

“Awareness And Use Of Library Information Sources And Services By The Language Students Of Sikkim University: A Study”

Sangay Lhamu Bhutia¹, Dr. M.Suresh Babu²

¹Research Scholar, Dept. Library & Information Science,
Mandsaur University, Mandsaur, Madhya Pradesh - 458002
rsubba12@gmail.com

²Associate Professor, Dept. Of Library & Information Science, Mandsaur University,
Mandsaur -458002 Madhya Pradesh, drsureshsvu@gmail.com

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ABSTRACT

The first crucial step to using library resources and services effectively is being aware of them. If people are not aware of it, even the best-stocked library will go unused. Knowing that different resources exist, comprehending their possible uses, and being able to use and navigate them are all included in the concept of awareness. The focus of this article is on the "awareness and use of library resources by the post graduate students of language departments of Sikkim University." The report covered the range of services, print and digital resources, and facilities that the library at Sikkim University provides to its users.

Keywords: Library resources, Library services, Awareness, Language, Department, Digital Resource, Users, Sikkim, University.

1. Introduction

Sikkim University, the state's sole central university, is presently situated in Gangtok, the state capital. It was founded in 2008 by an Act of Parliament of India. Since Sikkim University's designated campus is still under construction in Yangyang, South Sikkim, it rents a number of buildings in the Gangtok area to house its 33 departments covering a range of courses.

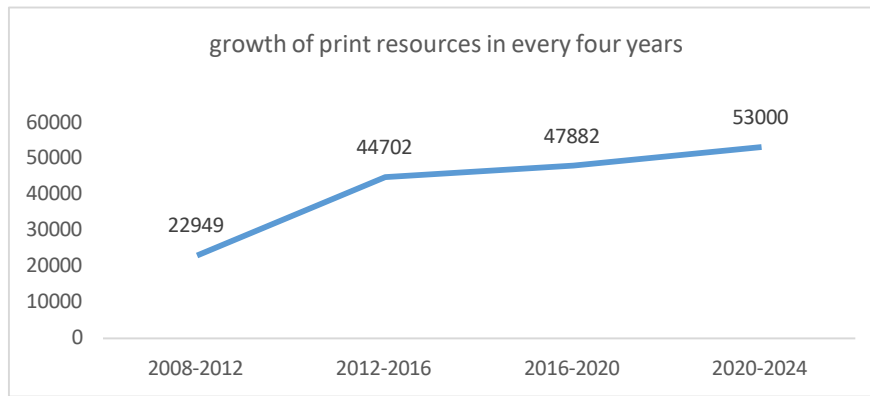
1.1 The Teesta-Indus Central Library

There are currently three divisions inside the library: the Science Library, the Teesta-Indus Central Library, and a Yangyang branch. The Teesta-Indus Central Library, also known as the Sikkim campus Central Library, is located in the centre of the campus in three stories of rented space in Samdur on the sixth mile. With a floor area of around 1000 square meters, the Central Library can house roughly 53,000 books. The library has a diverse collection that supports faculty, researchers, and students' educational, administrative, and research needs. The central library currently provides all the resources and tools required for any type of teaching, studying, or research, realising the university's goal.

1.2 Growth of Print Resources

The university library began collecting print resources in its first year of operation and this number has doubled annually (3783 books in 2008 & 7308- 2009). The following chart illustrates the quantity of print resources the library has acquired every four years since its establishment:

Table-1	2008-2012	2012-2016	2016-2020	2020-2024
Print Resources	22949	44702	47882	53000

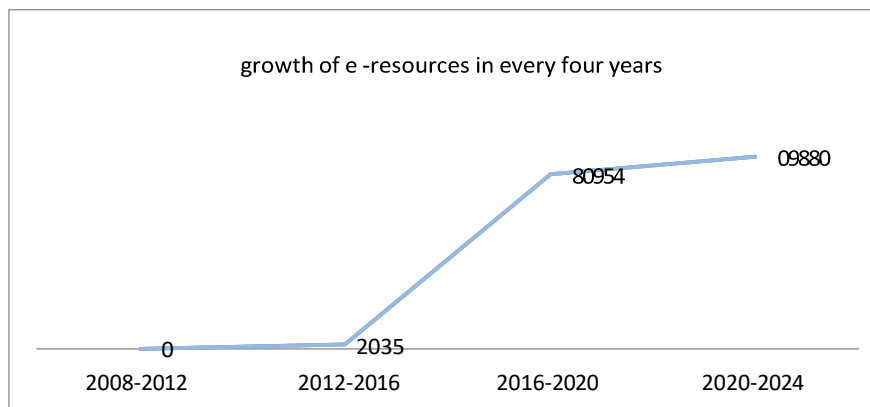


1.2.1 Growth of E- Resources

Table 2 clearly shows that e-resources are growing, having grown significantly between 2016 and 2020 with an increase of 8924 and 956 resources in 2020- 2024 as illustrated below:

Table-2 2008-2012 2012-2016 2016-2020 2020-2024

E-Resources	00	235	8924	9880
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2. Significance of the study

The rapid advancements in information and communication technology in recent years have brought about substantial changes in the creation, acquisition, arrangement, processing, and distribution of library information resources (Krishnappa 2022). Equally important and directly related to awareness is the use of library resources and services. In order to effectively support academic and research activities, resources must be accessed and used responsibly and efficiently. From the beginning, the Testa-Indus university library has prioritised the establishment of a first-rate university library with sufficient resources and services to support all academic and research endeavors. The study "*Awareness and use of library resources and services by the language students of Sikkim university: a study*" is an earnest attempt to determine the current state of the academic information environment in the general collection, e-resources, and services offered to the University's user base.

3. Objective of the Study

1. To find how the users of language department at Sikkim University use information.
2. To list the electronic resources and services that the university library offers its patrons.
3. To measure the users' satisfaction with the sources and services of Sikkim University library.
4. To identify the problems faced by the respondents in accessing electronic information sources.
5. To find out how AI will impact the services provided by libraries.

4. Scope and Limitation of the study

In spite of the fact that the Sikkim University Library serves 33 departments through a rented property, the researcher has restricted and chosen to concentrate solely on language students, who are currently housed in the primary designated area at Yangyang South.

5. Methodology

The individuals who participated in this study were the language students of the Sikkim University in Yangyang, South Sikkim. At Sikkim University, there are six language departments with a combined enrollment of 250 students. A survey was dispersed at random among the 145 students, and 114 responses were obtained.

6. Literature review

The literature review is an essential part of the research process because it provides the researcher with an overview of previous and ongoing studies in the topic.

1. The study by *Das, Basanta K. & Mahapatra, R. Kumar (2022)* assesses the relative benefits of using the central library's electronic resources at Ranchi University. The results indicate that most respondents are not accessing electronic resources because they are unaware of them. Therefore, it has been suggested that Ranchi University's librarian and library staff raise awareness in order to promote the use of electronic information resources.
2. *Kato Agrey (2021)* study considered the development, awareness, adoption, and usage of digital Library (DL) resources at the university level. Finding the most crucial technological components of DL resources and assessing the success factors are essential to developing and implementing a successful electronic library resource system. Information technology used in electronic libraries was defined and categorized into a number of groups that affect user satisfaction in a DL setting. After a number of studies were examined and assessed to ascertain the usability of DL services, the Blacklight open-source software was used to construct the DL discovery system.
3. *Rohit, Kumar (2020)* this study looks at PG students at IIT BHU's awareness of and use of digital information sources and services. According to the study's findings, the majority of students are aware of the digital information sources and services they can use to obtain information from the library. It was found that the majority of IIT (BHU) users are aware of digital information sources and services, and based on their level of satisfaction, they are generally happy with their uses. The paper's title is not novel, but it gives a realistic overview of the awareness around digital information sources and services and focuses on a particular system for potential future development.
4. *María Elena Gómez-Cruz et al. (2020)* evaluated user happiness and service quality in university libraries. The findings support the planning and execution of initiatives that address the concerns raised by the student body, resource optimization, and the effect of raising the caliber of services provided. The model created and used to provide indicators has been validated for validity and reliability. The users of participating institutions completed the self-administered online survey that forms the basis of the model.
5. *Balakrishnan, R., & Jeyshankar, R. (2019)* seeks to ascertain the information consumption habits and level of awareness of Gujarat library and information resources in Chennai city. The study's findings show that 50% of graduate students utilize the library regularly or daily, with female graduate students spending 4-6 hours there each day. When assessing online resources, half of the respondents selected accessibility as a criterion.
6. *Singh, Kuldeep (2019)* focuses on how users who are subscribers to Punjabi University, Patiala, are aware of and use e-resources. Both the students' degree of pleasure and the issues related to using e-resources are shown by the study. According to the study's findings, there should be a personal library database, Internet access, and a fast enough infrastructure. Subscriptions to additional e-resources should also be made. The preferences and importance of e-resources for research researchers, postgraduates, and undergraduates are also investigated in this study.
7. The issues of managing electronic information resources (EIR) in federal university libraries in North Western Nigeria are examined in *Yahaya, Abdullahi's (2018)* paper. According to the study's findings, the university libraries that were the subject of the investigation housed and preserved a variety of EIRs, including electronic databases, theses and dissertations, manuscripts, proceedings from conferences and

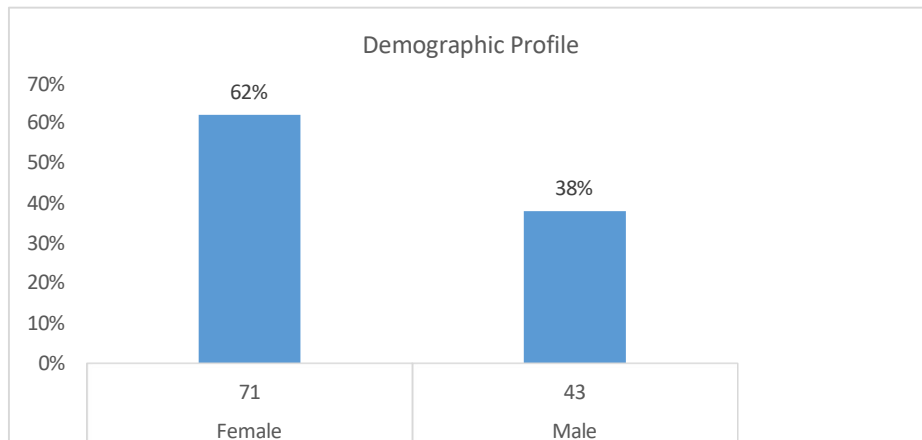
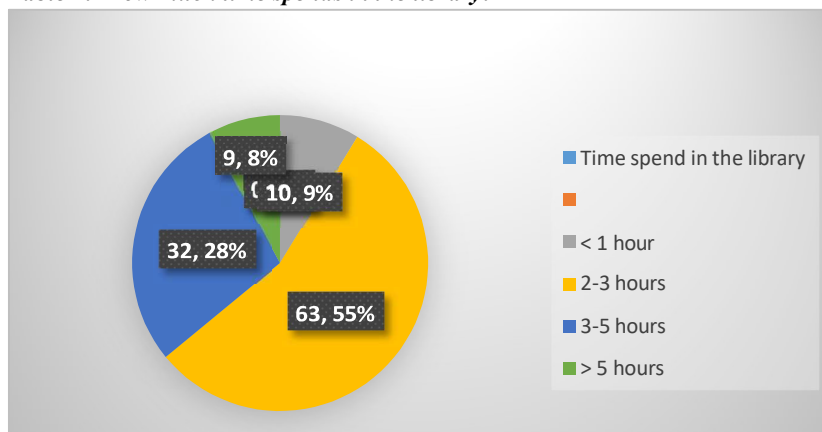
- seminars, e-books, and e-journals.
8. The objective of *Ngassa, V. (2018)* was to identify user issues with the online database systems that are often utilized in Tanzanian higher education institutions (HEIs). The important results indicate that the most often used databases are JSTOR, ScienceDirect, Google Scholar, Wiley's Online Library, and ScienceDirect. However, due to internal and external issues such as a slow internet connection, difficulty utilizing online databases, unavailability, and inadequate support, the level of access is still inadequate (especially for students).
 9. The importance of electronic resources in today's libraries, particularly in the sphere of higher education, was highlighted by *Patel, P & Verma, N (2018)*. This raises the caliber and aptitude of the students as well as the standing of IPS Academy, Indore. The result shows that additional electronic resources in the field are needed. In order to facilitate the use of electronic resources, authorities should move swiftly to address computer hanging difficulties and increase network speed. Additionally, it was discovered that half of the respondents regularly use electronic resources, and that half of them do so for learning.
 10. *K. Surendra Banu & N. Hari Lakshmi (2017)*. This study was conducted to investigate how MCA students at Sri Venkateswra University in Tirupati use library resources and services. Because of the slow internet and few computer terminals, the majority of users (66%) should not use the internet facility, according to the study's conclusions. In order to make better use of e-resources, it is advised that higher authorities improve their infrastructure. Additionally, the library should hold user awareness programmes at the start of every academic session to encourage students to use the resources and services that are available.
 11. According to *Chohda and Gupta (2017)*, identifying user patterns and information-seeking behaviors is important for improving library resources, services, and collections. This study aims to look into how students at the National Institute of Technology in Jalandhar, India, go about finding information and how they use it. Academic librarians will find the study helpful in addressing areas where their institutions need improvement and in acquiring the electronic journals their institutions demand.
 12. The study by *Chanchinmawia, F. and Verma, Manoj Kumar (2016)* reveals that faculty members and research scholars at Mizoram University's School of Physical Sciences are aware of and utilize the UGC-Infonet Digital Library Consortium. According to the paper's conclusions, further awareness-raising and marketing campaigns are required to improve the UGC-Infonet consortium's usage.
 13. *Khan & Khan, Javad (2016)*. The study focused on how users at Shri Ram College Muzaffarnagar perceived and used the library's resources and services. The study's conclusions show that the majority of users experience issues with slow servers and delays when accessing electronic resources. The recommendation is that the library holds frequent workshops to improve the use of electronic journals and raise knowledge of the value of the CD-ROM and online databases available.
 14. *Dang, Girish et al. (2013)*. There is a significant difference between students in their final year and those in their previous year when it comes to their awareness of and use of digital information sources, digital information services, and digital information sources usage, according to a study conducted by postgraduate students at Kuvempu University. Additionally, there is a notable difference in the awareness of digital information sources and services between postgraduate students in the arts, sciences, and education as well as between their usage of these resources in their final year and their prior year. The use of digital information sources, awareness of digital information services, and utilisation of digital information services by male and female postgraduate students do not differ significantly.
 15. *Vuda and Abinew (2013)*. In a survey on the adoption and use of electronic library services in universities, participants were asked to identify their level of awareness of these services by selecting "yes," "no," or "to some extent." The majority of respondents (57.97) indicated to some extent that they were only vaguely aware of the presence of e-library resources and were not well-informed. Twenty-six percent of the respondents had no idea that e-library services even existed. Of the respondents, only 21.38% were fully aware that e-library services existed. In the same study, they discovered that there are no appreciable variations in university-level e-library service awareness.

7. Data analysis and interpretation

Simple statistical techniques have been used to analyse, tabulate, and interpret the data that have been obtained.

Table 3: Demographic information

The user demographic profile of male and female language students is summarized in Table 3 below. A total of 140 questionnaires were given at random, with 114 responding. Among the 114 respondents, 71 (62%) are female and 43 (38%) are male.

**Table 4: How much time spends in the library?**

The data presented in Table 4 above indicates that the majority of respondents 63 (55%) use the library for two to three hours, followed by twenty 32 (28%) who use it for three to five hours. Respondents also reported having insufficient network access even though 9 (8%) of the students said they spend more than five hours there. 10 (8.7%) of them take less than an hour. The respondents' primary problems are with poor network connectivity and power supplies.

Table 5: How do you come to know about e-resources?

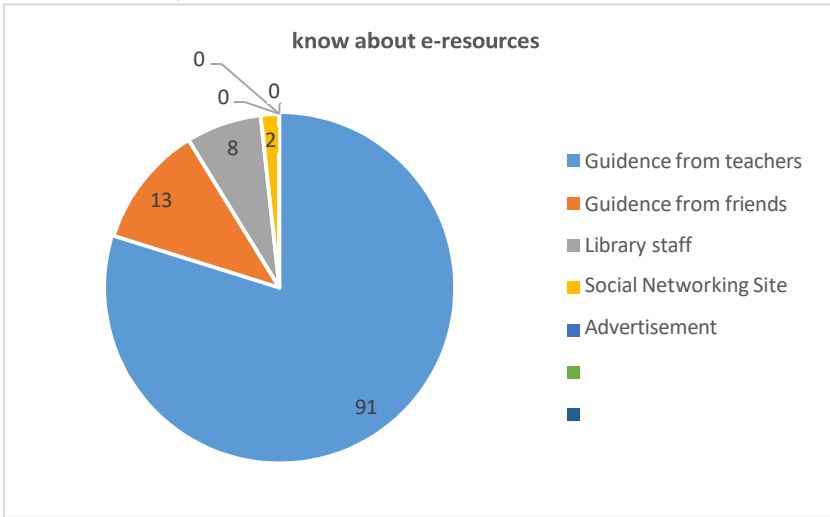
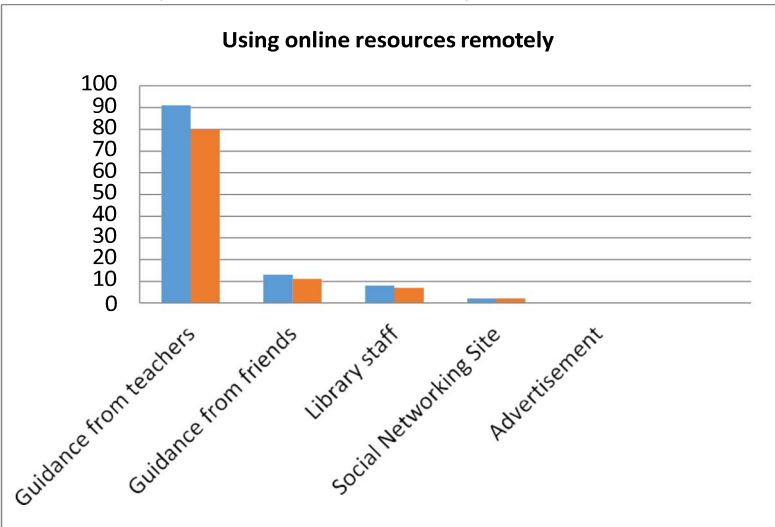


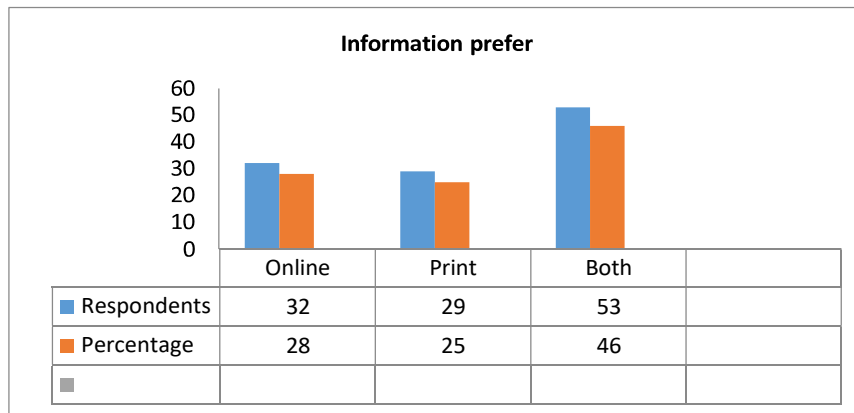
Table 5 reveals that of those 91 (80%) students, or the majority, teachers provide help on how to use the e-resources available through the university library, with friends providing the next highest percentage at 13(11%). None of the respondent receives any information from advertisements. Additionally, library employees assist in providing information to patrons and also learn from social networking sites with 8 (7%) and 2 (2%) simultaneously.

Table 6: Do you know that library services can be used remotely?



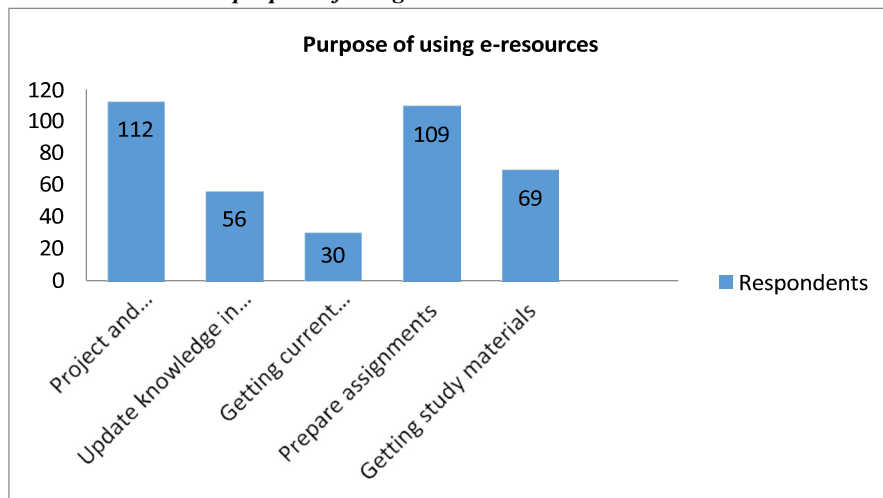
According to table 6's statement questions on students' awareness of using online resources remotely, 28 (24%) percent of them said they are aware of it and occasionally use it. In a similar vein, the vast majority 67(59%) said they are aware of it and use it frequently. The chart indicates that 15 (13%) of students are aware of remote access but do not use it, while 4(3%) are unaware of it at all.

Table 7: What type of information do you prefer?



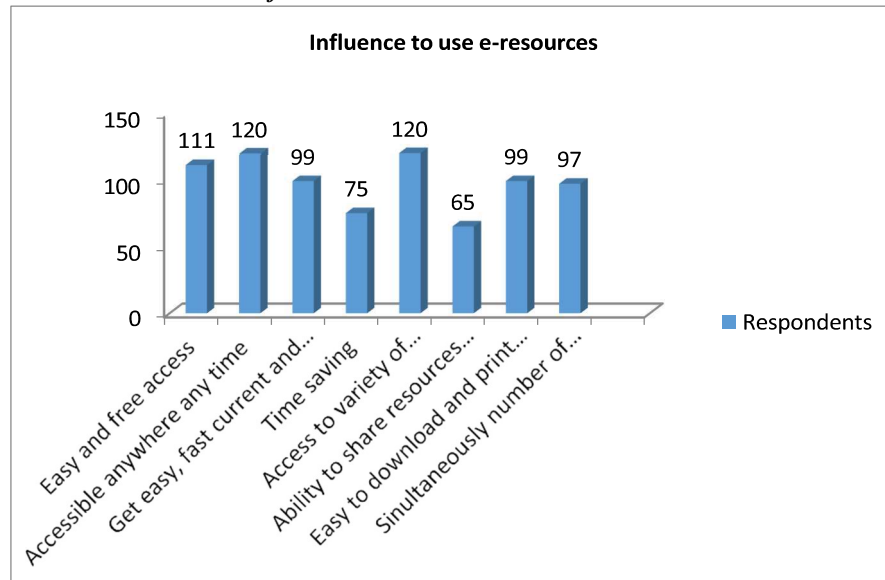
According to the data presented in Table 7 shown that the majority of 53 (46%) prefer both the print and online materials offered by the university library. It is discovered that the respondent prefers print materials as well because it is difficult to obtain language subject's information online. The chart also reveals that 32(28%) of respondents are content with online resources, whereas 29 (25%) of respondents only use print materials.

Table 8: Mention the purpose of using e-resources



*Percentage exceeds 100 percent because respondents were allowed multiple answers.

Table 8 presents an analysis indicating that all respondents 112 (100%) utilize electronic resources for project work and dissertations, with 109 (96%) using them for assignment preparation. 56 (49%) of respondents said they use e-resources to obtain up-to-date information, while 69 (60%) said they use them to obtain study materials. In their area of interest, only 30 (26%) of respondents use it to stay up to speed on expertise. Apart from that, responders don't use for any other reason.

Table 9: Factor which influence to use e-resources.

*Percentage exceeds 100 percent because respondents were allowed multiple answers.

Based on the data shown in Table 9, it can be observed that the majority of respondents between 90 to 100% assumed that e-resources are simple to use, free to access, available at anytime and anywhere, make it simple to obtain quick, up-to-date information, and save time and money. Use of e-resources is encouraged by respondents' ability to download and print needed documents easily, as well as their ability to access them simultaneously by many users. The capacity to rapidly exchange resources has an influence on the utilization of e-resources, according to 65(57%) of respondents.

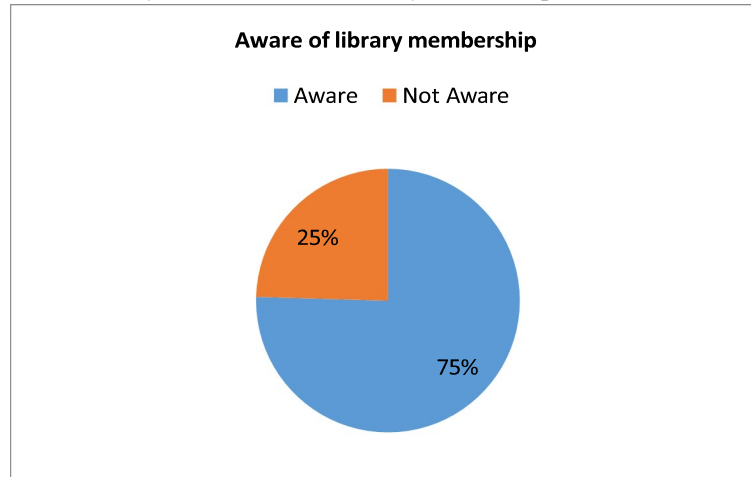
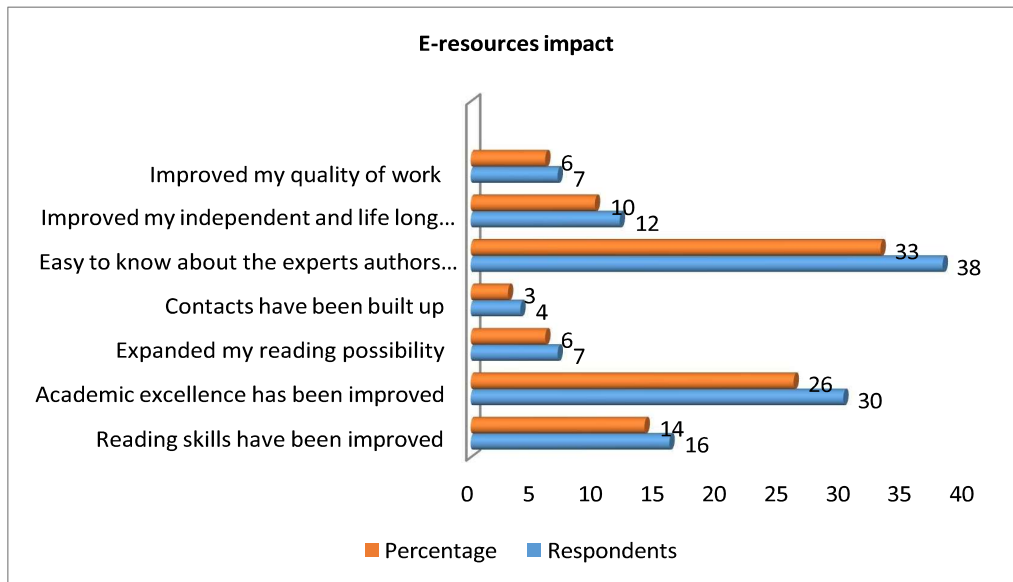
Table 10: Do you know about the library membership with other institution / organization.

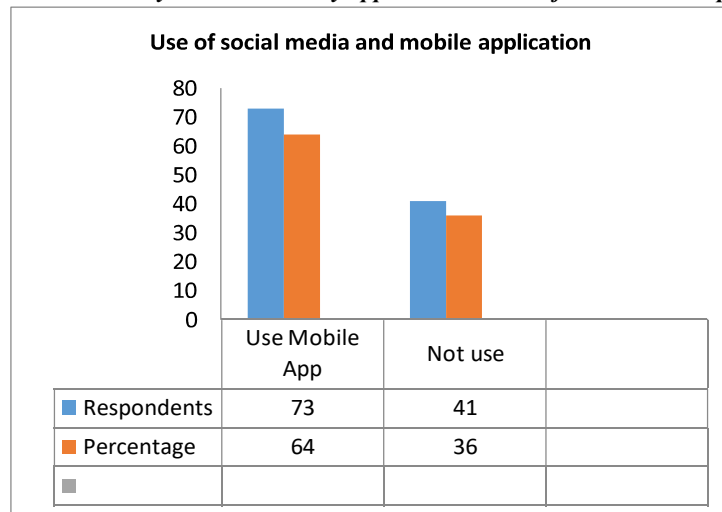
Table 10 demonstrates that 86(75%) of respondents are aware of being a member of another organization or institution that provides free access to a large range of books, lectures, and other educational materials. Merely 28(24%) of the participants are unaware of this affiliation.

Table 11: How using electronic resources has impacted your study and research.



When questioned about how they felt using electronic resources had affected their research and studies, Table 11 discussed, majority of 38(33%) of respondents concur that using e-resources to learn about experts and authors working in various fields of study is straightforward. This is followed by 30(26%) who believe that using these resources will boost their academic quality. Similarly, 16 (14%) of respondents say that their reading skills have improved, and 12 (10%) say that their lifelong learning skills have increased. Furthermore, it is shown that 7(6%) of respondents concur that the use of e-resources will increase reading opportunities and boost work quality. Merely 4(3%) of the participants have established connections.

Table 12. Do you use university app or social media for educational purpose?



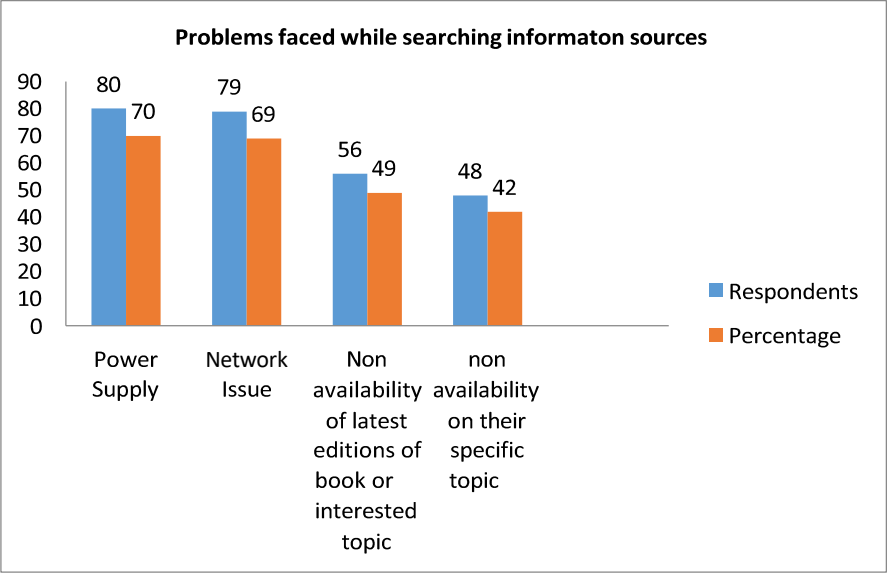
According to the table 12 highlighted that the 73 (64%) of the language students use mobile app., and university site in YouTube which allow for sharing, tagging, and interactive remarks. The library closely monitors these accounts, assesses user suggestions, and attempts to include those that will be most helpful to its users. Only 41 (36%) are not using any application for their work.

Table 13: Do you require training programmes on how to use and access e-resources?

Table No. 13 shows that just 27 (24%) of respondents require instruction on how to utilize and access electronic resources; the remaining 87(76%) do not require any kind of training because they can get assistance from teachers and friends.



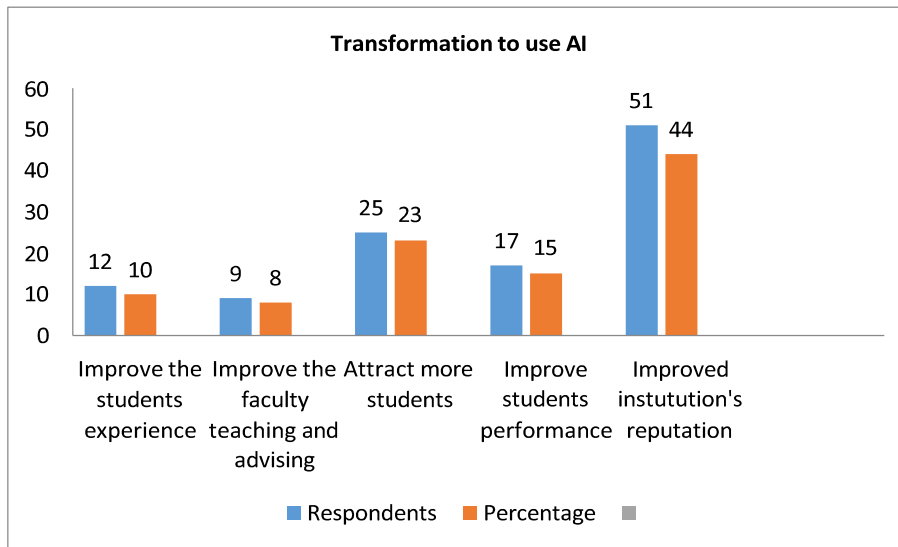
Table 14: Problems face while searching e-resources in the library



*Percentage exceeds 100 percent because respondents were allowed multiple answers.

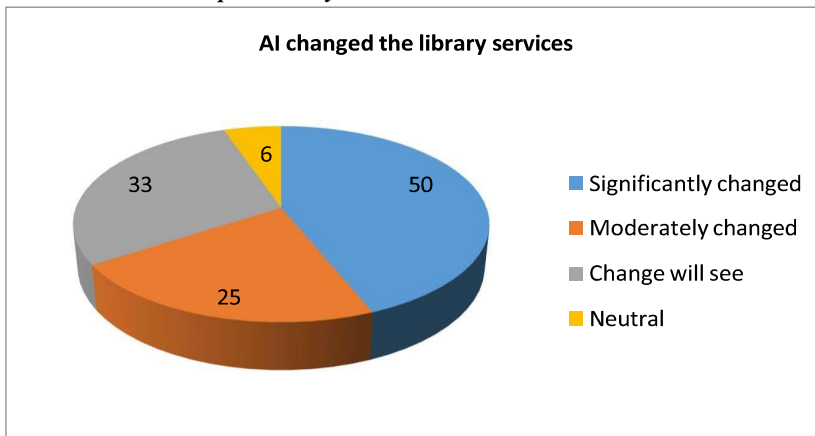
Given that the Department of Languages is situated in a somewhat isolated region of South Sikkim, Table 14 firmly agreed with the majority of 80 (70%) respondents that a power outage is one of the main issues for using e-resources. A majority of respondents, specifically 79(69%), concur that slow data networks and wireless networks pose issues when utilizing internet services. Of the respondents, 56(49%) said that they occasionally run into issues when the most recent resources on the topic they are interested in are unavailable. Accordingly, 48(42%) of respondents, reading certain electronic resources takes time, therefore they would rather study print materials in order to obtain the most recent editions of the relevant subject matter.

Table 15: Benefit of library transformation to use Artificial Intelligence in future.



The analysis presented in Table 15 illustrates the transformation of the library to use AI in the future. It finds that respondents highly preferred to improve the institution's reputation 51(44%) and attract more students 25(23%) and improve student performance 17(15%) and improve the students' experience 12(10%) respectively. Only 9(8%) of respondents agreed that faculty teaching and advising should be improved.

Table 16: Does AI impact library services



According to Table 16, half of the respondents (i.e., the majority) 50(43%) agreed that artificial intelligence (AI) will considerably impact library services in the future. The remaining 25(22%) agreed that changes would be minor. In a similar vein, 33 (29%) of respondents support the changes they anticipate, while only 6(5%) are ambivalent.

8. Findings

1. Students of a language are found to be fully aware of e-resources.
2. It has also been discovered that finding language-related topics online might be difficult to the language students.
3. Power supplies are a significant challenge when it comes to using electronic resources with language learners since they are situated in a remote location and can interfere with data networks.
4. Students find that online access is more convenient than physical resources.
5. The library is fully automated using RFID technology and hosts several technology-based inputs such as plagiarism software, Wi-Fi, ask-a-librarian etc.

9. Recommendation

1. Students studying languages should have access to print and internet resources that are focused on their subjects.

2. The availability of high-speed internet facilities is crucial for students to fully utilize e-resources.
3. To encourage students to use electronic resources, the library should create a backup plan that uses a generator for the power supply.

10. Conclusion

The study's objective is to evaluate how Sikkim University language students perceive and utilize various information sources and services. The study's findings indicate that even if there aren't many online resources on the subject, the users who took part in the poll are aware of them and the majority of them use them to prepare for assignments and projects. Conversely, the principal objective of the Sikkim Central Library will soon be relocated to its designated location in Yangyang, where the language department is already operating. The library has created a mobile application to interact with users online and distribute its resources. This has improved the way that the resources in the library are used and simplified the process of interacting with more people.

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