of their academic work.

Table 28.1
Influence of E-resources on the Efficiency of Academic Work

Influence	Categories			Total N=80
	S N=43	RS N=26	FM N=11	
Expedited the research/ project process	39 (90.70)	23 (88.46)	07 (63.64)	69 (86.25)
Improved profession competence	26 (60.46)	17 (65.38)	09 (81.82)	52 (65)
Expedited the teaching process	-	-	09 (81.82)	09 (11.25)
Access to wider range of information	29 (67.44)	19 (73.08)	08 (72.73)	56 (70)
Easier and faster access to information	17 (39.53)	21 (80.77)	06 (54.54)	44 (55)
Any other	-	-	-	-

Table 28.1 indicates that majority of the students (90.70%) and research scholars (88.46%) stated that e-resources help in expedited the research/project process whereas faculty members stated that it helps in improved profession competence (81.82%) and expedited the teaching process (81.82%)

Table 29
Problem Faced While Accessing and Using E-resources

Problems	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Non-friendly user Interface	26 (57.78)	09 (34.61)	02 (13.33)	37 (43.02)
Not enough coverage	15 (33.33)	04 (15.38)	01 (6.67)	20 (23.25)
Lack of training	11 (24.44)	06 (23.08)	01 (6.67)	18 (20.93)
No problem being faced	12 (26.67)	05 (19.23)	11 (73.33)	28 (32.56)
Any other	05 (11.11)	02 (7.69)	-	07 (8.14)

Table 29 indicates that majority of the students (57.78%) and research scholars (34.61%) faced non-friendly user interface

while accessing and using e-resources whereas no problem being faced (73.33%) by most of the faculty members.

Table 30
Satisfaction Towards Adequacy of E-resources

Satisfaction	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Yes	38 (84.44)	23 (88.46)	14 (93.33)	75 (87.21)
No	07 (15.55)	03 (11.54)	01 (6.67)	11 (12.79)
Total	45 (100)	26 (100)	15 (100)	86 (100)

Table 30 indicates that the majority of the students (84.44%), research scholars (88.46%) and faculty members (93.33%) are satisfied with the adequacy of e-resources.

Table 31
Expectation Towards Included More Number of E-resources

Expectation	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Yes	41 (91.11)	21 (80.77)	12 (80)	74 (86.05)
No	04 (8.89)	05 (19.23)	03 (20)	12 (13.95)
Total	45 (100)	26 (100)	15 (100)	86 (100)

Table 31 indicates that the majority of the students (91.11%), research scholars (80.77%) and faculty members (80%) are expected more number of e-resources added in the collection.

Table 32
Subscription of Print version of E-resources

Opinion	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Yes	06 (13.33)	02 (7.69)	04 (26.67)	12 (13.95)
No	39 (86.67)	24 (92.31)	11 (73.33)	74 (86.05)
Total	45 (100)	26 (100)	15 (100)	86 (100)

The question asked to the respondents that library also subscribes the print version of e-resources. The table 32 indicates that majority of the students (86.67%), research scholars (92.31%) and faculty members (73.33%) are not agreed.

Table 33
Suggestion Regarding E-resources Subscription

Suggestion	Categories			Total N=86
	S N=45	RS N=26	FM N=15	
Yes	02 (4.44)	06 (23.08)	08 (53.33)	16 (18.60)
No	43 (95.55)	20 (76.92)	07 (46.67)	70 (81.39)
Total	45 (100)	26 (100)	15 (100)	86 (100)

The table 33 indicates that the majority of the students (95.55%) and research scholars (76.92%) haven't suggested whereas most (53.33%) of the faculty members have suggested to librarian for subscribing the relevant e-resources.

Table 33.1
Consideration of Request Regarding E-resources Subscription

Consideration	Categories			Total N=16
	S N=02	RS N=06	FM N=08	
Yes	-	01 (16.67)	07 (87.50)	08 (50)
No	02 (100)	05 (83.33)	01 (12.50)	08 (50)
Total	02 (100)	06 (100)	08 (100)	16 (100)

The table 33.1 indicates that the majority of the students (100%) and research scholars (83.33%) stated that whatever they have suggested to purchase the relevant materials related to e-resources their request was not attended whereas faculty members (87.50%) stated that the request was attended.

Table 34
Adequacy of Library Collection

Sources S N=45			Categories			Total N=86
			RS N=26	FM N=15		
Books	A	33 (73.33)	16 (61.54)	02 (13.33)		51 (59.30)
	M	10 (22.22)	06 (23.08)	12 (80)		28 (32.56)
	I	02 (4.44)	03 (11.54)	01 (6.67)		06 (6.98)
	C	-	01 (3.85)	-		01 (1.16)
Periodicals	A	24 (53.33)	08 (30.77)	04 (26.67)		36 (41.86)
	M	16 (35.55)	17 (65.38)	09 (60)		42 (48.84)
	I	05 (11.11)	01 (3.85)	01 (6.67)		07 (8.14)
	C	-	-	01 (6.67)		01 (1.16)
Reference Sources	A	25 (55.55)	13 (50)	03 (20)		41 (47.67)
	M	17 (37.78)	06 (23.08)	09 (60)		32 (37.21)
	I	02 (4.44)	02 (7.69)	03 (20)		07 (8.14)
	C	01 (2.22)	05 (19.23)	-		06 (6.98)
Theses and Dissertations	A	05 (11.11)	08 (30.77)	04 (26.67)		17 (19.77)
	M	21 (46.67)	16 (61.54)	08 (53.33)		45 (52.32)
	I	03 (6.67)	02 (7.69)	01 (6.67)		06 (6.98)
	C	16 (35.55)	-	02 (13.33)		18 (20.93)
E-books	A	07 (15.55)	15 (57.69)	07 (46.67)		29 (33.72)
	M	26 (57.78)	09 (34.61)	06 (40)		41 (47.67)
	I	07 (15.55)	01 (11.54)	02 (13.33)		10 (11.63)
	C	05 (11.11)	01 (11.54)	-		06 (6.98)

E-journals	A	24 (53.33)	16 (61.54)	09 (60)	49 (56.98)
	M	16 (35.55)	07 (26.92)	03 (20)	26 (30.23)
	I	05 (11.11)	03 (11.54)	02 (13.33)	10 (11.63)
	C	-	-	01 (6.67)	01 (1.16)
Online Databas-es	A	33 (73.33)	15 (57.69)	12 (80)	60 (69.77)
	M	10 (22.22)	10 (38.46)	03 (20)	23 (26.74)
	I	02 (4.44)	01 (11.54)	-	03 (3.49)
	C	-	-	-	-
CDs/DVDs	A	08 (17.78)	06 (23.08)	03 (20)	17 (19.77)
	M	21 (46.67)	11 (42.31)	09 (60)	41 (47.67)
	I	07 (15.55)	03 (11.54)	01 (6.67)	11 12.79)
	C	09 (20)	06 (23.08)	02 (13.33)	17 (19.77)

(A-Adequate; M-Moderate; I-Inadequate; C-Can't say)

The table 34 indicates the adequacy of library collection. Majority of the students, research scholars and faculty members stated that e-journals and online databases collection are adequate whereas they stated that e-theses and dissertations and CD/DVDs collection are moderate.

8. Findings of the study
Major findings of the study are:

1. Majority (58.14%) of the respondents visit to the library 2-3 times a week.
2. Majority (93.33%) of the respondents indicate that they do not visit the library frequently because all the collection (e-resources) of library are accessible from their work place through WiFi/LAN.
3. Majority of the respondents visit the library for to borrow and return the books (89.53%) and for research work/project (84.88%).
4. Majority of the respondents are well aware of e-resource services and facilities provided by the IIM Lucknow Library.
5. Majority of the respondents are well aware that library is a member of IIM Consortium (81.39%) and INDEST-AICTE Consortium (67.44%).
6. FRIENDS/COLLEAGUES (69.77%) AND LIBRARY ORIENTATION PROGRAMMES (65.12%) ARE THE MOST POPULAR SOURCES OF AWARENESS ABOUT E-RESOURCE SERVICES AND FACILITIES AMONG RESPONDENTS.
7. MAJORITY (68.60%) OF THE RESPONDENTS USING E-RESOURCES 2-3 TIMES A WEEK.
8. MAJORITY (72.09%) OF THE RESPONDENTS TAKE THE GUIDANCE BY FRIENDS/COLLEAGUES TO ACCESS E-RESOURCES.
9. MAJORITY OF THE RESPONDENTS PREFER FIELD (74.42%) AND SIMPLE SEARCH (55.81%) TO RETRIEVE THE INFORMATION.
10. MAJORITY (65.12%) OF THE RESPONDENTS PARTICIPATED IN ORIENTATION/TRAINING PROGRAMMES.
11. MAJORITY OF THE RESPONDENTS POINT OUT THAT THEY NEED A SPECIALIZED ORIENTATION TRAINING PROGRAMMES TO KNOW ALL THE RESOURCES AND ITS COVERAGE (93.67%) SUBSCRIBED BY THE LIBRARY AS WELL AS HOW TO SEARCH AND RETRIEVE THE CONTENT (82.28%).
12. MAJORITY OF THE RESPONDENTS USING E-RESOURCES FOR RESEARCH WORK/PROJECT (80.23%) AND WRITING ARTICLES/ RESEARCH PAPERS (80.23%).
13. MAJORITY (86.05%) OF THE RESPONDENTS INDICATE THAT DUE TO WIDE RANGE OF ONLINE DATABASES/JOURNALS AVAILABLE, THEY HAVE BEEN USING E-RESOURCES.
14. E-JOURNALS, ONLINE DATABASES ARE FREQUENTLY USED BY THE RESPONDENTS. E-BOOKS, E-RESEARCH REPORTS/ PROJECTS ARE OCCASIONALLY USED BY THE RESPONDENTS.
15. MAJORITY (94.19%) OF THE RESPONDENTS CONSULT E-JOURNAL DATABASES FOR THEIR ACADEMIC WORK.
16. THE E-JOURNAL DATABASES (SPRINGER LINK, SAGE HSS COLLECTION, TAYLOR & FRANCIS AND WILEY INTERSCIENCE) SUBSCRIBED THROUGH THE IIM CONSORTIUM ARE OCCASIONALLY USED BY MOST OF THE RESPONDENTS.
17. THE BUSINESS SOURCE (COMPLETE), IEL ONLINE, INSIGHT (AERC) AND CRIS INFAC (CRISIL RESEARCH) ARE FREQUENTLY USED BY MOST OF THE RESPONDENTS WHEREAS ABI/INFORM (PROQUEST), ACM DIGITAL LIBRARY, SCIENCE DIRECT (ELSEVIER), EMERALD MANAGEMENT EXTRA, EUROMONITOR (GMID), J-GATE CUSTOM CONTENT FOR CONSORTIA, AND CAPITALINE PLUS ARE OCCASIONALLY USED BY MOST OF THE RESPONDENTS. THESE DATABASES ARE SUBSCRIBED THROUGH INDEST-AICTE CONSORTIUM.
18. CMIE-Business Beacon, CMIE-India Trades, CMIE-Prowess, ISI Emerging Markets, Jstor, MarketLine Advantage and PsycARTCLES are occasionally used by most of the respondents. Proquest Dissertations & Theses is never used by most of the respondents.
19. Majority (90.70%) of the respondents stated that e-resources enhance the efficiency of their academic work.
20. Majority (43.02%) of the respondents faced non-friendly user interface problem while accessing and using e-resources.
21. Majority (87.21%) of the respondents are satisfied with the adequacy of e-resources.
22. Majority (86.05%) of the respondents are expected more number of e-resources included in the collection.
23. Majority of the students, research scholars and faculty members stated that library collection is adequate as well as moderate.

9. Conclusion
The present survey clearly indicates that electronic sources of information are highly useful for the research, teaching and learning processes. In order to make it successful and best use of the available e-resources, authorities of the Institution Library should conduct regular orientation/training programmes to maximise the use of electronic sources of information more effectively and efficiently.

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