

# **Awareness and Use of Digital Resources and Services among Students of Government First Grade College Libraries of Dharwad District**

**Dr. Mrutyunjaya B Kotur<sup>1</sup>; Dr. Mallikarjun N Mulimani<sup>2</sup>**

Librarian, Government First Grade College for Women, Dharwad 580007 Karnataka<sup>1</sup>; Librarian Government First Grade College, BidiTq. Khanapur Dt. Belagavi, Karnataka, India<sup>2</sup>

*muttukotur@gmail.com, mnmulimani@gmail.com*

## **ABSTRACT**

*The services provided by librarian must be complementary to the basic purpose of higher education. In order to meet the purpose of higher education the librarian must be given an opportunity to conduct a survey on user needs and information seekers. This article explains about the importance of digital resources and its services to the z generation students of the degree colleges where they born with technology in their hands. Further article deals objective like awareness of digital resources, its utilization and its services in the Government First Grade Colleges. To collect the data Google form with well structured questions were distributed among 9 colleges which covers 505 samples with the analysis of the distributed questionnaire with inferences. Finally it ends with computer literacy skills among the respondents is mediocre 293 (58%) stage.155 (31%) are using the computer in less than 1year.262 (51.88%) of the respondents are learning the digital resources use through their friends.*

**KEYWORDS:** Digital Resources, Digital Libraries, User Study, GFGC Libraries.

## **INTRODUCTION**

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21<sup>st</sup> Century. The new challenge before the country at the beginning of the twenty first century is to become a developed society by the year 2020, which requires that not only a vibrant economy driven by knowledge has to be ushered in soon,

but also a new society where justice and human values prevail has to be created. Therefore, India has to rise to the occasion urgently and reorient its higher education system to be vibrant, competitive, meaningful and purposeful, besides, there is absolutely no substitute to quality of higher education, although the country has been faced for a long time with the serious problem of meeting the quantity needs of our society. It is essential that a careful balancing of the two is given priority to meet the twin requirements of the society in the foreseeable future.

At present most of the digital libraries have been tinted mainly on providing access to diverse digital information resources. It offers new levels of access to broader audiences of users and new opportunities for library and information science field to advance both theory and practice. It has been reported that for the success of information gateways, the effective selection of high-quality content forms the chief rationale for the gateway approach. The content includes selection criteria, technical and policy issues, management, recommended standards and conventions, creation of metadata, provision of browsing and searching. For instance, many libraries developing publicly accessible Web sites where users can visit online exhibitions, search collection databases, access images of collection items, and in some cases create their own digital content. Many internal activities are also facilitated by digital technologies, including collection management, preservation activities, exhibition planning, and record keeping for incoming and outgoing loans.

## **DIGITAL RESOURCES AND SERVICES**

Digital Resources constitute an important part of a library collection being the most important vehicle for global scholarly communication. Tremendous developments in ICT in the recent years have given amazing boost to electronic publishing. As a result, the information which is being generated at intense pace from all the directions worldwide for all the themes is now being published in form of digital resources. With advancement of technology the libraries are moving towards digital resources, which are found to be less expensive and more helpful for easy access of information. In the digital era the commonly available digital resources like CD-ROMs, Online Databases, Library OPACs and Internet etc., which are replacing the print media. In recent years, digital resources are in common use in scholarly communication.

### **About Department of Collegiate Education in Karnataka**

Established in 1960, the Department of Collegiate Education aims at making quality Higher Education accessible to students of all sections of society. With holistic development of students as its core concern, the Department endeavours to bring quality Higher Education within the reach of the most disempowered classes, women and rural populace.

Presently the Department of Collegiate Education manages the planning, administration and funding of 430 Government First Grade Colleges that include 355 co-education colleges, 53 girls' colleges, 06 law colleges, 14 residential colleges, 02 Chitrakala colleges and 02 Model colleges and 321 Aided First Grade Colleges in the state with the assistance of 06 Regional Offices in Bengaluru, Mysore, Mangalore, Shimoga, Dharwad and Gulbarga.

It is interesting to note that the names of several prominent academicians of post-independence years like Dr. Sarvapalli Radhakrishnan and Sri. Lakshminarayana Modaliar of post-independence years are associated with the

## ***Awareness and Use of Digital Resources and Services Among Students of Government First Grade College Libraries of Dharwad District***

Department as recommendations of committees chaired by them have played a key role in establishing it. The expansion of the Department is equally impressive when referred back to its modest beginning with mere 44 colleges.

### **REVIEW OF LITERATURE**

A review of literature is a record of ideas and thoughts about their positives and shortcomings. It plays an important thing to understand what research work has been done on that subject. It is a source to develop research ideas and develop them into theories and concepts. It provides the researcher a bird's eye view about the research done in that area so far. The amount of literature published in the form of research papers, reports, books, guidelines and standards etc. needs to be reviewed to understand the concept better. This activity helps in knowing whether the study is going to yield new knowledge or will supplement the already existing knowledge. The review of the related literature presents the descriptive account of similar studies made by others and forms the basis for the study.

GirishaGa and Madesh Gowda T M (2019) opine with time libraries have experienced many transformations, currently situation has changed rapidly due to information explosion and approach of the internet. So to overcome this problem Library consortium is one of the solutions in this aim and objective MHRD, Govt. of India come up with an e-resources consortium, especially for college libraries that initiative only NLIST now a part of e-ShodhSindhu being executed by INFLIBNET center. Based on the recommendation of an Expert Committee, the MHRD has formed e- ShodhSindhu merging three consortia initiatives, namely UGC-INFONET Digital Library Consortium, NLIST, and INDEST-AICTE Consortium.

Gavua, E K et al (2018) prepares the issue of managing digital resources has become a major concern for educational and research institutions expanding with research laboratories, schools and departments. Some of these institutions have a major challenge as to how to manage huge quantities of educational resources required for research, teaching and learning. It is due to this challenge that this paper sought to design and implement a digital resource management system on the Hadoop Distributed File System (HDFS). Security features were implemented on the system to protect the system from attack. The system was tested to ensure that all the modules created were communicating perfectly and the system was producing the expected results.

Dukare D A ( 2020) outlines about sharing resources is nothing more than sharing library resources by certain participating libraries between them on the basis of the principle of cooperation. This is applicable when sharing documents, labor, services, space and equipment.

Arrebola et al (2020) describes a training course on blood transfusion to members of our hospital who are involved in the transfusion process, including technicians, nurses, and doctors. The course uses Moodle as the e-learning platform; it is evaluated using a satisfaction survey along with a knowledge-transfer and impact survey a year after taking the course. From 2015 to 2018, seven editions of the online transfusion course were developed. Six hundred and eighty students enrolled; of these, 124 did not take the final examination (18.2%); 60 never began the course (8.8%). Of the 556 students who completed the course, 546 passed (98.2%). The average score from the initial self-assessment was 7.3 while the average score from the final self-assessment was 9.2; the mean improvement was 1.9

(out of 10). The level of general course satisfaction was 9.27 (an average out of 10). More than 90% of the students stated that they were able to apply the acquired knowledge in the workplace after a year. E-learning has demonstrated itself as an affordable solution that could help in the training of all staff involved in the transfusion process at our hospital, with the advantage that it includes general knowledge and particular skills in local transfusion medical practice.

Pozharitskaya I.M. and Klimenko O.P. (2020) discusses about the digitalization and transformation of business processes inevitably leads to the development of management methodology under the influence of digital technologies. Resource management of business entity requires a review of both its classification and tools. The research methodology is based on using content analysis and discourse analysis of the research results published in international databases in accordance with the subject area. The suggested classification of digital resources allows further development of organizational model for digital resources management of business subject. The highlighted features of digital resources will certainly contribute to their effective management. At the same time, it is possible to use both a single digital platform and transform a business model taking into account the type of activity. In the conclusion of article further research areas are identified in part of methodological, theoretical and organizational rationale for digital resource management.

Kotur M B and Mulimani M N (2009) The Information Technology is changing the way faculty teachers and students learn. As the technology is changing rapidly, libraries are constantly required to evaluate new technologies and apply them to identify users to provide the best services. The paper provides a brief introduction to digital library resources. Kinds of Digital library resources, merits and issues are discussed.

Abdoulaye Kaba and Chennupati K. Ramaiah (2014) This paper seeks to examine and describe the provision of digital resources and services by academic libraries in the GCC countries. It specifically targets the top three or 18 academic institutions of six GCC countries as reported by the Ranking Web. The study uses digital access tools, digital resources, digital services, digital forms, digital communication tools, and social networks as criteria to determine the provision of digital resources and services. Data were collected using web-based survey questionnaire, structured interview, and content analysis. The study finds that the surveyed libraries have a set of strengths and weaknesses for digital resources and services. Results of the study revealed that all or majority of the surveyed libraries provide and use core elements of digital resources and services. However, more than 61% of them do not have mobile applications, and at least 77.8% of them do not use online membership, online document reservation, and online complains and comment forms.

Daniel Churchill (2017) this book addresses the theory and practice of using digital resources for contemporary learning, and how such resources can be designed, developed, and employed in a variety of learning activities and with various devices. Drawing on insights into learning theory, educational research and the practical design of digital resources for learning that the author has gained over the past 20 years, the book provides the first classification guide to digital resources for learning and links various types of digital resources for learning to both contemporary curriculum design and learning design models.

## ***Awareness and Use of Digital Resources and Services Among Students of Government First Grade College Libraries of Dharwad District***

Khan, Javed (2016) attempted to examine the usage of electronic resources at IIT Delhi. The study confirmed that respondents were aware of the e-resources and various types of e-resources, e-database, and e-journals. The study recommended the improvement in the access facilities with high internet speed and subscription to more e-resources.

Thanuskodi S and Ravi, S (2011) discusses utilisation of digital resources by faculty and research scholars of Manonmaniam Sundaranar University, Tirunelveli. Results show that 67.14 % of the faculty is familiar with the use of digital resources, and majority of these members are using digital resources for research purpose. Study also reveals that majority of the faculty members are learning the required skills for the usage of digital resources through self-study.

Arora J (2014) article delves into technological evolution, cultural revolution and contents enrichments that led to modified and newly added web-based library services. The article touches upon various aspects of building, accessing and organizing digital resources and collection. Hardware and software infrastructure requirements, both at server-end and client-end are enumerated. Lastly the article describes i) web-bases library services that are modified versions of existing services; and ii) technology-driven web-based library services. Digital resources and digital library are used interchangeably in this article given the fact that digital resources are basic and important ingredients of a digital library.

### **OBJECTIVES OF THE STUDY**

The objectives of the study are as follows

- ✓ To know the awareness of digital resources among the students GFGC in Dharwad District
- ✓ To find out the digital resources used by the students in the study
- ✓ To know the digital services available and used by the students in the GFGC library

### **Scope and Limitations of the study**

The present study deals with the Awareness and use of Digital Resources and Services among students of Government First Grade College Libraries of Dharwad District: An Analytical Study. The scope of this study is limited to the Libraries of Government First Grade Colleges of Dharwad as the number of Government First Grade Colleges in the entire Karnataka runs into few hundreds. For the study only 9Libraries of Government First Grade Colleges were considered for the study. Data is collected only from the students.

### **Significance of the Study**

The digital world gives everyone an opportunity to find his or her own expert, not necessarily in the classroom. The Internet and other digital resources provide students and teachers with the means to reach out to the world and extract the information that they find most interesting, whatever it may be. In the classroom there are many things that the students know more about their teachers, simply because the students can do their study that was once tedious and required many trips to the library, yet now only needs a few clicks of the mouse. Digital resources can create a varied learning experience. Digital resources are flexible: the student can pause, fast-forward or rewind them reflecting their own preferences. Digital resources are asynchronous: the learner can access them at any time,

not just in the classroom. Present study deals with the students who are learning in Government First Grade College libraries of Dharwad District.

## **METHODOLOGY**

For the study questionnaire method is followed to collect the data from the respondents. The Google form which is newly adopted technological tool to collect the data from the respondents is accepted in this study with all the questions carrying multiple options and tick mark. All 505 respondents are filled and attempted all the questions with relevant answers were accepted for the study.

### **Analysis and Interpretation**

Further the analysis of the same is given in below tables with interpretations.

**Table No 1.** Level of Computer Literacy Skills

<b>Level</b>	<b>No of Respondents</b>	<b>%</b>
Proficiency	44	9
Advanced	117	23
Intermediate	293	58
Basic	51	10
Total	505	100

From the above table it is also important to know what is the level of computer Literacy skills for using the computer or laptop by the respondents. It is evident from the Table 1 that 293 (58%) respondents have mediocre skills, followed by 117 (23%) respondents have the advanced skills, followed by 51(10%) respondents have basics knowledge and 44 (9%) have proficient about the skills of computer literacy they have in using the computer / laptop. The ICT literacy Skills has become the necessary concept due to the impact globalization and digital world.

**Table No 2.** Computers/Laptop are Being Used

<b>Years</b>	<b>No of Respondents</b>	<b>(%)</b>
1-2 Years	115	23
2-3 Years	43	8
3-4 Years	24	5
Less than 1 Year	155	31
More than 5 Years	25	5
Aware but Not Using Computer/Laptop	143	28
Total	505	100

A question was asked to the respondents on since how long you are using the computer or laptop. The data indicates that in 115 (23%) respondents are from 1-2 years, whereas, in 115 (31%) respondents are less than 1 year, followed by 43 (8%) respondents are from 2-3 years, followed by 25 (5%) respondents are using more than 5 years and 24 (5%) respondents are from 3-4 years.

## ***Awareness and Use of Digital Resources and Services Among Students of Government First Grade College Libraries of Dharwad District***

**Table No. 3** Place of using Computer

<b>Place Where Using Computer/Laptop</b>	<b>No of Respondents</b>	<b>(%)</b>
Home	274	54.25
Internet Center	270	53.46
Library	110	21.78
All the Above	65	12.9

From the above table it is also important to know where the computer or laptop are being used by the respondents. It is evident from the Table 3 that 274 (54.25%) respondents are using the computer at their home, followed by 270 (53.46%) respondents are using the computer in the Internet center, followed by 110(21.78%) respondents are using the computer from the college library and 65 (12.9%) are using the computer/laptop in all the cases.

**Table No. 4** Weekly Hours Spent on Computers/Laptop

<b>Weekly Hours Spent on Computers/Laptop</b>	<b>No of Respondents</b>	<b>(%)</b>
1-3 Hours	265	52
3-5 Hours	47	9
5-6 Hours	36	7
More than 6 Hours	14	3
Aware but Not using Computer/ Laptop	143	28
Total	505	100

A question was asked to the respondents on how many hours you are spending your time on computer or laptop. The data indicates that in 265 (52%) respondents are from 1-3 hours, whereas, in 47 (9%) respondents are less than 3-5 hours, followed by 36 (7%) respondents are from 5-6hours, followed by 14 (3%) respondents are using more than 6 hours and 143 (28%) respondents are not using the computer / laptop.

**Table No. 5** Awareness of Digital Resources

<b>Digital Resources</b>	<b>No of Respondents</b>	<b>(%)</b>
CD ROM/DVD	255	50.50
Electronic records like emails, spreadsheets	161	31.88
Open Resources – e-Book and e-Journals	56	11.09
Images	201	39.80
Audios & Videos	298	59.01
LMS (Teaching& Learning Resources)	125	24.75

A question was posed to the respondents on the awareness of digital resources. The Table reveals that 298 (59.01%) respondents are aware of Audio & Video material, followed by 255 (50.50%) respondents about CD ROM/DVD, 201 (39.80%) respondents about images, followed by 161 (31.88%) are aware of websites, followed by 125 (39.80%) respondents are aware of Teaching resources and 56 (11.09%) are aware of open resources like e books and e journals.

**Table No. 6** Purpose of Using Digital Resources

<b>Purpose of Using Digital Resources</b>	<b>No of Respondents</b>	<b>%</b>
For Career Development	288	57.03
For Communication	96	19.01
For Preparing Notes	114	22.57
For Subject Information	122	24.16
For Upgrading the Knowledge	155	30.69

Respondents were asked to give their opinion about their purpose behind using these digital sources. Table reveals that of the total 55 respondents surveyed, the majority of respondents, that is, 288 (57.03%) use digital resources for career development. About 155 (30.69%) respondents use for upgrading the knowledge purpose, whereas 122 (24.16%) respondents use them for subject information. About 114 (22.57%) respondents use them for preparing notes, followed by 96 (19.01%) respondents who use them for communication purpose.

**Table No. 7** Method of Learning to Use Digital Resources

<b>Method of Learning to Use Digital Resources</b>	<b>No of Respondents</b>	<b>%</b>
Friends	262	51.88
Guidance from Library Staff	148	29.31
Through Formal Course	164	32.48
Self-Study	215	42.57

It is important to know different skills employed by the faculty members in making use of electronic information resources. The data is recorded in the above table. It reveals that the majority of respondents, that is, 262 (51.88%) learnt by their friends, whereas about 215 (42.57%) respondents indicated the guidance from self-study. This is followed by 148 (29.31%) respondents who learnt after getting the guidance from library staff. About 164 (32.48%) respondents learnt by attending formal courses.

**Table No. 8** Assistance for using Digital Resources

<b>Assistance for using Digital Resources</b>	<b>No of Respondents</b>	<b>%</b>
Support When Needed	209	41.39
Through Self Help Guides	191	37.82
Through One-to-One Demonstration,	225	44.55
Through Workshop	236	46.73

The data is recorded in the above table. It reveals that the majority of respondents, that is, 236 (46.55%), are preferred through workshop Mode of Training for using Digital Resources whereas about 225 (44.55%) respondents indicated through one to one demonstration. This is followed by 209 (41.39%) respondents who seek support when needed. About 191 (37.82%) respondents learnt through self-help guides.



## **SUGGESTIONS**

The most important thing in the suggestion is to authority must take care of it and try to improve the college library infrastructure regarding digital environment. Some of them are

1. It is suggested to the respondents to take proper training from the Colleges to get their knowledge updated and use the computer or laptop very fluently.
2. From the above analysis it is clear that respondents are not well verse with the computer. So it is suggested that respondents should involve in using and spending time to work on computer or laptop for their bright future.
3. It is also suggested the respondents to get aware of other digital resources which are available for further use by the library like online databases, LMS, open source websites etc.
4. The library is well equipped with infrastructure and qualified staff. Respondents of the respective colleges should take maximum guidance from them to use the digital resources.

## **CONCLUSION**

This study revealed the strength of the surveyed libraries in providing a variety of digital resources and services. Digital forms help libraries to save time, reduce cost, and satisfy users' needs. The ongoing rapid advancement of information and communication technology has created and is continuing to create new challenges for libraries and information centers. Libraries have been facing significant pressure from information revolution today, the traditional methods of promoting library resources and services are insufficient to satisfy the information needs of users. Therefore, librarians have been acquiring the most up-to-date information technology and content to ensure that they satisfy users' information needs.

## **REFERENCES**

- [1] Anyim, W. O. (2018). E-Library resources and services: Improvement and innovation of access and retrieval for effective research activities in university e-libraries in Kogi State Nigeria. *Library Philosophy and Practice (e-journal)*, 1647. <https://digitalcommons.unl.edu/libphilprac/1647>
- [2] Arora, J. (2001). Web-based digital resources and services: trends and innovations. [https://ir.inflibnet.ac.in:8443/ir/bitstream/1944/105/1/cali\\_24.pdf](https://ir.inflibnet.ac.in:8443/ir/bitstream/1944/105/1/cali_24.pdf)
- [3] Banker, Vipul P. & Sharma, D. K. (2018). An evaluative study of digital resources and services of state university libraries: special reference to Gujarat state. *Research Zone India*, 6(2), 416-419. [https://www.researchgate.net/publication/337532305\\_An\\_evaluative\\_study\\_of\\_digital\\_resources\\_and\\_services\\_of\\_state\\_university\\_libraries\\_special\\_reference\\_to\\_Gujarat\\_state](https://www.researchgate.net/publication/337532305_An_evaluative_study_of_digital_resources_and_services_of_state_university_libraries_special_reference_to_Gujarat_state)
- [4] Bulla, Shivanand D.; Shenvi, Shrinivas S. & Mulimani, Mallikarjun N. (2013). Resources and Services Provided By St. Joseph Engineering College Library, Vamanjoor. *Indian Journal of Library and Information Technology*, 03(04), 05.
- [5] Churchill, D. (2017). Repository of Digital Resources for Learning. In *Digital Resources for Learning* (pp. 159-174). Springer, Singapore. [https://doi.org/10.1007/978-981-10-3776-4\\_8](https://doi.org/10.1007/978-981-10-3776-4_8)
- [6] Dukare, D. A. (2020). Concept and types of digital resources, What are the benefits of consortia approach in collection development?. *IP Indian Journal of Library Science and Information Technology*, 5(1), 46-49. <http://doi.org/10.18231/j.ijlsit.2020.010>

- [7] Gavua, E. K., Okyere-Dankwa, S., & Agbesi, C. C. (2017). A Digital Resource System on HDFS. *International Journal of Recent Technology and Engineering (IJRTE)*, 6(03), 11-15.  
[https://www.researchgate.net/publication/328031047\\_A\\_Digital\\_Resource\\_System\\_on\\_HDFS](https://www.researchgate.net/publication/328031047_A_Digital_Resource_System_on_HDFS)
- [8] Girisha, G., & Gowda, M. (2019). E-Resource Consortia Boon to Academic Libraries. *Online International Interdisciplinary Research Journal*, 09(01), 357-363. [https://www.researchgate.net/publication/356915465\\_E-Resource\\_Consortia\\_Boon\\_to\\_Academic\\_Libraries](https://www.researchgate.net/publication/356915465_E-Resource_Consortia_Boon_to_Academic_Libraries)  
<https://dce.karnataka.gov.in/> accessed on 16/12/2021
- [9] Kaba, A., & Ramaiah, C. K. (2014, March). Digital Resources and Services: An Investigation of GCC Academic Libraries. In *The Special Libraries Association-Arabian Gulf Chapter 20th Annual Conference (Vol. 2014, No. 1, p. 1)*. Hamad bin Khalifa University Press (HBKU Press). <http://dx.doi.org/10.5339/qproc.2014.gsla.1>
- [10] Kenna, J. L., & Pellegrino, A. M. (2018). Digital Resources for Social Studies. *Journal of Adolescent & Adult Literacy*, 61(6), 705-708. <https://doi.org/10.1002/jaal.750>
- [11] Khan, J. (2016). Awareness and use of digital resources and services in the IIT Delhi Library. *International Journal of Research-GRANTHAALAYAN*, 4(6), 64-71. <https://zenodo.org/record/56541>
- [12] Kotur, M. B., & Mulimani, M. N. (2019). Digital Library Resources for the Users: An Overview. *Journal of Advancements in Library Sciences*, 6(1 Special Issue), 111-114.  
<http://sciencejournals.stmjournals.in/index.php/JoALS/article/view/1743>
- [13] Mohan, V. (2002). Digital libraries in fisheries. In *Tharangam-Souvenir (pp. 38-39)*. Central Marine Fisheries Research Institute. [http://eprints.cmfri.org.in/7657/1/663.\\_Moh.pdf](http://eprints.cmfri.org.in/7657/1/663._Moh.pdf)
- [14] Mulimani, M., & Naikar, S. (2020). Digitisation and Role of Academic libraries. *Indian Journal of Library and Information Technology (IJLIT)*, 10(04), 13-18. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3769286](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3769286)
- [15] Pozharitskaya, I. M., & Klimenko, O. P. (2020, August). Digital Resources: New Management Object. In *Russian Conference on Digital Economy and Knowledge Management (RuDEcK 2020) (pp. 542-545)*. Atlantis Press. <https://doi.org/10.2991/aebmr.k.200730.099>
- [16] Tabassum, S., Alam, P. & Haridasan, S. (2017). Digital Resource Management in Central University Libraries: An Evaluative Study. In *6th International Library and Information Professionals Summit (ILIPS- 2017) on Dynamics of Library for Excellence in Electronic Revolution (203-212)*. Indian Institutes of Science Education & Research (IISER).  
[https://www.researchgate.net/publication/316081467\\_Digital\\_Resource\\_Management\\_in\\_Central\\_University\\_Libraries\\_An\\_Evaluative\\_Study](https://www.researchgate.net/publication/316081467_Digital_Resource_Management_in_Central_University_Libraries_An_Evaluative_Study)
- [17] Thanuskodi, S., & Ravi, S. (2011). Use of digital resources by faculty and research scholars of ManonmaniamSundaranar University, Tirunelveli. *DESIDOC Journal of Library & Information Technology*, 31(1), 25-30. <https://doi.org/10.14429/djlit.31.1.759>
- [18] Turamari, Rajesh & Kotur, Mrutyunjaya B. (2020). Changing Skills of LIS professionals in the Digital Environment. *Indian Journal of Library and Information Technology*, 10(04), 34-38.