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kulveen kaur Dr.

*Punjabi University*, kul21smile23@gmail.com

Kulveen Kaur Dr

*Punjabi University*, kul21smile23@gmail.com

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# **Assessment of student-faculty choices on Digital Resources: A case study of Haryana Agricultural University, Hisar**

Dr. Kulveen Kaur\*

*\*Bhai Kahn Singh Nabha Library, Punjabi University, Patiala - 147 002*

*E-mail: kul21smile23@gmail.com*

## **Abstract**

Universities are pioneer in adopting digital platform as a new mainstream. The inclusion of digital resources in university libraries has steered the education system deeper towards digital learning. To gather insight into student-faculty choices on digital resources, a survey on 183 subjects' of Haryana Agricultural University, Hisar was conducted focusing on major aspects related to use of digital resources. Student-faculty awareness and frequency of using digital resources; their preferences towards different digital resources; reasons for their preferences as well the possibilities of libraries getting print less in future. It was discovered that digital media has deep impact on student-faculty choices. The growing dependence on the digital platform is the new normal for both students and faculty members. Digital resources have eased the task of research yet they prefer the exchange of information in both the formats. Besides, digital resources have a convenient option for speedy access of information, but both students and faculty members are perplexed if libraries get print less in future.

**Keywords: ICT, Digital resources, Agricultural University library, HAU**

## **1 Introduction**

Digital platform is changing the domain of information industry. The adoption of modern and improved technology has changed the realm of agricultural libraries to new heights. A well-established agricultural library equipped with Information Communication Technology (ICT) is the most significant entity of the century which has changed the agricultural research practices and its procedures. Godfrey Reggio pointed that "It's not that we use technology, we live technology" which indicates that everything in our domain is technology driven. Inclusion of digital resources to the libraries is one among many facets of digital transformation adding new

dimensions to service models. This study is an attempt to get insight of student-faculty choice on digital resources of Haryana Agricultural University, Hisar.

### **1.1 Haryana Agricultural University (HAU), Hisar**

The Chaudhary Charan Singh Haryana Agricultural University (CCSHAU) commonly known as Haryana Agricultural University (HAU) established in 1970 excels in the dissemination of agricultural knowledge. The University Library of HAU established in 1975 is popularly known as Nehru Library. The library houses 2,02,436 books, 96,628 periodicals, 9,577 theses, 377 microfilms, 151 CD Rom databases such as Biological Abstracts, CABI, AGRICOLA, AGRIS, National Sample Survey, Indian Science Abstracts, and Encyclopedia Britannica and 1,802 books and theses on CD. Apart from this, university library caters to the need of users by providing online access to Consortium of Electronic Resources in Agriculture (CeRA)-online database of full text journals, KrishiPrabha-online database of theses submitted to all the State Agricultural Universities (SAUs) and all the deemed universities under National Agricultural Research System (NARS), etc. Besides, library also subscribes to 267 Indian and 145 foreign print journals and 74 e-journals.

## **2 Literature Review**

Some significant studies have been reviewed to ascertain the students-faculty choice of digital resources. Bhat & Mudhol (2014) studied the use of e-resources by faculty members and students of Sher-E-Kashmir Institute of Medical Science (SKIMS). The library catalogue and browsing book shelves are the most used channels for accessing e-resources as compared to OPAC and online databases. Instead of e-journals and e-books, online database MEDLINE is the most used e-resource. Priyadharshini, Janakiraman & Subramanian (2015) ascertained the awareness and use of electronic resources by post graduates, PhD's and faculty members of Agricultural College and Research Institute, Madurai. The post graduate students prefers to use freely available resources through the Internet (80.6%), e -newspapers (62.7%), e-books (46.3%) and e-dictionaries (46.3%) whereas Ph.D. students prefer using e-journals (70%) and e-books (65%). Similarly, most of the faculty members also used e-resources that were freely available through the internet (93.3%), e-journals (73.3%); followed by e-books (53.3%) and online databases (53.3%). CeRA is being used by PG students (50.8%), PhD students (90%). Bhat & Ganaie (2016) studied that users prefer information in both print and electronic format. Majority

of students prefer online mode of resources for information exchange. E-books and e-theses are seldom used resources. Kaur & Kathuria (2016) envisaged the use of e-resources and revealed that electronic resources have become popular source of information among the users of M.S. Randhawa PAU library, Ludhiana. E-resources are easy to download and have fast searching capabilities. Besides, these resources are helpful in research, but users want information in both formats i.e. print as well as electronic. Naqvi (2017) studied that CDROM databases are preferred over e-journals, online databases and e-books for the information needs of PG students and research scholars. On comparison between print and electronic collection, PG students preferred electronic resources while research scholars preferred print resources. Ankrah & Atuase (2018) revealed that most of the postgraduate students are aware of electronic resources but instead of using database subscribed by the library prefers to use Google Scholar and other web based databases more frequently. Soni, Gupta & Shrivastava (2018) reported the use of electronic resources among LIS scholars and observed that they are familiar with electronic resources and majority of them use 'Shodhganga' (95%) and DOAJ for their information needs. Electronic means like library website and Internet plays a major role in providing knowledge about latest updates in the collection. Siddiqui (2018) studied the use of electronic resources in Economics by students and faculty members of University of Delhi. It was found that users have become aware of e-resources, but they are not able to utilize the resources to full extent reasons may be lack of skill to search e-resources, limited access to certain government resources, etc. Kwafoa, Anhwere & Manu (2019) observed that post graduate students of University of Cape Cost are aware of e-resources. do not utilize them fully due to lack of information literacy skills, but use for completing assignments, writing projects, for updating notes, research purpose and to update themselves. Parmar (2019) also studied the utilization of e-resources and databases and found that in HAU all the users were aware of e- resources but out of that only 80 percent users were found making use of them whereas in LUVAS, 90 percent respondents were aware of e-resources and only 70 percent users were found making us of them. Kaur (2020) studied the perception of students and faculty members related to future of print resources and envision that both print resources and electronic resources have distinct properties.

The studies so far conducted indicates that entire generation is growing up with new technology and is likely to have different expectations and preferences towards the choice of information sources, different formats of information and different approaches to seek and use

the information. The existing study has been undertaken to compare and analyze the awareness and use of digital resources by the students and faculty members of the university as teachers are the pillars of learning and plays the role of a catalyst in the student's life.

### **3 Objectives and Methodology**

In recent years, electronic resources have increased phenomenally and have become integral part of the library collection. The use of ICT applications in libraries empowers the scholar community digitally by providing right information at right time. The addition of e-resources has changed the outlook towards functions and services of agricultural university libraries. Keeping that change in mind, this study aims to know how differently, faculty and research scholars perceive the use of e-resources leading to the growth of agricultural research and education.

The objective of present study is to:

- know the awareness and use of digital resources
- discover the reasons of preference of digital resources
- find the users' preference of format
- determine if digital resources has eased the task of research
- ascertain the possibility of libraries getting print less in future

A structured questionnaire was developed for the purpose of data collection and distributed to 60 undergraduates (UG), 60 post graduates (PG), 60 research scholars (RS) and 70 faculty (FAC) members making a total of 250 questionnaires belonging to different departments of the university. Out of which, 183 questionnaires belonging to 32 (UG), 39 (PG), 51 (RS) and 61 faculty members were received and analysed. The data collected has been analyzed using SPSS software. Chi Squared ( $\chi^2$ ) test has been performed to see the level of association. The \*\* indicates that two traits are associated at 1 percent level of significance whereas single \* shows the association at 5 percent level of significance. The contingency coefficient indicates the strength of association as it varies from 0 to 1. If its value is under 0.2, its strength of association is low; between 0.2-0.5 the strength is medium and above 0.5 indicates high strength of association. Rank to score conversion has been performed to see the order of priority wherever necessary.

## **4 ANALYSIS**

### **4.1 Use of Library: Visit and Frequency**

Digital learning has become an integral part of the education landscape. The inclusion of digital resources in university libraries is a massive stride towards

increasing the reach of scholarly information to all students as well as faculty members resulting in enhanced information dissemination services. Consequently, it becomes essential to know how often the students and faculty members use library. It is seen that almost all the student and faculty members visit library, but majority of research scholars and undergraduate students visit library more frequently i.e. ‘daily’ and one third of faculty members visit library ‘fortnightly’.

**Table 1 Frequency of Library Visit**

Group/Sub Group	Daily	Twice A week	Fortnightly	Monthly	Occasionally
UG	40.62	28.12	6.25	9.38	15.62
PG	17.95	33.33	0	2.56	46.15
RS	41.18	27.45	9.80	5.88	15.69
FAC	1.67	31.67	33.33	8.33	25.00
Chi <sup>2</sup> =57.71**(df:12) C=0.49					

\*\* Significant at the 0.01 level \* Significant at the 0.05 level

#### 4.2 Time Spent per week in the Library

Table 2 presents the duration of time spent by students and faculty members in the library. It is found that more than 50 percent of PG students and nearly one third research scholars spent above 5 hours per week in the library while faculty members seldom spent time above 5 hours a week.

**Table 2 Time Spent in the Library (hours per week)**

Group/Sub Group	Less than One (%)	1-2 (%)	3-4 (%)	Above 5 (%)
UG	6.25	34.38	31.25	28.12
PG	2.56	17.95	25.64	53.85
RS	1.96	35.29	23.53	39.22
FAC	36.07	42.62	18.03	3.28
Chi <sup>2</sup> =61.58**(df:9) C=0.50				

\*\* Significant at the 0.01 level \* Significant at the 0.05 level

Correlating, Table 1 and Table 2, it indicates that in spite of libraries getting digital, students and faculty members prefers to visit library as a place and also for their day to day information needs.

It also shows that students use university library more frequently in contrast to faculty members.

### 4.3 Purpose of Library Visit

Library is integral to teaching and learning connecting varied scholars. Table 3 envisaged the purpose of library visit. Rank to score conversion has been performed to know the order of priority. Low average rank points to higher average score, which points the most important purpose in the hierarchy. It is found that majority of respondents visit library for the purpose of ‘research’. More than 50 percent respondents visit library for ‘accessing digital-resources’. However, they rarely visit library for ‘recreation’ and ‘internet access’.

**Table 3 Purpose of Library Visit**

Group/Sub Group	Average Rank	Average Score	Total Score
Issue/Return of Document	3.87	57.82	938
Consultation of books	3.43	63.35	1019
Class assignments	4.54	49.56	817
Research	2.83	70.87	1129
Access e-resources	4.29	52.63	862
Recreation	6.79	21.41	405
To Update ourselves	4.39	51.33	843
To access internet	5.86	33.03	575

### 4.4 Awareness of Digital Resources

Technology is increasingly being used to deliver quality library services. Inclusion of digital resources has changed the domain of teaching and learning. To know if students and faculty members are aware of digital resources, their opinion has been presented in the Table 4. It shows that large number of students and faculty members are ‘partially aware’. Only one third of research scholars and faculty members are fully aware.

**Table 4 Awareness of Digital Resources**

Groups/Sub Groups	Fully Aware	Partially Aware	Can’t Say
UG	18.75	59.38	21.88
PG	25.64	71.79	2.56

RS	33.33	66.67	0
FAC	34.43	65.57	0
Chi <sup>2</sup> =30.23**(df:6) C=0.38			

\*\* Significant at the 0.01 level \* Significant at the 0.05 level

It indicates that there is no difference in opinion among students and faculty members towards the awareness of digital resources. But, this raises concern that if faculty members are not apprised of the advantages of digital resources, how its benefits will be transmitted eventually to the students.

#### 4.5 Source of Information about Digital Resources

**Table 5 Source of Knowledge about Digital Resources**

Groups/Sub Groups	Library Orientation Programme	Library Web Page	Friends and Colleagues
UG	21.88	28.12	50.00
PG	38.46	38.46	23.08
RS	29.41	45.10	25.49
FAC	36.07	52.46	11.48
Chi <sup>2</sup> =17.80**(df:6)C=0.30			

\*\* Significant at the 0.01 level \* Significant at the 0.05 level

Table 5 refers to the different sources through which students and faculty members gain knowledge about digital resources. It is found that ‘library webpage’ is the most used source for research scholars (45%) and faculty members (52.46%) followed by ‘library orientation programme’ while PG students give equal acceptance to ‘library web page’ and ‘library orientation programme’. Further 50 percent UG students rely on ‘friends and peer group’.

It shows that digital technologies have greater impact on research scholars and faculty members as majority of them prefer to visit library webpage for any updates.

#### 4.6 Frequency of using Digital Resources

Information resources embark the new wave of learning with digital resources. This new frontier has ignited a spark among the users to use variety of resources in the form of e-books, e-journals, e-databases, e-theses and dissertations, etc. se new resources offers the potential of customization of integrating text, visual images, etc. a response from the



students and faculty members has been obtained (Table 6) to know the major trends in the frequency of using digital resources.

**Table 6 Frequency of use of Digital Resources**

Frequency	Group/Sub Group	E-Book	Chi^2	E-Journals	Chi^2	ETDs	Chi^2	E-Databases	Chi^2	E-Reference Sources	Chi^2	
Daily	UG	6.25	37.09**, 15, 0.41	0.00	103.96**, 15, 0.60	0.00	83.05**, 15, 0.56	9.38	93.16**, 15, 0.58	9.38	56.17**, 15, 0.48	
	PG	10.26		5.13		2.56		2.56		7.69		
	RS	15.69		15.69		3.92		19.61		9.8		
	FAC	4.92		9.84		0.00		6.56		4.92		
Weekly	UG	28.12		6.25		3.12		3.12		3.12		3.12
	PG	28.21		28.21		12.82		7.69		7.69		
	RS	15.69		39.22		21.57		15.69		17.65		
	FAC	19.67		36.07		22.95		24.59		19.67		
Fortnightly	UG	9.38		12.50		6.25		3.12		9.38		
	PG	20.51		53.85		41.03		61.54		12.82		
	RS	47.06		41.18		43.14		39.22		35.29		
	FAC	29.51		45.9		31.15		40.98		27.87		
Rarely	UG	37.5		37.5		25.00		25		28.12		
	PG	38.46		12.82		43.59		28.21		66.67		
	RS	15.69		3.92		21.57		19.61		31.37		
	FAC	42.62		4.92		27.87		22.95		31.15		
Aware but don't	UG	18.75	12.5	28.12	31.25	37.50						
	PG	2.56	0.00	0.00	0.00	2.56						
	RS	3.92	0.00	5.88	3.92	5.88						
	FAC	3.28	3.28	18.03	3.28	8.20						
Unaware	UG	0.00	31.25	37.5	28.12	12.50						
	PG	0.00	0.00	0.00	0.00	2.56						
	RS	1.96	0.00	3.92	1.96	0.00						
	FAC	0.00	0.00	0.00	1.64	8.20						

\*\* Significant at the 0.01 level \* Significant at the 0.05 level

It indicates that majority of them are aware of different digital resources. It is found that majority of faculty members as well as UG and PG students use **e-books** ‘rarely’ whereas research scholars use it ‘fortnightly’.

Further, in case of **e-journals** and **ETDs**, majority of faculty members as well as PG students and research scholars use it ‘fortnightly’ while UG students use e-journals ‘rarely’. It also point that the large number of UG students are either unaware or not using.

Furthermore, except UG students, most of the faculty members, PG students and research scholars use **e-databases** ‘fortnightly’ whereas **e-Reference Sources** show lesser use among faculty and students.

It is inferred that e-database is mostly used by PG students, research scholars prefer e-books followed by ETDs whereas e-journals are popular among faculty members. However, UG students need appropriate orientation of digital resources as their level of awareness and usage is quite low.

#### 4.7 Preference of Digital Resources

Students and faculty members are asked to express their views concerning their preference towards different types of digital resources. It is found (Table 7) that e-journals are the most preferred choice followed by e-databases and e-books.

This indicates that students and faculty members mostly rely on e-journals and e-databases for recent updates.

**Table 7 Preference of Digital Resources**

Digital Resources	Average Rank	Average score	Total Score
E-Books	2.91	51.75	565
E-Journals	1.78	74.37	772
E-Theses and Dissertations	3.29	44.21	496
E-Databases	2.79	54.26	588
E-Reference Sources	4.23	25.41	324

#### 4.8 Reasons for Preference of Digital Resources

Better flow of information regardless of place and time is the major outcome of digital resources. Keeping the salient features of digital resources in mind, students and faculty members are asked to specify the reasons for their preference of digital resources over

print resources. Rank to score conversion has been performed and presented in the Table 8.

**Table 8 Reasons of Preference**

<b>Features</b>	<b>Average Rank</b>	<b>Average Score</b>	<b>Total Score</b>
Fast Searching	2.44	78.42	1383
Easy to download	3.15	70.52	1253
Easy to make notes	4.03	60.75	1092
Round the clock availability	4.56	54.86	995
Advance availability	5.62	43.14	802
Customization of the document	6.25	36.16	687
Easy Accessibility	4.52	55.28	1002
Utilization of Less space	6.91	28.81	566
Easy Portability	7.51	22.07	455

It indicates that ‘fast searching’ is the most preferred reason to choose digital resources over print resources followed by ‘easy to download’ and ‘easy to make notes’ feature ranked third in the order. However, ‘utilization of less space’ and ‘easy portability’ has been the least desired features.

Besides ‘fast searching’ and ‘easy to download’ features of digital resources, it seems that students and faculty are now unlocking the power of technology by utilizing ‘note making’ option for taking notes instead of using pen and paper.

Illustrating, that students as well as faculty members are enthusiastic to technological innovations.

#### **4.9 Possibilities of Libraries getting Print Less in Future**

Libraries throughout the world are unlocking the power of technology. Innovative technologies and digital resources have spurred the teaching and learning to new heights. These new innovations have enabled improved access as well the way students and faculty members discover information. To see our libraries as paperless is certainly not something new as Lancaster in 1983 wrote “ultimately libraries as we know them seem likely to disappear. Facilities will still exist to preserve print-on-paper record of the past, of course, but they will be more like archives, or even museums, providing little in the way of public service. As for the electronic sources, libraries may have an interim role to

play...” Contrary, Dooley, 2015 reported that “despite the enormous migration to electronic media, neuroscience research shows that paper based content and ads offer special advantages in connecting with our brains”.

With all these apprehensions in mind specially the necessity to sustain the print media in this digital world, various responses have been analyzed as given below. Table 9 describes the fondness of the format by the students and faculty members which shows that students and faculty members show their preference for ‘both print and electronic’ however, preference for ‘only electronic’ media is slightly higher than ‘only print’ media.

**Table 9.1 Choice of Format of Resources**

Group/ Group	Sub	Print Only	Electronic Only	Both Print and Electronic
UG		6.25	15.62	78.12
PG		7.69	2.56	89.74
RS		3.92	7.84	88.24
FAC		3.28	9.84	86.89
Chi <sup>2</sup> =5.05(df:6) C=0.16				

\*\* Significant at the 0.01 level \* Significant at the 0.05 level

Further, Table 9.2 shows that all the students as well as faculty members are comfortable using digital resources whereas nearly 12 percent faculty members are in discomfort.

**Table 9.2 Comfort with Digital Resources**

Group/ Sub Group	Yes	No
UG	84.38	15.62
PG	97.44	2.56
RS	100.00	0.00
FAC	88.52	11.48
Chi <sup>2</sup> =10.41*(df:3) C=0.23		

\*\* Significant at the 0.01 level \* Significant at the 0.05 level

**Table 9.3 Agree with the use of digital resources has eased to research"?**

Group/ Group	Sub	Strongly Agree	Agree	Disagree	Strongly Disagree	Can't Say
UG		28.12	46.88	3.12	3.12	18.75
PG		17.95	82.05	0.00	0.00	0.00
RS		25.49	72.55	1.96	0.00	0.00

FAC	44.26	54.10	0.00	0.00	1.64
Chi <sup>2</sup> =41.45**(df:12) C=0.43					

Table 9.3 present the viewpoint of students and faculty members on the implications of digital resources on research. It is found that very few students ‘strongly agree’ that these resources have eased the task of research.

This indicates that students and faculty members are perhaps not sure if digital information resources have eased the task of research. They still rely on both the formats.

**Table 9.4 Agree if "digital resources can replace print resources"?**

Group/ Group	Sub	Fully Agree	Partially Agree	Disagree
UG		43.75	46.88	9.38
PG		12.82	71.79	15.38
RS		21.57	66.67	11.76
FAC		21.31	68.85	9.84
Chi <sup>2</sup> =10.53(df:6) C=0.23				

\*\* Significant at the 0.01 level \* Significant at the 0.05 level

Students and faculty members’ opinion if digital resources can replace print resources is presented in the Table 9.4. It is found that except UG students, very few students and faculty members are ‘fully agree’ with the statement that digital resources can replace print resources.

Correlating, Table 9.1 to Table 9.4, it points that students and faculty members show similar opinion regarding comfort with digital resources as well as with the preference of format. This indicates that while digital resources are a convenient option for accessing information, it will take time to get libraries print less or fully digital libraries as majority of students and faculty members are comfortable using digital resources but, prefer information in both the formats. Further, students and faculty members are in the state of uncertainty if digital resources can replace print resources. It is inferred that the need is to maintain a good balance of print and digital information resources, though this must be inclined with user preferences.

## 5 Conclusion

Digital resources are all about mobility and information flow that provides wider accessibility to serve wider communities. Time and place independency have made these resources very popular, but sitting in the libraries in serene atmosphere is something unparalleled. Libraries throttle all distractions!

So far in context to digital resources, the choice of students and faculty members does not vary with each other. E-journals and e-databases are the most popular digital resources among students and faculty members whereas the use of e-books is yet not in the mainstream. The digital information is a rapid emerging choice since students and faculty members are comfortable using it, but majority of them are still perplexed if digital resources can replace print resources. Students and faculty members both feel that resources with ink on paper are considerably important for information exchange. Print and digital resources have distinct characteristics, but digital resources have a convenient option for speedy access of information. At the same time, the partial awareness on digital resources by faculty members raises concerns as they are the facilitators of information and have a major role to play to accomplish a goal of digital libraries.

On the basis of data analysis and findings, following are the recommendations:

- Strong motivation is the first step to achieve e-learning. Agricultural university libraries should observe e-learning week.
- Every university library must have information literacy modules on their website that aims to provide basic information to use library resources and services.

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