

IMPACT OF DIGITAL LITERACY ON THE UTILIZATION OF E-RESOURCES IN MANAGEMENT INSTITUTE LIBRARIES

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ABSTRACT

Library and information science users have flocked to electronic resources in recent years. In order to fully use the many digital resources offered by university libraries, students must possess strong digital literacy skills. The purpose of the research was to examine how students' degrees of digital literacy influenced their utilisation of digital resources, as well as the ways in which university libraries can help students become more digitally literate and how they can use digital resources effectively.

Keywords: E-Resource, Electronic Resources, E-books, E-journals, Online Resources.

INTRODUCTION

The way information is communicated is going through a radical shift due to the present state of IT. Advances in information and communication technology (ICT) have greatly expanded the publication opportunities for electronic materials. Electronic resources, or e-resources, are any forms of disseminated information that are available by electronic means, such as a dial-up bulletin board, online services, or electronic media such as CDs, floppy discs, magnetic tapes, or electronic journals, books, ETDs, etc. Providing up-to-date information is the primary goal of electronic resources. Research requires up-to-date information. People can get their hands on the most recent data thanks to technological resources. Help users and employees save time. Find a solution to the library's space issue. Spreads easily and is easy to use. There has to be continuous work to find and get electronic resources because of the growth in their production and use.

It is becoming more accepted in the academic community that a digital library, complete with digital resources, is an absolute need. Not only does it significantly enhance the research and education process, particularly at the university level, but it also efficiently and effectively meets the information demands of information searchers in a way that is relevant to technological changes. The expansion of higher education has been greatly aided by digital information. Online education has emerged as a result of the proliferation of the web and internet, which provide students with a platform for immediate contact and access to a wealth of information. According to Khan and Ahmed, cited by Feng et al. (2005), designers of digital libraries should be aware of the information requirements and goals of library users. Research scientists and teaching staff now rely on digital libraries and e-journals to speed up their research and academic work.

Many professionals, including professors, students, and researchers, have come to realise the importance of digital resources in enhancing their research processes and overall productivity. The value of publicizing research findings as a means of sharing copyrighted works is widely acknowledged, however, as a means of protecting the original intellectual property rights that have been established. For them, access to the scientific community must be simple, high-quality, and real. These two issues meet in the middle of two competing demands: the availability of reliable sources and the need for published works to attest to their originality. Consequently, in order to remove obstacles to information access and the publishing of scientific works, libraries, as institutions responsible for gathering, Analysing, and sharing sources of information, need to establish digital library systems.

The expansion of digital information is a direct outcome of the shift from print to electronic media. On the other hand, it has given people new ways to look for information and utilises programmes to do so. When used in conjunction with traditional print library materials, digital and electronic resources greatly enhance the quality of research.

Journals that are more adaptable and welcoming of contemporary ideas inspire more people to write for and read them. Life in the scientific community, doing research, communicating findings, and publishing in peer-reviewed journals all seem to be inseparable. More than that, the internet has facilitated deeper, broader, and more varied connections among scientists. The value of network technology for advancing scientific knowledge is becoming more apparent as the field expands. The expansion has had an impact on how university libraries have evolved. Collaboration in the form of resource sharing necessitates a shift in library focus from collection growth to the development of digital libraries as information networks. It is thrilling to know that library resources and research productivity exist. Additional study is needed to fully comprehend and validate the significance of the two concepts as previously proposed.

LITERATURE AND REVIEW

Maxwell Akussah et al (2015) The research used a quantitative method, collecting data and information via questionnaires. We predicted a valid response rate of 58.5%. The statistical package SPSS was useful for Analysing the data in terms of descriptive features like regression and correlation. There was a strong positive correlation between user use and all four contracts measuring the effect of electronic resources: contentment, preferred database, time and frequency, and awareness. Academic institutions in Ghana should use intense marketing methods to enhance the adoption of electronic resources, according to the report.

Madhu Midha and Jatinder Kumar (2022) Research on consumers' familiarity with and utilisation of free educational materials was carried out. According to the results, the majority of users are aware of open educational resources (OERs) and have a positive impression of them. Academic communities were enthusiastic about adopting OERs and knew about their advantages, the survey

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found. People are aware of open educational resources (OER), but they don't really use them very much, according to the study's results.

Subhajit Panda (2023) analysed the use of Scopus database to determine research trends in library e-resource utilisation. Visualizing the most important sources, prolific writers, productive nations, and worldwide research output on e-resources is what this study is all about. Additionally, citation analysis was included to determine the research performance on this subject. According to the research, the value of e-resources has been growing at an alarming rate, highlighting their significance on a worldwide scale.

Data on the use of electronic resources by students and faculty at Chandigarh University Library was examined by Ram Veer and Subhajit Panda (2021) during the epidemic. During the pandemic era, the research found that electronic resources were used more often. Electronic resources were the mainstay of college students' academic lives at this time. They learned, did research, and obtained course materials via the use of electronic resources. Using internet resources helped keep education going and allowed students to learn remotely, according to the research. This was especially true during the epidemic. Despite the pandemic, students were able to access up-to-date and relevant course materials thanks to electronic tools, which facilitated online teaching and learning.

Dr. Bharat Dhiman (2021) looked at how research scholars at Kurukshetra University used internet resources via a case study. Among other things, he found that the research scientists at Kurukshetra University depended heavily on electronic resources. Electronic resources were highly valued by these academics since they provided convenient access to a wide range of scholarly articles. According to the study's findings, research scholars at Kurukshetra University have reaped numerous benefits from e-resources, including improved research capabilities, access to up-to-date information, and higher quality research output overall.

CONCEPT OF DIGITAL LITERACY AND DIGITAL RESOURCES

A person with high digital literacy is able to efficiently and effectively use digital technology for information seeking, evaluation, creation, and transmission. The ability to efficiently and critically explore, evaluate, and generate information using a range of digital devices is what the European Commission (2017) calls digital literacy. From the most basic, like typing and software use, to the most advanced, like coding, digital marketing, and online collaboration, it encompasses a wide range of skills. A person's social skills, information gathering abilities, and ability to navigate the digital environment are all enhanced by their level of digital literacy. One aspect of digital literacy is the capacity to critically evaluate information, including how to identify credible sources and identify false news.

Digital resources include any information in a digital format that may be shared or accessed via electronic means. Everything that can be accessed digitally over the internet, whether it be text,

images, music, or video, is considered a digital resource. "Digital resources" are "electronic materials that can be accessed and used to support teaching, learning, and research." Databases, programmes, electronic books, online articles, movies, audio files, and digital images are all possible components. Many other types of digital devices, such as laptops, smartphones, tablets, and anything else that can connect to the internet, may access these services. They spread rapidly via digital mediums such as the web, social media, and databases.

Impacts of High Digital Literacy on University Students' Use of Digital Resources

1. Digital resources are more accessible and useful to students who have a high degree of digital literacy, like online databases and e-books, for academic purposes.
2. youngsters who are well-literate in the digital realm are better equipped to learn to critically evaluate the material they find online, identify credible sources from questionable ones, and formulate arguments backed by evidence.
3. online learning activities like collaborative learning and online chats are more often participated in by students who have a high degree of digital literacy, which in turn leads to better learning outcomes.
4. Graduates who are proficient with digital tools and technology may have an easier time finding job after graduation. This is because they are more likely to be able to apply these skills effectively.

Effects of Low Levels of Digital Literacy on Students' Utilisation of Online Materials at the University Level

1. issue is that students may not be able to fully use digital resources like as e-books, online journals, and instructional software if they do not possess enough digital literacy. Consequently, they may not do as well in school.
2. students may struggle to critically examine and determine the credibility of online sources if they do not possess the requisite digital literacy skills. This might lead to inaccurate information in their scholarly papers.
3. Less Engagement in Online Activities: Students who aren't tech savvy may be less likely to take part in online discussions and group projects. They may not be as invested, and they might not learn as much.
4. Career Opportunities: Students who aren't tech savvy may find it harder to get a job as most companies now need it. This can limit their employment opportunities and income possibilities.

University Libraries' Functions in Encouraging Digital Literacy and Facilitating the Use of Electronic Resources

One of the main aims of university libraries is to encourage students to use digital resources and to promote digital literacy.

1. One of the most important things that university libraries do is make digital materials, such as e-books, online journals, and databases, available to students. This helps them become more digitally literate. Providing students with access to digital materials is essential for enhancing their digital literacy skills.
2. Enhancing Digital Literacy: University libraries in India are entrusted with the responsibility of assisting students in enhancing their digital literacy via a range of programmes and services, such as seminars and training. Library training and courses may be a great resource for students looking to improve their digital literacy.
3. Encouraging the Use of Digital Tools: Providing students with access to digital devices and software, such as reference management software and online collaboration tools, is one way university libraries in India may help encourage the use of digital technologies. Libraries and other organisations may work together to provide digital resources.
4. User Support: University libraries in India may provide students with user support services, such as helping them access digital resources and solving common difficulties. Students must have access to user support services if they are to make effective use of digital resources.
5. Encouraging Critical Thinking: University libraries in India may aid its customers' critical thinking skills by teaching them how to evaluate digital resources and information sources. The idea is that libraries may launch programmes to teach kids to evaluate digital resources critically.

Strategies for Enhancing Digital Literacy in Indian University Libraries

Here are a few ways that university libraries may promote digital literacy:

1. Training and Workshops: Seminars and workshops may be organised by university libraries in India to promote digital literacy. After the COVID-19 pandemic, university libraries should provide seminars and workshops on a regular basis to teach students how to effectively and efficiently utilize electronic resources.
2. The second suggestion is to put money into digital assets, such as e-books, online databases, and open access journals, which university libraries in India may purchase. Digital resources are essential for the development of digital literacy in both workers and students (Udo, 2020).

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3. partnerships: Indian university libraries may collaborate with other libraries, schools, and companies to share resources and knowledge. In order to promote digital literacy in university libraries, collaborations are essential.
4. Programmes for Digital Literacy: University libraries in India may develop digital literacy programmes that are incorporated into the curriculum. Students may be helped by digital literacy programmes to develop the skills needed to effectively utilize digital technology for study and communication.
5. University libraries in India may decide to invest in technological infrastructure in order to boost digital literacy rates. Improving the digital literacy skills of both students and staff members requires a solid technological foundation.
6. Social media: Facebook, Twitter, and Instagram are great tools that university libraries in India may utilize to increase digital literacy. Information on online resources and tools may be disseminated using social media.

India's academic libraries provide user assistance services to its patrons, including students, teachers, and staff. In order to guarantee that teachers and students can get the assistance they need to improve their digital literacy skills, user support services are vital.

The capacity to locate, assess, and make good use of digital resources is a talent that is rising in value in modern culture. Students in Indian universities need high levels of digital literacy to make good use of online resources for their studies and other interests. The following are some suggestions for raising the level of digital literacy among Indian college students:

1. Help Students Develop Their Digital Literacy Through Workshops, Online Courses, and Tutorials: Colleges and universities in India should provide classes and workshops to their students on topics including digital literacy, digital evaluation, and online safety.
2. Rather than reserving digital literacy for disciplines like computer science and IT, all academic disciplines should include it into their curriculum. Realising the significance of digital literacy in one's chosen area of study will motivate students to enhance their skills.
3. make sure students can get their hands on digital materials: having access to digital resources is crucial for students to develop their digital literacy. Online resources such as academic databases, digital libraries, and other such tools should be made available to university students. Colleges and universities should also provide students with access to technology such as tablets, Wi-Fi, and laptops.
4. Institutions of higher learning should push for more student-to-student and cross-campus exchange of digital materials and ideas. This may be accomplished via group projects, online

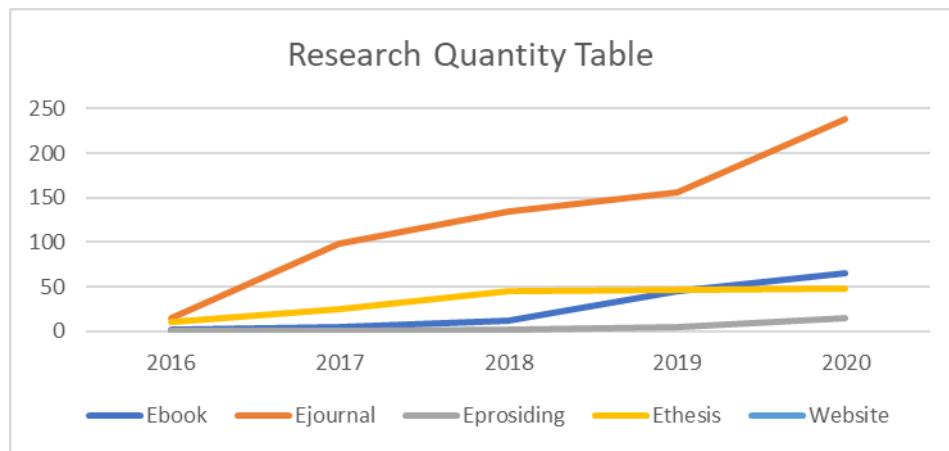
discussion forums, and social media. As a result, students will have the opportunity to learn from one another while also sharing what they know.

5. Promote an Innovative and Creative Environment: Lastly, universities should make an effort to foster an inventive and creative atmosphere that encourages students to experiment with various digital tools and resources. Participation in hackathons, coding challenges, and other forms of digital innovation may help students achieve this goal.

These suggestions, when implemented, will help Indian universities improve their students' digital literacy, which in turn would help them succeed in the modern digital world.

Use of Digital Resources

An growth in the usage of digital resources is shown by the data gained from the recording of the reference list of research sample scientific articles. Here is the data:



Source: Research Result, 2022

Figure 1 Graph of Digital Resource Usage

The more researchers are aware of the importance of internet resources while writing scientific articles, the more they will utilize them. Digital resources are becoming more popular every year, with journals seeing the largest increase. A little over a hundred more people used electronic books, proceedings, articles, and websites.

Researchers' heightened awareness of internet tools for research is supported by the data. Nevertheless, researchers continue to face challenges while trying to access the sources. The premise is that digital resources are being used more often, which is similar to how quick, simple, and precise they are to obtain. In order to find the appropriate answer, the State Islamic Institute Purwokerto in central Java, Indonesia, and its library management need to give this issue their full focus.

Productivity By Quantity

To learn more about how people utilize digital resources, researchers record their findings and conduct interviews. Research was documented by using Google Scholar to find published articles, indexing webpages, monitoring digital assets, and creating reference maps. Lecturers and functional researchers in a variety of roles (e.g., professors, head lecturers, lecturers, and expert assistants) were the subjects of interviews.

The young functional level informant pool consists of a single individual. The following table describes the research productivity for 2016, 2017, 2018, 2019, and 2020 based on the paperwork that was acquired:



Source: Research Result, 2022

Figure 2 Graph of Research Productivity

According to the data in the table, the State Islamic Institute of Purwokerto has been steadily expanding the amount of research it produces. The data on reference sources used in research articles indicate this growing tendency, as illustrated in the following graph:

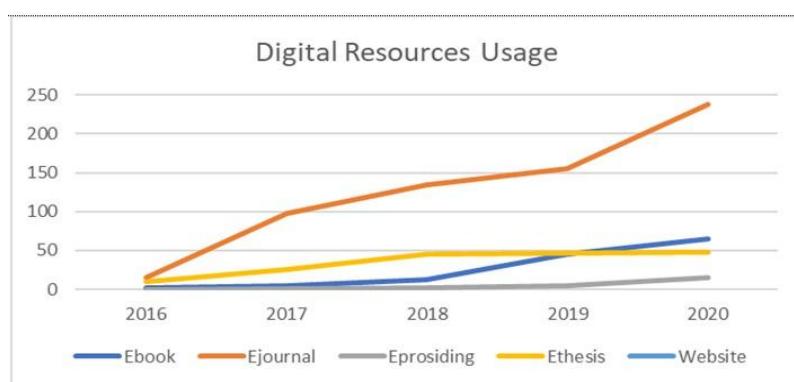


Figure 3 Graph of Digital Resource Usage

As more people become aware of academics' use of digital resources, the amount of study increases. The use of electronic journals as a source of information continues to rise year after year. This realization is prompted, in part, by the fact that digital resources are being used more and more as the major source for scientific writing and research. The fundamental incentive for researchers to enhance both the number and quality of scientific publications is the necessity to publish them in international journals indexed by Scopus in order to become a professor.

Case Studies on E-Resources Utilization

Anna Leonard et al. (2020) examined the use of digital resources by law professors in the case study "Use of electronic resources by law academics" conducted at the University of Namibia. Law professors rely substantially on online resources for both research and teaching, according to the poll. With the use of electronic tools, they were able to peruse academic articles, legal databases, and other online publications. The poll also revealed that legal academics like the convenience and accessibility of e-resources since it allows them to swiftly find and obtain relevant content from several sources. The survey also found that law professors acknowledged the benefits of e-resources for staying current with their field and improving the quality of their teaching and research materials. They considered e-resources to be more efficient than conventional library resources for finding what they needed.

In every case study, the value of electronic resources for educational institutions was emphasized. It demonstrates that academics from all fields regularly make use of e-resources because of the numerous benefits they provide, such as convenience, accessibility, and the ability to remain abreast of the most recent findings in their fields. For the most part, academics and researchers depend on electronic resources while they are doing research, teaching, or both.

E-Resources: Future Perspectives

The increasing importance of digital information in today's society is reflected in the extensive use of e-resources in the field of education. The benefits of electronic resources, such as enhanced research and instructional materials, remote access to resources, and up-to-date information, are well-known among academic staff and research scientists. Academic libraries will have to upgrade and expand their electronic resource offerings to meet the evolving demands of their patrons. In addition to fixing the problems with off-campus access and technological limitations, they should make sure that all users may access e-resources fairly. It is widely expected that the usage of electronic resources will remain crucial in higher education. Electronic resources are crucial for enhancing learning, teaching, and research at universities globally. Because of the convenience and accessibility, they provide, e-resources have grown into an integral component of the academic environment.

CONCLUSION

Online or digital resources, including electronic journals, electronic books, and other information sources, are impacted by the paradigm of organising and disseminating information as technology and information advance. For either free or a little price, a plethora of online merchants provide reference managers and other applications for managing and making use of digital materials. Because of this change, there is now a vacuum in the research community around media and technology literacy. The prior statistics on digital resource consumption suggests an extremely high level of dependency on digital resources.

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