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Web as a Learning Resource at the Medical College Libraries in Coastal Karnataka: Perception of Faculty and Students

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ABSTRACT

Web resources have exploded in popularity and use and have lead to innovations in learning, teaching, clinical practice, and patient care. Availability of Web resources has changed what medical faculty and students actually read and use. However, little research has been done to find out medical faculty and students' perception about the Web resources in the medical college libraries. The main aim of this paper was to investigate the perception of Web as a learning resource by the faculty members and postgraduate students in medical college libraries of Coastal Karnataka. A questionnaire-based survey of six medical college libraries in Coastal Karnataka was conducted. The results show that respondents prefer using the Web more to the traditional library. They perceived that Web contains exhaustive knowledge and is easy to use.

Keywords: Coastal Karnataka, medical colleges, medical libraries, faculty, students, perception, Web resources, data analysis

1. INTRODUCTION

Web is increasingly becoming an important resource for the today's learners. Web-based learning resources like the e-books, online journals, online full-text databases, bibliographical databases, open access databases, etc. have gained respectable place in the higher education system. Today, the Web resources have become a valuable, perhaps indispensable, for conducting research, not because of the added convenience of rapid information retrieval and sharing, but because it also provides a means of making resources available that the printed media simply cannot. The availability and growth of the Web resources offer an opportunity to find information and data from all over the world[1].

A Web consists of numerous and diversified information resources around the world. This is the reason why the net holds the interest of the information professionals. Almost all the research and academic institutions are connected in one way or the other to the net. It has become the format of choice for academic library patrons as they offer users many opportunities that were not available to their predecessors. The advantages of Web resources are: international reach, speed of communication, unlimited capabilities, reduced cost, convenience, searchability and linking[2]. A large number of medical resources for teaching and learning are available on the Web.

Most large medical centres have publicly accessible information systems; some organisations such as the National Institutes of Health have extensive databases and services that can be used by medical researchers, clinicians, and educators. Web resources such as bibliographical databases, full-text online databases, open access resources/databases and drug information databases on medical sciences are providing health information to the medical students and faculty involved in learning, teaching, patient care, research, and other developmental activities.

The concepts and terms used in the title are explained in a nutshell to avoid ambiguity in the usage of these terms.

1.1 Web

The 'Web' refers to a system of computers (servers), utilising graphical user interfaces and accessed via the Internet that provides access to documents, multimedia files and Websites that are connected by hyperlinks to other documents, multimedia files, and Websites. Web is increasingly becoming an important resource for the today's learners. Web-based learning resources like the e-books, online journals, online full-text databases and bibliographic databases, open access databases and others have gained respectable place in the higher education system.

1.2 Web Resources

Web resources can mean a multitude of things including Websites, e-books, online journals and databases. Today, Web resources have become a valuable, perhaps indispensable resource in conducting research, not because of the added convenience of rapid information retrieval and sharing, but because it also provides a means of making resources available that the printed media simply cannot. The availability and growth of the Web resources offer an opportunity to find information and data from all over the world. Internet resources, in particular Web resources, continue to proliferate at an astonishing rate. It is possible for almost anyone to place anything on the Web. Web resources are defined as those electronic information resources that users access electronically via a computing network from inside the library or outside the library.

1.3 Perception

Perception is the act or faculty of receiving sensations and giving them meaning in the intellect. Perception may be subjective or objective. Subjective perception may sometimes be faulty. Since perception is a component of knowledge, knowledge itself may or may not be correct, depending upon whether the perception is correct. Perception refers to a person's awareness or appreciation of something. In this study, perception refers to the feeling of being pleased with Web resources. This study focuses on the perception of Web resources among faculty and students in medical college libraries of coastal Karnataka.

All the medical college libraries in coastal Karnataka have access to Web resources like online journals, e-books, and online databases. In medical libraries, faculty and students' perceptions of the Web is considered as an important variable that may influence their use or non use of it. This study is planned to analyse the faculty and students' perceptions on web-based learning resources in medical college libraries of coastal Karnataka.

1.4 Medical College Libraries in Coastal Karnataka

Coastal Karnataka is a strip between Kasargod and Karwar and between the Arabian Sea and Western Ghats. Karnataka's coast stretches for 300 km along the three districts of Dakshina Kannada, Udupi, and Uttara Kannada. The present study is intended to conduct a survey on the perception of Web as a learning resource in medical college libraries of coastal Karnataka. Medical colleges in coastal Karnataka are managed by private management/trust/deemed universities and are involved in professional medical education, research, development, and extension programmes. The medical college libraries are well equipped with modern facilities. They offer an expanse of knowledge for the faculty and students to excavate. The computers, Internet facilities and Web resources allow the faculty and students to probe beyond the 'book-world' and explore wider realms of knowledge.

1.5 Faculty and Students

In the study, the core user population consists of faculty members and postgraduate students. The term 'faculty' represents the faculty members in medical colleges in coastal Karnataka, who, in addition to teaching, are also engaged in research and development activities. The user population of this study also includes the postgraduate students who are doing master degree courses (MD, MS, MCh and DM) in various specialisations in medical science in medical colleges of coastal Karnataka.

2. REVIEW OF LITERATURE

According to Joyce, the advent of the World Wide Web (WWW) has been the most significant occurrence in the production and delivery of information in last two decades. This innovation has not only revolutionalised information access but also become an important information resource and a critical tool for pedagogical purposes especially for both the faculty and the students in institutions of learning. For instance, the Web today is a useful tool in supporting the faculty and students in curriculum instruction and research[3].

Joyce further said that Web offers many benefits for curricular and research development in institutions of higher learning. The use of the Web can be quite beneficial to students. For example students benefit from opportunities to reflect on their research strategies and think critically about what they are doing. Students are

also empowered by gaining control over their own learning process. They can also be familiarised with the enormous and tremendous variety of resources and information available on the Web. The Web particularly provides students with access to a variety of resources and current information that is not readily available in traditional libraries. The continuous use of the Web by students for learning purposes not only exposes students to the enormous amount of information available in the net but also develops their surfing skills[3].

Choo, Deltor and Turnbull observed that the range of Web usage is wide. People use the Web as an information resource to support their daily work activities and to engage in a range of complementary modes of information seeking, varying from undirected viewing that does not pursue a specific information need, to formal searching that retrieves focused information for action or decision making. From the view of students, the Web affects how, when and where students learn about the world. It is accessible 24 hours a day, seven days a week. Students can access information anywhere, anytime, in or out of the classroom. Websites are continuously updated and revised. Dynamic by its very nature, the Internet allows students to find, almost daily, new sources of information on their topics. This nurtures students' imagination, creativity and willingness to explore. Furthermore, students can develop computer and information literacy skills during the information-seeking experience. Today, our society is computer driven and information literacy skills build more productive citizens[4].

Wang and Artero found that student's perceptions regarding the Web resources plays a central role in shaping their online behaviours. It is essential to explore student's perceptions in order to help improve their online search and the information evaluation. Intact student misperceptions might result in the perpetuation of inefficient online behaviours and the use of the Web resource[5].

Murphy in his study said that students of agriculture found WWW to be a valuable tool when used in support of the instructional process. They did not perceived that the Web was an additional burden in the learning process, nor did they find it difficult to use. The WWW was an effective and efficient method to access information on current events, research materials and communicate with others[6]. Lubans[7] study indicate that as online information resources proliferate, college students are making fewer visits to the campus library to retrieve information and that their use of the WWW as an information resource is increasing overall. Lenares[8] observed that users perceive Web resources, in particular electronic journals, hold many advantages. Faculty members at ARL institutions cited convenience, timeliness and the ability to search text as the most important factors in choosing elec-tronic journals over print. According to Liew, Foo and Chennupati[9] least important to them was animation of graphics, although others sometimes mention that as an important advantage. In other surveys, graduate students said the top reasons for using electronic journals were the ability to link to additional information, the ability to search and the currency of materials. Ray and Day[10] the top three ways that access to electron-ic resources has improved the academic career of students: access to a wider range of information, faster access to information and easier access to information. According to Roes[11], in England, Tilburg University fac-ulty members cited timely availability, easy access, full-text searching and access from home as factors that promote the use of electronic journals. Bishop[12] observed that focus groups of engineering faculty members and students wanted to search electronic journals quickly and easily, but they desired interfaces that could be customised and the ability to create personal collections.

According to Browne, Freeman and Williamson[13], college students are increasingly taking advantage of the Internet and Web to complete course assignments. The movement away from the library and toward cyberspace raises important concerns about the nature of information obtained by students and their ability and desire to evaluate online information effectively. Accordingly, groups such as the American Library Association, the National Institute for Literacy and Myriad Librarians and instructors have called for schools and universities to teach Internet literacy skills, with an emphasis on evaluating the quality of Web-based information.

3. MEDICAL COLLEGES AND THEIR LIBRARIES IN COASTAL KARNATAKA

Private education is one area in which coastal Karnataka has made major strides. The human resources supplied by this area to the country and to the world, are large, varied and regular. Traditional education in various forms was present here since long. The modern educational system was brought in by the Christian missionaries and the British rulers in the 19th Century and since then it has grown quite remarkably in quality, size, and variety. This area is one of the most literate areas in the country. General education has reached the nook and corners of the region. Along with the general, professional colleges like those for allopathic medicine, ayurveda, engineering, management, nursing, allied health, industrial training, interior decoration, home science, social work, etc. have come up. Dakshina Kannada and Udupi districts in coastal Karnataka are in the forefront in the medical educational field of the country. There are seven medical colleges in and around Manipal, Mangalore and Sullia which attract students from all parts of the country and abroad (Table 1).

Table 1. Medical colleges in coastal Karnataka

Names of the institutions	Year of establishment	City
Kasturba Medical College (KMC, Manipal)	1953	Manipal
Kasturba Medical College (KMC, Mangalore)	1955	Mangalore
Father Muller Medical College (FMMC)	1991	Mangalore
K S Hegde Medical Academy (KSHEMA)	1999	Mangalore
Yenepoya Medical College (YMC)	1999	Mangalore
K V G Medical College (KVGMC)	1999	Sullia
A J Institute of Medical Sciences (AJIMS)	2002	Mangalore

Medical college libraries are the special libraries which have been playing an important role in supporting the teaching, learning, clinical practices, and research activities. Rapid accumulation and dissemination of information is the most important features of the 21st century. Medical faculty members and postgraduate students cannot afford to lag behind in this technology. Therefore, a well equipped library is a must to every medical college since it is the nerve center of all the educational and research programmes.

The libraries in medical colleges in coastal Karnataka witnessed tremendous shifts in collections, services and access to resources since the mid-2000s. Computers and computer applications have been widely introduced which allow the faculty members and postgraduate students to get medical information for their teaching, learning, clinical practice, research, etc.

4. OBJECTIVES

The specific objectives of the study were to:

(i) Assess the overall perception of Web resources by the respondents.

(ii) Understand medical faculty and postgraduate students' perception of Web resources.

(iii) Examine the influence of factors—gender, age, specialities and experience (teaching and learning) that influence the perception of Web resources.

5. SCOPE AND LIMITATIONS OF THE STUDY

Keeping in view the enormity of the task, the author intends to limit the scope of this study to cover following six medical colleges of Coastal Karnataka.

(i) Kasturba Medical College, Manipal

(ii) Kasturba Medical College, Mangalore

(iii) Father Muller Medical College, Kankanady, Mangalore

(iv) K.S. Hegde Medical Academy, Derlakatte, Mangalore

(v) Yenepoya Medical College, Deralakatte, Mangalore

(vi) A.J. Institute of Medical Sciences, Kuntikana, Mangalore

6. METHODOLOGY

The main instrument for data collection was a self-administered questionnaire. Review of literature, personal visits, informal interviews, observations and opinion of experts of library and information science professionals were also considered.

7. SAMPLING

The total strength of Faculty and postgraduate students in the surveyed college comprise 2765. A sample of 696 faculty members and postgraduate students was selected for the survey. The total sample size was 25.17 per cent (Table 2). The sample population was chosen by using the convenience sampling method.

8. COLLECTION OF DATA

The authors chose the 'directly-administered' questionnaire method. The data were collected over a 6 months period from October 2008 to March 2009 from all the six medical college libraries under the study. The survey instrument was passed out to faculty members and postgraduate students who visited the library during this period. Although 696 questionnaires were administered, only 472 filled in usable questionnaires (226 faculty members and 246 postgraduate students) were received making a moderate response rate of 67.82 per cent (Table 2) which was found adequate for the analysis.

9. DATA ANALYSIS

Faculty and students' perceptions on Web resources play a central role in shaping their online behaviours. If faculty and students misperceptions were

Table 2. Institution-wise total strength of faculty members and postgraduate students, sample size and response rate

Names of the Institutions	Total strength			Questionnaires distributed	Percentage sample size	Questionnaires received	Percentage responses
	Faculty	PG student	Total				
Kasturba Medical College (KMC), Manipal	443	740	1183	305	25.78	238	**78.03**
Kasturba Medical College (KMC), Mangalore	416	350	766	161	21.01	101	**62.73**
Father Muller Medical College (FMMC), Kankanady	127	111	238	61	25.63	32	**52.46**
K S Hegde Medical Academy (KSHEMA), Derlakatte	200	32	232	63	27.16	33	**52.38**
Yenepoya Medical College (YMC), Deralakatte	200	71	271	74	27.31	49	**66.22**
A J Institute of Medical Sciences, (AJIMS), Kuntikana	75	-	75	32	42.67	19	**59.38**
Total	**1461**	**1304**	**2765**	**696**	**25.17**	**472**	**67.82**

left unexamined, they would continue to maintain their ineffective online behaviours. Therefore, it is essential to explore faculty and students' perceptions in order to help improve their skills in utilising the Web as a valuable learning resource. Other important variables correlated with faculty members and postgraduate students' perception of Web as a learning resource included their gender, age groups, specialities, teaching, and learning experience. The perception analysis of Web resources was guided by the three research objectives. To achieve these objectives, subjects were presented with the following 16 statements that described medical faculty members and postgraduate students' perception on Web as a learning resource:

- Web resources are knowledgeable, exhaustive and authoritarian.
- Web resources help to develop my competence.
- Web resources are well designed for literature searching.
- Web resources are easy to use and well-focused on my subject.
- Obtaining needed or required information for my work from Web is very fast and is more time-saving.
- I find maximum use of Web resources for study, teaching, healthcare, and research.
- I am able to access all I need using Web resources.
- I feel I am being well prepared for my profession with the help of Web resources.
- Knowledge and skills of computer is essential in accessing Web resources.
- Our library provides adequate access to Web resources.
- I am able to access Web resources easily and comfortably at our library.
- I am able to get help from the library staff whenever I require in accessing Web resources and their efficiency is relatively satisfactory.
- Web resources are more useful than print resources.
- Web has more resources compared to the traditional library.
- Information on the Web is more current than that found in the traditional library.
- Web resources also give references, which are not available in the traditional library.

The above 16 statements used to assess the perception of Web resources by the respondents on a five-point scale, where 1=strongly agree, 2=agree, 3=uncertain, 4 = disagree, and 5 = strongly disagree. An overall score was later computed to indicate the faculty members and postgraduate students' overall score at the 16 levels. The maximum score a respondent could attain at the 16 levels was 5x16=80 while the lowest one could get was 16 indicating better perception at all. Thereafter the independent sample T-test (for comparing two variables) and one-way analysis of variance–ANOVA (for comparing more than two variables) were used to

compare the mean score between groups and to establish any significant differences in perceptions of Web as a learning resource with the important variables—gender, age categories, specialities, teaching experience of faculty members and learning experience (year of study) of PGs.

10. MAJOR FINDINGS

On the basis of the results of the survey, the following significant findings on the perception of Web as a learning resource were drawn:

10.1 Overall Perception

- Majority of respondents perceived that they do enjoy using the Web as a learning resource and would indeed wish to use it in the future. Many respondents also indicated that they do prefer accessing the Web more than the traditional library. Some of the reasons that the respondents gave are that the Web has more resources compared to the traditional library; it is very fast and time-saving and information on the Web is more current than that found in the traditional library. Respondents further stated that Web is more knowledgeable, exhaustive, authoritarian and easy to use (Table 3).

- Approximate half of the respondents perceived that they were not able to access all they need using Web resources. They further perceived that knowledge and skills of computer are essential for accessing Web resources.

- Interestingly, majority of the respondents were of the view that their libraries provide adequate access to Web resources and also agreed that they were able to access Web resources easily and comfortably at their libraries (Table 3).

10.2 Perception of Respondents based on their Positions

- Majority of the faculty members and postgraduate students disagreed with the statement 'Web resources are more useful than print resources' (Table 4).

- Further, majority of faculty members and postgraduate students strongly agreed or agreed that Web is more current than the traditional library and Web has more resources compared to the traditional library. The study also pointed out that majority of the postgraduate students were of the opinion that Web resources give references which are not available in the traditional library. Furthermore, the statement 'Web resources are knowledgeable and they are easy to use and well-focused on my subject' was strongly agreed or agreed by majority of postgraduate students (Table 4).

- It was found that vast majority of postgraduate students and faculty members were of the opinion that their libraries provide adequate access to Web resources and further they reported that they could access Web resources easily and comfortably at their libraries (Table 4).

- This study indicates that there is no significant difference between faculty members and postgraduate students in perceiving the Web as a learning resource as observed by an independent sample T-test (T=0.738 at P=0.05).

10.3 Perception of Respondents based on their Gender

- It was noted that there is a minor variation in the level of perception of usefulness of Web resources for study, teaching, healthcare and research; and requirement of knowledge and skills of computer for accessing Web resources. It was found that levels of perceptions are slightly high among female respondents. (Table 5).

- Majority of male respondents were not ready to accept the statement 'Web resources are more useful than print resources' compared to female respondents. Interestingly, both male and female respondents almost equally agreed that Web is more current than the traditional library, it has more resources compared to the traditional library and Web resources give references which are not available in the traditional library. Further, both male and female respondents were of the common opinion that Web resources are knowledgeable, they are easy-to-use and well-focused on their subjects (Table 5).

- It can be noted that, almost equal numbers of male and female respondents were of the opinion that their libraries have adequate access to Web resources while high number of female respondents disclosed that they are able to access Web resources easily and comfortably at their libraries compared to male respondents (Table 5).

- The results indicated that there is no significant difference in perceptions of Web between male and female respondents. This has been evidenced by an independent sample T-test (T=0.143 at P=0.05).

Table 3. Overall perception of web resources

Perception	Overall (n=472)				
	1	2	3	4	5
Web resources are knowledgeable, exhaustive and authoritarian	144 (30.5)	290 (61.4)	28 (5.9)	8 (1.7)	2 (.2)
Web resources help to develop my competence	123 (26.1)	298 (63.1)	38 (8.1)	11 (2.3)	2 (.4)
Web resources are well designed for literature searching	130 (27.5)	272 (52.6)	55 (11.7)	12 (2.5)	3 (.6)
Web resources are easy-to-use and well-focused on my subject	87 (18.4)	276 (58.5)	87 (18.4)	19 (4.0)	3 (.6)
Obtaining needed or required information for my work from Web is very fast and is more time-saving	157 (33.3)	228 (48.3)	61 (12.9)	23 (4.9)	3 (.6)
I find maximum use of Web resources for study, teaching, healthcare and research	102 (21.6)	272 (57.6)	75 (15.9)	19 (4.0)	4 (.8)
I am able to access all I need using Web resources	42 (8.9)	227 (48.1)	121 (25.6)	77 (16.3)	5 (1.1)
I feel I am being well prepared for my profession with the help of Web resources	63 (13.3)	281 (59.5)	95 (20.1)	29 (6.1)	4 (.8)
Knowledge and skills of computer is essential in accessing Web resources	139 (29.4)	258 (54.7)	48 (10.2)	25 (5.3)	2 (.4)
Our library provides adequate access to Web resources	93 (19.7)	273 (57.8)	62 (13.1)	38 (8.1)	6 (1.3)
I am able to access Web resources easily and comfortably at our library	76 (16.1)	248 (52.5)	90 (19.1)	52 (11.0)	6 (1.3)
I am able to get help from the library staff whenever I require in accessing Web resources and their efficiency is relatively satisfactory	98 (20.8)	267 (56.6)	80 (16.9)	21 (4.4)	6 (1.3)
Web resources are more useful than print resources	74 (15.7)	174 (36.9)	138 (29.2)	66 (14.0)	20 (4.2)
Web has more resources compared to the traditional library	121 (25.6)	218 (46.2)	92 (19.5)	30 (6.4)	11 (2.3)
Information in the Web is more current than that found in the traditional library	158 (33.5)	236 (50.0)	56 (11.9)	16 (3.4)	6 (1.3)
Web resources also give references which are not available in the traditional library	135 (28.6)	267 (56.6)	48 (10.2)	17 (3.6)	5 (1.1)

Note: 1=strongly agree, 2=agree, 3=uncertain, 4=disagree 5=strongly disagree.
Number given in parenthesis represents the percentage.

10.4 Perception of Respondents According to their Age

- Majority of the respondents who were in the age categories of 21-30 years and 31-40 years agreed the statement 'Obtaining needed or required information for my work from Web is very fast and is more time-saving'. Respondents of all age categories agreed that they are making maximum use of Web for their study, teaching, healthcare and research; and also agreed that knowledge and skills of computer is essential in accessing Web resources. Another important reveals of this study was that the high numbers of respondents who were in age categories of 21-30 years and 41 years and above agreed with the statement 'Web resources are more useful than print resources' (Table 6).
- The study also confirms that the respondents who were in age group of 21-30 years strongly agreed or agreed that Web is more current than the traditional library compared to other age groups of respondents. Almost all the age groups of respondents were of the common opinion that Web has more resources compared to the traditional library and Web resources give references which are not available in the traditional library. Further, the respondents of all the age groups strongly agreed or agreed that web resources are knowledgeable and they are easy to use and well focused on their subjects (Table 6).
- It can be understood that high number of respondents who were in the age group of 21-30 years were of the opinion that their libraries provide

Table 4. Position-wise perception of web resources

Perception	Faculty (n=226)					PG students (n=246)				
	1	2	3	4	5	1	2	3	4	5
Web resources are knowledgeable, exhaustive and authoritarian	68 (30.1)	135 (59.7)	16 (7.1)	5 (2.2)	2 (.9)	76 (30.9)	155 (63.0)	12 (4.9)	3 (1.2)	-
Web resources help to develop my competence	53 (23.5)	146 (64.6)	19 (8.4)	6 (2.7)	2 (.9)	70 (28.5)	152 (61.8)	19 (7.7)	5 (2.0)	-
Web resources are well designed for literature searching	62 (27.4)	126 (55.8)	31 (13.7)	5 (2.2)	2 (.9)	68 (27.6)	146 (59.3)	24 (9.8)	7 (2.8)	1 (.4)
Web resources are easy to use and well-focused on my subject	47 (20.8)	129 (57.1)	39 (17.3)	9 (4.0)	2 (.9)	40 (16.3)	147 (59.8)	48 (19.5)	10 (4.1)	1 (.4)
Obtaining needed or required information for my work from Web is very fast and is more time-saving	77 (34.1)	112 (49.6)	28 (12.4)	6 (2.7)	3 (1.3)	80 (32.5)	116 (47.2)	33 (13.4)	17 (6.9)	-
I find maximum use of Web resources for study, teaching, healthcare and research	50 (22.1)	139 (61.5)	29 (12.8)	5 (2.2)	3 (1.3)	52 (21.1)	133 (54.1)	46 (18.7)	14 (5.7)	1 (.4)
I am able to access all I need using Web resources	16 (7.1)	122 (54.0)	57 (22.2)	29 (12.8)	2 (.9)	26 (10.6)	105 (42.7)	64 (26.0)	48 (19.5)	3 (1.2)
I feel I am being well prepared for my profession with the help of Web resources	30 (13.3)	137 (60.6)	47 (20.8)	8 (3.5)	4 (1.8)	33 (13.4)	144 (58.5)	48 (19.5)	21 (8.5)	-
Knowledge and skills of computer is essential in accessing Web resources	62 (27.4)	132 (58.4)	25 (11.1)	5 (2.2)	2 (.9)	77 (31.3)	126 (51.2)	23 (9.3)	20 (8.1)	-
Our library provides adequate access to Web resources	36 (15.9)	131 (58.0)	42 (18.6)	13 (5.8)	4 (1.8)	57 (23.2)	142 (57.2)	20 (8.1)	25 (10.2)	2 (.8)
I am able to access Web resources easily and comfortably at our library	36 (15.9)	114 (50.4)	51 (22.6)	21 (9.3)	4 (1.8)	40 (16.3)	134 (54.5)	39 (15.9)	31 (12.6)	2 (.8)
I am able to get help from the library staff whenever I require in accessing Web resources and their efficiency is relatively satisfactory	49 (21.7)	135 (59.7)	35 (15.5)	3 (1.3)	4 (1.8)	49 (19.9)	132 (53.7)	45 (18.3)	18 (7.3)	2 (.8)
Web resources are more useful than print resources	33 (14.6)	86 (38.1)	61 (27.0)	32 (14.2)	14 (6.2)	41 (16.7)	88 (35.8)	77 (31.3)	34 (13.8)	6 (2.4)
Web has more resources compared to the traditional library	55 (24.3)	106 (46.9)	47 (20.8)	8 (3.5)	10 (4.4)	66 (26.8)	112 (45.5)	45 (18.3)	22 (8.9)	1 (.4)
Information in the Web is more current than that found in the traditional library	68 (30.1)	120 (53.1)	28 (12.4)	5 (2.2)	5 (2.2)	90 (36.6)	116 (47.2)	28 (11.4)	11 (4.5)	1 (.4)
Web resources also give references which are not available in the traditional library	54 (23.9)	132 (58.4)	26 (11.5)	10 (4.4)	4 (1.8)	81 (32.9)	135 (54.9)	22 (8.9)	7 (2.8)	1 (.4)

Note: 1=strongly agree, 2=agree, 3=uncertain, 4=disagree 5=strongly disagree. Number given in parenthesis represents the percentage.

Table 5. Gender-wise perception of Web resources

Perception	Male (n=319)					Female (n=153)				
	1	2	3	4	5	1	2	3	4	5
Web resources are knowledgeable, exhaustive and authoritarian	96 (30.1)	198 (62.1)	17 (5.3)	6 (1.9)	2 (.6)	48 (31.4)	92 (60.1)	11 (7.2)	2 (1.3)	-
Web resources help to develop my competence	91 (28.5)	194 (60.8)	23 (7.2)	9 (2.8)	2 (.6)	32 (20.9)	104 (68.0)	15 (9.8)	2 (1.3)	-
Web resources are well designed for literature searching	93 (29.2)	174 (54.5)	39 (12.2)	10 (3.1)	3 (.9)	37 (24.2)	98 (64.1)	16 (10.5)	2 (1.3)	-
Web resources are easy to use and well-focused on my subject	62 (19.4)	179 (56.1)	60 (18.8)	15 (4.7)	3 (.9)	25 (16.3)	97 (63.4)	27 (17.6)	4 (2.6)	-
Obtaining needed or required information for my work from Web is very fast and is more time-saving	112 (35.1)	139 (43.6)	47 (14.7)	18 (5.6)	3 (.9)	45 (29.4)	89 (58.2)	14 (9.2)	5 (3.3)	-
I find maximum use of Web resources for study, teaching, healthcare and research	71 (22.3)	173 (54.2)	58 (18.2)	13 (4.1)	4 (1.3)	31 (20.3)	99 (64.7)	17 (11.1)	6 (3.9)	-
I am able to access all I need using Web resources	29 (9.1)	152 (47.6)	84 (26.3)	49 (15.4)	5 (1.6)	13 (8.5)	75 (49.0)	37 (24.2)	28 (18.3)	-
I feel I am being well prepared for my profession with the help of Web resources	49 (15.4)	180 (56.4)	67 (21.0)	19 (6.0)	4 (1.3)	14 (9.2)	101 (66.0)	28 (18.3)	10 (6.5)	-
Knowledge and skills of computer is essential in accessing Web resources	95 (29.8)	162 (50.8)	41 (12.9)	19 (6.0)	2 (.6)	44 (28.8)	96 (62.7)	7 (4.6)	6 (3.9)	-
Our library provides adequate access to Web resources	69 (21.6)	169 (53.0)	45 (14.1)	30 (9.4)	6 (1.9)	24 (15.7)	104 (68.0)	17 (11.1)	8 (5.2)	-
I am able to access Web resources easily and comfortably at our library	53 (16.6)	156 (48.9)	63 (19.7)	41 (12.9)	6 (1.9)	23 (15.0)	92 (60.1)	27 (17.6)	11 (7.2)	-
I am able to get help from the library staff whenever I require in accessing Web resources and their efficiency is relatively satisfactory	68 (21.3)	167 (52.4)	62 (19.4)	17 (5.3)	5 (1.6)	30 (19.6)	100 (65.4)	18 (11.8)	4 (2.6)	1 (.7)
Web resources are more useful than print resources	50 (17.7)	102 (32.0)	107 (33.5)	45 (14.1)	15 (4.7)	24 (15.7)	72 (47.1)	31 (20.3)	21 (13.7)	5 (3.3)
Web has more resources compared to the traditional library	83 (26.0)	142 (44.5)	61 (19.1)	23 (7.2)	10 (3.1)	38 (24.8)	76 (49.7)	31 (20.3)	7 (4.6)	1 (.7)
Information in the Web is more current than that found in the traditional library	114 (35.7)	149 (46.7)	39 (12.2)	11 (3.4)	6 (1.9)	44 (28.8)	87 (56.9)	17 (11.1)	5 (3.3)	-
Web resources also give references which are not available in the traditional library	99 (31.0)	165 (51.7)	36 (11.3)	14 (4.4)	5 (1.6)	36 (23.5)	102 (66.7)	12 (7.8)	3 (2.0)	5 (1.1)

Note: 1=strongly agree, 2=agree, 3=uncertain, 4=disagree 5=strongly disagree. Number given in parenthesis represents the percentage.

adequate access to web resources compared to other age groups of respondents. It was also found that more respondents who were in the age group of 21-30 years expressed their opinion that they could access web resources easily and comfortably at their libraries (Table 6).

- The result shows that perception on Web resources is not significantly difference among the various age categories of respondents. This has been proved through one-way analysis of variance – ANOVA test (F=0.077 at P=0.05).

Table 6. Age-wise perception of web resources

Perception	21-30 years (n=299)					31-40 years (n=117)					41 years and above (n=56)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Web resources are knowledgeable, exhaustive and authoritarian	98 (38.2)	183 (61.2)	14 (4.7)	3 (1.0)	1 (.3)	27 (23.1)	75 (64.1)	10 (8.5)	5 (4.3)	-	19 (33.9)	32 (57.1)	4 (7.1)	-	1 (.4)
Web resources help to develop my competence	81 (27.1)	189 (63.2)	24 (8.0)	4 (1.3)	1 (.3)	29 (24.8)	78 (66.7)	5 (4.3)	5 (4.3)	-	13 (23.2)	31 (55.4)	9 (16.1)	2 (3.6)	1 (1.8)
Web resources are well designed for literature searching	91 (30.4)	173 (57.9)	26 (8.7)	8 (2.7)	1 (.3)	25 (21.4)	68 (58.1)	21 (17.9)	2 (1.7)	1 (.9)	14 (25.3)	31 (55.4)	8 (14.3)	2 (3.6)	1 (1.8)
Web resources are easy to use and well focused on my subject	63 (21.1)	176 (58.9)	50 (16.7)	9 (3.0)	1 (.3)	15 (12.8)	64 (54.7)	27 (23.1)	10 (8.5)	1 (.9)	9 (16.1)	36 (64.3)	10 (17.9)	-	1 (1.8)
Obtaining needed or required information for my work from web is very fast and is more time saving	110 (36.8)	132 (44.1)	40 (13.4)	16 (5.4)	1 (.3)	38 (32.5)	62 (53.0)	10 (8.5)	7 (6.0)	-	9 (16.1)	34 (60.7)	11 (19.6)	-	2 (3.6)
I find maximum use of web resources for study, teaching, healthcare and research	71 (23.7)	164 (54.8)	48 (16.1)	15 (5.9)	1 (.3)	23 (19.7)	71 (60.7)	18 (15.4)	3 (2.6)	2 (1.7)	8 (14.3)	37 (66.1)	9 (16.1)	1 (1.8)	1 (1.8)
I am able to access all I need using web resources	27 (9.0)	144 (48.2)	69 (23.1)	56 (18.7)	3 (1.0)	11 (9.4)	54 (46.2)	35 (29.9)	16 (13.7)	1 (.9)	4 (7.1)	29 (51.8)	17 (30.4)	5 (8.9)	1 (1.8)
I feel I am being well prepared for my profession with the help of web resources	40 (13.4)	182 (60.9)	56 (18.7)	20 (6.7)	1 (.3)	19 (16.2)	65 (55.6)	26 (22.2)	5 (4.3)	2 (1.7)	4 (7.1)	34 (60.7)	13 (23.2)	4 (7.1)	1 (1.8)
Knowledge and skills of computer is essential in accessing web resources	100 (33.4)	156 (52.2)	20 (6.7)	22 (7.4)	1 (.3)	30 (25.6)	65 (55.6)	19 (16.2)	3 (2.6)	-	9 (16.1)	37 (66.1)	9 (16.1)	-	1 (1.8)
Our library provides adequate access to web resources	66 (21.1)	172 (57.2)	32 (10.7)	26 (8.7)	3 (1.0)	21 (17.9)	65 (55.6)	21 (17.9)	8 (6.8)	2 (1.7)	6 (10.7)	36 (64.3)	9 (16.1)	4 (7.1)	1 (1.8)
I am able to access web resources easily and comfortably at our library	50 (16.7)	164 (54.8)	50 (16.7)	33 (11.0)	2 (.7)	17 (14.5)	59 (50.4)	25 (21.4)	14 (12.0)	2 (1.7)	9 (16.1)	25 (44.6)	15 (26.8)	5 (8.9)	2 (3.6)
I am able to get help from the library staff whenever I require in accessing web resources and their efficiency is relatively satisfactory	59 (19.7)	169 (56.5)	51 (17.1)	16 (5.4)	4 (1.3)	28 (23.9)	66 (56.4)	18 (15.4)	5 (4.3)	-	11 (19.6)	32 (57.1)	11 (19.6)	-	2 (3.6)
Web resources are more useful than print resources	50 (16.7)	115 (38.5)	85 (28.4)	37 (12.4)	12 (4.0)	18 (15.4)	37 (31.6)	38 (32.5)	19 (16.2)	5 (4.3)	6 (10.7)	22 (39.3)	15 (26.8)	10 (17.9)	3 (5.4)
Web has more resources compared to the traditional library	84 (28.1)	136 (45.5)	53 (17.7)	23 (7.7)	3 (1.0)	28 (23.9)	52 (44.4)	27 (23.1)	6 (5.1)	4 (3.4)	9 (16.1)	30 (53.6)	12 (21.4)	1 (1.8)	4 (7.1)
Information in the web is more current than that found in the traditional library	110 (36.8)	146 (48.8)	27 (9.0)	14 (4.7)	2 (.7)	36 (30.8)	58 (49.6)	19 (16.2)	1 (.9)	3 (2.6)	12 (21.4)	32 (57.1)	10 (17.9)	1 (1.8)	1 (1.8)
Web resources also give references which are not available in the traditional library	93 (31.1)	167 (55.9)	28 (9.4)	9 (3.0)	2 (.7)	33 (28.2)	62 (53.0)	14 (12.0)	6 (5.1)	2 (1.7)	9 (16.1)	38 (67.9)	6 (10.7)	2 (3.6)	1 (1.8)

Note: 1=strongly agree, 2=agree, 3=uncertain, 4=disagree 5=strongly disagree. Number given in parenthesis represents the percentage.

Table 7. Speciality-wise perception of web resources

Perception	Pre-clinical (n=104)					Para-clinical (n=124)					Clinical (n=244)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Web resources are knowledgeable, exhaustive and authoritarian	36 (34.6)	58 (55.8)	8 (7.7)	1 (1.0)	1 (1.0)	37 (29.8)	76 (61.3)	11 (8.9)	-	-	71 (29.1)	156 (63.9)	9 (3.7)	7 (2.9)	1 (.4)
Web resources help to develop my competence	31 (29.8)	63 (60.6)	7 (6.7)	2 (1.9)	1 (1.0)	29 (23.4)	84 (67.7)	8 (6.5)	3 (2.4)	-	63 (25.8)	151 (61.9)	23 (9.4)	6 (2.5)	1 (.4)
Web resources are well designed for literature searching	35 (33.7)	52 (50.0)	15 (14.4)	-	2 (1.9)	29 (23.4)	75 (60.5)	12 (9.7)	8 (6.5)	-	66 (27.0)	145 (59.4)	28 (11.5)	4 (1.6)	1 (.4)
Web resources are easy to use and well focused on my subject	19 (18.3)	59 (56.7)	19 (18.3)	5 (4.8)	2 (1.9)	21 (16.9)	76 (61.3)	23 (18.5)	4 (3.2)	-	47 (19.3)	141 (57.8)	45 (18.4)	10 (4.1)	1 (.4)
Obtaining needed or required information for my work from web is very fast and is more time saving	38 (36.5)	43 (41.3)	19 (18.3)	3 (2.9)	1 (1.0)	34 (27.4)	67 (54.0)	17 (13.7)	6 (4.8)	-	85 (34.8)	118 (48.4)	25 (10.2)	14 (5.7)	2 (.8)
I find maximum use of web resources for study, teaching, healthcare and research	21 (20.2)	55 (52.9)	23 (22.1)	2 (1.9)	3 (2.9)	30 (24.2)	73 (58.9)	17 (13.7)	4 (3.2)	-	51 (20.9)	144 (59.0)	35 (14.3)	13 (5.3)	1 (.4)
I am able to access all I need using web resources	10 (9.6)	51 (49.0)	30 (28.8)	12 (11.5)	1 (1.0)	6 (4.8)	56 (45.2)	40 (32.3)	21 (16.9)	1 (.8)	26 (10.7)	120 (49.2)	51 (20.9)	44 (18.0)	3 (1.2)
I feel I am being well prepared for my profession with the help of web resources	17 (16.3)	59 (56.7)	22 (21.2)	5 (4.8)	1 (1.0)	9 (7.3)	84 (67.7)	25 (20.2)	5 (4.0)	1 (.8)	37 (15.2)	138 (56.6)	48 (19.7)	19 (7.8)	2 (.8)
Knowledge and skills of computer is essential in accessing web resources	36 (34.6)	50 (48.1)	13 (12.5)	4 (3.8)	1 (1.0)	35 (28.2)	71 (57.3)	12 (9.7)	6 (4.8)	-	68 (27.9)	137 (56.1)	23 (9.4)	15 (6.1)	1 (.4)
Our library provides adequate access to web resources	18 (17.3)	53 (51.0)	20 (19.2)	9 (8.7)	4 (3.8)	33 (26.6)	62 (50.0)	18 (14.5)	11 (8.9)	-	42 (17.2)	158 (64.8)	24 (9.8)	18 (7.4)	2 (.8)
I am able to access web resources easily and comfortably at our library	17 (16.3)	50 (48.1)	26 (25.0)	9 (8.7)	2 (1.9)	22 (17.7)	60 (48.4)	26 (21.0)	15 (12.1)	1 (.8)	37 (15.2)	138 (56.6)	38 (15.6)	28 (11.5)	3 (1.2)
I am able to get help from the library staff whenever I require in accessing web resources and their efficiency is relatively satisfactory	26 (25.0)	57 (54.8)	20 (19.2)	-	1 (1.0)	25 (20.2)	66 (53.2)	21 (16.9)	10 (8.1)	2 (1.6)	47 (19.3)	144 (59.0)	39 (16.0)	11 (4.5)	3 (1.2)
Web resources are more useful than print resources	21 (22.0)	34 (32.7)	32 (30.8)	13 (12.5)	4 (3.8)	21 (16.9)	46 (37.1)	32 (25.8)	21 (16.9)	4 (3.2)	32 (13.1)	94 (38.5)	74 (30.3)	32 (13.1)	12 (4.9)
Web has more resources compared to the traditional library	27 (26.0)	45 (43.3)	21 (20.2)	8 (7.7)	3 (2.9)	25 (20.2)	66 (53.2)	25 (20.2)	6 (4.8)	2 (1.6)	69 (28.3)	107 (43.9)	46 (18.9)	16 (6.6)	6 (2.5)
Information in the web is more current than that found in the traditional library	41 (39.4)	41 (39.4)	15 (14.4)	5 (4.8)	2 (2.9)	34 (27.4)	68 (54.8)	15 (12.1)	5 (4.0)	2 (1.6)	83 (34.0)	127 (52.0)	26 (10.7)	6 (2.5)	2 (.8)
Web resources also give references which are not available in the traditional library	39 (37.5)	49 (47.1)	11 (10.6)	4 (3.8)	1 (1.0)	17 (13.7)	85 (68.5)	15 (12.1)	5 (4.0)	2 (1.6)	79 (32.4)	133 (54.5)	22 (9.0)	8 (3.3)	2 (.8)

Note: 1=strongly agree, 2=agree, 3=uncertain, 4=disagree 5=strongly disagree. Number given in parenthesis represents the percentage.

10.5 Perception of Respondents based on their Specialities

- Maximum respondents from clinical speciality perceived that Web is very fast and more time-saving compared to the respondents who were from para-clinical and pre-clinical specialities. Result also shows that majority of respondents from para-clinical speciality agreed with the statement 'I find maximum use of resources for study, teaching, healthcare and research'. Further, the respondents of all specialities (clinical, para-clinical and pre-clinical) agreed that knowledge and skills of computer is essential in accessing Web resources (Table 7).
- Respondents from clinical speciality were of the opinion that Web is more current than the traditional library. Further, respondents of all specialities were of the opinion that Web has more resources compared to the traditional library and Web resources give references which are not available in the traditional library. Furthermore, majority of respondents of all the specialities remarkably stated that Web resources are knowledgeable, easy-to-use and well-focused on their subjects (Table 7).
- Majority of respondents of all specialities agreed with the statement 'our library provides adequate access to Web resources'. The study also reported that majority of respondents from clinical speciality agreed that they are able to access Web resources easily and comfortably at their libraries compared to the respondents of pre-clinical and para-clinical specialities (Table 7).
- All specialities-wise (clinical, para-clinical and pre-clinical) respondents' perception on Web resources indicated that there is no significant difference among them in perceiving the Web as a learning resource, which has been evidenced by one-way analysis of variance–ANOVA test (F=0.786 at P=0.05).

10.6 Perception of Faculty Members According to their Teaching Experience

- Faculty members with teaching experience of 1 year and above perceived that searching in Web is very fast and is more time-saving and they are making maximum use of Web for their study, teaching, healthcare and research activities. Further, they agreed that knowledge and skills of computers is essential in accessing the Web resources. Majority of the faculty members with teaching experience of 11 years and above disagreed with the statement 'Web resources are more useful than print resources' (Table 8).
- Faculty members with teaching experience of 1-5 years and 11 years and above perceived that Web is more current than that found in the traditional library. Further, the faculty members with teaching xperience of 1 year and above agreed that Web has more resources compared to the traditional library and have agreed with the statement 'Web resources are knowledgeable and they are easy to use and well-focused on my subject'. Very less number of faculty members with teaching experience of 6-10 years agreed with the statement 'Web resources give references which are not available in the traditional library' (Table 8).
- It can be understood that majority of the faculty members who were having the teaching experience of 11 years and above agreed with the statement 'Our library provides adequate access to Web resources'. It was noted that majority of faculty members who were having teaching experience of 6-10 years were able to access Web resources easily and comfortably at their libraries (Table 8).
- There was no significant difference among the faculty members who were having the teaching experience of '1-5 years', '6-10 years' and '11 years and above' in perceiving the Web as a learning resource as observed by one-way analysis of variance–ANOVA test (F=0.568 at P=0.05).

10.7 Perception of Postgraduate Students Based on their Year of Study

- Postgraduate students who were studying in 3rd year overwhelmingly perceived that searching in Web is very fast and is more time-saving compared to the postgraduate students who were studying in 1st year and 2nd year. Almost all the postgraduate students who were studying in 1st year, 2nd year and 3rd year equally agreed that they are making maximum use of Web for their study, teaching, healthcare and research, knowledge and skills of computers are essential in accessing Web resources, and information in the Web is more current than that found in the traditional library. Almost half of the postgraduate students who were in 1st year, 2nd year and 3rd year disagreed with the statement 'Web resources are more useful than print resources' (Table 9).
- The study reveals that less number of postgraduate students who were studying in 1st year felt that Web resources are easy-to-use and well-focused on their subject compared to other postgraduate students who were in 2nd year and 3rd year. Majority of

Table 8. Perception of web resources: Based on faculty members' teaching experience

Perception	1-5 years (n=113)					6-10 years (n=49)					11 years and above (n=64)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Web resources are knowledgeable, exhaustive and authoritarian	32 (28.3)	70 (61.9)	8 (7.1)	2 (1.8)	1 (.9)	16 (32.7)	28 (57.1)	3 (6.1)	2 (4.1)	-	20 (31.3)	37 (57.8)	5 (7.8)	1 (1.6)	1 (1.6)
Web resources help to develop my competence	24 (21.2)	78 (69.0)	8 (7.1)	2 (1.8)	1 (.9)	16 (32.7)	28 (57.1)	3 (6.1)	2 (4.1)	-	13 (20.3)	40 (62.5)	8 (12.5)	2 (3.1)	1 (1.6)
Web resources are well designed for literature searching	30 (26.5)	65 (57.5)	15 (13.3)	2 (1.8)	1 (.9)	16 (32.7)	28 (57.1)	4 (8.2)	1 (2.0)	-	16 (25.0)	33 (51.6)	12 (18.8)	2 (3.1)	1 (1.6)
Web resources are easy to use and well focused on my subject	24 (21.2)	67 (59.3)	17 (15.0)	4 (3.5)	1 (.9)	10 (20.4)	29 (59.2)	8 (16.3)	2 (4.1)	-	13 (20.3)	33 (51.6)	14 (21.9)	3 (4.7)	1 (1.6)
Obtaining needed or required information for my work from web is very fast and is more time saving	46 (40.7)	49 (43.4)	14 (12.4)	3 (2.7)	1 (.9)	17 (34.7)	24 (49.0)	5 (10.2)	3 (6.1)	-	14 (21.9)	39 (60.9)	9 (14.9)	-	2 (3.1)
I find maximum use of web resources for study, teaching, healthcare and research	28 (24.8)	68 (60.2)	11 (9.7)	4 (3.5)	2 (1.8)	12 (24.5)	29 (59.2)	8 (16.3)	-	-	10 (15.6)	42 (65.6)	10 (15.6)	1 (1.6)	1 (1.6)
I am able to access all I need using web resources	6 (5.3)	65 (57.5)	25 (22.1)	16 (14.2)	1 (.9)	6 (12.2)	25 (51.0)	10 (20.4)	8 (16.3)	-	4 (6.3)	32 (50.0)	22 (34.4)	5 (7.8)	1 (1.6)
I feel I am being well prepared for my profession with the help of web resources	16 (14.2)	70 (61.9)	21 (18.6)	4 (3.5)	2 (1.8)	6 (12.2)	30 (61.2)	11 (22.4)	1 (2.0)	1 (2.0)	8 (12.5)	37 (57.8)	15 (23.4)	3 (4.7)	1 (1.6)
Knowledge and skills of computer is essential in accessing web resources	33 (29.2)	65 (57.5)	10 (8.8)	4 (3.5)	1 (.9)	14 (28.6)	31 (63.3)	3 (6.1)	1 (2.0)	-	15 (23.4)	36 (56.3)	12 (18.8)	-	1 (1.6)
Our library provides adequate access to web resources	19 (16.8)	62 (54.9)	21 (18.6)	8 (7.1)	3 (2.7)	10 (20.4)	26 (53.1)	10 (20.4)	3 (6.1)	-	7 (10.9)	43 (67.2)	11 (17.2)	2 (3.1)	1 (1.6)
I am able to access web resources easily and comfortably at our library	15 (13.3)	60 (53.1)	24 (21.2)	12 (10.6)	2 (1.8)	11 (22.4)	24 (49.0)	8 (16.3)	6 (12.2)	-	10 (15.6)	30 (46.9)	19 (29.7)	3 (4.7)	2 (3.1)
I am able to get help from the library staff whenever I require in accessing web resources and their efficiency is relatively satisfactory	22 (19.5)	69 (61.1)	18 (15.9)	2 (1.8)	2 (1.8)	11 (22.4)	33 (67.3)	4 (8.2)	1 (2.0)	-	16 (25.0)	33 (51.6)	13 (20.3)	-	2 (3.1)
Web resources are more useful than print resources	12 (10.6)	48 (42.5)	27 (23.9)	16 (14.2)	10 (8.8)	10 (20.4)	18 (36.7)	15 (30.6)	5 (10.2)	1 (2.0)	11 (17.2)	20 (31.3)	19 (29.7)	11 (17.2)	3 (4.7)
Web has more resources compared to the traditional library	26 (23.0)	57 (50.4)	22 (19.5)	3 (2.7)	5 (4.4)	14 (28.6)	20 (40.8)	11 (22.4)	3 (6.1)	1 (2.0)	15 (23.4)	29 (45.3)	14 (21.9)	2 (3.1)	4 (6.3)
Information in the web is more current than that found in the traditional library	34 (30.1)	64 (56.6)	9 (8.0)	3 (2.7)	3 (2.7)	15 (30.6)	22 (44.9)	11 (22.4)	-	1 (2.0)	19 (29.7)	34 (53.1)	8 (12.5)	2 (3.1)	1 (1.6)
Web resources also give references which are not available in the traditional library	26 (23.0)	68 (60.2)	13 (11.5)	4 (3.5)	2 (1.8)	11 (22.4)	27 (55.1)	6 (12.2)	4 (8.2)	1 (2.0)	17 (26.6)	37 (57.8)	7 (10.9)	2 (3.1)	1 (1.6)

Note: 1=strongly agree, 2=agree, 3=uncertain, 4=disagree 5=strongly disagree. Number given in parenthesis represents the percentage.

Table 9. Perception of web resources: Based on year of study of postgraduate students

Perception	1st year (n=80)					2nd year (n=94)					3rd year (n=72)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Web resources are knowledgeable, exhaustive and authoritarian	27 (33.8)	49 (61.3)	1 (1.3)	3 (8.6)	-	30 (31.9)	57 (60.6)	7 (7.4)	-	-	19 (26.4)	49 (68.1)	4 (5.6)	-	-
Web resources help to develop my competence	19 (23.8)	54 (67.5)	4 (5.0)	3 (3.8)	-	30 (31.9)	54 (57.4)	9 (9.6)	1 (1.1)	-	21 (29.2)	44 (61.1)	6 (8.3)	1 (1.4)	-
Web resources are well designed for literature searching	15 (18.8)	51 (63.8)	8 (10.0)	6 (7.5)	-	32 (34.0)	56 (59.6)	5 (5.3)	-	1 (1.1)	21 (29.2)	39 (54.2)	11 (15.3)	1 (1.4)	-
Web resources are easy to use and well focused on my subject	8 (10.0)	43 (53.8)	23 (28.8)	6 (7.5)	-	18 (19.1)	64 (68.1)	9 (9.6)	2 (2.1)	1 (1.1)	14 (19.4)	40 (55.6)	16 (22.2)	2 (2.8)	-
Obtaining needed or required information for my work from web is very fast and is more time saving	21 (26.3)	37 (46.3)	10 (12.5)	12 (15.0)	-	31 (33.0)	41 (43.6)	20 (21.3)	2 (2.1)	-	28 (38.9)	38 (52.8)	3 (4.2)	3 (4.2)	-
I find maximum use of web resources for study, teaching, healthcare and research	17 (21.3)	42 (52.5)	14 (17.5)	7 (8.8)	-	22 (23.4)	50 (53.2)	17 (18.1)	4 (4.3)	1 (1.1)	13 (18.1)	41 (56.9)	15 (20.8)	3 (4.2)	-
I am able to access all I need using web resources	6 (7.5)	37 (46.3)	20 (25.0)	16 (20.0)	1 (1.3)	13 (13.8)	36 (38.3)	27 (28.7)	18 (19.1)	-	7 (9.7)	32 (44.4)	17 (23.6)	14 (19.4)	2 (2.8)
I feel I am being well prepared for my profession with the help of web resources	10 (12.5)	48 (60.0)	12 (15.0)	10 (12.5)	-	9 (9.6)	60 (63.8)	16 (17.0)	9 (9.6)	-	14 (19.4)	36 (50.0)	20 (27.8)	2 (2.8)	-
Knowledge and skills of computer is essential in accessing web resources	25 (31.3)	43 (53.8)	3 (3.8)	9 (11.3)	-	28 (29.8)	49 (52.1)	8 (8.5)	9 (9.6)	-	24 (33.3)	34 (47.2)	12 (16.7)	2 (2.8)	-
Our library provides adequate access to web resources	16 (20.0)	50 (62.5)	6 (7.5)	7 (8.8)	1 (1.3)	25 (26.6)	51 (54.3)	7 (7.4)	11 (11.7)	-	16 (22.2)	41 (56.9)	7 (9.7)	7 (9.7)	1 (1.4)
I am able to access web resources easily and comfortably at our library	7 (8.8)	46 (57.5)	13 (16.3)	14 (17.5)	-	19 (20.2)	52 (55.3)	16 (17.0)	7 (7.4)	-	14 (19.4)	36 (50.0)	10 (13.9)	10 (13.9)	2 (2.8)
I am able to get help from the library staff whenever I require in accessing web resources and their efficiency is relatively satisfactory	13 (16.3)	45 (56.3)	15 (18.8)	6 (7.5)	1 (1.3)	22 (23.4)	47 (50.0)	18 (19.1)	7 (7.4)	-	14 (19.4)	40 (55.6)	12 (16.7)	5 (6.9)	1 (1.4)
Web resources are more useful than print resources	13 (16.3)	31 (38.8)	21 (26.3)	15 (18.8)	-	17 (18.1)	31 (33.0)	32 (34.0)	9 (9.6)	5 (5.3)	11 (15.3)	26 (36.1)	24 (33.3)	10 (13.9)	1 (1.4)
Web has more resources compared to the traditional library	24 (30.0)	36 (45.0)	11 (13.8)	9 (11.3)	-	19 (20.2)	39 (41.5)	25 (26.6)	10 (10.6)	1 (1.1)	23 (31.9)	37 (51.4)	9 (12.5)	3 (4.2)	-
Information in the web is more current than that found in the traditional library	33 (41.3)	34 (42.5)	6 (7.5)	7 (8.8)	-	31 (33.0)	46 (48.9)	14 (14.9)	2 (2.1)	1 (1.1)	26 (36.1)	36 (50.0)	8 (11.1)	2 (2.8)	-
Web resources also give references which are not available in the traditional library	29 (36.3)	39 (48.8)	7 (8.8)	4 (5.0)	1 (1.3)	24 (25.5)	59 (62.8)	10 (10.6)	1 (1.1)	-	28 (38.9)	37 (51.4)	5 (6.9)	2 (2.8)	-

Note: 1=strongly agree, 2=agree, 3=uncertain, 4=disagree 5=strongly disagree. Number given in parenthesis represents the percentage.

postgraduate students who were studying in 3rd year confirmed that Web has more resources compared to the traditional library. Vast percentages of postgraduate students who were studying in 1st year, 2nd year and 3rd year agreed that Web resources give references which are not available in the traditional library and further they also agreed that Web resources are knowledgeable, easy-to-use and well-focused on their subjects (Table 9).

- One of the important reveals of the study is that an overwhelming number of postgraduate students who were in 1st year, 2nd year and 3rd year felt that the Web services provided by their library were adequate. The study also revealed that postgraduate students who were studying in 2nd year have indicated that they are able to access Web resources easily and comfortably at their libraries.

- Result indicated that there is no significant difference among postgraduate students who were studying in 1st year, 2nd year and 3rd year in perceiving the Web as a learning resource. This has been proved by one-way analysis of variance–ANOVA test .

11. CONCLUSION

After the investigation of perception of Web resources, it was observed that medical faculty members and postgraduate students in medical college libraries of coastal Karnataka prefer using the Web more to the traditional library. They perceived that Web is more knowledgeable, exhaustive, authoritarian and easy to use. Web resources are becoming popular now. This study understands the need to make a deliberate effort to encourage medical faculty members and postgraduate students to make use of Web resources as part of their teaching, learning, clinical practice and other assignments/seminars/publications, etc. as Web resources such as online databases, online journals, e-books and open access resources provide a truly staggering amount of useful and up-to-date medical information.

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