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DIGITAL INFORMATION LITERACY AMONG THE FACULTY MEMBERS OF GUJARAT ADANI INSTITUTE OF MEDICAL SCIENCES

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Abstract:

The purpose of this study is to expect to explore and investigate the interpretation of faculty on digital information Literacy (DIL) and their skills and competencies in using Digital Information in GAIMS in the state of Gujarat. This study has informs various types of DIL skills and capability required for Faculty members of ICT, constraints affecting related skills, competencies and suggested suitable measures to meet the challenges in GAIMS and also help to set a standard for academic library professionals to project and outline the digital literacy plan as per the requirement of institution. Notably assist the administrators of institution and libraries, information professionals, specialists, educators and policy makers to make strategic decisions in managing resources and services to achieve vision and aim of institute.

The main goal of meeting information needs of user in Library the Librarian must be authorized with required DL skills and intensely competencies to fulfill
The mission of their Institute. Since role of library professionals is critical for success of DL, their skills must be intensified for success of DL, their skills must be enhanced by providing effective training. Management of university has a spirited role to play in training of Library professionals through evidence based innovative ways and calculated proceeding in the 21st century of digital age.

Keywords:

Information Literacy, ICT in Library, Digital Literacy, Digital Information Literacy, Literacy Skills.

INTRODUCTION:

In present time the computer and information and communication technology (ICT) are used into various field such as education, business, health, agriculture, technology, space ect which is essential for all citizen. The problems are not regarding insufficient data amount, but a large amount of data to be understood and communicated to people which is relatively possible for those who possess an ability to appropriately decide and have information related to technology usage which will have an impact in education throughout their life including work life in future. For the completion of institutional Goal, their employees, teachers have main role. By the use of ICT, teachers have various options to teach and learn. To plan for teaching and learning, faculty members have package of resource to prepare themselves.

Digital information is a symbolic representation of data, and literacy refers to the ability to read for knowledge, write coherently, and think critically about the written word. Digital literacy is the ability to understand media, to search and being critical about information retrieved through the internet. It is also the ability to communicate with others through a variety of digital tools and applications. It is not simply the use of media or downloading the information using technology. Digital Literacy is the awareness, attitude and ability of individuals of appropriately use digital tools and facilities to identify access, manage, integrate, analyze the digital resources and create media.

By the above information present study is carried out to the digital information literacy and digital competency level of the faculty members of GAIMS, Bhuj.

DEFINITION OF THE CONCEPTS:

Borgman defines access to information as "connectivity to a computer network and to available content, such that the technology is usable, the user has the requisite skills and knowledge, and the content itself is in a usable and useful form". According to Paul Glister, "DL is the ability to understand information and more important- to evaluate and integrate information in multiple format that the computer can deliver". American Library Association (2006) defined Information Literacy as "the lifelong ability to recognize the need for, to loacte, evaluate and effectively use information". Being able to evaluate and interpret information is critical you cannot understand information you find on the internet without evaluating its sources and placing.

REVIEW OF LITERATURE:

The Present work takes into account the relevant literature produced 2001 onward, discussion about information literacy and digital information literacy. The literature review has been grouped according to authors of various Literatures.

- K. Swetakumari and Mallaiah, T.Y. (2017). This research conduct to determine the strengths and weakness of faculty member search the information from different digital Information sources .The paper focuses on what are the resources used to get familiar with the subject and researchers suggested that to organize different information Literacy programme for improvement of digital Literacy Skills.
- Moyo and Mavodza (2016) conducted study to establish and compare the provision of information literacy (IL) skills to university students both at undergraduate and graduate levels in South Africa (SA) and the United Arab Emirates (UAE). "They strongly recommended to policy makers and librarians in the development of appropriate IL programmes in support of teaching and learning".
- Khan (2015) examined use of information sources and need of information literacy among students in Aligarh Muslim University Aligarh. "The main objective of the study was to find out the students use of various information sources and need of information literacy education in Aligarh Muslim University. The main findings of the study revealed that users need information to prepare their assignments and study material and they are aware about

the basic concept of information literacy. Some of the users have vague concept about information literacy".

- Ramamurthy, Siridevi and Ramu (2015) investigated the knowledge of information literacy and search skills of students in five selected Engineering Colleges in Chittoor District, Andhra Pradesh. "It was found that preponderance of respondents have low knowledge of information literacy skills, showed high deficiency in identifying diverse information sources. The various information literacy programmes to the respondents' in institutions lacked hands-on training. Thus, the need for an enhanced and continuous library user education geared towards empowering students to be sufficiently familiar with information sources".
- Rafique (2014) conducted a study entitled Information Literacy Skills of Faculty Members: A Study of the University of Lahore, Pakistan and found that "majority of the faculty members were proficient in determining the existence of needed information and to organize, analyze, evaluate and fully understand the retrieved information".
- Baikady and Mudhol (2013) carried out a study on Computer Literacy and the use of Web Resources: A Survey on the Medical Faculty and Students. "The study revealed that almost all the respondents possessed basic computer literacy skills. The faculty and PG students who were having above average computer literacy skills used web resources less frequently. The faculty members and postgraduate students who were having below average computer skills did not access web resources frequently".
- Deshpande Shirish and Dakhole P. S. (2011) the paper discusses the concepts of information literacy its needs and importance and IL standards. "It's also discuss the ICT polices of the government of India and initiatives taken by the government to promote various components of the IL such as Computer and IT Literacy. The paper also discusses various e-governance projects of the government which are playing a leading role to make the citizen information literate".
- Maharana and Mishra (2007) conducted a study on A Survey of Digital Information Literacy of Faculty at Sambalpur University and found that a majority of the university faculty members had Internet knowledge. "Search engines were most frequently used for browsing and searching on the web. Other tools such as subject gateways, bibliographic databases, etc. were less used by them".
- Singh, A (2005) examined "the faculty perceptions of students information literacy competencies in journalism and mass communication program. He reported that most of their

graduate students met the ACRL criteria for information literacy, but only some of their undergraduate students could be considered information literates by these standards. Faculty also reported consistent improvement in their student's research process after receiving library instruction".

RESEARCH QUESTIONS

The present study was undertaken to answer the following research questions in the context of DIL.

RQ-1: What proficiencies in Information and Communication Technologies (ICTs) and other tools are required by the faculty members of the GAIMS in the DIL age?

RQ-2: What are the types of digital information required for teaching Learning and research by faculty members in at the GAIMS for Teaching, learning, and research?

RQ-3: How do faculty members of the GAIMS perceive the importance of using library services in the DIL age?

RQ-4: What is the level of knowledge-based competencies and skills of DIL possessed by the academic library professionals of the GAIMS?

RQ-5: What are the innovative approaches that promote DIL among faculty members at the GAIMS?

RQ-6: What are the de-motivating factors that create constraints in promoting DIL at the GAIMS?

SIGNIFICANCE OF THE STUDY

The aim of study is to inquire the perception and ability of faculty associates on DIL and how well they can manage digital Information of GAIMS. Moreover this study deliberates to determine the types of DIL skills required by associates on information Technology.

IMPLICATION OF THE STUDY

The current study will help to set a standard for academic library professionals to project and outline the digital literacy plan as per the requirement of institutions. This study will also help authorities of institutes and staff to be digitally educated and independent or free learners for enduring learning. The current study will notably assist the administrators of institution and libraries, information professionals, specialists, educators and policy makers to make strategic decisions in managing resources and services to achieve vision and aim of institute.

RESEARCH METHODOLOGY

The present study, a quantitative research methodology has been adopted. The data is collected through structured close-ended questionnaires that were distributed among the faculty members through email and hard copy. The questionnaires were collected through online from the respondents. A total number of 100 questionnaires were distributed among the faculties of all disciplines, out of 86 responses were received for the study. A Likert scale was used to measure the perception and attitude to respondents in which they agree or disagree with particular questions proposed by this study. SPSS 19.0 software was used to analysis statistical Data.

RESULT AND DISCUSSION

Table-1 Gender

		Frequency	Percent	Percent
Valid	Male	52	60.5	60.5
	Female	34	39.5	39.5
	Total	86	100.0	100.0

From the above table-1 it was found that out of 86 respondents 52 (60.5 %) respondents belongs to Male and 34 (39.5 %) respondents belongs Female. It indicted that the majority of the faculty member in this institute were Male.

Table-2 Age

		Frequency	Percent	Percent
Valid	21-30	83	96.5	96.5
	31-40	2	2.3	2.3
	41-50	1	1.2	1.2
	Total	86	100.0	100.0

From the above table-2 it was found that out of 86 respondents 83 (96.5 %) respondents belongs to 21-30 age group, 2 (2.3%) respondents belong to 31-40 age group and

only 1 (1.2 %) respondents belongs Age group of 41-50 . That depict most of the faculty in this institute were young

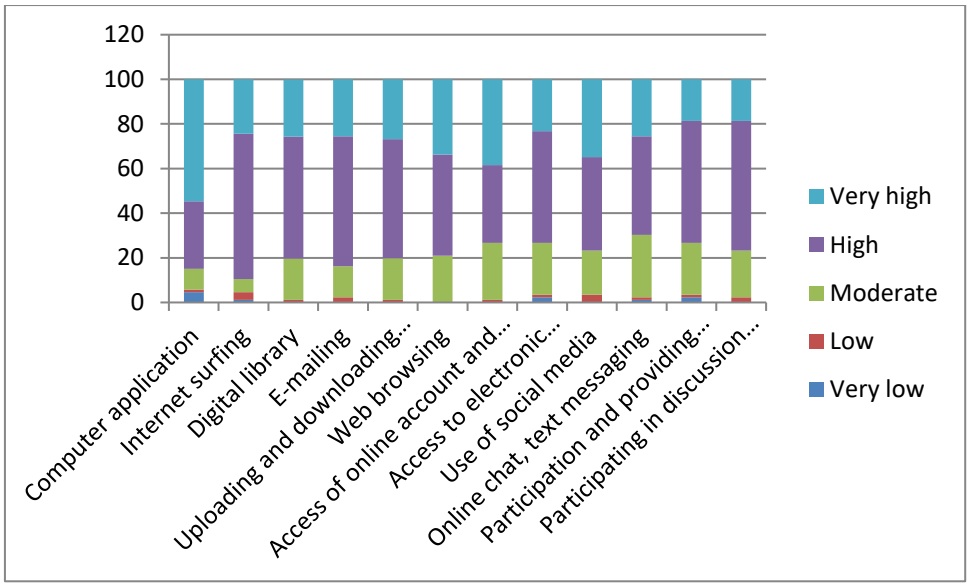


Chart.-1 **Proficiencies of using ICTs tools and services among faculty members**

The Chart-1 clearly depicts that a large number of respondents showed very high proficiency in computer application (54.65%) followed by internet surfing (65.12%); e-mailing, including sending and receiving emails (58.14%); uploading and downloading of attachments (53.49%); web browsing (45.35%); use of digital library (54.65%); access of online account and profile (38.37%); access to electronic resources and services(50%); use social media such as (41.86%); and online chat, text messaging (44.19%). The respondents' participation non line forums, online feedback, and mailing lists showed less proficiency; however, it is significant when considering digital trends. Some respondents had no knowledge of the latest technological literacy.

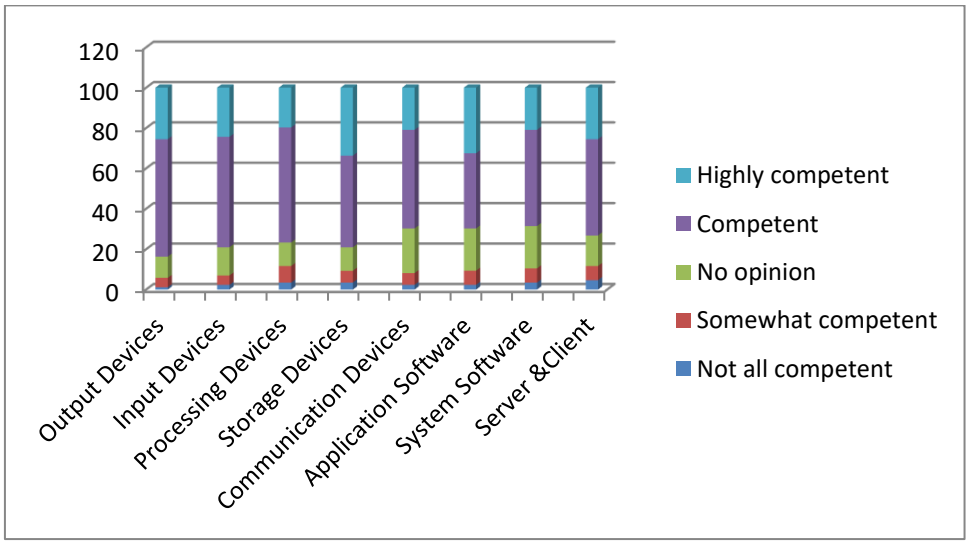


Chart-2 : **Proficiencies in using computer hardware and software among faculty members**

Chart -2 results indicated that above 20% of faculty members were highly knowledgeable in using computer hardware and software.

Table:3 Gender*Proficiencies of using ICTs tools and services among faculty members

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. 2-tailed
Computer application	824.000	2202.000	-.589	.556
Internet surfing	819.500	1414.500	-.676	.500
Digital library	823.000	1418.000	-.597	.550
E-mailing	882.000	2260.000	-.020	.984
Uploading and downloading of attachments	834.000	1429.000	-.487	.626
Web browsing	741.000	1336.000	-1.363	.173
Access of online account and profile	789.000	1384.000	-.892	.372
Access to electronic resources and services	881.000	1476.000	-.029	.977
Use of social media	762.500	1357.500	-1.146	.252
Online chat, text messaging	757.000	1352.000	-1.199	.231
Participation and providing online feedback and Suggestions	882.000	1477.000	-.020	.984
Participating in discussion forum, mailing lists	824.000	2202.000	-.597	.550
Output devices monitors, printers, scanner, etc.	875.500	1470.500	-.085	.932
Input devices keyboards, mouse, etc.	862.500	2240.500	-.210	.834
processing devices CPU, mother boards	821.500	1416.500	-.615	.538
Storage devices hard drives, memory, USB drive etc.	778.000	2156.000	-1.006	.315
Communication devices WiFi, LAN/WAN, routers, wireless devices, etc.	795.500	1390.500	-.841	.400
Application software web browser, word processing, spreadsheet, etc.	776.000	1371.000	-1.003	.316

System software MS-windows, Linux, DOS, Android, etc.	820.500	1415.500	-.600	.548
Server & client	870.500	1465.500	-.128	.898

From above table-3 it was found that there is no evidence to support a difference between Gender and Proficiencies of using ICT tools and services in respect of Web browsing, Access of online account and profile, Use of social media and Online chat, text messaging.

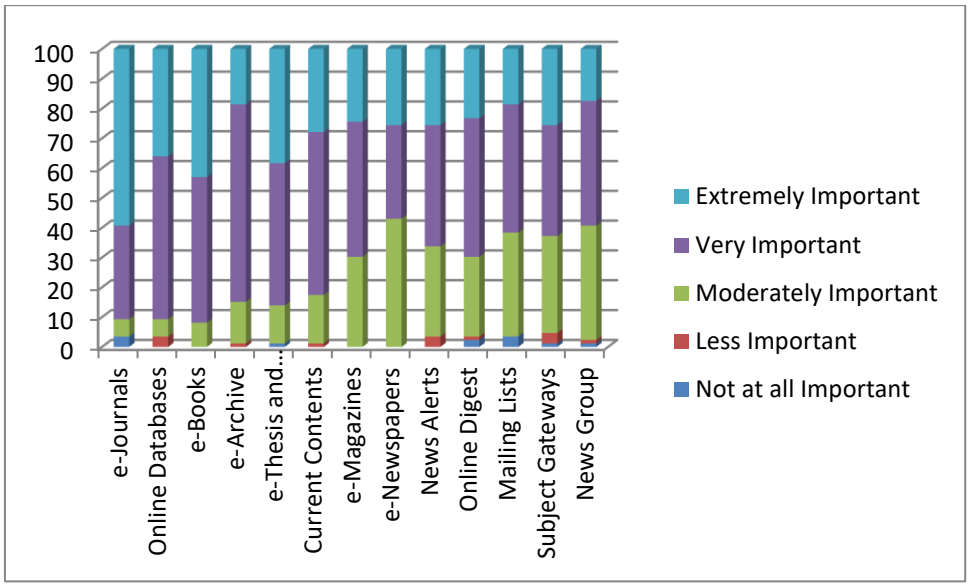


Chart-3: Type of e-resources require among faculty members

Chart-3 depicted that the types of digital information required for the respondents are presented in a range between"not at all important" and "extremely important." A large number of respondents (59.30%) expressed that e-Journals are extremely important and significant, followed by online databases (54.65%), e-Books (48.84%), e-Thesis and Dissertations(47.67%), and e-Archive(66.28%). The respondents also showed positive attitudes toward the importance of e-Magazines, e-Newspapers, current contents, and news alerts. The need of other -resources such as subject gateways, mailing lists, newsgroups, and so for th was not as significant among the respondents.

Table: 4 Gender*Type of e-resources require among faculty members

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. 2-tailed

e-Journals	785.000	2163.000	-1.003	.316
Online databases	777.000	2155.000	-1.063	.288
e-Books	836.000	1431.000	-.473	.636
e-Archive	776.500	1371.500	-1.135	.256
e-Thesis and dissertations	768.000	2146.000	-1.122	.262
Current contents	779.500	1374.500	-1.025	.305
e-Magazines	802.000	1397.000	-.779	.436
e-Newspapers	818.500	1413.500	-.619	.536
News alerts	775.000	1370.000	-1.021	.307
Online Digest	837.000	1432.000	-.446	.656
Mailing lists	871.000	1466.000	-.123	.902
Subject gateways	769.000	2147.000	-1.072	.284
news group	869.000	1464.000	-.142	.887

From above table-4 it was found that there is no evidence to support a difference between Gender and Type of e-resources in respect of e-Journals, Online databases, e-Archive, e-Thesis and dissertation, Current contents, e-Magazines, News alerts,Subject gateways.

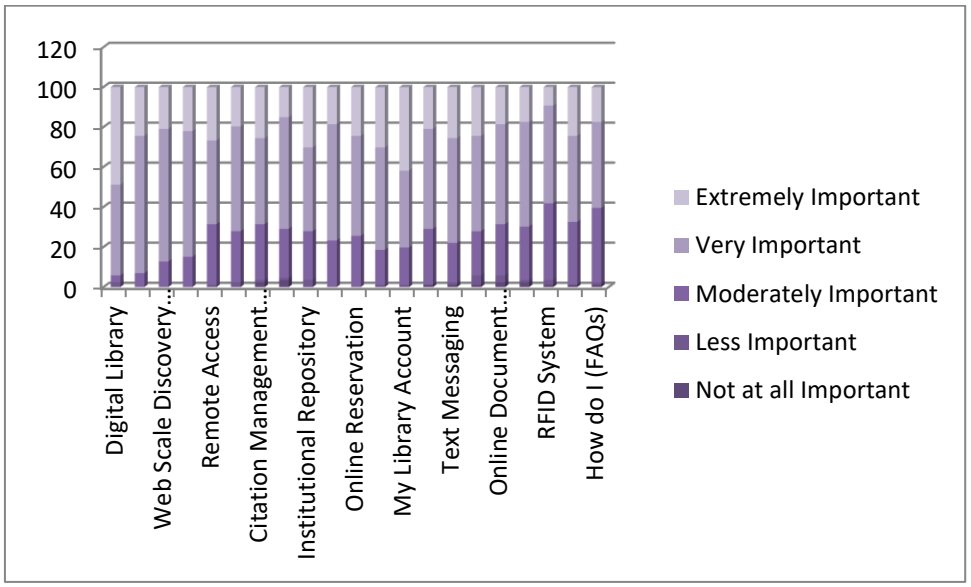


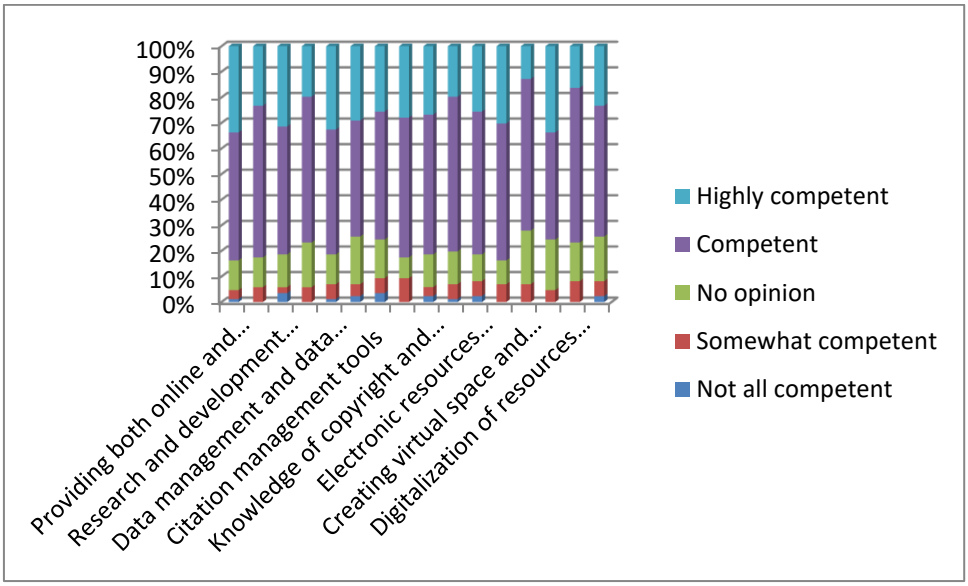
Chart-4 : Importance of using innovative library services in digital age among faculty members.

Chart-4 showed that all the services provided in the institute were significant and important to the respondents.

Table: 5 Gender* Importance of using innovative library services in digital age among faculty members.

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. 2-tailed
Digital library	701.000	2079.000	-1.818	.069
Library portal	877.500	2255.500	-.071	.944
Web scale discovery services	832.500	1427.500	-.545	.586
Online public access catalogue OPAC	831.000	2209.000	-.545	.586
Remote access	841.500	2219.500	-.400	.689
Subject guides	821.000	2199.000	-.610	.542
Citation management tools	802.500	2180.500	-.767	.443
Ask-a-librarian	778.000	1373.000	-1.041	.298
Institutional repository	856.500	2234.500	-.258	.796
Social media integration with library services	853.000	1448.000	-.309	.757
Online reservation	726.000	1321.000	-1.519	.129
Online library instruction	801.500	1396.500	-.798	.425
My library account	846.500	1441.500	-.356	.722
Mobile library services	831.000	2209.000	-.509	.610
Text messaging	876.500	2254.500	-.073	.942
Link to open educational resource OER	805.000	2183.000	-.750	.453
Online document delivery	540.500	1135.500	-3.287	.001
Self-check-in kiosk& book drop box	787.000	1382.000	-.939	.348
RFID system	648.500	1243.500	-2.288	.022
Virtual reference desk	882.000	1477.000	-.019	.985
How do I FAQs	711.000	1306.000	-1.644	.100

From above table-5 it was found that there is no evidence to support a difference between Gender and Proficiencies of using Importance of using innovative library services in digital age in respect of Digital library, Citation Management tools, Ask-a-librarian, Online reservation, Online library instruction, Link to open education resource OEP, Online document delivery, self-check-in kiosk & book drop box, RFID system, How do i FAQs.



Chrat-5: Level of knowledge-based competencies and skills of DIL among library professionals

The results from the chat -5 showed that nearly about 80% of the faculty members had **knowledge-based competencies and skills of DIL among library professionals**.

Table: 6 Gender*Level of knowledge-based competencies and skills of DIL among library professionals

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. 2-tailed
Providing both online and off-line library services	851.500	2229.500	-.314	.753
Library collaboration and communication	867.500	2245.500	-.165	.869
Research and development services	843.000	1438.000	-.395	.693
Collection development, management, and access	870.000	1465.000	-.138	.890
Data management and data services	874.500	1469.500	-.091	.927

Knowledge of open access	865.000	2243.000	-.179	.858
Citation management tools	807.500	2185.500	-.731	.465
Online library instruction and orientation	848.000	2226.000	-.352	.724
Knowledge of copy right and fair use	876.500	1471.500	-.073	.942
Marketing of library services and outreach	794.500	2172.500	-.901	.367
Electronic resources acquisition	884.000	1479.000	.000	1.000
Knowledge on information evaluation	846.000	2224.000	-.371	.711
Creating virtual space and web presence	839.000	2217.000	-.450	.653
User engagement and empowerment	847.000	2225.000	-.348	.728
Digitalization of resources and information archive	883.000	1478.000	-.010	.992
Collection, organisation, and dissemination of information	866.000	1461.000	-.173	.863

From above table-6 it was found that there is no evidence to support a difference between Gender and Level of knowledge-based competencies and skills of DIL in respect of Citation management tools, Marketing of library services and outreach.

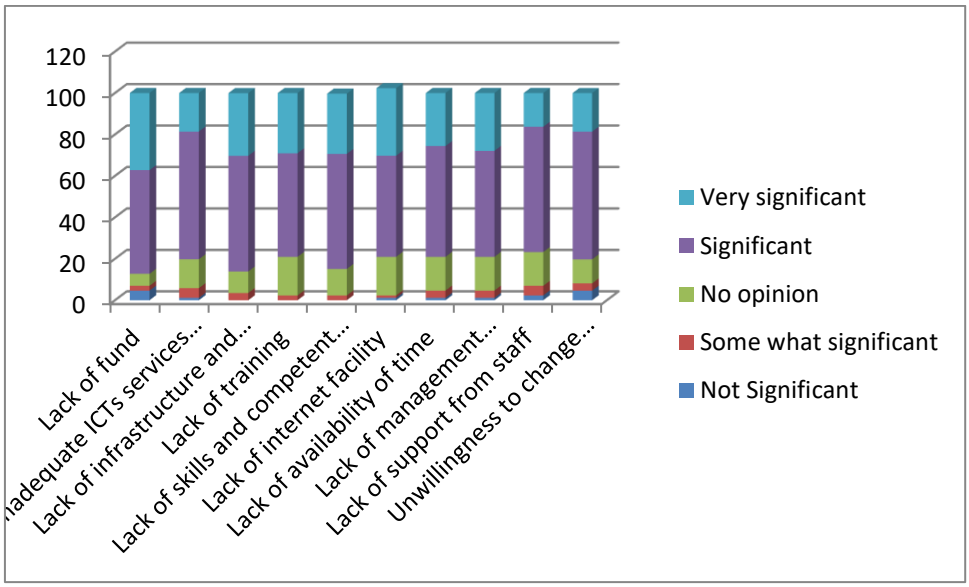


Chart-6: De-motivating factors in promoting DIL

Chart -6 revealed that A large number of respondents had de-motivating factors such as lack of fund, inadequate ICTs services and tools, lack of infrastructure and physical facilities, lack of training, lack of skills and competent professional staff, lack of

internet facility, lack of availability of time, and lack of management support and undue interference were the de-motivating factors of DIL, followed by other de-motivating factors.

Table: 7 Gender*De-motivating factors in promoting DIL

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. 2-tailed
Lack of fund	876.500	2254.500	-.073	.942
Inadequate ICTs services and tools	823.500	1418.500	-.614	.539
Lack of infrastructure and physical facilities	864.000	1459.000	-.198	.843
Lack of training	787.500	1382.500	-.928	.354
Lack of skills and 4 professional staff	752.500	1347.500	-1.299	.194
Lack of internet facility	846.000	1441.000	-.365	.715
Lack of availability of time	875.500	2253.500	-.083	.934
Lack of management support and undue interference	847.500	2225.500	-.352	.725
Lack of support from staff	824.000	1419.000	-.604	.546
Unwillingness to change among library professionals	854.500	1449.500	-.299	.765

From above table-7 it was found that there is no evidence to support a difference between Gender and De-motivating factors in promoting DIL in respect of Lack of training, Lack of skill and 4 professional staff.

Table:8 Age*Proficiencies of using ICTs tools and services among faculty members

	Chi-Square	Df	Asymp. Sig.
Computer application	3.359	2.000	.187
Internet surfing	.253	2.000	.881
Digital library	4.687	2.000	.096
E-mailing	.849	2.000	.654
Uploading and downloading of attachments	.826	2.000	.662
Web browsing	.557	2.000	.757

Access of online account and profile	1.302	2.000	.521
Access to electronic resources and services	2.093	2.000	.351
Use of social media	.142	2.000	.931
Online chat, text messaging	.689	2.000	.709
Participation and providing online feedback and Suggestions	5.947	2.000	.051
Participating in discussion forum, mailing lists	6.683	2.000	.035
Output devices monitors, printers, scanner, etc.	2.170	2.000	.338
Input devices keyboards, mouse, etc.	2.097	2.000	.351
processing devices CPU, mother boards	8.475	2.000	.014
Storage devices hard drives, memory, USB drive etc.	1.622	2.000	.444
Communication devices WiFi, LAN/WAN, routers, wireless devices, etc.	3.253	2.000	.197
Application software web browser, word processing, spreadsheet, etc.	1.510	2.000	.470
System software MS-windows, Linux, DOS, Android, etc.	2.514	2.000	.285
Server & client	2.508	2.000	.285

From above table-8 it was found that there is no evidence to support a difference between Age and Proficiencies of using ICT tools and services in respect of computer application, Digital library, Access to electronic resource and services, Participation and providing online feedback and Suggestions, Participating in discussion forum, mailing lists, Output devices monitors, printers, scanner, etc., Input devices keyboards, mouse, etc., processing devices CPU, mother boards, Storage devices hard drives, memory, USB drive etc., Communication devices WiFi, LAN/WAN, routers, wireless devices, etc., Application software web browser, word processing, spreadsheet, etc., System software MS-windows, Linux, DOS, Android, etc., Server & client.

Table: 9 Age*Type of e-resources require among faculty members

	Chi-Square	Df	Asymp. Sig.
e-Journals	.733	2	.693
Online databases	2.642	2	.267
e-Books	3.725	2	.155

e-Archive	6.630	2	.036
e-Thesis and dissertations	2.353	2	.308
Current contents	.832	2	.660
e-Magazines	4.013	2	.134
e-Newspapers	2.552	2	.279
News alerts	2.841	2	.242
Online Digest	.824	2	.662
Mailing lists	3.957	2	.138
Subject gateways	2.939	2	.230
news group	1.130	2	.568

From above table-9 it was found that there is evidence to support a difference between Age and Type of e-resources in respect of e-Journals, Current contents, Online digest, News group.

Table: 10 Age* Importance of using innovative library services in digital age among faculty members.

	Chi-Square	df	Asymp. Sig.
Digital library	2079.000	-1.818	.069
Library portal	2255.500	-.071	.944
Web scale discovery services	1427.500	-.545	.586
Online public access catalogue OPAC	2209.000	-.545	.586
Remote access	2219.500	-.400	.689
Subject guides	2199.000	-.610	.542
Citation management tools	2180.500	-.767	.443
Ask-a-librarian	1373.000	-1.041	.298
Institutional repository	2234.500	-.258	.796
Social media integration with library services	1448.000	-.309	.757
Online reservation	1321.000	-1.519	.129
Online library instruction	1396.500	-.798	.425
My library account	1441.500	-.356	.722
Mobile library services	2209.000	-.509	.610

Text messaging	2254.500	-.073	.942
Link to open educational resource OER	2183.000	-.750	.453
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Self-check-in kiosk& book drop box	1382.000	-.939	.348
RFID system	1243.500	-2.288	.022
Virtual reference desk	1477.000	-.019	.985
How do I FAQs	1306.000	-1.644	.100

From above table-10 it was found that there is no evidence to support a difference between Age and Importance of using Importance of using innovative library services in digital age in respect of Digital library, Citation Management tools, Ask-a-librarian, Online reservation, Online library instruction, Link to open education resource OEP, Online document delivery, self-check-in kiosk & book drop box, RFID system, How do i FAQs.

Table: 11 Age*Level of knowledge-based competencies and skills of DIL among library professionals

	Chi-Square	df	Asymp. Sig.
Providing both online and off-line library services	2229.500	-.314	.753
Library collaboration and communication	2245.500	-.165	.869
Research and development services	1438.000	-.395	.693
Collection development, management, and access	1465.000	-.138	.890
Data management and data services	1469.500	-.091	.927
Knowledge of open access	2243.000	-.179	.858
Citation management tools	2185.500	-.731	.465
Online library instruction and orientation	2226.000	-.352	.724
Knowledge of copy right and fair use	1471.500	-.073	.942
Marketing of library services and outreach	2172.500	-.901	.367
Electronic resources acquisition	1479.000	.000	1.000
Knowledge on information evaluation	2224.000	-.371	.711
Creating virtual space and web presence	2217.000	-.450	.653
User engagement and empowerment	2225.000	-.348	.728
Digitalization of resources and information archive	1478.000	-.010	.992

Collection, organisation, and dissemination of information	1461.000	-.173	.863

From above table-11 it was found that there is no evidence to support a difference between Age and Level of knowledge-based competencies and skills of DIL in respect of Citation management tools, Marketing of library services and outreach.

Table: 12 Age*De-motivating factors in promoting DIL

	Chi-Square	df	Asymp. Sig.
Lack of fund	2254.500	-.073	.942
Inadequate ICTs services and tools	1418.500	-.614	.539
Lack of infrastructure and physical facilities	1459.000	-.198	.843
Lack of training	1382.500	-.928	.354
Lack of skills and 4 professional staff	1347.500	-1.299	.194
Lack of internet facility	1441.000	-.365	.715
Lack of availability of time	2253.500	-.083	.934
Lack of management support and undue interference	2225.500	-.352	.725
Lack of support from staff	1419.000	-.604	.546
Unwillingness to change among library professionals	1449.500	-.299	.765

From above table-12 it was found that there is no evidence to support a difference between Age and De-motivating factors in promoting DIL in respect of Lack of training, Lack of skill and 4 professional staff.

Conclusion and Recommendation:

As research suggests all associates have fairly high regard for DIL. The talent and competencies of associates concerning DIL are noteworthy considering recent trends and call to prove in digital age. There should be better communication and collaboration between associates and Library professionals for success of DIL. Existing interval and difficulties should be vanished through open and constant communication within associates, students, librarians.

The GAIMS should take satisfactory measure through proof based on guidance to proceed towards capability of DIL among associates by applying creative ideas with active collaboration. This study has attempted to explore all aspects of faculty's outlook regarding DIL at GAIMS.

This study is helpful to take part in changing digital environment and on either side it will help to get ready to themselves to motivate associates to develop competencies and skills for managing digital information resources and services as well as using them for teaching, learning and research.

The main goal of meeting information needs of user in Library the Librarian must be authorized with required DL skills and intensely competencies to fulfill

the mission of their Institute. Since role of library professionals is critical for success of DL, their skills must be intensified for success of DL, their skills must be enhanced by providing effective training. Management of university has a spirited role to play in training of Library professionals through evidence based innovative ways and calculated proceeding in the 21st century of digital age.

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