# Awareness and Use of Information Resources and Services among the Students of Colleges in Belagavi, Karnataka

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## ABSTRACT

*The purpose of this paper is to assess the awareness and usage of information resources and services among the students of colleges in Belagavi. A descriptive survey method with a quantitative approach was conducted, using appropriate tools for the collection and interpretation of the data. The study highlights the purpose of using information resources, reasons to prefer different types of resources, satisfaction levels, and problems faced by students when using information sources and services. More than ¾th of the respondents read textbooks and general books, and are useful to prepare for the semester and competitive examinations. 64.74% of the respondents prefer both printed and electronic resources equally. Majority of the respondents prefer the printed version as it's less expensive and easy to use. They also feel it's difficult to use printed resources as there are chances of getting damaged. Majority of the respondents prefer e-resources because they feel e-resources are easy to search and can be shared with distant colleagues/friends. 80.79% students are facing difficulty in using e-resources because of screen glare and eye strain while reading. Most of the respondents have learnt to use e-resources by themselves. Maximum number of respondents are visiting the libraries daily to study and read books and newspapers. Majority of the respondents are aware and using resource lending services and reference services but mentioned that interlibrary loan is unavailable to use. Most of the respondents are fully satisfied with their library collection and are satisfied with the working hours of the library. 95.79% of the respondents expect their library to increase the number of computers with faster working and good network. 88.16% of respondents want their library to improve its physical environment by providing more ventilation, lighting and noise control. The findings of the study suggest that library should improve the library collection based upon the user demands as well as automate the operations with required library management software and conduct orientation programme time to time for the effective use of information sources and services.*

## INTRODUCTION

Information is the primary and basic requirement of a research or an invention. Students in colleges, especially in general education institutions, are facing many difficulties in finding the right information at the right moment. Due to demands from patrons, space accessibility, and budget, most of the academic and research libraries are transforming their collections from print to digital format. Information resources are very important for the functioning of the government as well as national welfare. Hence, resources need to be harnessed and utilized properly(Tyagi & Kumar, 2011). Information professionals devote a significant amount of time to information-gathering activities, which may be rendered ineffective if the format of the material is not appropriate for their clientele(Pandita & Singh, 2011). The library is an essential part of the chain of human communication(Holeyannavar & Bankapur, 2018) and is a crucial part of promoting the academic programs and goals of an institution/university(Agboola, 2010). Library users have become more computer and information literate due to the everyday use of information and computer technology(Mučnjak, 2009). Students visit the library for reference, to borrow books, and read their notes in the library(Gunasekera, 2010).

The introduction of information technology into library operations has brought about tremendous improvements in library and information services(Agboola, 2010). The role of libraries in the age of e-resources will increase tremendously, particularly in providing training and guidance to use authentic and relevant information(Kene, 2020). The Internet and the availability of online information resources have changed the way we create, transmit, store, process, and manipulate information. It has changed the conventional practices of libraries in the delivery of services to end-users. University libraries are major repositories of authentic and accurate information for teachers, researchers, and students(Maan, 2018). For the past two decades, the library profession has been traditionally and entirely reliant on printed sources. Now libraries are trying to provide user-centric information resources, whether print or digital(Kaur, 2015). With the advent of social media and web-based services, users have a lot of information available in various formats(Maan, 2018). Students nowadays are facing problems due to inadequate access to full Internet connectivity and lack of skills on their part to use available electronic information resources(Agboola, 2010). This study provides a report that helps to implement new policies to improve library collection and services.

## REVIEW OF LITERATURE

Information is recognized as a vital source for the progress of humanity and the development of a nation, as a whole(Saigal et al., 2019). The information environment is changing at a high speed throughout the world(Kaur, 2015). Information plays a vital role in this digital environment. This has become possible because of the technological advancements and changing information needs of the users(Ranganadham & Surendra Babu, 2012). University libraries are spending a lot of funds on subscribing and purchasing print and electronic resources(Maan, 2018). To maximize the use of library resources, the library builds up its collection keeping in mind the needs of users and the library is designed for a changing information environment(Holeyannavar & Bankapur, 2018). The research scholars use a variety of ICT products and services for their research work(Kaur, 2015). Most of the research scholars and PG students visit the library daily (Maan, 2018; Gunasekera, 2010) for Internet access(Kaur, 2015). Many PG students and research scholars use both electronic and print resources (Maan, 2018). Awareness and usage are high for books, dictionaries, newspapers, general magazines, and theses/dissertations but geographical

sources and catalogues/union catalogues are the least sought-after resources in the library(Fatima & Tadasad, 2013). Students desire a crossbreed information atmosphere in which electronic information sources do not replace information in print but supplement it, adding new access and opportunities for users to choose(Yamson et al., 2018).

Although printed resources have been somewhat replaced by digital resources, traditional/printed resources still have a strong hold over digital resources(Kaur, 2015). Students are utilizing print as well as electronic resources for various purposes(Tripathi et al., 2016). A study conducted by Kene in 2020, concluded that students prefer print resources compared to e-resources, but a study by Cumaoğlu in 2012, concluded that university students prefer electronic resources and e-books instead printed resources. The majority of UG students always prefer print resources for their academic work rather than e-resources(Yamson et al., 2018) and use Google/Google Scholar to search for e-resources(Gupta & Kumar, 2016). Nowadays the majority of research scholars have awareness of e-resources and use them for their studies and research. They prefer e-resources due to the ease of searching and browsing facilities(Tripathi et al., 2016; Saigal et al., 2019). Inadequate access to full Internet connectivity(Agboola, 2010), slow server(Saigal et al., 2019) and lack of training and technical knowledge to use ICTs are the major hindrance faced by the research scholars and students to access e-resources(Kaur, 2015a). A study by Gunasekera in 2010, revealed that undergraduates are satisfied with available library resources, services, and facilities but library are not being fully utilized by them. Tripathi et al., in 2016 observed that research scholars are not satisfied with the availability of e-journals, internet connectivity, and speed. In a study by Maan in 2018 found that students expect good assistance from library professionals and a majority of them are satisfied with the assistance provided by the library staff. The library can improve the efficiency of its services to users to increase their satisfaction level(Iwhiwhu & Okorodudu, 2012).

The library should take the initiative to motivate respondents in using the resources and services available(Gupta, 2011). It must automate its housekeeping operations and ensure that services to its users are efficiently provided, which includes networking operations(Tripathi et al., 2016). Libraries should involve users in collection development, seeking users' feedback and suggestions regularly(Singh & Mahajan, 2015). A large number of users expect a library to organize information literacy programmes for the improvement of library resources and services (Maan, 2018). The library should arrange and organize training programmes related to the use of ICT products and services(Kaur, 2015a). The technical skills of library staff should be continuously updated and motivational programs should also be conducted for the staff to serve the library users in the best way possible(Maan, 2018). The library should improve the physical environment of the library especially by providing the required ventilation in the stacks area while taking measures to control the noise inside the library(Gunasekera, 2010). The implementation of technological advancements today has not only brought new parameters, like information access techniques in libraries but also has a great impact on every walk of research and has improved the quality of research(Kaur, 2015). It is responsibility of the libraries of higher education institutions to collect electronic media for its collection development policies in a better way to fulfil the needs of different types of users(Tyagi & Kumar, 2011).

## OBJECTIVES

The major objectives of the study are:

- ✓ To find out the reasons why students visit the library;
- ✓ To ascertain the level of awareness of information resources among the students and purposes of using them;
- ✓ To know the reasons to prefer electronic resources among students and difficulties faced in using them;
- ✓ To ascertain the preference of informal information sources by students;
- ✓ To identify the satisfaction level of students regarding library resources and services;
- ✓ To suggest measures to libraries in increasing quality collection and to promote library resources and services.

## SCOPE AND LIMITATIONS OF THE STUDY

The study is undertaken to explore the awareness of information resources and services among students of colleges in Belagavi city. It is limited to undergraduate students of three different disciplines i.e Arts, Commerce and Science in Sangolli Rayanna First Grade Constituent College, RLS College, Lingaraj College, BET's Bharatesh College and Beynon Smith College.

## METHODOLOGY

The researcher has adopted a descriptive survey method with a quantitative approach for attaining the objectives of the study. The survey was carried out between the JAN-FEB 2022. This method does not refer to the characteristics of the individual but represents the opinions as a whole to check the awareness and use of information resources and library services offered in the selected colleges. The population for the present study comprises graduate students and the investigator randomly selected a sample of 500 students. A well-designed questionnaire was designed online in the Google form and was distributed to respondents to collect primary data. Users were asked to tick the questions on a five-point Likert scale to rate the questions. Among the total sample, 380 responded which accounts for 76% of the response.

## DATA ANALYSIS AND INTERPRETATION

The primary data collected from the respondents are analyzed and interpreted below. This workout lasted around two months. The generated data were analyzed using MS Excel, and the same has been presented in the form of tables.

## RESULTS AND DISCUSSION

**Table 1:** General Information of Respondents

|        |          | **Respondents** | **%**  |
|--------|----------|-----------------|--------|
| Gender | Male     | 213             | 56.05  |
|        | Female   | 167             | 43.95  |
| Age    | Below 20 | 107             | 28.16  |
|        | 20-24    | 191             | 50.26  |

| | | | |
|---|---|---|---|
| | 25-28 | 67 | 17.63 |
| | Above 28 | 15 | 3.95 |
| Discipline | Arts & Humanities | 124 | 32.63 |
| | Commerce | 147 | 38.68 |
| | Science | 109 | 28.68 |

Table 1 shows the gender, age group and discipline-wise distribution of respondents. A total of 380 filled-out questionnaires were received from respondents, of which 213(56.05%) are male and 167(43.95%) are female. Majority of the respondents i.e., 191(50.26%) students are of age between 20 to 24 years, followed by 67(17.63%), 107(28.16%) and 15(3.95%) students of age between 25 to 28 years, below 20 years and above 28 years respectively. A maximum number of respondents i.e., 147(38.68%) students belong to the commerce discipline, followed by 124 (32.63%) and 109 (28.68%) students belonging to the Arts and science disciplines respectively.

**Table 2:** Awareness of Different Types of Information Resources among Students

| Resources | AU | % | AN | % | UA | % |
|---|---|---|---|---|---|---|
| Textbook | 301 | 79.21 | 63 | 16.58 | 16 | .21 |
| General Books | 267 | 70.26 | 77 | 20.26 | 36 | 9.47 |
| Dictionaries and Directories | 233 | 61.32 | 95 | 25.00 | 52 | 13.68 |
| Encyclopedias | 118 | 31.05 | 152 | 40.00 | 110 | 28.95 |
| Newspapers | 296 | 77.89 | 67 | 17.63 | 17 | 4.47 |
| Journals and Magazines | 237 | 62.37 | 103 | 27.11 | 40 | 10.53 |
| Yearbooks and Almanacs | 102 | 26.84 | 133 | 35.00 | 145 | 38.16 |
| Biographies | 135 | 35.53 | 158 | 41.58 | 87 | 22.89 |
| Maps, Atlases and Globes | 192 | 50.53 | 123 | 32.37 | 65 | 17.11 |
| Patents | 102 | 26.84 | 128 | 33.68 | 150 | 39.47 |
| Bibliographies | 96 | 25.26 | 147 | 38.68 | 137 | 36.05 |
| Handbooks, Manuals and Monographs | 136 | 35.79 | 127 | 33.42 | 117 | 30.79 |
| Theses, Dissertations and Research Projects | 136 | 35.79 | 147 | 38.68 | 97 | 25.53 |
| Conference Proceedings | 111 | 29.21 | 142 | 37.37 | 127 | 33.42 |
| Audio-Visual Materials | 166 | 43.68 | 122 | 32.11 | 92 | 24.21 |
| E-Journals | 151 | 39.74 | 112 | 29.47 | 117 | 30.79 |
| E-Books | 177 | 46.58 | 101 | 26.58 | 102 | 26.84 |
| E-Theses and Dissertations | 111 | 29.21 | 132 | 34.74 | 137 | 36.05 |
| Electronic Databases | 193 | 50.79 | 71 | 18.68 | 116 | 30.53 |
| CD-ROM | 173 | 45.53 | 92 | 24.21 | 115 | 30.26 |
| Wikipedia | 245 | 64.47 | 60 | 15.79 | 75 | 19.74 |

*Note AU= Aware and Using, AN= Aware but not using, UA= Unaware

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Table 2 denotes awareness of information resources among the respondent students. It indicates that the majority of the respondents, i.e., 301(79.21%) and 267(70.26%), are aware of and make use of textbooks and general books respectively. It reveals that students are regularly in touch with them to prepare for semester exams and competitive exams. The majority of the students, i.e, 233(61.32%), 296(77.89%), 237(62.37%), 192(50.53%), 193(50.79%), and 245(64.47%) are aware and using Dictionaries and Directories, Newspapers, Journals and Magazines, Maps, Atlases and Globes, Electronic Databases and Wikipedia respectively. It is found that most of the respondents i.e., 145(38.16%), 150(39.47%), 127(33.42%), and 137(36.05%) respondents are unaware of Yearbooks and Almanacs, Patents, Conference Proceedings, and E-Theses and Dissertations respectively. More number of respondents i.e., 152(40%), 158(41.58%), 147(38.68%), and 142(37.37%) respondents are aware but not using Encyclopedias, Biographies, Bibliographies, and Conference Proceedings respectively.

**Table 3:** Purposes of using Information Resources by Students

| Purposes | Respondents | % |
|---|---|---|
| To Study for Course Exams | 347 | 91.32 |
| To Study for Competitive Exams | 332 | 87.37 |
| To Update knowledge | 353 | 92.89 |
| To Prepare Notes | 321 | 84.47 |
| For Research Work | 226 | 59.47 |
| For Teaching Purpose | 180 | 47.37 |
| To get Subject-specific Information | 345 | 90.79 |
| Others | 251 | 66.05 |

Table 3 indicates the purposes for which students use information resources. It shows that the majority of students, i.e., 347(91.32%) and 332(87.37%) are using them to study for course exams and competitive exams respectively. A maximum number of students, i.e., 353(92.89%) are using them to update their knowledge. Most of the students, i.e., 321 (84.47%) and 345(90.79%) are using them to prepare notes and to get subject-specific information respectively. Nearly 226(59.47%) and 180(47.37%) students are using them for research work and teaching purposes respectively. 251(66.05%) students are using them for other purposes.

**Table 4:** Preference for Formats of Information Resources by Students

| Sources | Respondents | % |
|---|---|---|
| Printed Resources only | 27 | 7.11 |
| Printed Resources mostly | 50 | 13.16 |
| Both Equally | 246 | 64.74 |
| Electronic Resources mostly | 50 | 13.16 |
| Electronic Resources only | 7 | 1.84 |

Table 4 shows the preference for information resources among students. It is observed that a very small number of students, i.e., 27(7.11%), are using only printed resources, whereas 50(13.16%) students use printed resources mostly, the majority of students, i.e., 246(64.74%), are using both versions equally, 50(13.16%) students are using electronic resources mostly, and only 7(1.84%) students are using only electronic resources.

**Table 5:** Reasons to Prefer/Use Printed Resources

| Reasons | Respondents | % |
|---|---|---|
| Less Expensive | 223 | 58.68 |
| Easy to Use | 365 | 96.05 |
| Adopted to its use since the beginning | 247 | 65.00 |
| Easy to carry everywhere | 245 | 64.47 |
| Easy to Read and Concentrate | 352 | 92.63 |
| Easy to Photocopy | 320 | 84.21 |
| Authenticity of Information | 245 | 64.47 |
| Comfortable than E-Resources | 278 | 73.16 |
| Unavailability of electronic version | 196 | 51.58 |
| Others | 205 | 53.95 |

Table 5 shows the reasons for students prefer printed resources. It is found that 223(58.68%) students prefer the printed version as it's less expensive, whereas 365(96.05%) students prefer it because they feel it's easy to use, 247(65%) students prefer it as they are adopted to its use since the beginning, and 245(64.47%) students prefer it as it's easy to carry everywhere. 352(92.63%) students prefer it as it's easy to read and concentrate, 320(84.21%) students prefer it as it's easy to photocopy, 245(64.47%) students prefer it due to the authenticity of the information, 278(73.16%) students prefer it as they feel it's more comfortable than the electronic version, 196(51.58%) students prefer it due to the unavailability of the electronic version, and 205(53.95%) students prefer it for some other reasons.

**Table 6:** Difficulties Faced by Students in Using Printed Resources

| Difficulties | Respondents | % |
|---|---|---|
| Uncomfortable to Read | 143 | 37.63 |
| Expensive as compared to E-Resources | 197 | 51.84 |
| Difficult to carry everywhere | 220 | 57.89 |
| Difficult to Locate | 195 | 51.32 |
| Limited Information Available | 242 | 63.68 |
| Difficult to get up-to-date information | 305 | 80.26 |
| Need more physical space to store | 290 | 76.32 |
| Chances of getting Damaged | 324 | 85.26 |
| Others | 216 | 56.84 |

Table 6 displays the difficulties faced by students in using printed resources. It shows that 143 (37.63%) students feel uncomfortable to read the printed version, whereas 197(51.84%) students feel it's expensive compared to an electronic version. 220(57.89%) students feel it's difficult to carry everywhere, 195(51.32%) students find it difficult to locate printed resources, 242(63.68%) students feel only limited information is available in the printed resources, 305(80.26%) students find it difficult to get up-to-date information from printed resources, 290(76.32%) students feel printed resources need more physical space to store, much of the students, i.e., 324(85.26%), feel it's difficult to use printed resources as there are chances getting damaged, and 216(56.84%) students are facing some other difficulties.

**Table 7: Reasons to Prefer/Use Electronic Resources**

| Reasons | Respondents | % |
|---|---|---|
| Less Expensive | 280 | 73.68 |
| Easy to Access | 306 | 80.53 |
| Adopted to its use since the beginning | 210 | 55.26 |
| Multi-access | 334 | 87.89 |
| Mobility - Can carry/access anywhere | 327 | 86.05 |
| Saves physical space in storing | 325 | 85.53 |
| Easily searchable | 345 | 90.79 |
| Up-to-date information is available | 351 | 92.37 |
| Wide range of information in one place | 333 | 87.63 |
| Authenticity of Information | 287 | 75.53 |
| Sharing of information with distant colleagues/friends | 338 | 88.95 |
| Unavailability of Print version | 229 | 60.26 |
| Others | 245 | 64.47 |

Table 7 mentions the reasons for students to prefer e-resources. It shows that 280(73.68%) students prefer the electronic version, thinking it's less expensive, whereas 306(80.53%) students prefer it because they feel it's easy to access, 210(55.26%) students prefer it as they are adopted to its use since the beginning, 334(87.89%) students prefer it because it's multi-access, 327(86.05%) students prefer it as they can carry/access electronic version anywhere, 325(85.53%) students prefer it as it saves physical space for storing, 345(90.79%) students feel e-resources are easy to search, 351(92.37%) students prefer it because of the up-to date information, 333(87.63%) students prefer it due to the wide range of information available in one place, 287(75.53%) students prefer it due to the authenticity of the information, 338 (88.95%) students prefer it as information can be shared with distant colleagues/friends, 229(60.26%) students prefer it due to the unavailability of the print version, and 245(64.47%) students prefer it for some other reasons.

**Table 8:** Difficulties Faced by Students in Using Electronic Resources

| Difficulties | Respondents | % |
|---|---|---|
| Expensive | 215 | 56.58 |
| Require electronic devices to access information | 266 | 70.00 |
| Uncomfortable to read as compared to print resources | 289 | 76.05 |
| Screen Glare and eye strain while reading | 307 | 80.79 |
| Some of the contents might be found missing | 251 | 66.05 |
| Difficult to search right information from large information | 250 | 65.79 |
| Limited access to information | 213 | 56.05 |
| Lack of computer knowledge | 218 | 57.37 |
| Distractions from work while using | 255 | 67.11 |
| Information is not reliable | 210 | 55.26 |

| | | |
|---|---|---|
| Slow working and slow network of computers | 264 | 69.47 |
| Others | 253 | 66.58 |

Table 8 shows the difficulties faced by students in using e-resources. It points out that 215(56.58%) students feel electronic version is expensive, whereas 266(70%) students are facing difficulties as e-resources need electronic devices to access information, 289(76.05%) students feel uncomfortable reading e-resources as compared to print resources, 307(80.79%) students are facing screen glare and eye strain while reading, 251(66.05%) students complain that some contents might be missing, 250(65.79%) students find it difficult to search right information from large information, 213(56.05%) students are dissatisfied with limited access to information, 218(57.37%) students are lacking computer knowledge, 255(67.11%) students are getting distracted from work while using due to advertisements and other distractions, 210(55.26%) students feel that information in e-resources is not reliable, 264(69.47%) students are uncomfortable with slow working and slow network of computers and 253(66.58%) students are facing some other problems.

**Table 9:** Sources of learning to access Electronic Resources

| Sources | Respondents | % |
|---|---|---|
| Guidance from friends/colleagues | 95 | 25.00 |
| Guidance from library staff | 41 | 10.79 |
| Guidance from lecturers | 85 | 22.37 |
| Guidance from technicians | 16 | 4.21 |
| External Courses | 15 | 3.95 |
| Self-taught | 101 | 26.58 |
| Others | 27 | 7.11 |

Table 9 indicates the sources used by students for learning to access e-resources. It shows that 95(25%) students are guided by friends/colleagues to access e-resources, whereas 41(10.79%) students are guided by library staff, 85(22.37%) students are guided by lecturers, 16(4.21%) students are guided by technicians, 15(3.95%) students have learnt through external courses, a maximum number of students i.e 101(26.58%) have learnt by themselves and 27(7.11%) students have used some other sources for learning to access e-resources.

**Table 10:** Preference for Informal Information Sources

| Sources | Respondents | % |
|---|---|---|
| Discussions with Experts | 285 | 75.00 |
| Discussions with Lecturers | 324 | 85.26 |
| Discussions with Friends/Colleagues | 362 | 95.26 |
| Discussions with elderly/family members | 248 | 65.26 |

Table 10 displays the preference for informal sources of information by students. It indicates that 285(75%) students prefer to discuss with experts, whereas 324(85.26%) students prefer to discuss with lecturers, 362(95.26%) students prefer to discuss with friends/colleagues and 248(65.26%) students prefer to discuss with elderly/family members.

**Table 11:** Frequency of Visits to Library

| Frequency | Respondents | % |
|---|---|---|
| Daily | 160 | 42.11 |
| Twice a Week | 72 | 18.95 |
| Once a Week | 20 | 5.26 |
| Fortnightly | 11 | 2.89 |
| Once a Month | 26 | 6.84 |
| Rarely | 81 | 21.32 |
| Never | 10 | 2.63 |

Table 11 reveals the frequency of visits to libraries by students. It shows that most of the students, i.e., 160(42.11%) are visiting the libraries daily, whereas 72(18.95%) students visit them twice a week, 20(5.26%) students visit once within a week, 11(2.89%) students visit fortnightly, 26(6.84%) students visit once within a month, 81(21.32%) students rarely visit libraries, and only 10(2.63%) students never visit the libraries.

**Table 12:** Reasons to Visit Library among Students

| Reasons | Respondents | % |
|---|---|---|
| To Study | 335 | 88.16 |
| To read books | 332 | 87.37 |
| To read newspapers | 318 | 83.68 |
| To read journals | 204 | 53.68 |
| To borrow books | 299 | 78.68 |
| To access e-resources | 183 | 48.16 |
| To check new arrivals | 267 | 70.26 |
| To access computers | 186 | 48.95 |
| To access internet | 150 | 39.47 |
| Others | 195 | 51.32 |

Table 12, shows the reasons for students visiting the library. It describes that a maximum number of students, i.e., 335(88.16%), visit the library to study, whereas 332(87.37%), 318(83.68%), and 204(53.68%) students visit the library to read books, newspapers, and journals respectively, 299(78.68%) students visit to borrow books, 183(48.16%) students visit to access e-resources, 267(70.26%) students visit to check new arrivals, 186 (48.95%) and 150(39.47%) students visit the library to access computers and internet, respectively and 195(51.32%) students visit libraries for some other reasons.

**Table 13:** Awareness of Library Services among Students

| Services | 1 | % | 2 | % | 3 | % | 4 | % |
|---|---|---|---|---|---|---|---|---|
| The lending of books & other resources | 242 | 63.68 | 86 | 22.63 | 25 | 6.58 | 27 | 7.11 |
| Reference service | 217 | 57.11 | 80 | 21.05 | 51 | 13.42 | 32 | 8.42 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| OPAC | 152 | 40.00 | 85 | 22.37 | 77 | 20.26 | 66 | 17.37 |
| Book bank service | 133 | 35.00 | 100 | 26.32 | 86 | 22.63 | 61 | 16.05 |
| Photocopy/Xerox service | 178 | 46.84 | 92 | 24.21 | 60 | 15.79 | 50 | 13.16 |
| Interlibrary loan service | 82 | 21.58 | 111 | 29.21 | 110 | 28.95 | 77 | 20.26 |
| Newspaper clipping service | 172 | 45.26 | 110 | 28.95 | 56 | 14.74 | 42 | 11.05 |
| CAS(Current Awareness Service) | 156 | 41.05 | 112 | 29.47 | 62 | 16.32 | 50 | 13.16 |
| SDI service | 127 | 33.42 | 80 | 21.05 | 93 | 24.47 | 80 | 21.05 |
| Document Delivery Service | 136 | 35.79 | 95 | 25.00 | 84 | 22.11 | 65 | 17.11 |
| Internet services | 185 | 48.68 | 107 | 28.16 | 53 | 13.95 | 35 | 9.21 |
| Library extension service | 140 | 36.84 | 86 | 22.63 | 83 | 21.84 | 71 | 18.68 |

*Note 1= Aware and using, 2= Aware but not using, 3= Aware but service unavailable to use, 4= Unaware

Table 13 shows the awareness of different library services among students. It reveals that the majority of students, i.e., 242(63.68%) are aware of and also use lending services for books and other resources. Many of the students, i.e., 217(57.11%) and 152(40%) are aware and using reference service and OPAC service respectively. Many of the students, i.e., 133(35%) and 178(46.84%) are aware and making use of book bank service and photocopy service respectively. More number of students, i.e., 111(29.21%) are aware but not using interlibrary loan services. A maximum number of students, i.e., 172(45.26%), 156(41.05%), and 127(33.42%) are aware of and also using newspaper clipping services, CAS, and SDI services respectively. 136(35.79%) students are aware of and making use of document delivery service, 185(48.68%) students are aware of and using internet service and 140(36.84%) students are also aware of and using library extension service.

**Table 14:** The Satisfaction of Students with Library Facilities

| Facilities | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Library Collection | 169 | 44.47 | 135 | 35.53 | 50 | 13.16 | 20 | 5.26 | 6 | 1.58 |
| Lighting and Ventilation | 116 | 30.53 | 135 | 35.53 | 75 | 19.74 | 36 | 9.47 | 18 | 4.74 |
| Library Services | 145 | 38.16 | 116 | 30.53 | 72 | 18.95 | 25 | 6.58 | 22 | 5.79 |
| Computers | 95 | 25.00 | 95 | 25.00 | 95 | 25.00 | 62 | 16.32 | 33 | 8.68 |
| Library Catalogue | 92 | 24.21 | 140 | 36.84 | 105 | 27.63 | 33 | 8.68 | 10 | 2.63 |
| Seating Capacity | 95 | 25.00 | 115 | 30.26 | 112 | 29.47 | 45 | 11.84 | 13 | 3.42 |
| Staff | 135 | 35.53 | 120 | 31.58 | 70 | 18.42 | 41 | 10.79 | 14 | 3.68 |
| Security | 130 | 34.21 | 142 | 37.37 | 65 | 17.11 | 33 | 8.68 | 10 | 2.63 |
| Working Hours | 148 | 38.95 | 154 | 40.53 | 57 | 15.00 | 15 | 3.95 | 6 | 1.58 |
| Borrowing Facilities | 141 | 37.11 | 132 | 34.74 | 60 | 15.79 | 37 | 9.74 | 10 | 2.63 |
| Furniture | 110 | 28.95 | 110 | 28.95 | 110 | 28.95 | 43 | 11.32 | 7 | 1.84 |
| Reading Hall | 120 | 31.58 | 120 | 31.58 | 76 | 20.00 | 52 | 13.68 | 12 | 3.16 |

*Note 1= Fully Satisfied, 2= Satisfied, 3= Neutral, 4= Dissatisfied, 5= Totally Dissatisfied

Table 14, reveals the satisfaction of students with library facilities. It indicates that most of the students i.e., 169(44.47%) are fully satisfied with their library collection. Many of the students i.e., 135(35.53%) are satisfied

with the lighting and ventilation in their libraries. A maximum number of students i.e., 145(38.16%) are fully satisfied with their library services. Regarding the computers, an equal number of students i.e., 95(25%) each are fully satisfied, satisfied and also have neutral opinions. 140(36.84%) students are satisfied with the library catalogue, 115(30.26%) students are satisfied with seating capacity, 135(35.53%) students are fully satisfied with library staff, 142(37.37%) students are satisfied with the security,154(40.53%) students are satisfied with working hours of the library, 141(37.11%) students are fully satisfied with borrowing facilities, the equal number of students i.e., 110(28.95%) each are fully satisfied, satisfied and also have a neutral opinion regarding furniture and regarding reading hall, the equal number of students i.e., 120(31.58%) each are fully satisfied and satisfied.

**Table 15:** Suggestions by Students to Improve Their Libraries

| Suggestions | Respondents | % |
|---|---|---|
| The library needs to improve its collection in case of books, journals, and other resources | 312 | 82.11 |
| The library needs to increase the number of computers with faster working and network for students' use. | 364 | 95.79 |
| The library needs to extend its working hours. | 213 | 56.05 |
| The library needs to improve its photocopy service. | 295 | 77.63 |
| The library needs to improve its physical environment by providing more ventilation, lighting, and noise control. | 335 | 88.16 |
| The library needs to automate all library operations by required library management software and electronic devices. | 321 | 84.47 |
| Others | 237 | 62.37 |

Table 15, displays the suggestions by students to improve their libraries. It shows that the highest number of students i.e 364(95.79%) expect their library to increase the number of computers with faster working and good network, whereas 312(82.11%) students want their library to improve its collection in case of books, journals and other resources, 213(56.05%) students suggest to extend working hours of the library, 295(77.63%) students suggest to improve photocopy service, 335(88.16%) students want their library to improve its physical environment by providing more ventilation, lighting and noise control, 321(84.47%) students suggest their library to automate all operations by required library management software and electronic devices and 237(62.37%) students have some other suggestions to improve their libraries.

## MAJOR FINDINGS

1. The majority of the respondents i.e., 301(79.21%) and 267(70.26%) are aware and using textbooks and general books respectively.
2. A maximum number of students i.e., 353(92.89%) are using them to update their knowledge.
3. The majority of students i.e., 246(64.74%) are using both print and electronic versions equally.
4. 223(58.68%) students prefer the printed version as it's less expensive, whereas 365(96.05%) students prefer it because they feel it's easy to use.

5. Many of the students i.e., 324(85.26%) feel it's difficult to use printed resources as there are chances of getting damaged.

6. 345(90.79%) students prefer e-resources because they feel e-resources are easy to search and 338(88.95%) students prefer it as information can be shared with distant colleagues/friends

7. 307(80.79%) students are facing difficulty in using e-resources because of screen glare and eye strain while reading.

8. A maximum number of students i.e., 101(26.58%) have learnt to use e-resources by themselves.

9. 324(85.26%) students prefer to discuss with lecturers and 362(95.26%) students prefer discussing with friends/colleagues as preferred informal sources of information.

10. Most of the students i.e., 160(42.11%) are visiting the libraries daily and only 10(2.63%) students never visit the libraries.

11. A huge number of students i.e., 335(88.16%) visit the library to study, whereas 332(87.37%), 318(83.68%) and 204(53.68%) students visit the library to read books, newspapers, and journals respectively,

12. The majority of students i.e., 242(63.68%) are aware and also use lending services of books and other resources. Many of the students i.e., 217(57.11%) and 152(40%) are aware and using reference service and OPAC service respectively.

13. Most of the students i.e., 169(44.47%) are fully satisfied with their library collection and 154(40.53%) students are satisfied with the working hours of the library.

14. The highest number of students i.e., 364(95.79%) expect their library to increase the number of computers with faster working and good network and 335(88.16%) students want their library to improve its physical environment by providing more ventilation, lighting and noise control.

## CONCLUSION

Although printed resources have been somewhat replaced by digital resources yet the traditional/printed resources have a stronghold over digital resources. College students read textbooks and general books much to prepare for the semester or competitive exams(R. Kaur, 2015). The Internet and the availability of online information resources have changed the way of creating, transmitting, storing, processing, and manipulating information(K. Kaur, 2015). Information technology has generated multiple new sources of retrieving information(Aggarwal & Bhalla, 2012). The role of libraries in the age of e-resources will increase tremendously, particularly in providing training and guidance to use authentic and relevant information(Kene, 2020). Library users have become more computer and information literate due to the everyday use of information and computer technology(Mučnjak, 2009). Print resources to digital resources have compelled the present librarians to adopt new tools and techniques to satisfy modern users. But library resources and services are not being fully utilized by undergraduates(Gunasekera, 2010). Lack of training and lack of technical knowledge to use ICTs is the major hindrance faced by students in using electronic resources(K. Kaur, 2015). The library can improve the efficiency of its services to users for increasing their satisfaction level(Iwhiwhu & Okorodudu, 2012). The library management should take the initiative to motivate respondents in using the different types of information resources available in the library(Gupta, 2011). Libraries should involve users in collection development, seek users' feedback and suggestions, and evaluate collections regularly(Singh & Mahajan, 2015). A large number of users suggest that the library should organize information literacy programmes for the improvement of library resources and services(Maan, 2018). The library should

organize training programmes related to the use of ICT products and services(K. Kaur, 2015). The technical skills of library staff should be continuously updated and motivational programmes should also be conducted for the library staff to serve the library users in the best way possible(Maan, 2018). It is also essential for the library to increase the acquisition of electronic information sources while continuing to acquire general and reference materials to fulfil the current research needs of the users(Gunasekera, 2010). The libraries must automate their housekeeping operations using suitable library management software and ensure that services to their users are efficiently provided, which includes networking operations(Tripathi et al., 2016). The library should improve the physical environment of the library especially by providing required ventilation in the stacks area while taking measures to control the noise inside the library(Gunasekera, 2010). A library can accomplish the mission of its academic institute by providing the best services to the users and satisfying their information needs.

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