

Use of Electronic Resources by the Patrons of University of Kashmir

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Abstract

The study was an attempt to determine the use and satisfaction level with respect to the electronic resources provided by the University of Kashmir to its users. A total of 200 questionnaires were distributed to collect the primary data from full time Research Scholars (M.Phil/Ph.D) and post-graduate students of science and social science faculties, University of Kashmir. The result shows that users of science faculty use e-resources adeptly than users of social science faculty. The findings reveal that lack of awareness regarding different types of e-resources available and lack of library assistance are the major cause behind low usage of e-resources. The study also highlights the current scenario of the science and social science faculties in University of Kashmir with reference to the awareness and usage of electronic resources.

Keywords: e-resources, journals, problems, science, satisfaction, students

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INTRODUCTION

The information technology and communication had revolutionized every field of our life whether that be formal or informal. Information and communication technologies have given rise to the evolution of electronic resources, portal (gateway) and global digital library [1]. The role of ICT in academic institutions is evident in its every domain. In the present milieu, the e-resources are regarded as the back bone of every research or academic institution as they are means to supply easy and simultaneous means to access information. Now libraries and information centers have incorporated/adopted various electronics resources for its collection developments to fulfill the requirements of different category of library users in a better way.

E-resources require computer access, whether through a personal computer, mainframe, or handheld mobile device. Over the past few years, a numbers of techniques and related standards have been developed which allow documents to be created and disseminated in electronic form [2, 3]. In order to satisfy wide range of users, libraries require availability and accessibility to a variety of information resources and formats (*such as digital full-*

text, sound, graphics, images, multimedia and hypertext, as well as print documents) [4].

Electronic resources are invaluable research tools which accompany print-based resources in any traditional library. Electronic resources afford access to information that might be restricted to the user because of geographical location or finances. Electronic resources proved to be more helpful than print resources due to inherent capabilities for manipulation and searching. Users get increased access to databases of online referred journal to other resources which provides information that is up to date, international scope and sometimes not available elsewhere. Electronic resources have exploded in popularity and use [5]. In addition e-resources enable innovation in teaching and they increase discovery and creation of new fields of enquiry [6].

Allama Iqbal Library is the central library of University of Kashmir. At current, it has a collection of books (6,15078+), journals (56,275 approx.), current subscribed print journals (297), manuscripts and rare books (363), microfilms(22), microfiche (515), thesis and dissertations, audio cassettes and special collections include Iqbal collection, Usmania collection, Trilokch and Mehrooml

collections, Career Corner. The library provides Reference services, Reprographic services, Database service through INFLIBNET, Bibliographic service, Internet service, Inter Library Loan service/resource sharing, Selective Dissemination of Information [7]. The Allama Iqbal Library users consist of P.G. students (5,960), Ph.D/M Phil students (398), teachers (375), others (751). The study explores the use and problems faced by research scholars and students of University of Kashmir while accessing library subscribed e-resources.

PROBLEM

In the present milieu, the e-resources are regarded as the back bone of any research institution as they are means to provide easy and simultaneous access to information at any time. The migration of print resources to electronic resources has possibly varied impacts on the users and intuitions that use them.

The study was an attempt to measure the usage and dependency of users on e-resources available through the Allama Iqbal library (central Library). The study also finds out the perceived impact of the e-resources on the academic efficiency of users and problems encountered by them while accessing and browsing the e-resources.

OBJECTIVES

The following are the objectives of study:

- i. To know the frequency of visiting library.
- ii. To know the awareness and use of different types of electronic resources.
- iii. To find out the satisfaction level of user with the present collection electronic resources.
- iv. To determine the use of library website as a gateway to e-resources.
- v. To identify the reasons and importance electronic resources against print resources.
- vi. To uncover the problems faced by users while accessing the electronic resources.

SCOPE

The study was limited to the full time research scholars (M.Phil /PhD) and post-graduate students of science and social science faculty, University of Kashmir.

REVIEW OF LITERATURE

A large number of research studies have been conducted on the use of electronic resources. A survey conducted by Ismail and Zainab found that students used e-books mainly for writing assignments/research projects (54.3%), reference (30.9%), leisure reading (6.2%), and browsing (3.7%) [8]. Ozoemelem concluded from the study that inaccessibility of some electronic resources, and difficulties in navigating through electronic resources are the major hindrance to effective usage of e-resources [9]. Moreover Verma et al. found that most of the respondents seek assistance of the library staff on regular basis [10]. Assistance by the staff is needed by the faculty member for using online journals, searching books and other library services. Furthermore Ansari and Zuberi [11] establish that a large majority of users (78.5 %) know about electronic resources. They found that unawareness and networking problems are the main hindrance of low use e-resources.

The significant amount of academics (90%) believe that electronic resources are reliable, however majority of the respondents consider that only those electronic resources are reliable which are produced by authentic organization or publisher. Likewise a study identifies the users' requirements and use of online journals that are available through UGC-Infonet e-journals consortium [12].

The study established that there is a requirement for more e-journal titles although a substantial number of users (61.90 %) are satisfied with the existing model of UGC-Infonet Consortium. They also found that ample guidance on availability and usability would be of great help to the users [12].

Oyieke and Dick divulge that the UEAB had a higher level of ICT incorporation with proper and casual learning. The bulk of the UEAB students had basic computer skills and the library had a plenty ICT infrastructure [13]. On the other hand, KU appeared to be at an early stage of ICT integration, and had an insufficient ICT infrastructure.

In addition Raghuram and Vatnal found that maximum number of faculty members (58.3%) learnt the UGC-INFONET

programme through library orientation, and 43.75% (35) research scholars learnt from their teachers and research guide [14]. The results also reveals that majority of the social science users (91.7% faculty members and 96.26% research scholars) are expecting more number of journals to be added in the UGC-INFONET programme. Likewise Sinha et al., Ahmad et al., Gakibayo et al., Rehman et al. shows that the students are not at all satisfied with the current level of university subscribed online resources [1, 15–19].

The results reveal that the major problems faced by the users that use e-resources are inadequate number of computers, less no working hours, low bandwidth, scarce infrastructure facilities, frequently power failure, problem on downloading article and problem over searching. The study also determines that faculty members are not generally satisfied with the current level of university subscribed e-resources.

The study performed by Sivathaasan and Velnampy (2013) employs that correlation and regression model to test the operational hypotheses and results revealed that usage of e-resources has a strong positive association with academic performance ($r = 0.623$, $p < 0.01$) [20]. Toteng (2013) study shows that the undergraduate law students did use most of the electronic databases that the library subscribed to. The databases that the students used most were OPAC, Juta Publications and EBSCOHost [21].

METHODOLOGY

The survey research method was adopted for this study as it was considered more appropriate for this type of study. Data was collected for the study through the use of questionnaire.

The sample was drawn from the population of post-graduate students and M.Phil/Ph.D research scholars of science and social science Departments of Kashmir University. A total of 250 questionnaires was randomly distributed among the respondents. The response rate was 80%, i.e., 200 completely filled questionnaires were collected back. Remaining 50 respondents either missed the questionnaire or

gave back incompletely filled or wrongly filled questionnaire, so they are cancelled. The data collected from questionnaires were analyzed and presented in the tabular form.

DATA ANALYSIS

Frequency of Visiting Library

The study found that all the 100% of the research scholars of science faculty are regularly visiting the library while 40% of research scholars of social science faculty visit library regularly and 52% visit library sometimes and 8 rarely visits library. 60% of the students of the science subjects regularly visit library while in social science subjects, it was merely 26.66% of students who visit library regularly. A clear insight is endowed in Table 1.

The users of social science faculty rely mostly on the notes collected from their seniors or teachers and they feel to waste their time to visit libraries. On the other hand, users of science faculty are spending most of their time in departmental or central library to acclimatize to themselves with the latest information available to their area of interest.

Table 2 provides a detailed version of awareness regarding the different e-resources by faculties, science and social science users. The data reveal that 25 (100%) research scholars and students of science faculty aware of e-journals while as in social science research scholars 25 (100%) and students 60 (80%) are aware of e-journals. Similarly 21 (84%), 20 (80%), 25(100%), 23 (92%), 20 (80%) of students of science faculty aware of E-data archives, E-manuscripts, E-maps, E-books, E-magazines. while as in social science 25 (100%), 18 (72%), 20 (80%), 18 (72%) students aware of them. It was concluded from the data that the awareness level of science faculty users are far better than users of social science faculty.

The reasons that took behind the unawareness are less exposure to computers and internet. Another reason was the lack of library professionals which will guide them and another important flaw was lack of departmental computer labs almost all departments.

Table 1: Frequency of Visiting Library.

Respondents	Science				Social science			
	Total	Regularly	Sometimes	Rarely	Total	Regularly	Sometimes	Rarely
Research Scholars	25	25(100)	0(0)	0(0)	25	10 (40)	13(52)	2 (8)
Students	75	60(80)	15(20)	0(0)	75	20(26.66)	30(40)	25(33.33)

Figures in the Braces Denote %age.

Awareness of Different Types of e-Resources

Table 2: Awareness of Different Types of e-Resources.

E-resources	Research Scholars (M.Phil & Ph.D)				Post Graduate Students			
	Science		Social Sciences		Science		Social Sciences	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
E-Journals	25	100	25	100	75	100.0	60	80.0
E-Data archives	21	84	25	100	40	53.3	10	13.3
E-Manuscripts	20	80	18	72	21	28.0	10	13.3
E-Maps	25	100	20	80	34	45.3	24	32.0
E-Books	23	92	18	72	57	76.0	49	65.3
E-Magazines	20	80	10	40	57	76.0	30	40.0
E-Thesis	13	52	15	60	51	68.0	46	61.3
E-Newspaper	13	52	20	80	70	93.3	38	50.7
E-Mail	25	100	24	96	72	96.0	63	84.0
E-Research Reports	17	68	14	56	4	5.3	4	5.3
E-Bibliographic Databases	4	16	1	4	0	0.0	0	0.0

Use of Various e-Resources

Table 3: Use of Various e-Resources.

DATABASES	Respondents			
	Research Scholars (M.Phil & Ph.D)		Post Graduate Students	
	Science	Social Sciences	Science	Social Sciences
E-Journals	25(100)	12(48)	75(100)	36(48)
E-Data archives	20(80)	9(36)	60(80)	12(16)
E-Manuscripts	10(40)	6(24)	16(21.3)	20(26.7)
E-Maps	22(88)	4(16)	55(73.3)	12(16)
E-Books	20(80)	9(36)	48(64)	59(78.7)
E-Magazines	22(88)	20(80)	60(80)	40(53.3)
E-Thesis	10(40)	9(36)	36(48)	45(60)
E-Newspaper	18(72)	20(80)	69(92)	50(66.7)
E-Mail	25(100)	22(88)	75(100)	47(62.7)
E-Research Reports	25(100)	3(12)	63(84)	12(16)
E-Bibliographic Databases	16(64)	2(8)	27(36)	4(5.3)

Figures in the Braces denote %age

While analyzing data, it was found that research scholars and post graduate students of science faculty use e-resources more efficiently and decisively than the Research scholars and students of social science faculty. All research scholars and students of science faculty use e-journal (100%), while in social

science faculty it was nearly 50%. Research scholars and students of science faculty use mostly used e-journals (100%), e-mails (100%), e-research reports(100%) followed by e-magazines (88%) e-maps(88%), e-data archives(80%), e-newspaper(72%), While as Research Scholars of Social science

use e-mail (88%), e-Newspaper (80%), e-magazines (80%) followed by e-journals(48%).

The students of science faculty use e-journals (100%), e-mail (100%) followed by e-newspaper(92%), e-data archives(80%), e-magazines(80%), e-maps(73.3%), while as students of social science faculty not use much e-resources they mostly use e-books(78.7%), e-newspaper(66.7%), followed by e-thesis(60%), e-journals(48%). It was ascertained from the study that a very small number of students of both faculties use of e-bibliographies databases. A clear picture is provided in Table 3. The results indicate that the users of social sciences are not much use of e-resources. The reason for low of usage e-resources by social science users as compare to users from science faculty may be the lack of awareness to different types of e-resources and computer literacy that become obstacle for the optimum use. The other immense factor was that teachers in social science faculties uses old traditional book,

black board and chalk methods in their class rooms and are less inclined to latest sources and technologies of modern information. on the other hand teachers of science faculty uses internet, installing Wi-Fi devices in their respective departments and uses all latest Hi tech gadgets in their labs and also having very well maintained computer labs which was totally lacking in social science departments.

Ease of Access to E-Resources

The finding reveals that Research scholars (72%) and students (73.33%) of science faculty find it easy to retrieve information while in social science faculty the users find it difficult to use e-resources i.e. research scholars(36%) and students(34%). The reasons are that the social science faculty uses traditional methods of learning and are very rare uses internet or other digital offline resources for retrieving information as science background often exploit internet and new Hi tech gadgets in their labs. A clear picture is depicted in Table 4.

Table 4: Ease of Access to e-Resources.

Respondents	Science			Social Science		
	Total	Yes	No	Total	Yes	No
Research Scholars	25	18(72)	7(28)	25	9(36)	16(64)
Students	75	55(73.33)	20(26.66)	75	34(45.33)	41(54.66)

Figures in the Braces denote %age

Use of the Library Web Site as a Gateway to Access Electronic Resource

While investigating the user's approach for searching information on the internet, it was found more that 44% research and 26.66% students of science faculty search their information through library website while the large number of users gained access through other libraries' web sites or other free websites. In social science faculty 60% of research

scholars and very little number of students search through library website. The library website is not designated as such to give the users an easy way to navigate and access their required information. The lists of e-resources are not organized in a convent way like subject wise categorization. The users feel tedious job to navigate through library website. A clear vivid picture is offered in Table 5.

Table 5: Use of Library Website as Gateway to e-Resources.

Respondents	Science			Social Science		
	Total	Yes	No	Total	Yes	No
Research Scholars	25	11(44)	14(56)	25	15(60)	10(40)
Students	75	20(26.66)	55(73.33)	75	11(14.66)	65(86.66)

Figures in the Braces denote %age

Satisfaction with Present Collection of e-Resources

Data analysis reveals that 72% of research scholars of science faculty are satisfied, while in social science faculty 44% of research scholars are satisfied with current E-resource collection. On the other hand 60% of students from science faculty and 30.66 % of students from social science faculty are satisfied with the e-resource collection. The results reveal that the most of students (69.33%) of social

science are not satisfied with E-resource collection university library. A clear picture is offered in Table 6. The library prior to develop e-resources collection consulting all members of university by commune to all department heads and department head in alliance with teachers, research scholars and students and make a list of demanding e-resources on priority basis and send it to the library. The library purchase e-resources in the view of the requisition.

Table 6: Satisfaction with Present Collection of e-Resources.

Respondent	Science			Social Science		
	Total	Yes	No	Total	Yes	No
Research scholars	25	18(72)	7(28)	25	11 (44)	14(56)
Students	75	45(60)	30(40)	75	23(30.66)	52(69.33)

Figures in the Braces denote %age

Training Taken Related to Electronic Resources

Computer Training courses should be played an important role for the efficacy of e-resources. The results found that the user who has computer background efficiently and easy use e-resources. The research scholars and students (60% R.S & 54% ST) from science

faculty has possessing computer training so use e-resources more in number as compare to the users(28% R.S & 24% ST) of social science faculty, Rest of users who lack computer training face many problems while accessing e-resources. A vivid picture is provided in Table 7.

Table 7: Training Taken Related to Electronic Resources.

Respondents	Science			Social Science		
	Total	Yes	No	Total	Yes	No
Research Scholars	25	15(60)	10(40)	25	7(28)	18 (72)
Students	75	41(54.66)	34(45.33)	75	18(24)	57 (76)

Figures in the Braces denote %age

Do E-Resources Diminish the Importance of Traditional Resources?

The response of users revealed that 19(76%) of research scholars and 50 (66.66%) students of science faculty, while 20 (80%) of research

scholars and 37 (49.33%) of students of social science faculty are in the opinion that the advent of e-resources ebb the importance of printed information resources. A lucid picture is provided in Table 8.

Table 8: Importance of e-Resources.

Respondent	Science			Social Science		
	Total	Yes	No	Total	Yes	No
Teachers	25	19(76)	6(24)	25	20 (80)	5(20)
Research Scholars	75	50(66.66)	25(33.33)	75	37(49.33)	38 (50.66)

Figures in the Braces denote %age

Reasons for Using e-Resources

The data analysis of the study depicts that the majority of users of science subjects in the opinion that e-resources saves time and proves to be more informative than traditional

resources, while the majority of Social science users in the opinion that e-resources are time consuming, difficult to use and expensive. A clear picture is provided in Table 9.

Table 9: Reasons for Using e-Resources.

Reasons for Using E-Resources	Science		Social Science	
	Research scholars N=25	Students N=75	Research scholars N=25	students N=75
Time Saving	25(100)	50(66.66)	10(40)	23(30.66)
Easy to Use	17(68)	27 (36)	8(32)	20(26.66)
More Informative	25 (100)	67 (89.33)	16(64)	45(60)
More Expensive	20(80)	67 (89.33)	23(92)	73(97.33)

Figures in the Braces denote %age

Problems Faced By Users in Accessing and Retrieving Information from Internet

Table 10 reveals that maximum number of both faculties agrees that lack of library professionals (92%; 98%) and lack of assistance by library staff (90%; 96%) are the important quandary to be faced while accessing e-resources. Users as such don't know the search techniques to increase the precision of their search results or the sources from where they got exact information which they are in want. Other problems they encounter are awareness, slow bandwidth, coverage and quality of e-resources, lack of time and lack of computer terminals.

MAJOR FINDINGS AND CONCLUSION

The major findings of the study are enumerated as:

- ✚ 100% Research scholars and 60% students of science faculty visit library regularly whereas as 40% research scholars and 26.66% students of social science faculty visit library regularly. It indicates that very less %age of social science users visit library.
- ✚ Majority of research scholars and students of science faculty are aware of e-journals, e-emails, e-maps, e-newspapers as compare to Social Science Faculty. Both the faculties are less aware of indexing and abstracting databases.
- ✚ Majority of users of both faculties make recurrent use of e-journals, e-books, e-maps and emails.
- ✚ Users of social science faculty find a difficult task to access information from the web.
- ✚ Both the faculties find library website a lackluster in navigating the desired information resource.

- ✚ Both the faculties find a computer training or course an imperative role to play in finding information effectively from the web.
- ✚ Users of science faculty find e-resources as time saving and extra informative while as users of social science faculty declare it a time consuming and less informative.
- ✚ The major problems faced by both faculties of science and social science are lack of awareness, lack of assistance from the resource personals and library professionals in the libraries.

The library authorities should conduct awareness and orientation programmes and circulated pamphlets and display list of subscribed e-resources so that users acknowledged and familiar with the various e-resources and different facilities/services provided by university library. Each department should maintain a well-equipped computer lab. Basic training in hardware and software such as MS Office, Internet searching, and use of electronic resources should be included in the curriculum of each department. Departmental libraries should provide access online journals and electronic resources. The library managers at academic libraries should advocate faculty-librarian collaborations in order for the library to facilitate greater usage of available electronic resources.

The library prior to develop e-resources collection consulting all members of university by commune to all department heads and department head in alliance with teachers, research scholars and students and make a list of demanding e-resources on priority basis and send it to the library. The library purchase e-resources in the view of the requisition. The

university authorities should hire trained professional assistants for departmental libraries so that every students and research scholar whether enrolled through regular or

distance mode get benefited from the e-resources and lead to increased use of electronic resources.

Table 10: Problems Faced by Users in Accessing and Retrieving Information.

S. NO	Problems	Science Faculty N=100		Social Science Faculty N=100	
		Agree	Disagree	Agree	Disagree
1	Sow internet speed	50	50	90	10
2	Lack of computer terminals	17	83	75	25
3	Awareness of different types of e-resources	60	40	96	4
4	Lack of relevant information sources	40	60	84	16
5	Lack of assistance by library staff	90	10	96	4
6	Lack of knowledge to use	42	58	78	22
7	Lack of library professionals	92	8	98	2
8	Lack of time	38	62	22	78
9	Frequent power cuts	10	90	60	40
10	The level of quality of e-resources is not good	13	87	40	60
11	The e-resources doesn't cover my area of my interest	21	79	79	21

N=Total number of respondents in each case agree or disagree.

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