

## Social Networking Sites, the Lifeline among the Students and Librarians: Information Needs, Marketing and Promotion

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### Abstract:

*This study aimed to identify the use of social networking sites (SNSs) by the libraries of the central universities in India for marketing and promoting of the library and information services and products among their user community and also to examine the students' perception of the effectiveness of SNSs in their academic perspectives. The study used a descriptive survey method with questionnaires and interviews as tools for collecting relevant data. Findings from the study indicated that Facebook and YouTube were the most popular SNSs among the librarians as well as students. Through SNSs, librarians were providing several information services to their users e.g. new arrivals information, newspaper clipping services, schedule of orientation programmes, national and international conferences information, job notifications, interview tips, etc. Further, they used Google Talk and LIS Forum for online suggestions and web file sharing to their users. The study also revealed that students had a positive attitude towards the significance of SNSs for their academic perspectives. Results also demonstrated that the majority of students strongly agreed that SNSs were effective media which helped to offer a platform where they could study collaboratively with their friends and educators. Beside all these, a large number of students strongly believed that SNSs helped to increase e-learning habits among the university students and played a vital role for the development of future education system.*

**Keywords:** Information marketing, Social networking sites, Aligarh Muslim University, Jawaharlal Nehru University, India.

### Introduction

Education and learning plays a pivotal role for social change by modifying human behaviours. If we look across the pages of history, we would see that learning changes slowly with the passage of time. This gradual change has supported the development of some sophisticated technology-assisted learning processes which were, however, initially met with resistance by the educationists because they believed that introducing computers into classrooms reduced the human efforts. But the benefits that information and communication technologies (ICTs) offer are hard to ignore and in the last few decades technology-aided teaching and learning process have increasingly turned out to be highly productive.

Presently, the massive contributions of ICT are Internet communication tools and social media which has proved itself as the most advanced, real-time and effective way for the communication. Social networking sites (SNSs) are the burning issue in these days as they spread widely in every sphere of human life like education, industry, business as well as social life. For the last few years, social networking sites have been much more popular and familiar among the students and young generations. These innovative tools and techniques provide an interactive communication platform where people can connect with one another and share their thoughts, experiences, pictures, audio, video, chatting via text messages, audio call, video call, and also getting up-to-date information from various webpages and online channels such as educational, social, commercial, political, technological channels. The major advantage of SNSs is that anyone can 'create a public or semi-public profile within a bounded system and it also makes a list of other users with whom they can share a connection' (Boyd and Ellison, 2007).

It is a new trend that through SNSs, libraries are associated with the users' desk. Ram, Anbu and Kataria (2011) stated that these SNSs allowed library professionals to have a new paradigm of information literacy, 'customized information delivery' to the user's door. The fact is that the scope of the social networking sites in libraries comprises communication with the users' community, interaction with library users, user education, marketing of library services and products (new books and periodicals), connection with other librarians and library staff, getting valuable suggestions from users, etc. (Gupta, Gautam and Khare, 2014). Thus, libraries ought to adopt those technologies to extract the possible benefits for enriching our educational infrastructure, so the users can have a high quality educational experience.

India is a diversified country with the second largest population only next to China and seventh largest country on the basis of geographic area. Recent statistics show that India has the highest number of Facebook users, more than the United States. In India, more than 241 million people are connected with Facebook. The highest age group is 18-24 years old, followed by the age group of 25-34 (India Facebook Statistics Report, 2018). According to The Economic Times Report, more than 80% of Internet users in India across all the age groups are accessing YouTube. The report also said that, with "around 225 million monthly active users on mobile alone, India is one of the fastest-growing countries for the video platform" (The Economic Times Report, 2018). According to the Statistics Portal, India has more than 59 million monthly active users on Instagram and 30.4 million users on Twitter (Statistics Portal, 2018). At present, India has more than 45 million users on the professional networking site LinkedIn (Akshay Kothari Report, 2017).

## **Literature review**

Since the emergence of different social networking sites like Facebook, YouTube, Twitter, Myspace, Flickr, Snapchat, Google+, LinkedIn, and Instagram, have attracted the attention to the millions of people especially teenagers and young generations all over the world. During the last few years, a large number of researchers from various fields throughout the world has conducted studies on 'social networking sites' in the universities, to learn about the real practices and significance of these sites. Significantly, SNSs have been used recently as a 'second generation of web-based technologies' for modern communications, information dissemination to others and collaboration on the World Wide Web (Linh, 2008; Tripathi and Kumar, 2010).

Undoubtedly, at present, SNSs have become popular as a means of communication all around the world. In the simplest form, SNS is fully network-based application which is open for everyone with their personal activities, contributions, discussions, sharing information to peers, and so on. Notably, a number of scholars have claimed that SNSs have playing a significant role to increase the e-learning habits among teenagers and university students, as well as to build a better relationship between the students and educators (Boateng and Liu, 2014; Boyd and Ellison, 2007; Tiryakioglu and Erzurum, 2011). Schlenkrich and Sewry (2012) stated that students are very likely to use Facebook for different

purposes such as “to keep in touch with old school friends, to check out someone they met socially and learn about people they are interested in, to find out about people in their classes, to organise team meetings, to use Facebook to meet new people, learn about their lecturers and to find out about university assignments”. Significantly, SNSs help “to reduce stress and increase satisfaction among students by providing opportunities to join bulletin board discussion anytime, or visiting classmates and instructors remotely in chat room” (Jalal and Zaidieh, 2012).

To fulfil the user’s needs, libraries have always revolutionized their service pattern. In the present scenario, new technologies are emerging at a very fast rate, so the libraries have to keep pace with this technology in order to fulfil the requirement of the needy users. A study by Baro, Edewor and Sunday (2014) have found that Facebook has been largely used in the academic libraries of Nigeria and South Africa for dissemination of several information to their students and teachers. A study by Awang (2012) revealed that among all the social networking sites, Facebook was the most popular and widely used SNS of 100 percent Malaysian academic libraries (Public and Private both). Linh (2008) revealed that most of the Australasian academic university libraries were using blogs for ‘enabled library users to be aware of library services and activities such as opening hours, borrowing services, and questions and answers relating to library services, library events, news, discussion etc.’. Tripathi and Kumar (2010) stated that academic libraries in Australia, Canada, UK and USA provide good quality library services to their students through various SNSs. Apart from these, in Africa, most of the university librarians used various SNSs for several purposes such as “announcing library news/events, online reference services, training resources, blogging and image and video sharing with users” (Baro, Edewor and Sunday, 2014). In India, Fatima and Fatima (2016) observed that Facebook, Twitter and YouTube were the most popular SNSs which are used by the Government Funded Research Institutes in Delhi. A study by Gupta, Gautam and Khare (2014) revealed that majority of library staff of Power Sector Organizations in North India had not adequately familiar of the usefulness of social media applications. However, a few library staff are using social media applications e.g. Facebook, wikis, blogging, listserv, etc., but without any training of these applications.

A study by Madhusudhan (2012) revealed that a large number of research scholars at the University of Delhi was familiar about the various SNSs and they used them mostly for communication purposes, followed by academic purposes. Another study by Kumar (2012) found that majority of the Sikkim University students had a sound knowledge of SNSs and they mostly used these sites for academic purposes. Hamade (2013) found that a large number of university students in Kuwait used Twitter and Facebook frequently for viewing others’ posts, news and comments rather than posting information themselves. Hamade identified that students have a lack of knowledge regarding the real benefits of SNS, therefore, universities in Kuwait should arrange training programs on SNS for better utilization. A study by Baro, Edewor and Sunday (2014) reported that a large number of South African University students have prepared their assignments with the help of YouTube video lectures. Munshi (2015) found that a huge number of engineering students at Aligarh Muslim University are “highly dependent on social media for their academic purposes”. Another study by Munshi, Mostafa and Alam (2018) revealed that a large number of postgraduate students at the University of Rajshahi, Bangladesh strongly believed that SNSs played a positive role in the field of education and also built up a better relationship between their friends, family, educators, etc.

### **Scope and limitations of the study**

According to the Ministry of Human Resource Development (MHRD), Department of Higher Education (2018), in India, there are 47 Central Universities, 129 Deemed Universities, 367 State Universities and 23 Indian Institute of Technology (UGC, 2018). However, the present study is limited to only two central universities, namely Aligarh Muslim University (AMU) and Jawaharlal Nehru University (JNU).

## Purpose of the study

The purpose of this study is to explore the effectiveness of social networking sites for marketing of the library and information services and products. The focus mainly will be on the two prestigious University libraries in India i.e. Aligarh Muslim University and Jawaharlal Nehru University. The study examined the current status of the university libraries in terms of the usage of various SNSs that provide a wide range of library services to the user communities. Besides these, to evaluate the student perceptions regarding the effectiveness of SNSs from an academic perspective.

## Methodology

The study used a descriptive survey method with questionnaire and interview as a tool for gathering relevant data. After consulting the relevant literature, the investigator prepared two sets of structured questionnaires, which covered both open-ended and close-ended questions. One questionnaire was for the university librarians and another for the students. Initially, the investigator visited both the university libraries and consulted with the respective librarians to discuss the issues related to the SNSs in their libraries. After that, questionnaires were distributed among the university librarians and student community.

Apart from the librarians' survey and interview, investigator conducted a survey, using simple random sampling, among the students from various faculties of AMU and JNU. A total number of 2100 questionnaires (1050 for AMU and 1050 for JNU) were circulated randomly among the students at the reading rooms in the central libraries and also various departments of both universities. In AMU, 894 of the 1050 circulated questionnaires, were returned. Out of these 894, 15 questionnaires were excluded from analysis because the responses were incomplete. Therefore, 879 field questionnaires were selected for analysis. In JNU, out of 1050 circulated questionnaires, 702 questionnaires were received. Out of 702 questionnaires, 17 incomplete questionnaires were excluded from analysis. Thus, 1564 field questionnaires were selected for analysis. The response rate is presented in Table 1.

Table 1: Response Rate

Category	Item	Aligarh Muslim University		Jawaharlal Nehru University	
		No. of respondents	Percentage	No. of respondents	Percentage
Questionnaires Distributed	Distributed Questionnaires	1050	100	1050	100
Questionnaires Received	Received Questionnaires from Participants	894	85.1	702	66.8
Questionnaires Selected for Study	Selected Participants	879	98.3	685	97.5
Gender	Male	481	54.8	426	62.1
	Female	398	45.2	259	37.9
	Undergraduate Student	343	39	78	11.3

Course Wise Distribution	Postgraduate Student	321	36.5	294	40.7
	Research Scholar	215	24.5	313	45.6
Faculty Wise Distribution	Faculty of Arts	249	28.3	224	32.8
	Faculty of Social Science	311	35.3	237	34.5
	Faculty of Science	181	20.6	131	19.2
	Others	138	15.6	93	13.5

After analysing the total number of 1564 questionnaires, it was observed that from both universities, majority of the respondents belonged to the male category (54.8 percent =AMU, 62.1 percent =JNU). In this survey, undergraduate (UG) students, postgraduate (PG) students and research scholars participated as shown in Table 1. It was also observed that a large number of participants belonged to Social Science Faculty followed by the Faculty of Arts and Science. A lower number of respondents belonged to the various Faculties like Faculty of Commerce, Faculty of Medicine, Faculty of Engineering, Faculty of Management etc. The data received from the students was analysed by using Statistical Package for the Social Science (SPSS), version 23, to determine frequencies, percentages, tabulations, mean value with standard deviation and such other statistical measurements.

## Results

### The viewpoints of the librarians

During the survey, investigator observed that the attitude of the librarians from both universities was quite positive and they enthusiastically completed the questionnaires and agreed for the interview. Throughout the discussions, investigator realized that the librarians of both the universities had 'very good knowledge' regarding the effectiveness of various social networking sites. They stated that nowadays SNSs were the most effective and powerful media for marketing and promoting the information resources to their users in a short span of time.

### *Involvement in SNSs among the librarians*

The analysis of the data shows that the librarians of AMU and JNU use various SNSs such as Facebook, YouTube, LinkedIn, Twitter, Google Talk, Wikipedia, Delicious, LibraryThing, Dropbox, LIS forum, Geo Tagging, etc. Again, the librarians were asked to indicate the most use SNSs in the libraries for marketing of several information and library products. The results showed that Facebook, YouTube and Twitter were the SNSs most used by librarians at both universities.

The survey data revealed that librarians of AMU and JNU have regularly use SNSs like Facebook, YouTube, Twitter, and LinkedIn, Google Talk, Wikipedia, Delicious and sometimes they use LibraryThing, Dropbox, LIS Forum, Geo Tagging, etc. for several purposes.

### *Information services through SNSs*

The services which were being provided by the librarians of AMU and JNU through SNSs were

almost the same. The study indicated that through Facebook and Twitter, librarians were frequently posting different information such as new arrival of books and periodicals in the library, newspaper clipping services, schedule of orientation programmes which were going to be held in university level as well as in the library, information regarding various national and international conferences, workshops which were going to be held in the university, job notifications, information related to various programmes (library orientation programme, celebration of different social activities like cultural events, librarians day), etc. They uploaded various video lectures, events, shows, discussions on the particular issue, documentary, etc. in YouTube (snapshots are given in the Appendix). Librarians at both universities reported that they used Google Talk and LIS forum for online discussions and suggestions to their users. Apart from these SNSs, LibraryThing for social cataloguing, Dropbox for web file sharing, Delicious for social book marking, etc. were used by the librarians.

Librarians at both universities stated that these sophisticated technologies helped to increase the use of library services by physically as well as virtually. They reported that a large number of students actively followed up on resources which were promoted through SNSs. Librarians also indicated that SNSs were effective for marketing and promoting the library resources and events especially to the off-campus students, Through SNSs, they promoted their resources and services to these students to utilize the library effectively.

### **Student perceptions**

#### ***Knowledge about Social Networking Sites***

The present study sought to identify the knowledge regarding various social networking sites among the students of AMU and JNU. After analysing the data, it was observed that a large number 842 (53.8%) of respondents had very good knowledge about social networking sites, 514 (32.7%) had good knowledge and 208 (13.3%) had average knowledge. Hence, the findings of this study revealed that majority of students having 'very good knowledge' about SNSs.

#### ***Use of Social Networking Sites***

The study made an effort to identify what SNSs were commonly used by the students of both universities. Figure 1 clearly demonstrates that 1436 (91.8%) respondents remarked that the most effective and popular SNS are Facebook, followed by YouTube by 1285 (82.1%) of the respondents. The study also revealed that, besides Facebook and YouTube, various SNSs were used by the participants such as Instagram (N=864; 55.2%), Twitter (N=654; 41.8%), Myspace (N=552; 35.2%), LinkedIn (N=517; 33%), Flickr (N=425; 27.1%), Google Buzz (N=201; 12.8%), Snapchat (N=152; 9.7%), Blog (N=104; 6.6%), and others (N=156; 9.9%) such as Orkut, Google News, Wikipedia, Research Gate, Lurningo, Pinterest and Google+, etc. Thus, it was clear that Facebook had a large number of stakeholders in terms of usage among the respondents, followed by YouTube.

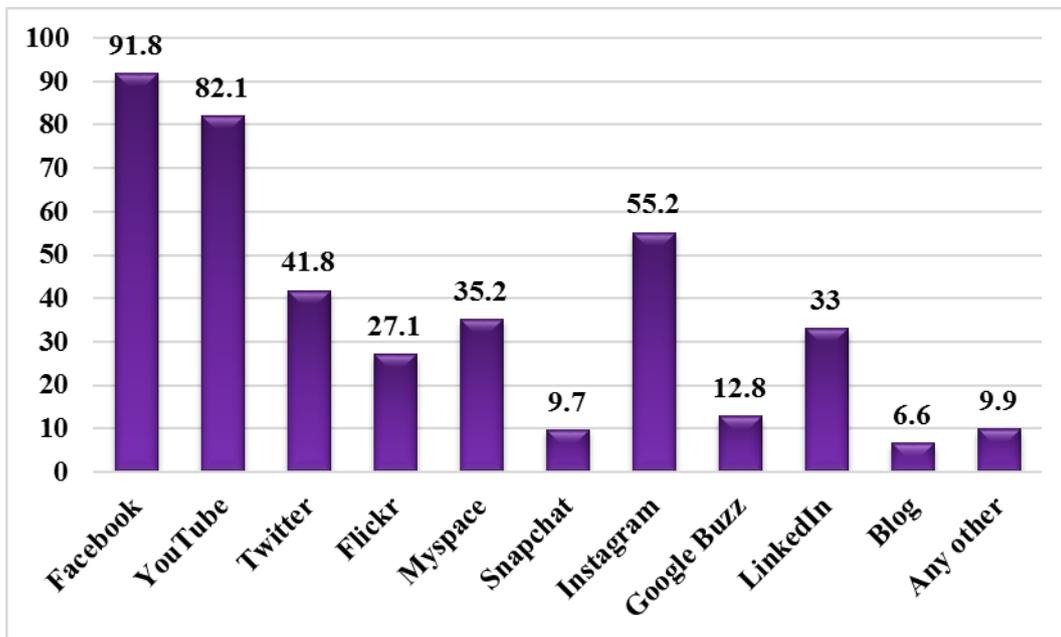


Figure 1: Social Networking Sites use by the Respondents

### *Frequency of using Social Networking Sites*

We do not deny that ICT has changed our lifestyle. Today's younger generation is addicted to various electronic devices like smartphone, laptop, tablet, etc. It is very difficult to stay without any devices because it makes our daily life fast and easygoing. Some of the undeniable benefits of the smartphone include a quick conversation, searching information, e-reading, composing the email, preparing assignments, connecting with friends, educators, family, expert groups, through SNSs, etc. However, the investigator tried to examine the frequency of using SNSs during a day. After analysing the data, it was observed that majority of respondents 849 (54.2%) used social networking sites during a day less than 30 minutes followed by 478 (30.5%) of them within 30 minutes to 1 hours. The study also revealed that the fewest number of respondents 147 (9.3%) used them for 1 hours to 1.30 hours and 90 (5.7%) of them remarked that they used them for 1.30 to 2 hours. Thus, the study revealed that a large number of participants used SNSs for less than 30 minutes constantly during a day.

### *Purposes of using Social Networking Sites*

Table 2 illustrates the purposes of using SNSs by the students. A large number of participants 1498 (95.7%) reported that they used SNSs for communicating and interacting with their circle of friends. The majority of the respondents mentioned that they communicated and interacted with their friends, family, educators and experts in their fields almost every day, using Messenger, Google Chat, Instagram and LinkedIn. It was also observed that 1388 (88.8%) respondents used SNSs for entertainment purposes, followed by 1304 (83.3%) of them for reading and watching up-to-dated news from Facebook and YouTube, while 1145 (73.2%) participants used them for online learning. Besides these, the majority of respondents 1267 (81%) used SNSs for private messaging and uploading photos on Facebook, Instagram, LinkedIn, 1123 (71.8%) respondents watched videos related to their academic work from YouTube, 1087 (69.5%) respondents used SNSs for academic purposes such as group discussion and getting study partners online, 913 (58.3%) of them for audio and video calling purposes, 886 (56.6%) participants for professional activities (searching for job, higher education centres, etc. through LinkedIn), 861 (55%) of them for getting opinions from their peers, and 774 (49.4%) respondents for finding old friends online.

Table 2: Purposes of using Social Networking Sites

<b>Purposes</b>	<b>Yes (N=1564)</b>	<b>No (N=1564)</b>
Communicating and interacting with your friends circle.	1498 (95.7%)	66 (4.3%)
Online learning.	1145 (73.2%)	419 (26.7%)
Finding friends online.	774 (49.4%)	790 (50.6%)
Leisure and personal socialization.	1388 (88.8%)	176 (11.2%)
Professional activities (searching for job, higher education centres, etc.).	886 (56.6%)	678 (43.4%)
Academic purposes such as group discussion and getting study partners online.	1087 (69.5%)	477 (30.5%)
Watching videos related to your academic work.	1123 (71.8%)	441 (28.2%)
Private messaging, uploading photos.	1267 (81%)	297 (19%)
Reading and watching up-to-dated news.	1304 (83.3%)	260 (16.7%)
Getting opinions from others.	861 (55%)	703 (45%)
Audio and video calling purposes.	913 (58.3%)	741 (41.7%)

***Perceptions regarding the role of SNSs for academic perspectives***

As shown in Table 3, the investigator asked a number of questions regarding the effectiveness and role of SNSs for academic perspectives among the students. During the survey, it was observed that students gave positive opinions about the various statements. However, the study found that a significant number 769 (49.2%) of respondents strongly agreed that SNSs allowed them to build a better relationship with their classmates, friends, and educators, 517 (33.1%) of them agreed and 218 (13.9%) participants gave their opinion as neutral. Only 60 (3.8%) respondents did not agree with the above statements. Notably, the mean value is 1.89 and SD value is .781.

The study showed that 679 (43.4%) respondents strongly agreed and 677 (43.3%) of them agreed that SNSs helped their educational establishment as well. They connected various experts all over the world through SNSs. The fewest number of participants, 154 (9.8%), gave their opinion as neutral and only 54 (3.5%) of them disagreed with the statement.

As Table 3 indicates, the majority of participants 769 (49.2%) strongly agreed and 517 (33.1%) of them agreed that they realized SNSs helped to increase their group discussions and the collaborative work with their peers and teachers. Some of the respondents 218 (13.9%) stated their opinion as neutral, while few of them (3.8%) disagreed with the statement. The overall mean value is 1.77 and SD is .735.

The study found that a large number of respondents 1010 (64.6%) strongly agreed and 477 (30.5%) of them agreed that SNSs helped them to get various up-to-date information which helped them grow their general knowledge as well as discipline knowledge. It is interesting to note here that nobody disagreed with this statement. However, the study proved that, at present, students get up-to-date

information through several SNSs. As shown in Table 3, the majority of the respondents 858 (54.9%) strongly believed and 648 (41.4%) of them believed that through SNSs they could easily share various information with their family, friends and teachers.

Table 3: Students opinion about the role of Social Networking Sites for academic purposes

<b>Statements (Do you feel that SNSs help in...)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Mean Value</b>	<b>SD</b>
Build up a relationship between your classmates and teachers?	769 (49.2%)	517 (33.1%)	218 (13.9%)	60 (3.8%)	1.89	.781
Educational establishment uses social network sites well?	679 (43.4%)	677 (43.3%)	154 (9.8%)	54 (3.5%)	1.73	.775
Increasing the discussion between your classmates and teachers?	769 (49.2%)	517 (33.1%)	218 (13.9%)	60 (3.8%)	1.77	.735
Getting up-to-date information?	1010 (64.6%)	477 (30.5%)	77 (4.9%)	-	1.40	.583
Spreading various information with peers?	858 (54.9%)	648 (41.4%)	48 (3.1%)	10 (.6%)	1.49	.592
Effective media to implement the group studies?	1432 (91.5)	109 (6.9%)	23 (1.5%)	-	1.53	.671
Increasing your e-learning habits?	927 (59.3%)	545 (34.8%)	92 (5.9%)	-	1.47	.606
Getting job information?	900 (57.5%)	515 (32.9%)	135 (8.6%)	14 (.9%)	1.53	.690
Great role of SNSs for future education system?	1168 (74.7%)	67 (4.3%)	288 (18.4%)	41 (2.6%)	1.49	.881

It was interesting to find that the majority of 1432 (91.5%) respondents strongly agreed and 109 (6.9%) participants agreed that SNSs were effective media which helped to support their group studies or collaborative studies with their peers and teachers. As shown in Table 3, majority of respondents 927 (59.3%) strongly agreed and 545 (34.8%) of them agreed that SNSs helped to increase their e-learning habits. Interestingly, nobody disagreed with this statement. The study revealed that 900 (57.5%) respondents strongly agreed and 515 (32.9%) of them agreed that they got various job notifications through SNSs. The study also revealed that the majority of participants 1168 (74.7%) strongly believed that SNSs would play a significant role for the development of future education system.

### *Information getting through SNSs from the library*

The investigator asked a question about what types of information the respondents received from the library's SNSs pages or the Librarian/Deputy Librarian/Assistant Librarians personal accounts. The study revealed that a large number of 1358 (86.8%) respondents reported that they got the complete list of new arrival books and periodicals every month from the Librarian/Deputy Librarian/Assistant Librarian's account. Out of 1564 participants, 1131 (72.3%) of them stated that they get various job notifications through SNSs, followed by 1023 (65.4%) received schedule of orientation programmes being organized by the library, 789 (50.4%) participants remarked that they got newspaper clipping services, 524 (33.5%) of them received national and international conferences information, and 245 (15.6%) of them reported that they got online information services from the library staff through SNSs. Moreover, it was clear that the majority of the participants received various information through SNSs from the library team. Thus, it was clear that marketing of information through SNSs had a positive impact on the students. Significantly, a very large number of respondents stated that these innovative tools and technologies assisted them to get various information from their friends, educators, subject specialists and librarians.

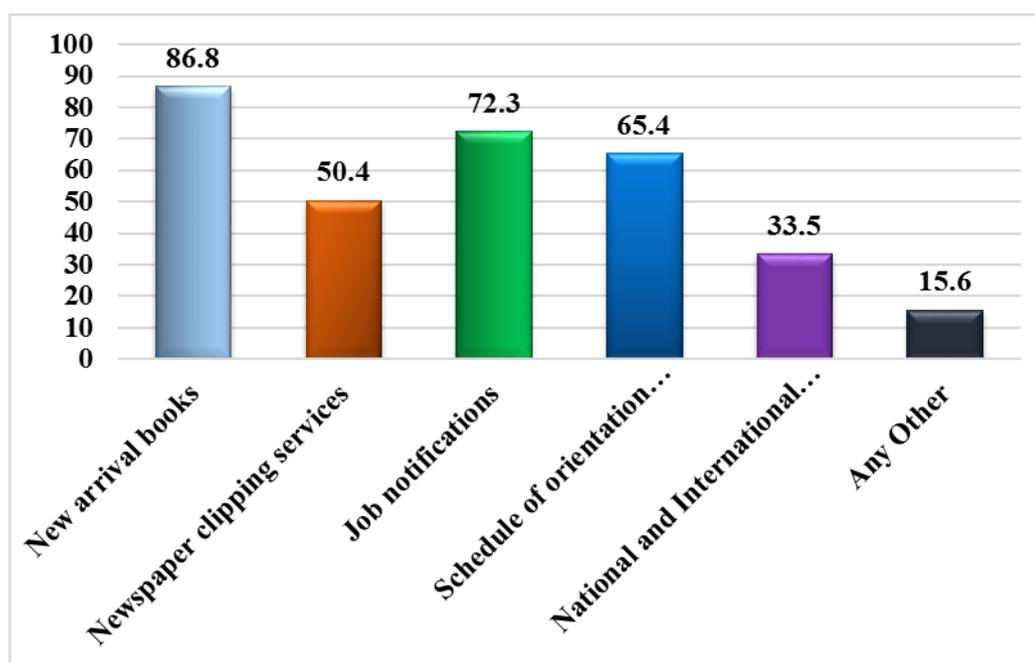


Figure 2: Information getting through Social Networking Sites from the library teams

### **Discussion and conclusions**

The present study investigated the use of SNSs by the two central university libraries for marketing and promoting the library and information services and products among their user community. Apart from this, the study made an overall assessment of the student perceptions regarding the effectiveness of SNSs in their academic perspectives. The findings indicated that librarians at both universities had 'commendable knowledge' regarding SNSs and made use of them frequently. The study reveals that at both universities, the librarians used various SNSs, but mostly they preferred to use Facebook, YouTube and Twitter. The findings of the present study correlated with the findings of several other studies conducted by researchers which showed that Facebook, YouTube and Twitter tend to be the most popular and SNSs were used in different academic libraries around the world (Arif and Mahmood, 2012; Baro, Edewor and Sunday, 2014; and Dhande, 2014). On the other hand, the results also revealed that the majority of the students had sound knowledge about SNSs and they were constant users of Facebook and YouTube. However, many scholars, such as Singh and Gill (2015),

found that the students and research scholars of universities of North India preferred to use Facebook (84.7%) followed by YouTube (43.6%); Shibu and Sevukan (2015) demonstrated that Facebook and YouTube were the most commonly used social media by the research scholars of Pondicherry University; Fasaie and Iwari (2016) revealed that 93.48 per cent students in the universities in Southwest Nigeria are preferred to use Facebook rather than other SNSs. Therefore, it can be concluded that at present, Facebook and YouTube are the widely used social networking sites among the university students.

The results showed that both university librarians use SNSs for several purposes such as posting different information e.g. new arrival of books and periodicals in the library, newspaper clipping services, schedule of orientation programmes which are going to be held in university level as well as in the library, information regarding various national and international conferences going to be held in the university, job notifications, interview tips, and information related to various programmes (library orientation programme, celebration of different social activities like cultural events, librarians day, etc.). In addition to this, they used Google Talk and LIS forum 24\*7 for online discussions, suggestions and web file sharing to their user community.

The findings of the present study highlighted that majority of the students used SNSs for various purposes like communicating and interacting with their friends, families and teachers, entertainment purposes, reading and watching news, online learning, group discussion, etc. Further, the study found that the respondents had positive opinions about the significance of SNSs for their academic perspectives. This finding agreed with the study of Munshi, Mostafa and Alam, (2018) that majority of the university students “get tacit knowledge from SNSs through communicating and discussing their educators, friends and other professionals”. The result also agreed with the findings of Park (2010) and Hamade (2013) that students used SNSs for entertainment purposes, followed by academic purposes. Therefore, the study presented a clear idea about the effectiveness of SNSs for several purposes among the students’ daily life.

The study demonstrated the fact that a large number of students strongly believed in the effectiveness of SNSs media which helped them to construct a platform for collaborative study with their peers as well as teachers. Similar findings were made by Hamat, Embi, and Hassan, (2012) in their study, where the majority of Malaysian university students believed that SNSs were the most effective media which helped to make a platform where they could study collaboratively. Besides this, Kabir, Akter and Ferdus (2014) revealed that a large number of students in Dhaka University connected their friends, family and educators through SNSs around the world. According to Schlenkrich and Sewry (2012), “SNSs are popular online destinations that offer students, lecturers, teachers, parents and businesses easy ways to build and maintain their relationships with each other”. Thus, it can be concluded that SNSs represented powerful media which helped to build up the strong relationship between students and teachers. The investigator also observed that majority of students strongly agreed that they got various up-to-date information and job notifications from the Librarians/Deputy Librarians/Assistant Librarians through SNSs. Besides all these, a large number of students strongly believed that SNSs helped to increase the e-learning habits among the university students and played an essential role for the development of the future education system.

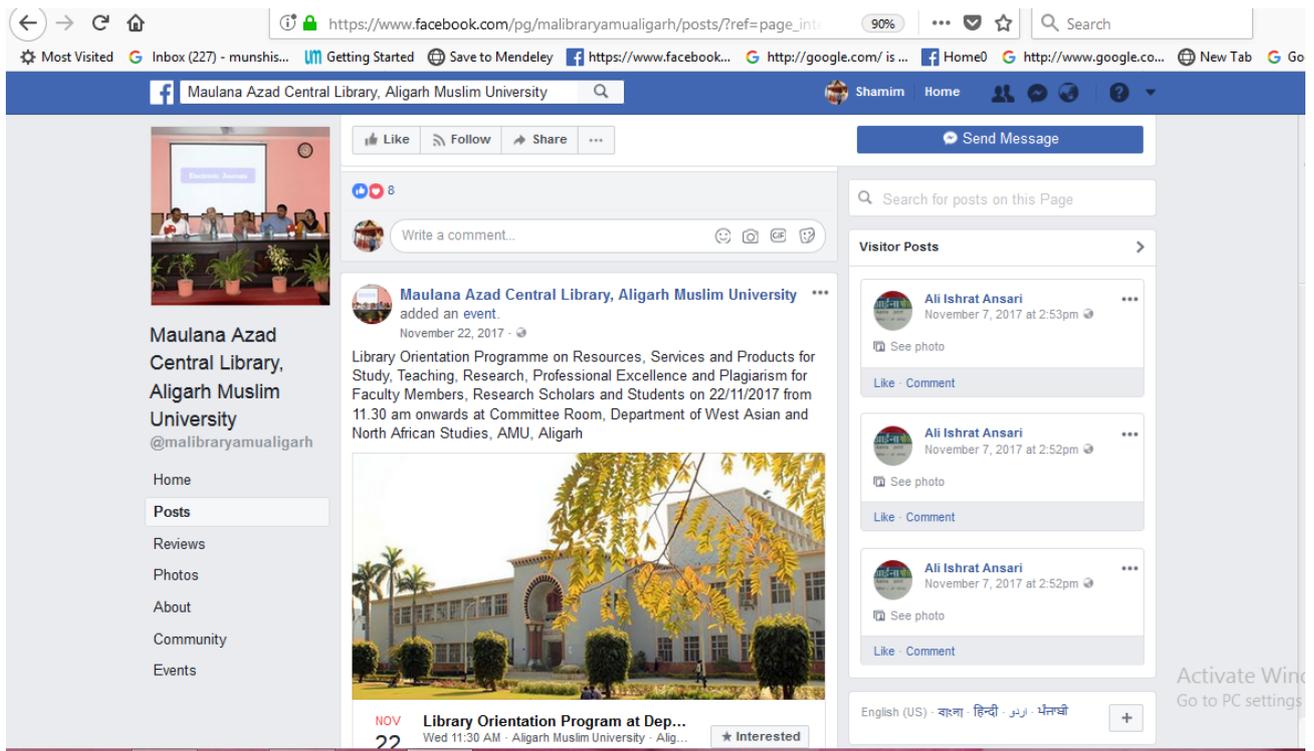
Finally, it can be concluded that SNSs have become one of the most popular and largest online platforms for all over the world where students, teachers and librarians connect with each other for sharing and consulting real-time information. Therefore, the study is useful for the librarians of the higher academic institutions from all over India for evaluating and implementing such kinds of technologies in their libraries for marketing their information services and products which are conducive for their user community.

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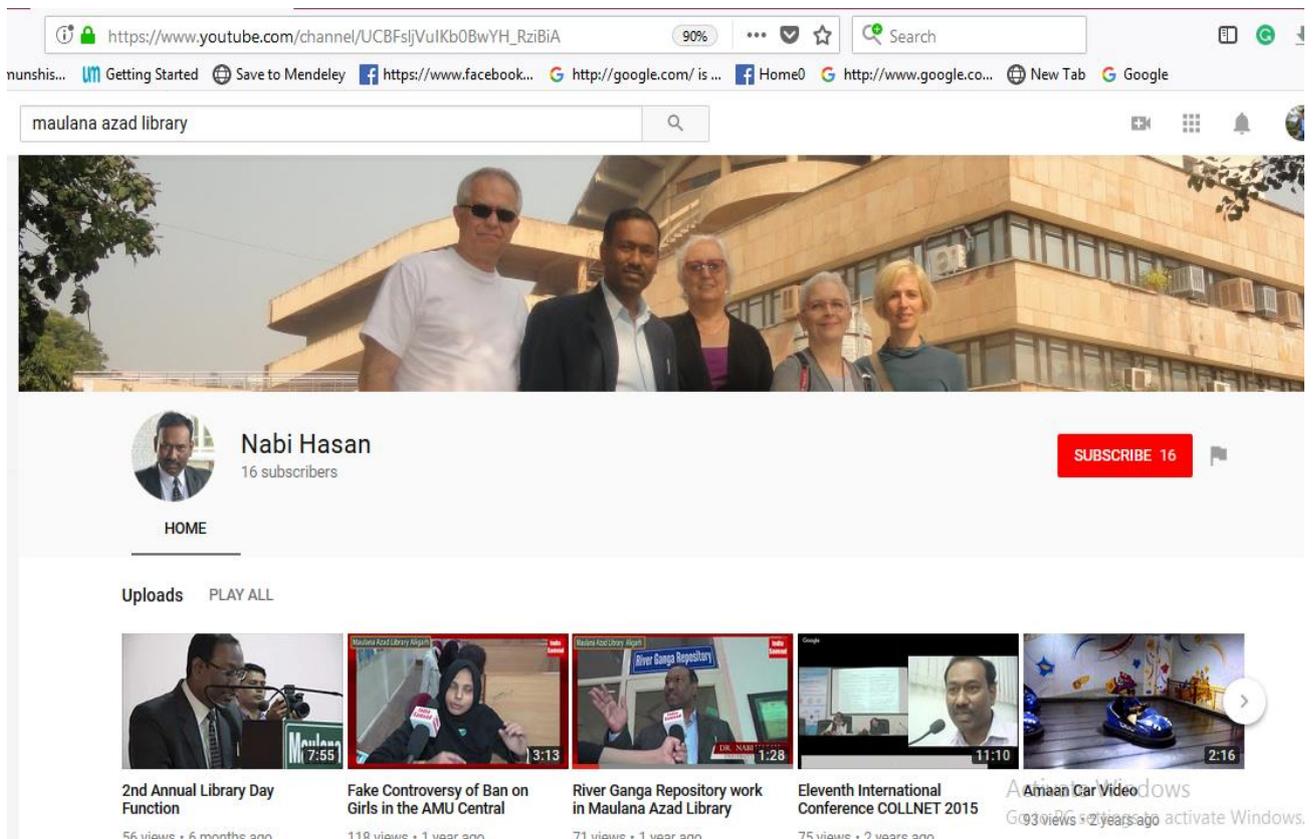
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# Appendix



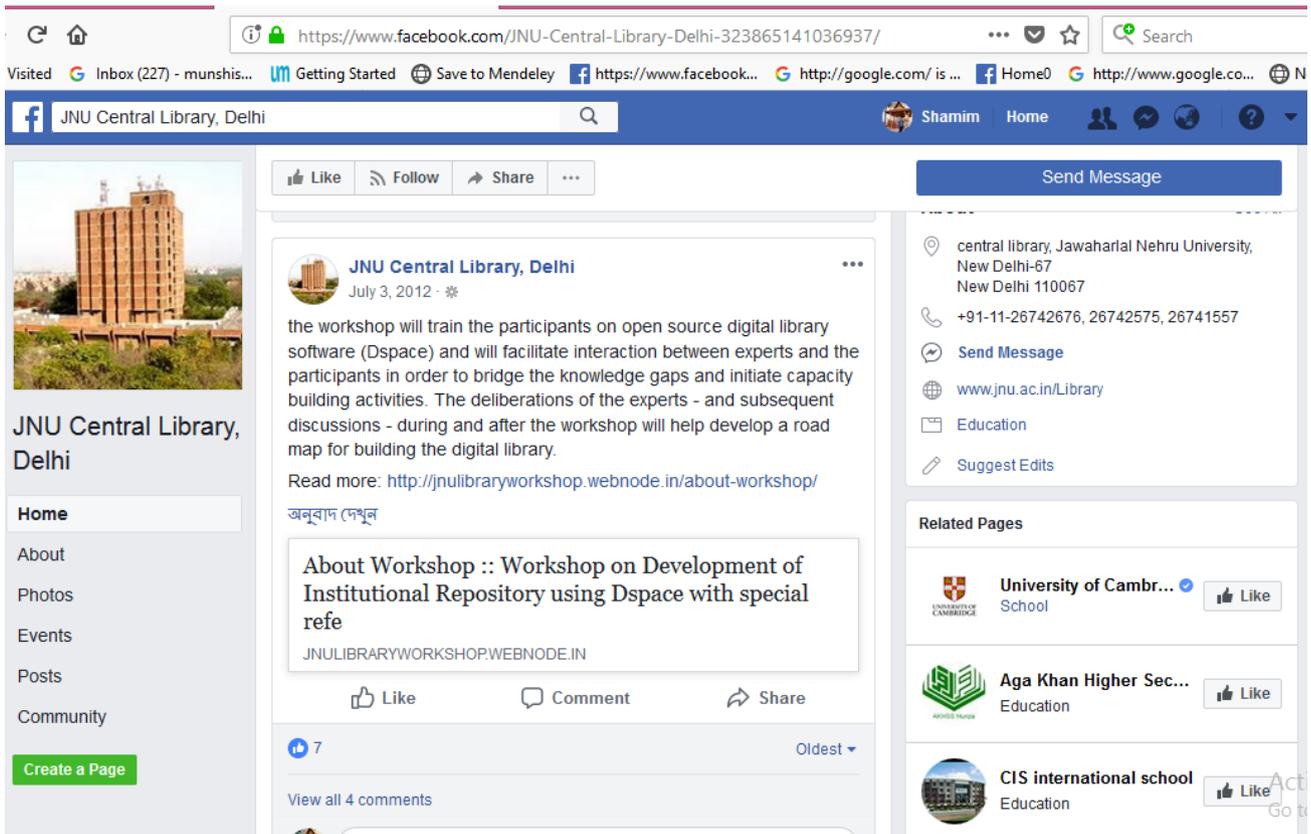
Snapshot 1: Spreading the information through Facebook page by Maulana Azad Library (AMU)



Snapshot 2: University Librarian YouTube page (Maulana Azad Library, AMU)



Snapshot 3: Twitter page (Maulana Azad Library, AMU)



Snapshot 4: Spreading information through Facebook page by JNU Central Library since 2012

Twitter, Inc. (US) | https://twitter.com/search?q=jnu library&src=typd 80% Search

7) - munshis... Getting Started Save to Mendeley https://www.facebook... http://google.com/ is ... Home0 http://www.google.co... New Tab Google

Home Moments jnu library Have an account? Log in

**jnu library**

Top Latest People Photos Videos News Broadcasts

**Search filters** - Show

**New to Twitter?**  
Sign up now to get your own personalized timeline!  
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**Worldwide trends**

- #S9CameraReimagined  
Reimagine your world with Galaxy S9 & S9+  
Promoted by Samsung Mobile India
- #ALLCAPS  
116K Tweets
- #FelizJueves  
9,460 Tweets
- تخصصك في كلمه  
41.1K Tweets
- #ShowtimeResbakAttack  
32K Tweets
- #PerilisSoSmall  
3,628 Tweets

**Mamidala Jagadesh Kumar** @mamidala90 · 13 Apr 2017  
Renaming of Central Library, JNU after Dr. B.R. Ambedkar and unveiling the bust of Dr. Ambedkar in Central Library. All are welcome.

**Central Library**  
Jawaharlal Nehru University  
Cordially invites you to its  
**Renaming Ceremony**  
&  
**Unveiling the Bust of Dr B. R. Ambedkar**

Guests of Honour

<b>Shri Udit Raj</b> <small>Hon'ble Member of Parliament, Lok Sabha</small>	<b>Shri Milind Kamble</b> <small>Chairman, DRCC</small>
<b>Prof. M. Jagadesh Kumar,</b> <small>Vice-Chancellor, JNU</small> will preside	

*Other Dignitaries*

<b>Prof. Chintamani Mahapatra,</b> <small>Rector, JNU</small>	<b>Prof. Satish Chandra Garkoti,</b> <small>Rector, JNU</small>	<b>Dr. Pramod Kumar</b> <small>Registrar, JNU</small>
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Date & Time  
14<sup>th</sup> April 2017 at 1:00 AM

Venue  
Library Main Hall, Central Library, JNU

An Exhibition of Books on and about Dr. B. R. Ambedkar will also be inaugurated and will be on display from 14<sup>th</sup> to 23<sup>rd</sup> April 2017

Road towards Library Parking will also be named as "Dr. B. R. Ambedkar Road".

Activate Windows  
Go to PC settings to activate Windows

Snapshot 5: Twitter page (JNU Central Library)