

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

---

February 2022

## AWARENESS AND USE OF OPEN EDUCATIONAL RESOURCES AMONG THE RESEARCH SCHOLARS OF KURUKSHETRA UNIVERSITY, HARYANA, INDIA

Sukhbir singh

*Kurukshetra University, Kurukshetra, Haryana, sukhbirlibrary@gmail.com*

Sulekha Mrs.

*Kurukshetra University, Kurukshetra, Haryana, dhaniania.7657@gmail.com*

Mange Ram

*Dayalbagh Educational Institute, mram72ster@gmail.com*

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>

---

singh, Sukhbir; Mrs., Sulekha; and Ram, Mange, "AWARENESS AND USE OF OPEN EDUCATIONAL RESOURCES AMONG THE RESEARCH SCHOLARS OF KURUKSHETRA UNIVERSITY, HARYANA, INDIA" (2022). *Library Philosophy and Practice (e-journal)*. 6848.  
<https://digitalcommons.unl.edu/libphilprac/6848>

**AWARENESS AND USE OF OPEN EDUCATIONAL RESOURCES  
AMONG THE RESEARCH SCHOLARS OF KURUKSHETRA  
UNIVERSITY, HARYANA, INDIA**

**Dr Mange Ram**

University Librarian  
Central Library, Dayalbagh  
Educational Institute  
(Deemed University),  
Dayalbagh  
Agra, Uttar Pradesh  
Email Id: mram72ster@gmail.com

**Sukhbir Singh**

Senior Research Fellow  
Ph.D.  
Deptt. of Lib. & Inf. Sci.  
Kurukshetra University, Kurukshetra  
Email Id: sukhbirlibrary@gmail.com

**Sulekha**

Research Scholar  
Deptt. of Lib. & Inf. Sci.  
Kurukshetra University, Kurukshetra  
Email Id: dhania.7657@gmail.com

## **Abstract**

*The present paper explores the use of Open Educational Resources among the research scholars of Kurukshetra University. For the purpose random sampling method was used to collect data from research scholars. A total of 185 questionnaires were distributed out of which 150 (81.08%) filled questionnaires were received from the users. The responses were analyzed in tabular form to know the objectives of the study. The study reveals that most of the research scholars are familiar with Online Education Resources. Researchers also face difficulties in customizing Online Education Resources according to their needs. The findings and recommendations based on analysis are given at the end.*

**Keywords:** ICT, Information, Open Access, Open Educational Resources (OER)

## **1. Introduction**

Education is a fundamental human right and a key to economic, social, and other developments in any country. The significance of education in national development cannot be over-emphasized as it plays an important role in technological development and scientific orientation of any nation. It is a notable fact that no country can develop beyond the educational attainment of its citizenry. Information Communication Technologies have provided powerful tools for the dissemination of knowledge over a wide spectrum. This makes it very useful for improving access and equity in the entire education sector. ICTs can be leveraged to complement the formal education system as well as the distance education system at all levels. Open Educational Resource (OER) plays a major role in teaching and learning beyond the geographical boundaries. Hence the use of OERs holds a great promise for improving the access to the overall quality of education for the developed as well as the developing countries. Educators are now-a-days creating and using digital content for teaching and learning. The access to quality content is possible only for those who attend higher educational institutions or those who can afford to purchase the instructional material. The OER movement has empowered researchers and educators to become more innovative in their teaching and learning, through openness and flexibility. In conventional teaching practices, teachers mostly spend time in developing learning materials, reviewing lecture notes, anticipating questions, and formulating

answers, preparing for examinations. This method is no longer appropriate with the learner's current association with technology.

The library of KUK is now fully computerized with an integrated system connected to the Campus Network providing internet and e-mail facility to the University community. The reference collection of the library is continuously updated and augmented with the acquisition of CD-ROM databases and access to on-line databases on the internet. On-line Public Access Catalogue facility is available at the Reference desk. OPAC can also be accessed through any terminal on the Campus Network. Library collection can also be searched through Web OPAC. The library also organizes user education programs regarding the awareness of its services and programs for users. Awareness regarding OER is also provided in the orientation program of the library.

## **2. Open Educational Resources**

Open educational resources (OER) are teaching and learning materials that are freely available to students, educators, and the public. They are openly licensed so that others can adopt or reuse this material for their own purposes. The 5 Rs are the main characteristics of OER and these 5 Rs (Retain, Reuse, Revise, Remix and Redistribute) denote its meaning in the best way.

William and Flora Hewlett Foundation mention that "OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests,

software, and any other tools, materials, or techniques used to support access to knowledge.”

*(Bell, Steven 2015)*

### **3. Objective of the Study**

The main objectives of the study are as follows:

- To know about the awareness regarding the use of open educational resources by research scholars of Kurukshetra, University
- To know about the awareness of research scholars regarding the types of open educational resources
- To know about the usages of open educational resources among research scholar of Kurukshetra University
- To find out the best web platform of open educational resources among the research scholars of Kurukshetra University
- To find out the challenges faced regarding the open educational resources by the research scholars of Kurukshetra University.
- To find out the solution of the problems faced by the research scholars in accessing the open educational resources of Kurukshetra University

### **Review of Literature**

Researcher searched many resources like magazine, journals, abstract journals., websites and open education al resources and found that number of related studies have been carried on the awareness and usage of Open educational resources, but these studies is not matched to our topic. The important related studies are discussed in form of review of literature are as under:

**Johnson, Reddy, Chand & Naiker (2021)** conducted a study on “Attitudes and awareness of regional Pacific Island students towards e- learning”. This study found the majority (88%) of commencing students at the University of the South Pacific owned

at least one ICT device and had access to the internet. Similarly, most students had adequate to strong ICT skills and a positive attitude toward e-learning. **Mohile (2021)** The study concluded that students prefer the classroom coaching as compared to online medium of coaching, 39% of the students were not aware of Swayam and MOOCS Platform so necessary steps should be taken from government, Educational Institutions, Universities, MHRD & all coordinators of SWAYAM to promote it on large scale and create an awareness among the student community. **Purkayastha & Sinha (2021)** The study found that MOOCs are a positive development in education, allowing border exposure for the student to study anytime, anywhere and opportunities for uplifting knowledge and Degree. The study also concludes that the students are interested in pursuing Massive Open Online Course, but they have less knowledge on how to enroll in any Massive Open Online Course. **Shewale (2021)** This study highlights the awareness of MOOC-SWAYAM among Library and Information Science Professionals. Library and Information Science professionals are using online resources to seek information for their various purpose and emerging trends and technologies are regularly adapting in libraries and library and information science education. SWAYAM platform provide a great opportunity of e- learning. **Miracle (2020)** the study shows that 40.5% of students do not use OER because they are not aware of OER. Male students use more OER than females. Finding indicates that 21.4% of students access OER through multimedia, while 32.5% of students access OER with their laptops because it is portable and convenient to move from one location to another. Analysis shows that master's degree students had 20.6% awareness of OER than other class of students. **Subaveerapandiyan & H (2020)** The study reveals that majority respondents are aware of SWAYAM course. Respondents are aware of these courses through their teachers. 74.73% of respondents replied that their university providing orientation programme on SWAYAM. Half of the respondents prefer Word file format for submitting their assignment. **Kulal & Nayak (2020)** The study reveals that students are comfortable with online classes and are getting enough support from teachers, but they do not believe that online classes will replace traditional classroom teaching. The finding also shows that teachers are facing difficulties in conducting online classes due to a lack of proper training and development for doing online classes. Technical issues are the major problem for the effectiveness of the online

classes. **Houston (2020)** Findings in this research are essential for education providers, economists, educational technology developers, even politicians, for developing strategies to raise awareness of MOOCs in underserved communities. Such strategies could enhance access to potential quality educational resources, which could ultimately decrease education disparities. The results from this research highlight important recommendations for education providers, economists, educational technology developers, even politicians, to equally distribute educational and technology resources, especially in low-income communities. **Griggs & Jackson (2017)** conducted a study on “Open Introductory Psychology Textbooks: Prose and Qualms” reveals that the positive effect of OER has been noticeable with students from nationally different backgrounds who have been able to familiarize with the use of OER, but literature reveals that OER is not associated with poor result of student’s performance. Open (digitally free) textbooks constitute one solution to this problem, but the latest national survey of college faculty found that 66% were not aware of open textbooks and 15% only somewhat aware. Because introductory psychology is psychology’s most popular course with 1–2 million students enrolled annually and almost 50% are community college students, we addressed this unawareness problem by providing analytical discussions of the viability of the open introductory textbooks presently available. We conclude that traditional textbooks are higher in quality, but open textbooks meet a specific market need. **Dhanani, Chavda, Patel & Tandel (2016)** The study found that 108 faculty members participated in the study. More than 64% participants were using Internet more than 5 h per week. Among all participants, 63.89% participants were using online messaging and discussion tools such as email, google and yahoo groups, blogging, forums, and others. **Hilton (2016)** concluded in his study “Open educational resources and college textbook choices: a review of research on efficacy and perceptions” that across multiple studies indicate that students generally achieve the same learning outcomes when OER are utilized and simultaneously save significant amounts of money. Studies across a variety of settings indicate that both students and faculty are generally positive regarding OER. The collective results of the many studies discussed in this article provide timely information given the vast amount of money spent on traditional textbooks. Because students and faculty members generally find that OER are comparable in quality to traditional learning

resources, and that the use of OER does not appear to negatively influence student learning, one must question the value of traditional textbooks. **Harsasi (2015)**. The analysis of study showed that video has found as the most interesting OER for students. Further the study shows that video is the most effective e-learning material and most preferred by the students because it is more attractive rather than other textual material. The student preferred to study by e-learning (OER) from home. The study suggested that distance education institution should provide a range of learning support services, probably will be better if most of them are videos.

### **5. Methodology**

The survey method is designed to collect the primary data from research scholars of Kurukshetra University, Kurukshetra for the present study. Random sampling method was used to collect data from the research scholars. A well-structured questionnaire was designed to collect the primary data of the user. A total 185 questionnaires were distributed, out of which 150 (81.08%) filled questionnaires were received from the research scholars. It is quite a significant number for the present study. The questionnaires were distributed and collected personally by the investigator. A brief discussion was also held with the respondents on their queries related to different questions in the questionnaire the suggestions and opinions given by the respondents were incorporated in analysis in tabular form.

### **6. Data Analysis and Interpretation**

Data analysis is the method of scientifically applying statistical and/or logical techniques to describe and illustrate, condense, and recap, and evaluate data. According to Shamo and Resnik (2003) many analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data”. (Silverman, S., Manson, M. (2003). The data are analyzed as under:

#### **Awareness regarding Online Resources**

Sr. No	Awareness of Online Resources	Respondents
--------	-------------------------------	-------------

1.	Yes	145 (96.66%)
2.	No	5 (3.33%)
3.	Total	150 (100)

Table 1 shows that 145(96.66%) research scholars of Kurukshetra University are aware of online resources whereas 5 (3.33%) research scholars are not aware of them.

### **Familiarity with Open Educational Resources**

S.No.	Familiarity with Online Resources	Respondents
1.	User education program	79 (54.48%)
2.	Library web service	25 (17.24%)
3.	Through teachers	125 (86.20%)
4.	through librarians	25 (17.24%)
5.	through colleagues/friends	82 (56.55%)

Table 2 data analysis shows that 79 (54.48%) research scholars are aware through User education program followed by 25(17.24%) research scholars who are aware through colleagues/friends, 125 (86.20%) through teachers whereas 82 (56.55%) research scholars are aware through colleagues/friends and 25 (17.24%) through librarians.

### **Purpose of using Online Resources**

S.No.	Purpose	Respondents
1.	To enhance knowledge	92 (63.44%)
2.	Access to desired literature	95 (65.51%)
3.	For getting current information regarding specific subject	135 (93.103%)
4.	For paper presenting in seminars	87 (60%)
5.	For writing research articles	96 (66.20%)

Table 3 shows that 135 (93.103%) research scholars of Kurukshetra University use Online Education Resources for the purpose of getting current information regarding a specific subject, 96 (66.20%) for writing research articles and 95 (65.51%) research scholars use Online Education Resources for the purpose of access to desired literature, 92 (63.44%) to enhance knowledge and 87 (60%) for paper presenting in the seminars.

### **Awareness about OER**

S.No.	Awareness regarding OER	Respondents
1.	Yes	143 (95.33%)
2.	No	7 (4.66%)
3.	Total	150 (100%)

The above table shows that the majority i.e., 143 (95.33%) of research scholars of Kurukshetra University are aware of Online Education Resources (OER) whereas 7 (4.66%) of research scholars are not aware of them.

### **Awareness Regarding types of OER**

S.No.	Awareness regarding types of OER	Respondents
1.	Digital Library of India	51 (35.66%)
2.	ShodhGangotri	125 (87.41%)
3.	SWAYAM	91 (63.63%)
4.	NPTEL	89 (62.23%)
5.	Shodhganga	139 (97.20%)
6.	e-PG Pathshala	59 (41.25%)

The data of the above table shows that 139 (97.20%) of research scholars of Kurukshetra University are aware Shodhganga Online Education Resources, followed by the 125 (87.41%) research scholars know ShodhGangotri, 91 (63.63%) research scholars are aware about SWAYAM, and 89 (62.23%) research scholars are aware to NPTE, 59 (41.25%) e-PG Pathshala and 51 (35.66%) digital libraries of India.

### **Familiar with Open Educational Resources**

S.No.	Familiar with OER	Respondents
1.	Workplace of Library.	39 (27.27%)
2.	Read articles about it.	91 (63.63%)
3.	Suggested by colleagues	72 (50.34%)
4.	Library Home Page	41 (28.67%)
5.	By yourself	52 (36.36%)
6.	Provided by institution.	82 (57.34%)

Above Table shows that 91 (63.63%) of research scholars of Kurukshetra University are familiar with Online Education Resources through reading articles on it whereas 82 (57.34%) research scholars provided by institution. The data further show that 72 (67.44%) research scholars know about OER from suggested by colleagues, 52 (36.36%) by yourself, 41 (28.67%) library home page and 39 (27.27%) workplaces of Library.

### **Usages of Open Educational Resources (OER)**

S.No.	Use of Open Educational Resources	Respondents
1.	Yes	132 (88%)
2.	No	18 (12%)

3.	Total	150 (100%)
----	-------	------------

The table shows that 132 (88%) research scholars of Kurukshetra University are using Online Education Resources whereas 18 (12%) research scholars of Kurukshetra University are not using OER.

### **Types of Open Educational Resources used**

S. No.	Types of OER Used	Respondents
1.	Shodhganga	125 (94.69%)
2.	ShodhGangotri	115 (87.121%)
3.	National Digital Library (NDL)	85 (84.39%)
4.	Digital Library of India	56 (42.42%)
5.	SWAYAM	87 (65.90%)
6.	National Knowledge Network (NKN)	51 (38.63%)
7.	National Program on Technology Enhanced Learning (NPTEL)	57 (43.181%)

The above table shows that 125 (94.69%) research scholars of Kurukshetra University are using Shodhganga as Online Education Resource, followed by the 115 (87.121%) research scholars who use ShodhGangotri for the purpose. 85 (84.39%) use National Digital Library (NDL), 87 (65.90%) research scholars use SWAYAM and 57 (43.181%) of them use National Programme on Technology Enhanced Learning (NPTEL). 56 (42.42%) use National Digital Library (NDL) while 51 (38.63%) make use of National Knowledge Network (NKN).

### **Best Channel/Medium/ Platform of OER**

S.No.	Best Channel/Medium/ Platform of OER	Respondents
1.	Google Meet	32 (24.24%)

2.	Cisco Webex	21 (15.90%)
3.	Skype	5 (3.78%)
4.	GoToMeeting	15 (11.363%)
5.	Microsoft Corporation	15 (11.36%)
6.	Zoom	21 (15.90%)
7.	WhatsApp	23 (17.42%)
8.	Total	132 (100%)

The above table shows that 32 (24.24%) research scholars of Kurukshetra University are using google meet Online Education Resource, followed by 21 (15.90%) who use Cisco Webex. 21 (15.90%) use Zoom, 23 (17.42%), WhatsApp whereas 15 (11.36%) research scholars are using Microsoft Corporation and 15 (11.36%) use GoToMeeting and 5 (3.78%) are using Skype.

#### **Challenges Faced by the Respondents**

S. No.	Challenge Faced	Respondents
1.	Difficulties in locating the appropriate OERs	65 (49.24%)
2.	Difficulties in customizing according to their needs	82 (62.12%)
3.	Fear over Copyright Infringement	51 (38.63%)
4.	Lack of Reward and Recognition	41 (31.06%)
5.	Time Intensive OER Selection Process	42 (31.81%)

The above table shows that 82 (62.12%) research scholars of Kurukshetra University are facing the problem related to customizing according to their needs, followed by 65 (49.24%) research

scholars' who face difficulties in locating the appropriate OERs. 51 (38.63%) feel fear over copyright infringement, 42 (31.81%) feels time intensive OER selection process and 41 (31.06%) are of the opinion that there is lack of reward and recognition.

## **7. Findings and Recommendations of the Study**

The researcher evaluated the received data in tabular form and found the following main findings and recommendations of the study:

- 145(96.66%) research scholars of Kurukshetra University are aware of online resources whereas 5 (3.33%) Research scholars are not aware of them.
- The study shows that 79 (54.48%) Research scholars are aware through User education program followed by 25(17.24%) Research scholars who are aware through colleagues/friends, 125 (86.20%) through teachers whereas 82 (56.55%) research scholars are aware through colleagues/friends and 25 (17.24%), through librarians. It is recommended here that a user education program should be redesigned by the library for creating maximum awareness among the scholars.
- 135 (93.103%) research scholars of Kurukshetra University use Online Education Resources for the purpose of getting current information regarding subject specific, 96 (66.20%), for writing research articles and 95 (65.51%) Research scholars use Online Education Resources for the purpose of access to desired literature, 92 (63.44%), to enhance knowledge and 87 (60%), for paper presenting in the seminars.
- The analysis of the data found that 143 (95.33%) of Research scholars of Kurukshetra University are aware of Online Education Resources (OER) whereas 7 (4.66%) f Research scholars of Kurukshetra University are not aware of it.

- 139 (97.20%) of research scholars of Kurukshetra University are aware of Shodhganga Online Education Resources, followed by the 125 (87.41%) research scholars who are aware of ShodhGangotri, 91 (63.63%) research scholars have the awareness of SWAYAM and 89 (62.23%) research scholars are aware of NPTE, 59 (41.25%) know about e-PG Pathshala while 51 (35.66%) are aware of Digital Library of India.
- 91 (63.63%) of research scholars of Kurukshetra University are familiar with Online Education Resources through Reading Articles on it whereas 82 (57.34%) research scholars are provided information by the institution. The data further show that 72 (67.44%) research scholars know about OER suggested by colleagues, 52 (36.36%), by themselves. 41 (28.67%) through Library Home Page and 39 (27.27%) through Workplace, Library.
- 132 (88%) research scholars of Kurukshetra University are using Online Education Resources whereas 18 (12%) research scholars of Kurukshetra University are not using OER.
- The study found that 125 (94.69%) research scholars of Kurukshetra University use Shodhganga Online Education resource, followed by 115 (87.121%) research scholars who use ShodhGangotri. 85 (84.39%) National Digital Library (NDL), 87 (65.90%) research scholars use SWAYAM and 57 (43.181%) National Programme on Technology Enhanced Learning (NPTEL). 56 (42.42%) of them use National Digital Library (NDL) and 51 (38.63%), National Knowledge Network (NKN).
- 32 (24.24%) research scholars of Kurukshetra University use Google Meet Online Education Resource, followed by 21 (15.90%) who use Cisco Webex. 21 (15.90%) use

ZOOM, 23 (17.42%), WhatsApp 15 (11.36%), Microsoft Corporation, 15 (11.36%) GoToMeeting and 5 (3.78%) use Skype.

- 82 (62.12%) research scholars of Kurukshetra University were facing problems in customizing according to their needs, followed by 65 (49.24%) research scholars' who face difficulties in locating the appropriate OERs. 51 (38.63%) have fear over copyright infringement, 42 (31.81%) feel time intensive OER selection process and 41 (31.06%) feel that there is lack of reward and recognition. Therefore, it is recommended here that the library should make arrangement for customization of Online Education Resources. It is also recommended that the library should help the users in searching for their appropriate OER. The library should also make such an arrangement in which the users may search for the desired OER in very short time. The library should also arrange conferences, workshops, and seminars on copyright issues for its users.

## **8. Conclusion**

The concept of OER has emerged due to the monopoly of commercial publishers. Open Educational Resources (OER) are teaching and learning materials that are easily (free) available to students, educators, and the public. They are openly licensed so that others can adopt or reuse this material for their own purposes or to help others. The study reveals that most of the research scholars are acquainted with Online Education Resources. The researchers also feel difficulties in customizing Online Education Resources according to their needs. It is, therefore, recommended here that the library should plan for the customizations of Online Education Resources. Libraries should setup a cell on Open educational resources (OER) for customization and increase the awareness of OER as per requirement of the scholars. The library should help

the users in searching their appropriate OER, quick searching techniques and provide guidance on copyright issues.

## **9. Reference:**

1. Bell, Steven. "Research Guides: Discovering Open Educational Resources (OER): Home". guides.temple.edu. Retrieved 2017-12-05.
2. Dhanani, J. V., Chavda, N., Patel, N., & Tandel, K. (2016). Awareness and Utilization of Massive Open Online Course (MOOC) and video series as continuous learning tools for Faculties. *International Journal of Medical Science and Public Health*, 5(8), 1540-1543.
3. Griggs, R. A., & Jackson, S. L. (2017). Open introductory psychology textbooks: Prose and qualms. *Teaching of Psychology*, 44, 193–202.
4. Harsasi, M. (2015). The use of open educational resources in online learning: A study of students' perception. *Turkish Online Journal of Distance Education*, 16(3), 74-87.
5. Hilton, J. (2016). Open educational resources and college textbook choices: A review of research on efficacy and perceptions. *Educational technology research and development*, 64(4), 573-590.
6. Houston, T. (2020). Awareness and usage of MOOCs: The underrepresented experience. *Conference 2020 Proceedings*. <https://www.ideals.illinois.edu/handle/2142/106526>
7. Johnson, J. B., Reddy, P., Chand, R., & Naiker, M. (2021). Attitudes and awareness of regional Pacific Island students towards e-learning. *International Journal of Educational Technology in Higher Education*, 18(1), 1-20.

8. Kulal, A., & Nayak, A. (2020). A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District. *Asian Association of Open Universities Journal*. 15(3), 1-13.
9. Miracle, N. (2020). An Assessment of Open educational resources by students in selected Academic Institutions in Southwest, Nigeria (2020). *Library Philosophy and Practice (e-journal)*. 4356. <https://digitalcommons.unl.edu/libphilprac/4356>.
10. Mohile, R. S. (2021). A Study on E-Learning using SWAYAM (MOOCs)- Awareness among Undergraduate and Post Graduate Students. *International Journal of Creative Research Thought*, 9(1), 1785-1789.
11. Purkayastha, N., & Sinha, M. K. (2021). Awareness on Massive Open Online Courses (MOOCs) among the Postgraduate Students of Northeast India with Special Reference to Uand Practice (e-journal). <https://digitalcommons.unl.edu/libphilprac/5295>.
12. Shewale, R. (2021). Awareness of MOOC- Swayam among Library and Information Science Professionals: A Survey. *Research Review International Journal of Multidisciplinary*. 6(2), 07-13.
13. Silverman, S., Manson, M. (2003). Research on teaching in physical education doctoral dissertations: a detailed investigation of focus, method, and analysis. *Journal of Teaching in Physical Education*, 22(3): 280-297.
14. Subaveerapandiyam, A., & H, F. A. A. (2020). Awareness and Usage of Swayam Courses among Library and Information Science Students: A Survey. *Library Philosophy and Practice (e-journal)*. 3705. <https://digitalcommons.unl.edu/libphilprac/3705>.

## **About the Authors**

**Dr Mange Ram**

University Librarian

Central Library, Dayalbagh  
Educational Institute  
(Deemed University),  
Dayalbagh  
Agra, Uttar Pradesh  
Email Id: mram72ster@gmail.com

**Sukhbir Singh**

Senior Research Fellow

Ph.D.

Deptt. of Lib. & Inf. Sci.

Kurukshetra University, Kurukshetra

Email Id: sukhbirlibrary@gmail.com

**Sulekha**

Research Scholar

Deptt. of Lib. & Inf. Sci.

Kurukshetra University, Kurukshetra

Email Id: dhania.7657@gmail.com