

# A SURVEY ON AWARENESS AND USAGE OF DIGITAL LIBRARY RESOURCES BY MANAGEMENT FACULTY IN INDORE REGION

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## ABSTRACT

Digital resources are considered important for the academic community, teaching, research and training due to the technological advancements. Today modern libraries consist of storage devices like microforms, magnetic tapes, compact discs etc. as they are playing vital role in storage and dissemination of information. Thus, digital resources are playing a significant role in academic libraries by providing information to the users related to their educational and research purposes and by promoting academic excellence and research. The study aims at investigating the awareness and use of digital information resources among the faculty members and students of various college libraries in Indore region. A questionnaire method is used to identify the awareness of library services, availability of library e resources, and their views on library services. This paper also examines the satisfaction levels of users about e resources, on line database, etc., and services provided by the library. Further an attempt has also been made to highlight the findings of the study and conclusion have based on the analysis of the data. This paper will be useful for administrators of the university libraries in developing a better digital & electronic resources and will provide insight for the people in IT sector.

**Keywords:** Digital Library, e-resources, e-books, e-journals, online data-base, Faculty Members, Research Scholars, Students. Awareness, Research ability, Utilization, Integrated digital library.

## I. INTRODUCTION

Libraries play a major role as centres of learning and institutions of information dissemination. The developments in the modern technologies and the information delivery industry have resulted in utilization of modern means and methods during the last decade and many people need to have access to the electronic resources as their research tools. The primary goal of any library is to provide information to its users. Digital libraries, as one of the significant scientific information resources, have provided the accessibility to the qualitative and quantitative information more precisely and more quickly. Digital resources usually consist of e-books, online journals, online databases, institutional repository, OPAC and Web OPAC, websites, e-images, e-news, e-thesis and e-dissertation, CD-ROMs, DVD etc. Therefore, the resources which are available online in digital formats are called digital resources. The digital resources can be used by users through online access. As facilitators of the teaching and learning process, the university libraries are expected to

identify, collect, organize, and distribute both print and electronic resources. University library users are projected the use of online resources and incorporate the benefits in academic activities and knowledge. A digital library is a distributed electronic collection that covers virtually all fields of human endeavour to serve a defined community. The basic idea of digital library is to provide universal access to digitized information throughout the world. Digital libraries play a significant role in various institute libraries as they are mostly tuned for the promotion of academic excellence and research. Thus, electronic content is main part for research and development work. However, information explosion, diversity of users' needs and financial crunch has come in the way of information provisioning. In order to attract students of various courses and compete at global level, the universities and colleges need to maintain standards. This study aims to discover some of the barriers that students encounter in the process of fulfilling their information needs. The awareness, utilization and the research skills of students are important because they will help administrators determine if electronic resources are being adequately utilized, how to further develop these resources, and how to select additional electronic resources for the maximum benefit of users within a limited budget. User perspective is very important in channelling effective and efficient electronic information resource development. Consequently, the related goal of the present study is to compare what e-resources and databases were used, how the students were acquainted with them and why they were used. In this framework, it is essential to know that the faculty members are using Digital Library resources or not, also the frequency and purpose of using it, what are the problems faced while using and reasons for not using. The aim of the present study is to make analytical study of information needs and utilization pattern of faculty members and research scholars of various institutions.

## II. REVIEW OF LITERATURE

**Kaur and Verma (2010)** this study reveals that gradually the usage of digital library is increasing as people are little aware about these platforms. E-resources are more convenient for them instead of going to library. These platforms offer better resources and services to faculty members as well as students.

**Al-Saleh (2010)** examined the utility of the digital library resources where it was found that most of the students as well as faculties still prefer printed books rather than digital library resources. Reasons behind that are lack of assistance and proper training while using these platforms.

**Devendra Kumar and others<sup>4</sup> (2010)** have revealed that the prospects of faculty members and research scholars

towards digital library resources and services at Sardar Vallabh bhai Patel University of Agriculture and Technology, Meerut, Uttar Pradesh, India. It was found that the various aspects of digital library usage, frequency and purposes of library visits, and user satisfaction of library services. It also shares major problems that hamper faculty members and students while using digital resources.

**Hewitson, (2009)**-Most of the universities provide proper assistance to the faculty members and students to access digital library resources. The main objective of the universities is to create awareness and make people techno friendly.

**Devendra Kumar and Raj Kumar Singh<sup>2</sup> (2009)**. This reading reveals and explains various aspects of the available digital library resources with the frequency and purposes and the usage of e-resources.

**Liu et al., (2009)**-Study resulted about the extent of digital library resources utilization that it is needed to increase the digital resources utilization through informing the customers the benefits of using the digital library resources anywhere and anytime.

**Kahn and Ahmad (2009)** resulted that most of the faculty members were aware about the available digital library resources and most of them use it for their academic and research work. They were satisfied with the available resources which improves their research work with better content and high quality materials and also study revealed that the biggest obstacle in accessing digital resources was lack of proper training.

**Salmani Nadooshan et al. (2008)**- The scientific databases are also considered as one of the important means of successful industry and technology, because it is a platform which connects academicians and students which creates a link between the industry and production.

**Asemi and Riyahinia, (2007)**- The study concluded, rapid and endless growth in information technologies which has added a boom in digital library resources. In accessing such platforms it required proper training about how to use this technological resource.

### III. OBJECTIVES

- (i) To identify the various types of Digital Library resources and services provided by the institute library and to assess the adequacy, availability and accessibility of library collection.
- (ii) To examine their awareness and satisfaction with regard to different types of digital library resources among the users.
- (iii) To study the purpose and utilization of the digital library resources by the faculty members and to know the ability level of to use the existing electronic resources.
- (iv) To find out the problems faced by the faculty members while accessing and using digital library resources
- (v) To find out the association between demographic variables & frequency of using the digital library resources & awareness towards digital library resources.
- (vi) To suggest some measures to improve the use of e resources based services.

### IV. HYPOTHESIS

H0: There is no significant association between teaching experience, designation, education, computer training, frequency of using the digital library resources & awareness towards digital library resources.

H1: There is a significant association between teaching experience, designation, education, computer training, frequency of using the digital library resources & awareness towards digital library resources.

### V. RESEARCH METHODOLOGY

A simple random sampling method was used. Descriptive statistics (mean, standard deviation, average and so on) have been used to analyse the data using the SPSS 22 software. This study is intended to know the awareness of the faculty members with respect to the use of library information resources and services in various colleges in Indore region. Hypothesis testing was done by using Chi- square test. The data was collected through structured questionnaire.

### VI. ANALYSIS & INTERPRETATION:

#### FT1-Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	140	61.9	61.9	61.9
Male	86	38.1	38.1	100.0
Total	226	100.0	100.0	

The above table represents the gender wise distribution of the respondents. Out of 226 faculty members 86 (38.1%) were male respondents and 140 (61.9%) were female respondents.

#### FT 2- Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-30	99	43.8	43.8	43.8
31-40	74	32.7	32.7	76.5
41-50	37	16.4	16.4	92.9
50+	16	7.1	7.1	100.0
Total	226	100.0	100.0	

The above table represents out of 226 respondents, 99(43.8%) were under the age of 0-30Yrs, 74 (32.7%) were between the age of 31-40Yrs, 37(16.4%) were between 41-50Yrs and 16 (7.1%) were above 50Yrs.

**FT3-Faculty**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Management	84	37.2	37.2	37.2
Commerce	35	15.5	15.5	52.7
Engineering	32	14.2	14.2	66.8
Arts	35	15.5	15.5	82.3
Others	40	17.7	17.7	100.0
Total	226	100.0	100.0	

Subject wise analysis brings home the fact that 84(37.2%) faculty members were belonged to Management discipline, 35(15.5%) were belonged to Commerce, 32(14.2%) were belonged to Engineering, 35 (15.5%) were belonged to Arts and 40 (17.7%) were belonged to others.

**FT4- Designation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lecturer	113	50.0	50.0	50.0
Readers	52	23.0	23.0	73.0
Professors	61	27.0	27.0	100.0
Total	226	100.0	100.0	

Designation wise analysis revealed that out of 226 respondents, 113 (50%) were lecturers, 52 (23%) were Readers & 61 (27%) were Professors.

**FT 5- Computer Training**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Formal	147	65.0	65.0	65.0
Informal	79	35.0	35.0	100.0
Total	226	100.0	100.0	

Above table revealed that out of 226 respondents, 147 (65%) faculty members went through formal computer training and 79 (35%) faculty members did not undergo such training.

**FT 6- Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ph.D	72	31.9	31.9	31.9
Non-Ph.D	154	68.1	68.1	100.0
Total	226	100.0	100.0	

It was observed that out of 226 respondents only 31.9% of the respondents were Ph.D and 68.1% of the respondents were non Ph.D. Therefore, maximum number of respondent had an education less than doctorate degree.

**FT 7- Teaching Experience**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-5	114	50.4	50.4	50.4
6-15	83	36.7	36.7	87.2
15-25	26	11.5	11.5	98.7
25+	3	1.3	1.3	100.0
Total	226	100.0	100.0	

Above table concluded that out of 226 respondents 50.4% of faculty members had less than 5 Yrs of experience, 36.7% had 6 to 15 years of experience, 11.56% had 15 to 25 Yrs of experience and only 1.3% of faculty members had above 25 Yrs of experience.

**FT 8- Institute Library has Adequate Digital resources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	109	48.2	48.2	48.2
No	117	51.8	51.8	100.0
Total	226	100.0	100.0	

It was evident from the above table that out of 226 respondents, majority i.e., 117 (51.8%) of the institute library had no adequate digital resources, only 109 (48.2%) had sufficient digital resources.

**FT 9- E-resources Over Print resources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	189	83.6	83.6	83.6
No	37	16.4	16.4	100.0
Total	226	100.0	100.0	

It was found that out of 226 respondents, 189 (83.6%) faculty members think that e-resources are convenient than print resources and 37 (16.4%) faculty members were still not comfortable with e-resources.

**DT 10- Awareness of digital resources provided by Institute's library**

	N	Mean
Awareness of Digital resources Provided by Institute Library Internet	226	1.19
Awareness of Digital resources Provided by Institute Library E-journals	226	1.34
Awareness of Digital resources Provided by Institute Library online database	226	1.35
Awareness of Digital resources Provided by Institute Library E- newspapers	226	1.38
Awareness of Digital resources Provided by Institute Library E-thesis & projects	226	1.44
Awareness of Digital resources Provided by Institute Library E-books	226	1.46
Awareness of Digital resources Provided by Institute Library E-zines	226	1.62
Awareness of Digital resources Provided by Institute Library OPAC	226	1.76
Awareness of Digital resources Provided by Institute Library CDROM	226	1.77

Valid N (list wise)	226
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**DT 11- Awareness and use of digital resources provided by institute's library**

	N	Mean
Digital resources for teaching, learning and research Open access journals	226	1.43
Digital resources for teaching, learning and research IEEE	226	1.57
Digital resources for teaching, learning and research DELNET	226	1.59
Digital resources for teaching, learning and research Springer link	226	1.60
Digital resources for teaching, learning and research INDESTAICTE	226	1.66
Digital resources for teaching, learning and research Emerald	226	1.69
Digital resources for teaching, learning and research NPTEL	226	1.69
Digital resources for teaching, learning and research ASMEASCE	226	1.72
Digital resources for teaching, learning and research Elsevier	226	1.74
Digital resources for teaching, learning and research J-Gate	226	1.77
Digital resources for teaching, learning and research Proquest	226	1.77
Digital resources for teaching, learning and research DOAJ	226	1.77
Digital resources for teaching, learning and research Capitoline	226	1.78
Digital resources for teaching, learning and research EBESCO	226	1.78
Valid N (list wise)	226	

Based on the mean computation, above table shows the awareness and use of digital resources provided by institute's library among the respondents. It was found that majority of the respondents preferred open access journals, followed by IEEE, DELNET, Springer link, INDESTAICTE, Emerald, NPTEL, ASME/ASCE, Elsevier, ProQuest, J-Gate, DOAJ and least preferred digital resources & online database was found to be Capita line. Hence it can be concluded that most of the respondents were aware about open access journals and were least aware about Capita line.

**FT 12- Frequently use of digital library resources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Daily	60	26.5	26.5	26.5
Weekly	58	25.7	25.7	52.2
Monthly	44	19.5	19.5	71.7
Occasionally	16	7.1	7.1	78.8
Rarely	24	10.6	10.6	89.4
Never Use	24	10.6	10.6	100.0

Total	226	100.0	100.0
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From the above table, it was evident that 60 (26.5%) faculty members used digital resources daily, followed by 58 (25.7%) members used once in a week, 44 (19.5%) faculty members used once in a month, 16 (7.1%) faculty members used occasionally, 24 (10.6%) faculty members used digital resources rarely and remaining 24 (10.6) % of the faculty members never used digital library resources.

**CT 13- Gender \* Digital resources awareness Total Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.125 <sup>a</sup>	9	.024
Likelihood Ratio	20.546	9	.015
Linear-by-Linear Association	1.242	1	.265
N of Valid Cases	226		

a. 3 cells (15.0%) have expected count less than 5. The minimum expected count is 2.28.

The chi-square value for gender at 9 degree of freedom was found to be 19.125. Value of P=.024 which is less than standard value of alpha, 0.05. (P<0.05) therefore the null hypothesis is rejected. Hence, we can conclude that there is a significant association between Gender & Awareness and use of digital resources.

**Symmetric Measures**

	Value	Approx. Sig.
Nominal by Nominal Phi	.291	.024
Cramer's V	.291	.024
N of Valid Cases	226	

Symmetric measures table shows the strength of association between the variables. From the above table, it can be concluded that the association between the variables is weak.

**CT14- Age \* Digital resources awareness Total Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	281.962 <sup>a</sup>	27	.000
Likelihood Ratio	245.257	27	.000
Linear-by-Linear Association	.062	1	.803
N of Valid Cases	226		

a. 24 cells (60.0%) have expected count less than 5. The minimum expected count is .42.

The chi-square value for age at 27 degree of freedom was found to be 281.962. P=.000. Since P<0.05 therefore the null hypothesis is rejected. Hence, we can conclude that there is a significant association between Age & Awareness and usage of digital resources.



Symmetric Measures

	Value	Approx. Sig.
Nominal byPhi	1.117	.000
Nominal Cramer's V	.645	.000
N of Valid Cases	226	

Symmetric measures table shows the strength of association between the variables. From the above table, it can be concluded that the association between the variables is moderate.

**CT 15- Teaching Experience \* Digital resources awareness Total**

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	121.195 <sup>a</sup>	27	.000
Likelihood Ratio	121.156	27	.000
Linear-by-Linear Association	1.639	1	.200
N of Valid Cases	226		

a. 22 cells (55.0%) have expected count less than 5. The minimum expected count is .08.

The chi-square value for teaching experience was found to be 121.925 at 27 degree of freedom.  $P=.000$ . Since  $P<0.05$  therefore the null hypothesis is rejected. Hence, we can conclude that there is a significant association between Teaching Experience & Awareness and usage of digital resources among faculty members.

Symmetric Measures

	Value	Approx. Sig.
Nominal byPhi	.732	.000
Nominal Cramer's V	.423	.000
N of Valid Cases	226	

Symmetric measures table shows the strength of association between the variables. From the above table, it can be concluded that the association between the variables is moderate.

**CT 16- Designation \* Digital resources awareness Total**

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	93.710 <sup>a</sup>	18	.000
Likelihood Ratio	105.981	18	.000
Linear-by-Linear Association	39.910	1	.000
N of Valid Cases	226		

a. 11 cells (36.7%) have expected count less than 5. The minimum expected count is 1.38.

The Pearson chi-square value for designation was found to be 93.710 at 18 degree of freedom.  $P=.000$ . Since  $P<0.05$  therefore the null hypothesis is rejected. Hence, we can conclude that there is a significant association between Designation & Awareness and usage of digital resources among faculty member

Symmetric Measures

	Value	Approx. Sig.
Nominal byPhi	.644	.000
Nominal Cramer's V	.455	.000
N of Valid Cases	226	

Symmetric measures table shows the strength of association between the variables. From the above table, it can be concluded that the association between the variables is moderate.

**CT 17- Education \* Digital resources awareness Total**

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	97.722 <sup>a</sup>	9	.000
Likelihood Ratio	118.531	9	.000
Linear-by-Linear Association	66.584	1	.000
N of Valid Cases	226		

a. 5 cells (25.0%) have expected count less than 5. The minimum expected count is 1.91.

The Pearson chi-square value for education was found to be 97.722 at 9 degree of freedom.  $P=.000$ . Since  $P<0.05$  therefore the null hypothesis is rejected. Hence, we can conclude that there is a significant association between Education & Awareness and usage of digital resources among faculty members.

Symmetric Measures

	Value	Approx. Sig.
Nominal byPhi	.658	.000
Nominal Cramer's V	.658	.000
N of Valid Cases	226	

Symmetric measures table shows the strength of association between the variables. From the above table, it can be concluded that the association between the variables is weak.

**CT 18- Computer Training \* Digital resources awareness Total**

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	98.388 <sup>a</sup>	9	.000
Likelihood Ratio	112.410	9	.000
Linear-by-Linear Association	39.243	1	.000
N of Valid Cases	226		

a. 4 cells (20.0%) have expected count less than 5. The minimum expected count is 2.10.

The Pearson chi-square value for computer training among faculty members was found to be 98.388 at 9 degree of freedom.  $P=.000$ . Since  $P<0.05$  therefore the null hypothesis is rejected. Hence, we can conclude that there is a significant association between Computer Training & Awareness and usage of digital resources among faculty members.

#### Symmetric Measures

	Value	Approx. Sig.
Nominal by Phi	.660	.000
Nominal Cramer's V	.660	.000
N of Valid Cases	226	

Symmetric measures table shows the strength of association between the variables. From the above table, it can be concluded that the association between the variables is weak.

### VII. FINDINGS & CONCLUSION:

It can be concluded that there is a significant association between demographic variables of faculty members such as gender, age, teaching experience, designation, education, computer training and their awareness level and usage of digital resources. Therefore, the null hypothesis is rejected. It is clear from the study that the speed of availability and the ease of accessibility of information make the faculty members to use digital resources more frequently. Many of the respondents are unaware and have not used On-line thesis/dissertations, abstracts/ indexes, On-line databases, which are very relevant for their study and research. So the libraries can take initiatives to organize awareness programmes in this area. This study helps the librarian to know the importance of electronic resources in academic environment. However, all libraries have reasonable resource facilities at their end. Future studies may be conducted in other colleges and universities on awareness of electronic resources in Indian context. In the present study that investigators have made an attempt to know the faculty members awareness and use of various facilities and services available in the university libraries in Indore region. Further an attempt was made to measure the satisfaction level of the faculty members towards facilities and services. The present study revealed the awareness and use of digital resources provided by institute library. It showed that majority of the faculty members i.e., 184 (81.4%) were aware about Internet and only 53 (23.5%) were aware about CDROM. It was concluded that 92 (40.7%) respondents were satisfied upto some extent & 13 (5.8%) respondents were less satisfied with available library resources, whereas 84 (37.2%) faculty members were satisfied to some extent 23 (10.2%) faculty members were satisfied to less extent with the digital information sources & services provided by institute's library. Most of the faculty members i.e., 129 (57.1%) access Open Access Journals and only 50 (22.1%) access EBESCO digital resources & online database, 50 (22.1%) access Capita line. It was concluded that, 60 (26.5%) faculty members are using digital resources daily & 24 (10.6%) of the faculty members never use digital library resources. Among the 226 respondents, majority i.e., 174 (77.0%) of the faculty members highly preferred digital

library resources for the latest developments & to update knowledge and 79 (35%) for writing books. Majority of the respondents 161 (71.2%) have faced lack of sufficient e-resources & 114 (50.4%) respondents faced the problem of using digital library resources.

It is anticipated that the results outlined in this paper, together with the recommendations, will be useful for those in decision-making roles and provide some insight for the people responsible for IT application. It is further hoped that this paper will assist administrators of the university libraries in developing a more complete understanding of the electronic information needs of students and the barriers that may inhibit their optimal use.

### VIII. RECOMMENDATIONS

The faculty members need timely and continuous information services for classroom teaching, guiding research projects and for becoming subject specialist. University libraries should take a prominent role to create awareness among faculty members as well as students about the Digital Library resources by conducting proper training programmes, seminars, workshops, audio-presentations, live demonstrations, etc., as and when needed. The universities should support the libraries in every possible way and faculty members should cooperate in this regards. University libraries should convert the non-users into actual users by educating them about the potentiality of the digital library resources for their academic activities. Each of the faculty members should be given computer system with internet connectivity as well as LAN connection at his/her department chamber to use the digital library resources frequently. University libraries should increase the number of internet nodes exclusively for faculty member. Internet bandwidth should be increased. UPS systems with sufficient capacity should be established in the university campuses. Awareness of the use of e-journals and e-books to obtain current information should be created. More computer terminals should be installed in the library for the benefit of the maximum faculty members, and more funds should be given to acquire electronic resources. The speed of Internet needs to be increased for quick access to the available e-resources. Awareness levels should be increased for maximizing the usage of online journals for procuring the current and required information. Management should provide sufficient funds for strengthening digital resources in engineering libraries. The library should conduct regular evaluations and assessments to determine the effectiveness of the digital resources in meeting information needs of the users. There is a need to organize orientation classes and training programs in accessing, searching and downloading of e-resources effectively at regular intervals. Institute Library must provide Article Alert Service and Proactive e-mail based on content pages of select e-journals for the faculty members & students and the same may be made available in the library web site for future reference. The libraries websites and pages should provide an online support to e-resources. Libraries should introduce feedback systems (both online and offline) for observing the proper use of e-resources. On the other hand, with respect to the continuous changes in the universities training methodology such as network training, webinars, seminars and virtual

training during the recent years, better and more efficient awareness management through various ways such as intellectual property rights and also the informational infrastructures will increase the utilization of the electronic periodicals. User training must be given for the proper exploitation of electronic journals. The faculty and libraries should organize regular workshops to enhance the usage of e-journals and electronic databases. The number of e-journals available electronically should be increased for researchers in their areas of specialization and even when off-campus. In order to increase higher use of e-journals by the researchers, the faculty should give more assignments related to their research topics, so that they may be forced to exploit e-journals services more efficiently. The library computer labs and university computer centres should provide printing facilities for e-journal resources free or at a minimum cost in all three universities.

Based on the findings of the study, the following suggestions are made to improve the awareness and use of digital library resources among the faculty members. College libraries should create awareness among the faculty members by conducting awareness programmes, such as orientation program, demonstrations, conference, seminars, through emails and notices for the optimum use of available digital resources.

## **IX. SCOPE FOR FUTURE RESEARCH**

The scope of the future research could be to find out the most effective method and tool which can increase awareness about digital library resources not only among faculty members but also among students and research scholars. Also impact of usage of digital library resources can be identified on the academic performance and enhancement of skills and knowledge among various institute, students and faculty members.

## **X. LIMITATIONS OF RESEARCH**

The study was limited to Indore region within specific time duration.

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