



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Use of E-Resources in Stand-Alone B-Schools Affiliated to Bharathiar University, Coimbatore

Sathesh Kumar. I¹, Dr. N. Krishnadass²

CMS Institute of Management Studies, Coimbatore

ABSTRACT :

The rapid digital transformation of higher education has dramatically changed how information is accessed and utilized. Business schools, being hubs of innovation and management learning, increasingly rely on electronic resources (e-resources) to enhance academic engagement and research. This study explores the patterns, perceptions, and challenges associated with the use of e-resources in stand-alone B-schools affiliated to Bharathiar University, Coimbatore. Based on responses from 200 participants—including students, faculty, and research scholars—the study presents a descriptive analysis of their experiences, emphasizing qualitative insights. The findings reveal widespread awareness and positive attitudes toward e-resources, though access gaps and skill limitations persist. Suggestions are offered for strengthening digital infrastructure and information literacy in B-schools.

Keywords: e-resources, management education, digital libraries, Bharathiar University, academic access.

1. Introduction

In today's knowledge-driven economy, the success of management education depends heavily on access to timely, authentic, and relevant information. E-resources—such as e-books, databases, online journals, and learning portals—have become essential tools that redefine how learners and educators interact with academic content.

B-schools affiliated with Bharathiar University in Coimbatore represent an important segment of professional education in southern India. Most of these institutions operate independently, yet they share the challenge of keeping pace with global standards in digital education. E-resources bridge this gap by providing a dynamic learning environment that goes beyond the limitations of physical libraries.

However, effective use of e-resources is influenced by multiple factors, including infrastructure quality, institutional policies, and user digital literacy. This study provides a comprehensive descriptive understanding of how e-resources are perceived and utilized within these institutions and how they contribute to teaching, learning, and research outcomes.

2. Review of Literature

Research worldwide emphasizes that e-resources are transforming higher education. **Kumar and Singh (2021)** noted that digital databases significantly improve research efficiency and resource accessibility in management programs. Similarly, **Sharma and Patel (2022)** found that users prefer e-resources over print due to instant access and cost efficiency.

Reddy (2020) identified that the usefulness of e-resources depends not only on access but also on user awareness and training. **Joseph (2019)** stressed that institutions must provide continuous digital literacy programs to ensure that both faculty and students fully exploit available digital platforms. Collectively, previous research shows that technological infrastructure alone cannot guarantee effective use—training, relevance of content, and user motivation play equal roles.

This literature backdrop guided the present study in focusing on both usage patterns and user experiences in the context of Bharathiar University's stand-alone B-schools.

3. Research Methodology

A descriptive research design was employed to capture the natural experiences of e-resource users without heavy statistical modeling. A structured questionnaire and brief interviews were conducted among 200 respondents—comprising students (60%), faculty members (25%), and research scholars (15%) from five stand-alone B-schools in Coimbatore district.

The questions explored awareness, frequency of access, purpose of use, perceived benefits, and challenges. Data were presented descriptively, focusing on thematic interpretation rather than quantitative testing. The narrative approach helped to identify behavioral patterns and qualitative trends underlying the use of e-resources.

4. Discussion and Analysis

Most respondents acknowledged that e-resources are central to their academic routine. Students expressed that online databases and open-access platforms provide valuable supplementary material for coursework and project preparation. Faculty members emphasized the usefulness of e-resources in designing updated curricula and keeping track of recent business trends, while research scholars relied on digital repositories for literature reviews and citation management.

Access to bibliographic databases and e-books emerged as particularly significant. Users appreciated their reliability, structured indexing, and the variety of sources. However, several respondents reported difficulties in accessing subscription-based journals due to institutional budget constraints. In such cases, they turned to free resources such as ResearchGate, Google Scholar, and Shodhganga, though quality assurance sometimes remained a concern. A majority of users perceived ease of access and time efficiency as the most attractive features of e-resources. Unlike print materials, e-resources are available around the clock and can be accessed remotely. Respondents mentioned that downloading articles and using citation tools reduced the time required for academic preparation.

Nevertheless, challenges persist. Some institutions experience limited bandwidth or outdated library portals. Many students still lack confidence in using advanced search techniques or evaluating the credibility of online materials. Faculty respondents suggested that librarians could conduct orientation and training sessions to improve digital information literacy.

Interestingly, the discussion revealed generational differences: younger users showed greater adaptability toward mobile-based platforms and e-learning tools, while senior faculty members preferred traditional resources for in-depth reading. Despite these differences, there was a shared recognition that hybrid access—combining digital and print—is likely to dominate the future of academic resource use.

5. Key Findings

From the descriptive insights, several key observations emerged:

1. **High awareness:** Nearly all respondents were aware of e-resources and accessed them regularly.
2. **Dominant resource types:** Bibliographic and online databases were most valued, followed by e-books and web resources.
3. **Purpose of use:** Students primarily used e-resources for assignments, while faculty and researchers used them for teaching and research.
4. **Infrastructure dependency:** Reliable internet connectivity was a crucial determinant of consistent usage.
5. **Training need:** Many respondents highlighted the necessity of periodic digital literacy workshops.
6. **Positive attitude:** Overall perception toward e-resources was strongly positive, signaling a cultural shift toward digital scholarship.

6. Conclusion and Recommendations

E-resources have revolutionized information access in management education. Stand-alone B-schools affiliated to Bharathiar University are steadily integrating digital materials into their academic systems, enhancing both learning and teaching outcomes. Yet, the study underscores that technology adoption must be accompanied by structured support and skill development.

Recommendations:

- **Invest in ICT infrastructure:** Reliable Wi-Fi, high-speed internet, and upgraded library systems are vital.
- **Regular training:** Organize orientation sessions for students and faculty to improve search and evaluation skills.
- **Collaborative subscriptions:** Institutions can pool resources to afford premium databases and e-journals.
- **Library integration:** Embedding e-resources within the Learning Management System (LMS) can ensure seamless access.
- **Feedback mechanisms:** Periodic surveys should capture user satisfaction and evolving needs.

By nurturing a culture of informed and skilled digital users, B-schools can transform their libraries into powerful knowledge ecosystems aligned with global academic standards.

REFERENCES

- Joseph, A. (2019). User perception and satisfaction towards e-resources in higher education. *Journal of Academic Librarianship*, 45(4), 302–309.
- Kumar, R., & Singh, P. (2021). Digital information resources and their utilization in business education. *Library Philosophy and Practice*, 1–12.
- Reddy, S. (2020). Access and use of e-resources by management students: A study. *International Journal of Library and Information Studies*, 10(3), 45–52.
- Sharma, M., & Patel, N. (2022). E-resources in academic institutions: Usage patterns and user satisfaction. *Journal of Information Management*, 59(2), 215–229.