Use of E-Resources and Services by Users at Indian Institute Of Management Shillong: A Study

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ABSTRACT: *The study investigated the use of electronic resources by the students, research scholars and faculty members of IIM Shillong. It examined the user's awareness of the different types of e-resources available in the IIM Shillong 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 Shillong Library, etc.*

KEYWORDS: *E-resources, IIM Shillong Library, Indian Institutes of Management*

I. 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 also 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 [1]. For this a survey is conducted to find out the use and awareness of e-resources (management and related disciplines) available in the library for the users and impact of these resources on their academic work.

II. INDIAN INSTITUTES OF MANAGEMENT

The Indian Institutes of Management (IIMs) are a group of 13 autonomous institutes of management in India. They were established with the objective of providing quality management education and research. 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) [2]. 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.

III. INDIAN INSTITUTE OF MANAGEMENT SHILLONG AND ITS LIBRARY

Indian Institute of Management (IIM) Shillong was established in 2007 by the Government of India as a national level school of excellence in management science. This institute has well known library naming Knowledge Centre. The library has a total collection of 15,000 books, 80 current volume journals, 800 back volume journals, 200 reports, 100 dissertations, 750 audio-visual materials, 220 e-books, 750 CD/DVD ROM databases, more than 2000 e-journals and more than 600 Press/Newspaper clippings. The library subscribes 3 databases through IIM Consortium, 2 databases through INDEST-AICTE Consortium and approx 9 databases are individually subscribed.

IV. REVIEW OF LITERATURE

1. Some of the studies related to use of e-resources by users at Indian Institutes of Management in India are:
Singh and Meera conducted a study to examine the use of e-resources and services by users at Indian Institute of Management Lucknow. The major findings of the study are: (i) Majority of the respondents (58.14%) visit to the library 2-3 times a week (ii) Majority of the respondents (93.33%) 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 (iii) Majority of the respondents visit the library to borrow & return the books (89.53%) and for research work/project (84.88%) (iv) Majority of the respondents (100%) are well aware of e-resource services and facilities provided by the IIM Lucknow Library (v) Majority of the respondents are well aware that library is a member of IIM Consortium (81.39%) and INDEST-AICTE Consortium (67.44%) (vi) 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 (vii) Majority of the respondents (68.60%) using e-resources 2-3 times a week (viii) Majority of the respondents (72.09%) take the guidance by friends/colleagues to access e-resources (ix) Majority of the respondents prefer field (74.42%) and simple search (55.81%) to retrieve the information (x) Majority of the respondents (65.12%) have participated in orientation/training programmes (xi) Majority of the respondents point out that they need a specialized orientation training programmes to know all the resources & its coverage (93.67%) subscribed by the library as well as how to search & retrieve the content (82.28%) (xii) Majority of the respondents using e-resources for research work/project (80.23%) and writing articles/ research papers (80.23%) (xiii) Majority of the respondents (86.05%) indicate that due to wide range of online databases/journals available, they have been using e-resources (xiv) E-journals, online databases are frequently used by most of the respondents. E-books, e-research reports/projects are occasionally used by most of the respondents (xv) Springer Link (Kluwer), Sage HSS Collection, Taylor & Francis and Wiley Interscience (Blackwell) are occasionally used by most of the respondents (xvi) Business Source Complete (Ebsco), 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 (xvii) CMIE-Business Beacon, CMIE-India Trades, CMIE-Prowess, ISI Emerging Markets, Jstor, MarketLine Advantage (Datamonitor 360) and PsycARTICLES are occasionally used by most of the respondents. Proquest Dissertations & Theses is never used by most of the respondents (xviii) Majority of the respondents (90.70%) stated that e-resources enhance the efficiency of their academic work (xix) Majority of the respondents (43.02%) faced non-friendly user interface problem while accessing and using e-resources (xx) Majority of the respondents (87.21%) are satisfied with the adequacy of e-resources (xxi) Majority of the respondents (86.05%) are expected more number of e-resources included in the collection (xxii) Majority of the students, research scholars and faculty members stated that collection of books, reference sources, e-journals and online are adequate whereas collection of periodicals, theses & dissertations, e-books and CD/DVDs are moderate [3].

2**.** Singh and Meera conducted a study to examine the use of e-resources and services by users at Indian Institute of Management Indore. The major findings of the study are: (i) Majority of the respondents (66.67%) visit to the library 2-3 times a week (ii) Majority of the respondents (87.50%) 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 (iii) Majority of the respondents visit the library to borrow & return the books (88.89%) and for to consult print resources (76.54%) (iv) Majority of the respondents (88.89%) are well aware of e-resource services and facilities provided by the IIM Indore Library (v) Majority of the respondents are well aware that library is a member of IIM Consortium (88.89%) and INDEST-AICTE Consortium (81.48%) (vi) Friends/colleagues (74.07%) and institution website (69.13%) are the most popular sources of awareness about e-resource services and facilities among respondents (vii) Majority of the respondents (54.32%) using e-resources 2-3 times a week (viii) Majority of the respondents (62.96%) take the guidance by friends/colleagues to access e-resources (ix) Majority of the respondents prefer field (61.73%) and phrase search (49.38%) to retrieve the information (x) Majority of the respondents (55.55%) have participated in orientation/training programmes (xi) Majority of the respondents point out that they need a specialized orientation training programmes to know all the resources & its coverage (87.32%) subscribed by the library as well as how to search & retrieve the content (85.91%) (xii) Majority of the respondents using e-resources for research work/project (75.31%) and writing articles/ research papers (64.20%) (xiii) Majority of the respondents (92.59%) indicate that due to wide range of online databases/journals available, they have been using e-resources (xiv) E-journals, online databases are frequently used by most of the respondents. E-books, electronic coursewares, e-reference sources and e-research reports/projects are occasionally used by most of the respondents (xv)Taylor & Francis is frequently used whereas Springer Link (Kluwer), Sage HSS Collection and Wiley Interscience (Blackwell) are occasionally used by most of the respondents (xvi) ACM Digital Library and CRIS INFAC (CRISIL Research) are frequently

used by most of the respondents whereas ABI/Inform (Proquest), Business Source Complete (Ebsco), Science Direct (Elsevier), IEL Online, INSIGHT (AERC), Euromonitor (GMID), J-Gate Custom Content for Consortia and Capitaline Plus are occasionally used by most of the respondents. Emerald Management Extra is never used by most of the respondents (xvii) CMIE-Business Beacon, CMIE-India Trades, CMIE-Prowess, ISI Emerging Markets, Jstor, MarketLine Advantage (Datamonitor 360) and PsycARTICLES are occasionally used by most of the respondents. Proquest Dissertations & Theses is never used by most of the respondents (xviii) Majority of the respondents (82.71%) stated that e-resources enhance the efficiency of their academic work (xix) Majority of the respondents (51.85%) faced non-friendly user interface problem while accessing and using e-resources (xx) Majority of the respondents (85.18%) are satisfied with the adequacy of e-resources (xxi) Majority of the respondents (83.95%) are expected more number of e-resources included in the collection (xxii) Majority of the students, research scholars and faculty members stated that collection of books, periodicals, reference sources, theses & dissertations, e-books, e-journals and online databases are adequate but they can't say about the collection of CD/DVDs [4].

3.Singh conducted a study to examine the use of e-resources and services by users at Indian Institute of Management Bangalore. The major findings of the study are: (i) Majority (37.84%) of the respondents visit the library 2-3 times a week (ii) Majority (94.74%) 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 (iii) Majority of the respondents visit the library to borrow & return the books (87.84%) and for research work/project (79.73%) (iv) Majority of the respondents (97.30%) are well aware of e-resource services and facilities provided by the IIM Bangalore Library (v) Majority of the respondents are well aware that library is a member of IIM Consortium (77.03%) and INDEST-AICTE Consortium (72.97%) (vi) Institution website (79.73%) and friends/colleagues (74.65%) are the most popular sources of awareness about e-resource services and facilities among respondents (vii) Majority of the respondents (58.11%) using e-resources 2-3 times a week (viii) Majority of the respondents (74.32%) take the guidance by teachers/supervisors to access e-resources (ix) Majority of the respondents prefer field (85.13%) and simple search (68.92%) to retrieve the information (x) 50% of the respondents participated in orientation/training programmes (xi) Majority of the respondents point out that they need a specialized orientation training programmes to know all the resources & its coverage (94.54%) subscribed by the library as well as how to search & retrieve the content (83.64%) (xii) Majority of the respondents using e-resources for writing articles/research papers (94.59%) and research work/project (91.89%) (xiii) Majority of the respondents (94.59%) indicate that due to wide range of online databases/journals available, they have been using e-resources (xiv) E-books and e-research reports/projects are frequently used by most of the respondents. E-journals, e-theses & dissertations and e-reference sources are occasionally used by the respondents. E-coursewares and CD/DVDs are less used by most of the respondents (xv) Wiley Interscience (Blackwell) is frequently used whereas Springer Link (Kluwer) and Taylor & Francis are occasionally used by most of the respondents (xvi) ABI/Inform (Proquest), Business Source Complete (Ebsco), Emerald Management Extra and Capitaline Plus are frequently used by most of the respondents. Science Direct (Elsevier), IEL Online, INSIGHT (AERC), Euromonitor (GMID) and CRIS INFAC (CRISIL Research) are occasionally used by most of the respondents. ACM Digital Library and J-Gate Custom Content for Consortia are never used by most of the respondents (xvii) IndiaStat.com, MarketLine Advantage (Datamonitor 360) and PsycARTICLES are frequently used by most of the respondents. CMIE-Business Beacon, ISI Emerging Markets, Sage HSS Collection are occasionally used by most of the respondents. CMIE-CapEx, CMIE-Economic Intelligence, CMIE-Industry Analysis Service, Jstor, Proquest Dissertations & Theses and World Bank-eLibrary are never used by most of the respondents (xviii) Majority of the respondents (78.38%) stated that e-resources enhance the efficiency of their academic work (xix) No problem being faced by most of the respondents (52.70%) while accessing and using e-resources (xx) Majority of the respondents (81.08%) are satisfied with the adequacy of e-resources (xxi) Majority of the respondents (86.49%) are expected more number of e-resources included in the collection (xxii) Majority of the students, research scholars and faculty members stated that collection of books, periodicals, e-books, e-journals and CD/DVDs are adequate whereas collection of reference sources, theses & dissertations and online databases are moderate [5].

V. SCOPE OF THE STUDY
The study is limited to IIM Shillong Library and its users (students, research scholars and faculty members).

VI. 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 Shillong 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 Shillong Library.

VII. 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.

VIII. 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, 69 questionnaires (69%) were received.

Table I: Size of Sample

Categories of the Respondents	Distribute	Response
Student	50	37 (74)
Research Scholars	30	20 (66.67)
Faculty Members	20	12 (60)
Total	100	69 (69)

Note: Figures in parentheses indicate percentage.

The *Table* I indicates that response rate of students are high (74%) whereas response rate of faculty members are low (60%).

Table II: Gender Wise Total of Questionnaires

Gender	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Male	28 (75.67)	18 (90)	11 (91.67)	57 (82.61)
Female	09 (24.32)	02 (10)	01 (8.33)	12 (17.39)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* II indicates that responded to questionnaire from male respondents are high in faculty members (91.67%) and low in students (75.67%) whereas responded to questionnaire from female respondents are high in students (24.32%) and low in faculty members (8.33%).

Table III: Library Membership

Membership	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Yes	37 (100)	20 (100)	12 (100)	69 (100)
No	-	-	-	-
Total	37 (100)	20 (100)	12 (100)	69 (100)

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

Table IV: Frequency of Visits to the Library

Frequency	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Daily	02 (5.40)	01 (5)	-	03 (4.35)
2-3 times a week	16 (43.24)	09 (45)	04 (33.33)	29 (42.03)
Once a week	08 (21.62)	04 (20)	03 (25)	15 (21.74)
2-3 times a month	06 (16.22)	03 (15)	02 (16.67)	11 (15.94)
Once a month	02 (5.40)	01 (5)	01 (8.33)	04 (5.80)
Occasionally	03 (8.12)	02 (10)	02 (16.67)	07 (10.14)
Never	-	-	-	-
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* IV indicates that majority of the students (43.24%), research scholars (45%) and faculty members (33.33%) visit the library 2-3 times a week.

Table V: Reasons for do not Visit the Library Frequently

Reasons	Categories of the Respondents			Total (N=37)
	Students (N=19)	*Research Scholars (N=10)*	*Faculty Members (N=08)*	
Library is far off from my work place	06 (31.58)	-	02 (25)	08 (21.62)
Library working hours is inconvenient	-	-	-	-
Library collection doesn't fulfill my information needs	02 (10.53)	-	-	02 (5.40)
Library collection is accessible from my work place through WiFi/LAN	11 (57.89)	10 (100)	06 (75)	27 (72.97)
Any other	03 (15.79)	-	-	03 (8.11)

The *Table* V indicates that majority of the students (57.89%), research scholars (100%) and faculty members (75%) stated the reason for do not visit the library frequently (Daily or 2-3 times a week) is library collection is accessible from their work place through WiFi/LAN.

Table VI: Purpose of Visit to the Library

Purposes	Categories of the Respondents			Total (N=69)
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
To borrow & return the books	34 (91.89)	18 (90)	07 (58.33)	59 (85.51)
For research work/project	29 (78.38)	16 (80)	03 (25)	48 (69.56)
To study	31 (83.78)	12 (60)	-	43 (62.32)
To consult print resources	22 (59.46)	15 (75)	08 (66.67)	45 (65.22)
To access e-resources	16 (43.24)	11 (55)	03 (25)	30 (43.48)
Any other	05 (13.51)	03 (15)	-	08 (11.59)

The *Table* VI indicates that the students (91.89%) and research scholars (90%) visit the library to borrow & return the books whereas faculty members (66.67%) visit the library to borrow & return the books.

Table VII: Awareness about E-resources Services and Facilities

Awareness	Categories of the Respondents			Total (N=69)
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
Yes	29 (78.38)	20 (100)	12 (100)	61 (88.40)
No	08 (21.62)	-	-	08 (11.59)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* VII indicates that the majority of the students (78.38%), research scholars (100%) and faculty members (100%) are well aware of e-resource services and facilities provided by the library.

Table VIII: Awareness about Library Consortiums

Awareness		Categories of the Respondents			Total (N=69)
		Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
IIM Consortium	Yes	26 (70.27)	18 (90)	09 (75)	53 (76.81)
	No	11 (29.73)	02 (10)	03 (25)	16 (23.19)
INDEST-AICTE Consortium	Yes	23 (62.16)	15 (75)	07 (58.33)	45 (65.22)
	No	14 (37.84)	05 (25)	05 (41.67)	24 (34.78)

Library is a member of both IIM Consortium and INDEST-AICTE Consortium. The *Table* VIII indicates that majority of the students (70.27%), research scholars (90%) and faculty members (75%) are well aware about library is a member of IIM Consortium. The table also indicates that students (62.16%) research scholars (75%) and faculty members (58.33%) are also well aware about library is a member of INDEST-AICTE Consortium.

Table IX: Source of Awareness about E-resources Services and Facilities

Sources of Awareness	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Library orientation programmes	18 (48.65)	12 (60)	06 (50)	36 (52.17)
Library staff	12 (32.43)	05 (25)	-	17 (24.64)
Friends/colleagues	27 (72.97)	14 (70)	03 (25)	44 (63.77)
Teachers/research supervisors	16 (43.24)	09 (45)	02 (16.67)	27 (39.13)
Institution website	33 (89.19)	15 (75)	08 (66.67)	56 (81.16)
Printed sources	07 (18.92)	02 (10)	02 (16.67)	11 (15.94)
E-mail notification from Library	23 (62.16)	08 (40)	04 (33.33)	35 (50.72)
Self Awareness	06 (16.22)	02 (10)	03 (25)	11 (15.94)
Any other	-	-	-	-

The *Table* IX indicates that the most popular sources of awareness about e-resource services and facilities provided by the library. Students stated institution website (89.19%) and friends/colleagues (72.97%). Research scholars also stated institution website (75%) and friends/colleagues (70%). Faculty members stated institution website (64.28%) and library orientation programmes (50%).

Table X: Place of Access E-resources

Place of Access	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Central Library	08 (21.62)	11 (55)	03 (25)	22 (31.88)
Computer Centre	13 (35.13)	06 (30)	-	19 (27.54)
Chamber/Hostel/Residential Flat	37 (100)	18 (90)	12 (100)	67 (97.10)
Any other	-	-	-	-

The *Table* X indicates that students (100%), research scholars (90%) and faculty members (100%) are access e-resources in their chamber/Hostel/Residential.

Table XI: Frequency of Using E-resources

Frequency	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Daily	03 (8.12)	05 (25)	-	08 (11.59)
2-3 times a week	05 (13.51)	08 (40)	02 (16.67)	15 (21.74)
Once a week	13 (35.13)	02 (10)	02 (16.67)	17 (24.64)
2-3 times a month	06 (16.22)	01 (5)	01 (8.33)	08 (11.59)
Once a month	03 (8.12)	-	-	03 (4.35)
Occasionally	07 (18.92)	04 (20)	07 (58.33)	18 (26.09)
Never	-	-	-	-
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* XI indicates that the majority of the students (35.13%) responded once a week, research scholars (40%) responded 2-3 times a week whereas faculty members (58.33%) responded occasionally frequency of using e-resources.

Table XII: Method Used to Access E-resources

Methods	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Trial & error	16 (43.24)	06 (30)	07 (58.33)	29 (42.03)
Guidance by friends/colleagues	23 (62.16)	13 (65)	04 (33.33)	40 (57.97)
Guidance by library staff	08 (21.62)	05 (25)	02 (16.67)	15 (21.74)
Guidance by teachers/supervisors	29 (78.38)	14 (70)	02 (16.67)	45 (65.22)
Course offered by the institution	08 (21.62)	04 (20)	03 (25)	15 (21.74)
Library brochures/pamphlets	03 (8.12)	01 (5)	-	04 (5.80)
Any other	-	-	-	-

The *Table* XII indicates that the majority of the students (78.38%) and research scholars (70%) guidance by teachers/supervisors to access e-resources whereas faculty members (58.33%) responded trial & error method to access e-resources.

Table XIII: Method Used to Locate E-resources

Methods	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Through institution website	33 (89.19)	18 (90)	12 (100)	63 (91.30)
Through publisher's website	23 (62.16)	12 (60)	08 (66.67)	43 (62.32)
Through search engines	16 (43.24)	04 (20)	-	20 (28.98)

The *Table* XIII indicates that the majority of the students (89.19%), research scholars (90%) and faculty members (100%) are used to locate e-resources through institution website.

Table XIV: Commonly Used Search Techniques to Retrieve Information

Search Techniques	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Simple search	28 (75.67)	08 (40)	06 (50)	42 (60.87)
Phrase search	16 (43.24)	12 (60)	03 (25)	31 (44.93)
Field search	19 (51.35)	16 (80)	09 (75)	44 (63.77)
Boolean search	08 (21.62)	05 (25)	06 (50)	19 (27.54)
Any other	03 (8.12)	08 (40)	02 (16.67)	13 (18.84)

The *Table* XIV indicates that the majority of the students (75.67%) prefer simple search whereas research scholars (80%) and faculty members (75%) prefer field search to retrieve the information.

Table XV: Method Used for Reading Full Text Articles

Methods	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Read online	35 (94.59)	16 (80)	12 (100)	63 (91.30)
Take print out	14 (37.84)	08 (40)	09 (75)	31 (44.93)
Save in storage devices for further reference	33 (89.19)	12 (60)	07 (58.33)	52 (75.36)

The *Table* XV indicates that the majority of the students (94.59%), research scholars (80%) and faculty members (100) read full text articles online.

Table XVI: Participation in Orientation/Training Programmes

Participation	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Yes	18 (48.65)	12 (60)	06 (50)	36 (52.17)
No	19 (51.35)	08 (40)	06 (50)	33 (47.83)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* XVI indicates that majority of the students (51.35%) have not participated in orientation/training programmes whereas most of the research scholars (60%) have participated in orientation/training programmes. Only 50% of the faculty members have participated in orientation/training programmes.

Table XVII: Whether Faced Problem During Participation in Orientation/Training Programmes

Problems Faced	Categories of the Respondents			Total (N=36)
	Students (N=18)	Research Scholars (N=12)	Faculty Members (N=06)	
Yes	07 (38.89)	02 (16.67)	-	09 (25)
No	11 (61.11)	10 (83.33)	06 (100)	27 (75)
Total	18 (100)	12 (100)	06 (100)	36 (100)

The question asked to the respondents whether they faced problem during participation in orientation and training programmes. The Table XVII indicates that majority of the students (61.11%), research scholars (83.33%) and faculty members (100%) are not faced any problem.

Table XVIII: Problem Faced During Participation in Orientation/Training Programmes

Problems	Categories of the Respondents			Total (N=09)
	Students (N=07)	Research Scholars (N=02)	Faculty Members (N=00)	
Participants were from different subject background	01 (14.28)	-	-	01 (11.11)
The period was too short	06 (85.71)	02 (100)	-	08 (88.89)
Programmes were lecture oriented	-	-	-	-
Too many participants	02 (28.57)	-	-	02 (22.22)
Any other	-	-	-	-

The question asked to those respondents who faced the problem during orientation/training programmes. The *Table* XVIII indicates that majority of the students (85.71%) and research scholars (100%) stated that the period was too short.

Table XIX: Reason for Non Participation in Orientation/Training Programmes

Reasons	Categories of the Respondents			Total (N=33)
	Students (N=19)	Research Scholars (N=08)	Faculty Members (N=06)	
Lack of information	05 (26.31)	03 (37.50)	-	08 (24.24)
Not required	06 (31.58)	-	-	06 (18.18)
Lack of time	08 (42.10)	05 (62.50)	06 (100)	19 (57.57)
Any other	-	-	-	-

The question asked to the respondents give the reason for not participated in orientation/training programmes. The *Table* XIX indicates that majority of the students (42.10%), research scholars (62.50%) and faculty members (100%) stated the lack of time reason for not participating in any orientation/training programmes.

Table XX: Whether Need of Specialised Orientation/Training Programmes

Need	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Yes	35 (94.59)	20 (100)	08 (66.67)	63 (91.30)
No	02 (5.40)	-	04 (33.33)	06 (8.69)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* XX indicates that majority of the students (94.59%), research scholars (100%) and faculty members (66.67%) need a specialised orientation/training programmes.

Table XXI: Area Where Need of Specialised Orientation/Training Programmes

Areas	Categories of the Respondents			Total (N=63)
	Students (N=35)	Research Scholars (N=20)	Faculty Members (N=08)	
To know all the e-resources & its coverage	29 (82.86)	20 (100)	07 (87.50)	56 (88.89)
How to search & retrieve the content	33 (94.28)	16 (80)	05 (62.50)	54 (85.71)
Any other	-	-	-	-

The question asked to the respondents in which area they need a specialized orientation/training programmes. The *Table* XXI indicates that the majority of the students (94.28%) stated that how to search &retrieve the content whereas research scholars (100%) and faculty members (87.50%) stated that to know all the e-resources & its coverage subscribed by the library.

Table XXII: Purpose of Using E-resources

Purposes	Categories of the Respondents			Total (N=69)
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
For studying course work	35 (94.59)	16 (80)	06 (50)	57 (82.61)
For research work/Project	33 (89.19)	20 (100)	10 (83.33)	63 (91.30)
For teaching purposes	-	-	12 (100)	12 (17.39)
To update the subject knowledge	24 (64.86)	13 (65)	12 (100)	49 (71.01)
For writing articles/research papers	32 (86.49)	20 (100)	11 (91.67)	63 (91.30)
Any other	-	-	-	-

The *Table* XXII indicates that the majority of the students (94.59%) using e-resources for studying course work, research scholars (100%) using e-resources for research work/project and for writing articles/research papers whereas most of the faculty members (100%) are using e-resources for teaching purposes and to update the subject knowledge.

Table XXIII: Option Which Motivate to Use E-resources

Options	Categories of the Respondents			Total (N=69)
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
Archival access	08 (21.62)	03 (15)	05 (41.67)	16 (23.19)
Core journals	32 (86.49)	17 (85)	12 (100)	61 (88.40)
Wide range of online databases/ journals	35 (94.59)	20 (100)	12 (100)	67 (97.10)
Expert assistance by library staff	03 (8.12)	07 (35)	02 (16.67)	12 (17.39)
Abstract of the articles	08 (21.62)	02 (10)	05 (41.67)	15 (21.74)
Table of content	03 (8.12)	01 (5)	02 (16.67)	06 (8.69)
Any other	02 (5.40)	01 (5)	-	03 (4.35)

The *Table* XXIII indicates that the majority of the students (100%) and faculty members (100%) stated that the due to wide range of online databases/journals available, they have been using e-resources whereas faculty members (100%) stated wide range of online databases/journals and core journals.

Table XXIV: Regularly Used E-resources

Types of E-resources		Categories of the Respondents			Total (N=69)
		Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
E-books	Frequently	12 (32.43)	09 (45)	02 (16.67)	23 (33.33)
	Occasionally	16 (43.24)	08 (40)	06 (50)	30 (43.48)
	Never	09 (24.32)	03 (15)	04 (33.33)	16 (23.19)
E-journals	Frequently	16 (43.24)	11 (55)	04 (33.33)	31 (44.93)
	Occasionally	21 (56.76)	09 (45)	08 (66.67)	38 (55.07)
	Never	-	-	-	-
Online Databases	Frequently	20 (54.05)	06 (30)	03 (25)	29 (42.03)
	Occasionally	17 (45.94)	14 (70)	09 (75)	40 (57.97)
	Never	-	-	-	-
CDs/DVDs	Frequently	08 (21.62)	07 (35)	02 (16.67)	17 (24.64)
	Occasionally	13 (35.13)	05 (25)	03 (25)	21 (30.43)
	Never	16 (43.24)	08 (40)	07 (58.33)	31 (44.93)
E-theses & Dissertations	Frequently	09 (24.32)	04 (20)	01 (8.33)	14 (20.29)
	Occasionally	06 (16.22)	09 (45)	06 (50)	21 (30.43)
	Never	22 (59.46)	07 (35)	05 (41.67)	34 (49.27)
E-coursewares	Frequently	14 (37.84)	03 (15)	02 (16.67)	19 (27.54)
	Occasionally	17 (45.94)	06 (30)	04 (33.33)	27 (39.13)
	Never	06 (16.22)	11 (55)	06 (50)	23 (33.33)
E-reference sources	Frequently	15 (40.54)	05 (25)	01 (8.33)	21 (30.43)
	Occasionally	08 (21.62)	07 (35)	08 (66.67)	23 (33.33)
	Never	14 (37.84)	08 (40)	03 (25)	25 (36.23)
E-research reports/projects	Frequently	16 (43.24)	06 (30)	04 (33.33)	26 (37.68)
	Occasionally	11 (29.73)	08 (40)	03 (25)	22 (31.88)
	Never	10 (27.03)	06 (30)	05 (41.67)	21 (30.43)

The *Table* XXIV indicates that the e-journals (43.24%), online databases (54.05%), e-reference sources (40.54%) and e-research reports/projects (43.24%) are frequently used by the students, e-books (45%) and e-journals (55%) are frequently used by the research scholars. E-books (43.24%) and e-coursewares (45.94%) are occasionally used by the students, online databases (70%), e-theses & dissertations (45%) and e-research reports/projects (40%) are occasionally used by the research scholars whereas e-books (50%), e-journals (66.67%), online databases (75%), e-theses and dissertations (50%) and e-reference sources (66.67%) are occasionally used by the faculty members. CD/DVDs (43.24%) and e-theses & dissertations (59.46%) are less used by the students, CD/DVDs (40%), e-coursewares (55%) and e-reference sources (40%) are less used by the research scholars whereas CD/DVDs (58.33%), e-coursewares (50%) and e-research reports/projects (41.67%) are less used by the faculty members.

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

Frequency of Using E-journal Databases		Categories of the Respondents			Total (N=69)
		Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Springer Link (Kluwer)	Frequently	16 (43.24)	06 (30)	03 (25)	25 (36.23)
	Occasionally	14 (37.84)	08 (40)	05 (41.67)	27 (39.13)
	Never	07 (18.92)	06 (30)	04 (33.33)	17 (24.64)
Taylor & Francis	Frequently	09 (24.32)	03 (15)	05 (41.67)	17 (24.64)
	Occasionally	21 (56.76)	12 (60)	04 (33.33)	37 (53.62)
	Never	07 (18.92)	05 (25)	03 (25)	15 (21.74)
Wiley Interscience (Blackwell)	Frequently	13 (35.13)	04 (20)	03 (25)	20 (28.98)
	Occasionally	18 (48.65)	09 (45)	07 (58.33)	34 (49.27)
	Never	06 (16.22)	07 (35)	02 (16.67)	15 (21.74)

The *Table* XXV indicates that Taylor and Francis is frequently used by the faculty members (41.67%) but occasionally used by the students (56.76%) and research scholars (60%). Springer Link (Kluwer) and Wiley Interscience (Blackwell) are occasionally used by most of the students (37.84% & 48.65%), research scholars (40% & 45%) and faculty members (41.67% & 58.33%).

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

Frequency of Using E-journal Databases		Categories of the Respondents			Total (N=69)
		Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
INSIGHT (AERC)	Frequently	15 (40.54)	07 (35)	04 (33.33)	26 (37.68)
	Occasionally	13 (35.13)	07 (35)	03 (25)	23 (33.33)
	Never	09 (24.32)	06 (30)	05 (41.67)	20 (28.98)
Capitaline Plus	Frequently	14 (37.84)	09 (45)	06 (50)	29 (42.03)
	Occasionally	15 (40.54)	07 (35)	04 (33.33)	26 (37.68)
	Never	08 (21.62)	04 (20)	02 (16.67)	14 (20.29)

The *Table* XXVI indicates that INSIGHT is frequently used by most of the students (40.54%), research scholars (35%) but never used by most of the faculty members (41.67%). Capitaline Plus is frequently used by most of the research scholars (45%) and faculty members (50%) but occasionally used by most of the students (40.54%).

Table XXVII: Frequency of Using E-journal Databases Subscribed Individually by IIM Shillong

Frequency of Using E-journal Databases		Categories of the Respondents			Total (N=69)
		Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
ABI/Inform (Proquest)	Frequently	11 (29.73)	07 (35)	04 (33.33)	22 (31.88)
	Occasionally	17 (45.94)	09 (45)	06 (50)	32 (46.38)
	Never	09 (24.32)	04 (20)	02 (16.67)	15 (21.74)
Business Source Complete (Ebsco)	Frequently	17 (45.94)	05 (25)	06 (50)	28 (40.58)
	Occasionally	07 (18.92)	12 (60)	03 (25)	22 (31.88)
	Never	13 (35.13)	03 (15)	03 (25)	19 (27.54)
CMIE- Prowess	Frequently	09 (24.32)	03 (15)	03 (25)	15 (21.74)
	Occasionally	13 (35.13)	13 (65)	05 (41.67)	31 (44.93)
	Never	15 (40.54)	04 (20)	04 (33.33)	23 (33.33)
Indiastat.com	Frequently	08 (21.62)	04 (20)	03 (25)	15 (21.74)
	Occasionally	21 (56.76)	08 (40)	06 (50)	35 (50.72)
	Never	08 (21.62)	08 (40)	03 (25)	19 (27.54)

ISI Emerging Markets	Frequently	07 (18.92)	06 (30)	05 (41.67)	18 (26.09)
	Occasionally	18 (48.65)	11 (55)	04 (33.33)	33 (47.83)
	Never	12 (32.43)	03 (15)	03 (25)	18 (26.09)
MarketLine Advantage (Datamonitor 360)	Frequently	15 (40.54)	05 (25)	03 (25)	23 (33.33)
	Occasionally	09 (24.32)	08 (40)	07 (58.33)	24 (34.78)
	Never	13 (35.13)	07 (35)	02 (16.67)	22 (31.88)
World Bank-eLibrary	Frequently	12 (32.43)	05 (25)	02 (16.67)	19 (27.54)
	Occasionally	11 (29.73)	06 (30)	04 (33.33)	21 (30.43)
	Never	14 (37.84)	09 (45)	06 (50)	29 (42.03)

The *Table* XXVII indicates that Business Source Complete (45.94%), MarketLine Advantage (40.54%) are frequently used by most of the students, ABI/Inform (45.94%), IndiaStat.com (56.76%), ISI Emerging Markets (48.65%) are occasionally used by them but CMIE-Prowess (40.54%) and World Bank-eLibrary (37.84%) are never used by most of them. ABI/Inform (45%), Business Source Complete (60%), CMIE-Prowess (65%), IndiaStat.com (40%), ISI Emerging Markets (55%) and MarketLine Advantage (40%) are occasionally used by most of the research scholars but World Bank-eLibrary (45%) is never used by most of them. Business Source Complete (50%), ISI Emerging Markets (41.67%) are frequently used by most of the faculty members, ABI/Inform (50%), CMIE-Prowess (41.67%), IndiaStat.com (50%) and MarketLine Advantage (58.33%) are occasionally used by them but World Bank-eLibrary (50%) is never used by most of them.

Table XXVIII: Way of Access Full Text Articles Not Subscribed by Library

Way of Access Full Text Articles	*Categories of the Respondents*			*Total (N=69)*
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
Through friends/colleagues	23 (62.16)	13 (65)	04 (33.33)	40 (57.97)
Through library's document delivery services	16 (43.24)	17 (85)	08 (66.67)	41 (59.42)
From other libraries	04 (10.81)	02 (10)	03 (25)	09 (13.04)
Obtain reprints/soft copy directly from the authors	11 (29.73)	08 (40)	07 (58.33)	26 (37.68)
Any other	-	-	-	-

The *Table* XXVIII indicates that majority of the students (62.16%) access full text articles not subscribed by the library through friends/colleagues whereas research scholars (84.21%) and faculty members (78.57%) access full text articles not subscribed by the library through library's document delivery services.

Table XXIX: Time Spent for Searching and Downloading of E-resources

Time Spent	*Categories of the Respondents*			*Total (N=69)*
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
Less than 1 hour	05 (13.51)	03 (15)	-	08 (11.59)
Less than 3 hours	08 (21.62)	07 (35)	04 (33.33)	19 (27.54)
Less than 5 hours	08 (21.62)	04 (20)	03 (25)	15 (21.74)
More than 5 hours	16 (43.24)	06 (30)	05 (41.67)	27 (39.13)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* XXIX indicates that the majority of the students (43.24%) and faculty members (41.67%) spent time more than 5 hours for searching and downloading of e-resources whereas research scholars spent time less than 3 hours for searching and downloading of e-resources.

Table XXX: Number of Full Text Articles Downloaded Per Month

Full Text Articles Downloaded	*Categories of the Respondents*			*Total (N=69)*
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
0 to 5	03 (8.12)	01 (5)	-	04 (5.80)
5 to 9	08 (21.62)	03 (15)	02 (16.67)	13 (18.84)
10 to 19	12 (32.43)	06 (30)	03 (25)	21 (30.43)
20 to 29	05 (13.51)	05 (25)	02 (16.67)	12 (17.39)
30 to 49	06 (16.22)	03 (15)	04 (33.33)	13 (18.84)
More than 50	03 (8.12)	02 (10)	01 (8.33)	06 (8.69)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* XXX indicates that majority of the students (32.43%) and research scholars (30%) downloaded 10 to 19 full text articles in a month. Majority of the faculty members (33.33%) downloaded 30 to 49 full text articles in a month.

Table XXXI: E-resources Enhance the Efficiency of Academic Work

Opinion	*Categories of the Respondents*			*Total (N=69)*
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
Yes	28 (75.67)	18 (90)	12 (100)	58 (84.06)
No	09 (24.32)	02 (10)	-	11 (15.94)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* XXXI indicates that majority of the students (75.67%), research scholars (90%) and faculty members (100%) stated that e-resources enhance the efficiency of their academic work.

Table XXXII: Influence of E-resources on the Efficiency of Academic Work

Influence	*Categories of the Respondents*			*Total (N=58)*
	Students (N=28)	*Research Scholars (N=18)*	*Faculty Members (N=12)*	
Expedited the research/project process	19 (67.86)	18 (100)	09 (75)	46 (79.31)
Improved profession competence	23 (82.14)	15 (83.33)	12 (100)	50 (86.21)
Expedited the teaching process	-	-	12 (100)	12 (20.69)
Access to wider range of information	25 (89.28)	13 (72.22)	10 (83.33)	48 (82.76)
Easier and faster access to information	21 (75)	16 (88.89)	12 (100)	49 (84.48)
Any other	02 (7.14)	05 (27.78)	-	07 (12.07)

The *Table* XXXII indicates that majority of the students (89.28%) stated e-resources help in access to wider range of information. Research scholars (100%) stated that e-resources help in expedited the research/project process. Majority of the faculty members (100%) stated that e-resources help in improved profession competence, expedited the teaching process and easier and faster access to information.

Table XXXIII: Problem Faced While Accessing and Using E-resources

Problems	*Categories of the Respondents*			*Total (N=69)*
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
Non-friendly user Interface	05 (13.51)	02 (10)	-	07 (10.14)
Not enough coverage	02 (5.40)	-	01 (8.33)	03 (4.35)
Lack of training	02 (5.40)	06 (30)	02 (16.67)	10 (14.49)
No problem being faced	28 (75.67)	12 (60)	09 (75)	49 (71.01)
Any other	-	-	-	-

The *Table* XXXIII indicates that no problem being faced by most of the students (75.67%), research scholars (60%) and faculty members (75%) while accessing and using e-resources.

Table XXXIV: Satisfaction Towards Adequacy of E-resources

Satisfaction	*Categories of the Respondents*			*Total (N=69)*
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
Yes	31 (83.78)	16 (80)	11 (91.67)	58 (84.06)
No	06 (16.22)	04 (20)	01 (8.33)	11 (15.94)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* XXXIV indicates that the majority of the students (83.78%), research scholars (80%) and faculty members (91.67%) are satisfied with the adequacy of e-resources.

Table XXXV: Expectation Towards Included More Number of E-resources

Expectation	*Categories of the Respondents*			*Total (N=69)*
	Students (N=37)	*Research Scholars (N=20)*	*Faculty Members (N=12)*	
Yes	35 (94.59)	13 (65)	12 (100)	60 (86.96)
No	02 (5.40)	07 (35)	-	09 (13.04)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The *Table* XXXV indicates that the majority of the students (94.59%), research scholars (65%) and faculty members (100%) are expected more number of e-resources added in the collection.

Table XXXVI: Subscription of Print version of E-resources

Opinion	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Yes	09 (24.32)	02 (10)	-	11 (15.94)
No	28 (75.67)	18 (90)	12 (100)	58 (84.06)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The question asked to the respondents that library also subscribes the print version of e-resources. The *Table* XXXVI indicates that majority of the students (75.67%), research scholars (90%) and faculty members (100%) are not agreed.

Table XXXVII: Suggestion Regarding E-resources Subscription

Suggestion	Categories of the Respondents			Total (N=69)
	Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Yes	02 (5.40)	07 (35)	03 (25)	12 (17.39)
No	35 (94.59)	13 (65)	09 (75)	57 (82.61)
Total	37 (100)	20 (100)	12 (100)	69 (100)

The Table XXXVII indicates that the majority of the students (94.59%), research scholars (65%) and faculty members (75%) haven't suggested to librarian for subscribing the relevant e-resources.

Table XXXVIII: Consideration of Request Regarding E-resources Subscription

Consideration	Categories of the Respondents			Total (N=12)
	Students (N=02)	Research Scholars (N=07)	Faculty Members (N=03)	
Yes	-	01 (14.28)	03 (100)	04 (33.33)
No	02 (100)	06 (85.71)	-	08 (66.67)
Total	02 (100)	07 (100)	03 (100)	12 (100)

The *Table* XXXVIII indicates that the majority of the students (100%) and research scholars (85.71%) stated that whatever they have suggested to purchase the relevant materials related to e-resources their request was not attended whereas most of the faculty members (100%) stated that the request was attended.

Table XXXIX: Adequacy of Library Collection

Sources		Categories of the Respondents			Total (N=69)
		Students (N=37)	Research Scholars (N=20)	Faculty Members (N=12)	
Books	Adequate	18 (48.65)	05 (25)	06 (50)	29 (42.03)
	Moderate	11 (29.73)	13 (65)	03 (25)	27 (39.13)
	Inadequate	06 (16.22)	02 (10)	03 (25)	11 (15.94)
	Can't say	02 (5.40)	-	-	02 (2.90)
Periodicals	Adequate	23 (62.16)	08 (40)	02 (16.67)	33 (47.83)
	Moderate	11 (29.73)	06 (30)	07 (58.33)	24 (34.78)
	Inadequate	03 (8.12)	04 (20)	03 (25)	10 (14.49)
	Can't say	-	02 (10)	-	02 (2.90)
Reference Sources	Adequate	27 (72.97)	11 (55)	05 (41.67))	43 (62.32)
	Moderate	07 (18.92)	06 (30)	03 (25)	16 (23.19)
	Inadequate	02 (5.40)	02 (10)	04 (33.33)	08 (11.59)
	Can't say	01 (2.70)	01 (5)	-	02 (2.90)
Theses & Dissertations	Adequate	13 (35.13)	09 (45)	04 (33.33)	26 (37.68)
	Moderate	10 (27.03)	06 (30)	06 (50)	22 (31.88)
	Inadequate	05 (13.51)	05 (25)	02 (16.67)	12 (17.39)
	Can't say	09 (24.32)	-	-	09 (13.04)
E-books	Adequate	21 (56.76)	06 (30)	08 (66.67)	35 (50.72)
	Moderate	10 (27.03)	11 (55)	03 (25)	24 (34.78)
	Inadequate	06 (16.22)	02 (10)	01 (8.33)	09 (13.04)
	Can't say	-	01 (5)	-	01 (1.45)
E-journals	Adequate	13 (35.13)	13 (65)	07 (58.33)	33 (47.83)
	Moderate	14 (37.84)	06 (30)	03 (25)	23 (33.33)
	Inadequate	06 (16.22)	01 (5)	02 (16.67)	09 (13.04)
	Can't say	04 (10.81)	-	-	04 (5.80)

Online Databases	Adequate	07 (18.92)	09 (45)	05 (41.67)	21 (30.43)
	Moderate	23 (62.16)	07 (35)	04 (33.33)	34 (49.27)
	Inadequate	05 (13.51)	04 (20)	03 (25)	12 (17.39)
	Can't say	02 (5.40)	-	-	02 (2.90)
CDs/DVDs	Adequate	13 (35.13)	08 (40)	03 (25)	24 (34.78)
	Moderate	16 (43.24)	03 (15)	06 (50)	25 (36.23)
	Inadequate	03 (8.12)	05 (25)	03 (25)	11 (15.94)
	Can't say	05 (13.51)	04 (20)	-	09 (13.04)

The *Table* XXXIX indicates the adequacy of library collection. Majority of the students stated that collection of books (48.65%), periodicals (62.16%), reference sources (72.97%), theses & dissertations (35.13%) and e-books (56.76%) are adequate whereas collection of e-journals (37.84%), online databases (62.16%) and CD/DVDs (43.24%) are moderate. Majority of the research scholars stated that collection of periodicals (40%), reference sources (55%), theses & dissertations (45%), e-journals (65%), online databases (45%) and CD/DVDs are adequate whereas collection of books (65%) and e-books (55%) are moderate. Majority of the faculty members stated that collection of books (50%), reference sources (41.67%), e-books (66.67%), e-journals (58.33%) and online databases (41.67%) are adequate whereas collection of periodicals (58.33%), theses & dissertations (50%) and CD/DVDs (50%) are moderate.

IX. FINDINGS OF THE STUDY
Major findings of the study are:
[1] Majority of the respondents (42.03%) visit the library 2-3 times a week.
[2] Majority of the respondents (72.97%) 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 to borrow and return the books (85.51%) and for research work/project (69.56%).
[4] Majority of the respondents (88.40%) are well aware of e-resource services and facilities provided by the IIM Shillong Library.
[5] Majority of the respondents are well aware that library is a member of IIM Consortium (76.81%) and INDEST-AICTE Consortium (65.22%).
[6] Institution website (81.81%) and friends/colleagues (63.77%) are the most popular sources of awareness about e-resource services and facilities among respondents.
[7] Majority of the respondents (26.09%) using e-resources occasionally.
[8] Majority of the respondents (65.22%) take the guidance by teachers/supervisors to access e-resources.
[9] Majority of the respondents prefer field (63.77%) and simple search (60.87%) to retrieve the information.
[10] Majority of the respondents (52.17%) 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 & its coverage (88.89%) subscribed by the library as well as how to search & retrieve the content (85.71%).
[12] Majority of the respondents (91.30%) using e-resources for research work/project and writing articles/ research papers.
[13] Majority of the respondents (97.10%) indicate that due to wide range of online databases/journals available, they have been using e-resources.
[14] E-research reports/projects are frequently used by most of the respondents. E-books, e-journals, online databases and e-coursewares are occasionally used by most of the respondents. E-reference sources, e-theses and dissertations and CD/DVDs are less used by most of the respondents.
[15] Springer Link (Kluwer), Taylor & Francis and Wiley Interscience (Blackwell) are occasionally used by most of the respondents.
[16] Insight (AERC) and Capitaline Plus are frequently used by most of the respondents.
[17] Business Source Complete is frequently used by most of the respondents. ABI/Inform (Proquest), CMIE-Prowess, IndiaStat.com, ISI Emerging Markets and MarketLine Advantage (Datamonitor 360) are occasionally used by most of the respondents but World Bank-eLibrary is never used by most of the respondents.
[18] Majority of the respondents (84.06%) stated that e-resources enhance the efficiency of their academic work.
[19] No problem being faced by most of the respondents (71.01%) while accessing and using e-resources.
[20] Majority of the respondents (84.06%) are satisfied with the adequacy of e-resources.
[21] Majority (86.96%) of the respondents are expected more number of e-resources included in the collection.
[22] Majority of the students, research scholars and faculty members stated that collection of books, periodicals, reference sources, theses & dissertations, e-books and e-journals are adequate whereas collection of online databases and CD/DVDs are moderate.

X. 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 maximize the use of electronic sources of information more effectively and efficiently.

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